

Our Caring Circles

(Year 1 - Ages 6-7):

Lesson 2 of 9

Lesson Overview

Lesson Title: Our Caring Circles

Year Level: Year 1 (Ages 6-7)

Lesson Duration: 30 minutes

Key Focus Areas: Understanding kindness, helping, and the positive impact of our actions.

Curriculum Links: Australian Curriculum - Health and Physical Education (Foundation)

- [AC9HP2P02](#): Describe how respect, empathy and compassion can be expressed to build positive relationships.
- [AC9HS1K03](#): Explain the groups and communities that people belong to and their roles and responsibilities within them.
- [AC9AVA2C01](#): Use materials, techniques and technologies to explore art making, and represent ideas and experiences.

Learning Intentions

- Identify the different groups or "circles" we belong to.
- Describe the caring actions that happen within these groups.
- Understand that our different caring circles can connect and help each other.

Success Criteria

- Name two "Caring Circles" that I am a part of.
- Give an example of how people in one of my circles care for each other.
- Create a drawing that shows my different "Caring Circles."



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. Our Caring Circles	Introduction and Visual Demonstration
10 minutes	Part B. Exploring Our Circles	Story Time and Brainstorming
10 minutes	Part C. Drawing Our Circles of Care	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. A Community of Kindness	Reflection and Sharing

Part A. The First Drop of Kindness (5 minutes)

Step 1. Review and Introduction

- Gather students on the floor.
- Say: "Last week, we learned how one kind act can be like a pebble in a pond, creating a big ripple effect. Today, we're going to learn about the special groups that help us make those kindness ripples. We're going to call them our Caring Circles."

Step 2. Visual Demonstration

- Bring out the set of nesting bowls or concentric hoops. Place the smallest one in the middle.
- Say: "This first, smallest circle is like our Family Circle. It's the people we live with who care for us every day."
- Place the next largest bowl/hoop around the first one.
- Say: "This next circle is our Friend and Class Circle. These are the people we learn and play with at school. See how it holds our family circle inside?"
- Place the largest bowl/hoop around the others.



- Say: "And this biggest circle is our Community Circle—all the other people who live near us and help us, like our neighbours and community helpers. All of our circles fit together to keep us safe and cared for."

Part B. Exploring Our Circles (10 minutes)

Step 1. Story Time

- Introduce a picture book about different families or communities, like *The Family Book* by Todd Parr.
- Say: "This book shows lots of different caring circles. As I read, listen for the different groups people belong to and the kind things they do for each other."
- Read the story aloud. Afterwards, ask questions to connect to the theme.
 - Ask: "What were some of the different family circles we saw in the book?"
 - Ask: "What are some of the caring things they did for each other?"

Step 2. Brainstorming Caring Actions

- Say: "Now let's think about our own Caring Circles. What is one caring thing someone in your Family Circle does for you?" (e.g., makes you lunch, reads you a story, gives you a hug).
 - Ask: "What is one caring thing we do in our Class Circle?" (e.g., we listen to each other, we help friends who are stuck, we share).
 - Ask: "What about your Friend Circle? How do you care for your friends?" (e.g., we play fair, we use kind words, we cheer them up if they are sad).

Part C. Drawing Our Circles of Care (10 minutes)

Step 1. Introducing the Creative Activity

- Distribute the "Our Caring Circles" worksheet with the three overlapping circles.
- Instruct: "On this sheet, you have three special circles. In the first circle, I want you to draw your Family Circle. In the next one, draw your Class or Friend Circle. And in the last one, you can draw another group you belong to, like a sports team or neighbours. The parts where the circles cross over show how all our caring circles are connected!"



Step 2. Creative Time

- Students move to tables with crayons and markers.
- As they work, circulate and discuss their drawings.
 - "Tell me about the people in your Family Circle."
 - "What caring action are you drawing in your Class Circle?"

Step 3. Connecting to the Bigger Idea

- As students are finishing, gently introduce the connection.
- Say: "It's wonderful to see all your caring circles and how they connect. Sometimes, one family's caring circle can be very sad because someone inside it is very sick. Because our whole community is connected, another family circle can make the kindest choice of all. They can share the gift of life. This is the biggest way one caring circle can help another, spreading a huge ripple of kindness through the whole community."

Part D. A Community of Kindness (5 minutes)

Step 1. Sharing Our Circles

- Invite a few students to share their drawings with the class.
- Ask: "Can you show us one of your circles and tell us one caring thing that happens inside it?"

Step 2. Reflection

- Ask: "What did we learn today about all the groups that care for us?"
- Say: "It's amazing to see that we are all part of so many caring circles. When we are kind and caring in our own circles, it makes our whole community a better and kinder place for everyone."
- Display the finished drawings together on a "Community of Kindness" wall.

Differentiated Learning

- Extension:
 - Challenge students to label the people or the caring actions in their drawings.
 - Ask them to draw lines connecting people from different circles who know each other.
- Learning Support:
 - Provide simple stencils of people that students can trace in their circles.
 - Work with a small group to identify the people in their family and class circles before they begin drawing.



Teacher Reflection

- Did the nesting bowls/hoops effectively demonstrate the concept of interconnected groups?
- Were students able to identify and describe caring actions within their own circles?
- Did the overlapping circles on the worksheet help them understand how different groups connect?
- How can I use the "Caring Circles" language to foster a stronger sense of community in the classroom?

Assessment

- Observation of participation in discussions about their different "Caring Circles."
- Ability to identify at least two groups they belong to (e.g., family, class).
- Creative expression in the "Caring Circles" worksheet, showing an understanding of different groups.
- Verbal expression of a caring action that happens within one of their circles.

Additional Notes:

Ensure the lesson reinforces the idea that all our circles are important and connected. The visual demonstration with nesting bowls or hoops is a key anchor to help students grasp this abstract concept of community layers.

This lesson builds on the "ripple effect" by showing how kindness spreads through our interconnected groups. It helps students see themselves as part of a wider community of care, which is a crucial step in understanding how one family's choice to donate can have a positive impact on another family they've never met.

