

## CIRCLE TIME: YEAR 3/4

### Virtue 1 (Autumn 1): Citizenship

I am a good citizen.

I show love for my neighbour through my actions.

#### PSHCE:

Play an active role as a member of society.

#### Knowledge:

To know that being a citizen means being part of a community. I know that I am a valued member of my class and my school community. I know ways I can actively make a positive difference in my community.

#### Skills:

I can talk about the aspects of my community that are unique. I can explore and celebrate differences within my community.

#### Attitudes:

I value myself and the other members of my community. I feel happy to play my part in the school community and the wider community.

#### 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

Starcatcher (*101 Games for Social Skills, Jenny Mosley and Helen Sonnet*)

Tell the children that they are lights floating in the night sky. Choose one child to be the Starcatcher. The Starcatcher stands in the centre and the lights move around them. You will say "Lights to star bright. 1, 2, 3, 4, 5." The lights have to get into groups of 5. They form stars by putting their left hands together in the centre of a circle and stretching out their right arms like the rays of a star. On the number 5, the Starcatcher tries to catch any spare lights that are floating about by touching them on the shoulder. The Starcatcher may do this only during a second count to 5. Any lights that are caught become Starcatchers as well, and the game continues. The Star catchers work together to try to corner spare lights and the stars work together by trying to distract the Star catchers.

## **Step 2. Round**

Discuss with the children the various communities to which they belong, eg home, school, parish, town, brownies, beavers, cubs, clubs etc. Talk about how people in communities work together and help each other. What does belonging mean to the children and how does it feel to belong?

### **Trigger statement:**

When I belong I feel ...

## **Step 3. Open Forum**

To support children new to Circle Time the teacher can prepare a simple role-play of a child asking for help.

### **Teacher in role:**

I need help because I'm new...I don't really feel like I fit in...The other day some children were making fun of the way I speak...I know I speak a bit differently to everyone else but I don't know how to fit in and I really hate feeling on the outside all the time...

**The children respond** "Would it help if I?" or

"Would it help if you?" or

"Would it help if we?"

[As soon as you think your class are ready children in class can request help from their peer group]

## **Plan, do and review (The teacher can be included here!)**

## **Step 4. Celebration**

Suggest to the children that they look around the circle. Is there anyone that they would like to offer a special mention or thanks to, perhaps because that person always tries to include people whether they are close friends or not.

## **Step 5. Ending Ritual**

Pass a bunch of keys around the circle as quietly as possible, encouraging the group to work together to achieve the aim.

### **Resources:**

Bunch of keys