

Topic: GRATITUDE

Objective: To stimulate thought and action concerning the effects of gratitude.
Recognising the needs and concerns of others.
Ability to see the world through the eyes of others.

Curriculum Links: Citizenship, Drama, English, French, Maths, Music, PSHE, RE

Key words: monitor, tarmac

Materials needed:

- The Manual or copy of lesson plan
- Pages 36 and 37 of the Introduction Manual
- Bell
- Coloured pens
- CD player
- CD with music for silent sitting
- CD with music for the song
- Pages of the drama for 4 pupils

QUOTATION/THEME FOR THE WEEK



GRATITUDE IS THE HEART'S MEMORY

French proverb

Brainstorm what you think this means. Give some examples.

SILENT SITTING

Step 1 *(See page 36 of the Introduction Manual)*

Step 5: Guided Visualisation on Light exercise *(See page 37 of the Introduction Manual)*

Step 6.

DRAMA

FLYING HIGH

by Cynthia Bach

The scene is set in 1) Stephanie's house, 2) Mrs. Shaw's sitting room and 3) the airport

Characters: Narrator
 Stephanie
 Stephanie's father
 Mrs. Shaw

Stephanie: I'm so excited. At last a chance to go on an aeroplane. Dad works at the airport, and he's going to take me on a flight to Paris. He's been allocated two tickets so Mum and I can go.

Father: I'm afraid your mother can't come with us, Stephanie. She's helping at a friend's wedding on Saturday, so you can bring a friend with us. You had better hurry up and decide on who, though the trip is in two days.

Stephanie: Well, Dad, if I ask Jasmin to come, then Emily will be upset, and if I ask Emily, it will be the same with Jasmin! So I wonder if I could ask someone else?

Father: I can see the problem. But who else were you thinking of?

Stephanie: I'm not sure. Who could I take? I know. What about Mrs. Shaw, Mum's friend who helped me when I was behind with my French? She hasn't been on a plane for years, not since her husband died. She was so kind to me.

Father: Well, I don't see why not. Go round and ask her.

Stephanie: Okay, I will, as soon as I finish my homework.

Narrator: It was hard for Stephanie to concentrate when she was so excited about Saturday, but eventually she had finished. She slipped on her coat and ran to Mrs. Shaw's house in the next street.

Mrs. Shaw: Come in, Stephanie. How nice of you to call in to see me. Let me get you some juice and a piece of cake. I made one this morning. *(Goes to the kitchen)*

Stephanie: (aside) Mrs. Shaw always makes me very welcome, but somehow she seems sad. I wonder what's the matter.

(Mrs. Shaw comes in with a tray)

Stephanie: Are you all right, Mrs. Shaw? You're not ill, are you? Can I do anything?

Mrs. Shaw: No, dear, I'm quite well. I get a bit sad sometimes, when I think of my husband. We were married for forty years this month, you know.

Stephanie: What a long time! I wonder if I ought to ask her if she would like to come on the flight to Paris. Shall I ask her? Will she mind?
(*She glances at the photo of Mr. Shaw on the mantelpiece and goes over to have a closer look*). Is this photograph your husband?

Mrs. Shaw: Yes, it is.

Stephanie: He had kind eyes. You must miss him a lot.

Mrs. Shaw: I'm afraid I do.

Stephanie: Mrs. Shaw I came to tell you that Saturday is a special day for me. Would you like it to be a special day for you too?

Mrs. Shaw: (*smiling*) Why, whatever do you mean?

Stephanie: (*in a rush*) Well, Dad has got to go to Paris with his job and he's got two extra tickets for family or friends. I'm going, but Mum can't, so I really would like you to come.

Mrs. Shaw (*looking pleased*) How very kind of you. I'd love to.

Stephanie: (*Swallowing the last piece of cake*) Good. I'll pop round tomorrow and let you know what time we will pick you up in the car. Don't forget your passport, Mrs. Shaw. And thanks for the cake. It was really nice. Excuse me now, I'd better get home.

Narrator: It seemed a very long two days until Saturday, but finally Stephanie found herself in the car with Dad picking up Mrs. Shaw.

Mrs. Shaw: I'm so pleased to be coming. I don't get out so much these days and this is a real treat. It's a shame your Mum couldn't have come though, Stephanie.

Stephanie: Mum promised to do Mrs. Evans' hair for her granddaughter's wedding, and knew she would not want to go to anyone else. She said there would be another time and anyway, we are really pleased *you* could come.

Narrator: They were soon at the airport and checked in. While Mrs. Shaw and Dad had a cup of tea, Stephanie watched the planes taking off and landing from the lounge window. Then her Dad pointed out the small jet that they would be boarding shortly.

Father: I've just got to see someone. Don't lose your boarding passes. I'll try to be back before the flight is called. But if I'm not, don't worry. Just board without me and I'll catch you up.

Mrs. Shaw: (*Looking happy*) We'll be fine. Stephanie, I feel quite excited.

Stephanie: (jumping up excitedly) I think that's our flight just been called. I'll run over to check the details on the monitor. *(Goes over then comes back)* Yes, it is.

Mrs. Shaw: Here's the queue to show our boarding passes.

Narrator: They went through and eventually were called to go down the steps onto the tarmac.

Stephanie: The plane seems a lot bigger close up.

Mrs. Shaw: And the engine is very noisy. Look, Stephanie's, there's your Dad with one of the stewards.

Narrator: After being introduced to the stewards, they all shook hands. Stephanie felt very pleased about it. They boarded the aircraft, found their seat numbers, and did up their seatbelts. Faster and faster revved the engine, then taxiing down the runway, the plane gathered speed for takeoff. Stephanie was thrilled.

Stephanie: Mrs. Shaw, you look quite pale. Are you nervous? I know some people don't like flying.

Mrs. Shaw: No, no. I'm only feeling a bit strange. It's such a long time since I've flown and aircraft have changed. It's going so fast and it's still on the ground! I'll be all right when we have actually taken off.

Narrator: The little jet rose into the air with ease. It climbed steeply and quickly to about 25,000 feet.

Stephanie: Gosh! Look out the window. The ground is very far away now.

Mrs. Shaw: It's wonderful, isn't it? I'm feeling much better now. Look! There's the English Channel.

Stephanie: The ships are like toy boats, and the shadows of the clouds are making patterns on the sea. *(Looking round inside the plane)* The plane's quite similar to a bus, with luggage racks and twin seats, and a gangway down the centre.

Narrator: Very soon, too soon for Stephanie, the seatbelt lights went on and the captain's voice came over the loudspeaker. "We are now descending towards Paris, and we will be landing at Orly Airport in approximately fifteen minutes. Please put your watches forward one hour, to the local time. Thank you for travelling with us." The descent was equally as exciting as the take-off, the ground got nearer and nearer and Stephanie could see the outskirts of Paris, then the River Seine and even the Eiffel Tower. All of a sudden, they were landing, so smooth as to hardly notice it. The plane slowly headed towards the airport buildings. As it finally stopped everyone undid their seat belts and got ready to get off the plane. They made their way to the front exit of the plane.

Father: There's no need to ask if you enjoyed it. I can see by your face!

Stephanie: Oh yes, Dad. It was really great. And you enjoyed it too, didn't you, Mrs. Shaw?"

Mrs. Shaw: Yes, I did. And we'll enjoy the flight back too.

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GROUP SINGING

FLYING HIGH

lyrics by Sara John and Nicky Gilbert, music by Stuart Jones

We raise our hearts up high,
No limits but the sky.
Our aim is harmony
Let's live it and be free

*Chorus: Flying high, flying high,
Held by earth and loved by sky
Flying high, flying high,
Together one and all.*

Good values we can share
And problems we can bear
Our aim is harmony,
We can live happily.

Chorus: Flying high, flying high ...

Together let's jump up,
And offer round our cup.
We'll show the world that we,
Can all live happily.

GROUP ACTIVITY

1. Exercise: Things we take for granted

- i) Discuss with the class what things we might take for granted e.g. the air we breathe, electricity, water we can drink, our own health, etc. and how important it is to be grateful for these things.
- ii) Ask the class to work in pairs for one minute each, changing over after one minute. Only one person is to speak at a time. It is not a dialogue. In this way, the person not speaking can practise listening.
Person A tells Person B all the things they are grateful for.
Person B listens while A talks.
Ring a bell after one minute to show change-over time.
Person B tells Person A all the things they are grateful for.
Person A listens while B talks.
- iii) When both of the pairs have spoken ask them to choose another partner - preferably someone they don't know so well - and do the exercise again. This time they DO NOT REPEAT what they have said already.
- iv) Ask them to do it again for a third minute with a third partner - again not repeating what they have said to their previous two partners.
- v) Ask them to do it a fourth and final time. By the time they have done this exercise four times, not repeating themselves, they are really having to reach "those areas which others can't reach".
- vi) Then in pairs again spend three minutes each discussing:

One insight I have gained today about listening is ...

2. Discuss how an outing such as the trip to Paris with her father might help feelings of closeness within the family for Stephanie. How would being able to share this event with an elderly neighbour add to the experience?

3. Explore the impact of air travel on our society.

What changes have been brought about by air travel?

What is different in our lives now that we have closer links to Europe?

Citizenship Link: Unit 6. Programme of study: 1i the world as a global community and the political, economic, environmental and social implications of this.

3a use imagination to consider other people's experiences.

English Link: Spelling 7: Spelling key words;

Vocabulary 15: use a dictionary;

Standard English 16: differences between spoken and written language structure;
Drama 15: develop drama techniques.

French Link: Order an entire meal in French.

Maths Link: Measures and Mensuration page 2: Convert pounds sterling into Euros
Number work: speed, distance and time calculations (remembering time zone differences).

PSHE Link: 3 Developing good relationships, respecting the differences between people.
3g the role and feelings of parents and carers and the value of family life;
3k communicate confidently with their peers and adults.

RE Link:
develop loving kindness and compassion; activities which might unite their family.