Ben Faulks - presents *Something to Think About*

**Age: 5 - 7**

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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

**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

**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 (e.g. 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/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
MediaCityUK
Manchester
M50 2BH

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<th>Themes</th>
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<td><strong>Unit 1: Special Days</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. May Day</td>
<td>‘Let’s sing and dance’ <em>(Come and Praise: Beginning, no. 58).</em></td>
<td>May Day celebrations; learning from the past</td>
</tr>
<tr>
<td>2. Rogation Sunday</td>
<td>‘Build up!’ <em>(All about our school, no. 12).</em></td>
<td>The traditions of Rogation Sunday; exploring why barriers / boundaries are necessary and whether they’re a good or bad thing</td>
</tr>
<tr>
<td>3. Shavuot</td>
<td>‘Every colour under the sun’ <em>(Come and Praise: Beginning, no. 31).</em></td>
<td>The Jewish festival of Shavuot – its history and how its celebrated; treating others as equals</td>
</tr>
<tr>
<td><strong>Unit 2: Children and invention</strong></td>
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<td></td>
</tr>
<tr>
<td>4. Mary Anning</td>
<td>‘Thank you Lord’ <em>(Come and Praise: Beginning, no. 29).</em></td>
<td>Inspiring listeners to think of questions they would like answered; making sense of new places and situations.</td>
</tr>
<tr>
<td>5. Mattie Knight</td>
<td>‘While we live we learn’ <em>(All about our school, no. 3).</em></td>
<td>Encouraging children to think up new ideas; exploring new possibilities; thinking of ways to help others.</td>
</tr>
<tr>
<td>6. Maria de Sautuola</td>
<td>‘All Around’ <em>(Come and Praise: Beginning, no. 27).</em></td>
<td>Inspirational youngsters who had the courage to explore the world around them and make discoveries; having the bravery to ask questions.</td>
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<tr>
<td><strong>Unit 3: Summer</strong></td>
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<tr>
<td>7. Midsummer’s Day</td>
<td>‘I Love the Sun’ <em>(Come and Praise: Beginning, no. 17).</em></td>
<td>The joys of summer time; the summer tradition of Well Dressing.</td>
</tr>
<tr>
<td>8. Summer visitors</td>
<td>‘All the Animals’ <em>(Come and Praise, no. 80).</em></td>
<td>The variety of bird visitors who spend the summer with us; the wonder of migration; feature visit to Buxton Country Park, a popular place to spot birds.</td>
</tr>
</tbody>
</table>
Special Days

1: May Day

Themes: Celebrating the start of summer; learning from the past, and the people who can help us to do that.

Focus image: a picture of traditional maypole dancing at a school fete (in the 1970s)

Before the programme:

- Look together at the focus image. Do you have one of these in your school or elsewhere nearby? Share stories / experiences or talk about what it's for.
- Talk about children’s experiences of dancing. When do they dance and why? What other occasions can children think of where people dance?
- What other celebrations do children know anything about? Why is remembering the past important?
- Have children ever been given an important job to do? What was it? How did it feel?
- How is being in school like being part of a very large family?

<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 welcomes the listeners and has some traditional May Day music. The first three programmes in this series are all connected with different festivals. This programme includes information about the different aspects of the May Day celebrations.</td>
</tr>
<tr>
<td>2</td>
<td>Song: 'Let's sing and dance' (<em>Come and Praise Beginning</em>, no. 58). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Story: <em>I’m to be the Queen of the May, Granny</em>. An original story by Kate Fleming. Fifty years ago, Shirley Pepper’s Granny Daisy was crowned as the May Queen at her school’s May Day celebrations. Fifty years later, Shirley dreams of being crowned the May Queen herself, but will she be chosen...?</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: on why the traditions of the past are an important part of celebrating, and how May Day helps us to celebrate the passing of winter and look forward to the coming summer months.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes (see below).</td>
</tr>
</tbody>
</table>

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

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

**Talk about the story:**

- Why was Shirley Pepper so desperate to be the Queen of the May? Would you like to be May Queen? Why?
- Granny Daisy came in to Shirley's school to tell the class about what May Day was like when she was a girl. What did the children learn? Have you ever had a visitor come to your class to talk to you about something? What did you learn?
- Why do you think Mrs Braithwaite chose Shirley Pepper to be May Queen?
- What do you think Shirley Pepper enjoyed most about the school's May Day celebrations?
- Why do you think Granny Daisy needed to change the subject at the end of the story?
- There were lots of clues in the story about the different ways that May Day is celebrated - how many can you remember? Which would you most like to take part in?

**Follow-up activities:**

- Have a go at Maypole / country dancing (there are CDs available commercially with music and instructions on). You could even put on a demonstration for parents to enjoy!
- Find out what's happening locally to celebrate May Day and talk together about what children enjoyed. Plan what you would want to include in a celebration of May Day for your class / school - and maybe schedule it in for next summer?!
- Find out about your school's history - especially if you have photos or records from the past. When was it built? How has it changed? What would it have been like to go to school long ago? Write stories based on a school day from the past.
- Talk together about how the seasons change, and why the start of summer is something to be celebrated. Make a class collage about the joys of summer, including many of the things that children say they look forward to.

**Optional prayer:**

Dear God
Thank you for the May Day traditions that have been passed on to us to enjoy.
Help us to remember the past and where they have come from.
And to look forward to the future.
Amen

2: Rogation Sunday

**Themes:** Family relationships - parents

**Focus image:** people on a crowded train

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Before the programme:

- Look together at the focus image - how do children think the people on the train might be feeling?
- Share stories of being in confined spaces like in the picture.
- What is a ‘tradition’? What traditions did we find out about in the previous programme?
- Locate together where your local parish church is. Has anyone in the class ever visited it, and what for?
**Section Programme content**

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<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Vox pops:</strong> some children tell us about times they have been in a busy place and how it made them feel.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Welcome and introduction:</strong> Ben introduces today's theme of boundaries and personal space.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> ‘Build up’ (<em>All About our School</em>, no. 12). Encourage the children to join in with as much as they can.</td>
</tr>
</tbody>
</table>
| 4       | **Story:** *Jacobs Well*. An adaptation by Rachel Boxer of the bible story of Jesus and the Samaritan woman at the well from John 4.  
Jacob has retreated to the well at the edge of the village of Sychar to think. A few days earlier, Jacob’s aunt met Jesus at the well, and the village has been in uproar ever since… |
| 5       | **Reflection:** on the balance between the need for personal space and being with others. |
| 6       | **Opportunity for prayer:** children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes. |

**Follow up activities:**

- Talk together about the ‘boundaries’ that Jesus broke down by the way that he treated Jacob’s aunt e.g. she was a Samaritan woman and Jesus spoke to her as an equal. Are there things we can learn from the way Jesus treated others?

**Optional prayer:**

Dear God  
Thank you for times to be alone and to be with others. Help us to share our space and time with others. And help us to break down barriers between ourselves and others.  
Amen

**After the programme:**

**Talk about the story:**

- Jacob goes to ‘his’ well for peace and quiet. Where do you go for some peace and quiet and when have you needed to go there?  
- Jacob’s aunt collected her water from the well when no-one else was around. Why do you think she did this?  
- Do you know if your name means something, or whether your name was chosen for a specific reason - like Jacob was named after his ancestor? Share stories together.  
- Why do you think the people in the village wanted to meet Jesus? How did he treat people that showed he was different from others?
3. Shavuot

Themes: The celebration of Shavuot and what it represents for Jewish people; rules and why we need them; treating others as individuals.

Focus image: a picture of the Torah scroll

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

Before the programme:

- Look together at the focus image. Talk together about what children think it is and why it might be special.
- What stories do they know of that are ‘special’ in some way? What makes them special?
- What rules do you know? Why do we need rules - at school? In life?
- Ben starts the programme thinking about what it might be like to have a robot that could do things for him. What can robots do? How are they different from people?

Section | Programme content
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1 | Welcome and introduction: Ben is thinking about what it might be like to have a robot that could help with jobs around the house.
2 | Vox pops: children tell us what they think some of the differences between robots and humans are.
3 | Song: ‘Every colour under the sun’ (Come and Praise: Beginning, no. 31). Encourage the children to join in with as much as they can.
4 | Story: The best present. An adaptation by Rachel Boxer of the bible story of the giving of the Ten Commandments to Moses.
   The Jewish people were being treated like machines by their cruel Egyptian masters, making bricks from straw that they’d often had to find for themselves. But at last, thanks to God’s intervention, the time has come for the Israelites to leave Egypt and start the long journey back to their homeland. One day, Moses is told by God that he has something important to give to the Jewish people... something that will become their most precious possession.
5 | Vox Pops: we meet some Jewish children who tell us about the two-day celebration of Shavuot.
6 | Reflection: on freedom from slavery, God’s rules, and learning from the story about how to treat others as we would want to be treated. Ensure everyone is listening carefully.
7 | Opportunity for prayer: children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.
After the programme:

Talk about the story:

- How do you think Moses felt to be told that God wanted to speak to him?
- Why do you think God gave the Jewish people these ten rules? Which rules do you think are the most important and why? Should there be more than ten?
- This story is part of a long story about how the Jewish people escaped from slavery to their cruel Egyptian masters. Do you know any other things that happened to them as a part of this story? Find out together.
- This story is connected with the Jewish festival of weeks, or Shavuot. What other festivals or celebrations do you know that have special stories associated with them?
- The Torah -the book of God’s laws - is the most precious thing that Jewish people have. Why do you think this is? Do you have anything that is very precious to you?

Follow-up activities:

- Look at more pictures of the Torah in its special ‘house’ called the ‘ark’ within a synagogue, or visit for real if you can! Find out why the scrolls are all dressed up and what each part of the ‘clothing’ symbolises.
- Talk together about what you have learned from the programme about the festival of Shavuot.
- Make a replica Torah using 2 lengths of dowelling and a long strip of paper. Write the 10 Commandments on the paper strip and roll up like a scroll.
- At the start of the programme, Ben is imagining what it would be like to have a robot to do some chores for him. If you had a robot, what would you want it to do for you? Write a story about it.

Optional prayer:

Dear God
Help us to bring good to others in what we say and do. Help us to think about how others are feeling and the impact our actions or words might have.
And help us to treat others fairly...as equals.
Amen.
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<tbody>
<tr>
<td>1</td>
<td><strong>Welcome and introduction:</strong> ‘Professor Ben’ welcomes us to his science laboratory where he is trying out different experiments to find out what makes us happy...</td>
</tr>
<tr>
<td>2</td>
<td><strong>Feature:</strong> Children tell us about some of the discoveries that have been made in space, medicine and computing.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> ‘Thank you Lord’ (<em>Come and Praise: Beginning</em>, no. 29). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Story:</strong> <em>The story of Mary Anning</em>. An adaptation of a true story by Heather Butler. Eleven year-old Mary and her brother Joseph love exploring the beach in their home town of Lyme Regis, finding things to sell in their father’s shop. One day, they make a discovery that would make Lyme Regis - and Mary Anning - famous: the first ever fossilised skeleton of an ichthyosaur.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Reflection:</strong> on people who have made discoveries which have helped our lives and inspired people. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Opportunity for prayer:</strong> children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these Notes.</td>
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**Follow-up activities:**

- Mary Anning spent a whole year looking for the rest of the Ichthyosaur and researching in books to find out more about it. What have you found out by searching through books - or other sources?
- Many people consider Mary Anning to be an inspiration. Why do you think this is?

**Optional prayer:**

Dear God
Thank you for all the exciting possibilities to explore and discover.
Thank you for all the people who have made discoveries which make our lives better.
Help us to look carefully and study all we see.
Amen.

**After the programme:**

**Talk about the story:**

- Have children ever been to a beach? What did they like about it? What did they do there? If they went exploring, did they find any interesting things e.g. in rock pools?
- How do you think Mary and Joseph felt when they first saw the enormous fossil? What did they think it was?
- What dinosaur bones would you most like to find? Why?

- Mary’s life was very different from ours today. Her parents had eight other children who died and her father died when she was 11. Talk together with children about the differences - and similarities - between life in the time that Mary lived compared to now.
- Find Lyme Regis on a map of Great Britain. Find out why it’s such a good place for finding fossils. Have any children been there?
- Find out about ichthyosaurs - and other dinosaurs. Can you tell which are herbivores and which are carnivores? Which dinosaur most interests you and why? Make a class information book using your findings.
- Are there any big questions about the world that you would like to find the answers to? What are they and how might you go about researching the answers?
5. Mattie Knight - inventor

Themes: Encouraging children to think up new ideas; exploring new possibilities; thinking of ways to help others.

Focus image: Flat-bottomed paper bags packed with food

Before the programme:

- Talk together about what an invention is and why people create them.
- An invention is often created to make peoples’ lives easier, or to make something work better. List together things that children consider to be inventions.
- Look at the image of a paper bag together. Explain to the children that the young girl whose story appears in today’s programme invented a machine to make this type of paper bag. Why do they think she might she have invented it?
- Talk together about the things that would have been different for children in Matty’s day - eg having to work for a living.

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<tbody>
<tr>
<td>1</td>
<td>Welcome and introduction: Ben has invented a brilliant new machine, but he doesn’t know what he’s going to use it for yet.</td>
</tr>
<tr>
<td>2</td>
<td>Song: ‘While we live we learn’ (All about our school, no. 3). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>3</td>
<td>Vox Pops: children tell us about inventions that they would like to invent.</td>
</tr>
<tr>
<td>4</td>
<td>Story: The story of Matty Knight. An adaptation of a true story by Nicky Grischotti. Matty was born in 1838, into a poor family. She spends her childhood making toys for her brothers Charlie and Jim and things to help her mother. When she is 11, the family moves to a town to work at the cotton mill and there she witnesses an accident that inspires her to invent something that would save the lives of many workers...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: Ben reflects on people who invent wonderful things to improve the lives of others. Children are also encouraged to think of things they could do to improve the lives of others. Ensure everyone is listening carefully.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: 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:

- If you could think up an invention, what would it be?
- What toys do you think Matty (Margaret) invented for her brothers?
- Why did Matty decide to be an inventor? What do you think made Matty good at it?
- How do you think Matty felt when she had to move to the town to work in the cotton mills?
• Life was very different for Matty as she was growing up, compared to the lives of children today. List some of the differences, listening to the story a second time if you need to.
• What do you think people thought of Matty’s ideas?

Follow-up activities:

• At the start of the programme, Ben talks about a machine he’s invented, but he doesn’t know quite what he’ll use it for. Draw what you think Ben’s machine would look like and what it might be able to do.
• Make a list of the many different inventions that children use in their everyday lives. Find out about the people who invented them and why. Imagine what life would be like without these everyday inventions.
• Draw and label / annotate a picture or plan of something that you would like to invent. Make the designs into a class book, or email them to Ben at the Something to Think About website: www.bbc.co.uk/learning/schoolradio. You could also use recycled modelling materials to create a model of your invention. Can you design parts that use different forces e.g. twist, turn, push and pull?
• Find out more about other inventions created by Matty Knight - there are over one hundred of them! Ask children which they think are the best inventions - and why.

Optional prayer:

Dear God
Thank you for all the wonderful inventions that help us in our daily lives.
Help those who are working to improve the lives of others.
Help us to put our own thoughts and ideas about the world to good use to help others.
Amen.

6: Maria de Sautuola and the cave paintings of Altamira

Themes: Inspirational youngsters who had the courage to explore the world around them and make discoveries; having the bravery to ask questions.

Focus image: A cave painting

Before the programme:

• Look at focus picture. What do children think it shows? What do they think is painted on the ceiling of the cave? Can they suggest any reasons why it should be there?
• Discuss with children what an explorer does. If they could go exploring, where would they like to go? What might they like to discover?
• Who? What? Why? Where? When? These are all good question words to help explore. Practise using these question words in different settings - eg the jungle; an alien planet; school, etc.
• Find Spain - and Altamira - on a map.
## Section Programme content

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<tr>
<td>1</td>
<td><strong>Vox Pops:</strong> The programme starts with children talking about some of the places that they would like to visit and explore.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Welcome and introduction:</strong> Ben introduces listeners to the programme and to the town of Buxton in Derbyshire, where he has come to explore the Poole’s Cavern caves.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Song:</strong> ‘All Around’ (<em>Come and Praise Beginning</em>, no. 27). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Interview/Feature:</strong> Ben is inside the cave with cave explorer, Alan Walker, who tells him all about it and why he thinks it’s a special place to come and find out about.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Story:</strong> <em>The story of Maria de Sautuola and the Altamira cave paintings</em>. An adaptation of a true story by Heather Butler. Maria is an eight-year old girl who lives in Spain. Her father was an archaeologist and Maria used to accompany him when he went searching for artifacts. One day, they explore some caves in Altamira and Maria finds something that no-one has ever seen before…</td>
</tr>
<tr>
<td>6</td>
<td><strong>Reflection:</strong> exploring the world and asking questions about what we find.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Opportunity for prayer:</strong> children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these notes.</td>
</tr>
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</table>

### After the programme:

#### Talk about the story:

- This story - like the stories in the previous two programmes - is a true story. How does this make it different from fiction?
- Maria’s father is an archaeologist. What would you like to find if you were an archaeologist? Would you like to be an archaeologist? What would you like to discover?

- Maria was told that the caves were dangerous. What might have happened to her if she’d gone inside on her own?
- How do you think Maria felt when she first saw inside the cave?
- How do you think she felt when she found the paintings? Who do you think might have painted the paintings?
- Maria discovered something that no-one had ever seen before. How does it feel to learn something new?

#### Follow-up activities:

- Take children on an explorers’ walk around your school, or in another local place if you prefer. Encourage children to use their senses to say what they can see, hear, smell and touch. Use the question words - Who? What? Why? Where? When? - on your return to talk about their exploration.
- Look at a printed Ordnance Survey map of your local area. Look together at the symbols that are found on the maps. Can children work out what they mean?
- Draw maps of imaginary (or real!) places that children would like to explore, placing landmarks or dangerous places to avoid. If the maps were drawn on a grid, this could be extended into a co-ordinates exercise where children set each other challenges to find particular landmarks or follow certain paths using the grid references.
- Find out some more about cave paintings - at Altamira and in other places - and why they were painted. Have a go at making your own paintings.
- Write stories about being an explorer. Where would children go? What would they see and do? Use the question words shared at the beginning of the programme to help.

#### Optional prayer:

**Dear God**  
Thank you for the wonderful places and things that we can discover.  
Thank you for the people who help us make discoveries and learn new things.  
Help us to share what we learn with others.  
*Amen.*
Summer

7: Summer celebrations

Themes: The joys of summer time; the summer tradition of Well Dressing.

Focus image: an idyllic summer holiday location

Before the programme:

- Look together at the focus image - talk together about how you would feel if you were in this picture. Where do you think it is? What would you like to do there?
- Talk about what you like most about summer and how we can do different things in summer because of the better weather (hopefully!)
- Consider how amazing it is that as we celebrate summer in the northern hemisphere, winter is happening in the southern, and vice versa!
- Explain that many cultures have traditional ‘creation’ type stories that try to explain difficult ideas such as the changing seasons. Talk about any you might know.

After the programme:

Talk about the story:

- Talk together about how cold it feels in winter and how it feels when summer finally comes. What do you think the animals might have missed most when the sun-stealer took away the sun?
- Why do you Raven went with each animal was sent steal back the sun?
- Why do you think the sun stealer stole the sun from the animals?
- What sort of creature do you think the character of the sun stealer is? Is it real? Why do you think this?
• How do you think hare felt when she saw the effect that the sun had on the cold, dark world?
• Why do you think the animals didn’t send hare straight away? Why did they choose bear first? Who might you have chosen to steal back the sun?

**Follow-up activities:**

• Look at a globe. Using a bright light source, explore how the sun shines on different parts of our world as the world turns round, causing day / night and seasonal variation.
• Find some other creation stories - eg the Biblical account of creation from Genesis; Inuit (Eskimo) stories; aboriginal ‘dream-time’ stories, etc. Do you think any are true stories? How do you think our world came to be?
• In the story, hare used his special skills to save the day and return the sun to the sky. Write the story with a different animal bringing the sun back using their own particular special skills.
• Think about the special events that happen at school during the summer term - eg sports day / leavers’ services / open days / summer fayre etc. Why do you think these events happen at this point during the year? Find out about any other special summer festivals that happen near to where you live.

**Optional prayer:**

Dear God
Thank you for the different seasons of the year. Thank you for all the summer fun we have in the sun. And all our families and friends who we enjoy the summer with.
Amen.

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**8: Summer visitors**

**Themes:** The variety of bird visitors who spend the summer with us; the wonder of migration; feature visit to Buxton Country Park, a popular place to spot birds.

**Focus image:** A Willow Warbler is common yearly visitor to Buxton Country Park

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**Before the programme:**

• Look together at the focus image. Does anyone know what type of bird it is. What makes it different from other birds that children know. What special ‘features’ would help you to recognise it again?
• Have any children ever been bird-watching? What did they see? What did they hope to see but didn’t? Where do you go to watch birds? How should you behave and why?
• Have you ever been on a really long journey? How did it feel at different stages? Especially getting to your destination!
• Explain to children that not all the birds that they see here will be with us all year round - and that some birds come to the UK for their summer holidays! Talk about what migration is.
• Identify which birds that children might know are actually summer visitors and which fly back home to their own countries for the summer.
### Section Programme content

<table>
<thead>
<tr>
<th>1</th>
<th>Welcome and introduction: Ben introduces listeners to a very wet Buxton Country Park in Derbyshire, where he has come to see what birds he can see.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Interview: Ben is out in the park talking to Peter Phillipson, who knows all about the birds that visit the park. He finds out about some of the extraordinary journeys made by birds who migrate to and from the park each year. Peter also tells us some of the things that we can do in our own gardens to help the visiting birds.</td>
</tr>
<tr>
<td>3</td>
<td>Song: ‘All the Animals’ (Come and Praise, no. 80). Encourage the children to join in with as much as they can.</td>
</tr>
<tr>
<td>4</td>
<td>Story: <em>The Swallow’s Journey</em>. An original story by Tracey Hammett. A little swallow tells us the story of her long journey from the plains of Africa to her summer home here in the UK, but as you might expect, the journey is not without its dangers...</td>
</tr>
<tr>
<td>5</td>
<td>Reflection: about the incredible migration journeys and how it feels to arrive after a long journey.</td>
</tr>
<tr>
<td>6</td>
<td>Opportunity for prayer: children can turn their thoughts into their own prayer of thanks, or use the optional prayer from these notes</td>
</tr>
</tbody>
</table>

- What do you think was the most dangerous part of the swallow’s journey?
- How was the swallow very clever at different points of the journey?
- Have you ever been on a very long journey? How did it feel? What was the best / worst part of the journey for you?
- What was the most incredible thing that you found out about whilst listening to this story?

### Follow-up activities:

- Plot the route that some migrating birds will take on a large map. Talk about how amazing it is that they can travel such long distances without any visible means of discerning their location.
- Visit a park or bird sanctuary like the one in the programme and find out more about the birds who visit us. Or use the RSPB website to find out more.
- Choose another migrating bird and write a story based on the adventure of their migration either to or from the UK.
- Birds aren’t the only creatures to migrate. Find out about amazing journeys made by other animals e.g. salmon, wildebeest etc. and where their journeys take them.
- Using information from the programme, take action as a class to help care for birds visiting this summer - eg find out what special bird food they most like, build a bird table, etc. Keep track of birds that use your ‘service station’ or which food they most like and analyse the data. Use your findings to plan what to do next.

### Optional prayer:

Dear God
Thank you for the different birds and other creatures that visit during the summer.
Thank you that they can do such amazing things...like making long journeys when they migrate.
Help us to care for and enjoy all our summer visitors

Amen.

### After the programme:

**Talk about the story:**

- How did the birds know that it was time to fly?
- Talk about how you might feel if you were the swallow in the story, at different points in the journey e.g. seeing the sea, over the desert, finding the oasis in the Sahara, during the storm, etc.