

CIRCLE TIME: YEAR 1/2

Virtue (Summer term): Confidence:

PSHCE:

I know my own value and can talk about the things that I am good at. I know that my worth and confidence comes from God. I think positively and I am willing to try new things.

Knowledge:

I know that I can do things without fears or doubts stopping me.

I know that when you are confident in someone, you can trust and rely on them. If you trust in God you have confidence that God loves you and watches over you. Confidence brings peace of mind.

Skills:

I can do some things without needing help.

I am confident to share my skills and gifts with others.

I keep going even when I find things difficult.

Attitudes:

I am able to do things without always asking for help. I know the difference between confidence and pride.

Circle Time 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.

Step 1. Game

Use giant stacking blocks (or smaller blocks, dominoes, or even multilink cubes if you need to) to build a Jenga style tower in the middle of the circle. Ask volunteers to come and add cubes to the already fragile tower. Before they add their blocks, ask each child whether they feel confident or not about their ability to place another block on the tower. Ask them to explain that feeling.

Step 2. Round

We can be confident in the abilities and talents that God has given us. Some people have a very steady hand (as we have seen today) and some people are brilliant at art or sculpture. Some people are skilled at helping others, writing stories, or running fast! We all have different gifts and we can be confident in them. God gave us these gifts so we can be pleased and use them to help others. Ask children to work in pairs, to ask each other what they feel confident to do. Report back for your friend / talk partner. What is it that they are confident to do for themselves or for others?

Trigger statement:

I can be confident, not proud, knowing that my talents are from God.

Step 3. Open Forum

Confidence or pride? *Share the following scenarios with the children and ask them to identify whether they are showing examples of confidence or pride.*

- (i) Jonny has recently learned to tie his own shoelaces. When playing in the playground, he sees that someone younger than him has a shoe-lace that has come undone. *"Hi, I can tie shoe-laces now, would you like me to show you?"* Jonny says. Is he being proud or confident in his abilities?
- (ii) The cycling coaches are coming into school to do a workshop for the Year One and Two classes. *"I can already cycle, I'm very good at it actually. I don't need their help"* said one of the taller year two girls. Is she being too proud or just confident of her abilities?
- (iii) Jenna has a beautiful plait in her, *"I did it all by myself"* she said, *"My Granny showed me how to. She is really good at plaits and she showed me how to be good at it too."* Is she being proud or just confident of her abilities?

Step 4. Celebration

Make a confidence tower, using the building blocks from the start of the session. Ask each child to decorate a block with a picture of themselves doing something that they are good at. They could write the word confidence or one of the feelings it gives them e.g. calm, happy. Add all the blocks together to build a class tower of confidence. You could also do this by using A5 or block shaped paper and building a 2D tower for a display.

Step 5. Ending Ritual

As a class, thank God for the different abilities, skills and talents that we have. Remind each other that God has given us these for a reason and ask for his help to always use our gifts well.

"Let us be confident, then, and say: "The Lord is my helper, I will not be afraid. What can anyone do to me?" (Hebrews 13:6)

Resources:

Stacking blocks (Jenga or giant Jenga style) or dominoes or multilink cubes.