Restorative Communities Resource Guide

PARTNERSHIP
FOR LOS ANGELES SCHOOLS

**Tools for Restorative Practices, Circle &
Cooperative Activities for
Students and Adults**

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About This Book

This resource guide is designed for educators to reference to facilitate dialogue and activities that support cultivating healthy, restorative communities.

About the Partnership

The Partnership for Los Angeles Schools in a non-profit organization created in 2007 to transform historically under-served schools and serve as a scalable transformation model for Los Angeles Unified School District (LAUSD), the State of California, and the nation. The Partnership dramatically accelerates achievement for students in the district's highest-need schools by operating a network of 18 schools (14,000 students) in Boyle Heights, South LA, and Watts. The Partnership is one of the largest public school turnaround initiatives in the nation. Over their first seven years, Partnership schools have more than doubled their four-year graduation rate from 36% to 77%. Furthermore, in the first year of the new Common-Core aligned Smarter Balanced exams, the Partnership closed the proficiency gap to LAUSD by 4% points in English and 9% points in math. To learn more about the Partnership, please visit our website at www.PartnershipLA.org.

OUR CORE VALUES

COURAGE
Aim high, do what's right, and hold ourselves accountable

CREATIVITY
Seek creative & scalable solutions

CONTINUOUS IMPROVEMENT
Relentlessly pursue excellence

COLLECTIVE ACTION
Lead together

What are Restorative Communities?

Restorative communities are safe spaces (physically, intellectually and emotionally), composed of respectful and responsible adults and students. Restorative communities promote a positive and healthy school culture by building, strengthening and (when harm occurs) repairing relationships through social-emotional learning, circle practice, and restorative dialogue.

The Three R's of a Restorative Community

➢ **Respect**
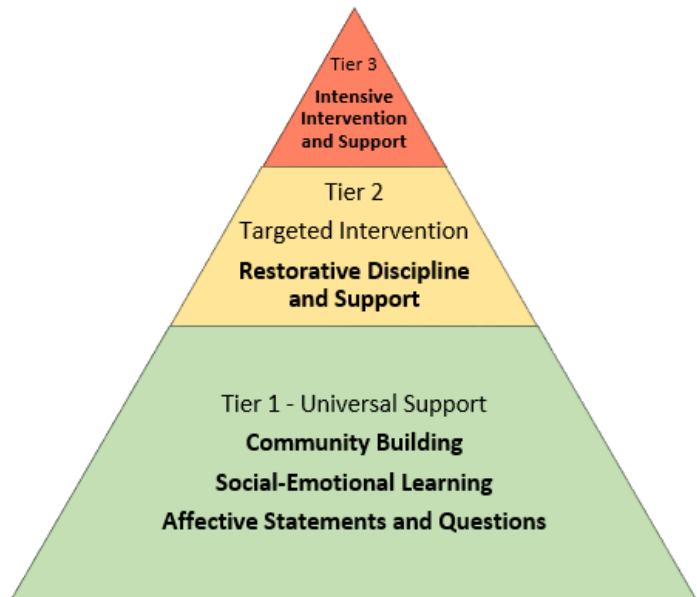➢ **Relationships**
➢ **Responsibility**

What is Restorative Justice (or Discipline) in Schools?

Rooted in the restorative justice model of some international criminal and juvenile justice systems, restorative justice in schools is an approach to heal harm. In schools, restorative "justice" can also be understood as restorative "discipline," the intervention tiers of restorative practices.

Traditional Discipline	Restorative Discipline
• Who broke the rule? • What rule was broken? • What punishment does the offender deserve? • The person harmed (victim) is not involved • Rules, fault and punishment are key	• Who was involved and how? • Which relationships have been harmed? • What do participants (particularly those harmed) need? • Everyone impacted has an opportunity to create an agreement to heal and prevent future harm • Relationships, respect and responsibility are key

What are Restorative Practices?

Restorative practices are a collection of actions that aim to build, maintain, and when necessary, repair relationships. At a universal and preventative level (Tier 1), all staff and students can build and maintain relationships through community building and curriculum circles, social-emotional learning, affective statements, and non-violent communication. At a level of targeted intervention (Tier 2), when harm or significant challenges occur, restorative practices may include active listening, motivational interviewing, conflict circles, circles of support, or individual restorative conferencing and dialogue. For the most severe harms (Tier 3), typically after a student has been removed from class or school, the highest level of support may include a re-entry circle or restorative community conference and on-going circles of support to re-integrate the student into the school community.

Tier 3
Intensive Intervention and Support

Tier 2
Targeted Intervention
Restorative Discipline and Support

Tier 1 - Universal Support
Community Building
Social-Emotional Learning
Affective Statements and Questions

What is a Restorative Approach?

"The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things <u>with</u> them, rather than to them or for them."

- International Institute for Restorative Practices

What are the Key Terms of Restorative Communities?

➢ **Affective Statements:** Expressions of personal feelings, both positive and negative, describing how one is affected (e.g. "I feel ___ when ___.").

➢ **Affective Questions:** Questions asked to understand how people are affected (impacted) by an incident. These questions seek to understand feelings and needs. ("Who do you think has been affected and how?").

➢ **Active Listening**: Words and body language that invites thoughtful reflections (e.g. restating, summarizing, minimal encouragers, effective silence).

➢ **Restorative Dialogue/Motivational Interviewing:** Collaborative conversations aimed at strengthening a person's own motivation and commitment to change or to attain a specific goal. Questions are open-ended to invite conversation to uncover and address the root causes of conflict and challenging behavior.

➢ **(Tier 1) Circle**: Proactive circles where participants are invited to respond to open-ended questions related to community building, curriculum, issues, support, or celebration. The format typically includes discussing circle agreements, using a talking piece, and responding to a check-in question, round questions, and a check-out question/closing.

➢ **(Tier 2) Support/Issue Circle:** Using the circle agreements, support/issue circles address on-going social-emotional needs for students experiencing similar types of trauma or challenge.

➢ **(Tier 2) Harm/Conflict Circle:** After preparing individuals involved (using restorative dialogue and inviting individuals to voluntarily participate this circle), harm/conflict circles use the circle agreements to discuss, understand, and repair harm. Participants draft agreements to heal the harm and the circle keeper follows up soon thereafter.

➢ **(Tier 3) Re-entry Circle/Community Conferencing:** For students who have been away from school or class (either because of suspension, opportunity transfer, incarceration or other), a re-entry circle uses the circle agreements to welcome the student back to the school/class community and share resources and support to avoid repeating the harm. A community conference may invite additional members of the community, family, and/or specialized services.

Community Building Circle Format

A Suggested Guide for Circles in the Classroom

Signal or Phrase to Identify Circle Time
Students must know that circle is about to happen, whether it's as soon as they walk in the room or there is a practiced procedure for getting into circle.

Physical Arrangement of Circle
Physically arrange participants in a circle, whether by sitting in chairs/desks that face inward or standing in a circle so that all participants can view one another.

1. Welcoming/ 3 R's/Opening
Welcome participants to circle, discuss the purpose of circle (respect, relationships, responsibility), and open the circle (perhaps with a song, quote, poem, or breathing exercises).

2. Introduce/Review Agreements (and Ask for Agreement to Agreements)
Facilitator or participants should explain the following elements of circle (or a version agreed upon for the group).

- Circle Agreements
- Respect the Talking Piece
- Speak and Listen from the Heart
- Speak and Listen with Respect
- Honor Privacy
- Say Just Enough
- "Shaky" Hands (or other positive gesture to signal empathy and agreement)

3. Introduction to Talking Piece
Explain significance and value of talking piece.

4. Check In Question
The Circle Keeper/Facilitator asks a question with a short response, typically about the present time. The talking piece then typically passes person-by-person to the left (the side our heart is on). Examples:
· How are you feeling in this moment? How has your day been so far?
· What would be important for this group to know about you right now?

5. Community Building Rounds
More open ended questions, may involve narrative and should typically build from more surface level questions to deeper questions over time (perhaps over several circles). Examples:
· What's your favorite smell, candy, color, etc.? Who or what brings you joy?
· When did you recently experience success?

6. Check Out Question/Closing
Reflection question about the day or the future. Examples:
· How are you feeling at the end of circle practice today? What are you looking forward to?
· What's a goal you can set and accomplish for today?

Note: A circle could be as short as a Check In Question and a Check Out Question to build community and communication skills or as long as an entire class period to discuss content and curriculum

Restorative Communities Classroom-level Rubric
Tier 1 Restorative Circles: Community Building and Curriculum Circles
A tool for self-evaluation, observation, and educator growth and development

Circle Component [TLF Connection]	Phase 1 Beginning	Phase 2 Developing	Phase 3 Advancing
Planning & Preparation [1b1 Awareness of Students' Skills, Knowledge and Language Proficiency; 1b4 Knowledge of Students' Interest and Cultural Heritage]	Facilitator has planned several questions and activities for the circle.	Facilitator has purposefully planned questions and activities for the circle, with a particular attention to participants' skills, language abilities, and interests.	Facilitator has included participant voice in planning purposeful questions and activities. Participants may have created the questions/activities themselves.
Physical Space [2b4 Physical Environment; 2c1 Routines & Procedures]	All participants are arranged in a circle, whether seated or standing. Instructional time may be lost while transitioning.	All participants are arranged in a comfortably seated circle and able to view every other person, without obstruction. Minimal instructional time is lost while transitioning.	Participants efficiently help to arrange the physical space into a circle, where all participants can see one another without obstruction, and help return the physical space to rows, groups, or other seating arrangements. Instructional time is maximized.
Circle Agreements [2b2 Expectations for Learning and Achievement; 2d1 Expectations for Behavior]	Circle agreements are posted and reviewed before beginning circle. Participants are invited to show a sign of agreement (e.g. deaf applause or snaps) with the circle agreements. Facilitator defines the Circle Agreements for participants.	Circle agreements are posted and participants are invited to explain their meaning prior to beginning circle. All participants are invited to show a sign of agreement with the circle agreements. Facilitator asks the participants to define/describe the Circle Agreements.	Circle agreements are co-constructed with participants and discussed prior to beginning circle and throughout the circle, as applicable. All participants are invited to show a sign of agreement with the circle agreements. Participants share personal commitments to individual Circle Agreements.

Facilitator Responsibility [2a1 Teacher Interactions with Students; 2d2 Monitoring and Responding to Student Behavior]	Facilitator models respectful tone, word choice and interactions. Educator models affective statements and active listening. When necessary, educator responds to misbehavior respectfully.	Facilitator models and invites respectful tone, word choice and interactions. Educator models affective statements and active listening. Facilitator reinforces positive behavioral choices and, when necessary, responds to misbehavior respectfully.	Facilitator models, invites and encourages respectful tone, word choice and interactions. Facilitator models and describes affective statements, active listening, and restorative dialogue when necessary. Facilitator reinforces positive behavioral choices and, when necessary, responds to misbehavior respectfully and equitably.
Participant Voice and Participation [2a3 Classroom Climate; 3b2 Discussion Techniques and Student Participation]	Some participants share their responses and ideas in circle. Several participants pass the talking piece without sharing. Some students show non-verbal signs of empathy, recognition, or appreciation (e.g. deaf applause or snaps).	Most participants share their responses and ideas in circle. Few or no students pass without sharing. Many participants show non-verbal signs of empathy, recognition, or appreciation.	Most participants freely and comfortably share their responses, ideas, and questions in circle. Most participants show non-verbal signs of empathy, recognition, or appreciation. Many participants take risks and are vulnerable in circle.
Participant Responsibility [2a2 Student Interactions with One Another]	Participants are generally respectful of one another in circle. Some participants may struggle with demonstrating respect and taking responsibility.	Participants are respectful of one another in circle. Most participants consistently demonstrate respect and taking responsibility.	Participants encourage one another in circle. All participants consistently demonstrate respect and taking responsibility.
Social Emotional Language [3a4 Use of Academic Language; 3d4 Student Self-Assessment and Monitoring of Progress]	Facilitator somewhat models social-emotional vocabulary and provides some opportunities for participants to express social-emotional language.	Facilitator often models social-emotional vocabulary and provides several opportunities for participants to express social-emotional language, including goal-setting and reflection.	Facilitator models social-emotional vocabulary and provides many opportunities for students to express social-emotional language, including growth mindset, self-efficacy, self-management, and social awareness.

135 Community Building Questions (for Circle or Other Activities)

1) What is your favorite sports/food/color/smell/subject/artist/team/tv show/movie/song/etc.?
2) What's your favorite tree/flower/scenery/animal/candy/place/teacher/etc.?
3) What do you like to do during your free time?
4) What do you want to accomplish?
5) What is one of your dreams?
6) If you could have dinner with anyone dead or alive, who would that be and why? What would you talk to him/her about?
7) If you could have one superpower, which one would that be? If you could be a superhero, which would you be and why? OR If you could become your own superhero, what would your name and costume be?
8) Who do you admire and why?
9) If you could take only 3 things on a desert islands, what would that be?
10) What is one thing you are worried about or afraid of?
11) What did you wanted to be when you were a kid?
12) What do you plan to do after high school?
13) How are we privileged?
14) What brings you joy? What's a memory that brings you joy?
15) What do you appreciate about your work or main activity?
16) How would your best friend describe you?
17) What would you not want to change about your life?
18) If you could talk to someone from your family who is no longer alive, who would it be and what would you tell him/ask him
19) If you had an unexpected free day, what would you like to do?
20) If you were an animal, what animal would you be and why?
21) Who or what makes you laugh? Who or what makes you smile?
22) Who do you think is a good role model for young people?
23) If you were prime minister or president of the world, what laws would you make?
24) What was your last dream about?
25) What would you do if you won the lottery?
26) What talents do you have?
27) What was your favorite holiday?
28) Where would your dream vacation be?
29) If you could go back in time and change one thing, what would it be?
30) If you could live anywhere, where would that be?
31) If you could go back in time to change one thing what would it be?
32) Have you ever been admitted to hospital?
33) What scars do you have and what's the story behind it?
34) Have you ever been on TV?
35) Have you ever met any celebrities?
36) Have you ever done something heroic?
37) What would be your best achievement to date?
38) Have you ever built a snowman? How did you do it?
39) If you could live anywhere, where would that be?
40) Would you like to be a big celebrity? If so, what would you be famous for?
41) If your house or school was on fire, what items would you take with you?
42) What do you typically have for breakfast?
43) If you could change anything about yourself what would it be?
44) Would you rather trade some intelligence for looks or looks for intelligence? Why?
45) If you could ask your future self a question, what would it be?

46) What historical figure or concept would you love to see in 21st century life?
47) If you could learn any language fluently what would it be and why?
48) What was the last song you danced to?
49) What was the last book you read?
50) What would be your dream car?
51) What was your favorite birthday?
52) How old were you when you last went trick or treating?
53) What do you have on your fridge door?
54) What's your first thought upon waking up?
55) Do you have any superstitions?
56) Do you have any lucky items, objects or traditions?
57) What do you think the greatest invention has been?
58) How long does it take you to get ready for ___?
59) Have you ever done something really unbelievable, only to have no one around to see it?
60) Have you ever raised money for charity? If so, which? If not, would you like to and which one?
61) If you were in a band, what instrument/role would you play?
62) What's your opinion on ___?
63) Do you have any unusual fears or phobias?
64) Do you live by any motto or philosophy?
65) Could you ever hunt, gather or grow your own meal?
66) What do you do to cool down when it's hot?
67) What's the most unusual thing you've ever eaten?
68) Do you collect anything?
69) Is there anything you wished would come back into fashion?
70) If you could have any feature from an animal what would you want?
71) What makes you nervous?
72) Which of the 5 senses would you say is your strongest?
73) If you and a friend both wanted the same thing would you let the friend get it first?
74) What do you do to stay healthy?
75) If you were ruler of your own country what would you call it?
76) If you invented a monster what would you call it and what would it look like?
77) If you were captain of a ship, what would you call it and where would you go?
78) What's the hardest thing about being your gender/age/grade?
79) What's the best thing about being your gender/age/grade/ethnicity/culture/religion/etc.?
80) What's the best/worst thing about school/this class/our neighborhood/etc.?
81) If you could have a full scholarship to any university what would you choose to study?
82) What's been your greatest day ever?
83) What historical period would you like to live in if you could go back in time?
84) What movie/book ending really frustrated you? And how would you change it?
85) What three things do you think of almost every day?
86) If you had a warning label, what would yours say?
87) If you were a fashion designer, what style of clothing or accessories would you design?
88) Do you ever laugh at things you shouldn't?
89) What song would you say best sums you up?
90) If you could choose one celebrity to be the father/mother of your child who would it be?
91) Which fictional character do you wish was real?
92) Do you believe in destiny, fate or free will?
93) Are you the kind of friend you'd want to have as a friend yourself?
94) If you were a wrestler what would your stage name be and what would your special move be called?
95) What's been the best/worst decision you've made in your life so far?
96) What words do you always struggle to spell correctly?

97) On a scale of 1-10 how happy would you say you are?
98) On a scale of 1-10 how ___ (hard-working, motivated, happy, etc.) are you?
99) What do you consider to be the most important piece of furniture in a house?
100) Who would you want to be with on a desert island?
101) What one device would you want to see added to a mobile phone?
102) Where do you see yourself in 1 month/year/decade?
103) What was the last present you gave?
104) What was your first/last job (or what would you like it to be?)
105) What was your first car (or what would you like it to be?)
106) Who was your first best friend?
107) What nicknames do you have/have you had?
108) Would you say you are a good or bad influence to others? Why?
109) If you were to become a famous singer, what would your debut album be called?
110) If you could join any music group which would you want to join?
111) Have you ever performed in front of a large audience?
112) What's your favorite thing you like about yourself?
113) What compulsions do you have?
114) What makes you angry?
115) What's the scariest thing you've ever done?
116) What fairy tale character would you most associate with?
117) What are your strengths?
118) What's the most shocking thing you've ever done for someone?
119) How did you get your name?
120) When are you at your best?
121) Imagine you are in conflict with a person who is Important in your life. What values do you want to guide your conduct as you try to work out that conflict
122) What is your passion?
123) What touches your heart?
124) What gives you hope?
125) What/who demonstrates respect?
126) What is something you value about your family/yourself/your culture? Why?
127) Who/what is something you are thankful for? Why?
128) What have you learned about work/power/money/love/rights/responsibility/ courage/etc.? What does it mean to you?
129) In your experience, what supports healing?
130) What sustains you during difficult times?
131) What's important to you? What do you value?
132) How do you make the world a better place?
133) If you could change or fix one thing past or present, what would it be and why?
134) What change would you like to see in your class/school/community/city/country?
135) What's one of your gifts to this world? (Or what's something special about you?)

Restorative Communities Leads

The Restorative Communities Lead (RCL) is a certificated school-based staff member, whether in-classroom or out-of-classroom, who has applied and been accepted to the Partnership Teacher Leader program to cultivate his/her own restorative practice expertise, develop leadership skills by coaching others, and support school culture and classroom climate by leading the school Culture Team and facilitating school-wide culture efforts. Through this role, educators will have the opportunity to cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student outcomes. In Partnership schools, RCL's participate in several days of professional development and coaching and receive a stipend for their additional contributions to the school community.

Culture Teams

Culture Teams are school-based teams of mixed stakeholders (including school leaders, teachers, out-of-classroom certificated staff, classified staff, students, families, partners, etc.) led and organized by a Restorative Communities Lead and/or school leader to develop and monitor school-wide goals and strategies aimed at improving school culture. The Culture Team collaboratively determines and leads activities, including professional development, and communications to support the school mission, vision, core values/principles, and common expectations.

Culture Goals

Culture goals are SMARTE (specific, measurable, ambitious, realistic/relevant, time-bound, and equity-focused) goals, milestones, and strategies aimed at improving a school's culture. In Partnership schools, culture goals are recorded and tracked with data in Call to Action (CTA) documents.

Working with Families

This Restorative Justice Elective Course is Open to All Graduates of Parent College

Course Content and Structure: Components and Objectives
Session 1: Introduction to Restorative Justice • Understand the roots of restorative practices in LAUSD, Restorative Communities with the Partnership, and the goals of restorative justice broadly • Practice building relationships and social-emotional language as a model for children and to strengthen relationships across the entire school community
Session 2: Community Building Circles • Build relationships and social-emotional learning as a model for students and to address factors contributing to dropouts, and create the conditions for student success • Participate in community building practices with adults as a model for building relationships and communication skills with youth
Session 3: Restorative Dialogue • Build relationships and social-emotional language as a model for children and to strengthen community as Partnership parents • Discuss and practice restorative dialogue to address harm and discipline
Session 4: Social-Emotional Learning • Build relationships and social-emotional learning as a model for students and to address factors contributing to dropouts, and create the conditions for student success • Learn the four core social-emotional competencies for building relationships and communication skills with youth
Session 5: Building a Supportive and Peaceful Home • Use restorative practices to foster a supportive and peaceful home environment • Practice designing a circle lesson for one's family and practice being a circle keeper • Celebrate the end of our elective course

Social Emotional Competencies

SE Competency	Definition
Growth Mindset	The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.
Self-Efficacy	The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment.
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.
Social Awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

An Informational Video about Growth Mindset

An Informational Video about Self-Efficacy

Restorative Communities Tier 1 and 2 Circle Planner
Community Building, Curriculum, Support, Issue & Celebration Circles

Facilitator:		Date/Time/Period(s):	
Standard, Objective and DOK Level:			
Prep/Materials needed:	Talking piece,		

<div align="center">Agenda</div>

1. Opening/Welcoming/3 R's:

2. Introduce/Review Agreements (and Ask for Agreement to Agreements):

3. Introduce Talking Piece:

4. Check-in question:

5. Community Building Question/Activity:

6. Check-out Question/Closing:

Teacher:		Date/Time/Period(s):	25 mins
Standard, Objective and DOK Level: 2	Participate in circle practice, speaking and listening with respect, with a talking piece, and from the heart.CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
Prep/Materials needed:	Talking piece, circle agreement posters, chairs in circle, hula hoop, sticky notes		

Agenda

1. **Opening/Welcoming:** Circle helps us build relationships and team so we can learn more and work together even better. We're going to use a talking piece to signal who has permission to speak and who has permission to listen deeply. Before we do, let's practice listening and taking turns with a game called Pass a Clap.

2. **Introduce/Review Agreements (and Ask for Agreement to Agreements):** Respect the talking piece. Speak and listen with your heart. Speak and listen with respect. Whole group discussion: what do these mean?

3. **Introduce Talking Piece:** Amy, the gorilla who can "communicate."

4. **Check-in question:** What is your name and how are you feeling?

5. **Community Building Question/Activity:** The wind blows for anyone who… (This game gives students an opportunity to ask questions/make statements to find similarities in classmates.) Debrief. What was easy? What was hard? What did we learn about each other?

6. **Circle Round:** What is one great thing that has happened this week?

7. **Community Building Question/Activity:** Hula hoop game. (This game involves teamwork in completing a fun task – getting the hula hoop all the way around the circle, while everyone holds hands.) Debrief. What was easy? What was hard? What did we learn about each other?

8. **Check-out Question/Closing:** What are you looking forward to?

Teacher:		Date/Time/Period(s):	60 mins
Standard, Objective and DOK Level: 3	Build community, practice & improve listening skills, connect modern behaviors to historical situations CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.		
Prep/Materials needed:	Talking piece, Intro to RJ Circle handout, students need pencils/pens		

Agenda

1. **Do Now:** Handouts given at door for students to begin right away
2. **Review Do Now together**
3. **Opening/Welcoming/3 R's:** Indigenous (native) people sat in circle to celebrate, resolve conflict, build relationships, etc. The circle symbolizes equality and unity. Today we're going to participate in a circle practice to strengthen our community, practice and improve our listening skills, and connect modern behaviors to historical situations.
4. **Introduce Agreements** We're going to use a talking piece that symbolizes who has the opportunity to speak and who has the opportunity to listen. Before we use it, let's practice with "Pass a Clap." (Quick physical game.)
5. **Introduce Talking Piece:** Amy, the gorilla that can communicate.
6. **Check-in Circle Question:** What's your name and how are you feeling today?
7. **Discuss remaining Circle Agreements (and Ask for Agreement to Agreements):** Discuss and record the meanings of the circle agreements in part 1 of handout.
8. **Think-Pair-Share:** What's hard about listening with respect?
9. **Listening Activity:** Ha-ha Game and debrief.
10. **Circle Question:** What would it look and sound like if everyone brought their best self to class?
11. **Transition to Text:** Learning can and should be fun, and it also can and should be intellectually challenging. What have you been learning about in history? (e.g. European explorers, colonialism, slavery, etc.) Someone I admire very much said something profound about this experience and how it impacts us in modern times. First I'll read it aloud, then I'll ask you to re-read it on your own, underlining words you're unfamiliar with. We'll discuss the meaning of those words and the text together. Students should record their answers on their handouts.
12. **Circle Question:** Question 2 from handout: Do you agree that "our children are still taught to respect… violence"? Why or why not?
13. **Complete exit ticket question** (will hand in papers at door on their way out)
14. **Check-out Question/Closing:** Unity Clap or one word that is staying with you from today's circle.

Secondary Sample Circle Lesson Plan

Teacher:		Date/Time/Period(s):	50 min
Standard, Objective and DOK Level:	Objective: Build community, practice listening skills, build empathy and improve classroom behavior over time.		
Prep/Materials needed:	Talking piece, Circle Agreements, Flashcards, Paper Bags, pens/pencils		

Agenda

1. **Opening/Welcoming/3 R's:** Today we're going to participate in a circle practice to strengthen our community, practice and improve our listening skills, and build empathy. What is empathy? Define it for students if they need help: the ability to relate to what someone else is going through.

2. **Introduce/Review Agreements (and Ask for Agreement to Agreements):** We're going to use a talking piece that symbolizes who has the opportunity to speak and who has the opportunity to listen.

3. **Introduce Talking Piece:** (Teachers, choose an object that means something to you and explain its significance; add more talking pieces as you build community over time; ask students to bring in a talking piece)

4. **Check-in question:** What's your name and how are you feeling today? Try to use a word other than "good" (ex. Calm, frustrated, happy etc…)

5. **Community Building Question/Activity:** Keeper of the circle (choose one teacher to lead) explains the reason why this circle was convened. Explain the goal is to foster respectful student-to-student interactions, improve classroom behavior and build community.

   Ask first question: *What's going through your head when you make good choices in school? What's going through your head when you make poor choices in school?*
   Then, form 2 groups. One group will chart a *good day* and one group will chart a *bad day*. Use the icerberg visual (3 levels: actions at top, feelings in the middle, and needs at the bottom). Ask students to reflect on what actions they see, how they feel and what needs are present on a good day and a bad day. Students present. Consider having a small prize for the presenters (candy, school supplies…)

6. **Check-out Question:** *What are you like at your best self?* Use one word (ex. Patient, kind, funny, considerate…)

7. **Closing:** End by distributing appreciation bags. Each student writes their name on bag; give out flashcards and ask them to write something they appreciate about one or two people in the circle (can be a teacher). Then, place bags in the middle of the circle and students put flashcard in the bag of that student or teacher. Let students know you will have circle every other week and that you will keep adding to the bags. You may want to keep bags if you think students may lose them.

Restorative Practices: Affective Statements & Questions

Affective statements are the least formal tool on the restorative practices continuum. Affective statements are expressions of personal feelings, both positive and negative, and are used to develop empathy, establish boundaries, and to identify harms, needs, and obligations.

Examples of Affective Statements:

- I'm proud you made the choice to work together.
- I appreciate when we practice speaking from the heart.
- I felt hurt and upset when you said that derogatory comment about our classmate.
- I noticed you weren't doing the assignment and I'm wondering what you might need to get started.
- I'm concerned that you haven't turned in your homework.
- I feel… when…
- I notice/hope/need/etc…

Affective questions are the next informal tool on the restorative practices continuum. Affective questions inquire about others' personal feelings, both positive and negative, and are used to develop empathy, establish boundaries, and to identify harms, needs and obligations.

Examples of Affective Questions:

- What happened?
- Who was involved and how?
- What were you thinking/feeling at the time?
- What have you thought about since?
- How are you feeling about it now?
- Who has been affected by what has happened? In what way(s)?
- What has been the hardest part for you or others?
- What do you think needs to happen to make things as right as possible?
- What can you do to repair the relationship?
- What can we commit to so that we repair the harm and restore the relationship?
- On a scale of 1-10, how ready are you to make that happen?
- What support do you need to make that happen?
- How can I help you?

Feelings Inventory

The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are satisfied

AFFECTIONATE
compassionate
friendly
loving
open hearted
sympathetic
tender
warm

ENGAGED
absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL
expectant
encouraged
optimistic

CONFIDENT
empowered
open
proud
safe
secure

EXCITED
amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL
appreciative
moved
thankful
touched

INSPIRED
amazed
awed
wonder

JOYFUL
amused
delighted
glad
happy
jubilant
pleased
tickled

EXHILARATED
blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

PEACEFUL
calm
clear headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED
enlivened
rejuvenated
renewed
rested
restored
revived

Feelings when your needs are not satisfied

AFRAID
apprehensive
dread
foreboding
frightened
mistrustful
panicked
petrified
scared
suspicious
terrified
wary
worried

ANNOYED
aggravated
dismayed
disgruntled
displeased
exasperated
frustrated
impatient
irritated
irked

ANGRY
enraged
furious
incensed
indignant
irate
livid
outraged
resentful

AVERSION
animosity
appalled
contempt
disgusted
dislike
hate
horrified
hostile
repulsed

CONFUSED
ambivalent
baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled
torn

DISCONNECTED
alienated
aloof
apathetic
bored
cold
detached
distant
distracted
indifferent
numb
removed
uninterested
withdrawn

DISQUIET
agitated
alarmed
discombobulated
disconcerted
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
turmoil
uncomfortable
uneasy
unnerved
unsettled
upset

EMBARRASSED
ashamed
chagrined
flustered
guilty
mortified
self-conscious

FATIGUE
beat
burnt out
depleted
exhausted
lethargic
listless
sleepy
tired
weary
worn out

PAIN
agony
anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD
depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
gloomy
heavy hearted
hopeless
melancholy
unhappy
wretched

TENSE
anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE
fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING
envious
jealous
longing
nostalgic
pining
wistful

Needs Inventory

The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

CONNECTION
acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect

CONNECTION continued
safety
security
stability
support
to know and be known
to see and be seen
to understand and
be understood
trust
warmth

PHYSICAL WELL-BEING
air
food
movement/exercise
rest/sleep
sexual expression
safety
shelter
touch
water

HONESTY
authenticity
integrity
presence

PLAY
joy
humor

PEACE
beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY
choice
freedom
independence
space
spontaneity

MEANING
awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-expression
stimulation
to matter
understanding

The contents of this page can be copied by anyone so long as they credit CNVC as follows:

Restorative Practices: Motivational Interviewing

Restorative Justice Roots: Harms, **Needs**, Obligations

Motivational interviewing is a form of collaborative conversation aimed at strengthening a person's own motivation and commitment to change or to attain a specific goal (adapted from the work of Sobell & Sobell, 2008). Motivational interviewing is helpful in the work of restorative dialogue, particularly when there is a need to create an agreement to heal harm, repair a relationship, and prevent future harm.

Asking Permission

Communicates and models respect for consent. People are also more likely to express willingness to change when they are asked instead of told.

"Can I ask you about what happened?" "Can we talk outside for a few minutes?"

Open Ended Questions

Yes or no questions containing predetermined information can make people feel interrogated and cause resistance to responding or engaging.

"What can you tell me about what happened earlier?" "What was your experience?"

Reflective/Active Listening

Provides the ability to ensure that the person you are speaking to feels heard and that you accurately understand their perspective.

"What I hear is…"

Normalizing Language

Provides an opportunity for the listener to relate to the speaker and build empathy.

"If that happened to me I would feel ___ too."

"Others might feel ___ if this happened to them as well."

Change/Transformation Language

Change talk is connected with successful outcomes as the person who harmed is doing the work for themselves of identifying why change might be helpful or necessary.

"How do you think the other person felt when you said that?"

"What needs to happen to make this right?"

"If you did ___ differently, how would that work better for you?

If the speaker cannot identify the other person's feelings, what needs to happen to make things right, states that s/he doesn't care, or resists in another way, the listener may want to state his/her own feelings, that s/he cares, and offer a suggestion.

"I can imagine if I was (the other student), I might feel ___." "I can imagine (person) feels ___."

"If I had been in the situation, I might want to do ___ to make it right."

Helping to Create an Agreement

At the core of this work is deciding how to repair the harm and what to do differently if a similar incident or action should occur. The greatest impact is most likely when the student who caused the harm is guided to creating the agreement him/herself.

"What agreement could you make to make this right? "What can you do to keep that agreement?"

"Will it be hard for you to keep this agreement?" "Why is it important to keep this agreement?"

If the participant is having a hard time thinking about change, focus on what you can offer to support him/her in that process or try to frame it in terms of future consequences (positive and negative).

"What can I do to help you keep that agreement?"

 "If you make changes, or made different choices, what would be different?

"What would your life look like in a week/month/year if you kept this agreement and made this change?"

"If you don't make this change, what might happen?" "If you do this again, what might happen?"

"Readiness to Change" Ruler

Tool to assess the readiness of an individual to commit to an agreement and to change.

"On a scale of 1 to 10, where 1 is definitely not willing to make this change and 10 is definitely willing to make this change, where are you now?"

"On a scale of 1 to 10, how hard will it be for you to ___?" "What can we do to help you keep that number or to raise that number?"

Affirmations

Offer positive feedback and support to encourage the individual. "I'm proud of you for making this agreement." "I appreciate your courage in talking to me." Adapted from Motivational Interviewing Strategies and Techniques at http://www.nova.edu/gsc/forms/mi_rationale_techniques.p

How You Can Use the NVC Process

Clearly expressing
how **I am**
without blaming
or criticizing

Empathically receiving
how **you are**
without hearing
blame or criticism

OBSERVATIONS

1. What I observe *(see, hear, remember, imagine, free from my evaluations)* that does or does not contribute to my well-being:

   "When I (see, hear) . . . "

1. What you observe *(see, hear, remember, imagine, free from your evaluations)* that does or does not contribute to your well-being:

   "When you see/hear . . . "
   (Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel *(emotion or sensation rather than thought)* in relation to what I observe:

   "I feel . . . "

2. How you feel *(emotion or sensation rather than thought)* in relation to what you observe:

   "You feel . . ."

NEEDS

3. What I need or value *(rather than a preference, or a specific action)* that causes my feelings:

   " . . . because I need/value . . . "

3. What you need or value *(rather than a preference, or a specific action)* that causes your feelings:

   " . . . because you need/value . . ."

Clearly requesting that
which would enrich **my**
life without demanding

Empathically receiving that
which would enrich **your** life
without hearing any demand

REQUESTS

4. The concrete actions I would like taken:

   "Would you be willing to . . . ?"

4. The concrete actions you would like taken:

   "Would you like . . . ?"
   (Sometimes unspoken when offering empathy)

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Circle Format: Tier 2 & 3
A Suggested Guide for Circles Out of the Classroom
Circles to Address Harm/Conflict, Issue/Support and Re-Entry/Re-Integration

Facilitator Preparation Before bringing together participants in a circle, it is important that the facilitator connect with participants individually to understand their perspectives, feelings, and needs, as well as what each participant will likely offer as a solution/accountability to the circle. The Intake Form and an oral invitation to participate in a circle may be helpful with preparation.

Physical Arrangement to Identify Circle Time Participants must know that circle is about to happen, whether it's as soon as they walk in the room or there is a procedure for getting into circle. Physically arrange participants in a seated circle so that all participants can view one another. For Tier 2 & 3 circles, you might strategically and purposefully seat participants to be nearest their support persons.

1. Welcoming/Opening Welcome participants to the circle, discuss the purpose of circle (i.e. to address a specific recent harm or support an on-going issue) and open the circle (perhaps with a song, quote, poem, or breathing exercise).

2. Introduce/Review Agreements (and Ask for Agreement to Agreements) The facilitator or participants should explain the following elements of circle (or a version agreed upon for the group).
- **Circle Agreements** Respect the Talking Piece, Speak and Listen from the Heart, Speak and Listen with Respect, Honor Privacy, Say Just Enough
- **"Shaky" Hands or Silent Applause** (or other positive gesture to signal empathy and agreement)

3. Introduction to Talking Piece Explain the significance and value of the talking piece.

4. Check In Question The facilitator asks a question with a short response, typically about the present time. The talking piece then typically passes person-by-person to the left (the side our heart is on). Examples:
- How are you feeling in this moment? How has your day been so far?
- What would be important for this group to know about you right now?

5. Circle Rounds (may be started with a community building question and/or interspersed with personal reflection and other strategies) More open ended questions that should involve narrative and typically build from the past to the future. Examples:
- What happened? Who was affected and how?
- How did you feel at that time? How are you feeling now?
- What do you think needs to happen to make things as right as possible?
- What can you do to repair the relationship?
- What support do you need? When will we check in?

6. Draft Agreement and Support Plan Participants should collaboratively determine what will happen to repair the harm, address the issue, and offer support. Both students and adults should record action steps and sign the document. This is the crucial piece for accountability and support. The Student Agreement & Support Plan may be helpful documentation.

7. Check Out Question/Closing Reflection question about the day or the future. Example:
- How are you feeling at the end of this circle? What are you looking forward to?

Participant Intake Form
Tier 2 & 3 Restorative Circle

This tool (or a revised version of it) may be helpful when asking participants (open ended questions) about an incident. If used as facilitator notes, this may help prepare for tier 2 & 3 circles.

Name		Date of Intake	
Date of Birth		Facilitator	

What happened? Who was affected and how?

How does the participant feel? What does the participant need?

What can the participant offer?

Additional Notes

Restorative Reflection & Agreements

Student Name: _____ Date: _____

Reflection

What happened?

Who has been affected by what has happened and in what way(s)?

What were you thinking at the time? What are you thinking now?

What do you think needs to happen to make things as right as possible?

Agreement

What will you do to repair the relationship or heal the harm?

Why are you making this agreement?

Who/what do you need to support you?

When and with whom will you check in to ensure this agreement is kept?

Student Agreement and Support Plan
Tier 2 & 3 Restorative Circle

Student Name		Date of Circle	
Date of Birth		Facilitator	
Circle Type		Follow Up Day	

Student Agreement(s) (e.g. I agree to… because… If/when I need support, I will…)
-What specific actions will you do that demonstrate you are committed to ending the conflict you are having?

Support (e.g. Supportive adult will… on… because…)
-Who are the adults on campus that you will go to if this issue persists or if other conflicts arise?

Student Signature: _____   Date: _____

Adult Signature: _____   Date: _____

Follow Up Notes (e.g. On … we met to discuss… Further actions will include…)

RC Focus Elements – Teaching & Learning Framework and School Leadership Framework

Teaching and Learning Framework
Standard 2: Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Element	Ineffective	Developing	Effectiv	Highly Effective
2a1. Teacher Interaction with Students *Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment.* CO	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate caring and respect for the class as a whole. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect respect, caring, and cultural understanding, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information and have a mutual respect and open dialogue in a variety of contexts.

Element	Ineffective	Developing	Effectiv	Highly Effective
2a3. Classroom Climate *The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.* CO	Students do not freely share their ideas or opinions. Student mistakes may be ridiculed by the teacher or other students.	Some students freely share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the teacher or other students.	Students freely share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities by the teacher.	Students freely share their ideas, opinions or academic struggles and take risks in learning. Student and teacher mistakes are treated as learning opportunities by the teacher and students.

Component 2b: Establishing a Culture for Learning

Element	Ineffective	Developing	Effective	Highly Effective
2b2. Expectations for Learning and Achievement *The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.* CO	The classroom environment conveys a culture of low expectations. Instructional outcomes, activities, assignments, and classroom interactions lack challenge and support. Overall learning expectations are not made clear to students, or are not linked to standards.	The classroom environment conveys a culture of modest expectations. Instructional outcomes, activities, assignments, and classroom interactions lack appropriate challenge and support. Teacher demonstrates uneven expectations regarding which students can learn and achieve. Overall learning expectations are either	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve, including effort. Overall learning expectations are clear to all students and	The classroom environment conveys a culture of high expectations. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students set their own goals and monitor their own progress toward achieving mastery of standards. There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning

Component 2d: Managing Student Behavior

Element	Ineffective	Developing	Effective	Highly Effective
2d2. Monitoring and Responding to Student Behavior *The teacher monitors and responds to behaviors in a way that maintains student dignity and does not disrupt learning.* CO	Student behavior hinders learning. Teacher does not monitor student behavior, or teacher responds in a way that does not produce desirable results. Appropriate behaviors are not acknowledged. Teacher does not respond to misbehavior, or the response is inconsistent,	Some student behavior may hinder learning. Teacher is generally aware of student behavior and occasionally acknowledges appropriate behaviors. Teacher attempts to respond to student misbehavior but with uneven results.	Student behavior generally supports learning. Teacher reinforces positive behaviors when appropriate. If misbehavior occurs, teacher has a clear and consistent system for addressing negative behavior or rule-breaking	Student behavior supports learning. Teacher reinforces positive behaviors when appropriate. Teacher's response to misbehavior is sensitive to students' individual needs. Students monitor their own and their peers' behavior.

Component 3b: Using Questioning and Discussion Techniques

Element				
3b2. Discussion Techniques and Student Participation *Techniques are used to ensure that all students share their thinking around challenging questions* CO	Teacher makes no attempt to differentiate discussion. Interactions between the teacher and the students are characterized by the teacher generating the majority of questions and most answers.	Teacher makes some attempt to use differentiated strategies to engage all students in discussion with uneven results. Only some students participate in the discussion and/or the discussion is not intellectually challenging	Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student- initiated conversation. Students participate in intellectually challenging discussions	Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Teacher creates conditions for students to assume considerable responsibility for the success of the

Component 2A: Leads and manages change

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2. Communicates a sense of urgency for sustainable change	Does not recognize or acknowledge a case for change; or makes changes without attempting to prepare stakeholders for the change or attending to their concerns; may resist changes that other stakeholders propose to benefit student learning.	Inconsistently challenges current practices that are unlikely to increase student learning; communicates a sense of urgency around high-leverage priorities or activities and demonstrates that change can occur quickly, but with limited impact; makes a case for change based on compliance or the law.	Consistently challenges current practices that are unlikely to increase student learning; makes a compelling case for change based either on moral imperatives[4] or data, communicating a sense of urgency around high-leverage activities; demonstrates that some change can occur within one school year, so that staff and students see that change is possible.	Systematically challenges current practices that are unlikely to increase student learning; makes a persuasive case for change based on moral imperatives and data, communicating a sense of urgency and shared responsibility around high-leverage priorities; works with others in the school community to demonstrate that changes can occur within one school year, so that stakeholders recognize that change has occurred.

Standard 3: Instruction

Component 3A: Provides support for teachers to improve instruction and build leadership capacity

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1. Implements individual and group coaching and support	Does not have a system in place to assess areas of strength and areas of need in the absence of objective evidence from classroom observations or student data; does not provide individual or group coaching or support for struggling teachers to improve practice.	Uses limited objective evidence from observations of teacher practice and student data, or anecdotal evidence, to identify teacher strengths and areas of need; may subjectively identify low performing teachers and provide targeted support and coaching for struggling teachers or teams to improve practice.	Uses objective evidence from observations of teacher practice and student data to identify teacher strengths and areas of need within and across grade levels and subject areas, and to assist teachers and teams in identifying their own strengths and areas of need. Provides differentiated support and coaching based on individual and group needs and strengths; supports teachers in determining next steps that result in improved practice and movement toward goal attainment.	Systematically assesses each teacher's strengths and areas of need based on multiple forms of objective evidence collected from observations and student data. Provides differentiated support and ongoing coaching within and across grade levels and subject areas based on individual and group needs, student learning needs, and school-wide goals; supports all instructional staff in determining next steps that result in improved practice and movement toward goal attainment; acknowledges and celebrates progress made in improved practice.

Component 3C: Provides actionable feedback to staff

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2. Provides actionable feedback to staff	Rarely provides actionable or evidence-based feedback; feedback may be negative, conciliatory, or in the form of mandates. Feedback does not focus on professional growth to improve practice. Teachers do not demonstrate or articulate changes made in instructional practices.	Inconsistently provides actionable feedback to high need staff, or to those staff in an evaluation year, that focuses on student learning or professional growth. Questions and feedback use limited evidence from observations or student learning data, or are framed as advice. Some teachers demonstrate changes in	Consistently provides actionable feedback to most staff that is focused on student learning and professional growth (and/or has systems in place so that staff receive concrete feedback from an effective peer or member of the leadership team). Questions and feedback are evidence-based and designed to promote teacher reflection. Most teachers demonstrate some changes in instructional practice following	Staff receive systematic actionable feedback from an effective peer or member of the leadership team that is specific to the needs of the individual and builds on observation evidence, student learning data, and self-assessment. Questions and feedback are evidence-based, linked to the staff member's goals or school priorities, and focus on student learning and professional growth. Most teachers demonstrate consistent and ongoing changes in instructional practice following feedback.

Standard 4: Culture of Learning and Positive Behavior

Component 4A: Creates and maintains a culture conducive to educator growth

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1. Establishes or maintains a positive climate and workplace conditions for staff	Does not work to create or maintain workplace conditions that staff perceive to be positive, or to promote a school-wide climate of fairness, respect and collaboration.	Inconsistently works to create or maintain workplace conditions that some staff perceive to be positive, and to promote a school-wide climate of fairness, respect and collaboration.	Consistently works to create or maintain workplace conditions that most staff perceive to be positive, and to promote a school-wide climate of fairness, respect and collaboration.	Collaboratively and systematically works to create or maintain workplace conditions that nearly all staff perceive to be positive; most staff demonstrate their commitment to a school-wide climate of fairness, respect and collaboration.

Component 4b: Creates and maintains a culture conducive to educator growth

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1. Establishes or maintains a positive climate for learning and student behavior	Rarely implements a School Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy, or implementation is incomplete, so that students' social-emotional needs are rarely addressed.	Occasionally implements a School Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Adults inconsistently implement the plan, and students' social- emotional needs are unevenly addressed.	Regularly implements a School Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Most adults consistently implement the plan, and work to ensure that students' social-emotional needs are consistently addressed.	Systematically and collaboratively implements a School Wide Positive Behavior Intervention and Support plan, including Restorative Justice practices, in alignment with the district's Discipline Foundation Policy. Nearly all adults in the school consistently support, implement and monitor the plan, proactively working to ensure that students' social- emotional needs are systematically addressed.

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3. Motivates students toward goal attainment and future aspirations	Rarely encourages students to set or achieve learning goals, either for their immediate future or toward their college and career aspirations. Few adults actively support students in goal setting and achievement.	Creates occasional events where students are engaged in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults support some students in goal setting and achievement.	Creates or maintains conditions and regular opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults support most students in goal setting and achievement.	Collaboratively establishes processes and systematic opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults support all students in goal setting and achievement. Mastery of skills and goal attainment are recognized and publicly celebrated.

Component 4b: Creates and maintains a culture conducive to educator growth

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2. Creates or maintains a culturally responsive and equitable environment[8]	Fails to address concerns or provide professional development about working in and supporting a diverse community; few staff engage in discussion regarding, or application of, equity and culturally-responsive pedagogy.	Provides compliant professional development to help staff understand issues of equity and how culturally-responsive practices support a diverse community; however, integration of culturally-responsive practices throughout the school is inconsistent.	Provides proactive professional development to ensure that staff understand issues of equity and how culturally- responsive pedagogy and practices support a diverse community; staff consistently and appropriately integrate these practices throughout the school.	Provides proactive professional development and parent education to ensure that nearly all staff, family members, and community members collaborate to create a school that promotes equity and culturally-responsive pedagogy and practices, and that is supportive of a diverse community; nearly all stakeholders integrate these practices throughout the school.

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4. Engages all stakeholders in courageous conversation about bias and its effect on student learning	Rarely recognizes or challenges stakeholder language or actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender), and does not attempt to address such behaviors.	Occasionally recognizes and challenges or speaks out against stakeholder language or actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender); may attempt to address such behaviors, but with uneven results.	Recognizes, challenges, and speaks out against beliefs, language, and actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender) and works with stakeholders to confront such biased beliefs and change behaviors.	Builds the capacity of the school community to recognize and challenge beliefs, language, and actions that demonstrate bias toward students (including bias based on race, ethnicity, socio-economic status, disability, and gender) and supports members of the school community in working to confront such biased beliefs and change behaviors.

School-wide RJ Campaigns

School-wide Restorative Justice Campaigns are a useful tool to strengthen school culture, address common issues, and grow the capacity of your school team's ability to implement restorative practices school-wide.

Benefits:

- Gives culture teams the opportunity to work with other leadership bodies on campus and engage new stakeholders and increase buy-in (e.g. leadership class, faculty club, families).
- Positive way of introducing, reinforcing, and/or promoting school values (e.g. PBIS).
- Serves as a powerful teaching tool and encourages school wide discourse on a particular issue/topic (e.g. Autism Awareness Week and National Day of Silence)

A Few Examples:

1. Anti-bullying Week
   Week long activity led by youth and partnering community based organizations
   - Day 1 Kick Off "Bullying Statistics Visuals" – educational statistics/ impact of bullying on student success. Each day a statistic is shared over the PA with information on each activity.
   - Day 2-3 days of signing pledges during nutrition and lunch. Includes sign-in sheets to capture how many students participate
   - Day 3 Purple Duct Tape Activity. Students wrap duct tape on their backpacks to show commitment to stop bullying.
   - Day 4 "Silent Treatment" students stand up against bullying and choose to remain silent to honor those who have been harmed by verbal abuse.
   - Day 5 "You Are Beautiful" Ending with positive affirmations and 50—75 dance routine
   -
2. Health Is Wealth Challenge
   - 4 members to each team
   - Choose a "value" as your team name (example: team dauntless, team power, team courage)
   - Track steps using pedometers, iPhones, FitBit, or apple watch

3. You Are Beautiful
   - Practicing the value of UNITY
   - Week long activity led by a different leadership body on campus (example: candy grams with inspiring quotes, handmade YAB affirming messages, Unity Is Beautiful photo booth, etc.)
   - YAB t-shirts worn on the last day

Trauma-Informed Practices

"Children are like wet cement. Whatever falls on them makes an impression."

-Haim Ginnot

One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Trauma can impact school performance, learning and may cause physical and emotional distress. Part of being a restorative school is being trauma-informed/trauma-sensitive.

What You Can Expect

- Anxiety, fear and worry
- Changes in behavior (anger outbursts, change in academic performance, irritability, absenteeism)
- Heightened difficulty with authority, redirection or criticism
- Emotional numbing
- Over and under reacting to environmental stimuli (sirens, physical contact, doors slamming, bells)
- Repetitive thoughts and comments about death and dying (including writing and artwork)

What You Can Do

- Establish safety: maintain usual routines. A return to 'normalcy' will communicate the message that the child is safe and life will go on
- Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate
- Designate an adult who can provide additional support if needed
- Set clear, firm limits for inappropriate behavior and develop logical – rather than punitive – consequences
- Provide a safe space for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child. Children may increase problem behaviors near the anniversary of a traumatic event
- Warn children if you are doing something out of the ordinary, such as turning off the lights or making a sudden loud noise
- Understand that children cope by re-enacting trauma through play or though their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.
- Consider making accommodations and modifications to academic work for a short time, perhaps even consider a 504 plan. You might: shorten assignment, allow additional time to complete assignments, give permission to leave class to go to a designated adult if feelings become overwhelming, and provide support for organizing and remembering assignments
- When reactions are severe, give referrals for additional help
- Seek support for yourself in order to prevent "compassion fatigue" also referred to as "secondary traumatic stress"

Mindfulness & Meditations

Mindfulness can be a powerful tool in our schools. Taking the time to teach students awareness can lead to calmer, more peaceful classrooms, and even greater student achievement. You can begin circle with a few breathing exercises to set the tone, but sometimes you may want to try out a longer meditation. We have shared a few guided meditations below, for more see *Circle Forward: Building a Restorative School Community*.

Inner Strength Visualization

Take three or four deep, relaxing breaths. As you breathe out each time, picture all of the noise and problems in your life going out of your body with each breath. All that is left behind is the quiet, calm, and peacefulness of your core self. [Pause]

Imagine that this calm energy is at the center of your body near your heart. It is like a bright light flowing deep inside of you. As you breathe out, feel the light getting brighter. Each time you breathe in and out, that light gets stronger, like the sun's light growing. All of the troubles you have had to face in your life can't put the light out. In fact, all of those struggles made you wiser and more powerful. These troubles have the light more brilliant and stronger.

The next time you are faced with a difficult situation or a painful problem, remind yourself of this light that is always within you. Let this peaceful energy help calm you and guide you in making positive decisions. Think of how your life up to know has made these powerful qualities in you even stronger. See these strengths as part of your wisdom and power. See yourself deal with the challenges in your life using the strength you already possess. – Casarjian, *Power Source Facilitator's Manual*, p. 86

Family Connections Visualization

I invite you all to take a deep breath and exhale slowly. Continue to breathe deeply and slowly as I speak. Close your eyes if that is comfortable. Imagine around us a circle of your ancestors – grandparents, great grandparents, great, great grandparents – who care deeply about you. Imagine them looking at us with love and pride…They surround us, hold a circle of protection and love…Feel their support and their complete acceptance of who you are….See the light in their eyes as they look at you with unconditional love…Bring your attention back to your breath. Breathe deeply and slowly three more times…Return your awareness to this room and our space together, bringing with you the love given by your ancestors. Breathe deeply, knowing that they can see the core goodness in you.

Remain silent for a few moments.

Relaxation Exercise

Take a deep breath, and close your eyes if you are comfortable doing so. Otherwise, focus softly on the floor or wall in front of you. We want to defocus our eyes and focus on our ears. Continue breathing deeply and exhaling softly. Listen to your breath as it goes in and out. Breathe in and out slowly listening [pause], listening [pause], listening [pause] to your breath. Hold the rest of your body still and relaxed. Relax your shoulders and neck. As you breathe out, relax your legs and feet. Now listen to your heartbeat, feel the rhythm of your heartbeat. As you relax, feel your heartbeat slow down slightly. Listen [pause], listen [pause], listen [pause], to your heart. Breathe deeply, relaxing your shoulders, arms and back even more. [Pause] Now listen to your head. What's happening in your head? Listen [pause], listen [pause], listen [pause]. Turn your attention back to your breath and listen to your breath as you breathe in and out. Now refocus your eyes and bring your attention to our space together. Notice who is sitting next to you on your left [pause]. Notice who is sitting on your right [pause]. Notice yourself inside and outside. Welcome to our Circle!

Selected Restorative Communities Related Quotes

"Public education...is the only system that turns no child away, regardless of race, status, language or need." – Pedro Noguera

"When practiced in the context of education, equity is focused on outcomes and results and is rooted in the recognition that because children have different needs and come from different circumstances, we cannot treat them all the same." – Pedro Noguera

"But then I think to myself, how did I get to a place where I am prioritizing lesson plans over healing a child in pain?" - Jeff Duncan-Andrade

"...Scientists have found that doing a kindness produces the single most reliable momentary increase in well-being of any exercise we have tested." – Martin Seligman

"Traditional African society uses the term 'ubuntu' to express the idea that each of us is fundamentally a part of the whole. It translates: 'I am because we are.' We believe this principle reminds us that there are no throw-away kids or people." – Circle Forward

"We have to bust the false binary that suggests we must choose between an academically rigorous pedagogy and one geared toward social justice" - Jeff Duncan-Andrade

"When we become frustrated and punish youth who manifest symptoms of righteous rage or social misery, we give way to legitimate doubts among other students about our capacity to meet their needs if they are ever in pain." - Jeff Duncan-Andrade

"Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, reveling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community." - bell hooks

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created." - bell hooks

"When the dignity and safety of an individual is assaulted, the dignity and fabric of the group as a whole is diminished." – William M. Bukowski and Lorrie K. Sippola

"A deep sense of love and belonging is an irreducible need of all people. We are biologically, cognitively, physically, and spiritually wired to love, to be loved, and to belong. When those needs are not met, we don't function as we were meant to. We break. We fall apart. We numb. We ache. We hurt others. We get sick." – Brene Brown

"You think your pain and your heartbreak are unprecedented in the history of the world, but then you read. It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive." – James Baldwin

"We're all lovers and we're all destroyers. We're all frightened and at the same time we all want terribly to trust. This is part of our struggle. We have to help what is the most beautiful to emerge in us and to divert the powers of darkness and violence. I learn to be able to say, 'this is my fragility. I must learn about it and use it in a constructive way." – Jean Vanier

"He drew a circle that shut me out
Heretic, rebel, a thing to flout
But love and I had the wit to win
We drew a circle that took him in." – Edwin Markham

"Not everything that is faced can be changed, but nothing can be changed until it is faced." – James Baldwin

"No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." – Nelson Mandela

"If you have come to help me, you are wasting our time. But if you have come because your liberation is bound up with mine, then let us work together." – Lilla Watson

"All this is, is trying to come home to our humanity and to help others come home to their humanity." – Anonymous

"Injustice anywhere is a threat to justice everywhere." – Martin Luther King, Jr.

"If you are neutral on situations of injustice, you have chosen the side of the oppressor." – Desmond Tutu

"We cannot treat our students as "other people's children" (Delpit, 1995)—their pain is our pain. False hope would have us believe in individualized notions of success and suffering, but audacious hope demands that we reconnect to the collective by struggling alongside one another, sharing in the victories and the pain. This solidarity is the essential ingredient for "radical healing" (Ginwright, 2009), and healing is an often-overlooked factor for improving achievement in urban schools." – Jeff Duncan-Andrade

"Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore." – Cesar Chavez

"Never forget that justice is what love looks like in public." – Cornel West

"In our work and in our living, we must recognize that difference is a reason for celebration and growth, rather than a reason for destruction." - Audre Lorde

"The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart." - Helen Keller

"A leader is a dealer in hope." - Napoleon Bonaparte

"It is important to understand the system of advantage is perpetuated when we do not acknowledge its existence." - Beverly Daniel Tatum

"Education must begin with the solution of the student-teacher contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students." - Paulo Freire

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." - Martin Luther King, Jr.

"Let us remember: One book, one pen, one child, and one teacher can change the world." - Malala Yousafzai

<div align="center">Suggested RJ Resources</div>

Books

Boyes-Watson, Carolyn and Kay Pranis. *Circle Forward: Building a Restorative School Community*

Boyes-Watson, Carolyn and Kay Pranis. *Heart of Hope: Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing, and Build Healthy Relationships*

Riestenberg, Nancy. *Circle in the Square: Building Community and Repairing Harm in School*

Amstutz, Lorraine. *The Little Book of Restorative Discipline for Schools: Teaching Responsibility, Creating Caring Climates*

Pranis, Kay. *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*

Costello, Bob and Joshua Wachtel and Ted Wachtel. *The Restorative Practices Handbook: for Teachers, Disciplinarians and Administrators*

Title, Beverly. *Teaching Peace: a Restorative Justice Framework for Strengthening Relationships*

Websites

International Institute for Restorative Practices (IIRP) http://www.iirp.edu

Los Angeles Unified School District Discipline Foundation Policy http://dfp.lausd.net

Restorative Justice for Oakland Youth http://rjoyoakland.org

San Francisco Unified Restorative Practices
http://www.sfusd.edu/en/programs-and-services/restorative-practices.html

Zehr Institute for Restorative Justice http://emu.edu/now/restorative-justice

LIVING RESTORATIVELY

1. Take relationships seriously, envisioning yourself in an interconnected web of people, institutions and the environment.

2. Try to be aware of the impact – potential as well as actual – of your actions on others and the environment.

3. When your actions negatively impact others, take responsibility by acknowledging and seeking to repair the harm – even when you could probably get away with avoiding or denying it.

4. Treat everyone respectfully, even those you don't expect to encounter again, even those you feel don't deserve it, even those who have harmed or offended you or others.

5. Involve those affected by a decision, as much as possible, in the decision-making process.

6. View the conflicts and harms in your life as opportunities.

7. Listen, deeply and compassionately, to others, seeking to understand even if you don't agree with them. (Think about who you want to be in the latter situation rather than just being right.)

8. Engage in dialogue with others, even when what is being said is difficult, remaining open to learning from them and the encounter.

9. Be cautious about imposing your "truths" and views on other people and situations.

10. Sensitively confront everyday injustices including sexism, racism and classism.

Source: Changing Lenses RJ for Our Times
By Howard Zehr

A Note about Reflection:

While participating in the activities themselves is an important part of practicing and cultivating social-emotional skills and team building, it is just as important to reflect and debrief the activity. Some typical questions for debriefing an activity might be:

● What did you notice about the activity?
● What went well? What was easy about it? Why was that easy?
● What didn't go so well? What was challenging? Why was that challenging?
● What did we have to do in order to be successful?
● What did we learn?
● How might what we learned apply to other things we do?
● What might we do differently if we had another chance to do this?

Activity: Ball Toss

Purpose: To re-focus the group	**Ideal Group Size:** 5-15
Skills: listening, observing, quick thinking	**Space:** enough space to move around comfortably
Time: 5-7 minutes	**Supplies:** Make shift (crumpled paper taped into the shape of a ball) or real ball

Description: A re-centering and team building activity to get participants moving and energized.

Directions:

● Ask the group to make a circle.
● Ask the group how many times they can keep the ball in the air without it dropping, this becomes the goal.
● Toss the ball until the group reaches or surpasses the goal.

Facilitator Tips:

● To vary the activity, people can only touch no more than five times, this creates a higher level of awareness and communication with who the ball is tossed to.

Activity: Blizzard

Purpose: to build trust among teammates	Ideal Group Size: 10-30 people
Skills: cooperation, coordination, empathy, problem solving, listening, patience, trust	Space: large empty space
Time: 10-20 minutes	Supplies: various items for obstacles (optional), blindfold (optional)

Description: A trust activity with many "obstacles" in the way, a great way to build empathy, listening and understanding.

Directions:

● In this activity four to six participants will be human obstacles, while the rest of the group will be split into pairs. Explain that the space will be transformed into an obstacle course that people will need to negotiate. Ask for volunteers to be the "obstacles", then place them strategically around the room and help them to create the course. This may include stepping over a volunteer (or frozen log), crawling under a table or stepping through a hoop or some sort (ice cave), walking between two people who are standing close together (crevasse), being held in mid-air (climbing in and out of the survival tent), avoiding a person pacing back and forth (snow plow), or stopping at a station to complete a task (like singing "Rudolph the Red Nosed Reindeer").
● Break the group into pairs. Explain that there has been a terrible blizzard in the room. Partner 1 can still see, but Partner 2 is snow blind (they must close their eyes or wear a blindfold).
● Have each pair line up at the beginning of the course. The activity begins when the pairs navigate their way through the "blizzard."
● The participants who can see must lead the blinded participants through both the blizzard and obstacles safely. (Depending on the group, allow the guides to lead their partners by touching them lightly on the shoulders or instruct them to use only words.)
● Send pairs through at staggered intervals so participants do not bump into each other. Remind guides to watch not only their partner but other groups, as well. The activity ends when each pair has successfully completed the course. Switch roles after one round.

Facilitator Tips:

● Some participants will have their eyes closed (and, as a result, be more vulnerable), set clear safety guidelines so that they take responsibility for each other.
● Some ways to vary the activity: Have the group direct people through the blizzard. Choose a volunteer to be blindfolded and help them to the starting line. Have another player volunteer to be their "spotter" and follow them, making sure that they are safe at all times but explain that the spotter may not give directions. When this becomes too chaotic, freeze the activity and have the blindfolded player explain what was easy or hard and what she or he needs to be successful.

Activity: Big Wind Blows

Purpose: to demonstrate the similarities in a group; to learn something new about each other	Ideal Group Size: 10-30 people
Skills: gross motor movement, quick thinking, identifying similarities and differences, observation	Space: enough space to form a close (but not claustrophobic) circle
Time: 10-20 minutes	Supplies: chairs or tape (optional)

Description: An active get to know you activity that requires quick thinking and switching places.

Directions:

● Arrange chairs in a circle, but make sure that there is one less chair than the total number of people.
● Everyone should begin the activity sitting in their chair, with one person in the center.
● The person in the center of the circle begins by saying, "The Big Wind Blows for anyone who…" and adds something that is true about them. Examples could include "...has a little sister…", "is wearing socks", "likes purple", and so on.
● Anyone who shares that trait must then walk slowly from their spot to another spot in the circle, moving at least two spaces over from their original spot. This will leave one person in the middle without a spot in the circle, who then repeats the process: "The Big Wind Blows for anyone who.."

Facilitator Tips:

● For a challenge, the person in the middle may say, "Breadbasket", meaning that everyone must get up and find a new seat.
● When playing with young children, using the phrase, "I like people who…" is simpler and more affirming than "The Big Wind Blows…" Younger children may also want to stay in the middle and be "it." Remind them that lots of participants should get a chance to be in the middle.
● The activity ends when time has run out, when participants are ready for the next activity or when everyone has had a turn.
● This activity may be played with tape instead of chairs(participants mark their spot in the circle with a piece of tape)

Activity: Car and Driver

Purpose: to build trust amongst the group	Ideal Group Size: 10-50
Skills: cooperation, trust, taking risks, leadership, communication	Space: enough space for partners to move around the space without "crashing" (outside is ideal)
Time: 10-20 minutes	Supplies: none

Description: Pairs elect to be either "car" or "driver" and take turns leading and following. The aim of the driver is to keep the car safe and avoid collisions.

Directions:

● Ask participants to make pairs. Ask them to designate Partner 1 and Partner 2. Partner 1 will be the car and will close their eyes and cross their arms over their chest, to be "driven" by their partner.. Partner 2 will be the driver and stand behind the car with one index finger on each of their partner's shoulders.
● Directions to drivers on how to operate the car: to move the car straight place a finger on each of the car's shoulders, place one finger on the right shoulder for a right turn, place one finger on the left shoulder for a left turn and lift both fingers up to stop the car.
● Ask pairs to switch roles after a few minutes.

Activity: Cooperative Musical Chairs

Purpose: to work as a team to accomplish a complex task	Ideal Group Size: 10-15 people
Skills: cooperation, trust, inclusion, problem solving	Space: enough space to form a close (but not claustrophobic) circle
Time: 10-20 minutes	Supplies: chairs, speaker, music

Description: Instead of having a person eliminated from the activity, as in typical musical chairs-when a player does not find a seat, participants must work together to make space for everyone.

Directions:

● Ask participants to take a chair and form a circle so that people are facing out (away from the circle).
● Start the music and ask participants to walk around the circle or row, just like musical chairs. Stop the music periodically. Everyone must sit down and the group needs to figure out how to include everyone.
● The activity continues, and after each round a chair is removed.

Facilitator Tips:

● Before playing, emphasize rules about safety and respect. Be aware of the group's comfort level.
● If there is no space to form a circle, form two rows of chairs (back to back).
● As chairs start to disappear, observe how the group works together. If necessary, suggest some ideas such as two people sharing a seat or a player (or two or three or more) sitting on another player's knees. The activity continues until all the participants are sitting in one or two seats.

Activity: Cross the Line

Purpose: to create awareness and listen intently	**Ideal Group Size:** 10-100 people
Skills: cooperation, communication, coordination, inclusion, team building, empathy, compassion	**Space:** a space large enough to create one long, straight line.
Time: 15-25 minutes	**Supplies:** rope (or chalk if playing outside)

Description: A visual "get to know you" activity that promotes a deeper level of understanding through sharing and listening.

Directions:

- Lay a rope (or draw a line with chalk) to create a boundary. Ask participants to stand on one side.
- Facilitator will call out various statements and ask participants to cross the line if it pertains to them. *"I'm going to call out a statement. If the statement relates to you, please step over to the other side of the rope (or imaginary boundary) turn around and face those on the other side, allow yourself to be seen and see others, then when I say, "Switch", you'll go back to the side you're all standing on now."*
- Examples of some statements for Cross the Line*: "Cross the Line if…."* you've ever been mad at a teacher, you have bullied someone, you have been bullied, you have a friend, you have a friend you trust, you have one adult at school you can trust, there is a person in your life you look up to, you have ever been told by someone that you are beautiful/smart/capable…

Facilitator Tips:

- Preface the activity with a short note on confidentiality and holding the space, as people are sharing personal feelings.
- Debriefing is a critical component of this activity.

Activity: Cup and String

Purpose: to work together to complete a task	**Ideal Group Size:** teams of 2-4 people
Skills: cooperation, problem solving, negotiation, coordination, self-control, communication	**Space:** tabletop or floor space for multiple teams
Time: 10-20 minutes	**Supplies:** 6 cups per team, medium sized rubber bands, spool of string or twine, scissors

Description: A team-building exercise that relies on effective communication and innovative thinking to complete the task.

Directions:

● Split the group into teams; plan for four participants per tool, one for each string.
● Place six cups and the rubber band tool on the table or floor space, in the middle of each of the teams
● Give each volunteer a string and explain that they must use the tool to stack the cups into a tower.
● Have the group try to move one cup, and point out how each member of the group must adjust the tension they place on the string in order for it to work effectively.
● After the group moves one cup, have them stop. Explain that each group will first try to stack the cups into a tower before being given additional challenges.

Facilitator Tips:

● Before playing, prepare enough rubber band tools for the activity.
● Use four volunteers to demonstrate how the activity should be played.
● Each group will finish at a different pace. Be prepared to have additional challenges ready. Some variations include: Stack cups in a tower, stack cups in a pyramid(three on bottom, two in the middle, one on top), create a unique structure then recreate it using the rubber tool, stack cups without talking, stack cups with one or more participants blindfolded, stack cups with all participants blindfolded- guided by observers standing behind them.
● Rotate around each group observing different strategies and giving new challenges, when appropriate.

Activity: Draw What I Draw

Purpose: to practice active listening and oral communication skills	**Ideal Group Size:** pairs or small groups
Skills: active listening, patience, giving directions, communication, respect, asking questions, cooperation, creativity	**Space:** enough space for groups to sit on the floor or around tables/desks
Time: 10-20 minutes	**Supplies:** pens/pencils, paper, dividers

Description: An artistic activity aimed at cultivating the ability to listen deeply and give thoughtful directions.

Directions:

● Organize the group into pairs and ask them to sit back to back (or have them sit at table with a divider between them). Give each person a blank piece of paper and a pen or pencil.
● Explain that in this activity one person will be describing a picture to their partner, who will have to duplicate the picture based on their partner's description.
● Ask pairs to decide who will describe and who will draw during the first round.
● Ask the describers to draw a simple pattern on their piece of paper. The person trying to duplicate may not ask the describer any questions. When they are finished, ask them to describe the drawing to their partner and help them duplicate it. Switch roles if time permits.
● When pairs are finished working ask them to compare drawings. How are they similar or different? What was easy or difficult about the process?

Facilitator Tips:

● To save time, give the describers a pre-drawn design or image using simple shapes.
● Before beginning, give the group some communication and listening strategies that may be helpful. For example: Give one direction at a time to your partner. By slowing down and communicating clearly, people have a better chance of understanding you. When listening, make sure not to interrupt your partner, so that you can hear the directions clearly and completely. If you have a question, wait until your partner has finished speaking.
● Variations: Instead of pairs, have one person describe a picture to a large group. Seeing how many different people respond to the same set of directions can provide interesting material for discussion. Instead of drawings, use blocks or building materials. Split into pairs or small groups-one half will build and describe a structure and the second half will try to duplicate the structure. Building materials can be anything!

Activity: Embodied/Somatic Memories

Purpose: to reflect and share deeply	**Ideal Group Size:** 2-40
Skills: reflection, communication	**Space:** any
Time: 10-30 min	**Supplies:** blank paper (or "body" template), pens/pencils

Description: A visual activity to share memories and get to know each other more deeply

Directions:

- Either prepare ahead of time or with participants an outline of a body drawn on a blank of piece of paper.
- Ask participants to think about where they hold memories in their body. Often these are related to physical injuries but they do not have to be. Ask them to draw an image or write a word that triggers the memory for them (e.g. brain freeze when I had the best ice cream on a hot day; a sports injury that reminds me to slow down when I run; etc.)
- Participants can share their memories in pairs, small groups or in circle.

Facilitator Tips:

- Consider demonstrating both positive and negative memories by modeling first.

Activity: E.T.

Purpose: to strengthen a group's cohesiveness by building trust	**Ideal Group Size:** 10-80
Skills: Relationship building, trust	**Space:** enough space for participants to move comfortably without bumping into each other
Time: 10-15 minutes	**Supplies:** none

Description: Participants rely on touch to lead one another around the space.

Directions:

- Preface the activity with a conversation on trust. Ask participants to break into pairs. Ask them to designate Partner 1 and Partner 2. Partner 1 is E.T. and will lead their partner with their eyes open. Partner 2 will close their eyes and be led by partner 1 around the space.
- Both partners point their index fingers out to one another and keep their fingers connected throughout the activity.
- Ask pairs to switch roles after a few minutes.

Activity: Group Juggle

Purpose: to complete a task collaboratively; to learn names	Ideal Group Size: 5-10 people
Skills: cooperation, communication, coordination, inclusion	Space: enough space to form a close (but not claustrophobic) circle
Time: 8-15 minutes	Supplies: 3 or more soft items (e.g. balls or rolled-up socks)

Description: A group juggling activity to learn names and build community.

Directions:

● Explain that the aim of "group juggle" is for the group to work together as a team to keep a few balls in the air at the same time while learning everyone's names.
● The facilitator starts by taking a ball, choosing someone in the circle, and saying, "Here you go, (name)," before tossing them the ball.
● After each person receives the ball and tosses it to another person, they put their hands behind so everyone knows who has had a turn.
● When everyone has had a turn, the ball is tossed back to the facilitator.
● Explain that the group is going to repeat this same order meanwhile saying, "here you go, (name)" and "thank you, (name)".

Facilitator Tips:

● Add 2-3 balls after everyone has had at least one turn
● During the debrief of the activity, point out that when people work together, they are often able to accomplish what they cannot individually
● Players should use soft, under-handed tosses only
● If the ball drops, keep going
● During the first round, each person must receive the ball exactly once

Activity: HA HA Game

Purpose: a fun, refocusing activity to raise energy levels	**Ideal Group Size:** 20-60
Skills: listening, communication, confidence	**Space:** a space large enough to create a circle and make noise
Time: 7-10 minutes	**Supplies:** none

Description: Similar to Pass a Clap, the word HA, is verbally passed around the circle, but for each person that says HA, he or she must add the number of Ha's as their position in the circle.

Directions:

● Ask participants to make a circle, ask them to count off individually and remember their number-this is their position in the circle and the number of times they have to say "Ha" in a row.
● Example, the 4th person in the circle says "Ha" 4 times, "ha, ha, ha, ha".
● The activity starts over and goes back to position 1 if anybody laughs.

Facilitator Tips:

● After a group completes the HA round, the facilitator can introduce other sounds: HE, OYE.. etc. with the same instructions.

Activity: Hula Hoop

Purpose: to work together to complete a task	Ideal Group Size: 10-25 people
Skills: cooperation, coordination, encouragement, problem solving, gross motor movement	Space: enough space to form a close (but not claustrophobic) circle
Time: 10-20 minutes	Supplies: two or more large hula hoops

Description: The objective of the activity is to pass the hula hoop around the entire circle while still holding hands.

Directions:

- Ask participants to make a circle and hold hands.
- The facilitator should have a hula hoop resting on their left shoulder and lying across their chest.
- Each person will need to move their head, arms, and bodies through the Hula Hoop-with help from the people on either side of them-in order to pass the hula hoop around the circle successfully.
- Encourage the group to cheer people on and offer helpful suggestions if someone seems stuck.
- The activity ends when the hula hoop returns to the facilitator.

Facilitator Tips:

- Variation 1-Challenge the group to see how fast they can get the hula hoop around the circle.
- Variation 2-Challenge the group to send two or more hula hoops around the circle at the same time. Start by sending them in the same direction, then send them in opposite directions, meaning that someone will need to cross the two hoops without breaking their grip. (In this case, make sure that one Hula Hoop has a slightly smaller diameter.)
- With any variation, it is also possible to challenge the group to complete the activity silently.

Activity: Human Knot

Purpose: to solve a problem collaboratively	Ideal Group Size: 8-20
Skills: communication, problem-solving, leadership, collaboration	Space: open space for movement (outside or in a circle is ideal)
Time: 3-10 minutes depending on size of the group	Supplies: None

Description: A physical activity where a "human" knot is "untied" and becomes a circle

Directions:

● Ask all participants to stand, facing each other, and to grasp two people's hands (not the same people). The connected hands will form a "knot."
● When all hands are connected, ask them to "untie" themselves or to "untangle" the knot, keeping hands connected at all times. Allow participants to discuss and work it out themselves. Physical movement is required (e.g. moving arms over heads, stepping over, turning around, etc.).
● The activity is complete when everyone is "untangled" and all participants are facing each other in a large circle.

Facilitator Tips:

● Consider accommodations for students with physical disabilities
● Encourage students to wear pants or shorts in preparation for this activity

Activity: I am Poem

Purpose: to reflect and share	Ideal Group Size: 4-40
Skills: reflection, speaking, listening, vulnerability	Space: any
Time: 10-20 mins	Supplies: Paper, pens/pencils

Description: This is both an independent and group activity to get to know each other more deeply.

Directions:

● Ask participants to write 8-30 lines of "I am…" Additional sentence starters may be helpful (e.g. "I am from… I am an educator because… I am both ___ and ___… I am open to… I am afraid of… I am hoping to… I want/need/see, etc.)
● Participants can share first in pairs to ease the affective filter and/or can share in a full group (ideally in circle)

Facilitator Tips:

● To encourage depth of reflection and participation, the facilitator may use a quote or group brainstorm to get started. (e.g. "Vulnerability sounds like truth and feels like courage." - Brene Brown)

Activity: Impulse Chicken

Purpose: to work as a team to complete a simple task	Ideal Group Size: 10-30 people in two teams
Skills: cooperation, patience, non-verbal communication, self-control, trust	Space: enough space for two lines of participants to sit or stand
Time: 7-10 minutes	Supplies: one coin; any soft object(optional)

Description: "Pass the pulse" with an added twist.

Directions:

● Begin by dividing participants into two teams and stand in two straight lines facing each other.
● Stand at one end of the lines and place a ball or a soft object, spaced evenly between the participants, at the opposite end.
● Tell teams to hold hands and explain that the object of the activity is to pass a pulse down the line. Practice this one time by having the participants closest to the facilitator lightly squeeze the hand of the person next to them until the "pulse" reaches the end of the line; make sure that participants do not squeeze hands until they have received the pulse.
● When the person at the end of the line receives a pulse, they must reach out and grab the object. The "winning" team then rotates participants, so that the person at the end (closest to the object) moves to the beginning and everyone shifts down one space.
● Explain that during the activity everyone will have their eyes closed, except for the two people at the beginning of the line. They must have their eyes open to see the coin flip. Hold out a quarter or other coin and show the "heads" and "tails" side of the coin. Explain that the facilitator will flip the coin and that participants should send a pulse only if the coin comes up heads. (If a team sends a pulse when the coin comes up tails, then they must rotate backwards, meaning that the person at the beginning must go back to the end and everyone shifts one space.)
● The activity ends when one team has rotated completely through this line.

Facilitator Tips:

● This relay activity introduces the concept of competition. Emphasize or minimize this aspect of the activity, depending on the maturity of the group. If using it, use the debrief to talk about what it felt like to "win" or "lose" and how to "lose well".
● Variation 1: if there are an uneven number of participants, have one volunteer sit at the end of the line. Instead of using a soft object that teams must grab, have the volunteer hold out their hands to be lightly tapped and have them determine the "winning" team.
● Variation 2: Instead of having only the winning team rotate, have both teams rotate participants with each round. Decide whether or not to keep points for "winning" teams.

Activity: Kitty Wanna Corner, Ask My Neighbor

Purpose: to develop non-verbal cues and listening skills	**Ideal Group Size:** 8-60
Skills: strategy, communication, observation	**Space:** space large enough to hold a circle
Time: 10-15 minutes	**Supplies:** none

Description: A quick activity of sneaky exchanges to move from one place to the next.

Directions:

- Ask the group to make a circle, ask for a volunteer to stand in the middle. The person in the middle walks up to someone in the circle and says, "Kitty wants a corner", to which the reply is always, "go ask my neighbor".
- In the meantime, people in the circle nonverbally agree to switch places in the circle. They must do so without getting attention from the person in center of the circle. If the person in the center sees this switch about to taking place, he or she can take any of the open spots while both people are trying to switch.
- If the center person has successfully gotten into an open spot, whoever is left in the center without a place in the circle, is now the center person and must ask others, "Kitty want a corner" and others must respond, "Ask my neighbor," until some switch occurs.

Activity: Mailboxes & Notes of Affirmation

Purpose: to appreciate and affirm each other	**Ideal Group Size:** 5-40
Skills: affirmation, observation, appreciation	**Space:** counter or floor space to set up bags/boxes
Time: 15 min to set up; various ways to incorporate it	**Supplies:** paper bags or shoe boxes (more permanent), markers, index cards

Description: A semi-permanent structure where participants can write positive notes to each other.

Directions:

- Ask participants to decorate a paper bag or shoe box with their name and things they like.
- Throughout the day/week/month/year, encourage other participants to observe positive things about the individual/groups and write notes of appreciation and affirmations and place the notes in their bags/boxes.
- Designate time(s) when participants can read their notes.

Facilitator Tips:

- If there are repeated first names in your class, you may want to include last names or initials (for everyone).
- Model how and when you want participants to add affirmations.
- If you see some bags/boxes have fewer notes than others, consider adding to those.

Activity: Mama Bird, Baby Bird

Purpose: to build trust, take risks and build courage	**Ideal Group Size:** 10-40
Skills: Relationship building, trust, patience	**Space:** ample space for pairs to move around and make noise
Time: 8-10 minutes	**Supplies:** none

Description: Partners lead and follow one another through space based on a special sound.

Directions:

- Ask participants to make pairs. Ask them to designate Partner 1 and Partner 2. Partner 1 will act as the mama bird and Partner 2 is the baby bird,
- Partner 1 will share a special sound that partner 2 will attempt to locate in the space with their eyes closed. Partner 1 is in charge of the safety of their baby and must guide them away from colliding with another baby bird.
- Ask pairs to switch roles after a few minutes.

Facilitator Tips: Other pairs will be doing the same thing. It is helpful, but not necessary that pairs have completely different sounds.

Activity: Mystery Clap

Purpose: to work together to complete a task	**Ideal Group Size:** 15-50 people
Skills: observation, problem solving, non-verbal communication, cooperation, deduction	**Space:** enough space to form a close(but not claustrophobic) circle
Time: 7-10 minutes	**Supplies:** none

Description: An activity to help the group observe others, focus and solve problems inconspicuously.

Directions:

- Ask participants to sit in a circle and explain that this activity will have a "detective" and a "leader." The detective will step out of the room while the leader is chosen.
- The leader's job is to lead the group in a series of rhythms. For example, the group may begin by clapping their hands, but every 10-15 seconds the leader should change this motion. They may snap their fingers, pat their heads, tap their toes, or anything else that the group can imitate. When the leader changes the motion, everyone else in the group should follow.
- Invite the detective back once the leader has been chosen and the group is in a rhythm. The detective will stand in the center of the circle and has three guesses to identify the leader.

Facilitator Tips:

- Anxiety about "getting it right" (for the detective) or "getting caught" (for the leader) can slow this activity down. It may be necessary to remind the leader to change motions regularly or to have the detective take a guess.

Activity: Name Tent

Purpose: to learn names, to build relationships	Ideal Group Size: 5-50
Skills: communication, reflection, creativity, listening	Space: any, though circle is ideal
Time: 5-20 minutes	Supplies: construction paper, markers

Description: A visual activity that allows participants to visually express a little about themselves.

Directions:

● Give each participant a piece of construction paper and a marker (or access to several markers). Ask them to fold the paper lengthwise/hotdog/burrito style and write their preferred name on one side (e.g. first name).
● The facilitator should previously determine what should go on the back, corners, underside, etc. to help participants share more of who they are. For example, they could write on the backside a quality they value in others, their nickname, their favorite activity, etc. The corners and underside can also be used this way (e.g. top left corner - your favorite summer memory; underside - you at your happiest, etc.)
● Ask participants to go around in circle and share selected parts of their name tents.

Facilitator Tips:

● A variety of colors (for paper and markers) allows participants choice and more creativity.
● These name tents can become borders on bulletin boards in classrooms.

Activity: Numbers

Purpose: a re-focusing activity meant to develop listening and focus skills	Ideal Group Size: 4-50
Skills: Silence, concentration, deep engagement, listening	Space: enough space to hold a circle comfortably
Time: 7-15 minutes	Supplies: none

Description: The group counts consecutively from 1 to 10, without eye contact or knowing who will count next. A great closing or re-focusing activity.

Directions:

● Explain to the group that the object of the activity is to count from 1-10 in order, without overlapping one another.
● The facilitator will start by saying 1 and then anyone can say 2. If two people say 2(or any other number) at the same time then the group goes back to 1 to begin again.
● Once the group counts to 10 without repeating a number, the activity is complete!
● Ask the group their prediction for what number they'll get to without repeating in the first round.

Activity: Opposites Chant

Purpose: to complete a task collaboratively; to listen carefully	**Ideal Group Size:** 5-100 people
Skills: communication, listening	**Space:** enough space to form a circle; somewhere others won't be disturbed by volume(this activity can get loud)
Time: 5-10 minutes	**Supplies:** none

Description: An energizing listening activity that requires participants to think and respond quickly.

Directions:

- Ask participants to make a circle and explain that they'll have to respond as a group using the opposite of words that you say.
- A list of words you can use: hot, wet, peanut butter, romeo, high.
- Repeat in various sequences building greater rhythm and complexity:

Facilitator: "Low, low, low, low, low, low"   Response: High, High, High, High, High

Facilitator: "High…… High……. Dry: Response: Low……Low……Wet

Facilitator: "Jelly, Jelly Juliet"   Response: Peanut Butter, Peanut Butter, Romeo

Activity: Our Hands Are For OR We Bring & We Leave

Purpose: to discuss responsibility	**Ideal Group Size:** 5-40
Skills: communication, reflection	**Space:** any
Time: 7-15 min	**Supplies:** paper (or hand handout), scissors (optional), pens/markers

Description: A visual and physical activity to discuss responsibility, particularly helpful where students may have challenges with physical touch.

Directions:

● Either prepare ahead of time or with participants two hands drawn on a blank of piece of paper. Trace your hand (or estimate) so that one hand is roughly on each side of the paper.

● Version 1: Our Hands are For - On the left hand, write in the positive things we can do with our hands in school (e.g. write notes, give high fives, help others, raise them to share, etc.). On the right hand, write the negative things we can do with our hands in school (e.g. hit others, flip people off, send text messages during class, lay idle, etc.).

● Version 2: We Bring; We Leave On the left hand, write in the positive feelings//thoughts you bring to the space today (e.g. hope, fun, energy, learning, etc.) On the right hand, write in the negative feelings//thoughts you want to leave outside of this space (e.g. stress, frustration, gossip, etc.).

● Ask participants to cut the hands or rip the paper in half so that they have one "hand" in each hand. Ask them to choose which they want to keep in this space and place that in the center of the circle. The other hand can be physically discarded by balling it up and throwing it in a trashcan or piled up in a stack near the door, symbolizing that these things are left at the door.

Facilitator Tips:

● Consider keeping the positive hands in a place for participants to see throughout the year and/or including them in construction of your social contract.

Activity: Pass a Clap

Purpose: to re-energize, re-focus and have fun	Ideal Group Size: 4-100
Skills: Focus, body language, communication	Space: a space large enough to make a circle
Time: 5-10 minutes	Supplies: none

Description: A re-focusing activity, with the mission of passing a clap around the circle one clap at a time.

Directions:

● Ask participants to make a circle.
● Explain that there should only be one clap being passed at a time, demonstrate the tempo and eye contact required to connect the clap with someone in the group.
● The goal is to clap at the same time as whoever you're standing next to, this allows you to "pass" the clap.

Facilitator Tips:

● Set a goal with the group! Ask how long it'll take to get the claps around the circle.
● To vary the activity, ask everyone to face in and attempt to clap at the same time. This could be done once goal/s have been accomplished and the group has done the original Pass A Clap several times.

Activity: Pass the Squeeze/Pulse

Purpose: to work together to complete a task	Ideal Group Size: 10-15 people
Skills: cooperation, self-control, interconnectedness	Space: enough space to form a close (but not claustrophobic) circle
Time: 7-10 minutes	Supplies: none

Description: Fast paced hand squeezing activity that can be used as an opening and closing ritual.

Directions:

● Ask participants to stand or sit in a circle with everyone holding hands. Explain that the object of this activity is to pass a pulse of positive energy around the circle. Passing a squeeze around the circle will transmit this energy, but the positive energy can only be transmitted through the circle if everyone is holding hands (staying together and working as a team).
● Designate one person to start passing the squeeze to their right by gently squeezing the hand of the person standing next to them.
● When someone feels their hand being squeezed, they should pass the squeeze to the next person. This continues until the squeeze makes its way around the entire circle.

Facilitator Tips:

● Variation 1- Participants can be anxious to pass the squeeze around the circle too early, to avoid this, try one of two things: ask everyone to close their eyes or ask everyone in the circle to face outward so they cannot see the squeeze moving around the circle.
● Variation 2- Challenge the group to pass the squeeze as fast as possible.

Activity: People to People

Purpose: to connect with different people	Ideal Group Size: 10-30 people
Skills: cooperation, listening, coordination, gross motor skills	Space: large enough space so that participants can interact without being restricted to one area
Time: 8-15 minutes	Supplies: none

Description: A physical connection activity that breaks the ice and challenges participants to engage creatively.

Directions:

● Ask participants to make pairs.
● Explain that the facilitator will call out different ways for the pairs to be joined to each other-finger to finger, shoulder-shoulder, ankle-ankle, head-head, hip-hip, and so on.
● When the facilitator calls out, "people to people", everyone needs to find a new partner.
● Participants must partner with five different people before they can call a repeat partner.

Facilitator Tips:

● A facilitator may also choose to mix things up by calling out things like finger to shoulder, knee to toe, wrist to head, shoulder to elbow, knee to hand and so on.
● With younger children, it may be helpful to review some of the key vocabulary before playing

Activity: Rainstorm

Purpose: to complete a task collaboratively;	Ideal Group Size: 10-100 people
Skills: cooperation, observation, and coordination	Space: enough space to hold the size of the group
Time: 8-20 minutes	Supplies: none

Description: The entire group uses a series of actions to simulate the sounds of a "rainstorm".

Directions:

● Ask participants to make a circle. The facilitator "activates" participants by either looking them in the eyes or facing in their direction.
● Once a participant has been activated, they must continue doing the same action until the facilitator instructs them to switch to a new action.
● The activity is done silently so that everyone can hear the rainstorm.
● Go through the following list of actions, slowly but steadily, so that the group can hear the noise build gradually: Steadily rub your hands together. Snap your fingers in an alternating pattern (rather than in rhythm). Slap the palms of your hands against your thighs, also in an alternating pattern. Stomp your feet on the floor (or drum the edge of a desk with your fingers or hands). This is the peak of the storm. The actions start quietly and build to a crescendo before returning to silence.
● To end the activity, lead the participants through the same actions, but in the reverse order.

Facilitator Tips:

● If playing this activity with a large group, have two facilitators: one to demonstrate the action and the other to "conduct" by pointing to different parts of the group.
● This activity works well as a closing ritual. Although it's loud in the middle, it moves fast and ends in silence. If noise is an issue, consider another more quiet closing activity.

Activity: Silent Line Up

Purpose: to complete a task collaboratively using non-verbal communication	Ideal Group Size: 10-25 people
Skills: communication, problem solving, cooperation, leadership	Space: a large space with room to move around and make a straight line
Time: 8-15 minutes	Supplies: none

Description: Participants line up silently, in a particular order.

Directions:

- Ask participants to arrange themselves in a line without speaking.
- For the first round, challenge participants to line up in order of their birth dates (month and day). One end of the line should be marked January 1st and the other end December 31st.

Facilitator Tips:

- This activity is useful for transitions, either before or after other activities.
- Vary the activity by choosing a different order (height, age etc,)

Activity: Silent Switch

Purpose: to connect with another person; to complete a task collaboratively	**Ideal Group Size:** 10-25 people
Skills: cooperation, non-verbal communication, patience, quick thinking, leadership	**Space:** enough space to form a close (but not claustrophobic) circle
Time: 7-10 minutes	**Supplies:** masking tape

Description: An activity to cultivate non-verbal communication.

Directions:

● Ask participants to stand in a circle, with one person in the middle.
● Hand out small pieces of masking tape or post-it and ask each person to place it in front of their right foot to mark their place.
● Explain that when the activity begins there will be one person in the middle, whose object is to find a place in the circle (as marked by the tape). Anyone in the circle may switch places with any other one person in the circle at any time. All they need to do is get consent from the other person to switch with them. However, nobody may talk.
● Important things to remember: more than one pair may switch places at the same time, people must walk around each other not through each other, people must switch with the person they agreed to switch with-they may not change their minds in mid switch just to take an open space that is closest to them.

Activity: Shark Attack

Purpose: to work as a team to solve a problem	**Ideal Group Size:** 10-30 people
Skills: cooperation, trust, inclusion, sharing, quick thinking, problem solving	**Space:** large amount of space so that participants have room to move around
Time: 7-15 minutes	**Supplies:** enough pieces of cardboard or paper for each player, tape (for ocean boundaries).

Description: A fast paced team building activity that encourages communication to save one another from "shark attacks".

Directions:

- Give each participant a piece of paper, ask them to spread out in the space and place their piece of paper on the ground by their feet.
- These pieces of paper are "boats" and they are standing in the "ocean". Once the boats are placed, they are anchored and cannot move. Any boat that is ripped will sink and cannot be used as a safe haven.
- When the ocean is safe, the facilitator will call out "free swim". The ocean is unsafe when the facilitator calls out "shark attack".
- Participants will have ten seconds to walk briskly to get in a boat. A participant is safe, provided that no parts of their feet are touching the ground. Participants must remain this way until "free swim" is called again.
- During free swim, everyone must swim and cannot remain on a boat. While participants are swimming, the facilitator will remove one or two boats. As more and more boats disappear, participants must work together to keep everyone safe during a "shark attack".

Facilitator Tips:

- Use tape to define the boundaries of the "ocean" before the activity begins.

Activity: Social Emotional Word Wall

Purpose: to build social-emotional vocabulary	**Ideal Group Size:** any
Skills: vocabulary-development	**Space:** bulletin board, white board, chart paper, pocket chart and/or wall space
Time: 15 min to set up; various ways to incorporate it	**Supplies:** index cards (optional), markers

Description: A semi-permanent, visual, interactive structure in a room to develop social-emotional vocabulary.

Directions:

● Using index cards on a bulletin board, pocket chart or wall space write social-emotional vocabulary words you will model and want students to use during the year/unit/month/week.
● Students can contribute to the wall by adding words or manipulating them with activities.
● Consider the intentional ways you will incorporate these words into your lessons, routines, circles, and assessments.

Facilitator Tips:

● You might consider distributing the NVC feelings and needs handouts for students to keep in their binder or interactive notebooks.

Activity: Today I Bring

Purpose: to learn each other's names	Ideal Group Size: 6 and up
Skills: listening, memorization, team building	Space: a space large enough to create a circle
Time: 7-10 minutes	Supplies: none

Description: Listening activity, similar to Pass a Clap and he HA HA activity. Participants listen to what names have been said before them and repeat them in sequential order from most recent name to the first name in the beginning of the activity.

Directions:

- Ask participants to make a circle. The prompt begins with, "Today at the party I bring myself (say own name) and …."
- The person to the left of the facilitator then begins with the same prompt, adding his/her name and the name of the previous person.
- The chain continues with each person adding their name to the prompt as well as the names of all people who came before.

Facilitator Tips:

- Vary the activity by replacing names with food. The prompt begins with, "Today at the party I bring (insert name of dish). When in opening circle, ask people to share their favorite food at a party as a warm up question.

Activity: The Toilet Paper Activity

Purpose: to work together to complete a task	**Ideal Group Size:** 10 or more people
Skills: cooperation, non-verbal communication, problem solving, encouragement	**Space:** enough space to form lines of 5-20 people; or one large circle
Time: 7-15 minutes	**Supplies:** 2-3 rolls of toilet paper

Description: A delicate problem solving game that encourages teamwork and communication.

Directions:

● Ask participants to stand in a straight line.
● Explain that the person at the front of the line will take the roll of toilet paper, holding onto a piece, and pass it to the end of the group.
● Each person in the line must hold onto the roll and pass it on, over their heads and without breaking it, until it reaches the end. The last person in the line must pass it back to the front, this time going through everyone's legs.
● If at any point the toilet paper rips into two or more pieces, the group must begin the entire process again.
● Make sure the group understands the rules, then hand the roll to the first person in line. Encourage the group to support each other as they play.

Facilitator Tips:

● With a large group, ask people to stand in a circle instead of a line.
● As groups get better, introduce new challenges: alternate between passing the roll over the head of one person, then under the legs of the next; close their eyes; stand in two lines(or circles) and compete against one another.

Activity: Toxic Swamp Crossing

Purpose: to work in a team to complete a task; to strengthen a group's cohesiveness	**Ideal Group Size:** 7-10 people
Skills: decision making, trust, leadership, communication, non-verbal communication, critical thinking, self-control, cooperation, problem solving	**Space:** large open space
Time: 15 – 20 minutes	**Supplies:** masking tape and at least ten "swamp boards"(paper or cardboard)

Description: A team building activity that requires strategy and patience.

Directions:

● Before beginning, make sure that the "Toxic Swamp" boundaries are clearly marked. If the room is small, the swamp should cross the length of the room. If it is a large space, the "Toxic Swamp" should cover about half the length of a basketball court. If the group is large, consider breaking them into small groups of 7-10 people. Once all the participants are assigned to a group, position the teams at one end of the swamp and explain that the primary objective of the activity is to cross the "Toxic Swamp" as a team.

● Each team will be given a number of "Toxic Swamp Boards." Each team should receive enough boards for each player, minus one. For example, if there are eight people on a team, then they should receive seven boards. These are the only boards a team will get. If they lose any during the activity they will not be replaced.

● The "Toxic Swamp Boards are important: They keep participants safe from the swamp only if they are being touched (hand, foot, toe, finger) by a player. If no one is touching the board, the board will dissolve into the swamp (i.e., repossessed by the facilitator).

● If a player steps outside of the "Toxic Swamp" (outside of the lines) then the entire team must go back to the beginning and start over.

● The entire team must traverse the entire swamp together. No one may be left behind or unable to cross the swamp. If someone is left behind or stranded, the entire team must go back to the beginning and start over.

● Distribute swamp boards and give groups five minutes to talk together and develop a strategy.

Facilitator Tips:

● Swamp boards can be pieces of copy paper, but poster board is durable and will last longer.

● Depending on the maturity of the group, the group can complete the task without talking as an added challenge.

● If this activity fails, take enough time to talk to talk about the challenges and issues that arose. Give participants time to talk through any struggles, especially if there was a conflict during the activity.

Activity: Tug of Peace

Purpose: to use teamwork to accomplish a group task	**Ideal Group Size:** 10-30 people
Skills: cooperation, trust, inclusion, problem solving	**Space:** large enough space to hold a close knit circle(preferably a soft floor)
Time: 10-20 minutes	**Supplies:** a piece of strong rope(large enough to support the weight of the entire group)

Description: Like Tug of War, this activity uses a rope. However, in this activity the group works together and uses the rope to complete a task.

Directions:

- Tie two ends of a rope together to create a circle.
- Ask participants to sit around the rope and take hold of it, making sure that they are holding it tightly with both hands and that the rope is taut.
- Explain that the goal of this activity is for the group to stand up together, touching only the rope. No one may touch the floor or another player to balance themselves, only the rope.
- In order to do this, everyone must hold on and pull themselves simultaneously, which means that they need to be thinking about everyone in the group.
- When participants are ready, tell them to begin. If they struggle, stop the activity and talk about what is happening and why it is not working before trying again.
- After the group has stood successfully, congratulate them and then challenge them to sit back down again using the same method.

Facilitator Tips:

- Challenge the group to sit inside the rope and face outward, attempt to complete the task silently, or try an imbalanced circle in which more people are sitting on one side.

Activity: Values Sharing

Purpose: to share values, to create a safe/brave space	**Ideal Group Size:** 5-50
Skills: empathy, understanding, observation, listening	**Space:** circle
Time: 5-20 min	**Supplies:** paper plates or paper, markers

Description: A visual activity to express and describe values for working together

Directions:

- Ask participants to think of 1 value that is important for working together (e.g. respect, honesty, fairness, love, open-mindedness, trust, appreciation, humor, appreciation, etc.).
- Ask participants to write their value in the middle of the plate/paper and share their value and why they chose it in circle as you pass the talking piece.
- The values can then be added to the circle centerpiece and/or to the walls of the room to demonstrate a visual commitment to those values in this space

Facilitator Tips:

- If you have a word wall or the NVC Needs Inventory, these may be helpful resources for vocabulary development.

Activity: Veggie Stew

Purpose: to learn names: to lower the affective filter	**Ideal Group Size:** 10-25 people
Skills: concentration, gross motor movement, listening, memorization	**Space:** enough space to form a close (but not claustrophobic) circle
Time: 8-15 minutes	**Supplies:** name tags (optional)

Description: A "hot potato" name activity.

Directions:

● Ask participants to make a circle. One person stands in the middle of the circle, while another begins the activity. That person should say their name first, and then say the name of someone else in the circle. For example, Tanya begins by saying, "Tanya to Cheryl." Cheryl would then choose someone else in the circle and say, "Cheryl to Jake," then "Jake to Laura," and so on.

● While this is happening, the person in the middle has the job of tagging someone lightly on the shoulder before the second person's name is said. If the "tagger" tags someone before they can say the second name, the person tagged comes into the middle of the circle, and the now ex-tagger takes their place in the circle.

● The ex-tagger continues by saying their own name and then another person's name in the circle. If participants run backwards from the tagger to avoid being tagged, create a boundary for the circle, so that if someone crosses it trying to avoid a tag, they are automatically "it."

Facilitator Tips:

● To vary the activity, if everyone knows everyone else's name, each person in the group could be assigned a number or be identified by their favorite animal, or characters from television or the movies.

Activity: Wall of Love

Purpose: to appreciate and affirm each other	Ideal Group Size: 5-40
Skills: affirmation, observation, appreciation	Space: wall space
Time: 15 min to set up; various ways to incorporate it	Supplies: construction paper or butcher paper, markers

Description: A semi-permanent visual, interactive structure to display appreciations and affirmations

Directions:

● Determine if you'll do this by group (e.g. table groups, teams, departments) or individual. For the unit you decide, create (or have participants create) a designated space (e.g. one piece of construction paper or one portion of butcher paper) with their name.
● Throughout the day/week/month/year, encourage other participants to observe positive things about the individual/groups and write notes of appreciation and affirmations on their designated wall space.

Facilitator Tips:

● Model how and when you want participants to add affirmations.
● If you see some individuals/groups have fewer notes than others, consider adding to their wall.

Activity: Web of Connections

Purpose: to build relationships	**Ideal Group Size:** 5-40
Skills: observation	**Space:** a wall or floor space
Time: 10-15 mins	**Supplies:** butcher paper or chart paper, markers

Description: A visual representation of the connections between people in the room.

Directions:

- Using butcher paper for large groups or chart paper for small groups, ask each participant to write his/her name and 4-10 things they like or descriptors about themselves (e.g. big sister, reader, hiking, mathematician, biracial, bilingual, soccer player, hip-hop music, etc.).
- Ask participants to take a step back and notice other people who have similar interests or descriptors. Then, ask each person to take a marker and physically draw connections between their descriptors and others'.
- The end result should look like a massive web of connections.

Facilitator Tips:

- Consider giving parameters to the "things" or descriptors they write about themselves (e.g. number of items, personal, professional, etc.).
- Consider giving a recommended number of connections each person should make with others.

Activity: Zoom, Zoom, Skirt

Purpose: to acquaint a group with one another; open the lines of communication; focus on listening	**Ideal Group Size:** 5-20
Skills: team building, listening, communication	**Space:** a space large enough to hold a circle
Time: 5-7 minutes	**Supplies:** talking piece(optional)

Description: The word "Zoom" is passed around in a circle. Participants can say "Skirt" , imitating the sound of brakes, this sends the direction of the circle back to the last person who said "Zoom". The activity continues by shifting direction. Talking piece can be used in this activity.

Directions:

- Instruct participants to repeat the sounds "Zoom" and "Skirt". "Skirt" is the sound of brakes being put on "Zoom".
- "Zoom" continues the pace of the circle, while saying "Skirt" reverses it to the last person who said, "Zoom".

Activity: Zip, Zap, Zop

Purpose: a tempo building activity to develop eye contact, communication and listening skills	Ideal Group Size: 4-20
Skills: Eye contact and focus	Space: a space large enough to hold a circle comfortably
Time: 7-10 minutes	Supplies: none

Description: An individual sends out a clap of energy out to any person they select in the circle. The rhythm and rotation of the activity goes in the following order: Zip, Zap, Zop. A participant will start with Zip and send it to someone, that someone will send out a Zap to another person, the receiver of Zap will send out Zop to someone else in the circle. Rhythm can be done slow and build up to fast.

Directions:

- Ask participants to make a circle, ask everyone to say Zip, Zap, Zop aloud.
- The first participant in the circle shoots out energy with their hands and says those words in order to pass the energy to someone else.
- The words must be said consecutively (one per person) in order to pass them along.

Facilitator Tips:

- Challenge Round- Once there have been a few rounds, elimination rounds can be played. If someone says their word out of order or doesn't respond, they can step out of the circle.

Restorative Communities Circle Agreements

Respect the Talking Piece

Speak from your Heart

Listen with your Heart

Speak with Respect

Listen with Respect

Say Just Enough

Honor Privacy

Bring Our Best Selves