

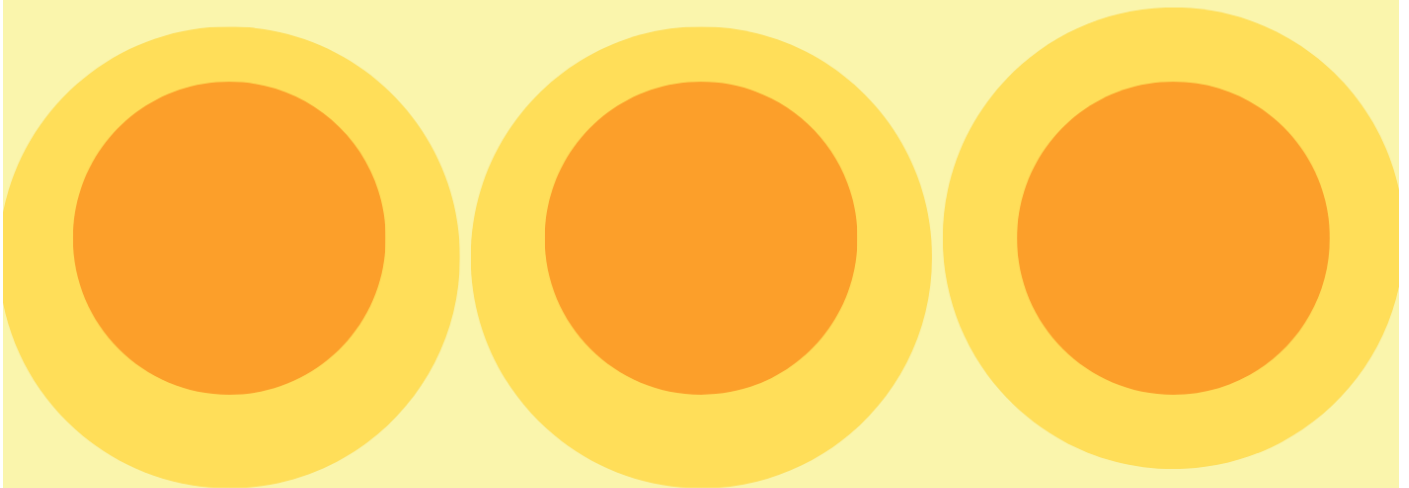
GOODWOOD PRIMARY SCHOOL

DAILY CIRCLE TIME



Why Circle Time?

Circle Time offers a multitude of benefits that significantly enhance the classroom experience. It fosters a sense of community by helping students connect with one another, promoting friendships and collaboration. Through sharing and discussion, students develop vital communication skills, including verbal expression and active listening. Circle time also encourages emotional awareness, allowing students to express their feelings while fostering empathy and understanding towards their peers. It creates an inclusive environment where all students feel valued, boosting their confidence and participation. The structured nature of circle time helps establish routines, reinforces positive behaviour, and supports learning through thematic discussions. Overall, circle time cultivates a positive classroom atmosphere that nurtures social skills, critical thinking, and personal reflection, contributing to the holistic development of each student.



Simple 10-Minute Circle Time Routine

Welcome (1 minute)

- o Greet students warmly and invite them to sit in a circle.

Check-In (2 minutes)

- o Ask a simple question for students to share their zone / feelings.

Use a talking object to give everyone a turn.

Main Activity (6 minutes)

- o Introduce a quick discussion topic, story, or interactive game related to the day's theme. Encourage participation and sharing.

Daily Agenda (1 minute)

- o Briefly outline what the day will look like (e.g., activities, subjects).

Transition into next learning activity.



Key Points for Circle Time

Create a Welcoming Environment

- Warm Greetings: Start with a friendly welcome to set a positive tone.
- Comfortable Space: Ensure the seating arrangement is inviting and encourages participation.

Establish Clear Expectations

- Ground Rules: Set simple guidelines for respectful communication and behaviour.
- Model Behaviour: Demonstrate active listening and encourage students to do the same.

Engage All Students

- Encourage Participation: Use open-ended questions to invite sharing and discussion.
- Use a Talking Object: This helps manage turns and ensures everyone has a chance to speak.

Be Flexible

- Adapt to Students' Needs: Be ready to adjust the agenda based on student interest or engagement.
- Follow the Flow: If a topic sparks enthusiasm, allow for deeper discussion.

Maintain a Positive Atmosphere

- Celebrate Contributions: Acknowledge and validate students' thoughts and feelings.
- Focus on Positivity: Encourage uplifting sharing, such as gratitude or accomplishments.

Keep It Structured Yet Fun

- Use Visual Aids: Incorporate charts, props, or pictures to make topics more engaging.
- Include Interactive Elements: Games, songs, or movement can enhance engagement.

Facilitate Reflection

- Summarise Key Points: Recap discussions to reinforce learning and understanding.
- Encourage Reflection: Ask students to share what they enjoyed or learned.

Be Mindful of Time

- Stick to the Schedule: Keep an eye on the time to ensure all parts of circle time are covered.
- Transition Smoothly: Use a signal or cue to indicate the end of circle time and transition to the next activity.

Foster a Sense of Community

- Build Relationships: Use circle time to strengthen connections among students.
- Encourage Empathy: Promote understanding by discussing feelings and supporting one another.

Reflect and Improve

- Seek Feedback: Occasionally ask students what they like about circle time and what they'd like to change.
- Self-Reflection: After each session, consider what worked well and what could be improved for next time.

By keeping these points in mind, you can facilitate an effective and enjoyable circle time that promotes community and learning!

Is it ok not to share?

Sometimes students do not want to share during Circle Time and that is ok. Students can simply say “skip” or pass on the talking object.

Allowing students to skip their turn during circle time can be beneficial for several reasons:

1. **Comfort and Anxiety Management:** Some students may feel anxious about speaking in front of others. Giving them the option to skip can reduce pressure and help them participate at their own pace.
2. **Encouraging Participation:** Students who might be hesitant to share can observe their peers first. This can build their confidence and encourage them to engage when they feel ready.
3. **Promoting Inclusivity:** Skipping turns can help ensure that all students feel included. Those who may not have something to contribute at the moment don't feel forced to speak, which can create a more supportive environment.
4. **Respecting Individual Needs:** Every student has different comfort levels and communication styles. Allowing them to skip turns acknowledges these differences and fosters a more understanding classroom culture.
5. **Fostering a Positive Atmosphere:** Students may be more willing to participate in the future if they know they aren't pressured to speak every time. This can lead to a more positive and collaborative circle time experience.



Ideas for Daily Circle Time

	Focus/Topic	Possible Questions
Monday	What Zone are you in?	<p>General Check-In Questions</p> <ul style="list-style-type: none"> Which zone are you in today? (Blue, Green, Yellow, or Red) Can you share a colour that describes how you're feeling right now? What happened that made you feel that way? <p>Zone-Specific Questions</p> <p>Blue Zone (Low energy, sad, tired):</p> <ul style="list-style-type: none"> What helps you feel better when you're in the Blue Zone? Can you share something that makes you feel happy? <p>Green Zone (Calm, ready to learn):</p> <ul style="list-style-type: none"> What strategies help you stay in the Green Zone? What are you looking forward to today that keeps you feeling good? <p>Yellow Zone (Frustrated, anxious, excited):</p> <ul style="list-style-type: none"> What are some signs that you're entering the Yellow Zone? How do you know when you need a break when you're feeling yellow? <p>Red Zone (Out of control, angry, overwhelmed):</p> <ul style="list-style-type: none"> What are some things that can help you calm down if you find yourself in the Red Zone? Can you think of a time you managed to get back to a calmer zone? What did you do? <p>Reflection and Support Questions</p> <ul style="list-style-type: none"> What can we do as a class to support each other when someone is in a different zone? How can we create a space where everyone feels safe to share their feelings? <p>Closing Thoughts</p> <ul style="list-style-type: none"> What's one thing you're grateful for today? Is there something you'd like to share or need help with before we move on?

	Focus/Topic	• Possible Questions
Tuesday	<p>Figuring out friendship</p> <p><i>Discuss positive friendship interactions and how to solve friendship problems.</i></p> <p><i>Can discuss real life scenarios.</i></p>	<ul style="list-style-type: none"> • How have you been a good friend? • What would break your friendship trust? • What does a good friend look like to you? • Can you share a fun memory you have with a friend? • What do you like to do with your friends? • How do you feel when you make a new friend? • What are some qualities that make someone a good friend? • How do you show your friends that you care about them? • What do you do if you have a disagreement with a friend? • How can you make someone feel included in your group? • Can you name a time when a friend helped you? • What's your favourite thing about your best friend?

	Focus/Topic	Possible Questions
Wednesday	<p>Wednesday wonderings</p> <p><i>Random topics of choice suggested by students (you may want to have a suggestion box)</i></p>	<p>Icebreaker Questions</p> <ul style="list-style-type: none"> • If you could have any superpower, what would it be and why? • What's your favourite book or story? What do you love about it? • If you could travel anywhere in the world, where would you go? • What's your favourite animal, and if you could have one as a pet, what would it be? <p>Favourites and Preferences</p> <ul style="list-style-type: none"> • What's your favourite food, and why do you love it? • Do you prefer summer or winter? What do you like about your favourite season? • What's your favourite game to play, and what makes it fun? • What's your favourite movie or TV show? What do you like most about it? <p>Creative and Imaginative Questions</p> <ul style="list-style-type: none"> • If you could be any character from a movie or book, who would you be? • If you had a magic wand, what would you wish for? • What would you do if you found a treasure map? • If you could invent something, what would it be and how would it work? <p>Thought-Provoking Questions</p> <ul style="list-style-type: none"> • What's something you've always wanted to learn? • If you could spend a day with any famous person, who would it be and why? • What's a skill you think everyone should learn? • How would you describe your perfect day? <p>Fun and Silly Questions</p> <ul style="list-style-type: none"> • If you could talk to any animal, which one would you choose? • What's the funniest thing that's ever happened to you? • If you could have any fictional creature as a pet, what would it be? • Would you rather have a pet dragon or a pet unicorn? Why? <p>Reflection and Sharing</p> <ul style="list-style-type: none"> • What's one thing you're proud of this week? • What's something that made you smile today? • What's a favourite memory you have from this year? • What's one thing you want to learn or do before the end of the school year?

	Focus/Topic	Possible Questions
Thursday	Zones of Regulation curriculum lesson topic <i>(see book or list)</i> or Child Protection Curriculum (CPC)	<p>Introduction to the Zones</p> <ul style="list-style-type: none"> • Overview of the Zones: Explain the four zones (Blue, Green, Yellow, Red) and their meanings. • Colour Codes: Discuss how colours can represent different emotions and energy levels. <p>Identifying Emotions</p> <ul style="list-style-type: none"> • Feelings Chart: Create a feelings chart with students to identify and label emotions associated with each zone. • Emotion Sharing: Encourage students to share times they felt in each zone and what triggered those feelings. <p>Recognising Physical Cues</p> <ul style="list-style-type: none"> • Body Signals: Discuss how our bodies react in different zones (e.g., tightness, fidgeting, energy levels). • Mind-Body Connection: Explore the connection between emotions and physical sensations. <p>Strategies for Regulation</p> <ul style="list-style-type: none"> • Self-Regulation Techniques: Introduce calming strategies (deep breathing, counting, sensory tools) for moving from Yellow or Red to Green. • Personal Toolbox: Help students create a personal toolbox of strategies they can use when feeling overwhelmed. <p>Problem-Solving and Conflict Resolution</p> <ul style="list-style-type: none"> • Role-Playing Scenarios: Use role-playing to practice responding to different situations that may trigger emotional responses. • Peer Support: Discuss how to offer help to classmates who may be in a different zone. <p>Managing Transitions</p> <ul style="list-style-type: none"> • Transition Strategies: Talk about how to manage emotions during transitions (e.g., from playtime to classroom activities). • Preparation Techniques: Discuss preparing mentally for changes in routine and how to express feelings about those changes. <p>Empathy and Understanding</p> <ul style="list-style-type: none"> • Understanding Others' Zones: Explore how recognising someone else's zone can help us respond kindly and appropriately. • Classroom Agreements: Develop agreements for how to treat each other when someone is in a different zone.

		<p>Celebrating Success</p> <ul style="list-style-type: none">• Sharing Success Stories: Create a space for students to share their experiences of successfully managing their emotions.• Goal Setting: Encourage students to set personal goals for emotional regulation for the upcoming week. <p>Mindfulness and Reflection</p> <ul style="list-style-type: none">• Mindfulness Practices: Introduce simple mindfulness exercises to help students centre themselves and check in with their emotions.• Weekly Reflection: Reflect on the week and discuss instances where they identified their zones and practiced strategies. <p>Creating a Supportive Environment</p> <ul style="list-style-type: none">• Classroom Environment: Discuss how to create a space where everyone feels safe to express their feelings.• Building Community: Talk about the importance of supporting each other in regulating emotions and maintaining a positive atmosphere.
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	Focus/Topic	Possible Questions
Friday	<p>Celebrating our week</p> <p><i>* Share a positive for the week, at school or personally</i></p>	<p>Highlights of the Week</p> <ul style="list-style-type: none"> • What was your favourite moment from this week? • Did you learn something new this week that you're excited about? • What was the best thing you did with your friends this week? <p>Personal Achievements</p> <ul style="list-style-type: none"> • What is one accomplishment you're proud of this week? • Did you try something challenging this week? How did it go? • What is something you did this week that made you feel brave? <p>Gratitude and Kindness</p> <ul style="list-style-type: none"> • Who did something kind for you this week that you'd like to recognise? • What's one thing you're grateful for this week? • Can you share a time when you helped someone else this week? <p>Fun and Creativity</p> <ul style="list-style-type: none"> • What was the most fun activity we did this week? • Did you have a favourite story or book we read this week? What did you like about it? • What is something creative you did this week, like drawing, writing, or making something? <p>Looking Forward</p> <ul style="list-style-type: none"> • What are you excited about for next week? • Is there something you'd like to do or try in the coming week? • What are you hoping to learn or experience next week? <p>Reflection and Sharing</p> <ul style="list-style-type: none"> • What made you laugh or smile this week? • How did you feel at the start of the week compared to how you feel now? • What's one thing you'd like to share that made this week special?