



Session 2

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Inside and Outside Hurts

We would like to acknowledge Sue Roffey for her ideas in this Circle Time session.

Main idea

This session develops awareness of how people can be hurt on the outside (physically), on the inside (emotionally) and sometimes both. Children share stories of their own hurts and practise distinguishing between different types of hurts as well as considering the different emotions triggered by hurts.

Protective interrupting

Over the next three sessions, children will talk about times they've been hurt. There may be disclosures that aren't suitable for the ears of the whole circle. We need to be sensitive to such disclosures and be ready to interrupt children in these cases. In such a case, you may say "Peter, that story is too important for everyone to hear — can you finish that story with me later please?"

Materials for this Circle Time session

(all for teacher use)

- Picture of a child crying (Appendix 3)
- Different hurts cards (Appendix 4)
- Talking Piece
- Feelings cards
- Masking tape
- 3 things I can do to feel better when I'm hurt (Appendix 5)

Welcome

"You're showing that you are ready to start our circle by the way you are sitting. Brilliant! Today we'll start again by welcoming each person to the circle with a 'Good Morning'. Remember, to say Good Morning back."

"Fantastic I really like the way that when you said Good Morning you..."

- Spoke clearly
- Made eye contact
- Smiled"



Reminder of Circle Time rules



"In our last circle we talked about the special recipe to make Circle Time fun and safe:

- Only one person talks at a time – to speak you have to be holding the Talking Piece
- No put downs
- You can 'Pass' if you need time to think
- Sit properly in your chairs without touching the people around you

Hands up who still thinks they are good rules for Circle Time.

Keep your hand up if you will do your best to follow our Circle Time rules. Great; hands down thanks."

Mix-up activity: Silent statements

Use statements like those below, or use two or three of your own to mix children up.

"Part of Circle Time is about getting to know one another better and swapping seats is a great way for us to do that.

"Change places if:

- *You are wearing something that is black*
- *You had toast for breakfast*
- *You walked to school today"*

"Great swapping! I love how everyone swapped and didn't worry about who they sat next to. I learnt some interesting things about some of you when we did that activity. I noticed who had toast for breakfast this morning and how many people walked to school this morning."



Completion

Hold up the picture of the crying child (Appendix 3) and establish that the focus of today's session is about being hurt.



"Today we are going to talk about being hurt. In your head, think for a moment about why this child may be crying. When I pass the Talking Piece around the circle share your ideas by saying 'He might be crying because...'"

Paired interview

Start this activity by pairing children off around the circle.

"Thanks for sharing those ideas. Many of you thought that the child was crying because he got hurt. I'm wondering if there was ever a time that you were hurt. It may have been here at school, it may have been at home or maybe even when you were playing sport or playing at a friend's house. When deciding on your story make sure it is something that is okay to be shared with all of us.

First though I would like you to tell that story to the person next to you. Can the person with the shortest hair in the pair go first?"



"Well done. What great listening is going on around the circle. It's time to hear some of the stories, but first check back with your partner that they are comfortable for you to share their story.

Hands up who has something to share with the circle."

Teacher time

- Mention how some hurts are 'outside hurts'
- Share how some hurts are on the inside
- Mention that 'inside hurts' are as horrible as 'outside hurts'.

"Wow — what a mixture of different ways people in our group have been hurt! Some of you have had hurts to your body where you have grazed a knee or broken a bone. Let's call those 'outside hurts'. Some of you have had hurts where you have been sad because someone hurt your feelings. Let's call these 'inside hurts.' Take a moment to think about whether the story you told your partner was an 'inside hurt' or an 'outside hurt'.

- Swap seats if it was an 'inside hurt'.
- Swap seats if it was an 'outside hurt'."



Picture game: Inside and outside hurts

- Divide the inside of the circle into thirds with masking tape. One third for 'outside hurt' cards, one for 'inside hurt' cards and the remaining third for cards that depict a scene where a person may be hurt on the inside and the outside.
- Give each pair a picture from the 'Different hurts cards' (Appendix 4)
- Invite the pair to discuss which group they think their card belongs in.



"I have some cards that I would like you to help me sort out. Each card has a picture of someone being hurt — some people have been hurt on the outside, some people have been hurt on the inside and some are hurt on the inside and outside. Your job is to help me decide which space on the floor your card fits best in. I'll give you a few minutes to chat with your partner about your decision.

*Great — now place the card where you think it fits best.
Thanks"*

Picture game: Hurt feelings

Ask a few children to share how they feel when they have been hurt on the outside.

It is useful to prompt children with the language needed for this activity by placing the feelings cards on the floor.

Extend children's thinking by including a 'because' in their answer,

e.g; "When I get hurt I feel angry because I don't like being pushed over"

- *"Great! In the 'outside hurts' group we have cards, such as..."*
- *"Who can see a card on the floor that tells us how we feel?"*
- *"Hands up (or swap seats) if you like feeling this way? (Sad, mad, worried etc...)"*

Pair share with feedback

Children share with their partner something they do to help themselves feel better when they have been hurt.

"I'm wondering what things people do to feel better when they are hurt? Have a few moments to share those ideas with the person next to you before sharing with the circle."



Invite children to share these in a Go-around by passing the Talking Piece around the circle.



"Wow! What great listening I'm seeing around the circle. I could tell by the way people were watching the face of the person who was talking. When I pass the Talking Piece around the circle you can share your ideas by saying 'I feel better by...'"

Concluding activity: Pass the smile

"When we feel better, one of the things that happens is that we start to smile again. Let's pass that smile around the circle."



Follow-up work at tables

Children draw a picture of what makes them feel better when they have been hurt on the outside (Appendix 5). These will be shared in the next Circle Time session.

