

First 40 Online: Community Building Circles

Adapted from Milwaukee Public Schools for Reynolds School District



Adapted for CDL by the SEL Committee, Fall 2020

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Week 1: Overview

Purpose:

The purpose behind the activities created for the first week is to develop student buy-in with online community building time. Activities should be fun, engaging, and interesting. It will also be crucial to have clear expectations and to pause and reflect with your class if an activity starts to go awry. By talking with students about struggles that may occur, students begin to develop personal reflection skills and ownership for online community building time. Building authentic relationships is the goal and will take time to develop. Taking this time to develop relationships will be beneficial to your entire classroom community!

Objectives:

1. Online Circle Participants will learn when & where circles take place and how to transition in/out.
2. Circle participants will have opportunities to have fun in their online community & build relationships.

Tips:

Since this may be students' first time in online community building circles, be aware of body language, engagement, and students' interest in sharing. Often if students are feeling uncomfortable or nervous online or in circle, they will be hesitant to share – always allow for a non-verbal way for students to engage in circle and utilize the right to pass. and right to turn personal video off. Use this time to reflect and discuss with your class the patterns you're seeing and what would make online community building circles work best for everyone.

Adaptations:

Feel free to add questions or activities, combine certain elements, or re-work as you see fit. The focus of this week should be engagement from students, so if an activity isn't resonating with your class, it is fine to change it up. Building relationships is the most important thing, and it takes authentic time.

Week 1 • Day 1

Exercise: Online Circle Introduction

Students and adults will practice getting in and out of the online community building circle. This will be the first important step of introducing students to participating in an online circle and sharing with one another. It will also start to develop classroom routines for online community building circles.

Recommended Activity Steps:

- 1) Welcome your students online. Explain when it will happen each day or week.
- 2) Ask for suggestions from students on how to organize your online circle and discuss how this is different from in the classroom.
- 3) Create any cues or processes to transition into online circle (below are a few suggestions)
 - a. A chime that signals it's time to transition into circle
 - b. A song that is played or that students sing as they log into circle
- 4) Practice the transition in and out of the online circle a few times, create a "challenge" element by seeing how quickly and quietly students can transition in and out, or incorporate silly or engaging elements while students are transitioning in and out.
- 5) When in circle, after a few practice transitions, ask students, "Why do we call this an online circle?"
 - a. Example answers "Because it's round, the teacher is with us, no one is left out, we get to see everyone online, etc."
 - b. Explain to students that being in circle is a special time of the day to share with one another and have fun
- 6) Play quick ice breaker game in the circle for 5-10 mins (ex. Kahoot easy answer game)
- 7) Share Out with online raised hands indicator: What is our online etiquette? Do we leave video on? Audio on? Video on our face or on our wall? What do we put in the chat feature?
 - a. Students should generate some ideas in chat or verbally
- 8) End the Circle with a sound.

****This is a crucial discussion to have with your students on the first day – continue to revisit it throughout CDL! Have it posted somewhere near your backdrop so students can see it and refer to it as needed.***

Week 1 • Day 2

Exercise: Questions of the Day

Students will begin to learn the basic elements of being in circle through CDL and how to listen to their peers during community building time. This will also be an opportunity for students to get to know one another and how to share information.

Recommended Activity Steps

- 1) *Practice transition developed from day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Students log on.*
- 3) *Ask Questions of the Day:*
 - a. *Students can verbally answer one at a time or type in chat box if more comfortable.*
 - i. *Name (use first names)*
 - ii. *Superhero Power: If you could have one superhero power, what would it be?*
 - iii. *The Perfect Gift: Imagine that it's your special day. It could be a birthday or holiday or any other day that's special. At your home there is a present waiting for you. You're super excited. It's a gift that you really wanted. What is it?*
- 4) *Allow each student 3-5 minutes to talk & share to the group.*
- 5) *Remember:*
 - a. *If students are feeling shy and nervous about talking explain to them "right to pass" or type in the chat if more comfortable.*
 - b. *Explain that in circle it's okay to not want to talk! "You always have the right to pass., if you decide later on that you want to participate, raise the online hand for your chance to share and we will come back to you."*
- 6) *When everyone has shared, have students do a quick check-out on whether they liked the question of the day or not. (Visually they can hold up their hand and rate 1-5 with their fingers).*
- 7) *Practice an end to the circle. Use same sound to signal end – chime, doorbell, song, etc.*

Revisit "right to pass" in every circle you have with your class. This is a major component of community building circles (online or in person) that students need to be explicitly taught. It's okay if students pass for the first few weeks as they develop trust and buy-in with circles.

Week 1 • Day 3

Exercise: Everyone is Welcome.

Students will learn in online community building circles that everyone is welcome. This is important to explicitly teach to students because daily circles provide a safe place for all and allow for meaningful sharing.

Recommended Activity Steps

PREP: Write “Everyone is Welcome” on the board or on a piece of paper prior to circle or on your virtual background.

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Log on.*
- 3) *Explain what “Everyone is Welcome” means to you. Be honest and use your words.*
- 4) *Explain and discuss the guideline “Everyone is Welcome” as norms for your online circle.*
- 5) *Play a name game where students say their name, and then pick another student to go. May be helpful to have students who have not had a turn yet raise their hands.*
- 6) *Play the game for 5-10 minutes (adding complexity by having students say the name of the person that was picked before them).*
 - a. *Discuss how the game went. If the class struggled to name their CDL mates, explain to students that circles online are HARD work! This is just the first week and it will get easier with practice and with time!**
- 7) *End the Circle with sound.*

****The important part of this activity is the reflection afterwards. Discuss with your students how they think they did with the “Everyone is Welcome” guideline after every activity you do in circle and this will increase student reflection and investment in your circle.***

Week 1 • Day 4

Exercise: Meetings and Greetings

Students will be able to engage in an activity in online community building circle. This day will be a good opportunity to practice relationship building.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Ask all participants to say a greeting (hi, hello, what's up, hola, nice to see you, etc.) and either give a virtual high five, wave, or a light fist bump.*
- 4) *Give everyone an opportunity to give a greeting.*
- 5) *Discuss with students:*
 - a. *Did we all have the same greeting? Why is being different important?*
 - b. *What did you like about the activity?*
- 6) *End the Circle with sound.*

****This is also a great time to invite students to say a greeting in their native language to increase cultural awareness of others and make all students feel welcome.***

Week 1-Day 5

Exercise: Raise Virtual Hand

Students will be able to engage in an activity in online community building circle. It's important that the first week of online community building circles is fun, engaging, and purposeful. Students are at the beginning stage of developing routines for online community building that will deepen over time.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Log on.*
- 3) *Virtual Raise Hand Activity**

- a. *Explain to students that they will be hearing a list of statements. If the statement is true for them, they can raise their virtual hand icon, or their own hand if they prefer.*
 - b. *The teacher will start with some statements similar to these:*
 - i. *If you have siblings, raise hand*
 - ii. *If you are the youngest of your family, raise hand*
 - iii. *If your favorite season is summer, raise hand*
 - iv. *If you like dogs more than cats, raise hand*
 - c. *Be creative with the statements and then offer up the possibility for students to create statements! This will increase buy-in and student voice. Students can type ideas in chat for you to read. You can answer as well.*
- 4) *When engagement starts to dwindle, ask a question that everyone will raise their virtual hand for (ex. "If you are in second grade, raise hand").*
 - 5) *Reflect on the activity with the class*
 - a. *Did you see others with the same answer? Different?*
 - b. *Why is it important that we have some of the same things in common?*
 - c. *Why is it important that we all had some different answers?*
 - 6) *End the Circle with sound.*

****This activity really allows students to make connections with their peers and their teacher. By allowing students to see how similar they might be to their peers, it is increasing the relational safety of the online classroom. The more comfortable students feel with one another, the stronger the online community becomes.***

Week 2: Overview

Purpose:

The purpose of Week 2 is to start developing meaningful connections between students and adults in their online classroom. Trust needs to be established so that students feel as though they are in a safe place to share. These activities were designed to generate meaningful conversation and reflection while creating a positive online environment.

Objectives:

1. Circle participants will learn how to communicate with one another to solve a problem.
2. Circle participants will learn more about their peers by asking/answering questions.
3. Circle participants will learn how to work together to complete a task.
4. Circle participants will learn how to be an attentive listener.

Tips:

These activities require more movement and more energy than the previous weeks, which can create more off-task behaviors. This is to be expected during the second week of school and should be met with some discussion and accountability. When an activity starts to de-rail, pause, come back to the circle, and problem solve with your students. Allow them to try it again if they have reflected meaningfully.

Adaptations:

A few of these activities will require patience from your students if they are not chosen. For example, with “Who started it,” only one student will be asked to guess at a time. This will be challenging for some students who really want to be chosen. Extending these activities over multiple days or incorporating similar elements into your circle might be a way to ensure student investment. However, be aware that your circles don’t turn into “game time” for students as they really are places to share and build relationships with one another.

Week 2 • Day 1

Exercise: Hand Rating

Students will be able to rate how they feel in a safe, non-threatening way by indicating their rating with their hand.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline on virtual background “Everyone is Welcome.”*
- 4) *Check in with a Question of the Day:*
 - a. *Explain to students that every day from now on, when we start circle, the circle keeper will start with a check in question. These questions are a way to get to know each other. Remind students of right to pass.*
- 5) *Question idea: “What is your favorite breakfast food?” (feel free to use your own ideas)*
- 6) *Ask students to rate how they feel on a scale of 1-5 using their hand, 5 fingers being the best. Peruse the answers. If you notice students with 0, 1 or 2, make a mental note and check in with them individually at an appropriate time later in your schedule. If you continue to notice the same pattern, talk with their parent(s) and/or consult with your school counselor.*
- 7) *End the Circle with a sound or song.*

****You may need to help younger students think of ideas if they are stuck.***

Week 2 • Day 2

Exercise: Animal Detectives

Students will be able to communicate with one another to solve a problem. By the second week, students should start feeling comfortable asking questions of one another. This activity is great to get students moving and engaging with one another.

Recommended Activity Steps:

PREP: *As the students arrive in the morning, ask them to tell you their favorite animal and either you or the student write down the answers to these three questions on a name tag- 1. What color it is 2. Where it lives 3. What it eats (you may need to help students with the answers to some of these questions depending on age and ability)*

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Everyone is Welcome.”*
- 4) *Check in question with talking piece: “What is your favorite meal to make/eat with your family?”*
- 5) *Explain to students the premise of the game*
 - a. *You will each think of animal and then give 3 clues to the class*
 - b. *3 students will try to guess what animal you are thinking of*
 - c. *Teacher will record student answers as they are sharing*
- 6) *Reflect on the game whole-class using the talking piece*
 - a. *What was easy about that game?*
 - b. *What was challenging?*
 - c. *Share out of adjectives and animal for each person*
 - d. *Did anyone else have your same animal?*
- 7) *End the Circle with a sound or song.*

***Students may struggle thinking of questions to ask their peers. Have a brief discussion on what sort of questions may help them. Ex “Does your animal fly or swim? Does it live in the hot or cold?” This may even be a great opportunity to teach open-ended versus closed questions.**

Week 2 • Day 3

Exercise: Roving Reporters

Students will be able to learn more about their peers and teacher through asking and answering intentional questions. Since it is still early in the school year, it is important that students get to know one another through community building times and feel included.

Recommended Activity Steps:

PREP: Have a digital copy of this to put on the share screen with your class.

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Everyone is Welcome.”*
- 4) *Check-in Question “What is something that you do on the weekends?”*
- 5) *Roving Reporters Activity:*
 - a. *Brainstorm questions you would ask a classmate to get to know them. (note this on share screen so students can see)*
 - b. *Choose 3-5 pairs of students to test out these questions.*
 - c. *Have classmates give feedback (What follow up questions could they ask? Did they make eye contact? Why is this important?)*
- 6) *There may be students that didn’t get asked a question. This is a great opportunity to discuss inclusion with your students.*
 - a. *Ask class “How did we do today including everyone?”*
 - b. *“Why is it important to include others?”**
- 7) *End the Circle with a sound or song.*

****The responses from this question will help shape the next guideline that you will create for your class regarding community building time, so write down or make note of responses on anchor chart paper or on the white board.***

Week 2 • Day 4

Exercise: Physical Activity

Students will be able to work together to complete a task. This is another activity that can generate some great reflection afterwards with your students. As students engage in the activity, pay attention for those that are struggling as a topic for reflection afterwards.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Everyone is Welcome.”*
- 4) *Check in question “What is your favorite movie or TV show or Cartoon series?”*
- 5) *Have students try the following physical challenges (1 minute of exercise, 1-minute break): (do it with them so they can see you try as well!)*
 - a. *Push-ups*
 - b. *Jumping jacks*
 - c. *Squats*
 - d. *Be creative!*
- 6) *Class Reflection*
 - a. *What was easy about these activities?*
 - b. *What was hard?*
 - c. *Why is it important to challenge ourselves?*
- 7) *End the Circle with a sound or song.*

Week 2 • Day 5

Exercise: Introduction Pieces

Students will be able to share out information about themselves to the class. This day will be a talking-heavy community building circle and will be a great opportunity for students to practice attentive listening with one another.

Prep: Prior to the meeting, ask students to bring 1-3 random items they can hold in their hands to share with the class.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Everyone is Welcome.”*
- 4) *Check in question: “What is your favorite game you like to play?”*
- 5) *Ask students to retrieve their random item and return to the screen without showing it.*
- 6) *Participants will be informed that, for every piece they brought, they must tell one thing about themselves (it could be a talent, place where they traveled, favorite vacation, factoid about their family, their likes/dislikes, sports/interests, etc.). For example, if a person brought five pieces, then they must tell the circle five things about themselves. For a person who brought two pieces, they only must tell two things about themselves (you may need to give ideas students on what to share)*. Teachers can model what they want students to say and teachers can share items they can hold in their hands as well.*
- 7) *Teacher will record students’ statements for a later circle.*
- 8) *Before students share, discuss with class what it means to be a good listener.*
 - a. *Ex: calm bodies, eyes on the speaker, audio off*
- 9) *Make sure you remind students of the right to pass.*
- 10) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 11) *End the Circle with a sound or song.*

***The responses from this question will help shape the guidelines that you will create for your class next week. Write down or make note of responses on anchor chart paper or on the virtual white board to revisit as a class.**

Week 3: Overview

Purpose:

Week 3 is all about classroom communities learning more about one another. Activities this week center around sharing, which can be vulnerable for students. Try modeling activities first for them where applicable, and remind them about the right to pass, so that students feel more comfortable. Plus, students will love learning more about you.

Objectives:

1. Circle participants will understand the purpose of community building.
2. Circle participants will be able to listen to their peers while they are sharing out, keeping themselves muted when they are not sharing.
3. Circle participants will collaboratively create circle guidelines.
4. Circle participants will share out their likes and dislikes.
5. Circle participants will share out an important person in their lives.

Tips:

No one should be excluded from the circle process as a punishment from earlier behavior or choices. The circle should be accessible to all students regardless of earlier choices – circles are not a “privilege” to be earned.

Adaptations:

Some of these activities incorporate whole-class sharing, which can sometimes be lengthy. There is a strategy to teach students called “say just enough” that is introduced in Day 5, which you can teach whenever is necessary. The activities designed in this guide don’t have to only live in online community building circles – feel free to use them as “brain breaks” or transition activities if energy is down in the room or students need a break.

Week 3 • Day 1

Exercise: Community Building Purpose

Students will understand the purpose of community building time. By the third week of school, if the class has not already begun to talk about why community building is being prioritized, then it would be appropriate to spend a few minutes talking about the purpose.

Recommended Activity Steps

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Respect the talking piece.”*
- 4) *Check in question (Choose a question from Appendix B or create your own).**
- 5) *Explain community circle purpose to students (see sample points 1-3 below):***
 - a. *POINT #1: **Healthy Relationships.** “Community Building Exercises are used in classrooms to build healthy relationships.”*
 - b. *POINT #2: **Safety.** “Every member of the circle needs to help create physical and emotional safety at all times. It needs to be a safe place for our bodies and our minds.”*
 - c. *POINT #3: **Trust.** “The main goal of Community Building Circles is to increase TRUST in our classroom. Trust will become the key ingredient to build a strong classroom so that when problems happen in the classroom, we can solve them together.”*
- 6) *Ask question with virtual class in order on share screen: What does community building time mean to you? What would you like community building time to look like? ***
- 7) *Make sure you remind students of the right to pass.*
- 8) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 9) *End the Circle with a sound or song.*

****It’s a great idea to create a system in your classroom where students can suggest check in questions.***

*****It is important to ask students for their opinions on what community building time means to them and why they think that the class has been meeting in the morning. This will be valuable information for you and increase reflection with your students (especially in a virtual environment).***

Week 3 • Day 2

Exercise: Head & Shoulders

Students will be able to listen to their peers when sharing information about themselves.

Again, this activity focuses on students' ability to listen to each other carefully in order to participate with a discussion at the end that makes it meaningful.

Recommended Activity Steps

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline "Everyone is Welcome."*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain Head & Shoulders activity.*
- 6) *Teacher will ask a variety of questions based on Week 2, Day 5 information that was shared with students and ask students to put their hands on their head if a statement is "true" and their hands on their shoulders if a statement is "false"*
 - a. *E.g., "Allyson shared that she has a cat named Charlie. Hands on your head if you think this is true and hands on your shoulders if you think this is false."*
- 7) *Play game for 10 minutes, ensuring that all students are in the spotlight.*
- 8) *Discussion:**
 - a. *Did you learn something new about someone today?*
 - b. *Did you have to listen during the game?*
 - c. *Why is it important that we listen to one another during circle?*
- 9) *Make sure you remind students of the right to pass.*
- 10) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.**
- 11) *End the Circle with a sound or song.*

****The discussion that occurs after activities in circle is where the real teachable moment occurs. Be aware of time while in community circle activities and leave 5 minutes at the end for class discussion. This can be popcorn-style sharing where students raise their hand, or can be a question round sent around the virtual circle. To help students feel comfortable, share out first to questions you ask of the group.***

Week 3 • Day 3

Exercise: Creating Our Circle Guidelines

Students will be able to create guidelines for online community circle time collaboratively. It is important to create class guidelines for community building circles so that the circle feels safe for individuals to share. The guidelines created in this lesson will be used for every circle.

Recommended Activity Steps

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Log on.*
- 3) *Revisit Posted Guideline “Everyone is Welcome.”*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain to students that today will be a bit different – as a class, you will be creating guidelines for online community circles.*
- 6) *Explain to students that guidelines are the way that we want to treat ourselves and others during online community circle time.*
- 7) *Show the guideline “Everyone is Welcome” on share screen and explain to students that this is the first guideline for how we want to act in the circle. We will be creating a few more today as a class.*
 - a. *Question Round: How do you want to treat others in the circle OR how do you want to be treated in the circle? (remind students they have the right to pass. but you really would like to hear from everyone)*
 - b. *Synthesize responses into guidelines (see Community Building Circle Guide for a list of common circle guidelines)**
- 8) *Your class should have 3-5 guidelines; these should be written down on a share screen and made visible for every circle.*
- 9) *Play a game if time allows (See Appendix C for additional ideas)*
- 10) *Reflect with the class how they did practicing their new guidelines.*
- 11) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 12) *End the Circle with a sound or song.*

****You may need to help students generate ideas for what the guidelines of circle should be (especially for younger grades) try active listening. For example, you could say to a student, “I’m hearing you say that you want to be nice to others, do you think that we could create a guideline called ‘treat others the way you want to be treated’?”***

Week 3 • Day 4

Exercise: Line Up

Students will be able to determine their feelings towards specific scenarios. This is a great activity that will build trust between students. Try to keep the questions low-risk at first and then if students are ready, you can increase the risk. This is also a great way to determine likes/dislikes of your students.

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for community building circles.*
- 2) *Log on.*
- 3) *Revisit your room's online community circle guidelines.*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain line up game:*
 - a. *The teacher will start by stating something they really like/dislike.*
 - i. *Ex: "I really like chocolate"*
 - b. *Students will then place their thumb up for yes, thumb in the middle for a little, thumb down for no.*
- 6) *Play the game for 5-10 minutes.*
 - a. *Examples of statements:*
 - i. *I love to play soccer, I love tacos, I dislike the rain*
 - ii. *My favorite movie is CoCo, my favorite food is pizza*
 - iii. *Winter is the best season, chocolate chip cookies are the best*
 - b. *Students may disagree with others' choices, but instead of shutting that behavior down, engage in a classroom discussion on people having different likes and interests in circle to reflect.**
- 7) *Make sure you remind students of the right to pass.*
- 8) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 9) *End the Circle with a sound or song.*

****Save 5 minutes at the end to discuss a fictional scenario where someone said they agreed with the statement "I like to play with dolls" and another person was making fun of them for their choice. Ask your students if this represents the guidelines that you created yesterday. Engage in a discussion on how it's okay for people to disagree and still be friends.***

Week 3 • Day 5

Exercise: VIP Portrait

Students will be able to share out about a person that is special to them.

Prep: Students will need a piece of paper and something to draw with (colored pencils, markers, etc.)

Recommended Activity Steps:

- 1) *Practice transition developed from Day 1. Make this transition engaging and special for students so that they start to develop excitement for online community building circles.*
- 2) *Log on.*
- 3) *Revisit your room's community circle guidelines.*
- 4) *Ask a check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain to students the VIP activity:*
 - a. *You will have ten minutes to draw a picture of someone who is important to you. It can be a family member, a friend, an adult you really trust.*
 - b. *We will then come back into circle.*
 - c. *You will have a chance to share out who you drew for your VIP.*
- 6) *10 minutes to draw *Set timer on the screen for visual reference for students for how much time is remaining*
- 7) *Transition back into online circle with a chime or music.*
- 8) *5-10 minutes to share (you can also continue to share later in the day if needed)*
 - a. *It will be important that students have the opportunity to share but that they also don't talk for so long that you run out of time to get to the others*
 - b. *To teach this, write the words "Say just enough" on the share screen*
 - c. *Explain to students that saying just enough means that you are able to say what you feel and think, but not too much*
 - i. *Use the metaphor of filling up a glass of water when you're thirsty*
 - ii. *If you only pour a little in, you will still be thirsty*
 - iii. *If you keep pouring the water, it will spill all over the table*
 - iv. *You need just enough in the cup*
- 9) *Ask students "Did you learn something new about your classmates today?" (thumbs up or down)*
- 10) *Make sure you remind students of the right to pass.*

- 11) When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.
- 12) End the Circle with a sound or song.

****It might be a good idea to have some sort of a visual cue for students so that they know when it is time to wrap up and move onto the next person. This could be a piece of paper you hold up with a clock on it, a finger sign, or a soft auditory cue. Decide what will work best for your students and then you will have a system for ensuring equitable talking time in circle.***

Week 4: Overview

Purpose:

This week will be the final week where students are learning about the elements of online circle and really get to start practicing them. This is also a week where the risk level of questions and activities increases. Online circles should be the time to build and maintain classroom communities, so the questions and activities should be meaningful in order to promote sharing.

Keep developing relationships!

Objectives: (remember that circle participants include adults!)

1. Circle participants will learn about circle opening/closing.
2. Circle participants will share information about their families.
3. Circle participants will engage in a team building activity.
4. Circle participants will share out positive attributes of themselves.

Tips:

As risk and rigor of online circle content increases, so will the potential for discomfort. Remember that when online circles are quiet, and students aren't engaging in the activities, this may be a sign that students might not feel comfortable sharing. Some of these activities in this week require patience and listening skills. Some students may struggle, support all participants of a circle by revisiting the guidelines frequently.

Adaptations:

Some of these activities can and should be extended over 2-3 days. Circles can be broken up if students really want to share and there isn't enough time. If you do break up a circle up over two days, be sure to keep the same elements of online community building circles (Transition, opening, check in question) so that it feels consistent and routine for students.

Week 4 • Day 1

Exercise: Bookends: Opening and Closing a Circle

Students will learn the purpose and practices of opening and closing an online circle. Explicitly teaching students the different elements of a circle provides them with the framework to lead circles themselves and create meaning for the circle process.

Recommended Activity Steps

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Explain the purpose of having an opening and a closing:*
 - a. *“This is a way for us to prepare our minds and bodies to be in our online circle, and to transition out when it’s time to get back to our learning day”*
 - b. *“This is important because online circles are special places where we get to share with each other. Having an opening can help us feel ready to participate in circle”*
- 4) *Explain to students the different type of openings:**
 - a. *Mindfulness practice video displayed on screen (breathing, yoga, meditation, etc.)*
 - b. *A chime or bell*
 - c. *A song (either playing a song or having students sing/create one)*
 - d. *A chant/phrase everyone says*
 - e. *A quote or poem*
 - f. *Any other meaningful opening you and your students decide on*
- 5) *Pick an opening for the circle to signify the start of the circle*
- 6) *Revisit the room’s online community circle guidelines (should be visible on share screen)*
- 7) *Check in question (Choose a question from Appendix B or create your own).*
- 8) *Quick activity if time (see Appendix C for suggestions)*
- 9) *Make sure you remind students of the right to pass.*
- 10) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 11) *End the Circle with a sound or song.*

****This is a great opportunity to ask your students what makes them feel calm. This could be done popcorn style and provides insight to students’ particular needs. If students help create the opening and closing elements of a circle, they are much more likely to be invested in participating.***

Week 4 • Day 2

Exercise: Quilt Making

Students will engage in a community building activity to create artistic elements to be used as a potential center piece.

Prep: Students will need a 2x2 or 3x3 piece of paper and something to draw with.

Recommended Activity Steps

- 1) *Transition into circle.*
- 2) *Open circle (chime, song, deep breathing video, etc.).*
- 3) *Revisit the room's community circle guidelines (should be visible).*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain quilt making activity and how it will be used at a later time:*
 - a. *Students will get a small square of paper (roughly 2x2 or 3x3 will work)*
 - i. *They will create a picture on the quilt square: It could be a self-portrait, an item or activity that is special to them, or a design of their choice, just as long as it represents them*
 - b. *When all of the quilt squares have been made, students will hold them up close to their camera and teacher will take a screengrab of all the pieces together. This will be the centerpiece of their virtual circle (can be printed if class moves into hybrid later)*
- 6) *Allow students 10 minutes to draw/color their quilt (*Set visual timer on screen so they know how much time to work with.)*
- 7) *Bring students back into circle and have them share out using talking piece what they drew and why (it's okay if students haven't finished, just have them share out what progress they've made and what it will be when it's finished) *Take photo of all students holding up squares when they are all completed. This could be today or in the future.*
- 8) *Explain to students that this quilt will be in the center of the circle every time the class meets to:*
 - a. *Remind us how we are all different*
 - b. *Show how we are all connected*
 - c. *Give us something to look at and center the circle*
- 9) *Close circle.*
- 10) *Make sure you remind students of the right to pass.*
- 11) *End the Circle with a sound or song.*

****Make sure that you allow new students who enter the class throughout the year an opportunity to make their quilt piece. Centerpieces should have meaning to the online circle – by having students involved in creating the center piece, they have ownership in the circle space and will be more invested in community building time.***

Week 4 • Day 3

Exercise: Family Fun

Students will share out in groups about their families.

Recommended Activity Steps:

PREP: Organize class roster by assigning students a number ranging from 1 through 5 and then randomizing again so you have two separate lists.

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Give each student a number ranging from 1 through 5 to have a conversation in a breakout room.*
- 7) *Each group will answer this question in their groups one at a time "Who are you closest to in your family?" (allow 3 minutes to answer with visual timer on screen)*
- 8) *Next, randomize the students with a number ranging 1 through 5 and move them to new breakout rooms.*
- 9) *Each group will answer this question in their groups one at a time "What is something that you like to do with your family?" (allow 3 min. to answer w/visual timer on screen)*
- 10) *Gather back in circle whole group.*
- 11) *Whole class discussion popcorn-style:*
 - a. *Did you have the same answer as someone in your group?*
 - b. *Did you have different answers?*
 - c. *What was something interesting that you learned about someone's family in your group?*
- 12) *Make sure you remind students of the right to pass.*
- 13) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 14) *End the Circle with a sound or song.*

****The activities this week begin to ask more challenging questions of students and for them to share out more about their background and family. As a teacher, it can be helpful if you are modeling this with students. Intentionally place yourself in group discussions that seem quiet. Share first your response to the questions as a way to engage students in discussion.***

Week 4 • Day 4

Exercise: Virtual Human Connections

Students will participate in a team building exercise with each other.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Open circle (chime, song, deep breathing, etc.).*
- 3) *Revisit the room's community circle guidelines (should be visible).*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain the activity:*
 - a. *The teacher will start with a statement like "Look for a buddy who is wearing red"*
 - b. *Students will have to visually search for a buddy that wearing red and give a virtual thumbs up when they see that buddy*
 - c. *The teacher will continue with another statement like "Find a buddy that likes to eat cereal for breakfast"*
 - d. *Continue with statements until the entire class has been named and found and given thumbs up*
- 6) *Transition back to circle and discuss how chains are strong because they are formed of many links, just like the classroom is strong because it's formed of many people.*
- 7) *Explain to students that when the whole class comes together we are stronger than when we are by ourselves.*
- 8) *Ask students "What makes our classroom strong?"*
 - a. *For younger grades you might need to ask, "What do you like about our classroom?"*
- 9) *If time allows, play the game again with a student leading*
- 10) *End the Circle with a sound or song.*

Week 4-Day 5

Exercise: Virtual Human Connections Part 2

Students will determine their strengths.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Open circle (chime, song, deep breathing, etc.).*
- 3) *Revisit the room's community circle guidelines (should be visible).*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Revisit game from yesterday "Yesterday we looked for buddies that had certain things or traits; today we are going to look for our buddies with certain strengths":*
 - a. *"Our strengths are what make us special, they are the things that we are proud of about ourselves or do really well."*
- 6) *Ask students to be ready with a piece of paper and a pencil/marker.*
- 7) *Explain to students that they will write their name on the piece of paper and then add 3 strengths (have a list of adjectives on the board or projector)*
 - a. *Fill out one for yourself to demonstrate*
- 8) *Give students 5 minutes to write their name and their strengths.*
- 9) *Use a visual timer on the screen.*
- 10) *Transition back into circle with a sound.*
- 11) *Go around the online circle and allow students to share out.*
 - a. *Teacher writes down their responses, take notes*
- 12) *When everyone has had the opportunity to share, show the class your list.*
- 13) *Again, explain to students that you are all stronger together than you are alone.*
- 14) *Hang the paper in your background so all can see.*
- 15) *Make sure you remind students of the right to pass.*
- 16) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 17) *End the Circle with a sound or song.*

****This activity might be challenging for some students who don't feel comfortable describing their attributes, or don't have the vocabulary or cognitive skills. Help those who are struggling by making observations on what strengths you think they possess and why. Not only will this help students feel comfortable but will be a great way to develop meaningful connections between you and your students.***

Week 5: Overview

Purpose:

The activities this week lead up to a culminating activity on Friday that focuses on defining community. This is a large and complex concept for some students, so be sure to use the word “community” intentionally during the week to prepare. Students will practice sharing personal details about themselves this week, so it will be important for students to be reminded what an “active listener” looks like.

Objectives:

1. Circle participants will discuss the attributes of a good friend.
2. Circle participants will share out positively about themselves.
3. Circle participants will take turns sharing and listening.
4. Circle participants will share an object that is important to the class.
5. Circle participants will create visuals of different communities.

Tips:

This week will provide space for meaningful sharing from your students. Listen attentively to what they share out in circle to gain insight to their background, interests, and personality. This will be a good opportunity to practice giving intentional feedback as a circle keeper, both verbal and non-verbal, so that students feel encouraged to open up to the community and share.

Adaptations:

Some of these activities can take longer than 20 minutes and are extended activities that keep student interest and engagement up. Another great adaptation is for Day 4 – use whatever the students bring in that day for a talking piece for the next few weeks (if applicable). This will make students feel valued and excited for circle process if their objects are being used during community building time.

Week 5 • Day 1

Exercise: Friendship Sentence Stems

Students will share out attributes of what makes a good friend.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Choose two or three sentences that pertain to the friendship theme or create a sentence stem of your own*. The sentence stems need to be age appropriate. (See Appendix B for sentence stem ideas)*
- 7) *Have two rounds of discussion with sentence stems.***
- 8) *End the Circle with a sound or a song.*
 - a. *You could also extend this activity to have students create a piece of artwork with what a good friend looks like to them.*

**** Be mindful that students are learning skills such as public speaking, developing confidence, and developing a vocabulary to express their thoughts and feelings (especially in an online environment with many students and adults they have never met in person before). Younger children may tend to copy the statements of others until they progress towards more confidence. Therefore, it may be advisable to begin with less threatening sentence stems before progressing to sentence stems that will require more depth.***

*****This is a more traditional model of circle. Students may be a bit more fidgety than usual since it is less active and more based on discussion. Encourage students to respect the circle guidelines and show one another respect in the circle. If conversation is running long, shorten the circle to only one question.***

Week 5 • Day 2

Exercise: Color Share Out

Students will share out positively about themselves.

Recommended Activity Steps:

PREP: Have strips/pieces of colored paper cut up and in a bag. You could also use blocks, Legos, or any other colored manipulatives you have

- 1) *Transition into circle.*
- 2) *Open circle (chime, song, deep breathing, etc.).*
- 3) *Revisit the room's community circle guidelines (should be visible).*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Show students the bag of colored pieces of paper in a bag or in a bowl. Each student verbally selects two colors. Depending upon the colors they selected, each participant shares one thing (show the question of each on the share screen), such as: **
 - a. RED: What is something that you like about yourself?
 - b. ORANGE: What is something you do well?
 - c. YELLOW: Tell about something you've done that you feel proud about.
 - d. BLUE: What is something that you want to become better at?
 - e. GREEN: What is one word would your good friend use to describe you?
 - f. BROWN: Tell one favorite place and why.
- 6) *Make sure you remind students of the right to pass.*
- 7) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time. **
- 8) *End the Circle with a sound or song.*

****For younger students, this activity may need some differentiation. Students might need sentence stems or word banks to choose from to help them answer the question. Again, as always in circle, allow for the right to pass. Students may also change out their color strips if it makes them feel more comfortable sharing.***

Week 5 • Day 3

Exercise: Concentric Circles

Students will take turns sharing and listening on a particular topic.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *The participants are separated into three groups (roster of each group listed on share screen) and then sent to breakout rooms to discuss the following questions:**
 - a. *The difference between cats and dogs is...*
 - b. *A fruit or vegetable you like is...*
 - c. *Something you like to do in your free time is...*
 - d. *I think that a good teacher is...*
 - e. *The best part about school is...*
- 7) *The participants are then randomized again into a new group's breakout room to answer new questions. Designate that the role of the listener and role of the speaker now changes.***
- 8) *Play for 10 minutes, randomizing students every few minutes.*
- 9) *Make sure you remind students of the right to pass, but you want to hear from everyone.*
- 10) *End the Circle with a sound or song.*

*** The exercise provides for movement and a different level of sharing. Also, as participants state their reactions to different sentence stems or issues, they will have an opportunity to repeat themselves and increase their ability to articulate themselves. You can use one of the sample questions or increase the rigor depending on student ability and openness.**

****This is a great opportunity to remind students how to be an active listener (ex. nodding head, body language, video on and eye contact).**

Week 5 • Day 4

Exercise: Show and Tell

Students will share something with personal importance to them with the class.

Recommended Activity Steps:

PREP: Ask students to bring something to their online circle that is important to them and/or represents their family. (One item only)

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *The teacher will ask students to bring something into class that represents their family or something important to them. Encourage students to be creative. For example, students could play a song to the class that their family loves, or bring in a picture from their favorite trip, or tell a special story about a cherished family memory.**
- 7) *Students will take turns sharing their items and corresponding stories.*
 - a. *This is a great opportunity to revisit the guideline "Share just enough" with your students.*
- 8) *If circle goes long, revisit later in the day or the following morning.*
- 9) *Make sure you remind students of the right to pass.*
- 10) *When everyone has had a chance to share, praise students for their attentive listening if applicable or discuss how to listen better next time.*
- 11) *End the Circle with a sound or song.*

*** This exercise is a standard activity for youth, but it has significant meaning in a classroom because students share a part of their personal histories with their peers. This will help them learn more about each other to improve the classroom environment. Students will observe and build upon both their commonalities and individuality. As a teacher, bring in something important to you and also share with the class!**

Week 5 • Day 5

Exercise: What a Community Means to Me

Students will be able to create visual representations of different communities.

Recommended Activity Steps:

PREP: Ask students to bring a piece of paper and something to draw with to the circle.

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Explain to students that today they will be drawing a picture of what a community means to them:*
 - a. *Walk them through drawing a stick figure (student) with a circle around them, with family and friends in the circle outside of that, their classroom and school in the circle outside of that, and their neighborhood in the background.*
 - b. *Post example on their share screen and give them time to work.*
- 7) *Give students 10-15 minutes to draw (students will not finish in this time which is fine; this activity may take 2 days).*
- 8) *Gather back in circle and explain that community can mean many different things.*
 - a. *"Community is all of the different places that a person can live, work, learn, and make friends with another person"*
 - b. *"Sometime a community is an actual place like a school or park, and sometimes it's a group of people that make a community together"*
 - c. *"The more that we learn about what the word community means, the stronger and closer our classroom community becomes."*
- 9) *If time allows, discuss with your students what communities they drew.*
- 10) *Close circle with a song or sound.*

****Allow students to be creative when they're creating their communities. They can use pictures, words, or sentences – whatever will allow them to best represent who is in their different communities. A way to extend this activity is to give all students the opportunity to share out their communities.***

Week 6: Overview

Purpose:

Week 6 is an important week of activities because it explicitly teaches students the elements of Restorative Practices. In order to build positive classroom culture, we need to include students in the theory of Restorative Practices. If students better know why they are building community and feel invested, they will be much more willing to repair it if harm occurs.

Objectives: (remember that circle participants include adults!)

1. Circle participants will be able to define what restorative practices are.
2. Circle participants will learn how to use affective statements.
3. Circle participants will learn how to use restorative questions.
4. Circle participants will apply statements and questions to a scenario.
5. Circle participants will learn where and how to use a calm down space in the room.

Tips:

This week requires a lot of attention for students in the online community circle time. They will need to practice their listening skills for the lessons in this week; you can explain that explicitly to students. This week you'll really need to remind students how important the online community circle guidelines are and re-visit them in every circle.

Adaptations:

This is a great opportunity to invite your School Counselor into your community building circle time. They could explain what their role is to students and be there to support conversation and role plays using the restorative questions and affective statements. It is important that we are teaching all students K-5 the importance of restorative practices and you may adapt these lessons as you see fit for your students. There are also some great opportunities for older/younger students to work together for these community building lessons if you have a buddy classroom or peer mentors.

Week 6 • Day 1

Exercise: Defining Restorative Practices – Building a Strong House

Students will be able to define what are restorative practices and how community building time has been building a strong classroom community.

Recommended Activity Steps:

PREP: Build or draw a house prior to the meeting to show students (blocks or Lincoln logs would be best, but a drawing will also do).

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room’s community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Define restorative practices for students (you may choose to do this in any language you see fit, below is just an example):*
 - a. *“Restorative practices are the ways that we build a strong classroom community where everyone feels seen, heard, and valued” (explain to students that this can mean important)*
 - b. *“When I say strong what I mean is that everyone feels like they can be themselves and that other people care about them”*
 - c. *Draw a picture of a house on the virtual white board (or if you have blocks, build a house in the center of the circle) explain to students that “Community building time has built our classroom to be really strong, just like this house”**
- 7) *Discussion Round with the talking piece:*
 - a. *“What makes our house strong?”*
 - b. *“Why is our classroom community strong?”*
 - i. *If students are confused, ask “Do you feel like you care about others in the class and they care about you?”*
- 8) *Close circle with a song or sound.*

*** The metaphor of the classroom community being a house will be important for the circle tomorrow. Try to choose a check in question that is engaging but also pertains to the focus of the circle.**

Week 6 • Day 2

Exercise: Defining Restorative Practices – How to Make Our House Stronger

Students will be able to understand how to use affective statements.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room’s community circle guidelines (should be visible on share screen)*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *“Let’s revisit our house that we built yesterday. We said that it was strong because we care about each other and our class. Today we are going to learn how to make our classroom even stronger. We are going to learn about something called an affective statement.”*
- 7) *“An affective statement is a way to tell someone how you feel”*
 - a. *Have the sentence frame available in an anchor chart*
 - i. *Sentence Frame: I feel...when you...*
- 8) *Model an example for students “I feel...proud...when you...respect the guidelines...during community circle”*
- 9) *Explain to students these statements can be positive (happy) or negative (sad) feelings.**
- 10) *Have students practice statements with partner: ***
 - a. *Scenario 1: Someone shares part of their lunch with you*
 - b. *Scenario 2: The person next to you is tapping their pencil loudly*
 - c. *Scenario 3: A friend says you can’t play with them on the playground*
- 11) *Have students share out their responses to the circle.*
- 12) *Explain that by using these statements, we are making our house strong (can use visual metaphor by pointing out the roof of the house or the walls).*
- 13) *Close circle with a song or sound.*

****Explain to students that happy and sad are basic feelings but we want to be specific with what we’re feeling. Ex: (frustrated, excited, annoyed, etc.)***

*****Students will probably need a feelings list in order to express what the scenario is making them feel. Some students may also really struggle labeling what feelings the scenarios bring up. Adapt this activity to best suit the needs of the students in your classroom. Show emotions chart on the share screen during the scenarios.***

Week 6 • Day 3

Exercise: Defining Restorative Justice – How to Fix Our House

Students will be able to learn how to use restorative questions.

Recommended Activity Steps:

PREP: Build or draw a house in the center of the circle (blocks or Lincoln logs would be best but a drawing will also do).

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Open circle (chime, song, deep breathing, etc.).*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Revisit the house (either drawing or model)*
 - a. *“What if something were to happen to our house? What if a big storm came in and took off part of the roof or broke a window?”*
 - b. *“We would have to repair our house. The word repair means fix! Just like houses can be harmed, people and communities can also be harmed.”*
- 7) *“Harm can look a lot of different ways. It could be harm to someone's feelings, their body, it could even be harm to a classroom. When someone or a community is harmed, we must repair it. We can start to repair by asking these questions!”*
- 8) *Show restorative questions (these should be written on an anchor chart)*
 - a. *What happened?*
 - b. *What were you thinking at the time?*
 - c. *What have you thought about since?*
 - d. *Who was affected? How?*
 - e. *What can you do to make things right?*
- 9) *Determine a situation to role play with your students (this could be a problem with peer/peer, student/teacher, or any other challenge you may be facing).*
- 10) *Give students 5 minutes to role play in a breakout room asking the questions.**
- 11) *Explain to students that these are going to be the questions that everyone in the community can use to repair harm when it happens.*
- 12) *Close Circle.*

***For younger students, a role play may not be appropriate; this could be adapted into a whole class discussion. For the classes that do role-play, try picking a scenario that is a common occurrence in your classroom.**

Week 6 • Day 4

Exercise: Helping Sam and Alex Problem Solve

Students will be introduced to the basic elements of the social discipline window.

Recommended Activity Steps:

PREP: Gather a picture of the social-discipline window to put on the share screen prior to the meeting.

- 1) *Transition into circle.*
- 2) *Open circle (chime, song, deep breathing, etc.).*
- 3) *Revisit the room’s community circle guidelines (should be visible).*
- 4) *Check in question (Choose a question from Appendix B or create your own).*
- 5) *Explain to students the social discipline window*
 - a. *“In our classroom community, we want to do things WITH each other. That means that we need to be kind to one another but also have limits and rules in our classroom that everyone understands. We are going to practice today what it looks like to do things WITH other people.”*
- 6) *Read the first scenario*
 - a. *“Sam just got into an argument with Alex out on the playground. They are both really angry and run up to you to tell you what happened, and ask you to pick a side.”*
- 7) *Discuss with your class: **
 - a. *What would it look like to:*
 - i. **Not** problem solve with them (not do anything)
 - ii. Problem solve **for** them (tell them that you’ll fix it)
 - iii. Tell them how **to** problem solve (tell them to figure it out)
 - iv. Problem solve **with** them (help them resolve the argument)
- 8) *Discussion with students “Why is it important that we work with other people to solve problems?”*
- 9) *Close circle.*

****For younger students it might be best to already have answers pre-prepared for your classroom and to have them try to put the responses into the right quadrant. Another really fun adaption for this activity is to have students play “four corners” where each of the quadrants (not, to, for, with) are corners in the classroom and when you read a scenario they move to a corner of the room.***

Week 6 • Day 5

Exercise: Finding Our Reset Spot and How to Use It

Students and teacher will discuss the reset/calm/peace spot in the classroom or at home where students can de-escalate and be prepared to return back to class.

Recommended Activity Steps:

- 1) *Transition into circle.*
- 2) *Log on.*
- 3) *Read the first scenario*
- 4) *Revisit the room's community circle guidelines (should be visible).*
- 5) *Check in question (Choose a question from Appendix B or create your own).*
- 6) *Whole-Class Check In*
 - a. *"This week we have learned a LOT about how our classroom is a community and how we can repair the community when it is harmed"*
 - b. *"Today we are going to learn about where we can go in our house to calm down so that we can repair the harm that might have happened"*
- 7) *Question Round: "What does it feel like when you start to become angry? What do you need to help you calm down?"*
- 8) *Ask students what might help them calm down in the reset spot (books, stress relief balls, stuffed animals, fidgets, etc.) **
 - a. *Some students might start naming toys, remind them that this is a space to be in for a short while, calm down, and then return back to learning*
- 9) *Discuss how to measure how long students can be there (a timer, an hourglass, etc.)*
- 10) *Discuss how others should interact/treat those in the peace zone*
- 11) *Create some sort of a silent signal so that students can request the reset spot without interrupting instruction and a contract to join back to class within allotted reset time*
- 12) *Close Circle*

****There should be some sort of a reflection element to the space where students can write down what they are thinking/feeling and how to proceed. Make it meaningful by having the restorative questions on the reflection form. Even young students can complete this if the form has visual elements, they can circle instead of writing out sentences.***

Week 7: Overview

Purpose:

The purpose of Week 7 is to develop more ownership for online community building time. The format for the lessons is now in the community circle template style to clearly outline the elements and process of the circle. There are activities or discussions for each day, but fewer steps are written – this is to encourage classrooms to adapt the activities in the ways that will best work for students.

Objectives: (remember that circle participants includes adults!)

1. Circle participants will be able to write and share compliments to one another.
2. Circle participants will be able to creatively build a story.
3. Circle participants will be able to visually represent their inner and outer selves.
4. Circle participants will be able to create academic and personal goals.
5. Circle participants will be able to reflect on the community building circles.

Tips:

Try to give more student ownership in the online circle building process. Students can open and close the circle by this week, and also help develop check-in questions for the class. When students are leading an element of the circle, watch others in the circle space – usually students are much more invested if one of their peers is leading the circle or activity. Give the opportunity to all students to lead for the rest of the year, even creating a rotating schedule of co-facilitators.

Adaptations:

By this week you can adapt these lessons to best suit the needs of your students. It is important in circle to keep the general structure (opening, guidelines, check in, discussion/activity, check out, closing) but take those elements and adapt them as you see fit. If problems are occurring in the classroom, use the circle space to discuss and problem solve with students. This is the meaningful work to be done in circle.

Week 7 • Day 1

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to write and share compliments to one another.</p> <p><i>Pick an opening for the circle and walk your students through it OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly discuss the talking piece at the beginning of every community building circle as a way to remind students of the expectations.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">You will need paper plates for this activity.</p> <p><i>Have students draw their face on the back side of the plate in the circle (you may need to do this in advance). Then, have them flip it over to the flat side and write their name in the middle. Students will have 5-10 minutes to walk around and write kind things on everyone's plate.</i></p> <p><i>(For younger students, give them a word bank or stickers)</i></p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	<p><i>Ask the question: "Why is it important to say kind things to one another? How did this activity make you feel?"</i></p>
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 7 • Day 2

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to creatively build a story.</p> <p><i>Pick an opening for the circle and walk your students through it OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly discuss the talking piece at the beginning of every community building circle as a way to remind students of the expectations.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Discussion Rounds:</p> <p><i>Have the circle keeper start with "Once upon a time..."</i></p> <p><i>The person to their left or right will continue to add to the story. As the story goes around the circle, students will continue to add to it until it goes all the way around the circle.</i></p> <p><i>Play 2-3 times.</i></p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	<p><i>What was fun/silly about creating a story together?</i> <i>What was challenging?</i></p>
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 7 • Day 3

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to visually represent their outward and inward selves.</p> <p><i>Pick an opening for the circle and walk your students through it OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly discuss the talking piece at the beginning of every community building circle as a way to remind students of the expectations.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Inside Out Book Cover Activity *</p> <p><i>Students will get a folded piece of paper. On the outside (the cover) they will draw how the world sees them; this could be their physical appearance or common words used to describe them.</i></p> <p><i>On the inside they will draw/write who they are on the inside, what their hopes are, and elements of their personality (you may need to demonstrate what this looks like, especially for younger grades).</i></p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	<p><i>Have students share out their covers if they want to. This activity will probably take 2 days to create and share out.</i></p>
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

***Adapted from Resolutions NW Foundations Curriculum**

Week 7 • Day 4

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to create academic and personal goals.</p> <p><i>Pick an opening for the circle and walk your students through it. OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly discuss the talking piece at the beginning of every community building circle as a way to remind students of the expectations.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Goal-Setting Discussion Rounds *</p> <p><i>Popcorn: What is a goal? (ou may need to define for students)</i></p> <p><i>What goals do you have for yourself this year for your learning? What do you want to become better at/learn more about?</i></p> <p><i>What personal goal do you have for yourself this year?</i></p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	<p><i>What should our goal for our classroom be? (write down responses)</i></p>
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

***This is a great circle prompt to re-visit at the start of every semester. Having student write down goals is another great way to make this circle meaningful.**

Week 7 • Day 5

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to reflect on the community circle elements and share out what has been working/what needs to change.</p> <p><i>Pick an opening for the circle and walk your students through it OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly discuss the talking piece at the beginning of every community building circle as a way to remind students of the expectations.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Discussion Rounds with the Talking Piece:</p> <p><i>How much have you liked community circles? (fist-to-five)</i></p> <p><i>What has been fun about community circles?</i></p> <p><i>What would you want to add or change?</i></p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	<p><i>Wrap up the discussion rounds based off of student feedback to the questions.</i></p>
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 8: Overview

Purpose:

Week 8 is to practice designing community circle lessons and activities. There are plenty of curriculum-based resources to do this including TRIBES, Kimochis, Second Steps, etc. that your school may be using. If you are looking for free resources to design lessons from, please look at the Schoology group below and Appendix C:

<https://reynolds.schoology.com/group/556107365/materials#/group/556107365/materials?f=51248770>

access code: 84TCN-5SNZS

Objectives: (remember that circle participants includes adults!)

1. Circle participants will...
2. Circle participants will...
3. Circle participants will...
4. Circle participants will...
5. Circle participants will...

Tips:

Look to your students to determine whether or not a community circle is effective or not. Ask them in the check-out question if they liked the discussion/activity and would want to do it again. Use their feedback to help guide what you choose for the next time. A general rule of thumb for younger students is to have a good mix of discussion and activity throughout the week.

Adaptations:

Ask other staff at your school what they are using/planning for their community building time and share resources between grade levels. Also utilize your Restorative Practices TOSA or EA to help you generate ideas for community building time. By sharing resources between grade levels, you will be able to discuss how certain activities are received by students and start developing a “best practice” list of resources for your school.

Week 8 • Day 1

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to...</p> <p><i>Pick an opening for the circle and walk your students through it OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together).</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly revisit the talking piece at the beginning of every community building circle as a way to remind students.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Choose an activity or topic for your discussion rounds and write it here.</p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 8 • Day 2

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to...</p> <p><i>Pick an opening for the circle and walk your students through it. OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together)</i></p>
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<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Choose an activity or topic for your discussion rounds and write it here.</p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 8 • Day 3

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to...</p> <p><i>Pick an opening for the circle and walk your students through it. OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together)</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly revisit the talking piece at the beginning of every community building circle as a way to remind students.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Choose an activity or topic for your discussion rounds and write it here.</p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 8 • Day 4

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p>Circle participants will be able to...</p> <p><i>Pick an opening for the circle and walk your students through it. OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together)</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly revisit the talking piece at the beginning of every community building circle as a way to remind students.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p>Choose an activity or topic for your discussion rounds and write it here.</p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Week 8 • Day 5

<p>1. Opening <i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you introduce and convey the reason for the circle to participants? How will you open the circle? (breathing, quote, etc.)</i></p>	<p style="text-align: center;">Circle participants will be able to...</p> <p><i>Pick an opening for the circle and walk your students through it. OR ask a student to open the circle. This is a great time to release responsibility to students in the circle.</i></p>
<p>2. Guidelines <i>What are the core guidelines you're going to introduce? What additional questions will you ask regarding the guidelines and values?</i></p>	<p><i>Revisit classroom guidelines that should be posted somewhere near the circle space. Also, this is a good opportunity to revisit the centerpiece (the quilt that students all made together)</i></p>
<p>3. Introduction of the talking piece <i>What object will you use and why? How will you explain the purpose of the talking piece?</i></p>	<p><i>It is a good idea to quickly revisit the talking piece at the beginning of every community building circle as a way to remind students.</i></p>
<p>4. Check In <i>What question will you ask for the initial check-in round?</i></p>	<p><i>Choose from appendix, create your own, or have students suggest check in questions for the group!</i></p>
<p>5. Discussion Rounds or Activity <i>What needs to be addressed in the circle? Will you do an activity or just have a discussion? What questions will you ask? Are your questions low risk or high risk?</i></p>	<p style="text-align: center;">Choose an activity or topic for your discussion rounds and write it here.</p>
<p>6. Check Out <i>What discussion will you have about the topic or activity that will make it meaningful?</i></p>	
<p>7. Closing <i>How will you close the circle and praise members for participating?</i></p>	<p><i>Close circle, or have a student close it.</i></p>

Reporting Worksheet

Question 1:

Interviewed:

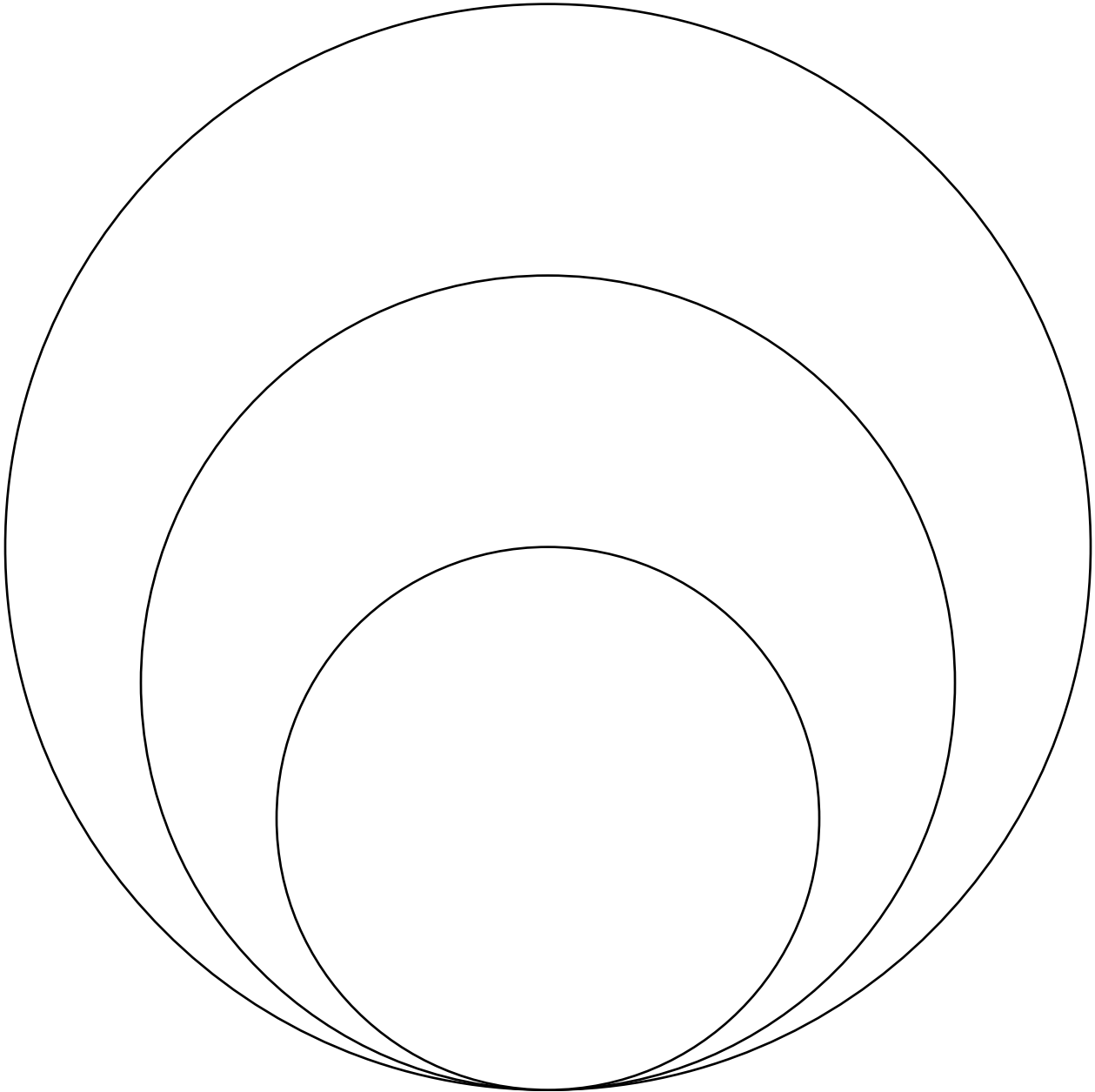
His / Her Answer:

Question 2:

Interviewed:

His / Her Answer:

Community Circles Worksheet



Appendix B: Check Ins, Sentence Stems, and Discussion Questions

Example Check-In Questions

<ol style="list-style-type: none">1. Today I am excited for...2. On the weekends I like to...3. I feel happy when...4. I feel nervous when...5. I feel excited when...6. I feel stressed when...7. I feel frustrated when...8. The best/worst thing about school is...9. My favorite hobby...10. If I could have any pet it would be...11. My favorite candy is...12. If I could be any age I would be...13. My favorite weekend activity is...14. My favorite song is...15. My favorite sport is...16. My favorite color is...17. My favorite weather is...18. Rain makes me feel...19. Wind makes me feel...20. Sunshine makes me feel...21. Something that makes me laugh is...22. I feel really overwhelmed when...23. My favorite part of the day is...24. I think that I'm really good at...25. My friends would describe me as...26. If I could travel anywhere I would go...27. Someday I would really like to...28. Something I like to do with my family is...29. My favorite meal I eat with my family is...30. Something special my family does is...31. My favorite snack is...32. My favorite T.V. show is...	<ol style="list-style-type: none">33. My favorite movie is...34. My favorite teacher was...35. My favorite birthday was...36. My favorite season is...37. My favorite holiday is...38. My favorite Halloween costume was...39. If I had a million dollars I would...40. I like this class because...41. I can be a good friend today by...42. When I get angry I can...43. Today I feel...44. When I think of blue, I think of...45. When I think of red, I think of...46. When I think of green, I think of...47. When I think of yellow, I think of...48. When I think of black, I think of...49. When I think of brown, I think of...50. When I think of white, I think of...51. If I were an animal, I would be...52. If I were a famous actor/actress, I would be ...53. If I were a famous athlete, I would be...54. When I graduate from high school, I want to ...55. When I become an adult, I want to...56. When I start my career, I want to ...57. I can't wait until...58. Friends are ...59. Families are...60. Putdowns make me feel...61. Appreciations make me feel...62. Today I am in the...zone63. Today I will try to show...character trait64. I am excited for next year because...
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***This material is adopted from Kristi Cole and Paul Dedinsky's packet of Restorative Justice Practices, Milwaukee Public Schools. Safe Schools/Healthy Students.*

Sentence Stems on Friendship:	Sentence Stems on Community:
<p>A friend is...</p> <p>Something I like to do with friends is...</p> <p>I laugh with my friends about...</p> <p>When I feel frustrated my friends help me...</p> <p>If I am angry with a friend I...</p> <p>I am a good friend because...</p> <p>My friends help me by...</p> <p>I help my friends by...</p> <p>Making new friends is...</p> <p>Friends can sometimes make me feel...</p> <p>When I am fighting with a friend I feel...</p> <p>Friends and I...</p>	<p>The community I live in looks like...</p> <p>My classroom community is fun because...</p> <p>I would change my classroom community by..</p> <p>The best thing about where I live is...</p> <p>Someone I really like in my school community is...</p> <p>Someone I really like in my neighborhood community is...</p> <p>At home I act...</p> <p>At school I act...</p> <p>If I could change something in my neighborhood it would be...</p>
Sentence Stems on Family:	Sentence Stems on the Classroom:
<p>I love my family because...</p> <p>The people that I live with are...</p> <p>My favorite meal to make with my family is...</p> <p>My favorite holiday with my family is...</p> <p>My favorite person in my family is...</p> <p>Something I like to do with my family is...</p> <p>I wish that my family could go...</p> <p>I feel frustrated at my family when...</p> <p>My family helps me...</p> <p>I think that I am most like...</p> <p>Sometimes I fight with my family when...</p> <p>My family shows me they care about me by...</p>	<p>When I first came into the room I felt...</p> <p>Now in my classroom I feel...</p> <p>My teacher is...</p> <p>The students in the room are...</p> <p>Someone I feel close to in the class is...</p> <p>A subject I really like is...</p> <p>When I feel mad in my class I...</p> <p>My teacher can help me make good choices by...</p> <p>Classmates can help me make good choices by...</p> <p>Something I would change about the class...</p>
Sentence Stems on Self:	Silly/Engaging:
<p>My favorite thing about myself is...</p> <p>If I could change one thing I would...</p> <p>My friends think I am...</p> <p>My family thinks I am...</p> <p>When I get frustrated I...</p> <p>Something that makes me happy is...</p> <p>I am calm when...</p> <p>In my free time I like to...</p> <p>A talent I have is...</p> <p>Something I would like to learn is...</p>	<p>My favorite place to eat is...</p> <p>If I could be a famous person I would be...</p> <p>My favorite movie is...</p> <p>If I could eat anything I wanted I would...</p> <p>If I could fly the first place I would go is...</p> <p>The best summer I've ever had was...</p>

Discussion Round Questions

Please note: It is always important to carefully select which questions or topics to pose to the group depending on the needs of the group. The context/background of each member of the circle is always to be strongly considered. Remember that some of these questions are higher-risk than others. Keep this in mind when planning a circle.

Getting Acquainted
<p>Share a happy memory.</p> <p>If you could be a superhero, what super powers would you choose and why?</p> <p>How would your best friend describe you?</p> <p>What has been your favorite age so far?</p> <p>If you had an unexpected free day, what would you like to do?</p> <p>If you were an animal, what animal would you be and why?</p> <p>Name two things or people who always make you laugh.</p> <p>I like to collect....</p> <p>If you could have a face to face conversation with anyone, who would it be and why?</p> <p>Describe your dream job.</p> <p>Describe your favorite place.</p> <p>If you could change anything about yourself, what would it be?</p>
Exploring Values
<p>What makes a good teacher?</p> <p>What bring you happiness?</p> <p>What do you love to do? Why?</p> <p>What makes you feel frustrated?</p> <p>What demonstrates respect?</p> <p>What makes a good friend?</p> <p>What is important to you in a classroom?</p> <p>What change would you like to see in our classroom community? What can you do to promote that change?</p> <p>Who is important to you in your family? Why?</p>
Storytelling
<p>A time when you started something new</p> <p>A time when you did the right thing when no one was watching</p> <p>An experience in your life when you "made lemonade out of lemons"</p> <p>An experience of when you overcame something challenging</p> <p>A time when you had a problem with a friend and worked it out</p> <p>A time when you were angry and what you did to make yourself feel better</p> <p>A time when you felt really proud of yourself</p> <p>A time where made a new friend</p> <p>A celebration with your family that was really special</p> <p>A time when a friend did something really kind for you</p> <p>A time when you did something kind for a family member</p>
Curriculum/Content
<p>The best/worst thing about this science project is...</p> <p>The main character in the book we are reading is like/not like me when...</p> <p>Something that I would really like to learn more about is...</p> <p>These math problems make me feel...</p> <p>I am feeling really confident about...</p> <p>I feel like I need some more help with...</p> <p>I would like to get to reading level.... because...</p> <p>Something I would change or add to this lesson would be...</p> <p>What we are learning now will help me later in life because...</p>

Appendix C: Ideas for Community Building Activities *

Feeling spin wheel:

[Kimochis Feeling Wheel](#)

Fill My Bucket Fridays

After reading the book [Fill My Bucket](#), to your class, take time at least once a week to let the students practice saying things in the circle that fill their buckets (appreciations and affirmations).

Mix it Up!

Students often sit by the same kids every day in circle – this is a fun way to mix it up a bit. Say something like, “If you have a dog, stand up.” Everyone with a dog at home will stand up. These kids are then asked to switch seats. Continue with other comments such as, “If you have a sister, stand up” etc.

Emotion Cards

This activity helps students learn how to check into circle; it can also be used at any time during the year to help build their vocabulary. Have a bunch of pictures with people displaying different emotions. There should be enough pictures for each student to have one. Spread them out in the circle and have the students pick a picture. Explain that today in circle, they are going to ‘Check in’ for a person in the picture. This activity works best if the students have a paper with many different emotion words to help build their vocabulary.

I Can Listen

This is a great strategy to teach students why it is important to listen to each other. Have the students partner up. One partner leaves and goes into the hall. An adult or EA tells these students that their job is to tell their partner about their best friend (or any other topic/story). The adult or teacher in the classroom tells these students that they need to act bored and tired while their partner is speaking to them. Allow students to role play and then have a classroom discussion about how it felt to be ignored. Now have the students switch roles. Have the partner that stayed in the room leave into the hall. Give these students a topic to talk about such as “My best day ever...”. Have an adult in the room explain to the kids that their job is to interrupt their partners’ stories over and over again. Allow students to role play and then have a classroom discussion about how it felt to be interrupted.

String Game

Bring a ball of yarn. Start off by giving someone a compliment and rolling the ball of yarn to them. The new person with the yarn gives another compliment and sends the ball of yarn to the

next person. In the end, talk about how connected everyone is in a community and how each person's roles/skills/characteristics etc. are unique, but crucial to the community.

Remember When

Tell the class to think of a time when you ____ (i.e. Think of a time when you felt like you didn't belong or were left out. Think of a time when you were devalued. Think of a time when you felt proud of something you accomplished. Think of a time when your friend was being picked on) Have the students go around and tell what happened and how they felt in those moments.

Characteristic Cards

Have positive characteristic words written on cue cards (i.e. confident, caring, safe, thoughtful, etc...). It's good to have 30-40 cards. Spread these cards in the center of the circle and tell the students to pick a card that they think represents themselves. Have the kids go around the circle, one at a time, and pick up the card that represents them and explain why. They then put the card back. Example of Cue Cards (these cards would be best for older students; younger children would need to be taught explicitly the meaning of the cards before playing):

https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B4BPK7U3koeSYmYxY2UyNWEtYzkzMC00ZTU5LWFmMjYtNTBkYmZkZjY2ZDdl&hl=en_US

Alternative Characteristic Card Activity

Using the same characteristic cards, spread them out in the middle of the circle and tell the students that they should pick one that represents someone they know or admire, or someone in the circle or school.

Alternative Characteristic Card Activity #2

Create characteristic skill cards with words that are often seen as "weaknesses" (e.g. messy, disorganized, procrastinator, mean, bully, poor listener, discouraged easily, quitter, poor loser, etc.). Have students pick a card of a characteristic that they have that they would like to work on. This activity needs a lot of trust and maturity from the kids to develop mature answers that everyone will respect.

***These activities are adapted from:**

<https://restorativeclassroomcircles.wikispaces.com/Activities+to+Create+Community>