

Religious Observance/Time for Reflection Template

Date/Rationale	An assembly based on John 6:9 and the difference even one child can make to a situation
Title	"How far can this go?"
Stage	A whole school (P1 to P7) assembly
Aim	A story that highlights Scripture as a stimulus to action in the contemporary world: it aims to engender values of generosity and service and a vision for local involvement and for global citizenship
Objectives	<p>(1) Sensing mystery: experiences of awe, wonder and mystery about the natural world, human achievement and for some a divinity Sensing values: attitudes and feelings about what is really important, what really matters Sensing challenge: being challenged and moved by experiences such as suffering and hunger</p> <p>(2) At the end of this event pupils will be able to believe that their small acts can make a big difference to their world</p>
Links with CfE	<p>(1) Confident Individuals with: secure values and beliefs - <i>able to</i> relate to others and manage themselves; pursue a healthy and active lifestyle; develop and communicate their own beliefs and view of the world; achieve success in different areas of activity Effective Contributors with: an enterprising attitude - <i>able to</i> work in partnership and in teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems Responsible Citizens with: respect for others; commitment to participate responsibly in economic, social and cultural life - <i>and able to</i> develop knowledge and understanding of the world and Scotland's place in it; develop informed, ethical views of complex issues</p> <p>(2) CfE Values - compassion</p> <p>(3) Health and Wellbeing Responsibilities I can expect my learning environment to support me to:</p> <ul style="list-style-type: none"> • develop respect for others • meet challenges • experience personal achievement • understand and develop my social skills • understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing • participate in a wide range of activities which promote a healthy lifestyle <p>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79)</p> <p>(4) Health and Wellbeing: Mental & Emotional Wellbeing I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a (Curriculum for Excellence: all Experiences and Outcomes LTS</p>

	<p>2010:13) (5) Health and Wellbeing: The SHANARRI indicators This RO event contributes to pupils being:</p> <ul style="list-style-type: none"> • Healthy: having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices • Achieving: being supported and guided in their learning and in the development of their skills, confidence and self-esteem, at home, at school and in the community • Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them • Included: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn <p><i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:73)</i></p>
Is this part of a series?	This could be a part of a series on children who have made a difference
Introduction	<p>All four of the gospels in the Bible tell the story of the feeding of the 5,000 (and that was just counting the men) from five small barley loaves and two small fish. Only one gospel - John's (John 6:9) - tells us where this food came from: a little boy in the crowd who was willing to share what he had. The question was asked by Andrew as to how far this would go among so many. But what was offered to Jesus turned out to be more than enough. One child made a difference to over 5,000 people. There's an important message here that a single person can make a huge difference, regardless of their age, through their generosity and service. Even a little - offered to God - can achieve so much. Can the same happen today? Could one of us make a difference like that today?</p>
Stimulus/ stimuli	<p>"In 2008, 9-year-old Katie Stagliano brought a tiny cabbage seedling home from school as part of the Bonnie Plants Third Grade Cabbage Program [in South Carolina, USA]. As she cared for her cabbage, it grew to 40 pounds (18 kilos). Katie donated her cabbage to a soup kitchen where it helped to feed more than 275 people. She took the cabbage to the local soup kitchen, where it was served with ham and rice to around 275 people. 'When I looked at the people in line I thought 'wow, they're just like my family,' Katie says of her experience handing out food that day. 'For all I know, they could have been my family who had fallen on hard times.' Moved by the experience of seeing how many people could benefit from the donation of fresh produce to soup kitchens, Katie decided to start vegetable gardens and donate the harvest to help feed people in need. Today, <u>Katie's Krops</u> donates thousands of pounds of fresh produce from numerous gardens to organizations that help people in need." [Currently there are 75 youth-run gardens in 27 states. Katie's goal now: 500 gardens in 50 states.] Her story has been made into a book ('Katie's Cabbage') in which "In her own words, Katie shares the</p>

	<p>story of the little cabbage seedling and the big ideas of generosity and service that motivated her to turn this experience into Katie's Krops, a national youth movement aimed at ending hunger one vegetable garden at a time. Katie's Cabbage reminds us of how small things can grow and thrive when nurtured with tender loving and care and of how one person, with the support of family, friends, and community, can help make a powerful difference in the lives of so many."</p> <p>[http://www.katieskrops.com/]</p>
Guided Reflection	<p>Helping everyone present to reflect on this stimulus and explore/experience its impact on the targeted Sensing. This is the moment for the spiritual development in HWB/RO event definition. The themes of generosity and of faith-inspired action stand out.</p>
Response & Possible Next Steps	<p>(1) An immediate response: a moment of prayer or of reflection or meditation</p> <p>(2) A long-term response: does the school have a garden that could be used to grow fruit and vegetables for a local homeless project? Is there an allotment scheme in the community that could use some school ground? Could the children find out where the fruit and veg. in their own school meals comes from? Is there a local Foodbank to link to and collect for?</p> <p>(3) Ensure that this template is completed and stored as evidence for HMIe inspection if required.</p>
Evaluation (a)	<p>Discussion with a sample of pupils/students or the Pupil Council to assess if the event achieved the objectives). This could be done with a simple feedback sheet, with a short interview, with anonymous comments in a suggestions Box, with post-it notes on a wall, through a Survey Monkey.</p>
Evaluation (b)	<p>Assessment of the event by the SMT and by the team that presented it. Include an assessment of the presenting team itself: is this an effective team? Did the team work well together? Could the team be strengthened with addition of another skill or person?</p>
Evaluation (c)	<p>An evaluation of pupil engagement and participation and reaction. Observe body language, record spontaneous comments, collect images.</p> <p>Prepare a number of pupils/students to give you feedback on the RO event: e.g. "two stars and a wish" for Primary Schools <i>or</i> Sentence completions - "This Assembly made me think .../ This Assembly made me feel...." for Secondary Schools</p>