



*Chirp For Joy!*

School Resources (Key Stage 3):  
Ideas for assemblies and lessons

**ALL  
WE  
CAN**

Chirp!



## Welcome

Welcome to Chirp for Joy School Resources (KS3). From a large menu of options you can 'pic-n-mix' to create the perfect sessions for your class or school.

All We Can is a pioneering international development, relief and advocacy organisation. We work through partnerships with local people to end the cycle of suffering caused by poverty, inequality and injustice. These resources engage with communities in Zimbabwe, who with the support from All We Can, are overcoming insufficient rainfall and failed harvests by starting up new initiatives to provide for their families. Particularly, this resource will focus on communities who do this by rearing and selling chickens. These communities represent the kind of difference All We Can is making across the world, which we hope will inspire the young people in your school.

## How can we help?

If the young people and the school would like to raise money for All We Can, to help some of the world's poorest communities, then use the resource, Eggstravagant Fundraising, for inspiration. This fundraising pack and other resources including the film, A Hopeful Future, Gift Aid envelopes and posters are available.

Order and download resources at  
[www.allwecan.org.uk/chirp](http://www.allwecan.org.uk/chirp)  
020 7467 5132  
[info@allwecan.org.uk](mailto:info@allwecan.org.uk)

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## Assembly plans

### Assembly plan example (30 minutes)

Thanksgiving	5 mins
Reflection	7 mins
Activity	7 mins
Community focus	5 mins
Prayers	5 mins

### Assembly plan example (15 minute)

Thanksgiving	2 mins
Reflection	7 mins
Community focus	5 mins
Prayers	1 min



# Thanksgiving ideas

## 1. Read this prayer of thanksgiving together:

God we thank you for your creation,  
that we can taste its goodness  
and see you at work in it.  
Thank you for every good thing you have given to us:  
our skills and talents,  
the food we eat,  
the music we enjoy,  
and our friendships.  
You are a good God.  
Amen.

## 2. Invite a young person to read out Psalm 104: 24-28, 31:

How many are your works, Lord!  
In wisdom, you made them all;  
the earth is full of your creatures.  
There is the sea, vast and spacious,  
teeming with creatures beyond number—  
living things both large and small.  
All creatures look to you  
to give them their food at the proper time.  
When you give it to them,  
they gather it up;  
when you open your hand,  
they are satisfied with good things.  
May the glory of the Lord endure forever;  
may the Lord rejoice in his works.



3. Before the assembly, in class, give the young people post-it notes and invite them to write on them the gifts, talents and resources that they have and are thankful for. Create a central space in the school where these could be shared by students ahead of the assembly. You can then bring a few to the assembly as examples and use them in a prayer of thanksgiving.

4. If your school has been collecting Harvest produce, have a selection at the front of the assembly hall and invite a couple of students to symbolically bring items to the front. Collectively say a prayer of thanks for the food we have and for the use of the produce collected.

# Reflection

## The Parable of the Talents

(Matthew 25: 14-30)

Has anyone seen The Apprentice?

If you haven't it's basically where a number of contestants try to convince Lord Sugar that he should hire them to be part of his company because they are 'brilliant at business'. The contestants are set many challenges - most of which are to turn a small amount of money (investment) into a lot (profit) by using their talents, skills and resources to do so.

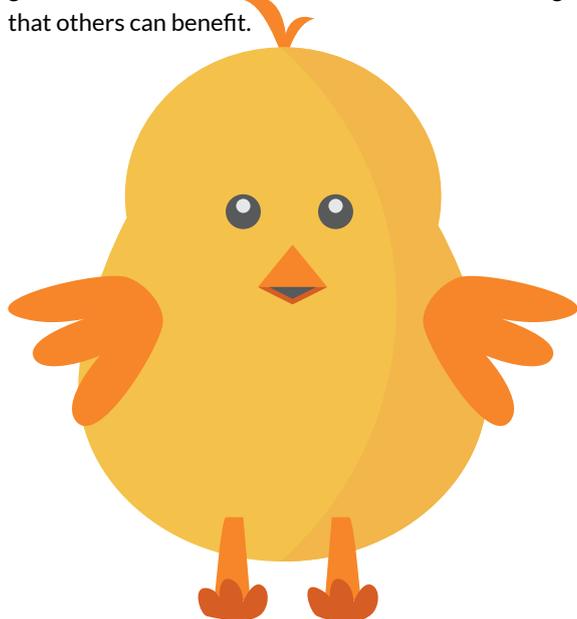
Some of the contestants are great, but most get to hear those famous words from Lord Sugar himself, "You're fired!"

Visit [www.allwecan.org.uk/chirp](http://www.allwecan.org.uk/chirp) to see links to YouTube clips of the Apprentice to show.

The Parable of the Talents seems to be a bit like this. It starts with a master or manager giving out money to certain servants / contestants. They can choose how well - or badly - they use that money. Two of the servants use what they are given to make handsome profits. One servant just buries the cash. He is the one who gets to hear, in effect, that phrase, "You're fired!"

Jesus' parables use everyday activities to teach the listeners some deeper truths. Now, God doesn't literally give us piles of silver, like in the parable of the talents. But he does give us many gifts and resources, which have the potential to bear fruit to glorify him.

Jesus is challenging us not to bury or hide what we have - our gifts and talents - but instead to use them for his kingdom, so that others can benefit.



# Activities

1. Invite the young people to look at their hand and using their fingers consider 5 things they are thankful for, such as their talents, resources, gifts etc.

2. Stick up a drawing of an outline of a person. Get the young people to consider how different parts of our body can be used to help others e.g. the hands serve, the feet make mobile our actions, the lips speak encouragement and praise, the head thinks about good things, the heart loves etc. Write up their ideas on the outlined person and ask then to reflect on how true a picture this is of them.

3. Ask for three volunteers. Give each person one egg and ask them to come up with creative ways they could use the egg. Such as in cooking, or as a decoration, or to turn into jewellery, or in a game or sport.



# Community focus

Watch All We Can's film, *A Hopeful Future*, available at [www.allwecan.org.uk/chirp](http://www.allwecan.org.uk/chirp)

Regai is working hard for her family and has come together with other people in her community, to use their skills and resources to start a chicken business. But this development has only been possible because people outside of her community, supported by All We Can, took what they had and used it for God's kingdom.

We really can make a difference in our world when we give from all that we have and are.

## Prayer ideas

**1. Hands:** Play some reflective music. Firstly, get the group to look at their hands – tell them that they are going to use their hands as a symbol of how Jesus might want them to live within this world. Secondly, invite the group to imagine that in their hands they carry their gifts, skills and resources. Give time for the group to imagine what those are. Thirdly, instruct the group to close their hands – in a fist shape – and ask them to reflect on how they feel. Say that this represents how, sadly, it can be tempting to live, to hold our own skills and resources to benefit ourselves. Fourthly, instruct the group to open their hands and reflect on how that feels. Invite them to pray, to say sorry for the things they have kept to themselves and to ask Jesus to help them to help others.

### 2. A prayer:

#### Loving God

Thank you for the generous gifts and resources you have given to us.

May we use these gifts and resources for the benefit of people in need and for your glory.

Help us to be willing to share what we have and work together with others, especially with those who are in need. Amen.

**3.** Put up a slide show of inspiring images demonstrating people using their talents, skills and gifts to help others. Ask the young people to reflect on how people in this world are using their gifts in different ways to help others.



# Lesson plan (PSHE)

## Citizenship Key Stage 3

### Learning objectives:

- To understand the ways in which citizens work together to improve their communities around the world
- To consider our role as citizens of a global community

### Key Vocabulary:

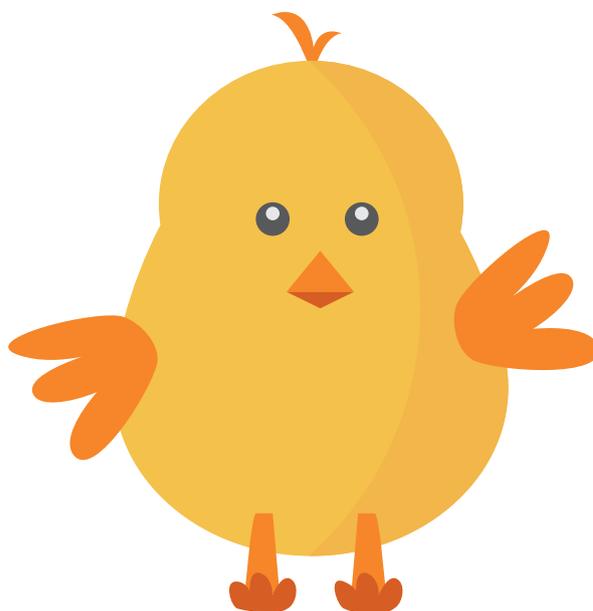
Citizen  
Community  
Global citizenship  
Enterprising  
Entrepreneurial  
Collaboration  
Innovation

### Learning outcomes:

**Most students:** Understand that they are not only a citizen of their town and country but also a citizen of a globally interconnected world. They have an understanding of some of the problems faced in communities that require citizens to work creatively together and show reflection on their own role as a citizen with unique talents and gifts that could contribute to local and global community action.

**Some students:** Have not made so much progress and will understand that they live in a globally connected world but that in some communities in the world challenges mean people need to be enterprising.

**Some students:** Have progressed further and have a good understanding of the need for entrepreneurial thinking and collaboration between citizens in a community in order to problem solve. Students have a good understanding of their own role as a global citizen who can both influence, and be influenced by others.



# Lesson plan outline

Activity	Content	Time	Resources
Starter	<p><b>Introduction</b> Today we want to consider how we use our skills and talents to help others.</p> <p><b>Paper Clip Challenge</b> Give every young person 3 paper clips and 5 minutes to come up with two different ways to use the paper clips. There are numerous videos online demonstrating the range of creative possibilities.</p> <p>This may seem silly but thinking differently about an item, or life, is actually very important. In fact, some people have no choice but to think creatively about their lives.</p> <p>We will learn from a real life example from Zimbabwe – a woman called Regai who had no choice but to use her creative talents, because if she didn't her family would have suffered and quite probably gone without food.</p> <p><b>Zimbabwe context</b> Does anyone know where Zimbabwe is? Get out a map of the world and invite suggestions.</p>	15 minutes	Paper clips A map
Main	<p>Zimbabwe has been struggling in recent years. This has largely been due to severe droughts, which has resulted in a decline in food production. Unemployment and poverty are high. In Gokwe South District, in Central Zimbabwe, All We Can, a UK based charity, is working with a local organisation to help people develop sustainable livelihoods that will provide for the needs of struggling families.</p>		
	<p><b>Film</b> Show All We Can's film, A Hopeful Future, available from <a href="http://www.allwecan.org.uk/chirp">www.allwecan.org.uk/chirp</a></p> <p>All We Can is a Christian organisation that helps people in some of the poorest parts of the world.</p> <p>Christians believe Jesus told people to love their neighbour and one way we can do this is to use our talents to help others. All of the skills, resources and talents we have are considered by Christians to be gifts from God, so we should not use them selfishly but for the benefit of others.</p> <p>In this film we will see how All We Can is helping Regai and others in her community, find creative ways to tackle a challenging situation.</p> <p><b>Reflect on the story portrayed. Questions could include:</b></p> <ol style="list-style-type: none"> <li>1. What are the words that come to mind after seeing the film?</li> <li>2. What sort of characteristics do you think Regai has?</li> <li>3. Can anyone think what they might have done in Regai's situation?</li> <li>4. Has anyone here started to think about creating your own business?</li> </ol>	10-15 minutes	Film: A Hopeful Future

Continued over the page

Activity	Content	Time	Resources
	<p><b>Activity</b></p> <p>Thinking about this situation in Zimbabwe gets us to reflect on what we can creatively do to use our own skills and talents to help people like All We Can.</p> <p>Not just in Zimbabwe but all around the world there are situations which are quite desperate. For most of us we have access to food, water, shelter and resources. So with those privileges comes some responsibilities.</p> <p><b>The UN declaration of Human Rights says in Article 25:</b>  <i>Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</i></p> <p>We should take the time to think what we could and should do in order to help others who don't have access to all that we have.</p> <p><b>So I want you to work in teams and consider:</b></p> <p><b>Option A)</b></p> <p>What does a person who is interested in world issues look like.</p> <p>Take a long sheet of paper and draw round one person in the group.</p> <p>Then on that outline I want you to draw (no words are to be used) what a person who is concerned about the world "looks like". E.g. you might draw "big ears", because someone who is concerned about the world really tries to listen to what is going on in the world, or you might draw a person with many hands, because they get involved in lots of ways to use their talents to help others.</p> <p>Set the task going and give the group 10 minutes.</p> <p><b>Option B)</b></p> <p>Give the young people £10, challenging them to plan a fundraising activity for All We Can to turn the money into £100 or more, using their gifts, skills and resources. It would be good if the young people had the opportunity to put their plan into action on another occasion and have a time to review it afterwards.</p>	20 minutes	Resources Lining Paper or flip chart paper Felt pens
	<p><b>Plenary</b></p> <p><b>Option A)</b></p> <p>Create a gallery of these images. Get a spokesperson from each group to highlight 2 things they thought of. The challenge this week is to go and try to do these things and live in a way that is not selfish but actively concerned in creatively using our talents and skills to help others.</p> <p><b>Option B)</b></p> <p>Invite the young people to feedback their fundraising ideas, highlighting which gifts, skills and resources from the group they are using.</p>	5 Minutes	

# Donation form

Thank you for doing fundraising activities for All We Can. Please complete this form and send it with the money you raised to All We Can at the address below. You can send a cheque or make a card payment. Please also send any Gift Aid envelopes and regular giving forms you have collected. Donations will be used where they are most needed.

Title: \_\_\_\_\_ First Name: \_\_\_\_\_ Surname: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Email: \_\_\_\_\_  Please tick if you would like to receive communications through email.

Tel: \_\_\_\_\_

Name of school/group: \_\_\_\_\_

Type of event: \_\_\_\_\_

We raised  for All We Can and:

I enclose a cheque payable to All We Can or

I would like you to debit the following card (circle type): Visa Maestro MasterCard Solo

Card number:

Expiry date:  Valid from (Maestro):

Security code:  Issue number (Maestro):

We will never sell or pass on your personal details to other organisations. We will use your details to provide you with occasional communications, including opportunities to support our work.  Please tick if you would like to opt out of further communications from All We Can.

All We Can, 25 Marylebone Road, London NW1 5JR

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Methodist  
relief and  
development