



School Resources

(Key Stages 1 & 2):

Ideas for assemblies and lessons





Welcome to the *Travel lightly* Key Stages 1 & 2 resource.

All We Can is an international development and emergency relief organisation. Focusing on those in greatest need, it has always been inspired by Christian principles and is an integral part of the Methodist family.

This resource engages with communities in our world for whom aspects of the 'wilderness experience' is a daily reality – a struggle for sustenance, feelings of isolation, enduring conflict and a state of vulnerability. All We Can is helping communities to improve their lives, enabling them to provide for their families' needs. We hope that this session will help the young people in your school to grow in their understanding of the issues some people in our world are facing and to develop knowledge and confidence in the actions they can take to make a significant difference.

 Order and download resources at allwecan.org.uk/wilderness

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Methodist
relief and
development

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Assembly plan example

(20 minutes)

- Activity – 5 mins
- Reflection – 5 mins
- Community focus – 7 mins
- Prayers – 3 mins

Activity

What you need: Have a table ready with an (empty) rucksack, small tent, torch, water bottle, some snacks, various clothes, a phone, a book, first aid kit, goggles, a towel, beach ball and other home comforts set out.

Method: Explain that you are planning a camping trip and ask if any of the children have ever been camping before. (Hopefully there will be some who have and can be of use!) Explain that you will need their help to pack your luggage. With the help of a volunteer, pack as many things from the table into the rucksack that children suggest, perhaps getting the volunteer to try on the bag for size!

Now ask the question ‘How do I travel lightly?’ and ask what this means to the children? Do they think you have achieved this in what you have packed so far for your trip? What could you remove to ensure you are not burdened/taking too much/travelling with too much baggage? What resources are essential?



Reflection

Read: Mark 1:12-13

Jesus went into the wilderness, which is a desert place. He was away from the things he enjoyed – like his friends and family, his work and hobbies. He even gave up food. He had travelled lightly.

Question to discuss: What are the things you enjoy that you would miss if you gave them up?

For many people in our world the wilderness experience is a daily reality. They may feel alone, they may struggle for food, they may not have opportunities to play. In the Bible story, God provided Jesus with angels to look after him. They helped to make his hard situation easier to cope with. When we choose to care for people who are experiencing a hard time, we can be used by God, like he used the angels.

Alternative ideas for younger children:

Read ‘The Huge Bag of Worries’, by Virginia Ironside, to link ideas of wilderness and seeking the support of others.



Community focus



If it is appropriate for your situation, play All We Can's film of Chikumbutso, Monica and their family, called, The Wilderness (Lent Appeal 2019):

allwecan.org.uk/wilderness

Alternatively, hand out copies of the picture of Chikumbutso, Monica and their family (available on the next page).

Then share what is written below:

Chikumbutso, Monica and their family live in a place in Southern Africa called Malawi [find out what the children may know about Malawi]. Chikumbutso and Monica have been going through a long, hard wilderness experience and they struggle in a number of ways – their home has no roof, the changing weather in Malawi makes it hard to grow food to feed their family, and they do not have enough money to send their children to school.

With the help of All We Can, a charity supported by people here in the UK, Chikumbutso and Monica have been cared for in their wilderness experiences. Working with other people in their community, they now have better equipment to use on their farms – such as running water, more seeds to plant and tools.

Revisit the question ‘How do I travel lightly?’ by sharing how we can focus on the essentials in our lives, discarding what is weighing us down and thinking of others who don't have access to the things we take for granted/the things that are so easily discarded. Through travelling lightly through life, we might have more to offer others and bring care to people like Chikumbutso, Monica and their family by supporting charities like All We Can, telling our friends and neighbours about them and by praying for them.





Prayer

Use the props from the packing list to illustrate ideas:

Item of clothing – Help us to help people in our world, to have the clothes they need

Tent – Help us to help people in our world, to have the shelter they need

Food – Help us to help people in our world, to have the food they need

Book – Help us to help people in our world, to have the education they need

Phone – Help us to help people in our world, to have the friends and family they need

First Aid Kit – Help us to help people in our world, to have the good health they need

Amen

Prayer space

Create a prayer space – for example by designating a classroom or corner of the library, which will have a number of prayer stations in it. The young people will have the opportunity to reflect on their own experiences and the experiences of others, following on from the Travel Lightly assembly. Each pupil will receive a 'Travel Journal' (a notebook) upon entering the space, and will be able to use it to log their thoughts, feelings, inspiration whilst moving around the space.

Prayer stations

Sensory Walk – The young people will get to walk over several surfaces, relating to the different paths we travel in life/the challenges we face. Some will feel easier, some harder, some pleasant and some uncomfortable. Pupils can walk alone or be guided by a friend. As they walk over the different surfaces, they should think about the challenges they face at the moment or the challenges others face in their community and around the world. Examples of surfaces could include, sand, sand paper, pebbles, carpet, tiles, etc.

Mindfulness – The young people enter a small tent/gazebo. Soft mats/cushions/cuddly toys should be available to set a tone of relaxation and comfort. As they engage in this space, they should think about the importance of rest and taking time out of busy environments. They can note down what distracts them from rest and spending time with God, and pray for help in creating more time and space for these vital things.

Prayer Suitcase – The young people can write a prayer or simply a word or two, and place them in an empty suitcase. They could be asking for something for themselves/their community or pledging their support to others. They are to think about how God is present through every step of the journey.

Leaving Baggage – The young people can write on/ decorate a small pebble that represents something they are struggling with or something they wish didn't exist in our world (for example famine, drought, war, etc.). Above the bowl / bucket, place this prayer for them to pray in their heads: Dear God, I give this burden to you, because it is too heavy for me to carry. Please send me help when I need it, and send me to be a help where I can be. Amen. They should then drop their 'baggage' into a bowl/bucket of water as a way of lightening their load, and feeling able to travel lightly from this space, knowing that God will help them.

Reset – Give the young people a copy of the well-known poem, Footprints, available online. The young people take it with them as they leave, reminding them that God is with them at every stage of their life's journey.



Key stage 1 & 2 lesson plan

50 minutes

Learning objectives:

- To explore what it means to 'travel lightly'
- To examine the link between travelling and leaving a footprint on the world

Outcomes:

- Pupils will have considered ways of travelling
- Pupils will understand that they can make choices to limit their wastage
- Pupils will be able to identify ways to reuse resources to reimagine their usage vs wastage



Activity	Content	Time	Resources
Starter	<p>Ask the class if they have ever been on holiday? Where did you go? How did you get there?</p> <p>Explain that we can travel to lots of places in our world using different modes of transport. From a short walk to the park to a long aeroplane journey across the world. And this can leave a footprint of our journey, sometimes visible (mud, sand, snow) and sometimes as an impact on the environment, where we use up some of the earth's resources (eg. the use of fuel when travelling by car, aeroplane, etc., polluting the atmosphere).</p> <p>Show a picture of places where it is really hot. Ask the children where they might think this is? How would they get there? What type of footprint would they leave?</p>	10 minutes	Pictures of different places in the world
Whole class teaching point 1	<p>Hold up an empty water bottle and ask the children where you can fill it up – tap, water fountain, etc.</p> <p>If they were told that the local water board was switching off access to all clean water, they would need to travel elsewhere to get water.</p> <p>With the children's help, explore some places that might provide water and how they could get there and carry the water back. Use the following props – scooter, bucket, bottle, bag – to aid ideas.</p> <p>Use pictures/video to introduce the children to Malawi, and Chikumbtso and Monica's family who walk long distances to collect water to drink and use on their gardens.</p>	10 minutes	
Main activity	<p>Children use plastic bottles to make a rain catcher.</p> <p>Using a pair of scissors/craft knife, children are to cut the top third off a water bottle (remove the cap first). Invert the top section and place into the bottom part of bottle to make a funnel.</p> <p>If needed, stick masking tape or sellotape around the exposed rim to cover sharp edges.</p> <p>Use a pen and ruler to draw measurements on the side as a gauge to measure the water collected.</p>	20 minutes	<p>Plastic bottles (enough for one each child)</p> <p>Scissors</p> <p>Sellotape/ masking tape</p> <p>Marker pens</p> <p>Ruler</p>

Activity	Content	Time	Resources
Whole class teaching point 2	<p>Invite children to bring their rain catchers back to the group and discuss how having easy access to water is important.</p> <p>Explain that Monica and her family had to travel a great distance to get water, which was heavy work and caused backaches. All We Can, a charity in the UK, has helped Monica's community by giving them 'solar pumps' that turn the energy from the sun into electricity to pump water from the ground. This means that Monica and Chikumbutso no longer need to travel long distances to collect water for their gardens.</p>	5 minutes	
Plenary	<p>Children to place their rain catchers outside to test their idea of collecting rain water.</p> <p>Explain that by collecting rainwater and reusing water bottles, they are reducing their waste and giving the earth a rest from using up her resources, thus making choices that help them travel lightly and reduce their footprint on the world.</p>	5 minutes	
Follow up / Extension work:	<p>After rainfall, children are to check their rain catcher, measure the water collected and discuss safe water sources, filtering, etc.</p> <p>Draw around children's feet to create a path of footprints to write words/prayers of encouragement to people who still have to travel to collect water each day.</p> <p>Make a collection of recycled materials and challenge children to create something useful.</p>		



Donation form

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

Title: _____ First Name: _____ Surname: _____

Address: _____

Postcode: _____

If you would like to receive updates by email about our work and how you can donate to us, please enter your email here (you can unsubscribe at any time).

Email: _____

Tel: _____

Name of church/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 Visa Debit Maestro MasterCard Solo

Card number:

Expiry date: Valid from (Maestro):

Security code: Issue number (Maestro):

[Please ensure that the card used is registered to the name and address provided above.]

All We Can holds your details to thank you for your gift, process Gift Aid, to send you occasional updates about our work and how you can support us. If you would prefer not to receive these updates by post, please tick here

We promise to never sell or swap your details and you can change your preferences at any time by contacting us using the details below.

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