

CIRCLE TIME ACTIVITIES



Foster Positive Identity with Engaging Activities

Explore our carefully curated Circle Time, Assembly, and Pep Talk activities on Identity. The circle time activities are designed to help students explore their identities and foster a sense of belonging within the group. It promotes sharing, self-expression, and understanding of peers' interests. We have activities that covers all year groups from EYFS to KS4.

Each year activity covers the following: - purpose, instructions, reflective questions and circle time tips.

Designed by Afrikindness, these resources are your keys to nurturing positive self-identity in children and young people.

Watch them thrive as they discover and celebrate their unique strengths and cultural heritage.

EYFS

Getting to Know You Activity

Purpose of Activity: This circle time activity is designed to help early years children explore their identities and foster a sense of belonging within the group. It promotes sharing, self-expression, and understanding of peers' interests.

Instructions:

1. Begin by sitting in a circle with the children, ensuring everyone has a comfortable space.
2. Introduce the "speaking object," which can be a soft toy or a decorative object. Explain that whoever holds the object has the opportunity to speak.
3. Start with yourself as the teacher. Hold the speaking object and say, "My name is [insert your name] and I like to [insert a simple activity, e.g., read, draw, dance]."
4. Pass the speaking object to the child sitting next to you, encouraging them to complete the same sentence: "My name is [insert their name] and I like to [insert an activity]."
5. Continue passing the object around the circle, allowing each child to introduce themselves and share their favourite activity.
6. If a child is shy or hesitant, offer support by discussing the activity beforehand or providing a picture of their favourite activity that they can show to the group. They can say, "I would like to [insert activity]" if they prefer.

Reflective Questions:

1. How did it feel to share your name and favourite activity with the group?
2. Did you discover any common interests with your peers during this activity?
3. Why is it important to learn about each other's likes and interests?
4. How can knowing more about your friends help us play and learn together?

Circle Time Tips:

- Be patient and provide a comfortable, non-judgmental environment.
- Encourage active listening by reminding children to pay attention when others are speaking.
- Celebrate each child's contribution and interests.
- Use this activity periodically to reinforce a sense of community and friendship in the classroom.

KS1

Mirror! Mirror!! Activity

Purpose of Activity: The "Mirror! Mirror!!" activity for Key Stage 1 (KS1) aims to develop children's awareness of how they follow or lead others in their daily lives. It encourages understanding the dynamics of leadership and followership in a fun and engaging way.

Instructions:

1. Begin by gathering the children in a circle.
2. Explain that in this activity, everyone will take turns being both leaders and followers.
3. Instruct each child to secretly choose someone in the circle to be their leader but not to reveal their choice to anyone else.
4. Share that the objective of the game is for participants to mimic the movements of their chosen leader without directly staring at them. They should try to observe their leader's actions discreetly. They will mirror the pose their leader is in. Whenever their leader moves, they have to do the same thing.
5. Before commencing the activity, ensure that every child has selected a leader and ask them to close their eyes and get into a comfortable position.
6. On your cue, have the children open their eyes, and the activity begins. As leaders subtly change their movements, followers must mirror these changes.
7. Over several rounds of movement, observe how participants end up in the same pose, illustrating the concept of following and leading.

Reflective Questions:

1. How did you find it to follow your chosen leader without staring directly at them?
2. Were you able to identify who was following you as a leader?
3. Did you ever feel unsure, left-out or excluded during the activity?
4. What was it like trying to imitate someone else's movements?
5. Do you ever experience similar situations at school where you follow or lead others? Are there consequences if you don't conform?

Circle Time Tips:

- Ensure a safe and inclusive environment for all participants.
- Encourage children to be respectful and considerate of their peers' choices during the activity.
- Emphasize that there are no right or wrong choices in selecting leaders, promoting diversity and inclusivity.
- Use the reflective questions to spark meaningful discussions about leadership, following, and peer dynamics in daily life.

KS2

Thinking Differently Activity

Purpose of Activity: The "Thinking Differently" activity for Key Stage 2 (KS2) aims to promote critical thinking, active listening, and open-mindedness among students. It encourages them to explore both agreement and disagreement with their peers in a lively and respectful manner.

Instructions:

1. Have all KS2 students pair up with a partner of their choice, preferably someone they don't usually work with.
2. Instruct the pairs to sit together, facing each other.
3. Explain that the activity has two parts:
 - Part 1: Finding Agreement
 - Give each pair a set amount of time (e.g., 5-7 minutes) to ask questions of each other.
 - Their goal is to identify and list **5 things they agree with** on any topic of their choice. Encourage diverse topics.
 - Part 2: Finding Disagreement
 - After the first part, instruct them to find **5 things they disagree with** on the same topic or a new one. Again, allow a set amount of time.
4. Once both parts are complete, have the pairs stand up, raise their hands to signal they are ready for a new partner, and then find a new partner in the classroom.
5. Repeat the process with the new partners, starting with Part 1 (finding agreement) and then Part 2 (finding disagreement).
6. Encourage the students to approach the activity with curiosity and respect for differing opinions.
7. Continue this rotation for several rounds, allowing students to engage with different classmates.

Circle Time Tips:

- Emphasize the importance of active listening and respectful communication during the activity.
- Encourage students to ask open-ended questions that promote discussion.
- Remind them that disagreement is a natural part of life and can lead to deeper understanding.
- Foster an atmosphere of inclusivity and empathy, where diverse opinions are valued.
- After the activity, consider holding a group discussion to reflect on the experience and what they learned about agreeing and disagreeing respectfully.

This activity helps students develop essential social and critical thinking skills while promoting a positive classroom atmosphere.

KS3

Dig Deeper Activity

Purpose of Activity: The "Dig Deeper" activity is designed to encourage students in Key Stage 3 (KS3) to explore their interests, passions, and expertise while fostering open communication and connections within the classroom.

Instructions:

1. Distribute index cards to each student in your KS3 class.
2. Instruct students to write down the following on separate cards:
 - One interest or topic they would like to know more about or engage in but haven't had the chance yet (e.g., a new hobby, a subject of interest, a place they want to visit).
 - One area in which they consider themselves knowledgeable or skilled (e.g., a sport, an instrument, a specific academic subject).
3. After students have completed their cards, gather them and initiate a class discussion.
4. Start by having students share one of the items they've written down and explain why it interests them or why they consider themselves proficient in that area.
5. Encourage students to listen actively to their peers and ask questions to gain a better understanding of each other's interests.
6. Once the discussions are underway, hang the index cards on a classroom wall where all students can see them.
7. Encourage students to browse the displayed cards, looking for topics or expertise that intrigue them or that they share an interest in.
8. Encourage students to initiate conversations with their peers about their shared or similar interests.
9. Emphasize that if a student needs assistance with a particular interest or skill, they can approach the peer who wrote that card for guidance or collaboration.

Reflective Questions:

1. What are some new interests or topics you discovered from your peers during this activity?
2. How did it feel to share your interests and expertise with your classmates?
3. Did you find any unexpected common interests with your peers? How did that make you feel?
4. How can you use this activity to foster deeper connections and collaboration with your classmates in the future?

Circle Time Tips:

- Create a safe and respectful atmosphere where students feel comfortable sharing their interests and expertise.
- Encourage active listening and thoughtful questions during the discussions.
- Remind students that it's okay to have diverse interests and areas of expertise, and these differences should be celebrated.
- Encourage students to respect each other's boundaries; they should feel comfortable discussing only what they are willing to share.
- As a teacher, participate in the activity by sharing your interests and expertise to set a positive example.

KS4

Profile Me

Purpose of Activity: To encourage students to think critically about how they present themselves online and in social settings, emphasizing their unique qualities.

Instructions:

1. Provide each student with a card designed to look like an Instagram profile or another social media platform. Include fields for a profile picture, name, short bio, and interests.
2. Ask students to create their online "profile" in 250 characters or less. Encourage them to highlight what makes them unique and why someone would want to be friends with them.
3. Emphasize that they should present themselves honestly but in a positive light, much like creating a profile for a dating website.
4. Once the profiles are complete, you can either have students share them with the class or discuss the activity in small groups.

Reflective Questions:

1. What did you find challenging about condensing your identity into 250 characters?
2. How did you decide what to include in your profile to make it appealing to potential friends?
3. Did this activity make you think differently about how you present yourself online or in social situations?

Circle Time Tips:

- Foster a safe and nonjudgmental environment during the sharing or discussion phase.
- Encourage students to respect each other's profiles and embrace the diversity of their classmates' personalities and interests.
- Discuss the importance of online safety and responsible self-presentation.