

Pals, Perseverance and

Plundering Pirates



**Assemblies and
thoughts for
the day**

For 7-11 year olds

Sample Resource

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* The sample resource contains 5 of the 39 weekly themes from Cycle 4 - Pals, Perseverance and Plundering Pirates.



1.1 Pirate Treasure

Back to themes

What do you think of when you hear the word 'treasure'? If I do an image search for 'treasure' on the internet, what images do you think would appear? How many of us thought of pirates when you heard the word treasure?

There are two meanings of the word treasure; one of them is the type that Pirates would be interested in. Can anyone tell me what the two meanings are? The meaning of the noun 'treasure' is lots of gold, silver and gems probably all collected together in a treasure chest. The meaning of the verb 'treasure' is something (or someone) that you think is very important and you look after very carefully. You might treasure a teddy that you were given by a grandparent, you might even treasure the grandparent.

Can anyone describe what you think a pirate would look like? Can anyone tell me what the life of a pirate would be like? Throughout history there are many stories about pirates, some of them are true and some are made up. This morning we are going to think about what is often called the 'Golden Age of Pirates'. Pirates have existed as long as humans have been transporting important cargo on the sea, but the golden age of pirates and the pirates that we often think of in films and with our fancy dress costumes lived around three to four hundred years ago.

During the 1600s and early 1700s thousands of pirates roamed the seas, stealing treasure from ships that carried important goods between Europe, India, the Americas and the West Indies. The life of a pirate was often short but full of adventure. Real pirates didn't have treasure maps and

they probably didn't make their prisoners walk the plank but they did fight, board other people's ships and generally cause a problem to sailors and ship owners and of course they did fight for treasure.

Bartholomew Roberts or 'Black Bart' was a Welsh pirate who commanded a number of ships off the coast of West Africa and the Americas. Black Bart liked to run an orderly ship, he and his crew created their 'pirate rules' with strict punishments for those that disobeyed them. Black Bart preferred tea to the drink that is more commonly associated with pirates, rum.

The English pirate 'Blackbeard' sailed the Queen Anne's Revenge around the Caribbean and the North Atlantic Ocean. Blackbeard was famous for his long black beard that he would braid into pig tails tied with different coloured ribbons. Blackbeard would tuck lit fuses under his hat that added to his fearsome appearance.

In 1718 Blackbeard was pardoned, which meant he wasn't punished for his piracy and settled in the North American town of Bath (in North Carolina). But it wasn't long before he returned to his pirate ways. Lieutenant Maynard was sent to find and kill or capture Blackbeard. With two ships Maynard found the Queen Anne anchored off Ocracoke Island.

During fierce fighting Maynard lost around a third of his men. Maynard had hidden men below the deck of his boat called 'Jane'. Blackbeard thought that there were only a few men on the Jane. He and his pirates boarded Maynard's ship, but Maynard's men appeared from below the deck and Blackbeard was killed in the battle.



Jack Rackham or 'Calico Jack' was another English Pirate. Calico Jack wore brightly coloured cotton clothes made from a material called 'calico'. He would fly a flag of a skull and crossed cutlasses (pirate swords) from his ship. Jack, like Blackbeard was pardoned from his life as a pirate and settled in the North American town of Nassau where he fell in love with Anne Bonny. Anne was the wife of another pardoned pirate.

When Anne's husband found out about the affair, Jack and Anne fled to continue a life of piracy on the seas. For two months Jack, Anne and their crew including another woman named Mary Read, sailed around the shores of Jamaica, stealing from ships anchored in harbours. In October 1720 Jack and his crew were caught and Jack was hung.

There are many other accounts of pirates and their quest for fame and fortune that lived and sailed around this time. A book called 'A General History of the Pirates' (spelt Pyrates) was published in 1724 and contains the accounts of 16 pirates and their crews. The Golden Age of Pirates has inspired many fictional stories. Daniel Defoe, the writer of Robinson Crusoe wrote about pirates in 1719. Robert Louis Stevenson wrote 'Treasure Island' in 1883 that included the one-legged pirate 'Long John Silver'. In 2003 'Captain Jack Sparrow' first appeared in the very successful 'Pirates of the Caribbean' movie 'The Curse of the Black Pearl'.

The real accounts and fictional stories about pirates and their quest for treasure captures our imagination but I wonder what motivated the real pirates three hundred years ago to risk their lives seeking fame and fortune. This week we are going to think about the things that we treasure. Many Pirates treasured treasure,

they treasured treasure so much that they were prepared to die whilst fighting for it. There is a saying that comes from the Bible that explains why the pirates were prepared to give up their lives for a life of adventure on the sea. *'For where your treasure is, there your heart will be also'* (Matthew 6:21 NIV). What do you think Jesus is trying to say?

In our thoughts for this week, we are going to think more about pirates, we are also going to think about what we treasure and the different types of treasure that we can find during our time at school.

Time to reflect

- Would you liked to have been a real pirate? (Do you think pirates, liked being pirates?)
- In the saying what do you think Jesus means by the word 'treasure'? Real treasure like gold and silver or something that you value or think is really really important?
- What do you think he means by the word 'heart'? Your energy, time and motivation?

Reflection

It is interesting to hear about the 'Golden Age of Pirates'. Their quest for treasure and life on the open sea is a reminder that people are prepared to go to extreme lengths to find what they treasure. This week, let us think about the different types of treasure that we can find during our time at school. (Amen)



1.2 Treasured Heart

Back to themes

Can anyone remember an account of one of the three pirates that we heard about yesterday? Can anyone remember the phrase that Jesus said about treasure?

'For where your treasure is, there your heart will be also' (Matthew 6:21).

What do you think Jesus meant by the word 'heart' in his saying?

The heart is a muscle that pumps blood around our bodies, without it we wouldn't be able to live. The word heart is also used to describe the centre of a person's thoughts or emotions. Have you heard the phrases 'love with all your heart' or 'give my heart away' or 'I put my heart and soul into it'? Jesus was saying that you can tell what a person treasures by the amount of 'themselves' they are willing to give in order to get it. You will know what is important to someone by the amount of time and effort they are willing to give in order to get it or the amount of time they spend doing it.

So, for example, if someone treasures kindness and they think kindness is very important, then we will see it in their actions. If someone thinks it is important to be tough and mean then we will see it in the way they treat other people. Computer games, learning, sport, books are all examples of the 'treasures' that people find important. We know if a person values them by the time and the effort they spend doing them.

Time to reflect

- What do you 'treasure'?
- How can it be seen in your actions?
- What do your friends 'treasure'?
- How do you know?

Reflection

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Let us pause and reflect on what we treasure and think about what we might need to do to get the most from the treasures we find at school. (Amen)



1.3 Treasure In A Field

Back to themes

Preparation

Bookmark Matthew 13:1-23 or download the video 'Treasure in a field' (1m 17s)

<https://www.max7.org/en/resource/jesusparableofthetreasureinthefield>

Videos can be downloaded on memory sticks and kept as a permanent resource in the school courtesy of www.max7.org

The punishment for piracy ranged from flogging (being beaten with whips or rods) through to being hanged to death, yet thousands of pirates roamed the seas during the 'Golden Age of Pirates'. For many of these pirates, their heart belonged to the open sea, adventure and treasure so much so that they were willing to give up everything in the pursuit of them.

In the Bible there are two very short parables about treasure. The first is about a man who found treasure in a field. The man was so happy that he sold everything he had and bought the field. The second is about a man who found a precious pearl in a market. He also sold everything that he had so that he could buy the pearl. **Show the video; the video combines both of these parables.**

The treasure and the pearl must have been very important to make the men sell all their possessions in order to buy them. If you put these parables together with the saying that we thought about yesterday '*For where your treasure is, there your heart will be also*' they can help explain why people go to great lengths in the pursuit of what they think is important. It can help to explain why pirates did what they did despite the consequences.

Time to reflect

- What 'treasure' would make you sell all your belongings?
- What can we treasure that is helpful or good for us?
- What can we treasure that is not helpful or good for us?

Reflection

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Let us again pause and reflect, thinking about what we treasure. Think about the treasures that are good for us and those that are not. Think about how you can get the most from the good treasures we find at school. (Amen)



1.4 Hidden Treasures

Back to themes

It is very unlikely that pirates used treasure maps to find or remind them of where they hid their treasure, but there are many legends of lost pirate treasure. It was common for pirates to split the treasure they found between the crew. If they did store their treasure for safe keeping, they probably used their memory rather than a map to find it again.

Over this week we have been thinking about things that we treasure. We often don't think about what we treasure, even though others can see it in our actions and in what we say. We treasure the things that we spend a lot of time doing or spend a lot of time thinking about. It is often easy to find out what other people treasure, because they will be the topics that they talk most about.

The man in the parable about the treasure sold everything so that he could have what he treasured. It is important to know that sometimes we have the tendency to ignore or give up some things in the pursuit of what we treasure. Many of humanities greatest achievements involve people pursuing what they treasured so much so, that that is pretty much all they focused on, despite the failures. **(We have explored lots of these during Simply Collective Worship's four-year cycle).**

Is everything that people treasure 'good for them' or good for the people around them? Were the things that pirates treasured good for them or the people around them? Pirate treasure led to stealing, fighting and most probably punishment. Thinking about and knowing if what we treasure is good for us or good for those around us is important. In our pursuit of our treasure, knowing that we have a tendency to give up or ignore other

important things, may stop us from missing out on other hidden treasures.

Time to reflect

(You don't need to use all of these questions)

- What do you spend a lot of time thinking about?
- What do you spend a lot of your own time doing?
- What important things do you think some people give up when trying to achieve or get what they treasure?
- What do you give up in trying to gain what you think is important?
- Can we treasure something too much?
- Is what you treasure really worth it?
- What can/will you miss out on trying to gain what you treasure?
- What is the difference between an addiction and treasuring something?

Reection

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Let us again pause and reflect, thinking about what we treasure. Think about the treasures that are good for us and those that are not. Think about how you can get the most from the good treasures we find at school. *(Amen)*



1.5 Treasure Island School

Back to themes

There is a lot of treasure to be found during your time at school. There is treasure to be found this year, but it will take a bit of effort. Teachers, other adults, friends and family will be like your crew as you search for it, but ultimately it is up to you to find it.

Time to reflect

Discuss and add to the following.

Treasures include:

- finding out you can do it, (when you thought you can't)
- discovering new skills
- trying out new sports
- playing new instruments
- hearing, reading or even writing the best story ever
- making new friends
- leading and making decisions that help others
- knowing more about ICT than the teacher!
- being able to work well within a team
- knowing what to do when you fall out with someone
- knowing what to do or not to do when things are not going well
- discovering foods that you never thought existed
- learning about people's beliefs and customs that you never knew before

What will stop you from finding these treasures?

- other people's unkind words
- distractions
- your own unhelpful treasures
- thinking you can't

What will help you find these treasures?

- give your body what it needs... sleep, healthy food and a lot of happiness
- your own treasure map
- thinking you can
- your crew – family, friends, teachers and other adults

Reection

We know that what we treasure can be seen in what we do and heard in what we say. May we all show kindness in our actions and may kindness be in our thoughts and in our words. Let us again pause and reflect, thinking about what we treasure. Think about the treasures that are good for us and those that are not. Think about how you can get the most from the good treasures we find at school. (Amen)



2.1 Making Memories

Back to themes

Preparation

You may want to ask some pupils to share their earliest or fondest memories of school. Asking pupils before the assembly will allow them time to think and possibly share them with you beforehand. You will also have an opportunity to share your first or fondest memory whilst at this school.



What is your first or earliest memory of starting this school? For some of you it may be only a week or two ago. For some of you it was seven or eight years ago. Does anyone know what the word 'fondest' means? Can anyone tell me in no more than a couple of sentences one of your fondest memories of your time at this school so far? My first or fondest memory of being at this school is... Please share your first or fondest memory.

Our memories are things that have happened to us in the past. We will have memories of good times and not so good times. Memories of when we were happy. Memories of when we achieved something that we never thought we could. Memories of falling over and hurting ourselves. Memories of spending time with our family or our friends. Memories of trips and visits that we have been on. Who can ride a bicycle? Who can remember riding a bike without stabilisers for the first time? Who can remember falling off your bicycle? Who here cannot ride a bicycle? Do you think that one day you will have a memory of learning to ride a bicycle?

To help us think about making memories we are going to hear a story based on a parable that you may have heard lots of times, or you may be hearing it for the first time. It is a story that some of us may have lodged in our memory or completely forgotten about. It is a story that will help us to think about the memories that we want to make.

My name is Claudia and I want to tell you about a memory of mine, a memory that taught me a really important lesson. It is one that I think about a lot. It was spring time and I decided that it was time to build myself a new house. Angelika, a friend of mine, also wanted to build herself a house. As it was spring, we both had about six months before the winter storms. Angelika is a builder, she suggested that I find a plot of land that was flat and level, one that didn't have lots of soil or sand on as Angelika said it would turn to mud when it rained and make the house unsafe. I had seen the spot that I really wanted, it was next to a stream and the view was amazing. The land that I started building on was very sandy, but I thought that if I could dig down far enough, I'd be able to find a hard enough surface to build my new house upon. I know it wasn't what Angelika had advised but I really really wanted my house to be built on this plot. Angelika had found a spot not too far



away, higher up on a rocky hill. I remember thinking that she will not be able to hear the wonderful relaxing noise of the running water in the stream. I began digging and Angelika began clearing her spot of rocks. Although digging was hard, I didn't envy Angelika moving the rocks from her plot of land. We both spent a few weeks preparing our sites. The actual building didn't take long. We both had the walls up, windows in and roof on in no time. I really enjoyed the next bit, decorating my new house and turning it into my home. I was able to choose the colour of the walls and all the furniture I wanted. We finished our houses earlier than expected and we had a few weeks to settle in before the winter storms began. I loved my house, it was great to be next to the wonderful stream. I would sit drinking an iced tea listening to the relaxing sound of the water passing by. I often visited Angelika, her house had a nice view, but I remember thinking that it wasn't as good as the sound of running water.

As winter began the stream started to run faster and within a couple of weeks it had become a river, but my house was still safe. I had noticed that the land around my house had become rather wet and the sand and soil was always damp. Too wet for making sandcastles and I needed to wear wellies when going to and from my house. That's when the trouble began. I started to see big cracks appear in my walls. If you think that is bad, can you imagine what I felt when I saw a big crack across my kitchen floor. Angelika said that I could move in with her until the winter was over and maybe I could repair my house. I moved in and I could see my house from my new bedroom window. With each new storm, more cracks appeared. Eventually the walls couldn't hold the roof beams and the roof fell into the house. It was a long and painful winter. I remember thinking all that hard work was for nothing. Angelika encouraged me. She

suggested that we could wait until spring and reuse many of the materials to make a second house. I had already moved all the furniture but we collected as much material as possible to reuse. Spring was slow to arrive, but it did come. I asked Angelika if she would help me find a good spot to build my new house, well I didn't want it to fall down again!

Why did Claudia's house fall down? She was given the right advice at the beginning, but decided that she really wanted to build her house on sand next to the stream. This year we will make many choices, some of them will lead to good memories and others will lead to not so good memories. This week we are going to explore the things that we can do to help us make good memories.

Time to reflect...

- Why did Claudia put a lot of effort and time into building her first house?
- How likely was it that Claudia's first house was going to fall down?
- Did Claudia know that she was creating a 'not so good' memory?
- What did Claudia learn from her memory of building her house on the sand?

Reection

We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Let us think about how can we make good memories, learn from other people's experiences and learn quickly from our own and other peoples' good and bad choices.

Back to themes



2.2 Memories Waiting To Happen

Back to themes

Can anyone tell me about what we thought about in yesterday's assembly? We started by thinking about our earliest and fondest memories of school. We also heard about a not so good memory from Claudia. Why was it a not so good memory? What did Claudia learn from her experience? What could she have done to avoid her house falling down in the first place?

This year we will have many experiences that are just waiting to happen, waiting to become memories. When we get to the end of the summer term in eleven months' time, I'm sure we will have lots of memories to look back on. Many that are good, some that are not so good and a few that we will remember for the rest of our lives. Have a think about what you would like to achieve this year. What memories would you like to make?

Time to reflect...

What memories would you like to make this year?

- Sporting achievement
- Musical achievement

- Being in a show
- Creating an amazing piece of artwork
- Mastering a maths skill
- Being a really good friend
- Building a house on a good foundation
- Something else

What do you need to do to make sure they happen?

Reflection

We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Let us pause and reflect on our good memories. Let us think about how we can create more. May we also learn from other people's experiences and learn quickly from our own and other people's good and bad choices. (Amen)



2.3 Barriers To Good Memories 1

Back to themes

Yesterday we thought about the things we need to do to help us create good memories this year. But there may be things we need to stop doing, reduce doing or change if we want good memories at the end of this school year. What does the word barrier mean? If you were driving in a car and saw a barrier in the road you wouldn't be able to continue driving on that road or if you saw a barrier whilst at a music concert or football match then it might mean you would need to change the direction you were walking. What are the barriers that might stop us from reaching our goals and turning them into amazing memories?

Ramesh went on a school trip to a theme park. He waited in the queue for a rollercoaster that he and his friends really wanted to go on. Ramesh and his friends queued and as he got closer to the front of the line he felt nervous. They reached the front of the queue and the attendant called him and his friends to get into one of the rollercoaster cars. He froze, he couldn't go any further. He stood there and refused to get on, he watched as all his friends got into the rollercoaster car. The ride started and Ramesh saw all his friends whizz off, laughing and enjoying themselves. He stayed rooted to the spot. He could see his friends and how much they enjoyed the ride and as the car returned to where it had started he made up his mind not to miss this opportunity. On his own and without a friend to sit next to him, he climbed into the rollercoaster car. The ride started and he found that he really enjoyed the feeling of the wind in his face and the thrill of speeding around the tight turns and fast dips. It was all over in a flash and he returned to his friends.

In this story, Ramesh overcame his fear of rollercoasters and found that he really enjoyed the ride. Fear is one of many barriers that can stop us from having a go and ultimately making good memories. Fear of what people might say, fear of people not liking us or fear that it might go wrong may stop us from having a go. It is difficult to overcome the fears, but if you can overcome them just think of the good memories that you will make.

Time to reflect...

- Can you think of a time when fear stopped you from doing something that you now think is easy? (Swimming, riding a bike, talking in front of a group, rollercoasters)
- Is there something that you thought you wouldn't enjoy but then you found you did?
- What are other barriers to creating good memories?

Reection

We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Let us pause and reflect on our good memories. Let us think about how we can create more. May we also learn from other peoples' experiences and learn quickly from our own and other people's good and bad choices. (Amen)



2.4 Barriers To Good Memories 2

Back to themes

Can anyone recount the story of Ramesh and the rollercoaster? Can anyone remember what we discussed in yesterday's thought for the day? Fear is one of many barriers that can stop us from having a go and ultimately making good memories.

Time to reflect...

Discuss the following barriers to making memories:

How do they get in the way of us reaching a goal or making a good memory?
How can we overcome them?

- I can't be bothered
- I'd rather be doing something else
- I'll probably fail
- Nobody in my family has ever done that before
- I'm not clever enough
- I'm too scared
- What will people think about me?
- I can't do it
- Other...

Reection

We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Let us pause and reflect on our good memories. Let us think about how we can create more. May we also learn from other peoples' experiences and learn quickly from our own and other people's good and bad choices. (Amen)



2.5 Helpful Memories

Back to themes

A few years later Ramesh visited another theme park with his family. Whilst walking around the park Ramesh saw a new rollercoaster that had just opened. It was much bigger and faster than any ride he'd been on before. His nan said she'd never go on such a thing, Ramesh told her about the time when he'd got on a rollercoaster on his own even though he was scared. Ramesh convinced his younger brother, Abheek, to go on the new rollercoaster with him and they set off for the queue. Whilst in the queue, Ramesh could see that Abheek was nervous, Ramesh was nervous too. Ramesh reminded himself of the conversation he'd had with his nan. 'I went on the last one on my own and enjoyed it, I can go on this one,' he told himself. As they got closer to the front of the queue, Abheek said that he was scared and wanted to turn around and go back to nan. Ramesh told Abheek that he'd been so scared when he was about to go on a rollercoaster for the first time that he'd missed going on with his friends, he told Abheek the whole story. Ramesh recalled that he'd been so pleased he'd overcome his fear and going on his first rollercoaster was one of his best memories ever. As Ramesh was telling this to Abheek, he could see Abheek start to relax and even start to smile. "I need to create a good memory too," said Abheek bravely.

Memories can act as a reminder that we 'can do' something. Ramesh used the memory of his first rollercoaster ride as the motivation he needed to get on a bigger and faster rollercoaster. Ramesh was also able to use his experiences to help Abheek overcome his fear. Memories of overcoming difficulties can help us, and others, when we face difficulties in the future.

Time to reflect...

'Memories are the key not to the past, but to the future.'

Corrie Ten Boom

Do you agree? How can memories help us achieve new things in our future?

'Memories of our lives, of our works and our deeds will continue in others.'

Rosa Parks

Do you agree? How can our memories continue in others?

When can a memory of the past stop us from doing something brave? What would have happened if Ramesh hadn't overcome his fear on his school trip? How can we overcome not so good memories?

Reection

We are thankful for good and fond memories, we are also thankful for the memories that help us to learn from our past. Let us pause and reflect on our good memories. Let us think about how we can create more. May we also learn from other peoples' experiences and learn quickly from our own and other people's good and bad choices. (Amen)



17.1 Character

Back to themes

Preparation

Before the assembly, ask a few pupils (and a teacher) to write down one of their favourite characters from a book, briefly describing the character and explaining why they like them.



This week we are going to think about the meaning of a word. You may have heard this word when thinking about writing a story or when you are asked about the people in a book that you are reading. The word 'character' refers to the people in a story or play. Can you think of any characters in any of the books you have read recently? Have you heard of the following characters? Which book(s) are they from and what are the characters like?

The following are a range of characters from books of different reading abilities.

- Charlie Bucket? (Roald Dahl's 'Charlie and the Chocolate Factory')
- Floppy the dog? (Many titles from the Oxford Reading Tree)
- Joe Spud? (David Walliams' 'Billionaire Boy')
- The Cat in the Hat? (Dr Seuss' 'The Cat in the Hat')
- The Hungry Caterpillar? (Eric Carle's 'The Very Hungry Caterpillar')
- The Twits? (Roald Dahl's 'The Twits')
- Edmund Pevensie? (C.S Lewis's 'The Lion the Witch and the Wardrobe')
- **Any other relevant characters from popular children's reading books.**

Do you have a favourite character? The character can be from a book, a film or a television series. What is it about the character that you like? **Ask the pupils to read out their favourite character prepared earlier (see preparation above).**

Characters in books, films and television series' come in all shapes and sizes. They may be human, super human, animals or even talking plants. They might not even be from this world. They might be kind or unkind, good or evil. They might remind you of you or they might be something that you want to be in the future.

The word 'character' has a couple of other meanings. Does anyone know what they are? A character is used when talking about letters or numbers, for example the word 'dog' is made up of the characters D, O and G. The word character is also used when we are describing what a person is like. You might say that **(Name of a Teacher)** is joyful, friendly or kind. Last week we heard about a lady called Helen Keller. Helen once wrote 'Resolve to keep happy, and your joy and you shall form an invincible host against difficulties.' She was a person who was determined to overcome her difficulties. She learned to speak even though she was blind and deaf. You might say that she had a persevering character.



One definition of this type of character is 'the attributes and features that make up an individual' or in other words the things you say and do that make you you? Your character is made up of your feelings and the way you think about yourself and the way you think and act towards other people. Your character develops over time. Can you think of words that can be used to describe a person's character?

There are many adjectives that can be used to describe a person's character. I am going to read out 30 words. I want you to think about each one, does the word describe you, does it describe a friend? **Slowly read out the following 30 words, you might want to give a brief explanation after each or some of the words.**

Active	Loyal
Calm	Mature
Caring	Open
Clean	Protective
Clever	Resourceful
Confident	Selfless
Creative	Sensitive
Curious	Sociable
Fair	Solid
Friendly	Sporty
Forgiving	Strong
Funny	Trusting
Gentle	Warm
Kind	Wise
Knowledgeable	Witty

The words that I have read out are often called character traits, a trait is a quality that someone has. All 30 words are positive character traits that a person may have. There are also negative character traits. For each positive character, there is an opposite, negative character trait. What is the opposite of caring? What is the opposite

of happy? What is the opposite of gentle? We all have character traits that are good and some that are not so good. It is our character that decides to carry on or give up, to laugh or to cry. It is our character that helps us to decide whether we are going to be nice or nasty, kind or unkind.

We started the assembly by thinking about the character from books. You could say we were describing the 'character of some characters'. Some characters only have good character traits, some only have bad and some have both. As humans, we all have both good and bad character traits. Some good things that we find easy to do and some bad things that we find hard not to do. This week in our thoughts for the day we are going to explore good and not so good character traits and think about how they affect our community.

Time to reflect

- What good character traits can be used to describe you?
- What good character traits can be used to describe a friend of yours?
- What not so good character traits do you have?

Reection

It is important for us to remember that we have the capacity to be good and bad. May we not judge too harshly when people do us wrong and let us to say sorry when we know that we have wronged others. May the positive choices that we make today become part of our character tomorrow.

Back to themes



17.2 Who Wins

Back to themes

Ask the pupils to name a goodie and a baddie. In the first assembly, we thought about good and bad character traits. Can anyone describe what a character trait is or give me an example of a character trait? It was suggested that we all have the ability to develop good and bad character traits. An old Native American story helps to explain this.

An old Indian Chief is teaching his grandson about life. "There's a fight going on inside all of us; it is like a fight between two wolves. One is evil – he is anger, jealousy, sorrow, regret and greed, self-importance, self-pity, guilt, resentment, inferiority, superiority, lies and false pride." He pauses and then continues, "The other is good – he is joy, peace, love, hope, humility, kindness, empathy, generosity, truth, compassion and faith."

The grandson thinks about this and then asks his grandfather, "Which wolf will win?"

The old Chief replied, "The one you feed."

The word character is used to describe what a person is like. Your character is made up of your feelings and the way you think about yourself and the way you think and act towards other people. Your character develops over time. Doing the right thing is a choice, we 'choose' to act on the school values and we 'choose' to do as we are asked. If we choose to do the right things, then we also choose the good things that come from them like good friendships and a helpful, happy school. Feeding the good wolf is choosing to 'think' and 'do' good things. As you act on the choices, they become part of your character.

Time to reflect

- What can you do today to help feed the good in you?
- What do you need to avoid today?

Reflection

It is important for us to remember that we have the capacity to be good and bad. Let us not to judge too harshly when people do us wrong and may we say sorry when we know that we have wronged others. Let us pause and think about the positive choices that we can make today, knowing that they will become part of our character tomorrow. (Amen)



17.3 Don't Judge

Back to themes

Jesus told his followers that they shouldn't judge others, or God would judge them. He used the example of a man who notices a piece of dust in his brother's eye while failing to see the large piece of wood that was ruining his own view. The man can't help his brother until he is able to remove the wood from his own view.

We can use this story when thinking about character traits. Jesus may have been describing a person who had lots of bad character traits (the large piece of wood). Instead of sorting these out, the person thought they would try and improve the bad character traits of someone else (the speck of dust in their brother's eye). The person's own bad character traits were getting in the way. Jesus advised that the person should sort out their own bad character traits before trying to improve the character traits of others. We shouldn't judge people too harshly because we know that we all have character traits that we probably need to improve.

Who is the best person to help someone trying to overcome anger?

- A person who was born calm or a person who has overcome their own anger?

Who is better at helping someone improve a particular character trait. Someone who is naturally good at it, or someone who has overcome it for themselves? Why?

Reflection

It is important for us to remember that we have the capacity to be good and bad. Let us not to judge too harshly when people do us wrong and may we say sorry when we know that we have wronged others. Let us pause and think about the positive choices that we can make today, knowing that they will become part of our character tomorrow. (Amen)

Time to reflect

Discuss the following questions and answers.

Who is the best person to help someone trying to improve their resilience?

- A person who was born resilient or a person who wasn't resilient but has become resilient by working on it?



17.4 Character Fruit

Back to themes

There is a list of character traits in the Bible called the 'fruit of the Spirit'.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control. Against such things there is no law." (Galatians 5:22-23 GNT)

Time to reflect...

For each character trait or 'fruit': a) describe how it can help a community and b) what is the opposite character trait and how will it affect a community?

- Love
- Joy
- Peace
- Patience
- Kindness
- Goodness
- Faithfulness
- Gentleness
- Self-Control

How can you develop these fruit or character traits in yourself and our community?

Reflection

It is important for us to remember that we have the capacity to be good and bad. Let us not to judge too harshly when people do us wrong and may we say sorry when we know that we have wronged others. Let us pause and think about the positive choices that we can make today, knowing that they will become part of our character tomorrow. (Amen)



17.5 Good Character

Back to themes

This week we have been thinking about the word 'character'. We have explored good and not so good character traits and thought about how they affect our community. The word character is often used to describe all the character traits in a person. A person of good character is a person who is thought of by others as having lots of good character traits that can be seen in the way he or she acts and talks. A person of 'bad character' is a person whose actions and words demonstrate their character traits.

Everyone's character will develop over time. What are habits? Like habits we can form our character by repeating or reacting the same way many times over a long period of time. Our character is formed by the way we react to opportunities, problems and difficulties. Our character can be shaped by our experiences and the example of other people solving similar problems and difficulties. Your character will affect how you tackle problems that you face and how you treat other people.

Time to reflect

The following are all quotes about character.

- *Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.* Helen Keller
- *Character is destiny. (Or Character is your future)* Heraclitus c.500 BC/BCE.

- *Character, in the long run, is the decisive factor in the life of an individual and of nations alike.* Theodore Roosevelt, President of the USA 1901–1909

The following are good character traits. Which ones describe you? Which ones would you like to describe you in the future?

Active	Loyal
Calm	Mature
Caring	Open
Clean	Protective
Clever	Resourceful
Confident	Selfless
Creative	Sensitive
Curious	Sociable
Fair	Solid
Friendly	Sporty
Forgiving	Strong
Funny	Trusting
Gentle	Warm
Kind	Wise
Knowledgeable	Witty

Reflection

It is important for us to remember that we have the capacity to be good and bad. Let us not to judge too harshly when people do us wrong and may we say sorry when we know that we have wronged others. Let us pause and think about the positive choices that we can make today, knowing that they will become part of our character tomorrow. (Amen)



20.1 A Good Leader Is Like Sunshine

Back to themes

Can anyone tell me what the word 'leadership' means? The definition for the word leader includes the ability to lead a group of people. What do you think of when you hear the word 'leader'?

Do you know who the following leaders are and the group of people they lead?

- The pope? The leader of 1.2 billion Roman Catholic Christians around the world. The pope lives in the smallest country in the world.
- The prime minister of the UK? The leader of the UK government. The UK has a population of approximately 66 million people (Office for National Statistics 2017).
- The president of the United States of America? The leader of the government in the USA. The USA has a population of approximately 329 million people (United States Census Bureau 2018).
- The president of Russia? The leader of the government in the Russian Federation. Russia has a population of approximately 142 million people (United States Census Bureau). Russia is the largest country in the world.
- The captain of a home nation rugby team?
- The captain of a sports team?
- The manager of a sports team?
- The head teacher of this school?

Think about the following qualities, which ones do you think a person needs to be a good leader? **Read through the list twice. After the first time, pupils choose the three most important qualities. Whilst the list is read out for the second time, pupils**

can put their hands up to show which ones they have chosen.

- Loud voice
- Polite
- Confident
- Knowledgeable
- Is a good example
- Kind and helpful
- Being able to lead others
- Motivated
- Perseveres/resilient
- Is good at making difficult decisions
- Is good at communicating with others
- Helps others to understand what is going on
- Happy
- Trustworthy
- Respected
- Respectful
- Looks after everyone in the team
- Wisdom
- Any others?

In the Bible, in the book of proverbs, there is some good advice for a leader, which in this case was a king. Proverbs 16:10-16 from The Message Bible (MSG) states:

'A good leader motivates, doesn't mislead, doesn't exploit. God cares about honesty in the workplace; your business is his business. Good leaders abhor [don't like] wrongdoing of all kinds; sound leadership has a moral foundation. Good leaders cultivate [encourage] honest speech; they love advisors who tell them the truth. An intemperate [angry] leader wreaks havoc



in lives; you're smart to stay clear of someone like that. Good-tempered leaders invigorate lives; they're like spring rain and sunshine. Get wisdom, it's worth more than money; choose insight over income every time.'

Leaders come in all shapes and sizes and they lead all sorts of different groups in many different ways. The leaders we have heard about this morning lead religions, countries, sports teams and a school. They all have different challenges and will probably need different types of skills to be able to lead well. The proverb states that good leadership invigorates, which simply means to give strength and energy. Good leadership is like spring rain and sunshine.

We may think that leading is for other people, but leading is about helping, supporting or instructing others. Instructing others when playing a game, helping someone in your class to understand a new maths problem or deciding who is going to take on what task in a group activity are all opportunities to lead. Who would be better at leading a small group learning a new football skill, a person who is well organised and confident or someone who is really good at that football skill but lacks confidence? Sometimes you may be the best person to lead an activity because you have already had some experience at that activity.

Influence is a good word when thinking about leadership. I would like to be influenced by a good football player leading a group learning new football skills. I would like to be influenced by a person who can do the maths problem when I am learning to use the same maths skill. The word authority is also an important word when thinking about leadership. The word authority means the power to make decisions or give orders that other people should obey. Who is the best person to tell people what to do during a fire? A firefighter or a policeman? Who is

the best person to tell people what to do if you have broken your leg? A paramedic or a firefighter. Those with responsibility to support and help in a particular situation are often the best people to lead in those situations.

Who has the responsibility to lead this school, your classroom or the dinner hall? The head teacher may have the responsibility to keep us safe but who has the responsibility to learn whilst in school? We all have the responsibility. You as well as your teachers have the opportunity to lead the learning that goes on in this school. You can choose to get involved and you have the ability to help others when they are struggling with something you are good at. In this week's thoughts for the day, we are going to continue to think about the meaning of the words 'leader', 'lead' and 'leading'.

Time to reflect

- When has someone given you strength, energy and the skills to complete a new task?
- When have you given others strength, energy and the skills to complete a new task?
- Why can good leadership be like 'spring rain and sunshine'.

Reflection

Let us pause and be thankful for the leaders that help and support us in our school and our communities. Let us be responsible in our own leadership, in our interactions with and our support for others. May we all learn to lead well. (Amen)



20.2 Practice Leaders

Back to themes

Preparation

Read the following thought for the day to familiarise yourself with the activity and print or project the qualities as required. You may want to provide one piece of paper and one pen per group. This will help each group make decisions on **who** is going to write and **what** they are going to write.

Can anyone remember the theme that we were thinking about yesterday? Can anyone remember the leaders that we thought about? Yesterday you were asked to think about which three qualities you thought a good leader would need? Today, in small groups, we are going to agree on five qualities of a good leader. Each person will need to say which three they have chosen and for each quality explain why they think it is important. Then the group will discuss the qualities and agree on the groups' top five. **Either project/show the qualities below or print the next page and give a list of qualities to each group.**

Teacher and other adults, listen to the groups discussing and point out the good leadership skills that you have heard and seen during the pupils' discussions. Point out that there are many ways that we can practice our leadership skills.

- Loud voice
- Polite
- Confident

- Knowledgeable
- Is a good example
- Kind and helpful
- Being able to lead others
- Motivated
- Perseveres/resilient
- Is good at making difficult decisions
- Is good at communicating with others
- Helps others to understand what is going on
- Happy
- Trustworthy
- Respected
- Respectful
- Looks after everyone in the team
- Wisdom
- Any others?

Time to reflect

- What leadership skills have people practised today?

Reflection

Let us pause and be thankful for the leaders that help and support us in our school and our communities. Let us be responsible in our own leadership, in our interactions with and our support for others. May we all learn to lead well. (Amen)



What Are The Qualities Of A Good Leader?

1. Loud voice
2. Polite
3. Confident
4. Knowledgeable
5. Is a good example
6. Kind and helpful
7. Being able to lead others
8. Motivated
9. Perseveres/resilient
10. Is good at making difficult decisions
11. Is good at communicating with others
12. Helps others to understand what is going on
13. Happy
14. Trustworthy
15. Respected
16. Respectful
17. Looks after everyone in the team
18. Wisdom
19. Any others?



Back to themes



20.3 Definitions Of A Leader

Back to themes

There are a few different definitions of the word 'lead'? What does the word 'lead' mean in the following sentences?

- You can lead a person by holding their hand.
- You can lead an animal by pulling them on a rope. What could the rope be called?
- Put the dog on the lead.
- You can follow a path that leads to the park.
- This leads me to think that you ate all the cookies.
- The general will lead his men into battle.
- Not washing hands may lead to people feeling ill.
- I will lead this race.
- I will take the lead role in tonight's production.
- I will lead this team.
- Plug in the television's power lead.

Leading can involve many of these definitions that we have thought about. Leading someone by the hand, may also mean showing someone how to achieve a new skill by first showing them and then helping them until they are able to do it for themselves. Leading a team may involve giving instructions to other people to be able to achieve your teams' goal, whatever that goal may be. We can even learn something about leadership from the definition of the television's power lead. An electrical lead carries power from a plug socket to the electrical item. Good leaders

pass power onto other people in the team so that the leader does not need to do everything on their own. The captain of a football team can't be defender a goal keeper and a striker all at the same time. A head teacher can't look after the finances, cook the school dinner and teach all their pupils at the same time.

Time to reflect

Can you think of times when you have...
(Discuss pupils' answers)

- led someone to help them move forward.
- followed someone else's lead that helps you to improve.
- been in charge or command.
- led a race.
- took the lead and others followed.
- had a leading role in a play.
- passed power to others like an electrical lead carries power from one point to another.

Reflection

Let us pause and be thankful for the leaders that help and support us in our school and our communities. Let us be responsible in our own leadership, in our interactions with and our support for others. May we all learn to lead well. (Amen)



20.4 Helpful Leaders

Back to themes

Showing someone how to do something and helping them to do it is an important quality of a leader. Being able to stand in and do the job of other people in your team is also a good quality. But when I am learning a new skill, it is important that I am able to have a go, make my mistakes, learn from my mistakes and practice getting it right. When learning my phonics, it is important that I have a go at spelling words using the skills I know.

When solving a maths problem, it is important that I use my knowledge of adding, subtracting, times tables or dividing. It is important that I have a go at using them, not someone else. If I always ask the teacher to spell difficult words or tell me the answer to the maths problem then I will never be able to master the skills for myself. We may think it is a good leadership quality to always help others, but sometimes we can best help others by allowing them to have a go, make their mistakes, learn from their mistakes and practice getting it right.

Time to reflect

- How do we know when to help someone and when not to help them?
- When is the best type of help, no help at all?
- Can you think of skills that you need to practise and learn for yourself? E.g. tying your shoelace, swimming, riding a bike, reading.

Reflection

Let us pause and be thankful for the leaders that help and support us in our school and our communities. Let us be responsible in our own leadership, in our interactions with and our support for others. May we all learn to lead well. (Amen)



20.5 Wise Leaders

Back to themes

Mr Thomas always seemed angry. He would parade up and down the football pitch shouting and barking orders at everything that moved, including the ball. He was the coach of a local junior football team. He shouted at children to do what he wanted them to do and he shouted at children when they couldn't do what he wanted them to do. He shouted during training sessions and he shouted during a match. Many of the children thought he probably shouted when he spoke to his wife, his dog or even when he was looking in the mirror.

Mr Thomas had been a really good footballer when he was younger. He knew the game inside out. He knew what everybody should be doing on the pitch all the time and he liked to tell the players what they should be doing, in a very loud voice, all the time. The team did well when the team listened and did what they were told, but sometimes Mr Thomas' shouting got in the way.

Mr Thomas had lots of good leadership qualities. He knew what each team member needed to do to win a match. He used his experience and his knowledge, he was confident and good at making decisions. He was kind in his own way, but his shouting made it sound like he didn't respect those in his team. Some of the best players in his team had found places on a different team.

We heard a proverb at the beginning of this week about being a good leader. The proverb begins with... *'A good leader motivates, doesn't mislead, doesn't exploit.'*

And it ends... *'Good-tempered leaders invigorate lives; they're like spring rain and sunshine. Get wisdom, it's worth more than money; choose insight over income every time.'*

The proverb finishes with probably the best advice for a leader. 'Get wisdom!' Wisdom is the ability to use the experiences we have had and the experiences others have told us about, to make the right decisions. Choosing to help someone or allowing them to make their own mistakes, a firm or a gentle word or making a difficult decision all take wisdom. If Mr Thomas 'got wisdom' how would it change the way he leads?

Time to reflect

'A gentle hand may lead even an elephant by a hair.' Iranian proverb.

- What is this proverb trying to say?
- How does a person 'get wisdom'?

Reflection

Let us pause and be thankful for the leaders that help and support us in our school and our communities. Let us be responsible in our own leadership, in our interactions with and our support for others. May we all learn to lead well. (Amen)



25.1 International Day Of Happiness

Back to themes

Preparation

Download the **PowerPoint** or **PDF** images and have them ready to show. Alternatively describe the item instead, they are included below.

The 20th March is the International Day of Happiness. It is a day to think about our own happiness and how we can improve the happiness of others. In 2016, Red from the game and movie Angry Birds helped the United Nations to promote the International Day of Happiness. In 2017 the Smurfs helped to share the United Nations three aims to improve the wellbeing and happiness of everyone. They are to end poverty, reduce inequality and protect our planet. This week we are going to be thinking about happiness and why we might need an International Day to celebrate it. We will explore how we can improve it and share it with others.

What makes you happy? Have a look at the images and put your hand up if any of these make you happy? **You could have a clap-o-meter to find out which images make most people happy. Show all the images (or read out all the words), then reshow each image (or read out each word) asking the pupils to clap, the louder the clap the more it makes them happy. Then judge which is the most popular. You could also do this with how high they raise their hands. Do the same with the teachers.**

- a) Cake
- b) Cats
- c) A good book

- d) Video games
- e) Sport
- f) The weekend
- g) Chocolate
- h) A smile
- i) Sunshine
- j) Music



Is everybody happy with the same things or do different things make different people happy? It is true that there are many things that will make us happy but are we able to be happy when we don't have these things, or even if we had them and then they were taken away? Are we able to control our happiness or is it just left to the things we have or the situations we find ourselves in? It is often said that happiness is a choice. Can anyone tell me what 'attitude' is? Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that you won't enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be. The definition of happiness is feeling good and who doesn't want that, and if being happy is a choice then before you let anything get you down, choose happiness.

When we are happy, our face likes to share it with the world by turning up the corners of our mouth and producing a smile for all to see. But smiling is not only a result of being happy, a smile can often make us happier. Smiles, noticed by others can often make them smile as well. Studies over the last 30 years suggest that if we force a smile on our



own face, it can often make us feel happier inside. Smiley happy people are good to be around as they help to make the people around them happy as well.

Who would you prefer to be, a grumpy person with lots of money or a happy person with just enough money? Why? There is a word used throughout the Bible that is often translated as 'happy', but in some versions of the Bible, it is translated as 'blessed'. We may say that someone is blessed if they have something that other people want, so, for example, we might say that someone is blessed with good looks, a good singing voice or with a talent for football. So if a person is happy, the Bible calls them blessed, not because of what they have or haven't got, simply because they are happy. I think I'd rather be a blessed, contented person who is happy having just enough rather than a grumpy person with lots of money. To be happy also means to be content, and to be content would make anyone feel blessed.

Happiness is often linked to the community that we live and work in. In close communities, when one person is unhappy it can affect the happiness of others. If the community celebrates the achievement of one person, it can inspire and make the whole school happier. One verse in the Bible written by a man called St. Peter, stresses the importance of a happy community, it states that if we want to enjoy life and have lots of happy days, then we shouldn't say horrible words and we should never tell lies. If we say hurtful things and tell lies, then it will affect the happiness not only of the person we said the hurtful things to, but the happiness of our class and our community. St. Peter is right, if we want to enjoy life and have lots of happy days then the happiness of the other people around us is as important as our own.

The International Day of Happiness is a day to think about improving our own happiness and the happiness of others. Today we have thought about what makes us happy. We have thought about happiness as a choice, and about the choice we have to wear a smile. The Bible suggests a happy person is a blessed person no matter what they are going through. Finally we have suggested that our actions can affect the happiness of not just one or two people, but it can affect the happiness of our whole communities.

Time to reflect

- What sort of things make you happy?
- What sort of things can remove your happiness?
- Choose to be happy today, choose to be happy no matter what others do and be happy as we all learn together.

Reflection

Let us pause and reflect on our own happy times and the times when we feel good and content. May we choose to be happy today, may we be happy to work and play both individually and as a community. Let us be thankful that our faces want to tell others when we are happy. Think about the power of a smile and remember to use a smile, not only to make you feel happier, but also the people around you aswell. (Amen)



25.2 Happiness Controls

Back to themes

Yesterday we heard the question, 'are we able to control our happiness or is it just left to the situations we find ourselves in or the things we have?' It is often said that happiness is a choice. Can anyone tell me what 'attitude' is? Our attitude is what we feel towards something. A positive attitude can help us to feel happy even in situations that you wouldn't expect to feel happy. If we decide not to enjoy something, it is certain that you won't enjoy it, but if we decide to give it a go you never know, it might make you smile. If you decide not to be happy, then you won't be. The definition of happiness is feeling good and who doesn't want that, and if being happy is a choice then before you let anything get you down, choose happiness.

We often think of happiness as an emotion we feel, like laughing after a joke or the feeling we have after watching a funny film but happiness can be about how we approach a difficult problem or how we react when something bad happens to us. The word content means 'peaceful happiness'. Being content is as much a part of happiness as laughing out loud at a film or a funny joke. Like our health our happiness is not something that just happens to us, it is something that we can improve.

We all know the choices we need to make to become healthier, eat less unhealthy food and do more exercise, but do you know how to make yourself more content? To become happier, it is important to know how we feel and how we react when certain

things happen to us. Anger is probably the opposite of being content, if we know what makes us angry we can try and avoid those situations. If we can't avoid those situations, then we can try thinking through ways in which we can calm ourselves down. We have the ability to control how happy we feel, we just need to practise.

Time to reflect

- How can you practise being happy?
- Do you need to face situations that would normally make you unhappy to practise being happy?
- How could you choose happiness when you don't feel like it?

Reflection

Let us pause and reflect on our own happy times and the times when we feel good and content. May we choose to be happy today, may we be happy to work and play both individually and as a community. Let us be thankful that our faces want to tell others when we are happy. Think about the power of a smile and remember to use a smile, not only to make you feel happier, but also the people around you aswell. (Amen)



25.3 Getting It Wrong

Back to themes

Yesterday we thought about controlling our happiness and choosing to be happy in situations when you wouldn't normally feel happy. One wise saying in the Bible states that "Blessed is the man whom God corrects" (Job 5:17 NIV), or in other words happy is the person who gets told off by God. It's one thing to be told off by a parent or a teacher if we deserve it, but it is another thing to think that we would be happy to receive the punishment from them. But how do we know the right way to behave or the difference between right and wrong if we aren't corrected when we do something that we shouldn't. The writer of this saying is making it clear that those who receive correction and presumably learns from it will be happy. This reminds us of the parable of the wise and foolish builders. Jesus says that those who act on good advice are like a man living content in a house that he knows won't fall no matter how bad the storm is around him. Acting on good advice now and making the right decisions will have an effect on your happiness later on in life.

The United Nations has three aims to improve the wellbeing and happiness of everyone. They are to end poverty, reduce inequality and protect our planet. There are many things that humans have done

to create poverty, create inequality and damage our planet. The United Nations along with many other organisations are 'correcting' the rest of humanity. If we listen and act on what they are telling us then not only will we be blessed, but the whole world will be happier.

Time to reflect

- Should a child who is told off for going to touch a flame be happy that they were told off?
- Can you think of another example?

Reflection

Let us pause and reflect knowing that our decisions and actions can affect the happiness of ourselves and those around us now and in the future. Think about how you can make the right decisions and act on the right advice to ensure that you are able to lead a happy and content life, both now and in the future. (Amen)



25.4 Gross National Happiness

Back to themes

How do you know if a school is doing well? How do you know if a business is doing well? How do you know if a community is doing well? How do you know if a country is doing well? These are all difficult questions to answer. What are the questions asking? The term 'doing well' can mean lots of different things. For example, doing well at school will probably mean that your reading and writing is improving and that you are able to do increasingly more difficult sums in maths. Doing well at school may also mean that you are able to communicate with others and that you are learning how to be kind and considerate. It may also mean that you are able to solve the problems and challenges you face on a daily basis.

How do you measure the success of a country? Gross Domestic Product is one of a few measures that people use to answer this question. Working out a country's Gross Domestic Product is complicated. Gross Domestic Product is a measure of how much a country is worth and is usually measured in United States Dollars. In 2000 the UK's GDP was 1.6 Trillion Dollars (\$1,600,000,000,000) and in 2017 had risen to 2.6 Trillion Dollars (\$2,600,000,000,000). This week we are thinking about happiness? Between 2000 and 2017 the UK's GDP improved. Do you think that UK's happiness increased between 2000 and 2017? Is the UK a happy country?

Bhutan is a country in Asia between India and China. In the 1970's the king of Bhutan said that 'Gross National Happiness' is more important than 'Gross Domestic Product'. Since then Bhutan has measured its Gross National Happiness and uses the information to make decisions to help improve the country's happiness. Gross National Happiness includes wellbeing, health, education, the environment and the relationships in the community.

Time to reflect

- Could you measure the Gross School Happiness?
- What could we do in school to improve our happiness?
- What is more important, how much money you make or how happy and contented you are?

Reflection

Let us pause and reflect knowing that our decisions and actions can affect the happiness of ourselves and those around us now and in the future. Think about how you can make the right decisions and act on the right advice to ensure that you are able to lead a happy and content life, both now and in the future. (Amen)



25.5 Quote Happiness

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Read the following quotes and discuss what they could mean.

"Happiness is not something ready-made. It comes from your own actions." Dali Lama

"Happiness cannot come from without. It must come from within. It is not what we see and touch or that which others do for us which makes us happy; it is that which we think and feel and do, first for the other fellow and then for ourselves." Helen Keller

"Happiness is when what you think, what you say, and what you do are in harmony." Mahatma Gandhi

"Folks are usually about as happy as they make their minds up to be." Possibly Abraham Lincoln

"Most people are as happy as they choose to be."

"If you sow happiness you grow happiness."

"Happiness depends upon ourselves." Aristotle (a clever man who lived around 2400 years ago)

Time to reflect

- Is happiness something that we can control?
- How can we become happier people?
- What are the benefits of being a happier person?

Reflection

We know that our happiness, contentment and satisfaction depend on what goes on around us, but more importantly, it depends on what goes on inside of us. May we choose to be happy people. Think about what you can do to help make our school a happy learning community, a community that learns the essential skills to support and improve our well-being and the well-being of others.



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