



## **EPISODE 7: Charlie and Blue Do Some Soul Searching**

**Key Stage 1 Cross-Curricular Topic: Ourselves**

**Key Stage 2 Cross-Curricular Topic: Identities**

### **Introduction**

The concept of the soul is a complex one for young children (it's a complex one for adults!) and so the central focus should be on the exploration of this question rather than the answer to it.

For Christians, Jews and Muslims there is a belief in a soul and an afterlife in a place other than Earth (often called Heaven or Paradise).

For Hindus the soul (called the atman) is reincarnated, and lives life after life on Earth in different bodies.

Sikhs believe that the body is just clothing for the soul and, like Hindus, believe strongly in reincarnation.

For some Buddhists, there is no soul, as nothing lasts and therefore there is nothing substantial to continue into an afterlife. The Buddha taught that people should not agonise over such matters, as there are more important things to attend to in this life. However, Buddhists believe that a person's stream of mental energy (sometimes called the consciousness) is reborn into new bodies until enlightenment is reached.

Humanists believe there is no soul.

Based around this concept is the question of life after death, again complex for young children and care should be taken when exploring this, especially if there have been any bereavements in families or in the school.

**Note:** This lesson – because of the difficult concepts involved, is one you might like to revisit, so suggestions are given below for both Key Stage 1 and Key Stage 2.

## Contents

Lesson Overview	3
Film Digest	4
Lesson Plan	5
Resources	11
Background Information	12
Charlie's Poem about the Soul	13
Useful Pictures	14

# Overview

**Suitable for:** Key Stages 1 and 2

**Lesson Objectives:** **Key Stage 1**

- To recall that people have different views on the soul.
- To recall one or more of these views.
- To say why people with different beliefs about the soul try to help others.

**Key Stage 2**

- To compare different ideas about the soul.
- To describe what people with different beliefs about the soul might say about how to treat others.
- To link their own ideas about how to lead a good life to the teaching of different religions and beliefs.

**Key Question:** What is a soul?

**Time:** 45 minutes actual teaching and learning time, though an additional lesson would be needed if you wish to extend the activities.

**TrueTube Film:** [Charlie and Blue Do Some Soul Searching](#)

Theme: *Ethics and Religion*

Topic: *Faith/Central Beliefs*

**Resources:**

- Internet connected whiteboard or enough laptops or tablets for the class
- Selection of musical instruments
- Collage materials
- A copy of *Charlie's Poem About the Soul* – in the *Resources* section.

**Key Words:**

- Soul
- Neshama
- Consciousness
- Humanist
- Sikh
- Muslim
- Christian
- Jew
- Hindu
- Buddhist
- Unique

## Film Digest






[Charlie and Blue Do Some Soul Searching](#)  
(7:36)




Theme: *Ethics and Religion*


Topic: *Faith/Central Beliefs*



Zippity-zip, let's go on a trip! Charlie takes her favourite soft toy (and best friend) Blue back to school to see the display her class has made to show different beliefs about the soul. Does believing in a soul make someone behave differently?

## Lesson Plan





	<p><b>Starter</b></p> <p>Begin by asking four children to come to the front.</p> <p>Ask the rest of the class to name some differences between each person.</p> <p>“What is special about Mary...?”</p> <p>Encourage the children to ask questions such as, “What is your favourite colour?” to encourage them to focus on differences other than just appearance.</p> <p>Make the point that we are all special and unique in the way we look, the way we think, and our feelings about things.</p>	<p>4 mins</p>
	<p><b>Share the learning objectives</b></p> <p>Key Stage 1</p> <ul style="list-style-type: none"> <li>• To recall that people have different views on the soul.</li> <li>• To recall one or more of these views.</li> <li>• To say why people with different beliefs about the soul try to help others.</li> </ul> <p>Key Stage 2</p> <ul style="list-style-type: none"> <li>• To compare different ideas about the soul.</li> <li>• To describe what people with different beliefs about the soul might say about how to treat others.</li> <li>• To link their own ideas about how to lead a good life to the teaching of different religions and beliefs.</li> </ul>	<p>2 mins</p>
	<p><b>Display and give the meaning of the key words</b></p> <ul style="list-style-type: none"> <li>• Soul: something that many people believe is inside us that makes us who we are. Some people believe our souls live on in some form after death.</li> <li>• Neshama: a Hebrew word used by Jews for the soul or spirit. In the Torah, it is the “breath of life” that God breathed into Adam and Eve, the first people.</li> <li>• Consciousness: a person’s awareness of everything around them; their sensations, feelings and thoughts.</li> <li>• Humanist: a person who believes that human beings can, through their own efforts, change themselves and the world for the better. They don’t usually believe in a god.</li> <li>• Sikh: a follower of Sikhism. A person who believes in One God and the teachings of the ten Sikh Gurus.</li> </ul>	<p>5 mins</p>

	<ul style="list-style-type: none"> <li>• Muslim: a follower of Islam. A person who believes in One God (Allah in Arabic) and tries to do what God wants. A Muslim believes that the words in the Holy Qur'an were given to the Prophet Muhammad.</li> <li>• Christian: a follower of Christianity. A person who believes in One God and in the life and teaching of Jesus Christ.</li> <li>• Jew: a follower of Judaism. A person who identifies with the Jewish people (who come from the Land of Israel) or with the Jewish religion. The Jewish religion has a belief in One God, and follows the history and teachings in the Hebrew Bible.</li> <li>• Hindu: a follower of Hinduism, a religion that comes from India. A person who believes in one or many gods, such as Krishna or Ganesha.</li> <li>• Buddhist: a follower of Buddhism. A person who follows the teaching of the Lord Buddha.</li> <li>• Unique: a word used to describe something that is one of a kind.</li> </ul> <p>There's no need to explore all the worldviews at this stage but it is important to ensure that children know that there are different points of view.</p>	
	<p><b>Play the film</b></p> <p><a href="#"><u>Charlie and Blue Do Some Soul Searching</u></a></p>	8 mins
	<p><b>Thinking Point 1</b></p> <p>Replay the opening scene up to the point where Charlie shows Blue her drawing and explains that people have different beliefs about the soul (0:20 to 1:15). Pause the film at this point and ask:</p> <ul style="list-style-type: none"> <li>• Do you think that's a difficult question?</li> </ul> <p>Explain that we have a body and a mind, and some people believe we have a soul as well. The soul can be thought of as something inside each of us that makes us who we are. Many people believe that the soul continues to live on after our body dies.</p> <ul style="list-style-type: none"> <li>• What do you think?</li> </ul>	3 mins
	<p><b>Thinking Point 2</b></p> <p>Replay the scene where Blue reads Charlie's poem about the soul (5:41 to 6:24). Pause the film at this point and read the poem out to the children again:</p> <p><i>"When a person leaves this world behind, A part of them remains. Although invisible it still exists, It's something called the soul."</i></p>	4 mins

	<p><i>Some believe it floats to heaven, To find a place with God. While others believe we are reborn, And its journey carries on. Then there are those who believe There's nothing more, Just memories of the people we loved. But whatever our belief about the soul, There's something we can all agree: Each one of us is special, Each one of us, unique."</i></p> <p>Encourage the children to engage in some quiet thinking time, then ask again if this has changed their thinking about the soul?</p>	
	<p><b>Activities for Key Stage 1</b></p> <p>This set of activities needs sensitive supervision and questioning.</p> <p>Provide the class with a selection of collage materials, including a selection of pictures showing different activities and situations. Ask the children to look through the materials to decide which ones apply to them, and then encourage them to create a piece of work called, "Who Am I?" which shows how they are unique.</p> <p>Remind the whole class about Charlie's poem and the different ideas about the soul and prompt their thinking with such questions as:</p> <ul style="list-style-type: none"> <li>• <i>What do I like doing?</i></li> <li>• <i>How do I treat others?</i></li> <li>• <i>What place is special to me?</i></li> <li>• <i>Am I a quiet person?</i></li> <li>• <i>What am I good at?</i></li> <li>• <i>Do I like to talk to others a lot or spend time on my own?</i></li> <li>• <i>What's my favourite book?</i></li> </ul> <p>You could produce your own piece to model to the class – try to focus on an abstract representation of yourself rather than a picture of a person.</p> <p>Near the end of the time for this activity, highlight a selection of the children's work and invite them to share their ideas about what makes them "unique".</p>	14 mins

	<p><b>Activities for Key Stage 2</b></p> <p>Provide the children with a transcript of Charlie’s poem (in the <i>Resources</i> section below) and ask them to talk to a partner about the different beliefs about the soul. Can they identify:</p> <ul style="list-style-type: none"> <li>• two ideas that are most similar;</li> <li>• the one idea that they think is most different; and</li> <li>• the idea(s) they like best and why.</li> </ul> <p>Remind them of Blue’s question about whether different beliefs about the soul change the way people behave, and replay that section of the film (3:45 to 5:38).</p> <p>Ask them to talk in their pairs about the different reasons that were given for good behaviour. Which reasons did they like best, and why?</p> <p>Get some feedback on their views and then remind them of Charlie’s drawing of the soul near the start of the film (1:06 to 1:13).</p> <p>Show the children Charlie’s drawing (see film stills below) and ask them to try and work out which religious view she is closest to in her thinking. Encourage them to examine her drawing in detail and to talk through their reasoning. Bring out the different views expressed in the film.</p> <p>Explain that there has been an art competition (NATRE’s Spirited Arts competition, 2013) where children were invited to make a creative response to the theme of <a href="#">Windows on the Soul</a>. Show a selection of the entries to the children and ask them to make their own drawing. Encourage them to write an explanation of their design, including what difference their ideas about the soul might have on the way they treat other people.</p>	<p>14 mins</p>
	<p><b>Plenary - Has Learning Taken Place?</b></p> <p>You could finish the lesson by...</p> <p>...asking <b>Key Stage 1</b> children to:</p> <ul style="list-style-type: none"> <li>• share their ideas about the soul and talk about their “Who am I?” collage.</li> <li>• give their views on why people have different views and opinions on things;</li> <li>• recall what the adults that Blue spoke to said about the soul;</li> <li>• give examples of why people with different beliefs about the soul try to help others.</li> </ul> <p>...or asking <b>Key Stage 2</b> children to:</p> <ul style="list-style-type: none"> <li>• compare different ideas about the soul given by the adults that Blue spoke to;</li> </ul>	<p>5 mins</p>



	<ul style="list-style-type: none"> <li>• describe what people with different beliefs about the soul said about how to treat others;</li> <li>• say how their own ideas about how to lead a good life compare with the different religions and beliefs, and why.</li> </ul> <p>By the end of the lesson:</p> <p><b>All KS1 children can:</b> recall that people have different views on the soul.</p> <p><b>Most KS1 children can:</b> recall one or more of these views.</p> <p><b>Some KS1 children can:</b> say why people with different beliefs about the soul try to help others.</p> <p><b>All KS2 children can:</b> compare different ideas about the soul.</p> <p><b>Most KS2 children can:</b> describe what people with different beliefs about the soul might say about how to treat others.</p> <p><b>Some KS2 children can:</b> link their own ideas about how to lead a good life to the teaching of different religions and beliefs.</p>	
	<p><b>Extension - Suggested Further Activities</b></p> <p>Decorating a shoe box to represent them. Placing something inside to represent their thoughts on the soul. 'If we have a soul, what might it look like?'</p> <p>This will depend on the age and uniqueness of the child and there will be no wrong or uniform answer.</p>	
	<p>What makes me, <i>me</i>?</p> <p>Creating a card with friends and family's views about each child surrounding their own view which is in the centre.</p>	
	<p><a href="#">Philosophy for Children</a> (P4C) activity using the story of <i>Elmer</i> or <i>The Rainbow Fish</i> as a stimulus.</p>	
	<p>Link with a Key Stage 2 Music lesson:</p> <p>Put two vases on a table: one with fresh flowers and the other with ones that are dying (or use pictures).</p> <p>Play some meditative music, e.g., Vaughan Williams' <i>The Lark Ascending</i> and ask the children to reflect on the flowers in the two vases and to think of three words that come to mind while the music is playing. At the end of the reflective time, ask the children to write down their words.</p>	

	<p>Ask them such questions as:</p> <ul style="list-style-type: none"><li>• What did the composer want people to think or feel or picture in their heads when they were listening to the music?</li><li>• How were different instruments and sounds used to express different feelings?</li></ul> <p>Provide the children with a selection of musical instruments. Explain that they are going to use the instruments to compose their own “soul” music.</p> <p>Ask the children to share some of the words they wrote down during the reflective time and ask for suggestions as to how certain instruments and sounds might be used to express some of those words. Model some ideas for the children.</p> <p>Remind the whole class about Charlie’s poem and the different ideas about the soul, and encourage them all to work in small groups to compose some music and sounds to represent their thoughts on the fact that living things die and that some, but not all, people believe there is a soul that survives death.</p> <p>Plenary: invite the groups to perform their compositions and to explain some of their thinking behind their choice of instruments and sounds.</p>	
--	--	--

## Resources

- *Elmer* by David McKee. Published by Anderson Press
- *The Rainbow Fish* by Marcus Pfister. Published by North-South Books
- P4C (Philosophy for Children) e.g:  
<http://p4c.com/articles/community-enquiry-framework>
- Spirited Arts entries 2013 “Window on the Soul”:  
<http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2013/?ThemeID=2>

## Background Information

We think the following links related to this topic should prove useful to support your teaching and for following up on this introductory lesson:

- What makes me, me? BBC KS1 video:  
<http://www.bbc.co.uk/education/clips/zyt2tfr>
- “I was only asking: Poems about big questions” by Steve Turner (Lion, 2004)
- All Souls Day  
<http://resources.woodlands-junior.kent.sch.uk/customs/year/november.htm>
- An assembly on “Unique You”:  
<http://www.assemblies.org.uk/pri/1312/unique-you>

# Charlie's Poem about the Soul

When a person leaves this world behind,

A part of them remains.

Although invisible it still exists,

It's something called the soul.

Some believe it floats to heaven,

To find a place with God.

While others believe we are reborn,

And its journey carries on.

Then there are those who believe

There's nothing more,

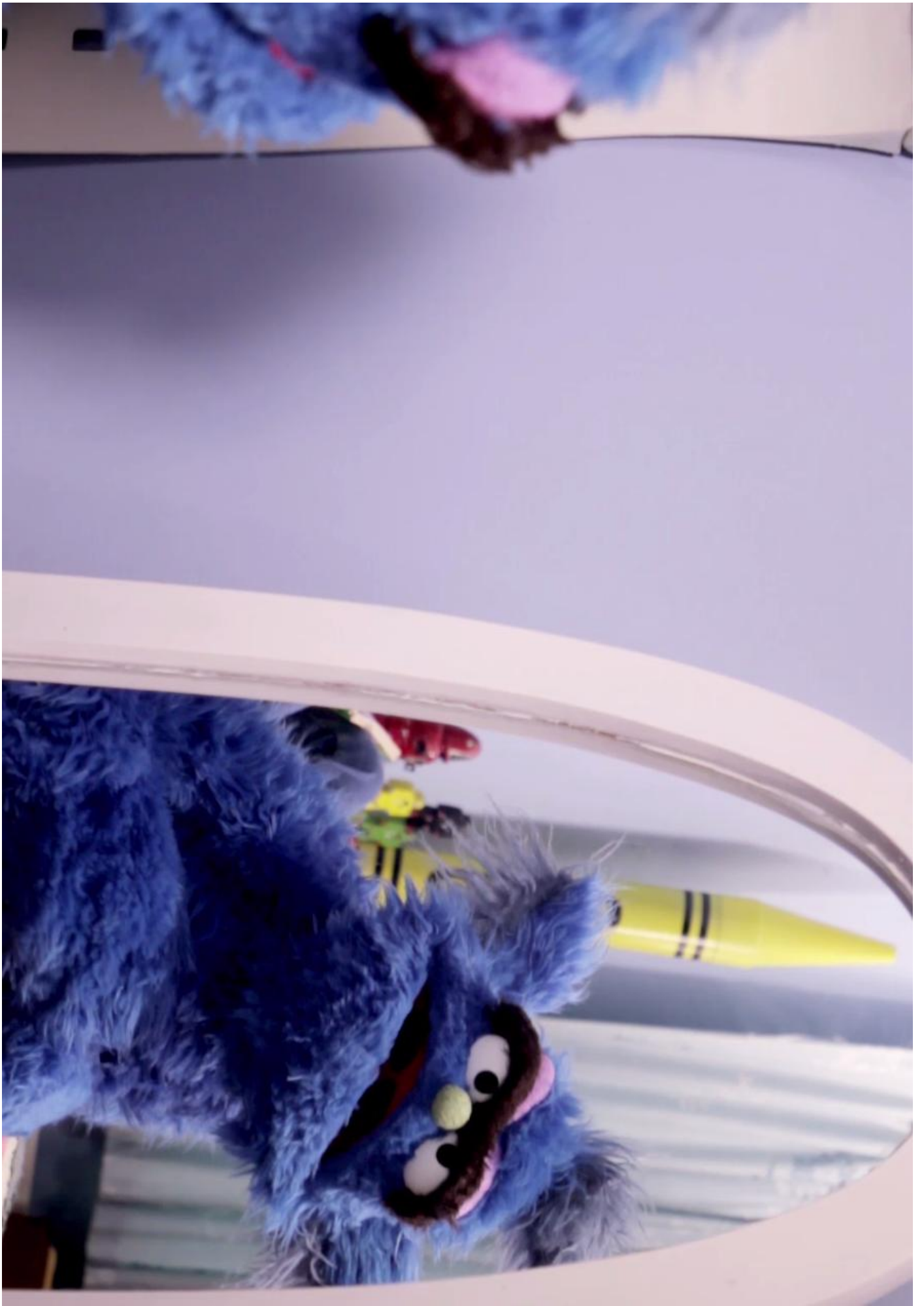
Just memories of the people we loved.

But whatever our belief about the soul,

There's something we can all agree:

Each one of us is special,

Each one of us, unique.



# What is the soul?









**Humanist**



**Sikh**



**Muslim**



**Christian**



**Jewish**

**Hindu**





**Buddhist**

When a person leaves this world  
behind, a part of them remains.  
Although invisible, it still exists.  
Something called the soul. Some  
believe it floats to heaven to  
find a place with God. While  
others believe we carry on  
and its journey carries on.  
Then there are those who  
believe there is nothing more  
just memories of the loved ones.  
But what we believe about the  
soul, there's something each of  
us agrees on: Each person is  
special, unique, and irreplaceable.