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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](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](mailto:schoolradio@bbc.co.uk)
# Planning grid including the songs in each programme

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<td>1.</td>
<td>Keeping our hands clean</td>
<td>‘I’ve got a body’ <em>(Come and Praise Beginning, no 17)</em></td>
<td>Looking after ourselves - hand hygiene</td>
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<td>2.</td>
<td>Staying safe in the sun</td>
<td>‘Every colour under the sun’ <em>(Come and Praise Beginning, no 31)</em></td>
<td>Looking after ourselves - staying safe in the sun.</td>
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<tr>
<td>3.</td>
<td>Looking after our teeth</td>
<td>‘Laughing in the playground’ <em>(All about our school, no 6)</em></td>
<td>Looking after ourselves - taking care of our teeth.</td>
</tr>
<tr>
<td>4.</td>
<td>Exercise and healthy eating</td>
<td>‘From the tiny ant’ <em>(Come and Praise Beginning, no 32)</em></td>
<td>Looking after ourselves - taking care of our bodies through exercise and healthy eating.</td>
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<td>5.</td>
<td>The seas around us</td>
<td>‘Who made the twinkling stars?’ <em>(Come and Praise Beginning, no 33)</em></td>
<td>Finding out about the seas around our coastline.</td>
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<tr>
<td>6.</td>
<td>Oceans of the world</td>
<td>‘Thank you, Lord’ <em>(Come and Praise Beginning, no 29)</em></td>
<td>The oceans of the world and why it’s important to take care of them.</td>
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<th>Unit 3: Where I live</th>
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<td>7.</td>
<td>Countryside</td>
<td>‘Our school’ <em>(All about our school, no 9)</em></td>
<td>What it’s like living in the countryside.</td>
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<td>8.</td>
<td>Cities</td>
<td>‘As we go’ <em>(All about our school, no 17)</em></td>
<td>What it’s like living in the city/town.</td>
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</table>
Looking after ourselves

1: Keeping our hands clean

Themes: looking after ourselves; hand hygiene

Focus image: dirty hands

Before the programme:

- Look at the picture of the hands. What do you think this person has been doing to get such dirty hands?!
- Do you like getting your hands dirty? Why/why not?
- What important things do you need to remember when you get your hands dirty?
- Why is it important to wash your hands?
- When is it important to wash your hands and why?

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<tr>
<th>Section</th>
<th>Programme content</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben welcomes the children and starts the new term thinking about all the things we can do now that summer is on its way.</td>
</tr>
<tr>
<td>2</td>
<td>Vox pops: children talk about what they like to do in the light summer evenings.</td>
</tr>
<tr>
<td>3</td>
<td>Song: 'I've got a body' (Come and Praise Beginning, no 17). Encourage children to join in as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Feature: Dr Cliodna McNulty of Public Health England tells the children why it's important to wash their hands.</td>
</tr>
<tr>
<td>5</td>
<td>Story: Jamie, wash your hands! An original story by Rob John. Read by Simon Trinder. Jamie doesn't like being told what to do, so when his mum tells him to wash his hands he just pretends to do it. Later, when his little brother, Rory, gets ill and has to be taken to hospital, Jamie starts to wonder if it was his fault.</td>
</tr>
<tr>
<td>6</td>
<td>Reflection: make sure everyone is listening carefully and sitting quietly as we reflect on keeping our bodies fit and strong.</td>
</tr>
<tr>
<td>7</td>
<td>Optional prayer: Dear God Thank you for our bodies which allow us to live life to the full. Help us to look after our bodies so we can stay healthy and strong, And so that we can look after ourselves and others in our community. Amen</td>
</tr>
</tbody>
</table>
After the programme:

**Talk about the story:**
- Jamie doesn’t like being told what to do! Do you? What things do your mum or dad (or teacher!) say that make you cross and why?
- Were Jamie’s mum and dad right to tell him to do these things? Why?
- Why did Jamie think he didn’t need to wash his hands? Was he right?
- What do you think Rory liked best about having a big brother like Jamie?
- What do you think most upset Jamie when Rory was ill?
- Do you think Jamie learned his lesson?
- What can we learn from this story?

**Follow-up activities:**
- Talk about the things you’ve learned about good hand hygiene.
- Look at some posters from the [Clean Hands Count Campaign](#) and talk about how to protect ourselves and others with good hand hygiene, at home and in hospital.
- Write simple instructions for how to wash your hands, step-by-step, accompanied by photos. There’s a guide on the [e-bug website](#).
- Demonstrate how many places in a classroom are touched by children in a ten minute period by covering a volunteer’s hands in flour, then allowing them to go about normal class routines. After ten minutes, see how far the flour has got to and talk about what this shows.
- Have a ‘clean hands’ week in your class, with points awarded for good hand hygiene throughout the week.
- Take some time to find out about charities that support the provision of clean water to places in the world where dirty water means disease - eg [WaterAid](#) or [Tearfund](#). You could also sponsor your school toilets to provide [flushing toilets to a school in a developing country](#).
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben introduces the programme and we hear from some children about what they like to do on a sunny day.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Feature:</strong> Children from Webster Primary School in Moss Side, Manchester, have some questions about staying safe in the sun for Dr Vishal Madan, a doctor who knows about looking after our skin.</td>
</tr>
</tbody>
</table>
| 3       | **Song:** 'Every colour under the sun' *(Come and Praise Beginning, no 31)*
Encourage the children to join in as much as possible. |
| 4       | **Story:** Rosie’s hat
An original story by Rob John. Read by Amy Gavin.
Rosie is going camping for the first time and is very excited. She’ll be spending a lot of time outdoors and will need to protect herself from the sun, but she doesn’t like wearing hats ... until Mum finds a nice one Rosie thinks makes her look cool! Then, as they’re about to leave on the camping trip, she notices that Dad isn’t wearing a hat and so she gets out of the car and gives him an ultimatum. |
| 5       | **Reflection:** Ensure everyone is listening carefully and sitting quietly as we reflect on the importance of keeping safe in the sun. |
| 6       | **Opportunity for prayer:**
*Dear God
Thank you for the sun which makes life on earth possible.
Help us to enjoy the sun’s warmth and light safely,
And to respect all people under the sun.
Amen* |

**After the programme:**

**Talk about the story:**
- Why do you think Rosie didn’t like wearing hats?
- Do you like wearing hats? Do you have a favourite one? What’s it like?
- What reasons does Mum give Rosie about the importance of wearing a hat in the sun?
- Do you wear a hat when it’s sunny?
- Have you ever been camping? Where did you go? What did you enjoy most?
- What do you think Rosie will enjoy most about her first camping trip?
- Do you think Dad wore his hat on the camping holiday?

**Follow up activities:**
- Write a story from Rosie’s point of view about what happens on their camping trip.
- ‘Camp out’ at school! Have lunch or share a snack together outside. Remember to wear hats and put on suncream, and drink plenty of fluids!
- Look at different artists’ representations of activities in the sun - eg Gauguin’s *Tahitian woman on the beach*, Degas’s *Sur la plage*, Monet’s *Beach at Pourville* or *Bathers at La Grenouillère*. Talk about the similarities and differences between them. If you could step into one of the paintings, which one would it be and why?
- Paint your own picture of what you like to do in summer - you could use one of the paintings above as inspiration.
- Together in class, write a story about someone who doesn’t take care of themselves in the sun. What happens to them?
# 3: Looking after our teeth

**Themes:** Why it’s important to look after our teeth

**Focus image:** A girl brushing her teeth

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**Before the programme:**
- There’s a saying: ‘if you see someone without a smile, give them one of yours!’ What does this mean?
- How do you feel when someone smiles at you?
- Why is it good to smile at other people?
- Does the girl in the picture look after her teeth? How can you tell?
- What happens if we don’t look after our teeth?
- What should we do to care for our teeth - and our smiles?!

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<td><strong>Introduction and welcome:</strong> Ben welcomes the children and introduces today’s topic.</td>
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</table>
| 2       | **Song:** ‘Laughing in the playground’ *(All about our school, no 6)*  
Encourage the children to join in with as much as they can. |
| 3       | **Children:** The children of Webster Primary School in Moss Side, Manchester talk about what it feels like when someone gives them a big smile, and how people respond when they give a big smile back! |
| 4       | **Feature:** Dentist, Melanie Catleugh, answers some questions from the children about looking after their teeth. |
| 5       | **Story:** *Spreading smiles*  
An original story by Jeff Capel  
Read by Simon Trinder  
Samuel’s mum tells him that he was always smiling as a baby, so Samuel decides to give everyone he meets a big smile, and soon discovers its power! |
| 6       | **Reflection** Ensure everyone is listening carefully and sitting quietly as we reflect on the importance of looking after our teeth. |
4: Exercise and healthy eating

Themes: a healthy body starts with exercise and a healthy diet

Focus image: healthy slice of watermelon

Before the programme:

- Look at the picture and talk about why fruit is a healthy choice. What other fruits do the children know and like?
- What’s your favourite meal? Is it healthy, unhealthy or a mixture of the two?
- What makes some foods less healthy? What would happen if you ate them all the time?
- Make a list of healthy foods - and others that we should try to eat less of.
- What other things help us to have healthy bodies?

Follow-up activities:

- Have a class ‘smiling day’ where you try to meet everyone and every challenge with a smile. Afterwards, talk about the effect of smiling on everyone’s mood.
- Read excerpts from Pam Ayres’ poem *Oh I wish I’d looked after my teeth*. What does she say about her regrets now that she’s older?
- Look at your own teeth in a mirror. Are they all the same? What different functions do the different teeth have?
- Invite a dentist or dental nurse or hygienist to visit your school and talk to children about caring for their teeth. Alternatively, there are videos available on the internet about looking after teeth.
- Ask children to bring in photos of themselves as babies or toddlers - especially smiley ones - and talk about how they’ve changed over the years.

Talk about the story:

- What were you like as a baby? Were you always smiling like Samuel, or were you more like Christopher?
- Why was Samuel so happy that he smiled more than his brother?
- What do you do on wet Saturdays?
- Why do you think the song about smiling was Grandpa’s favourite song? Do you have any favourite songs, or songs that others sing to you?
- What did Samuel find out when he decided to smile at everyone he saw on his way to the shops with Mum?
- Why do you think Hiroko chose to sit next to Samuel on her first day at her new school?
- What made them friends?

After the programme:

Talk about the story:

- What were you like as a baby? Were you always smiling like Samuel, or were you more like Christopher?
- Why was Samuel so happy that he smiled more than his brother?
- What do you do on wet Saturdays?
- Why do you think the song about smiling was Grandpa’s favourite song? Do you have any favourite songs, or songs that others sing to you?
- What did Samuel find out when he decided to smile at everyone he saw on his way to the shops with Mum?
- Why do you think Hiroko chose to sit next to Samuel on her first day at her new school?
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Follow-up activities:

- Have a class ‘smiling day’ where you try to meet everyone and every challenge with a smile. Afterwards, talk about the effect of smiling on everyone’s mood.
- Read excerpts from Pam Ayres’ poem *Oh I wish I’d looked after my teeth*. What does she say about her regrets now that she’s older?
- Look at your own teeth in a mirror. Are they all the same? What different functions do the different teeth have?
- Invite a dentist or dental nurse or hygienist to visit your school and talk to children about caring for their teeth. Alternatively, there are videos available on the internet about looking after teeth.
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<tbody>
<tr>
<td>1</td>
<td><strong>Introduction and welcome:</strong> Ben introduces the programme with a quiz about looking after our bodies.</td>
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</tbody>
</table>
| 2       | **Song:** ‘From the tiny ant’ (*Come and Praise Beginning*, no 32)  
Encourage the children to join in as much as they can. |
| 3       | **Story:** *No pies for Ralph*  
An original story by Tracey Hammet  
Read by Sarah Hadland  
The Flibbit family love dancing, and football, and cooking ... but only on TV! One day, a stray dog called Ralph comes to live with them and soon shows them the joy of eating well and exercising ... |
| 4       | **Reflection:** Ensure everyone is listening carefully and sitting quietly as we reflect on why it’s important to look after our bodies. |
| 5       | **Optional prayer:**  
*Dear God*  
Thank you for all the people who help us and give us advice on taking care of ourselves  
Help us to stay strong and healthy so we can look after ourselves and others ... and all God’s creatures.  
*Amen* |

### After the programme:

**Talk about the story:**
- Why do you think the Flibbit family never did any of the things they liked watching on TV?
- What do you like to watch on TV? Do you prefer it to exercise?
- What was unhealthy about the Flibbit family’s lifestyle?
- Where do you think Ralph had come from? What do you think was in his suitcase?
- Why do you think Ralph got fed up eating pies and chips and never doing anything but watch TV?
- What sort of things do dogs like doing and eating?!
- How could the Flibbit family be a bit healthier in their lifestyle?
- What would you like to be able to cook?
- What sports or other physical activities do you take part in?

**Follow-up activities:**
- Keep a diary of the food you eat over a day or a week. What’s healthy and what’s not so healthy? Is it a good balance?
- Using paper plates, make mixed media collages of healthy meals and display them with explanations of your choices.
- Design and make healthy eating posters to explain why it’s important, and persuade others, to eat healthily.
- Write you own story about how the Flibbit family’s life improves after Ralph moves in and persuades them to live more healthily.
- Get the class to devise their own healthy quiz and try it out on other classes to highlight the importance of looking after our bodies.
Seas and oceans

5: The seas around us

Themes: The seas around our shore

Focus image: A beach in Dorset

Before the programme:

- Look at a map of the British Isles. Which parts do you recognise?
- Can you find where you live on the map?
- Have you ever visited another part of the British Isles? How was it different to where you live?
- What’s special about living on an island?
- Have you ever been to the coast?
- Do you know how far it is to the coast from where you live?
- Do you know anything about the sealife around our coast?

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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction</strong>: Ben introduces the programme with some seaside sounds and introduces the children to today’s topic.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Vox pops</strong>: Children talk about what they like to do at the seaside, and Ben asks them if they can name the seas around the coastline of the British Isles.</td>
</tr>
</tbody>
</table>
| 3 | **Song**: “Who made the twinkling stars?” *(Come and Praise Beginning, no 33)*
Encourage the children to join in with as much as they can. |
| 4 | **Story**: *Why the seas is salty*
Adapted and read by Robin Simpson

In this retelling of a traditional German tale, a boy leaves home to seek his fortune. His grandmother gives him a magic coffee mill that can grind out whatever food the boy asks for. The boy is taken on by a ship’s captain who steals the mill for himself. The captain asks the mill to grind some salt for his porridge, but unfortunately he doesn’t know the magic words to make it stop. |
| 5 | **Reflection**: Ensure everyone is sitting quietly and listening carefully as we reflect on the seas around our coastline and all that they bring us. |
| 6 | **Optional prayer**: *Dear God*
Thank you for this island we live on
Thank you for the seas that surround our coastline
And thank you for all the good things that the sea brings us.
*Amen* |
After the programme:

**Talk about the story:**
- Do you think the story ‘Why the sea is salty’ is true? Why/why not? Does this story remind you of any other traditional tales?
- Do you think the boy was wise to leave home and seek his fortune? Should his grandmother have let him go?
- Why did his grandmother give him the magic coffee mill? How was the coffee mill useful? What would you have asked the magic coffee mill to grind for you?
- Should the boy have shown the sailors the magic coffee mill? Would you have shown them? Why/why not?
- What were the consequences of the captain stealing the magic coffee mill? Is there a moral to this story?

**Follow-up activities:**
- Add salt to tap water in a glass jar, a teaspoon at a time, stir, and watch it dissolve. The water looks the same as normal water - but how does it taste?! How much salt can you add before it stops dissolving and collects at the bottom?
- Get the children to write their own stories of what they’d do if they owned a magic coffee mill.
- Look at a map of the British Isles. Locate the seas around the coastline. Identify the capital cities of each of the four countries of the United Kingdom.
- Create a list of things the children like to do at the seaside. Then listen to the classic song *I do like to be beside the seaside* and compare the children’s list with the activities mentioned in the song. The song was written at the beginning of the 20th century. Look at photos of people at the seaside a hundred years ago and get the children to compare them with life at the seaside today.
- Find out about different sea creatures that live in the seas around our coastline. There’s some useful information on the website of the London Aquarium.

- Watch [this short film](#) from BBC Bitesize about rockpooling. Have you ever been rockpooling? What did you find?
- Create a class rockpool display. You can use items collected from a beach, or create them using recycled materials.
6 Oceans of the world

Themes: Oceans of the world

Focus image: a loggerhead turtle swimming in the ocean

Before the programme:

• Look at the picture of the loggerhead turtle. What other creatures live in the ocean? What else might you find in the ocean?
• How do items left on the seashore get washed out into the ocean?
• What should you do with your rubbish if you’ve been having a picnic on the beach? Why? What are the consequences for sea creatures if rubbish gets washed out to the ocean?

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<td>Welcome and introduction: Ben welcomes the children and introduces the topic of oceans.</td>
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<tr>
<td>2</td>
<td>Vox pops: Some children give us facts about the world’s oceans.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘Thank you, Lord’, Come and Praise Beginning, no 29. Encourage the children to join in as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: The slightly squished plastic straw An original story by Tracey Hammett A little girl is on a beach, drinking her juice through a slightly squished plastic straw. As it’s not working properly, she drops the straw on the sand. That night, the little girl has a dream about the journey the slightly squished plastic straw takes when it’s washed out into the wondrous ocean. She resolves never to let her rubbish end up in the ocean again.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: Ensure everyone is listening carefully and sitting quietly as we reflect on the wonder of our oceans and why it’s important to look after them.</td>
</tr>
<tr>
<td>6</td>
<td>Optional Prayer: Dear God Thank you for the vast, wondrous oceans of the world Thank you for the all the ocean creatures and wildlife Help us to look after the oceans and all of creation. Amen</td>
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Click to go to the series download page
After the programme:

**Talk about the story**

- What do you think the little girl’s family was doing at the beach at the beginning of the story?
- What should the little girl have done with the slightly squished plastic straw? What should her mum and dad have said when she dropped it on the sand?
- Can you describe in your own words what the little girl saw in her dream? What do you dream about?
- What did the sea creatures think the straw was? What do you think could happen if a sea creature tried to eat the plastic straw?
- What did the little girl learn from her dream? What can we learn from the story?
- What’s special about the way this story is told? Does it make it sound like a dream?
- Retell the story of the plastic straw’s journey on the ocean in your own words.

**Follow-up activities:**

- Make a poster to raise awareness of the impact of throwing rubbish into the sea/ocean, based on what you’ve heard in today’s programme.
- Draw pictures of the plastic straw’s journey out to sea, with different groups taking a different stage of the story, and make a display with the pictures in sequence.
- Make use of recycled plastic materials to make sea creatures, real or imaginary.
- Find out more about the impact of plastic in our oceans by visiting a website like 5 Gyres.
- Look at the website of the campaign Take 3 which encourages people to take away three pieces of rubbish every time they visit a beach or waterway.

**Links:**

World Oceans Day
http://www.worldoceansday.org
<table>
<thead>
<tr>
<th>Section</th>
<th>Programme content</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> Ben welcomes the children and introduces today’s theme – living in the countryside.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Vox pops:</strong> We hear from children who live in or near the countryside about what it’s like to live there.</td>
</tr>
</tbody>
</table>
| 3       | **Song:** Our school (*All about our school, no 9*)  
Encourage the children to join in as much as they can. |
| 4       | **Story:** *The Town Mouse and the Country Mouse*  
Adapted by Nicky Grischotti  
Town Mouse goes on a visit to his cousin who lives in the countryside, but isn’t very impressed with the conditions he finds there. He takes Country Mouse back to the city with him where they dine on an array of sophisticated treats, but then the vacuum cleaner arrives. |
| 5       | **Reflection:** ensure everyone is sitting quietly and listening carefully as we reflect on what’s good about living in the countryside, and where you live. |
| 6       | **Opportunity for prayer:**  
*Dear God*  
Thank you for the many different places we live and for the many different places we can visit  
Help us to make our place - and our school - a happy place to be.  
*Amen* |

**After the programme:**

**Talk about the story:**
- Which mouse - Town Mouse or Country Mouse - do you like best, and why? Which mouse’s house would you have liked to visit? Whose food would you prefer?
- Why did Town Mouse seem so rude to Country Mouse? What should he have said instead?
- Who enjoyed their visit more: Town Mouse when he went to the countryside, or Country Mouse when he went to the city?
- Is it better to live in the city or in the countryside? Give reasons for your answers and try to think why someone else might disagree with you?
- What do you think is the ‘moral’ of this story?

**Follow-up activities:**
- In drama, act out the story of the Town Mouse and the Country Mouse. Try to capture the reactions of the two mice to their unfamiliar surroundings. You could use sound effects!
- Listen again to the interview with the children about what they like about living, working and going to school in the countryside. In groups, make a list of what’s different (or similar) to where you live and go to school?
- On a fine day, go outside to the quietest part of the school playground. Lie down on the grass and, staying quiet for as long as possible, soak in your surroundings: watch the clouds in the sky, listen to the sounds you can hear. Then, write or draw pictures of how it felt.
- Have a class picnic (or snack!) and make an occasion of eating outdoors.
- The original version of *The Town Mouse and the Country Mouse* is one of Aesop’s Fables, which all have a moral or hidden message. Try listening to some more of Aesop’s Fables from the BBC School Radio website.
### 8: Cities

**Themes:** what it’s like to live in a city or big town

**Focus image:** a cityscape

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**Section** | **Programme content**
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1 | **Welcome and introduction:** Ben welcomes the children and introduces today’s theme - living in the city.
2 | **Vox pops:** Children who live in a city tell us what it’s like.
3 | **Story:** *Kyle’s exciting place*
   An original story by Danielle Jawando
   Read by Kevin Harvey
   Kyle’s teacher asks everyone to write about an exciting place they’ve visited. Kyle feels he has nothing to write about because he’s never been anywhere exciting on holiday. He wishes he could be like his friends who’ve been away to exotic and exciting places. Then his mum explains that there are all sorts of exciting things to see in a city if you just look in the right places. So together they go on an exciting bus ride.
4 | **Reflection:** Ensure everyone is sitting quietly and listening carefully as we reflect on what’s good about where we live.
5 | **Optional Prayer:**
   Dear God
   Thank you for the place where we live and go to school and for all that makes it different and special.
   Help us to recognise all that’s good about it and do all we can to be part of the community we live in.
   Amen

**Before the programme:**

- Look at the focus image of a cityscape. What makes it different or similar to where you go to school?
- Do you live in a city? What do you like about it? If you don’t live in a city, what do you think it would be like to live in a city?
- Think about the story from programme 7 - The Town Mouse and the Country Mouse. What did each mouse learn about where the other mouse lived?
- Have you ever been to a big city either in the United Kingdom or abroad? Can you locate it on a map? What was it like? What did you do there?
- Share thoughts about places in the world that you’d like to visit one day.

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

Click to go to the series download page
After the programme:

Talk about the story:
• Have you ever felt like Kyle did at the beginning of the story? What made you feel like this? Why do you think Kyle felt like this?
• Think of some words to describe what Kyle saw, heard and smelled as his mum took him on their city adventure.
• Which part of his city do you think Kyle liked best? Which part would you like best?
• What do we learn about big cities from this story?
• What’s the most exciting and exotic place you’ve ever visited? What made it exciting and exotic? What did you like about it?

Follow-up activities:
• In art, create a cityscape using different block prints and adding detail once the paint is dry. Or build a city out of blocks and other small items. What words would you use to describe what it’s like to live in the city you’ve created?
• On his journey, Kyle saw things he’d never noticed before. On your way to school (or on another regular journey) try to take notice of things you’ve never noticed before. Make a list and discuss these things in class.
• Go on a similar walk through your school! Try to see it with new eyes; describe what you see, hear and smell. Back in class, create a sound journey using musical instruments, or write a poem describing the journey in words.
• Have a competition in class about ‘Our School’. Ask the children to take a photo that sums up what they love about their school. The head teacher could choose the winner and hand out awards.
• Share the story The world came to my place today in which a boy realises that the food he eats comes from every corner of the globe. Get the children to look in their cupboards at home to identify products come from different places in the world.