

## WISDOM: CIRCLE TIME IDEAS

*In response to feedback that circle times are getting to repetitive and 'samey' we have just given some suggestions how teachers may approach the virtue of wisdom through two moral tales of Aesop. Using the material on the BBC website – outlined below – or teachers could choose their own that suit their own pupils.*

### ***Virtue to Live by***

I take time to think about what I must do and ask God and others about it.

I help others to make the right choices.

### ***Signs that I show wisdom:***

- I take time to reflect on my actions.
- I learn from my experiences.
- I can decide, based on what I know, what is the best thing to do.
- I make the most of my gifts and talents.
- I can help others make the right choices.

### ***BBC Sounds Aesop's Fables number 21 and number 25***

[https://downloads.bbc.co.uk/schoolradio/pdfs/aesop/aesops\\_fables.pdf](https://downloads.bbc.co.uk/schoolradio/pdfs/aesop/aesops_fables.pdf) (p.26 /29)

<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4>

There are many fables of Aesop as audio tales on the BBC website. Thinking about the Virtue to Live By and the signs that show **wisdom**, there are two of Aesop's fables that can be used to reflect on wisdom.

The first is **The Crow and the Pitcher** that is number 21 on the pdf download on page 26.

The second is **The Kid and the Wolf** that is number 25 on the pdf download on page 29.

### **Circle Time**

#### **Knowledge:**

Think before they act so their choices are good ones

Reflect on the choices that they can make

#### **Skills:**

Being able to make simple choices

Being able to make choices and predict possible outcomes.

#### **Attitudes:**

Consider the possible effects of different choices.

#### **Rules:**

We listen to each other.

We do not say or do anything that would hurt another person.

We signal when we want to say something.

We may say pass.

If a game involves touch we may sit and watch before making a decision to join in.

### **Skills - Thinking, Looking, Listening, Speaking, Concentrating:**

Throughout Circle Time it is vital that teachers praise children for using the above skills.

#### **Circle Time 1:**

##### **Step 1 suggestions for games:**

*For younger children:*

Name clap

All the children clap twice and then say the name of a child, e.g., clap, clap, Poppy, clap, clap Jack. Continue around the circle until all the children have had a turn at being named.

*For older children*

My Flag

Give the children a large piece of paper each and tell them that they are going to make flags about themselves. They could divide the flags into 3 sections and decide what theme each section will have. Examples are: what I enjoy doing, my peaceful place is, I feel happy and relaxed when. Ask the children to draw and write in each section.

Word association

Teacher starts by offering a word e.g. wise. Everybody then claps twice while the next person thinks of a word associated with the word wise. This continues around the circle until anyone falters or cannot think of a word. That person starts a new sequence. See how fast the class can get this going. (*Use the synonyms for 'wise' in Word to help you.*)

##### **Step 2 Round**

Listen to the story of **The Crow and the Pitcher**

<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4>

##### **Step 3 Open Forum** (make it age appropriate)

Alongside the teacher's notes provided on the pdf, this tale allows discussion on some of the signs showing wisdom. In particular, the crow has learned to reflect and through experience, used skills to problem solve. With a moral of the story being 'Take the time to think through a problem and you might find a solution'.

##### **Step 4 Celebration**

*For younger children:*

Ask the children to think of a problem they have solved. Give themselves a "thumbs up" to show they have done well – like the crow!

*For older children*

Ask the children to look around the circle. Is there anybody they have noticed today who is able to problem solve by thinking carefully about what they need to do?

## Circle Time 2:

### Step 1 suggestions for games:

*For younger children*

People to People

Children stand in the circle in pairs. in pairs. Ask each pair to follow the instructions e.g.

Back to back

Toe to toe

Hand to hand

Leg to leg

Thumb to thumb When the teacher says, " People to people," the children find a new partner.

(Children tend to make pairs with children most familiar to them. Do encourage them to make pairs with children they don't usually play with.)

*For older children*

My Flag

Give the children a piece of paper each and tell them that they are going to make flags about themselves. They could divide the flags into 3 sections and decide what theme each section will have. Examples are: what I enjoy doing, my peaceful place is, the best choices I have made. Ask the children to draw and write in each section.

### Step 2 Round

Listen to the story of **The Kid and the Wolf**

<https://www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4>

### Step 3 Open Forum (make it age appropriate)

Alongside the teacher's notes provided on the pdf, this tale allows discussion on the possibility that if we listen to wise words from others it can help us make the right choices. So, from the goat's point of view, the moral could be that *it is important to listen and act on good advice*. From the point of view of the fox, the moral could be to take advantage of opportunities when they come along, they may not come again.

### Step 4 Celebration

*For younger children:*

Ask the children to give an example when they made a good choice. Give themselves a "pat on the back" to show they have done well.

*For older children*

Ask the children to look around the circle. Is there anybody they can point to or name who gave them some good advice?