The main theme of this unit is to encourage children to accept responsibility for what they say, what they do and how they interact with others so that positive relationships may develop.
Working with parents

Including parents is essential if there is to be a consistent approach with young children. The rationale for the various activities may help parents understand that teachers and parents working together reinforces and models the concept of cooperation and interdependence.

Using puppets

This is a fun way of helping children work out the problems of their daily lives. The characters are real and meaningful to children and even shy children, willingly enter into dialogue, express feelings and give advice through conversation with puppets.

Drama / role play

Drama and role play enable children to act out everyday scenarios in a non-threatening way, exploring human relationships, behaviours and events and leading to new understanding in their own lives.

Co-operative games

These kinds of games are not competitive. They help to develop a sense of trust and a sense of community within the classroom. They are fun because everyone works together to be winners.

Working with parents

Including parents is essential if there is to be a consistent approach with young children. The rationale for the various activities may help parents understand that teachers and parents working together reinforces and models the concept of cooperation and interdependence.
Key Experiences in developing responsible attitudes towards themselves, others and conflict situations

Building on Pre-school
Where children:
- learn to co-operate, take turns and share;
- develop independence and take responsibility;
- are encouraged to consider the needs of others, and
- look after their own belongings, help to prepare food for snack time, pour their own drink, choose what and when to eat, help others during snack time or tidy the playroom.

Working at Foundation Stage
Explore and discuss their responsibilities for self and others and how to respond appropriately in conflict situations:
- developing a sense of what is fair;
- beginning to take responsibility for what they say and do, and
- realising why it is necessary to have rules in the classroom and the school.

Moving towards Key Stage 1
Responsibility and respect, honesty and fairness. Constructive approaches to conflict:
- identifying ways in which conflict may arise at home/school, and exploring ways in which it could be lessened, avoided or resolved;
- discussing the causes of conflict in their community and how they feel about it;
- identifying members of their school community and the roles and responsibilities they have;
- beginning to understand why and how rules are made in class, in the playground and at school;
- understanding that rules are essential in an ordered community;
- identifying the people, jobs and workplaces in the community, and
- realising that money can buy goods and services and is earned through work.

Progress in Learning
- I understand when something isn’t fair.
- I know and use fair ways to share and take turns.
- I can tell someone how I feel.
- I can talk to someone about what has annoyed me.
- When someone has annoyed me, I am beginning to know what I need to ask them to do instead.
- In school I am responsible for…
- At home I am responsible for…
- I can organise equipment for myself and for others.
- I can work with others to solve my problems.
- I can listen to others and help solve their problems.
- I can explain what happened (when a conflict arises).
- I can say sorry and why I am sorry.
- I try to solve a problem rather than blame others.
- I am willing to participate in role play.
- I understand the classroom rules and try to keep them.
Learning intention

**Understand the necessity for classroom rules and positive management of conflict**

**Planning together**

Actively involving children in the planning process provides a starting point and gives a sense of the current thinking in the class. It provides an understanding of the children’s interests, needs and experiences.

A suggestion on how this may be done is shown opposite, where the initial question,

What am I responsible for?

could be asked to begin the process.
Managing information

Start with a focus. Ask and respond to questions to clarify a task;
Select (with help) information from materials and resources provided and suggest ways to obtain information;
Follow directions in relation to a task. Begin to plan; and
Identify and use simple methods to record information.

Being creative

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli;
Talk about their memories and experiences;
Play for pleasure and as a form of creative expression. Be willing to take on challenges; and
Experiment with ideas through a performance.

Self-management

Talk about what they are doing and what they have learned;
Develop the ability to focus, sustain attention and persist with tasks;
Develop awareness of their emotions about learning, their likes and dislikes;
Be able to make choices and decisions; and
Ask an adult or friend for help.

Thinking, problem solving and decision-making

Show their ability to memorise by recalling and structuring experiences and stories;
Make close observations and provide descriptions of what they notice;
Show the ability to sequence and order events and information and to see the whole/parts. Identify and name objects and events as same/different, put objects into groups; and
Make simple predictions and see possibilities.

Working with others

Be willing to join in. Learn to work and play co-operatively;
Develop the routines of listening, turn-taking, sharing and co-operating;
Be able to learn from demonstration and modelling;
Be aware of how their actions can affect others;
Use words to suit different people and situations; and
Develop confidence at being with adults and other children in a variety of contexts.
Across the Curriculum: Connecting the Learning

Communicating

Role Play

Literacy

I need

Fair

I feel

Share

Turn

Words and phrases I need to know and use

I am sorry for...

An organised learning environment, making visible a fair way of taking turns

Role play - developing vocabulary to express thoughts, feelings and experiences

Working together develops a sense of team
Learning activities

Activity 1
**Fair ways to take turns**
Four suggestions of fair ways children can determine the order of participation in an activity.

Activity 2
**Role plays**
Using classroom scenarios.

Activity 3
**Using puppets**
To explore conflict in the playground.

Activity 4
**Circle time**
Beginning to take responsibility in class.

Activity 5
**Classroom rules**
Helping to decide appropriate rules for the class and understanding how they can help everyone.

At school I am responsible for… (putting away the jigsaw)
At home I am responsible for… (making my bed)
Learning activity 1: Fair ways to take turns

CORE CONCEPT
Knowing how to use creative ways of taking turns enables children to work collaboratively and co-operatively, recognising the equal value and interdependence of each child in a practical and fair way.

SUGGESTED SUCCESS CRITERIA
We will recognise and discuss differences between fair and unfair.

We will experience/demonstrate turn-taking.

POINTS TO NOTE
Using fair ways to take turns communicates that each child is valued equally and helps co-operation within the group and within the classroom. Children begin to see themselves as contributing members of the school community and become more accepting of difference and of responsibility for their own behaviour. When children are more aware of the needs and differences of others, they become aware of other points of view. In so doing they begin to manage the conflicts that arise in daily life. These are some suggestions to facilitate turn-taking. Encourage any activity that determines order fairly and support the children so they can develop their own ways.

WHAT YOU NEED
- Jack's Story - Resource A (refer also to I Want My Own Way in Orange Unit)
- Timer
- Photograph of each child
- Cards with each child's name
- Sign up sheet
- Cards printed with numbers
- Photograph of classroom routines

WHAT TO DO
- Let’s Talk
- Turn-taking Ideas
- Opportunity Knocks
Let's Talk

Remind the class of Jack’s Story in the Green unit’s Activity 3. (see Resource A for story).

Was it fair when Jack decided what game he and his friends would play? **Why (not)?**

Was it fair when he told his two friends what role to play in the game? **Why (not)?**

Can the children think of a fair way to decide what game to play or who should play what role in the game?

Turn-taking Ideas

- Toss a coin.
- Use a sign-up sheet.
- Ask each child to pick a number from a set of cards - lowest/highest goes first.
- Ask each child to pick a card showing a letter of the alphabet - lowest/highest goes first.
- Put the names in a bag and ask someone else to draw one out.
- When a child has a turn to be first, keep a visual record that all can see, for example names under a sign ‘I went first...’ This way you can withdraw names from the bag until everyone has had a turn and children will know that their turn will come.
- Use a timer to limit the duration of a turn.
- Classroom rota - use photographs instead of words. Jobs involving two people encourages co-operation.
- Classroom rota - let children volunteer for jobs by placing a photograph and name beside a photograph of the job.
- Give children opportunities to ‘serve’ others and save their turn until last - handing out pieces of fruit or passing around toast.

Opportunity Knocks

Use classroom routines, for example, lining up for break, lunch and home to consistently model fair turn-taking:

- children who have dark hair put themselves in order lightest to darkest (or vice-versa);
- children whose name begins with a letter of the alphabet, for example, G (M, A, K);
- children who have blue eyes (green, brown).

Keep a note of those who have been in the first group and be sure to remember your criteria (for example, hair colour) so that you can ensure every child (those who are fair, red) gets a turn to be in the first group before you change to different criteria.

It takes time, but try to consistently model and develop fair turn-taking!
SUGGESTED SUCCESS CRITERION
We will discuss and work towards solving a variety of problems related to our experiences.

CORE CONCEPT
When children are involved in solving everyday problems through play, the skills they learn will help them deal with conflict when it arises.

POINTS TO NOTE
It is important to treat such situations positively, for example ‘What’s the problem?’ ‘Let’s think of ways we could solve the problem.’ ‘Which way do you think will work best?’ ‘Let’s try it!’ ‘How are you getting on? Is the problem solved?’

In this way, children will learn that a mistake or accident is a learning opportunity and not a disaster!

WHAT YOU NEED
- A scenario appropriate for or adapted to your classroom situation
- Dressing up clothes, if appropriate
- Classroom props, if appropriate
- Fair Group Cards

WHAT TO DO
- Solving Everyday Problems
- Scenarios

Solving Everyday Problems
Ask the children to arrange themselves in a circle. Explain that you have a problem and you need their help. Read out your chosen scenario. See examples below.

Divide the class fairly into groups by giving each child a Fair Group Card (Resource B). Call out one of the groups to role play the problem, but explain that you do not associate the problem with this group (in case they think they are being blamed!). The rest of the children can make suggestions to enhance the role play and to solve the problem.

Take a range of suggestions and then discuss as a class, in pairs or small groups, which would be the best solution to try. Ask for reasons for the suggestions. Decide, as a class, how you will choose a solution.

Ensure that the children understand that you will all monitor the chosen solution to evaluate its effectiveness. Children should also suggest their own scenarios when one or two have been modelled. If the school has a school council, this could also be done as part of a class council.
Scenarios

When children are moving from one activity to the next, not all the equipment is being left neatly for the next group of children.

How do we tidy up the equipment? What will the area look like when we have tidied it up for the next group? What things do we need to check?

Yesterday when we were painting, some paint spilt on the floor and some children got paint on their clothes. How could we stop this from happening another time?

What can we do to show that we care about each other and about our room? Be specific.

When I need to talk to all of you at once, some children continue what they are doing, some continue talking, and some continue walking across the room.

How do you know I need to talk to you?
What could I do to help you know?
What sort of things could we do to help each other?

Sometimes when accidents happen in our room, people blame someone else and it takes me quite a while to sort out the problem, for example spilling juice at break or… How could we do this more quickly and how could you sort it out yourselves?

Some people are having difficulty getting dressed for PE and changing back again into their uniform.

How could we do this more quickly?
How could we help each other?

Sometimes when it comes to the end of the day, I notice that some of the jobs on our rota have not been completed.

How can we make sure we all remember what to do? Would it help if we had a tick list? Any other ‘would it help if’ ideas?
**Learning activity 3: Using puppets**

**CORE CONCEPT**
Using puppets can help children to identify fair and unfair behaviour, recognise mistakes and react appropriately. It is a way of enabling children to act out the problems of their daily lives in a non-threatening way. It is an ideal way for teachers to discover what is really happening in a child’s life.

**SUGGESTED SUCCESS CRITERION**
We will discuss how our actions affect others.

**POINTS TO NOTE**
Young children relate well to puppets and shy children often find it easier to talk to or ‘through’ a puppet. They willingly offer ideas and advice to the puppets and become engrossed in the situation. In so doing, they recognise their ability to solve problems and to change behaviour. It is important that adults don’t intervene with solutions but that children are given the time necessary to solve their own problems, with occasional question prompts if necessary, for example ‘What could s/he do?’, ‘What could s/he say?’ If using puppets for the first time, it isn’t necessary to use different voices. But as you become more confident you may want to add voices.

**WHAT YOU NEED**
- Two puppets - commercially bought or handmade, for example from a sock or paper bag

**WHAT TO DO**
- Spot and Ellie
- After Break
- Let’s Talk

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**Spot and Ellie**
Ask the children to gather in a circle. Introduce the puppets to the children. Ask for suggestions for names (in this case: Spot and Ellie).
After Break

Ellie’s head is bent down and she is rubbing her eyes.

**Teacher:** You are looking very sad, Ellie. What’s the matter?
**Ellie:** Nuffin (nothing).
**Teacher:** I don’t like to see you sad, Ellie. Please tell me what’s wrong. Did something happen at break time?
**Ellie:** No!
**Teacher:** What can we do, children? Why won’t Ellie talk to me?

(It is important that all responses are respected as of equal value and that no child’s response is either denigrated or overly praised. Children have a wonderful way of recognising inappropriate behaviour of others, but they also retain a sense of loyalty to their peers if they feel that anyone is being humiliated. Such situations are best dealt with discreetly).

**Teacher:** Who else was outside with Ellie? Spot! You’re her friend. Were you with Ellie?
**Spot:** Well, I am her friend and I was outside, but Susan and Sean asked me to play with them so I didn’t see Ellie.
(Spot turns to the children)
**Spot:** Was I fair to Ellie? I wanted to play with Susan and Sean. What should I have done?

Spot listens to the responses and recognises he has made Ellie unhappy even though he didn’t mean to. He considers a suitable alternative to his actions and apologises to Ellie.

**Spot:** I’m sorry for making you unhappy, Ellie. I didn’t mean to. I should have… (pick a suitable suggestion from those given).

Let’s Talk

Children can discuss a range of ways to:

- Look after each other in the playground (check if anyone is on their own, comes out later when others have started playing...);
- Let other children join in our games (would you like to join in?); and
- Ask other children when we want to join in their games (I would like to join in, do you mind?).
**learning activity 4: Circle time**

**CORE CONCEPT**
Children are listened to and their views are taken seriously (Article 12, United Nations Convention on the Rights of the Child). Everyone in the classroom has a responsibility for each other’s safety and enjoyment and to work at making it better.

**SUGGESTED SUCCESS CRITERIA**
We will display appropriate behaviour in the classroom setting.

We will begin to develop an understanding of classroom routines.

**POINTS TO NOTE**
In Circle Time children learn from the modelling, the equal involvement of adults and the process as much as from the content. If all the adults in the room are involved and can use the same size chair, this models that everyone in the class is valued equally and that talking about the way we work together is important.

Some children may make inappropriate responses, but these are best ignored and given the same ‘thank you’ response in the same tone as everyone else. Some children may not want to speak, in which case you can ask if they would like to whisper a response to you or someone else. If they would like more thinking time, you can return at the end of the round and ask if they would like to say something.

Responsibility for being part of a group lies as much with trying to find ways to encourage the shy child to speak as with trying to encourage the chatty child to give others equal time to speak! It is a delicate balance between ensuring the shy child is ‘scaffolded’ but not humiliated, and ensuring that s/he does not always ‘opt out’ and leave the talking and decision making to others.

**WHAT YOU NEED**
- Similar sized chairs for all adults and children
- An object which only the person speaking will hold, for example a teddy bear.

**WHAT TO DO**
- Preparation
- Welcome and Introduction
- Mixing-up Activity
- Sentence Completion
- Information Sharing
- Closing Activity
- Evaluation

Circle Time ideas adapted from the Jenny Mosley Quality Circle Time Model.

**Preparation**
Ask the children to form a circle with their chairs and to check that everyone (including all the adults) in the room has a seat.
Welcome and Introduction

Explain to the children that Circle Time is a time when everyone can talk to each other about things that are important to each of us. They can get to know you better and you can get to know them better. Tell them that today you are going to concentrate on taking turns.

This can be an opportunity to comment on looking, listening, speaking, thinking and concentrating behaviours as you observe the children using them:
‘I like the way Michael, Paddy and Alison are looking at me. That is how I know they are listening.’

Mixing Up Activity

This encourages children to mix.
Put a variety of coloured cubes in a bag. Ask each child to put in a hand and pick a cube. You pick a cube. Ask those with a cube the same colour as yours to change places. Repeat a few times.

Sentence Completion

The person talking holds the talking object and passes it gently to the next person.
‘A job I like doing in school is…’
Early in the school year it may be more appropriate to stop the session here and go straight to the closing activity.

Information Sharing

Tell the children to talk in ‘partner voice’ with the person beside them about what jobs they like to do at home. Explain that ‘partner voice’ is low enough to be heard by their partner and also allows others to hear each other at the same time.

Tell them that when you want them to stop talking you will put your hand in the air. They will need to turn and look at their partner so that s/he knows they are listening.

Ask them to check out with each other what they will say in the big circle. The teacher puts their hand up high to indicate to the children that it is time to stop talking. They then introduce their partner:
‘This is…and at home s/he likes to…’

Closing Activity

Clumps
Blow a whistle or clap your hands a number of times. Ask the children to get into groups of the same number as the number of claps.

Ask the children what they would need to think about as they play this game.

Frame the thoughts positively, for example making sure no one is knocked down or checking the number of blows/claps with the person beside them…

Evaluation

This is the most important section for you and other adults in the room because this will determine your focus for the next Circle Time!

Point out all the caring and sharing they showed by:
- lifting seats quietly so other classes would not be disturbed;
- ensuring everyone had a seat to sit on;
- listening to whoever was talking;
- concentrating on what was said and what they would say;
- using ‘partner voice’ so that others could hear each other too;
- remembering what their partner had said;
- watching for when it was time to stop talking;
- speaking to the rest of the group;
- all the jobs they do at home and at school; and
- taking care of each other while moving about the room.
learning activity 4 continued: Circle time

POINTS TO NOTE
The social skills of the classroom need to be explicit and are often best taught in a situation like Circle Time. This is because the emotions present in real situations can impede learning. These skills can be reinforced throughout the day and children’s learning is enhanced when they are modelled by all the adults around them, but this needs to be consistent and not just immediately after the lesson! There also needs to be clear expectations of good behaviour established through job rotas, modelling of proper use and care of materials and involving children in the creation of classroom rules (see Activity 5). It is also a good idea to establish a comfortable but recognised area where children who are feeling annoyed can go to feel better. Please do not tell them to ‘Calm down’ - this could make them feel even worse!

Welcome and Introduction
‘Circle Time is time to talk to each other about things that are important to each of us. You can get to know me better and I can get to know you better. When we start school we have lots and lots of new things to remember and sometimes it is very difficult to remember everything.’

Give your own examples of forgetting so that the children realise that adults can make mistakes too!

WHAT TO DO
- Preparation
- Welcome and Introduction
- Mixing Up Activity
- Sentence Completion
- Information Sharing
- Closing Activity
- Evaluation

WHAT YOU NEED
- Similar size chairs for all adults and children regularly involved in the classroom setting
- An object which only the person who is speaking will hold, for example, a teddy bear

Preparation
Ask the children to form a circle with their chairs and to check that everyone (including all the adults) in the room will have a seat.

Mixing Up Activity
This encourages children to mix. Have anyone who can do the following change places:
- can paint a picture
- make a tower with blocks
- ride a tricycle
- use kind words.

Circle Time ideas adapted from the Jenny Mosley Quality Circle Time Model.
Sentence Completion

Introduce the talking object to children if more than one child talks at a time. **Oh children, I forgot to use Teddy to remind us that only one person talks at a time.** Have them talk in ‘partner voice’ to the person beside them about something they forgot to do this week. When everyone has remembered something that they forgot to do, have them share it with the rest in the circle beginning with the words:

‘One time this week I forgot to…’

Using these words to begin the sentence is important, as they help children realise that they are taking responsibility for their mistake and that it is alright to admit to mistakes. They also realise that everyone makes mistakes. Some children may be able to say what they did about the mistake or who helped them try to make it better.

Early in the school year it may be more appropriate to stop the session here and go straight to the closing activity. The next section on Information Sharing could be done as a separate Circle Time.

Information Sharing

Responses could be taken as offered, rather than one by one around the circle. Use a puppet to talk about personal incidents and routines that can happen in school. Encourage responses that involve children sorting the problem, not the adults! In most cases a variety of approaches may be possible. Making choices about how the problem can be solved develops a classroom community and a sense of competence, interdependence and independence in the school environment.

‘Do you know children, that Ellie can’t remember what to do/say when she:

- needs to go to the toilet - can anyone help?
- has no one to play with in the playground;
- cannot button her cardigan;
- has forgotten the way we use our cloakroom;
- has forgotten all the things to do when she comes into the classroom in the morning;
- has forgotten what to do when she has finished painting;
- doesn’t know what to say in Circle Time;
- is really annoyed with someone;
- needs to know what to do if she wants to talk to Miss Martin but Miss Martin is talking to someone else; and
- has forgotten how to use a knife and fork.’

Closing Activity

Pass the smile.

Everyone in the Circle faces the front. An adult turns to the child on their left, looks in their eyes and smiles. That child turns to the child on their left, looks them in the eye and smiles. Model a few times before you start. Watch as the smile passes round the circle.

Evaluation

Ask the class to evaluate the session.
Learning activity 5: Classroom rules

CORE CONCEPT
Children who contribute to classroom rules are more likely not only to keep the rules they generate, but also to develop responsibility for their own and others’ behaviour.

SUGGESTED SUCCESS CRITERION
We will discuss, suggest and compile classroom rules.

POINTS TO NOTE
In their first year, children will need at least a week in a well structured classroom. During this introductory period, it’s important that implicit rules are consistently and sensitively applied. Only then will the children be able to meaningfully discuss what needs to be considered as explicit rules for the classroom.

The rules need to be formed in the children’s words. Reinforce them using photographs of children showing good practice. Try to change the pictures so that each child has appeared at least once!

Previous pictures can be put under the heading, ‘We Keep Our Class Rules’. The rules will need to be taught and regularly revisited.

WHAT YOU NEED
- An adult to scribe the children’s suggestions
- White board or flip chart
- Pens
- Talking object, for example, a Teddy Bear

WHAT TO DO
- Preparation
- Welcome and Introduction
- Mixing Up Activity
- Sentence Completion
- Closing Activity
- Evaluation

Reminders: Daily then weekly then monthly and especially at the beginning of a new term.

Preparation
Ask the children to form a circle with their chairs and to check that everyone (including all the adults) in the room has a seat. The first time children do this will be a lesson in itself as you teach the children a procedure for moving the chairs into a circle and back again. This can be done as a whole class or in smaller groups, and then the whole class can be brought together when everyone knows the procedure for forming the circle.
Welcome and Introduction
Welcome children to Circle Time.

Mixing Up Activity
This encourages children to mix. Ask the children to get up from their seat and change places with someone if:
- they like coming to school;
- they have got to know somebody they didn’t know before; and/or
- somebody has annoyed them this week.

Sentence and Completion
Ask one child to say to the child to their right, ‘Hello, my name is… Who are you?’

That child answers, then turns to the child on his right and says, ‘Hello, my name is… Who are you?’

Children will need prompting to help them complete this activity. As soon as you think a child is embarrassed, shy or has forgotten what to say, gently prompt with the start of the sentence.

This activity is not about getting it ‘right’. It is about helping and co-operating with each other.

Closing Activity
If we are going to talk together in Circle Time how will we make sure we don’t all talk together? Why? Do we need a rule? What might that be? What about, we take turns to talk. How could we make sure that happens?

Introduce your talking object. Whoever holds the object is the only person to talk, and they pass it to the next person who wants to talk. If the first few Circle Time sessions have Sentence Completion rounds children will become familiar with this procedure.

Children will have to wait for each other to speak, but it is important for children to know that you value each child equally and that listening is a valued activity. Listening is more than hearing and needs to be taught and modelled. Listening to someone is about being able to put in your own words what you think the other person has told you.

Evaluation
Ask the to class evaluate the session.
Learning activity 5 continued: Classroom rules

Welcome and Introduction
Welcome the children to Circle Time.

Mixing Up Activity
Ask the children to:
- Change places if they like playing outside at break time;
- Change places if they walk to school; or
- Change places if they come to school by car.

Sentence Completion
‘This week I liked when we…’
Information Sharing
This encourages participation, thinking, problem-solving, decision-making, creativity, co-operation and managing information. This is a discussion and should not be done as a round.

Ask if anyone knows what a rule means? Do they know any rules? For instance, there is a rule that people drive under 30mph through the town. What would happen if people didn’t keep this rule?

Let us think of the different things we do in school. What rules do we need to ensure everyone feels safe and that what we do is fair? Can they suggest a fair rule about when to talk in class?

Remind children of the rule you talked about in the last session. For example, ‘We take turns to talk so that we can hear and listen’. Why might this rule be important?

Can they suggest a fair rule about how to play together? For example, ‘We use our hands and feet safely so that we enjoy our play’. Why might this rule be important?

Can they suggest a fair rule about how to walk in the classroom and through the school? For example, ‘We walk inside our school so that we are safe’. Why might this rule be important?

Can they suggest a fair rule about when someone says something we don’t agree with or when someone is on their own? For example, ‘We try to be a good friend so that we make others happy in school’.

Closing Activity
Pass the Squeeze. Everyone sits in the circle and holds hands. Explain you are going to send a message around the circle using your hands. Gently squeeze the hand of the person beside you and ask them to pass the message on with their other hand. Wait until the message comes back to you and then send it the other way.

Evaluation
Ask the class to evaluate the session.
WHAT YOU NEED
Talking object, for example, a Teddy Bear

WHAT TO DO
- Welcome and Introduction
- Mixing Up Activity
- Information Sharing
- Closing Activity
- Evaluation

Reminders: Daily then weekly then monthly and especially at the beginning of a new term.

Circle Time ideas adapted from the Jenny Mosley Quality Circle Time Model.

learning activity 5 continued: Classroom rules

talking rules!

This is a suggestion for Circle Time. Develop your own to suit your classroom situation.

Welcome and Introduction
Welcome the children to Circle Time.

Mixing Up Activity
Encourages children to mix. This also helps children to say something that they find difficult to talk about. Ask them to get up from their seat and change places with someone if:

- they like to talk;
- they don’t like to talk;
- they like to sing;
- they like to run about and play games.
Information Sharing

This encourages participation, thinking, problem-solving, decision-making, creativity, co-operation and managing information.

This activity need not be done as a round. Instead, take responses from those willing to talk. An adult can pass the talking object between the children who have a response. Ask why we need the rule: 'We take turns to talk so that we can hear and listen'.

- When do we talk?
- Who are the people we need to listen to?
- What sort of things do they talk about?
- When are the times that we need to keep very, very quiet?
- When are the times we can all talk quietly?
- How will we know when to stop talking?
- How will we know when we can talk?
- What might happen if we cannot hear or do not listen?
- What can we do if we have not heard what we need to do?

Closing Activity

Bean Bag Game:

Stand in a circle facing inward. Throw the bean bag and call out both your name and the catcher’s name, for example Miss Martin to Peter.

Peter catches the bean bag and calls out his name and another child’s name. For example, Miss Martin to Peter, Peter to Siobhan, Siobhan to Andrew...

Evaluation

Ask the class to evaluate the session.

The other class rules can be explored in the same way.

It is important that you explore practical out-workings of the rules with the children so that they are clear about how the rule affects what they say and what they do.
Jack was on holiday in his grandparents’ house with his mother and his two big sisters, Elizabeth and Sarah. Two little boys called James and Conor lived next door. They had a big sister too. Her name was Anna. Every morning the children played together in Granda’s garden. They played chase, catch, football or shop. In the afternoons they went to the beach and made huge sandcastles.
One morning it was very wet and the children could not go outside. Anna came in and said that her Mum had told her to ask if Jack, Elizabeth and Sarah could come next door to play. Off they went. The girls went upstairs to Anna’s room. They played with her computer. Jack played downstairs with James and Conor. They had great fun playing hide-and-seek. Then Conor took out a big box of Lego. ‘Let’s build a space ship,’ he said. But Jack wanted to play Batman and Robin. ‘I’ll be Batman and you can be Robin, James,’ he said. “Conor will be the bad guy.’

‘That’s not fair,’ said Conor, ‘you’re always Batman. You be the bad guy this time.’ The boys started to shout at each other. James and Conor said they would not play with Jack. ‘I don’t like it when you boss me,’ said James. ‘Sometimes I want to be the one who decides what game we will play’.

‘It’s selfish not to take turns,’ said Conor. So James and Conor sat down and began to build the spaceship.

After a while, Jack said he was sorry for always wanting to be Batman. He asked the boys if he could help them finish the spaceship. Then they played a space game. This time Jack said he would be the bad guy!

Change the characters as appropriate to your class and current media programmes or DVDs.
Resource B
Personal Development and Mutual Understanding Blue Unit

Learning activity 1: Fair ways to take turns

Fair Group Cards
Suggested stories

Aliki. Manners (2002) Rebound by Sagebrush. 0 6130 2372 2


Cave, K. Something Else (1999) Storytime Giants S Longman. 0 5824 1155 6

Cooper, H. The Baby Who Wouldn’t Go to Bed (1998) Corgi Childrens. 0 5525 2838 2


Hughes, S. Dogger (1993) Red Fox. 0 0999 2790 X

McCaferty, S. I’m Sorry (2001) Picture Lions

McCaferty, J. Don’t Be a Bully Billy (2004) Usborne Publishing. 0 7460 5274 X


Roxbee Cox, P. Don’t Tell Lies Lucy (2004) Usborne Publishing. 0 7460 5908 6

Dr. Seuss. Thidwick The Big Hearted Moose (1990) Picture Lions. 0 0017 1608 5

Suggested songs and rhymes

Nicholls, S. The Handy Band (2004) A & C Black. 0 7136 6897 0
- ‘My Turn, Your Turn’
- ‘We Know Better’

Sanderson, A. Seasons: Songs for 4-7 Year Olds (1997) A & C Black. 0 7136 4801 5
- ‘Don’t waste water’

Umansky, K. Three Singing Pigs: Making Music with Traditional Stories (1994) A & C Black. 0 7136 3804 4
- ‘Little Red Hen’
- ‘The Shoemaker and the Elves’
- ‘Three Little Pigs’

Umansky, K. Three Tapping Teddies (2000) A&C Black. 0 7136 5118 0
- ‘Squintum’s’

Suggested additional resources

Puppets
www.puppetsbypost.com

Mosley, J. More Quality Circle Time: Evaluating your Practice and Developing Creativity Within the Whole School Quality Circle Time Model 1 8550 3270 8

Mosley, J. Quality Circle Time www.circle-time.co.uk

Mosley, J. Sonnet, H. Here we go round 0 9530 1221 2

Goldthorpe, M. Poems for Circle Time & Literacy Hour 1 8550 3269 4