

# INTRODUCTION

There are 30 assemblies for children aged 5–7 in this book, all with Global Issues themes. 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
- ‘True life’ stories: factual accounts of people’s lives
- Factual accounts of events
- Information, e.g. about charities, pressure groups and voluntary organisations
- Mini drama sketches for children to perform, with play scripts

There is a link to the most relevant RE, Citizenship and Geography unit from the QCA Scheme of Work and Programmes of Study in each assembly.

## 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.

Questions to stimulate 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 do you think you could do about this?

## 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.

Sample Page © Badger Learning

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# I RACISM

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## Objective

For children to value and respect others as equal and different and for them to be aware of and have pride in their own individuality.

## Links

### Citizenship

2a: to reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences

2b: to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

## Props

A wig which is brightly coloured!

Drawings of people with big ears, big noses, different coloured hair.

## INTRODUCTION

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*(Put the wig on before you come into the assembly so that the children can see it when they arrive. Children will undoubtedly start laughing, when they settle down, start the assembly.)*

Has anyone noticed anything different about me today? *(Invite responses.)* You're right, my hair's different. Do you like it? No? *(look sad)* I thought it suited me rather well. *(look sadder)* I didn't think people would laugh at me just because my hair was a different colour. *(pause)* Now, I know that you were laughing because bright (green) isn't the best colour for a wig and, let's face it, I look funny! *(Take wig off.)* But today we're going to think about people who are treated differently or badly for silly reasons.

### Story: The Boy with the bright yellow socks

Once there was a very clever little boy, and he was looking forward very much to starting his new school. On the morning of his first day, his mother took him to his class, kissed him and told him that she would come back for him at lunch-time. The little boy looked around him at all the interesting things there were to play with and learn about. He saw two boys who were looking at a game on one of the computers. 'Hello,' he said, 'can I play too?'

One of the boys turned round, looked at the little boy and then nudged his friend. They both started laughing at him. 'Look at your socks,' one of them said. 'They're bright yellow!' And they laughed and laughed, then turned round and carried on with their game. The little boy felt hurt and bewildered. He loved his yellow socks. Then he noticed that a lot of the children were looking at him and staring. Some of them were laughing and some of them were pointing. The little boy thought that he was going to cry and started towards the door. Just then the classroom door opened and another boy came in.

The little boy braced himself for some more pointing and laughing but the new boy said to him, ‘Hello, do you want to play with me?’ The little boy was amazed and delighted. So he said, ‘Yes please!’ Off they went and got out the Lego and began playing together very happily. After a while, the two boys on the computer went over and asked if they could play Lego too. When they saw the four boys playing together, the other children began to feel very uncomfortable and realized that they had been very unfair in treating the little boy differently just because he was wearing bright yellow socks. What do you think?

## INTERACTIVE FOLLOW-UP

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### Questions

- 1) What was the little boy looking forward to? *(his first day at school)*
- 2) What did he notice when he first went in the classroom? *(all the interesting things there were to play with and to learn about)*
- 3) What did the two boys on the computer do when he asked them if he could play with them? *(they started laughing at his bright yellow socks)*
- 4) Do you think it was right that all the other children were staring and pointing?
- 5) Have you ever felt that people were staring at you? *(Invite responses.)* How did you feel?
- 6) Why do you think the other children began to be friendlier when the other boy arrived? *(because they saw that he wasn't treating the little boy any differently just because he was wearing bright yellow socks)*

### Getting the message – what can I do about it?

The little boy was treated unfairly because some children thought he looked different. Do you think it's fair to treat people differently because they look different? *(Invite responses.)* The way we look shouldn't matter. We are all special, we all have gifts – we are all unique. There are lots of people in the world who are treated badly or unfairly just because their skin is a different colour. Everybody in the world has the same rights, which means we should all be treated fairly. We can all remember this and treat people how we want to be treated.

### Learning more

Today we have been thinking about respecting people and not discriminating against them. Discriminating means treating people badly and judging them for silly reasons. If you are not treated fairly, you should tell your teacher but we must all be responsible for treating others fairly too.

# NON-INTERACTIVE FOLLOW-UP

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## Summary

- The little boy was looking forward to his first day at school.
- He saw all the interesting things to learn about and play with when he went into the classroom.
- He asked two boys to play and they started laughing at his yellow socks.
- The other children began pointing and staring and the little boy felt uncomfortable.
- Another boy came in and asked him to play. He hadn't noticed the yellow socks.
- The other children felt uncomfortable about treating the little boy unfairly.
- Everybody is unique and special. Our colour or what we look like doesn't matter.
- Everyone should be treated equally and with respect. Always treat others how you want to be treated.

## Reflection

The world is made up of people who are all different. It is all these differences that make our world such an interesting place. Everyone is special and unique. We all want to be liked and loved.

## Prayer

Lord God,

Thank you for all the different people in the world and for all their gifts and the things that make each one of us special. Help us to always be kind to each other and forgive us for any times that we may not have been.

Amen.