

Caring School Community

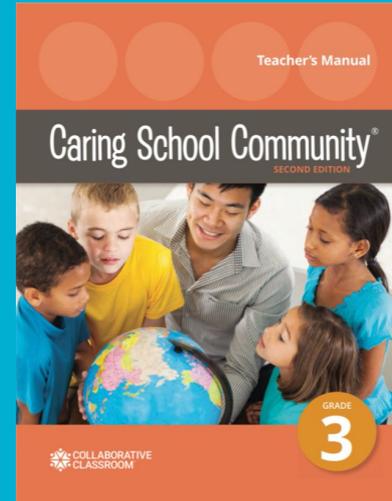
Ms. Mooney, Rio Rosales Teacher

Mr. Bovenzi, Rio Rosales Teacher

Mrs. Tenorio, Rio Del Mar Teacher

Mr. Anaya, Rio Rosales Counselor

Mr. Mendoza, Rio Del Mar Counselor



3 things we will cover

1 | Learn what Caring School Community is all about

What is a Caring School Community?

How can this program help me get closer to my students.

2 | Why should I run morning circle groups?

Benefits of implementing morning groups.

3 | How can I make the program work for my classroom?

We will have Teacher examples of what teachers have done and how the program has benefited their classroom.

What is the Caring School Community Program

The Caring School Community Program is a comprehensive, research-based social and emotional (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline.

Having a Caring School Community gives a teacher a window of how our students are doing and gives them a sense of belonging. After all, if a student's social emotional needs are not being met or processed then a student may act out, thus affecting their learning as well as the learning of others.

Creating a Caring School Community

Many of us at the Rio School District received a training on the Caring School Community Curriculum during the Spring of 2019-2020 school year and as a result many of you are currently implementing both the morning circles as well as the Caring School Community curriculum or some variation of both in your classrooms. For example, some of you may be using only the morning groups while others may be using only parts of the curriculum that best meets the need of their class or both. Some may even be using this program in conjunction with another program(s).

How can learning about myself and others help me become a better community leader?

Mind Yeti

- Learn Skills
- Settle Hubbubs
- Mindfulness



Gratitude Jar

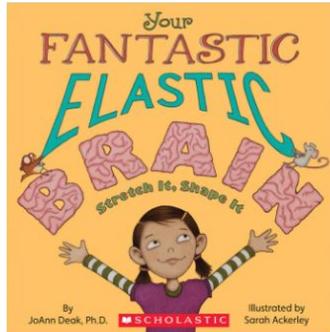
- positive thoughts about self and others



Caring Schools

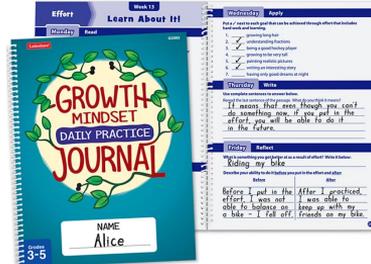


Brain



Growth Mindset Journal

- Learn and participate in activities to understand
- Read about others and connect to their struggles and achievements
- Connect to everyday challenges that many kids face



Writing Into the Day

- Student choice, prompts, response to literature



Date: _____

Week number/title: _____

The social skills listed below are emphasized during Weeks 1-10. Choose three or four skills and observe your students to see if they exhibit these skills this week. (You might want to highlight these rows on the chart.) Use the following rubric to record your observations for each student:

- 0 = does not exhibit skill
- 1 = exhibits skill with support
- 2 = exhibits skill independently

STUDENT NAMES

Social skills																			
Learns and follows classroom and school rules and procedures																			
Listens to others																			
Explains thinking clearly																			
Takes responsibility for learning and behavior																			
Recognizes emotions and expresses them appropriately																			
Handles materials responsibly																			
Speaks and acts in respectful, caring, friendly, or helpful ways																			
Includes others																			
Contributes to group work																			
Shares work and materials fairly																			
Reflects on thinking, learning, and behavior																			

5 C's Report Card Rubric 3-5

	4: Expert	3: Practitioner	2: Apprentice	1: Novice
Communication	<p>Student consistently listens and articulates thoughts and ideas in oral, written and nonverbal form.</p> <ul style="list-style-type: none"> Consistently articulates thoughts and ideas effectively uses communication for a range of purposes uses multiple media and technologies, and knows how to assess impact and their effectiveness communicates effectively in diverse environments (including multi-lingual and multi-cultural) listens actively to decipher meaning including knowledge, values, attitudes, and intentions. 	<p>Student often listens and articulates thoughts and ideas in oral, written and nonverbal form.</p> <ul style="list-style-type: none"> articulates thoughts and ideas effectively uses communication for a range of purposes uses multiple media and technologies, and know how to assess impact and their effectiveness communicates effectively in diverse environments (including multi-lingual and multi-cultural) listens actively to decipher meaning including knowledge, values, attitudes, and intentions. 	<p>Student sometimes listens and articulates thoughts and ideas in oral, written and nonverbal form.</p> <ul style="list-style-type: none"> articulates thoughts and ideas effectively uses communication for a range of purposes uses multiple media and technologies, and know how to assess impact and their effectiveness communicates effectively in diverse environments (including multi-lingual and multi-cultural) listens actively to decipher meaning including knowledge, values, attitudes, and intentions. 	<p>Student rarely listens and articulates thoughts and ideas in oral, written and nonverbal form.</p> <ul style="list-style-type: none"> Rarely articulate thoughts and ideas effectively use Rarely communication for a range of purposes use multiple media and technologies, and know how to assess impact and their effectiveness communicate effectively in diverse environments (including multi-lingual and multi-cultural) listen actively to decipher meaning including knowledge, values, attitudes, and intentions.
Collaboration	<p>Student consistently, respectfully and responsibly contributes to working with others.</p> <ul style="list-style-type: none"> Consistently demonstrate ability to work effectively with diverse teams Consistently exercise flexibility and willingness to be 	<p>Student often respectfully and responsibly contributes to working with others.</p> <ul style="list-style-type: none"> Often demonstrate ability to work effectively with diverse teams exercise flexibility and willingness to be helpful in making compromises to 	<p>Student sometimes respectfully and responsibly contributes to working with others.</p> <ul style="list-style-type: none"> Sometimes demonstrate ability to work effectively with diverse teams Sometimes exercise flexibility and willingness to be 	<p>Student rarely respectfully and responsibly contributes to working with others</p> <ul style="list-style-type: none"> Rarely demonstrate ability to work effectively with diverse teams Rarely exercise flexibility and willingness to be helpful in making compromises

Caring School Community Curriculum

What is great about this program is that everything is written down for you. It has guided classroom curriculum that you can easily implement. This program is very user friendly and you have the ability to make it your own. As mentioned before this is a program than can be used in conjunction with other programs/activities.

Beginning-of-year Feelings

Date:

Dear Home Partner,

Children begin a new school year with many different feelings—excitement, curiosity, anxiety, hope. This activity gives your child the opportunity to share some of those feelings with you and to talk about the year ahead. Your child will share this activity with the class on Friday.

Use the Conversation Starters to talk with your child, and follow up with your own questions. Then help your child complete this sheet and return it to class by Friday. Have fun!

Conversation Starters

- What are some good feelings you have about school?
- What are some fears or worries you have about school?

Directions to the student:

Complete each sentence below.

Something that makes me happy about this school year is . . .

Something that surprises me about this school year is . . .

Something I wonder about this school year is . . .

Something that makes me nervous about this school year is . . .

Comments:

Write any comments here (either student or home partner), sign and date below, and return to class by Friday.

Student signature

Home partner signature

Date



ParentSquare™

Gratitude at Home

Date: _____

Dear Home Partner,

This week we are discussing *gratitude*—things in our lives that we feel grateful or thankful for. Research has shown that regularly thinking about gratitude can contribute significantly to a person's health, well-being, and relationships. Learning to feel grateful and express appreciation are important skills for your child's mental and physical health.

Help your child practice expressing gratitude at home this week by using the Conversation Starters. Then help your child complete this sheet and return it to class by Friday.

Conversation Starters

- What do you feel thankful (or grateful) for right now?
- What are some things about our family that you feel thankful for?
- Some things I feel thankful for are . . .

Directions to the student:

List five things you feel thankful for. Continue to list more things you feel thankful for on the back of this sheet, if you wish.

- 1.
- 2.
- 3.
- 4.
- 5.

Comments:

Write any comments here (either student or home partner), sign and date below, and return to class by Friday.

Student signature_____
Home partner signature_____
Date

Someone We Know

Interviewers: _____

Who we interviewed: _____

The Interview

What is your job in the school?

What do you do in your job?

How long have you worked in our school?

What do you like about working in our school?

What else would you like students to know about you?

(Don't forget to thank your school staff member at the end of the interview!)

Here are some
important Dragons
you should know
about...



This Week's Spotlight Student

Dear Parent/Guardian or Family Member,

Congratulations!

_____ has been selected to be our Spotlight Student for the week of _____.

As this week's Spotlight Student, your child will enjoy special privileges, including:

- Decorating a "Spotlight Student" bulletin board with photos, artwork, or any other information he or she wishes to share
- Sharing and being interviewed by classmates during Wednesday's Morning Circle

Please use the questions below to talk with your child about being the Spotlight Student this week.

Q *How does it feel to be the Spotlight Student this week?*

Q *What will you get to do as the Spotlight Student?*

Q *How do you want to decorate your bulletin board this week? How can I help?*

Q *What else might you want to share with your classmates this week? How can I help?*

Thank you!



V.I.P. OF THE WEEK

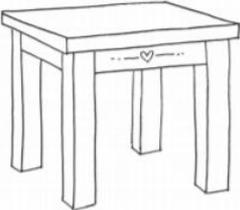
Find Someone Who

FIND SOMEONE WHO . . .		
... has a pet.	... has a younger brother or sister.	... was born in another country.
... has been at our school since kindergarten.	... likes soccer.	... can touch their nose with their tongue.
_____	_____	_____
_____	_____	_____

Salt & Pepper Cards



Copy and cut apart the cards below. Make enough cards so each student in the class can have a card.

 <p>Table</p>	 <p>Chair</p>
 <p>Shoes</p>	 <p>Socks</p>

Back to School SEL Books

Created by Epic!

3-12 Age 20 Books 0 Videos 39 Likes

Favorite Assign Share Edit

Books



Caring School Community: Morning Groups

Having regular morning meetings with your class is a great interacting way to engage with your students. It helps build a strong sense of community within the classroom, and set our children up for success socially and academically. By simply taking the time each morning, students and teachers can gather together in a circle between 20 to 30 minutes and interact with one another to form a strong rapport and process routines.

During this time students and teachers get to know one another through team building activities, learn and work on rules and procedures for their class, and think about how they each contribute to a smooth functioning of their class.



Welcome... Class Meeting

What have you as a teacher
done in your classroom?



Reconnecting and Rebuilding Toolkit



Grades Kindergarten to 1

Grades 2 to 6

Grades 2 to 6

The *Reconnecting and Rebuilding Toolkit* includes general guidance for supporting students who are returning to the classroom (in-person or virtual) after an emergency, a series of Class Meetings, and guidance for how to prepare for remote learning in a variety of circumstances. The *Toolkit* is designed to be one of the resources teachers can use as they help students reconnect and establish the safe and supportive learning context in which to continue to grow and develop.

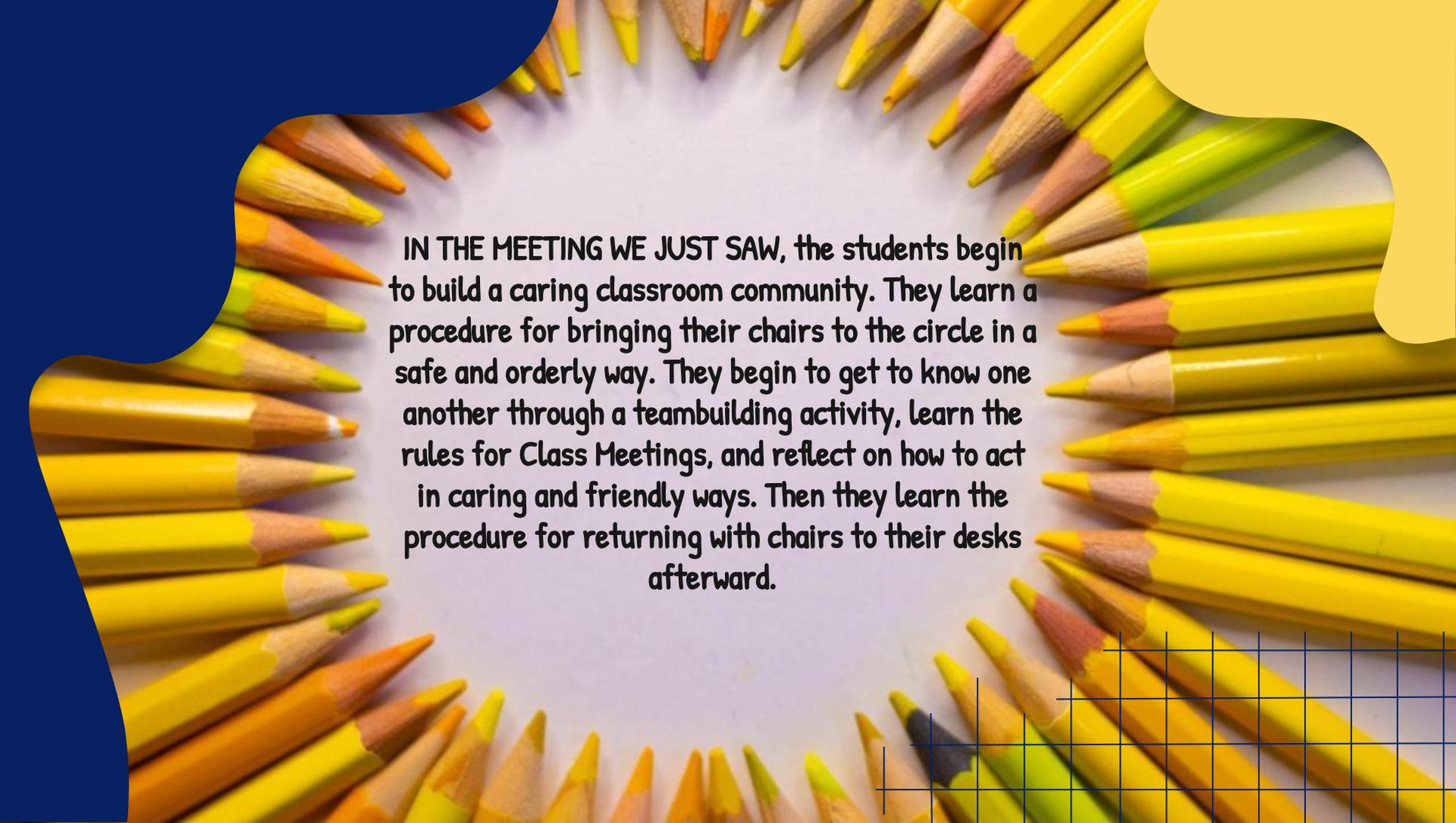
-  An Introduction to the Reconnecting and Rebuilding Toolkit A Class Meetings supplement to help classrooms, build relationships, support students, and revive learning communities
-  Welcome Back 1: Introducing Class Meetings
-  Welcome Back 2: Keeping Each Other Safe
-  Welcome Back 3: Developing Empathy
-  Problem Solving
-  Managing Difficult Emotions
-  Handling Loss
-  Responding to Tragedy
-  Preparing for Remote Learning
-  Coming Back from Remote Learning
-  Resource for Class Meetings: Feelings Cards, Set I
-  Resource for Class Meetings: Feelings Cards, Set II



Contact Us
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IN THE MEETING WE JUST SAW, the students begin to build a caring classroom community. They learn a procedure for bringing their chairs to the circle in a safe and orderly way. They begin to get to know one another through a teambuilding activity, learn the rules for Class Meetings, and reflect on how to act in caring and friendly ways. Then they learn the procedure for returning with chairs to their desks afterward.

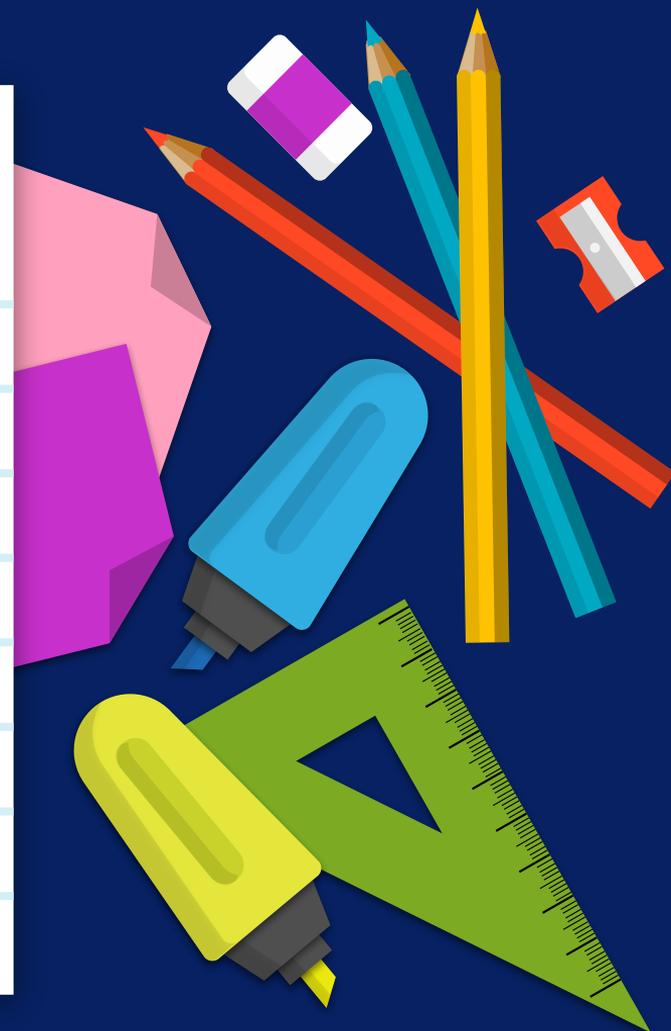


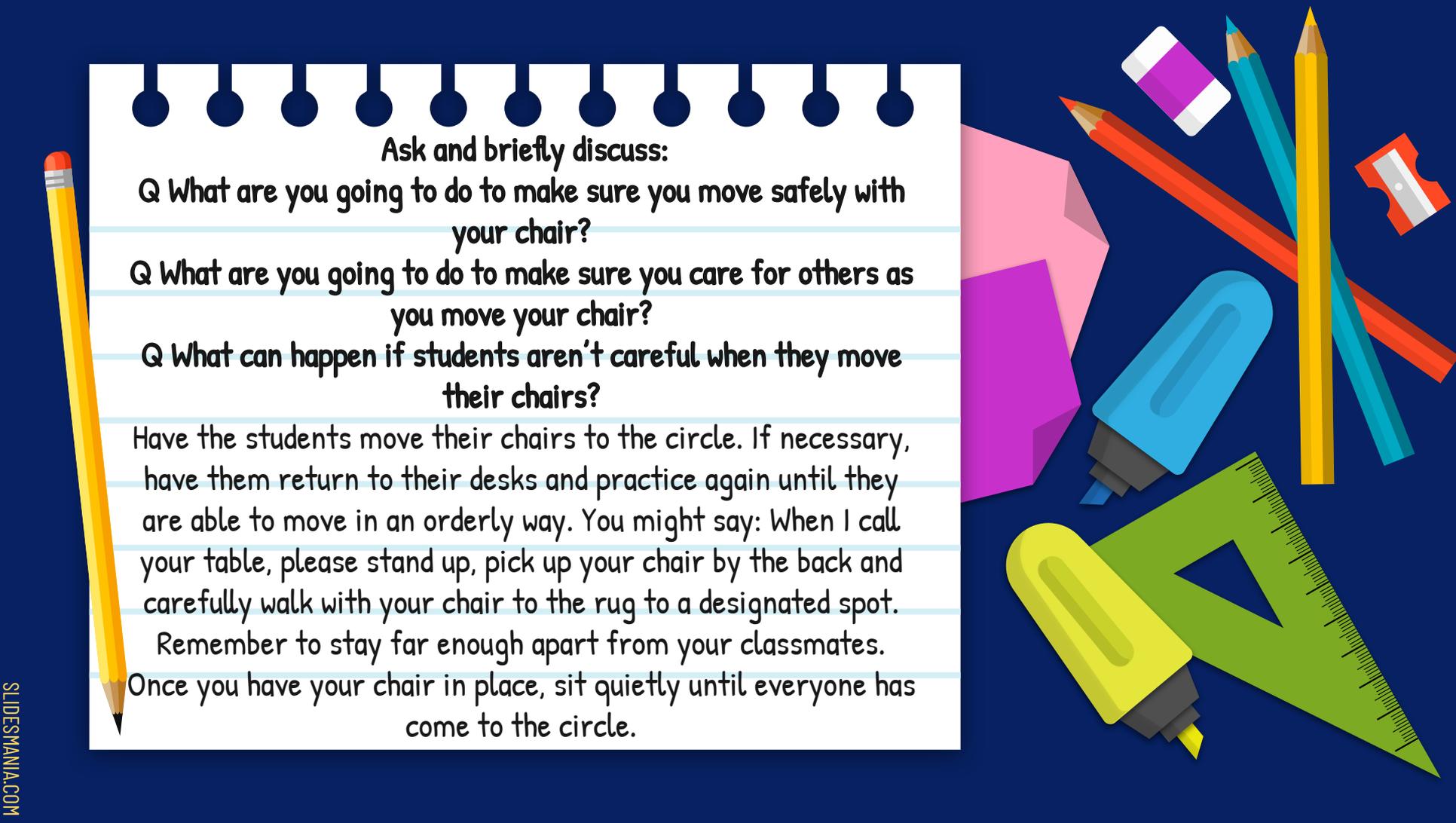
1. Introduce Class Meetings and Gather in a Circle (5-7 minutes)

Explain that the students will have their first Class Meeting today and that Class Meetings are a special kind of discussion in which the students talk about important topics related to the classroom community.

**Class Meetings are held in a circle.
The students will bring their chairs so that they can sit comfortably for the whole meeting.**

Explain and model exactly how you would like the students to move their chairs to the circle.





Ask and briefly discuss:

Q What are you going to do to make sure you move safely with your chair?

Q What are you going to do to make sure you care for others as you move your chair?

Q What can happen if students aren't careful when they move their chairs?

Have the students move their chairs to the circle. If necessary, have them return to their desks and practice again until they are able to move in an orderly way. You might say: When I call your table, please stand up, pick up your chair by the back and carefully walk with your chair to the rug to a designated spot.

Remember to stay far enough apart from your classmates.

Once you have your chair in place, sit quietly until everyone has come to the circle.

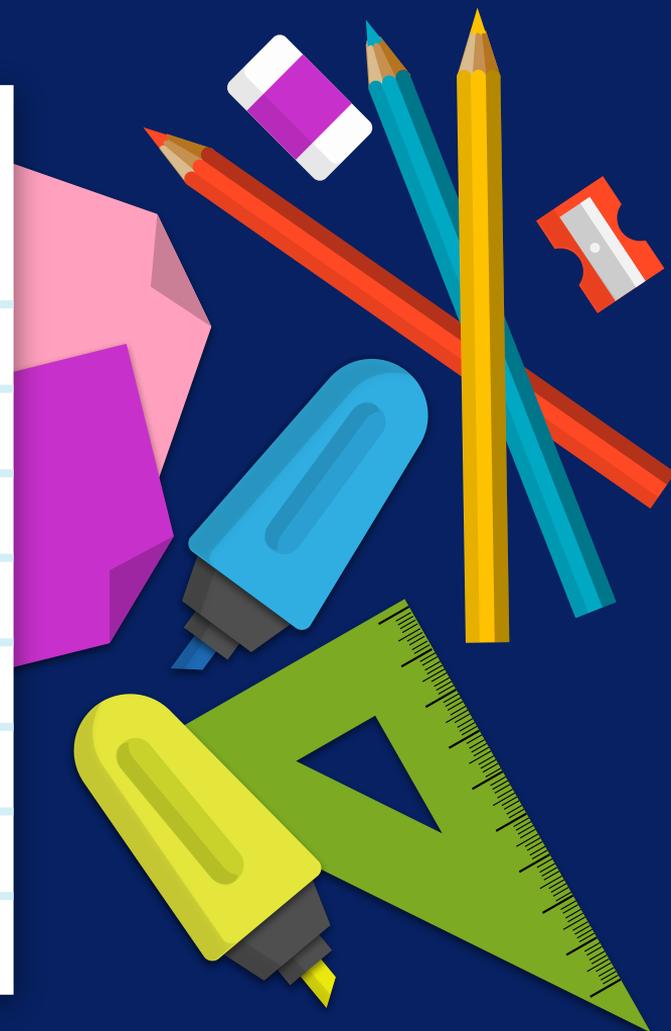
2. Teach the Class Meeting Rules (5 minutes)

Explain that because the students will sometimes discuss challenging topics during Class Meetings, such as problems the class is facing, there are rules for students to follow so that everyone will feel safe participating.

Show the "Class Meeting Rules" chart, and read and explain each rule aloud.

CLASS MEETING RULES

- One person talks at a time.
- Look at the person who is talking.
- Let classmates have their own feelings and opinions.
- When discussing problems, don't use names. Say "people."





Ask and briefly discuss:

Q Why is it important that only one person talks at a time during a Class Meeting? What would happen if everyone talked at the same time?

Q Why is it important to look at and listen carefully to your classmates during Class Meetings?

Q Why is it important that everyone is allowed to share their own feelings and opinions?



3. Model the “Two Truths and a Lie” Activity (2–3 minutes)

Explain that at this meeting students will get to know each other better by doing an activity called “Two Truths and a Lie.”

Explain that you have written three statements about yourself—two that are true and one that is a lie.

Read your three statements aloud twice, then ask:

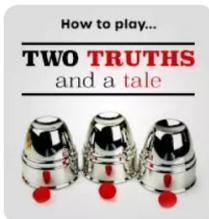
Q Which statement do you think is a lie?

Call on two or three volunteers to guess which statement is a lie and then reveal the lie.

Two Truths And A Tale

A relaxed, icebreaker, circle game for small groups

Also known as: Two Truths and A Lie



- Play anywhere
- Cooperative
- Quick (5 - 15 mins)
- No cost

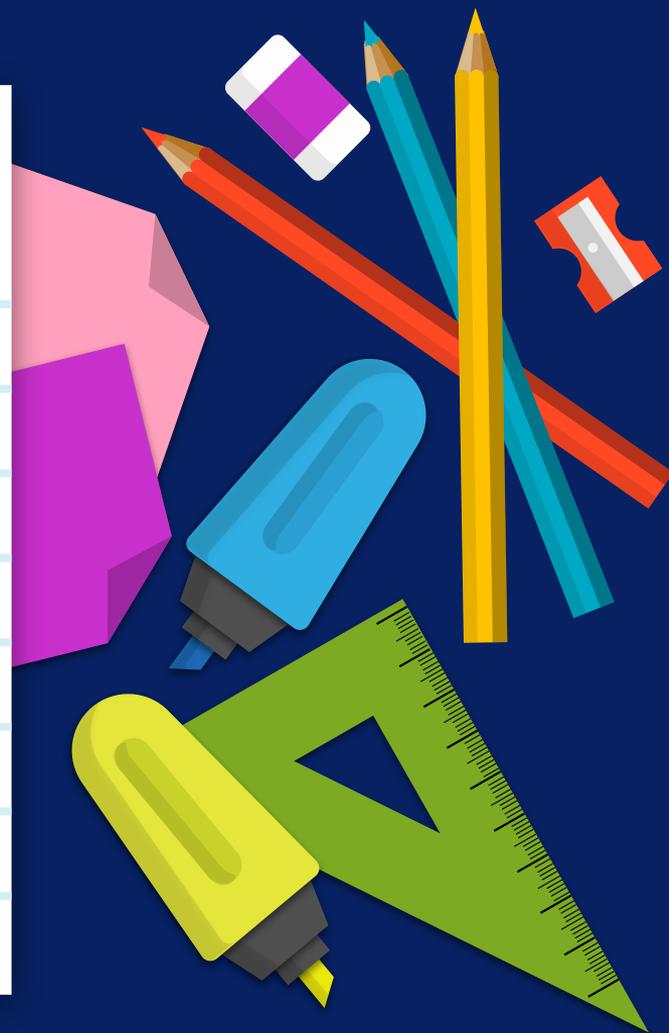
How To Play Two Truths And A Tale

For this great get to know you game, each person must make three statements about themselves, one of which isn't true.

For example: I have two brothers, I was born in Australia, I have a motorcycle.

This works best when you give the group some time to think of their statements, and write them down if they need.

Once one person makes their statements, the rest of the group must guess, or vote on, which statement is the tale. You could play as a team, or individually. It could work well to get each group member to write down their own answers and see who gets the most correct.





4. Do the "Two Truths and a Lie" Activity (10 minutes)

Have the students each take a few minutes to write two true things and one untrue thing about themselves.

Consider using prompts to support the students. You may wish to write the following prompts where the students can easily see them:

- I like . . .
- I have a . . .
- I like to . . .
- I have been to . . .

Encourage the students to choose one prompt and write three sentences, making one of them untrue. Then, have the students take turns reading their statements aloud to the class. After each student reads their statements, call on two or three volunteers to guess which statement is a lie, and then have the student reveal which one is the lie.





After all students have shared their statements, ask:

Q What is one interesting thing you learned about a classmate?

Q What is one thing that surprised you about a classmate?

Tell the students that they will take a few minutes to reflect on the way they cared for each other during this meeting.



5. Relate Values to Behavior (5-7 minutes)

Point out what you noticed during the activity ways the students acted in caring and friendly ways. **Share some of your observations with the class.**

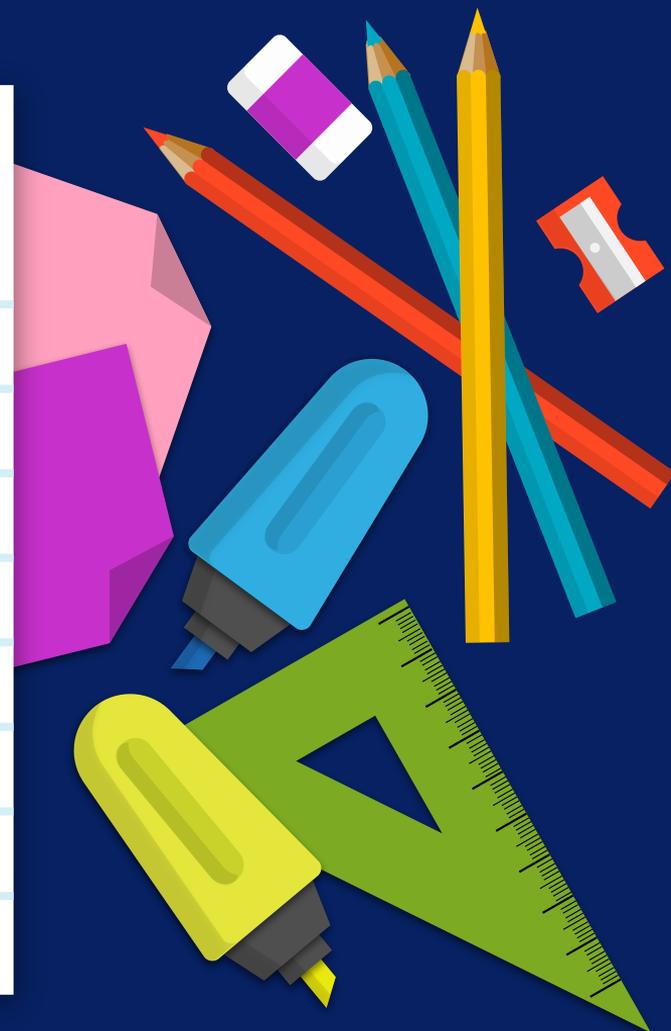
Then ask:

Q What other ways did you see people being friendly and caring during the activity?

Q What are some other ways you have already noticed people acting in friendly and caring ways?

Q How else can we be friendly and caring toward each other at school?

Invite the students to continue to notice when others act in caring, friendly, and other respectful ways, and encourage them to act in these ways themselves





6. Reflect and Adjourn the Meeting (5 minutes)

Review the “Class Meeting Rules” chart, and share a few of your observations of how the students did following the rules.

Ask and briefly discuss:

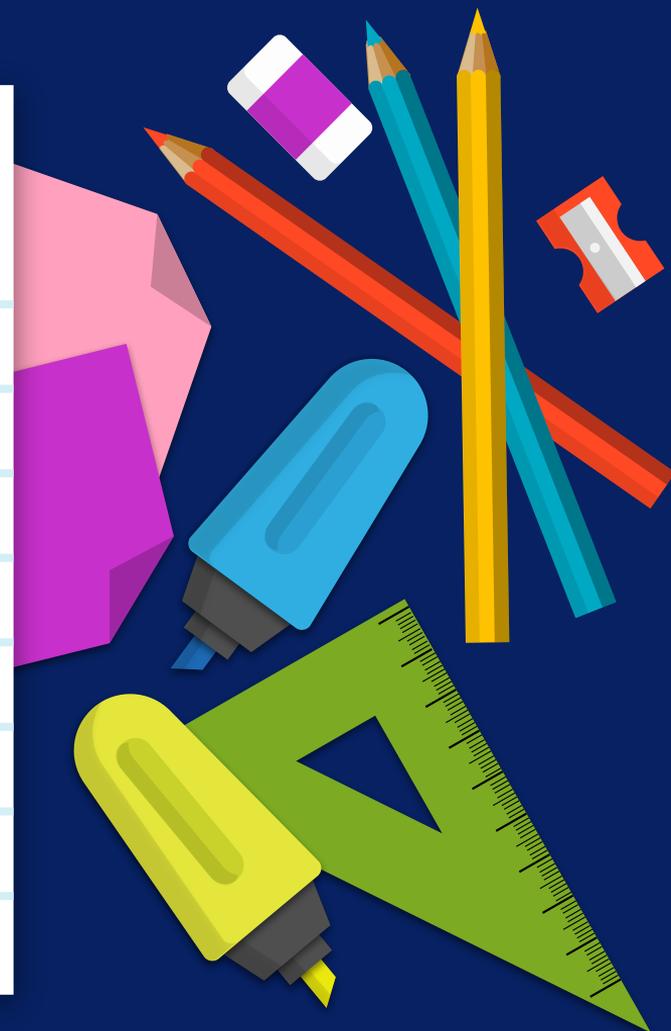
Q When did you look at the person who was talking?

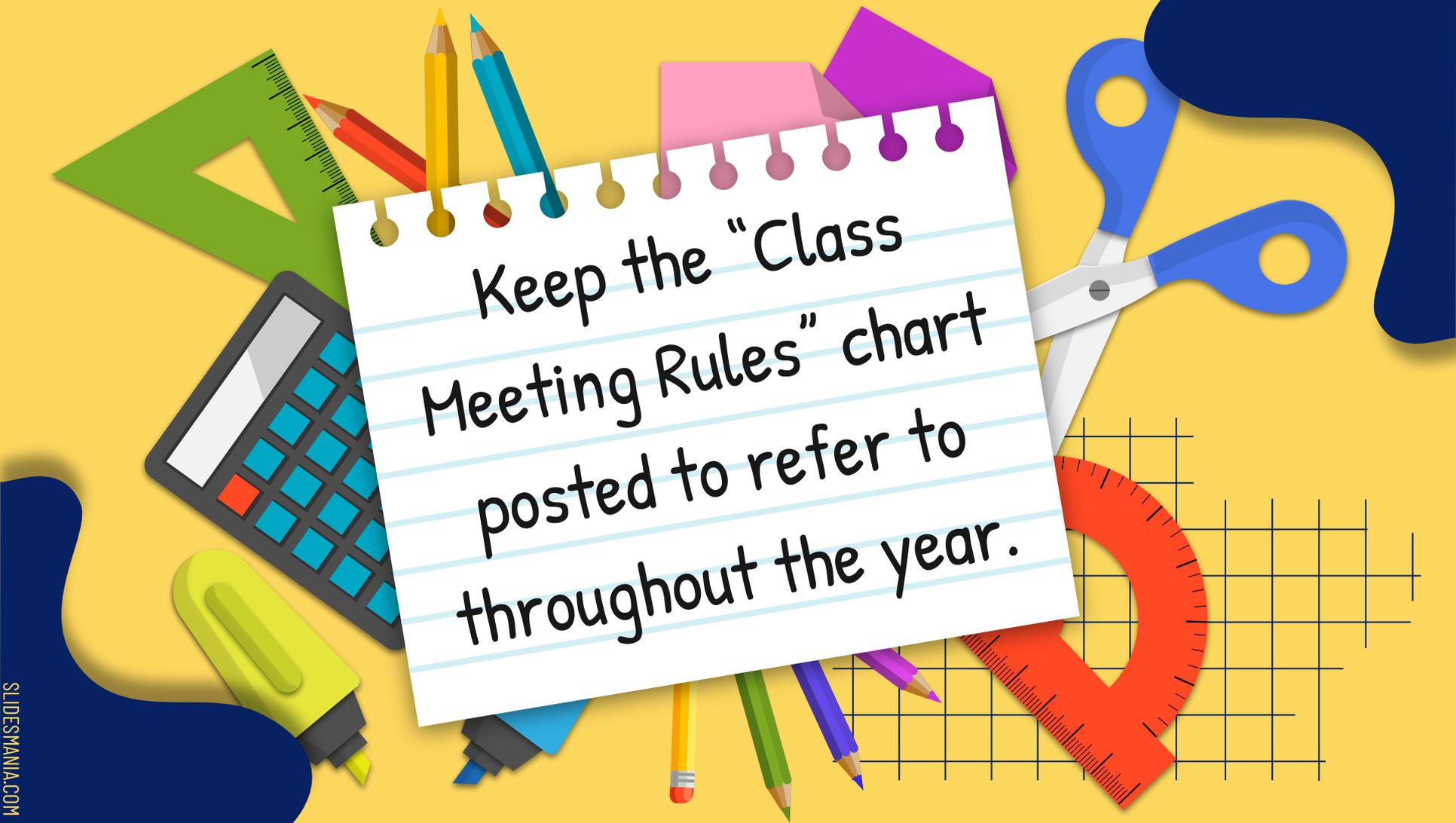
Q What rules did you follow?

Q How did that help our Class Meeting?

Explain how you would like the students to move back to their desks, including what to do when they get there.

If necessary, have them return to the circle and practice again until they are able to move back to their desks in an orderly way.





Keep the "Class Meeting Rules" chart posted to refer to throughout the year.



Morning Circle Agenda

Welcome Students

Teach Attention Signal

Gather in a Circle

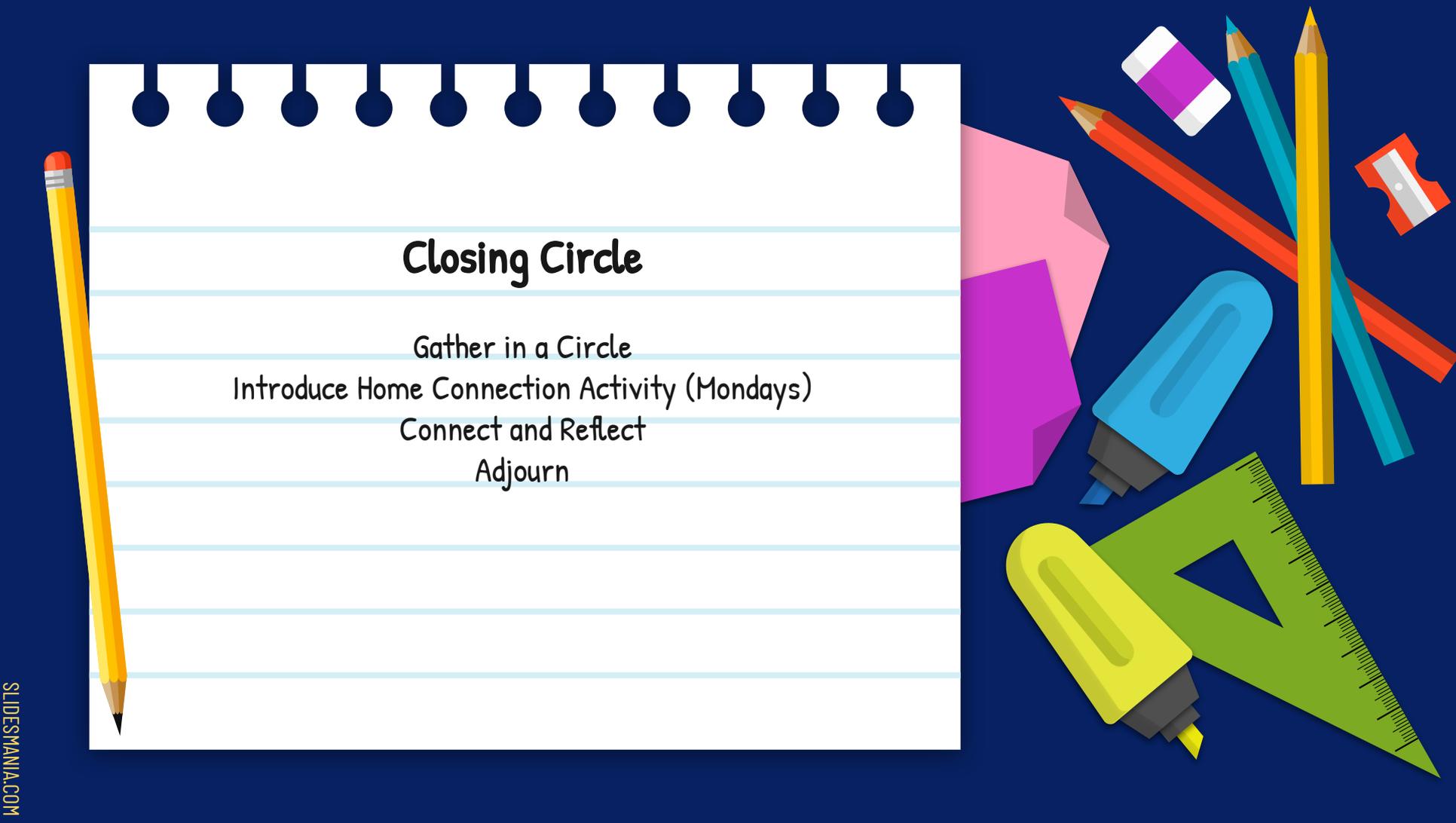
Teach Greeting

Make Announcements

Morning Activity

Preview Schedule for the Day

Return to Desks



Closing Circle

Gather in a Circle
Introduce Home Connection Activity (Mondays)
Connect and Reflect
Adjourn

NON-CONTACT social distancing
Youth Group Games



Morning Meeting

INSERT DATE
HERE

MORNING GREETING

1. Greet each student in class.
2. Say, "Hi, ____" or "Good morning, ____."
3. Choose a virtual greeting.



Wave



Thumbs
up



Peace
Sign



Air
Hug



Air High
Fives

THINK ABOUT IT

Using Polite Language



SHARE OUT

What are some polite words you can use at school and/or at home?



How does it make you feel when people use polite words? Think of times you can use polite words.

WORD OF THE DAY

POLITE

showing behavior that is respectful and considerate of other people

POLL OF THE DAY

Would you rather ___ or ___?



"One polite word is ____."

"I feel ____ when people use polite words. I can use polite words when ____."

Hello!

How are you?



Collaborate Board



How are you today?

How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.







Collaborate Board



Is there anything that you want to share with the class?

How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



TODAY, I FEEL...



Shy



Surprised



Funny



Guilty



Confused



Sad



Frustrated



Confident



Happy



Loved



Proud



Weepy



Angry



Sleepy



Silly



Annoyed



Stressed



Excited



Sick



Hurt

September 20, 2021



Use complete sentences to type your response.

What are some of your dreams?

What are some ways you can start working towards your dreams?

Today I am feeling _____ .

Write about 3 positive things you are thankful for today.

September 21, 2021

Watch the video. Use complete sentences to type your response.

How are you feeling about starting Google Classroom and working from home?



Today I am feeling .

Write about 3 positive things you are grateful for today.





Resources:

[Mind Yeti Intro](#)

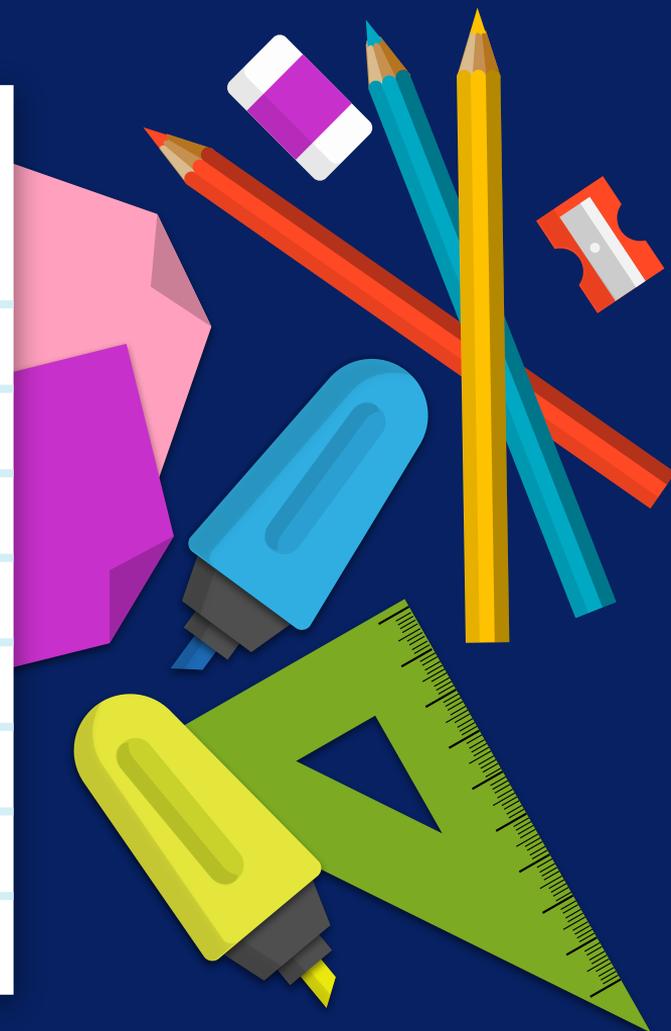
[Mind Yeti Choice Board](#)

[Flipgrid to Introduce Yourself to the Class](#)

[People Across Campus](#)

[Morning Meeting](#)

[Team Building Games and Activities with Social Distancing](#)



Planning:

Use this time to look into Caring Schools to see which lessons that you can begin using with your class.

