



**G o b a i t h M ô n**

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# Gobaith Môn Youth Services In School

## What We Offer

Assemblies / Religious Education / Curriculum  
Education / Personal Social Education / One to  
One Mentorship / School Government  
Management / Sport / During and After School  
Clubs



# Sample Topics - Assemblies

We have put together an example list of assemblies, which are geared around the promotion of British Values as directed by the government in 2011 and British Values 2014 as part of SMSC in schools:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

**#1** Look at authority, both good and right, as well as negative authority. Examine intentions, desires and motives of such authorities. We have certain liberties and freedoms, but within freedom we have law and expectations within society. We will investigate how authority is more than just people.

**#2** Peer Pressure and wielding your own opinions. Think For Yourself! We will strive to arrive at correct conclusions but test what's said, don't just "go with the flow". We will aim to foster implicational thinking in how one can live and relate with others.

**#3** What are we worth? Respecting individuals and other persons. Bill of human rights talks about each person having intrinsic worth, Christians also believe each person has intrinsic worth. What does this mean for us? How do we display love and respect? How do we take this from an idea to a practice?

**#4** Strength of character. Combined we are stronger. The assembly is set to stress that we each have different strengths, and the combination of these can make us strong. Look at strengths and weaknesses. Character study of one who had strength in a variety of areas but equally point out the weaknesses.

**#5** Individual Liberty and Mutual Responsibility. Stressing that we are all unique individuals but also relational beings. As such, we have, as well as our liberties, responsibilities to each other. One people, many persons. This also ties in with being a global citizen.

**#6** Values and Valuing others. There are values which we hold that we all agree on. There are also values which we hold that we do not agree on. These are all derived from a higher point of reference, or ourselves. Christians have the perspective of that higher authority being God. It is important to respect the views of others, even if they conflict with our own. This does not mean we agree, but as British citizens we are encouraged to still treat the other person with respect and dignity.



As part of the Christian Calendar we also offer assemblies which focus on notable events which occur annually and/or equally important to Wales.

**#1** Christmas Period. Relevance of Christmas to the Christian faith and how it impacts our world today.

**#2** Easter Period. What does Easter mean and why do we stop to celebrate this day each year.

**#3** Remembrance Day. Thankful for the sacrifice of so many but also the importance of forgiveness.

**#4** St. David. Importance of remembering the rich heritage of how Christianity came to be such an important part of the culture of Wales.

**#5** St. Valentine. How does this day display what love really is or is not.

**#6** Harvest. Look at how much we have to be grateful for.

We also offer topical based assemblies, such as the following examples:

- Honesty and Integrity
- Leadership
- Voluntarism
- Being part of the bigger picture
- Peer Pressure
- Better Together (non-political)
- Lifegoals
- Purpose and Destiny
- Views of Success



# Sample Topics - Religious Education

## Topic 1

### Relationships

As Part Of: Issues of love, marriage and divorce

What is love?

What commitments do we have to others?

What responsibilities do we have towards each other?

What is the role and purpose of sex?

Whose decisions is it concerning the use of contraception?

Is marriage out of date?

How important is the family?

Is it necessary to marry in a place of worship?

Why do some marriages succeed and others fail?

Should people be allowed to re-marry?

Should it be in a religious building?

Should same sex marriages be allowed in a place of worship?

## Topic 2

### Global Fairness

As Part Of: Issues of Justice and Equality

What does Christian practice and teachings on justice and equality?

Why do people treat others differently?

Is equality possible?

What should be people's attitudes towards wealth be?

How should we treat others?

How does the media influence attitudes?

Why are people prejudiced?

What is fair?

What is unfair?

Is there a difference between fairness and justice?



# Topic 3

## Looking For Meaning In Life

As Part Of: Issues about God, life and death

Why do some people believe in God?

Why do some people not believe in God?

What is the value of religion in a secular society?

How do people experience God?

Why do some people use symbols?

What influences peoples' understanding of God?

How do people respond to God?

How do religious believers respond to God through vocation?

How do religious believers respond to God through worship?

How important is worship?

How important is a belief in the afterlife?

How important are funeral rites?

# Topic 4

## Our World

As Part Of: Exploring Creation and Our Place in the World

How did the universe begin?

How can we use our talents?

Why should we use our talents?

Why are we here?

What makes us human?

How should we use natural resources?

How should animals be treated?

Why should we care for the world?





# Topic 5

## Religion and Conflict

As Part Of: Issues of Peace, Forgiveness and Conflict

How can peace be made and kept?

How can good relationships be developed between people?

How can communities work together?

How can different religions support peace by talking to each other?

Why do the innocent suffer?

How can those suffering be helped?

Is forgiveness possible?

How important is forgiveness?

How important is it to forgive?

How do people learn to forgive?

Is it ever right to fight?

How can war/conflict be avoided?

Can a war ever be “just”?

How can non-violent protest be used?

# Topic 6

## Religion and Medicine

As Part Of: Issues of medical ethics and the sanctity of life

Why is life so special?

Sanctity versus Quality of life.

How do doctors make ethical decisions?

How does faith help or hinder making a decision?

What are the rights of the unborn?

Whose choice should it be concerning the issue of abortion?

Whose life is it anyway?

Is it ever right to end someone’s life?

Is it right to spend so much money on IVF when people are starving in the world?



# Sample Topics - Personal Social Education

## Topic 1

### Peer Violence and the effects

#### As Part Of: Active Citizenship

Take a look at the 3 groups involved - bully, victim, by-stander

Investigate each group and discuss

Identify the role of by-standers

Look at immediate and future effects

Various types of bullying - internet/cyber, verbal, emotional, physical

Entertainment and Media involvement

Possible emotions and situations that result in bullying

Introduce positive effects of having responsibility and care for others

Personal stories of each form of bullying and its effects

Look at the idea of popularity - media's inflation of this idea

Peer pressure

Worth of life

Intrinsic Value

How to determine one's self-worth

Character versus Personality

Influence

Positivity

Take responsibility and control of their lives



# Topic 2

## Broken Family Relationship

As Part Of: Health and Emotional Well-Being

Causes and effects of broken families

Discuss the emotions and feelings associated with family breakdown

Encourage young people to foster healthy relationships

Friends and Family relationship dynamics

Explore risky behaviour

Examine media's view on how we look at relationships

How media portrays romance, friendship, authority and family relationships

Pitfalls in relationships

Look at personal life experiences

Create strategies with students to help promote positive relationships

Relationship motivation

Choice

Positive views and decision-making

# Topic 3

## Purpose / Identity / Self-Worth

As Part Of: Moral and Spiritual Development

Value of the individual

Positive self-image

Why young people have negative self-worth and identity

Examine reasons behind negative self-worth

Look at the portrayal of the outward appearance through the media

Critique the media's effect on our own views and decisions

Potential problems resulting from negative self-worth and identity

Help students create strategies to prevent negative self-worth and identity

Ways of contribution

Learning styles

Gifts and abilities





# Topic 4

## Volunteerism

As Part Of: Sustainable Development and Global Citizenship

Making a positive contribution

How to help

Perceiving needs of the community

Activity versus Passivity

Ownership and Responsibility

Support Learners in choosing, research and making an action plan

Commitment / Perseverance / Finishing Well

Value of being a good follower

Leadership - Influence versus Authority

Life of generosity

Compassion / Kindness / Value

Servanthood

# Topic 5

## Budgeting

As Part Of: Lifelong Learning

How to make a budget

Spreadsheet workshop

Importance of budgeting

Itemising Priorities

Generosity versus Greed

Saving / Spending / Giving / Investing

Responsibility

Helpful Websites


Credit versus Debit

What to do when in debt

Futuristic with money



# Teaching Key Sample

<b>Teaching / Learning Session</b>	Year:	Date:	
	Number of students:	Time:	Duration:
Areas of Learning: Physical Education / Religious Education / Personal Social Education		Specific learning outcomes: <i>By the end of the session the students should:</i> - - -	
 <b>Gobaith M6n</b>	<b>Duration</b>	<b>Key Teaching Points</b>	<b>Key Learning and Teaching Strategies</b>
<b>Introduction</b>	minutes		
<b>Action Plan 1</b>	minutes		
<b>Multimedia</b>	minutes		

<b>Action Plan 2</b>	minutes		
<b>Small Group Discussion</b>	minutes		
<b>Action Plan 3</b>	minutes		
<b>Applicaou</b>	minutes		
<b>Teacher Feedback:</b>			



# Shaping School Culture

Taking a look at changing the culture within your school?

Utilize peer influence to the advantage of the cause.

Raise up leaders who will support and take initiative for the cause.

## **PHASE 1**

Equip and train peer leaders within the school.

Weekly 1 to 1 mentorship and small group mentorship followed by discussion.

Run seminars focused on equipping the student leaders to generate positive change.

## **PHASE 2**

Each student leader steps into as a mentorship of support, care, guidance and friendship with the younger year group. This relationship strengthens overtime.

This would process would be overseen and recorded.

There would be a fortnightly meeting between the mentor and ourselves, along with any school staff willing to be part of the process.

There would also be a meeting alongside the individual that is having difficulty at school.

## **PHASE 3**

Run in class initiatives to bring the student body on board the campaign.

Equip and train the bystanders to stand up for the integrity of the school values. This to be done through a work shop based approach: watching videos and stating their thoughts, filling out questionnaires, small group activity, full class participation, student led class initiatives.

## **PHASE 4**

School Assemblies - begin speaking to the entire student body as a whole. Inspire people to change, full school initiatives of the campaign - have the newspaper come out and allow for the leaders of the school to be interviewed about the process, allow for members of the student body to speak to their fellow peers regarding the need for continuous change of the school culture to embrace the value of the individual. This may include: school displays, rallies, voluntary initiatives in the community, and the like.



## OUTCOMES OF PHASE 1

Equip and train peer leaders within the school.

Weekly 1 to 1 mentorship and small group mentorship followed by discussion.

Run seminars focused on equipping the student leaders to generate positive change.

- Student leaders are able to identify effects of issues
- Able to adopt an implicational approach to life
- Develop an individual's leadership qualities
- Encourage positivity and capacity to bring about change
- Examine the ability of positive influence versus an authoritative position
- Improve communication abilities
- Gain greater confidence in themselves and leading others
- Grow in their understanding of positive and negative relationships
- Communicate personal views and feelings appropriately
- Consider questions involving the meaning and purpose of life

## OUTCOMES OF PHASE 2

Each student leader steps into as a mentorship of support, care, guidance and friendship with the younger year group. This relationship strengthens overtime.

This would process would be overseen and recorded.

There would be a fortnightly meeting between the mentor and ourselves, along with any school staff willing to be part of the process.

There would also be a meeting alongside the individual that is having difficulty at school.

- Develop their understanding and value of the individual
- Gain a wider perspective of the issues within the school
- Investigate a students capacity to bring positive influence to another
- Adopt acceptance and inclusive values in relationships
- Gain greater understanding of accountability and communication
- Learn to encourage good values and positivity
- Develop the student leaders mentorship skills
- Develop Critical thinking techniques
- Ability to evaluate ones own performance in leadership
- Grow in ability to actively listen and provide an appropriate response
- Develop respect for themselves and others
- Identify factors involved in making decisions



### OUTCOMES OF PHASE 3

Run in class initiatives to bring the student body on board the campaign.

Equip and train the bystanders to stand up for the integrity of the school values. This to be done through a work shop based approach: watching videos and stating their thoughts, filling out questionnaires, small group activity, full class participation, student led class initiatives.

- Students grow in their capacity to give clear communication
- Encourage positive relationships
- Students can learn to identify similar issues in the school
- Be able to understand the harm of unhealthy relationships
- Attitudes, behaviours and beliefs are examined and challenged in light of new understanding
- Students can engage in healthy small group discussion regarding the topic
- Students are able to make informed and implicational decisions regarding the topic
- Students are given positive self-understanding keys to apply in school and out of school relationships
- Ability to take different perspectives into account when making decisions
- Learn to delivery material through a variety of learning styles and methods
- Learn to initiate ideas and carry out responsibility

### OUTCOMES OF PHASE 4

School Assemblies - begin speaking to the entire student body as a whole. Inspire people to change, full school initiatives of the campaign - have the newspaper come out and allow for the leaders of the school to be interviewed about the process, allow for members of the student body to speak to their fellow peers regarding the need for continuous change of the school culture to embrace the value of the individual. This may include: school marches, rallies, voluntary initiatives in the community, and the like.

- Students are able to provide positive motivation to peers
- Further development of the individual
- Students learn to work in teams
- Exhibit a greater understanding of planning, organisation and application of vision
- Further development of peer to peer communication
- Students confidence to increase and be further developed
- Ability to make balanced judgements and draw correct conclusions
- Work independently and cooperatively to achieve end goals
- Capacity to adapt to changing circumstances
- Increase their understanding of time management and achieve organisation





# Contact Details

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