

CIRCLE TIME: YEAR 5/6

Virtue (Summer term): Courage

PSHCE:

I can be brave to do something that needs to be done even when it is hard to do or I am scared to do it. Even if I am afraid, I have the courage to ask for help. I can overcome my fear and do the right thing.

Knowledge:

I know that courage means being bold to make the right choices. It means standing up for myself and for others. I know that I can count on God's help and that I am never alone.

Skills:

I can make the right choices.
I can reflect on the choices I have made.
I can stand up for others and myself.
I am not afraid to fail and keep trying.

Attitudes:

I know when to speak up for myself and others. I can be quietly courageous through my actions and words.

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 / Way in:

Start a discussion about how fear can hold you back from doing the right thing. Ask for suggestions from the class. (e.g. afraid of standing up for someone being bullied, afraid to tell someone you don't want to hear gossip, afraid to tell someone you don't want to do something that is fun but wrong.)

Distribute the crackers or Poppadoms (for a larger surface area). Ask the students to write or paint a symbol of something where fear holds them back from doing the right thing.

Step 2. Round:

Then ask pupils to think of things that can help you conquer fears (i.e. think positively; picture success; do something small towards your goal; find someone who supports and encourages you with you; don't spend too much time around the people who feed your fear, etc.) write these on the big clear plastic bag. After you have discussed these strategies place the crackers with the fears written on them inside of the bag and seal it. Now the pupils (or a nominated person) can crush the crackers representing their fears. An alternate activity would be to take the crackers outside and let

the students crush them with their hands or stamp on them with their feet. (If you do it outside, be sure to clean up the mess so birds won't eat the markers or paint.)

Trigger statement:

"What is right is not always popular, what is popular is not always right."

Step 3. Open Forum

In talk partners have a debate based on the trigger statement.

Can you think of three examples of things that are right but not popular?

Can you think of three examples of things that are popular but might not be right?

How can you support each other to do the things that are right, rather than the things that are popular

Step 4. Celebration

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."
-Sir Winston Churchill

Research some historical and current figures (e.g. Martin Luther King, Malala Yousafzai, Greta Thunberg) who have had the courage to speak up and stand up for what is right. Make a celebratory display of photos, facts and quotes.

Step 5. Ending Ritual

"Be strong, and let your heart take courage, all you who wait for the Lord!" (Psalm 31:24)

Thank God for the courageous people we have researched and for the people known to us who show courage every day. Ask God to give us courage to speak up for things that are right and not always go with what is popular.

Resources:

A plastic bag, crackers, and markers or paint

Ipads / laptops for research and printing