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NB. The programme titles in these Notes have been hyperlinked so that you can easily access the programme pages online if you are connected to the internet.
Introduction

These Teacher’s Notes include:

• a planning grid with details of the songs
• a suggested object for visual focus including weblinks 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 theses 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/b03q64pf

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
## Planning grid including the songs in each programme

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<th>Unit 1: Learning to...</th>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
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<tr>
<td>1. Ride a bike</td>
<td>‘You’ve got to move’ <em>(Come and Praise, no 107)</em></td>
<td>Learning new things, such as riding a bike; emotions associated with trying something new</td>
<td></td>
</tr>
<tr>
<td>2. Be healthy</td>
<td>‘Got a bit better’ <em>(All about our school, no 11)</em></td>
<td>Healthy eating; looking after yourself; finding out what happens in the school kitchens.</td>
<td></td>
</tr>
<tr>
<td>3. Play an instrument</td>
<td>‘All together as a family’ <em>(All about our school, no 15)</em></td>
<td>Learning to play an instrument; children playing in a school band</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Unit 2: Role models</th>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
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</thead>
<tbody>
<tr>
<td>4. People we look up to</td>
<td>‘Being a friend’ <em>(All about our school, no 8)</em></td>
<td>Role models: what they are and why we have them.</td>
<td></td>
</tr>
<tr>
<td>5. Giving something back</td>
<td>‘Love is something if you give it away’ <em>(Come and Praise Beginning, no 16)</em></td>
<td>Giving back to others; a visit to a school fund-raising for a school in Malawi.</td>
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<table>
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<tr>
<th>Unit 3: Being strong</th>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
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<tr>
<td>6. The Labours of Hercules</td>
<td>‘He's got the whole world in his hands’ <em>(Come and Praise Beginning, no 36)</em></td>
<td>The benefits of physical strength and keeping fit; facing physical challenges.</td>
<td></td>
</tr>
<tr>
<td>7. Purim - the story of Esther</td>
<td>‘This little light of mine’ <em>(Come and Praise, no 21)</em></td>
<td>The benefits of inner strength; the courage to speak out when you think something is wrong; linked to the Jewish festival of Purim and the story of Esther.</td>
<td></td>
</tr>
<tr>
<td>8. St Patrick’s Day</td>
<td>‘Deep Peace’ <em>(Come and Praise Beginning, no 23)</em></td>
<td>Being strong enough to forgive someone for doing something wrong, and to ask for forgiveness if you do something wrong; linked to the story of St Patrick.</td>
<td></td>
</tr>
<tr>
<td>9. United we stand</td>
<td>‘Together’ <em>(All about our school, no 13)</em></td>
<td>Being strong inside; cooperation and teamwork.</td>
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</table>

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<tr>
<th>Unit 4: The first day of spring</th>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
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</thead>
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<tr>
<td>10. The first day of spring</td>
<td>‘Everything is new’ <em>(Come and Praise, no 56)</em></td>
<td>The sights and sounds of spring; end of hibernation and new life of all sorts!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Easter Time’ <em>(Come and Praise, no 55)</em></td>
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</tbody>
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4
Learning to...

1 ...ride a bike

Themes: learning new things, such as riding a bike; emotions associated with trying something new

Focus image: a child’s bike

Before the programme:

• Look at the picture of the bicycle. Who can ride a bike? Who’s learning? What did it feel like to learn to ride a bike? What did you find most difficult?
• What do you like about riding your bike?
• Talk together about how it feels to try something new. Does everyone find the same things difficult?
• If you were giving advice to another child who was learning to do something new, what might you say to them?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the idea of riding a bike, how it can be good exercise, and how much fun it can be.</td>
</tr>
<tr>
<td>2</td>
<td>Song: You’ve got to move’ (Come and Praise, no 107). Encourage children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Feature: We visit a school playground where children are learning to improve their cycling skills.</td>
</tr>
<tr>
<td>4</td>
<td>Story: ‘For keeps’ an original story by Tracey Hammett. Read by Francine Chamberlain. Daisy loves her tricycle, but is quickly getting too big for it. Her neighbour, Tara, is older and has a proper bike - with a louder bell, but fewer wheels! One day, Tara turns up on Daisy’s doorstep with her bike, which she has now outgrown, and so Daisy begins to learn to ride on two wheels...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: on the challenges of learning something new and how it feels to achieve goals.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer: Children can listen to the words and if they’d like to make the prayer their own they can join in with ‘Amen’ at the end.</td>
</tr>
</tbody>
</table>
2 ...be healthy

Talk about the story:
• Why do you think Tara was replacing her bike?
• What sort of bike do you think Tara chose to replace her old one?
• Why do you think Tara wanted Daisy to have her old bike?
• Why do you think Tara chose the different heart sweets to give to Daisy?
• What do you think Daisy was most nervous about when she started to ride Tara’s bike?
• Why was Daisy so cross with her Mum?
• Why did she want her tricycle back?
• Why do you think Daisy wanted heart sweets as a treat?
• Why did Daisy give Meg a heart sweet saying ‘For Keeps’?
• What advice would you have given Daisy about riding a bike?

Follow-up activities:
• Collect data from your class about ways to get to school (by bike, on foot, by car, by bus & etc) - then present the information in a variety of different forms eg bar chart, pictogram etc.
• Have a ‘try something new’ week at school when each person should try and to complete a challenge to learn something new. Share your thoughts and emotions about the challenges of trying something new. Think about the advice you could give each other to help meet your challenges.
• Make posters to encourage people to ‘be safe’ on their bikes - listen again to the beginning of the programme where Ben lists ways of staying safe on a bicycle. You could also listen again to the children improving their cycling skills for ideas. Or watch the videos from BBC Bitesize KS1 on cycling safety.
• Instructional writing - ‘How to...’ Write simple instructions telling someone how to do a simple task eg clean teeth, get dressed etc. Swap with a partner and follow their instructions exactly. Did they work?

Before the programme:
• What foods do you like / dislike? Why?
• Do you like to try new things to eat?
• What makes something ‘healthy’ or ‘unhealthy’ to eat?
• Look at the picture of the food on the plate – is this healthy or unhealthy? Why?
• Do you like all of the things on the plate?
• Why is a variety important in a healthy diet?
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<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben introduces the programme and the concept of healthy eating.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Vox pops:</strong> Children from Sacred Heart Catholic Primary School in Baguley, Manchester, tell us what healthy foods they like.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Feature: School cooks.</strong> We visit a school kitchen to find out how the school cooks prepare healthy meals for the children...</td>
</tr>
<tr>
<td>4</td>
<td><strong>Song:</strong> ‘Got a bit better’ (<em>All about our school</em>, no11). Encourage the children to join in as much as they can. Words and music for the song available here.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Story:</strong> Yuck! Yum! An original story by Sue Mongredien. Read by John Hassler. Josh loves jam sandwiches - for breakfast, lunch and dinner. He hates everything else, so when he finds that his class are having a healthy eating week, he is determined not to try a single thing. But Josh’s teacher has a few tricks up her sleeve...</td>
</tr>
</tbody>
</table>
| 6       | **Opportunity for prayer:**

**Dear God**

Thank you for the ways in which we will help one another today.
Thank you for the work of farmers and everyone else who looks after us.
Help us all to learn to work together...so that we can all help each other.

Amen. |

### After the programme:

**Talk about the story:**
- Why do you think Josh only liked jam sandwiches?
- Why is it not a good idea to only eat jam sandwiches?
- Would you like to eat jam sandwiches all the time? What would you eat for breakfast, lunch and dinner if you could only eat one thing? Would you get bored of eating the same thing?
- How do you think Josh felt when he heard that his class were going to have a healthy eating week?
- How did Josh’s teacher help him to be a bit more adventurous?
- If you were one of Josh’s friends, how might you have helped him to try new things?

**Follow up activities:**
- Re-write the story of Josh’s food adventure, inserting what foods you would have asked him to try, and what to pretend to be as part of the eating adventure, e.g. being a horse whilst eating a slice of apple etc.
- Make a display using pictures from magazines and sort them into ‘healthy’ and ‘unhealthy’ food, including a section for ‘not sure’. Talk about the ones you’re not sure about and decide as a class where they should go. This could be a combined art/science /maths task, using decorated paper plates and laying them out on display like a table set for a meal.
- Watch the BBC Bitesize KS1 Healthy Eating videos together [http://www.bbc.co.uk/education/ clips/zrd4d2p](http://www.bbc.co.uk/education/ clips/zrd4d2p)
- Make a class fruit salad or vegetable soup – with some new ingredients so that everyone gets to try something new. Then write the recipe(s) down during literacy (instructional writing)
- Set up a restaurant in your role play area – get children involved in the planning by making lists of what they will need. Then design healthy-eating menus for ‘customers’ to choose from.
### 3 ...play a musical instrument

**Themes:** Learning to play an instrument; hearing about the pleasure that making music can bring.

**Focus image:** A group of schoolchildren playing instruments

**Before the programme:**
- How many instruments can the children name?
- Talk about how it might feel to be part of an orchestra or other musical group.
- Listen to some music played by an orchestra – can the children spot the instruments they’re hearing?
- Talk together about the different instruments that children might be learning to play – and the challenges of having to practice.

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
</table>
| 1       | **Introduction and welcome:** Ben welcomes the children and talks about learning a musical instrument.  
**Vox pops:** Children hear different instruments and guess which ones they are. Get your children to join in! |
| 2       | **Feature:** We hear from the teachers and children at Webster Primary School in Moss Side, Manchester, who play in the school band. |
| 3       | **Song:** *‘All together as a family’* (*All about our school*, no 15). Encourage the children to join in with as much as they can. Words and music for the song available here. |
| 4       | **Story:** *The four musicians of Bremen*. An adaptation of the traditional story by Sue Reid. Read by Sue Brodie.  
A donkey, a dog, a cat and a cockerel wouldn’t normally be considered ideal travelling companions, but in this adaptation of the traditional tale, we find them working together...but never quite making it to Bremen. |
| 5       | **Reflection:** on the joys and challenges of learning to play an instrument. Ensure everyone is listening carefully. |
School Radio

4 People we look up to

Themes: Role models – what they are and why we have them

Focus image: some well-known professional role models, including sportsmen and women

After the programme:

Talk about the story:
- What sort of people do the children think the animals’ owners were?
- What would they have done if they had owned the donkey, the dog, the cat or the cockerel?
- Why do you think the animals each wanted to be musicians?
- Do you think they would have been any good at playing the instruments they chose? Why? What do you think they each might have been good at?
- How did the animals work together in this story?
- Why is The Four Musicians of Bremen a funny title for this story?
- Why do you think they never got to Bremen to be musicians?

Follow-up activities:
- In groups / as a class, act out the story of The Four Musicians of Bremen in drama. You could make masks for key characters to wear.
- Use musical instruments to make sound effects to go with the story of The four musicians of Bremen.
- Invite children who play musical instruments to bring them into the classroom and show you what they can do, or demonstrate how to make a sound with their instrument (if they’re too shy to play in front of the class).
- Look at pictures of different musical instruments and sort them into which section of the orchestra they would play in e.g. strings, woodwind, brass, percussion, etc.

Before the programme:
- Show the children the picture, and tell them the different things you admire about that person. Talk about the things that you have learned from your role model.
- Invite children to tell others about the people they admire and why they want to be like them.
- Make a class list of people who children consider to be good role models – and those who are not!
- What qualities do children think a good role model should have?
**Section** | **Programme content**
---|---
1 | **Introduction and welcome:** Ben introduces the programme and explains the concept of a 'role model'.
2 | **Vox pops:** Children from Sacred Heart Roman Catholic Primary School in Baguley, Manchester talking about their role models - both public figures and people closer to home.
3 | **Song:** 'Being a friend' (*All about our school*, no 8). Encourage children to join in with as much as they can. Words and music for the song available [here](#).
4 | **Story:** *Role models*. An original story by Sue Mongredien. Read by Alex Rivers. Aleesha's class is learning about role models. But Aleesha misinterprets what her teacher, Mr Barlow, means when he tries to explain what a role model is...
5 | **Reflection:** on role models and why they're important, and about being a good role model for others. Ensure everyone is listening carefully.
6 | **Prayer:** Giving thanks for the people we admire. Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:**

**Talk about the story:**
- Talk about the different ways in which Aleesha misinterpreted what Mr Barlow meant by a role model. Why did she get mixed up? How might you have explained to Aleesha what a role model is?
- Why did Aleesha's face feel hot? Has anything similar ever happened to you?
- Talk about the different role models mentioned by other children in the class during the story. What do you think made them good role models.
- What made Aleesha decide that her mum was her role model?
- Who would you have drawn a picture of if you had been in Aleesha's class?

**Follow-up activities:**
- Think about the role models described by the children of Sacred Heart Roman Catholic Primary School. Do you think they're good role models?
- As a class, make a 'job description' or advert for 'Role Models Wanted' and list the qualities required for the position. Give children time to reflect on how they could qualify for the position of a role model for younger children in school, or younger siblings at home.
- Look at the words of the song used at the end of the programme (you can find the words online at the School Radio website). Why is 'being a friend' the 'best thing you can be'? How could you become a better friend to someone today?
- Get the children to talk about their own role models. Paint portraits or display photos of each child’s role model – accompanied by captions detailing who they are, why they are a role model and what they have learned from them.
- Prepare a list of questions that you would ask your role model if you could – or actually ask them, if they are someone close to you.
5 Giving something back

Themes: Giving something back to others

Focus image: A heart

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

Before the programme:

- Look at the heart and words together. How is it possible that you can give something away, and end up with more than you started with?
- Think about some examples of how this is true, e.g. at home, at school, in life etc.
- Talk together about what it means to ‘give back’ to others and reflect on times when you’ve ‘given back’ to others.
- Talk together about what charities do. Make a list of different charities that children know about – it may be that you support particular charities at your school – and how they ‘give back’ to others.

Section Programme content

1 Welcome and introduction: Ben introduces the programme and talks about what it means to ‘give back’ to society.

2 Vox pops: Children from Sacred Heart Roman Catholic Primary School in Baguley talk about how they ‘give back’ to society and help others.

3 Feature: Children from Twiss Green Primary School in Culcheth talk about how they raise money for a school in Malawi.

4 Song: ‘Love is something if you give it away’ (Come & Praise: Beginning, no 16) Encourage children to join in as they can.

5 Story: Hoppity’s good deed. An original story by Nicky Grischotti. Read by Francine Chamberlain.

Hoppity Rabbit is out in the snow foraging for food. When he gets back to his burrow, he finds a turnip by his front door. But he’s full up and so takes it to leave outside Fidgety Fox’s door, who is also out looking for food. And so begins a chain of events, which end up coming full circle!...

6 Reflection: on giving back to others and how this can make our world a better place. Ensure everyone is listening carefully.

Prayer: Giving thanks for those who work to help others. Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.
After the programme:

**Talk about the story:**
- How do you think the turnip came to be by Hoppity’s front door?
- What would have happened if Hoppity had kept the turnip for himself?
- Why do you think he chose to give the turnip away?
- How did each of the animals feel: when they were searching for food...when they found food...when they got home and found the turnip by their front door?
- Why do you think each animal gave the turnip away?
- What do you think Hoppity did with the turnip at the end of the story? Can you think of something that might start a whole new chain of kindness?

**Follow-up activities:**
- Make a list in order of the animals who were given the turnip to see how the cycle of events was complete by the end of the story. You could represent the story, in this way, as a circle.
- Write a new version of the story, either as a class, or individually, with different animals and changing the patterned rhyme that each of the animals speaks about winter ‘I don’t like snow, I don’t like sleet! They freeze my...and they hurt my feet!’
- Do a ‘good deed’ for the wildlife who share your school grounds and leave out food that different creatures like to eat so that they are not hungry during the cold winter months. Use the internet to find out which birds/animals like what.
- Have a ‘give back to others’ week in your classroom, and make a list of ways in which children could ‘give back’ this week. You could have ideas on strips of paper, a new one for each day, which then get linked together as a reminder to help children to ‘give back’ during the day.
- Find out about some charities that are a part of your local community. How do they encourage people to give to others? Could you help in some way?
Being strong

6 The labours of Hercules

Themes: The benefits of physical strength and keeping fit; facing physical challenges

Focus image: someone strong

Before the programme:

- Look at the picture of the strongman. How do we know he is strong? What else do you think he could lift?
- What other people do you know who are strong in this kind of way? What do they do to keep themselves strong?
- Do you keep fit in any way? How? Why is it important to exercise to help us to stay strong?
- What stories do you know about people who are strong? Are the stories true?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the programme and welcomes the children. He talks about physical strength.</td>
</tr>
<tr>
<td>2</td>
<td>Vox pops: Children tell us what they do to stay fit and strong. They also tell us for which jobs you need to be fit and strong, and why.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘He’s got the whole world in his hand’, Come and Praise Beginning, no 36. Encourage the children to join in as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: Hercules. An adaptation by Tracey Hammett of the traditional tale from Ancient Greece. Read by John Catterall. This adaptation of the story of ‘The twelve labours of Hercules’ focuses on the first two labours – how Hercules overcomes the great lion of Nemea and the fearsome Hydra. He has to use both physical strength and clever ideas...making him a hero indeed!</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: on the benefits of keeping fit, strong and healthy. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Prayer: Giving thanks for those who use their physical strength to help others. Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
</tr>
</tbody>
</table>

After the programme:

Talk about the story

- Do you think this is a true story? Why? What type of story is it? (a myth or legend) What other myths or legends do you know?
- Why do you think the king wanted to get rid of Hercules?
- How do you think that Hercules felt when he saw the lion and the Hydra for the first time?
- What was Hercules’ biggest challenge? Why?
- What do you think made Hercules a hero?
- Was Hercules just strong physically? How was he strong in other ways?
Follow-up activities:

- Read stories about some of Hercules’ other great deeds, perhaps during story times at the end of each day. Talk about the different ways in which Hercules demonstrated strength in each story.
- Using the information from the story, draw pictures of what you think the Great Lion of Nemea or the Hydra looked like.
- Complete small physical challenges during PE times this week, or half term – perhaps set up the playground like a circuit-training course. Complete the course at the start of the week, then set yourself challenges for each section to try to improve your score by the end of the week / half term. Let children find their own ways of recording their progress.
- Talk together about the importance of exercise as part of a healthy lifestyle, and consider small ways in which you could improve your fitness levels, e.g. by walking to school, or running once round the playground each lunchtime etc. Do you need to be as strong as Hercules to be fit?
- Invite someone to talk to children about ways in which they need strength for their daily work using the list that children suggested in the programme, or ideas of your own - e.g. fire fighters, ambulance crew, etc. Children could prepare questions in advance to ask them.

Links:

Tales from Ancient Greece, BBC School Radio

BBC Bitesize History – KS2 – Ancient Greece

7 The strength to do what’s right

Themes: Being strong – bravery and speaking up when things are wrong; the Jewish festival of Purim

Focus image: a gragger (rattle or noise-maker)

Before the programme:

- Talk together about times when children have spoken out about things that they felt were wrong - e.g. telling a teacher about someone talking about or bullying another child. Was it easy to ‘speak up’? Why?
- Are there times when it’s really hard to speak up about something wrong?
- Look at the focus object. What does it do? When is it used? (Explain that this object is called a ‘gragger’ or noisemaker and it has a special use during the Jewish festival of Purim, which you’ll hear about during the programme.)
<table>
<thead>
<tr>
<th>Section</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben welcomes the children and introduces today’s theme – being brave and ‘speaking up’ when things are wrong.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Song:</strong> ‘This little light of mine’, <em>Come and Praise Beginning</em>, no 21.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Vox pops:</strong> the children of Bury and Whitefield Jewish Primary School talk about what happens at Purim.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story:</strong> <em>Sophie’s Purim?</em> An original story by Sherry Ashworth. Sophie doesn’t want to go to school because no one’s talking to the new girl in the class. Her brother Danny tells her to speak to the teacher but Sophie’s too scared. Then Danny tells Sophie the story of Esther and Sophie resolves to follow Esther’s example and speak up when she thinks something is wrong.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection:</strong> on having the strength and courage speak up if we think something’s not right. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Opportunity for prayer:</strong> Giving thanks for people who have the courage to speak up for others. Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
</tr>
</tbody>
</table>

After the programme:

**Talk about the story:**
- Where does the story of Esther come from? Explain it’s from the Old Testament of the Bible.
- Who are the ‘goodies’ and ‘baddies’ in the story of Esther?
- Why did Haman not like Mordecai and want to get rid of him and all his people?
- Why do you think Esther was nervous about speaking to the King, who was her husband?
- Why was it brave of Esther to speak up and tell the King about Haman’s plot?
- How do you think the King felt when Esther revealed that she was Jewish and Haman wanted to get rid of all the Jews?
- Why do you think Danny chose to tell Sophie the story of Esther?
- Why do you think Jewish people celebrate the story of Esther every year at Purim?

**Follow-up activities:**
- Look again at the football rattle image (it’s called a ‘gragger’ by Jews). Make noisy instruments as a class (or borrow from your music resources!) Then listen again to the story of Esther, and make a good noise every time you hear Haman’s name mentioned!
- Find out more about how the Jewish festival of Purim is celebrated, and maybe make some delicious Hamantaschen (‘Haman’s pockets’). These are pastries filled with jam, shaped like Haman’s hat (or some say, his ears!) You can find out how at: http://allrecipes.co.uk/recipe/1403/hamantaschen.aspx
- Hold a fancy-dress parade, Purim-style, at your school, and re-enact the story of Esther.
- Ben gives an interesting scenario in the Reflection section of this programme. Listen again, and give children time to talk together about what they would want the onlooker to do if they were the one being hurt. Who do they think should be told about what’s happening? Tie this in with your school’s anti-bullying policies and use it to reinforce the principles within it.
8 The strength to forgive

Themes: celebrating St Patrick’s Day on 17 March; having the strength to forgive.

Focus image: St Patrick

Before the programme:

- Locate England, Ireland, Scotland and Wales on a map and locate where your school is in the map. Talk about the cultural symbols for each nation.
- Introduce the idea of ‘patron saints’ to the children and talk about them as role models and why they’re important. Relate this to what children learned about role models in programme 4.

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<tr>
<td>1</td>
<td>Welcome and introduction: Ben introduces the programme with a quiz – the answer is the focus for this programme.</td>
</tr>
<tr>
<td>2</td>
<td>Song: ‘Deep peace’, Come and Praise Beginning, no 23. Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Story: The Story of St Patrick, adapted and read by Robin Simpson. We know something of the life of St Patrick because he wrote it down himself. We know that he was taken against his will to Ireland where he was held captive as a slave. He was able to escape and return home...when he took the brave decision to return to Ireland and attempt to convert the people to Christianity.</td>
</tr>
<tr>
<td>4</td>
<td>Reflection: on the life of St Patrick and why it’s important sometimes to be able to forgive.</td>
</tr>
<tr>
<td>5</td>
<td>Prayer: Giving thanks for the life of St Patrick and asking for the courage to forgive. Children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
</tr>
<tr>
<td>6</td>
<td>Music: The programme ends with some Irish music.</td>
</tr>
</tbody>
</table>
After the programme:

**Talk about the story:**
- How do you think Patrick felt at different points in the story: when he was captured as a boy? when he heard God’s voice in the dream? when he left Ireland to sail for home? when he returned to Ireland? when people wouldn’t listen to him?
- Why did Patrick decide to pray? Do you think it made a difference? Have you ever prayed? If so, what did you pray about?
- Why do you think Patrick decided to become a priest?
- Why do you think Patrick decided to return to Ireland after he’d escaped from his slave masters?
- How did Patrick show great courage in this story?
- What does this tell us about the type of person he was? Why is he a good role model? Why do you think Christians remember his story?

**Follow-up activities:**
- Listen again to the song and look at the words. Why might there be ‘deep peace’ in each of the natural things mentioned? In groups, find pictures to accompany the playing of the song.
- Find out more about how St. Patrick’s Day is celebrated in Ireland - and all over the world. Or find out more about St. Patrick’s life and the many myths and legends there are about him in Ireland. Why do you think people would make up myths and legends about him?
- Locate Ireland on a map and look at where it is in relation to where you are. Look at photos of Ireland together – especially of places that children may have visited.
- Find out about the patron saints of England, Scotland and Wales and why they are remembered.

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**9 United we stand**

**Themes:** Being strong – co-operation and teamwork; being strong inside

**Focus image:** a ‘house of cards’

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**Before the programme:**
- Does being ‘strong’ always mean being physically strong? Or are there other ways to be ‘strong’? Which do you think is more important?
- Look at the focus image together. What does the picture show? Do you think the ‘house of cards’ was easy to build? What qualities do you think a person needs to build a house of cards?
- When have you worked together on a task? Was it easier to do because you were working together?
- Look at the words of today’s song (which can be found on the School Radio website). How does working together make you ‘strong’?
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben introduces the programme and talks about the patience and perseverance needed to build a house of cards.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Vox pops:</strong> Children talk about something they couldn’t do at first, but which with practice and perseverance, they’ve managed to achieve.</td>
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<tr>
<td>3</td>
<td><strong>Song:</strong> ‘We will grow’, <em>All about our school</em>, no 10. Encourage children to join in as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story:</strong> <em>The Filly</em>. An original story by Tony Payne. Read by James Lailey. Farmer Fidget has two horses – Atlas and Molly – who find out that working together, using each other’s strengths, helps them to overcome difficulties and help Farmer Fidget with his work.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Prayer:</strong> Giving thanks for determination and the courage to keep on trying when things are difficult. The children can listen or join in with ‘Amen’ at the end if they wish to make the prayer their own.</td>
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</table>

**Follow-up activities:**
- Get the children to think about things they couldn’t do in the past, but which they can do quite easily now. How did this happen?!
- Talk together about times when you’ve faced challenges – and not given up. Did you have help from others? If you didn’t, how might it have helped to have others to help you? If someone else is struggling with a challenge, how could you as a class help them show that ‘together, we’re strong’?
- Display the words from the song ‘as long as we’re together, we’re strong’ on a board. Each child to draw themselves (perhaps on a person-shaped template so that they’re all a similar size) then create a circle or chain using the people around the display board as a reminder that you’re all part of a class community who can stand with each other and help with challenges.
- Set each group tasks that require that they work together - e.g. building a bridge or tower using newspaper that will carry a car or hold a ball.

**After the programme:**

**Talk about the story:**
- What made Farmer Fidget think that Molly would one day be a great horse?
- Why do you think Farmer Fidget bought a tractor?
- What should he have done before driving it?
- What do you think Mrs Fidget said about her washing?!
- Why was Atlas ashamed when he saw what Molly was doing?
- How were both Atlas and Molly strong in the story?
- Why do you think Farmer Fidget wouldn’t get back on the tractor?
10 The first day of Spring

Themes: the signs and sounds of Spring; end of hibernation and new life of all sorts!

Focus image: a springtime landscape

Before the programme:

- Look together at the picture. How many signs of spring can you see?
- What do you love about springtime?
- How is spring different from winter? What changes in our world when spring comes?
- What signs of spring have the children noticed in the past few weeks? Leaves growing on trees? The days getting longer? Flowers like daffodils appearing? Nests in trees? Etc.
- What different animals or birds have you seen visiting your school? Do you have a ‘wild area’ where they can be seen more easily?

Section | Programme content
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1 | Welcome and introduction: Ben introduces the programme and welcomes the children. He sets up the theme of Spring and new life.
2 | Vox pops: Children tell us about the signs of Spring which they’ve noticed.
3 | Song: ‘Everything is new’, Come and Praise Beginning, no 56. Encourage the children to join in as much as they can.
4 | Story: Enough for everyone. An original story by Jan Payne. Read by Sue Brodie.
   The woodland world is waking up after a long, dark winter of hibernation. Everyone is hungry, but the greedy squirrels scoff all the food that has been left on the bird table. More food is put on the table, but not all the animals can get to it. So, Granddad Field Mouse puts on his bright red ‘thinking cap’ to think of a solution...‘food parcels’ for everyone! The food is distributed to all the animals and there is enough for everyone.
5 | Reflection: on the changes in Spring-time. Ensure everyone is listening carefully.
6 | Opportunity for prayer: Thanking God for the joy of Christmas. The children can make the prayer their own by joining in with ‘Amen’ at the end.

After the programme:

Talk about the story:

- How do you think the animals felt about the arrival of Spring?
- Why do you think the squirrels were so greedy? What would you say to them if you were one of the other animals?
- Why do you think Granddad Field Mouse was so very wise?
• Would you like a ‘thinking cap’ like Granddad Field Mouse had? What great ideas might you think up?
• How did the Field Mouse family show care for all the animals in the garden, and how was the whole family involved? Have you ever done something all together as a family for someone else? What?
• Do you think it was fair that the squirrels weren't provided for in the field mouse family’s food parcels?

Follow-up activities:
• Listen again to the song – how many signs of Spring can you spot?
• In drama / dance, re-enact being a bulb beginning to grow, perhaps to some Springtime music such as ‘Spring’ from Vivaldi’s ‘Four Seasons’.
• Go out into your school grounds on a Springtime walk, spotting signs that Spring is here. Take sketchbooks and draw what you see, then use the sketches to make a class book about Spring.
• Watch your school grounds carefully for signs of wildlife – maybe use data handling to help you keep track of what’s spotted and when.
• Make an animal alphabet like Granddad Field Mouse did – or think of your own categories for a challenge! How fast can your group get from A-Z?
• Find out about the wildlife we have in Britain, perhaps using the BBC Springwatch website. Which animals hibernate, and which do not? Which animals do you find most fascinating? Why?