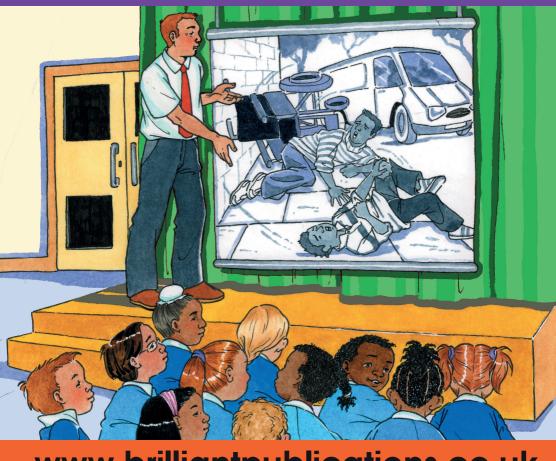


Assemblies for when you don't have time to plan (and also when you do!)

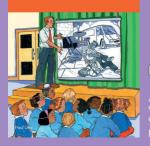


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Brilliant Stories for Assemblies

Ages:7-11yrs

Brilliant Stories for Assemblies



Ages 7–11 978-1-903853-49-8 96 pages. £18.99 pdf: £12.99 The author, **Paul Urry**, is an experienced primary school headteacher and natural storyteller. He has the gift of choosing the right words and subject matter to capture pupils' interest and to inspire them.

Props suggested

ctures of Mary Seacole, Florence ightingale and the Charge of the igade to show the horror of the O

.....

Mary Seacole

When the solutions found out the solution of the solution of the solution of the solution made sure that the papers cold as a black woman and also raiss to help her. Mary was so please a story about hersolf called the Adventures of Mrs Seacole in h The bottomers have solutions.

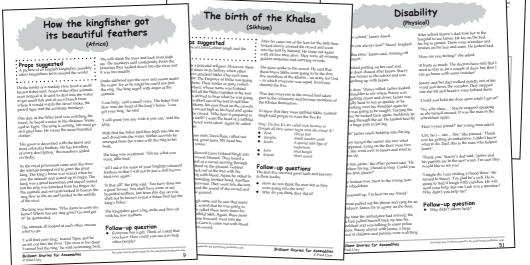
Mary was a determined per not let people stop her doin the colour of her skin. Poor

(Victorian Britain)

The 60 stories in Brilliant Stories for Assemblies are divided into four sections:

- Cultural stories from around the world including Iraq, Japan, Scotland and Wales
- Religious stories from the six main religions
- Moral stories including bullying, birth of a sibling, racism and disability
- Historical stories, linked to the Key Stage 2 history curriculum including Greeks and Victorians

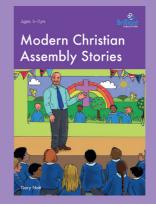
The stories can be used at specific times of the year, when issues arise, or whenever you are suddenly called upon to do an assembly! Many can also be adapted for class assemblies or for different key stages. Each story ends with suggested questions, which can easily be rewritten as prayers.



To place an order TEL: 01449 766629 or use our secure website: www.brilliantpublications.co.uk

Modern Christian Assemblies

The author, **Gary Nott**, has been a headteacher for 25 years, twice serving as an executive headteacher. He decided to write his own assembly stories when he couldn't find any good stories with a Christian theme.



Ages 7–11 978-1-78317-228-3 160 pages. £18.99 pdf: £12.99

The 50 stories in this contemporary collection of school stories all have a Christian theme making them ideal for schools wishing to ensure that their collective worship is, in the main, Christian. Sunday school teachers will also find them invaluable.

Here are just some of the characters you will meet:

- David is missing his best friend, who has left school. Then he meets Arthur, the new boy. Arthur is different. He is autistic: he can't speak. How can David make friends with him?
- Joshua is fascinated with fire but one day goes too far and sets light to his school. What will his headteacher and parents say?
- Mrs Groves starts a new job as a headteacher and feels cheated when illness stops her following through with her plans. How will the children react to her death? What will they do to remember her?

Teacher's notes make it easy to make the most of each story, providing information on the background, story and theme, as well as a brief summary of what Christians believe and

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More Brilliant Stories for Assemblies

Brilliant

More Brilliant Stories for Assemblies



158 pages. £18.99 pdf: £12.99

More Brilliant Stories for Assemblies

contains over 50 stories for use in primary schools. The stories range from those dealing with specific issues, such as bullying, racism and disability, to historical and religious stories. All the stories are linked to the following themes to aid personal and social development:

- Changes
- New Beginnings
- Say No to Bullying
- Problem Solving
- Going for Goals
- Relationships
- Getting on and Falling out
- Be the Best you Can be
- Good to be Me

The stories can be used at specific times of the year, when issues arise or whenever you are suddenly called upon to do an assembly!

re Britlant Stories for Assemblies

'Hello, Norman, feeling better?' She ploughed on before he had time to answer. 'Bell's gone. Back to class, please!' And she marched quickly and defiantly towards the school door.

Once she got there she stopped, opened the door, turned, and held it open for Norman. She hid a tiny smile, as she realised that he had followed her, just as she had planned. Though he did look rather displeased.

"They wouldn't let me play,' he said through gritted teeth, as he passed her. "They wouldn't let me be in charge and make the rules,' he hissed. 'And now they have all gone in and left me on my own.'

'Norman!' Miss Timms called in a kind Norman! Miss 1 imms called in a kind voice. If you sulk for that long every time you don't get your own way and don't tell folk what it is that you are angry about, none of us will waste our

playtime waiting and waiting for you Don't you see that?' 'But I wasn't ready to talk to them,' he

answered 'Then that is your problem, not theirs, said Miss Timms, gently.

And, because she had not grumbled

at him, Norman actually listened and understood Not a bad first day for Miss Timms.

She had conquered a Norman and it wasn't even 1066!

Follow-up questions

Why do you think Norman cho behave in the way he did?

· How did Miss Timms manage to solve the situation?

Spare a Thought for the Teacher

'What's his name?' she asked a little girl Yes, you have guessed – still absolutely nothing from Norman. 'Norman,' she replied and, before Miss Timms could use it, she added, 'Stormin' Norman.'

'What?' asked Miss Timms, too exasperated to remember to say 'pardon'. Her tidy hair had escaped and she was chewing strands as she spoke.

'He always does this,' the little girl continued, helpfully. 'Mr Wainright usually gets two hefty Year 6 people to help carry him indoors.'

Miss Timms didn't know any Year 6 people, hefty or not. Miss Timms tried the soft, gentle

approach. 'Come on, little man – up you Nothing happened.

Nothing! One wooden Norman still lay board-like on the floor.

The one thing that kept her going was the fact that she knew he was taking checky peeks at her all the time. This meant he was not badly hurt or even that

upset. The schoolbell rang to mark the end of playtime and Miss Timms decided on a gamble. All the children were standing sulent in the playground, waiting for her instruction to line up in preparation for going standard to be a standard to be a them the signal to go indoors. Then Miss Timsod silently behind Norman on stood silently behind waited.

She waited some more.

Miss Timms had no class this lesson, board-like on the floor. Muss Timms triad priving himsome thinking time. Well, Norman, 'the added after a velocity of the triad state and the reason of the state of the triad state and the triad state of the triad state and the triad state

Spare a Thought for the Teachers

Theme: It is Miss Timms' first day with her first class. The day is almost over a unating herself on surviving when sl a whole new world of challenges mean ets her

Setting: School playground SEAL reference: Problem Solving

Miss Timms was a very new teacher. She had left University only in July and here she was in front of her very own class. Part of her felt strong and ready for the challenges that lay ahead, but all the other parts felt weak and wohbly

Hundreds of 'what ifs' had gone through her mind

'What if someone cries and won't stop?' 'What if someone says no, when I ask them to listen?'

'What if I forget the dates in history and muddle them up, telling the class that The Battle of Hastings was 1666 and The Great Fire of London was 1066?'

Poor Miss Timms, she hadn't slept very well last night. Then, hardly before she realised, it was

afternoon playtime and none of those things had happened. 'That's it,' she thought, 'my first day over and nothing will ever be so scary, ever again." She smiled.

Too soon!

Norman was storming towards her. He was still a good ten metres away, when h started bawling her name. 'Miss Timms! he yelled. 'They won't let me play!' Miss Timms swivelled round to face

the direction that the unholy n coming from. 'They won't listen to me!' Norman

continued, as he hurtled towards her with all the power of a charging

Miss Timms had to skip sideways to avoid a full frontal attack! Which meant Norman (who was planning just that because it was what he always did at home) landed, with a thud worthy of a large sack of potatoes, on the

playground tarma 'Whoops-y-daisy,' said kind Miss Timms. 'Up you get.'

She tried to pick Norman up, but he was having none of it. He tensed and straightened himself, like a plank of wood, so that, whichever way Miss Timms tried to haul him up, the other end was still firmly on the ground!

Fifty Fantastic Assembly Stories

Adrian Martin was the headteacher of an outstanding school for 16 years. It is now the school improvement lead for a Multi Academy Trust.

50 Fantastic Assembly Stories for KS2



Ages 7–11 978-1-78317-102-6 158 pages. £18.99 pdf: £12.99

This wonderful collection consists of 50 assembly stories, all set in Mill Lane Junior School, a fictional school. Children will enjoy getting to know the pupils and staff at Mill Lane and will relate to the moral dilemmas the characters face.

Topics range from learning from experience, listening and cooperation to achievement, determination and courage.

Children will relate to the main characters in the stories as they are the same age as they are, play with the things they play with and are going through the same daily challenges as they are going through. As a result, children will be interested to find out what the characters do in different situations, whether it is confronting a bully, or admitting that they have made a mistake.

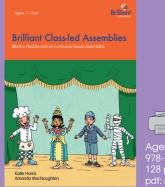
Each story provides a moral dilemma for the character(s) to consider/tackle. The impact of the way in which the character deals with the dilemma is significantly greater as the pupils associate with and relate to the character.

The stories can be used at specific times of the year, when issues arise, or whenever you are suddenly called upon to do an assembly. They can even be introduced into the curriculum where appropriate.



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Brilliant Class-led Assemblies





Brilliant Class-led Assemblies for Key Stage 2

contains ten easy-to-use, stress-free assemblies linked to the National Curriculum for science, history and geography.

All these tried-and-tested assembly scripts can be easily modified to suit your class and can be as elaborate or as straightforward as you wish. Your pupils can participate as narrators, evacuees, water droplets or investigators, even the River Nile! The assemblies are constructed so that all the class can be involved in some way. All can be introduced and executed within one week – so as not to waste valuable classroom learning time. Topics covered in **Brilliant Class-led Assemblies** are:

History

- Away with the Pharoahs
- Henry and all thoese wives
- We'll meet again

Science

- All change!
- Let's investigate
- Water, water, everywhere!

Geography

- Rapid river research
- Wish you were here in St Lucia
- Climb every mountain

Any subject

And here's one I prepared earlier!

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Let's Investigate!

Subject:	Science 50								
Area of Study:	Investigations (focusing on insulation)								
Summary:	Let Holmes and Watson guide you through a science investigation from the planning stage to the conclusion, with the help of a mad scientist, some pupils and a fortune-teller!								
Timing:	10-15 minutes approx								
Props:	 cups made of polystyrene, plastic and metal ball table and five chairs OHP/Whittbaard words for sashes; 'Question', 'Planning', Prediction', 'Prancial', Results' and 'Conclusion' 								
Music:	None needed								
Background Work:	 Knowledge of the investigative process, focusing on insulation 								
Cast and costumes:									
Part	No needed	Suggested costumes							
Narrators	2	School uniform/clothing							
Holmes	1	Tweed jacket, trousers, white shirt, pipe, magnifying glass, hat							
Watson	1	See Holmes							
Pupils presenting planning stage									

suggested Script-Let's Investigate

Suggesteu a	2CLIDT-TGT 2 IIIAe2riAare							
Nerrator 1	Welcome to our assembly. We would like to tell you a bit about science investigations.							
Sherlock Holmes a with a pipe.	nd Watson walk on, Watson with a big magnifying glass and Holmes							
with a pipe. Watson	So Holmes, why do we bother investigating, spending hour after hour puzzling, predicting and proving?							
Holmes	Elementary, my dear Watson! It isn't only us who investigate. Lots of people, every day, solve some kind of problem. Watch this.							
Norrator 2	Here's what we think an investigation is all about							
Mad Scientist	Good marning to you all. I am Professor You Can't Tell Me Anything I Don't Know Already. First of all, there has to be a problem to solve. Some kind of question to answer							
Pupil 1	I know, Professor You Can't Tell Me Anything I Don't Know Already! How is it that teachers always have to be right and why do we have to have homework?							
Assistant whispe	ers to Mad Scientist.							
Mad Scientist	Well, I am not at liberty to answer those questions. Moving swiftly on! Seriously, though, you have to have a question to get the ball rolling.							
A ball rolls acros it walk across th	ss the stage, 2 children holding up a banner with the word 'Question' on the stage followed by a group of children gestering a pondering pase.							
Pupil 2	In class, we were given this problem to solve: A fast-food restaurant has had complaints from its customers saying that their tea was getting cold to a quickly. Devise an investigation that can give an answer as to which material will keep the tea hottest:							
	Appl 3 Bight then, let's get the equipment out and start reting! Med Scienter STOP, STOP Before you can do any of that, you have to here a "unwriting with" dodnes a "unwriting with" with Knows Sightly Less Than I Dol							
28	This pay may be performed by the performance of the							
28 Pupil 8	Which material will keep the tea the hottest?							
Banner with wor	d 'Conclusion' is displayed across the stage.							
Pupil 9	We concluded from our investigation that polystyrene kept the tea the hottest, so this is the material that the fast-food restaurant should use. (Show why using graph on OHP/whiteboard.)							
Watson	Fantastic, very interesting.							
Holmes	Yes, Watson you have so much more to learni							
Watson	Do you fancy a cup of tea at the local tea-room, Holmes?							
Holmes	Not that one, no. I hear they use metal cups!							
Pupil 10	That's it! Thanks for listening. We hope you enjoyed it.							
30 Bri	Not Pay to perform the performance of the performan							
Assistant	That wouldn't take an awful lot, would it!							
Fortune-tell	And the number five. There is a							

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