

## Pathways

<b>Rationale</b>	Pathways and associated choices become increasingly evident as children grow from 5 to 11 years. Recognising pathways, the choices presented and their consequences, is of particular relevance in the upper primary and teenage years, but merits consideration throughout our lives.
<b>Title</b>	"Pathways"
<b>Aim</b>	SENSING VALUES, SENSING MEANINGFULNESS Children will recognise that each of us is on a journey through life, that some choices will lead to specific pathways, that some pathways lead to hard choices.
<b>Objectives</b>	Pupils will: <ul style="list-style-type: none"> <li>• By following a specific and perhaps unusual path to the assembly venue, recognise that we are all on a pathway through life</li> <li>• Recognise that at times we have specific choices to make about which path to follow... truth or lie, share or keep</li> <li>• Recognise that our choices can be influenced by others [peer pressure] who may not have our good at heart</li> <li>• Understand that these choices determine the pathway we then follow: video game/maze scenes</li> <li>• Experience following a labyrinth pattern set out by someone else</li> </ul>
<b>Link with 5–14</b>	Personal search; PSD Circle time
<b>Link with ACfE</b>	Confident individuals Responsible citizens
<b>Is this part of a series</b>	Masks, Rituals and Tribes; Barriers; Pathways
<b>Introduction</b>	This assembly outline is designed to be delivered to a departmental group. It is also suitable for whole school/stage/single class assemblies. [The labyrinth activity would be completed by the class at another time.] <ul style="list-style-type: none"> <li>• Walking a specific and new pathway... set out with markers, signposts, a paper trail, footprints... to get to assembly hall</li> </ul>
<b>Stimulus</b>	<ul style="list-style-type: none"> <li>• Video of pathways [prepared by pupils] ; known paths to shops, new path within a wood, footprints along the shoreline</li> <li>• 'Maze' video footage to emphasise importance of each decision along the pathway</li> <li>• 'Game boy' (computer game) scenario with signposts showing options; good/bad voices offering 'advice' re choice to be made – what will be lost, what gained for each choice</li> <li>• Filmed drama where children respond to real life pathways scenario e.g. Red Riding Hood in an urban setting</li> </ul>
<b>Guided Reflection</b>	[Scripted, to be delivered with appropriate images and/or appropriate music] We are already on a pathway through life; the signposts may not be obvious but choices cannot be avoided; choices may mean a change in pathway; consider before you choose

<p><b>Response</b></p>	<ul style="list-style-type: none"> <li>• Walk the set labyrinth in silence / with Gregorian chant or reflective Celtic music playing quietly</li> <li>• Labyrinth can be set out... in chalk /sand /stones in playground, spray painted onto grass, set up using chalk/stones in a class or hall... and used over a period of weeks</li> <li>• Signposts [carpet/paper roll inners, decorated high-jump stands] can be displayed in school hall /foyer/classroom; these would show relevant options – truth or lie, share or keep, ignore the rules or obey, be cruel or be kind</li> <li>• Class Circle time or drama/dance/art/music lesson can investigate one pair of options</li> </ul>
<p><b>Evaluation (a)</b></p>	<p>Observation of pupils during assembly; discussion with pupils post assembly.</p>
<p><b>Evaluation (b)</b></p>	<p>Discussion with Staff Consultative Committee and with whole staff group at appropriate points in school quality assurance process.</p>

## Pathways

### *Running Order*

Running time	Mins	Activity	Personnel	Resources	Action
0-7	7	Walking a specific and new pathway... set out with markers, signposts, a paper trail, footprints... to get to assembly hall	Direct classes into gathering	Prepared pathways, one per class; instructions issued to class teachers	
8-12	5	Video 1 of pathways [prepared by pupils] running on loop while classes gather and until all present and settled; known paths to shops, new path within a wood, footprints along the shoreline		Prepared video	
13-14	2	Reading of pupil prepared/accessed piece related to 'which way?' pathways decisions; truth or lie, share or keep, ignore rules or obey them, speak hurt – speak kindness; can include response refrain	Selected P7 pupils	P7 pupils prepare and present written piece	
15-17	3	'Maze' video footage to emphasise importance of each decision along the pathway OR 'Game Boy' scenario OR videoed pupil drama such as Red Riding Hood in an urban setting		Prepared video/DVD piece	
18-22	5	Guided reflection We are already on a pathway through life; the signposts may not be obvious but choices cannot be avoided; choices may mean a change in pathway; consider before you choose [can be interspersed with response refrain 'RIGHT or LEFT, I must choose']	Assembly leader	Music selection Visuals – lifted from video/DVD or re-run of video/DVD	
23-30	8	Walk the set labyrinth in silence / with Gregorian chant or reflective Celtic music playing quietly	Led by class teacher	Labyrinth; Music; CD player;	