

# Together

Summer 2009



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**Age: 7-11**

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## Together – Summer 2009

Teacher's Notes written by Jo Daykin.

These programmes are available as audio on demand from the School Radio website. Refer to dates below to find out when each one is available.

**Programmes are broadcast at 0300 on Fridays.** Each programme will be available as audio on demand for 7 days following the transmission dates below.

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**Introduction:*****Together* and Collective Worship:**

The Education Reform Act 1988 requires all schools (with provisions) to take part in a daily act of Collective Worship, which is 'wholly or mainly or a broadly Christian character.' The law in fact only requires a majority of assemblies in a term to meet this 'broadly Christian' criterion:

'Although the collective worship...should be "wholly or mainly of a broadly Christian character" only a majority of acts in each term must meet that requirement. Moreover, any act of worship can contain non-Christian material.' (Letter from Cheryl Gillan MP, then Minister of State at the DfEE, November 1996, referring to guidance in paragraph 55 of Circular 1/94.)

*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](http://www.bbc.co.uk/schoolradio/howtoorder.shtml)

Programmes are also available as audio on demand from the School Radio website for 7 days following transmission (check the contents table above for dates).

The audio on demand is a reliable service – especially on broadband - that allows you to listen to the programme ‘streamed’ over the internet. This means that you can play the programme to your class either:

- direct from a computer
- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- by connecting the computer to an interactive white-board. 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](http://www.bbc.co.uk/schoolradio/help.shtml)

Using the audio on demand service is just as flexible as using a prerecorded CD of the programmes. You are able to pause the programme whenever you wish and also scroll forwards and backwards through a programme to locate other sections or to listen to sections again.

**Focus objects:**

Focus objects have been a key resource provided by the *Together* Teacher’s Notes in the past. In these online Notes we have included suggestions for focus *images* by providing links to photographs 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 (please respect any copyright statements).

We have provided details of the links to the focus images in the relevant information for each programme. The links are also available on the separate *Together* pages of our website. This enables you to display the focus object while playing the audio file of the programme (you are able to display any webpage while remaining connected to the audio).

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 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](http://www.bbcactive.com/schoolshop)**

## **Unit 1 – Wise words**

This unit takes well-known proverbs and sayings and explores them through story, reflections and children's own wisdom. The programmes reinforce the idea of wisdom carried within and passed on through communities, helping children to recognise their part in this process that is as old as humankind.

### **1. The grass is always greener**

**Themes:** Envy and coveting other people's possessions.

#### **Preparation for the programme:**

FOCUS IMAGES:

A picture of a crown  
The three witches from 'Macbeth'

#### **Programme content:**

**Story:** Macbeth – the man who wanted it all

**Song:** CP 147 'One more step' verses 1 – 4

**Vox pops:** Children talk about what they think the proverb means

**Reflection:** Children's prayers about being grateful for what we have

#### **Background:**

Macbeth was a real king of Scotland but we do not have a great deal of information about his life; this story is based on what may have happened.

The real story of the man is far from Shakespeare's version. Indeed Macbeth's 17-year reign was a prosperous one and he was fondly remembered as the last great Celtic King of Scots. The single most important fact we now know about Macbeth is enshrined in a line borrowed from a Latin poem composed within a generation of his death. It can be translated as 'In his time there were seasons of abundance'.

Duncan became King of Scotland in 1034. He was a weak character and a terrible leader. His cousin Macbeth, chief of the northern Scots, also had a claim to the throne through his mother and – believing it to be as good a claim to the Scottish throne as his cousin and rival, Duncan. Macbeth formed an alliance with his cousin the Earl of Orkney, and they defeated and killed Duncan near Forres in 1040.

Macbeth claimed the throne on his own behalf and made himself king. Respected for his strong leadership qualities, Macbeth was a wise king who ruled successfully for 17 years. He lived in a fortified castle at Dunsinane north of Perth. However the peace was not to last: Duncan's son Malcolm had fled to Northumbria after the defeat of his father and had never given up his claim to the throne. In 1054, with the support of Earl Siward, he led an army against Macbeth, defeating him at the battle of Dunsinnan. Macbeth remained king, restoring Malcolm's lands to him. But in 1057 at the battle of Lumphanan in Aberdeenshire on 15th August, Macbeth was finally defeated and killed and Malcolm became King.

The recorders of early Scottish history were the monks. Andrew of Wyntoun, a canon of St Andrews in Fife, completed his Cronykil in 1406, setting down facts in sequence, and embroidering them with old fables and older myths.

He spins us a tale about Macbeth who is asleep, dreaming of three weird sisters, who in turn murmur about his destiny: the Thane of Cromarty, the Thane of Moray, and lastly the King. A later historian, Hector Boethius published his Chronicle in 1527. He drew upon Wyntoun's story of Macbeth, but decided to change the predicted titles to the Thane of Glamis and the Thane of Cawder.

**Before the programme:**

## PRE-PROGRAMME QUESTIONS:

- What would you really like to get as a present? Is it something you want because someone else has it and you want it too? Will you be disappointed if you don't get it and why?
- Do you ever find yourself looking at what other people have and wishing it was yours?
- Have you ever wanted something very badly then been disappointed when you got it?
- What do *you* think makes a person successful?

## STORY SYNOPSIS:

*Macbeth - The man who wanted it all* - by David Self.

See notes above for the background to the story. The tale of Macbeth - a powerful and successful leader who is never satisfied with what he has, always wanting more. Three women come to him in a dream and plant the thought that he could be king of all Scotland and so Macbeth follows this 'dream' only to discover that there was always '...one thing more he wanted; a clear conscience. He couldn't forget how he'd come to be king – and he felt guilty'.

**After the programme:**

You might like to point out, in fairness to the real King Macbeth that this is a story and that, as far as we know, he was a good king.

## STORY QUESTIONS:

- What should Macbeth have done – when should he have stopped trying to get higher and higher?
- Once he'd had the dream, did Macbeth have any choice but to go on trying to become King?
- At one point the story says: 'Macbeth got his land and castle, and everything else that had belonged to the Thane of Cawdor. Not only did he have all he needed: he had everything he'd ever wanted, So he should have been happy. Very, very happy. But he wasn't.' Why wasn't Macbeth happy?
- Have you heard the phrase: 'The grass is always greener on the other side of the fence'? What do you think this means and what does it have to do with the story of Macbeth?

- What does the phrase say to you about your life?
- Someone said about Macbeth: ‘...his problems and their solutions lay within himself...’ What you think this means?

**Activities:**

- Write the story of Macbeth as a comic strip using pictures, speech bubbles and thought bubbles.
- Write a modern day story on the same theme, you could call it – *The tale of Mrs/Ms/Mr Macbeth*.
- Research the true facts, as far as they are known, about the real Macbeth. Write him a letter explaining what you think of him and how he’s been treated through history and some of the things that have been said about him.
- Look through newspapers and magazines for adverts and stories about wanting what other people have.
- Write a prayer that begins: ‘Help me to be happy with what I have...’
- Start a class collection of proverbs and sayings – which do you like the best and which don’t you agree with?

**Weblinks:**

Information from the [Official Website of the British Monarchy](#)

Information about [Shakespeare’s play ‘Macbeth’](#)

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

**2. Don't judge a book by its cover**

**Themes:** Looking beyond the superficial; getting to know what people are really like.

**Preparation for the programme**

FOCUS IMAGES:

Jewellery (Hephaestus makes jewellery)  
An artist's impression of Hephaestus

**Programme content**

**Story:** The story of Hephaestus

**Song:** CP 2 134 'I planted a seed'

**Vox pops:** Children talk about what they think the proverb means

**Reflection:** Children's thoughts on how the proverb relates to our own lives.

**Before the programme**

PRE-PROGRAMME QUESTIONS:

- Introduce the saying: 'Don't judge a book by its cover.' Have the children heard this saying – what do they think it means?
- Have you ever been surprised at someone or something that turned out to be different to what you expected?
- How do you choose a book?
- Have you heard of any Greek gods or of Mount Olympus - the setting for today's story?

N.B The story in this programme is about a mother's harsh rejection of her child. Although it is set in Ancient Greece this topic may have some resonance to the experience of some children listening, perhaps because of adoption or fostering. Please listen to the programme in advance just in case the topic needs careful handling.

STORY SYNOPSIS:

*The story of Hephaestus* – adapted by Deborah Nash

The story is set on Mount Olympus, home of the Greek gods, where the goddess Hera is pregnant with what she hopes will be a beautiful boy. But when her baby boy is born she declares that he is ugly and she throws it out of the window. The baby, Hephaestus, falls through the air and into the sea where he is rescued by the sea goddess who takes him to her grotto on the sea bed.

There, locked away from the world and from the gods, Hephaestus grows and, as he grows, he learns to make beautiful jewellery.

Eventually Hera sees one of these fine designs and, entranced by its beauty, calls for its creator. When Hephaestus appears before her and reveals his identity she is horrified but he says, 'I am the son you threw away; I am the son you disowned because you thought me ugly; but now you invite me here for who I really am: I am Hephaestus, maker of beautiful things. Will you love me for who I am?'

**After the programme:**

## STORY QUESTIONS:

- Discuss the story in the light of the phrase 'Don't judge a book by its cover' – how does this apply to the story?
- How would you describe the character of Hera?
- Who was the kindest person in the story?
- Do the gods behave as you think a 'god' should – or are they more like ordinary people?
- If you had to sum up the meaning of the story in one short phrase, what would it be?

**Activities:**

- Discuss what makes us judge a book by its cover – fear, jealousy?
- Another well-known phrase on this theme is 'Beauty is in the eye of the beholder'. Discuss this and its relevance to the story. Can you devise your own version of this phrase such as 'If you think something is beautiful then it is'.
- In his play, Twelfth Night, Shakespeare says:  
'In nature there's no blemish but the mind;  
None can be called deformed but the unkind'  
Think and talk about this then put it in your own words.
- Write diary entries for Hera – the day before the birth, the day of the birth, at the end of the story when she meets Hephaestus again.
- Design a magazine advert for Hephaestus' jewellery.

**3. Do not let the sun go down on your anger**

**Themes:** Anger and resolving conflict

**Preparation for the programme:**

FOCUS IMAGES:

A mobile phone

A message received sign

**Programme content:**

**Story:** Sweet dreams

**Song:** CP2 91 'Break out'

**Vox pops:** Children talk about anger and how to dissipate it

**Reflection:** On the meaning of the proverb

**Before the programme:**

## PRE-PROGRAMME QUESTIONS

- When was the last time you were angry?
- What kinds of things make you angry?
- Have there ever been times when you've felt angry with someone and haven't been able to sort it out?
- How do you deal with anger?
- 'Do not let the sun go down on your anger'. What do you think this means?

## STORY SYNOPSIS:

*Sweet dreams* by Andy Harrison

Nigel can't get to sleep; something is keeping him awake and he can't work out what it is. Then he feels a tight knot in his stomach and knows that what he's feeling is anger. He thinks back to the events of the day when a friend let him down badly, leaving him feeling cross and confused. Now it's late at night – what can Nigel do about it now, how can he get to sleep with this painful knot of anger in his stomach?

**After the programme:**

## STORY QUESTIONS:

- Can you understand why Nigel felt so angry?
- What do you think of Steven's behaviour earlier in the day?
- Do you think Nigel was right to send Steven a text message – does the time make any difference?
- How do you think Steven felt when he got the message?
- Was Nigel brave to text Steven – does it take courage sometimes to 'clear the air'?
- Might it have been better if Nigel had slept on it? Does it sometimes help?

**Activities:**

- Write your own story with the title 'Do not let the sun go down on your anger'.
- Discuss the phrase, 'There is no pillow so soft as a clear conscience'. What do you think this means?
- Write a poem that describes how it feels to be angry.
- Can you think up any tips for dealing with angry feelings? Write them up as checklist.
- Practice 'thought replacement' – if you find yourself having a bad thought like 'he shouldn't have done that, I don't like him', replace it with a good thought like, 'he shouldn't have done that, but that's up to him and I'm not going to let it bother me'.
- Write down a list of things that make you angry – choose one and try to 'neutralise' it today by not allowing yourself to be angry about it.

## **Unit 2 - Endings**

This unit acknowledges that there are some endings which we bring on ourselves and others which are part of the cycle of life. They often bring sadness and even despair. The unit will emphasise the positive outcomes which often occur when people grapple with the hard times in their lives, or face up to some aspect of their personality they aren't very proud of.

### **4. Esau and Jacob**

**Themes:** Difficulties within human relationships that can result in falling out and endings. Understanding and tackling jealousy.

#### **Preparation for the programme:**

FOCUS IMAGE:

An artist's impression of Jacob and Esau

#### **Programme content:**

**Story:** Esau and Jacob

**Song:** CP 140 'Lead me from death to life'

**Vox pops:** Children talk about arguments and falling out, jealousy and making up

**Reflection:** On the theme of jealousy

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

PRE-PROGRAMME QUESTIONS:

- Have you ever lied to someone and then regretted it?
- What kinds of things make you jealous? Is there someone you are jealous of?
- Have you ever made a deal and then later wished that you hadn't?

STORY SYNOPSIS:

*Esau and Jacob* – retold by Philip Hawthorn

The Old Testament story of Esau and Jacob from Genesis chapter 27. Our version explains the idea of birthright – it is not only about inheriting the father's possessions, but becoming head of the household and bearer of God's special promise to Abraham that he would become the founder of a great nation.

The story explores how both sons reacted – Esau gave away his birthright for food. Jacob tricked his brother out of his father's blessing. Neither acted well, but it was the beginning of another part in the story of the children of Israel in which God remained faithful to his people despite their disloyalty.

At the end the brothers meet for the first time in years and they are reconciled by realising that despite all that has happened they are still brothers.

**After the programme:**

## STORY QUESTIONS

- Can you explain what is meant by the terms 'birthright' and 'blessing'? How important are these in the story?
- Why do you think Esau sold his birthright for some soup?
- What do you think of Jacob's behaviour? Should he have said no when his mother suggested tricking his father, Isaac?
- What do you think happened after the end of the story when the brothers meet?

**Activities:**

- Look through newspapers and magazines for stories and adverts that play on the idea of jealousy. Do any adverts suggest that people need a new car or washing machine (or anything) because someone else has one that is better? Are there news stories of people who have behaved badly because of jealousy?
- Create a poster with Jealousy written in decorated letters, surrounded by images (drawn or cut from magazines) and words about jealousy. Think about the things that people are jealous of.
- Look at the words of the song (CP 140 'Lead me from death to life'). Can you create a simple dance using the words for inspiration?
- Write the thoughts of Esau and Jacob as they wait to meet each other at the end of the story.

**5. The Monkey King's sacrifice - (A Buddhist tale)**

**Themes:** Self-sacrifice, including the ultimate sacrifice of risking one's own life for others.

**Preparation for the programme:**

FOCUS IMAGE:

Mangoes in a mango tree

**Programme content:**

**Story:** The Monkey King's sacrifice – a traditional Buddhist tale

**Song:** CP 144 'Peace is flowing'

**Vox pops:** Children talk about what they think the message of the story is and who they admire for their unselfish behaviour

**Reflection:** On the theme of putting others first and courage

**Before the programme:**

PRE-PROGRAMME QUESTIONS:

- What is meant by 'courage' – can the children think of any examples of courageous action?
- Can anyone think of examples of putting other people first? Are there small scale examples from daily school life (people who help others in their own time, for example); can anyone think of bigger examples (such as the plague village of Eyam)?
- Are there any traditional or fairy stories that feature courage and self sacrifice?

STORY SYNOPSIS:

*The Monkey King's sacrifice* – retold by Kate Stonham

This ancient Buddhist tale tells of a monkey tribe who settle in a mango tree. The tree produces wonderful, fruity and tasty mangoes. The monkeys know that if they allow any to drop in the river they may be tasted by the people living downstream; these warlike people would then come to take over the tree.

One day, a mango does fall in the water and alas the human king brings his soldiers to gather the crop from the monkeys' mango tree. The monkeys try to hide at the top of the tree but the Monkey King, seeing the danger they are in, uses elephant grass and his own body to form a bridge for them to escape across the river. Weakened by his actions the Monkey King is seen by the human king, who rescues him, touched by his bravery; but the monkey king dies in his arms. The human king builds a monument to his brave foe.

**After the programme:**

## STORY QUESTIONS:

- Why did the human king attack the monkeys in the first place?
- The Monkey King says that 'The hearts of many humans are greedy and cold'. Is this still true at the end of the story? Is it true of the human king? What has changed him?
- How could the monkeys and the humans have lived together peacefully?

**Activities:**

- Retell the story in a comic book style.
- Write your own version of this story, not about monkeys and humans; not about mangoes, but set in a different place, perhaps a space story or a battle between dinosaurs...
- Write a different end to the story in which the Monkey King does not die – how will the humans and monkeys make up their differences?

**Weblinks:**

Information about [Buddhism from bbc.co.uk](http://bbc.co.uk)

### **Unit 3 - Beginnings**

This unit considers the way new beginnings can affect us all, on a grand scale or in a very personal way. These ideas are considered through a range of stories, some from very ancient sources and others built around contemporary tales of hope within a community.

#### **6. Noah**

**Themes:** The symbolism of hope as seen in the rainbow: to think about hopes for the world.

#### **Preparation for the programme:**

FOCUS IMAGE:

A beautiful rainbow

#### **Programme content:**

**Story:** The rainbow promise

**Song:** CP 12 'Who put the colours in the rainbow?'

**Vox pops:** Children respond to the story and what they think when they see a rainbow

**Reflection:** Children talking about the meaning of the rainbow and their hopes for the world

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

PRE-PROGRAMME QUESTIONS:

- What are you looking forward to today – is there something you hope will happen?
- Talk about a recent news story of a difficult situation somewhere in the world. What do the children hope for in that situation? What would be a good outcome?
- Talk about the children's hopes for their lives. Can they create a simple statement of hope such as 'I hope I will be happy and will do something good for the world'; or, 'I hope I will find a cure for diseases and that I will live in a world where everyone has enough food'?

STORY SYNOPSIS:

*The rainbow promise* – by Paul Birch

The story of Noah and the ark from Genesis chapters 6 – 9. The events are introduced by Mrs. Noah, sceptical of her husband's boat building on dry land and bemused by his constant references to instructions from his 'Father'.

The situation of the warring tribes of the time is touched upon in a reference to all the fighting and hatred surrounding Noah and his family; but the story has a light touch and we also hear of things from the animals' point of view.

The story ends with the successful landing of the ark and the appearance of the rainbow, symbolising God's promise and our part of the bargain – to avoid the terrible fighting that preceded the flood. It's a story of hope and of our need to work to make new hopes a reality.

**After the programme:**

## STORY QUESTIONS:

- Have you ever been on a boat journey and been out of sight of land? Can you imagine how lonely and frightened the people on the ark would have been?
- What would you have said to Noah if you found him building a boat in a hot country far from any water? Have you ever made fun of someone and then realised that they were right all along?
- What did you think of the end of the story? How have people lived up to the 'deal'; have we become less warlike, is there less hatred and anger in the world?
- Can we apply the story to our own lives? Can we live more peacefully with the people around us? What could you do today to try to live together better?

**Activities:**

- Write the story of the ark from the point of view of one of the animals.
- Create your own 'hope rainbow' using decorated pictures of rainbows with your hopes for your future and the future of the world written on them and/or illustrated.
- Draw up a list of promises that will help everyone get on together and work better together. Try to think of things that you know you can really do – promises you can 'deliver'.
- Look through the daily papers for stories of hope and stories where you hope for change. Using the stories, write a prayer or some words of hope for the world.

**7. Moses**

**Themes:** To explore the idea of turning points and beginnings.

**Preparation for the programme:**

FOCUS IMAGE:

An artist's impression of Moses and the burning bush

**Programme content:**

**Story:** Moses tells his own story of how he escaped Egypt and then, after hearing the voice of God in a burning bush, decided to return to free his people

**Song:** CP 141 'Shalom'

**Vox pops:** Children talk about their own 'turning points' and self esteem

**Reflection:** On changes and how we can help others and boost their self esteem

**Before the programme:**

PRE-PROGRAMME QUESTIONS:

- Can you think back to something that really changed you and made your life different? Perhaps starting a new school or the arrival of a brother or sister or discovering a new hobby.
- What does it feel like when something you don't enjoy very much is over? Examples might be a lesson that you find difficult or a visit to the dentist.
- Is there somewhere that you think of as a 'special place', somewhere where you behave differently and feel differently? It could be your room, a place of worship, or somewhere in the town or in the country? Why is it special?

STORY SYNOPSIS:

*Moses* – by Gordon Lamont

Based on the story in Genesis chapters 2 – 4. Moses tells of how he had to leave Egypt after killing an Egyptian whom he saw attacking a Jewish slave. He escapes and goes to live in Midian where he marries and settles down.

Then, one day, he sees a bush that burns fiercely but does not burn up and he knows that he is in a special place, 'holy ground'. He hears the voice of God coming from the burning bush and is sent to rescue his people from slavery in Egypt. Moses argues with the voice saying that no one will listen to him and he is not a good speaker, but the voice tells him that God will be with him.

The story ends as Moses looks down on the land of Egypt, ready to face his challenge and bring his people out of slavery.

**After the programme:**

## STORY QUESTIONS:

- What were the main turning points for Moses in the story?
- How does Moses try to persuade God not to send him and how does God answer Moses?
- How do you think Moses was feeling as he looked down on the land of Egypt ready to follow God's instructions?
- How would Moses' wife and son react when he told them of his plans to return to Egypt?

**Activities:**

- Photocopy or draw your own version of the focus picture. Colour the picture and write the words or thoughts of Moses.
- Draw a 'wanted poster' for Moses after he has killed the Egyptian and run away from Egypt.
- Write the imaginary diary of a slave in Egypt.
- Tell the story in the form of an imaginary map, tracing Moses' route from Egypt to Midian, to the site of the burning bush and back to Egypt. Plot the 'turning points' in Moses' story on the map.

**Weblinks:**

[Information on Judaism](http://bbc.co.uk) from [bbc.co.uk](http://bbc.co.uk)

**8. The boy who couldn't stop growing**

**Themes:** To consider new ways of looking at things; gaining new insights; self esteem

**Preparation for the programme:**

FOCUS IMAGE:

A football pitch by blocks of flats

**Programme content:**

**Story:** The boy who couldn't stop growing

**Song:** CP 47 'One more step'

**Vox pops:** Children talk about occasions when they realised that other people saw them differently to the way they expected

**Reflection:** A guided reflection about looking down on the world from on high

**Before the programme:**

PRE-PROGRAMME QUESTIONS:

- What are you good at? What makes you special?
- Have you ever day-dreamed that you had special powers - perhaps that you could fly or that you could change your size? Would it good to be able to do that?
- If you could be a giant for a day, what would you do?

STORY SYNOPSIS:

*The boy who couldn't stop growing* – by Philip Hawthorn

The story of Tim who lives in a tower block with his mum. One day Tim wakes up to find that he has grown to be enormous – 16 metres tall. Although he feels very strange, he thinks that he'll be left out of everything - but this is just what usually happens anyway!

Through his strange experience, Tim discovers quite a bit about living as a giant, but even more about himself and what people really think of him.

**After the programme:**

STORY QUESTIONS:

- Did Tim enjoy being 16 metres tall?
- What was the best thing that happened to Tim because of his experience?
- How did Tim feel about himself before he was a giant and how did he feel after?

**Activities:**

- Write a story in which you wake up to find something strange has happened. It could be that you've grown or shrunk, or that you've become invisible or that you keep changing colour. It can be anything – what happens to you because of it?
- Write a list of instructions for, 'How to survive if you're 16 metres tall'.
- Draw a picture illustrating one of the major events in the story. Call it 'Tim feels...' and add your own words.