

# Community, Circles and Collaboration : The First 10 Days

Created for use at ARMADALE PUBLIC SCHOOL

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This guide is designed to support you during the first 10 days of school. The purpose of these activities is to use Circles as a teaching strategy to implement class routines and start building community within your class by teaching students to be an active participant, a problem solver, and a collaborator. This guide aims to complement your current practices and was created with the vision to use Restorative Practices and Circles school wide.

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## The Reason for Circles at Armadale: A Review

- By implementing Circles school wide, we are working towards creating a **common culture** that values collaboration, risk-taking, respect, openness and honesty
- Circles should not be seen as a “special” activity, but can be **integrated into our regular routine** (community and academic circles)
- Maintaining the **shape of the circle** is integral to developing a sense of equality (equal seating), trust (nothing is hidden), responsibility (everyone has a role to play), facilitation (facilitate, not lecture), and connection (everyone listens to everyone else)
- **Circle norms**, when developed together, create a sense of shared responsibility for the classroom at all times (not just during circles)
- Developing a sense of community through **Community and Academic Circles** will enable us to facilitate more open dialogue in Restorative Circles and will create a more safe and inclusive space in the classroom
- Once a sense of community has been established, using **Restorative Circles** to problem solve issues in the classroom will foster understanding and repair harm

## **Day 1 - Community Building in Circles** (throughout the day)

**Goal:** Lead your regular community building activities in the format of a circle.

**Purpose:** By leading today’s various classroom activities in a circle, the introduction of Community Circles on Day 2 will be more familiar and students should transition more easily to the format.

### **Suggestions for Activities**

- **Introduce Classroom Routines**
- **Tribes Activities** (many of these can be implemented in circle format)
- **Partner Share Introduction**
  - Interview the partner sitting next to you, and share that information back with the class. Topics can include: Super Hero Power, Perfect Gift, Cereal Designer.
- **Opposite Directions**
  - Students stand in a circle. Leader will be giving instructions, but the students must do the OPPOSITE of the instruction. (i.e. teacher says “Pat your head” but students should “Lift your leg”.) Come up with the sets of directions together before starting. This activity reinforces “thinking before we act”.
- **Snake Activity**
  - Participants stand in a circle facing inward. Student #1 steps into the circle, turns left and faces the person beside them (“Student 2”). Student #1 gives Student #2 a “greeting” and a “safe gesture” (fist bump, high five). Student #1 continues to move around the inside of the circle, doing this greeting/gesture to each circle member. They return to their place in the circle. Student #2 will follow Student #1 and also greet each person; eventually the whole class “snakes” through to greet each other.
- **Human Knot**
  - Students stand in a circle. They reach out across the circle and grab the hands of two other people. They try to unravel the knot without letting go of hands.
  - Depending on class size, you can split your class to do this in smaller circles.
- **Hula Hoop Body Pass**
  - Standing in a circle, holding hands, one person has a hula hoop hanging on their arm and tries to pass it through the arms to the next person. Every student must pass his/her entire body through the hula hoop without breaking hands.
  - You can also divide the students into groups and have them race against each other.
- **Chain Gang Story**
  - The circle will create a story together. One student stands up and begins the story with a phrase like “Once upon a time...” Someone else volunteers to continue the story; they go and stand beside the first person (linking arms if comfortable). The story continues until everyone has “linked together” to form a story.

## Day 2- Introduction to Circles (20-35 minutes)

**Goal:** To introduce students to circles and practice doing a sequential circle.

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Introduce/discuss why we sit in a circle.</li><li>3. Introduce the talking tool.</li></ol>
<b>Doing the Work of the Circle</b> 10 -15 minutes	<ol style="list-style-type: none"><li>4. Practice using the talking tool in a quick sequential circle.</li><li>5. Praise students for what they did well.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>6. Concluding the first circle.</li></ol>

### Starting the Circle

1. Start by having the class sit in a circle.
2. Introduce the concept of sitting in a circle by asking questions like, why do you think we should sit in a circle? Who can you see? Once students have popcorned a few responses out you can validate or enhance their thoughts by adding that our classroom circles will help us look at each other and share what we are thinking, learning and doing throughout the school year.
3. Next, briefly introduce the talking tool. Let students know that the person who is holding the talking tool, is the only person who is allowed to speak. Everyone else is showing the speaker eye contact and attentive listening.

### Doing the Work of the Circle

4. Demonstrate using the talking tool by doing your first circle.

Choose a question to start the circle with such as: what is something fun you did this summer? Give students about 30 seconds of think time. As the teacher, you share a sentence first. Tell the students to limit their answer to 1 or 2 sentences. Start a sequential circle, where you pass the tool to the person sitting beside you. Each student should then be given an opportunity to share. If students start talking, or calling out, as for the talking tool back and remind students that the only one talking is the person holding the talking tool. Practicing the use and expectations of using the talking tool may take the class several days or weeks to master.

5. Once everyone has shared, Take the talking tool back and praise the students for doing a good job on their first circle. Saying things like: I like the way your eyes following the speakers, I like the way you waiting for the talking tool to speak etc.

## **Ending the Circle**

6. Thank everyone for coming and joining our first circle. Explain to students how this is a tool we are going to be using for the entire school year. Explain that we will be practicing for the next few weeks how to act, participate and be a part of the circles.

## Day 3- Introduction to Classroom Norms (20 minutes)

**Goal:** Have students come up with classroom norms to be following during circle time.

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Do a warm up circle to review what was done yesterday.</li></ol>
<b>Doing the Work of the Circle</b> 10 -15 minutes	<ol style="list-style-type: none"><li>3. Ask guiding questions.</li><li>4. Review what they came up with and consolidate into roughly 5 norms.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>5. Concluding the circle.</li></ol>

### Starting the Circle

1. Invite the class to come and sit in a circle. Make sure the shape is a clear circle, that no one has brought anything to the circle and that students are sitting beside someone different today.
2. Start with a quick warm up; such as the question, what was something fun we did yesterday? Or what is something you are looking forward to this year? Pass the talking tool in a sequential circle until it comes back to you.

### Doing the Work of the Circle

3. Once everyone has shared, ask the class, what helps you to learn while you are in class? What stops you from learning? In order for us to have a successful year together, what are some things we can agree on related to how we will all behave and treat each other? How should we respond if someone fails to keep these agreements? (or rules) (The Restorative Practices Handbook, p. 25) Have students popcorn their responses to you (Children may raise their hand and you pass the tool to them). Write these down on a piece of paper to start. Then read these out loud to the students and categorize similar ones together and come up with about 5 norms that the class will agree to follow during circle time.
4. Read them out loud to the class again and do another quick circle so the students come practice these. Questions could be: What is your favourite subject? Or how many siblings do you have? Remind students again at the end of the norms.

### Ending the Circle

5. Thanks students for working hard in the circle and for coming up with the classroom norms (“rules”). Let students know you will be displaying the co-created norms up in the classroom so it can be referred to every time we do a circle.

**Later:** Type the norms up, or write them on chart paper. Post them in the front and back of the classroom, so they can be seen by anyone during circle time. They will also be referred to at the beginning of every circle.

## Day 4- Review and Practice of Classroom Norms (20 minutes)

**Goal:** To review the norms students came up with and to practice them in a circle.

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Review the norms.</li></ol>
<b>Doing the Work of the Circle</b> 10 -15 minutes	<ol style="list-style-type: none"><li>3. Students pick a norm to focus on.</li><li>4. Sequential circle with a focus question.</li><li>5. Discuss what students did well and what can be improved on.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>6. Students reflect on their norm they focused on.</li><li>7. Concluding the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each one means.

### Doing the Work of the Circle

3. Have each student pick a norm they that are going to focus on for the remainder of circle time. This will help focus their attention and remind them to stay on task.
4. Practice doing a circle with a question from the week's learning; such as what is something you learned this week? What game or activity was your favourite? What is something you want your teacher to know about the first few days of school? Give students 30 seconds wait time. Go around in a sequential circle and let each student share their thinking. Remind students of the norms if needed.
5. Have students discuss popcorn style what they did well in the circle, and what they can improve on for next time.

### Ending the Circle

6. Discuss with students the norm they focused on during the circle. Have them give themselves a silent thumb up or down on how they feel they did.
7. Thank students for participating in the circle.

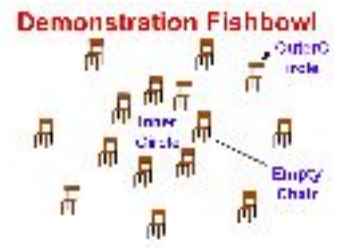
## Day 5- Different Types of Circles- Fishbowl (25 minutes)

**Goal:** To learn about a different way to use circles in the classroom.

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Review the norms.</li><li>3. Warm up circle.</li></ol>
<b>Doing the Work of the Circle</b> 10 -15 minutes	<ol style="list-style-type: none"><li>4. Introduce fishbowl.</li><li>5. Choose 5 students and what the topic of discussion will be.</li><li>6. Inner circle discussion.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>7. Consolidation of fishbowl.</li><li>8. Conclude the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them out loud to the class. Discuss briefly what each norm means.
3. Holding the talking tool, ask the students a question such as: what is something fun you did on the weekend? Or What is your favourite hobby? Explain to students that they answers need to short and limit it to 1 sentence. (Otherwise it can get lengthy and take up a lot of time).



### Doing the Work of the Circle

4. Explain to students that we will be learning about a different type of circle today. It is called fishbowl and what that means is that we will have a group of students in the middle of our circle for a specific activity. Our job on the outside is going to be to listen to what they are doing. There will be an empty spot in the middle circle for anyone who would like to “pop in” and offer their suggestions. Raise your hand if you want this role so that we don’t have too many students rushing into the circle at the same time.
5. First, choose a topic as a class for discussion in the circle. Some options are to flesh out what the classroom jobs will look like, rules for technology use in the classroom, rules to follow during indoor recess, etc. Choose 4-5 students who want to be a part of the discussion and have them go into the center of the circle facing each other. They should leave space for another person to join as needed.
6. Let the inner group talk about whatever the chosen focus was. They can write down ideas, or someone on the outside of the circle can do this as well. Students who raise their hands can join the inner circle and add to the discussion and then go back to their seat. Continue to do this until the topic has been thoroughly discussed. Have the inner circle come back and join the outer circle.

7. Discuss what went well and what students can improve on for the next fish bowl. Ask specifically members of the outer circle what their observations were of the inner circle.
8. Thank students for participating in the circle.

## Day 6- Co-creating Expectations for Collaboration (25-40 minutes)

**Goal:** To create expectations for collaboration and group work

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite students to the circle.</li><li>2. Review the norms.</li></ol>
<b>Doing the Work of the Circle</b> 15-20 minutes	<ol style="list-style-type: none"><li>3. Students will participate in agree/disagree activity.</li><li>4. Co-create expectations for collaboration.</li><li>5. Scenarios in a fishbowl.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>6. Students review norms of collaboration.</li><li>7. Exit slip: Personal collaboration goal (see Appendix: D)</li></ol>

### Starting the Circle:

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
2. Students will review the norms of the circle and choose a norm to focus on and quickly share this in a sequential circle

### Doing the Work of the Circle

4. The teacher will read out the statements below. Students can use hands, two coloured cards or two markers each one to signify agree or disagree. The purpose of this activity is to gauge students knowledge/experience on effective collaboration skills.

#### Statements:

- a) There must be a leader when working in groups.
- b) When working in groups and a conflict arises you should report it to the teacher right away.
- c) It is normal for one person to do most of the work in groups.
- d) In groups everyone should have a specific role.
- e) If someone gets upset when working in a group than the teacher should get involved.
- f) If someone is not doing their part in the group that person should be excluded.

5. Following the agree/disagree activity invite students to think about what it means to be a great/awesome/effective collaborator. Students may then popcorn their ideas in the circle. As a follow up question, you may also ask students what are the typical roles that students may assume when working in groups or when collaborating with one another.

6. The teacher will then explain to students that they will be working in groups throughout the year on a variety of tasks. They will need to come up with a set of expectations for group work and collaboration. You can also call these “norms” for collaboration, but be sure to clarify the difference between these norms and your Circle norms. See Appendix C for a sample of expectations and norms you may use for your class.

7. After developing the set of expectations, you may decide to close the circle or do the following activity in another circle. In this step you will ask 4-5 students to volunteer and set up a smaller circle to create a fishbowl. The smaller circle will be given a short collaborative task. The outside circle will be the observers and then will discuss how the smaller group collaborated with one another.

**Sample of collaborative task to for inner circle:**

In a group students are trying to find a mystery number based on a set of clues. Within the group there will be one person who will remain silent. There will be another student who is bossy and takes the lead. Decide how who will play which role and how you might resolve some of the challenges as a group. You will have 3 minutes to do this activity.

8. After students in the outside circle shared their observations and suggestions for ways to improve collaboration, students will then complete a collaboration exit slip out of the circle (Appendix D). You may decide to post these collaboration slips/cards up in the class or on a community so that students can see what the goals are of others and can remind themselves of their collaboration goal.

9. Thank students for participating in the circle.

## Day 7: Using Circles for Community Meeting (25+ minutes)

**Goal:** To meet with students on a monthly basis to discuss classroom needs/situations

<b>Starting the Circle</b> (2 minutes)	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Review the norms.</li></ol>
<b>Doing the Work of the Circle</b> (15-20 minutes)	<ol style="list-style-type: none"><li>3. Students pick a norm to focus on.</li><li>4. Introduce focus question, or call for topics to discuss.</li><li>5. Allow for flexibility to adapt to various types of circles as needed (sequential, popcorn, fishbowl)</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>6. Students reflect on their norm they focused on.</li><li>7. Concluding the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to be in a perfect circle, it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them outloud to the class. Discuss briefly what each one means.

### Doing the Work of the Circle

3. Have each student pick a norm they that are going to focus on for the remainder of circle time. This will help focus their attention and remind them to stay on task.
4. The purpose of the Community Meeting circle is to address issues within the classroom that don't fit into a regular schedule. The following is a suggested list of activities that could be addressed during a Community Meeting Circle:
  - Change seating arrangements
  - Appreciation cards/warm fuzzies
  - SMART goal setting
  - Administrative items, like establishing classroom jobs
  - Talk about changing displays and bulletins in the classroom
  - Provide opportunities for students to bring up questions or concerns about a classroom situation that has recently happened (a "responsive" circle)
  - Talk about procedures or or upcoming event, like a field trip (a "proactive" circle)
  - Adding information to the **community wall** in the classroom
5. The type of circle you use will depend on the subject of your discussion. If you feel confident that all members can participate, then you may consider using a **sequential circle**. If students are able to follow the norms respectively, you can open the discussion up to a **non-sequential circle** (i.e.

popcorn circle) where students can build upon each other's ideas. **Fishbowl circles** are useful for practicing reactions to a scenario, where students can role-play in the centre circle and the rest of the group can observe and make suggestions by joining the inner circle.

### **Ending the Circle**

6. Discuss with students the norm they focused on during the circle. Have them give themselves a silent thumb up or down on how they feel they did.
7. Thank students for participating in the circle.

## Day 8: Academic Circles (25+ minutes)

**Goal:** Use the circle format to address a curriculum expectation.

**Teacher Tip:** Academic circles tend to require a bit more planning and steering than a regular community circle. In general, the goal of an academic circle is to teach content and have students reflect on ideas. Therefore, it is important that the teacher prepares in advance by crafting discussion questions that will really focus on the subject matter and help students to dive into the material in a way that will reflect your learning goals for that lesson. Although there should always be allowance for students questions and ideas to arise organically and guide the conversation, the academic circle is a little less “go with the flow”, since you still want to reach a specific learning goal by the end of the circle. It might be helpful to have a prepared list of prompts/questions to refer to during the circle to keep the discussion on track.

<b>Starting the Circle</b> (2 minutes)	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Review the norms and students choose a norm to focus on.</li></ol>
<b>Doing the Work of the Circle</b> (15-20 minutes)	<ol style="list-style-type: none"><li>3. Introducing a new curriculum focus.</li><li>4. Activate prior knowledge .</li><li>5. Deliver curriculum content.</li><li>6. Diagnostic/formative assessment to gauge the learning.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>7. Students reflect on their norm they focused on.</li><li>8. Concluding the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them out loud to the class. Students choose a norm to focus on. You could simply have them quietly reflect on it, or to increase accountability, have them share which one they chose.

### Doing the Work of the Circle

3. Use the circle format just as you would another teaching strategy, like lectures, small groups etc. Choose a subject to focus on (i.e. Social Studies, Math). Tell students “In (Math) we are going to be learning about (probability). What are some questions you have about (probability) that you’d like to learn about?” Go around in a sequential or popcorn circle for students to share. Track their comments/questions on a chart paper to refer to in future community circles on the subject.
4. Now that you have a sense of what students are interested in, you can activate their prior knowledge related to the unit. In a sequential circle, ask students “Say one thing you know about (probability)”. Remind students they have the right to say “come back to me” so that they can hear other ideas and have more thinking time.

5. No matter what you are using to deliver your content (a worksheet, a question on the board, rote learning), the students can continue working within the circle. Here are a few common examples:

- Worksheet: Pass the worksheet around the circle. Students can:
  - Pass around the talking stick to read aloud the instructions
  - Turn to the person next to them to discuss answers
  - Do an inside/outside circle to share answers
  - Use a fishbowl circle to role-play different scenarios
  - If students need to write down anything, provide clipboards for a hard surface to write on
- Question on the board
  - Talk to a partner about the question
  - Draw a diagram on the board and have students generate questions about them. For example, drawing various coloured Smarties on the board and having them come up with probability questions, such as “What is the probability of getting a “warm colour” Smartie from this box? Students popcorn to answer this question, which leads to the next student asking their question. Continue going around the circle until everyone has had the chance to answer and ask their own question.
  - Get up and switch chairs to talk to a new partner
- Practicing operational skills
  - Students can practice multiplication drills by going through the circle; once confidence is built, try timing the circle to see how fast it goes
  - Practicing positive and negative integers by “adding around the circle”: one student says a +/- number, followed by another student with a different +/- number. The third student needs to add/subtract those numbers.

6. By bringing along a clipboard and class list to the circle, you have a great opportunity to record quick, diagnostic assessments of student learning. As they are orally discussing the topic or answering questions, you have a clear view of all students, and an opportunity for everyone to answer the same (or similar) questions in a quick timeframe. A quick “check in” circle at the end of any lesson can provide an opportunity for the teacher to recognize what learning stood out most for the students, what information they retained, and what they still need to work on. For example, after a class has finished presentations, close the lesson with a circle and ask students to share one new piece of information they learned from their peers. It can be interesting to hear what *they* found to be important or memorable.

### **Ending the Circle**

6. Discuss with students the norm they focused on during the circle. Have them give themselves a silent thumb up or down on how they feel they did. After trying an academic circle, you can ask students for feedback: was it easier/more difficult to follow the norms when discussing academic content? Did going through the worksheet in a circle make it seem less boring? Is sitting in a circle, rather than at your desk, helpful for you when focusing on the discussion?

7. Thank students for participating in the circle.

## Day 9- Learning about Identities, Diversity and Equity (25-40 minutes)

**Goal:** For participants to learn about who they are how this affects their learning

<b>Starting the Circle</b> (2 minutes)	<ol style="list-style-type: none"><li>1. Invite the class to sit in a circle.</li><li>2. Review the norms and students choose a norm to focus on.</li></ol>
<b>Doing the Work of the Circle</b> (15-20 minutes)	<ol style="list-style-type: none"><li>3. Getting to know you icebreaker.</li><li>4. Identity template.</li><li>5. Developing understanding of key terms</li></ol>
<b>Ending the Circle</b> (2-5 minutes)	<ol style="list-style-type: none"><li>6. Concluding the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle; it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them outloud to the class. Students choose a norm to focus on. You could simply have them quietly reflect on it, or to increase accountability, have them share which one they chose.

### Doing the work of the Circle

3. Students will do a short icebreaker in a sequential circle share an interesting fact about their cultural or linguistic background. I.e. students may share what is their cultural name, a religious/cultural practice that they participate in at home, a place of worship they attend, the languages they speak at home etc.
4. Next, share that the class will participate in circles this year to learn about one another. It is important to learn about who we are because who we are shapes the way we interact with others and how we learn. Also, when we learn about who we are we expand our own understanding of the world. In this step, hand out the identity circle template see Appendix E. Students will work on this sheet independently for 10-30 minutes depending on grade. Then students will return to the circle to share their profile.

*Suggested teacher prompts for sharing in the whole circle:*

- Share one fact that many people do not know about you
- What is one fact on your profile that you think may surprise other people
- What is one fact that you do not share much with other people? Why

**\*Teacher tip:** If you can find a space to display these profiles that would allow students to read the profiles of others and add to their own individual profile if information was missing. The teacher may decide to post these profiles up on the community wall in the classroom.

5. Next, post the following terms up on the board:

- Identity
- Diversity
- Equity
- Ethnicity
- Nationality

Depending on the grade, teachers may ask students what prior knowledge they have about these terms.

The purpose for defining these terms is to increase students awareness of identity related vocabulary as you will be exploring and celebrating the diverse identities of students throughout the year. You may also choose to discuss how the practice of equity within the classroom creates a community of compassion and understanding.

During the discussion about the term equity, you may it is important to give examples that support student understanding of the concept of equity versus equality.

*Some examples when discussing equity:*

a) We will have some students in our class who will have access to technology much more often than others. These students rely on technology more than some of you to help them learn and be successful.

b) Some students in the class will go to see another teacher to help them practice english speaking, reading and writing skills. They may also receive tests that are different from yours. These students are not the ELL students nor do we have SCC students. We do not use labels for students who learn differently.

c) Some students may not participate in Music or Dance this year. They are doing so because of cultural and religious beliefs. They are honouring their beliefs and using these times as other opportunities to learn about a variety of different topics. If we have students who do not participate in various classes due to a variety of reasons it is important that we do our best not to exclude these students or make them feel poorly.

### **Ending the Circle**

6. As the facilitator concludes the circle, the teacher may ask students to brainstorm the way in which the class and the school can celebrate diversity and the different identities.

7. Thank the students for participating in the circle.

## Day 10- Using Circles for a Restorative Scenario

**Goal:** For students to see what a restorative circle will look like using a “safe” scenario.

<b>Starting the Circle</b> 8 minutes	<ol style="list-style-type: none"><li>1. Invite students to the circle.</li><li>2. Review the norms.</li></ol>
<b>Doing the Work of the Circle</b> 10 -15 minutes	<ol style="list-style-type: none"><li>3. Introduction of what a restorative circle looks like.</li><li>4. Read the scenario.</li><li>5. Scenario discussion.</li></ol>
<b>Ending the Circle</b> (1-2 minutes)	<ol style="list-style-type: none"><li>6. Quick review of restorative purpose.</li><li>7. Concluding the circle.</li></ol>

### Starting the Circle

1. Have students come to the carpet and form a circle. Remind students that they need to maintain the shape of the circle, it cannot be any other shape.
2. Focus students attention to the classroom norms that you have posted. Have someone read them outloud to the class. Students will choose a norm to focus on and quickly share this in a sequential circle.

### Doing the Work of the Circle

3. Discuss with students how circles are not just used for community building or academic reasons. Circles will also be used to resolve situations that may arise in the classroom. Have students quickly popcorn out what some of situations might be for example they may suggest: conflicts at recess, disagreements in the classroom, technology not being cared for properly etc.
4. Below are some division specific scenario examples that you can use, or you can create one that fits your classroom. Read the scenario and give students some think time. Have them come up with a sentence or two where students can share a solution or ask a question in relation to the scenario. This could even be something as simple as a word to describe how the person/persons might be feeling.

**Kindergarten-** There are three students playing at the drama centre. Two of the students are playing nicely together and one is being left out. The student who is being left out is crying in the corner and doesn't know how to ask the other students to include him. What should he do?

**Primary-** It is recess and everyone is playing outside. There is a group of boys playing tag and everyone has agreed on the rules of the game. The person who is “it” has tagged another boy who was running towards the soccer field. The boy who was caught turned around and hit the boy who tagged him and started yelling at him that he was safe. The boys started to argue and the other boys playing ran over and are trying to help solve this. What is the correct way to help the boys work through the issue?

**Junior-** Mrs. Giberson’s grade 5 class has 7 laptops in their classroom. During literacy students take turns using the computer to work on their projects. However, daily the same students are taking the computers and not allowing others the opportunity to use them. A few students start grabbing the computers off of each other and one gets knocked to the ground breaking the screen. What should these students have done?

**Intermediate-** During lunch, a student makes a comment about another student bringing cultural food for lunch. (Roti, Butter chicken etc) That student said “that looks so gross and it’s smelling up the whole classroom.” As the student who brought the lunch, what could you say to this person? How do you feel?

5. Discuss as a class what to do for the chosen scenario. Go around at first in a sequential circle circle and have students discuss their feelings at first. Then popcorn around what some solutions could be with how the problem could be solved. Validate what students are feeling and saying. Perhaps, have students talk to each other and add on to each other’s thoughts.

### **Ending the Circle**

6. Remind students that they will be working on restorative type circles throughout the year as problems/concerns or queries arise. They need to be respectful of each other during this time as they work through problems as a class, in a positive and restorative manner. Remind them that they can also ask to initiate a circle to help them solve a problem.

7. Thank students for participating in the circle.

## First 10 Days: A Kindergarten Lens

While many of the activities listed in the First 10 Days lessons can be implemented across all age groups, we understand that some lessons and strategies may differ for a Kindergarten class.

Compiled below are some additional activity suggestions for building community in the Kindergarten classroom with the use of circles. These activities focus on building trust and self-confidence, belonging, risk-taking and inclusivity. Feel free to implement these suggested activities to support your First 10 Days lessons. The activities are listed as a sequential set of 10 lessons, but each lesson may take more than one day to complete.

1. After students have learned each other's names, it is also fun to learn more about their new friends. Community circle topics of interest promote participation. For example, what is your favourite animal/ food? How many brothers/sisters do you have? Use the talking tool to practice focusing on the speaker.
2. Ask the student to bring in a family picture. Display the pictures around the room like a picture walk. Students will stand in front of the picture and will answer a question about the picture. Then these pictures will be used to make a multicultural board.
3. Students can participate in a collaborative puzzle activity. On a poster board, the teacher sketches a design of a puzzle. Then she/he writes each student's name on each design. It is a good idea to make a copy of the puzzle before the pieces are cut. Also, on the back of each design, write the number of the pieces in order. Give each student their puzzle piece and have the group complete the puzzle.
4. In this 'I' message activity, students sit in a big group. The teacher writes on the board: "I am (name the feeling) when (name the behaviour or event)". Then students one by one will come up with their own "I" message.
5. In this activity, students will learn about the importance of being aware of their feelings. Ask the students to share what some expressive colours are i.e. Happy (yellow, pink, orange), Angry ( black, red, brown), sad ( blue, white). Then ask the students to work in pairs with another student to express their feelings using these colours. Then the student can voluntarily share their feelings in the big group.
6. Using the worksheet in Tribes (p. 247): Sit in a circle. Ask the student to explain what feelings they have at that moment. Then give one sheet of different feelings to each student. Ask them to colour the feeling that suits them. Teacher shares first to model the activity. Be honest. Then the students will share their feelings and explain why.
7. In a small group of 3 to 5 students, ask them to draw a picture of themselves to show their feelings. After they draw the pictures and colour them, they will come to the big group and share their pictures and their feeling with the group. They will answer one question asked by another student regarding their pictures.
8. Ask students to sit in a circle. The teacher whispers a feeling or emotion in a student's ear. Then the student will act out that feeling nonverbally. The students will guess which emotion or feeling the student is acting out.
9. Ask the students to sit in a circle or stand up. Instruct the students that no discussion is allowed during this activity. Each student is going to make a statement by saying 'I wish ...'. After every student shares his/her wish, teacher and students will discuss how common the wishes were among students.
10. Students will sit in a circle. Each student takes a turn answering the question: "What kind of animal do you feel like today?". The students respond by making the sound of the animal they choose.

Activities compiled by M. Zakikhan

## GLOSSARY

**Community:** A classroom environment where all students feel included and are treated fairly, equitably, and where students feel safe to be themselves, and to take risks to challenge themselves.

**Community Circle:** A time students sit together in a circle to share thoughts, feelings, experiences and participate in community building activities.

**Academic Circle:** A time students sit together in a circle with a **subject/curriculum** focus.

**Restorative Circle:** Teacher guided circle, where teacher and students work through an issue that has arisen in or outside of the classroom setting.

**Talking tool:** An instrument used in circles to focus students' attention. This can be an item such as a Hoberman Sphere or something you co-create with your classroom.

**Circle Norms:** These are classroom rules students co-create as a class to follow during community circles.

**Community Wall:** A board to post appreciations, goal-setting sheets, posting pictures of families, etc. Displays artifacts that support the community-building activities within the classroom.

## APPENDIX A: Types of Circles

### TYPES OF CIRCLES

**Basic Circle (Sequential Circle):** Everyone sits facing the centre. Students are reminded of the norms and use a talking piece. The talking piece is passed around the circle from one participant to the next in a sequential pattern. Participants can use the “right to pass” or “right to come back to me”.

**Popcorn Circle (Non-Sequential Circle):** Everyone sits facing the centre. Students are reminded of the norms and use a talking piece. The talking piece moves around the circle in “popcorn” style, where students can ask for the piece when they are ready to contribute.

**Fishbowl Circle:** Invite 4-6 volunteers or selected students to form a small circle in the centre of the larger group circle. An empty chair is also included in the inner circle so that others can join in the discussion. The circle dialogue is focused within the small circle (a talking piece is optional). Participants in the outer circle are asked to remain quiet; if they want to contribute to the inner circle’s discussion, they wait until there is an empty chair in the inner circle and sit in it. Then they are free to contribute to the dialogue. When their contribution is done, they return to the outer circle.

**Spiral Circle:** Like a fishbowl, but only one empty seat in the middle. Participants sit in the empty chair in the middle when they would like to contribute.

**Feedback Circle:** One person shares (could be about a situation, or an academic focus), and the person beside them times (i.e. 2 minutes). After the sharing, the rest of the circle has the opportunity to provide feedback; this feedback is also timed.

**Wheelhouse Circle:** Also known as an “inside/outside circle”. Participants split in half, with one group on the outside and one group on the inside. The inner group faces the outer group to discuss a topic. Then have students in the outer or inner circle move “x” number of spaces to the right or left so that they can discuss another topic with a new partner.

## APPENDIX B: Examples of Classroom Norms

### CLASSROOM NORMS (Primary)

We have the **right to pass**, or the right to **come back to me**.

**Listen attentively** to the speaker

Only the person with the **talking tool** should be speaking.

We only **bring ourselves** to the carpet.

We sit in a **circle**.

### EXAMPLE OF A SET OF CLASSROOM NORMS (JUNIOR)

#### OUR CIRCLE NORMS

We **LISTEN ATTENTIVELY** to the speaker.

We **DON'T INTERRUPT**.

We speak only if we have the **TALKING STICK**.

We behave **MATURELY**

(no inappropriate comments).

We keep our words **POSITIVE** (no put-downs).

We don't bring **OUTSIDE ITEMS** into the circle.

We **PARTICIPATE** as much as we can, knowing we have the **right to pass** or to ask "**come back to me**".

**EXAMPLE OF A SET OF CLASSROOM NORMS (INTERMEDIATE)**

We can **maintain** the shape of the circle.

We can **listen attentively** to others and refrain from interrupting.

Before exercising the right to pass, we can challenge ourselves to **participate** and **contribute** in discussion.

We can offer feedback, suggestions or our opinions in a **respectful** and **inclusive** manner.

We can use a talking piece **appropriately**.

## APPENDIX C: Samples of Expectations for Collaboration in the Classroom

### Expectations for Collaboration in the Classroom



1. Listen attentively to the ideas of others in your group
2. Appreciate the contributions/input of others.
3. If you disagree with another member, state 'I disagree because...'
4. If you have a question, ask without criticizing.
5. If you have a suggestion, state 'I wonder if we can...'
6. Try to share/split roles evenly and be sure that everyone is ok with their role. You may have to play rock, paper, scissors to randomly choose roles.
7. Assign roles such as researcher, facilitator/leader, note-taker, or presenter when appropriate.

## APPENDIX D: Exit ticket/ goal sheet for collaboration



### **Give yourself a star!**

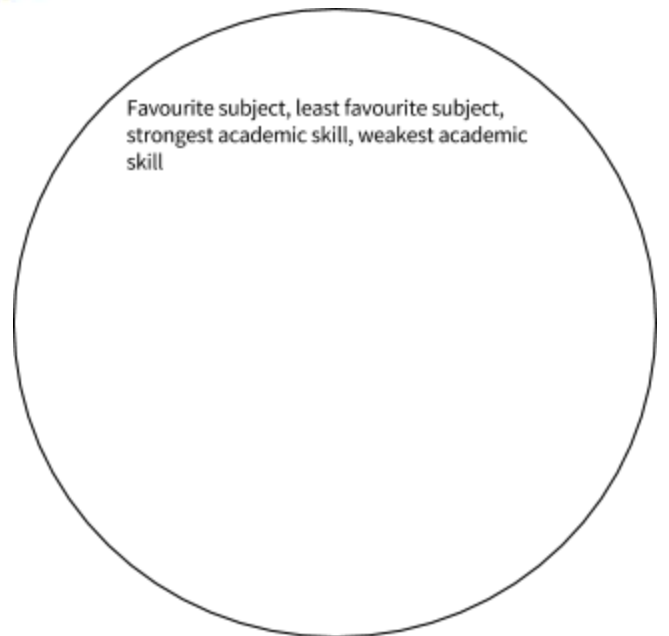
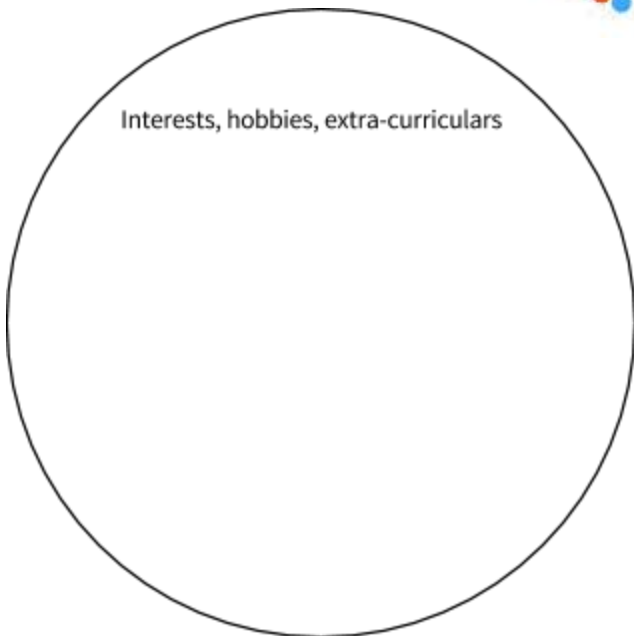
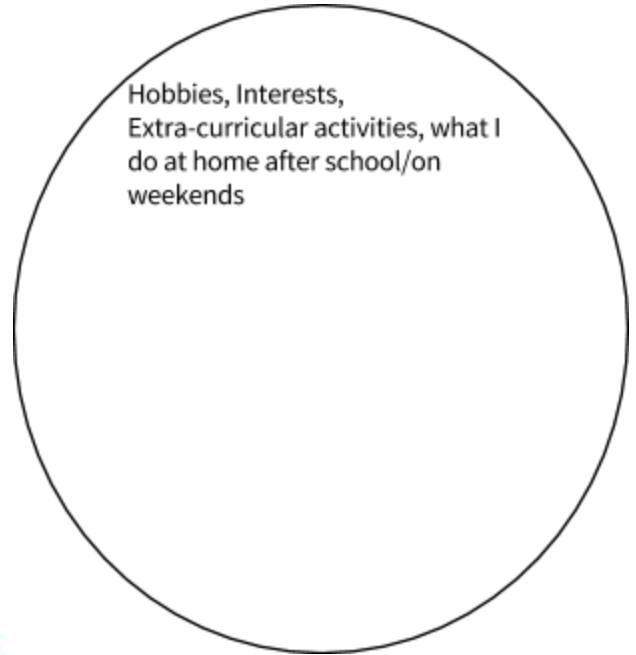
**Write down 1 or 2 ways in which you collaborate well with others:**



### **What is your 'stair'?**

**What are two ways that you can improve your collaboration skills?**

## APPENDIX E: Identity Circle Template



## References

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6. Thorsborne, M., Vinegrad, D. (2009). Restorative Justice Pocketbook. Alresford, Hampshire. UK: Management Pocketbooks Ltd.