Day 1

Group kids at tables (4-6 kids per group)
Give each group a large poster paper and one marker
Have group choose one person to be the recorder.

The recorder will divide the page into quadrants.
In the first quadrant have students brainstorm “ways a student can show respect to other students.” Recorder writes their ideas.

Have groups share responses while teacher writes them on the board.
As a class, narrow them down to 4 or 5 norms (some can be combined. Some will be eliminated).

In the second quadrant, have students brainstorm and record “Ways a student can show respect for the teacher.” Do the same as above.

In the third quadrant, have students brainstorm and record “Ways we can ALL respect our learning environment.” do the same as above.

Before class, the teacher should brainstorm and record “Ways the teacher can show respect to students.” She will share her list, and students will choose 4 or 5 to include in the norms.

A final poster size page will be created. At the top, it should say, CLASS NORMS.
The first quadrant will say “Students respect students”
The second quadrant will say “Students respect teacher.”
The third will say, “Teacher respects students.”
The fourth will say, “We ALL respect our environment.”
The 4 or 5 norms should be listed under each title.

Everyone in the class, including the teacher, will sign the bottom of this document and then hang it on the wall.

Tell students: We must all hold each other accountable to these norms so that our community can function well. Model ways to remind someone of the norms then let the kids practice with partners. For example, “Johnny, you agreed to use kind words. When you called Fred a dumb dork, those were not kind words.” Let them also practice how to remind the teacher as well.
“Mrs. Briley, you agreed to not yell at students, but you yelled at Susie when she slammed the door.”

Possible teacher showing respect norms include: listen; don’t yell; be fair and consistent; give appropriate feedback; celebrate growth; give everyone a chance; have a positive attitude; be polite; give choices.
Day 2

Have all the chairs in a circle with no other furniture. Place a blanket on the floor in the middle. Place some objects on the blanket as focal points (stuffed animal, math book, football, --things that students can relate to and some that represent the teacher). Tell the students why you chose the objects in the middle.

Have everyone sit in a chair, including the teacher. Explain to students, when we sit in a circle, we can see everyone’s face and hear everyone’s voice. We are all equal in the circle and there are no sides. We are all on the same team and part of the same community or classroom family. Today, we are going to learn how a circle works by doing a couple of different things.

Icebreaker: Tell students: Without saying anything, think of your favorite flavor of ice cream. In a minute, we will stand up, and one at a time starting with me (I will model) you will shake hands with the person on your left and say, “Hi, I am Rocky Road Tina.” Have everyone stand and the teacher go first. At the end, have everyone sit down quietly.

Intro the Talking Piece: Have an object that will be the Talking Piece. Tell students how the talking piece works: When you have the talking piece, you are the only one who talks. If you don’t have the talking piece, you listen."

Prompt: If you were a superhero, what would your superpower be and why? Teacher model by going first, then pass the talking piece to the person next to you. Everyone gets a turn until the piece returns to the teacher.

Tell students to pass the talking piece until you say STOP. Then give next prompt. The student holding the talking piece will go first.

Prompt 2: Think about how sitting in the circle and using the talking piece is different from how you usually sit in class. As we go around the circle, tell us what you noticed or how you feel about the circle.

Tell students: Notice the objects on the blanket were all brought by me, but since we are a community, we really need things that represent everyone in our learning community. Tomorrow, bring a small object that represents you, nothing valuable because we are going to keep it in a box/basket in our classroom so that we can put our objects out every time we have a circle. So tomorrow, you will bring your object and share with us why you choose what you did.

Closing: Pass around a roll of toilet paper. Tell (and model) students to tear off between 1 and 3 squares. Then pass the roll to the next person. Don’t tell them why yet.
Always close with a positive. Today we are going to close with self-affirmations. Tell students that they will say one positive thing about themselves for every square of toilet paper they tore off.

Thank students for sharing in the circle and remind them to bring their objects tomorrow.
Day 3

Have chairs in a circle with blanket on floor in the middle. Ask students to put their objects under their chairs. If someone forgot their object, tell them they can bring it tomorrow (be sure to let them share at the beginning of circle tomorrow).

Icebreaker: Tell students they are going to help you create a rainstorm in the classroom. Tell the students they are going to copy what you do. You will start and then one student at a time will join in until it moves all around the circle. When it gets back to you, you will change or add another movement. Let the students know if you are going to the right or the left.

  For the rainstorm: Begin by snapping your fingers then switch to rubbing your hands together, slapping hands on things, slapping faster, slapping slower, rubbing hands together, snapping, stop. Remember, you should be adding and then subtracting one student at a time until the room is silent at the end.

Prompt: Share your object. Tell what it is and why you chose it. Then place it on the blanket. Go around the circle in order.

Prompt 2: Using talking piece. “Look at the objects everyone brought. Share a connection you have to an object someone else brought.” For example, “Toby brought a golf ball. That reminded me of a time when my grandpa took me to play golf and he let me drive the golf cart.”

Closing: Have strips of ribbon about 8 or 10 inches long (one for every person). One person at a time will turn to the person on their left, tie the end of his ribbon to the end of the other person’s and say, “One thing I like about you is....” Go all the way around the circle starting with the teacher. At the end, point out to the students that the ribbon symbolizes how we are all connected to each other in community. Keep the ribbon with the focus objects to be put in the center of the circle each time.

Thank everyone for participating.
Day 4

Have chairs in circle with blanket and focus objects in center. If anyone forgot to bring object yesterday and has it today, have the share and place it in the center.

Icebreaker: (Using talking piece)-- In one word, tell how you feel right now.

Prompt: (using talking piece)--What makes you feel safe and happy at school?

Prompt: After listening to what everyone said about what makes them feel safe and happy, what is one thing you can do to make others feel safe and happy? (talking piece)

Thumbs up/down--Can you do something kind for someone today?

Closing: Sometimes people don’t talk with words, sometimes they talk with their faces and we have to “read” their faces to know how they feel.

Everyone stand up. Stretch high. Stretch low. Shake out your arms.

Using only your face/body (no words) show:
  Sadness
  Surprise
  Anger
  Happiness

Pat yourself on the back for a job well done. Pat your neighbor to the left on the back for a job well done. Pat your neighbor on the right on the back for a job well done.

Thank everyone for participating in circle today.
Day 5

Have chairs in circle with blanket and focus items in middle.

Icebreaker: Do the We Will Rock You clap (stomp, stomp, clap) four times.

   Keep doing stomp, stomp, clap and sing "We are We are AWESOME" 3 or 4 times.

Using our words is a very important way to let others know how we feel about something. The older you get, the more you will see that you can solve a lot of problems just by talking. Today we are going to practice telling others how we feel when they do something.

Hang up an emotions chart that you have prepared beforehand. Possible words include: angry, sad, frustrated, scared, worried, embarrassed, nervous, overwhelmed, unhappy,

Prompt (use talking piece): Look at the words on this chart. Are there any words you do not know the meaning of? Choose one of those words and finish this sentence: I do not like it when I feel______.  

There are things your friends may say or do that make you have those feelings. There are things your teacher or parents may say or do that make you have those feelings. What we are going to do today is learn how to tell someone how we feel in a calm way so we can fix the problem instead of making it bigger.

Hang up sentence stem that has been prepared in advance.

   I feel__________________when____________. Instead, could you please______________?

Model: As a teacher, I might say: I feel frustrated when you are talking while I am trying to teach. Instead, could you please wait until we do group work to talk?

To a friend I might say: I feel angry when you don't let me play tag with you guys. Instead, could you please let me play?

To my teacher I might say: I feel embarrassed when you ask me a question I don't know the answer to. Instead, could you please only ask me when I raise my hand?

Now, we are going to practice with partners. I will give you scenario....the when....you will fill in your feelings and the solution.

Post possible scenarios:

Say To a Friend:

   • When you laugh at me
• When you hit me
• When you call me names
• When you say cuss words
• When you tell someone not to play with me

Say To a Teacher:
• When you yell at me
• When the work is too hard for me
• When you blame me for something I didn't do
• When you point out my mistakes in front of everybody
• When I get in trouble in front of everybody

Closing: Sing "If You’re Happy and You Know it"

Thank everyone for participating.
To Woundoroom:

4. Can we move on and put this behind us?
  3. Do you need any help from me?
  2. Is what we decided fair?
  1. Does anything else need to happen to
     repair the harm?
To Victim:

4. What needs to happen to make things
  3. What has been the worst part for you?
  2. How do you feel about things now?
  1. What did you first think when this
      happened to you?
To Woundoroom:

1. What did you first think when this
To Victim:

5. What did you need to do to make things
  4. Why do they feel about what you did?
  3. In what ways?
  2. Who has been affected by what you did?
  1. What happened to you?
To Woundoroom:

3. Did things work out the way you thought
  2. What did you want to have happen when
     this happened?
To Victim:

2. What did you want to have happen when
  1. What were you thinking when this
      happened?