



# National Educators for Restorative Practices

## Relational Action Plan (RAP)

At NEDRP we empower teachers with six proactive approaches to build and sustain relationships, manage student behavior, and gain their classrooms back-One Educator at a Time.



**60 Second Relate Break-** This tool is a quick way to build relationships in micro frequencies similar to a brain break. Pose one question and answer first as the teacher. Have students then turn to their neighbors/shoulder partner and answer it within 60 seconds.



**90 Second Spark Plan-** A daily plan for teachers to interact with students and for students to interact with other students in a positive way. Teachers should be greeting students at the door daily and having students interact positively within the first 90 seconds of class.



**2 Minute Connection-** A fun and easy way to build and sustain relationships in your classroom by taking 2 minutes a day. Students stand up around the room (not necessarily in a circle.) The teacher poses a question and everyone answers one at a time. There is no talking piece and we do not ask “and why” questions.



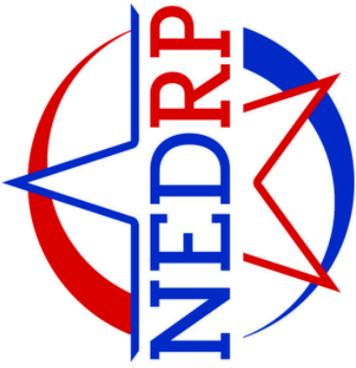
**Pulse Meter-** A tool to use with your students to check-in, check-up, or check-out throughout the day and to teach students social emotional intelligence. This can be thumbs up/ thumbs down , 4 color mood meter, emotion number line, etc.



**Treatment Agreement-** A model that allows teachers and students to build norms and expectations on how everyone should treat each other. This is created with the students and should be referenced daily as an accountability tool. Treatment goals should be created weekly and checked on throughout the week,



**Get to Know You Circles-** help build and sustain relationships and positive communities where students feel safe and have a voice in the classrooms. There are Green GTKY circles and Yellow. Yellow have a theme that all the questions revolve around like vacations or food. All GTKY questions for the first few times should be kept shallow and fun.



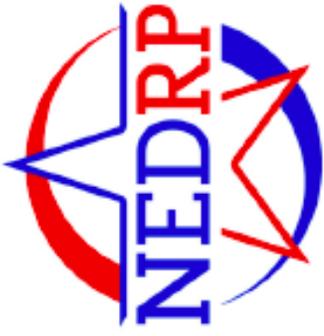
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SPARK

## Positive Spark Plan

Spark Times	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Spark #1: Teacher greeting students at door					
Spark #2: Student-to- student at beginning of class					
Spark #3: Student-to- student when necessary					



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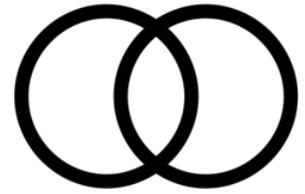
# Big Spark Plan SPARK

## Admin/Leadership to Staff

- 1.
- 2.
- 3.

## Staff to Staff

- 1.
- 2.
- 3.



*CONNECT*

# 2 Minute Connection

Instructions: Generate 10 fun and easy questions for you and your students to answer below. Cut out the following questions, fold and place in a container. Have the students stand up around the room. Reach in the container, select a question and read it to the class. Answer the question on the paper first, and then allow for each student to share their response to the question one by one around the room. Remember, it's ok to pass!

Get To Know You Questions	

Practice writing sentence stems for your Get To Know You questions

1. \_\_\_\_\_

2. \_\_\_\_\_

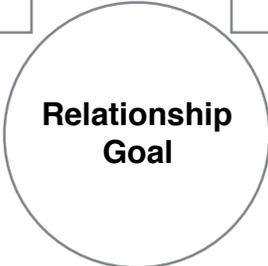


**TREAT**

**Treatment Agreement Template**

Student Treats Student

Student Treats Teacher



Teacher Treat Student

Student Treat & Take Care of the Classroom

# Get To Know You Circles

GTKY Green Circle Creation Template



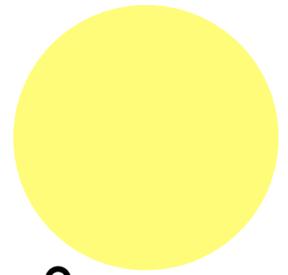
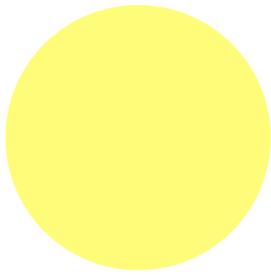
**Circle Guidelines:**

- 1.
- 2.
- 3.

**Talking Piece:** \_\_\_\_\_

**Get To Know You Questions:**

1. \_\_\_\_\_  
Sentence Stem: \_\_\_\_\_
2. \_\_\_\_\_  
Sentence Stem: \_\_\_\_\_
3. \_\_\_\_\_  
Sentence Stem: \_\_\_\_\_
4. \_\_\_\_\_  
Sentence Stem: \_\_\_\_\_



# Themed Get To Know You Circles

GTKY Yellow Circle Creation Template



**Circle Theme:** \_\_\_\_\_

**Talking Piece:** \_\_\_\_\_

**Circle Guidelines:**

- 1.
- 2.
- 3.

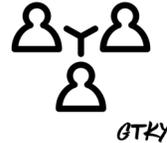
**Opening:** \_\_\_\_\_

**Get To Know You Questions:**

1. Sentence Stem: \_\_\_\_\_
2. Sentence Stem: \_\_\_\_\_
3. Sentence Stem: \_\_\_\_\_
4. Sentence Stem: \_\_\_\_\_

**Closing:** \_\_\_\_\_

## GTKY Circle Guide



<b>Components</b>
<b>Do you have a GTKY Circle plan?</b>
<b>Alternate Academic Plan/Alternate Placement Prepared</b>
<b>Review Circle Guideline</b> (to determine if students are ready to circle) Remind students that participating in Circle is voluntary
<b>Review the Pass - <i>Students DO NOT have to share</i></b>
<b>Redirect any student that is not ready to circle to alternate assignment or alternate classroom</b>
<b>Invite Students to Circle</b> Physically Move into the Circle
<b>(Once Seated)</b> <b>Welcome/Thank Participants to Circle and Review Guidelines Again</b>
<b>Review Three Ways to Actively Participate in the Circle</b> <i>Focus on Not Speaking without the Talking Piece by:</i> <i>Being an Active Listener</i> <i>Raising Hand for Clarifying Questions (3)</i> <i>Thumbs up/Thumbs down</i>
<b>Introduce your talking piece</b>
<b>Begin your GTKY questions</b>
<b>Question Round - (Start in the shallow end)</b> Pause/Give Think Time Pass Talking Piece Right or Left - DO NOT Zig Zag or Toss Suspend the talking piece to have open discussions Don't Teach/Judge Responses - "Take off Teacher Hat" Only Interrupt if Violations of Guidelines Occur If student violates - remind them that they chose to join in circle signifying they were "ready" to be held accountable to the Circle Guidelines. Create self-accountability!
<b>End Circle by asking students to reflect on one new thing they learned about their teacher or classmates today. Thank them for sharing!</b>



## Theme Circle Guide



GTKY

<b>Components</b>
Do you have a Circle Theme/Topic/Content plan?
<b>Alternate Academic Plan/Alternate Placement Prepared</b>
<b>Review Circle Guideline</b> (to determine if students are ready to circle) Remind students that participating in Circle is voluntary
<b>Review the Pass - <i>Students DO NOT have to share</i></b>
<b>Redirect any student that is not ready to circle to alternate assignment or alternate classroom</b>
<b>Invite Students to Circle</b> Physically Move into the Circle
<b>(Once Seated)</b> <b>Welcome/Thank Participants to Circle</b>
<b>Review Three Ways to Actively Participate in the Circle</b> <i>Focus on Not Speaking without the Talking Piece by:</i> <i>Being an Active Listener</i> <i>Raising Hand for Clarifying Questions (3)</i> <i>Thumbs up/Thumbs down</i>
<b>Introduce Talking Piece/Center Piece (Meanings)</b>
<b>Circle Opening - Poem, Quote, Video, Story (Meaningful)</b>
<b>Establish/Review/Refer to Values (Optional)</b>
<b>Discussion Round - (Start in the shallow end)</b> Pause/Give Think Time Pass Talking Piece Right or Left - DO NOT Zig Zag or Toss Suspend the talking piece to have open discussions Don't Teach/Judge Responses - "Take off Teacher Hat" Only Interrupt if Violations of Guidelines Occur If student violates - remind them that they chose to join in circle signifying they were "ready" to be held accountable to the Circle Guidelines. Create self-accountability!
<b>Repeat Discussion Rounds as Necessary (Do not end in the deep end)</b>
<b>Circle Closing</b>

## What Circle is NOT!

### Teachers

- Circle is not used to fix kids or classroom issues and is not a substitute for classroom management. When a teacher wants to say “Circle does not work,” ask yourself, what was it suppose to do?
- Circle is not therapy. Although at times it can be therapeutic, it is not designed to get to a students to reveal deeper issues.
- Circle is not counseling. Just listen!
- Circle is not a time to evaluate a students response to an answer, or coach a student to the answer we want or think they should share.
- Circle is not conducted to make students cry. The success of a circle cannot be determined by its depth or brevity.
- Circle is not used to force students to share. Students may pass at any time.
- Circle is not designed to facilitated without a plan. Just like a content lesson...don't “wing-it.”
- Circle does not have a formulated outcome. Let the circle take its shape by remembering that the questions start the circle but the answers shape the circle.
- Circle is not an expenditure of time, it is an investment. Learning about WHO is in my class can be more crucial at times than the lesson. **Connect before content!**

### Students

- Circle is not a time to be on stage or be silly. Speak from the heart but don't be Kevin Hart.
- Circle is not mandatory, a student can opt out and Pass!
- Circle may not be a time to share things that are confidential or traumatic in nature.
- Circle is not all about solving problems. Focus on getting to know each other!
- Circle is not a time to judge other students' responses. Don't laugh or make fun of other students.
- Circle is not an excuse to miss classes.
- Circle is not always teacher led. Work towards students leading circle!
- Circle is should not be a scary process. Trust the process and focus on building relationships as the key driver allowing organic outcomes to naturally come to the surface.
- Circle is not an assignment. Teachers should not be judging, grading responses or reluctancy to participate.

## Why We Circle?

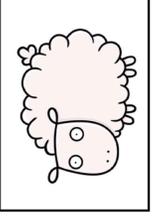
### Teachers

- **Listen!** Take your “teacher hat off” and listen from your heart and not your head.
- Relationships, Relationships, Relationships. Circle is a designated platform that serves as the platform to proactively build, and reaffirm relationships.
- Circle Time is an investment, designed to cultivate relationships, and build a strong sense of community in the classroom.
- Circle allows the teacher to become an active listener, while also increasing vulnerability, and genuine empathetic moments.
- Circle can be used to teach the soft skills. Listening, Reflecting, and Understanding are natural bi-products of circle when done correctly, regularly, and with fidelity.
- Circle can be used as a creative way to teach content.
- Using Circle to Check-in, Check-up, and Check out, allows the teacher to have an in depth understanding of the student perspective.
- Relationships built during circle, and engaging lessons can potentially result in better classroom management.
- Circle time creates a safe, nonjudgmental space, for teachers to value student perspective and create a sense of belonging.
- Circle can be used to connect quickly using the Two-minute connection or Step-in
- Circle can be used to talk **with** student **not to** students.
- To learn more about my students beyond the content setting in my classroom.

### Students

- **VOICE!** Circle gives every student the opportunity to share and have a voice by respecting the talking piece.
- Circle allows students to build relationships with one another.
- Circle increases awareness, of circumstances and appreciation.
- Circle is fun!
- Circle is a safe place for students to share their perspective and learn from each other.
- Circle allows students to know more about their teachers and administrators.
- Circle builds strong bonds and trust.
- Circle can be a segway to friendships.
- Circle helps students talk **with** adults.

**LOST!**



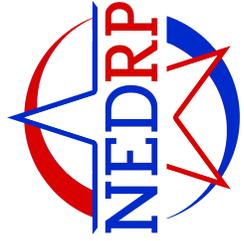
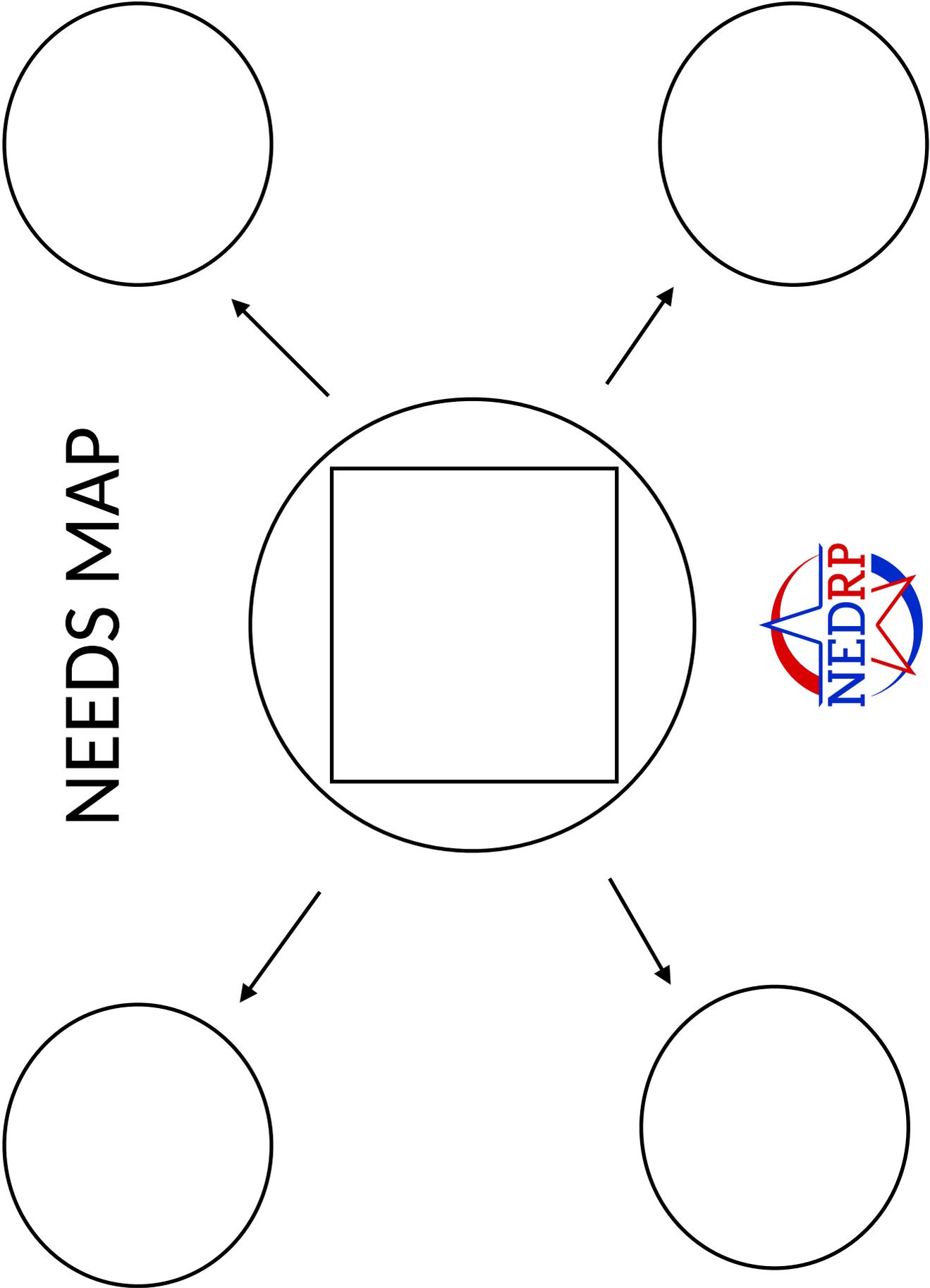
Teacher: \_\_\_\_\_

**Shepherding Protocol**

Student: \_\_\_\_\_

<b>Reflection Questions</b>	<b>What can I already say about this child?</b> (complete before meeting with the student)	<b>How have your responses changed since the first time you reflected?</b> (complete after meeting with this student)
What do you find challenging about this student?		
What reaction does this student typically get from you?		
What does this child value? What is important in his/her life?		
What does this child struggle with and what are some challenges this child has in life?		
What is this child proud of?		

# NEEDS MAP



# ADULT NEEDS MAP

