Ben Faulks - presents Something to Think About

Age: 5 - 7

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Podcasts and downloads

These programmes are available as downloads from this location:

www.bbc.co.uk/learning/schoolradio/podcasts

Audio on demand on the BBC iPlayer Radio

Programmes are also available from the BBC iPlayer Radio:

www.bbc.co.uk/programmes/b03g64pf

Something to Think About on the School Radio website

These Teacher’s Notes are primarily intended for print. The content can also be found on the Something to Think About pages of the website, which also includes additional content, such as online versions of focus images which can be displayed on your IWB or computer while listening. Go to:

www.bbc.co.uk/programmes/b03g64pf

Teacher’s Notes by Rachel Boxer

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Introduction

These Teacher’s Notes include:

- a planning grid with details of the songs
- a suggested object for visual focus including web links to images
- pre-programme preparation ideas
- programme content breakdown
- related activities
- weblinks for supporting resources (eg images for visual focus)

Where to listen:

These programmes are suitable to use as part of either school or class assembly.

Using the series:

You may like to listen straight through, with discussion at the beginning and end or listen in sections, pausing for discussion as you go.

Alternatively you may choose to use only one section of the programme at a time and spread the material out over several sessions in a week. For example you may wish to revisit the story and reflection or sing the song a second time or at the end of the day.

Participation:

Make sure you join in yourself with the listening and the singing. The children will observe your response and it will influence the way they perceive the programme. Stop the programme if the children seem to want to respond or become restless. Encourage the children to sing the songs, which have been chosen to be easy to sing and learn. During the programme the presenter will help the children join in. If they have difficulty, join in with part of the song (for example, the chorus or refrain) and listen or tap hands or toes to the rest!

Before the programme:

Creating the right listening conditions:

It’s important that the children can all hear comfortably. Make sure that the loudspeakers are at the right height facing the children (preferably a child’s ear height) and that the volume is comfortable for them all. Arrange the seating so that none of the children is too far away from the speakers/whiteboard and that any child with special hearing needs is in a good position. You may find that sitting in a semi-circle or in short lines facing one another with the speakers in the middle is best. Experiment and find the formation that works best for you and your class.

Creating the right atmosphere:

It will help everyone to concentrate if you prepare a visual focus. A focus object has been suggested for each programme in these notes. Some suggestions for images from the web have also been included. This can be used for discussion and preparation - particularly important if you feel some aspect of the story is going to be unfamiliar to your group.

You may want to create a special atmosphere by playing music or altering seating and lighting to let the children know that this is a different type of activity and prepare them to listen and take part.

Songs:

The songs for this term are split between the collection *Come and Praise Beginning* and *All about our school*.

During the programme:

Getting ready to listen:

Show the children the visual focus. Can they guess what the programme is about? You may also like to use the ‘Before the programme’ section in these notes to encourage the children to think about the theme.

Thinking about the story:

All the stories provide opportunities for discussion. You may wish to talk further about the issues raised during the session, at a later time or even through the week.
A time to reflect:

Using this part of the programme ensures that the legal requirements for Collective Worship are met. Collective Worship is also a significant contributor to pupils’ Spiritual, Moral, Social and Cultural development, which is evaluated by Ofsted during inspections (Ofsted Inspection Handbook, July 2014).

Encourage the children to stop and be still during the reflection / prayer times of the programmes. If at first they are not sure how to respond, stop the programme and settle them down. They may like to shut their eyes or look at the focus object. You might like to light a candle for this special time, which will gradually become a visual cue that the reflection part of the programme is happening.

Allow the children time to get used to the quiet and then turn the programme on again. Sitting quietly and thinking may be a very unfamiliar concept to some children. Allow them time to become accustomed to this, maybe over a period of weeks. Meanwhile encourage them to sit quietly and respect the people around them who would like to listen / reflect / pray.

As part of the reflection sections of the programmes, children are guided through some things that they might be thankful for and then given the opportunity in the quietness to turn their thoughts into their own prayer if they would like to. This creates maximum flexibility for children from all faiths, or none, to be able to participate in the act of collective worship, while ensuring that the opportunity for prayer is maintained.

If you would like to, you could also pause the programme at this point to create more time for children to pray, if this is what they are used to. There is an optional prayer for each programme included within these Teacher’s Notes.

Thinking about what’s been heard:

Go through the main points of the programme again at the end (the programme contents section of these Notes may help). There are some suggested questions you may like to ask the children. What do they remember? What are their ideas? There are further ideas to help with this on the programme pages of these notes.

After the programme:

There are some ideas for optional related activities for following up the programme content.

Podcasts/Downloads:

These programmes are available to subscribe to as podcasts or downloads following transmission. This means that you can download each programme (for free) as an mp3 file, for playback either from a computer or from an mp3 player, such as an iPod. If you subscribe to the series your computer will automatically search for each new episode when you connect to the internet, ensuring that you never miss a programme.

Programmes are also available as audio on demand, ‘streamed’ from the School Radio website or from the BBC iPlayer Radio. Go to:

http://www.bbc.co.uk/programmes/b03g64pf

Feedback:

Your feedback is important to us and helps to shape the series. Letters, drawings and poems from the children are particularly welcome.

Please use the Contact us link from the School Radio website or write to us at:

BBC School Radio
3rd Floor Bridge House
MediaCityUK
Manchester
M50 2BH

schoolradio@bbc.co.uk

http://www.bbc.co.uk/programmes/b03g64pf
## Planning grid including the songs in each programme

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<td><strong>Title</strong></td>
<td><strong>Song</strong></td>
<td><strong>Themes</strong></td>
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<tr>
<td>A fresh start</td>
<td>‘Back in school again’ <em>(All about our school, no 2)</em></td>
<td>Returning to school; doing things for the first time</td>
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<tr>
<td>First impressions</td>
<td>‘Welcome’ <em>(Come and Praise Beginning, no 22)</em></td>
<td>Making others feel welcome</td>
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<tr>
<td>Friends</td>
<td>‘Being a friend’ <em>(All about our school, no 8)</em></td>
<td>Being grateful for friends and friendship</td>
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<tr>
<th>Unit 2: Animal tales</th>
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<td><strong>Title</strong></td>
<td><strong>Song</strong></td>
<td><strong>Themes</strong></td>
</tr>
<tr>
<td>The Hare and the Tortoise</td>
<td>‘Got a bit better’ <em>(All about our school, no 11)</em></td>
<td>Perseverance; ‘slow and steady wins the race’</td>
</tr>
<tr>
<td>The greedy dog</td>
<td>‘While we live we learn’ <em>(All about our school, no 3)</em></td>
<td>Wanting too much; being greedy; trying to be content with what we have</td>
</tr>
<tr>
<td>The Ant and the Grasshopper</td>
<td>‘I am special’ <em>(All about our school, no 16)</em></td>
<td>Being hard-working rather than lazy; getting ready for winter</td>
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<th>Unit 3: Remembrance</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Song</strong></td>
<td><strong>Themes</strong></td>
</tr>
<tr>
<td>Why poppies..?</td>
<td>‘Kum ba Yah’ <em>(Come and Praise Beginning, no 24)</em></td>
<td>Remembrance Day / Sunday; remembering the sacrifice of others</td>
</tr>
<tr>
<td>Our memories</td>
<td>‘God is watching over you’ <em>(All about our school, no 7)</em></td>
<td>Exploring what a memory is - and how they are a unique part of each person; exploring objects that remind us of special events</td>
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<th>Unit 4: Christmas</th>
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<td><strong>Title</strong></td>
<td><strong>Song</strong></td>
<td><strong>Themes</strong></td>
</tr>
<tr>
<td>Winter wildlife</td>
<td>‘From the tiny ant’ <em>(Come and Praise Beginning, no 32)</em></td>
<td>Caring for the environment and animals - birds in particular - as winter arrives</td>
</tr>
<tr>
<td>The Lamb’s tale</td>
<td>‘Baby in a stable’ <em>(Come and Praise Beginning, no 52)</em></td>
<td>For Christians Christmas is a time to remember the birth of Jesus Christ</td>
</tr>
</tbody>
</table>
New school year...

1: A fresh start

Themes: Returning to school; how it feels to do things for the first time

Focus image: a new pencil case

Before the programme:
- Look at the image of the pencil case. Make a list of other new things that might be needed for the start of school
- Talk about how it feels having new things for the start of a new school year - teachers included!
- Talk together about things that have changed about your class compared to your previous class. How do you feel about these changes?

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<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben tells us about his 'new things' and gives us the 'news' about his summer holiday.</td>
</tr>
<tr>
<td>2</td>
<td>Vox Pops: Some listeners tell us their summertime headlines and what they are looking forward to over the coming school year...</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘Back in school again’ (All about our school, no 2). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: Stars in the sky - by Rachel Boxer, based on the story of Abraham, from Genesis 12. Read by Jonathan Keeble. Young Isaac is star-gazing. Abraham, his father - now an old man - retells his experience of leaving his home in Haran to find a new land - a land that God promised would belong to him, and his family for many generations...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On happy holidays and new beginnings...and the challenges of a new term. Ensure everyone is listening carefully and thinking quietly.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the prayer included below.</td>
</tr>
</tbody>
</table>
After the programme:

Talk about the story:

- Have you ever been on a ‘mystery’ journey?
- Why do you think Isaac and Abraham often looked at the stars together?
- How do you think Abraham felt when he heard God’s voice?
- What do you think was the hardest thing for Abraham and his family about leaving Haran?
- What was the hardest part of the journey?
- How do you think they all felt when they finally reached Canaan? Do you think they missed anything about being on the journey?
- Have you got any ‘family stories’

Follow-up activities:

- Share holiday ‘news’ in news reporter style! Video it for your school archives, or to show the children at the end of their year to remind them how they’ve changed since the school year.
- Make a list of things that have changed and things that have stayed the same about school since you all changed classes. What challenges do you think there might be for the term ahead?
- Make a ‘feelings graph’, of how Abraham felt at key points in the story - eg hearing God’s voice; saying goodbye; travelling without a map, etc.
- Make a class charter and agree rules for good relationships together as a class community, especially how to welcome those children who are completely new to your class and school. Make this into a display with children’s quotes.
- Look at the words of the song from today’s programme. What do they say are the good things about being ‘Back in school again’?

Optional prayer:

Dear God
It’s good to be back together again as we start this new school term. Thank you that even though many things have changed, there are also many things that have stayed the same. Thank you that we have our friends around us to help us. Amen.

2: First impressions

Themes: Meeting new people - classmates / friends / teachers - being welcoming; making a good ‘first impression’

Focus image: a multilingual poster saying ‘welcome’ in different languages

Before the programme:

- Look at the focus image. How many words do you recognise?
- Why is it important to be welcoming?
- How do you show someone that they are welcome? At school? At home? In other places?
- Can you remember what it felt like to be new at your school? Share stories together.

Click on the image to display it in your browser if you are connected online

Click to download the programme immediately
<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Some listeners welcome us to this new programme...</td>
</tr>
<tr>
<td>2</td>
<td>Song: ‘Welcome’ (Come and Praise Beginning, no 22). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Story: First day nerves - an original story by Kate Stonham. Read by Helen Longworth. There’s someone new at Higgywick Primary School - and it’s not a pupil! Miss Porter is a new teacher and is feeling just a little apprehensive about her first day at school. Fortunately, Miss Porter’s day doesn’t turn out to be anything like her nightmare!</td>
</tr>
<tr>
<td>4</td>
<td>Vox Pops: Some listeners tell us how they would like to be welcomed somewhere new...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: On being new and being welcoming. Ensure everyone is listening carefully and thinking quietly.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the prayer included below.</td>
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</tbody>
</table>

After the programme:

**Talk about the story:**

- What different things was Miss Porter worried about before starting at Higgywick School?
- Did any of Miss Porter’s day turn out to be like her nightmare?
- Which things made Miss Porter feel welcome?
- Why do you think Joe felt nervous? Have you ever felt like him?
- How did Miss Porter help him?
- What do you think Miss Porter dreamt about that night?

**Follow up activities:**

- Find out how different languages and cultures express the idea of ‘welcome’, or greet one another. See if you can find some really unusual ones to try out on each other, maybe during a drama lesson. You could turn these into a ‘Book of welcome’ using photos of the children demonstrating each greeting and flags of the places the greetings come from.
- Write a book of instructions for newcomers to your class / school, with pictures or photos about your class routines - eg ‘hang up your coat in the cloakroom’; ‘put your hand up if you want to say something’; ‘wash your hands before lunchtime’ etc.
- Write or tell the story of Miss Porter’s second day at Higgywick Primary School.
- Interview your own teacher about their memories of starting as a teacher in your school. What was similar / different to Miss Porter’s experiences?

**Optional prayer:**

*Dear God
Thank you for a new term and a new year, together at our school. Thank you for all those people who have already made us feel welcome. Help us to be welcoming to everyone who comes our way today.
Amen.*
3. Friends

Themes: Being grateful for friendship.

Focus image: an image of friends together

Before the programme:

• What can you tell about the people in the photo?
• How do they feel about being together? How do you feel about being together with your friends?
• What qualities do you think a good friend should have?
• Who do you like to spend time with? In school? At home? Do you have a ‘best’ friend?
• What made you choose your friends?
• Someone once said ‘To have a friend, be a friend.’ What do you think they meant?
• Have you ever fallen out with a friend? What did you do to put it right?

Section Programme content

1 Introduction and welcome: Some listeners give clues about the programme today...and Ben is puzzling about what BFF means...

2 Song: ‘Being a friend’ (All about our school, no 8). Encourage the children to join in as much as they can.

3 Story: The spoilt Prince - an original story by Jan Payne. Read by Damian Lynch.

Young Prince Ramin has all that a young boy’s heart could possibly desire...except a friend. His father sets about finding him one, but Prince Ramin finds that he has a lot to learn about friendship...

4 Vox Pops: Some children tell us about their friends and why they’re grateful for them.

5 Reflection: On having and being a friend. Ensure everyone is listening carefully and thinking quietly.

6 Opportunity for prayer: children can turn their thoughts into their own prayer of thanks, or use the prayer included below.

After the programme:

Talk about the story:

• What do we mean when we say that someone is ‘spoilt’?
• How do we know that Ramin was ‘spoilt’?
• What do you think had made him ‘spoilt’?
• What might you have enjoyed about Ramin’s life as a prince?
• Would you like to be his friend? Why?
• As you listened to the story, which of the boys did you expect would win the challenge to become Prince Ramin's friend?
• What advice would you have given Prince Ramin about being a friend?
• Do you think the boy who won the competition will be a good friend? Why?

Follow-up activities:

• Write ‘poems’ about your friends. They could be riddles, where you give clues about the identity of someone, or something more general about being friends. You could use the words of the song as a starting point.
• As a class, choose different colours to symbolise different qualities of friendship (eg blue for honesty, red for love, pink for kindness etc) and then use strands of threads to make friendship bracelets. Could you use them as a way of offering friendship to someone new, not just your best friends?
• There’s an old Jewish saying about friendship: ‘He who finds a faithful friend, finds a treasure’. Make a class display using yellow card ‘coins’, each with the words ‘My friend is a treasure’ written on them, with a space for children to write on it the name of their friend. They can display as many as they wish. Make a ‘charter’ to go with the coins about ways in which we can treat our friends like ‘treasure’.

Optional prayer:

Dear God
Thank you for our friends - for the ways in which they care for us, the ways in which they make us laugh, the ways that they understand us and spend time with us. Help us never to take them for granted, but to treat them like precious treasure - a gift from you.
Amen.
Section | Programme content
--- | ---
1 | **Opening**: Ben starts the programme telling us about Aesop, a story-teller from long ago and the style of story he is famous for.
2 | **Story**: *The Hare and the Tortoise*. An adaptation of Aesop's famous fable. Proud Hare boasts of his superior running skills, but has his come-uppance when he races against Tortoise, who proves that ‘slow and steady wins the race’.
3 | **Song**: ‘Got a bit better’ (*All about our school*, no 11). Encourage the children to join in with as much as they can.
4 | **Vox pops**: Children tell us about the importance of ‘not giving up’.
5 | **Reflection**: Ensure everyone is listening carefully and thinking quietly as we reflect on the importance of perseverance.
6 | **Prayer**: The children can make the prayer their own by joining in with Amen at the end.

**After the programme:**

**Talk about the story:**

- Which of the two characters did you like more? Hare or Tortoise? Why?
- How do you think Tortoise felt about being challenged to a race?
- Would you have taken Hare on if you were Tortoise?
- Why did the other animals find it hard to tell if Tortoise was running?
- Why do you think Tortoise won? What was his secret?
- What lesson do you think Hare learned from the race?

- What do you think we can we learn from this story?

**Follow-up activities:**

- Find out some more about the storywriter, Aesop. How many of his stories have you heard before?
- Write your own version (either as a class, or individually) of *The Hare and the Tortoise* using other animals, but keeping the moral the same.
- Find some pictures of different parts of the race and add speech or think bubbles to the Hare or the Tortoise to show what they were saying or thinking.
- Write a story about what happened in the next race that Hare ran in - maybe even a re-match with Tortoise?!
- Find out some fascinating facts about hares or tortoises, such as ‘a tortoise is a turtle, but a turtle is not a tortoise’!
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5: The greedy dog

Themes: wanting too much; ‘if you’re too greedy you may end up with nothing’ (Aesop’s moral)

Focus image: some delicious-looking desserts!

Before the programme:

• What does it mean to be ‘greedy’?
• Look at the focus image. Which of the tasty-looking desserts would you like to eat?
• What stories do you know about being greedy? (Many children will probably know Roger Hargreaves’ character Mr Greedy and The Very Hungry Caterpillar, possibly also Greedy Zebra or the traditional tale Tiddalik)
• What do these stories teach us about being greedy?

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<tr>
<td>1</td>
<td>Opening: Ben has eaten rather too much chocolate, and is suffering the consequences!</td>
</tr>
<tr>
<td>2</td>
<td>Story: The greedy dog - an adaptation of Aesop’s famous fable. This story is a reminder that greed often leads to losing what we already have. Patch the Dog has a delicious meal already, but when he sees another dog with more food, it begins a chain of events that leads to the loss of his dinner!</td>
</tr>
<tr>
<td>3</td>
<td>Vox pops: Children give us their wise words about being greedy.</td>
</tr>
<tr>
<td>4</td>
<td>Song: ‘While we live we learn’ (All about our school, no 3). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: Ensure everyone is listening carefully and thinking quietly as we think about being content with what we already have.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer: Children can make the prayer their own by joining in with ‘Amen’ at the end.</td>
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After the programme:

Talk about the story:

• Why is Patch known as ‘Bad Dog’?
• How did he treat the other dogs on the farm?
• Would you like to be his friend? Why? Why not?
• How did Patch lose his meal? (Unpick this together, as some children may not realise about Patch only seeing his reflection, not an actual dog).
**Follow-up activities:**

- Re-tell the story showing what Patch the dog should have done.
- At story times during the rest of the week, share some other stories about the consequences of being greedy (there are some suggestions in the ‘Before the programme’ section). Talk as a class about the morals that these teach.
- There are some wise words throughout this programme about being greedy, from Jesus, Socrates and others. Create a class ‘Wall of Wisdom’ using these words, and adding your own about greed and sharing. You could even include some facts about poverty in other parts of the world.
- In the programme, Ben talks about how the opposite of greed is being thankful for what we have. Write a prayer or reflection about being grateful. You could use these in your own school assembly times.

**Themes:**
- being hard-working rather than lazy;
- getting ready for winter

**Focus image:** an ant and a grasshopper

**Before the programme:**

- Look at the pictures of the ant and the grasshopper. What’s the same and what’s different about them?
- What do you know about both of the insects? What other creatures belong to the insect family?
- How would you know if something was an insect or not?
- What does it mean to be ‘lazy’? Is it a good thing?
- What do you work hard at?
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<tr>
<td>1</td>
<td><strong>Opening:</strong> Ben has been to a museum and seen some leafcutter ants at work.</td>
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</table>
| 2       | **Story:** *The Ant and the Grasshopper* - an adaptation of Aesop’s famous fable.  
The Grasshopper is sunning himself in the warm summer sunshine and mocks the Ant as it struggles past with the heavy load of food it has been gathering for the winter. Unfortunately, when winter comes, Grasshopper realises his mistake. |
| 3       | **Song:** ‘I am special’ (*All about our school*, no 16). Encourage the children to join in with as much as they can. |
| 4       | **Voxpops:** Children tell us about some things that they work hard at. |
| 5       | **Reflection:** Ensure everyone is listening carefully and thinking quietly as we reflect on some words from the Bible about hard work. |
| 6       | **Prayer:** Children can make the prayer their own by joining in with ‘Amen’ at the end. |

**After the programme:**

**Talk about the story:**

- Which of the insects do you like more?
- How is Grasshopper unkind to Ant?
- What was important to Ant? And what was important to Grasshopper?
- Why didn’t Grasshopper want to work like Ant?
- Which other creatures would you consider to be hardworking, like Ant?
- Why was Grasshopper hungry when it came to winter?
- What do you think happened after the end of the story?
- Would you change anything about this story if you were writing it?
- If you were in the story, would you prefer to be Ant or Grasshopper? Why?

**Follow-up activities:**

- Listen again to the story and list all the differences that there are between what the ant does and what the grasshopper does.
- Look at pictures of ants and grasshoppers and list some things that make the insects different from each other to look at - eg length of legs, size of body.
- Label pictures of an ant or grasshopper with the main body parts - eg head, legs, etc.
- Find some video clips of ants at work and grasshoppers making music!
- Listen again to the start of the programme and use what Ben says to find out more about ants. What else can you find out? Gather the information into a class book, with photos or pictures. Whose fact is the most fascinating?
## Remembrance

### 7: Why poppies..?

**Themes:** Remembrance Day / Sunday; remembering the sacrifice made by others

**Focus image:** a poppy

Before the programme:

- Look at the focus image. What is it?
- Where have you seen one of these before?
- What do you know about them?
- What are people remembering when they wear a poppy?
- Why is it important to ‘remember’?
- What other special occasions involve ‘remembering’?
- How do you remember things that are important to you?

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<td>1</td>
<td>Welcome and introduction: Ben is testing his memory by playing a game...</td>
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<tr>
<td>2</td>
<td>Song: ‘Kum ba Yah’ <em>(Come and Praise: Beginning, no 24)</em>. Encourage the children to join in with as much as they can.</td>
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<tr>
<td>3</td>
<td>Story: <em>Why poppies..?</em> An original story by Rob John. Read by Naomi Radcliffe. Emily Higgins asks LOTS of questions - and her mum often finds them hard to answer! Emily starts to notice poppies everywhere she goes which prompts her to ask more questions. Fortunately, great-grandad can help her with the answer...</td>
</tr>
<tr>
<td>4</td>
<td>Reflection: On remembering and Remembrance Day. Ensure everyone is listening carefully and thinking quietly.</td>
</tr>
<tr>
<td>5</td>
<td>Opportunity for prayer: Children can turn their thoughts into their own prayer of thanks, or use the prayer included below.</td>
</tr>
</tbody>
</table>
Optional prayer:

Dear God  
At this time of remembering, we want to pray for those whose lives have been affected by war.  
We are grateful for those men and women who fought for our freedom.  
Amen.

After the programme:

Talk about the story:

• Emily Higgins likes to ask lots of questions.  
• What questions do you like to ask?  
• Who in your family is the best person to ask questions and why?  
• Why do you think Emily’s great-grandad often forgot things?  
• Emily asked lots of questions about poppies. Would you have been able to answer her questions?  
• Why did great-grandad wait until Emily’s mum had gone out of the room before he answered her questions?  
• When great-grandad had finished talking about the War, why do you think Emily had suddenly run out of questions?

Follow-up activities:

• Share photos with the children of the commemorations to mark the 100th anniversary of the outbreak of World War 1. There are some good photos on the BBC news website.  
• Find out where your nearest War memorial is and whether it’s near enough to visit. War memorials were developed only after the First World War and most towns will have one somewhere. You can find the nearest one to your school on the War Memorial Archives website.  
• Look at pictures of the poppy fields in Flanders. Use art materials to make individual poppies, then create a class poppy field, or use them to make poppy wreaths. Display with the words ‘We will remember them’.  
• Create a ‘Remembering’ corner, where children can go to be quiet, think, or pray during Remembrance week.
8: Our memories

**Themes:** Exploring what a memory is - and how they are a unique part of each person; exploring objects that remind us of special events

**Focus image:** Some fireworks!

Click on the image to display it in your browser if you are connected online

**Before the programme:**

- Look at the focus image. What does it show?
- When do we light fireworks?
- What special event do fireworks help us to remember?
- What other special events have objects to help us remember? (Refer to previous programme!)
- Do children have any special objects that remind them of special events in their lives? What is a ‘memory’?
- Does everyone have the same memories? Why?

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<th>Section</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben welcomes the children to today’s programme</td>
</tr>
<tr>
<td>2</td>
<td><strong>Song:</strong> ‘God is watching over you’ (<em>All about our school</em>, no 7). Encourage the children to join in with as much as they can.</td>
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<tr>
<td>3</td>
<td><strong>Memory game:</strong> Ben plays a memory game with some listeners, to test their memory skills...</td>
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<tr>
<td>4</td>
<td><strong>Vox Pops:</strong> some listeners tell us about their own special memories...</td>
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<tr>
<td>5</td>
<td><strong>Story:</strong> <em>The memory box</em> - an original story by Rachel Boxer. Read by Helen Longworth. It’s the school holidays but it’s raining outside. Joe and Sarah are inside watching their Mum as she clears out of some of the clutter from her wardrobe when Joe notices an interesting looking box. But, what’s in it, and what has it to do with Mum’s memory?!</td>
</tr>
<tr>
<td>6</td>
<td><strong>Reflection:</strong> on special memories and being unique. Ensure everyone is listening carefully and thinking quietly.</td>
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</table>
After the programme:

Talk about the story:

• How do you think the children felt about the start of the holidays...and the rain?
• Which of Mum’s objects do you think were the most special to her and why?
• Does anyone in your family have a treasure box? What do they keep in it?
• Why do you think it went very quiet in the room after they’d all looked at the perfume bottle?
• Why were the children so careful about putting the objects back into the box?
• What objects do you think Joe and Sarah put into their own memory boxes?
• What memories do you have of special times with your family?
• What objects would you keep in a box to remind you of them?

Follow-up activities:

• Think of a recent whole class experience - eg a lesson, a visit, or an assembly - something that everyone witnessed or took part in. Ask them to recall key things about it and explore any differences in interpretation. Why do they think that some people’s memories are different?
• Make your own box of class memories to add to during the year - you could make it a bit like a time capsule, which gets opened again at the end of the year as you look back.
• If you were to make your own personal memory box, what would you put in it? Write labels, as if for each object, explaining why it’s there.
• Write about what Joe and Sarah put in their memory boxes during the summer holidays.

Optional prayer:

Dear God
Thank you for our special memories and for how each memory is a part of each person’s uniqueness. Thank you for the special times that we’ve shared together with our friends, our families and our school. Help us to treasure these memories.
Amen.

Christmas

9: Winter wildlife

Themes: caring for our environment and animals in particular as winter arrives

Focus image: a bird table in winter

Before the programme:

• Look at the picture of the bird table. What is it for, and why might someone have one in their garden?
• Why do birds have a more difficult time in winter than in summer?
• Why might people need to ‘protect’ birds?
• How many different types of bird do you know? Which ones visit where you live?
• What other creatures need to be cared for when the weather gets colder?
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<tr>
<td>1</td>
<td><strong>Opening:</strong> Ben feeling a bit chilly as winter draws closer but realises that garden wildlife struggles even more with chilly temperatures...</td>
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<tr>
<td>2</td>
<td><strong>Interview:</strong> Jamie, from the RSPB (Royal Society for the Protection of Birds) tells us about his work.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> 'Back in school again' (<em>All about our school</em>, no 2). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story:</strong> <em>The back garden bird cafe.</em>&lt;br&gt;It has snowed and Joe is feeling very excited. But much as he loves the snow he can't help feeling a bit sorry for the birds in his garden. So he forms a plan to convert his snowman into something that will help his garden visitors...</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection:</strong> Ensure everyone is listening carefully and thinking quietly as we reflect on what we can all do to help wildlife in winter.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Prayer:</strong> Children can make the prayer their own by joining in with 'Amen' at the end.</td>
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**After the programme:**

**Talk about the story:**

- Have you ever woken up on a snowy day? What did it feel like? What did you do?
- What different things did Mum tell Joe about birds at the start of the story?
- What clues are there in the story that it's near to Christmas time?
- What do you think Joe's snowman looked like? What would you use to build a snowman's features?
- What do you think about Joe's idea to make his snowman 'help' the birds?
- What do you think happened when Joe woke up the next day?

**Follow-up activities:**

- Visit the RSPB website where you'll find suitable recipes for making winter food for birds.
- Find some pictures of garden birds and keep a tally of which birds come most often? Which least often? Which is the most unusual bird that you see as a class?
- Watch some clips from 'Big Schools' Bird-watch'. Which birds visit your school? Which ones would you like to visit?! Find out what you could do to try to attract them.
- Visit the RSPB website and find out more about what the organisation does.
- Design posters to show the one thing that you want to encourage others to do to care for birds or other wildlife in Winter.
10: The Lamb’s tale

Themes: that for Christians Christmas is about the birth of Jesus

Focus image: a nativity scene

Before the programme:

- Look at the picture. Do you know what’s happening, and who the different people are?
- What’s special about this time of year? Are there other festivals that you celebrate?
- If you celebrate Christmas, do you do it in a certain way? How is ‘your’ way different from others in your class?
- What’s the best thing about Christmas (or another celebration) for you?
- What is a ‘tradition’? What ‘traditions’ do you already have in your class - eg things your teacher ALWAYS says, or special class times such as story time.

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<td>1</td>
<td><strong>Opening</strong>: Ben starts today feeling very festive...</td>
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</table>
| 2       | **Story**: *The Lamb’s tale.*

Martha is the newest lamb in the flock. When she witnesses some extraordinary events on that first Christmas night she finds herself on an adventure to see the new-born baby Jesus.

| 3       | **Voxpops**: Children from East Sheen Primary School tell us about what makes Christmas special for them. |
| 4       | **Song**: ‘Baby in a stable’ (*Come and Praise Beginning*, no 52). Encourage the children to join in with as much as they can. |
| 5       | **Reflection**: Ensure everyone is listening carefully and thinking quietly as we reflect on this special time of year. |
| 6       | **Prayer**: Children can make the prayer their own by joining in with ‘Amen’ at the end. |
After the programme:

_Talk about the story:_

- Have you ever been outside on a dark night? How did it feel?
- How do we know that she was the shepherds’ favourite? What did they love about her?
- Why do you think Martha wasn’t afraid of the bright light?
- Why did she want the singing to last forever? Have you ever felt that way about anything?
- What do you think Martha said to her mum about her adventure?

_Follow-up activities:_

- Read the account of the birth of Jesus from a good children’s Bible. What differences are there to the version in the programme?
- Use small world play to re-enact the Christmas story, or bring it to life in drama. Help each other to sequence the main parts.
- Look at Christmas cards and sort them according to which ones have something to do with the Christmas narrative. Then look at them to see whether you can sequence the story according to the pictures on the cards, and use them to help you tell the ‘story’.
- Write the conversation between Martha and her mum when she got back to the sheepfold.
- Find out about different Christmas traditions – maybe some from different parts of the world. Which ones would you most like to take part in?