Ben Faulks - presents *Something to Think About*

**Age: 5 - 7**

**Contents**

**Introduction**  
2

**Planning chart**  
4

**Unit 1: Families**

1. Brothers and sisters  
5

2. Parents  
6

3. Grandparents  
8

**Unit 2: Relationships**

4. An attitude of gratitude  
9

5. Love is..?  
11

**Unit 3: Special days**

6. St David’s Day  
12

7. St Patrick’s Day  
14

8. St George’s Day  
16

9. St Andrew’s Day  
17

10. Easter Day  
19

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**Podcasts and downloads**

These programmes are available as downloads or podcasts following transmission. Further information at the Podcasts page of the website:

[www.bbc.co.uk/learning/schoolradio/podcasts](http://www.bbc.co.uk/learning/schoolradio/podcasts)

**Audio on demand on the BBC iPlayer Radio**

Programmes are also available from the BBC iPlayer Radio following transmission. Refer to the transmission dates below to find out when programmes are available as downloads / audio on demand.

**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](http://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:

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3rd Floor Bridge House
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Manchester
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# Planning grid including the songs in each programme

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Song</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Families</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Brothers and sisters</td>
<td>‘All together as a family’ (<em>All about our school</em>, no 15)</td>
<td>Family relationships - brothers and sisters</td>
</tr>
<tr>
<td>2.</td>
<td>Parents</td>
<td>‘Love is something if you give it away’ (<em>Come and Praise: Beginning</em>, no 16)</td>
<td>Family relationships - parents</td>
</tr>
<tr>
<td>3.</td>
<td>Grandparents</td>
<td>‘Every colour under the sun’ (<em>Come and Praise: Beginning</em>, no 31)</td>
<td>Family relationships - grandparents / older people</td>
</tr>
<tr>
<td><strong>Unit 2: Relationships</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>An attitude of gratitude</td>
<td>‘Build up!’ (<em>All about our school</em>, no 12)</td>
<td>Remembering to be grateful / being mindful of those people who help us</td>
</tr>
<tr>
<td>5.</td>
<td>Love is...</td>
<td>‘Chain of love’ (<em>All about our school</em>, no 14)</td>
<td>Love - linked to Valentine’s Day / St Valentine / expressing love in different situations</td>
</tr>
<tr>
<td><strong>Unit 3: Special Days</strong></td>
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<tr>
<td>6.</td>
<td>Saint David’s Day</td>
<td>‘Celebration rap’ (<em>Come and Praise: Beginning</em>, no 7)</td>
<td>Saint David - Dewi Sant in Welsh - the patron saint of Wales</td>
</tr>
<tr>
<td>7.</td>
<td>Saint Patrick’s Day</td>
<td>‘Deep peace’ (<em>Come and Praise: Beginning</em>, no 23)</td>
<td>Saint Patrick - the patron saint of Ireland</td>
</tr>
<tr>
<td>8.</td>
<td>Saint George’s Day</td>
<td>‘Thank you for the love of Jesus’ (<em>Come and Praise: Beginning</em>, no 38)</td>
<td>Saint George - the patron saint of England</td>
</tr>
<tr>
<td>9.</td>
<td>Saint Andrew’s Day</td>
<td>‘Thank you god for all our friends’ (<em>Come and Praise: Beginning</em>, no 20)</td>
<td>Saint Andrew - the patron saint of Scotland</td>
</tr>
<tr>
<td>10.</td>
<td>Easter eggs</td>
<td>Easter Time’ (<em>Come and Praise: Beginning</em>, no 55)</td>
<td>Eggs as a symbol of Easter; new life and the resurrection</td>
</tr>
</tbody>
</table>
Unit 1: Families

1: Brothers and sisters

Themes: Family relationships - brothers and sisters

Focus image: a brother and sister

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

Before the programme:

• Do you think the children in the picture are related? Do you think they get on with each other?
• Do you have brothers and / or sisters? Are they younger or older?
• Do you get on all the time? What do you agree / disagree on?
• How is being in school like being part of a very large family?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
</table>
| 1       | Welcome and introduction  
Ben introduces the programme with a poem written and read by some listeners. |
| 2       | Song  
‘All together as a family’ (All about our school, no 15). Encourage the children to join in with as much as they can. |
| 3       | Vox pops  
Children tell us what they like about brothers and sisters. |
| 4       | Story  
The cheeky butterfly brothers  
An adaptation of a traditional story by Kate Stonham.  

Wally, Roly and Yanni are all butterflies but don’t always get on, especially when they are bored. One day, when they get caught out in the rain, they realise that sometimes, having family to rely on is a real advantage... |
| 5       | Reflection  
On family relationships, especially brothers and sisters and the special times we have with them. Ensure everyone is listening carefully. |
| 6       | Opportunity for prayer  
Children can turn their thoughts into their own prayer of thanks. |

Click to download the programme immediately as an mp3 file
After the programme:

Talk about the story:

- Why do you think the butterfly brothers argued when they were bored? Has this ever happened to you?
- What could they have done instead of annoying each other?
- Why did it get dark in the garden?
- What would you have done to keep dry if you were one of the butterflies?
- Do you think the flowers were fair in the way that they treated the butterfly brothers?
- Do you think the butterfly brothers learned their lesson?

Follow-up activities:

- Ask children to bring in photos of their siblings (or best friends if they don’t have siblings). Stick all the photos on a display board and ask children to write an ‘introduction to my brother / sister / siblings’ (eg this is my little sister...she’s very funny...etc.) Display the introductions next to the photos.
- Write acrostic poems using the word ‘FAMILY’, like the children did at the start of the programme. Put into a class book or display in your classroom.
- Write letters to the butterfly brothers telling them what to do next time they’re bored and feel like annoying each other.
- Create perfectly symmetrical butterflies to represent either Rory, Yanny or Wally. First fold white or black (for Wally) paper in half, then cut out half a butterfly shape along the fold. Then open out and using either red, yellow or white paint only, depending on which butterfly you’re doing, splodge colour on one half the wings, fold again and press gently.
- Open up, and a butterfly is born! These could be made into a class display of the garden too, using different collage pieces.
- Share ‘Charlie and Lola’ stories together at story times for this week.

2: Parents

Themes: Family relationships - parents

Focus image: a mother and father

Before the programme:

- Who is in your family? Who looks after you at home?
- How do you show love and appreciation for eachother?
- How do you show someone that they are welcome? At school? At home? In other places?
- What do you love about your parents? Are there things that they do that make you laugh?
<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
</table>
| 1       | Welcome and introduction  
Ben reflects on the many different things that parents do for their children. |
| 2       | Vox pops  
Children tell us what they love about their parents. |
| 3       | Song  
‘Love is something if you give it away’ (Come and Praise: Beginning, no 16). Encourage the children to join in with as much as they can. |
| 4       | Story  
*How the moon was kind to her mother*  
An adaptation by Deborah Nash of a creation story.  

Mother Star’s children - the Sun, Wind and the Moon - have been invited to a banquet by Lord Thunder and Lady Lightning, leaving their mother behind to light up the night sky. They are all dazzled by the splendour of the banquet and so only one of Mother Star’s children remembers to bring back some food for their mother to eat. |
| 5       | Reflection  
On parents and all they do for us and what we can do to show our love for them. Ensure everyone is listening carefully. |
| 6       | Opportunity for prayer  
Children can turn their thoughts into their own prayer of thanks. |

**After the programme:**

**Talk about the story:**

- Do you think this is a true story? Why?
- How do you think Mother Star felt about being left behind when her children went to the banquet?
- Which part of the banquet would you have most liked and why? What would have been your favourite food?
- Which of the children (Sun, Moon and Wind) are you most like? Would you have remembered to bring back some food, as Moon did?
- What were each of Mother Star’s punishments for the children who had been selfish and how do they relate to the characteristics of the Sun and the Wind? What might this story help to explain?

**Follow up activities:**

- Make a list of all the different things that parents do for you at home - and elsewhere. Make secret pledges to do something that will show appreciation for all that they do, or help them in some way. Talk later in the week about the difference that it’s made to life in your house.
- Write and decorate menus for Lord Thunder and Lady Lightning’s banquet, using food that you heard about in the story - and some inventions of your own if you like.
- Make a thank-you card for your mum or dad (or both) for something that you really appreciate them doing, or just because you love them.
- Read some more creation myths about why some things are as they are. Talk together about what’s similar and different in each of the tales.
3. Grandparents

Themes: Family relationships - grandparents / older people

Focus image: an image of friends together

Before the programme:

- What are your grandparents like?
- What special things do they do with you when you visit?
- What memories will you treasure about your times with them?
- What wise words do your grandparents say to you?

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<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and welcome</td>
</tr>
<tr>
<td></td>
<td>Ben is looking through some old family photograph albums and finds a picture of his Granddad on his first day at school...</td>
</tr>
<tr>
<td>2</td>
<td>Vox pops</td>
</tr>
<tr>
<td></td>
<td>Children tell us what they love about their grandparents and what they like doing with them.</td>
</tr>
<tr>
<td>3</td>
<td>Song</td>
</tr>
<tr>
<td></td>
<td>'Every colour under the sun' (Come and Praise: Beginning, no 31). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story</td>
</tr>
<tr>
<td></td>
<td>Adopt and Granny</td>
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<td></td>
<td>An original story by Nicky Grischotti. Kim's brother Josh has an adopted elephant named Itana and so Kim wants to adopt something for herself. She sees her elderly neighbour - Mrs Dooley - across the road and wonders whether she might like to be her adopted Granny. As the story unfolds, they discover that they have much more in common than Kim first thought...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection</td>
</tr>
<tr>
<td></td>
<td>On learning from older people and thinking of ways to show them love. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer</td>
</tr>
<tr>
<td></td>
<td>Children can turn their thoughts into their own prayer of thanks.</td>
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</tbody>
</table>
After the programme:

Talk about the story:

- Why do you think Kim thought Mrs Dooley might like to be adopted?
- How did Kim’s family decide to help Mrs Dooley?
- When and why do you think Mrs Dooley stopped being grumpy about the noise in her garden?
- What did Kim discover Mrs Dooley really enjoyed doing?
- How did Kim’s school make Mrs Dooley feel welcome?
- What do you think Mrs Dooley most enjoyed about Kim’s concert?
- What do you think Kim and Mrs Dooley did together when they met up in the future?
- Would you like to adopt a granny / grandpa? If you could who would you choose?

Follow-up activities:

- Have a 'bring a grandparent to school' day. Make a class list of questions that you want to ask the grandparents about their lives and hobbies. If children don’t have their own grandparents, then they could bring another grown-up or borrow someone else’s grandparent. Or children could take a list of the questions home to ask their grandparents.
- Arrange a visit to your local retirement apartments or residential care home with groups of children to read to / share books with the residents, or sing to them - whatever your children feel able to do. You could alternatively ask children to write letters to residents, telling them about themselves and asking questions about the people they’re writing to.

4: An attitude of gratitude

Themes: ‘Do everything without complaining’ (Philippians 2:14). The words we say are powerful / complaining damages us

Focus image: a speech bubble with the words ‘Don’t want to!’

Before the programme:

- Look at the focus image together. Who do you think might say these words and when? Have you ever said these words? Why?
- Why do you think people moan? What do you moan about?
- What effect does moaning have on you? On those around you?
- Are there times when it’s OK to moan or complain? How can we tell the difference?
- Have you ever wished your life was different?

Click to download the programme immediately as an mp3 file
Section | Programme content
--- | ---
1 | **Welcome and introduction**
Ben has had a bad start to the day and is having a moan...

2 | **Vox pops**
Children tell us what they moan and complain about.

3 | **Song**
‘Build up!’ *(All about our school, no 12)*. Encourage the children to join in with as much as they can.

4 | **Story**
*Moaning Minnie*
An original story by Sharri McGarry
Minnie is well-known for her moaning and even does it on her birthday. But one day she makes the mistake of wishing her life was different and finds then that she really has something to moan about!

5 | **Reflection**
On having an ‘attitude of gratitude’. Ensure everyone is listening carefully.

- What parts of the dream were similar to what had actually happened on her birthday?
- Do you think Minnie changed? Do you think she moaned again?

**Follow-up activities:**
- Conduct a class survey about the things that you all most often moan about in school. Some things may be quite valid - eg cloakroom mess - so think about ways that these can be addressed so that they don’t cause others to moan. Talk together about ways to address other issues that are raised.
- Have a ‘no complaining’ day, when everyone (including teachers!) tries to appreciate the good that happens each day and not moan about things they don’t like doing or things that frustrate them. Did it make the day feel different?
- Write the story of Minnie’s next birthday and how it - and Minnie - was different to what happened in the story.
- Talk together about why it’s better to have an ‘attitude of gratitude’ and make secret pledges to make an effort not to moan about those things that we know we do regularly moan about without real cause. You could make a ‘no complaints’ box and post them through a slot at the top, then review how things have changed after a few days / weeks.

**After the programme:**

**Talk about the story:**
- Why do you think Minnie moans all the time? Do you think Minnie had good reasons to moan?
- What advice would you give to Minnie?
- What did the family do to try to make Minnie’s birthday special? How do you think they felt when Minnie complained about everything?
- Why do you think Minnie wanted her life to be different? Should she have wished that?
- Which parts of the story do you think really happened and which parts were a dream?
5. Love is..?

Themes: Love - linked to Valentine’s Day / expressing love in different situations

Focus image: Love in big red letters, with the ‘o’ replaced with a love heart

Before the programme:

- What does the word ‘love’ mean to you and who do you love? Who loves you?
- If you had to choose one idea to finish the sentence ‘Love is…’, what would you say?
- What happens on St Valentine’s Day?

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
</table>
| 1       | Welcome and introduction  
Ben has received a Valentine’s card and is wondering who it’s from... |
| 2       | Vox pops  
Children tell us what love means to them... |
| 3       | Song  
‘Chain of love’ (All about our school, no 14). Encourage the children to join in with as much as they can. |
| 4       | Story  
Good girl Sal  
An original story by Tracey Hammett  
Lauren is mad about dogs and her biggest wish is for a puppy. Then one day, Dad comes home from his work with a bedraggled little puppy who’s been abandoned - and the family’s life changes forever... |
| 5       | Reflection  
On the power of love to create a special bond between people. Thinking about the people and things we care about. Ensure everyone is listening carefully. |
| 6       | Prayer  
Children can turn their thoughts into their own prayer of thanks. |

After the programme:

Talk about the story:

- There were lots of different dogs that Lauren had in her bedroom. Can you list as many as you can?
- What do you think Lauren looked forward to most about having Claire’s dog Johnson to stay?
- Would you like to have a dog / other pet? If you’ve got one already, what do you love most about owning it? Are there things that you don’t like?
• What do you think Mum meant when she said that a dog was ‘too much responsibility’?
• Why did they need the vet’s help to look after such a tiny puppy? How was it different from looking after any pets you have?
• How did Sal help the family as she grew up with them?
• What did Mum mean when she said ‘it was Sal who saved us’?

Follow-up activities:

• Write your own responses to the starter ‘Love is…’, maybe as poems during Literacy.
• Make a ‘Chain of love’ using red paper cut into strips. Give each child a piece to write or draw on and ask them to think of one small act of love they could do for another person to write or draw onto the strip. Then make a large class paper chain with them to display in the classroom as a reminder.
• What do you think the vet’s instructions were about how to look after such a tiny puppy? Write them down from what you learn in the programme or write instructions for how to look after a dog - use the children who have dogs / pets as your ‘experts’ to check what others suggest.
• Collect data as a class about who has what type of pet - display in different ways to show different ways of presenting the same information - eg pictogram / bar chart / pie chart, etc.
• Make Valentine’s Day cards to send.

Unit 3: Special days

6: St David’s Day

Although not linked directly to Ofsted’s focus on ‘British values’, these four programmes help children to gain a sense of what it means to be part of the British Isles through the celebration of the patron saints’ days of England, Ireland, Scotland and Wales and a sharing of some of the stories that are part of our heritage.

Themes: The patron saints of the UK and Ireland; Saint David - Dewi Sant in Welsh - the patron saint of Wales; what we can learn from the lives of great people, devotion

Focus image: a Welsh flag

Before the programme:

• What do the children know about ‘patron’ saints? If there is a particular saint linked to your school, what do the children know about them?
• Who are the ‘patron’ saints of England, Ireland, Scotland and Wales?
• Look at the focus image. What is it? What other things do the children know about Wales? Can they find Wales on a map?
• What do the children already know about today’s ‘patron’ saint, Saint David?

### Section Programme content

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
</tr>
</thead>
</table>
| 1 | Welcome and introduction  
Ben introduces the theme of the ‘patron’ saints of the United Kingdom and Ireland and gives some clues about which one we’ll be finding out about today. |
| 2 | Voxpops  
Children say what they think a ‘saint’ is. |
| 3 | Song  
‘Celebration rap’ (*Come and Praise: Beginning*, no 7). Encourage the children to join in with as much as they can. |
| 4 | Story  
**Saint David and Paulinus**  
An adaptation by Sue Reid of a legend concerning Saint David  
This story is told from the point of view of a monk visiting St David’s Cathedral in Wales - a pilgrimage to this special place associated with St David. The monk recalls one of the best known stories about the life of St David: how David restored the sight of his blind teacher, Paulinus... When Paulinus goes blind he asks each of his novices to touch his eyes in turn, in the hope that God will move through one of them and restore his sight. Nothing happens until it is David’s turn... and then the miraculous happens. |
| 5 | Reflection  
On the lives of the patron saints, their courage and the remarkable things that they did. Ensure everyone is listening carefully. |
| 6 | Prayer  
Children can turn their thoughts into their own prayer of thanks. |

### After the programme:

#### Talk about the story

• How do you think it would feel to be completely blind, like Paulinus?
• How did Paulinus know when David touched him?
• Why do you think David’s touch restored Paulinus’ sight? What made him different from the others?
• How did Paulinus know David was special? What qualities do you think Dewi Sant (St David) had that enabled him to become a saint? The event within this story is called a ‘miracle’. What other stories about miracles do children know?

### Follow-up activities:

• Look at photos here of St David’s Cathedral, in St David’s, Pembrokeshire. Use the website to find out more about it as a place. There is information and photos on the ‘Education’ tab.
• St David taught his followers to ‘be joyful, to keep the faith and to do the little things’. What do you think he meant? On shapes cut out like yellow daffodil heads, write some ‘little things’ that would bring happiness to others. Display in the classroom as a reminder of St David’s legacy.
• Find out about how St David’s Day is celebrated across Wales.
• Find out about the other patron saints of the UK and Ireland. On which days are they remembered? Find out stories associated with each and read during story times during the week ahead.
• Make and share Welsh cakes - a traditional Welsh teatime treat! Or you could try ‘cawl’, a hearty lamb soup.
7: Saint Patrick’s Day

Themes: The patron saints of the UK and Ireland; Saint Patrick the patron saint of Ireland; what we can learn from the lives of great people; devotion

Focus image: A Roman soldier

Before the programme:

- Today’s story takes place during the rule of the Romans. What do you know about the Romans?
- Are there any Roman connections near where you live?
- Share pictures of soldiers from long ago - focusing in particular on the breastplate. How does the armour protect the soldier?
- Talk with children about the people who protect them and keep them safe. What do they do?

<table>
<thead>
<tr>
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<td>1</td>
<td>Welcome and introduction</td>
</tr>
<tr>
<td></td>
<td>Ben returns to the theme of the four patron saints of the UK and Ireland. He also offers some more clues to help listeners decide who today’s saint is.</td>
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<tr>
<td>2</td>
<td>Song</td>
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<td></td>
<td>‘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</td>
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<tr>
<td></td>
<td>The life of Saint Patrick</td>
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<tr>
<td></td>
<td>By Sue Reid, based on our knowledge of Saint Patrick’s life</td>
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<tr>
<td></td>
<td>The story is written from the point of view of a young thatcher, working in the village where Patrick lived. He recalls a time when he and his friend Patrick were enjoying themselves by the sea. Patrick was troubled - he didn’t share his father’s Christian faith - and failed to notice the ship coming ashore until too late. Patrick was captured and taken away. Years later, after Patrick’s return, the thatcher recalls how Patrick told him that during his time in Ireland he had had a mystical experience - a message from God. He must tell the Irish people about the Christian faith - convert them to Christianity. The thatcher is sad that his friend has left again...but hopes Patrick will succeed in his important work.</td>
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<tr>
<td>4</td>
<td>Reflection</td>
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<tr>
<td></td>
<td>On the life of St Patrick and the courage he showed in returning to the place where he had been held captive. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>5</td>
<td>Opportunity for prayer</td>
</tr>
<tr>
<td></td>
<td>Children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
</tr>
</tbody>
</table>
After the programme:

Talk about the story:

- How do you think Patrick’s friend felt at different points in the story - eg when Patrick helped him with the roof; when the raiders came; when he saw Patrick getting out of the boat; when he heard Patrick talking about God, etc?
- Why do you think Patrick wanted to share with others what he’d learned about God? What ‘good news’ have you shared with others?
- How do you think Patrick’s family felt when they saw him again...and then when he left?
- What brave things do you think Patrick did during the story?
- Why do you think that St Patrick’s story is still remembered today? Why do people call him ‘Saint’ Patrick?

Follow-up activities:

- Find photos of people celebrating St Patrick’s Day (February 17th, the day he died in AD461, not his birth): people wearing green, taking part in dances and parades and eating delicious Irish food, such as soda bread and Irish Stew.
- Look at pictures of Celtic crosses. St Patrick combined the special Celtic symbol for the sun with the Christian cross symbol to make the Celtic cross - you can see these all over Ireland (and in other places too!) Follow the lines with your finger. What do you notice?
- What do children think that this special pattern might mean? Have a go at making a Celtic pattern on outlines of crosses.
- Look again at the words of ‘St Patrick’s Breastplate’. Talk together first about what children think the words mean. Then explore what St Patrick is wishing for - for Jesus to be with him all the time. Why do they think that it’s called ‘St Patrick’s Breastplate’?
- There are two parts to the prayer: can children see where the two parts are (the first part talks about Jesus protecting, like a breastplate; the second part is about Patrick wanting people to see that he is like Jesus in all that he does)?
- Look at an image of a shamrock (three-leaved clover). How many leaves can children see? Is it one leaf, or three? Explain how St Patrick used this little leaf to explain to people in Ireland that Christians believe that God is One, but Three: Father, Son (Jesus) and Holy Spirit. Now go out onto your field (if you have one) and see if you can find a three-leaved clover!
- Listen again to the song ‘Deep Peace’ - there are some versions available on the internet with pictures accompanying them. You could use this in another collective worship session during the week.

Prayer: ‘Saint Patrick’s Breastplate’

Christ be with me
Christ be before me
Christ be behind me
Christ be within me
Christ be beneath me
Christ be above me
Christ be at my right
Christ be at my left
Christ be in the heart of everyone who thinks of me
Christ be in the mouth of everyone who speaks of me
Christ be in every eye that sees me
Christ be in every ear that hears me

Amen
8: Saint George

Themes: The patron saints of the UK and Ireland; Saint George the patron saint of England; what we can learn from the lives of great people

Focus image: A stained-glass window showing St George

Before the programme

- Who is the man in the picture? What do we know about him?
- Retell the story of St George and the dragon. Do you think it is a true story? Why?
- What adjectives would you choose to describe St George?

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### Section Programme content

<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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</thead>
</table>
| 1       | Welcome and introduction
          Ben reminds us of the patron saints that we’ve found out about so far. He also gives clues to introduce who we will be finding out about today. |
| 2       | Voxpops
          Children talk about times when they have been brave. |
| 3       | Story
          *The story of Saint George*
          An adaptation by Sue Reid of legends concerning Saint George
          
          The story is told by an early Christian, a former resident of the city of Nicomedia, but now on the run for his beliefs. He tells us how he was once a soldier in the Roman army, serving the emperor Diocletian. The emperor orders the persecution of the Christians, but one soldier - George - refuses. We hear how George helps the early Christians to escape the persecution and even becomes a Christian himself. But then he is summoned before the emperor and when he refuses to renounce his faith, George must pay the ultimate price...
| 4       | Song
          ‘Thank you for the love of Jesus’ *(Come and Praise: Beginning, no 38)*. Encourage the children to join in with as much as they can. |
| 5       | Reflection
          On the life of St George and his courage and how he was true to himself and his beliefs. Ensure everyone is listening carefully. |
After the programme:

**Talk about the story:**

NB There are some sensitive issues that may be raised by the story in this programme. Time should be allowed to handle children’s concerns carefully and any circumstances you become aware of during discussions should be handled in line with your school’s safeguarding policies.

- How does it feel when you have to leave things behind, like the old soldier did when he left Nicomedia?
- What do you think that the boy does to help him now that he is an old man?
- Do you think that the Christians had done anything wrong? Would you have followed your orders to hurt them?
- Why do you think George was tearing down the Emperor’s orders?
- What other brave things did he do in this story?
- Do you think the Emperor was a good man? What about George?

**Follow-up activities:**

- Find photos of people celebrating St George’s Day (April 23rd - again, the date of his death in AD303). How are these similar to / different from the photos of celebrating the other saints’ days we’ve explored so far?
- Make St George’s flags out of red and white paper, then in each quarter, write or draw some things that you’ve been brave about.
- Find out about the Romans - and how they treated their Emperors like gods. Does this help explain why Emperor Diocletian was so angry about George?
- Reinforce with children what they should do about any incidents of bullying that they might see.

**Themes:** The patron saints of the UK and Ireland; Saint Andrew the patron saint of Scotland; what we can learn from the lives of great people; trust

**Focus image:** the Scottish flag

**Before the programme:**

- Who are your friends? What do you do together? How have your friends helped you? Share stories together.
- Talk about the disciples of Jesus. Do the children know the names of any of his disciples or any stories about them?
- Disciples are people who learn from their teacher. What do you learn from your teacher? What do you think the disciples learned from Jesus?
- During their lives, the disciples all suffered for being called a ‘friend of Jesus’ and all (except Judas) remained Jesus’ friends until the day they died. Why do you think they stayed friends even when life got tough?
Section Programme content

1 Welcome and introduction
Ben gives some clues about the final patron saint that we’ll be finding out about today.

2 Song
‘Thank you god for all our friends’ (Come and Praise: Beginning, no 20). Encourage the children to join in as much as they can.

3 Story
The life of Saint Andrew
An adaptation by Sue Reid of a story about St Andrew from the Bible

The story is told from the point of view of Joarib, a fisherman on the sea of Galilee. He recalls how long ago, before he owned his own boat, he used to work for two brothers - Andrew and Simon. One morning they have caught no fish when suddenly a crowd appears, following Jesus. The brothers row Jesus off-shore to speak to the crowd and later their nets fill with fish. Jesus asks the two brothers to become his followers... which they do. Joarib returns home to tell his family about the extraordinary events...but they are more concerned about the fish left on the shore.

4 Reflection
On the life of St Andrew...how he gave up everything to follow Jesus. And how - like the other patron saints - he showed great courage to stand up for what he believed. Ensure everyone is listening carefully.

5 Reflection
Ensure everyone is listening carefully and thinking quietly as we reflect on what we have heard.

6 Prayer
Children can make the prayer their own by joining in with ‘Amen’ at the end.

After the programme:

Talk about the story:

- What do you think Simon replied to Peter when he suggested going out in the boat again, after they’d been fishing all night and not caught anything?
- How did the people in the boat change when they heard Jesus talking? Why do you think it made such a difference?
- Would you have done what Jesus said and put the nets into the water again?
- Why do you think that Simon and Andrew forgot about the fish in the net?
- What do you think the people on the shore thought about what happened?
- What ‘good things’ happened in this story?
- What do you think Joarib talked about when he got home that night?

Follow-up activities:

- Look at pictures of people celebrating St Andrew’s Day. How are these similar to / different from the photos of celebrating the other saints’ days we’ve looked at so far? People might wear tartan, take part in dances called ceilidh (pronounced kay-lee) where bagpipes usually feature and eat delicious Scottish fare, such as Cullen skink (a fish and potato soup) or roast lamb.
- Read the legend of how St Andrew came to be linked to Scotland - and why there’s a town called St Andrews.
- Act out the story, in drama, of the calling of Andrew the fisherman, to be the first of Jesus’ disciples. Make it as active as possible. Or you could add speech bubbles to the people in a picture of this event.
- During story times for the rest of the week, read the stories from the Bible about more of Jesus’ miracles. What do Christians believe about the miracles of Jesus?
10: Easter eggs

Themes: Eggs as a symbol of Easter, new life and the resurrection.

Focus image: Some painted eggs for Easter

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

Before the programme:

- Look at the eggs together. Talk what connection children think it has with Easter and new life.
- Explain that an egg shape was used as a Christian symbol of Easter not only because new life hatches out of one (ie a chick!) but also because the shape of the egg is like a tomb.
- What do you enjoy most about Easter?
- Make a list as a class of as many different creatures that hatch out of eggs as you can - be as creative as possible and see how long the list can get. You could also ask groups of children to do this in competition with each other to see whose list is longest.

<table>
<thead>
<tr>
<th>Section</th>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction&lt;br&gt;Ben is just finishing his breakfast: boiled egg and toast soldiers with a mug of hot chocolate. He reflects on Easter and its meaning for Christians.</td>
</tr>
<tr>
<td>2</td>
<td>Vox pops&lt;br&gt;Children tell us what they enjoy about Easter time.</td>
</tr>
<tr>
<td>3</td>
<td>Song&lt;br&gt;‘Easter Time’ (Come and Praise: Beginning, no 55). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story&lt;br&gt;The magic egg&lt;br&gt;An original story story by Nicky Grischotti. Joe’s school is fundraising for a new classroom and they’re holding an egg sale. He wants to make an enormous papier-mache egg using a leftover birthday balloon. Once it’s finished he discovers that his egg is rather ‘eggstraordinary’! Together they save the day and provide the school with a new classroom...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection&lt;br&gt;On Easter time, what children enjoy and the connection between eggs, new life and hope. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer&lt;br&gt;Children can turn their thoughts into their own prayer of thanks.</td>
</tr>
</tbody>
</table>
After the programme:

**Talk about the story:**

- Why was everybody making eggs?
- What fundraising events have you been involved with in school? What did you enjoy most?
- What do you think made Joe’s egg grow?
- Make a list of all the different useful jobs that Joe’s egg was used for. What else do you think they could have done with it?
- What disasters might have happened to Joe’s egg during all its adventures?
- What would you do if you had a magic egg?
- What magic might your egg do?

**Follow-up activities:**

- Make a set of resurrection eggs as a class. These are eggs that contain symbols connected with different parts of the Easter story. You can find detailed instructions here on how to do this. It would work even better in terms of good RE if children were encouraged to think for themselves about what to put into each egg to represent the different aspects of the Easter story (they will obviously need to be familiar with the sequence of events first).
- Write magical stories about you finding an egg that could do magic and the adventure you had.
- Make chocolate eggs together by melting chocolate and pouring into moulds. Observe how it changes as it melts and solidifies again. Seal into bags for each child to take home for Easter.
- Have an Easter egg hunt - you could make maps for the children or give clue sheets as to where they need to look, or alternatively, each class could organise a hunt with clues / maps for another class to follow.
- Draw what you think Joe’s egg-classroom looked like.
- Make papier-mache eggs like Joe’s and decorate them with paint or collage bits.