Implementing Relational Practices—It Starts with Relationships!

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Our Agenda for Today

Who Am I? Why Am I Here? (2 minute activity)

Group Gathering: Morning Meeting (Show Example)

Introduction and Review of Relational Practices

Dyad Activity

Working with Scholars Across the Tiers

Reflection Time: Relational Goal Setting

Building Relationships in the Virtual Classroom

Evaluation
Welcome!

Who are we? Why are we here?
Morning Meeting (Chat box style)

Greet/Share: State your....

1. Name
2. Affiliation
3. If you really knew me you would know....

Example: My name is Ebony Wrenn. I am an Assistant Principal. If you really knew me you would know that I am an only child!
Morning Meeting Continued...

Take out your phones and text someone you haven’t talked to in a while and let them know you’re thinking of them/send them an encouraging message!
Stop and Jot-(Chatbox)! (1 minute)

- Reflect on how you started building a relationship with others in the session thus far from the activities you’ve engaged in. What have you learned about others?
Every Opportunity
At the end of today’s session you will be able to...

- Understand how relational practices impact the teaching and learning environment.
- Identify a variety of relational practices.
- Understand how to implement relational practices from a restorative and trauma sensitive approach.
- Reflect and understand how your identity and experiences shape their approach to teaching and learning practices.
"My best teachers are the ones that don't just care about how I'm doing in my academics--they care about how I'm doing in life." -William, 12th grade student
What shapes our relationships with others?

- Identity
- Trauma
- Childhood Experiences
- Culture
- Environment
- Love languages
"Kids don't learn from people they don't like"
Stop and Jot (1 minute)

● In what ways have you already started building a legacy of relationships with scholars that you’ve worked with?

● In what ways do you desire to build a strong legacy of relationships with scholars that you will work with?
Let’s dive into Relational Practices!
Examples of Relational Practices

Classroom:
- Morning Meeting
- Restorative Conversations
- Peace Circles
- Needs Map
- 60 second relate break
- Big Spark Plans
- Lunch Bunch
- Journal Time
- Think Sheets

Schoolwide:
- Mini Me
Let’s dive into a few resources
60 second relate break example...

- Built into class time (like a brain break)
- Learning about peers in “micro frequencies”
- Questions are fun, simple, shallow
- NOT related to content being taught

What is your favorite breakfast food and/or drink?
Treatment Agreement

1. Establishes how students should treat each other, teachers, and the environment
2. Establishes how teachers should treat students
3. Created by students
4. Gets signed by all teachers and students working together in the classroom
5. Should be revisited daily as a reminder of the agreement made together -- not just made and posted on the wall to be forgotten!
2 minute connection example...

- Select one day each week to implement
- Questions are ideally student-generated (screened by teacher)
- Students stand up behind their chair and share
- Students can opt out by saying “Pass”
- Goal: Students are able to make small connections with each other that they normally wouldn’t have a chance to

What is your favorite flavor of ice cream?
# Positive Spark Plan

<table>
<thead>
<tr>
<th>Spark Times</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spark #1: Teacher greeting students at door</td>
<td>Monday Moves: Play music and dance at the door as students enter.</td>
<td>Tuesday Touch: Greet with High-five, Fist Bump, or Chicken Wing</td>
<td>Welcome Wednesday: Tell each student 1 positive reason I am glad they are here today!</td>
<td>T.U.M.S. Thursday: Touch, Use name, Make eye contact, &amp; Smile</td>
<td>Funny Face Friday: Make funny faces as students enter the classroom.</td>
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<tr>
<td>Spark #2: Student-to-student at beginning of class</td>
<td>Go Ahead, Make my Monday! Tell someone something to make their Monday magical.</td>
<td>Tell Me Something Good Tuesday! Tell your neighbor something good about them today!</td>
<td>We Got This Wednesday: Write a motivational message to a peer to help them get through today.</td>
<td>Titanic Thursday: Tell a neighbor what is the biggest, positive thing in your life right now?</td>
<td>Friend Friday: Pick a classmate and tell them what makes them a great friend.</td>
</tr>
<tr>
<td>Spark #3: Student-to-student when necessary</td>
<td>Monday Mood Modifier: Make a silly face at your neighbor that will make them laugh.</td>
<td>Thumb War Tuesday: Find someone to Thumb Wrestle, loser gives a compliment.</td>
<td>Hump Day Howl! Wolves run in packs, let’s howl together in unity!</td>
<td>Thankful Thursday: Pick a peer not near you and tell them something you are thankful for about them.</td>
<td>High-Five Friday: High-Five your neighbors!</td>
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Needs Map

What do you need ....

In order to be successful today?

To get into the classroom?

To get started on your assignment ?

From the other person ?
**Differentiated Needs Map**

<table>
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<th>Needs</th>
<th>Strategy</th>
<th>Outcome</th>
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<tr>
<td>What does this student need from you/others? (Clarity about boundaries and limits, explanation of decisions, support to be on hand, space to be heard, a role model, consistency, invitation to help solve problem)</td>
<td>Before you decide on a strategy, be careful about your thinking: if you don’t take time to consider the outcome questions, the consequences or strategy you choose may be counterproductive. <strong>Taking the time to identify the desired outcomes means you can select a strategy that will deliver them.</strong></td>
<td>Who are the people you need to consider in terms of these outcomes? (Victims, bystanders, educators, parents) <strong>What do you want for each of them?</strong> (Feel safe, have materials replaced, meet obligations, take responsibility, learn from experience)</td>
</tr>
</tbody>
</table>
"Sometimes, you just have to listen!"
Communication is KEY!

**Dyads**: face to face verbal conversation between two people regarding their ideas, thoughts, etc.

**Guidelines**: *Each person: has equal time to talk, listens without interrupting, giving advice or breaking in with a personal story, maintains confidentiality, does not criticize or complain about others during their time to talk*

**Dyad prompt**: Think of a time when someone listened to you and it really mattered. What was that like?
Building Relationships in the Virtual Classroom

Source for Building Relationships in the Virtual Classroom
Working with Scholars Across the Tiers

“If you only have a hammer, you tend to see every problem as a nail” - Abraham Maslow
Relational Goal Setting: Stop and Jot-Chat! (2 minutes)

1. Review your philosophy of education
2. Does it relate to relational practices?
3. If so, underline the correlation
4. Reflecting on everything we’ve discussed today, identify one relational goal.
Be Someone's Rainbow in the Clouds!

Dr. Maya Angelou
Q&A
Sources

- Kevin Curtis Restorative Discipline PD
  - kcurtis@nedrp.com

- Midwest Leading for Equity Institute
  - https://nationalequityproject.org/events/california/leading-for-equity

- https://www.naesp.org/communicator-may-2020/5-tips-building-relationships-virtual-classroom