

Earth and Clay

Rationale	We are all on a journey, individually and as part of the human race. On this particular journey we want the children to experience the ordinariness and the extraordinariness of the world around them and respond intuitively to it. Celtic Christians were very much in touch with nature and we want to provide an experience that will allow the children to see simple things in new and deeper ways.
Title	Earth and Clay
Aim	SENSING MYSTERY, SENSING CHALLENGE Children will experience four elements of the Earth in a very 'hands on' way. This kinaesthetic approach will encourage an emotional response to the elements and to the world and encourage the children to look at other ordinary things in a new way.
Objectives	Pupils will: <ul style="list-style-type: none"> • Visit four stations set around the room, all related to the Earth, each demanding a different response from the children • Respond to the materials provided in each area • Be challenged to think of ways of giving of themselves to others
Link with 5–14	Writing; Circle Time
Link with ACfE	Personal search Art
Is this part of a series	Earth and Clay; Stones
Introduction	This assembly outline is suitable for one class at a time to visit over a week. Children will: <ul style="list-style-type: none"> • Enter to Celtic harp music eg. <i>Earth, Water Wind and Fire</i> by Saviourna Stevenson • Collect a scallop, or similar, shell to take with them on their pilgrim journey as pilgrims of old did • Be led to each station by a preset path where they will stop and interact with each presentation (different children will start at different stations)
Stimulus	<p>The Four Stations — The Elements:</p> <p>Clay in our hands:</p> <ul style="list-style-type: none"> • A lump of clay will be given to each pupil • A video presentation of a potter at work on his wheel will be shown on a laptop • A guided reflection on the laptop will lead the pupils to make, then destroy, anything in their life that upsets or angers them • At the end of their time at this station pupils will make something beautiful <p>The Sands of Time:</p> <p>Wet and dry sand trays with glass pebbles will be set out, along with a display of different sized sand-timers.</p> <p>Guided reflection: pupils will be encouraged to consider the sand of</p>

	<p>time as they feel the sand run through their fingers – eliciting the response to value and treasure each moment of their lives.</p> <ul style="list-style-type: none"> • In the wet sand pupils will build their 'castle of dreams' and contemplate the dreams they have for their own lives. • Pupils will write their names in the dry sand and draw pictures (with fingers and/or pebbles and shells) of what they treasure most, then wipe them away and treasure them in their hearts <p>Be Salty! This area will be set out with a range of salty foods for the pupils to savour. Pupils will be encouraged to describe the flavours. Guided reflection: as the pupils taste salty food, they will hear how salt can flavour and enhance food or spoil it if there is too much. Pupils will:</p> <ul style="list-style-type: none"> • Be encouraged to consider how they can 'flavour' their world. • Think of one nice thing that they can do to 'flavour' someone's life (they will write or draw this on a sheet of paper to take away with them) <p>Dirt, Mud Earth: Pupils will:</p> <ul style="list-style-type: none"> • Experience earth as mud: they will submerge their hands in mud and then wash it away. • Be presented with earth as the source of life and growth. • Plant seeds or bulbs to enhance their environment in the form of a bulb Celtic cross. <p>This should be accompanied by a Powerpoint presentation of bulbs growing and a guided reflection about very ordinary looking objects (seeds and bulbs) dying and coming to life again as something beautiful</p>
Guided Reflection	Each station will have its own guided reflection inbuilt as part of the experience (see above)
Response	<p>Pupils will:</p> <ul style="list-style-type: none"> • Visit the Celtic journey class by class but will experience the journey as individuals as we all must experience our own journeys • Respond to the stimuli individually – this can be shared in a circle time in class. <p>Pupils can:</p> <ul style="list-style-type: none"> • Work with broken mosaic tiles: they should firstly examine photographs of mosaic work by Gaudi. Each class could then design and make a class mural depicting the beauty of nature (younger children could make salt dough and make and paint nature objects) • Be given the opportunity to spend more time with clay, creating, firing and painting something very beautiful to keep as a memento of their journey
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

Activity	Resources
<p>Before the journey, children will be given a scallop shell to carry with them. The significance of carrying a shell will be shared by the class teacher.</p> <p>Four stations will be set up in a suitable space for one week.</p> <p>Each class will be given a time to visit the Celtic journey. This can be done in various ways:</p> <ul style="list-style-type: none"> • A member of staff could take the class on their journey group by group and guide them through each station • The whole class can go on the journey. In this case the class will be split into 4 groups and each group will start at a different station • Time spent at each station will vary for each class depending on age and concentration level • Class teacher should suggest a time for their class <p>Ideally there should be an adult at each station to help and guide the pupils through this experience.</p> <p>Children will return to class. Follow-up activities will be planned and prepared by class teacher.</p>	<p>Clay in our hands: Clay Video of potter Laptop with reflection</p> <p>Sands of Time: Various sand-timers Sand trays sand Glass pebbles Wet sand Dry sand Written script</p> <p>Be Salty! Wide range of salty food (to be shared out by an adult) Paper Pens Tray of salt Adult/facilitator</p> <p>Dirt Mud Earth Earth Trays Basin of water Towel Seeds Seed trays in cross shape Laptop</p>