



KS1 LESSON PLAN Lesson 1
Circles of CARE
Community



How can we grow our caring community?

Teacher and children sit on chairs in The Big Circle facing one another.

Silent Sitting 5 mins

Breathe in Peace and Quiet

(If this is your first try at mindfulness, you can ring a bell and try sitting for 1 minute – ask children to choose a body part to touch when the bell stops. Next you could try half of the track and fade out. Then they will be ready for the full experience. After lunch is a great time to use Silent Sitting tracks with staff taking part too.)

The Big Circle of CARE Guidelines 3 mins

Share the **Class Values in Action poster**. Children read the actions aloud in pairs around the circle to help everyone consider actions that make a safe and inclusive Circle of CARE.

The Big Picture (Can be replaced by an image from your own community!) 3 mins



Credit - Carr Junior School, York Press

Sentence Stems:

Pair Share

I can see...

I want to know...

This picture makes me feel...

I wonder...

The Big Voice 3 mins

'It's a really nice feeling, being looked after by your neighbours'

— Man in self-isolation (aged 76)

Pair Share – Explore the meaning of the quote.

Who said this? What might he mean?

The Big Circle of CARE:

How can we grow our caring community? 20 mins

1. Self-Reflection Check-in: **What are our school values?**

Children reflect for 1 minute on the school values.

Did you see any of our values being shown in our community during lockdown?

Teacher reads aloud each school value one at a time and gives children 1 minute thinking time to think of an action they saw that matches the value e.g. *Friendship – Face Timing a friend, Teamwork - everyone staying at home.*

You could source photos from local papers that match your school values to help stimulate ideas. Use a chime or bell to signal each minute.

2. Pair-Share Check-in: Turn to a partner and label themselves A and B. Pair share ideas about values in action they have seen, with child A listening first. Ring bell after 2 minutes then swap roles. Silence is welcome. After another 2 minutes, feedback to the circle hearing about each value.

3. Pair-Share Check-in: **What 2 things did you miss most about our school community during lockdown?** Turn to another partner. Children build ideas together for 3 minutes and use their fingers to count their ideas, then all share with the group.

Prompts if needed – routine, friendships, playtime, relationships, resources
Try to acknowledge the loss children are expressing in different ways and help each other be sensitive to children who have experienced extreme loss such as bereavement.

4. Open dialogue asking: **How do you feel about coming back together as a class community?**

Refer to The Big Feelings Compass to tease out the range of feelings.

What are your hopes for the future?

No definitive answer is needed, just an open discussion lasting up to 20 minutes. Refer back to *the Class Values In Action* poster to keep everyone feeling safe and to help uncover a shared meaning.

NB Y1 might need a break in this session, perhaps with a playtime in between. This could be after this Circle Dialogue and before the Journal page.

My Circles of CARE Journal 10 mins

Self-Reflection: Choose a school value. How did you show this value in action before lockdown? What about during lockdown? How would you like to show it in the future?

E.g. Teamwork - playing football, helping my family with chores, my class working together on a project. Courage - brave at the dentists, looking after my mum when she was sick, trying new things so I can do a caring job one day

The Big Sing 5 mins

TBT COMMUNITY Song – Friend

Our Big Action 3 mins

Since we can't touch each other yet, what special action shall we use to greet our class community in the mornings?

Our Big Think 2 mins

Say aloud altogether using actions made up by children

*Let's show that
we CARE for each other
and our community.*