

PERSEVERANCE/RESILIENCE CIRCLE TIME: YEARS 3/4

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:

Recognise when something is difficult.

Choose commitments wisely.

Be persistent, do things step by step, do not be put off when things become 'tricky', keep going.

Attitudes:

Value their ability to be resilient / to persevere

Be willing to persevere and overcome difficulties.

Statements for Assessment:

I know I can make mistakes.

I know I can improve.

I keep trying and don't give up.

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. Round

Children to think about a time they found it difficult to keep going with something. Give the children examples to think about, such as learning their tables, learning to swim, keeping their bedroom tidy, doing their homework on time, helping at home. Children set themselves a goal for the week. Give

the children have an opportunity to write their target down and the steps they will take to achieve this. Put aside time for review. Make sure that you give examples of

Trigger statement:

This week I am going to...

Step 2. Open Forum

Teacher in role:

I need help because I have no ideas for my story.

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

"Would it help if you?" or

"Would it help if we?"

Teacher in role:

I need help because I have spent two years doing gymnastics, I feel as though I want to give up because I have tried and failed to achieve my next badge.

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

"Would it help if you?" or

"Would it help if we?"

Step 4. Celebration

Ask the children to look around the circle. Is there anyone they would like to nominate for not giving up? Maybe someone the children have noticed keeps on having a go even when things are difficult. Can the children be specific about what they notice this person doing?

Step 5. Ending Ritual

Is there something that the whole class can work on including yourself? For example, is the end of the day calm and ordered and if not, what action could each individual take to support a calm and ordered ending to the day. Ask every child to either close their eyes or lower their heads. Can each person think of one small action they will take? Agree on a celebratory activity to share with the children if you manage this! The most important learning will be the children watching you strive and make mistakes to achieve your goal.

[There are many role models for teachers to draw on. Offering children role models helps them to see that actions have powerful consequences. The annual Children of Courage awards are also very powerful in the stories they tell.]