

Religious Observance/Time for Reflection Template

Date/Rationale	An event exploring the importance of teamwork and of working together to complete tasks
Title	When teams forget to work together
Stage	P1-7
Aim	The aim is to encourage community and teamwork
Objectives	(1) Sensing values: attitudes and feelings about what is really important, what really matters (2) At the end of this event children will be able to see the importance of working in a team
Links with CfE	<p>(1) CfE Capacities</p> <p>Successful Learners <i>able to:</i> learn independently and as part of a group; link and apply different kinds of learning in new situations</p> <p>Confident Individuals <i>able to:</i> relate to others and manage themselves</p> <p>Effective Contributors <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</p> <p>Responsible Citizens with: respect for others; commitment to participate responsibly in political, economic, social and cultural life</p> <p>(2) Health and Wellbeing Responsibilities</p> <p>“Health and wellbeing across learning: responsibilities of all Experiences and outcomes</p> <p><i>Building the Curriculum 1</i></p> <p>I can expect my learning environment to support me to:</p> <ul style="list-style-type: none"> • develop my self-awareness, self-worth and respect for others • meet challenges, manage change and build relationships • understand and develop my social skills <p>(<i>Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79</i>)</p> <p>(3) Health and Wellbeing: Mental & Emotional Wellbeing</p> <p>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.</p> <p>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p> <p>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p> <p>(<i>Curriculum for Excellence: all Experiences and Outcomes LTS 2010:13</i>)</p> <p>(4) Health and Wellbeing: The SHANARRI indicators</p> <p>This RO event contributes to pupils being:</p> <ul style="list-style-type: none"> • 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

	<p>and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them</p> <ul style="list-style-type: none"> • Included: having help to overcome social, educational, physical and economic inequalities <p>(<i>Curriculum for Excellence: all Experiences and Outcomes LTS 2010:73</i>)</p>
Is this part of a series?	This event may link to a theme on 'Health and Wellbeing' or 'Community Involvement'
Introduction	<p>The introduction relates to the 'Team' that Jesus picked to help Him change the world: the calling of the twelve apostles can be read (e.g. Mark 4:13-19) and a brief descriptive sentence can be appended to each name. This highlights that the 'Team' Jesus picked came from different occupations and had very different abilities and characters. When they worked together as a team they changed their whole world forever.</p>
Stimulus/ stimuli	<p>A simple Powerpoint can be made using found images from the internet on (e.g.) "building disasters": when the plumber doesn't work with the joiner, when the architect doesn't work with the stair-fitter..., when the safety officer doesn't work with the had-rail fitter..., etc.. The slides can build up to some of the remarkable 'odd' buildings from around the world [e.g. the 'wobbly' house in Poland, the upside-down house in Florida, the piano/cello house in China]. Some samples:</p> 





Guided Reflection

The followers of Jesus learned to work together and so they changed the world for the better. If we don't learn to work together we just make a mess and people can even be put at risk.

Response & Possible Next Steps

- (1) An immediate response: a moment of prayer or of reflection or meditation.
- (2) Link to a fund-raising or community project? Our school linked this assembly to a 'dress-down' day in which each class was asked to work together for the local Foodbank - children could 'dress-down' or have a non-uniform day if they (voluntarily) donated "A coin and a can" e.g. a 50p coin and a can of ask your local Foodbank what they need!
- (3) Ensure that this template is completed and stored as evidence for HMIE inspection if required.

Evaluation (a)	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.
Evaluation (b)	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?
Evaluation (c)	An evaluation of pupil engagement and participation and reaction. Observe body language, record spontaneous comments, collect images. 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