

PERSEVERANCE/RESILIENCE CIRCLE TIME: YEARS 5/6

Virtue 9 (Summer 1): Resilience/Perseverance: *I will not give up. I will have faith and hope even when things are difficult.*

Possible Links:

Mind mate resources

SEAL

CAFOD

Jubilee Centre resources

PSHCE:

Make the most of our abilities.

Knowledge:

I know that there are challenges.

I know that I must try not to give up.

When we persevere people can depend on us to finish what we start and to keep our commitments.

Skills:

To accept there will be difficulties in life.

Choose commitments wisely.

Be persistent, do things step by step, if something you have tried doesn't work try doing it a different way.

Attitudes:

Value their ability to be resilient / to persevere

Be willing to persevere and overcome difficulties.

Have realistic aspirations when target setting.

Statements for Assessment:

I can persevere at a task and set realistic targets.

I know how to ask for help.

I know I have a range of skills for different tasks.

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

Secret Sketching

What to do.

Pairs sit back to back. One of each pair does a simple line drawing for their partner. They then give their partner specific instructions on how to reproduce the drawing. At the end the children compare their drawings to see how similar they are.

Step 2. Round

Share with the children a skill that you found particularly difficult to learn. Explain that when the brain learns something new it initially takes a long time. The more we practise a skill the easier it becomes. Talk to children about what they notice about babies learning to walk. What kinds of things do some adults do to encourage babies in learning how to walk? Next, ask children to either lower their heads or close their eyes. Ask them to think of one thing they are currently learning and maybe finding a little difficult. Next, ask them to think of an 'encourager', an action that either their friends or adults do that trigger them to persevere. (Do try and share personal 'encouragers'.)

Step 3. Open Forum

Teacher in role:

I need help because I am finding school really difficult at the moment- especially maths. I am always frightened that the teacher will ask me a question that I cannot answer. I am so worried that I don't seem to be able to listen then I can't do my work at all and homework is a nightmare. I sort of feel really overwhelmed and not very safe...I wonder if you would help me think of some ways I could let my teacher know what is going on...I'd rather not have to tell her 'cos I sometimes get my words mixed up when I'm nervous...

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

"Would it help if you?" or

"Would it help if we?"

Step 4. Celebration

Part of perseverance is being steadfast, putting our faith in God and each other. Children work in talking partners about a time when they have put their faith in a friend or in God and have got through a 'tricky' situation. If anyone wants to share with the whole class then encourage them to do so.

Step 5. Ending Ritual

Sing Father I place into your hands

<https://www.worshipworkshop.org.uk/songs-and-hymns/hymns/father-i-place-into-your-hands/>