

Introduction to Circle Time – Beginners Circle

Focus: Learning about and experiencing circle time

Teaching Resources:

- Car Cards
- Paper and pencils
- Decks of cards
- Team Challenge Cards

Learning Experiences:

Circle Time Rules:

1. One person speaks at a time
2. No 'Put Downs'
3. You have the right to pass (but we will come back to you)

Gathering:

My name is This card shows that I am feeling

Mixer: Howdy Doody

Students stand in a circle. One person is "IT." IT walks around the outside of the circle in a clockwise direction. 'IT' taps someone on the shoulder and continues walking. The person that has been tapped walks around the outside of the circle in an anticlockwise direction. When they meet 'IT', both people shake hands and say 'Howdy Doody'. Each person continues around the circle in the same direction they were heading, now trying to get back to the spare space before the other person. The last person to get back to the space become the new 'IT.'

Central Activity:

Circle Time Examples.

Team Building Activity.

Energiser: Four Corners

Use four cards with four different suits. Evenly group the children in the class into four or five groups. The aim of the game is to have someone in your group remaining 'in' at the end. If one member of the group is 'in' then the whole group wins. Assign a different corner of the room to each card suit. Each group now chooses which members of the group go to which corner. When everyone is in a corner the teacher randomly selects a card. All children in that corner are out. Continue like this with students moving to a new corner and again randomly drawing a card from the four suits until you have a winning group.

Closing: My name is One thing that I will take away from today's circle is

Circle Time Examples

Numeracy Circle Time – Position Strand - Year One/Two

Check In – My name is..... I am sitting next to

Mixer - My name is.....

Group sits in a circle, the person sitting next to the spare seat starts. They move onto the spare seat and say " my name is....." The next person moves up a seat and says " I sit here" the third person moves up a seat and says" beside my friend....." and says someone's name. That person then moves into that seat. The two people now sitting either side of the vacated seat attempt to sit in the chair first. The game starts again.

Central Activity – Mystery Object.

The teacher hides an object somewhere in the room. The teacher then gives instructions for the person to find the object. Eg – 2 steps right, 1 step left etc. Once the object is found, someone else hides it, and then gives instructions on where to find the object. The class can then complete a supporting worksheet.

Energiser - Four Corners

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Check out – My name is.... I am sitting to the left of and the right of.....

Team Building Circle Time – Year Three - Adults

Gathering: Using the **Car Cards** – My name is and this card describes me right now because.....Choose a car card to show how you are feeling

Mixer: **Mime Box**

Put an imaginary box of props into the middle of the circle. Ask someone to take out a prop and mime an action with it. People in the circle try to guess what the prop is. They then swap seats and so on.

Central activity: **Team Challenge:**

Split the group into teams of 4 – 5 members. You could use the animal names from the mixer if this works. Give each member of the team a role card which is not to be shown to any other member of the team. Role cards are on the BLM 1 with this lesson. There are 4 different role cards for each group. If you have a team of 5 you can duplicate the non-dominant hand role card for that group. A copy of the team challenge is on BLM 1 to be given out to each team.

Tell the group that the team challenge is to build the tallest tower using playing cards. Each team will be given 3 minutes to discuss strategies but not to touch the cards. After this time the teams have 10 minutes to build their towers in silence. Each person in the group must follow their role card and not reveal this role to anyone else in the group. After the 10 minutes each group must stop building and wait 2 minutes before the teacher compares towers and declares a winner. The teams are then allowed to show their role cards to each other.

De-brief: Return to the circle. Use the emotions cards from Circle Time Resources. Place these in the middle of the circle and ask each person to decide on at least 2 emotions from the cards in the middle of the circle to describe how they felt as a result of their team challenge and why.

Energiser: Elevens

Closing: From this activity I learnt

Values Circle Time – Goal Setting / Motivation – Year One / Two

Gathering: My name is..... and my goal was...

Mixer: The Name Train

The group stands in a circle. One person is chosen as the train engine. The engine moves around the circle and introduces themselves to another student. The player then responds and joins onto the back of the engine. The engine then makes a train noise using the person's name, eg – John.....John.....John, John, John, John etc. The train keeps moving around until all the members of the group have been collected.

Central Activity: Identifying/Reviewing strengths needed to achieve a goal.

View the video, book or smart board presentation of, "The Hare and The Tortoise" (Aesop's Fable). Discuss the tortoise's goal and whether he was successful in achieving his goal. Explore obstacles to his path and the strategies he used to overcome these obstacles (e.g. persistence).

Children work in groups using the "Think/Pair/Share" strategy to discuss their own goals. Examine how they feel about their progress so far and how far along they are towards achieving their goal.

Energiser: Flinch

The children stand in a circle with one person standing in the centre. The aim of the person in the centre is to get the others in the circle out. The child in the centre has a ball which they throw to the others around the circle. Sometimes however, the person in the middle may only pretend to throw the ball at someone, therefore making them flinch. If someone does not flinch when the ball is not thrown to them they are the new person in the centre.

Closing:

The children return to the main circle and collect a "Bear Card" to express their feelings about their progress towards their goal.

My name isand this Bear card shows that I am.....about achieving my goal.

Integrated Inquiry Circle Time – Japan - Year One/Two

Check In – My name is One thing I know about Japan is.....

Mixer – Japanese City Swap

Students are given the name of a different Japanese city. (Tokyo, Sapporo, Nagoya, Osaka). The teacher stands in the middle of the circle and calls out the name of a city. Students with that city name change places.

Central Activity – As a class watch the video 'Japanese Video Encyclopedia – Children's Daily Life' (19min into the video). Following the video, read 'Snap Shots of Asia' big book page 12.

Discuss as a class how our life at school is different from that of a Japanese child. Complete a class brainstorm on the A3 sheet. Students then return to desks in pairs and complete the brainstorm.

Debrief – As a class pairs share their responses with the rest of the circle.

Energiser – Magic Box - The teacher places an imaginary box into the middle of the circle, opens it and then silently demonstrates an object taken from the box, e.g. a baby, football, eating a banana. Children raise their hands when they guess the object. The child who guesses correctly takes something from the magic box and mimes it.

Check Out – My name is..... One thing that is similar between Japanese children and Australian children is