

Goal Teams: Fundamentals of Instruction (Circles 2-6)				(20 minutes/day)
Purpose	Goal team circles are PROACTIVE experiences, intended to build relationships and community. They are designed to create a routine where intentional connections are built as students share across a common topic and all individuals feel valued for their contributions. The physical setup of the space is a key reminder that this really is something special and different. The circle has no beginning or end - all are in; gathering in circles is common across all cultures, and these small circles offer an inclusive and important ritual for goal teams.			
Goal Coach Prep	<input type="checkbox"/> Select or write a Life Habit or Personal Narrative prompt that meets the following indicators: <ul style="list-style-type: none"> <input type="checkbox"/> aligned to the Life Habit of the Week <input type="checkbox"/> aligned to the level of “risk” the group is ready for <input type="checkbox"/> relevant to student’s lives & interests <input type="checkbox"/> uses clear and concise language <input type="checkbox"/> is open ended (cannot be answered with a “yes” or “no”) <input type="checkbox"/> invites inquiry and dialogue (there is no “right” answer) <input type="checkbox"/> Reflect on your own response to the prompt. What will it sound like to share a response that is vulnerable but also concise so your voice doesn’t take center stage? <input type="checkbox"/> Prepare all physical materials (e.g. journals are accessible, start moving chairs to a circle, gather the talking piece) in order to maximize every moment of this sacred time			
Wins	<input type="checkbox"/> Students feel seen and heard as individuals because they have the opportunity to share honestly and there is no “right” answer they are seeking to achieve <input type="checkbox"/> Students strengthen trust and connections with their peers and the Goal Coach by sharing authentically with one another in a safe space <input type="checkbox"/> All students participate actively in the circle, with little to no passing <input type="checkbox"/> For Habits circles, students deepen their understanding of each habit (what it looks like in action, why it matters to them personally) <input type="checkbox"/> For Personal Narrative circles, students deepen their understanding of themselves, their community, and their hopes and dreams			
Focus	Time	What Happens	Markers of Excellence	
Opening Ritual	3 min	<input type="checkbox"/> As students enter, they help transition chairs to the goal team circle arrangement <input type="checkbox"/> Ss turn to their running partner (seated next to them in the circle) and share celebrations, gratitude, or request for support <input type="checkbox"/> GC uses an attention signal to bring the whole group together and welcome them <input type="checkbox"/> GC calls on 3-4 volunteers to share <input type="checkbox"/> Ss show their commitment by tracking the speaker, nodding, and signaling agreement with snaps or other student selected cue	<input type="checkbox"/> Ss enter the room with eagerness and warmth. They greet friends with hellos and high fives and speak casually but quietly. They also move efficiently as they know this time is precious and they look forward to getting started. <input type="checkbox"/> GC checks in warmly with students <input type="checkbox"/> Chairs are set up in a true circle to ensure that all students can see and be seen. <input type="checkbox"/> Ss launch into the opening questions and give their partner full attention (turning their bodies, tracking the speaker) <input type="checkbox"/> GC joins 2-3 running partners for their personal check in and narrates Life Habits they observe in action (“When you said ____ you were really exemplifying the habit ____”) <input type="checkbox"/> GC captures information / cues certain S to share	
Circle	10 min	<input type="checkbox"/> GC shares a statement of purpose: the Habit of focus or personal narrative topic and reads the circle prompt.	<i>Goal Coach:</i> <input type="checkbox"/> Models confident vulnerability by sharing their own response to the prompt, especially early in the year to build trust.	

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		<ul style="list-style-type: none"> ❑ GC reminds the team of their working circle agreements, such as¹: <ul style="list-style-type: none"> ❑ Respect the talking piece: everyone listens, everyone has a turn ❑ Speak from the heart: your truth, your perspectives, your experiences ❑ Listen from the heart: let go of stories that make it hard to hear each other ❑ Trust that you will know what to say: no need to rehearse ❑ Say just enough: without feeling rushed, be concise and considerate of the time of others ❑ GC sets the conversation protocol (sequential, pass the baton, open discussion, etc.) and clearly indicates how the circle will start and move (e.g. “I’ll call on a volunteer and then we will move clockwise in a sequential circle” or “I’ll share first and we’ll open the discussion from there”). ❑ Ss take 2-3 minutes to reflect on the circle prompt independently. ❑ The GC or volunteer takes the talking piece to launch the circle dialogue and the conversation protocol follows accordingly. ❑ GC cues when it is time for one last speaker to share and transitions the group to journals. 	<ul style="list-style-type: none"> ❑ Positions student voice at the center (e.g. doesn’t respond after every contribution, encourages peer to peer responses) ❑ Gently encourages participation throughout using a variety of strategies (e.g. wait time, offering to come back to individual students later, asking for new voices, asking a lower risk follow up question, offering an encouraging pat on the back) ❑ Facilitates a safe and trusting space (e.g. directly addresses major breeches with a learning lens, uses least invasive strategies for minor off-task behaviors) <p><i>Students:</i></p> <ul style="list-style-type: none"> ❑ Share vulnerably by responding to high risk questions, sharing their honest opinions- even if seemingly divergent, talking openly about the people and issues that matter to them. ❑ Create a safe space for their peers to share by offering their physical attention to the speaker and balancing air time so everyone has an opportunity to speak. ❑ Use strong discussion habits (e.g. revoice, prove it, answer the question)
Journal	5 min.	<ul style="list-style-type: none"> ❑ GC sets students up for success by breaking down and/or modeling the journal question before setting them off to work independently ❑ Ss independently complete the Habits Journal or Personal Narrative Journal printed in their Goal Team Journal ❑ GC supports Ss in getting started ❑ GC kneels besides students to read over shoulders, trying to keep a quiet work space but balancing the need to have a pulse on journal quality ❑ Once students know the routine well, GC uses at least some of this time to model writing in his/her own journal. 	<ul style="list-style-type: none"> ❑ For the personal narrative journal, the GC selects one of the options for Ss early in the year and scaffolds the addition of having them choose as they demonstrate readiness ❑ Ss get to writing quickly, we see thinking faces and focused reflections ❑ GC leverages the least invasive strategies to support students in getting started as to send the message this is a quiet work time (e.g. proximity, 1:1 check in with a student) ❑ While reviewing in progress journals, the GC is looking for their overall quality: <ul style="list-style-type: none"> ❑ Ss are writing in complete sentences ❑ Ss work for every second of writing time ❑ Ss aren’t just repeating what they said in the circle, they are using this moment to reflect, revise, and extend their thinking ❑ Ss respond to examples or quotes from their peers as strong journal fodder, in addition to their own personal experiences ❑ GC uses concise prompts (verbal or on a post-it) to offer Ss feedback aligned to the above (e.g. “Thank you for sharing that story in our circle today. Push yourself to do more than just repeat

¹ [Teaching Restorative Practices with Classroom Circles](#) (Center for Restorative Process)
[Circle Packet & Planning Guide](#) (SFUSD School Health Programs)

			what you said by either sharing about the experience itself or responding to what a peer shared during the circle")
Closing Ritual	2 min.	<input type="checkbox"/> One student stands and reads the weekly closing quote, such as: <input type="checkbox"/> "If ever there is tomorrow when we're not together... there is something you must always remember. You are braver than you believe, stronger than you seem, and smarter than you think. But the most important thing is, even if we're apart... I'll always be with you." — <i>The House at Pooh Corner</i> by A.A. Milne <input type="checkbox"/> GC calls on one S to share a response or reaction to what the closing quote of the week means to them personally	<input type="checkbox"/> The goal team selects a weekly closing message from the Scope & Sequence that reminds students that they have this community of people who believe in them. <input type="checkbox"/> The S reading the message aloud rotates daily. He/she stands up and uses a strong voice to confidently share the quote with the team. <input type="checkbox"/> The S reacting to the quote offers a clear and thoughtful analysis. <input type="checkbox"/> The rest of the group offers their respect by tracking the speaker when he/she shares.
Transition	<1 min	For 3-6: <input type="checkbox"/> GC launches SDL For 2: <input type="checkbox"/> Ss put materials away and prepare for the next academic block.	<input type="checkbox"/> Transition is tight and students silently and immediately able to turn and maximize this set of work time <input type="checkbox"/> Eventually Ss lead this transition

Example Prompts:

- Note: These are only examples, not meant to serve as an exhaustive list. Community Deans will lead the ongoing development of a bank of questions in the Goal Team Scope & Sequence

Habits Circle Prompt Examples (full set lives in the Goal Team Scope & Sequence)

Habit	Construct	Suggested Prompt	Risk Level
Personal Growth	Self-awareness	How might a good friend describe you?	L
		What is something you appreciate about yourself, why?	M
		What is a strong emotion you have a lot, why?	M
		Where do you feel most comfortable or yourself, why? Where do you feel least comfortable or yourself, why?	M
		What is one thing you are working on about yourself, why?	H
	Growth mindset	What is a way in which you've seen yourself grow?	M
		What is something you want to learn to do, why?	
		What is something you have learned to do really well?	M
		What is your biggest accomplishment? How did you get there?	M

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		What is a mistake you've made and learned from?	H
	Identity pride	How does your family make you stronger?	M
		What about your family or a family member makes you proud?	M
		Share part of your background (e.g., culture, nationality) and how it shapes your family.	M
		What makes you different from other people?	H
Drive	Self-regulation/ executive functions	When have you set a goal to do something? How did you do it?	L
		When do you get most distracted?	M
		What makes you lose your temper?	H
	Passion	What is something you wish you could do everyday?	L
		What is your favorite thing to do?	L
		If you could read about one thing every day what would it be?	L
		What are you passionate about in life? (What lights you up?)	
		What is something in the world around you (school, home, community) you wish you could change?	
	Perseverance	Is there something that you do where you always keep trying even if you struggle or fail? What is it?	M
		What is a big obstacle that you have encountered in life?	M
		Share a time when someone helped you to keep trying - what did you do?	M
		Describe one time when you gave up - why did you give up and how did you feel?	H
Empathy	Perspective taking	Who is someone you admire, why?	L
		What character from a book do you relate to, why?	M
		Describe someone's recent behavior that affected you in some way (e.g., my friend lost her temper, my mom cried) - why do you think they acted that way?	M-H
		Who in your life needs a lot of support, why?	H
	Listening	Pick someone in this world who is not you (could be anyone). describe what life might be like from their point of view	
		Who is a great listener in your life, why?	L

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		When or where is it easiest for you to focus on someone and listen?	L
		Are you a good listener? Why, why not?	M
		What is a time when something went wrong because you didn't listen well?	H
	Kindness	Who is the kindest person you know, why?	L
		How do you show kindness?	M
		What is something you did recently that was kind?	M
		Have you been bullied? What happened?	H
Gratitude	Appreciation	What is something great that happened to you this week?	L
		What is something beautiful you see every day?	M
		What is one thing you are grateful for?	M
		Who is someone you appreciate, why?	M
		What would you NOT want to change about your life?	M
	Acknowledgement	What is something someone did to help you recently	M
		What small act of kindness were you once shown that you will never forget?	M
		What is something someone in this circle did to help you recently?	H
		What is a frustrating or negative thing that happened to you that actually helped you?	H
		Who is one person that you wish you expressed more thanks to?	M
	Contribution	What kinds of activities make you feel like you are helping others?	L
		What is something you or your family do regularly to give back to others?	M
		How have you helped someone in this circle recently?	H
		What is something you wish you could make better for someone?	H
Teamwork	Cooperation	What kinds of activities do you like or dislike to do with groups?	L
		Who do you cooperate well with, why?	M
		Describe a time you had to compromise? How did you feel?	M-H
		What is something you struggle with when you work on a team?	H

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	Persuasion	Describe a time you had to work hard to convince someone of something.	M
		How do you feel when you don't get your way?	M
		Who is someone in your life who is really good at persuasion? What do they do?	M
		Describe a time when someone pushed you to do something you didn't want to. How did you feel?	H
	Social Awareness	Where is a place where you know you have a lot of support (home, school, church, sports team), why?	M
		How might you act at home that isn't appropriate at school?	M
		Is there a place - home, school, another setting - that makes you uncomfortable, why?	H
		What is a question you have for someone from a different culture or background?	H
Curiosity	Open-mindedness	When was a time when you snapped to a quick judgement about someone or something?	L
		When was a time when you tried really hard to keep an open mind?	
		What is something you never get tired of learning about?	
		What is something that confuses you?	M
		What is a controversy that you feel strongly about?	H
	Inquiry	What are you most curious about?	M
		What is something you don't know that you would love to answer?	
		Which activities make you lose track of time?	L
		What is the biggest question you can think of?	M
		What is a question you think you might never be able to answer?	M
	Exploration	What is an adventure that you would love to have?	L
		What is something new that you tried recently, how did it feel?	M
		Name something that you've never done, but would like to try.	M
		Who do you admire, who tries new things, why?	M
		What is something new that you tried that ended badly, why?	H

Personal Narrative Circle Prompt Examples (full set lives in the Goal Team Scope & Sequence)

Quarter Theme (From DT S&S)	Sample Circle Prompts	Risk Level
Who Am I?	What's your first memory?	M
	Share a happy childhood memory.	L
	What brings you joy?	M
	Who do you respect, and why?	M
	What is a talent or strength you've learned from a loved one?	M
	Who depends on you?	M
	If you could talk to someone from your family who is no longer alive, who it would be? What would you want to talk about?	H
	Share an experience of feeling that you did not fit in.	H
	Share a time when you acted on your core values even though others were not.	M-H
My Spark or Dream	If you had an unexpected free day and could do anything you wished, what would you do?	L
	Name something that you've never done, but would like to try.	L
	Pick a word to describe your future. Why did you choose that word?	L
	What challenges do I see in my community that I want to help solve?	H
	Talk about something happening in your community today that excites or inspires you.	M
	What problems do I see in the world that I want to help solve?	M
	Talk about something happening in the world today that excites or inspires you.	M
	Close your eyes and imagine yourself ten years from now. Where are you? What are you doing?	M
	What is something that you really want to do in your lifetime?	M
My Strengths & Assets	What am I great at?	M
	What do your friends tell you is a positive quality you have?	L
	What is one thing that you like about yourself?	M
	What do you know well enough to teach to others?	L-M
	What unique role do you play in your family?	M
	Think about one of your DT members and share what you love about them most.	M

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Synthesis	What's your greatest accomplishment so far?	M
	What are you most proud of from this year?	M
	How have you changed the most this year?	M

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