



Restorative Practices Circle Lesson Plan



1. **Circle Topic (benchmark, standard, or presentation of self topic):** Understanding advisee needs and strengths
2. **Goal of Circle: (community building, check-in, problem-solving, curriculum/content..):** Each member of the advisory group will feel their needs are understood and share what they can contribute to the group. Students will understand how they can better support their peers, and the advisor will understand how they can better support their advisees.
3. **Type of Circle: (sequential, nonsequential, fishbowl, proactive, responsive, pair-share, triad..)**
 - a. Sequential - all voices need to be heard
 - b. Proactive - the purpose of the circle is so we can gain an understanding of each others needs in order to work better as a group in the future and support each other
4. **Circle introduction. (How will you introduce and convey the reason for the circle to the participants? Will you be a participant and circle keeper?):** Start by reminding students the purpose of having an advisory, based on conversations we had previously in the week (build community and feeling academically accountable and supported). Based on these ideas, it is important that we know what each other needs in order to be successful in a group setting. In addition, it helps to know what each person feels is a strength, so we know who we can rely on when we are struggling in different areas. We are going to do a circle today to share our needs and things we can contribute to make this group successful and held accountable.
 - a. *The advisor will also participate in this circle so students understand their needs and contributions to the group.
5. **Establishment/Review of circle agreements. (What are the expectations you wish to establish to guide the circle? Do you have them written on poster board for all to see? Do you need to teach them or are they understood by all participants?)**

Let's review our circle agreements (we will set these together earlier in the week, but likely will be close to the following)

- i. We will start with think time, give a thumbs up when you are ready to share.
- ii. Once we start, pass the talking piece to the person next to you.
- iii. If you are not ready to share, please ask for more time
- iv. All students' voices will be heard. To show respect to our peers, we will refrain from talking when others are sharing.
- v. Assume positive intentions and do not respond negatively to others comments, to ensure everyone feels safe to share their true thoughts.

6. Talking piece introduction. (What object are you using and why?, related to content, community chosen): We are going to use Reggie the Penguin (or whatever your advisory uses) as our talking piece! Reggie is a long standing member of the Étude Middle School Math Classroom Community, and has a lot of wisdom and positivity to share!

7. Circle Questions: (What needs to be addressed in the circle? What questions will you ask? How many rounds might you need to plan to accomplish your goal?)

To consider:

Are the questions you are asking low or high risk?

Do you have a progression of questions that lead you to your goal?

Does the question directly or indirectly address the goal of the circle?

What are some potential challenges that may arise? How will you handle them?

a. What do you need from your peers in order to feel you can be successful in a group setting?

b. What do you feel you can contribute to the group, or individuals in the group?

c. What do you need from me as an advisor to feel supported and held accountable?

****We will brainstorm examples in advance and write them on the board so students have ideas of what type of things they might share. CONTRIBUTE EXAMPLES:** "I can bring positivity to group conversations, I have great organizational skills and could help others organize, I have a lot of energy to contribute to the group, I am a good listener" **NEEDS EXAMPLES:** "I need my peers to be quiet during work time so I can focus, I need at least one fun activity throughout the week to keep me from being too serious, I need my peers to assume positive intentions, I need kind reminders if I am doing something that upsets somebody" Students will be given time to write on a notecard prior to sharing, since these are deeper level questions they may want to put more thought into.

8. Closing Question: (Summarize results of the circle, ask a question to bring closure, do a breathing activity, listen to a song or read a poem that relates to the subject circled. Thank members for their participation, perhaps offer the group to share appreciations.) Together we will review each other's needs. Please share one thing you can commit to in order to help our group feel safe and as successful as we can be as a whole.