

More Active

Assemblies

for SEAL!

Exciting sequel to
Active Assemblies For
Every Week!



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Why SEAL Assemblies?

Assembly time is a wonderful opportunity to strengthen a cohesive whole-school approach to social and emotional aspects of learning (SEAL). Pro-social behaviour originates in the moral values that any society upholds but, in Britain, we live in a multi-cultural, multi-faith place. SEAL is a useful way of communicating the values that all of the major religions share – kindness, honesty, gentleness and so on. The 36 assemblies are designed to fit the table of themes in each SEAL pack. Don't be afraid to change any of the formats to suit your particular environment. The 'Reflection' phase can easily be changed into a prayer, for instance.

Children's level of maturity and their ability to understand social and emotional skills is very wide, so we have written the assemblies in a range of styles, some suited to younger children and some to older ones. All of them provide easily accessible ideas but you will be able to build on them in any way that you feel is appropriate for your age group and context.

The Education Act (1944) requires that Collective Worship should be 'wholly or mainly of a broadly Christian character' but that their precise nature will depend on 'the family background, ages and abilities of pupils'. The assemblies in this book are written to teach social and emotional competencies and are not, as they stand, acts of collective worship. We have written assemblies that reflect the moral values and teaching of all the major faiths without mentioning any of them directly.

This strategy gives all of you, whatever the dominant faith in your school, a way of strengthening children's understanding of living in a caring community, together with the option to alter any of the assemblies to suit your particular needs. Don't be afraid to make changes or incorporate references to stories from religious texts. The assemblies here are for you to use in whatever way you choose.

Are you ready?

You are the key to unlocking children's hearts during assembly time. Taking an assembly demands a level of energy and vibrancy. You can get yourself into the right frame of mind, before you walk on stage, by using the following strategy, which we call 'Bin it, Bag it, Bring it'.

Bin it... There may be something that affects you personally which you need to put in the imaginary bin because there is nothing you can do about it. For example, maybe you were tailgated on the way to school, you opened up a nasty bill, or a member of staff is off sick. The only way to get through the day is to let it go completely.

Bag it... There are some issues which you need to zip up into an imaginary bag so that you can deal with it later, e.g. a row with your adolescent daughter before school, a worry about one of the pupils, a timetabling problem. You know it needs to be dealt with – but it must be zipped up until a specific time when you can take it out and totally focus on it.

The Things we need



Focus

To refresh children's enthusiasm for learning with each other.



You will need

A selection of essential classroom equipment (wastepaper bin, paintbrushes, rulers, pencils, library books, computer disc etc), a helpful colleague.



Opening

Tell the children that you have been looking around the school during the holidays, while it was empty and you have decided that it would be a good idea to have a clear out and 'bin' a few things.

Show them the selection of classroom equipment.

Look at your helpful colleague; hold up the computer disc and say: *I think we will clear out all the computer equipment. There would be more space in the school if we did that.*

The helpful colleague must reply: *No, no, you can't do that!*

To which you reply: *Why can't I?*

Your helpful colleague will then list all the reasons why computers are useful in a school – research, printing stories, making books, maths games etc.

Now it is the children's turn and they must do as you and your colleague have done.

1. Hold up the wastepaper basket and say that you are going to get rid of all the classroom wastepaper baskets.
2. A volunteer puts their hand up and says: *No, no, you can't do that!*
3. You reply: *Why can't I?*
4. The child gives you reasons why wastepaper baskets are indispensable.

Continue in the same way with the other items.

Development

Scratch your head and look as if you are thinking hard. Then say: *Well, maybe we could clear out some of the children.* (Say this with a huge smile so that the children know you are teasing.) *If you cleared out all the children who like to sing, we would have a lot more space.*

Ask the helpful colleague to speak as before: *No, no, you can't do that!*

Now say: *Singing is a wonderful thing. Everyone loves to hear the joyful sound of children singing together. Singing is something that everyone, everywhere, needs to do – it brings us together and makes us feel like a strong community.*

Agree that singing children can stay and think of more categories to 'clear up'. Ask the children to give reasons why these children are essential. Ask for volunteers to put up their hands and speak up for groups like these:

- Children who tidy up the library
- Children who like writing stories
- Children who like art
- Children who are interested in history
- Children who like games
- Children who are very calm

Reflection

As you all have probably guessed, I was just pretending when I made all these silly 'clearing out' suggestions. I was teasing you a little – just because it's so lovely to hear why you all value each other so much. We need all the things that we have in our classrooms but, even more than that, we teachers need all you wonderful children. Every single one of you is important to our school and we simply couldn't do without you.

Let's all join together in a joyful Mexican wave to show how happy we are that we are all together in our school.*

***Mexican wave** – Children sit in rows. The child at the right-hand edge of each row raises both arms above their head and then lowers them. The child sitting next to him/her copies this action by raising their arms upward as the person on their right is lowering hers. This continues along each row.

The Meet and Greet Class

Focus

To learn how to make someone feel welcome.

You will need

Flipchart and pens.

Opening

Begin with a modified game of hangman.

Draw seven boxes in a line across the flipchart, like this:

--	--	--	--	--	--	--

Take letter suggestions from the audience. With each unnecessary letter, draw one part of a smiley face near to the boxes.

The word you are building is WELCOME.

Talk about this word by splitting it into two words – ‘well’ and ‘come’.

Ask the children to give you meanings for the word ‘well’. This (among other meanings) is a word that we use to say that we feel healthy and happy or that we feel that things in our life are progressing successfully – *‘I feel well today, thank you’*. *‘Yes, our class project is going very well.’*

Now talk about the second word, which means ‘movement towards’ – *come here, come in, come and join us*.

You can demonstrate this by asking a little group of children to walk towards you one step at a time when you use the word ‘come’ and beckon them forward.

So, when the two words are put together, you have a big word that means something like:

It makes me happy that you are moving towards me.

Development

Tell the children that making people feel welcome is very important.

Demonstrate how 'meeters and greeters' are taught to welcome people into restaurants and hotels.

Ask two volunteers to come forward and pretend that one of them has just arrived at a hotel in Spain and the other is there to 'meet and greet' them.

Coach the 'meeter and greeter' to do the following things:

- Stand tall. Smile.
- Say hello. Give your name.
- Shake hands. Ask their name.
- Ask some questions: *Did you have a good journey? Do you need any help finding your hotel room? Would you like to have breakfast in your hotel room tomorrow?*

Ask for more volunteers to role-play the following situations:

Arriving at a restaurant – *Would you like a table near the window? Can I get you a glass of water? Shall I fetch the menu now?*

Going into a hat shop – *Hello, my name is Susan, how can I help you? Are you looking for a hat for a particular occasion? Aha, a wedding, please come with me and I will take you to our wedding hat department. Did you have a particular colour in mind?*

Reflection

We all feel nervous when we have to meet new people or go to strange places. Can you remember how you felt when you first came to this school? Perhaps you didn't know anyone and perhaps you were nervous? Perhaps you felt shy? Perhaps you didn't know who to play with at playtime?

Have pre-chosen volunteers to demonstrate how kind children would welcome a shy child in your playground. The kind child can be carrying an imaginary skipping rope. She can ask the new child to turn it with her and a third child could be asked to skip. The children in the hall can be asked if they know any skipping songs to accompany their skipping.

Well, that scene of kindness was wonderful. Making someone feel welcome can make a big difference to how they feel. Show me how friendly you are by sitting up tall and giving me a big smile. That's made me feel much better. Thank you for making such a bright and welcoming start to my day!