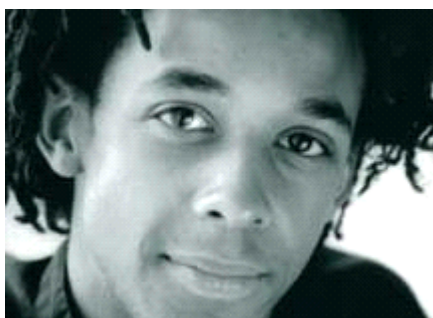


# Something to Think About

Autumn 2009



Presenter: Paul Ewing

## **School Radio Online**

**Age: 5-7**

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# Something to Think About

## Autumn 2009

These programmes are available as podcasts / audio on demand from the School Radio website for 7 days following transmission. Refer to the transmission dates below to find out when each one is available.

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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 weblinks 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 loud speakers 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 are too far away from the speakers and any child with a hearing problem (or has a heavy cold) 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.

### **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. 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.

It is important that children are given the choice to join in with the prayer by saying 'Amen' at the end (which signifies their agreement with the prayer) or just to sit quietly and reflect on what they have heard. This is clearly signalled in the programmes.

### Songs:

The songs for this term are split between the collection *Come and Praise Beginning* and *All about our school*. Due to programme lengths, it is not always possible to teach the songs during the programmes, so you may wish to prepare these beforehand. The places where Paul teaches parts of the songs in individual programmes are indicated within each programme's chart of contents. Where the songs are from *All about our school* or are less familiar songs from *Come and Praise* we have included the lyrics within these Notes. You may like to replay the recording and learn more of the song after the programme.

### 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:

These programmes are available as downloads or podcasts for 7 days 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. It is a perfectly suitable alternative to acquiring the programme on pre-recorded CDs, provided you are happy not to use a CD player for playback. More information at the [Podcast page](#) of the website.

Programmes are also available as **audio on demand**, 'streamed' from the School Radio website. While the service is generally reliable, it is clearly not as flexible as acquiring the programme content from pre-recorded CD or by download.

To listen to the audio on demand service you will need to have installed 'Realplayer' on your computer. This commonly-used software is easy to download from the internet if you do not already have it.

### 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.

**Planning grid showing the songs in each programme**

	<b>Title</b>	<b>Song</b>	<b>Themes</b>
	<b>Unit 1: A world of words</b>		
<b>1</b>	Words, words, words!	'Build up' ( <i>All About Our School no. 12</i> )	On the effect that our words can have on those around us; choosing our words carefully; finding the right words to say; the pain caused by thoughtless words; the way we feel when others praise us.
<b>2</b>	Books and reading	'We will grow' ( <i>All About Our School no. 10</i> )	What we can learn from books; favourite books; feelings evoked by books.
<b>3</b>	Books and writing	'Got a bit better' ( <i>All About Our School no. 11</i> )	Finding inspiration around you; using and trusting your imagination; using stories to help understand and communicate with others.
	<b>Unit 2: Children and discovery</b>		
<b>4</b>	The cave paintings of Altamira	'All Around' ( <i>Come and Praise: Beginning no. 27</i> )	Inspirational youngsters who had the courage to explore the world around them and make discoveries; having the bravery to ask questions.
<b>5</b>	Mary Anning: Fossil hunter	'Thank You Lord' ( <i>Come and Praise: Beginning no. 29</i> )	Inspiring listeners to think of questions they would like answered; making sense of new places and situations.
<b>6</b>	Matty Knight: Inventor	'While we live we Learn' ( <i>All About Our School no. 3</i> )	Encouraging children to think up new ideas; exploring new possibilities; thinking of ways to help others.

	<b>Unit 3: My community</b>		
<b>7</b>	Lakshmi's walk (Hindu)	'This Little Light of Mine' ( <i>Come and Praise: Beginning no.21</i> )	What it's like to be in a Hindu family and community – what the Hindu community look forward to; what happens during worship; recognising and respecting other communities; respecting family and the elderly.
<b>8</b>	The Shabbat Lion (Jewish)	'Welcome' ( <i>Come and Praise: Beginning no. 15</i> )	What it's like to be in a Jewish and synagogue community – what the Jewish community look forward to; what happens on Shabbat; recognising and respecting other communities; respecting family and traditions.
<b>9</b>	The well of Zamzam (Muslim)	'As We Go' ( <i>All About Our School no. 17</i> )	What it's like to be in a Muslim and mosque community – what the Muslim community look forward to; what happens at Friday prayers; recognising and respecting other communities; respecting the tradition of a lifetime of prayer and worship.
<b>10</b>	Christingle! (Christian)	'Christmas Time' ( <i>Come and Praise: Beginning no. 47</i> )	Symbolism of the different parts of the Christingle; looking forward to Christmas celebrations; recognising and respecting other communities; respecting the Christian value of serving each other.

## Unit 1: A world of words

### 1: Words, words, words!

**Themes:** On the effect that our words can have on those around us; choosing our words carefully; finding the right words to say; the pain caused by thoughtless words; the way we feel when others praise us.

**Focus image:** a picture of an empty speech bubble.

#### **Before the programme:**

- Look at the speech bubble. Talk about the different things that could be inside it in different situations e.g. when someone's hurt; when someone annoys you; when you've won a game; etc. Talk about any that could hurt others and help children to find more positive ways of phrasing them.
- Talk about the phrase 'sticks and stones my hurt my bones, but names will never hurt me.' Do children think this is true? Why / why not?
- Explain to children what a tongue twister is.

CD/ Track	Content	Notes
<b>CD1 Track 1</b>	This programme introduces the idea of words in different forms, which is the focus of the first unit of the term. Various tongue twisters.	Paul introduces the themes for this unit by trying out different tongue twisters and the fact that we'll be looking at the power of words during the programmes.
<b>CD1 Track 2</b>	Examples of the different ways we can use words.	Listen carefully to what the children say, as it may provoke discussion in your class.
<b>CD1 Track 3</b>	Build Up' ( <i>All About Our School no. 12</i> ). See below for the words.	Encourage children to join in as much as they can. The songs used during this term come from the <i>Come and Praise Beginning</i> book and also <i>All about our school</i> .
<b>CD1 Track 4</b>	<i>Story: Words, words, words! Part 1</i> An original story written by Gordon Lamont.	Sash is the cleverest in her class, and knows it. One day, on one of her regular visits to the school library, she finds a magical book that helps her to see the effect that her often cruel words have on those around her...
<b>CD1 Track 5</b>	<i>Reflection:</i> choosing to use words in a negative or positive way.	Ensure everyone is listening carefully.
<b>CD1 Track 6</b>	<i>Prayer:</i> Helping us to use words carefully and to not harm others	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Has anyone ever treated you the way that Sash treated her classmates? How did you feel? What happened?
- What sort of a person do you think Sash is? Write a list of adjectives that describe her.
- Talk together about the different pictures that appeared on the book cover. What pictures would *you* choose to depict the different emotions. If time allows after the programme, follow this up by allowing children to draw how *they* think the different emotions would look - e.g. when Jen was made to feel small.
- Why do you think Sash decided to ask Jen to be her friend?
- What do you think might happen in part two of the story next time?

***Follow-up activities:***

- Talk about the things that children reflected on at the end of the programme – things that others have said that have made you feel good inside, or times when someone said something to hurt you, or perhaps you said something hurtful. What did you do?
- The song talks about 'building up' and tearing down. Talk together about what this means and then as a class, make a list of these things that 'build up' and 'tear down'. Turn this into a display as a reminder to the class of the effects that our words can have on others.
- Can you find positive ways of saying negative things - e.g. 'I know you like that, but I prefer this one' - as is suggested by one of the children in the reflection time?
- Find some tongue twisters or write your own and practise them. Who can say them the fastest? Are there ones that are more difficult than others? Analyse why this might be.
- Write what you think happens to Jen and Sash in part two of the story, either as a class, groups, or individually.

## **Build Up**

*Every word you say, (wo-oh)  
Every game you play, (wo-oh)  
Every silly face, (wo-oh)  
Every single place, (wo-oh)  
You can build up,  
[spoken] 1,2,3,4,5  
Or you can tear down.*

*Build up one another,  
Build up your sisters and  
brothers,  
Build up one another,  
Build up!*

*Every joke you tell, (wo-oh)  
Every name you spell, (wo-oh)  
Everywhere you go, (wo-oh)  
Everyone you know, (wo-oh)  
You can build up,  
[spoken] 1,2,3,4,5  
Or you can tear down*

## 2: Books and reading

**Themes:** What we can learn from books; favourite books; feelings evoked by books.

**Focus image:** a picture of a library. Click on this link for a web image:  
[http://farm4.static.flickr.com/3285/2303958929\\_3d718dfa06\\_b.jpg](http://farm4.static.flickr.com/3285/2303958929_3d718dfa06_b.jpg)

### **Before the programme:**

- Show the children the focus picture and ask them if they know what it is. How did they know that? What would they like to borrow from a library and why?
- Talk with children about libraries and why they exist, especially about your school or class library if you have one.
- What are your favourite books / stories and why? Do we all like the same? Why not?
- Does your class have a favourite story / book at the moment? What do you like about it?

CD/ Track	Content	Notes
CD1 Track 7	Welcome and Paul brings his book containing thousands of stories. Children talk about the different types of books they like to read.	
CD1 Track 8	<i>Song:</i> 'We Will Grow (from <i>All about our school, no 10</i> ). See below for the words.	Encourage children to join in with the chorus each time it comes. See below for the words.
CD1 Track 9	<i>Feature:</i> Reporters Emma and Lewis visit their local library.	Listen carefully to the children's responses.
CD1 Track 10	<i>Story: Words, words, words! Part 2</i> An original story written by Gordon Lamont.	Sash and Jen are now good friends and they are enjoying the secret of the magical book. They discover that their story – and the stories of other children like them – is written on the pages of the book. As they talk together about why their story is unfinished, the book disappears...
CD1 Track 11	<i>Reflection:</i> on the different types of books available and the reasons we like them.	Ensure everyone is listening carefully.
CD1 Track 12	<i>Prayer:</i> about books, the people who write them and the people who help us to read them.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Have you ever had a secret that you shared with your friend?
- Why did Sash discover a story about herself in the magical book? Why do you think the story about Sash and Jen ended with the question 'But would their friendship last?'?
- Why do you think the magical book found Sash and the other children whose stories were contained inside it?
- Why did the book disappear? Who do you think discovered it next?
- Which book do you think Jen and Sash chose to read next? Do you think a book gets better when it's shared? Why?
- What's the 'next book' that you'd like to read?

***Follow-up activities:***

- Gather books from your class library and have a go at sorting them out into different categories. Then go into your school library and find out how books have been labelled and sorted there. Set group challenges e.g. the first group to find a book about dinosaurs / weather / poems, etc. Which section(s) do you like the best and why?
- Make a class graph based on a selection of the different types of book found in a library. Which is the most popular type of book for your class? Is it the same for other classes in your school?
- Find out about your local library. If you don't know where it is, visit [www.peoplesnetwork.gov.uk/discover/findALibrary](http://www.peoplesnetwork.gov.uk/discover/findALibrary) to search for a library near you. If possible, go on a visit or ask a librarian to come to your school to talk about the services that it offers. Many offer special activities and story sessions for children.
- Write the story of the child or children who find the magical book next and what happens to them.

NB. The BBC is not responsible for the content of external websites.

## We Will Grow

We will grow  
And share with each other  
We will show  
That we care for one another  
'Cos we know  
We are sisters and brothers in the eyes of  
God above  
We are growing together in love.

Some things grow very quickly,  
Sometimes they're very slow.  
Sometimes you can see  
What they're going to be,  
Sometimes you just don't know.

### 3: Books and writing

**Themes:** Finding inspiration around you; using and trusting your imagination; using stories to help understand and communicate with others.

**Focus image:** a book of your choice with a picture on the front (it's better if it's one that children aren't familiar with!)

#### **Before the programme:**

- Show the children the book you've chosen and talk together about what they think might happen in the story. Is it a book they would like to read? Why / why not?
- As a class, make a list of the different types of writing / books that children have experienced - e.g. poetry, letters, diaries, fiction etc.
- What do children in your class like to write about and why?
- Interview members of your class about the things they like to see happen in a story and why.

CD/ Track	Content	Notes
<b>CD1 Track 13</b>	Welcome and introduction from St. Mark's Primary School in Bromley, Kent. Children talk about their favourite types of writing.	
<b>CD1 Track 14</b>	Quiz/ challenge to class of children in which they must guess the types of writing from the descriptions given.	Children can join in with the quiz if they like. You might like to pause the programme immediately after each riddle to allow your children time to answer.
<b>CD1 Track 15</b>	<i>Stories: Sleepover and AlienLand Adventure</i>  Original stories based on ideas suggested by Year 2 children at St. Mark's Primary School and adapted for the programme by Nicky Grischotti.	The programme includes two very different stories with the opening line 'When they woke up that morning, they knew it was going to be a special day...'  In <i>Sleepover</i> three boys (Billy, Daniel and Harvey) are looking forward to their sleepover...and find that telling the truth is always a good idea.  In <i>AlienLand Adventure</i> Squinky, Bonkle and Dunk are looking forward to Squinky's birthday. They visit the planet Jupiter for a birthday treat...
<b>CD1 Track 16</b>	<i>Song: 'Got a Bit Better' (from All About Our School no. 11)</i>	Encourage children to join in with this familiar song.
<b>CD1 Track 17</b>	<i>Reflection:</i> on how writing helps us to explore new ideas.	Ensure everyone is listening carefully.
<b>CD1 Track 18</b>	<i>Prayer:</i> (written by children at the school) – thanking God for books and stories.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the stories:***

- Have you ever had a sleepover? Who came and what happened?
- In the story '*Sleepover*' the boys invented a new football game to play together. What game would you play?
- Have you ever invented a new game? What was it?
- Have you ever had an accident with something precious like Mum's 'favourite-ever-in-all-the-world antique china cup'? What happened?
- Why do you think Billy and Daniel lied about how the cup got broken and blamed Harvey? What made them change their minds and tell the truth? Has anything like this ever happened to you?
- In the story '*AlienLand Adventure*', the three alien friends enjoy the rides at AlienLand Adventure park. What rides would you like to go on and why?
- If you could invent a new AlienLand Adventure ride, what would it look like?
- In the story, it said that the next day was going to be Bonkle's birthday. What do you think they did to celebrate?

***Follow-up activities:***

- Write riddles about different types of book / writing to try out on your classmates.
- Look at different types of writing and talk about what makes them different. What type of writing do you like the best and why?
- Write your own stories with Paul's opening lines and compare the many different versions within your class. You could do this in groups, or have a competition with another class. Why are the stories different from /similar to each other?
- Draw a map of what you think AlienLand Adventure park looks like. You could include plans for new rides that you've invented!
- Write the story of what happened on Bonkle's birthday.
- Invent a new game to play with your friends at playtime. Write instructions for other children so that they can play the game as well.

## Got a bit better

Got a bit better at reading,  
Got a bit better at sums,  
Got a bit better at writing,  
Just like all my chums.  
Got a bit better at music,  
Got a bit better at sport,  
Got a bit better at painting,  
All those things we're taught.

We're learning to be kind as everybody  
should,  
All of us are trying to be children who are  
good .... Oh yes!

## Unit 2: Children and discovery

### 4: 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. Click on this web link to display one of the Altamira 'bison' referred to in the story:

[http://farm1.static.flickr.com/165/408661368\\_0a2f1d54d3\\_o.jpg](http://farm1.static.flickr.com/165/408661368_0a2f1d54d3_o.jpg)

#### **Before the programme:**

- Look at the cave painting focus picture. What do children think it shows? Talk about why they think people painted pictures like this.
- 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 - e.g. the jungle; an alien planet; school etc.
- Find Spain – and Altamira – on a map.

CD/ Track	Content	Notes
<b>CD1 Track 19</b>	As the children are welcomed, Paul is imagining exploring in the jungle. Children talk about places they would like to explore.	This is the first programme in the second unit of this term, exploring young people who explore, discover and invent.
<b>CD1 Track 20</b>	<i>Song: 'All Around' (Come and Praise: Beginning, no. 27).</i>	Encourage children to join in with as many of the song as they can.
<b>CD1 Track 21</b>	<i>Feature: Visit to Islington Beaver Scouts group in north London.</i>	Listen carefully to the children's responses.
<b>CD1 Track 22</b>	<i>Story: Maria de Sautuola</i> A true story adapted 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...
<b>CD1 Track 23</b>	<i>Reflection: exploring the world and asking questions about what we find.</i>	Ensure everyone is listening carefully.
<b>CD1 Track 24</b>	<i>Prayer: (read by Beaver Scouts) thanking God for wonderful places to explore and sharing our knowledge.</i>	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- This story – and the stories in the next 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?
- Why do you think she gripped her candle very tightly?
- How do you think Maria felt when she first saw inside the cave? Why do you think a shiver went down her spine?
- 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?
- What made Maria a good explorer?

***Follow-up activities:***

- In the programme, Paul visits some Beaver Scouts in north London. Are any children in your class part of a Beaver group (or similar group)? What do they do together? What do they like about it? You can find out more about Beaver Scout groups online at <http://scouts.org.uk/beavers/>
- 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 – and 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. You can find them online at [www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk). 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 using earth-coloured paints and dark paper.
- 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 them shape their stories.

NB. The BBC is not responsible for the content of external websites.

### 5: Mary Anning: Fossil hunter

**Themes:** Inspiring listeners to think of questions they would like answered; making sense of new places and situations.

**Focus image:** a picture of a fossil – or a real one if you have one! Click here for an online image of the skeleton of an ichthyosaur (such as Mary Anning discovered):

[http://farm1.static.flickr.com/121/306768365\\_5086dd371f\\_o.jpg](http://farm1.static.flickr.com/121/306768365_5086dd371f_o.jpg)

#### **Before the programme:**

- Look at the fossil together. Talk about what it once was, how it was made, and how they are discovered.
- What other things do children think archaeologists find?
- Talk together about what children know of dinosaurs – and where they found out this information.
- Have any children been to a museum where there were dinosaurs and fossils? What did they like the best? What amazed them most?

CD/ Track	Content	Notes
<b>CD1 Track 25</b>	Welcome and Paul is imagining being Professor Paul in his laboratory.	Paul is mixing something to make children happy – Something to Think About!
<b>CD1 Track 26</b>	<i>Song: 'Thank You Lord' (from Come and Praise Beginning no. 29).</i>	Encourage children to join in with the chorus each time and as much of the rest of the song as they can.
<b>CD1 Track 27</b>	<i>Feature:</i> Visit to National Maritime Museum in Greenwich with the Young Archaeologists Club.	Listen carefully to the children's responses.
<b>CD1 Track 28</b>	<i>Story: Mary Anning</i> A true story adapted by Heather Butler.	Eleven year-old Mary and her brother Joseph love exploring the beach in their home town of Lyme Regis, to find 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 ichthyosaur.
<b>CD1 Track 29</b>	<i>Reflection:</i> on people who have made discoveries which have helped our lives and inspired people.	Ensure everyone is listening carefully.
<b>CD1 Track 30</b>	<i>Prayer:</i> showing thanks to people who have made discoveries which make our lives better.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- 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 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?

***Follow-up activities:***

- During the feature at the Maritime Museum the children talk about the different things they like about being an archaeologist and the periods in history they would most like to explore. What part of history would children in your class most like to find out about and 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?

## 6: Matty Knight: Inventor

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

**Focus image:** a flat-bottomed paper bag (such as lunches are packed in).

### 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 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 - e.g. having to work for a living.

CD/ Track	Content	Notes
CD2 Track 1	Welcome and Paul describes his brand new invention/ machine.	
CD2 Track 2	<i>Song:</i> 'While we live we Learn' ( <i>All About Our School no. 3</i> ). See below for the words.	Encourage the children to join in as much as they can.
CD2 Track 3	<i>Feature:</i> Visit to the Science Museum in London with young inventors.	Listen carefully to the children's responses.
CD2 Track 4	<i>Story: Matty Knight: Young Inventor</i> 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...
CD2 Track 5	<i>Reflection:</i> Paul 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.
CD2 Track 6	<i>Prayer:</i> showing thanks to inventors and encouraging us to use ideas to help others.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- 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, Paul talks about a machine he's invented that does all his washing and folds it, makes his dinner, takes the dog for a walk, tidies up his house and puts him to bed when he's sleepy! Draw what you think Paul's machine would look like.
- 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.
- Look at the Science Museum website ([www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)) and find out about inventions that are found there.
- 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 Paul at the Something to Think About website: [www.bbc.co.uk/schoolradio](http://www.bbc.co.uk/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.

## **While we live, we learn**

*(a follow-my-leader song)*

While we live we learn,  
While we learn we grow,  
And the more we grow,  
So the more we know,  
And the more we know,  
Then the readier we will be  
For all life's big adventures  
And all life's mysteries.  
For all life's big adventures  
And all life's mysteries.

### Unit 3: My Community

#### 7: Lakshmi's walk (Hindu)

**Themes:** What it's like to be part of a Hindu family and community; what the Hindu community look forward to; what happens during worship; recognising and respecting other communities; respecting family and the elderly.

**Focus image:** a diva lamp. Click here for an online image of a diva lamp:  
[http://farm1.static.flickr.com/119/275769142\\_ffbd3eaff9\\_b.jpg](http://farm1.static.flickr.com/119/275769142_ffbd3eaff9_b.jpg)

#### **Before the programme:**

- Talk together about the word 'community'. What do children think it means? What different communities are they part of? (including school!)
- Look at the diva lamp together. Does anyone know what it is and when it is used? If you have one with you light it and watch the candle flame. Explain that children will find out more about divas in today's story.
- Do children know of other times of year and other festivals that use candles? Why do they think light is often used as a symbol?
- Are there any Hindu children in your class or school? What do you know of their celebrations and beliefs?

CD/ Track	Content	Notes
<b>CD2 Track 7</b>	Welcome and Paul is imagining being in his garden looking at different communities of insects and creatures.	Children talk about the different communities they belong to.
<b>CD2 Track 8</b>	<i>Feature:</i> Reporters Nikial and Rhianna take us on a tour of their home and tell us about the Hindu community.	Make sure the children listen very carefully to the report to hear everything that Nikial and Rhianna have to say.
<b>CD2 Track 9</b>	<i>Song:</i> 'This Little Light of Mine' ( <i>Come and Praise: Beginning no.21</i> ).	Encourage the children to join in as much as they can.
<b>CD2 Track 10</b>	<i>Story:</i> <i>Lakshmi's walk</i> . An adaptation by Rachel Boxer of a traditional Indian tale.	Lakshmi is the goddess of prosperity and wealth. Every Divali, so the story goes, she walks from her summer home to the city, guided by the lamps of the faithful. But one Divali, as she sets out on her walk, the land is dark...except for the house of a clever washerwoman...
<b>CD2 Track 11</b>	<i>Reflection:</i> on different communities and why it's important to belong to them.	Ensure everyone is listening carefully.
<b>CD2 Track 12</b>	<i>Prayer:</i> written and read by children from <i>Swaminarayan School, Brent</i> celebrating family and friends and different communities.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Do you think the King did the right thing in always giving the Queen what she wanted? Why?
- Have you ever lost anything precious, like the Queen did? What happened and how did you feel?
- How do you think the washerwoman felt when she saw the necklace on her doorstep? How might the story have been different if she hadn't been honest?
- How was the washerwoman clever? What might you have asked the king for if you were the washerwoman?
- Talk about how Lakshmi felt at different points in the story - e.g. when she saw the darkness everywhere; when she was trying to find her way; when she saw the washerwoman's house, etc.

***Follow-up activities:***

- Talk with children about the different creatures that live together in communities and what the collective nouns for those groups are - e.g. a colony of ants / bees; a flock of geese; a crash of rhinos; a parliament of crows etc. Find out about the different roles that occur in some animal communities e.g. worker ants / drones / Queen bee etc.
- In the feature, visiting the home of two Hindu children, we find out who lives at home with them and about how family is an important aspect of life for Hindus. Talk with children about who lives at home with them and how they show love, care and respect for their families.
- Find out more about the beliefs and celebrations of the Hindu faith. Look at pictures of worship in a Hindu temple or of Divali being celebrated and talk about how it might feel to be a Hindu child in those different situations.
- Make diva lamps out of clay. Paint them in bright colours and place a nightlight in each. Talk about how it might look if they were all alight in the darkness.
- Make a list of the different communities that children belong to, what they enjoy about being part of them, and why they think they're important. Write a prayer as a class about being part of a community.

## **8: The Shabbat Lion (Jewish)**

**Themes:** What it's like to be in a Jewish and synagogue community; what the Jewish community look forward to; what happens on Shabbat; recognising and respecting other communities; respecting family and traditions.

**Focus images:** a packed suitcase.

### **Before the programme:**

- Look at the suitcase. Why might it be packed? Where might someone be going?
- Talk together about different journeys that children have made and the reasons for them. How does it feel to be travelling a long way? What happened to them on their journey? Did children meet anyone unusual?
- Discuss why rest is important – the times that children rest and what they do to relax. What would life be like without weekends?

<b>CD/ Track</b>	<b>Content</b>	<b>Notes</b>
<b>CD2 Track 13</b>	Welcome and introduction.	Paul gives some sound clues about what's contained in this programme.
<b>CD2 Track 14</b>	<i>Song: 'Welcome' (Come and Praise: Beginning no. 15)</i>	Encourage children to join in with the chorus each time it comes, and as much of the rest of the song as they can.
<b>CD2 Track 15</b>	<i>Feature:</i> Children from Rosh Pinah Primary School in Edgware, Middlesex, describe aspects of their life, especially celebrating the Sabbath, or Shabbat.	Encourage the children to listen very carefully to ensure they hear all that is said in the feature.
<b>CD2 Track 16</b>	<i>Story: The Shabbat Lion.</i> An adaptation by Rachel Boxer of a traditional Jewish tale.	Yosef is a 10 year old boy who has been entrusted by his mother with the task of collecting an inheritance from family in Cairo. He accompanies some traders on their journey who promise they will stop for Yosef to celebrate Shabbat.  However, when the Shabbat comes, they change their minds and Yosef finds himself alone in the desert – until, that is, he has a rather unusual visitor...
<b>CD2 Track 17</b>	<i>Reflection:</i> on different communities, the Jewish community and standing up for your beliefs	Ensure everyone is listening carefully.
<b>CD2 Track 18</b>	<i>Prayer: written and read by children from Rosh Pinah Primary School in Edgware, Middlesex,</i> asking for help to stand up for your beliefs and to understand the different points of view people we meet.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Talk with the children about how Yosef and his mother felt about the long journey that Yosef was about to travel on. Who do they think found it hardest to say goodbye, and why?
- Talk about Yosef's emotions during the different parts of the story – as he set out; at night-time; when the traders left; when he saw the lion; as he rode the lion, etc.
- Do you think Yosef was right to insist that he stayed alone in the desert to celebrate Shabbat? Do you think the traders were right to leave him behind?
- Why do you think a lion came to visit Yosef? Do you think other people believed Yosef when he told his story?
- In the story, it says that Yosef remembered the story of the Shabbat lion every time they celebrated Shabbat. Are there any stories that you often retell in your family – perhaps on special occasions? Why do you do this?
- Talk together about how hard it must have been for Yosef to stand up for what he believed was right. Have children ever been in this situation? How did they feel and what did they do?

***Follow-up activities:***

- After listening to the feature visiting some Jewish children at the start of the programme, talk about the things that make their lives both similar to and different from the lives of children in your class. Make a list of things that the Jewish children say they can and cannot do on the Sabbath. Find out more about the celebration of Shabbat, an important day of rest for Jewish people, how and why it is celebrated. Would children find it difficult to rest in the way that Jewish families do?
- Make a class chart of who does what at the weekends. What's the most popular thing to do?
- Read the story of how God created the world, and then rested on the seventh day. You can find this in the Bible, in Genesis chapters 1 and 2, or use a good children's Bible such as *The Storyteller Bible*.
- Create a class collage of the Shabbat lion and surround it with a collection of adjectives describing it.
- Look at a map to find out how long Yosef's journey was and find photographs of the desert. Compare this location with that of your school. Talk about what being in a desert during the day – and at night – might be like.

### 9: The well of Zamzam (Muslim)

**Themes:** What it's like to be in a Muslim and mosque community – what the Muslim community look forward to; what happens at Friday prayers; recognising and respecting other communities; respecting the tradition of a lifetime of prayer and worship.

**Focus images:** a picture of people on Hajj. Click here for an online image showing pilgrims at the Grand Mosque in Makkah (Mecca) including the Kaa'ba: [http://farm4.static.flickr.com/3060/3089289188\\_88a47026b7\\_b.jpg](http://farm4.static.flickr.com/3060/3089289188_88a47026b7_b.jpg)

#### **Before the programme:**

- Talk together about journeys that the children would really like to go on and why. If they've already been on their dream journey, talk about how it felt and what they most enjoyed.
- Explain to children what a pilgrimage is and why people go on one.
- Show the children the focus picture and talk about what's happening. How might it feel to be one the two million people who go on Hajj each year? What might they most look forward to?
- What do children think a miracle is?

CD/ Track	Content	Notes
CD2 Track 19	Welcome and introduction about different communities.	The children talk about exciting journeys and travel.
CD2 Track 20	<i>Song: 'As We Go' (All About Our School no. 17).</i> See below for the words to the song.	Paul sings the first verse to remind us how it goes, then invites us to join in. Encourage children to join in with the chorus each time it comes and as much of the rest of the song as they can. The words are included in the notes.
CD2 Track 21	<i>Feature:</i> Children from the Muslim community describe aspects of their life.	Refer to the programme transcript to read what the children find out.
CD2 Track 22	<i>Story: The well of Zamzam</i> An adaptation by Rachel Boxer of a Muslim story.	Hagar is alone in the desert with her baby son, Ishmael. It's nearing the hottest part of the day and Hagar runs out of water for them to drink. At her point of desperation, an angel appears and assures her that all will be well and that Allah has heard her prayers...and so, the well of Zamzam is created.
CD2 Track 23	<i>Reflection:</i> on journeys made and focusing on the Hajj.	Ensure everyone is listening carefully.
CD2 Track 24	<i>Prayer: written and read by pupils from the Al-Noor Muslim Primary School in Ilford, Essex,</i> showing thanks for special places and special journeys.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Have you ever been really thirsty? How does it feel? What's it like when you finally get a drink?
- Have you ever been lost like Hagar? What happened to you? How did you feel?
- In the story, what do you think made Hagar most desperate?
- Talk about Hagar's emotions at different points in the story - e.g. when she ran out of water; when she heard Ishmael crying; when she saw the angel; when she saw the water, etc.
- What do you think Hagar most remembered about her experiences?
- Why do you think the Well of Zamzam became such an important place?

***Follow-up activities:***

- There's a lot of information about being a Muslim in the special feature. Listen to it again and talk together as a class about the new things they've found out. How is life different for Muslim children? What do children in your class think they might find difficult? Encourage any Muslim children in your class to share their insights if they wish to.
- Find photographs of Muslims praying, or visit your local mosque, and talk about how the different positions might help them to focus on Allah.
- Find Makkah (Mecca) on a map and work out which direction it's in from your classroom. If you have a prayer mat in your RE artifacts box, there is usually a special compass which will help you to do this. Look at pictures of Makkah on the internet and talk together about what makes it different from the place in which you live.
- Invite a Muslim parent in to share with children their experiences of Hajj. Ask children to think in advance of questions that they would like to ask. You could make each into a page in a class book, leaving space for children to write what they found out after the visitor has left.
- Write stories about the dream journeys that children would really like to make and what they hope would happen on them, or send imaginary postcards from their dream destination, saying what they've enjoyed the most. Children could also design the picture for the front of their own postcard.

## As we go

As we go now, from this moment,  
As we leave behind our time together,  
May we walk with one another,  
May we help each other on the way.

As we go now, from this moment,  
As we go into the future together,  
May we treasure one another,  
May we realise how precious we are.  
May we realise how precious we are.  
May we realise how precious we are.

### 10: Christingle! (Christian)

**Themes:** Symbolism of the different parts of the Christingle; looking forward to Christmas celebrations; recognising and respecting other communities; respecting the Christian value of serving each other.

**Focus images:** the separate parts of a Christingle (an orange; a red ribbon; four cocktail sticks; a white candle; dried fruit and sweets). Click here for an online image of a Christingle:

[http://farm4.static.flickr.com/3141/3108538760\\_a9c8dfc9bf\\_b.jpg](http://farm4.static.flickr.com/3141/3108538760_a9c8dfc9bf_b.jpg)

#### **Before the programme:**

- Talk together about the different things that we do in school to celebrate Christmas. What do children enjoy the most? Are there other things that they do at home to celebrate?
- What is a **symbol**? What special symbols do children associate with Christmas?
- Look at each part of the Christingle that you've collected and get children to suggest what these symbols might represent. Children don't need to get them right – but it's a useful exercise to get them thinking! The answers will come in the story later in the programme.

CD/ Track	Content	Notes
CD2 Track 25	Welcome and introduction from St. Mark's Primary School in Bromley, Kent.	Paul talks about fun family times and looking forward to Christmas.
CD2 Track 26	'Christmas Time' ( <i>Come and Praise: Beginning no. 47</i> ).	Encourage children to join in with the chorus each time it comes, and as much of the rest of the song as they can.
CD2 Track 27	Story: <i>Christingle!</i> An original story by Rachel Boxer.	Sam is visiting his grandparents for the weekend. They explain that he needs to help them to make a Christingle for a special celebration at their church that weekend and as he helps them to collect all the things they need Sam finds out what the special symbols mean...
CD2 Track 28	<i>Vox Pops</i> : Children talk about what they have enjoyed at Christingle services.	Listen carefully to ensure that you do not miss anything that the children have to say.
CD2 Track 29	<i>Reflection</i> : on the Christian community and the tradition of Christingle.	Ensure everyone is listening carefully.
CD2 Track 30	<i>Prayer</i> : written and read by school pupils- showing thanks for Christmas celebrations and Christingle services.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

**After the programme:*****Talk about the story:***

- Have you ever been to stay with grandparents? What did you do? What did you enjoy the most? What do you think Sam enjoyed most about his weekend with his grandparents?
- Where do you think Sam's parents were going at the start of the story?
- Why do you think Gran kept the letters from her brother?
- The different parts of the Christingle that Sam made are called **symbols**. What other symbols do you know about and what do they mean?
- At the end of the story, it said that Christians believe that Jesus came to make the dark places of the world light. What do you think this means?

***Follow-up activities:***

- Make Christingles in the classroom, using the instructions on the website to help you [www.bbc.co.uk/schoolradio](http://www.bbc.co.uk/schoolradio). As children make each section, remind them of what each part symbolises. If children were choosing things to symbolise the world / Jesus' blood etc., what might they choose instead?
- Write class instructions describing how to make a Christingle. Give them to another class to follow.
- Talk together about the different ways in which Christmas is celebrated by children in your class (or other festivals) and the richness that there is in this variety.
- Design Christmas cards using one or more Christmas symbols, or the theme of the Christingle. Provide craft materials for children to experiment with. Display the cards, accompanied by children's explanations about their choice of symbols.
- Plan and hold a Christingle celebration at your school, or in your class. Children could choose the songs that they think reflect the celebration of Christmas and organise other elements to include. There are some suggestions on the Christingle section of the Children's Society website: [www.childrensociety.org.uk/what\\_you\\_can\\_do/fundraising\\_appeals/christingle/1369.html](http://www.childrensociety.org.uk/what_you_can_do/fundraising_appeals/christingle/1369.html)