

# The First 20 Days for Restorative, College-Completing Elementary Classrooms



To build a safe, peaceful, and restorative classroom, we will...

- build relationships as the foundation for effective teaching and learning.
- begin to practice the social emotional competencies of growth mindset, self-awareness, self-management and social awareness.
- contribute to and understand the norms and expectations of the class and the school.
- understand, practice, and (if necessary) revise routines and procedures to maximize instructional time
- participate in restorative practices, including community building circles.
- work cooperatively and productively in small and large groups

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Before Day 1:</p> <ul style="list-style-type: none"> <li>● <u>Room</u> arrangement (sit in every seat and make sure you can see the board, can easily turn &amp; talk, and have some personal space)</li> <li>● Review/prepare seating charts, access to MiSiS (attendance), student handbook, emergency cards, first day bulletin, etc.</li> <li>● Day 1 Do Now, student survey (e.g. Personal Reading History, <u>Math Autobiography</u>, My Life as a Scientist, Interest survey), materials</li> </ul>				
<p>Day 1</p> <ul style="list-style-type: none"> <li>● Routine # 1: Entering the Classroom</li> <li>● Routine # 2: Do Now</li> <li>● <u>Student survey</u></li> <li>● Syllabus/Big goals</li> <li>● Introductions (e.g. human bingo, <u>resistance bingo</u> for older students, clock partners)</li> <li>● Routine # 3: Getting Attention</li> <li>● Routine # 4: Dismissal</li> </ul>	<p>Day 2</p> <ul style="list-style-type: none"> <li>● Reinforce Routine # 1, 2, 3, 4</li> <li>● Growth mindset <u>video &amp; check up</u></li> <li>● <u>I Am Poem</u> (content connect)</li> <li>● Social contract / <u>circle agreements</u>/ mission &amp; vision</li> <li>● Routine # 5: Distributing classwork/ materials</li> <li>● Routine # 6: Submitting class work/materials</li> </ul>	<p>Day 3</p> <ul style="list-style-type: none"> <li>● Reinforce Routine # 1, 2, 3, 4, 5, 6</li> <li>● Introduction to Course Essential Questions</li> <li>● <u>Body Map</u> (see pg. 19)</li> <li>● Routine # 7: Kagan small <u>group roles</u></li> <li>● Routine #8: Homework</li> <li>● What to do when you are upset: <u>10 point check in</u></li> </ul>	<p>Day 4</p> <ul style="list-style-type: none"> <li>● Reinforce Routine # 1, 2, 3, 4, 5, 8</li> <li>● Group competition: Shark Attack or Human Knot</li> <li>● <u>Cherokee parable</u></li> <li>● Communication Styles/<u>4 Corners</u>: What animal are you most like and why? (What animal is math?)</li> <li>● Routine # 9: Check-in Circle with Name Game</li> </ul>	<p>Day 5</p> <ul style="list-style-type: none"> <li>● Reinforce Routine # 1, 2, 3, 4, 5, 8</li> <li>● Routine # 9: Circle games and rounds: <u>Values and Needs</u></li> <li>● Introduction to class jobs, team points, etc.</li> <li>● Introduction to first unit</li> </ul>
<p>Day 6</p> <ul style="list-style-type: none"> <li>● 60% Reinforce Routines &amp; Relationships</li> <li>● Self-awareness: <u>A</u></li> </ul>	<p>Day 7</p> <ul style="list-style-type: none"> <li>● 60% Reinforce Routines &amp; Relationships</li> <li>● Listening activity:</li> </ul>	<p>Day 8</p> <ul style="list-style-type: none"> <li>● 60% Reinforce Routines &amp; Relationships</li> <li>● Social Awareness</li> </ul>	<p>Day 9</p> <ul style="list-style-type: none"> <li>● 60% Reinforce Routines &amp; Relationships</li> <li>● Growth mindset</li> </ul>	<p>Day 10</p> <ul style="list-style-type: none"> <li>● Circle: What does success mean to you? What are your long term goals?</li> </ul>

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<a href="#">letter to your future self</a> <ul style="list-style-type: none"> <li>40% Content</li> </ul>	draw what I draw <ul style="list-style-type: none"> <li>40% Content</li> </ul>	activity: cross the line <ul style="list-style-type: none"> <li>40% Content</li> </ul>	activity: praising each other <ul style="list-style-type: none"> <li>40% Content</li> </ul>	What/who motivates you? <ul style="list-style-type: none"> <li>Positive calls home</li> </ul>
Day 11 <ul style="list-style-type: none"> <li>40% Reinforce Routines &amp; Relationships</li> <li>SEL Activity</li> <li>60% Content</li> </ul>	Day 12 <ul style="list-style-type: none"> <li>40% Reinforce Routines &amp; Relationships</li> <li>SEL Activity</li> <li>60% Content</li> </ul>	Day 13 <ul style="list-style-type: none"> <li>40% Reinforce Routines &amp; Relationships</li> <li>SEL Activity</li> <li>60% Content</li> </ul>	Day 14 <ul style="list-style-type: none"> <li>40% Reinforce Routines &amp; Relationships</li> <li>SEL Activity</li> <li>60% Content</li> </ul>	Day 15 <ul style="list-style-type: none"> <li>Circle: What triggers your emotions (joy, anger, sadness, frustration.)?</li> </ul>
Day 16 <ul style="list-style-type: none"> <li>20% Reinforce Routines &amp; Relationships</li> <li>80% Content</li> </ul>	Day 17 <ul style="list-style-type: none"> <li>20% Reinforce Routines &amp; Relationships</li> <li>80% Content</li> </ul>	Day 18 <ul style="list-style-type: none"> <li>20% Reinforce Routines &amp; Relationships</li> <li>80% Content</li> </ul>	Day 19 <ul style="list-style-type: none"> <li>20% Reinforce Routines &amp; Relationships</li> <li>80% Content</li> </ul>	Day 20 <ul style="list-style-type: none"> <li>Circle: What do you want to know about each other?</li> </ul>

Additional team building activities and restorative resources are available in the [RC Resource Guide](#). Each routine should be (1) explained, (2) observed, (3) discussed, (4) practiced by all students, (5) reinforced, and (6) corrected respectfully and promptly:

- |                                 |                                    |                                   |
|---------------------------------|------------------------------------|-----------------------------------|
| 1. Arrival/Entering Classrooms  | 8. Materials: General/Daily        | 12. Tardies                       |
| 2. Dismissal/Exiting Classrooms | a. Pencils/Pens                    | 13. Absences                      |
| 3. White Board Configuration    | b. Paper/Notebooks                 | 14. Restroom Use                  |
| 4. Seating Charts               | c. Backpacks                       | 15. Food/Drinks (including water) |
| 5. Getting Teacher's Attention  | d. Books                           | 16. Office Access/Hall Pass       |
| 6. Getting Students' Attention  | 9. Materials: Special/Occasionally | 17. Electronics                   |
| 7. Visitors (e.g. Ambassadors)  | 10. Distributing Assignments       | 18. Environment                   |
|                                 | 11. Collecting Assignments         | 19. Circle                        |