

1 The widening circle

Pupils imagine more and more people that they are connected to.

Intention: Pupils explore how we rely on other people's strengths, and that we are all interconnected.



SEL competency: Relationship skills Recognise strengths in others

Duration: 10 minutes

Materials: (Optional) Image of a drop of water creating circular ripples

Key words: *deliver, layer, neighbour, talent, water droplet, zoom out;* vocabulary for professions

Instructions:

Prepare

- 1 You may want to pre-teach the key words for this activity.
- 2 Introduce the practice: *We're going to think about ourselves and other people. We'll think of our families, friends, neighbours, classmates, teachers and all the people we don't know. We'll think about how these people help us.*
- 3 Show pupils the image of the circular ripples: *We can imagine we're in the middle of connected circles (of people), just like this water droplet.*

Practise

- 4 Invite pupils to begin the opening routine: *Please sit up with your back straight. Put your feet flat on the floor. Hands on your lap. You might like to put one hand on your heart. Close your eyes or look down. Remember you're in your own bubble.* (See 'How to use' Card and Methodology Handbook for support on the opening and closing routine.)
- 5 Begin: *Take a deep breath in and let out the air slowly. Think of yourself at the centre of a circle, like the water droplet.*
- 6 Continue: *Think of all the things you're good at. What are your strengths? Maybe you're good at a sport, or maybe you're funny and make people laugh. Think of how you help others: your friends and classmates at school, and your family at home. Imagine they're in a circle around you.* Pause for 15–20 seconds to allow pupils to experience this.
- 7 Say: *Take a deep breath in and let out the air slowly. In the next layer of the circle, let's think about other family members: cousins, aunts, uncles*

and grandparents. Also think about other children you know from clubs and groups outside school. And finally let's think about our neighbours. We share the same building or road, village or town with them. Pause for 15–20 seconds.

- 8** Continue again: *Take a deep breath in and let out the air slowly. Imagine the next layer of the circle. Think of all the teachers and pupils in the school. How do they share their talents and help us? Think of the other people who work at the school too: the gardeners, cleaners and cooks. We enjoy the outdoor spaces, the clean spaces and the food they cook.* Pause for 15–20 seconds.
- 9** Say: *Take a deep breath in and let out the air slowly. As we zoom out in the circle, think about the people we don't know, but who use their strengths to look after us. There are the shopkeepers, the police and the doctors and nurses. There are the farmers who grow our food and the people who deliver it. There are the designers of the toys and games we play. They all use their talents to improve and help our lives.* Pause for 15–20 seconds.
- 10** Continue: *Now let's zoom out so we can see whole countries of people. Then whole continents. Then a whole world full of people. We're all connected and we all share our strengths and talents.* Pause for 15–20 seconds.
- 11** Tell pupils: *Finally, let's think about all the animals, all the trees and flowers, and all the seas and rivers. All of us are connected to Earth.* Allow pupils to stay with this image for a few moments.
- 12** Conclude: *Let's silently send our thanks to all these people. Let's also thank Earth for being our beautiful home.*
- 13** Say: *Now come back to your breath for a moment and notice that you're breathing. Feel your feet on the floor.*
- 14** If their eyes are closed, ask pupils to open them: *When I count to three, open your eyes. One, two, three.*

Reflect

- 15** Bring the practice to a close. You may like to invite pupils to feedback to the group what they thought about the exercise: *Was it surprising to think of all the people who affect our lives? How do you feel now?*

We are all connected.