

BADGER ASSEMBLY STORIES

CITIZENSHIP AND PSHE VOLUME II

Ages 7-11

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 30 assemblies for children aged 7-11, written specifically to resource the Non-statutory guidelines for PSHE and Citizenship at Key Stage 2. 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
- Information, e.g. about the charity Age Concern
- 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.

- 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 7-11, volume 1 by the same authors – available from Badger Publishing, ISBN 978-1-84424-240-5.

CONTENTS

		Page
1a Giving Opinions	Poem: <i>The Discussion</i>	5
1b Setting Goals	True Story: <i>What a Goal!</i>	9
1c Facing Challenges	Story: <i>Are you up for it?</i>	13
1e Jobs Carried Out by People	Story: <i>Me-Linh the Vet</i>	17
1f Looking After Money	Story: <i>J and J</i>	21
2a Topical Issues	Non-fiction/Information: <i>Animal Testing</i>	25
2b Rules and Laws	Drama Script: <i>Firework Safety</i>	28
2c Antisocial Behaviour	Fiction: excerpt from <i>Bad Girls</i> by Jacqueline Wilson	31
2d Responsibilities, Rights and Duties	Story: <i>It's up to you!</i>	35
2e Moral Issues	True Story: <i>Speak to me!</i>	40
2f Resolving Differences	Non-fiction/Information: <i>Whaling</i>	43
2g Democracy	Story: <i>What do you think?</i>	47
2h Voluntary Groups	Non-fiction/Information: <i>Age Concern</i>	52
2i The Range of Identities in the UK	Story: <i>A World in my Classroom</i>	56
2j Resources	Poem: "Ten Tall Oak Trees" by Richard Edwards	60
2k How the Media Present Information	Non-fiction/Information: <i>Prison Children</i>	64
3a Healthy Eating	Non-fiction/Information: <i>Balance Your Diet</i>	68
3b Healthy Living: Exercise	Non-fiction Presentation: <i>Exercise</i>	72
3c The Dangers of Bacteria	Poem: <i>Fred the Fly</i>	75
3d Substances and Drugs	Non-fiction/Viewpoint: <i>It's Your Life</i>	79
3e Taking Risks	True Story: <i>Risky Living</i>	82
3f Peer Pressure	Poem: <i>Pick 'n' Nicked</i>	86
3g School Rules	Story: <i>Calling Out</i>	90
4a How Actions Affect People	Poem: "Matilda" by Hilare Belloc	93
4b People in Other Places	Drama Script: <i>Street Kids</i>	97
4c Friendship	True Story: <i>Grace's Friends</i>	100
4d Bullying	Drama Script: <i>Harry and Co.</i>	103
4e Challenging Stereotypes	Non-fiction Presentation: <i>Who am I?</i>	108
4f Differences Between People	True Story: <i>Mary Seacole</i>	111
4g Getting Help and Support	Non-fiction/Information: <i>ChildLine</i>	114
Appendix:	SEAL links	117

1A GIVING OPINIONS: THE DISCUSSION

Objective

To help children realise the importance of joining in with and listening carefully to discussions and giving their opinions.

PSHE/Citizenship links

1a: to talk about their opinions and explain their views on issues that affect them.

Props

None

Introduction

Who knows why discussions are important? (*Invite a couple of suggestions to get the ball rolling.*)

That's right – they give you the chance to talk about something, and to share your ideas and opinions. Here's a poem about a very important discussion and about someone who missed out on taking part in it, so his opinions weren't heard. Listen carefully, because I'll ask some questions about what happened in the poem afterwards.

POEM: THE DISCUSSION

The telly's big in our house;
Its screen is huge and flat.
I love to sit and watch it –
I'm champion at that!

I love the films and the cartoons,
I love the funny shows,
I just adore the X-Factor:
My list of fave's just grows.

One day I sat in front of it,
My tea perched on my lap
When Mum said "Could you eat with us instead?
There's a good young chap."

"What?! And miss old Scooby Doo?
I don't think so, somehow!
Anyway, the rest are there:
You won't miss me in that crowd."

My family's quite large, you see:
There's Mum and Dad and Lee,
And Sal and Ruby, Catherine,
And lastly, little me.

“Aw, come on, pet,” said Mum to me.
“Please don’t make a fuss.
We’ve got something to talk about –
Something exciting to discuss.”

“No thanks!” I said, while chomping chips
Like Scooby chomps his snacks,
“You have your chat together,
Me and Scoob have a crook to catch!”

“OK,” sighed Mum and went away,
Back to where the family sat,
And I had to shut the door because
Of their annoying chat.

Soon Scooby’s gang had caught the crook,
And I’d finished off my tea,
When all my chatty folks came in
And Ruby said to me:

“You’ll never guess what’s happened!
Our family’s won a prize!
We’ve won a holiday next year –
We’re off to sunny skies!”

“We’ve just discussed where we should go –
We all had different views -
But I think we’ve found the ideal spot,
Although it took a while to choose.”

“Mum and Lee and Catherine
Wanted Disneyland you see,
But it was sea and sun and sandcastles
For Dad and Sal and me.”

“That was three votes each,”
Explained my Dad, “And unfortunately that
Meant the only way to choose the hol
Was to pick one from a hat.”

“But in the end,” said Mum,
“We discussed it more, and each
One of us thought long and hard,
And decided on THE BEACH!”

“But hang on a minute!” I began,
“You should have asked me too -
I want to go to Disneyland,
Not some grotty beach with you!”

“Well,” said Cath, “you wouldn’t come
And let us hear your view -
You chose to stay and watch TV.
So we discussed it all without you.”

I felt so cross that I’d not joined in
To discuss the holiday plans -
I’d let a trip to Disneyland
Slip right out of my hands!

Next time I’ll sit and chat with them,
And not watch Scooby Doo,
Meanwhile, though, I can only dream
Of Disneyland – OH POO!

INTERACTIVE FOLLOW-UP

Questions

- 1) What did the boy in the poem like doing best? (*Watching TV.*)
- 2) Why did his mum want him to come and eat with the rest of the family?
(*So he could join in with a discussion they were going to have together.*)
- 3) The family were trying to decide where to go on holiday. They couldn’t decide whether to go to Disneyland or on a seaside holiday to the beach. Where would you prefer to go, if you could choose? Hands up for Disneyland; now hands up if you’d prefer to go on a seaside holiday.
- 4) In the end, the family decided on the seaside holiday – why was the boy in the poem cross?
(*He wanted to go to Disneyland, but they hadn’t asked his opinion. He was probably cross with himself for not having been there to give it.*)

Getting the message

- 1) Why didn’t the boy tell his family where he really wanted to go on holiday? (*He missed his chance because he wouldn’t join in with the discussion, but watched TV instead.*)
- 2) Who can tell me why it’s important to try to join in with discussions? (*If you don’t join in, you don’t have a chance to say what you think and people won’t be able to hear your point of view.*)
- 3) I think that the boy’s mum was a bit mean – what could she have done differently to be fairer to the boy? (*As it was such an important discussion, she could have told him what they were going to be talking about and that would have given him the chance to make a more informed decision on whether to join in with the discussion, so that he could give his opinion.*)

Learning more

So, it’s important to join in discussions so that other people can hear what you think about things: you might have some very good ideas to share. But what else is important in a discussion? Hands up if you think you might know. (*Listening to others’ opinions and considering them carefully.*) Well done! That’s right – it’s very important to listen to what other people say and to think hard about their ideas too. It wouldn’t be much good if everyone just talked and no-one listened, would it?!

NON-INTERACTIVE FOLLOW-UP

Summary

- A boy loves watching television, especially Scooby Doo.
- His mum asks him to come and eat with the rest of the family at the table, as they have something important to discuss.
- He decides to stay in front of the TV and misses the important discussion.
- The family has won a holiday in a competition and needs to choose a destination.
- They are split between Disneyland and a beach holiday.
- Eventually, after much discussion, they decide on the beach holiday and tell the boy all about it.
- He is cross, as he would love to go to Disneyland but, as he wouldn't join in the discussion, nobody knew his point of view.
- He decides that next time he will join in with family discussions.

Reflection

It's important to listen to what people have to say and to say what you think about things yourself. Make sure that you join in discussions at home and at school, so that you don't miss out.

Prayer

Lord God, thank you that we can talk to each other and listen to each other. Please help us to listen carefully to what people around us are saying and to value their opinions. Please also help us to join in with discussions with our friends, our families and with our teachers and classes at school. Amen.