



BUILDING
RESPONSIVE
AND INCLUSIVE
COMMUNITIES

— A CCSD —

Restorative Practice Guide

for Proactive Circles
in the First Days



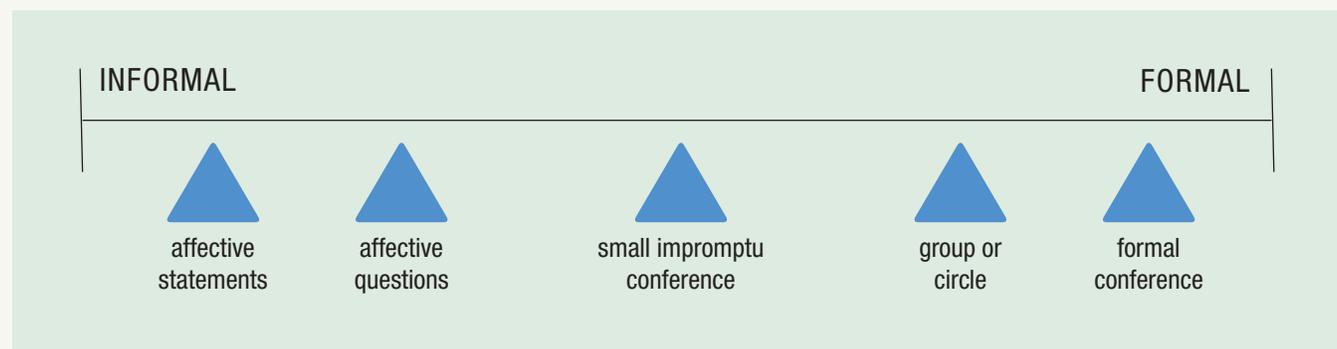
BUILDING RESPONSIVE AND INCLUSIVE COMMUNITIES
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for Proactive Circles in the First Days

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Proactive Circles in Charleston County Schools: A Review of the Purpose

According to the International Institute of Restorative Practices website, “Restorative practice is the science of relationships and community,” (<https://www.iirp.edu/>). The Restorative Practice continuum provides a framework for which groups of people engage in, “...a meaningful learning process about how we build and sustain relationships, as well as how we restore relationships when things go wrong,” (<https://www.iirp.edu/>). Specifically, Restorative Practice Circles are part of a continuum of practices that occur across multiple proactive and restorative contexts, “... and are about connections, building community and allowing space for all to be heard,” (<https://www.iirp.edu/>).



Over the past several years, CCSD has aligned itself with the Restorative Practices framework to include the deliberate promotion and implementation of Proactive and Restorative Circles. By adhering to the 80/20 rule, CCSD teachers and staff engage in Proactive Circles at a rate of 80% of opportunities versus the remaining 20% during which Restorative Circles are facilitated. Proactive Circles set the stage for community-building, the development of social-emotional and behavioral skills, structured academic instruction, and increased student engagement through its safe, supportive and inclusive structure. Proactive Circles are implemented across classrooms, grade levels and at the school-wide and community levels. CCSD teachers and staff rely on Proactive Circles to create a common culture that connects with other systems and supports such as; MTSS, PBIS, SEL and Trauma-Focused instruction. Conversely, Restorative Circles occur when the need to address problematic situations arises.

According to the International Institute of Restorative Practices, (<https://www.iirp.edu/>) the following elements characterize both Proactive and Restorative Circles:

- Equality-everyone literally has equal seating
- Equity-everyone has the same opportunity for speaking
- Safety and trust-you can see everyone else in the circle
- Responsibility-everyone plays a role
- Reminds leaders to facilitate-rather than lecture
- Builds connections-everyone hears everyone else’s response
- Ownership-shared sense of ownership felt by all participants

Day 1

Community Building/Getting to Know Each Other

GOAL: To lead circles with community building activities in order to get to know the students in your classroom.

Suggestions for Activities

In Person

- Introduction of Classroom Routines and Procedures
- This Year Activity
- You ask the students what they are looking forward to for this upcoming school year.
- Partner Share Introduction
 - Ask the partner next to you what their favorite _____ is and share that information with the group. (Super Hero Power, TV show, food, thing to do outside of school, etc)
- Follow the Leader
 - Start with a brief movement such as clapping hands 2x. Ask the rest of the circle to mimic the movement. Move around the circle with each student leading a unique movement.

Remote Learning

Ensure first that expectations around group participation in Zoom sessions has been established and then the above activities can be utilized in a remote learning environment. Specific adaptations regarding moving from one student to another when speaking should be established. Provide a way for students to participate using the Chat feature if their audio/video is not working.

Teacher Notes:

Day 2 | Introduction to Circles (In-person and remote learning)

GOAL: *To introduce the students to circles.*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Introduce/discuss why we sit in a circle. 3. Introduce the talking tool.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 4. Practice using the talking tool in a quick sequential circle. 5. Reinforce students for what they did well.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 6. Concluding the first circle.

Suggestions for Activities

In Person

The Meaning

- Begin with students in a circle. Ask the students “why do you think we should sit in a circle?” Allow a few students to answer the question. Make sure to validate their responses.

Working with the Talking Piece

- Explain the talking piece to the students. Explain to the students that whoever has the talking piece is the only person allowed to speak. Everyone should be looking at the person with the talking piece.

Practice with Sequential Circles

- Explain to students that a sequential circle is a circle in order. Begin the sequential circle by holding up the talking piece and asking the students “what is something fun you did since March 13, 2020?” Give them a minute to think about their answer, then model by answering the question and passing the talking piece to the left or right.

Practice with Non-Sequential Circles

- Explain to students that a non-sequential circle is a circle out of order, but make sure to stress the fact that every student must have a turn. Begin the non-sequential circle by holding up the talking piece and asking the students “where would you like to go on your dream vacation?” Give them a minute to think about their answer, review expectations, and model by answering the question and passing the talking piece to anyone in the circle.

Day 2 – *continued*

Remote Learning

The Meaning

- As students to put their view to “Gallery.” Explain why it’s important to see each other on the screen at the same time.

Working with the Talking Piece

- Explain the concept of a remote learning talking piece to the students. Explicitly describe the way that students should “pass” the remote learning talking piece. Examples include having the student speaking to then pick someone to go next and then that person picks the next person... (“popcorn”). Another example would be to design a specific order for students to follow when answering and then adding that order to the Chat box for reference (e.g., alphabetical order)

- *Practice with Sequential Circles*

Explain to students that a sequential circle is a circle in order. First establish a specific order that students will follow when responding. Add that order to the Chat box for reference. Begin the sequential circle by asking the students “what is something fun you did since March 13, 2020?” Give them a minute to think about their answer, then model by answering the question and then choosing someone else to answer and then follow the established order.

- *Practice with Non-Sequential Circles*

Explain to students that a non-sequential circle is a circle out of order, but make sure to stress the fact that every student must have a turn. For a non-sequential circle, students choose the next person. Explain that the person they choose has the right to decline participation, but will need to select the next person. Begin the non-sequential circle by asking the students “where would you like to go on your dream vacation?” Give them a minute to think about their answer, then model by answering the question and then choose someone else to answer

Teacher Notes:

Day 3 | Classroom Norms (In-person and remote learning)

GOAL: *The students and teacher will create classroom norms (or Social Contract).*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Do a warm up circle to review what was done on Day 2.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Ask guiding questions. 4. Review what they came up with and consolidate into norms that everyone can agree with.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 5. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Invite the class to come and sit in a circle. Make sure that the shape is a clear circle and that no items are brought to the circle besides the talking piece. Begin with a question like “what is something that you are looking forward to this school year?” Use a sequential circle for this.

Doing the Work of the Circle: Norms/Social Contract

- Once the first sequential circle is completed. Ask the students the following questions: (1) What helps you to learn while you are in class? (2) What stops you from learning? (3) In order for us to have a successful year together, what are some things we can agree on related to how we will all behave and treat each other? (4) How would you like me to treat each of you? (4) How should we respond if someone fails to keep these agreements? You may use a sequential circle, non-sequential circle, or popcorn with the students to get a variety of responses. Make sure to write down all of the responses and place checkmarks on responses that appear more than once. After all questions have been answered, narrow down your list to the top 5-10 responses that everyone can agree with.

Ending the Circle

- Thank the students for working hard in the circle and creating the classroom norms/student contract. Ask each student to walk up to the chart paper with the new norms and have them sign the contract. This will allow each student to take ownership of the classroom norms/social contract. Post somewhere in the room visible to all students.

Day 3 – *continued*

Remote Learning

Starting the Circle

- Invite the class into the zoom session. Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Remind them of the use of the Chat box. Post the norms in the chat box. Explain to students that this circle would normally be done in person with a talking piece, but with remote learning things need to be adapted for a remote learning setting. Begin with a question like “what is something that you are looking forward to this school year?” You can use either a sequential or nonsequential circle for these responses. Establish expectations for sequential turn taking.

Doing the Work of the Circle: Norms/Social Contract

- Ask the students the following questions: (1) What helps you to learn while you are in class? (2) What stops you from learning? (3) In order for us to have a successful year together, what are some things we can agree on related to how we will all behave and treat each other? (4) How would you like me to treat each of you? (4) How should we respond if someone fails to keep these agreements? You may write all four questions in the chat box to give students time to think of their responses. Have students popcorn their answers one question at a time or have them respond in the chat box one question at a time. After all questions have been answered, narrow down your list to the top 5-10 responses that everyone can agree with. Write them in the chat. Save for future use and posting in subsequent circle chat boxes.)

Ending the Circle

- Thank the students for working hard in the remote learning circle and creating the classroom norms/student contract. Ask each student to type “agree” in the text box to agree with the new norms. You can tell them that they will sign the contract/norms when school is back in session. This will allow each student to take ownership of the classroom norms/social contract. If on a hybrid schedule, post somewhere in the room visible to all students and reference at the beginning of each remote learning circle/meeting.

Teacher Notes:

Day 4 | Review and Practice of Class Norms

GOAL: *To review the student norms that were created on Day 3.*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms from Day 3.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Students pick a norm to focus on. 4. Sequential circle with a focus question. 5. Discuss what students did well and what can be improved on.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 6. Students reflect on their norm they focused on. 7. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Have students create a circle and not bring any other objects with them. Review the norms with the students from Day 3. Discuss briefly what each one means.

Doing the Work of the Circle

- Have each student pick a norm and focus on that norm while participating in the circle. Ask the students “what is something you want your teacher to know about the first few days of school?” Give the students 30 seconds to think about their answers. Go around in a sequential circle and allow all students to share their thoughts. Then have the students popcorn what they did well/liked in the circle and what they can improve on next time.

Ending the Circle

- Have the students complete a temperature check. Ask the students to think about the norm that they focused on during the circle. Have the students give a thumbs up or thumbs down if they feel they followed the norms. Then thank the students for participating in the circle today.

Day 4 – *continued*

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Remind them of the use of the Chat box. Post the norms in the chat box. Remind students about expectations for sequential and non-sequential turn taking.

Doing the Work of the Circle

- Establish the student order for the sequential circle and enter into the Chat box. Have each student pick a norm and focus on that norm while participating in the circle. Ask the students “what is something you want your teacher to know about the first few days of school?” Give the students 30 seconds to think about their answers. Go around in a sequential circle and allow all students to share their thoughts. Then, using non sequential norms, have students share what they did well/liked in the circle and what they can improve on next time. Students can use the Chat feature as a response.

Ending the Circle

- Have the students complete a temperature check. Ask the students to think about the norm that they focused on during the circle. Have the students give a thumbs up or thumbs down if they feel they followed the norms. Then thank the students for participating in the circle today.

Teacher Notes:

Day 5 | Different Types of Circles

GOAL: *To learn about a different way to use circles in the classroom.*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms. 3. Warm up circle.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 4. Introduce fishbowl.. 5. Choose 5 students and what the topic of discussion will be. 6. Inner circle discussion.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 7. Students reflect on their norm they focused on. 8. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape. Focus students' attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each norm means. Holding the talking tool, ask the students a question such as: what is something fun you did on the weekend? Or What is your favorite hobby? Explain to students that their answers need to be short and limit it to 1 sentence. (Otherwise it can get lengthy and take up a lot of time).

Doing the Work of the Circle

- Explain to students that we will be learning about a different type of circle today. It is called fishbowl and what that means is that we will have a group of students in the middle of our circle for a specific activity. Our job on the outside is going to be to listen to what they are doing. There will be an empty spot in the middle circle for anyone who would like to “pop in” and offer their suggestions. Raise your hand if you want this role so that we don't have too many students rushing into the circle at the same time.
 - First, choose a topic as a class for discussion in the circle. Some options are to flesh out what the classroom jobs will look like, rules for technology use in the classroom, rules to follow during indoor recess, etc.
 - Choose 4-5 students who want to be a part of the discussion and have them go into the center of the circle facing each other. They should leave space for another person to join as needed.
 - Let the inner group talk about whatever the chosen focus was. They can write down ideas, or someone on the outside of the circle can do this as well. Students who raise their hands can join the inner circle and add to the discussion and then go back to their seat.

Day 5 – *continued*

- Continue to do this until the topic has been thoroughly discussed. Have the inner circle come back and join the outer circle.
- Discuss what went well and what students can improve on for the next fish bowl. Ask specifically members of the outer circle what their observations were of the inner circle. Thank students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Remind them of the use of the Chat box. Focus students' attention to the classroom norms that you have posted in the chat box. Have someone read them out loud to the class. Discuss briefly what each norm means. Ask the students a question such as: what is something fun you did on the weekend? Or What is your favorite hobby? Explain to students that their answers need to be short and limit it to 1 sentence.

Doing the Work of the Circle

- Explain to students that we will be learning about a different type of circle today. It is called fishbowl and what that means is that we will have a group of students engaged in a specific activity. Those not engaged in the activity will be listening to what they are doing. There will be an opportunity to join the smaller group. Raise your hand (or use the chat box if video is not working) in order to join the smaller group.
 - First, choose a topic as a class for discussion in the circle. Some options are to flesh out what the classroom jobs will look like, rules for technology use etc.
 - Choose 4-5 students who want to be a part of the discussion. Type those student names into the Chat box. Remind the group that one more student will be able to join this list.
 - Let the small assigned group talk about whatever the chosen focus was. All other students should be muted. They can use the Chat box to record their ideas. Students who raise their hands can join the “inner circle” by unmuting themselves and add to the discussion and then after they have shared their information, they mute themselves again and another student can join.
 - Continue to do this until the topic has been thoroughly discussed.
 - Discuss what went well and what students can improve on for the next fish bowl. Ask specifically members of the “outer circle” what their observations were of the inner circle. Thank students for participating in the circle. Utilize the chat box if needed for this discussion.

Teacher Notes:

Day 6 | Co-creating Expectations (Social Contracts)

GOAL: To create expectations for collaboration and group work.

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Students will participate in agree/disagree activity. 4. Co-create expectations for collaboration, 5. Scenarios in a fishbowl.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 6. Students review norms of collaboration. 7. Exit slip: Personal collaboration goal (see Appendix: D).

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the carpet and form a circle. Remind students that the need to maintain the shape of the circle, it cannot be any other shape. 2. Students will review the norms of the circle and choose a norm to focus on and quickly share this in a sequential circle.

Doing the Work of the Circle

- The teacher will read out the statements below. Students can use hands, two colored cards or two markers each one to signify agree or disagree. The purpose of this activity is to gauge students' knowledge/experience on effective collaboration skills.
 - Statements: a) There must be a leader when working in groups. b) When working in groups and a conflict arises you should report it to the teacher right away. c) It is normal for one person to do most of the work in groups. d) In groups everyone should have a specific role. e) If someone gets upset when working in a group then the teacher should get involved. f) If someone is not doing their part in the group that person should be excluded.
- Following the agree/disagree activity, invite students to think about what it means to be a great/awesome/effective collaborator. Students may then popcorn their ideas in the circle. As a follow up question, you may also ask students what are the typical roles that students may assume when working in groups or when collaborating with one another.
- The teacher will then explain to students that they will be working in groups throughout the year on a variety of tasks. They will need to come up with a set of expectations for group work and collaboration. You can also call these “norms” for collaboration, but be sure to clarify the difference between these norms and your Circle norms. See Appendix C for a sample of expectations and norms you may use for your class.
- After developing the set of expectations, you may decide to close the circle or do the following activity in another circle. In this step you will ask 4-5 students to volunteer and set up a smaller circle to create a fishbowl.

Day 6 – *continued*

- The smaller circle will be given a short collaborative task. The outside circle will be the observers and then will discuss how the smaller group collaborated with one another. Sample of collaborative task for inner circle: In a group students are trying to find a mystery number based on a set of clues. Within the group there will be one person who will remain silent. There will be another student who is bossy and takes the lead. Decide how who will play which role and how you might resolve some of the challenges as a group. You will have 3 minutes to do this activity.
- After students in the outside circle shared their observations and suggestions for ways to improve collaboration, students will then complete a collaboration exit slip out of the circle (Appendix D). You may decide to post these collaboration slips/cards up in the class or on a community bulletin board so that students can see what the goals are of others and can remind themselves of their collaboration goal.

Closing the Circle

- Thank students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Remind them of the use of the Chat box. Post the norms in the Chat box. Remind students about expectations for sequential and non-sequential turn taking.

Doing the Work of the Circle

- The teacher will read out the statements below and also post them in the Chat box. Students can use their hands or two different objects they have at home to indicate if they agree or disagree. The purpose of this activity is to gauge students' knowledge/experience on effective collaboration skills.
 - Statements: a) There must be a leader when working in groups. b) When working in groups and a conflict arises you should report it to the teacher right away. c) It is normal for one person to do most of the work in groups. d) In groups everyone should have a specific role. e) If someone gets upset when working in a group then the teacher should get involved. f) If someone is not doing their part in the group that person should be excluded.
- Follow the rest of the In Person directions with the accommodation of assigning the small circle, and allowing students to use the chat box. Use the fishbowl procedures as outlined in Day 5.

Teacher Notes:

Day 7 | Using Circles for Community Meetings

GOAL: *To meet with students on a monthly basis to discuss classroom needs/situations.*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Students pick a norm to focus on. 4. Introduce a focus question, or call for topics to discuss. 5. Allow for flexibility to adapt to various types of circles as needed (sequential, popcorn, fishbowl).
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 6. Students reflect on their norm they focused on. 7. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the carpet and form a circle. Remind students that they need to be in a perfect circle, it cannot be any other shape. Focus students' attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each one means.

Doing the Work of the Circle

- Have each student pick a norm that they are going to focus on for the remainder of circle time. This will help focus their attention and remind them to stay on task. The purpose of the Community Meeting circle is to address issues within the classroom that don't fit into a regular schedule.
- The following is a suggested list of activities that could be addressed during a Community Meeting Circle:
 - Change seating arrangements
 - Appreciation cards/warm fuzzies - SMART goal setting
 - Administrative items, like establishing classroom jobs
 - Talk about changing displays and bulletins in the classroom
 - Provide opportunities for students to bring up questions or concerns about a classroom situation that has recently happened (a “responsive” circle)
 - Talk about procedures or upcoming event, like a field trip (a “proactive” circle) or adding information to the community wall in the classroom

Day 7 – *continued*

- The type of circle you use will depend on the subject of your discussion. If you feel confident that all members can participate, then you may consider using a sequential circle. If students are able to follow the norms respectively, you can open the discussion up to a non-sequential circle (i.e. 13 popcorn circle) where students can build upon each other's ideas. Fishbowl circles are useful for practicing reactions to a scenario, where students can role-play in the center circle and the rest of the group can observe and make suggestions by joining the inner circle.

Ending the Circle

- Discuss with students the norm they focused on during the circle. Have them give themselves a silent thumb up or down on how they feel they did. Thank students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Focus students' attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each one means. Remind them of the use of the Chat box. Post the norms in the chat box. Remind students about expectations for sequential and non-sequential turn taking.

Doing the Work of the Circle

- Have each student pick a norm that they are going to focus on for the remainder of circle time.
- Have them post this norm in the chat box. This will help focus their attention and remind them to stay on task.
- The purpose of the Community Meeting circle is to address issues within the classroom that don't fit into a regular schedule. It is recommended that this activity be done as sequential or non-sequential in a remote environment.
- Follow the rest of the directions for In Person. Utilize the Chat room as needed.

Ending the Circle

- Follow the directions for In-Person. Utilize the Chat room as needed.

Teacher Notes:

Day 8 | Using Circles for Academic Learning

GOAL: *To use circles to address academic expectations.*

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Introduce new academic focus. 4. Activate prior knowledge. 5. Deliver content. 6. Assess learning.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 7. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the circle and remind them not to bring anything with them.
- Focus students' attention to the classroom norms that are posted. Have someone read the norms out loud to the rest of the class. Have the students focus on one norm for this circle.

Doing the Work

- Choose a subject to focus on (Math, Social Studies, English, Science, etc). Tell students “In (Math) we are going to be learning about (fractions). What are some questions you have about (fractions) that you’d like to learn about? Go around the circle in a sequential order for students to share. Track their comments/questions on chart paper in order to reference in the future.
- Now you will activate prior knowledge. In a sequential circle, ask students “say one thing you know about fractions.” Remind students that they have the right to “pass” within the circle and come back around to them for an answer. This will allow more thinking time if needed.
- No matter what you are using to deliver the content, the students can continue to work in the circle. A few examples are below:
 - Worksheet: Pass the worksheet around the circle. Students can: (1) pass around the talking stick to read aloud the instructions (2) turn to the person next to them to discuss the answers (3) do an inside/outside circle to share answers (4) use a fishbowl circle for different scenarios (5) if students need to write anything down, you may want to provide clipboards.
 - Question on the board. Students can (1) talk to a partner about the questions (2) draw a diagram on the board and have students generate questions about them (3) get up and switch chairs to talk to a new partner.

Day 8 – *continued*

- Practicing operational skills. Students can: (1) practice multiplication drills by going through the circle; once confidence is built, try timing the circle to see how fast it goes (2) practice positive and negative numbers by “adding around the circle”: one student says a +/- number, followed by another student with a different +/- number. The next student would add/subtract those numbers.

Ending the Circle

- Discuss with students the norm they focused on during the circle. Have them give themselves a silent thumb up or down on how they feel they did. After trying an academic circle, you can ask students for feedback: was it easier/more difficult to follow the norms when discussing academic content? Did going through the worksheet in a circle make it seem less boring? Is sitting in a circle, rather than at your desk, helpful for you when focusing on the discussion? Thank students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Focus students’ attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each one means. Remind students about expectations for sequential and non-sequential turn taking.
- Focus students attention to the classroom norms that are posted. Have someone read the norms out loud to the rest of the class. Have the students focus on one norm for this circle.

Doing the Work of the Circle

- Follow the directions for In Person. Utilize the Chat room as needed.

Ending the Circle

- Follow the directions for In-Person. Utilize the Chat room as needed.

Teacher Notes:

Day 9 | Learning About Identities, Diversity, and Equity

GOAL: For participants to learn about who they are how this affects their learning.

Starting the Circle (8 minutes)	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms and students choose a norm to focus on.
Doing the Work of the Circle (10 -15 minutes)	<ol style="list-style-type: none"> 3. Getting To Know You Icebreaker. 4. Identity template. 5. Developing understanding of key terms.
Ending the Circle (1-2 minutes)	<ol style="list-style-type: none"> 6. Concluding the circle.

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape.
- Focus students' attention to the classroom norms that you have posted. Have someone read them outloud to the class. Students choose a norm to focus on. You could simply have them quietly reflect on it, or to increase accountability, have them share which one they chose.

Doing the Work

- Students will do a short icebreaker in a sequential circle and share an interesting fact about their cultural or linguistic background. I.e. students may share what is their cultural name, a religious/cultural practice that they participate in at home, a place of worship they attend, the languages they speak at home etc.
- Next, share that the class will participate in circles this year to learn about one another. It is important to learn about who we are because who we are shapes the way we interact with others and how we learn. Also, when we learn about who we are we expand our own understanding of the world. In this step, hand out the identity circle template see Appendix E. Students will work on this sheet independently for 10-30 minutes depending on grade. Then students will return to the circle to share their profile.

– *Suggested teacher prompts for sharing in the whole circle:*

Share one fact that many people do not know about you.

What is one fact on your profile that you think may surprise other people?

What is one fact that you do not share much with other people? Why?

Day 9 – *continued*

- Teacher tip: If you can find a space to display these profiles that would allow students to read the profiles of others and add to their own individual profile if information was missing. The teacher may decide to post these profiles up on the community wall in the classroom.
- Next, post the following terms up on the board:
 - Identity
 - Diversity
 - Equity
 - Ethnicity
 - Nationality
- Depending on the grade, teachers may ask students what prior knowledge they have about these terms.
- The purpose for defining these terms is to increase students' awareness of identity related vocabulary as you will be exploring and celebrating the diverse identities of students throughout the year. You may also choose to discuss how the practice of equity within the classroom creates a community of compassion and understanding.
- During the discussion about the term equity, you may it is important to give examples that support student understanding of the concept of equity versus equality.
 - ***Some examples when discussing equity:***
 - a) We will have some students in our class who will have access to technology much more often than others. These students rely on technology more than some of you to help them learn and be successful
 - b) Some students in the class will go to see another teacher to help them practice english speaking, reading and writing skills. They may also receive tests that are different from yours. These students are not the ELL students nor do we have SCC students. We do not use labels for students who learn differently.
 - c) Some students may not participate in Music or Dance this year. They are doing so because of cultural and religious beliefs. They are honoring their beliefs and using these times as other opportunities to learn about a variety of different topics. If we have students who do not participate in various classes due to a variety of reasons it is important that we do our best not to exclude these students or make them feel poorly.

Ending the Circle

- As the facilitator concludes the circle, the teacher may ask students to brainstorm the way in which the class and the school can celebrate diversity and the different identities. Thank the students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Focus students' attention to the classroom norms that you have posted. Have someone read them outloud to the class. Discuss briefly what each one means. Remind students about expectations for sequential and non-sequential turn taking.
- Students will do a short icebreaker in a sequential circle and share an interesting fact about their cultural or linguistic background. I.e. students may share what is their cultural name, a religious/cultural practice that they participate in at home, a place of worship they attend, the languages they speak at home etc.

Day 9 – *continued*

- Next, share that the class will participate in circles this year to learn about one another. It is important to learn about who we are because who we are shapes the way we interact with others and how we learn.
 - *Suggested teacher prompts for sharing in the whole circle:*
 - Share one fact that many people do not know about you.
 - What is one fact on your profile that you think may surprise other people?
 - What is one fact that you do not share much with other people? Why?
- Next, post the following terms up in the Chat box:
 - Identity
 - Diversity
 - Equity
 - Ethnicity
 - Nationality
- Depending on the grade, teachers may ask students what prior knowledge they have about these terms.
- The purpose for defining these terms is to increase students' awareness of identity related vocabulary as you will be exploring and celebrating the diverse identities of students throughout the year. You may also choose to discuss how the practice of equity within the classroom creates a community of compassion and understanding.
- During the discussion about the term equity, you may find it is important to give examples that support student understanding of the concept of equity versus equality.
 - Some examples when discussing equity:***
 - a) We will have some students in our class who will have access to technology much more often than others. These students rely on technology more than some of you to help them learn and be successful.
 - b) Some students in the class will go to see another teacher to help them practice english speaking, reading and writing skills. They may also receive tests that are different from yours. These students are not the ELL students nor do we have SCC students. We do not use labels for students who learn differently.
 - c) Some students may not participate in Music or Dance this year. They are doing so because of cultural and religious beliefs. They are honoring their beliefs and using these times as other opportunities to learn about a variety of different topics. If we have students who do not participate in various classes due to a variety of reasons it is important that we do our best not to exclude these students or make them feel poorly.

Ending the Circle

- Follow the directions for In Person. Utilize the Chat room as needed.

Teacher Notes

Day 10 | Using Circles for a Restorative Scenario

GOAL: For students to see what a restorative circle will look like using a “safe” scenario.

Suggestions for Activities

In Person

Starting the Circle

- Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
- Focus students’ attention to the classroom norms that you have posted. Have someone read them outloud to the class. Students will choose a norm to focus on and quickly share this in a sequential circle.

Doing the Work

- Discuss with students how circles are not just used for community building or academic reasons. Circles will also be used to resolve situations that may arise in the classroom. Have students quickly popcorn out what some of situations might be for example they may suggest: conflicts at recess, disagreements in the classroom, technology not being cared for properly etc.
- Below are some division specific scenario examples that you can use, or you can create one that fits your classroom. Read the scenario and give students some time to think. Have them come up with a sentence or two where students can share a solution or ask a question in relation to the scenario. This could even be something as simple as a word to describe how the person/persons might be feeling.
 - **Kindergarten**- There are three students playing at the drama center. Two of the students are playing nicely together and one is being left out. The student who is being left out is crying in the corner and doesn’t know how to ask the other students to include him. What should he do?
 - **Primary**- It is recess and everyone is playing outside. There is a group of boys playing tag and everyone has agreed on the rules of the game. The person who is “it” has tagged another boy who was running towards the soccer field. The boy who was caught turned around and hit the boy who tagged him and started yelling at him that he was safe. The boys started to argue and the other boys playing ran over and are trying to help solve this. What is the correct way to help the boys work through the issue?
 - **Junior**- Mrs. Giberson’s grade 5 class has 7 laptops in their classroom. During literacy students take turns using the computer to work on their projects. However, daily the same students are taking the computers and not allowing others the opportunity to use them. A few students start grabbing the computers off of each other and one gets knocked to the ground breaking the screen. What should these students have done?
 - **Intermediate**- During lunch, a student makes a comment about another student bringing cultural food for lunch. (Roti, Butter chicken etc) That student said “that looks so gross and it’s smelling up the whole classroom.” As the student who brought the lunch, what could you say to this person? How do you feel?

Day 10 – *continued*

- Discuss as a class what to do for the chosen scenario. Go around at first in a sequential circle and have students discuss their feelings at first. Then popcorn around what some solutions could be with how the problem could be solved. Validate what students are feeling and saying. Perhaps, have students talk to each other and add on to each other's thoughts.

Ending the Circle

- Remind students that they will be working on restorative type circles throughout the year as problems/concerns or queries arise. They need to be respectful of each other during this time as they work through problems as a class, in a positive and restorative manner. Remind them that they can also ask to initiate a circle to help them solve a problem. Thank students for participating in the circle.

Remote Learning

Starting the Circle

- Have the students arrange their vision to Gallery view so that they can see all of the students. Encourage all students to have their video cameras on. Focus students' attention to the classroom norms that you have posted. Have someone read them outloud to the class. Discuss briefly what each one means. Remind students about expectations for sequential and non-sequential turn taking.
- Students will do a short icebreaker in a sequential circle and share an interesting fact about their cultural or linguistic background. I.e. students may share what is their cultural name, a religious/cultural practice that they participate in at home, a place of worship they attend, the languages they speak at home etc.

Doing the Work

- Follow the directions for In Person. Utilize the Chat room as needed.

Ending the Circle

- Follow the directions for In Person. Utilize the Chat room as needed.

Teacher Notes

Appendix A | An Early Learning and Kindergarten Lens

The activities listed in the Universal First 10 Days lessons are appropriate and intended to be implemented across all age-groups. Teachers are encouraged to read through the Universal first 10 days of activities and procedures prior to developing lessons. Teachers of Early Learners and Kindergarteners, especially those with special needs must consider adapting the Universal activities to accommodate these lenses.

The following additional activities are designed to assist EL/K teachers with lesson planning that builds communities within their classrooms. All activities focus on the development of self-confidence, belonging, risk-taking and inclusivity. The activities may be completed in a single day or across multiple days. Finally, teachers are encouraged to consult the CCSD approved SEL curriculum, Second Step for additional activities and guidance.

NORMS:

- We sit in a circle and keep its shape the whole time.
- All friends are invited to sit in the circle.
- Our circle is complete when all friends join in.
- Friends will take turns and all friends will have a turn.
- Friends can “pass” if they do not want to share.
- If a friend is not ready or needs help sharing, they can “phone a different friend” for help.
- Friends respect others: Look with eyes, listen with ears, sit with a quiet body/mouth.

ACTIVITY #1 THEMES

Community Building In Circles/Getting to Know Each Other

GOAL: To lead circles with community building activities in order to get to know the students in your classroom.

ACTIVITY: Who Is In My Circle of Friends?

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norm.s 4. Introduce the talking piece or “my turn piece”.
Doing the Work	<ol style="list-style-type: none"> 1. Practice using the talking piece in a quick sequential circle. 2. Provide general group participation praise and behavior-specific praise aligned to highlighted Norms or use of talking piece. 3. Continue with 2nd and subsequent go arounds.
Ending the Circle	<ol style="list-style-type: none"> 1. Conclude the friends’ first circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
2. Review Norms

Activity #1 – *continued*

3. Introduce the talking piece and explain expectations for using the talking piece to share. State expectations for sharing, listening, passing the piece and what to say if a friend is either not ready or prefers not to share. Use the talking piece to practice focusing on the speaker.

Doing the Work

- 1 **1st sequential go around:** The teacher models holding the talking piece and stating her name, and then invites friends to hold the talking/”my turn” piece, state their name and pass the piece to the next friend.
- 2 Once all friends have shared, take the talking tool back and praise the group for doing a great job with their first circle. Provide behavior specific praise (aligned to Norms or use of talking piece). At this point the teacher can end the circle or continue with additional go arounds. Additional go arounds can occur throughout the day.
- 3 **2nd and subsequent go around(s):** Select from predetermined questions or solicit questions from students. Examples:
 - What is your favorite animal/color/food/toy?
 - Who lives in your home?
 - Say one fun thing you did over the summer/weekend?
 - What is your birthday month?
4. Repeat Step 3.

Closing the circle: Thank all friends for coming and joining our first circle.

Additional Resources/Curriculum Alignment: Second Step Early Learner; Kindergarten Unit 1--Skills for Learning

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). See Day 2 Remote Learning for additional suggestions.

ACTIVITY #2 THEMES

Community Building In Circles/Getting to Know Each Other/Learning About Diversity

GOAL: To learn about different kinds of families through participation in sequential and non-sequential circles.

ACTIVITY: There Are Different Kinds of Families/Not All Families Look the Same!

**Friends will need to be prepared with a family picture to share.*

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms.
Doing the Work	<ol style="list-style-type: none"> 1. Explain sequential circles vs non-sequential circles. 2. Introduce the lesson: Not all families look the same. 3. Provide general group participation and behavior-specific praise aligned to Norms or lesson. 4. Continue with 2nd and subsequent go arounds (optional).
Ending the Circle	<ol style="list-style-type: none"> 1. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.

Doing the Work of the Circle

1. Explain sequential vs non-sequential circles and that the group will practice both.
2. **1st go around:** The teacher models holding a family picture and telling two pieces of information about the picture.
3. Next, the teacher invites friends to share by passing the talking piece to the friend next to them (sequential) or to the friend who raises a hand for a turn (non-sequential “popcorn”). Each friend holds up a family picture and states two pieces of information.
4. Once all friends have shared, take the talking tool back and praise the group for doing a great job sharing about their families. Remember to provide behavior specific praise (aligned to Norms or use of talking piece). At this point the teacher can end the circle or continue with additional go arounds. Additional go arounds can occur throughout the day.
5. **2nd and subsequent go around(s):** The teacher models either asking one question OR giving a compliment to a friend about their picture. The go-around is complete when all who desired to share have had a turn.
6. Repeat Step 3.

Closing the circle: Thank all friends for joining the circle and for sharing about their families.

Additional Resources/Curriculum Alignment: Second Step Unit 1—Skills for Learning

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Friends will need to be prepared with a family picture to share. See Universal activities for Remote Learning for suggestions.

ACTIVITY #3A THEMES

Classroom Norms/Introduction to Classroom Norms/Co-Create Expectations

GOAL: The students and teacher will create classroom norms (or Social Contract).

ACTIVITY: Friends Can Help Friends Learn.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms. 4. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson: How friends help friends to learn (behavioral and academic expectations). 2. 1st go around. 3. Provide general group participation and behavior-specific praise aligned to Norms or lesson. 4. Continue with 2nd and subsequent go arounds (optional). 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review current Norms.
4. Determine sequential/non-sequential circle.

Doing the Work of the Circle

1. Introduce the lesson about how friends can help each other to learn at school.
2. **1st go around:** The teacher will say out loud, “One thing that helps me to learn is... (a quiet area, when the teacher tells/shows me how to do something, when friends around me are quiet/keep hands to themselves, when a friend helps me, etc.)
3. Ask friends to say one thing that helps them to learn.
4. Record responses on a chart using tally marks for repeat responses.
5. Ask friends to say one thing that prevents them from learning (record/tally responses)
6. Once all friends have had a turn the teacher will read the responses and add any he/she deems important (classroom expectations).
7. Finally, the teacher will add the tally marks and rank-order responses.
8. Provide group praise for participation and behavior-specific praise aligned to Norms/Expectations.
9. **2nd and subsequent go arounds:** The teacher will ask friends to choose one response from the list that they will promise to do to help other friends learn.
10. The teacher can write the names of friends next to their “choice” if desired.
11. Use the chart to develop a short list (3-5) of expectations for learning.
12. Post the chart for all friends to see for reference.
- 13 Repeat Praise Step 7.

Activity #3A – continued

Closing the circle: Thank all friends for joining the circle and for sharing how friends can help them learn/they can help friends learn.

Additional Resources/Curriculum Alignment: Second Step Unit 1--Skills for Learning

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Use screen sharing to reveal the expectations for learning chart developed as a result of this activity.

ACTIVITY #3B THEMES

Classroom Norms/Introduction to Classroom Norms/Co-Create Expectations/Learning About Diversity

GOAL: The students and teacher will create classroom norms (or Social Contract).

ACTIVITY: I Can Be a Friend.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce the lesson: What is a friend? (social/behavioral skills). 2. 1st go around. 3. Provide general group participation and behavior-specific praise aligned to Norms or lesson. 4. Continue with 2nd and subsequent go arounds (optional). 5. Repeat Praise step.
Ending the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review current Norms.
4. Determine sequential/non-sequential circle.

Doing the Work of the Circle

1. Introduce the lesson: What is a friend? If possible, read a short story about friendship.
2. **1st go around:** The teacher will say out loud, “A friend is someone who... (fill in with a basic friendship skill or behavior), and then pass the talking piece to the next friend (sequential or nonsequential is determined in Starting the Circle).

Activity #3B – *continued*

3. Friends will share one thing that a friend does or says, etc.
4. Record responses on a chart using tally marks for repeat responses.
5. Once all friends have had a turn the teacher will read the responses and add any he/she deems important (classroom expectations).
6. **2nd and subsequent go arounds:** The teacher will ask friends to choose one response from the list that they will promise to do to be a good friend to others.
- 7 The teacher can write the names of friends next to their “choice” if desired.
8. Post the chart for all friends to see for reference.

Closing the circle: Thank all friends for joining the circle and for sharing what a friend does/says and making a promise to be a good friend to someone.

Additional Resources/Curriculum Alignment: Second Step Units 2 & 4 – Empathy and Problem Solving

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Use screen sharing to present the class norms chart and puzzle image. Use screen sharing to reveal the short story being read and the friendship chart that is developed as a result of this activity.

ACTIVITY #4 THEMES

Practicing Norms Through Teamwork/Create Expectations for Group Work/Using Academic Circles for Learning

GOAL: To review the student norms that were created on Day 3. To create expectations for collaboration and group work.

ACTIVITY: We Can Work Together/We Can Work as a Team! Friends complete a puzzle, collaboratively.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract from Day. 4. Invite friends to choose a norm to focus on.
Doing the Work	<ol style="list-style-type: none"> 1. 1st go around 2. Introduce the lesson: What is a team? How do teams work together? 3. The teacher models placing her/his piece in the correct location, and then friends take their turns. 4. Provide general group participation and behavior-specific praise. 5. 2nd and subsequent go-around(s). 6. Provide general group participation and behavior-specific praise aligned to Norms or lesson. 7. Continue with subsequent go arounds (optional). 8. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Activity #4 – *continued*

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Determine sequential/non-sequential circle.

Doing the Work of the Circle

***Prior to the circle** the teacher creates two copies of a visual and/or written image. Next, the image is divided into enough puzzle pieces to accommodate every friend. Write the names of all friends and the teacher on pieces (one name per piece). If required, number the puzzle pieces in order. Post or place the complete copy of the puzzle for all to see.

1. **1st go around:** The teacher models selecting one norm from the chart that he/she will focus on during the entire circle. Friends will choose a norm to focus on (silently or out loud).
2. Introduce the lesson: What is a team? How do teams work together? Provide brief description of teamwork.
3. The teacher models walking to the complete image and placing his/her piece on top/next to the complete image.
4. Friends take turns to match their pieces (sequential or nonsequential). Friends who demonstrate difficulty can “phone a friend” for help.
5. Once all images have been placed the round is finished.
6. **2nd and subsequent go-around(s):** The teacher invites friends to reflect on the activity by posing any of the following questions:
 - How did we work together as a team?
 - Share something you did that helped the team?
 - Share something you saw a friend do to help the team?
 - What might happen to our team if some friends did not have puzzle pieces?
 - Is it important for every friend on our team to have a turn? Why or why not?
 - Share one thing you can do at school to help our team.

Closing the circle: Thank friends for joining the circle and for working together as a team.

Additional Resources/Curriculum Alignment: Second Step Unit 4 Problem Solving

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Use screen sharing to present the class norms chart and puzzle image. Substitute picture/number cards or sequence activities that produce a group permanent product.

ACTIVITY #5 THEMES

Learning About Different Circles/Using Circles for Community Meetings/Using Circles for Restorative Scenarios/Practicing Norms

GOAL: Friends learn to make “Affective I-statements” to communicate their feelings.

ACTIVITY: Friends Can Send “I-Messages” To Tell How they Feel!

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract from Day. 4. Invite friends to choose a norm to focus on.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson: Affective Statements. 2. 1st go around. 3. Provide group and behavior-specific praise. 4. 2nd and subsequent go arounds (optional). 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. «Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Doing the Work of the Circle

***Prior to the circle** the teacher creates a chart/poster with the statement, “I feel ____ (name a feeling) when ____ (name a behavior, context or situation).”

1. Introduce the lesson: Affective Statements (“I-Statements”) define what they are, when to use and why they are important for social-emotional regulation.
2. **1st go around:** The teacher presents the I-Statement Chart and models the correct response by making an Affective I-Statement.
3. Friends take turns making Affective I-Statements.
4. Provide group and behavior-specific praise.
5. **2nd and subsequent go-around(s):** (optional) Use this activity to:
 - Gauge friends’ feelings about particular classroom situations/instruction
 - When classroom/community conflict occurs
 - During SEL instruction
 - During academic literacy instruction (identifying or relating to a story character)
 - Any other time when there is a need for self-expression, self-regulation and/or conflict resolution

Activity #5 – continued

Closing the circle: Thank friends for their participation and for making personal “I-Statements” to share their feelings.

Additional Resources/Curriculum Alignment: Second Step Unit 2 Empathy, Unit 3 Emotional Management and Unit 4 Problem Solving

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the Affective I-Statement prompt either through screen sharing, hold it up to the camera or email it to parents/students to print individual copies.

ACTIVITY #6 THEMES

Learning About Different Circles/Using Circles for Community Meetings/Using Circles for Restorative Scenarios/Practicing Norms

GOAL: Friends will identify and share a feeling they are currently experiencing.

ACTIVITY: Pop-Up Feelings Check.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract from Day. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson. 2. 1st go around. 3. Praise group and specific behaviors aligned to Norms/activity. 4. 2nd go around. 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Activity #6 – *continued*

Doing the Work of the Circle

1. Introduce the lesson: Friends can experience different kinds of feelings/emotions at any time under different contexts. Review Activity #5.
2. **1st go around:** The teacher will place a container/short stack of feelings cards in the middle of the circle.
3. Next, the teacher will model the correct response: Look through the cards and select the card that best describes his/her current feeling.
4. Then, the teacher will complete the phrase, “Right now I feel _____ because _____.”
5. Friends will complete the activity, sequentially or non sequentially. Friends who struggle to identify a feeling/context may “phone a friend” for help. The activity is complete once all friends have participated.
6. Provide group and behavior-specific praise.
7. **2nd and subsequent go-around(s) (optional):** Use this activity to:
 - Gauge friends’ feelings about impromptu classroom situations/instruction.
 - When classroom/community conflict occurs.
 - During or following SEL instruction.
 - During or following academic literacy instruction (identifying or relating to a story character).
 - Any other time when there is a need for self-expression, self-regulation and/or conflict resolution.
8. Repeat Praise step.

Closing the circle: Thank the group for their participation and for sharing their “pop-up” feelings.

Additional Resources/Curriculum Alignment: Second Step Unit 1 Skills for Learning, Unit 2 Empathy and Unit 3 Emotion Management

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the class norms chart, “Pop-Up Feelings” prompt and a “cheat-sheet” of feelings emojis/words either through screen sharing, hold it up to the camera or email it to parents/students to print individual copies. If possible, incorporate social stories or SEL storybooks to enhance the lesson.

ACTIVITY #7 THEMES

Using Academic Circles for Learning/Getting to Know Each Other/Learning About Diversity/Using Circles for Community Meetings/Using Circles for Restorative Scenarios

GOAL: Following instruction for non-verbal communication of feelings, students will draw and color pictures of themselves that depict NV emotional cues for a specific feeling.

ACTIVITY: Friends Can Draw Their Emotions/NV Emotional Self-Portraits.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson. 2. 1st go around. 3. Provide group and behavior-specific praise. 4. 2nd go around. 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Doing the Work of the Circle

***Prior to the circle:** Friends will have received instruction for non-verbal communication of feelings/emotions that included creating a “nv” emotional self-portrait. Friends will bring their “nv” emotional self-portraits to the circle.

1. Introduce the lesson: Review non-verbal cues (facial expressions, body position/language) that communicate a friend’s emotional state.
2. **1st go around:** First, the teacher will model the correct response: Hold up the NV emotional self-portrait and share 1-3 “nv” visual aspects that convey the emotion.
3. Then friends take turns sharing their portraits (sequentially or non sequentially). Friends may phone a friend for help, if necessary.
4. The activity is complete when all friends have participated.
5. Provide group and behavior-specific praise.

Activity #7 – *continued*

6. **2nd and subsequent go-around(s) (optional):** Use this activity or an extension of it when the need to identify NV emotional cues may assist with:
- Gauging friends’ feelings about impromptu classroom situations/instruction
 - Resolution of classroom/community conflict
 - SEL instruction
 - Academic instruction for literacy or other content area that includes visual imagery (identifying or relating to characters/historical figures or groups)
 - Any other time when there is a need for accurate identification/expression/comprehension of emotional states

Closing the circle: Thank the group for their participation and for sharing their non-verbal emotional self-portraits.

Additional Resources/Curriculum Alignment: Unit 1

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the class norms chart, a “cheat-sheet” of feelings, emojis/words either through screen sharing or hold it up to the camera. Materials to create emotional self-portraits can be emailed to families or made available through “packet pick-up.” If possible, incorporate social stories or SEL storybooks to enhance the lesson.

ACTIVITY #8 THEMES

Using Academic Circles for Learning/Getting to Know Each Other/Learning About Diversity/Using Circles for Community Meetings/Using Circles for Restorative Scenarios

GOAL: Friends will demonstrate ability to “act-out” NV behaviors given an emotional “prompt”.

ACTIVITY: Mime-Time/Emotional Charades

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson. 2. 1st go around. 3. Provide group and behavior-specific praise. 4. 2nd go around (optional). 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Doing the Work of the Circle

***Prior to the circle:** Friends will have received instruction and practice for non-verbal communication of feelings and practice from the previous activity, For this activity the teacher will need prompts: either emotional word/visual cue cards or vocal prompt “whisper the name of an emotion.”

1. Introduce the lesson: Review non-verbal facial expressions/body position/body language to communicate emotional state. Describe non-verbal behaviors that communicate emotional states.
2. **1st go around:** First, the teacher will model the correct response: Either draw a card from the deck or ask a friend to whisper an emotion into the teacher’s ear. Next, the teacher will move to the middle of the circle and “act-out” the emotion, silently (non-verbally) by demonstrating facial expressions, body movement/language moving so that all friends can see.
3. Friends will take turns to guess the emotion.
4. The teacher will nod “yes/no”. If “yes”, then the friend who guessed correctly will be invited to take a turn or select a friend who volunteers. If “no”, then the friend will pass the talking piece to a different friend who will guess, etc.
5. The circle is completed when all who desire to participate have had a turn.

Activity #8 – *continued*

6. Provide group and behavior-specific praise.
7. 2nd and subsequent go-around(s)(optional): Take it up-a-notch by building in context. Use examples of specific situations that evoke specific emotions to create a full-on “charade” where partners or small groups act-out scenes that evoke emotions. Scene cards can be created and used as prompts for teams or groups. See “I messages” and “Pop-Up Emotions Check” activities for “content.”
8. Repeat praise step.

Closing the circle: Thank the group for their participation and for demonstrating their amazing acting skills.

Additional Resources/Curriculum Alignment: Unit 1 Skills for Learning, Unit 2 Empathy, Unit 3 Emotion Management

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the class norms chart, a “cheat-sheet” of feelings, emojis/words either through screen sharing or hold it up to the camera. Email or add names/pictures of emotions to families/”pick-up packets” so friends can practice their charade ahead of time. If possible, incorporate silent SEL video clips to enhance the lesson.

ACTIVITY #9 THEMES

Community-Building-Getting to Know Each other/Learning About Diversity/Using Academic Circles for Learning/Using Circles for Community Meetings/Using Circles for Restorative Scenarios

GOAL: Friends will “I-Statements” to communicate something they “wish-for” that they would like to happen/access/accomplish.

ACTIVITY: “I Wish...”

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson. 2. 1st go around. 3. Provide group and behavior-specific praise. 4. 2nd and subsequent go around(s) (optional). 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Doing the Work of the Circle

1. Introduce the lesson: Review non-verbal facial expressions/body position/body language to communicate emotional state. Describe non-verbal behaviors that communicate emotional states.
2. **1st go around:** The teacher will model making an “I-statement” using the prompt, “I wish ____.” (fill in with a response that aligns with Restorative Practices).
3. Friends will take turns making personal “I-statements” following the prompt.
4. Friends may “phone a friend for help” if desired.
5. The teacher will write friends’ wishes on a chart/tally repeat wishes and totals.
6. Once all friends have shared the teacher will rank order the wishes.
7. Provide group and behavior-specific praise.

Activity #9 – continued

8. **2nd and subsequent go around(s)(optional):** The teacher will ask follow-up questions that align friends’ wishes with topics such as; class norms, friendship skills, well-wishes for others, emotional management, academic learning skills, academic activities, etc. (teacher discretion).

Closing the circle: Thank the group for their participation and for sharing a personal wish and for responses that align to follow-up questions.

Additional Resources/Curriculum Alignment: Second Step Unit

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the class norms chart and a visual support of the “I wish...,” prompt via screen sharing, hold it up to the camera or provide to families in advance.

ACTIVITY #10 THEMES

Community-Building-Getting to Know Each Other/Practicing Norms/Learning about Diversity/Using Academic Circles for Learning

GOAL: Students will respond to the question, “What kind of animal do you feel like today,” by naming an animal and making it’s sound.

ACTIVITY: “Animal Antics”

Starting the Circle	<ol style="list-style-type: none"> 1. Invite friends to the Circle. 2. Introduce/discuss why we sit in a circle. 3. Review Norms/Social Contract. 4. Invite friends to choose a norm to focus on. 5. Determine type of circle.
Doing the Work	<ol style="list-style-type: none"> 1. Introduce lesson. 2. 1st go around. 3. Provide group and behavior-specific praise. 4. 2nd and subsequent go around(s) (optional). 5. Repeat Praise step.
Closing the Circle	<ol style="list-style-type: none"> 1. Friends state the norm they focused on and give “thumbs-up/down” to rate their performance. 2. Conclude the circle.

Starting the Circle

1. Invite friends to come to the designated space and form a circle.
2. Remind friends that they need to maintain the shape of the circle; it cannot be any other shape.
3. Review class norms (social contract).
4. Invite friends to choose a norm to focus on.
5. Determine sequential/non-sequential circle.

Activity #10 – *continued*

Doing the Work of the Circle

1. Introduce the lesson: Different animals make different sounds to communicate.
- 2 **1st go around:** The teacher will model the correct response by stating the name of an animal and making its sound. If appropriate, the teacher will present pictures of animals and/or sound recordings of animals as prompts.
3. Friends will take turns sequentially or non sequentially.
4. The activity is complete once all friends have shared.
5. Provide group and behavior-specific praise.
6. **2nd and subsequent go around(s):** Friends will state/describe how the animal they chose uses non-verbal body language/stance to communicate (fear, anger, happiness) or teacher's discretion.
7. Repeat the praise step.

Closing the circle: Thank the group for their participation and for working hard to name and make animal sounds to share how they are feeling.

Additional Resources/Curriculum Alignment: Second Step Unit 1 Skills for Learning, Unit 2 Empathy, Unit 3 Emotion Management

Remote Learning: Ensure first that expectations around group participation in Zoom sessions have been established before remote activities begin (class norms for Zoom). Determine how friends will take turns (pass a virtual talking piece). Provide a way for friends to use chat or other features to share (raise hand, thumbs-up). Present the class norms chart and visual cues/pictures of animals, feelings/emojis/words and possibly recordings of animal sounds via screen sharing, hold up to camera or provide to families in advance. Incorporate videos or SEL stories that include animals, if desired.

Teacher Notes

Appendix B

Integrating Middle School Second Step into Proactive Circles

- Incorporating Second Step into Restorative Practices for Middle Schoolers
- Second Step curriculum for 6-8th grades
- Please tailor this to the grade and appropriate curriculum for the students you serve.

Unit 1: Mindset and Goals

Unit 3: Thoughts Emotions and Decisions

Unit 2: Recognizing Bullying and

Unit 4: Managing Relationships and Social Conflict

WEEK 1

Unit 1: Mindset and Goals

GOALS: Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

Starting the Circle	<ol style="list-style-type: none"> 1. Include all the action steps from day 1/2. 2. Review the norms and students choose a norm to focus on.
Doing the Work	<ol style="list-style-type: none"> 3. Icebreaker: Introduce Unit 1 in Second step curriculum. 4. Activate Prior knowledge. 5. Deliver curriculum content 6. Conduct a formative assessment to gauge learning.
Closing the Circle	<ol style="list-style-type: none"> 7. Conclude the circle.

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape. **Virtually use breakout options.**
2. Focus students' attention to the classroom norms that you have posted. Have someone read them out loud to the class. Students choose what norm they would like to focus on and reflect on it silently or share with a peer.
3. Icebreaker *"Would you rather.? (Be able to whisper or only shout, Be super strong or super-fast, Be able to fly or be invisible, Be really tall or really short? Use the circle format just as you would another teaching strategy, like lectures, small groups etc. Introduce Second Step concept of Mindset and goals. Ask students "what are some questions you have about goals/goal setting?" Go around in a sequential or popcorn circle for students to share. Track their comments/questions on a chart paper to refer to in future community circles on the subject.*
4. Activate their prior knowledge of the unit by going around in a sequential circle and ask "what is one thing you think about when hearing the word goal?" Remind students they have the right to say "come back to me" so that they can hear other ideas and have more thinking time.

Week 1 – *continued*

5. Deliver the content by having students brainstorm and write down a goal they would like to accomplish for this year in middle school. Have them describe challenges they might be facing when they start middle school and identify resources in the school community where they can get help

WORKSHEET: Can include:

- Examples of goals
- Difference between short and long terms goals
- Time set for goal (ex. 1st 9 weeks, 1st semester, 1st quarter, year)
- ACTION PLAN (Space for steps to accomplish)
- Reflections after a goal is accomplished.

Students can in turn:

- Do an inside/outside circle to share answers
- Turn to person next to them to discuss answers

****please use the second step curriculum and questions here when delivering the content.***

6. Have a clipboard. This is a great opportunity to record quick, diagnostic assessments of student learning. As they are orally discussing the topic or answering questions, you have a clear view of all students, and an opportunity for everyone to answer the same (or similar) questions in a quick time frame. A quick “check in” circle at the end of any lesson can provide an opportunity for the teacher to recognize what learning stood out most for the students, what information they retained, and what they still need to work on. For example, after a class has finished presentations, close the lesson with a circle and ask students to share “what they learned, realized or were surprised by.” It can be interesting to hear what they found to be important or memorable.

The assessment would be reviewed overtime as the student works to accomplish the goal through the year.

7. Thanks students for their participation and hard work. You can use this framework to go through the Entire Unit 1 of Mindset and goals for Second Step.

Teacher Notes

WEEK 2 | Unit 2: Recognizing Bullying and Harassment

GOALS: Recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms and students choose a norm to focus on.
Doing the Work	<ol style="list-style-type: none"> 3. Icebreaker: Introduce Unit 2 in Second step curriculum. 4. Activate Prior knowledge. 5. Deliver curriculum content. 6. Conduct a formative assessment to gauge learning.
Closing the Circle	<ol style="list-style-type: none"> 7. Conclude the circle.

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape. **Virtually use breakout options.**
2. Focus students’ attention to the classroom norms that you have posted. Have someone read them out loud to the class. Students choose what norm they would like to focus on and reflect on it silently or share with a peer.
3. Icebreaker: (“*When the wind blows, I love people who, me too etc.*”). Use the circle format just as you would another teaching strategy, like lectures, small groups etc. Introduce Second Step concept of recognizing bullying and harassment. Ask students “what are some questions you have about bullying and harassment?” Go around in a sequential or popcorn circle for students to share. Track their comments/questions on a chart paper to refer to in future community circles on the subject.
4. Activate their prior knowledge of the unit by going around in a sequential circle and ask “What do you think of when you hear the word bullying or harassment?” “Is there a difference between bullying and harassment?” Remind students they have the right to say “come back to me” so that they can hear other ideas and have more thinking time.
5. Deliver the content by providing the definition of bullying and harassment. Describe the effects of bullying and recognize the difference between bullying and joking around.

****please use the second step curriculum and questions here when delivering the content.***

WORKSHEET OR WORK ITEMS: Can include:

- Examples of bullying
- Definition of 3 types of bullying (verbal, social and physical)
- Matching activity (identifying what type of bullying is being used in each scenario)

ACTION PLAN (commitment to stand up to bullying). Students can in turn:

- Do an inside/outside circle to share answers
- Turn to person next to them to discuss answers

****please use the second step curriculum and questions here when delivering the content.***

6. The assessment would be reviewed overtime as the students continue to learn about Bullying and harassment. Use different assessment tools to determine the level of understanding.

Week 2 – *continued*

7. Thank students for their participation and hard work. You can use this framework to go through the Entire Unit 2 of recognizing bullying and harassment for Second Step.

Teacher Notes

WEEK 3 | Unit 3: Thoughts, Emotions and Decisions;
Learning about Empathy

GOALS: Recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Starting the Circle	1. Invite the class to sit in a circle. 2. Review the norms and students choose a norm to focus on.
Doing the Work	3. Icebreaker: Introduce Unit 3 in Second step curriculum. 4. Activate Prior knowledge (Feelings activity, Defining empathy). 5. Deliver curriculum content (Empathy Map/Developing understanding of key terms). 6. Conduct a formative assessment to gauge learning.
Closing the Circle	7. Conclude the circle.

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape. **Virtually use breakout options.**
2. Focus students’ attention to the classroom norms that you have posted. Have someone read them out loud to the class. Students choose what norm they would like to focus on and reflect on it silently or share with a peer.

Week 3 – *continued*

3. Students will do a short icebreaker in a sequential circle “temperature check”. Use weather words to describe how they are feeling. Use the circle format just as you would another teaching strategy, like lectures, small groups etc. Introduce Second Step concept of “Thoughts, Emotions and Decisions”. Ask students “what are some decisions you had to make today and how are you feeling about them?” Do a go around in a sequential or popcorn circle for students to share. Track their comments/questions on a chart paper to refer to in future community circles on the subject.
4. Activate their prior knowledge of the unit by posting the word empathy-feelings on the board and allow them to define. The purpose for defining these terms is to increase students’ awareness of empathy related vocabulary. Remind students they have the right to say “come back to me” so that they can hear other ideas and have more thinking time.
5. Deliver content by providing the definition for empathy. Provide students with examples on how to categorize emotions as positive or negative and describe why all emotions matter. Do an activity Called “Empathy Map” On a whiteboard or bulletin, draw a circle at the center and label it “our class”. Then divide the board into four quadrants, labeled: Think, Feel, Say, Do. Each student receives four post-it notes. Ask students to write down one emotion they sometimes feel, a thought they connect to that emotion, an action they take when they have that feeling, and something they might say. Each student takes turns posting on the board. Set the tone at the start of the activity to ensure active, compassionate listening.

****please use the second step curriculum and questions here when delivering the content.***

6. Have a clipboard. This is a great opportunity to record quick, diagnostic assessments of student learning. As they are orally discussing the topic or answering questions, you have a clear view of all students, and an opportunity for everyone to answer the same (or similar) questions in a quick time frame. A quick “check in” circle at the end of any lesson can provide an opportunity for the teacher to recognize what learning stood out most for the students, what information they retained, and what they still need to work on. For example, after a class has finished presentations, close the lesson with a circle and ask students to share “what they learned, realized or were surprised by.” It can be interesting to hear what they found to be important or memorable.
7. Thank the students for participating in the circle. You can use this framework to go through the Entire Unit 3 Thoughts Emotions and Decisions for Second Step.

Teacher Notes

WEEK 4 | Unit 4: Managing Relationships and Social Conflict

GOALS: For students to learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Starting the Circle	<ol style="list-style-type: none"> 1. Invite the class to sit in a circle. 2. Review the norms and students choose a norm to focus on
Doing the Work	<ol style="list-style-type: none"> 3. Icebreaker: Introduce Unit 4 in Second step curriculum. 4. Activate Prior knowledge). 5. Deliver curriculum content. 6. Conduct a formative assessment to gauge learning.
Closing the Circle	<ol style="list-style-type: none"> 7. Conclude the circle.

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape. **Virtually use breakout options.**
2. Focus students’ attention to the classroom norms that you have posted. Have someone read them out loud to the class. Students choose what norm they would like to focus on and reflect on it silently or share with a peer.
3. Icebreaker “*Silent Birthday line up*”. Use the circle format just as you would another teaching strategy, like lectures, small groups etc. Introduce Second Step concept of “Managing Relationships and Social Conflict”. Ask students What they think of when they hear the words “social conflict”? Do a go around in a sequential or popcorn circle for students to share. Track their comments/questions on a chart paper to refer to in future community circles on the subject.
4. Activate their prior knowledge of the unit by allowing each person an opportunity in less than 2 minutes to describe a social conflict they have witnessed, experienced or heard of. Remind students they have the right to say “come back to me” so that they can hear other ideas and have more thinking time.
5. Deliver the content by providing the definition of social conflict. Describe to students why personalities change and how relationships can be affected by these changes.

WORKSHEET OR WORK ITEMS: Can include:

- Examples of different relationships
- Examples of social conflict
- ACTION PLAN (Develop strategies on how to be a “better friend” and what that looks like for them)

Students can in turn:

- Do an inside/outside circle to share answers
- Turn to person next to them to discuss answers

**please use the second step curriculum and questions here when delivering the content.*

Week 4 – *continued*

6. Have a clipboard. This is a great opportunity to record quick, diagnostic assessments of student learning. As they are orally discussing the topic or answering questions, you have a clear view of all students, and an opportunity for everyone to answer the same (or similar) questions in a quick time frame. A quick “check in” circle at the end of any lesson can provide an opportunity for the teacher to recognize what learning stood out most for the students, what information they retained, and what they still need to work on. For example, after a class has finished presentations, close the lesson with a circle and ask students to share “what they learned, realized or were surprised by.” It can be interesting to hear what they found to be important or memorable.
7. Thank the students for participating in the circle. You can use this framework to go through the Entire Unit 4: Managing Relationships and Social Conflict.

Teacher Notes

Appendix C

Integrating CKH and Overcoming Obstacles in High School Circles

CAPTURING KIDS HEARTS

CIRCLES AND GOOD THINGS

Background: Daily activity, usually at the beginning of the period. Generally teachers and students share something good that may have happened to them.

Good Thing Circle Modification:

- Topic: Good Things
- Type: Sequential Go-around
- Goal: Kids sharing small or large “good” things, teacher can see/hear students who may be “off”
- Questions:
 - Round 1: Say something nice to the person on your right, 1 sentence limit
 - i.e. Sammie is always thoughtful
 - Goal to cue kids/self into positive mind-set
 - Round 2: Name a good thing, 1 sentence limit

CIRCLES AND SOCIAL CONTRACT DEVELOPMENT

Background: CKH Social Contract is a tool to engage learners in setting the tone and group norms for behavior within the setting (i.e. the class period). Students work together to name values, expectations, etc. that will encourage a safe environment for learning. Everyone must agree to the social contract, and then abide by it once it is developed. Once set, the teachers and students can refer back to it and modify it over time as needed.

Social Contract Development Circle Modifications:

- Topic: Creating Our Social Contract
- Type: Non-Sequential, Small group
- Goal: Students name what expectations for behavior and learning they want in their classroom
- Questions:
 - Round 1: Love/Hate
 - I love it when I’m treated with (or treated this way) _____ in class. I hate it when I’m treated with (or treated this way) _____ in class.
 - Round 2: Dyads and Triads
 - Groups of 2 or 3.
 - Students discuss what they value the most in a classroom that is a safe place for learning (2-3 Minutes)
 - Share out and record on poster paper (10 minutes)
 - Round 3: (Optional) Top 3, sequential
 - Review the what chart paper from what everyone shared out. What are your top 3 values (items) that resonate with you the most
 - Recorder will start the circle, checking off what their top 3 are, then check off values as people share around the circle

Teacher Notes

High School RP Circles / Overcoming Obstacles

Day	Goal	RP Circles (virtual & face to face)	Overcoming Obstacles
Day 1: Community Building in Circles	Get to know your students	Strengths interview	Part 1 Lesson 2 pp33 Identifying Strengths
Day 2: Introduction to Circles	Introduce students to circles	Working with the talking piece	Part 1 Lesson 1 pp3 What is OO and how does it apply to their lives
Day 3: Class Norms	Create classroom norms (social contract)	Norms / social contract	Part 1 Lesson 2 pp15 What you put in is what you get out
Day 4: Review and Practice of Class Norms	Review norms	Doing the work of the circle	Part 1 Lesson 2 pp17 OO Bill of Rights
Day 5: Different Types of Circles	Different ways to use circles	Starting the circle	Part 2 Lesson 1 pp165 Developing a positive attitude
Day 6: Co-creating Expectations for Collaboration	Create expectations for collaboration/group work	Fish bowl procedures	Part 2 Lesson 4 pp215 Win / Win My needs / your needs
Day 7: Using Circles for Community Meetings	Meet with students on a monthly basis to discuss needs/situations	Utilize Community Meeting Circle	Part 3 Lesson 3 pp243 Outside the box
Day 8: Academic Circles	Use circles to address academic expectations	Utilize KWL Chart	Part 3 Lesson 1 pp259 What we do best
Day 9: Learning About Identities, Diversity, and Equity	Participants learn who they are and how it affects learning	Identity Circle	Part 3 Lesson 1 pp257 ID your learning style
Day 10: Using Circles for a Restorative Scenario	What a restorative circle will look like using a "safe" scenario	"Popcorn" discussion Various scenarios	Part 3 Lesson 2 pp265 Daily planning

Teacher Notes

Appendix D | Proactive Circle Implementation Checklist

Pre-Circle Checklist

- Established classroom expectations (PBIS matrix, Social Contract, etc.)
- Practice routine procedures with class several times
- Discuss expectation for transitioning to a circle, if applicable
- Record and Review Circle Norms
- Talking Piece

Circle Situations

- Remember: 80% of your time should be spent doing proactive circles, 20% of your time should be spent on restorative circles.
- After a safe environment has been established through community building circles, restorative circles can be attempted.
- “Fun” Go Around
- Favorite: color, food, animal, sport(team), movie, candy, book, etc.
- Dream Vacation location

Icebreakers/New Seats

- When the Wind Blows, I Love People, Me Too, etc.
- Silent Birthdate Circle Up
- Would You Rather....? (i.e. Be able to only whisper or only shout; Be super strong or super fast; Be able to fly or be Invisible; Be really tall or really short)

Energizers

- Rock, Paper, Scissors Tournament
- When the Wind Blows..., I Love People Who..., Me Too, etc.
- Who’s the Leader?
- Fact or Fiction?-(Speaker tells one fact/fiction about themselves; those who believe step in, speaker reveals “fact or fiction”)

Appendix E | Sample Identity Profile Template

The form is a circular identity profile template. It consists of an outer ring divided into ten segments, each with a label. The labels, starting from the top and moving clockwise, are: "Favorite Music", "One Skill you are Proud of", "Favorite Movie", "Favorite Book", "Favorite Food", "Favorite Hobby", "Favorite Color", "Personal Motto", "Number of Siblings", and "Birth Order". The center of the circle contains the text "Three Adjectives to Describe Yourself" followed by three numbered lines (1., 2., 3.) for writing. Below the adjectives is a horizontal line labeled "Name".

Appendix F | Samples of Classroom Norms

Early Learning/Kindergarten Example

From Second Step (<https://www.secondstep.org/>)

1. Eyes Looking
2. Ears Listening
3. Body Calm
4. Focus Attention/Brain (Kindergarten only)

Elementary Example

1. Respect the speaker
2. Respect the talking piece (only the person holding the talking piece is talking)
3. What's said in the Circle stays in the Circle
4. Trust that you will know what to say – Be honest and speak from your heart
5. Share in the Air

Middle and High School Example

1. Remain in the Circle
2. Use the talking piece
3. Wait your turn
4. Honor confidentiality/privacy
5. What's said in the Circle stays in the Circle
6. Say just enough: Without feeling rushed be concise and considerate of others and time
7. Accept individual differences (ideas/opinions/perceptions)
8. Speak from the heart: Your truth, your experiences and your perspective
9. Listen from the heart: Let go of feelings, emotions and information that block you from hearing what others' say

References

Capturing Kids Hearts

<https://flippengroup.com/education/capturing-kids-hearts-1/>

International Institute for Restorative Practices

<https://www.iirp.edu/>

Overcoming Obstacles

<https://www.overcomingobstacles.org/>

Second Step

<https://www.secondstep.org/>

Teacher Notes
