

Goal Teams: Fundamentals of Instruction (Circles K-2)		(20 minutes/day)	
Purpose	Goal team circles are PROACTIVE experiences, intended to build relationships and community. They are designed to create a routine where intentional connections are built as students share across a common topic and all individuals feel valued for their contributions. The physical setup of the space is a key reminder that this really is something special and different. The circle has no beginning or end - all are in; gathering in circles is common across all cultures, and these small circles offer an inclusive and important ritual for goal teams.		
Goal Coach Prep	<input type="checkbox"/> Select a Life Habit or Personal Narrative prompt from the Goal team Scope & Sequence that meets the following indicators: <ul style="list-style-type: none"> <input type="checkbox"/> aligned to the Life Habit of the Week <input type="checkbox"/> aligned to the level of "risk" the group is ready for <input type="checkbox"/> relevant to student's lives & interests <input type="checkbox"/> uses clear and concise language <input type="checkbox"/> is open ended (cannot be answered with a "yes" or "no") <input type="checkbox"/> invites inquiry and dialogue (there is no "right" answer) <input type="checkbox"/> Reflect on your own response to the prompt. What will it sound like to share a response that is vulnerable but also concise so your voice doesn't take center stage? <input type="checkbox"/> Prepare all physical materials (e.g. the talking piece) in order to maximize every moment of this sacred time		
Wins	<input type="checkbox"/> Students feel seen and heard as individuals because they have the opportunity to share honestly and there is no "right" answer they are seeking to achieve <input type="checkbox"/> Students strengthen trust and connections with their peers and Goal Coach by sharing authentically with one another in a safe space <input type="checkbox"/> All students participate actively in the circle, with little to no passing <input type="checkbox"/> For Habits circles, students deepen their understanding of each habit (what it looks like in action, why it matters to them personally) <input type="checkbox"/> For Personal Narrative circles, students deepen their understanding of themselves, their community, and their hopes and dreams		
Focus	Time	What Happens	Markers of Excellence
Opening	5 min	<input type="checkbox"/> Ss enter the room and take seats on the carpet in their goal team formation (a circle where all students can see and be seen, with running partners next to one another) <input type="checkbox"/> Ss take out goal team journal and immediately start completing the " how you are feeling today " sheet <input type="checkbox"/> Ss turn and talk to their running partner (once established) to share the word they selected that describes how they are feeling and why they choose that word <input type="checkbox"/> GC circulates throughout in order to get a pulse on how students are feeling and actively support running partners during the turn and talk	<input type="checkbox"/> Ss enter the room with eagerness and warmth. They greet friends with hellos and high fives and speak casually but quietly. They move efficiently as they know this time is precious and they look forward to getting started. <input type="checkbox"/> GC checks in warmly with students as they enter the room and set up <input type="checkbox"/> Ss accurately identify their feelings and as the year progresses use an increasingly rich vocabulary to describe a wider array of emotions <input type="checkbox"/> GC efficiently notices trends in how Ss are feeling and uses this as a data point to decide who to check in with during or after goal teams <input type="checkbox"/> Ss use active listening skills during the turn and talk to demonstrate care for their running partner (e.g. facing their body toward the speaker, offering appropriate responses such as high fives for exciting news, or sympathy for a tough day) <input type="checkbox"/> GC supports running partners in using active listening skills during the turn and talk by: <ul style="list-style-type: none"> <input type="checkbox"/> Modeling with narration ("See how I'm turning my body toward _____ to help her see that I really care what she has to say?")

			<ul style="list-style-type: none"> ❑ Offering concise and direct reminders (“Our pencils are down during the turn and talk because our partner deserves our undivided attention”) ❑ Questioning (“Wow ____ just told you she’s really feeling sad today. What could you say to show her you were really listening and care about how she’s feeling?”)
Circle	8 min	<ul style="list-style-type: none"> ❑ GC shares a statement of purpose: the Habit of focus or personal narrative topic and reads the circle prompt. ❑ GC reminds the team of their working circle agreements: <ol style="list-style-type: none"> 1. There’s no right answer 2. Everyone has a turn 3. Make it easy for everyone to share 4. Everyone listens actively ❑ GC sets the conversation protocol (sequential, pass the baton, open discussion, etc.) and clearly indicates how the circle will start and move (e.g. “I’ll call on a volunteer and then we will move clockwise in a sequential circle” or “I’ll share first and we’ll open the discussion from there”). ❑ Ss take one minute to reflect on the circle prompt independently ❑ The GC or volunteer takes the talking piece to launch the circle dialogue and the conversation protocol follows accordingly ❑ GC cues when it is time for one last speaker to share and transitions the group to the circle check out 	<p><i>Goal Coach:</i></p> <ul style="list-style-type: none"> ❑ Models confident vulnerability by sharing their own response to the prompt, especially early in the year to build trust (e.g. “My brother is so special to me. He is a lot older than I am so we didn’t grow up with each other every day, but when I need help he is always there for me. He lives very far away, but we talk almost every day.”) ❑ Positions student voice at the center (e.g. doesn’t respond after every contribution, encourages peer to peer responses) ❑ Gently encourages participation throughout using a variety of strategies (e.g. wait time, offering to come back to individual students later, asking for new voices, asking a lower risk follow up question, offering an encouraging pat on the back) ❑ Facilitates a safe and trusting space (e.g. directly addresses major breaches with a learning lens, uses least invasive strategies for minor off-task behaviors) <p><i>Students:</i></p> <ul style="list-style-type: none"> ❑ Share vulnerably by responding to high risk questions, sharing their honest opinions- even if not fully formed, talking openly about the people and issues that matter to them ❑ Create a safe space for their peers to share by offering their physical attention to the speaker and balancing air time so everyone has an opportunity to speak. ❑ Use strong discussion habits (e.g. revoice, prove it, answer the question)
Circle Check out	5 min.	<ul style="list-style-type: none"> ❑ GC reminds students of the expectations for the running buddy turn and talk (e.g. “Turn your body toward your running buddy, use a level 2 voice so your buddy can hear you but the friends across the room cannot. Choose one of our circle closing questions to share with your buddy. At time I’ll call on a few friends to share what their partner said”) <ul style="list-style-type: none"> ❑ What is one thing you learned from today’s circle? ❑ What was one thing you wanted to say during the circle that you didn’t get a chance to say? 	<ul style="list-style-type: none"> ❑ GC scaffolds these questions over the course of the year, offering more choice in the closing circle prompt as students demonstrate readiness ❑ GC leverages a number of strategies to support students in efficiently getting to work (e.g. orienting students to the task, narration, proximity), needing these less and less as the year goes on. ❑ Ss turn their bodies and offer their undivided attention to their partner ❑ S partner talk is on topic throughout the conversation ❑ S conversation demonstrates they were following along throughout the circle. They share accurate observations of what happened, and don’t stop at re-telling but add their own opinions and experiences

		<ul style="list-style-type: none"> <input type="checkbox"/> What similarities did you notice across the group discussion? <input type="checkbox"/> What points of views did you hear that were different from yours? What did you learn from them? <input type="checkbox"/> Ss turn to their partner and quickly start an aligned discussion <input type="checkbox"/> GC supports Ss in getting started <input type="checkbox"/> GC calls on 2-3 volunteers to share 	<ul style="list-style-type: none"> <input type="checkbox"/> A variety of Ss share and responses demonstrate Ss were listening to their partners during the turn and talk
Closing Ritual	3 min	<ul style="list-style-type: none"> <input type="checkbox"/> GC reminds students of the Life Habit of the week and the commitments they've made as a team <input type="checkbox"/> GC cues Ss to share any praise for teammates or actions they've personally taken to demonstrate the Habit of the Week <input type="checkbox"/> GC may share praise to spark conversation, especially early in the year, but doesn't dominate the conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> S responses align to the Habit of the week and demonstrate an age appropriate understanding of what the habit means/looks like in action <input type="checkbox"/> A variety of Ss offer praise throughout the week <input type="checkbox"/> If the GC shares, they model high quality praise (specific, personal to the student, praises effort and specific actions not just outcomes) <input type="checkbox"/> GC finds a way to visually represent how the examples of habits collect over time (e.g. marbles in a jar, stickers)
Transition	<1 min	<ul style="list-style-type: none"> <input type="checkbox"/> Ss put materials away and prepare for the next academic block. 	<ul style="list-style-type: none"> <input type="checkbox"/> Transition is tight and students are able to quickly turn and prepare for the next block

Example Prompts:

- These are examples, not an exhaustive list. Community Deans will lead the ongoing development of a bank of questions in the Goal Team Scope & Sequence.

Habits Circle Prompt Examples (full set lives in the Goal Team Scope & Sequence)

Habit	Construct	Suggested Prompt	Risk Level	
Personal Growth	Self-awareness	How might a good friend describe you?	L	
		What is something you love about yourself, why?	M	
		What is a strong emotion you have a lot, why?	M	
		Where do you feel most comfortable or yourself, why? Where do you feel least comfortable or yourself, why?	M	
		What is one thing you would change about yourself, why?	H	
	Growth mindset	What is a way in which you've seen yourself grow?	M	
		What is something you want to learn to do, why?		
		What is something you have learned to do really well?	M	
		What is your biggest accomplishment? How did you get there?	M	
		What is a mistake you've made and learned from?	H	
	Identity pride	How does your family make you stronger?	M	
		What about your family or a family member makes you proud?	M	
		Share part of your background (e.g., culture, nationality) and how it shapes your family.	M	
		What makes you different from other people?	H	
	Drive	Self-regulation/ executive functions	When have you set a goal to do something? How did you do it?	L
			When do you get most distracted?	M
What makes you lose your temper?			H	
Passion		What is something you wish you could do everyday?	L	
		What is your favorite thing to do?	L	

		<p>If you could read about one thing every day what would it be?</p> <p>What are you passionate about in life? (What lights you up?)</p> <p>What is something in the world around you (school, home, community) you wish you could change?</p>	L
	Perseverance	Is there something that you do where you always keep trying even if you struggle or fail? What is it?	M
		What is a big obstacle that you have encountered in life?	M
		Share a time when someone helped you to keep trying - what did you do?	M
		Describe one time when you gave up - why did you give up and how did you feel?	H
Empathy	Perspective taking	Who is someone you admire, why?	L
		What character from a book do you relate to, why?	M
		Describe someone's recent behavior that affected you in some way (e.g., my friend lost her temper, my mom cried) - why do you think they acted that way?	M-H
		Who in your life needs a lot of support, why?	H
		Pick someone in this world who is not you (could be anyone). describe what life might be like from their point of view	
	Listening	Who is a great listener in your life, why?	L
		When or where is it easiest for you to focus on someone and listen?	L
		Are you a good listener? Why, why not?	M
		What is a time when something went wrong because you didn't listen well?	H
	Kindness	Who is the kindest person you know, why?	L
		How do you show kindness?	M
		What is something you did recently that was kind?	M
		Have you been bullied? What happened?	H
Gratitude	Appreciation	What is something great that happened to you this week?	L
		What is something beautiful you see every day?	M
		What is one thing you are grateful for?	M

		Who is someone you appreciate, why?	M	
		What would you NOT want to change about your life?	M	
	Acknowledge ment	What is something someone did to help you recently	M	
		What small act of kindness were you once shown that you will never forget?	M	
		What is something someone in this circle did to help you recently?	H	
		What is a frustrating or negative thing that happened to you that actually helped you?	H	
		Who is one person that you wish you expressed more thanks to?	M	
	Contribution	What kinds of activities make you feel like you are helping others?	L	
		What is something you or your family do regularly to give back to others?	M	
		How have you helped someone in this circle recently?	H	
		What is something you wish you could make better for someone?	H	
	Teamwo rk	Cooperation	What kinds of activities do you like or dislike to do with groups?	L
			Who do you cooperate well with, why?	M
Describe a time you had to compromise? How did you feel?			M-H	
What is something you struggle with when you work on a team?			H	
Persuasion		Describe a time you had to work hard to convince someone of something.	M	
		How do you feel when you don't get your way?	M	
		Who is someone in your life who is really good at persuasion? What do they do?	M	
		Describe a time when someone pushed you to do something you didn't want to. How did you feel?	H	
Social Awareness		Where is a place where you know you have a lot of support (home, school, church, sports team), why?	M	
		How might you act at home that isn't appropriate at school?	M	
		Is there a place - home, school, another setting - that makes you uncomfortable, why?	H	
		What is a question you have for someone from a different culture or background?	H	

Curiosity	Open-mindedness	When was a time when you snapped to a quick judgement about someone or something?	L
		When was a time when you tried really hard to keep an open mind?	
		What is something you never get tired of learning about?	
		What is something that confuses you?	M
		What is a controversy that you feel strongly about?	H
	Inquiry	What are you most curious about?	M
		What is something you don't know that you would love to answer?	
		Which activities make you lose track of time?	L
		What is the biggest question you can think of?	M
		What is a question you think you might never be able to answer?	M
	Exploration	What is an adventure that you would love to have?	L
		What is something new that you tried recently, how did it feel?	M
		Name something that you've never done, but would like to try.	M
		Who do you admire who tries new things, why?	M
		What is something new that you tried that ended badly, why?	H

Personal Narrative Circle Prompt Examples (full set lives in the Goal Team Scope & Sequence)

Quarter Theme <i>(From DT S&S)</i>	Sample Circle Prompts	Risk Level
Who Am I?	What's your first memory?	M
	Share a happy childhood memory.	L
	What brings you joy?	M
	Who do you respect, and why?	M
	What is a talent or strength you've learned from a loved one?	M
	Who depends on you?	M
	If you could talk to someone from your family who is no longer alive, who it would be?	H

	What would you want to talk about?	
	Share an experience of feeling that you did not fit in.	H
	Share a time when you acted on your core values even though others were not.	M-H
My Spark or Dream	If you had an unexpected free day and could do anything you wished, what would you do?	L
	Name something that you've never done, but would like to try.	L
	Pick a word to describe your future. Why did you choose that word?	L
	What challenges do I see in my community that I want to help solve?	H
	Talk about something happening in your community today that excites or inspires you.	M
	What problems do I see in the world that I want to help solve?	M
	Talk about something happening in the world today that excites or inspires you.	M
	Close your eyes and imagine yourself ten years from now. Where are you? What are you doing?	M
	What is something that you really want to do in your lifetime?	M
My Strengths & Assets	What am I great at?	M
	What do your friends tell you is a positive quality you have?	L
	What is one thing that you like about yourself?	M
	What do you know well enough to teach to others?	L-M
	What unique role do you play in your family?	M
	Think about one of your DT members and share what you love about them most.	M
Synthesis	What's your greatest accomplishment so far?	M
	What are you most proud of from this year?	M
	How have you changed the most this year?	M