

*The Question is not "How smart are you?"... but "In what ways are you smart?"*

"Lesson 0" might sound funny, but I just want to try to lay the foundations for the Y7 course. so you can quickly establish constructive working patterns for a course that may be new to you. This is the basic shape of the Lesson Plan.....it will be on 1 side of A4.

<b>Resources...</b> <ul style="list-style-type: none"> <li>• ...will be listed here</li> </ul>	<b>Key Words...</b> <ul style="list-style-type: none"> <li>• put these up on the Aims Board....think about putting them up on posters blutacked to the wall for something more long-lasting</li> </ul>	<b>Thinking Skills</b> <ul style="list-style-type: none"> <li>• in the Thinking Skills Record</li> </ul>
<b>Learning outcomes :</b> <b>I will be able to....</b> <b>(IWILBAT)</b>  <b>Homework....</b>	<ul style="list-style-type: none"> <li>• I've tried to word these from the learner's viewpoint</li> </ul>	
<b>Entry -</b> while students are coming in and settling  <b>1.Starter</b> <b>( mins)</b>  <b>2.Main part</b> <b>a.</b> <b>b. etc...</b>  <b>...Brain Break...</b> <b>c.</b>  <b>3. Plenary</b>	<ul style="list-style-type: none"> <li>• <b>copy....</b> lesson title.....aims.....key words.....Homework</li> <li>• <b>Homework...</b>from last lesson... ready to hand in</li> <li>• <b>3 things</b> from last lesson...noted in Ex. book</li> <li>• <b>Brain Gym</b>.....mental warm-up....vary the exercises</li> <li>• What did we <b>learn</b> last lesson?</li> <li>Brief <b>Brain Break</b> activity to refresh and re-focus...or change activity/pace</li> <li>• what have we <b>learned</b> in this lesson?</li> <li>• what <b>can we do now</b> that we couldn't before?</li> <li>• <b>3 things</b> from the lesson</li> <li>• add to the <b>"Big Picture"</b> in students' Ex. books...on A3</li> </ul>	
<b>Homework</b> <b>And next lesson...</b>	<b>Reminder</b> ...	

This **generic lesson plan** just lays out the main features on one page for you to refer to in the lesson.

The **Mind Map** will help you and students progress through the Big Picture.

#### **Guidance on the Lesson**

Each lesson will have further notes explaining the ideas, and suggesting procedures.

### **Key features of the Y7 Thinking Skills course**

Sorry if this is lengthy, but I want to lay out my thoughts on some key features of the Course, and the lessons. This is not meant as instruction, or even as advice, but only as my view of aspects of good practice, many of which I am still trying to achieve in my own lessons!

You may find some of the ideas useful, some you will do already, and you will bring ideas and expertise of your own.

### **Aims of the Course**

- to teach students how their own **brains** work, and how to make the most of their brains
- to equip students with a basic set of **Tools for Thinking and Learning**...such as VAK learning styles, Cluster Maps, Peer reviewing and teaching
- to build up a **Learning Community**, where students value and support each other, as teachers and learners

### **Errors**

There will be mistakes, oversights...hopefully not too many....tell me some of the less embarrassing ones.

### **Room layout**

This is a bit tricky, since the Course comprises a range of lesson formats...

- "Normal" lessons - with students in rows facing the board
- presentation lessons - with groups addressing the whole class
- Circle Time - needing the class to be in a big unbroken circle.

I don't have any answer to this. The science labs are big, and allow tables to be moved about. I hope that you can find a suitable room. You might work with a couple of rooms - one for "normal" lessons, and another for Circle Time.

### **Music**

Some schools use music effectively to set or change the mood in a lesson. But it takes time for a teacher to change their way of working, and for students to get used to it, And it's not easy finding the right music - maybe reflective without being dulling, or energising without being intrusive or inducing over-activity. I haven't established music in my lessons yet! But you might like to try things out for yourself.

### **Seating**

You will have your ideas of seating plans, and you'll know what works for you. But you might think about starting with a boy-girl seating plan. Students have come from different feeder schools, and will benefit from being mixed up. It will help you establish authority over your own classroom space, and learn names - important in lessons that happen once in two weeks!

After that you can change seating to suit your self. You might think about these different groupings....

- single sex groups of 2-3
- 6 groups of about 4
- 4 groups of about 6 - where you want not too many group presentations

you could name groups after seasons, or colours, or months

Students could have these groupings in their planners.

I think it will help in the thinking Skill lessons for classes not to be set by ability, and for friends often not to be sat together....we want to bring together different thinking styles.

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### **Rewards**

Alastair Smith, the Accelerated Learning expert, says that the best reward for a student is the teacher's value and esteem. But we also want to give Merits, or whatever system the school follows. The students will value a system where they evaluate their own efforts, and help to decide who is rewarded. This Peer Esteem carries perhaps more weight than Teacher Esteem. You can guide this, or add to what they decide. I've tried to build this into the lesson plans.

### **Starters**

Similarly I've tried to put in starters that engage attention, and link with what's been learned - important, since it will be two weeks since the last lesson.

I've suggested activities that will help students to settle down as they come in, and be ready to learn. It may take a few lessons for them to get used to the routine. Again feel free to amend and improve as you see fit.

### **Plenaries**

I've tried to provide a general structure for Plenaries, and also more specific suggestions where I can. Plenaries are important - they draw together the key points of learning, and make students aware they have just learned something - they very often don't realise! But it's very easy to run out of time, and skip them. (I know from experience). It may take a while for students to get into the habit of reviewing.

**"What have we learned?"**....link to the Learning Aims...it's useful for students to put these in their own words.

**"1 thing from the lesson"**....nothing new here....I've tried a simple format to enable a crisp review of the lesson. I suggest each table chooses 2 things, so they have a reserve if another table uses their first choice. Be flexible...students will remember the odd, unexpected, and humorous things....and will link their learning to them.

### **Timings**

I've suggested timings in the plans, but I know you'll treat these with caution - the lessons are still untried, and you will have your own style and pace. But, our students do seem to like to settle to a leisurely pace, and will benefit from "pushing" with short demanding deadlines. Try going for things like "7 minutes for this", rather than a round number, which can often drift.

### **Key words**

I encourage you to put key words up on the walls. It always helps learning, and in this course students have 2 weeks between lessons - plenty of time for the memories to fade. I suggest you make up your own key words - building on the list in each lesson plan. They will be more effective if they are hand-written, with different colours, shapes, materials, VAK clues. Student will comment, and remember better than with a standard set of posters provided by me - and I'm sure you can do a better job than I can!

A display of key words will stimulate interest from other students and staff who use the room. Encourage students to make their own Key word posters for display, using novel, eye-catching colours and materials...which will make them memorable.

### Progress Displays

You might like to put up good work to set a standard, and charts showing students progress in acquiring the Thinking Skills...and anything else that you think will encourage and stimulate!...though we don't want to "show up" less able students by comparing them with more able.

### Puzzles - open-ended thinking

I suggest you build up a display of open-ended word games and puzzles like these....

365 D \_\_\_ in a Y \_\_\_ .

18 H \_\_\_\_\_ on a G \_\_\_\_ C \_\_\_\_\_ .

...and these...

ARREST  
YOU'RE

R  
R O A D  
I  
L

these are sometimes called "Wordles"

these are sometimes called "Dingbats" – there are books full of these in Charity shops

The powerful thing about these is they have no simple "right" answer. They are open to a range of creative "solutions" that can be better than the "right" answer. And if students ask/beg for the answer, don't tell 'em - because.....

**"The way to stop someone thinking is to tell them the answer"**

You can start student off with these puzzles, but fairly soon get them to come up with their own - first for anything, but then ask them to devise puzzles linked to their school subject learning.

### Brain Gym

I'm incorporating "Brain Gym" into the Y7 course from lesson 1. I will call it **"Brain Breaks"** or **"Brain Boosters"**, because we are not following the precise exercises as laid down by the commercial Educational Kinesiology Foundation, that run the "Brain Gym" ® programme.

Do one of the Brain Booster exercises at the start of each lesson, and at some suitable point mid-way, to refresh and re-focus. Teach students the **rhyme** that goes with each exercise. If we do this from the very start, the students will accept it readily. Just say that these exercises are known to help people think and learn. Students will learn how the exercises work in a future lesson. This should stimulate their interest!

Lazy 8s	Double Doodle	Arm Activation	Hook Ups	Balance Buttons
"To read and write, and do well in a test, Lazy 8s is the very best."	"Links hand and eye, helps writing too, Double Doodle is the one for you."	"At any time, to relax and feel great, All you do is Arm Activate."	"It's easily done, there's no hocus pocus, Hook Ups help me to listen and focus."	"To think and remember, and do well in PE, Balance Buttons is the one for me."

### Worksheets - cut'n'stick

I've tried to summarise learning in simple and active ways, often in Cut & Stick worksheets, that students can handle and move about. This adds a useful Kinaesthetic element to their learning. But it is complex to administer....scissors, paste, waste paper. I feel it's important that student are more active than just copying down - you may find simpler ways to achieve this.

### **Homeworks**

I've tried to devise meaningful and interesting homeworks, that extend the learning out of the classroom, in a practical way. I've also tried to link them to Skills in the Thinking Skills Record; this should give them more value in the students' perceptions, and give you chance of useful feedback.

It will be important to get into the habit of setting and taking homework in every lesson, and of marking it. I don't think it is important whether you use a mark out of 10, or a letter ( say A - E), or nothing at all. Research has shown that what students really value is the interest from their teacher, shown by appreciative comments and further questions, and of course a note to say if they've got the Thinking Skill. I tend to the view that hard-pressed teachers have more valuable things to do than to chase up missing homework. What will encourage students to do homework will be a regular routine, supportive marking, seeing the Skills build up, and publicising all this, maybe with a display in the teaching room.

There is a problem maintaining continuity on a course with 1 lesson/fortnight, and you may decide you want to mark the last homework quickly, and return books via the Form Tutor, for students to do the current homework.

There are two kinds of homeworks...(1) a specific task that links to the lesson, and (2) the **"Thinking Diary"**.....this needs some explanation. Some of the Thinking Skills guides speak of the importance of students doing a "Thinking Diary", but they say very little about how to do it! After one year of the Thinking course, this is my attempt at a Guide to the "Thinking Diary". In the summary below, I've attempted to provide some structure to help students make a meaningful attempt at different "Diary" tasks, and improve their Thinking as a result.

I have summarised the **Homework programme** for the first Unit. It will be on a sheet of paper that students will stick in their exercise book. It lists homeworks that link to specific lessons, but also gives more general guidance for those students that wish to go further and build up an ongoing diary. What will encourage students to write a Thinking Diary is regular marking, with interest, and questions to stimulate further thought and development.

This is the guidance for the Homework Programme.

I have put it as Bullet Points for the students.....

### **Thinking Homework Guide - Unit 1 - "My Brain and my Learning"**

*Homework tasks 1 - 6 are linked to lessons....tasks 7 - 11 can be done with any lesson.*

*You can do tasks 7-11 at any time....to build up your Thinking skills, and add to your Skills Record.*

*Most of the tasks can be done as a "Thinking Diary". A "Thinking Diary" is a very good way to improve your Thinking and Learning skills. You don't have to write a lot, but you should be able to do at least a page.....it's the **quality** that counts. It doesn't have to be neat...you can **cross out and add things**. It doesn't even have to be written...you can do it in **pictures** or cartoons....and there's scope for your own **humour**. And it doesn't have to be just about school...you are **learning and growing** in all sorts of ways.*

Name _____		Form _____			
<b>Thinking Homework Guide - Unit 1 – “My Brain and my Learning”</b> Homework tasks 1 – 6 are linked to lessons....tasks 7 – 11 can be done with any lesson. You can do tasks 7-11 at any time....to build up your Thinking skills, and add to your Skills Record. <ul style="list-style-type: none"> <li>You don't have to write a lot... but do at least a page.....it's the <b>quality</b> that counts.</li> <li>It doesn't have to be neat...you can <b>cross out and add things</b>.</li> <li>It doesn't have to be written...you can do it in <b>pictures</b> or cartoons....put in your own <b>humour</b>.</li> <li>It doesn't have to be just about school...you are <b>learning and growing</b> in all sorts of ways.</li> </ul>					
Task	Lesson	Title	Guidance	Skill	Done it
1	1 “About Me”	Practising my skills	Make a Cluster Map “About Me” .... primary school, family, interests, music, food, friends, pets....organise it with colour.	LT1	
2	2 Brain (1)	A Day in the Life of a Neuron	Imagine a day in the life of a Neuron...what thinking jobs does it do?.....write up the diary...use key words...add pictures.	BL1	
3	3 PET Brain	a Brain poster	Make your own poster to show the different parts of the brain, and what jobs they do...add some examples.	BL2	
4	4 Brain Gym	Teaching and explaining	Try teaching some of what you've learned in lessons 3 & 4 to someone else....describe what you taught them, and how successful it was...how did you check their learning?.....did this improve your own understanding?..... write this up in your diary.	TL1	
5	5 Rev. Learn	Review of my Learning	Complete and colour-code your Cluster Map...deal with one or two of the difficulties by learning the things you found difficult....get someone to test you! ....write this up in your Thinking Diary.	TL2	
6	6 “My Life”	“My Life”	Draw your own Life-Line across a double page of your book....put in positive and negative events....say how they made you feel...how did you respond to your feelings ? Add some colour to structure the Life-Line.	CT3	
7	any time	Finding out more	...about something from school. or one of your interests. Try asking someone (teachers, family, friends), use books at home or in the Library, or maybe use the internet. What have you learned?	TL3	
8	any time	Developing my skills	Make a Cluster Map about something that interests you, <b>OR</b> about what you've learned in different subjects at school.	LT2	
9	any time	My growing thinking	Can you describe how your Thinking is growing and changing? What are the new things you know and can do?	TL4	
10	any time	Linking my Learning	Are there any connections between what you're learning in different subjects?...where do you use your English and Maths skills?...can you show the links in a Cluster Map?	TL5	
11	any time	Teaching and explaining	Try teaching some of what you've learned in your lessons to someone else. Describe what you did, and how successful it was. How did you check their learning? Did this improve your own understanding?	TL6	

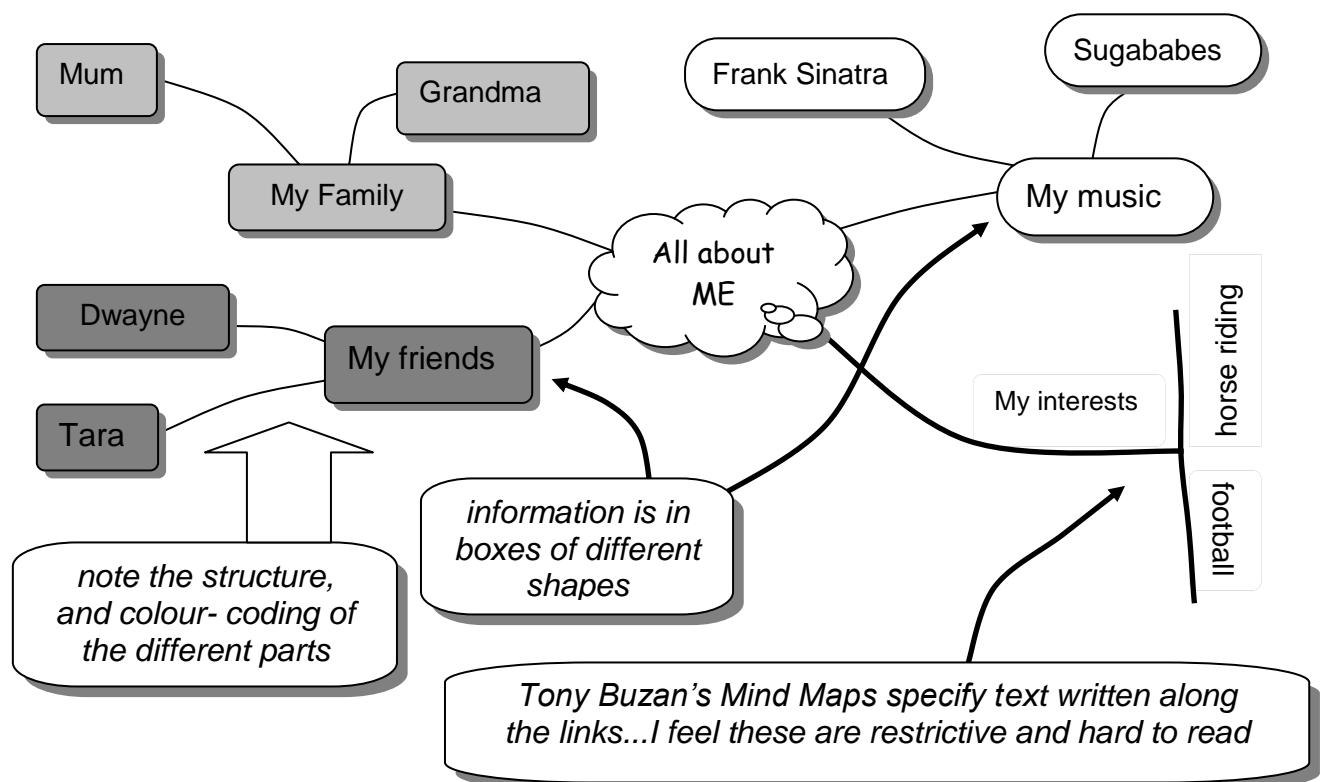
### Links to other Subjects

One of the very important aims of the Thinking course is to get students "bridging" from one subject to another, and seeing Learning connections. Everyone is agreed this is important, but they don't say how to do it. Unit 2 has lessons that try to help student to do this.

### Cluster Maps

I've used this name, though they could also be called Spider Diagrams. Students will probably know the term "Mind Maps", but I'd rather avoid these...(1) they're a commercial item, and (2) Tony Buzan is rather prescriptive about how they should be done.

In the end, what's important is to be able to use a 2-dimensional arrangement effectively. Here's an example from lesson 1, that you will be guiding students through for their first homework. Students seem quite at ease with this format, and many of them organise it in their own way.



# Circle Time

This is a long section on Circle Time - sorry! But while it's not a big component of the Y7 Thinking Course, it can bring about positive effects, and I believe would be useful across the school. This is an edited version of what was in the original Thinking Skills Handbook.

Circle Time is a quite powerful activity supporting Teaching and Learning.

I've reduced the Circle Time component from what it was in the first year of the course. So there's probably more here than you'll actually need.

## What can Circle Time do?

Circle Time is a key element in our Thinking and Learning (TLS) programme. It provides the social and emotional foundations, upon which to build higher order Thinking and learning.

A colleague in a nearby school has managed Circle Time for 3 years. This is what she says....

*"Circle Time encourages the involvement of all, building confidence, trust and self-esteem, promoting a cohesive group and a sense of belonging and togetherness...it allows the exploration of personal issues and social skills."*

*"In terms of the whole school...Circle Time fosters a caring group feeling, encourages co-operation in the class-room, examines strategies for resolving conflict, and provides a useful tool for shaping desired behaviour."*

*"In the class-room...pupils are more used to working with a range of peers, sharing thoughts and ideas, speaking in front of others, formulating opinions, actively listening to each other making teaching and learning easier and more effective across the curriculum."*

Aware that this may sound too good to be true, Sue says...

*"Of course this all sounds ideal in theory, but the reality is that there is a marked difference in the behaviour of the year group across the school....the severity and number of concerns and problems I have to deal with are dramatically reduced."*

Circle Time is thus an extremely powerful initiative. As I see it, the benefits can be summed up as helping students to improve....

- listening to and following instructions - sometimes complex ones
- esteem for themselves and others, and articulating these
- positive self-image as successful learners
- social skills - resolving conflict, and working with a range of peers
- speaking in public, and offering constructive personal views on issues
- a sense of community, and mutual support
- discussion and learning skills

At her school, the Y7 Circle Time programme led to a Peer Mediation programme in Y8.

## **Ground Rules to make circle Time "Safe"**

Jenny Mosley considers the single most important factor contributing to the success of Circle Time is the establishment of emotional "safety". Once the group knows and agrees the basic Rules, it becomes safe to talk about sensitive issues. Secondary students are often keen to have a forum to discuss the issues that face them at home and school.

So, everyone must be safe from....

- overt criticism
- mockery from others
- teacher's control techniques that show students up

Teachers and students need to agree...



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- not to interrupt each other
- to signal if you wish to speak (teachers included!)
- not to put down anyone else
- you can "Pass" if you don't wish to speak....
- .....but you can speak when your turn comes round again
- not to name anyone in a negative way....instead you say something like "Someone keeps taking my equipment"
- if a student want to tell you something personal, then you use one-to-one time....and you may need to take the matter further.

The Teacher's role is as facilitator, encouraging students to feel that they have the authority and self-control to attempt to solve the behaviour, learning and relationship problems that concern them.

These guidelines have been summarised for display in the Form Room as follows....

### Circle Time Rules

- the Circle is a place where we are all equal
- nothing said **inside** the Circle goes **outside** it
- no "put downs" or unkind words
- no interrupting
- you can only speak when you hold the Soft Toy
- it's OK to say "Pass", or repeat what someone else has said

### Outline of the Circle Time sessions

Circle Time has three phases. Here they are characterised, with examples.

#### **1. Introductory - Warm Ups and Rounds**

Warm Ups are designed to...

- generate a sense of group identity by provoking laughter, fun and relaxation
- get students to work with many members of the group
- encourage students to value each others' individual contributions
- encourage emotionally "safe" self-disclosure
- improve social and relating skills, because they are linked to enjoyable experiences
- engender positive eye contact between students

Once a group is confident with each other and the Teacher, then there is virtually no activity they will not take on, no matter how "childish" it may seem.

It will help to spend up to half the lesson on Warm Ups with new groups, to establish Rules, build trust and a sense of safety and belonging.

Here are some Warm Ups to give you the idea...

#### **a. "Fruit Salad" - a mixing up activity**

Name the students as one of 3-4 fruits/vegetables - eg "lettuce, tomato, cucumber", or "apple, orange, pear, banana". When you call out, say "tomato", all the tomatoes change places. On "Fruit Salad" everyone changes places.

#### **b. "Name Clap" - learning names**

Clap together, and say the student's names going round the circle. So it could go...."Clap knees twice, clap hands twice, "Gemma", Clap knees twice, clap hands twice, "Michael" ....and so on.

#### **c. Rounds**

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...follow on with a verbal activity that requires the students to work with and listen to each other. Some key features are...

- use a "Speaking Object" such as a soft toy as a signal of the right to speak and be heard
- use groupings and pairings that constantly change
- students can say "Pass" if they don't know what to say - though it's helpful if the Teacher responds with something like "OK - but I'll come back to you again" - after a while students want to have their own say.

Rounds are usually scripted with a sentence stem, such as....

*"I don't like it when....."*

*"The world would be a better place if....." \**

*"A good friend is someone who....."*

The Teacher/Facilitator takes part with the students and is an important role model.

A helpful strategy is to pair students to discuss an issue, then each one can speak for their partner. This is less threatening than speaking up for yourself - you also have to listen and remember!

*\* hmmm....Teachers are maybe not the best role models in this - staff at the Training session were coming up with ideas like..."...if Jack Daniels came out of the tap", and "....if the more you ate, the thinner you got" , and "...if chocolate was good for you."*

### **2. Middle Phase - "Open Forum"**

This is at the heart of circle Time. It is the phase that "most powerfully encourages pupils to develop less anxiety about their ability to learn, become more confident in social and learning situations, have more self control, be more willing to ask questions of others, and retain information more effectively." (Sue Staten)

Open Forum is vulnerable to misuse by teachers and students, and it's important to keep everyone emotionally "safe". It need not be highly structured - you can use role-play, scripted drama, discussion and brain-storming. It helps to use strategies to encourage all students to participate - and thus reduce risk of a passive audience.

Individuals and the whole class devise an action plan of possible ways forward, promoting personal and group responsibility for behaviour and actions.

Here are some Middle Phase options....

**Activity** - eg "People Bingo" - go round and get students to sign your People Bingo card where they fit the category.

**Conference** - uses prepared questions to discuss and reflect learning...

*"Did you find out anything about someone that you didn't know?"*

*"What did you have in common with someone else?"*

*"Was it easy/hard to share information?"*

**Special Person** - affirming the positive in individuals

The "Special Person" goes out of the room, and each student - including the Teacher - says something positive about the student. They return, and stood in the middle of the circle, have the list read out to him/her. Some teachers arrange for these students to walk out of the room under an arch of outstretched arms of the other students.....or, the other students make a car wash, and wash the student through. In either case, students whisper some of the positive affirmations into the chosen student's ear as they leave. Powerful stuff.

### **Closing Phase**

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It's important to move away from the possibly serious issues that have been raised in the Middle Phase. You need an ending ritual - to include some form of reflection or a game to induce laughter and good cheer.

### **Celebration of Success**

This can be done by members of the group thanking others for their contributions, maybe with something like....

*"I thought it was good when ...NAME.. did/said....."*

*" NAME helped me to understand....."*

*"I didn't know about....SOMETHING....until...NAME....."*

*"When....NAME....said....SOMETHING....it really made me laugh"*

The teacher can try to create situations where quiet/less popular students get thanked for something.

### **Closing Games** - reunites the group - should be fun and calming

An excellent example is "Rainforest", where the group re-creates the sound of a tropical rain storm. The sequence goes....

rub hands....snap fingers....slap knee....stamp feet...slap knees...snap fingers...rub hands...silence

The leader starts each new stage, and the action is passed round the circle to the left - so each person copies the person on their **right**. At the end everyone holds their hands out, as peace and stillness descend. It works.

### **How to make Circle Time work**

Circle time demands time and energy in classroom organisation - so train and use the students to do this. they will be quite happy to re-arrange the room - especially if they have a plan - maybe up on the wall. Music - some cheerful, upbeat stuff, may help here.

Apparently, a lot of schools start up Circle Time, only for it to fade away after a short while, under the pressure of Curriculum, and teachers losing sight of the original purposes.

### **Keeping Discipline during Circle Time**

Jenny Mosley says that questions teachers frequently ask are: "How can I keep discipline? What do I do when a pupil will not keep to the Ground rules?" This reflects the way Circle Time takes each group out of its shared comfort zone, into new unexpected areas of experience. Teachers are usually concerned with particular characters that the teacher has found difficult in other lessons. The temptation is to use familiar "Classroom" methods of discipline and control. This can lock teacher and student into unhelpful cycles of behaviour and response. However, Circle Time can break the usual pattern and allow a different and more productive relationship to develop.

The primary "control" technique used in Circle Time is motivation by Praise. This is how Jenny Mosley puts it...

- the emphasis is on positive strategies alongside genuine respect and interest
- pupils learn that the way to get noticed is to keep to the ground rules
- the teacher acts as facilitator, and does not get "hooked" into negative exchanges
- it helps to have a system of recognising pupils who have followed the Rules, by issuing merits

For some students, this is not enough. They are so skilled at "getting attention without entering positive relationships" that teachers need a system of sanctions. If a student consistently breaks a Ground Rule the teacher puts a warning card at his/her feet in the circle. With minor disruption the student can be asked to sit out the next game/activity. With

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more serious disruption the student can be put to work elsewhere. Students who cannot cope with whole class Circle Time can be given extra support in smaller Circle Time activities.

For all students, where sensitive issues will arise, warn students to say only as much as they feel is safe - They are in charge of the information they share with the group. Although students are enjoined to confidentiality it is not guaranteed. If there's anything they want to discuss further, they should see you another time.

### **Keeping the discussion going - some ideas**

Here are some of Jenny Mosley's guidelines.....

- vary the Circle approach - use the variety of activities available
- accept any contribution, however "offbeat" with respect...don't betray yourself with irritated body language!
- thank students for their contributions whenever possible - BUT take care! Thanking is fine, and value-free. If you get into the habit of praising contributions, a seemingly worthy response, then when you don't give praise, it seems like implied criticism.
- use a Speaking object for Rounds and discussions - a soft toy ("Bruce") does fine
- you as the teacher must conform to the Circle Time Rules - so you can't interrupt a student who is speaking. In general, the teacher will help things along if they don't overtly "run things", but behave as one of the students - put their hand up to speak and so on. It may well help if students sometimes act as the Leader in some of the activities, deciding who will talk and so on - very useful for students, and maybe especially for badly behaved ones, to experience.
- don't think that you as teacher have the best answers, put your hand up like the others!
- but....follow up any injustices or things that are going wrong for students ( so you have to play a subtly dual role)
- try to set up some support for you from colleagues....evaluating issues raised
- you obviously take a serious approach to this, but try to include fun wherever possible, and end on a light-hearted, cheerful note.

I go these notes help you to understand the Course more clearly, and to feel more confident in teaching it. I would value any feedback, and suggestions for improvement.

Andrew McNeil