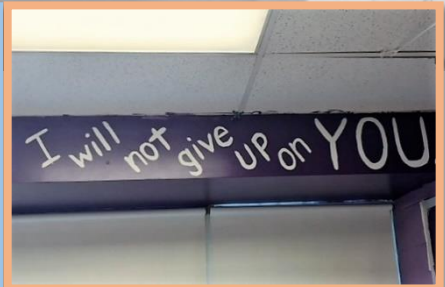


Restorative Practices Lesson Plan Guide



OPEN SOCIETY INSTITUTE - BALTIMORE

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Open Society Institute - Baltimore encourages others to use this tool. Permission to use or adapt this tool is not required, but please acknowledge Open Society Institute - Baltimore as the original source

Introduction

What are Restorative Practices?

Many Baltimore City public schools are using restorative practices to create positive school communities. City Springs and Hampstead Elementary/Middle Schools have been using restorative practices since 2007 and serve as examples of the positive gains that can occur when embedding this practice into the everyday workings of a school. The most widely used restorative practices (RP) involve the use of restorative circles that can be used to achieve a variety of goals including building relationships; resolving conflicts; and enhancing instruction (<https://vimeo.com/205263529>). Despite the seeming simplicity of restorative approaches, schools that regularly implement these practices are reporting reductions in suspensions and chronic absences; greater teacher job satisfaction; improved academic outcomes; and often dramatic enrollment increases – as these schools become places where everyone wants to be.

What is Whole School Implementation?

Often introduced as an alternative to suspension, restorative practices have proven to be most effective when used as a whole-school approach¹. With whole-school implementation, all staff in a school attend intensive RP trainings in which they are provided specific skills to help build positive relationships with students and one another – which in turn builds a positive school community. In the training, school-based personnel are encouraged to do things *with* students rather than *to* or *for* students, which shifts the adult role from that of “*sole authority*” to a role that is more akin to *facilitator* in the teaching and learning process. When the entire school implements restorative practices, time for restorative circles is built into the school schedule with sufficient frequency to enable students and teachers to actually get to know one another. When using RP to resolve student conflicts, all parties in the dispute sit in a circle to talk through what occurred and each party is asked what can be done to resolve the matter. A written document memorializes the agreed upon recommendations and the adult facilitator checks in with students to ensure that the recommendations have been followed.

You are Part of a Movement!

In the spring of 2016 the Baltimore City Board of School Commissioners pledged to make Baltimore City Schools a restorative practices district. In August 2017 City Schools’ CEO, Sonja Santelises’ issued the *Blueprint for Success* which outlines three priority areas of focus in the district: student wholeness, literacy, and leadership. Restorative practices were explicitly adopted as a practice within the student wholeness priority. Beginning in August 2018, 15 schools selected as intensive learning sites, began to receive intensive training and coaching in RP through methodology sponsored by the International Institute of Restorative Practices. The Restorative Practices Lesson Plan Guide, was created by Baltimore City RP teachers who partnered with Open Society Institute – Baltimore. It consists of a series of sample lesson plans, activities, supplemental materials and circle starters that have been designed to complement the IIRP training and to assist you in easily integrating restorative circles into your classroom teaching.

Conclusion

Baltimore City is bravely embarking on a process that, as one City Schools’ principal stated, “Has the potential to change an entire generation of children.” As momentum builds for implementation of this transformational practice, Baltimore City Public Schools can become the district in which all stakeholder voices are heard, relationships and strong connections are valued, and conflicts that arise are resolved through fair and transparent processes. Despite the challenges of adopting restorative practices across

¹ Passarella, A. (2017). Restorative Practices in Schools. *Johns Hopkins Institute for Education Policy*. Retrieved from <http://edpolicy.education.jhu.edu/restorative-practices-in-schools/>

the school district, the possibilities for changing the culture and climate of our schools, offices and programs, and thereby the trajectories of our students' lives, make RP implementation efforts entirely worthwhile.

Guidelines for Utilizing Restorative Circle Lesson Plans

The lesson plans included in this document provide teachers with a flexible resource intended for use in a classroom setting. Each lesson plan includes numerous teacher prompts and a guide for facilitating at least 3 rotations around a restorative circle. Teachers are encouraged to tailor the materials to their individual students' needs. Although most lesson plans include sufficient prompts/materials to encompass an entire class period, each teacher should decide how much of the lesson plan to use, which prompts to change, and what materials might best supplement lesson plans for their students.

The *teacher prompts* section of each lesson plan includes recommended questions to deepen circle conversations on the respective topics being discussed and examined. The suggested an average high school or mature middle school class. The questions posed for similar themes are levelled by approximate elementary, middle, and high school groupings. Again we encourage teachers to select the prompts and language that they feel is most appropriate for their students.

Some of the lesson plans also include levelled resources and/or suggested activities. Teachers should feel free to augment, replace or omit suggested materials as needed. The directions on how to guide students into the circle will appear in the initial lesson plans. It is assumed that teachers will create their own systems and rituals for moving into, beginning and ending restorative circles in their classrooms.

The lessons have been organized in groupings, but please feel free to use the lesson plans in the order that works best for you and your students. The guide is separated into 7 sections:

1. Learning the Circle
2. Getting to Know Each Other
3. Building Community
4. Using Videos
5. Circles for Instruction*
6. Student Created Lessons
7. Additional Circle Starters and Materials

Good luck in implementing restorative practices in your classroom! We would love to hear your feedback on using this Guide to implement RP. Please send your comments to RPBaltFeedback@gmail.com.

For additional resources and lesson plan updates, please visit www.osibaltimore.org/restorativepractices.

* Most instructional lesson plans included in the Guide have been created to support the current 2018/2019 Baltimore City Schools curriculum.

Introducing RP to Your Students

Before you begin using circles in your classroom, it is helpful to provide a clear, simple and honest explanation to your students about why the class will be meeting in circles. Providing context about the purpose and goals of the circle will remove student apprehensions about trying something new. Below is an example script of how you might introduce circles to your students, but please feel free to tailor your introduction to your student groups:

"We will be meeting in circles to learn ways to better communicate, build our class community and solve problems we may have with each other. Circles help build a sense of community in which every member--students, teacher, parent volunteers, aides--feel that they are seen, heard, and respected. We may talk about values we share, fun facts about ourselves, have reflections on books or videos we have watched, or even solve conflict in our classroom. The shape of the circle is important. Even if we cannot sit in a perfectly round arrangement, we consider it a circle when everyone is able to see everyone else's face without having to lean forward."

In the same conversation, you should introduce circle norms to your students. While we have provided 7 of the most widely used norms below, please feel free to add others that are specific to your classroom environment and students. You may introduce these norms by saying:

*"Circles work best when we follow important guidelines. We will use the same guidelines every time we meet in circle. The more we use them, the more we will come to understand and appreciate how they support the time we spend together in the circle."*²

Circle Norms (you may choose to further expand/explain the norms below to your class):

1. One person speaks at a time
2. Listen to others
3. Honor confidentiality
4. We are respectful
5. You may pass
6. Everyone stays in the circle
7. Speak from your own experience

To supplement this introduction, you may choose to have an introductory circle and play the video "Restorative Circles" produced by Wide Angle Youth Media (<https://vimeo.com/205263529>) followed by a series of questions:

- How do you feel about implementing restorative practices in our classroom? Why?
- How would you like to see circles used in our classroom?
- How are circles different than other ways we usually interact in the classroom?
- What additional norms do you think need to be put in place for this to work in our classroom?

² Parts of these scripts were adapted from San Francisco Unified School District's "Teaching Restorative Practices with Classroom Circles".



Title: Getting Acclimated to the Circle

Objective:

Students will participate in an activity/game following the circle protocol.

Students will experience equity of voice.

1. Teachers ask students to give an example of an object, activity or game that uses a circle.
2. Teacher asks students to move chairs/form a circle in the room and share their example. Additional examples are provided below, by grade level (refer to these instructions for setting up future circles).
3. Students share out their example. Teacher ensures that each student shares or passes, explaining or reiterating as needed to ensure equity of voice.

Second Teacher Prompt(s):

Have you ever sat in a circle before? When?

Third time around the circle:

What do you think a circle represents?

How do you feel about sitting in a circle?

Fourth time around the circle:

What do you like about the circle?

What do you dislike about the circle?

Elementary:

Wheels
Ring around the Rosie
Duck, Duck, Goose
Hot Potato
Lion King (Circle of Life)

Middle:

Circle of life
Water cycle
Knights of the Round Table

High:

Restorative circles
Staff meetings
Cycles of life

Notes:

Reflection/Parking Lot:

Title: Taking Turns in Conversation

1. The purpose of the *activity* included within this circle lesson plan is for students to **NOT** be able to hear important information due to their peers talking at the same time.
2. Teacher will pre-select 3-4 students who they think can read confidently to a group.

Objective:

Students will take turns in conversation by participating in a circle where only one person speaks at a time.

Students will develop active listening skills and experience authentic voice.

1. Teacher will instruct students to form a circle to share-out responses.
2. Teacher asks for a volunteer to go first.
3. Before sharing out the teacher asks the student which way the circle should flow (either left or right.)
4. Teacher informs students they always have the right to say “pass” if they don’t want to share.

Activity:

- Teacher asks for students’ attention.
- Teacher asks students to remember 2 items from read alouds (see attached).
- Teacher asks 3-4 students to read different texts aloud simultaneously.

Time Limit for reading aloud– approximately 45 seconds.

After the activity is completed, teacher facilitates first circle; sample prompts below.

What 2 facts do you remember for the read alouds?

Was it hard to concentrate?

Why would we participate in this activity?

Teacher Prompt(s):

Have you ever had something great to share and no one listened?

How did that feel?

Elementary:

(Pre-reader) recite the alphabet, a nursery rhyme, or sing a song

Ice Cream
Birthday Party
Field Trip

Middle:

Field Trip
Dance Contest
Bring Your Pet to School Day

High:

Prom Information
Six Flags Field Trip
Chicken Dinner

Notes: Teachers can substitute resource texts with actual events taking place at the school/high interest topics/modify to meet students’ instructional levels.

Reflection/Parking Lot:

Taki Turns in Conversation: *HIGH SCHOOL Resource*

<p>Junior and Senior Prom</p> <p>In order to attend the Prom as a senior you must have a minimum of 10 credits and 50 Service Learning Hours. You may not owe for any missing textbooks or outstanding dues at the time of purchasing your prom ticket.</p> <p>In order to attend the Prom as a junior you must have a minimum of 5 credits and a 25 Service Learning Hours.</p> <p>Students who wish to bring a guest from another school must provide a copy of their school or state ID.</p> <p>The cost of a single ticket is \$125.00 per single guest and \$200.00 per couple.</p>	<p>Six Flags Field Trip</p> <p>The Six Flags field trip is being offered to students with passing grades in all classes. A passing grade is 60 percent or higher.</p> <p>You must obtain the signatures of all 4 teachers no later than the Friday before the field trip.</p> <p>The bus will depart from the school parking lot at 8 am and will depart the Six Flags Park at 6:30 pm. Your ride must pick you up from the school no later than 8:00 pm.</p>	<p>\$5,000 Shopping Spree at Towson Town Center</p> <p>Towson Town Center is offering a \$5,000 shopping Spree. You will have one hour to shop unlimited at any and all stores in the mall.</p> <p>You may bring up to two guests and a free choice dinner at the food court. You will be allowed to shop in the mall before normal business hours.</p> <p>In order to qualify for a raffle ticket you must have perfect attendance for one month and have an 80% B average. You must provide documentation of your attendance and grades by submitting a report card that has been signed by your principal.</p>
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Taking Turns in Conversation: *MIDDLE SCHOOL Resource*

<u>Field Trip</u>	<u>Dance Contest</u>	<u>Bring Your Pet to School Day</u>
<p>You must get your permission slip signed by your parent. Your permission slip is due on Friday.</p> <p>The cost of the field trip is \$10.00.</p> <p>You do not have to wear your school uniform on the day of the field trip.</p> <p>You must wear sneakers or a comfortable walking shoe.</p> <p>The bus will leave at 8:30 and return at 3:00.</p>	<p>Contestants must submit their song of choice to the DJ by Wednesday. The dance contest will be held on Friday in the auditorium.</p> <p>Costumes must meet the BCPSS dress code standards;</p> <p>No shorts or skirts above the knee.</p> <p>No tube tops or spaghetti straps.</p> <p>No sleepwear.</p> <p>Jeans are allowed.</p>	<p>You must get your permission slip to bring your pet to school signed by your parent.</p> <p>Pets must be less than 75 pounds. Dogs, cats, ferrets, bunnies, hamsters, guinea pigs and birds are allowed. Fish, lizards and snakes must be in their cages and remain in their cages when you bring them to school.</p> <p>Pets are allowed to stay for the whole school day but must return home with their owners at the end of the school day.</p>

Taking Turns in Conversation: *ELEMENTARY Resource (Lower grades - Pictures can be substituted for texts as needed)*

<p>I Scream, You Scream We All Scream for Ice Cream!</p> <p>Ice Cream Party this Friday!</p> <table><tr><th>Flavors</th><th>Toppings</th></tr><tr><td>Chocolate Vanilla Strawberry Mint Chocolate Chip</td><td>Sprinkles Hot Fudge Whipped Cream Carmel</td></tr></table>	Flavors	Toppings	Chocolate Vanilla Strawberry Mint Chocolate Chip	Sprinkles Hot Fudge Whipped Cream Carmel	<p>Happy Birthday to You!</p> <p>Birthday Party this Saturday. Come get your cake, presents and free pizza.</p> <p>This is a Roller Skating Party, you can skate and play at the arcade – don't forget to invite your friends.</p> <p>The party starts at 6pm and ends at 8:30 pm.</p>	<p>Science Center Field Trip</p> <p>The field trip will be on Thursday. The cost of the field trip is ten dollars.</p> <p>Students will visit the IMAX Theatre and get to pick their favorite movie to watch with their friends.</p> <p>FREE Popcorn and soda for each student on the trip</p>
Flavors	Toppings					
Chocolate Vanilla Strawberry Mint Chocolate Chip	Sprinkles Hot Fudge Whipped Cream Carmel					

Title: Patience

Objective:

Students will explore through a game and then discuss why patience is an important character attribute and how to demonstrate patience in the school, social, home and work settings.

Students consider the importance of their immediate wants/needs versus those of others.

Teacher Prompt(s):

Teacher guides students through Patience Game; then facilitates a circle.

First time around the circle:

- Has anyone ever asked you for help or needed something from you right away?
- How can patience be a positive force in a relationship?
- Share a time when your patience was tested by someone or something.

Second time around the circle:

- What does patience look like/sound like in a school setting?
- What does patience look like/sound like at home?
- What does patience look like/sound like in a friendship?
- What does patience look like/sound like at your job?

Third time around the circle:

Take a minute to consider what has been shared in the circle so far before answering the next question.

- What are things you should have patience for? Describe a situation.
- Can you think of a time when you could/should have been more patient?
- How can you apply patience to something personal in your life right now?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

What is your level of comfort with this topic?

Elementary:

What do you think patience means?
What does it look like to be patient?
When have you ever had to be patient?

Middle:

Who are you normally patient with?
Who is normally patient with you?
Do you feel like you have learned patience?

High:

What is difference between being patient and complacent?
Describe a situation where being assertive is more important than being patient.
Describe a time when you were rewarded after demonstrating patience.

Notes:
Reflection/Parking Lot:

It will take Patience to Untangle the Ropes

Tactics/Problems to Solve: How to get back in a circle

Equipment: Ropes/ yarn

Description of Play:

- Every student has a rope in his/her right hand
- Groups are in a circle to start
- 1st student give one end of his/her rope in another student's left hand
- The student that just received a rope does the same thing
- Students cannot give a rope to a student immediately on his/her left or right
- Once everybody's hands have 2 ropes, students must untangle and get back in a circle

Layer 1:

- Play the game

Layer 2:

- Students are not allowed to talk while untangling the ropes

Layer 3:

- Only one student per group has his/her eyes open and can talk, the rest of the students have their eyes closed and can't talk

Title: Building Trust

Objective:

Students will engage in conversations, exploring personal definitions for trust and loyalty.

Students will experience and discuss the importance of trust within the circle.

Teacher Prompt(s):
First time around the circle:

What is trust?

Second time around the circle:

Do you think it is important to have trust in a circle?

Third time around the circle:

Why or why not?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel the circle went?

Do you feel like the group can maintain trust in a circle?

What do you need in order to trust the circle process?

Elementary:

Teacher will ask students if they know about trust.

Teacher may ask students to define.

If teacher wants to explain what trust is, they can at this time.

Who can you trust?

Who should you not trust?

Middle:

Is it ok to not trust some people?

Is it important to earn someone's trust?

What is the difference between trust and loyalty?

High:

How do you know if you can trust a person?

How can you gain someone's trust?

Is trust the same as loyalty?

How do you feel about loyalty?

Notes:
Reflection/Parking Lot:

Title: Ripple Effect

1. The teacher will draw three circles on the board and label them 1, 2, and 3 (each representing a different student in the scenario).
2. Teacher reads the scenario(s):

Elementary

Alexis hits Travis and his nose starts to swell. Sean sees Travis' nose swell and starts crying. The teacher gets angry and calls Alexis' and Travis' parents.

Grades 4 and Above

Student 1 brought a bag of chips to school. When he was not looking student 2 took the bag of chips from student 1's book bag without permission. Later at lunch, student 2 shared the chips with student 3 and did not tell student 3 where they came from.

Objective:

Students will be introduced to restorative practices and key concepts, including:

- (1) Many people are affected by our actions.
- (2) There are many ways in which people are affected.
- (3) If we understand how people are affected we can figure out what needs to be done to make things right.

Teacher Prompt(s): After each round of questioning, record the answers on the board, asking prompts as necessary.

First time around the circle:

- Who is affected?
- How is that person affected?

Second time around the circle:

- Who else, not on the board, is affected?
- How were these people affected?

Third time around the circle:

- What can be done to make things right?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Share a few words about your experience of the circle today.

Questions, comments, concerns?

Notes:

Reflection/Parking Lot:



Section II: Getting to Know Each Other

Title: Share Your Favorite Memory

Objective:

Students will build confidence within the group by sharing a personal experience.

Students will take turns expressing their feelings while gaining background knowledge of members of their school community.

Teacher Prompt(s):
First time around the circle:

Tell the group about a happy memory. Students share out.

Second time around the circle:

Share something that has changed you.

Share something that was challenging.

Third time around the circle:

Give students the option to talk about their worst day.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel the circle went?

How did you feel sharing?

What did you learn about a classmate/friend/teacher?

Elementary:

Tell me one thing that makes you happy.

What is your favorite ice cream?

What's your favorite holiday?

Middle:

What is your favorite holiday?

What's the best day you ever had?

What's the worst day you ever had?

High:

Share a time you reached a goal.

Best high school experience.

Worst high school experience.

Notes:
Reflection/Parking Lot:

Title: Dreams

Objective:

Students share a personal goal/dream.

Students discuss means of preparing to accomplish goals/dreams.

Teacher Prompt(s):
First time around the circle:

What are your dreams?

How can you achieve your dreams?

Second time around the circle:

What can get in the way of you achieving your dreams?

Can friends and family help you achieve your dreams?

Can friends and family get in the way of your dreams?

Elementary:

What do you want to be when you get older?

Why would you like to be that?

Middle:

What do you want to be when you get older?

What steps do you need to take to achieve this dream?

What will you need from others to achieve this dream?

High:

Think of a dream you achieved.

What other dream do you have?

What resources do you need to obtain your dreams?

What can get in the way of you achieving your dreams?

Notes:
Reflection/Parking Lot:

Title: Superhero/Superpower

Objective:

Students consider personal strengths and weaknesses in choosing a superhero/superpower for themselves.

Teacher Prompt(s):

First time around the circle:

Think about the Superhero with whom you identify most. Share with the group.

Think about a superpower you would like to have and why. Share with the group.

Second time around the circle:

What would you do with your superpower?

Think about a situation where you could have used the help of a superhero/superpower.

Share with the group.

Think of a difficult situation that you handled on your own. Share with the group.

Third time around the circle:

Why does this world need superheroes?

Can you think of any real life superheroes?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

Questions, comments, concerns?

Elementary:

What is a hero?

What is a superhero?

Who is your favorite superhero?

Why?

What does the superhero do?

Do you have a hero in real life?

Middle:

What jobs are heroic?

If you could make up your own superhero, what traits would you have? Why?

High:

What professions/careers are heroic?

What are the characteristics/attributes of heroes in real life?

Is there a trait that all superheroes share?

Notes:

Reflection/Parking Lot:

Title: Is It Necessary?

Objective:

Students will consider items which are amenities versus those that are critical for survival.

Students will evaluate their perception of items needed for basic survival through peer questioning and collaboration.

Teacher Prompt(s):
First time around the circle:

Pretend you are stranded on an island and are able to bring only 3 items, what 3 things you would bring?
Are the items you chose necessary for your survival?

Second time around the circle:

How long can you survive with the items you chose?
Why did you choose those items?

Third time around the circle:

Is there another item someone else mentioned that you would like to bring instead?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel the circle went?

How did you feel sharing?

What did you learn about a classmate/friend/teacher?

Elementary:

What things do you need to live?

What things do you like?

Are toys something you want or something you need?

Middle:

What items are crucial to live?

What items do you have that you could live without?

High:

What do living organisms need to sustain life?

What is happening in the world today that might realistically cause you to rely on basic survival skills?

What items do you have that you could live without?

Notes:
Reflection/Parking Lot:

Title: Personal Attributes

1. The teacher will write 30-40 positive personal attribute words on index cards (i.e. confident, caring, safe, thoughtful, etc...) and place the cards in the center of the circle.
2. The teacher will direct students to pick a card that represents themselves, following the circle progression. Students will, one at a time, pick up the card that represents them and explain why using the prompts below.
3. Teacher will record students' responses on chart paper following the activity to create a class list of positive personal attributes in the room.

Objective:

Students claim a positive personal attribute and make a supporting statement.

Students employ new vocabulary in making affirmative statements about themselves.

Students develop a list of positive personal attributes about their classmates/peers.

Teacher Prompt(s):

First time around the circle:

What word did you chose?

What does your word mean to you?

Second time around the circle:

Why did you choose that word?

Is this a trait you were born with or learned?

Third time around the circle:

Tell me a time when you demonstrated that quality/ characteristic.

If there is time teacher may ask students to put their cards back and choose another and repeat this activity. Teacher may also introduce this activity periodically.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

What is your level of comfort with this topic?

Questions, comments, concerns?

Elementary:

What qualities are good to have?

What does your word mean?

Middle:

Which personal attribute do you want your friends to possess?

Which personal attribute do you not want your friends to possess?

High:

Is this attribute a quality all human beings have?

Is there a synonym to describe your personal attribute?

Notes:

Reflection/Parking Lot:

Title: About Manners

Objective:

Students reflect on modern rules of etiquette.

Students consider the possible applying rules of etiquette to situations in their own lives.

Teacher Prompt(s):

Teacher provides time for students to review excerpts from Forbes Leadership article *27 Etiquette Rules for Our Times*.

full article available here;

<https://www.forbes.com/sites/robasghar/2014/04/22/27-etiquette-rules-for-our-times/#138607a03dc3>

First time around the circle:

Give the number of a rule you can relate to/agree with or give the number of a rule you do not agree with.

Second time around the circle:

Share the rule you chose with the group and explain why you agree or disagree with it.

Third time around the circle:

Is it important to use manners at home, with your family and loved ones?

Is it important to use manners with your closest friends?

Is it important to use manners with strangers?

Is there something discussed in the article that you never realized was associated with common courtesy?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Should rules of etiquette be updated with present times?

Is there a need for another circle on this topic?

Questions, comments, concerns?

Elementary:

What are good manners? Give an example.

Where is it important to use your manners?

Middle:

What is the purpose of good manners?

When you talk to someone who is rude, should you use manners or be rude in return?

High:

Was there a time where you could have used manners to get a better outcome?

Are there any new rules of etiquette that you learned from this article?

Notes:

Reflection/Parking Lot:

Forbes [Leadership](#)

10 Etiquette Rules For Our Times

“It is impossible to overlook the extent to which civilization is built upon a renunciation of instinct,” Sigmund Freud said.

There’s always a tension between how much we should follow our instincts and how much we should yield to social conventions. But at times like ours, the tendency is to tilt too far toward our instincts, since the conventions are changing fast and there’s no consensus about them anyway. There’s a risk in that. You don’t know whom you might be offending or how you might be sabotaging your own success.

The original etiquette manuals of Western civilization were in fact success manuals. As author Steven Pinker notes, they taught knights and nobles how to conduct themselves in the court of the king—which is where we get the concepts of “courtly” and “courtesy.” I asked some tasteful and civilized friends and colleagues what an updated manual for 2014 would look like. Here are 10 rules to help you, whether at an office lunch, the company gym or the birthday party of your child’s schoolmate. You’ll notice a common denominator in all of them: Think about other people’s feelings first because it’s not all about maximizing your personal convenience.

1. Turn off the phone at a dinner party, and be in the moment. You’re annoying at least one person who thinks you have no social skills. At bare minimum, turn off the ringer so you can text and conspire in relative stealth.
2. When you get to the front of the line at Starbucks, don’t tell the barista to wait while you wrap up your phone discussion. The barista hates you, and so does everyone behind you. They are hoping the barista spits in your latte.
3. If you come late to an exercise class, don’t think you’re entitled to barge your way to your favorite spot in the front. And don’t block others from weight racks or other equipment—just step back three feet and make everyone happy.
4. Keep personal conversations and arguments off social networking sites. The dramatic airing of grievances is best done through [SMS](#).
5. Remember how easily e-gossip can be forwarded along to the wrong person.
6. Just because you’re wearing headphones doesn’t mean you can tune out from social courtesies. For example, if you accidentally cross someone’s personal space, apologize graciously.
7. Don’t show up at a party empty-handed, unless you’ve been instructed to -- and sometimes not even then. Bring wine or dessert or a plant.
8. Don’t discuss sensitive personal issues on [Facebook](#), especially if you’ve friended coworkers.

9. Double-check that your headphones are plugged-in before streaming your favorite Spotify station.

10. Don't say, "I'm having a party. Bring your own food and drink." That's not a party.

*And finally, all the classics still apply. One working mother offers a quick review here:

Chew with your mouth closed; don't talk with food in your mouth; keep your elbows off of the table while eating; wash your hands after going to the restroom. My children know better—so why do I see adults exhibiting such poor behavior? If you bump into someone, say excuse me. Don't reach across someone's face. Don't board a plane when they're loading group A and you are in group D. Don't stay behind the crosswalk when you are making a left turn and thus prevent anyone else behind you from turning. Don't let your kids act like wild monkeys in a restaurant. Don't touch someone's belly when she's pregnant--or even when she isn't. Don't leave cupboard doors and drawers open—someone can get hurt. And don't pull up to the exit gate in a parking lot without your ticket handy.”



Section III: Creating Class Community

Title: Where I Live

Objective: Students identify needs in the community and discuss possible solutions.
This circle can be part of a larger lesson as an introduction to Civics, Social Studies or other relevant topics.

Teacher Prompt(s):

First time around the circle:

What are some issues/problems you see in your community?

Second time around the circle:

What do you think causes these issues?

Is there anything that we can do to address these issues?

Third time around the circle:

Let's come up with a plan of action. What should we do?

Are the problems we discussed limited to Baltimore?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

What are some other thoughts that you have about this topic?

Elementary:

What do you like about your block?
Why?

Draw a picture of where you'd like to live when you grow up and share it with the circle.

Middle:

What do you like about your neighborhood? Why?
Write a poem (or draw a picture, or write a song) about your neighborhood. Share it with the circle if you feel comfortable.

High:

What do you like about Baltimore? Why?
Where/how do you want to live when you grow up?
Write a poem (or draw a picture, or write a song) about Baltimore. Share it with the circle if you feel comfortable.

Notes:

Teachers may want to pre-think of possible action steps that can be taken by the class to address the problems identified in the circle.

Reflection/Parking Lot:

Title: Perseverance

1. Teachers will ask students to individually brainstorm about what perseverance means to them.
2. Teacher will ask students to share out in order to create a class definition which can be written on chart paper, board, note cards etc. for use during the circle.
3. Teacher and students transition to the circle.

Objective:

Students share personal definitions and understandings of perseverance.

Students describe how the act of persevering can benefit them and help them achieve their goals.

Teacher Prompt(s):

First time around the circle:

Is perseverance an important skill to demonstrate?

Give an example of something that requires perseverance.

Second time around the circle:

Have you ever quit because something was just too hard?

How did you feel after?

Third time around the circle:

Have you ever persevered through something difficult?

Is it better to persevere in some situations but not in others? Give examples.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

What is your level of comfort with this topic?

Is there a need for another circle on this topic?

Elementary:

What is something hard you've had to do?

How did that hard job make you feel?

Were you able to complete the job/ chore?

How did you feel once you had finished?

Middle:

What do you consider hard work at school, home, and life?

What does perseverance mean?

What class do you feel you have to work hard to persevere through?

High:

Does all hard work pay off?

How do you feel after you've accomplished something very difficult?

How can you apply perseverance to school, work, and life?

Notes:

Reflection/Parking Lot:

Title: Attendance and Punctuality

Objective: Students will discuss the impact of absence and tardiness on themselves and others.

Instructions:

1. Teacher will write the following prompt on the board “Who is affected by you being late to school or you being absent?”
2. Students have 2 mins. to complete a written response to the prompt.
3. Teacher will instruct students to form a circle to share-out responses.
4. Teacher asks for a volunteer to go first.

Teacher Prompt(s):

First time around the circle:

Who is affected by you being late to school or you being absent?

Second time around the circle:

Describe a time when you were waiting on someone and they were running late?

How did you feel?

Third time around the circle:

How are others affected by you being late or missing school?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

What’s one thing someone else said that you liked or remember?

Did you learn anything new today?

Questions, comments, concerns?

Elementary:

Have you ever been sick and couldn’t come to school?

How did you feel?

Did you miss your friends at school?

Middle:

Have you ever been late to school?

What are some valid reasons for being late?

Have you ever been absent?

What do you miss when you are absent from school?

Who should you speak to if you must be late for a period of time?

High:

What factors contribute to someone being late?

Is there a way to plan around those obstacles so that you are on time?

How many days in a week are too many days to be late?

Who should you speak to if you must be late for a period of time?

Notes:

Reflection/Parking Lot:

Title: Responsible Talk

Objective:

Students discuss the difference between facts and opinions and the role they play in participating in responsible talk within the school community.

Students gain exposure to the concept of social responsibility.

Teacher Prompt(s):
First time around the circle:

- Share an example of both a fact and an opinion.
- Explain the difference between a fact and an opinion.
- How do you tell the difference between a fact or an opinion?

Second time around the circle:

- How do you decide when and/if to share a fact or opinion about someone else either in conversation or on social media?
- What role do facts and opinions play in peer conflict in the school community?

Third time around the circle:

- What is the difference between stating your opinion and gossiping?
- How can repeating hearsay affect another individual in the school community?
- What are the benefits of maintaining confidence or not repeating presented hearsay?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

What is your level of comfort with this topic?

Elementary:

What is the difference between the truth and a lie?
 What does it mean to tell a lie?
 What does it mean to tell the truth?
 Is it ok to call names?
 Is it ok to talk about what someone is wearing?

Middle:

Is it ok to talk about the way other people look?
 Has anyone said something about you or one of your friends that wasn't true?
 Is it ok to talk about what someone is wearing?

High:

Do you think gossiping causes fights?
 Can gossiping lead to fighting?
 How does the use of social media impact peer conflict?

Notes:
Reflection/Parking Lot:

Title: 20/20 Hindsight

Objective:

Students identify a situation or interaction that could have been handled in a better way to avoid conflict or offense.

Students gain exposure to the concept of “harm done”.

Teacher Prompt(s):

First time around the circle:

Talk about a time when you felt partially or wholly to blame for someone else’s hurt feelings OR being physically hurt.

Have you ever witnessed someone’s feelings being hurt OR someone being physically hurt and wished you could do something about it?

****Teacher should gauge students’ response (facial expressions and body language) and provide a suitable time period for students to contemplate their intended response.***

Second time around the circle:

Describe the feelings you had when this situation happened.

Describe what you think/remember were the feelings of the person(s) involved.

Third time around the circle:

If you had the opportunity to go back in time would you do anything differently?

If so, what would you do differently?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you feel that you understand the concept of “harm done”?

Elementary:

Teacher will ask the students if the students always get along with their classmates or siblings. Yes or No
Teacher will ask the students if there was ever a time where their parents or their teacher had to help solve a problem with their classmate or sibling. If so, describe.

Middle:

Have you ever stopped being friends with someone? Why?
Have you ever wanted to stop being friends with someone because of something they did to you or someone else? Did you resolve the issue?
Did you ever do something to a friend, sibling, parent or teacher that you wish you could take back? Why?

High:

On a scale of 1-10, how much should you care about the feelings of others?
1 = Not at all.
10 = As much as your own.
Should students intervene in situations of bullying? Why or why not?
Does cyber bullying cause harm to those involved? How?

Notes:

Reflection/Parking Lot:



Section IV: Using Videos

Title: Soul Food (WAYM Video)

1. The teacher will inform students that they will be watching a video and to pay close attention because that they will need to share their responses in the circle afterwards.
2. Teacher will direct students to draw or write about their favorite/ most interesting part of the video.
3. Teacher plays the WAYM video, *Soul Food* (link below).
4. Students transition to the circle and bring their writing or drawing to the circle.

<https://vimeo.com/148356904>

Objective:

Students collaborate with classmates to define and explore the history/concept of Soul Food.

Teacher Prompt(s):

First time around the circle:

Share something new you and your partner learned.

What is Soul Food?

Second time around the circle:

Have you ever had Soul Food?

Is soul food the same as it used to be during our grandparents time or has it changed over the years? Explain.

Third time around the circle:

What is your favorite Soul Food?

Would you rather have food that takes a long time to cook or food that you can quickly heat up and eat?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Would you like to learn how to make new Soul Food recipes?

Should Soul Food recipes from our grandparents' time be updated or changed? Why or why not?

Elementary:

Who can cook in your family?
Do you ever prepare food?
What's your favorite thing they cook?
What's your favorite food?
What's your favorite dessert?

Middle:

What do you consider Soul Food?
Do you know anyone that makes Soul Food?
What's your favorite type of Soul Food?

High:

What types of foods do you consider traditional Soul Foods?
What places in Baltimore do you know that make traditional Soul Food?
Do you think Soul Food has changed over the years? Why?

Notes:

Reflection/Parking Lot:

Title: Diversity is Delicious (WAYM Video)

1. The teacher will inform students that they will be watching a video and to pay close attention because that they will need to share their responses in the circle afterwards.
2. Teacher will direct students to draw or write about their favorite/ most interesting part of the video.
3. Teacher plays the WAYM video, *Diversity is Delicious* (link below).
4. Students transition to the circle and bring their writing or drawing to the circle.

<https://vimeo.com/166096944>

Objective:

Students collaborate with classmates to understand and explore the concept of diversity.

Students will reflect on their exposure and opinion of diversity.

Teacher Prompt(s):

First time around the circle:

Share your favorite/ most interesting part and explain why you chose that part.

Share one word that defines diversity.

Second time around the circle:

Have you ever met someone who was born in another country? Who? Where were they born?

Have you ever met someone who spoke a language other than English?

What language did they speak?

Were you able to communicate with the person? How?

Do you think it would be nice to speak another language? Which language would you choose?

Third time around the circle:

Have you ever been in a group where everyone was different than you? (for example: only boy/girl/student)? What did it feel like?

In your opinion, is diversity a good or bad thing? Explain.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

What is your level of comfort with this topic?

Elementary:

Are all people the same?

Do all people eat the same foods?

Do all people look the same?

Should you be nice to people that are new to your class?

Middle:

Have you ever met someone from another country?

Are all people the same in Baltimore?

Do you like to learn about other countries?

High:

Do you think Baltimore is a diverse city?

If you're from another country, do you think Baltimore would be an easy city to move to?

What does diversity mean to you?

Notes:

Reflection/Parking Lot:

Title: Participation Trophies

Objective:

Students will use classmates' share out to choose a position and build an argument for or against the topic.

Students will informally debate a contemporary social issue.

Instructions:

Class will watch Participation Trophy video before engaging in below circle questions:

<https://abcnews.go.com/GMA/video/nfl-player-returns-sons-participation-trophies-sparking-debate-33129635>

Teacher Prompt(s):

First time around the circle:

Should everyone that runs a race or participates in a competition get a trophy or ribbon?

You come in first place in a competition and receive a blue ribbon. How would you feel if everyone who participated also got a blue ribbon?

Second time around the circle:

Do your feelings about participation trophies change depending on who you're competing against?

Do your feelings about participation trophies change depending on the competition?

Third time around the circle:

What is your response/feelings regarding a parent who doesn't allow their child to receive a general participation award?

What is your response/feelings about a parent who demands recognition for their child showing up and trying, even though they were not first?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you feel that you understand the concept of a "participation trophy"?

Elementary:

When you win a race do you want an award or trophy?

If you lose a race do you want a prize?

If you're the winner do you want the loser to get an award?

Middle:

If you run a race in gym, do you want to know who won?

Should people in your class receive an award just for trying?

Is it important to give awards for 1st, 2nd and 3rd place?

High:

How do you feel about people expecting participation trophies without achieving anything?

How do you feel about trying your hardest and not receiving any credit just because you were not in first place?

Notes:

Title: The Power of Words

1. The teacher will play the video clip (link below).
2. After watching the video, the teacher will ask students to stop and jot down their feelings.
3. Teacher directs students to come to bring their journals to the circle.
4. Teacher directs students to share journal entry with shoulder partner (teacher reminds students to make special effort to listen to one another).
5. Teacher prompts students to share something interesting that their partner communicated.

Video Clip-<https://youtu.be/BeTKMKRAkw4>

Objective:

Students will apply effective listening skills to the task of understanding and paraphrasing a class mate's response.

Students will experience positivity in the power of words.

Teacher Prompt(s):

First time around the circle:

What's one interesting thing your partner shared?

What did you share as your initial feelings/thoughts?

Second time around the circle:

Has your opinion changed after listening to other people's opinions?

Can words make you change your mind?

Third time around the circle:

Do you think words have power over people?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel this circle went?

What is your level of comfort with this topic?

Elementary:

What are nice words you can say to someone?

Why is it good to say nice words and not mean words to people?

Middle:

Do words have the power to change people's lives?

Do words have the power to make people cry?

High:

Can someone's words change your mind?

What's one thing someone would say that could change your mind?

Notes:

Reflection/Parking Lot:

Title: Self Esteem and Social Media (WAYM Video)

1. The teacher will inform students that they will be watching a video about social media and remind them to pay close attention because that they will need to share their responses in the circle afterwards.
2. Students will need to respond specifically about the statements made by young people and adults.
3. Teacher plays the video and transitions to the circle (link below).

<https://vimeo.com/223521223>

Objective:

Students summarize, interpret and respond to the video content focused on self esteem and the influence of social media on today's young people.

Teacher Prompt(s):

First time around the circle:

Give a one word response to the video that expresses how you feel after watching it.

Second time around the circle:

Share one thing that was said by a young person in the video.

Do you agree or disagree with what they said? Why?

Share one thing that was said by an adult in the video.

Do you agree or disagree with what they said? Why?

Third time around the circle:

Do you use social media? How often?

On a scale of 1-10 how important is your social media account?

1 – Not at all to 10 – Can't live without it.

Will you change anything about the way you use social media after watching this video?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do adults understand your connection to social media?

Do you think this is an important topic for today's generations of young people?

Middle:

What is self-esteem?

Do you think parents should have control or be able to monitor their children's social media accounts/usage? Why or why not?

Share one positive or negative thing that you have experienced using social media.

High:

Do you agree or disagree about the statements made about the relationship between social media and self-esteem. Why or why not?

Can social media usage have an irreversible impact on your life? How? Explain.

Are you comfortable with an adult looking at you social media?

Notes: The content of this circle is most suited to ages 10-12 to young adult (middle, high).

Reflection/Parking Lot:



Section V: Circles for Instruction

Title: A Long Walk To Water by Linda Sue Park

1. As a class, read the first 3 pages of “A Long Walk To Water.”
2. Teacher will stop students after reading and ask them to free write for 2 minutes based on what was just read.
3. After the free write students will be asked to refer back to the text and, pick a character they just read about, and consider how the character feels citing textual evidence.
4. Students are then asked to form a circle and bring their evidence to share out to the group.

Objectives:

Students will analyze and discuss the introduction pages of “A Long Walk To Water” and reflect on feelings that the reading evokes.

Students will collaborate with classmates to determine the character’s point of view based on textual evidence.

Standards:

- **RL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Teacher Prompt(s):

First time around the circle:

What did you think about the first few pages?
What did you choose to write about?

Second time around the circle:

Pick a character you just read about, how do you think that character feels?
What does that character see, hear, smell, touch or taste?

Third time around the circle:

How does this make you feel?
Have you ever been through an experience like the characters in this book? Please give an example or explain.

Optional Group Reflection

Do you feel like you understand the reading more after listening to classmates’ opinions?

Notes: These circle prompts are aligned with a 7th grade curriculum text.

Reflection/Parking Lot:

Title: Nothing But The Truth by Avi

Objective:

Students will express personal feelings evoked from the text “Nothing But The Truth” in a restorative circle.

Students will collaborate with classmates to establish the author’s purpose.

Standards:

- **RL.11-12.6** Determine an author’s point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Teacher Prompt(s):

Students will be asked to read chapter one, then complete a quick write of how this chapter made them feel. Students should bring journal/ quick write and books to the circle. The chapter can be read in the circle or at individual desks.

First time around the circle:

How do you feel after reading the first chapter?

How interested are you in reading the next chapter?

On a scale of 1-10 (1-not at all to 10-Ready to read it now!), how interested are you in reading the next chapter?

Second time around the circle:

What predictions can you make?

What do you think will happen next?

Third time around the circle:

Is there a part in Chapter 1 that is relevant to real life?

What is the author trying to say in the first chapter? Please cite evidence to support your claim.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you feel like the discussion increased your understanding of the text? Why or why not?

Questions, comments, concerns?

Notes: These circle prompts are aligned with an 8th grade curriculum text.

Reflection/Parking Lot:

Title: Responding to Pictures

1. The teacher will project images (Images of Chicago in the 1950's) from the Grade 9 English Language Arts Curriculum, Module 1 – Non-Print Texts and Multimedia Resources.
2. The teacher will ask students to write down a one word response to the images. Students are also directed to look for similarities or differences from modern day urban life in Baltimore in preparation for their share-out in the circle.
3. Teacher and students transition to the circle.

Objective:

Students will respond to non-print texts in order to compare and contrast their own experience of growing up in an urban environment.

Standards:

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Teacher Prompt(s):

First time around the circle:

Give a one word response to the images.

Second time around the circle:

What similarities do you see between the pictures of 1950's Chicago and Baltimore today?

What differences do you see between the pictures of 1950's Chicago and Baltimore today?

Third time around the circle:

Would you rather be living during the 1950's or present day? Why?

How do you think urban life has changed since the 1950's?

Based on these pictures, what word would you use to describe the housing of Chicago in the 1950's?

What word(s) would you use to describe modern day housing in Baltimore City?

Optional Group Reflection

Are there other questions you would like to explore on this topic?

Notes: These circle prompts are aligned with a 9th grade non-print curriculum resource.

Reflection/Parking Lot:

Title: If by Rudyard Kipling (Analyzing Poetry)

1. The teacher will read the poem aloud to the students.
2. Teacher will then read the poem a second time aloud to the class, stopping after each line to analyze (or explain, as needed) the meaning of each line.
3. Teacher assigns or students will break into pairs or groups.
4. Students read the poem in pairs or groups and jot down a main idea of the poem.
5. Class transitions into circle to respond to the text, bringing written responses to the circle.

If, by Rudyard Kipling - available here;
<https://www.poetryfoundation.org/poems/46473/if--->

Objective:

Students will identify and discuss the main idea of the poem.

- [CCSS.ELA-LITERACY.RL.9-10.2](#)
 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Teacher Prompt(s):

First time around the circle:

What is the main idea of the poem?

Second time around the circle (Text to Self):

Is there a particular line or phrase in the poem that you like the most? Which one? Why?
 Has that line or phrase ever been true for you or anyone else you know?

Third time around the circle (Text to World):

Do you feel like the author's poem is true to the real world? Give an example.
 Does this poem speak to a specific group of people? Could it also speak to others?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.
 What are your thoughts after reading and analyzing the poem?
 How do you feel after reading the poem?
 Do you enjoy reading or writing poetry? Why or why not?
 Questions, comments, concerns?

Notes: These circle prompts are aligned with a 10th grade curriculum text.

Reflection/Parking Lot:

Title: The Great Migration: Building Background for a Dream Deferred and Raisin in the Sun

Objective:

Students will build background knowledge about the Great Migration in order to have a deeper understanding/ context for Langston Hughes' poem "A Dream Deferred" and Lorraine Hansberry's "Raisin in the Sun".

Standards:

- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Before the Circle:

Teacher will have students work in groups to do research on the Great Migration. This lesson is designed to discuss this time period in history and students may need to do research in order to understand The Great Migration. Teacher will provide information as needed to support comprehension of reading. A map/visual of the movement in the Great Migration may be beneficial.

As a class, teacher may have students watch the two videos below:

<http://www.history.com/topics/roaring-twenties/videos/harlem-renaissance>

<http://www.history.com/topics/black-history/great-migration/videos/great-migration>

Teacher then directs students to form a circle, bringing their research to the circle.

Teacher Prompt(s):

First time around the circle:

What are some reasons people move?

What is the hardest thing about moving?

Second time around the circle:

What is the Great Migration?

What was happening at the time? Why did people leave the south?

What impact did the Great Migration have on Northern cities?

Do you know anyone whose family was part of the great migration? Was Baltimore part of the Great Migration?

If you had this decision to make (stay or leave) what do you think you would do? What if you had a family? What if you were your current age?

Third time around the circle:

What, if any, similarities do you see between African Americans in the great migration and the attempted migration occurring at our border states? What is different?

- *Teacher should ask question above, and then give students time to turn and talk before sharing out.*

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

How do you feel?

Questions, comments, concerns?

Notes: These circle prompts are aligned with the BCPSS 12th grade curriculum.

Depending on answers to final question about current migration at our border, teacher may want to develop a follow up lesson.

Reflection/Parking Lot:

Title: Analyzing Imagery in A Dream Deferred by Langston Hughes

Objective:

Students will analyze literary techniques and author's word choice to increase comprehension and define the term "deferred."

Standards:

- **L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

Before the Circle:

While students are seated at their desks, teacher explains the purpose of reading to define the word "deferred" and its meaning in the context of the poem. Teacher will read through the poem. Teacher will ask students to turn and talk with a partner about possible definitions for the word "deferred." Students will then share out ideas as teacher records notes. Teacher will guide class to come up with a class definition of "deferred." Students will then read through the poem and complete a graphic organizer to "Analyzing Imagery Using the 5 Senses."

Teacher Prompt(s):

First time around the circle:

What is imagery?

Why do authors use imagery when writing?

Second time around the circle:

Share an example of imagery used in this poem.

How does this line add meaning to the poem?

Third time around the circle:

Write a line using imagery that could be added to this poem (give students time to complete this in their seats).

Is there another poem or story you remember that uses imagery to add to the meaning?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you enjoy reading or writing poetry? Why or why not?

Notes: These circle prompts are aligned with a 12th grade curriculum text.

Reflection/Parking Lot:

Analyzing Imagery Using the Five Senses

Sounds I can hear	Objects I can touch
Images I can see.....	
Flavors I can taste	Scents I can smell

Title: Analyzing Tone in A Dream Deferred by Langston Hughes

Objective:

Students will identify and analyze literary techniques employed by the author and discuss the impact of those techniques on the reader.

Standards:

- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
- RI.11-12.6 Determine an author's point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Before the Circle:

While students are seated at their desks, teacher explains the concept of tone. Students read through the poem in groups and discuss the tone of the poem. Teacher then asks students to come to the circle to share out. While students share out teacher records ideas and keep this list for following lessons and as needed.

Teacher Prompt(s):

First time around the circle:

How do you feel after reading the poem?

Do you like this poem?

On a scale of 1-10 (1-not at all to 10-I love it), how much do you like this poem?

Second time around the circle:

What kind of dream do you think the author is talking about?

How do you think the author feels about this topic?

What is the author's tone/overall mood?

Third time around the circle:

Describe how substituting a word could change the tone/ mood of the poem? For example, substituting "overflows" with "sags" in the last stanza.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you enjoy reading poems with this tone? Why or why not?

Notes: These circle prompts are aligned with a 12th grade curriculum text.

Reflection/Parking Lot:

Title: Nutrition/ Food-Mood Relationship

1. The teacher will give each student the Mediterranean and Western Foods Graphic Organizer and identify which foods they eat the most.
2. Teacher will provide time for students to read grade level article excerpts and ask students to highlight one fact from the article to share out in the circle.
3. Teacher directs students to transition to the circle.

Objective:

Students reflect on daily eating habits and identify which diet pattern their current food choices align most closely with.

Students discuss the impact of their daily food choices on their mood/emotional wellness.

Teacher Prompt(s):

First time around the circle:

Which diet pattern do your everyday food choices align with?

Do you eat breakfast and lunch every day?

Is it a challenge to eat a healthy breakfast before the beginning of your school day?

Second time around the circle:

Share one fact or something you learned from the article.

Is there a food discussed here that you have never tried?

Is there a food discussed here that you would like to try?

Third time around the circle:

Have you ever experienced a connection between your mood and the foods you eat?

Who should make sure that you eat breakfast and lunch?

What changes would you like to make in your diet based on the information shared today?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Is there anything you would like to learn more about?

Elementary:

What is a breakfast food?

What is a lunch food?

What is a dinner food?

What is a dessert food?

What is a junk food?

What is a healthy food?

What is your favorite food?

Middle:

What is a food you know how to make?

Name one junk food and one healthy food.

What is a food that you should not eat too much of? Why?

High:

Make a persuasive statement arguing for or against the Mediterranean or Western diet. Use at least 1 fact.

On a scale of 1-10, share how important nutrition is to your overall wellness..

Notes:

Reflection/Parking Lot:

EXCERPT from.....



Harvard Health Publishing
HARVARD MEDICAL SCHOOL

Trusted advice for a healthier life

How the foods you eat affect how you feel

Serotonin is a neurotransmitter that helps regulate sleep and appetite, mediate moods, and inhibit pain. Since about 95% of your serotonin is produced in your gastrointestinal tract, and your gastrointestinal tract is lined with a hundred million nerve cells, or neurons, it makes sense that the inner workings of your digestive system don't just help you digest food, but also guide your emotions. What's more, the function of these neurons — and the production of neurotransmitters like serotonin — is highly influenced by the billions of “good” bacteria that make up your intestinal microbiome. These bacteria play an essential role in your health. They protect the lining of your intestines and ensure they provide a strong barrier against toxins and “bad” bacteria; they limit inflammation; they improve how well you absorb nutrients from your food; and they activate neural pathways that travel directly between the gut and the brain.

Studies have shown that when people take probiotics (supplements containing the good bacteria), their anxiety levels, perception of stress, and mental outlook improve, compared with people who did not take probiotics. Other studies have compared “traditional” diets, like the Mediterranean diet and the traditional Japanese diet, to a typical “Western” diet and have shown that the risk of depression is 25% to 35% lower in those who eat a traditional diet. Scientists account for this difference because these traditional diets tend to be high in vegetables, fruits, unprocessed grains, and fish and seafood, and to contain only modest amounts of lean meats and dairy. They are also void of processed and refined foods and sugars, which are staples of the “Western” dietary pattern. In addition, many of these unprocessed foods are fermented, and therefore act as natural probiotics. Fermentation uses bacteria and yeast to convert sugar in food to carbon dioxide, alcohol, and lactic acid. It is used to protect food from spoiling and can add a pleasant taste and texture.

This may sound implausible to you, but the notion that good bacteria not only influence what your gut digests and absorbs, but that they also affect the degree of inflammation throughout your body, as well as your mood and energy level, is gaining traction among researchers. The results so far have been quite amazing.

What does this mean for you?

Start paying attention to how eating different foods makes you feel — not just in the moment, but the next day. Try eating a “clean” diet for two to three weeks — that means cutting out all processed foods and sugar. Add fermented foods like kimchi, miso, sauerkraut, pickles, or kombucha. You also might want to try going dairy-free — and some people even feel that they feel better when their diets are grain-free. See how you feel. Then slowly introduce foods back into your diet, one by one, and see how you feel.

When my patients “go clean,” they cannot believe how much better they feel both physically and emotionally, and how much worse they then feel when they reintroduce the foods that are known to enhance inflammation. Give it a try!

Oats, Oatmeal

Ice Cream



Title: Pride and Humility

This lesson can be used with a reading involving pride or humility as themes.

1. Teachers will direct students to dictionaries (traditional or online) to define pride and/or humility depending on grade level/teacher discretion.
2. Teacher will ask students to share out in order to create a class definition which can be written on chart paper, board, note cards etc. for use during the circle.
3. Teacher and students transition to the circle.

Objective:

Students share reflection on their perception and relationship with the concepts of “pride” and “humility”.

Teacher Prompt(s):

Teacher reviews the definitions for “pride” and “humility” with students verbally, or provides students with printed definitions for circle participation.

First time around the circle:

Is anyone’s personal definition for “pride” different than those listed here?

Is anyone’s personal definition for “humility” different than those listed here?

On a scale of 1-10, (1-not at all to 10-very important), share how important either of these concepts are to you.

Second time around the circle:

Share an experience where you were proud of yourself or someone else.

Share an experience or situation when it was/is important to be humble.

How important is the concept of humility to your peers? (1-not at all to 10-very important)

In your opinion, is the concept of humility outdated? Explain why or why not?

Third time around the circle:

Share a situation where pride resulted in a positive outcome.

Share a situation where humility resulted in a positive outcome.

Share a situation where pride resulted in a negative outcome.

Share a situation where humility resulted in a negative outcome.

Elementary:

Share a time when you made your mom, dad, aunt, uncle, brother, sister, grandmother or grandfather proud?

Middle:

Share a time when you accomplished something important and were proud of yourself.
Should you always shake hands at the end of a game?

High:

Is it possible to possess both pride and humility? Explain.
Is there a time you wish you had been more proud or humble?

Notes:

Title: “The Rose that Grew from Concrete” by Tupac Shakur

Topic: Symbolism

Teacher Instructions:

- This circle is to be completed after the reading of “The Rose that Grew from Concrete” by Tupac Shakur.
- Students will need a copy of the poem, a writing utensil, lined paper.
- Key Terms:
 - symbolism- the use of symbols to represent ideas of qualities; symbolic meaning attributed to natural objects or facts.
 - autobiographical- a written work dealing with the authors own life.

Objective: Students will be able to identify specific examples of symbolism within the poem “The Rose that Grew from Concrete” and make text-to-self connections both orally or in writing.

Teacher Prompt(s):

First time around the circle:

- What is a major goal you have in life? What is at least one thing that could prevent you from achieving that goal?
- Note: For the first time around the circle all students should share out their goal and one challenge they might face.

Second time around the circle:

- Have a student identify what the rose represents in the poem.
 - The rose is Tupac/a person.
- Have a student identify what the concrete represents in the poem.
 - The concrete is the challenges Tupac faced in his life.
- What might be some of the concretes/challenges Tupac faced in his life that he had to overcome?

Third time around the circle:

- Have a student identify what the cracks represent in the poem.
 - The cracks represent supports and opportunities that can help one overcome challenges.
- What is the biggest support or opportunity you need to help you pursue your goal?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Elementary Extension:

- Have each student create a goal timeline.
 - Students should identify what different steps they need to take in order to achieve their final goal.
 - Break up the timeline into as many parts as you see best fit.
 - Possible steps:
 - What is one thing you can do this year to help with your goal?
 - What is one thing you can do in middle school to help you with your goal?
 - What is one thing you can do in high school to help with your goal?
 - What is one thing you can do in college to help with your goal?
- Students should share out in a whole group setting.

Middle Extension:

- Have each student create a goal timeline.
 - Students should identify specific steps they can take in order to help them reach their goal.
 - The timeline should be broken up into specific segments. The students should identify the following things at each step:
 - What the step is.
 - How it helps them towards their final goal.
 - What possible challenges they might face.
 - What opportunities would help them overcome the challenges.
- Students should share out in a whole group setting.

High Extension:

- Have each student create a vision board.
 - Students can create a board using various images and words that represent their vision for themselves as they move towards accomplishing their goal.
 - The board can include:
 - The college or university they may want to attend.
 - Individuals they look up to.
 - Words or phrases that hold significance for them.
 - Images and words connected to their goal or career they wish to pursue.
 - Have students write a paragraph explaining the symbols they used on their vision board and how it

		represents their journey going forward.
Notes: <ul style="list-style-type: none"> It might be necessary to have the students annotate the text between the first and second time around in the circle when they are identifying the different symbols. Another activity might involve students learning more about the author of the poem. What do student know about the poet, rapper, songwriter? Do you know where he is from? What schools he attended? Any of his other songs? The circumstances of his death? 		
Reflection/Parking Lot:		

“The Rose that Grew from Concrete” by Tupac Shakur

Did you hear about the rose that grew from a crack

in the concrete

Proving nature's laws wrong it learned 2 walk

without having feet

Funny it seems, but by keeping its dreams

it learned 2 breathe fresh air

Long live the rose that grew from concrete

when no one else even cared!

Title: “Baltimore...The Greatest City in America”

Topic: Different Perspectives

Teacher Instructions:

- This circle does not require a pre-lesson.
- Students will need: access to the images connected to this lesson plan, something to write with, and a piece of lined paper.
- Key Terms:
 - perspective- a point of view; a particular way attitude toward something or someone.

Objective: Students will be able to identify orally and in writing different perspectives as they relate both to specific images of Baltimore City as well as to the phrase “The Greatest City in America.”

Teacher Prompt(s):

First time around the circle:

- What is your favorite and least favorite thing about Baltimore?
- Note: For the first time around all students should share out and be able to identify both a favorite and least favorite thing about the city.

Second time around the circle:

- The park benches in the city read “Baltimore, The Greatest City in America,” do you believe this statement is true? Why or why not?
- Note: If you would like to have the students first answer this question as a quick write before sharing out it might help them better reflect on the question depending on their age and facility with answering “thought questions”.

Third time around the circle:

- Students should number their paper from 1-6.
- Students will review each image (either on a projector, electronic device, print out, etc.) and identify what words or thoughts come to mind when they look at the image.
- Did looking at the images change your opinion about whether Baltimore is the greatest city or did your argument stay the same? Why or why not?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

<p>Elementary Extension:</p> <ul style="list-style-type: none"> • Have the students work with partners to create two lists: <ul style="list-style-type: none"> ○ What are things that make Baltimore the greatest city? ○ What are things that make Baltimore not the greatest city? • Students share out their lists whole group. • Extension questions: <ul style="list-style-type: none"> ○ Why do you think people have different perspectives on Baltimore? ○ What are things we could do so everyone thinks Baltimore is the greatest city in America? 	<p>Middle Extension:</p> <ul style="list-style-type: none"> • Have the students generate a list of what specific things led them to identify Baltimore as the greatest city or not the greatest city. <ul style="list-style-type: none"> ○ Have the students identify why each one of these things impacted their decision. ○ Have the students select the one biggest thing that impacted their decision. • Students share out their one thing whole group. • Have the class generate a list of how people create a perspective on something. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Where they live/grew up ▪ Positive experiences ▪ Negative experiences ▪ Friends ▪ Family ▪ What other things they have seen/done ▪ School • Have students respond to the following quick write question: What do you think is the biggest thing that decides a person's perspective on something? 	<p>High Extension:</p> <ul style="list-style-type: none"> • Have the students generate a list of what specific things led them to identify Baltimore as the greatest city or not the greatest city. <ul style="list-style-type: none"> ○ Have the students identify why each one of these things impacted their decision. ○ Have the students select the one biggest thing that impacted their decision. • Students share out their one thing whole group. • Have the class generate a list of how people create a perspective on something. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> ▪ Where they live/grew up ▪ Positive experiences ▪ Negative experiences ▪ Friends ▪ Family ▪ What other things they have seen/done ▪ School • Have students respond to the following quick write question: What do you think is the biggest thing that decides a person's
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		<p>perspective on something?</p> <ul style="list-style-type: none"> Students work with a partner to create a list of the things that prevent Baltimore from being the greatest city in America. <ul style="list-style-type: none"> Students identify one specific thing that could be changed or improved in each one of these areas to improve Baltimore. (Note: you may want to make it one specific thing that they, as high schoolers, could do to improve the thing.)
<p>Notes:</p> <ul style="list-style-type: none"> Potential supplemental texts for this circle include: <ul style="list-style-type: none"> <i>A Beautiful Ghetto</i> by Devin Allen <i>Perspective: Baltimore</i> by Kyle Pompey <i>Baltimore Then and Now</i> by Alexander Mitchell This circle can serve as an introductory lesson around understanding different perspectives as it relates to: different perspectives within a story or different perspectives to an argument. 		
<p>Reflection/Parking Lot:</p>		



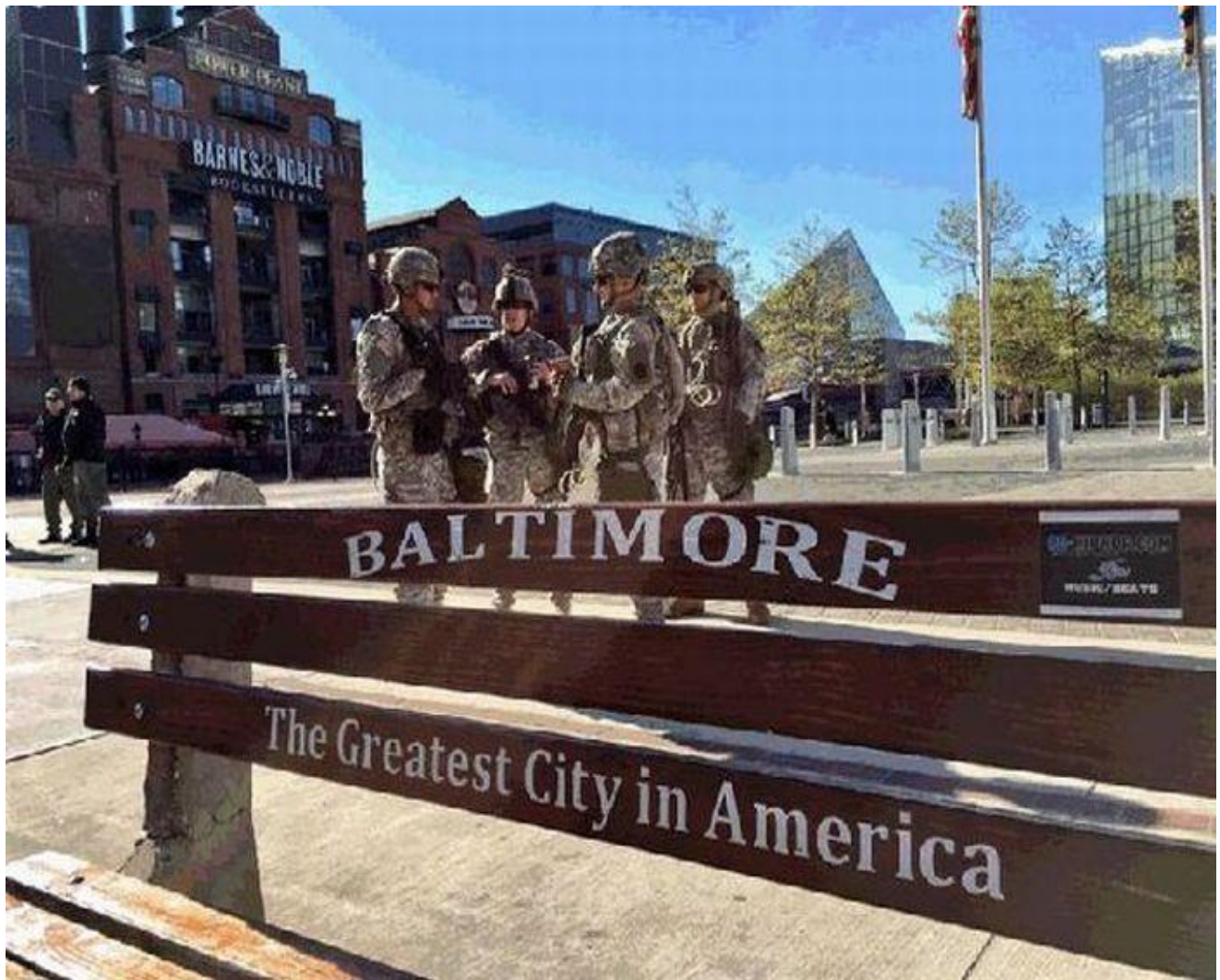






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Title: *Ghost Boys* by Jewell Parker Rhodes, Chapter One

Topic: Understanding Trauma

Teacher Instructions:

- This circle is to be taught after the students have read Chapter One of *Ghost Boys*. Pre-lesson materials can be found at the bottom of this lesson plan.
- The text is designed for middle school and high school. It may be appropriate for some upper elementary students if deemed so by the teacher.
- Students will need: the text, writing utensil, different colored index cards/sticky notes.
- Key Terms:
 - Stressor- an activity, event, or thing that adds stress.
 - Trauma- a deeply distressing or disturbing experience.
 - Intergenerational Trauma- when untreated trauma gets passed down by parents to their children.
 - Race-Based Trauma- when the experience of someone within your own race has a negative experience that impacts you mentally and emotionally.
 - Post-Traumatic Slave Syndrome- the traumatic experience of going through slavery changed the DNA within African Americans leading to higher potential rates of depression and anxiety.
 - Implicit Bias- attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Objective: Students will be able to identify the role trauma plays within the characterization of the characters in *Ghost Boys* and demonstrate mastery both orally and in writing.

Teacher Prompt(s):

First time around the circle:

- What is something in your life that causes you stress? Why does it cause you stress?

Second time around the circle:

- Reviewing the definitions of different kinds of trauma, what type (s) of trauma do you think occurred during and after this incident with Jerome?

Third time around the circle:

- When was a time that you or someone you knew experienced trauma? (What was the event and how did it make you feel?)

Fourth time around the circle:

- On one colored sticky note/index card, have the students create a question for the class that is specific about something text related. (Note: it should have more than one possible answer, such as: How do you think what happened to Jerome will impact his community?)
- On a second colored sticky note/index card, have the students create a question that connects to at least one of the definitions of trauma and their own life or community. (Ex. What role does trauma have on people who live in East Baltimore?)
- Collect all the cards and draw one of each color. Have the students share out their responses to the questions.
- Note: teachers may choose to break the class up into smaller circles, have them select one of each colored note and then share out their answers in their smaller circles.

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Elementary Extension:

- Students will identify the things that cause stress in their life and the things and people who support them in life. (worksheet attached, although may be modified depending on grade level).
 - Students will select one person who provides them with support and complete a short biography on that person.
 - Students will identify who the person is, what role they have in their life, how they are supportive, why they use them as a support, and how they hope to someday be as

Middle Extension:

- Students will identify the major stressors and supports they have in their life (worksheet attached).
 - Students will select the largest stressor and largest support they have in their life and identify them in writing.
- Students will create a visual support board.
 - The visual board will display the things and people who provide them with support in life. They can include individuals, organizations, key words, symbolic images, etc.
 - The goal is to highlight people and things that support individual students through the

High Extension:

- Students will identify the major stressors and supports they have in their life (worksheet attached).
 - Students will select the largest stressor and largest support they have in their life and identify them in writing.
- Students will conduct a short research project where they identify an organization that provides support for trauma within their community (ex. Mentoring group, mental health clinic, psychologist, community center, health center, etc.)

supportive as they are to others.	trauma they may experience.	<ul style="list-style-type: none"> ○ Students will make an infographic explaining what the program is, what supports it can provide, and how someone can get in contact with the organization. ○ As an alternative, students may create a short video PSA.
Notes: <ul style="list-style-type: none"> • Teachers may decide to have the students read the text at the start of the circle and then not complete the lesson assignment until after the circle has been completed. 		
Reflection/Parking Lot:		

Name: _____

Section: _____

Ghost Boys: Introduction**Brainstorming: What are specific things that add stress to your life?**

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Key Terms	
Trauma	
Intergenerational Trauma	Race-Based Trauma

How does an event like losing a boy to police brutality contribute to the experience of trauma for a community? What different people might experience trauma based on the event?

<input type="checkbox"/> Incomplete <input type="checkbox"/> Weak Summary <input type="checkbox"/> Grammar Concerns <input type="checkbox"/> Weak Textual Evidence <input type="checkbox"/> Weak Analysis

Character Evaluation: Jerome	
As a Ghost	Alive

What do we learn about Jermoné's personality? How does this impact your understanding about what might've happened in the incident with the police officer? How does this impact our understanding of how the community might be impacted by what happened to Jermoné?

☐ Incomplete
 ☐ Weak Summary
 ☐ Grammar Concerns
 ☐ Weak Textual Evidence
 ☐ Weak Analysis

Key Terms	
Implicit Bias	

Stressor- an activity, event, or thing that adds stress.

Trauma- a deeply distressing or disturbing experience.

Intergenerational Trauma- when untreated trauma gets passed down by parents to their children.

Race-Based Trauma- when the experience of someone within your own race has a negative experience that impacts you mentally and emotionally.

Post-Traumatic Slave Syndrome- the traumatic experience of going through slavery changed the DNA within African Americans leading to higher potential rates of depression and anxiety.

Implicit Bias- attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

Response Outline: *Ghost Boys*, Introduction

An event like Jerome being killed by the police contributes to the trauma of a community by _____. People who are impacted by this event are _____. They are impacted because _____.

The largest stressor in my life is _____ because _____. The largest support in my life is _____ because _____.

We learn that Jermone is _____. This helps us understand that in the incident with the police officer _____. This might impact the community by _____.

Name: _____

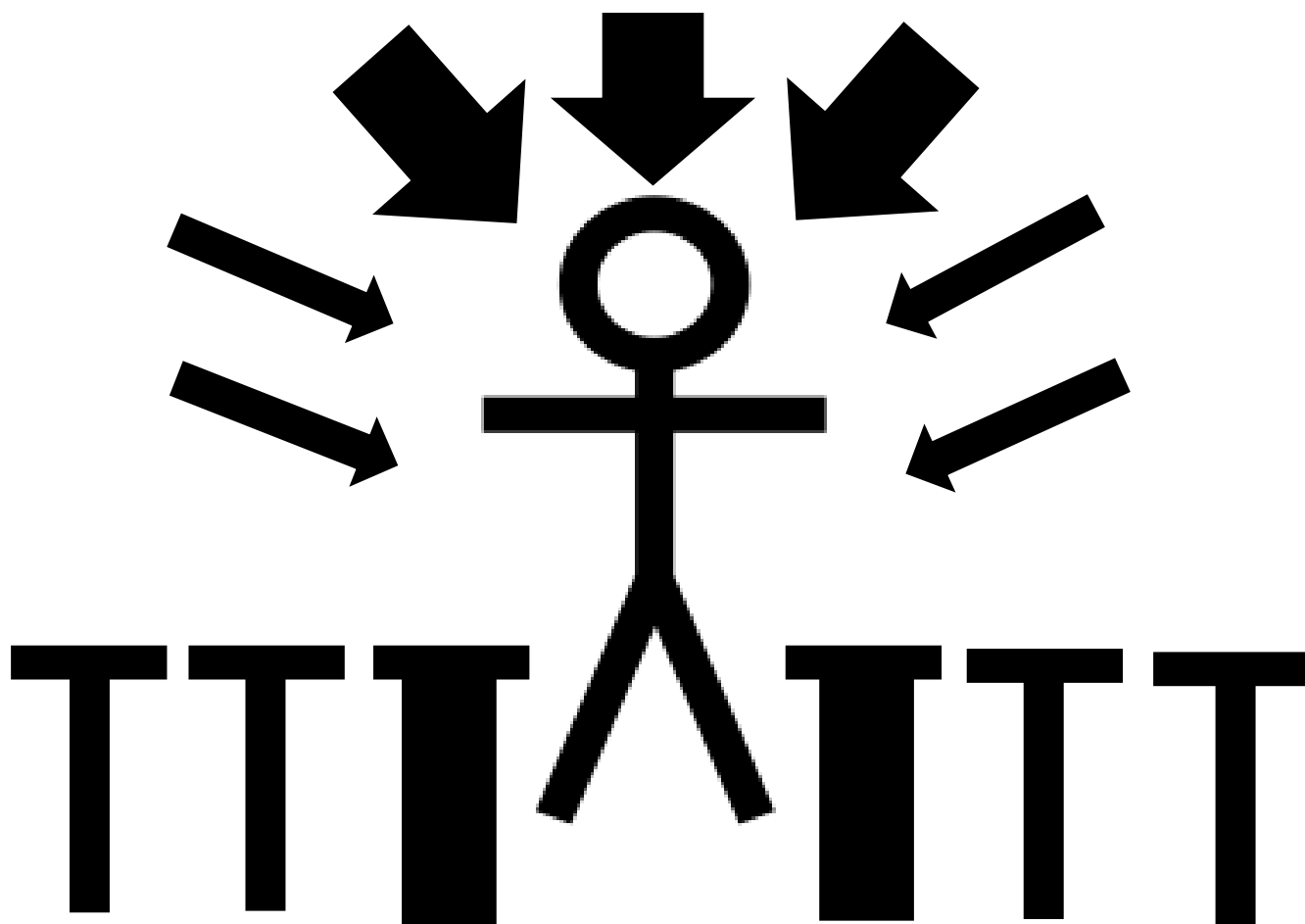
Section: _____

Ghost Boys: Trauma and Stressors

Directions: Identify different stressors that you have in your life. On the larger arrows place the larger stressors and on the smaller arrows place the smaller stressors.

On the lines on the bottom identify things in your life that help give support or block some of the stressors in your life.

What is the largest stressor in your life? What is the largest support in your life? Why?



Title: “To All the Little Black Girls With Big Names” by iCon

Topic: Text-to-Self and Text-to-World Connections

Teacher Instructions:

- Play the video “To All the Little Black Girls With Big Names” by iCon (after the first time around in the circle, see prompt below). <https://www.youtube.com/watch?v=TWT7ku1lr28>
- Play the video a second time and have the students underline/highlight parts within the poem that stand out to them.
- Students will need: a copy of the poem, something to write with, a highlighter, a piece of lined paper.
- Key terms:
 - Text-to-Self Connection- personal connections a reader can make to specific parts of a text.
 - Text-to-World Connection- larger connections a reader can make between issues in the world and specific parts of a text.
 - Story of Self- when an individual writes a specific story (that can be in various mediums) that helps the reader better understand their own life.

Objective: Students will be able to identify text-to-self and text-to-world connections within the poem and demonstrate mastery through their identification both orally and in writing.

Teacher Prompt(s):

First time around the circle:

- Do you like your name? Why or why not? (Note: students can also use their nickname.)

Second time around the circle:

- What is the story behind your name? (who named you? Why was your name chosen?)

Third time around the circle:

- Students watch the video “To All the Little Black Girls With Big Names.”
- Ask the class to identify challenges iCon mentions she has faced based on her name or other people with similar names may have faced.
 - Examples: mispronunciation, job discrimination, stereotyping
- Have you faced any challenges with your name or might you face challenges in the future?

Fourth time around the circle:

- Students watch the video and then read the poem “To All the Little Black Girls With Big Names” a second time.
- Students should underline or highlight items lines that stand out to them.
 - Students should identify which lines they can make a personal connection to (text-to-self); and lines they can make a larger world connection to (text-to-world).
- What line stood out to you the most in the poem? Why did it stand out to you?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Do you like the song/poem? Why? Why not?

Elementary Extension:

- This poem is not age appropriate for elementary students.
- As an alternative, have students create an acrostic poem using their name.
 - Students may use single words that describe them or write sentences that describe them (using the letters of their name as a starting point for each word/sentence).
- Have the students ask their parents/guardians where their name comes from or how their parents decided on that specific name.
 - Students will write a paragraph explaining the history of their name and where they got it from.
- Students will share out in a whole group setting.
- Extension Question:
 - How does knowing the history of your name

Middle Extension:

- Students will conduct a short research project around the history of their name.
 - Students will ask their parents the story about where their name came from and how their parents/ guardians selected the name.
 - Students will use online tools to research the historical meaning of their name. (They may need to break up their name into different parts in order to identify historical meanings).
 - Students will write a response explaining the history of their name and their name’s significance to their own lives.
- Students may create a visual display representing the importance and history of their name. This visual display may

High Extension:

- Students will conduct a short research project around the history of their name.
 - Students will ask their parents the story about where their name came from and how their parents/ guardians selected the name.
 - Students will use online tools to research the historical meaning of their name. (They may need to break up their name into different parts in order to identify historical meanings).

<p>change how you view your name?</p>	<p>be a collage, drawn image, acrostic poem, etc.</p> <ul style="list-style-type: none"> • Extension Question: <ul style="list-style-type: none"> ○ How does knowing the history of your name change how you view your name? ○ Why do you think specific cultures have different names? ○ How can we overcome the biases that exist because of the name someone has? 	<ul style="list-style-type: none"> ○ Students will write a response explaining the history of their name and their name's significance in their own life. • Students may create a visual display representing the importance and history of their name. This visual display may be a collage, drawn image, acrostic poem, etc. • Extension Question: <ul style="list-style-type: none"> ○ How does knowing the history of your name change how you view your name. ○ Why do you think specific cultures have different names? ○ How can we overcome the biases that exist because of the name someone has? • Teachers may have their students conduct research into the real-world implications of racial bias in names (job discrimination).
<p>Notes:</p> <ul style="list-style-type: none"> • Please note the video version of the poem uses the term “ass” twice and “shit” once. 		

Reflection/Parking Lot:

“To All the Little Black Girls with Big Names” by iCon

My momma said life would be this hard,
Growing up days as a black girl scarred,
In a way still we’ve come so far,
They just know the game, they don’t know the pain,
Please hold your head’s up high,
Don’t be ashamed of yourself,
No I, carry your fort ‘til the day I die,
They just know the name they don’t know the pain,
Black girl.

See whenever anyone asks me the meaning of my name,
I usually never have an answer.
I remember looking for it once at a shopping mall kiosk,
Where the meaning of names are saved and engraved into keepsakes.
Meanwhile the chances of me finding my name would be like the odds of winning the sweepstakes,
You know, slim to none.

I got tired of people mispronouncing it,
so I shortened it Con, but they still got it wrong,
They kept confusing me with the late who once sang that song, “tell me something good.”
(They used to call me Chaka Khan).
So tell me something I feel I should correct them.

My name is pronounced SHA-CON-DRI-A,
No silent letters, no accents,
preferably pronounced with the drawl of a Southern accent, it just sounds more sweeter that way.

I remember there once was a day when I wish my mother would've stuck to something simple,
And pretty, and majestic, like Tiffany or maybe even Alexis,
But my fate was sealed by signatures on my birth certificate,
Granting me the right to forever bare the shame of having been given a ghetto name,
So this here poem is for all the little black girls with big names.
For the Shas and Ieshas, the Ahnas and Equas.
Who were told never to write their names on applications,
Because we live in a nation where your name could tell someone your race or even your social status.

Some people think only dumb ghetto folk overuse the alphabet,
They chalk it up to illiteracy,
Never creativity or maybe even history,
And I wonder, those who assume would ever stop to think that maybe,
Transatlantic submerged, native tongues remerged in the form of ghetto Monicas,
Like my little cousin.

I have a little cousin whose name Taiesha.
It sounds a lot like Tanashae, a name from the tribe that means God is with us,
Because when her mother died of a drug overdose, and he was all she had.
Or maybe like my friend La'kesha,
whose name sounds a lot like the Bantu name Wa'kesa,
meaning born during the harvest,
now she's an attorney reaping from sowing seeds and working the hardest.
Or maybe like me,
My momma knew this little girl right here was gonna be a fighter,
So she named me Shacondria,
Which sounds a lot like Shaka, the great Zula warrior.

See this here poem is for every girl,
Whoever became a professional, only to shorten her name to a letter with a period,
Just so phone calls could be returned, or higher pay earn.
As we all know, don't nobody wants an Iesha or an Equa to operate on them.
But see, they allow a man named Donald Trump to dominate them.
So you see, a book can't be judged by its cover, nor its title.
And the story beneath your name can't be contained beneath the tides,
So sisters let them rise and take their rightful places,
On your applications, and business cards, desk pockets and uniforms,
Until one day when ghetto names become the norm,
But for right now, we are special you see,
There ain't another girl in the world with a name like you or me,
So go forth, and rep proudly, for all the ghetto named girls,
And if someone happens to mispronounce your name, make sure you give your name a swirl.
Look in their eye and correct them,
It's pronounced Sha-con-dri-a,
Say that right, or don't say it at all.

Title: *Dear Martin* by Nic Stone, Chapter One

Topic: Police Brutality/Racial Profiling

Teacher Instructions:

- This circle is to be completed following the completion of reading Chapter One of the book *Dear Martin*.
- The topic matter is around the issue of police brutality and racial profiling/stereotyping. Another text could be used to accomplish the same goals.
- The text is designed for middle school and high school. It may be appropriate for some upper elementary students if deemed so by the teacher.
- Students will need: a copy of the text, writing utensil, and different colored index cards/sticky notes.
- Key Terms:
 - stereotyping- a widely held but oversimplified idea about a particular type of person or thing.
 - racial profiling- the use of race or ethnicity as grounds for suspecting someone of having committed an offense.
 - racial bias- attitudes or stereotypes that affect how one interacts with someone based on their race, either in a conscious or unconscious manner.
 - police brutality- the use of excessive or unnecessary force by police when dealing with civilians.

Objective: Students will be able to identify specific instances of racial profiling/stereotyping within the text, demonstrating a command of the key terms.

Students will be able to generate text dependent questions that demonstrate an understanding of key character and plot details, as they relate to the topic of police brutality and racial profiling.

Teacher Prompt(s):

First time around the circle:

- What is a piece of advice a parent or guardian has given you before and when was a time you used that advice? (*Note: students can still share out the advice even if they have never used it before).
- For the first time around the circle I would ask every student to share out.

Second time around the circle:

- Have a student identify the advice Justyce’s mom gave to him about the police.
- Have you ever been given advice similar to what Justyce received from his mother about how to interact with police? Why do you think she gave him this advice?

Third time around the circle:

- Have the students write down the following on their different colored index cards/sticky notes:
 - Index Card #1: Write down a specific quote that stood out to you in the chapter.
 - Index Card #2: Create a question for the class about how Justyce was treated by the police.
 - Examples of questions:
 - How do you think Justyce’s opinion about police will be impacted by this interaction?
 - How was Justyce racially profiled by the police?
 - Why do you think Justyce begins to blame himself for what happens?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

Elementary Extension:	Middle Extension:	High Extension:
<ul style="list-style-type: none"> • Have the students work as a class to come up with a list that specific groups of people are stereotyped for. • To help them better understand the term it might help to have them generate lists for things that “all boys like” and “all girls like.” <ul style="list-style-type: none"> ○ Ex. All boys like... <ul style="list-style-type: none"> ▪ The color blue ▪ Action figures ▪ Cars/trucks ▪ Playing sports ▪ Video games ▪ Action movies ○ Ex. All girls like... <ul style="list-style-type: none"> ▪ The color pink ▪ Dolls ▪ Princesses ▪ Dressing up 	<ul style="list-style-type: none"> • Have the students work with an elbow partner to generate two lists: <ul style="list-style-type: none"> ○ What do we as readers know about Justyce and his personality? ○ What stereotypes did the police officer use to make his decision about how to treat Justyce? • Have the students share-out their responses in a whole group setting. • Extension questions: <ul style="list-style-type: none"> ○ Do you think Justyce would’ve been treated this way if Melo was darker skinned (remember - 	<ul style="list-style-type: none"> • Have the students work in small groups to generate two lists of “rules”: <ul style="list-style-type: none"> ○ What are the rules your parents have given you for when you interact with the police? You may use Justyce’s mom’s rules as an example. ○ What specific rules should the police have when interacting with someone, especially if

<ul style="list-style-type: none"> ▪ Wearing dresses ▪ Love movies • Use the lists to show how the things listed aren't true for everyone. • Ask the class: "Why do you think it might be bad to stereotype people like this?" 	<p>the police call her a "white girl")?</p> <ul style="list-style-type: none"> ○ Do you think Justyce would've been treated this way if he was white and Melo was darker skinned? ○ Do you think the situation would've changed if it took place in an area that the police didn't identify as a "nice neighborhood?" ○ Do you think the situation would've changed if the police officer was black? 	<p>they are a different race than them?</p> <ul style="list-style-type: none"> • Have the students share-out their responses in a whole group setting. • Extension questions: <ul style="list-style-type: none"> ○ Do you think Justyce would've been treated this way if Melo was darker skinned (remember -the police call her a "white girl")? ○ Do you think Justyce would've been treated this way if he was white and Melo was darker skinned? ○ Do you think the situation would've changed if it took place in an area that the police didn't identify as a "nice neighborhood?" ○ Do you think the situation would've changed if the police officer was black?
<p>Notes:</p> <ul style="list-style-type: none"> • There are a variety of texts that deal with issues of police brutality or racial profiling. Seek to find an article that is culturally responsive to the demographics of the students you teach. 		

- Please note that the first chapter of *Dear Martin* contains some strong language.

Reflection/Parking Lot:



Section VI: Student Created Lessons

Title: Identity

Teacher Instructions: Allow students to explain what shapes them as a person.

Teacher(s) should write question prompts on the board day. Please provide students time to think about/write responses to the prompts.

Objective: Students will discuss what has shaped their identity.

Teacher Prompt(s):

First time around the circle:

What things do you think define your identity?

Do you believe that your attitude or the way you portray yourself defines who you are? Why or why not?

Second time around the circle:

Have you ever experienced a situation that changed your outlook on life?

How can a different outlook on life change your identity?

How much does your school community and/or friends influence your identity?

Third time around the circle:

Do you think it's possible to create a better identity? If so how do you create a better one?

Notes: This lesson was created by Autumn Stevenson, a rising 11th grader at Baltimore Polytechnic Institute. It was created for use with high school students

Reflection/Parking Lot:

Title: Stress

Teacher Instructions: Conduct a restorative circle about stress. (If students aren't comfortable with sharing, please allow them to pass).

Objective: Students will try their best to explain what stress is and what factors cause it.

Teacher Prompt(s):

First time around the circle:

What does stress look like for you?

How do you relieve stress?

Second time around the circle:

Talk about a time when you felt like it was hard to be happy. How did you get through it?

*Have students turn and talk and then share out to the whole group. After students share out to the group, allow time to respond to one another, or share further.

Third time around the circle:

Do you think that you're introverted or extroverted? Does this effect how you respond to stress? What are some ways we can relieve stress in our classroom?

Notes:

Teacher should take note of what contributes to students' stress, and how they relieve stress. Teacher may change aspects of the way class is managed based on student responses. This would affirm student voice. Teacher may also want to display "stress strategies" somewhere in their room.

This lesson was created by Autumn Stevenson, a rising 11th grader at Baltimore Polytechnic Institute. It was created for use with middle school or high school students.

Reflection/Parking Lot:

Title: Saving Money

Teacher Instructions: teacher(s) will facilitate a group discussion about how to save money.

Objective: students will better understand strategies to save money.

Teacher Prompt(s):

First time around the circle: What would you do with \$1million?

*have students make a list or provide time to think about their answers.

Second time around the circle:

Is it important to save money? Why? Why not?

What are some ways that you save money or could save money?

What things make it hard to save money?

Third time around the circle:

How does your money saving strategy change based on what you want to buy?

Notes: Based on student responses, teacher may want to create future lessons on financial literacy.

This lesson was created by Autumn Stevenson, a rising 11th grader at Baltimore Polytechnic Institute. It was created for use with middle school or high school students.

Reflection/Parking Lot:

Title: “The Greatest City in America”

Teacher Instructions: Teacher will facilitate a group discussion about student’s feelings towards Baltimore.

Objective: students will be able to discuss what life is like in Baltimore.

Teacher Prompt(s):

First time around the circle: Can you think of some characteristics that make Baltimore “The Greatest City in America”?

Second time around the circle: What are your feelings towards Baltimore? Why?

Is there anywhere else you see yourself living? If so, where?

Third time around the circle: Does living in your community have an effect on who you are?

If you had to leave Baltimore tomorrow, what would you miss most? Why?

Optional Group Reflection

After the activity is completed, teacher may facilitate another circle.

What are ways to create a better Baltimore? Do you know any people or organizations working to better the city? If students bring up a person or organization that interests them, you could have them as a guest speaker.

Notes:

This lesson was created by Autumn Stevenson, a rising 11th grader at Baltimore Polytechnic Institute. It was created for use with middle school or high school students.

Reflection/Parking Lot:



Section VII: Additional Circle Starters and Materials

Sample Prompting Questions/Topics for Circles

Please note: It is always important to carefully select which questions or topics to pose to the group depending on the needs of the group. The health of each member of the circle is always to be strongly considered.

*Be prepared and know that some of the circle prompts may bring up a lot of emotions for the circle members.

Getting Acquainted

- Share a happy childhood memory.
- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face to face conversation with anyone, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?
- What is your favorite place in the world? Why?
- Something I am looking forward to (this weekend, this school year, this Christmas/New Year).

Exploring Values

- What is your passion?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What change would you like to see in your community? What can you do to promote that change?
- A time when you acted on your core values even though others were not.
- Something I learned about myself recently.
- What would you do if you had no fear?

Storytelling from our lives to share who we are and what has shaped us (to build community)

Invite participants to share:

- A time when you were outside of your comfort zone
- The biggest lesson I learned this year.
- An experience in your life when you “made lemonade out of lemons”.
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you were in conflict with your parents or caregiver but in time they understood your position.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.

Additional Potential Circle Starters for Elementary School Level

Students:

- | | |
|---------------------------------------|---|
| • I feel happy when... | • When I think of red, I think of... |
| • I feel sad when... | • When I think of green, I think of... |
| • I feel angry when... | • When I think of yellow, I think of... |
| • I feel scared when... | • When I think of black, I think of... |
| • I feel excited when... | • When I think of brown, I think of... |
| • I feel stressed when... | • When I think of white, I think of... |
| • I feel alone when... | • If I were an animal, I would be... |
| • The scariest thing... | • If I were a famous actor/actress, I would be ... |
| • My favorite hobby... | • If I were a famous athlete, I would be... |
| • My favorite pet... | • When I graduate from high school, I want to ... |
| • My favorite food is... | • When I become an adult, I want to... |
| • My favorite T.V. show is... | • I can't wait until... |
| • My favorite weekend activity is... | • Friends are ... |
| • My favorite song is... | • Families are... |
| • My favorite sport is... | • Putdowns make me feel... |
| • My favorite color is... | • Appreciations make me feel... |
| • My favorite weather is... | • What gives you hope? |
| • Rain makes me feel... | • How do you feel about bullying? |
| • Wind makes me feel... | • Say something nice about the person to your right |
| • Sunshine makes me feel... | • What change would you like to see in our classroom, if any? |
| • Snow makes me feel... | • How does it feel when someone is angry at you? |
| • Fog makes me feel... | |
| • Today I feel... | |
| • When I think of blue, I think of... | |

**This material is adopted from Kristi Cole and Paul Dedinsky's packet of Restorative Justice Practices, Milwaukee Public Schools. Safe Schools/Healthy Students.

Analyzing the Meaning of a Poem

Poem Title:

Author:

QUOTE IT! (Line or Verse)	INTERPRET IT! (Your Own Words)

Exploring Imagery in a Poem

Poem Title:

Author:

QUOTE IT! (Line or Verse)	INTERPRET OR DRAW IT! (Your Own Words or a Picture)

Suggested High Interest Texts and Videos For Circles:

Books:

- I am Peace by Susan Verde
- Be Kind by Pat Zietlow Miller
- Walk with Vanessa by Kerascoet
- El Deafo by Cece Bell
- Double Dutch by Sharon M. Draper
- Ghost Boys by Jewell Parker Rhodes
- Brown Girl Dreaming by Jacqueline Woodson
- George by Alex Gino
- The 57 Bus by Dashka Slater
- Mama's Nightingale by Edwidge Danticat
- I'm New Here by Anne Sibley O'Brien
- Islandborn by Junot Diaz
- The Hate U Give by Angie Thomas
- The Poet X by Elizabeth Acevedo
- Children of Blood and Bone by Tomi Adeyemi

Videos:

- Being A Black Bull Rider in a Majority White Sport
(https://video.vice.com/en_us/video/minority-reports-black-bull-rider-cowboy-texas/5adf50e4f1cdb31e03126cc2?popular=1)
- The Paradise that Wasn't (<https://vimeo.com/63431933>)
- Void (<https://vimeo.com/218956840>)
- Violence in Baltimore (<https://vimeo.com/226037172>)
- The Great Migration (<https://www.pbs.org/video/american-experience-great-migration-mississippi-chicago/>)
- Restorative Practices and Lateness (<https://vimeo.com/37746907>)
- Wide Angle Youth Media (<https://vimeo.com/wideanglemedia>)

There are additional texts and videos embedded in the lesson plans. We will continue to update this list and we welcome suggestions.