

Jenny Mosley's Series

# Active Assemblies

## 3

By Popular demand  
our 3rd Active Assemblies  
book for SEAL!



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Positive Press

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# Introduction

A wonderful head teacher once confided that there were days when he walked towards the hall at assembly time with no clue as to what he was going to say or do. Nobody would ever have guessed. His assemblies were a delight. They were uplifting, interactive, always pithy, often funny and sometimes unbearably poignant. They were never ever dull, or too long. Most importantly they passed the staffroom test: no one wanted to miss them even for an extra five minute coffee break! For us lesser mortals, here is a potpourri of assembly ideas, all regularly tried and tested, and all presented with minimum fuss and bother. Before you begin, however, it would be good to have;

- an Assembly Box, big enough to be seen from the back of the hall. A cardboard packing case is fine, covered with fabric, wallpaper or paint, the more exciting the better. This becomes the focus for the audience, doubling up as a table or a story box for storing props. It can be draped with material for an instant display, or have posters pinned to its sides. Best of all it can be packed up in seconds to make way for PE or dinner.
- a Lucky Dip cloth bag in which you keep the names of every class on laminated cards or, depending upon the numbers on roll, every child's name stored in class envelopes. Use it to either select a class seemingly at random and choose a volunteer from within the class, or to select an individual name from the school. This way you avoid a sea of hands, or always picking (inadvertently) the same keen volunteer. Your audience will stay alert if they think it could be THEM! This of course can be rigged...you're the adult!
- a microphone for shy speakers, OR a pretend one. Either is good.

## You may wish to consider;

- the attention span of the youngest child. How comfortable is it to sit still on the floor for anything longer than 10 minutes? What can be seen from *their* angle? I know! Depressing isn't it!
- your kind, adult audience who can give you useful feedback on what worked well.
- ensuring everyone has a termly plan of assembly themes, allowing for class follow-up work in Circle Time or PSHE.
- using music to match the mood and to act as cues; the same piece of music for a week allows the children to get to know and recognise different composers or genres. Have the name of

# Be Good To Yourself



## Focus

To encourage self esteem and healthy habits.



## You will need

A suitcase (one on wheels) left at the back of the hall for dramatic effect containing your personal items such as: a shopping list for healthy food, toothpaste, soap, flannel etc (or add these to the shopping list), a basic item of clothing, a non-fiction book on any topic, a swimming costume or something to do with physical energy, a photo of someone, a present or thank you card or similar, a pillow and finally, the case needs a large luggage label with ME written on it, folded so that it cannot be read.



## Opening

*Have you ever heard of a riddle? It's like a puzzle, and usually there's a trick in the question. For example,*

*What's black and white and red all over?*

*A newspaper. Do you get it?*

*Ask someone to explain*

*Here's another. What gets wetter as it dries? Yes of course! A towel!*

*If you know a riddle, make a smiley face.*

*Choose a few examples.*

*I've got a different sort of riddle, a puzzle about someone. I wonder if you can guess who it is?*

*There's somebody in this school who needs an awful lot of attention, in fact if I didn't give this person a lot of attention I wouldn't be able to give any to you!*

*But here's a big clue. This person is older than all of you in Y1,2,3,4,5 and even older than all of you in Y6.*

*So who, I wonder can it be?*

*Let's find out.*

## Development

*I wonder if someone can bring me that suitcase I left at the back of the hall? I have to have the things in this suitcase all the time for this person who needs so much of my attention. This suitcase has clues inside to help you guess who this person who needs so much of my attention might be.*

Bring out the contents and comment on each item, developing those that are most appropriate to your school.

*What a long shopping list...fruit, vegetables, milk, rice, fish, eggs, cheese. Well this person certainly needs to eat well.*

*And look here's a pillow. Yes, I have to make quite sure that this person gets a lot of sleep or there will be trouble in the morning, and I'd never get to school!*

*I have to keep this person clean to keep germs away and to look as good as possible of course. No one wants to be grubby!*

*The book is another clue. This person needs to learn new things.*

*Aha! A swimming-costume. What does this mean do you think?*

*And here's a very nice thank you card; this person needs to feel appreciated obviously and cared for too by other people like this one in the photograph. So it's not just me who needs to give this person a lot of attention.*

*Who can it be who needs all my attention before I can give any to anyone else? Who needs to (recap)*

- *eat well*
- *sleep well*
- *keep clean and stay healthy*
- *get lots of exercise*
- *learn new things*
- *have friends and feel loved and appreciated?*

*Anyone know? Luckily there's a luggage label here.*

Look at the luggage label and ask for a volunteer from the audience to come forward and read it out loud, the younger the better. Develop the confusion when the volunteer says 'Me'

*You? Are **you** the person who needs more attention than anyone else in this school? Surely not! Can you read it, Sanjit? Or you, Jayzee? You?*

*Let me have a look. Wait a minute! You're right! It says ME.*

## Reflection

*We need to look after ourselves so we can care for others, be kind to ourselves so we can be kind to others, learn new things and be inspirational to others. Make sure YOUR suitcase has all the things you need to be good to YOU.*