Restorative Communities Tier 1 and 2 Circle Planner

Community Building, Curriculum, Support, Issue & Celebration Circles

Teacher:		**Date/Time/Period(s):**	
Standard, Objective and DOK Level:	CCSS.ELA-LITERACY.SL. K-5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade [level] topics and texts*, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.K-3.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.4-5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.		
SEL/Culture Objective:	[With Calm Classrooms/Mindfulness Activities] Self-Management. Apply effective strategies to manage emotions, thoughts and behaviors in a variety of situations Self-Management. Demonstrate personal responsibility, integrity and ethical decision-making to meet community expectations Self-Management. Set and achieve personal and academic goals with increasing levels of independence		
Prep/Materials needed:	Talking pieces, Circle Agreement poster, handouts, writing utensils		

Agenda

1. **Opening/Welcoming/3 R's:** Today we are going to practice a community building circle to get to know each other and build our community together. We do circles to practice the 3 R's: respect, relationships, and responsibility. What do we practice? (*Choral response*)

2. **Introduce/Review Agreements (and Ask for Agreement to Agreements):** Before we begin, it's very important that we agree on how we will treat each other and our time in circle, since it's a little different than learning at our desks. There are 8 agreements but we'll focus on 5 today. *[Pass out handout or do this orally. If there's a projector, we can also project responses.]* Let's talk through what each one means and record our ideas.

    - *Whole group:* Respect the talking piece means that whoever has the talking piece has the opportunity to share and then pass to the left, the side our heart is on. You may choose to pass but we encourage you to share each time. We're going to come back to the 2nd and 3rd agreements, so be aware as you take notes on your handouts.
    - *Call on students*: What does it mean to speak with respect? What does it mean to listen with respect?
    - Now, these other two are a little different and make circle really special. What could it mean to speak with our hearts? What could it mean to listen with our hearts?
    - *If students have handout, give time to record responses.*

3. **Introduce Talking Piece:** Let's come to circle so everyone can see one another and see the talking piece I'm going to introduce. *[Standing or seated circle so everyone can see. The first time may take a bit longer to figure out spacing, but we'll get better over time.]* The first talking piece we're going to use is very special to me, so I'm inviting all of us to hold it respectfully and to only speak when it's in your hands. Does anyone know what this is? *[Explain story of the talking piece.]*

4. **Check-in question:** When the talking piece comes to you, I invite you to answer the question – **What is your name and how are you feeling about school so far?** I encourage you to use specific words that demonstrate your scholarly vocabulary. For example: I'm feeling excited, nervous, joyful, or optimistic.

5. **Community Building Questions/Activities:** Depending on time and energy, we may do any of the following questions or games to reach our objectives. Introduce shaky hands/silent applause at the second round of questions.

   Circle Questions (and sentence starters)
   - What is one goal you have for yourself this year? (One goal I have for myself this year is to…)
   - What is one way you hope your classmates will show you they respect you? (One way my classmates can show they respect me is by….
   - What is one thing that makes you really happy (in school)? (One thing that makes me happy is…)

   Games
   - The Big Wind Blows
   - Pass a Clap
   - Stand Up/ Sit Down (and possibly cheer)

   If adding Mindfulness / Calm Classrooms (one of the following)
   - Sun Breathing (p. 4)
   - Butterfly Breathing (p. 6)
   - Seated Mountain (p. 66)

6. **Check-out Question/Closing:** Showing everyone on your fingers, how did we do as a class on the Circle Agreements? 5 means we did nearly perfectly; 1 means we have a lot of improvement to make next time. *[If we did the handout, students can return to their seats and complete Part II. We can collect the handouts and share trends from the second question the next day.]*