

## Session 10 – Restorative Circles, Part 3

### Materials:

- A meaningful talking piece
- A meaningful centerpiece
- Personal talking piece that participants brought with them
- Chart paper containing Community Agreements from Session 7
- AV equipment & ability to play video: [Restorative Justice in Oakland Schools: Tier 1. Community Building Circle](#)
- Next Session Prep: [Glenn E. Singleton and Cyndie Hay's "Beginning Courageous Conversations About Race"](#)

### Opening Ceremony

Send a talking piece around, inviting participants to share a “rose,” “thorn” or “stem” in their lives right now. A “rose” represents something positive, a “thorn” something negative and a “stem,” something that helps to ground them.



### Talk Participants Through Today's Agenda

- Opening Ceremony: A Rose, Thorn or Stem
- Check Agenda
- Circle Practice
- The Talking Piece
- Putting It All Together: 9th Grade Circle on Being a Teenager
- Closing Ceremony: Two Word Check-Out

### Circle Practice

Having watched the Elementary and Middle School Circle videos in the previous session, explain that today we'll practice being in circle and then watch one more circle video (this one in high school).

### Go-Round: The Talking Piece

**Go-round 1:** Send a talking piece around, inviting participants one after the other, to share the talking piece they brought to the circle today and explain why it has meaning to them.

Invite them to think about how they might introduce the piece to their students in the context of classroom circles.

Before passing the talking piece on to the next person, invite participants to place their talking piece in the center of the circle as they continue building their centerpiece.

**Go-round 2:** Send the talking piece around a second time to ask for connections, reflections or additions based on what they heard from their colleagues.

Explain that a second go-round like this can be useful when facilitating circles for a variety of reasons. It can give those who may have passed on the first go-round (because they're shy, needed more time to think or formulate their thoughts, etc.) another chance to share. Sending a talking piece around again for the same prompt promotes ideas of "coming around again" and second chances. A second go-round like this can help to build and deepen connections in the circle. It can also provide those who are inspired to say more after listening to others, a chance to build on those ideas. In some cases, people have additional thoughts, separate from earlier, that they'd like to share on a second go-round. For different reasons, second (or third) go-rounds for the same prompt can be powerful in nature and deepen people's sharing.

### Putting It All Together: 9<sup>th</sup> Grade Circle on Being a Teenager (9:31 min)

Play the video: [Restorative Justice in Oakland Schools: Tier 1. Community Building Circle](#) inviting participants to, once again, pay attention to the core elements of circles introduced so far:

- The Structure of the Circle/Sitting in a Circle
- Opening Ceremony
- The Centerpiece
- The Talking Piece
- Identifying Values
- Generating Guidelines
- Guiding Prompts/Questions for Storytelling
- Closing Ceremony
- The Role of the Keeper

Have them pull up the "Key Elements of a Circle" handout as needed and make a mental (or physical) note when you see or hear them discussed in the video. What do the students and teacher say about these core elements? What do they say about the impact of circles?



## Journaling

Invite participants to take out their journals. Say something about the Invite participants to choose one of the following journaling prompts that most resonates with them and spend 5-7 minutes putting their thoughts, feelings and understandings to paper.

Jot down any impressions, feelings, experiences or thoughts that came up for you during this video.

- Specifically, what feelings came up for you watching this video? How do you think the students in the circle felt?
- What core elements of the circle were present—as far as you could tell—in this circle? What did the teacher and students say about these elements?

As circle keeper, be sure to journal as well for your own personal reflection and healing.

## Large Group Share

Invite some participants to share their IFET on the restorative circle practice portrayed in the videos or other parts of their journal entry. Make sure to touch on the structure of the circle.

## Closing Ceremony: Two Word Check-Out

If time allows, invite participants to share one word describing how they were feeling when they walked into the space and one word of how they're feeling right now. If time is brief, invite participants to send a fist bump around the circle instead.

## Next Session Prep:

Like we explored in session 3, it takes courage to share our thoughts, feelings and reflections on the issues we're exploring together. Read "[Beginning Courageous Conversations About Race](#)" before the next session where we will discuss more about brave space tools.