

BADGER ASSEMBLY STORIES

CITIZENSHIP AND PSHE VOLUME II

Ages 5-7

Andy and Barbara Seed

Badger Publishing

15 Wedgwood Gate, Pin Green Industrial Estate, Stevenage, Hertfordshire SG1 4SU
Telephone: 01438 356907 Fax: 01438 747015

Cover photograph: Educational Solutions Ltd

Once purchased, you may copy this book freely for use in your school.

The pages in this book are copyright, but copies may be made without fees or prior permission provided that these copies are used only by the institution which purchased the book. For copying in any other circumstances, prior written consent must be obtained from the publisher.



INTRODUCTION

This book contains 25 assemblies for children aged 5-7, written specifically to resource the non-statutory guidelines for PSHE and Citizenship at Key Stage 1. Each assembly begins with an introduction and then a main presentation, usually given by the teacher. There are both interactive and non-interactive follow-up ideas and every assembly concludes with an optional reflection or prayer.

The assemblies use a wide range of stimulus material:

- Original stories
- Fiction: excerpts from children's books
- 'True life' stories: factual accounts of people's lives
- Factual accounts of events
- Mini drama sketches for children to perform, with play scripts
- Poems, mainly in the form of cautionary verse

Each assembly focuses on a single teaching requirement from the four strands of the PSHE and Citizenship guidelines, as listed in the contents and on the relevant assembly pages.

Follow-up

Each assembly presentation is followed by suggestions for interaction to involve the audience in the assembly and to reinforce learning.

Interactive follow-up activities include:

- Closed and open questions
- Active response, e.g. vote, hands up, thumbs up or down, giving scores
- Quizzes
- Use of volunteers to assist at the front
- Discussion

Non-interactive follow-up suggestions include: a summary of the story; points to think about; reflection and prayer.

Using the material

The assemblies in the book are designed to be used flexibly: it is intended that teachers select the most appropriate follow-up activities and questions from the range provided in order to meet the needs of the children present. The basic core presentation of each assembly may also be adapted to suit the school, of course, and may be used, for example, in circle time, as the basis for role-play or other drama, or for classroom discussion in Citizenship lessons.

Questions to stimulate a response from the children might include:

- What might it feel like to be in this situation?
- Have you experienced a situation like this in real life?
- Why did the characters do what they did?
- Were they right/wrong?

What makes a successful assembly?

Good preparation is essential, particularly if drama is involved. Other key pointers:

- Use of props or a visual focus (suggestions are included in the book; don't forget an OHP or data projector can be used if you can't find the object suggested).
- Relate the contents of the assembly to activities going on in the school or community.
- Interactivity: music, songs, drama or any kind of audience participation generates interest.

Use the story or presentation to make a single clear learning point, which can be reinforced in the reflection or prayer at the end of the assembly.

This collection builds on the popular Badger Assembly Stories with Citizenship and PSHE themes, Ages 5-7, volume 1 by the same authors – available from Badger Publishing, ISBN 978-1-84424-229-0.

CONTENTS

		Page
1a Right and wrong	Story: <i>Doris Don't</i>	5
1b Sharing opinions	True story: <i>Sonny and the Rocket Boys</i>	9
1c Feelings	Book extract: "The Rabbit-of-the-Dunes' Story" From <i>The King of the Copper Mountains</i> by Paul Biegel	13
1d Recognising strengths	True story: <i>Walter Finds His Way</i>	17
1e Setting goals	Book extract: <i>The Hen Who Wouldn't Give Up</i> by Jill Tomlinson	20
2a Taking part in discussions	Story: <i>Boring, Boring!</i>	24
2b Taking part in debate	Drama script: <i>How a Debate Works</i>	28
2c Recognising choices	Story: <i>It's Your Choice</i>	31
2d Following rules	Poem: "Don't" by Michael Rosen	35
2e Meeting needs	Story: <i>The New Baby</i>	38
2f Belonging	Drama script: <i>We Belong</i>	42
2g Improving the environment	Story: <i>The Day the Students Came</i>	45
2h Making a contribution	Story: <i>Hans Holds Back the Sea</i>	49
2i Where money comes from and goes to	Story: <i>Money</i>	53
3a Improving health	Poem: "Lunch Box" by Judith Nichols	57
3b Personal hygiene	Interactive rhyme: <i>Wash Your Hands!</i>	61
3c How diseases spread	Poem: <i>Bobby Gough, the Boy with the Cough</i>	64
3d Growing from young to old	Presentation: <i>Changing Needs</i>	67
3f Household products	Story: <i>Too Much of a Good Thing</i>	70
3g Rules for keeping safe	Book extract: <i>Peter and the Wolf</i> retold by Ian Beck	74
4a How our behaviour affects others	Story: <i>One Thing Leads to Another</i>	78
4b Listening to others	True story: <i>Dame Tanni</i>	81
4c Respecting differences	Book extract: <i>Frederick</i> by Leo Lionni	84
4d Caring for each other	True story: <i>Jack and Nina</i>	88
4e Bullying	Drama script: <i>What is Bullying?</i>	92
Appendix:	SEAL links	95

IA RIGHT AND WRONG: DORIS DON'T

Objective

To help children consider the importance of actions which are right and wrong.

PSHE/Citizenship links

Ia: likes and dislikes, etc.

Props

None

Introduction

I hope you know the difference between right and wrong – it's really very important. Today's assembly is all about a little girl, younger than all of you, who learned the hard way about what is right and what is wrong.

STORY: DORIS DON'T

Doris was three. Her mum had to keep a very close eye on her, as you'll see, because Doris didn't always do as she was told.

On Tuesday, Doris wanted to look at the photos on top of the bookcase in the dining room. She couldn't reach the pictures, so she climbed onto the bottom shelf of the bookcase. It wobbled.

"Doris, don't climb on the bookcase," said her mummy. "It might fall on you."

Doris didn't listen. She looked at the photos then went to get her drink from the kitchen. Doris heard her favourite TV programme starting in the living room, so she ran across the kitchen with her drink.

"Doris, don't run with your juice," said her mummy. "You might make a mess on the floor."

Doris didn't listen. She ran to the living room and sat down to watch TV. After watching her favourite programme, Doris was hungry. She went out into the garden and walked over to the strawberry patch.

"Doris, don't eat too many strawberries," said her mummy. "You might get a tummy ache."

Doris didn't listen. She ate lots and lots of strawberries. After eating the strawberries, Doris had sticky hands. She went into the bathroom to wash them and she turned the tap on full blast.

“Doris, don’t turn the tap on too fast,” said her mummy. “You might slip on the tiles if they get wet.”

Doris didn’t listen. She went to play with her dolls.

On Wednesday, Doris wanted to look at the photos on top of the bookcase in the dining room again. She climbed onto the bottom shelf of the bookcase. It wobbled again, then it fell on her with a bang. Doris had a cut on her head.

“Mummy, don’t put that nasty cream on my cut,” said Doris. “It stings.”

Mummy didn’t listen. She rubbed the cream all over the cut.

“Ouch!” said Doris.

Doris went to get her drink. She heard the doorbell go, so she ran across the kitchen with her juice to see who it was. The juice spilled all over the kitchen floor.

“Mummy, don’t make me clean the floor,” said Doris. “It’s hard work.”

Mummy didn’t listen. She made Doris clean the whole kitchen floor.

“Ooooh...” groaned Doris.

After cleaning the kitchen floor, Doris was very hungry. She went out into the garden and walked over to the strawberry patch again. She ate all of the strawberries that were left. She had a nasty tummy ache and felt sick.

“Mummy, don’t give me that yucky medicine,” said Doris. “It tastes horrid.”

Mummy didn’t listen. She gave Doris the yucky medicine.

“Eeuurgh!” said Doris.

Doris had sticky hands again after eating all of the strawberries, so she went into the bathroom to wash them again. She turned the tap on full blast. Water went on the floor but Doris didn’t notice. She slipped on the wet tiles and flew through the air. It was a shame for Doris that the toilet seat was up. She landed head first in the toilet with a splash.

“Mummy, don’t wash my hair with that green shampoo,” said Doris. “It makes my eyes red.”

Mummy didn’t listen. Lots of shampoo went in Doris’ eyes and they were very red.

“Owww,” said Doris.

On Thursday, Doris did do as she was told. She had a much, much better day.

INTERACTIVE FOLLOW-UP

Questions

- 1) What were the things that Doris did which she shouldn't have done?
(She climbed on a bookcase, ran with a drink, ate too many strawberries and turned the bathroom tap on too hard.)
- 2) How do we know that Doris shouldn't have done those things?
(Her mummy told her not to do them.)
- 3) What happened to Doris on Wednesday?
(The bookcase fell on her; she had to clean the kitchen floor; she got a tummy ache and she fell in the loo.)

Getting the message

- 1) Why did Doris do as she was told on Thursday?
- 2) Let's see if you know the difference between right and wrong. If I say something which is right, put your thumb up like this. If I say something which is wrong, put your thumb down like this.
 - Telling lies.
 - Doing what your teacher says.
 - Looking carefully before you cross the road.
 - Taking something that doesn't belong to you.
 - Shouting in class.
 - Looking after your pets carefully.
 - Being kind to everyone in school.

NON-INTERACTIVE FOLLOW-UP

Summary

- Doris was a three year old girl who often didn't do as she was told.
- Doris climbed a bookcase even when told not to by her mum.
- She did other things she was told not to: she ran with a drink, ate too many strawberries and turned on the bathroom tap too hard.
- Each time, her mum gave her a good reason for not doing it.
- Doris did each thing again and suffered the consequences.
- The bookcase fell on her; she had to clean the kitchen floor; she got a tummy ache and she slipped and fell into the loo.

Something to think about

- 1) Responsible grown ups like parents and teachers tell us what to do because they know what's right and wrong.
- 2) We need to think carefully about doing what's right and not doing what's wrong – or we could get into trouble or get hurt.

Reflection

Try to do what is right all of the time. Sometimes, doing the right thing might seem unfair but it's still the right thing. If you go around doing what is wrong instead of what is right then people might not like you. Think hard about what you do.

Prayer

Lord God, help me to do and to say what is right. Help me to be kind and fair and to listen to the grown ups who know what is best for me. Help me to know when I am doing something wrong so that I don't do it again. Amen.