



Session 3

Session 3

Accidental and Intentional Hurts

Main idea

The purpose of this session is to help children understand that sometimes we can be hurt as a result of an accident or, deliberately by somebody else who is feeling mean or is upset. In this session children will make distinctions between 'accidental' and 'on-purpose' hurts and consider the types of emotions that are triggered when people are intentionally hurt. Ideas on how we can feel better after being hurt are shared. Like in the previous session, be prepared to use protective interrupting if a story of hurt is shared that is 'too special for the group'.

Materials for this Circle Time session

- Children's drawings from the last session
- Talking Piece for Go-arounds
- Expression cards (7x 'excited', 7x 'proud', 7x 'hurt' and 7x 'interested' to make up a pack of 28 cards. Appendix 6)
- Masking tape
- Different hurts cards (Appendix 4)
- 3 things I can do to help other people feel better when they've been hurt (Appendix 7)
- A set of illustrated feelings cards (these can be purchased from www.inyahead.com.au)
- The feelings faces cards from Appendix 9

Welcome



"Welcome to our circle. Today we are going to introduce each other. I'd first like you to say your name and then introduce the person on each side of you. Say 'Hi, my name is... and this is... (gesturing to your left) and this is... (gesturing to your right)."

Mix-up activity

Give each child one of four Expression cards (Appendix 6), telling them the name of the feeling on their card as you do so.

"Last circle we talked about feelings. This circle I will give each of you a special card with a feeling on it. When you get that Feeling Card I want you first to practise what that feeling might look like on your face.

When everyone has practised, I'll call out the name of a feeling. If I call out yours, cross the circle to find a new seat — but as you move across the circle I'd like you to show what that feeling looks like on your face."

"Well done! I could see those feelings on people's faces as well as in their bodies as they crossed the circle."



Sentence completion and sharing drawings from session 2

Children share their picture from the previous session by using the Talking Piece in a Go-around.



"Last Circle Time we also talked about things that we can do to feel better when we are hurt and you all drew pictures about this to share with the group.

When it's your turn to show your picture, you can start your sharing by saying 'When I'm hurt I feel better when...' "

Other Ideas:

- After children complete their sentence, invite them to move seats next to someone who has a similar answer on how to feel better.
- Make a class list of responses to refer back to and/or put pictures up on display.

Silent statements

Use statements like those below to develop awareness that there are lots of different ways that we can be hurt.

"Last session we talked about some of the different ways we can be hurt. Today I'd like you to think about that a bit more."

"Change places if:

- *You think that people can be hurt by accident*
- *You know someone who has been hurt by accident*
- *You know someone who has accidentally hurt someone*
- *You know someone who has felt sorry after hurting someone"*



Partner task

This activity helps children sort different types of hurts into 'on-purpose hurts' and 'accidental hurts'.

- Using masking tape, make a line that divides the circle in half and place the prepared headings 'accidental hurts' and 'on-purpose hurts' in their halves.
- Give each child a card from the Different hurts cards pack (Appendix 4) and ask them to decide if their card belongs on the 'accidental hurts' side of the circle or the 'on-purpose' side of the circle.
- You may like to provide children with time to discuss their thoughts with a partner before placing their card on the floor.



"So, we can we have 'inside' and 'outside' hurts and we can also be hurt on purpose or accidentally. When I give you your card, have a think about which group your card belongs in. Was the person in your card hurt on-purpose or were they hurt accidentally?"

Once you've made your decision, I'll give you a few moments to share your thinking with the person next to you."

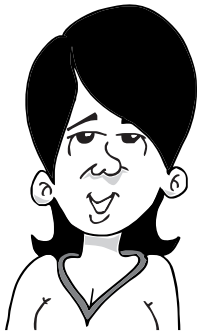
Ask children to place their cards into the half of the circle they think it belongs.

"Okay, now you've had some time to think about your decision let's hear from a few people on where they think their card belongs and why."

"Great! Can I now ask the rest of you to place the card on the side you think it best belongs."



Discuss the way the cards have been divided into 'accidental' and 'on-purpose' hurts.



"Everyone stand up and walk around the circle checking the different types of hurt on each side."

"I'm wondering if you agree with everyone's decision or if you can see a card that you think might be on the wrong side"

Sentence completion

- Ask a few children to share how they feel when they have been hurt on purpose.
- Prompt children with the language needed for this activity by placing feeling 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 that someone has pushed me over"

"Great! In the 'hurt on-purpose' group we have cards such as..."

"Who can see a card on the floor that tells us how we feel when people hurt us on purpose?"



Ask children to swap seats or put their hand up if they like feeling this way (sad, mad, worried) when they have been hurt.

Pair share with feedback

Pair children off around the circle.



"No one seems to like feeling that way. Last session you shared great ideas on what you can do to make yourself feel better when you are hurt — but today I'm wondering what things you could do to make someone else who is hurt feel better. With your partner, chat about those ideas and decide on two things that you both agree would help."

Invite pairs to then share their two ideas with the rest of the circle in a Go-around.

"Thanks, I saw some really great conversations around the circle, and I think it's really important that we hear all of your ideas. So in each group can the person who is the tallest do the sharing? Just take a moment to check in with your partner about the two ideas are that you'll be sharing."



Concluding activity: Visualisation

Ask children to close their eyes. Ask children who insist on keeping their eyes open to just sit quietly and try to see the pictures in their mind's eye.

Raise children's awareness of all of the sounds they can hear outside of the room, then ask them to listen for any sounds inside the room. You may need to modify the example according to your environment.



"Now let your ears listen to the outside; you may be able to hear the sound of the wind in the trees outside our classroom. Now listen to the sound of the class in the quadrangle. Listen to the sounds of excited people enjoying their game. Now move your listening to inside our room. Listen to the hum of the air conditioner as it works hard to blow lovely cool air into our room. If you listen really carefully, you might hear the tick of the clock. Now listen for the sounds going on inside your body. Listen to the sound of air moving in and out of your chest as you breathe. Can you hear your own heart? Can anyone hear their tummy rumbling?"

Follow-up work at tables

Children draw a picture (Appendix 7) of something they can do to help someone else feel better. These will be shared in the next Circle Time session.

