



# Assembly... Plus!

This pack is aimed at encouraging Year Six students to consider assembly themes in more depth. You can of course adapt the ideas below for any year group. We hope they will get your class thinking and talking about the topic. All of our resources are available to download at: [www.splashschools.org.uk/resources](http://www.splashschools.org.uk/resources)

## Lesson objective: To reflect on how to be a good listener.

Introduction:	<p>At the beginning of the assembly, we saw two people talking at the same time and not listening to each other. Think about and share times when you have seen this happen, or it has happened to you. Can you think of a time when someone listened carefully to you? How did that feel?</p> <p>Try asking your class this riddle to see if they are good at listening:  <i>You're the engineer of a train. There are 36 people on board. At the first stop, 10 get off and 2 get on. At the next stop, no one gets off, but 5 get on. At the third stop, 4 get off and 2 get on. Now for the question: What is the name of the engineer? (Answer = You!)</i></p>	
Main:	<p>Perhaps your class already feel confident that they are quite good listeners and have heard all this before... in which case challenge them with this question: <b>How can we be good listeners to those who have no voice?</b></p> <p>Explore the question as a class – who has no voice? E.g. the poor, homeless, refugees, people with disabilities, animals being mistreated and many more.</p> <p>As a class or in groups, look further into a cause that is close to children's hearts. Find out about groups and charities that are speaking out and working to make change and look at how we can help.</p>	<p>Recap the story of Mary and Martha. You could use the script from our assembly (see resource sheet) and repeat the drama, or look up Luke, chapter 10, verses 38-42 in Bibles (or use resource sheet).</p> <p>Explore the story and how everyone is feeling. This could be done through drama – children make a tableau and each character shares their thoughts – or through writing, retelling the story from a character's point of view, or in another way.</p> <p>You may wish to leave time in this lesson to spend in quiet reflection, listening to God.</p>
	<p>Have you ever heard the word "<b>phubbing</b>"? It's a modern word made of the words "phone" and "snubbing". (You may have to start by exploring what it means to snub someone.)</p> <p>"Phubbing" means snubbing someone you're talking to, to look at a phone or other screen. Use PPT (see resources) to explore this term.</p> <p>Have you experienced this? How does it make you feel? Have you ever done it to someone else, knowingly or unknowingly? Discuss in pairs, groups or as a whole class.</p> <p>How does this link to our assembly on being a good listener?</p> <p>A lot of people don't realise that using screens while someone is speaking is impolite and makes the speaker feel like they aren't being listened to. Children to come up with ways to raise awareness of the problem in school, at home and in the community. What could we do now to start our campaign?</p>	<p>Proverbs  <i>(18:2) A foolish person does not want to understand anything. He only enjoys telling others what he thinks.</i>  <i>(18:13) A person who answers without listening is foolish and disgraceful.</i></p> <p>Look at the two proverbs (see resource sheet). Children discuss in talk partners what they mean and share with the class. Do you agree with these sentences? Can you think of examples to illustrate them?</p> <p>Children could create drama skits to demonstrate one of the proverbs.</p> <p>They could create posters to display around the classroom or school to explain the importance of listening.</p> <p>They could reflect on their own listening skills and spend time in prayer asking God to help them to be a better listener.</p>
Plenary:	<p>Take a minute to sit in silence and listen to what is going on around you.</p> <p>How could you improve your listening skills after today's lesson? Reflect and set yourself a challenge for the week ahead.</p>	