



## STRUCTURE OF EACH GATHERING POINT

Each Gathering Point (GP) has a set of notes inserted into the PowerPoint presentation provided. These can be used and/or adapted to suit the needs of each school.

At the beginning of each GP there are Learning Intentions to share the purpose of the GP.

Each GP follows the same steps: **Learn, Reflect, Act.**

### LEARN

Learning about each Gift begins with a definition of the Gift and an icon that symbolises the gift. A reading from Scripture then follows. The 'Learn' section concludes with time to think about the meaning of the passage, the connection to the Gifts of the Spirit and their relevance in our own lives.

### REFLECT

The Reflection time invites pupils to think more deeply about the Gift of the Holy Spirit in their own lives. A set of Reflection Time activity worksheets has been provided to help pupils to reflect further on each gift. The material has been written with suggestions for activities that pupils can do at home and in the parish as well as in the classroom.

After the Reflection activities there is an Examination of Conscience which will help pupils to use appropriately reflective language when talking about what times of prayer and meditation meant to them personally.

### ACT

Finally the young people are challenged to put the Gifts of the Spirit into action in practical ways.

The Gathering Points can be organised in different ways to suit different contexts. On the next page you will find some case studies that give examples of how the Gathering Points can be used.



### Case Study One: Using the Gathering Points as one learning experience

**School A** decides to plan times within the school calendar to deliver the Gathering Points in their entirety. Friday afternoon is identified as a time within the week that would best suit learning of this kind. They organise a calendar that is shared with parents, the local parish and the school community to let everyone know when the pupils will be exploring each gift.

They decide that each GP will be explored over a 6 week period.

Each year, on the Thursday of Catholic Education Week, the school community gathers to celebrate Mass in the local parish. The school decides that this is an ideal opportunity to include the 'Enrolment Service' for the Faith Award pupils. The following day, pupils begin with **GP One**.

Prior to starting, the classroom is organised to allow pupils to sit in a semicircle, or on the floor. The teacher distributes the Journals and pupils are given the chance to look through them. It is explained that these are to be used like 'scrap book diary' and that each pupil can be as creative as they want with their entries.

The teacher then follows each of the GP activities in order, giving time for thinking, discussion and any recording. When the class reach the activities that require reflection and imagination, the teacher spends some time introducing 'meditation' techniques.

The following week **GP Two** is introduced to pupils in order to maintain the enthusiasm and momentum of the award. From then onwards, a new GP is introduced every 6 weeks.

Following the introduction of GP Two, the name of the Gift, the Icon and the definition are printed and displayed on the wall. In the six weeks between GPs the class follow the same routine:

- The class say the Faith Award Prayer together every day.
- At the end of the day on a Thursday the class read the scripture passage together.
- Each Friday, for 10 minutes before lunch, pupils pause and think about how they have put into practice the Gift in that week. A short time is given to thinking and recording in their journal. (Pupils are encouraged to bring in any evidence of their faith action to put into their journals – this could be photographs, a parish bulletin that has information about something they attended, a note from the person they helped thanking them etc.) Pupils can then choose one thing that they have done and write it on a post-it note. This is put on the wall as they leave the classroom for lunch.
- Once every 6 weeks the Parish Priest (or someone nominated from the parish) is invited to come in and chat to small groups of pupils about their faith journey and how they are getting on with using the Gifts in their home, school and parish.

## Case Study Two: Using different parts of the Gathering Points across a period of time

**School B** opts for using the various components of the Gathering Point across each month.

The teacher decides that, after the initial introductory Gathering Point, they will learn about one Gift per month, allowing them time in P7 to collate their evidence for the award.

### **WEEK One:**

**Monday:** Beginning with the Faith Award Prayer (slide 23), pupils get an introduction to the Gift that they are focussing on (slides 2-7 of power point). They draw their own version of the Gift's icon and write a few words about what the gift means.

**Wednesday:** Beginning with the Faith Award Prayer (slide 23), Slide 7 is then displayed and pupils brainstorm with each other the kinds of things that they could do to put this into action. (The suggested activities list is used to help discussions). Slide 30 is displayed and each pupil picks one thing that they want to do. This is recorded in their journal.

**Friday:** Beginning with the Faith Award Prayer (slide 23), Slide 22 is displayed and used as a short examination of conscience.

The worksheet for this gift is distributed to pupils and they are given 4 weeks to complete it.

### **WEEK Two:**

**Monday:** Beginning with the Faith Award Prayer (slide 23), Slides 8-11 are used to introduce the passage from Scripture for the gift. Pupils record in their journal what they think the key words and messages from the passage are.

**Tuesday:** Beginning with the Faith Award Prayer (slide 23), Slides 10, 12 & 13 are used to remind pupils of the Scripture passage and to help them think deeper about the meaning.

**Wednesday:** Beginning with the Faith Award Prayer (slide 23), Slides 10, 14 & 15 are used to help the pupils use their imagination and reflect deeply on one part of the passage.

**Thursday:** Beginning with the Faith Award Prayer (slide 23), the questions on slide 17 are used either as a time of discussion or as a Journal activity.

**Friday:** Beginning with the Faith Award Prayer (slide 23), where appropriate pupils are asked to complete the deeper thinking task (slide 18). All pupils are asked to revisit their work from the previous week and update their journal as to how they got on with their faith action. Each pupil has to set themselves another target, either a 'next step' for the same faith action or choose something new.

### **WEEK Three:**

**Friday:** Beginning with the Faith Award Prayer (slide 23), the definition of the gift is displayed (slide 7) and pupils are asked to update the faith action pages in their journal, reflecting upon 'how' their action shows the gift in practice rather than just 'what' they did.

### **WEEK Four:**

**Friday:** Beginning with the Faith Award Prayer (slide 23), pupils work in small groups talking about how they have shown the gift of the Spirit in their lives. The reflection worksheet task is handed in.

### Case Study Three: Using the Gathering Points out with the classroom

In some areas where there are no Catholic Primary schools the Gathering Points will be used within a parish context only. Some schools who do not enrol all pupils may choose to use the award in the same way as an 'extra curricular' activity outwith the classroom

**School C** and **Parish D** decide to use the GPs as a focus for prayer and catechesis.

The children meet once a week for 45 minutes after school/Mass.

Each gift is the focus for 2 weeks. This is to allow the children to learn about them all in a short period of time and then have time and space to put them all into practice, seeing the inter-connected nature of each gift.

The time with the children always starts by creating a prayer space, making the Sign of the Cross and proclaiming the Scripture passage. The children take turns in setting up the prayer space and reading the Scripture passage.

In the **first week**, the children then remain in the prayer space and use the imagination tasks to meditate on the words from Scripture. Following this meditation the children draw or write something in their Faith Journal to record what they think the passage was about/what it means to their lives.

The gift of the Spirit is then displayed with the definition. Through chatting, the group agree on what the most important aspects of the Gift are. The children then think about how they can act using the gift of the Spirit. The suggested faith actions have been printed and cut out on card for the children to sift through and choose from.

In the **second week**, the children share their stories of what they have managed to do, what was easy, what they found difficult and why. They then spend time making their scrap book of evidence.

Once all 7 Gifts have been covered, they are revisited by focussing on the faith actions. Again this takes a two week rotation. In weeks 1, 3, 5, 7, 9, 11, 13, the cards are all put out on a table and the children take one in turn and talk about which **gifts** they think this action shows and why. Through chatting and looking at their journals, they decide what other gifts each action shows (so, for example, they look at their journal for 'knowledge' activities and chat about how these also show other gifts).

In the alternate weeks someone from the parish comes to talk about their faith journey OR the children look at the life of Saints who used the Gifts of the Holy Spirit. (The Saints chosen by the children for their Confirmation name could be used).

The Reflection Time Activity sheets are used as a resource to help the children deepen their learning about each gift.

At 3 times in the year the children prepare for the Sacrament of Reconciliation. The Examination of Conscience is used to help with this preparation.

The last two GPs are used together on a 'day retreat' to celebrate all that the pupils have achieved across the award.

The 'things to remember' slides from the power point are used in the weeks prior to the assessment of the evidence to allow pupils to show their latest understanding of each individual gift.