



SCHOOL CONNECT: Assembly Plans

These assembly plans are designed to be delivered termly over one or two years. The 30-minute sessions develop the whole school's understanding of the purpose, benefits and context of their link with Uganda. Based around six 'Big Questions,' they address the citizenship curriculum in a cross-curricular and engaging way. Each assembly is accompanied by a PowerPoint presentation which contains multimedia resources to enhance the teaching material. There is a Christian teaching element which can be taken out if the school prefers.

OVERVIEW

ASSEMBLY	NATIONAL CURRICULUM CITIZENSHIP LINKS	RESOURCES
<p>1. Who needs friends?</p> <p><i>Explores why it is good to have friends around the world.</i></p>	<p>KEY STAGE 1 2a; 4c; 4d</p> <p>KEY STAGE 2 2a, 4b</p>	<ul style="list-style-type: none"> • Ball of string • Large world map and blu-tac/pins • Arrow-shaped post-its • 6 strips of crepe paper rolled lengthways
<p>2. Who needs stuff?</p> <p><i>Illustrates how we need to appreciate what we've got – however much or little.</i></p>	<p>KEY STAGE 1 1b; 2c; 2e</p> <p>KEY STAGE 2 1b; 2e; 2j; 4b</p>	<ul style="list-style-type: none"> • 3 large sheets of newspaper
<p>3. What do I have in common with someone in Uganda?</p> <p><i>Helps children compare and contrast their own school with their link school, celebrating similarities and differences.</i></p>	<p>KEY STAGE 1 1d; 4c</p> <p>KEY STAGE 2 2e; 2f; 4b; 4e; 4f</p>	<ul style="list-style-type: none"> • Ugandan school uniform • 4 large photographs of Ugandan children
<p>4. Why does God let things go wrong?</p> <p><i>Explores the difficult issues of suffering and injustice in our world.</i></p>	<p>KEY STAGE 1 1a; 2e; 3a</p> <p>KEY STAGE 2 1a; 2e; 2j; 3a; 4a; 4b</p>	<ul style="list-style-type: none"> • 'The Girl Who Married a Lion' by Alexander McCall Smith • A chocolate orange • A lunchbox containing: an apple, bread roll, meat/fish/cheese • Basket of bread (broken up into many pieces) • Jar of sweets
<p>5. Why do I care?</p> <p><i>Teaches about global citizenship and collective responsibility</i></p>	<p>KEY STAGE 1 1a; 1b; 1c; 1d; 2e; 4a; 4b; 4c; 4d</p> <p>KEY STAGE 2 1a; 2d; 4a; 4b; 4f</p>	<ul style="list-style-type: none"> • Large 'SCHOOL' sign
<p>6. How can I help?</p> <p><i>Celebrates the school's link and involves the children in planning for the future.</i></p>	<p>KEY STAGE 1 1d; 2c; 2e; 2h; 2i; 4a; 4b; 4c; 4d</p> <p>KEY STAGE 2 1a; 1b; 1c; 2e; 2h; 2j; 4a; 4b; 4f; 4g</p>	<ul style="list-style-type: none"> • Large table • Selection of African resources for display • 'Lifebox' containing: T-shirt and shorts, blanket, 'Life-straws,' saucepan, cooking spoon/ladle, plastic mug, oral re-hydration medicine, bandages • Ball of string • Large poster paper with an outline of Africa draw on • Blu-tac/pins • Marker pens

ASSEMBLY 1: Who needs friends?

THEME	ENTRANCE/EXIT MUSIC
Why it is good to have friends around the world.	I'll get by with a little help from my friends (The Beatles)
INTRODUCTION	
<p>Ask the children to put their hands up if they can think of someone in the room who is a good friend. Ask one of them to come up to the front. Introduce yourself to the chosen child and ask them to introduce you to a good friend of theirs in the room (who stands up). Ask them to tell you why they chose that person as a friend – what makes them a good friend?</p> <p>Explain that by making a link with the first child, you were able to be introduced to the second and have started a chain. Unroll a ball of string from yourself to the first, then the second. Ask the second child to introduce you to a third person and pass the string on... continue as appropriate. Ensure all children are greeted with 'pleased to meet you' or something which indicates a connection has been made.</p> <p>Stop and look at the chain. The string represents connections you have made and each one leads to another. Connections are how we start relationships and friendships. You didn't know anyone at the start of the assembly but through the connections you made, you now have a link to X number of children and know something about them.</p>	
LINK ACTIVITIES	
<p>Ask the children to think about different people they have links with. Who has friends in school? Who has friends who go to different schools? Who has friends or family who come from different countries? Does anyone have friends who live in another country? Ask the children to name countries they have friends in and mark them on a large world map with a big arrow-shaped post-it.</p> <p>Explain you represent School Connect, a charity who creates links. This school is linked with (a school) in Uganda. Does anyone know where Uganda is? Choose 2 or 3 children who seem really sure they could find it and ask them to come to the front. Ask them how sure they are... is it worth trying to win a prize to see who can get the closest guess? (Show them a bar of chocolate) The children are blindfolded for a pin-the-tail-on-the-donkey style game to find Uganda. Once blindfolded, show the rest of the school where it is so they can see how close the guesses are (and encourage them not to help/call out!) then let the volunteers try to find it.</p> <p>Add another post-it arrow to Uganda and explain that they also have friends in Uganda, even though they haven't met them, as their school is linked. Ask the school if they would like to meet their friends in Uganda. If they are not very enthusiastic, ask them again! Show video clips/powerpoint of photos with music and captions (depending on what we have for that school) of the linked school. Afterwards, ask the children to tell you about their friends in Uganda, eg: The climate? The school? The children? Start their sentences with 'Our friends in Uganda...' or 'Our link school in Uganda...'</p>	
CHRISTIAN TEACHING	BIBLE REFERENCE
<ul style="list-style-type: none"> God tells us to love one another God tells us we need friends God wants to be part of our friendships <p>Ask for 6 volunteers – 3 pairs of friends. Give each pair a rolled strip of crepe paper and ask them to try to break it like a tug of war. When they succeed, take three more strips and ask a child to hold one end whilst you plait them together. Ask a pair to try to break it now – it should be much stronger! Explain that the strands represent the two people in a friendship and the third one is God. If we include God, our friendship will be stronger.</p>	Ecclesiastes 4:9-12
APPLICATION	
Explain we are going to pray that God will help them in their friendship with Uganda – prayer is how we can communicate with God. How can we communicate with Uganda? What have they done/could they do for their link school? Elicit exchange ideas.	
CLOSING PRAYER / REFLECTION	HYMN/SONG
<ul style="list-style-type: none"> Thank God for friends and friendship Thank God for their own school and their partner school. Ask God to strengthen the link through the ideas they came up with Ask God to be part of the link and bless both schools. 	Together (Out of the Ark: Songs for Every Assembly)

ASSEMBLY 2: Who needs stuff?

ASSEMBLY 2: Who needs stuff?	
THEME	ENTRANCE/EXIT MUSIC
We need to appreciate what we've got – however much or little.	Reduce, reuse, recycle (3 R's) by Jack Johnson
INTRODUCTION	
<p>Ask the children, what is the one item you own that you couldn't live without? Take some different suggestions.</p> <p>Ask them to think about what would happen to them if they didn't have that item – would they be OK? Explain that we are very lucky in this country as we have a lot of things easily available to us. If you asked the same question to a child in Uganda, what answers do you think they would give?</p> <p>Show a video clip of a child in Uganda and ask the children whilst watching it to think what items would be most important to that child. Establish answers like animals (for food), water carriers, house (shelter), family... who here has those things? (food, water, shelter, family) Could you live without any of those things?</p> <p>Why do we think that we NEED other things, when actually we can live very happily without them?</p>	
LINK ACTIVITIES	
<p>This is a traditional Ugandan tale. As you tell the story, choose children to act it out – one older child to be the man, four chairs or similar represent his house, then lots of different children to make various animal noises as they come up and join in.</p> <ul style="list-style-type: none">• There was once a man who lived in a small house, with a beautiful view of the Ugandan countryside.• From his window he could see his neighbour's house, and that house was much bigger.• He goes to the wise man of the village and asks him what he can do to get a bigger house.• He tells him to get some chickens and keep them in his house.• The man is confused but obeys... it doesn't work• He returns to the wise man who tells him to get some pigs and keep them in his house• The man is confused but obeys... it doesn't work• Repeat for as many verses as you like, adding more animals... finish with an elephant• Man even more unhappy because his house is cramped, hot, smelly, noisy etc... can't see the view• Goes to the wise man a final time and complains he is even more miserable• Wise man says one final thing: clear all the animals out of your house• Man goes home and clears out all the animals... he looks at his empty house and it feels big and spacious, clean, light and peaceful. He is happy and can enjoy the view. He likes his house better. <p>Reflect on the fact that we often think we want more than we have because we can be greedy and don't always appreciate what we have. Sometimes you don't appreciate something until you lose it.</p>	
CHRISTIAN TEACHING	BIBLE REFERENCE
Explain that God promises to provide us with all that we NEED, not all we want. Share parts of the Bible passage and ask children to read them aloud. God tells us not to worry about <i>stuff</i> but to focus on him and he will supply all we need.	Matthew 6: 19-34
APPLICATION	
<p>If we are not careful, we can be very wasteful of things we have. We will upgrade our phone or car when there's nothing wrong with the last one. We will throw out clothes and buy new ones if they've gone out of fashion. We bin our leftover food and collect toys we never play with.</p> <p>In Uganda, people are better at making the most of what they've got because they can't afford to waste anything. Show them some examples and ask them to suggest what they are made from, eg: the box made of cola lids, shoes made of car tyres, football made of banana leaves, brush made of sticks and bracelet made of magazines.</p> <p>Ask them who recycles at home? What do they recycle? Why is it important? Recycling game: 3 volunteers have 60 seconds to make the best piece of jewellery out of a sheet of newspaper (to music)... prizes for all!</p>	
CLOSING PRAYER / REFLECTION	HYMN/SONG
<ul style="list-style-type: none">• Thank God for what we have• Say sorry for times we are greedy or ungrateful• Ask God to help us appreciate and make the most of what we've got.	Count your blessings (Out of the Ark: Songs for Every Assembly)

ASSEMBLY 3: What do I have in common with someone in Uganda?

THEME	ENTRANCE/EXIT MUSIC
Similarities and differences.	Black or White (Michael Jackson)
INTRODUCTION	
<p>Before starting, ask a teacher to choose a child to take out and change into Ugandan school uniform for later on. They should be able to do it during the introduction.</p> <p>Thank the children for welcoming you to their school again. When you come, people smile and shake your hand and might offer you a cup of tea. It's the same in Uganda, but they also do a 'Welcome Song.' Play them the clip of the Ugandan welcome song. Tell them we'll try doing a Ugandan welcome... the words are 'Our visitors, you are welcome!' and the dance is a step and sway from side to side, clicking your fingers if you can. Play it again and ask them all to stand up and join in.</p> <p>Explain that although we do things differently, we have the same aim: to show love and welcome someone. Sometimes we misinterpret things that are different because they are not what we are used to.</p>	
LINK ACTIVITIES	
<ol style="list-style-type: none"> 1. Play a spot the difference/spot the similarities type game looking at pictures of a Ugandan school and comparing it with their own school. 2. Meet the children... introduce the school to four different children with details about each one (ask four children to come up and hold photos of them). Ask them to decide which child they think they are most like and why. All can vote by raising their hands/standing up. Ask individuals for reasons. 3. Go on to explain that in some ways we are different and this is necessary and makes us more interesting. Ask a child to come up dressed in full school uniform and stand them next to a child in Ugandan school uniform. Why would you be very uncomfortable if you wore the wrong uniform in the wrong country? 4. In other ways we are very similar. We are going to see how similar you are to Ugandan children. Ask them to raise their hands in answer to simple questions, and show photos of Ugandan children raising their hands to answer the same questions. Compare their responses. 	
CHRISTIAN TEACHING	BIBLE REFERENCE
<p>Peter was one of Jesus' followers and he gave his life to telling the world about Jesus. This verse is one of his important messages.</p> <p>Ask someone with a loud voice to read the verse aloud. Perhaps one of the older children could translate it into easier/modern words to help younger children understand it better?</p>	<p>Acts 10:34-35</p>
APPLICATION	
<p>We often make judgements about people or don't like things because they are 'different.' Often if you try something or get to know someone, you realise you may have a lot more in common than you thought – you have to make the effort. Explain this is why our link is important – by getting to know and understand the different culture we realise we are similar in lots of ways and different in others. Emphasise that the differences may be for good reasons and we should celebrate diversity because it makes us unique.</p> <p>Closing game to see how similar/different we all are: Stand up if you... (have a dog/like sausages/have freckles... etc) Emphasise you may have things in common with people you barely know by looking for someone else standing up who you don't really know that well. Similarly, you may be different from close friends, which makes you a more interesting bunch!</p>	
CLOSING PRAYER	HYMN/SONG
<ul style="list-style-type: none"> • Thank God for making each of us unique and different • Thank God for our link school and the opportunity to find out about an interesting and different culture • Ask God to help us appreciate differences and accept other people • Ask God to help us build friendships with people we don't know well. 	<p>Living and Learning (Out of the Ark: Songs for Every Assembly)</p>

ASSEMBLY 4: Why does God let things go wrong?

THEME	ENTRANCE/EXIT MUSIC
Why do some people have a hard life?	Where is the love? (Black-eyed peas)
INTRODUCTION	
<p>Before the start, give one of the teachers a large basket full of loaves of bread ripped into pieces to hide.</p> <p>Read <i>Greater than Lion</i> by Alexander McCall Smith (from <i>The Girl Who Married a Lion and Other Stories</i>) to illustrate how powerful hunger can be.</p> <p>Show Chocolate Orange, open and show segments. Establish the world is round like an orange (show globe) and the world produces enough food for everyone in it. Get 4 children – share pieces evenly (5 each). But it is not evenly shared – some have lots, others don't have enough. A small part of the world's population (about 25%) eat most of the food (75%). Give one child 15 pieces of chocolate and the others 1 or 2 each: this reflects the distribution of food in our world. Not shared evenly. We live in a country where there is more than enough food for everyone – which child represents a country like ours? Ask the children if anyone can remember which country their link is with. Explain that is country is one where there is <i>not</i> enough for everyone and this causes a lot of problems.</p>	
LINK ACTIVITIES	
<p>Explain you will show a news report or slide show and ask them to think whilst they watch it about <i>why</i> there is not enough food and <i>what problems</i> this might cause. Watch the slide show then take responses. Try to include:</p> <ul style="list-style-type: none"> • Floods damage crops • Droughts prevent crops from growing • Lack of food causes malnutrition • Lack of clean water causes disease <p>Ask the children what they need in the way of food to maintain good health... establish a balanced diet is required with carbohydrates, protein and vitamins. Unpack an English lunchbox with an apple, a bread roll and a chicken drumstick/cheese. Explain a balance of all these things is needed to be healthy. 3 children come up and hold the items at waist height. If you have an imbalance, you will suffer. Not enough vitamins (child with apple crouch down to lower balance) and you get ill, you eyesight weakens, you have skin problems; not enough carbohydrates (child with bread crouches down, others stand up) and you have no energy, upset tummy and are very weak; not enough protein (child crouches down, others stand up) and your bones and muscles become weak and you can't fight off disease. Or if you are unlucky enough to be low in all 3 (all crouch down) then you could have lots of things wrong with you... it's called malnutrition.</p> <p>Explain they have all these things in their diet in Uganda too – they get carbohydrate from atap (made from casava, it is like playdough) or bread, vitamins from local fruits like mangos or pineapples and protein from ground nuts or, if they can afford it, meat from their own animals like goat or chicken. But they are not always in season and there is no Tesco's importing foreign goods so if you can't grow it – or it has been a poor harvest due to floods or drought – then you can't eat it. Also there might not be enough and some people can't afford to buy more.</p>	
CHRISTIAN TEACHING	BIBLE REFERENCE
<p>Explain that God shows us how to solve problems but we haven't managed to get it right yet. In this story, God shows us how to solve the food problem: can they work out what the message is?</p> <p>Tell the story of the five loaves and two fish. Use the children as the 5,000 people. Choose some 'disciples' to wander round asking if anyone brought any food to assembly that morning. A teacher will need to 'donate' the basket of bread which can then be thrown out/passed out to all. Ask the children if they can work out what God's message is: that there is enough for everyone if we share what we have got.</p>	<p>Matthew 14:13–21 Mark 6:31-44 Luke 9:10-17 John 6:5-15</p>
APPLICATION	
<p>Why don't we manage to get it right? Because people are greedy and that is the problem. Describe examples of greed on different levels e.g. wanting the next games console / politicians making expense claims: people put themselves first. Explain that you have brought a big jar of sweets... who would like to eat them all to themselves? Why? Would they like it if <i>you</i> ate them all to yourself? What is the difference? We can be very selfish, sometimes without thinking. Can anyone persuade you to share the sweets with them?</p>	
CLOSING PRAYER	HYMN/SONG
<ul style="list-style-type: none"> • Thank God that we live in a country where we don't have to worry about essentials like food and water • Ask God to help those in need, especially for as a result of floods and droughts, malnutrition or disease due to lack of access to clean water. • Ask God to help us remember to be generous with what we have and share with those in need. 	<p>He'll be there (Out of the Ark: Songs for Every Assembly)</p>

ASSEMBLY 5: Why do I care?

THEME	ENTRANCE/EXIT MUSIC
Global citizenship, responsibility, empathy	They don't care about us (Michael Jackson)
INTRODUCTION	
<p>Bring greetings from the link school. Ask the children what they want to be when they grow up and take a variety of responses. Show them pictures of children in Uganda and tell them about what these children want to be when they grow up – were any of them the same?</p>	
LINK ACTIVITIES	
<p>What do you need to achieve your potential? What will you do to help you follow your ambitions? Explain that for children in Uganda it is not so easy as they have to face many difficulties. Most of them want to get a good education but things get in their way. Ask 6 children to come up and try to walk to school...</p> <p>Put a big sign saying 'school' at one end of the hall and stand the children at the other. One at a time, ask the children to start walking towards the school. As they walk, tell the story of what happens to them and the children must act out the event.</p> <ol style="list-style-type: none"> 1. Your parents need help on the farm and this is more important than school as it means your family can eat. (Child acts out digging) 2. You become very seriously ill with a disease from drinking dirty water and are unable to go to school (Child holds tummy and groans) 3. You are forced to start work or join the army and are no longer allowed to go to school (Child salutes and walks off) 4. Your parents have died from disease and you have to stay at home to look after younger brothers or sisters (Mime holding a baby) 5. Your parents can't afford school fees, uniform or equipment so you are unable to continue attending school (Turn round and go home) 6. If you are really lucky, healthy and have enough money you might finish primary school and make it to secondary school... but many, many children don't. (Walk all the way to school) <p>Look at the children who didn't make it to school and the child who did. Explain that this represents that approximately 1 in 6 children complete primary school and go on to secondary school – others don't make it. Whilst it might seem great not to go to school to us, in the long term it means no prospects for the future. Ask the children to complete this sentence: <i>'If I couldn't go to school, I would miss...'</i></p>	
CHRISTIAN TEACHING	BIBLE REFERENCE
<p>The Parable of the Good Samaritan tells us we are responsible for looking after other people, whether we know them/like them or not. Explain you are going to tell a story and when you say certain words they need to do an action:</p> <ul style="list-style-type: none"> • Man (stroke an imaginary beard) • Road (indicate a winding path with one hand) • Priest (put hands together in prayer) • Levite (hold palms open as if reading a book) • Samaritan (Make a 'Yuk!' noise and pull a face) • Donkey (Use fingers to make ears) • Robbers (rub hands together as if greedy) <p>Tell the story in your own words/read a children's version. Try to use/repeat the above words as much as possible for maximum interaction.</p>	Luke 10:25-37
APPLICATION	
<p>God tells us we must care about other people and that anyone can be your 'neighbour.' How does our school link show other people that we care? Read / ask older children to read some examples of letters from children in Uganda which describe how they have benefited from School Connect / their partner school. Explain that by showing someone you care you give them hope and encourage them even in difficult times. Explain you can even practice doing this with your friends – can anyone think how?</p>	
CLOSING PRAYER	HYMN/SONG
<ul style="list-style-type: none"> • Thank God for all the different talents and ambitions of people in this school • Ask God to help the children in our partner school to be able to continue to attend school and complete their education • Thank God for the teachers in this school and the work they do • Thank God for the Ugandan teachers and ask him to help them 	Love the Lord your God (Out of the Ark: Songs for Every Assembly)

ASSEMBLY 6: How can we help?

THEME	ENTRANCE/EXIT MUSIC
Sharing/discussing the school's link experiences. The power of prayer.	Heal the World (Michael Jackson)
INTRODUCTION	
<p>Before the assembly starts, set up a large display table with African resources (fabric, artefacts, clothes, food... anything) including any exchange material received from the partner school since the link began. The person taking assembly could wear traditional African dress if brave enough!</p> <p>Say 'Yoga Aswam' for coming in/sitting down quietly – it means <i>Well done</i> in Ateso, one of the Ugandan languages. Get all the children to practice saying well done in Ateso.</p> <p>Ask the children what they can recall from previous talks / lessons – what can they tell you about Uganda? Encourage contributions by getting the whole school to say 'Yoga Aswam' to the people who answer.</p>	
LINK ACTIVITIES	
<p>Look at all the lovely things on the table. Show and share the items which have been received from the partner school, and encourage the children to ask questions about the other objects.</p> <p>People have a lot to be thankful for in Uganda, they are resourceful and appreciate all they have. But when things go wrong, as we have learned about, or times are hard, they are especially thankful for help. Help comes from all sorts of places...</p> <p>Show an emergency box. Explain this is one of the ways international charities help. If homes have been destroyed in floods or fighting, they send emergency boxes ('Lifeboxes') to help people survive for a little while. Tell the children there are 10 items in this box (though they can contain up to 72) which are essential for an emergency... can they guess what the top 10 are?</p> <p>After their guesses, unpack the box. For each item, ask someone to explain how it could help you in an emergency:</p> <ul style="list-style-type: none"> • T-shirt and shorts • Blanket • 'Life-straws' – a straw which filters water as you drink from it • Saucepan • Cooking spoon/ladle • Plastic mug • Oral re-hydration medicine • Bandages 	
CHRISTIAN TEACHING	BIBLE REFERENCE
<p>We know God wants us to help those in need (read aloud: Hebrews 4:16) however he has another important message about how we should do this. Read Matthew 6:1-4. What is God saying? Why does he want us to do good work quietly? Explain that it is God's opinion that matters and he sees everything. We should do good work for the right reasons, not to make ourselves look good.</p> <p>When is it appropriate to be public (for example fundraising, celebrating their link, sharing exchange materials etc) and when is it something you might do quietly (personal giving, helping a friend)? Read out some prepared scenarios and ask them to crouch down and go "Shhhhh" or jumo up and shout "Hooray" to indicate whether they would celebrate publicly or keep it quiet.</p>	<p>Matthew 6:1-4*</p> <p><i>*This verse is commonly translated as 'good deeds;' the King James translation says 'charitable deeds.'</i></p>
APPLICATION	
<p>Explain that the more you communicate with your link school, the stronger the link will become. Ask two children to stand a distance apart: one is their own school, one is their link school. Tell the story of their link so far (use the records of exchange materials to say what has happened each year since the link began) and each time an exchange takes place, run a ball of string from one school to the other. The more exchanges, the more strands. Show how strong the link has become and explain you want to keep that ball of wool going back and forth making the link even stronger. Ask the children if they can suggest ideas for what could be exchanged in the future. Write all their ideas on a big poster inside an outline of Africa and leave this with the teachers at the end of the assembly to use in their planning.</p>	
CLOSING PRAYER	HYMN/SONG
<ul style="list-style-type: none"> • Thank God for our link and friends in Uganda • Thank God for everything we have learned through linking • Ask God to help us develop and strengthen the link in the future 	<p>Give it all you've got (Out of the Ark: Songs for Every Assembly)</p>