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Office of Safety and Youth Development

Division of School Culture and Climate

2020 Restorative Practice Handbook

Volume I

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Introduction

This handbook was designed as a facilitators guide for staff who have very little experience and training in facilitating circles. Below you will find information on the basic structures and framework of restorative circles.

Basic Circle Structure and Framework

Restorative practices are ancient Native American traditions based on community values and principles that are designed to enhance connections, build community and promote healing. They seek to address all aspects of the holistic human experience (mental, physical, spiritual and emotional). The tree below illustrates the basic structure and framework of restorative practices in schools. Circle structures must be implemented with consistency and fidelity in order to be effective. Facilitators are encouraged to uphold basic circle structures.



- **Opening & Closing Ceremony:** Marks the beginning and end of the circle process which is deemed as sacred time together.
- **Center Piece:** Sits in the middle of the circle and marks sacred space created by circle members. It is a space to hold values, significant talking pieces, and any work created by the participants. It also serves as a focal point for circle members to look at when expressing strong emotions and eye contact may be too intense for them.
- **Talking Piece:** identifies the person who has permission to speak. It supports the “one mic” rule and allows people to speak without being interrupted and encourages others to practice listening from the heart without interrupting. The talking piece is passed in one direction unless being used popcorn style.
- **Community Agreements:** written circle guidelines that outline behavioral expectations created by circle participants to maintain the integrity of the circle (**see page 5**)
- **Circle Keeper:** is the circle facilitator who is responsible for planning and organizing the circle. They manage the circle and create safety by ensuring the community agreements and values are upheld by all members of the circle and that all voices are heard.

Circle UP: Building Connections

Community Building is the foundation of implementing restorative practices and creating a restorative school culture. The purpose of the activities in this manual are to create opportunities for community members to get to know each other and build connections through sharing about themselves. Some suggestions for the first days of school activities can be found on page 3 of this document.

Some activities require deeper sharing than others. It is important to begin with light fun activities before moving to activities that require deeper/personal sharing to create safety and to allow participants to warm up to activities that may make them feel vulnerable.

How activities are facilitated is determined by the size of the group and how much time is allotted to sharing. Larger groups require more time. Facilitators are encouraged to break groups down into smaller groups for more intimate sharing to allow more time for sharing.

Facilitation Tips for Circles

1. If the space and time allows, set up the centerpiece with significant items and have participants sitting in a circle.
2. Use a talking piece and explain why we use a talking piece.
3. Remind participants of the one mic rule and that there is no cross talking or advice giving. Their role is just to listen without judgment to whoever has the talking piece.
4. Establish community norms and values (post community agreements)—[See day 2 student circles](#)
5. Facilitators should model sharing but should not force anyone to share; give them permission to pass.
6. If they want to show that they agree or can identify with what someone is sharing they can quietly make a hand gesture to signify the connection made. The group can decide on the hand gesture, such as putting a thumbs up or quietly gesturing as if they are snapping their fingers.
7. Always leave time for processing thoughts and feelings about activities. This facilitates deeper learning and connection.
8. Facilitators should make connections and quickly sum up main points and ideas shared at the end of each process round of sharing.
9. HAVE FUN!



Click on the links below to view RJ in Action Videos Tier 1: Community Building Circles

Middle/High School:

- [RJ in Oakland schools : Tier 1 Community building Circles](#)
- [Tier 1: RJ At Oakland Freeman's HS](#)

Elementary School: [connection activity: If you had one wish for the world???](#)

Facilitation Tips for Remote Circles

In order to facilitate a productive circle using online platforms there are specific guidelines that must be introduced to the circle participants. These virtual circle guidelines are discussed in detail below and the values they support are highlighted in pink. Please review this link to a short article on facilitating [online circles](#).

Sample 2: - Virtual meetings

- **Mics off ears open** (Mute until it is your turn to speak-when you enter the meeting make sure you mic is muted)
- **I invite you to show your face and keep your video on for the duration of the meeting /circle (Connection)**
 - Seeing each other allows us to really connect
 - Make sure your face is in full view and centered in the camera
 - If you cannot use video I invite you to post a profile pic so we can see your face
- **Honor and Respect the virtual talking piece.**
 - You have permission to speak when you have it and permission to listen when you don't
 - Choose a value that you hold dear to you and call the name of the person you are passing the talking piece to (ie, patience, love, respect, patience, compassion, health)
- **Honor the talking order posted in the chat**
 - The facilitator will type/ post the names of all participants in the chat.
 - Pass the VTP to the person listed after you and remember their name. This is who you will pass to each time.
 - Simply state "I pass" if you do not want to speak and pass the VTP to the next person
- **Speak and listen with respect (values: love, honor, acceptance)**
- **Speak and listen from the heart (values: honesty, non-judgment, transparency, acceptance)**
- **Step up & Step Back: (Participation & Self-Awareness)**
 - I invite you to share openly and fully,
 - Take the time you need to speak
 - Step up if you are not fully engaged or sharing
 - Step back: be mindful of time and respect the need of others to be heard to ensure there is enough time for everyone to share
- **Honor privacy – What is said in the Circle stays in Circle (Confidentiality)**
- **Put People Before Technology (Focus, Respect)**
 - **Be present, practice deep listening and refrain from using the chat and multitasking**
 - I invite you to write questions down on paper and post them in when the facilitator asks if there are any questions or comments
- **Take care of yourselves (Self-Preservation/Self-Care)**
 - Turn your camera off if you need to get up and move about in efforts to honor deep listening and minimize distractions.
 - Remember to also mute your mic

Coming to Consensus

Once you review the guidelines make sure everyone understands and accepts. Give participants who do not agree with guidelines or understand them the opportunity to explore and discuss further.

- Are these values/agreements acceptable?
- If not type **"No"** (pass talking piece to each participant who said "No" or "explore")
- If you want to add or further explore further these guidelines/agreements type "explore" in the chat
- If you accept give a thumbs up

How to develop community agreements/ circle guidelines:

Facilitators should explain that community agreements are designed to create a safe and supportive environment. They are a set of expectations on how we will conduct ourselves in this learning environment to ensure every voice is honored and heard even when we disagree.

The very first circle should focus on developing agreements. Below are some questions you can ask to initiate discussions on creating safe/supportive space. This may take more than 1 circle and should not be rushed.

- What do you need to feel safe enough to show up as your authentic self and be open to sharing, learning and growing?
- Write out answers on chart paper and ask the group if they agree, want to alter or add to the agreements?
- Unpack each agreement for deeper discussion of what each agreement means; looks and sounds like.

Sample Community Agreements and Circle Values

BUILDING COHESIVE COMMUNITY

<p><u>Community Agreements</u></p> <ul style="list-style-type: none">● Create safe space for sharing● Be non judgmental/Supportive● Be willing to be Authentic & Vulnerable● Be Respectful & Honest● Be willing to listen to one another and express how you feel; don't cut each other off when speaking● Be open to embrace different points of view● Speak your truth /Be Authentic● Confidentiality● Be sensitive to each other's feelings	<p><u>Circle Values</u></p> <p>Love Trust Open Mindedness Patient Non-judgmental Respect & Honesty Collaboration Empathy/Understanding Kindness Authenticity</p>
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5 SEL Goals of Restorative Circles

Restorative Practices seeks to build positive school culture through teaching/enhancing the 5 basic Social Emotional Learning skills identified by CASEL.

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



Important Links

Below, is a link to an assessment that adults can use to reflect on their own social and emotional growth.

[Personal SEL and Reflection](#)

Circle Keeper Role and Basic Skills

What are the key differences between being a Circle Keeper and A Teacher? What are the Basic Skills of a Circle Keeper?

Teacher Roles	Keeper Role
<ul style="list-style-type: none"> ● Teach and lecture 	<ul style="list-style-type: none"> ● Facilitate, Explore, Listen
<ul style="list-style-type: none"> ● Enforce Rules 	<ul style="list-style-type: none"> ● Uphold Agreements and Values
<ul style="list-style-type: none"> ● Control/Manage Behavior through rewards and punishments 	<ul style="list-style-type: none"> ● Guide Behavior through reflective discussions and questioning
<ul style="list-style-type: none"> ● Lessons are Teacher Led 	<ul style="list-style-type: none"> ● Circles are student Led

Do's and Don'ts of a Circle Keeper

Do's	Don't
<ul style="list-style-type: none"> ● Prep (make copies, have materials) 	<ul style="list-style-type: none"> ● Do Not Wing it
<ul style="list-style-type: none"> ● Post Agenda so student's know what to expect 	<ul style="list-style-type: none"> ● Do Not Read from the RJ Book
<ul style="list-style-type: none"> ● Slow Down Repeat applied lessons if necessary 	<ul style="list-style-type: none"> ● Do not rush through units
<ul style="list-style-type: none"> ● Model Sharing and Vulnerability 	<ul style="list-style-type: none"> ● Do not Be Guarded
<ul style="list-style-type: none"> ● Ask Simple exploratory, reflective open ended questions one at a time and pause for student responses. Paraphrase/repeat questions or directions only if needed. 	<ul style="list-style-type: none"> ● Do not over talk or over ask more than one question at a time. Do not ask closed questions/simple yes or no questions
<ul style="list-style-type: none"> ● Be comfortable with silence it gives students a chance to think and get in tune with feelings 	<ul style="list-style-type: none"> ● Do not dominate the talking piece with over talking and explaining.
<ul style="list-style-type: none"> ● Listen more and give simple validations when students share 	<ul style="list-style-type: none"> ● Talk less- do not respond or give advice. Avoid giving opinions or advice regarding what students share and do not respond after each students shares
<ul style="list-style-type: none"> ● Do activities that allow students to build out the centerpiece so they feel a sense of ownership and it is significant to them 	<ul style="list-style-type: none"> ● Do not forget to set up the center piece
<ul style="list-style-type: none"> ● Use a meaningful talking piece and determine the best use of it (pop corn, round robin, suspend). Pay attention of 	<ul style="list-style-type: none"> ● Do not let one person dominate the talking piece. Do not force students to share or single them out to talk. Let them choose to share.

who is talking the most and figure out how to engage other students.	
<ul style="list-style-type: none"> ● Post and Revisit agreements. Remind Students of the shared agreements they developed and why they are important 	<ul style="list-style-type: none"> ● Do not tell students they are breaking rules. Do not threaten with consequences when agreements are not upheld
<ul style="list-style-type: none"> ● Always start with an opening and closing ceremony 	<ul style="list-style-type: none"> ● Do not skip the opening and closing ceremony
<ul style="list-style-type: none"> ● Be Flexible. Be Creative and adapt lessons 	<ul style="list-style-type: none"> ● Do not rush through lessons
<ul style="list-style-type: none"> ● Have Fun 	<ul style="list-style-type: none"> ● Do not be afraid to laugh and show your fun side in fear of losing your authority

Circle Sharing Formats

Large Group Circles

- Round Robin:** Whole group sharing. Everyone gets an opportunity to be heard and the talking piece is passed all the way around the circle to each participant. Remember people have a right to pass the talking piece and not share. The talking piece moves in one direction (not back and forth).
- Popcorn Sharing:** Pass the talking piece to those who want to share. This format is used in larger groups when there is not a lot of time for everyone to share and allows for quick reflections and processing of an activity.
- Concentric Circles:** Similar to think pair share. Participants form an inner and outer circle. The inner circle is facing outward and the outer circle is standing in front of someone/face to face in the inner circle. Facilitators ask a question or state a prompt for each participant to share about .When sharing is complete the inner circle shifts to the left and should be standing in front of a new person with whom they will share.
- Cocktail party:** This is a fun mingling activity that can incorporate the use of music. Put the music on and instruct participants to move freely around the room smiling and greeting each other with a simple hello. They should keep moving until the music stops. When the music stops they can circle up in small groups of 2 -4 people and share on the question or prompt the facilitator asks or states.
- Step into the Circle:/Step up if...** Participants stand in a circle and when the facilitator asks questions or states a prompt the participants should take one large step into the circle and make eye contact with others who stepped up if the question or prompt is true for them. You can also do this in a seated format asking participants to stand up if...

Small breakout groups

- f. **Think pair share:** Participants partner up with one person or small group of 3-5 people. If using zoom, MS Teams or google platform small breakout rooms can be created virtually.
- g. **Spectrogram:** Place different prompts/signs around the room if in live space (ie, true/false. Agree, Disagree, Neutral, or other choices related to the activity). Ask the question or state the prompt and have participants choose one prompt to stand under.

Mindfulness Centering Activities

It is suggested that facilitators begin circles with a brief **mindful minute** activity to get everyone centered and grounded (1-3 minutes). You can choose to play soft meditation music in the background and guide participants through a deep breathing activity allowing them to tune into the body.

Mindfulness Prompts used to encourage group sharing:

- Share one word that describes what you need to release to be fully present in this moment and one word that describes what you want to replace it with? (i.e. I am releasing anxiety and replacing it with peace). You can also have participants write what they are releasing on an index card and ask them to place it on the centerpiece or in a box to symbolize the act of letting go.
- Share one word that best describes how you feel.

Note: The mindful minute is not a time for deep reflective sharing. The primary focus is to get participants focused and centered in preparation for the circle experience. The facilitator should be cognizant of time and ask participants to respond to the prompts with no explanation if circle time is limited. If you have the time you can allow each participant to elaborate if they choose

Peaceful Picture Reflection

Show a picture of your choice and ask participants to share what comes up for them? What comes to mind?



Connection Question Prompts

Prompts are an essential part of the circle process. It encourages story telling. Storytelling is vital to building connections as it allows circle participants to get to know each other on a deeper level and become aware of commonalities they possess; thus promoting stronger human connections. In addition to building connections, prompts should also promote fun, self-awareness and reflection. Prompts can be in the form of a question or a statement (see examples below). The statements or questions presented should be scaffold based on the level of vulnerability (low, medium, high). A skilled circle keeper understands the importance of building safety in the circle before moving to the high vulnerability prompts.

Teachers and staff are encouraged to facilitate connection activities daily. Take 3-5 minutes to allow students and staff to share at least one question in a group or in pairs/small clusters.

<p>Cold-Low Vulnerability: Start with fun and intriguing questions or prompts</p>	<ol style="list-style-type: none"> 1. What is your favorite food, color, dessert, ice cream flavor, pass time activity, etc.? 2. What or who brings you joy? 3. What are you looking forward to today/this week? 4. What designer brand are you feeling like right now? 5. Someone I would like to know better is.... 6. What is your superpower? What is your superhero name?
<p>Warm/Medium Vulnerability: Move to prompts that allow participants to share a little more of themselves</p>	<ol style="list-style-type: none"> 1. If you really knew me you would know 2. Something I want but am afraid to ask for is... 3. Something I struggle or need help with is... 4. An issue I care deeply about is... 5. If you had 3 wishes what would they be 6. If you were stranded on a desert island name 1 person and 2 items you would want to have with you...
<p>Hot/High Vulnerability: Progress to deeper prompts/ questions that allow participants to reflect and share on a more personal level only when safety is established</p>	<ol style="list-style-type: none"> 1. If there is one thing you would change about your life what would it be? 2. What would you do differently if you had the chance to do something over? 3. My greatest fear is... 4. My worst mistake was... 5. The hardest thing about growing up is... 6. A part of my identity/ a part of me you can't see is...
<p>Corona Connections (Hi vulnerability)</p>	<ol style="list-style-type: none"> 1. What has been the greatest challenge for you dealing with this pandemic? 2. What good has come from this corona experience? 3. I invite you to share how you are coping during these times 4. When this is all over where is the first thing you are going to do? 5. When this is all over where is the first place you are going? 6. What is a meal you would not have normally made since Covid?

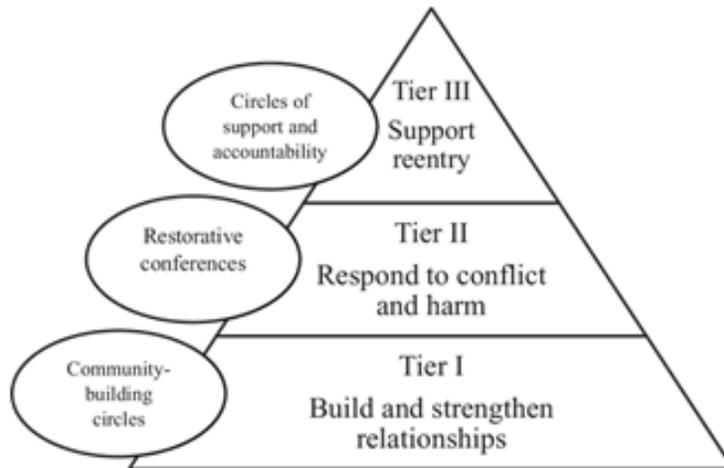
Simple Check in prompts	<ol style="list-style-type: none"> 1. Before we formally start, what do people want/need? 2. How are you doing and feeling today? 3. I invite you state one word that describes how you are doing/feeling at this moment 4. What are some challenges/struggles that you have and are willing to set aside for now, so you can be present for this session? How would you like to be supported as you do so?
General Prompts for sharing, processing readings, quotes, songs, pictures	<ol style="list-style-type: none"> 1. What does this speak to you at this time? 2. What resonates from this reading, picture, song, video clip etc? 3. Does anyone care to share what is on their heart and mind? 4. I invite you to share or reflect on.....

Note to Facilitator: The circle keeper is encouraged to share first on each prompt/ question asked. The circle keeper's willingness to share honestly and deeply encourages other circle participants to do the same and also models vulnerability; thus deepening the depth of the conversation.

Restorative Circles

There are 3 tiers of restorative circles (see diagram below). Tier 1, community building circles are the foundation of restorative practices and should be implemented with the entire school community to help foster connections. Tier 1 cir

RESTORATIVE PRACTICES INCLUDE PREVENTION AND INTERVENTION STRATEGIES



Community Building Circle Activities

Facilitators are encouraged to play games (see page 14) and introduce fun icebreaker activities to allow circle participants to warm up to each other. In the appendix (see page 21) of this handbook, you will find community building circle templates that can be used for the first days of school. There is no rush to complete all activities in one session. You can alter the prompts each day and choose from the list on pages 14 and 15.

Virtual Games & Energizers

Having fun is essential to building healthy relationships and connections. It is important to continually assess the energy of the circle and the mental, physical, emotional and spiritual needs of the circle participants. When energy is low the circle keeper can facilitate an activity to shift the energy and raise the vibration of the circle. This does not mean time and space should not be given for the sharing of heavy emotions. There will be times where circle keepers need to hold space for those strong or heavy emotions and should not rush to shift energy because it may feel uncomfortable. Learn to sit in the un-comfortability to support those who are expressing heavy emotions. When the heavy sharing is complete and before you end the circle a check out should be done and the energizing activity should be implemented to help shift participant's mood so they can get back to their baseline level of functioning when the circle ends.

Below is a list of games that can be played to help shift energy and boost moods

- o **The Random Count Game** – Depending on the number of people in the group, as a whole, the group should attempt to count from 1- 10, 1 to 15, or 1 to 25 without repeating the number at the same time. One person starts counting and each person should randomly call out the next number. If participants call out the number at the same time the group starts over from the top.
- o **Alphabet Variation:** Call out the letters of the alphabet.
- o **Color Variation:** Call out a random color.

- o **Scavenger Hunt:** The Circle keeper calls out a variety of objects. Participants are given 30 seconds to locate each object in their home (ex., toilet paper, keys, pen, crayons etc.). Click the link to [Scavenger Hunt Activity](#).

Music Games

These games allow participants to make music with each other.

- o **Catch the beat:** Each participant is asked to make a beat by clapping their hands and all other participants must copy the beat before the next person creates their beat.
- o **Human Orchestra:** Each participant is asked to make a sound using their voice and contribute to creating a beat. One person starts with the core beat and everyone adds their sound to create a groovy rhythm. Someone should be chosen to be the director of the orchestra to help keep the rhythm going.

- o **Mirror Game:** Each participant is asked to make a sound and a movement that reflects how they feel and the other circle participants must mimic the movement and the sound as a group before the talking piece is passed to the next person who will make their sound and movement.

- o **Jump/Stand up if.....** The facilitator will ask circle participants a variety of prompts that they will stand up or jump up to if it is true for them. Below are some examples. You can create your own

Stand up/Jump up if ...

- o You live in Brooklyn
- o You have sisters and brothers

- o You are the oldest child
- o You are the only child
- o You like vanilla ice cream

- **Share 2 truths and a fib:** Each person must state two things that are true about them and one thing that is not. The other participants have to guess which one is not true

Step Into the Circle Activities for Deeper Sharing and Connection

*Questions are designed to help to build connections. Noteworthy, these questions build from less vulnerable to highly vulnerable more personal and introspective questions. It is vital to warm participants up before getting to more personal/emotional questions. Start with **cold**, move to **warm** then **hot** in that order. If safety has not been established in the circle it recommended that facilitators continue to ask low stakes questions. You can create your own questions to support the goal of the circle*

Step into the circle questions **For Students**

Step into the circle if/Stand up if.....

<i>Cold Low Stakes Questions</i>	<ol style="list-style-type: none"> 1. Stand up if you were born in January (go through all the months) 2. Stand up if your favorite season is Summer (winter, spring fall) 3. Stand up if you are the only child 4. Stand up if you are the first child born 5. Stand up if you are the last born 6. Stand up if you are the only girl/boy sibling 7. Stand up if you live in Brooklyn (Name all boroughs) 8. Stand up if you love pizza (name other food) 9. Stand up if snapple is your favorite drink (name other drinks) 10. Stand up if prefer salty foods (name foods)
<i>Warm Lower Stakes Questions</i>	<ol style="list-style-type: none"> 1. Stand up if you enjoyed remote learning 2. Stand up if you found remote learning challenging 3. Stand up if you had fears of returning to school this fall 4. Stand up If someone ever treated you with respect even after you broke a rule or did something wrong 5. Stand up If you had positive experience with an adult in school 6. Stand up if you have ever felt like you have been treated unfairly. 7. Stand up if you know people who have been personally affected by Covid-19.
<i>Hot High Stake Questions</i>	<ol style="list-style-type: none"> 1. Stand up if you have ever felt overwhelmed and helpless. 2. Stand up if you had a challenging time with the city shutting down 3. Stand up if you are worried about forgetting what you learned during remote learning. 4. Stand up if you feel loved and supported by your family and friends. 5. Stand up if you have at least one adult at school who has your back. 6. Stand up if people at school have made you feel good about yourself 7. Stand up if you have ever been made to feel bad about yourself at school
<i>Social Justice Prompts</i>	<ol style="list-style-type: none"> 1. Stand up if you ever felt you did not belong 2. Stand up if you ever felt devalued valued by others 3. Stand up if you feel valued by others 4. Stand up if you were concerned about the riots that occurred after the death of George Floyd 5. Stand up if you trust the police 6. Stand up if you have been a target of racial profiling 7. Stand up if you have had the police called on you for no reason 8. Stand up if you have ever been discriminated against or excluded based on the color of your skin... sexual orientation...social class... body weight...race or religion (pause between each statement)

Step into the circle questions **Primarily for Staff**

Step into the circle if/Stand up if.....

<i>Cold Low Stakes Questions</i>	<ol style="list-style-type: none"> 1. If you went away for vacation (ask participants where they went) 2. If you have worked for DOE for less than 5 years... 5-10 years.... 10-15...15-20... 20+ years (acknowledge and applaud those with the most years) 3. If you live outside in Brooklyn... Queens... Manhattan... Bronx... Staten Island 4. If you live in another state (Ask where?) 5. If you were born in another country? (Ask what country) 6. If you speak more than one language (Ask What language) 7. If you attended school in New York City. 8. If you are a graduate of NYC Public school 9. If you attended private school 10. If you attended school in another country or state 11. If you are married 12. If you have children (How many) 13. If you had another career before the DOE
<i>Warm Lower Stakes Questions</i>	<ol style="list-style-type: none"> 1. If you struggled through school 2. If you were treated with respect even when you broke a rule or did something wrong 3. If you had positive experience with adults in school 4. If you had challenges with authority in school 5. If you were thrown out of class for silly minor things
<i>Hot High Stake Questions</i>	<ol style="list-style-type: none"> 1. If you felt valued and respected by your teachers 2. If you felt unsafe or unprotected in school 3. If you ever been suspended from school 4. If you ever been bullied in school 5. If you were the bully in school 6. If you had positive relationships in school and felt connected 7. If you believe you are standing in your purpose in your current position and have something to offer to the development of the school community
<i>Social Justice Prompts</i>	<ol style="list-style-type: none"> 1. Stand up if you are aware and conscious of social injustices in the USA 2. Stand up if you ever felt you did not belong 3. Stand up if you ever felt devalued valued by others 4. Stand up if you feel valued by others 5. Stand up if you were concerned about the riots that occurred after the death of George Flyod 6. Stand up if you trust the police 7. Stand up if you have been a target of racial profiling 9. Stand up if you have had the police called on you for no reason 10. Stand up if you have ever been discriminated against or excluded based on the color of your skin... sexual orientation...social class... body weight...race or religion (pause between each statement)

Thank everybody for participating and briefly process this activity with them.

- Ask if anyone wants to share thoughts or reflections on this activity.
- What questions stood out for you the most? Why?

Processing Activities:

Be sure to thank participants for sharing and processing the activities with them. The questions below should be asked after activities are done. Choose one or 2 based on the amount of time. Decide if you have time for whole group sharing or choose 3 or 4 people to quickly share popcorn style. Summarize what is shared.

- How was this activity for you? Please share thoughts or feelings?
- What did you learn? Did you learn anything new about anyone? Were any connections made?
- How are these activities helpful in building community and how can they help build relationships and school culture? How can you use them with your students to build community in your classroom?
- Why is building relationships important for student learning?

Appendix

Bridge to School Plan Circle Activities and Templates

Link to Student Circles:

<https://docs.google.com/document/d/1HHmQ9OtwgvpBeYxeDyuvl5jGPB6oWTjy/edit>

Link to Staff Circles:

https://docs.google.com/document/d/1pNNtBR2PYz5i6IHUEtj-d_v8H56jmHiK/edit#

Use this blank template to create your own circle

Circle Planning Agenda Template

Facilitator(s): _____ Date: _____ Time/Min: _____

Circle Topic/Focus: _____

What is the SEL goal? What will they learn or experience from participating in this circle?

Welcome and Overview of today's circle (explain the purpose and review agreements/values)

Min

2

Mindful Minute/Centering Activity (Optional: Get participants focused and present with meditation)

3

Check in Question/Activity (Optional; used to take a group's emotional temperature and to begin engagement.

Opening Ceremony/Community Building Activity A reading/video clip/ music/question or activity to introduce the topic/lesson; or to get them connected and sharing. If this is a new group include introductions)

Reflective Question

SEL Activity #1 to support the goal of the overall session

Reflective Question to process the activity or deepen the experience:

<p>Check in/Energizer activity (Optional): Take the temperature of the group if the energy is low do a physical activity to get up and move to shift energy (Play a fun game).</p>	<p>5</p>
<p>SEL Activity #2 to support the goal of the overall session</p> <p>Reflective Question to process the activity or deepen the experience:</p>	
<p>Closing Ceremony/Check out (should summarize lesson/build deeper connection and understanding)</p>	
<p>Resources/Supplies needed:</p>	
<p>Facilitator reflections on circle:</p>	
<p>Plans/Focus for next session (should build on what occurred in this current circle)</p>	