Assembly 5 - Learning

Aim - This assembly looks at learning and shows that it isn't just something we do at school when we are children.

Introduction – Explain that the assembly today is all about learning.

Resources - you will need to set up the front of the hall with some **tables** and you will need **3 golf balls for each volunteer** that you decide to use. Or as a **minimum 3 golf balls** for one volunteer. (you can get them very cheaply in Tesco)
A **stopwatch or egg timer**.
You may want some small **prizes** for the competition.

Humorously suggest that some of the pupils might be thinking, "oh no, learning, that's a bit boring"
Explain that learning is something that we have to do to be able to do something/anything new and is a skill that they will all need in the future and we do it all the time, not just at school. Whether it's playing games, watching the TV or driving a car.

Tell the children that there is an American game show where people have to complete a series of challenges to win a prize. Each challenge has to be completed in less than a minute.
Ask for some volunteers to come out and have a go at one of the challenges that they have done on the show.

Once you have the volunteers. Get them to the front. If you want you can then show everyone this 30 second video clip – taken from the show. I have put it on the website
http://www.assembly-ideas.com/a-minute-to-win-it/
Once you are sure that they know what to do give each one of them 3 golf balls.
Start the timer and see if anyone manages the task.
You may want to offer a prize to anyone that succeeds to make more of an incentive.

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There is a world record for balancing golf balls.

How many do you think someone has balanced one on top of the other?

When the minute is up, explain that there is a world record for balancing golf balls.

As the children to guess how many it is?

9

The children will be surprised to find out that Don Athey of Ohio, USA holds the record in golf-ball stacking. He has **stacked nine golf balls** vertically without the use of adhesives. His next goal is to play 48 holes of golf in 48 states in 48 hours to raise money for charity – he must love golf!

How does he do it ?

Ask the children **how he does it**?
(Apart from the technical nitty gritty details of how to balance them)
Other ways of asking could be -
What does it take?
What sort of person do you think he is?
Was it luck?
Do they think it took a long time?
Is he clever?
What else do they think he is good at?

How?

Here are some answers.....

How?

First of all he had to make a **start**. The thought of a big task like that might put some people off even making a start.
BUT he started.

Some of the older children might relate to this old phrase.
"The journey of a 1000 miles starts with a single step"

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How?	Luck? He made lots of **mistakes** and probably got very good at picking up golf balls from the floor.
How?	He had to **think**. If it wasn't working he had to do something different and not just do the same thing again.
How?	He had to **practice**.
How?	He couldn't **give up**.

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He must really **like it** to do it for such a long time.

He **practiced even more**!

Lastly he was very **patient**. It probably took him days not hours to work out how to do it.

= Learning

All this together is called **Learning** and these are just **some** of the things that we need to do to be good learners.

But I don't want to spend all day balancing golf balls!

But most of us don't want to spend all day balancing golf balls and be famous for being the "world's top golf ball balancer"!

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There are probably lots of things that they want to learn to do in the future before they start balancing golf balls.
Different types of jobs, things at school, sports, skills and tricks, making food, finding out about the world – just about anything they can think of as they grow up and some other things that haven't even been invented yet.

If we are to learn things well then we need to be like Don the golf ball balancer.
What did it take again? (ask the children to see if they can remember what the pictures stood for)
These are some of the things that learners need to do.

" Practice makes perfect"

They may have heard this phrase before and it is true – we all have to practice learning to get good at it.

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Question

How long does it take to become world class at something?

EXTENSION – for older children.
Resources – a board or BIG paper/pen for some maths!
Ask the children to guess how long it takes to be world class at something?
Other ways of asking the question –
Are people born great at things or do they learn?
How long has a premiership footballer been playing football for?
What age did they start? How old are they now? How many hours a day do they train?

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10 000 hours	There have been studies and experts think that it takes 10 000 hours of practice to be world class at something. Not just sport or golf ball balancing but anything.
5 hours a day **5 days a week** **5x5 = ??**	Pupils are at school for roughly 5 hours a day in lessons. For 5 days a week. Perhaps some of them can work out the answer to **how many hours a week are we learning at school?**
5 hours a day **5 days a week** **5x5 = 25**	That's 25
36 weeks at school a year = 36 **36 x 25 hours a week = ??**	School is on for about 36 weeks of the year. **So how many hours a year are they at school?**
Weeks at school a year = 36 **36 x 25 hours a week = 900 hours a year**	That's 900!

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11 years at school = **11 x 900 hours a year** **= ???? hours at school**	Including secondary school they will be at school for at least 11 years (maybe longer?) **How many hours is that at school in total if they are there for 11 years?**
11 years at school = **11 x 900 hours a year** **= 9 900 hours at school**	That's 9 900 How long did we say it took to become world class at something?
9 900 hours at school **We can be world class learners.** 	If we try everyday and learn as well as we can then we can be world class learners and use that to learn to do whatever it is we want to do.

Lastly - We hope you and your students enjoy the assembly and we welcome feedback at - feedback@assembly-ideas.com

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