

Storm and Calm

Rationale	Within life's journey we all experience times of storm and calm; these may be emotional experiences, may result from specific combinations of circumstances. These experiences are often beyond our control and so we benefit from learning how to cope at their heights and how to remember their transitory nature.
Title	"Storm and Calm"
Aim	SENSING CHANGED QUALITY IN AWARENESS Children will understand that stormy times and calm times are experiences most of us encounter in life. We can learn how best to deal with these experiences. These experiences need not affect the essential me.
Objectives	Pupils will: <ul style="list-style-type: none"> • Identify feelings that would match with visuals of a seething ocean, a crashing sea • Identify feelings that match with a flat, sun/moonlit, calm sea and lapping waves • Begin to understand that the same patch of sea can present in different forms • Feeling stormy can be changed to feeling calm by going to a safe /special place; that place can be accessed by silence, words, special people, special objects, music, feelings of being comforted • Know that the Hebrew 'Shalom' is a deep sense of wholeness, calm and well-being
Link with 5–14	PSD; Emotional health; Dance movement; Writing
Link with ACfE	Successful learner Effective contributor
Is this part of a series	Storm and Calm; Light Dispels Dark
Introduction	This assembly outline is designed to be delivered to a departmental group. It is also suitable for whole school / stage / single class assemblies. <ul style="list-style-type: none"> • Enter assembly to video of waves on the sea shore, neither stormy nor calm, and accompanying music
Stimulus	<ul style="list-style-type: none"> • Two-thirds of our planet is covered by water; the seas of the world have many different faces; the seas support the life of the fisherman yet can take his life too • Video of stormy seas with matching music [full orchestra]/of calm seas [harp] • Video of a land storm passing by, the wild wind, the ensuing calm
Guided Reflection	Scripted monologue/reading over review of stormy sea video: <ul style="list-style-type: none"> • The stormy sea should be respected — a right form of fear • We can watch the storm from a safe place and not feel afraid • We can be in the storm; remembering that it will pass helps us • We can feel stormy inside; then special places and special things

	<p>can help us: granny's hug, a teddy bear, a blanket, closing the curtains tight, a favourite book, a song</p> <ul style="list-style-type: none"> • It is alright to feel stormy inside; letting that storm out appropriately is important – draw, scribble, write, tear, talk to a trusted adult • Silently watch the calm sea video
Response	<ul style="list-style-type: none"> • Story boards / book of stormy and calm times and of safe/special places/things • Paintings of stormy and calm shapes/ colours and of safe/special places/things • A stormy and calm afternoon in the classroom – stormy pictures, words and music which then give way to calm pictures, words and music • A sharing circle working with stormy and calm words and feelings • Guided visualisation, the building storm, seeking shelter, recognising the danger but knowing I am safe, relief when the storm abates, enjoying the calm
Evaluation (a)	Observation of pupils during assembly; discussion with pupils post assembly.
Evaluation (b)	Discussion with Staff Consultative Committee and with whole staff group at appropriate points in school quality assurance process.

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Running Order

Running time	Mins	Activity	Personnel	Resources	Action
0-5	5	Enter assembly to video of waves on the sea shore, neither stormy nor calm, and accompanying music; gathering time	Adult leader supervising	DVD/Video	
6-11	6	Voice-over video/DVD; Two-thirds of our planet is covered by water; the seas of the world have many different faces; the seas support the life of the fisherman yet can take his life too. Video of stormy seas with matching music [full orchestra]/of calm seas [harp] video of a land storm/dust storm/tornado passing by, the wild wind, the ensuing calm	Adult leader	Film clips including from BBC's Planet Earth	
12-17	6	Scripted monologue/reading over review of stormy sea video/DVD	Adult leader	The Perfect Storm	
18-22	5	Silently watch the storm then the calm sea video		DVD/video	
23-28	6	Guided visualisation, the building storm, seeking shelter, recognising the danger but knowing I am safe, relief when the storm abates, enjoying the calm	Adult leader	Prepared visualisation	
29-30	2	Silently classes leave assembly with further opportunities to explore ideas back in safety of class	Adult leader	Calm music	