

Something to Think About

Summer 2009



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School Radio Online

Age: 5-7

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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*. Where the songs are from *All about our school* 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**. The audio on demand is a reliable service – especially on broadband - that allows you to listen to the programme 'streamed' over the internet.

To listen to the audio files 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

	Title	Song	Themes
	Unit 1: Making choices		
1	...about being courageous	'Celebration rap' (<i>Come and Praise Beginning no. 7</i>)	Making choices and the effects that our choices have on those around us; being courageous when difficult decisions need to be made
2	...about being honest	'Keep the golden rules' (from <i>All about our school no 5</i>).	Owning up to something; telling others when things are wrong; being honest and truthful
3	...about doing right	'The wise man built his house upon the rock' (<i>Come and Praise: Beginning no. 39</i>)	On doing the 'right thing' in different situations; on listening to your conscience
4	...about caring for animals	'From the tiny ant' (<i>Come and Praise: Beginning no. 32</i>)	On our responsibilities to care for our pets; the needs of animals; visiting a vet surgery
	Unit 2: People who help us		
5	...at home	'All together as a family' (<i>All about our school, no. 15</i>)	People who help at home and what they do; working together towards a common goal
6	...at school	'It's not just a pile of old bricks' (<i>All about our school, no. 4</i>)	People who help in the school community; being a school community; finding ways to help others
7	...in an emergency	'Friends' (<i>Come and Praise: Beginning no. 19</i>)	People who help in emergency situations; self-sacrifice and bravery of those who work for the emergency services
8	...at sea	'Together' (<i>All about our school, no. 13</i>)	People who work at sea; the story of Grace Darling's courage; determination and perseverance

Unit 1: Making Choices

1: Making choices...about being courageous

Themes: making choices, and the effects that our choices have on those around us; being courageous when difficult decisions need to be made

Focus image: a photo of a spider's web

Before the programme:

- Talk together about what a 'choice' is and about choices that the children have had to make. How do they make decisions about what to do?
- Make a class list of the many different choices that children have to make during the day.
- Look at the picture of the spider's web. Talk about how all the strands of the web are connected together and that when something moves one part, it can be felt in the whole web. Compare this with making choices and how our choices affect those around us.

CD/Track	Content	Notes
CD1 Track 1	This programme introduces the idea of 'making choices', which are the focus of the first unit of the term. Vox pops of choices children have had to make.	Paul introduces the themes for this term and the fact that we'll be looking at different choices made during the programmes.
CD1 Track 2	Examples of different choices to make and the results.	Show the picture of the spider's web again if desired. There are opportunities to follow this section up after the programme.
CD1 Track 3	<i>Story: David and Goliath</i> An adaptation of a traditional Biblical story by Tess Morris.	The Israelites and the Philistines are at war and the Philistine army have a giant of a champion named Goliath. No-one has been brave enough to face him in battle, until the shepherd-boy, David, comes along with his sling and five small stones...
CD1 Track 4	<i>Song: 'Celebration rap'</i> (<i>Come and Praise Beginning no. 36</i>).	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> .
CD1 Track 5	<i>Reflection:</i> having the courage to make the right choices.	Ensure everyone is listening carefully.
CD1 Track 6	<i>Prayer:</i> helping with - and understanding - difficult decisions and choices.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

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

- Talk about the feelings of the different characters at different points in the story - e.g. David when his father said that he wasn't as brave as the other brothers, or when he saw Goliath for the first time; King Saul when he was approached by David and then when he heard how David defeated Goliath; the brothers when they saw David arriving etc.
- Discuss together the importance of standing up for what is right. Have children ever had to do this and what about?
- David was a shepherd. Talk about the things that David had to do as a shepherd that prepared him for the task of defeating Goliath – e.g. keeping the sheep safe by warding off wild animals such as bears and lions; protecting them at night by lying in the doorway of the sheepfold. In the Bible it says that David sought God's help to face this giant. Talk about how children think God may have helped him.
- Talk about Goliath's character – why do children think he kept calling people names? You might wish to use this as an opportunity to promote your school's anti-bullying policy!

Follow-up activities:

- Look at the spider's web again and talk about the different choices that Paul quoted at the start of the programme and how making each would affect others around you. *The choices were:* being lazy or working hard; being grumpy and selfish or thinking of others; shouting out without thinking or listening carefully and waiting for your turn. Can children think of other examples?
- Take the story of David and Goliath into drama and hot-seat the different characters.
- David wrote many psalms of praise that can be found in the Bible. Look at Psalm 23 (a psalm about God being like a shepherd) together from a child-friendly version such as the *Good News Bible* or a child's Bible and talk about what David is saying in the Psalm.
- Write different words / actions for the 'Celebration rap' song - e.g. wave your arms, click your fingers etc. and perform to each other.

2: Making choices...about being honest

Themes: Owning up to something; telling others when things are wrong; being honest and truthful

Focus image: a board displaying rules

Before the programme:

- Look at your school or class rules and talk together about what they're for and why they are there. What happens when people don't respect the rules? Is it just the person breaking the rule who is affected?
- Talk together about what being honest means – and times when children have been honest. Why is it sometimes difficult?

CD/Track	Content	Notes
CD1 Track 7	Welcome and introduction from St. Bartholomew's School in Sydenham, London.	Paul is visiting this school in the programme today.
CD1 Track 8	Honesty quiz with examples given to pupils.	There is opportunity to follow-up this section in the activities section of these notes.
CD1 Track 9	<i>Story: Artie's art lesson</i> by Diana Hinshelwood.	Artie loves art and is one of the best artists in his class. When a new girl starts in his class, he finds that he has competition. When his teacher announces that an artist will be visiting their school, Artie decides that his picture must be chosen, and he makes a decision that has unforeseen consequences...
CD1 Track 10	<i>Song: 'Keep the golden rules'</i> (from <i>All about our school, no 5</i>).	Encourage children to join in with the chorus each time it comes. The words are within these Notes.
CD1 Track 11	<i>Reflection:</i> on being honest and telling the truth.	Ensure everyone is listening carefully.
CD1 Track 12	<i>Prayer:</i> (written by pupils of the school) about being honest.	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:***

- What do children like to paint or draw? If they don't feel they're good at art, then talk about the things that children feel they *are* good at.
- In the story, it says that the artist liked colour. What would they have painted for the artist to see?
- Talk about the feelings of the different characters in the story - e.g. Artie when Phoebe joined the class; Phoebe when she started a new school or when she saw her painting; the children when they found out that they weren't allowed out to play; Artie when he got home from school that day and how his feelings changed when he had owned up etc.
- Talk together about how brave Artie was in finally owning up to what he had done. Have children ever had to do this – to own up to something wrong that they've done even though it was a really hard decision to make – and how did they feel?

Follow-up activities:

- Write your own 'honesty quiz' in groups for other children in the class to give the answers to. These situations could be made into a game, where children move around a board if they make the right and honest decision.
- The song talks about 'Golden rules'. Talk about your class and school rules and other rules that children abide by. Why is it true that we 'get on in a good way' when rules are followed?
- Find out about the 'golden rules' of the different religions studied during RE. Some useful information can be found at this website: www.teachingvalues.com/goldenrule.html Are there any similarities between them?
- Make posters illustrating 'Golden rules' (above), or the rule(s) that children think are the most important.
- Paint the pictures that children have talked about painting for the artist who visited Artie's school.

Keep the golden rules

Every day's a good day
When we keep the golden rules
Then we'll get on in a good way
With everyone at school

Show respect for one another
And different points of view
And take care of each other
In everything we do.

3: Making choices...about doing right

Themes: on doing the 'right thing' in different situations; on listening to your conscience

Focus image: a picture of traffic lights

Before the programme:

- Make a class list of things that are 'right' and things that are 'wrong'. There may well be some 'grey' areas, so be prepared to talk about these too!
- Look at the picture of the traffic lights. Talk about what each light means for a car. Then use it as a visual example for children in making right choices, e.g. the red light – 'stop'; the amber light – 'think carefully'; the green light – if it's the right thing to do, then 'go ahead'

CD/Track	Content	Notes
CD1 Track 13	Welcome and the 'Something To Think About Game-show' about opposites.	Children could join in with the quiz if you wish.
CD1 Track 14	Examples of choices that have been made and how to deal with them.	Paul draws on the choices that different characters from traditional tales make.
CD1 Track 15	<i>Story: Jonah and the Whale.</i> An adaptation of a Biblical story by Nicky Grischotti.	Paul introduces the story by asking some questions. Pause the programme at this point if you wish to explore your children's responses. Jonah doesn't want to be God's messenger to the people of Nineveh, so he sets off on a journey that ends up with him in the belly of a big whale. He knows what the right thing to do is, but will he do it?
CD1 Track 16	<i>Song: 'The wise man built his house upon the rock (Come and Praise: Beginning, no. 39).</i>	Encourage children to join in with the actions to this familiar song.
CD1 Track 17	<i>Reflection:</i> on making choices and learning from our mistakes.	Ensure everyone is listening carefully.
CD1 Track 18	<i>Prayer:</i> having the courage to do what we know is right.	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:***

- Pause the story after Paul's introductory questions and allow children a few moments to talk about their responses. If you don't want to pause within the programme, then you could replay this section at the end of the programme.
- Have children ever been asked to do an important job? How did they feel about it? Talk about the different emotions expressed within the story – how Jonah felt when he was running away from God or was swallowed by the whale; how the sailors felt when they experienced the storm or had to throw Jonah overboard; how the King of Nineveh felt when he heard God's message etc.
- Jonah had to make some big decisions in the story. Talk together about the sorts of decisions the children have to make in every day life (e.g. what to wear; who to be friends with; what games to play etc.) Sometimes we have to choose between things that are right and things that are wrong. Use the children's discussion to begin to investigate their sense of 'right and wrong.' How can we help each other to make the right choices in life?
- Talk about the things that children found surprising within the story.

Follow-up activities:

- Show children pictures from the story of Jonah and the Whale. (You can find some downloadable free examples on www.sermons4kids.com/powerpoint_presentations.htm Henry Martin is an Anglican vicar, living in Salford. He enjoys 'doodling cartoons' (his words) and is happy for his work to be used in lessons and assemblies, but not used for profit.) Talk together about which parts of the story have been illustrated.
- Ask children to write speech bubbles for the different characters in different parts of the story – different groups of children could be given different sections or different characters within the story to think about. You could then either make these into a display or add them to Henry Martin's PowerPoint.
- Make an interactive display – on thick bubble-shaped paper, (or another shape such as water droplets spurting from a large collage whale, inspired from the story) children to write about difficult decisions that they make as they make them and add them to the display. Talk about them at various points during the week / term.
- Use pictures of whales and other sea creatures to explore what children know about sea life. Find other sea creatures that are mammals, like whales (e.g. seals) and talk about how they are different from fish.

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4: Making choices...about caring for animals

Themes: on our responsibilities to care for our pets; the needs of animals; visiting a vet surgery

Focus image: a selection of pictures of pets

Before the programme:

- Show children the pictures and ask them to identify each. Make a class list of pets owned by children in the class. How do these pets need to be looked after? Why is it important to look after our pets?
- Share experiences of visiting the vets with a sick or injured pet. There may be some sensitive issues explored here, with pets that have died, so be prepared! A positive way to handle the death of a pet might be to focus on how they made their pet's life happy whilst they were alive.

CD/Track	Content	Notes
CD2 Track 19	Welcome and examples of big and small animals.	
CD2 Track 20	<i>Song: 'From the tiny ant' (Come and Praise: Beginning, no. 32).</i>	The verse is a follow-my-leader section, so encourage children to join in the repeats, then with the whole chorus.
CD2 Track 21	<i>Feature:</i> Reporters Lauren and Louis visit the vet to find out about caring for animals.	Listen carefully to the children's responses.
CD2 Track 22	<i>Story: Fly little bird</i> by Nicky Grischotti.	Jake loves watching the birds that visit his garden, especially a little robin who is a regular visitor. One day, the robin ventures into the feeding cage that Jake has made for it, and Jake decides to keep the little bird warm and dry inside the house. But Meg, his little sister, is not so sure that Jake has made the right decision... You can pause the programme at the end of the story to discuss the decisions made by the children.
CD2 Track 23	<i>Reflection:</i> on our responsibility to care for our animals and treat them with care.	Ensure everyone is listening carefully.
CD2 Track 24	<i>Prayer:</i> thanks for animals and those who help to look after 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:***

- Why do children think Jake liked watching birds in his garden?
- Why was the little robin unhappy about being trapped in the cage? Why was Meg worried about the little robin? Talk about the long-term effects that this might have had on the little bird.
- Do you think Meg did the right thing in telling Mum about the robin? Have you ever had to 'tell' on your brother, sister or friend? What happened and how did you feel?
- Why do you think that Mum wasn't really cross with Jake for keeping the robin in the cage?
- Why do you think Jake asked Meg to help him set the bird free?

Follow-up activities:

- Talk about the visit to the vet included within the programme and what the vet, Sean, said about the needs of animals in our care (a suitable environment; the right food; to do the things that they really like e.g. walks / play etc.; living alone or with other animals; protecting them from illness and pain). Each child could make their own little book about caring for their pet using these headings – for children who don't have pets, they could choose to write about a pet they would really like (even very unusual pets perhaps!)
- Do children like watching birds in their own gardens? Show them a book about garden birds and identify some common visitors to British gardens. Watch which birds visit your school and keep a tally.
- Make a class bird table or seed cakes for the birds that visit your school grounds.
- Find lots of different ways of sorting animals - e.g. big / small; pets / wild; furry / not furry etc. Encourage children to think of their own ways.
- Using ICT (such as a data handling package), collate information about pets owned by your class. Display with questions that children can find out the answers to e.g. 'what is the most popular pet?' 'how many children own a dog?' etc.
- Listen to the song again and list all the different creatures that are mentioned. What animals would children include within the song and why? Talk about the responsibilities we share for looking after the world that God created.

Unit 2: People who help us

5: People who help us...at home

Themes: people who help at home and what they do; working together towards a common goal

Focus image: a picture of an estate of typical homes

Before the programme:

- Talk together about the homes in the picture. What sort of homes do children in your class live in?
- Talk about the people who help you in *your* home, and come to your home to help, such as postman etc. Obviously, some sensitivity may be required as children share their home situations.
- Is there a difference between a 'house' and a 'home'? Explore what this might be, and how it's the people within our homes that are important.

CD/Track	Content	Notes
CD2 Track 1	Welcome and vox pops about how children help around the house.	This is the first programme in the final unit of this term, exploring people who help us in various ways.
CD2 Track 2	Paul adopts different guises of people who help around the house.	You may wish to pause the programme after each riddle given by Paul so that children can guess the answers.
CD2 Track 3	<i>Story: Anansi and his sons</i> An adaptation of a traditional Caribbean tale by Tess Morris.	Anansi the spider has six sons who each have very special and unusual talents. One day, when Anansi disappears, the sons find that their different talents come in very handy in uniting them for a common purpose – to save their Dad!
CD2 Track 4	<i>Song: 'All together as a family' (All about our school, no. 15).</i>	The words to this song are included within these notes. Encourage children to join in with the chorus each time and as much of the rest of the song as they can.
CD2 Track 5	<i>Reflection:</i> on working together as a team and thinking of those who help at home.	Ensure everyone is listening carefully.
CD2 Track 6	<i>Prayer:</i> showing thanks to helpers and being kind and helpful to 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:***

- Each of Anansi's sons has a special 'gift', or 'talent'. List what each son could do and use it as a springboard for discussion about the different things that children think they are good at.
- The sons in the story were successful because they worked together to save their dad. Share experiences of working together and the advantages of doing so.
- Anansi's sons all had nicknames relating to their special talents. If you were to be given a nickname, what would you like to be called? E.g. Luke the goal-scorer.
- If you were Anansi, what might you have chosen as a thank-you gift for the sons?

Follow-up activities:

- Write riddles 'Who's in *my* house?' about people who help at home, like those examples given by Paul in the programme, and others that children can think of. Then read them to the class to see if they can guess who's in your house!
- Draw 'superhero' type pictures of each of Anansi's sons showing something of their special talent in their physical attributes. Display alongside their nicknames.
- List all the different talents that there are hidden within the song.
- Make a 'talents' board in the classroom and put the children into pairs – they could choose a friend, or their talking-partner, or you may wish to choose the pairings yourself, especially if you have any children with low self-esteem. Each child is to celebrate one thing that they think their partner is good at, draw their partner's portrait and write a sentence about their talent.

All together as a family

Some can dance and some can sing, some
can fiddle on a violin...
Some can bat and some can bowl, some can
tackle and score a goal...
Some can paint and some can sew, some can
juggle and some can throw, some can throw,
some can throw....

*All that we can do or be,
All together as a family (x4)*

Some can run and some can swim, some do
somersaults in the gym...
Some can ride or climb a tree, some are
good at technology...
Some can teach and some can guide, some
get everybody organised, organised,
organised...

*All that we can do or be,
All together as a family (x2)*

One for all and all for one,
All together we get things done,
We get things done....

*All that we can do or be.... 1,2,3,4,5,6,7,8...
All together as a family!!*

6: People who help us...at school

Themes: people who help in the school community; being a school community; finding ways to help others

Focus image: a picture of your school – or this one. You could use a whole school photo if you have one

Before the programme:

- Make a list of different people who help in your school – encourage children to think of as many as possible.
- What makes your school a really special place to be? Is the school the building, or is it the community that lives and works within it?

CD/Track	Content	Notes
CD2 Track 7	Welcome and introduction from St. Bartholomew's School in Sydenham, London.	
CD2 Track 8	<i>Song:</i> 'It's not just a pile of old bricks' (<i>All About Our School</i> , no. 4).	Encourage the children to join in as much as they can. The words are included within these notes.
CD2 Track 9	Challenge set to school pupils to find helpers around the school.	Three pupils from the school have two minutes to interview five different people who help within the school community.
CD2 Track 10	<i>Story: The magic paintbrush.</i> An adaptation of a traditional Chinese tale by Tracey Hammett	Ma Liang has a dream that he is given a magic paintbrush, and when he wakes, he finds that his dream has come true. He sets about using his paintbrush to help those who need it. But one day, the boy's master hears about the paintbrush, takes it from him and throws Ma Liang into prison...
CD2 Track 11	<i>Reflection:</i> Paul reflects on the many different helpers in the school. Children are given the opportunity to think about how they might do something to help others.	Ensure everyone is listening carefully.
CD2 Track 12	<i>Prayer:</i> written by school pupils thanks school helpers and encouraging others to help in their school.	Children can listen or join in with 'Amen' at the end if they wish to make the prayer their own.

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

- Talk about the different things that Ma Liang painted with the brush and how they helped other people out of difficulty.
- Consider with children why they think Ma Liang was chosen to be the owner of the magic paintbrush.
- Why do you think the paintbrush didn't work for Ma Liang's master?
- It says in the story that Ma Liang painted many other things to help those who needed it. What do children think they were?
- What would you paint if you had a magic paintbrush? Why?

Follow-up activities:

- Using the list that you prepared at the start of the programme, children could 'interview' people who help them at your school, using the questions that the children ask in the programme, then prepare a brief report to share with their class-mates. Make into a class book, or use digital video and children can show 'their' film to the class.
- Talk with children about things that they could do to help those who help them around the school to make their lives easier. You could make a 'promise box' for children to post their suggestions into as a sign of their commitment to help others. Or you could ask children to make suggestions that might go into a class charter outlining what children think they could do to help those who help them.
- If your school is an old school, look back at photos of when it was built and talk about the differences between then and now. Would children liked to have been at the school then? If your school is in a Victorian building, then you might like to have a day where children can experience what it was like for real!
- Paint pictures of what you would paint if you had a magic paintbrush.
- Write the story of the next thing that Ma Liang painted.

It's not just a pile of old bricks

It's not just a pile of old bricks
Walls with a window or two
It's not just a playground and bench
Something for children to do

It's not just a bundle of books
There on a shelf in a row
It's not just a shiny clean wall
Somewhere for the children to go

This is my school, our school
Somewhere we love to be
My school, your school
Our school together

7: People who help us...in an emergency

Themes: people who help in emergency situations; self-sacrifice and bravery of those who work for the emergency services

Focus image: a picture of a superhero and pictures of those who work in the emergency services.

Before the programme:

- Look at the picture of the superhero – what can he / she do? How do they help people in difficult situations? Has anyone been rescued by a superhero? Why not? Who helps them in real-life?
- Talk about each of the people in the emergency services picture and the jobs that they do. What do children think it's like doing each of the jobs? Is it something that they would like to do?
- Go through what you at school do in a fire drill, and why it's important.
- Talk about what children should do in an emergency, and discuss any children's experiences of emergency situations. Consider what constitutes an 'emergency' and stress the importance of using the 999 number properly – and why. Some children may feel worried about the danger of fire, so it's important to be sensitive to those children, whilst educating them about what to do **if** there's an emergency.

CD/Track	Content	Notes
CD2 Track 13	Welcome and introduction to the superhero Powerful Paul.	
CD2 Track 14	Examples of the emergency services and the work they do. <i>Feature:</i> Reporters Kieron and Melissa find out what happens when we call 999 for the fire brigade.	Refer to the programme transcript to read what the children find out.
CD2 Track 15	<i>Story: Androcles and the Lion.</i> An adaptation of a traditional tale by Tracey Hammett.	Androcles is a slave in to a cruel Roman master, working in the fields. One day, he escapes and flees to the forest to hide. Whilst he is there, he comes across a lion that is injured, and despite the danger to himself, decides to do what he can to help. Unfortunately, both he and the lion are discovered by soldiers and sent into the arena to face each other in a battle...
CD2 Track 16	<i>Song: 'Friends' (Come and Praise: Beginning, no. 19).</i>	Listen as Paul sings the chorus ('Friends' x6) and encourage the children to join in.
CD2 Track 17	<i>Reflection:</i> on the bravery of the fire brigade and emergency services.	Ensure everyone is listening carefully.
CD2 Track 18	<i>Prayer:</i> celebrating the work of the emergency services and how we can help 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:***

- Talk about the things that children might already know about the Romans. What do children think it was like for Androcles, working for a cruel master?
- Talk about the feelings that Androcles experiences as part of this story - e.g. being a slave; escaping; meeting the lion; being re-captured; in the arena etc.
- How did Androcles know that the lion in the arena was his friend?
- Consider the remarkable things about the relationship between the lion and Androcles. Have children got friends that were made in unusual circumstances? E.g. made in hospital, or when they stopped to help a child in another class etc.
- Have you ever had to help anyone in an emergency? What happened?*

Follow-up activities:

- If any of the children in your class have parents who work for the emergency services, then invite them in to talk to the children. Children could prepare a list of appropriate questions that they would like to ask. Take photos or video if desired. Make a 'real-life superheroes' display to show children's work.
- Make a list of what happens if someone needs to dial 999, based on the information in the visit to the fire station within the programme, or make posters advocating proper use of the 999 number.
- If you could be a superhero, what powers would you have? How would you help people?
- Talk together about the fact that those working in the emergency services have had proper training to help those in danger and that they all recommend taking proper precautions to ensure personal safety first*.
- Look at information books from your school library about the emergency services.

*N.B. Helping strangers is a complicated business. While it's important that children develop compassion and the desire to help others, it's also important that they understand how tricky this can be in today's society, with 'stranger-danger' being an inescapable part of life. Encouraging children to seek the help of a 'safe' adult, and knowing what to do in an emergency is the best course of action, as intervening themselves in dangerous situations could mean unnecessary risk to their own safety.

8: People who help us...at sea

Themes: people who work at sea; the story of Grace Darling's courage; determination and perseverance

Focus images: a picture of a lighthouse; the symbol for the RNLi

Before the programme:

- Show the children the picture of the lighthouse and talk about what it's for. Has anyone been inside one? What was it like?
- Talk together about children's experiences of the sea. Again, there has to be a balance between the sea as a familiar holiday pleasure and the understanding that it's also a danger - and knowing the difference between the two. Talk about the flags that children might have seen on a beach and what they mean.
- Have any children ever been in a boat? What was it like? Share stories together.
- Look at the RNLi symbol – have any children ever seen it before? Where? Talk about charities and what they do – and what the RNLi does.

CD/Track	Content	Notes
CD2 Track 19	Welcome and introduction to people who work at sea.	
CD2 Track 20	<i>Feature:</i> Reporters Freddie and Victoria visit Dover Lifeboat Station to find out about the work of the RNLi.	Refer to the programme transcript to read what the children find out.
CD2 Track 21	<i>Story: Grace Darling.</i> A retelling of the true story of Grace Darling by Diana Hinshelwood.	Grace is the daughter of a lighthouse keeper and most of the time she loves to watch the sea, with all its moods. But one terrible night, there is a fierce storm and she is forced to help her father in a very famous rescue – a rescue that changed history...
CD2 Track 22	<i>Song:</i> 'Together (All about our school, no. 13).	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 23	<i>Reflection:</i> on the work of the brave RNLi volunteers and those at sea.	Ensure everyone is listening carefully.
CD2 Track 24	<i>Prayer:</i> thanking God for the people who work on the sea and keep us safe, and asking for his protection on 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:***

- Explain that this is a true story. Make a list of other stories that children know that are true / based on historical evidence e.g. the Great Fire of London; Florence Nightingale etc.
- Talk about the different emotions experienced by Grace in the story and how children might feel in the same situation – and why children think she acted as she did.
- Talk about the story from the point of view of the sailors waiting to be rescued – how they felt, what they saw, what it meant to them to be rescued etc.
- Consider times when children have felt like giving up, and what kept them going.
- Grace Darling is remembered as a very brave person. Talk together about times that children have needed to be brave – and times in the future that they think might require bravery from them.

Follow-up activities:

- Listen again to the different stages of a lifeboat rescue. Write these in a list. Again, stress the importance of personal safety near water – and why it's important to learn to swim!
- Write a diary entry as if you are Grace Darling in the story, or a newspaper report on the rescue.
- Look at the painting based on the Grace Darling story – it can be found on the RNLI website:
www.rnli.org.uk/who_we_are/press_centre/photos/photo_detail?articleid=379334
Get children to paint their own versions, or paint 'mood' paintings of the sea during a storm.
- Read poetry about the sea with children - e.g. 'The sea' by John Foster. Talk about any words that convey the feeling of the sea as well as its appearance. Have a go at writing a class poem based on the story.
- Find out more about the story of Grace Darling and how the RNLI was inspired by her example.
- Look at a map of where the RNLI lifeboat stations are and find out more about what they do. In the feature at the Dover lifeboat station, we heard that lifeboat crews are volunteers. Talk about what might make someone want to be a RNLI volunteer. Explain that the RNLI is a charity – that much of its work is funded by the donations of people like us. Consider organising a fundraiser in school to support the work of the RNLI.

Together

Work together, not alone
Gather round and share our problems
Work together, hand in hand
Gather round and work things out

*'Cos together, we can work it out together
We can ride the stormy weather
As long as we're together, we're strong.*

There's a setback – don't despair
Gather round and share your feelings
Why just worry on your own
Gather round and work things out

*'Cos together, we can work it out together
We can ride the stormy weather
As long as we're together, we're strong.*

If there's trouble, big or small
Gather round and find an answer
If you struggle, there's a friend
Gather round and work things out

*'Cos together, we can work it out together
We can ride the stormy weather
As long as we're together, we're strong.*