

Together

Autumn 2009



School Radio Online

Age: 7-11

CDs: These programmes are available to order (for UK schools only) on pre-recorded CDs from:

BBC Schools' Broadcast Recordings

Tel: 0370 977 2727 Monday to Friday 0800 to 1800

Or visit the [How to order page](#) of the BBC School Radio website.

Downloads/Podcasts: Programmes are also available as downloads or podcasts for 7 days following transmission. More information at the [Podcasts](#) page of the School Radio website.

Audio on demand: These programmes are also available as audio on demand from the School Radio website for 7 days following transmission.

Refer to the transmission dates below to find out when programmes are available as podcasts and audio on demand.

Together – Autumn 2009

Teacher's Notes written by Gordon Lamont and Helen Edwardson.

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

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Introduction

***Together* and Collective Worship:**

Together's thematic approach and use of material from a wide range of cultural and religious sources, including Christianity, contributes to the pupils' spiritual, moral, social and cultural development.

What is the value of using *Together*?

- It is a ready-made resource for Collective Worship that can help your school to fulfill the statutory requirement for a daily act of Collective Worship; material is of a 'broadly Christian character', reflecting the 'broad traditions of Christian belief'.
- It encourages individual and community responses, from a sense of celebration to thoughtful reflection.
- The programmes encourage pupils to think about issues and to share their experiences.
- It includes the voices of junior age pupils speaking for themselves.
- It can be used with large or small groups of pupils.

Is *Together* suitable for all pupils?

Great care has been taken to allow pupils and teachers from a range of backgrounds to participate in the programmes. A mixture of songs, reflections and prayers allow pupils to respond to what they have heard in their own way.

Using the programmes and these Teacher's Notes:

Programmes are available to order (for UK schools and other academic institutions only) on CD. Further information is available at this page of the School Radio website:

www.bbc.co.uk/schoolradio/howtoorder.shtml

Programmes are also 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 here:

www.bbc.co.uk/schoolradio/podcasts.shtml

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.

There are instructions on how to do so at the BBC School Radio website:

www.bbc.co.uk/schoolradio/help.shtml

However, we would strongly recommend that you download each programme using the podcast service, rather than use the audio on demand service. Downloading the programme is the most reliable means of acquiring the programmes for playback.

Focus objects / images:

Focus objects have been a key resource provided by the *Together* Teacher's Notes. In these notes we have provided suggestions for focus *images* by including links to images on the internet. In all cases these images may be freely viewed and, in many cases, it is also fine to download them if you wish to (please respect any copyright statements). The images appear as individual photographs without any additional page information (so you do not need to worry about displaying any distracting or unsuitable information).

We have taken care to ensure that these images come from appropriate sources. **However, please note that the BBC is not responsible for the content of external websites.**

We assume that many teachers will continue to wish to provide their own focus objects (the suggestions for images we've provided are often a good starting point when considering what objects to collect). We hope in this way to provide a resource that has all the benefits (and more!) of the hard-copy focus pictures provided in Teacher's Notes booklets.

Programme format:

Each 15 minute programme contains:

- a story or short drama
- one song from either the *Come and Praise* song books or our collection called *All about our school*
- voxpops or a feature involving junior-aged children
- reflection and/or an opportunity for prayer

Preparation for using the programmes:

- Create a sense of occasion and exploration by setting up a focus picture (either using the online resources included here or your own ideas) for pupils to think about during the programme. This will enhance their listening and concentration and provide further talking points.
- Consider ways to make the use of the focus image more effective – e.g. by projecting it or by displaying it on an interactive whiteboard.
- Shut out distractions by closing the curtains or dimming the lights.
- Think about the seating arrangements (e.g. would a semi-circle or circle arrangement foster greater engagement).

During the programme:

Make the programme an interactive resource:

- Pause the programme to discuss the issues when you wish or when there is a 'Time to Talk' pause in the programme.
- Pause the programme before the songs to consider their content
- Pause the programme after the reflection and / or prayer to allow pupils to add their own thoughts
- Replay sections of the programme to allow pupils to gain greater familiarity with the material.

Other resources for Collective Worship:

The song books referred to in these notes are *Come and Praise 1*, *Come and Praise 2* and *All about our school*. These song books contain a wealth of songs for use in assemblies. They've also been compiled to respond to the requirements of the 1988 Education Reform Act, so the emphasis is on being broadly, but not exclusively, Christian.

The song books are also accompanied by:

- *Come and Praise* instrumental books. These contain the melody line, two melodic parts and a bass part. There are also guitar chords and suggestions for percussion.
- Audio cassette and CD. There is a double cassette and CD available for each collection. They may be used to provide enjoyable listening or accompaniment for assemblies where no pianist is available.

For copyright reasons we are not able to provide these resources in these notes or elsewhere on the School Radio website. However, they are available from

www.bbcactive.com/SchoolShop

Unit 1 – New beginnings

Programme 1: I'm sorry (Yom Kippur)

Themes:

Jewish New Year and Day of Atonement (Yom Kippur); asking for forgiveness and making a fresh start

Preparation for the programme:

FOCUS OBJECT/IMAGE:

Shofar and Sabbath candles

Programme content:

VOX POPS: Jewish children talk about Yom Kippur, the Day of Atonement

SONG: *Come & Praise* 2 no 141 – 'Shalom'

STORY: *Abraham, Sarah and Isaac* by Tracey Hammett

REFLECTION: ... on saying sorry and trying to make amends

Pre-programme questions:

- Have you ever heard of Abraham, Isaac, Esau or Jacob? What do you know about them?
- What does the word 'sacrifice' mean?
- What might you have to sacrifice to help other people? Have you ever given up something you wanted to do or have in order to help others?

Story synopsis: *Abraham, Sarah and Isaac* by Tracey Hammett

This story of Abraham and Isaac from the Old Testament book of Genesis is told by a maidservant. She tells of Abraham's unique relationship with, and faith in, God, who had promised Abraham that his descendants would become a great nation. This seemed unlikely as both he and his wife, Sarah, were old and had no children. When Abraham pointed this out to God, he was promised that Sarah would bear a son and he must be called Isaac.

In time this came to pass and to their great joy Sarah did indeed have a son and he grew up to be a fine young man. God had kept His promise, but Abraham had to face another test of his faith when he was instructed to take Isaac to the mountains and offer him to God. Abraham's faith did not falter, and he proved to God that he was indeed prepared to sacrifice his only son. At the last moment, however, a voice called to him to prevent him from sacrificing Isaac and he noticed a ram caught in a nearby thicket which he sacrificed instead.

God's promise that Abraham's descendants would multiply to become a great nation was fulfilled, beginning with Isaac's two sons, Esau and Jacob.

After the programme:

STORY QUESTIONS:

- What promise did God make to Abraham?
- Why did it seem impossible that the promise could be kept?
- How old were Abraham and Sarah when Isaac was born?
- Why do you think God asked Abraham to offer up his only son to Him?
- God prevented Abraham from sacrificing Isaac. What did He provide as a sacrifice instead?
- What do you think the story tells us about Abraham's relationship with God?

ACTIVITIES:

- The maidservant told about some extraordinary events in the lives of Abraham and Isaac but what do you think an ordinary day would be like for her? Can you write her diary of a normal day? Remember that there was no electricity or vehicles, no shops and no TV, mobile 'phones or computers. Can you imagine her life?
- Can you think of a story about someone making a sacrifice today? Perhaps a child gives up a football match to spend time with his sister who is soon to go away; or someone gives up their savings to a good cause. Whatever your story, try to show how hard it can be to make a sacrifice. You could tell your story in written form, or as a comic book, or you could act it out as a drama.
- Yom Kippur is a time to think about the past and look ahead to the future; and it's a time for saying sorry and for trying to put right things that have gone wrong. Saying sorry is not always easy to do. Have you ever said sorry for something you've done, or has someone said sorry to you? Talk about saying sorry as a class and then design a poster that explains why saying sorry is a good thing to do. Your poster needs to be big and bright with a clear, simple message that's easy to remember.

Weblinks:

www.bbc.co.uk/schools/religion/judaism/yom_kippur.shtml

www.bbc.co.uk/religion/religions/judaism/history/firstcovenant.shtml

Programme 2: Diwali**Themes:**

Hindu festival of Diwali; story of Rama and Sita

Preparation for the programme:**FOCUS OBJECT/IMAGES:**

Diwali lights in Leicester.

Diwali Diya lamp.

Diwali celebrations.

Programme content:

VOX POPS: children talk about the festival of Diwali and how they celebrate it

STORY: *Rama and Sita* by Rachel Boxer

SONG: *Come & Praise 2* no 114 - 'Flickering candles in the night'

REFLECTION: ... on the triumph of good over evil and standing up for what you think is right. Also the significance of light in many festivals.

Pre-programme questions:

- What is a festival – can you think of any festivals that you enjoy? What happens at them and what do you like best about them?
- What does Diwali mean to you? Do you celebrate the festival? Do you know people who do and what do you see around you at Diwali time?
- Have you ever heard of the story of Rama and Sita? What do you know about it?

Story synopsis: *Rama and Sita* by Rachel Boxer

The king of Ayodhya had four sons by three different wives, and the eldest, Rama, was married to a beautiful princess. The king decided to hand the throne over to his eldest son, who was a good and kind man, but the mother of his youngest son had other plans. She had once saved the king's life and, as a reward, wanted the throne for her own son and wanted Rama to be sent away for 14 years.

The king reluctantly agreed and Rama and Sita, together with another brother, Lakshman, were banished to the forest. After they had been living there peacefully for some time, Sita was abducted by the demon king – Ravana - and imprisoned on his island.

When Rama realised what had happened, he spotted the trail of jewellery that Sita had cleverly left behind to help him find her. With the help of the monkey-king – Hanuman - and after many years of searching, they found the island where Sita was imprisoned. Hanuman and his animal army built a bridge over to the island where there was a fierce battle, in which Rama killed Ravana and rescued Sita. As their 14 year exile was now over, they returned home to great rejoicing. In celebration the people of Ayodhya decorated their houses with garlands of flowers and lit small lamps in their windows to guide Rama and Sita home.

After the programme:

STORY QUESTIONS:

- Why did the king of Ayodhya send Rama and away?
- Can you describe Ravana, the demon king? How did he trick Sita?
- How did Rama find Sita and who helped him?
- How did Rama get on to Ravana's island and how did he rescue her?
- How did the people of Ayodhya celebrate Rama and Sita's return home?

ACTIVITIES:

- Choose one moment or scene from the story of Rama and Sita and make a picture of it. First think about the best way (medium) to show your scene. If it is one featuring Sita's jewels you might like to make it out of shiny and glittery things. Or you might depict a battle scene using cut-out black figures on a bright background. You could arrange things so that different people or groups tell their own part of the story and then put them all together to create a display showing the whole tale.
- Look again at the words of today's song 'Flickering candles in the night', number 114 in Come & Praise 2. Choose just one line and use it as the first line of a poem. Think about the words you've chosen and what they mean to you. What pictures do they conjure up in your mind? Then use these ideas to complete your own poem. It could be about anything – you don't have to stick to the Diwali or festival theme.
- Diwali is a time for looking forward and hoping for good times and health for friends and family. Can you create a greeting card for Diwali or any festival? You'll need to design the outside and the inside, and think about the words as well as the pictures. You could design on paper or on a computer.

Weblinks:

www.bbc.co.uk/religion/religions/hinduism/holydays/diwali.shtml

Unit 2 – Our senses

Programme 3: Sight

Themes:

Senses; sight and blindness; Louis Braille; Guide Dogs for the Blind Association

Preparation for the programme:

FOCUS OBJECT/IMAGE:

Reading Braille.

Programme content:

SONG: *Come and Praise 1* no 18 - 'He made me'

STORY: *Louis Braille* by Tracey Hammett

FEATURE: Some volunteer puppy walkers talk about training dogs for The Guide Dogs for the Blind Association

REFLECTION: ... on the preciousness of sight and the valuable contribution that people can make to help the blind

Pre-programme questions:

- What are the 'five senses'?
- What does the word 'read' mean? It seems obvious – you read words, written or printed, by looking at them. But can you think of any other meanings of the word 'read' (computers read discs etc, we 'read' faces).
- What type of reading can unsighted people do?

Story synopsis: *Louis Braille* by Tracey Hammett

Louis Braille was born in 1809 in Coupvray in France. As a young child he injured his eye playing with one of his father's tools. This led to an infection in both his eyes and by the age of 4 he was completely blind. At that time it was rare for blind people to go to school or to work, but Louis' father was determined to help his son and arranged for him to go to the village school. Louis memorised much of what he heard, although he was frustrated that he couldn't read or write.

When he was 10, he started at the Royal Institute for Blind Youth in Paris. There was a library there with special books for the blind, but Louis was disappointed to find that the books were very bulky, as the words were raised up on the page for the blind students to read by feeling the letters.

One day an army captain, Charles Barbier, visited the school to demonstrate his system of 'night writing', a system of raised dots and dashes on cardboard, which he had devised so his soldiers could read messages without light. Louis spent two years adapting Barbier's complicated system into a simple system using six tiny dots in different combinations to represent the alphabet. Louis was 15 when he completed his system and then spent the rest of his life perfecting it and teaching it to others – as now used by blind and partially sighted people all over the world.

After the programme:

STORY QUESTIONS:

- After Louis became blind, how did he cope with everyday life?
- At the time when Louis was a boy, what usually happened to blind people?
- How did Louis' father help him to overcome his disability?
- What kind of books existed for blind people and why was Louis disappointed with them?
- Why did Charles Barbier invent his 'night writing' system?
- Why was the Braille system so successful?

ACTIVITIES:

- Write a Guide Dog puppy's story about how he or she learns to help a blind person and meets their new owner.
- Think about the sense of sight and write a poem where the each line begins, 'With my eyes I can...' Try to think of lots of different things that you are able to do because of your sense of sight. Leave a space after each line, then fill in the spaces with lines that begin – 'An unsighted person...'. So your poem might start like this:
'With my eyes I can read a book,
An unsighted person can read a Braille book.
With my eyes I can walk to the shops,
An unsighted person can go with a guide dog.'
- You might need to copy out a neat version of your poem when you've written it.
- The Guide Dogs for the Blind Association is a charity that depends on people giving and raising money. Can you think of a clever way to raise money for them? Work in pairs or small groups first, and then come together as a class to share your ideas and decide on the best way forward.

Weblinks:

www.rnib.org.uk/xpedio/groups/public/documents/code/public_louisbraillehome.hcsp

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Programme 4: Hearing**Themes:**

Hearing and deafness, Beethoven, Dame Evelyn Glennie

Preparation for the programme:

FOCUS OBJECT/IMAGE:

Beethoven music score.

Portrait of Beethoven.

Programme content:

SONG: *Come and Praise* 1 no 60 – 'I listen and I listen'

STORY: *Beethoven* by Tracey Hammett

INTERVIEW: Two deaf children interview Dame Evelyn Glennie about how she plays her music

REFLECTION: on the value of hearing and the importance of listening; the inspiration of people who overcome deafness

Pre-programme questions:

- What do you understand by the terms 'hearing impaired', 'deaf', and 'profoundly deaf'?
- Do you think someone with no hearing could be a musician? Could they write music, could they perform music?
- What are your favourite sounds and why?

Story synopsis: *Beethoven* by Tracey Hammett

Ludwig van Beethoven was born in 1770 in Bonn, Germany, into a musical family – both his father and grandfather were musicians at the royal court. Beethoven was only 4 years old when his father started to teach him music and the young Ludwig had a rather unhappy childhood being bullied by his father to practise and perform for guests.

In spite of this, Beethoven loved music and, under the tutelage of a new teacher, became a fine pianist. He started to compose music at the age of 11. In his early 30s, he began to experience ringing in his ears and feared that he was going deaf. Despite trying many different methods to save his hearing, he eventually became deaf. He was devastated, but instead of giving up, he threw himself into composing symphonies, overtures and other musical pieces. Although he gave up playing with an orchestra, as he couldn't hear the other musicians, he never stopped composing, even though he could not hear the music he had written.

Beethoven died in 1827, leaving behind a legacy of many inspiring musical masterpieces.

After the programme:

STORY QUESTIONS:

- Why was Beethoven destined to become a musician?
- How old was Beethoven when he composed his first piece of music?
- What different kinds of music did Beethoven compose?
- How did Beethoven react when he realised he was losing his hearing?
- What strange method did he use to help him 'hear' the music when he played the piano?
- What was his final symphony called and what was Beethoven's reaction at the end of its first public performance?

ACTIVITIES:

- Sit comfortably and close your eyes. Listen. Focus your hearing on all the sounds you can hear outside of the room. Then bring your attention inside – what sounds can you hear inside the room? Then listen very carefully, can you hear your own breathing? Open your eyes and talk together about the different sounds you heard. Can you describe the sounds? Were they deep or high, loud or quiet? Were some sounds constant (a computer fan) and others changeable (cars passing)?
- Listen to a short piece of Beethoven's music. What pictures do you see in your mind as you listen? What feelings do you have when you hear it? Note down your pictures and feelings and then use them to build a story or poem that is inspired by the music you heard.
- Imagine that you have been asked to design a new CD for Dame Evelyn Glennie. What would it look like? You can also write some notes about her and her music – what will you say about this remarkable woman?

Weblinks:

<http://www.lvbeethoven.com/Bio/BiographyLudwig.html>

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

Programme 5: Taste/touch/smell**Themes:**

Senses; taste; touch; smell

Preparation for the programme:

FOCUS OBJECT/IMAGES:

A sniffer dog.

A close up of a dog's nose!

Programme content:

SONG: *Come & Praise 1, no 4* – 'Autumn Days'

QUIZ: children match the correct sense to different sounds and descriptions

STORY: *A bad sense of smell* by Nicky Grischotti

REFLECTION: on the wonderful things we can discover and enjoy by using our senses

Pre-programme questions:

- What's your favourite smell?
- What do each of these smells make you think of, or what places do they conjure up in your mind: salty sea air, popcorn, fresh cut grass?
- Dogs have a good sense of smell – can you think of any ways that we make use of this?

Story synopsis: *A bad sense of smell* by Nicky Grischotti

Luke has been learning about the senses at school. While taking his dog, Toffee, for a walk he thinks about how good her sense of smell is. At the same time, his own senses are having a debate about which of them is the most important. Smell thinks he is the best sense, although Sight thinks that none of them is superior and they should all work together.

However, the next day, the day of the School Fair, Luke wakes up with a cold in his nose, which means that Smell can't enjoy the celebrations, while the other senses can. Fortunately Toffee's sense of smell is still as good as ever and when the barbecue tent catches fire she alerts Luke and the Fire Brigade arrives to put out the fire.

Even though Smell tries to take the credit it was Toffee's sense of smell that saved the day...but by then all the other senses are enjoying the Fair and his boasting goes unheeded.

After the programme:

STORY QUESTIONS:

- Which of his dog's senses was Luke thinking about as he was taking her for a walk?
- Why did Smell think he was superior? Do you think any of the senses are more important than the others?
- Which of the senses are affected when you have a cold?
- How could the other senses enjoy the School Fair?
- Which of Toffee's senses helped her to detect the fire?

ACTIVITIES:

- Write your own version of the argument between the senses, as heard in our story. Write yours as a radio play and then, if you can, record it as podcast.
- Do some research about sniffer dogs and what they are used for and then prepare a presentation to the whole class about their important work in preventing crime and catching criminals. You can work on your own or in small groups.
- Do a 'blind test' experiment. Find some foods and/or spices with distinctive smells: such as coffee, tea, mint, chocolate, tomato soup etc. Then blindfold the testers, without letting them see what you have prepared, and ask them to identify the smells. Take a careful note of the results and then present them in a chart or graph showing which foods were most easy to identify and which caused the most difficulties.

Weblinks:

www.bbc.co.uk/science/humanbody/body/factfiles/taste/taste_animation.shtml

www.bbc.co.uk/science/humanbody/body/factfiles/touch/touch.shtml

www.bbc.co.uk/science/humanbody/body/factfiles/smell/smell_animation.shtml

www.bbc.co.uk/webwise/askbruce/articles/video/podcast_1.shtml

Unit 3 – Getting on and falling out**Programme 6: The new girl****Themes:**

Coping with change; adjusting to new places and situations; helping others to fit in; World War 2 evacuees

Preparation for the programme:

FOCUS OBJECT/IMAGES:

A World War 2 evacuee.

A Spitfire (which features in the story).

Programme content:

VOX POPS: Children talk about changes they've had to face and how they felt about them

SONG: *Come and Praise 2* no. 91 – 'Break out'

STORY: *The new girl, part 1* by Gordon Lamont

REFLECTION: ... on what it feels like to face change and looking after people who feel left out

Pre-programme questions:

- What do you know about Second World War evacuees?
- What should you do if you are being bullied or you know someone who is?
- How did you feel when you moved to a new school or a new house? Did it take a while to get used to the change?

Story synopsis: *The new girl, part 1* by Gordon Lamont

At school David's class is learning about evacuees and the Second World War. His teacher has arranged for Mrs Parker, who had been evacuated as a child to their village, to speak to the class. However, as she lives in Ireland, she'll have to speak to them via a webcam.

David is very knowledgeable about computers and his teacher asks him to set up a webcam in the library. David soon has the webcam working, but when he turns the screen towards the wall, something very spooky happens. He can see a classroom from 1939 via the webcam and notices in particular a very sad little girl, Veronica, who is an evacuee and having difficulty settling in to her new surroundings.

The two manage to have a 'conversation' via David's computer screen and Veronica's writing slate and David promises to make contact again and support her whenever he can.

After the programme:

STORY QUESTIONS:

- What was David's class studying and why did his teacher ask him to set up a webcam?
- What happened when David turned the computer screen towards the wall?
- Why was Veronica upset?
- What had Veronica drawn that impressed David?
- What did David promise to do to help her?

ACTIVITIES:

- Today's story features a 'magic slate' that shows messages written on a computer in the future. Imagine that you have a version of this - it could be a book or a picture or even just a patch of wall. Write about what happens when messages from the future begin to appear...
- Create a postcard that you imagine an evacuee would send home. You'll need to think about the words they write but also the picture on the front of the postcard.
- Is there someone you know who may be feeling left out? What's the best way to help them? Can you create a short drama that shows how someone who is feeling left out is included in the group?

Weblinks:

www.bbc.co.uk/schools/primaryhistory/world_war2/evacuation/

Programme 7: Say no to bullying**Themes:**

Feeling left out; dealing with bullying; World War 2 evacuees

Preparation for the programme:

FOCUS OBJECT/IMAGE:

Anti-bullying poster.

A school library.

Programme content:

VOX POPS: children talk about how they felt when someone was unkind to them

STORY: *The new girl, part 2* by Gordon Lamont

SONG: *All about our school* no. 9 – 'Our school'. The words are available in these online Notes (see below)

REFLECTION: on taking care not to hurt other people's feelings, saying no to bullying and looking out for our friends

Pre-programme questions:

- What is bullying? Can you think of examples of different types of bullying?
- What is an anti-bullying code or policy? Does your school have one? Do you know what it is?
- Why were children evacuated during World War 2 – did any children go from your area or come to your area in those times?

Story synopsis: *The new girl, part 2* by Gordon Lamont

In the second part of the story, David returns to the school library to try to make contact again with Veronica in 1939. At first his attempts are thwarted, but eventually he sees her and she's looking very upset.

It turns out that she's still having difficulty fitting in and is being bullied. David knows how to deal with bullying as he has helped to write his school's anti-bullying code, so he's able to give Veronica some good advice. She follows this advice and the next time they 'speak' she is feeling much happier.

A few days later it's time for the link-up with Mrs Parker in Ireland. She tells the class about the happy time she spent in their village as an evacuee...and there's a surprising revelation in store for David.

After the programme:

STORY QUESTIONS:

- How was Veronica being bullied at school?
- What advice was David able to give to her?
- In what way did Veronica follow David's advice? How did it make her feel?
- Why do you think the webcam's connection to 1939 stopped?
- What was the connection between Veronica and Mrs Parker?

ACTIVITIES:

- Discuss your school's anti-bullying policy. Do you think it could be improved? Can you make a magazine or podcast feature about it, asking staff and pupils for their views?
- As a class, create a 'Say no to bullying display'? See the focus picture above for one idea?
- Imagine that the webcam in the school library flickers into life one day and shows a child from a different period of time in need of help. Who would it be, when would he or she live and where; what problems will he or she face and how can someone alive today help them? Plan your story around these questions and begin with a child today noticing a strange image produced by the webcam.

Weblinks:

www.anti-bullyingalliance.org.uk/Page.asp?originx_820ha_7506010884149g47p_2006825955m
www.bullying.co.uk/schools/index.aspx

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Our school

- 1** *In our school
We work together,
Yes, in our school
We try to help each other
Make our school
A happy place to be.*

- 2** *In our school
We think of others,
Yes, in our school
We try to help each other
Make our school
A happy place to be.*

- 3** *In our school
We make good friends,
Yes, in our school
We try to help each other
Make our school
A happy place to be.*

- 4** *In our school
We work together,
Yes, in our school
We try to help each other
Make our school
A happy place to be.
In our school
A happy place to be.*

Programme 8: My best friend**Themes:**

Friendship; what makes a good friend; keeping in touch

Preparation for the programme:

FOCUS OBJECT/IMAGE:

A girl using a computer at home.

Programme content:

VOX POPS: children talk about their best friends and what they like about them

SONG: *All about our school* no. 8 – 'Being a friend'. The words are available in these online Notes (see below)

STORY: *My best friend* by Nicky Grischotti

REFLECTION: on the value of friendship and appreciating our friends

Pre-programme questions:

- What does the word 'friend' mean to you? What makes a good friend?
- Is there a difference between being friends and being best friends? What is a 'best friend' and can you only have one best friend?
- Are you a good friend to someone? Have you ever let your friend(s) down?

Story synopsis: *My best friend* by Nicky Grischotti

Kate and her family have moved to a new home and she's emailing her best friend, Lucy, to tell her about the journey and their new house by the sea. Kate's not looking forward to being the new girl at school and really misses her friend back home.

When the email exchange between the two friends falters, each fears that the other will forget them and that they won't be best friends any more. However, Kate has some good news for Lucy that soon they'll be able to talk to each other online, but Lucy in turn has even better news that she will be able to visit Kate during the school holidays.

After the programme:

STORY QUESTIONS:

- What do you think Kate and Lucy most miss about each other?
- Why does Lucy not reply to Kate's emails?
- What makes Lucy think that Kate might forget her?
- How did Lucy show that she was missing Kate at Lulu's party?
- How are the girls planning to keep in touch in future?

ACTIVITIES:

- Prepare a whole class performance of the poem from the programme. You could rehearse it and perhaps perform it for the whole school in an assembly. You'll need to split up the parts and decide which work best as a single voice and which should be said by several voices together.

Give me an F

F stands for forgiving – for when friends argue!

Give me an R

Being **R**espectful and treating others nicely

Give me an I

Involving your friends in the things that you do!

Give me an E

Enjoying spending time together and welcoming others

Give me an N

Being **N**atural – be yourself with your friends.

Give me a D

Doing and discovering new things together.

Put them all together and what have you got?

FRIEND!

- Think about all the different ways in which friends can keep in touch – by meeting, by 'phone, through email and 'social networking' sites; talk about these as a class. Which methods do you use to stay in touch with your friends? What is each method good for and are there any dangers in any of them?
- Create a poster based on your discussion which helps people to think about keeping in touch and keeping safe. What will your poster show and can you think of a simple clear message or slogan?

Weblinks:

www.bbc.co.uk/onlinesafety/

Being a friend

- 1** *Being a friend is the best thing you can be,
'Cos in the end friends are something we all need.
You can score a goal for England,
Be a pop star on TV,
But being a friend
Is still the best thing you can ever be.*
- 2** *Being a friend is the best thing you can do,
Time and again it's our friends that help us through.
You could be a millionaire,
Or fly a rocket to the moon,
But being a friend
Is still the best thing you can ever do.*
- Whatever we grow up to be,
And live in harmony,
Together we all need to see
That friendship is the key!**
- 3** *Being a friend is the best thing you can be,
'Cos in the end friends are something we all need.
You can score a goal for England,
Be a pop star on TV,
But being a friend
Is still the best thing you can ever be.*

Unit 4 – Christmas

Programme 9: Looking forward to Christmas

Themes:

Symbols of a perfect Christmas, getting ready for, and looking forward to, the festive season

Preparation for the programme:

FOCUS OBJECT/IMAGE:

Christmas presents.

Programme content:

VOX POPS: children talk about preparing for Christmas

SONG: *Come & Praise* 2 no. 127 – 'Christmas Time'

STORY: *Christmas, part 1* by Heather Butler

REFLECTION: on getting ready for Christmas and thinking about the most important aspects of Christmas

Pre-programme questions:

- What do you look forward to at Christmas time?
- What preparations do you make at home and at school for the Christmas season?
- People sing special songs at Christmas, called Carols. Do you have a favourite carol or Christmas song?

Story synopsis: *Christmas, part 1*, by Heather Butler

From 1st of December Jake and Sophie are looking forward to Christmas, opening the windows on their Advent Calendar and discussing all the good things that Christmas will bring this year.

Over the following weeks the family's preparations get into full swing with food shopping, putting up the decorations and handing out Christmas cards. It looks like they're heading towards a great Christmas, but then a few days before the big day, Jake and Sophie's Dad has a car accident and needs to have an emergency operation.

It seems their Christmas this year is going to be very different from the one they had been anticipating.

After the programme:

STORY QUESTIONS:

- What do Sophie and Jake like most about Christmas? What are they looking forward to?
- What kind of food was Jake shopping for in the supermarket?
- How did Sophie feel about Gran and Grandad's visit?
- What news did Mum receive in the middle of the night? How did Sophie and Jake feel about it?
- In what way do you think their Christmas would be different this year?

ACTIVITIES:

- Imagine that a new child in your school had never heard of Christmas and you have to explain it to them in just three sentences? What would you say? Think carefully about it and then write your three sentences.
- Re-tell today's story as a comic strip. You'll need to think about the different scenes in the story and choose the most important. Then you'll need to decide what to put in the 'speech bubbles' to show what people say – remember that these can't be too long so use as few words as possible. Finally, draw out your comic strip.
- Find out about Christmas traditions from other countries. Does every country celebrate Christmas on the same day? Do all countries give presents on Christmas day? What different kinds of food are eaten at Christmas time around the world? In pairs or small groups prepare presentation on the Christmas traditions of a particular country.

Weblinks:

www.bbc.co.uk/schools/religion/christianity/christmas.shtml

Programme 10: The true meaning of Christmas**Themes:**

Helping others at Christmas, examining the true meaning of Christmas

Preparation for the programme:

FOCUS OBJECT/IMAGE:

A Nativity scene.

Salvation Army Carol concert.

Programme content:

SONG: *Come and Praise 1* no. 71 – ‘If I had a hammer’.

FEATURE: Children from the Salvation Army talk about what they do at Christmas to help others

STORY: *Christmas, part 2*, by Heather Butler

REFLECTION: on remembering the true meaning of Christmas

SONG: *Come and Praise 2* no. 122 – ‘Christmas, Christmas’

Pre-programme questions:

- People sometimes talk about ‘the real (or true) meaning of Christmas’. What do you think they mean?
- Can you remember what happened at the end of Jake and Sophie’s story last time?
- In all the excitement and busyness of Christmas time, do you ever find time to be quiet and think about other people and their needs?

Story synopsis: *Christmas, part 2*, by Heather Butler

Jake and Sophie’s Dad is recovering in hospital following a car accident. His emergency operation is a success, but he won’t be home in time for Christmas. And there’s more bad news when Mum breaks it to the children that, because Dad won’t be able to work for a while, they can’t afford the expensive Christmas presents that Jake and Sophie wanted...and that they’ll have to swap them for cheaper versions. Jake and Sophie are very disappointed, but Mum points out that they’ll still have presents, just not the ones they were expecting, and at least Dad is going to be okay.

On Christmas Day they go to the hospital to visit Dad, who wants to see them open their Christmas stockings. Visitors arrive to see the other patients on the ward and in the afternoon some people from a local church come in to sing carols.

One carol in particular about the announcement of the birth of Jesus reminds them of what Christmas is really about. On the way home from the hospital Sophie and Jake agree that, in spite of everything, they have really enjoyed the day.

After the programme:

STORY QUESTIONS:

- What bad news does Mum have to give to Sophie and Jake when she returns from visiting Dad in hospital?
- How do Sophie and Jake react to the news, and how does Mum try to make them feel better about it?
- How do they spend Christmas Day?
- What happens at the hospital to remind them of the true meaning of Christmas?
- Why do you think Sophie and Jake enjoyed their Christmas? How did spending the day with their Dad reflect the true meaning of Christmas?

ACTIVITIES:

- Imagine that the story of Sophie and Jake's Christmas is being made into a book. You have to design the cover and write the all important 'Back Cover Copy' or 'blurb'. This tells people all about the book in an interesting way that will make them want to buy it!
- Christmas celebrates the birth of Jesus. Why do Christians think that this is important? Design your own Christmas card on the theme of 'Peace and Goodwill to all'. What will it show and what message will you write inside?
- Write your own acrostic poem using the word 'Peace' or 'Gift' and a Christmas theme. An acrostic poem is one where each line begins with a letter from the key word. The poem based on 'Friend' in programme 8 is an example of one. Here's a simple 'Peace' version:

Presents for
Everyone
And
Christmas peace to
Each one of us.