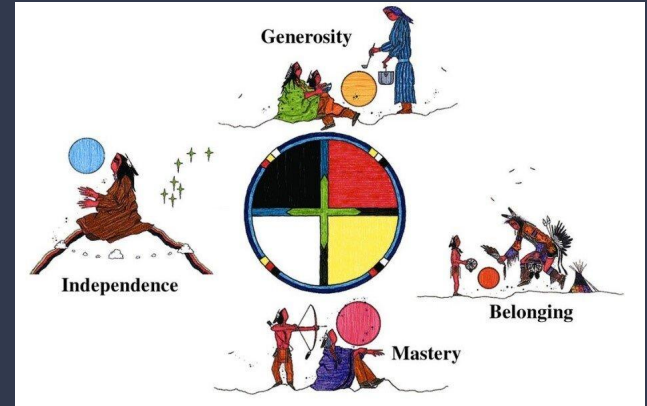


Implementation of the Circle of Courage Within the Classroom

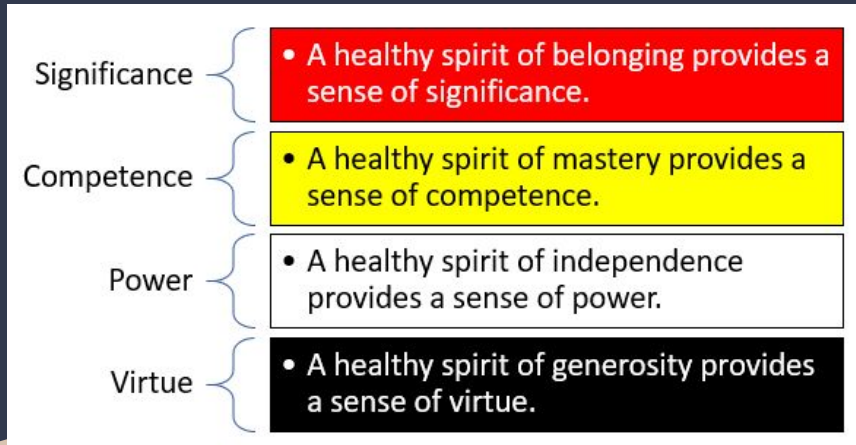
Sahara Lafferty



Outline

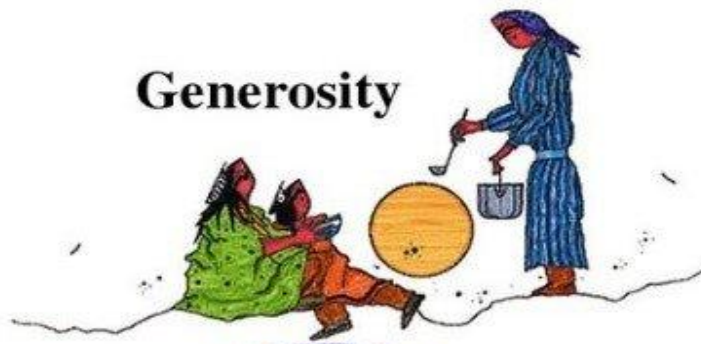
- What is the Circle of Courage?
- Why use this Framework Within the Classroom?
- Steps for Implementation
- Some Ideas
- Connections to the Bc Curriculum
- Literature
- Important Things to Consider
- References

What is the Circle of Courage?



- Brendtro, Brokenleg, and Van Bockern wrote a book called *"Reclaiming Youth at Risk"* that proposed a model of youth empowerment and resiliency.
- Based on four universal growth needs of all children - Belonging, Mastery, Independence, and Generosity.
- Based on research of the First Nations philosophy of child rearing.

Generosity



Independence



Belonging

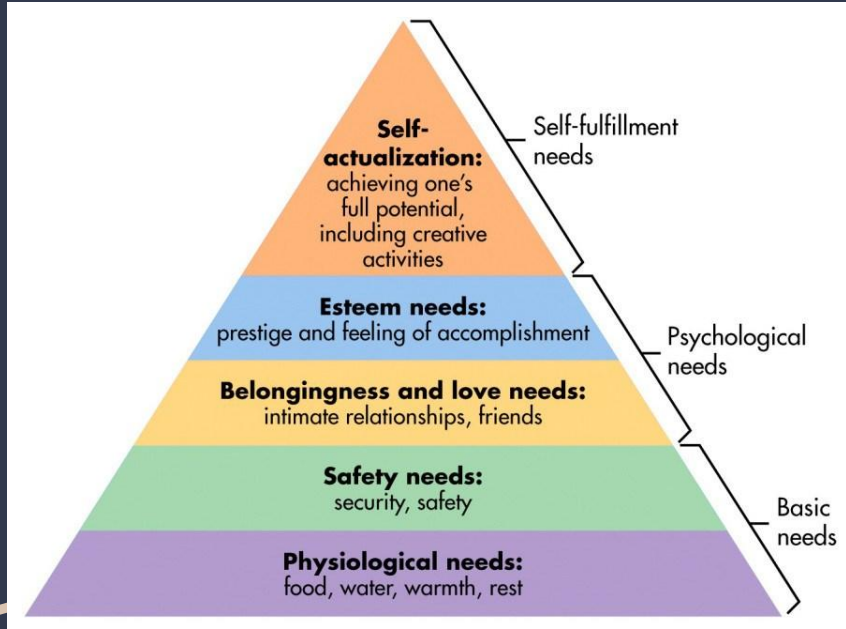


Mastery



Belonging

“Right now I belong here.”



- Belonging is our most basic need.
- Maslow's hierarchy (McLeod, 2018) recognizes that a child needs to belong before they can move to self-confidence and self-actualization.
- To feel like we belong we must build relationships with others.
- By building a sense of kinship within the classroom, you can ensure that students feel a sense of belonging culturally, socially and physically.

Weak spirit of belonging	Distorted spirit of belonging	Spirit of belonging
Distrust	Overly dependent	Trust
Exclusion	Cult vulnerable	Inclusion
Detachment	Gang loyalty	Warmth
Rejection	Craves acceptance	Acceptance
Antagonism	Craves affection	Cooperation

Mastery

“I may not be perfect at everything, but I will always try to get better.”



- Learning that includes physical, social and spiritual competencies.
- Comprehensive knowledge or skill in a subject.
- Opportunity for the students to build all parts of self.
- Low floor high ceiling tasks.
- Helps teach students to set learning goals and solve problems through collaboration.

Weak spirit of Mastery	Distorted spirit of Mastery	Spirit of Mastery
Failure orientated	Arrogant	Successful
Unmotivated	Workaholic	Motivated
Non-achiever	Overachiever	Achiever
Avoids risks	Risk seeker	Creative
Fears challenges	Cheater	Problem solver

Independence

“Earning independence by building trust.”



- The ultimate goal is for the students to work towards owning their own learning.
- Student empowerment.
- CHOICE and VOICE
- Co construction of classroom rules.
- Group brainstorming, sharing circles, teaching self-regulation.

Weak spirit of Independence	Distorted spirit of Independence	Spirit of Independence
Impotent	Manipulative	Powerful
Coerced	Dictatorial	Assertive
Unassured	Defies authority	Confident
Misled	Rebellious	Self-control
Futility	Reckless	Optimism

Generosity

“Giving to others makes you feel good.”



- Looking forward to being able to contribute to others.
- Responsibility to care for others within the community. (One of the most valued virtue within Indigenous communities)
- Learners can develop a sense of pride and joy.
- Allow space for generosity to occur within the classroom.

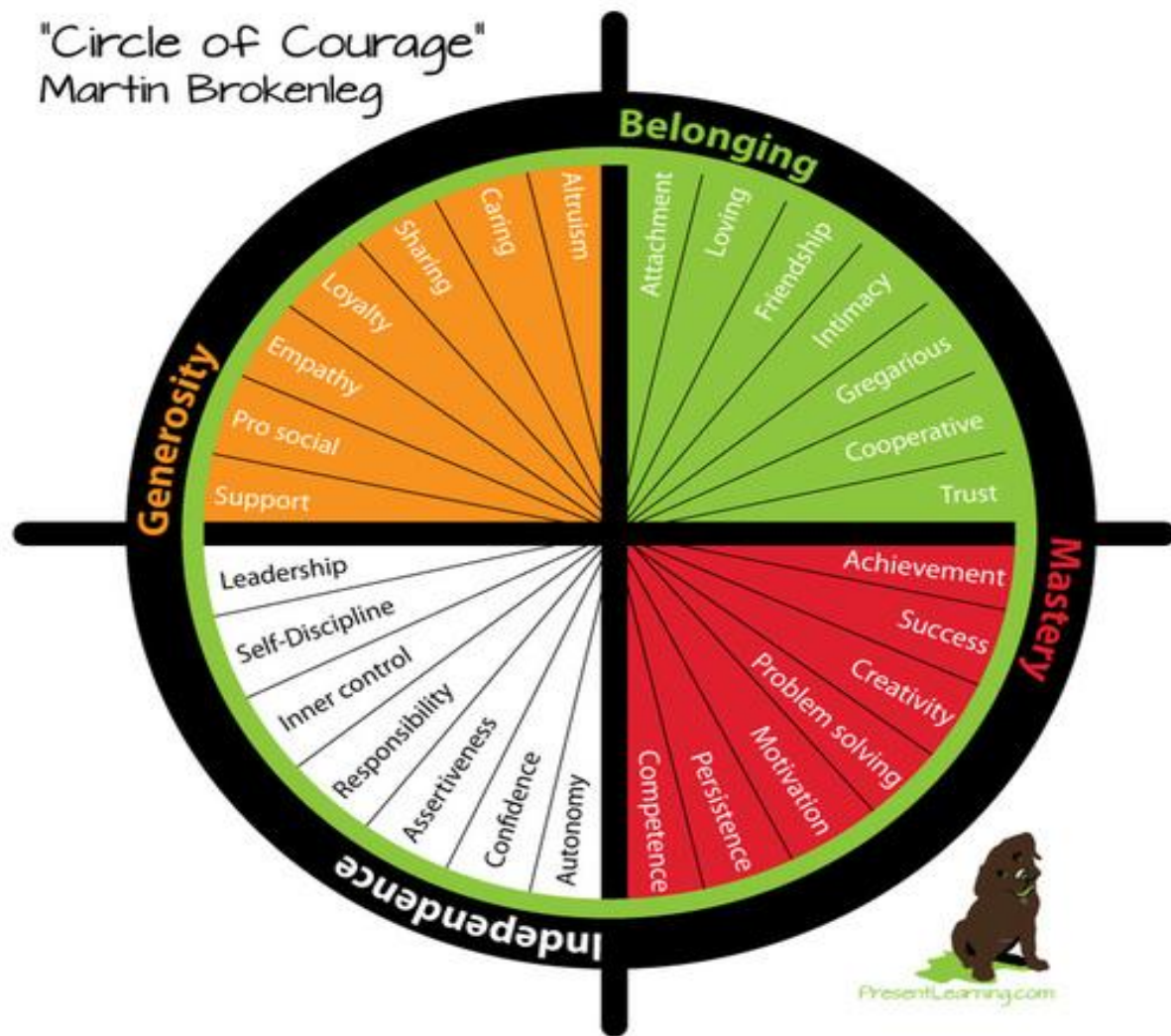
Weak spirit of Generosity	Distorted spirit of Generosity	Spirit of Generosity
Emptiness	Driven	Purpose
Rancour	Over involvement	Empathy
Exploiting	Servitude	Kindness
Vengeance	Co-dependent	Forgiving
Disrespectful	Plays martyr	Respectful

Why Use This Framework Within the Classroom?



- Builds resilience among the youth.
- Can help students understand how they are building their own as well as their classmates resiliency and spirit.
- Accessible for all grade ranges.
- Great classroom management tool.
- Connects to the curricular content.
- Easily adaptable to help fit the needs of all students.

"Circle of Courage"
Martin Brokenleg



Steps for Implementation



September:

- 4 weeks in detail.
- Mini “contract” for students to be more invested in their learning.
- Resource for each topic for the students to connect to.

Throughout the year:

- Daily journal before the end of the day.
- Sharing circle.
- Encourage the students to think about their community as well.
- Point out specific situations that connect to the circle of courage.

End of the year:

- Review in detail
- Someway to present each topic from the year.

Some Ideas



- Journals (themed)
- Connect events or activities to the circle of courage.
- End of the day or week personal connections.
- Sharing circles.
- Literature on the specific topics.
- Encourage connection to community as well.
- Opportunity to share.

Connections to the BC Curriculum

Grade 5:

Core competencies

Communication

- Communication
- Collaboration

Personal and social

- Personal awareness and Responsibility
- Social awareness and responsibility

Thinking

- Critical and reflective thinking

Connections to the BC Curriculum

Grade 5:

Social Studies

- Differentiate between intended and unintended consequences of events, decisions, and development and speculate about alternative outcomes.

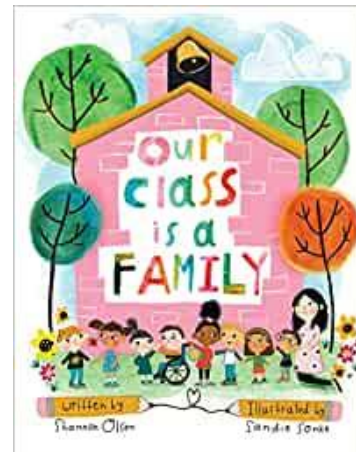
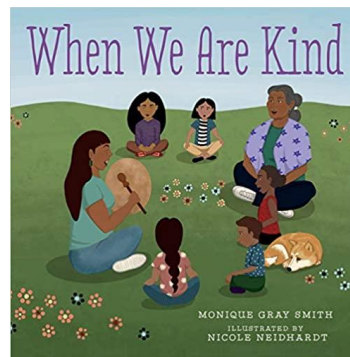
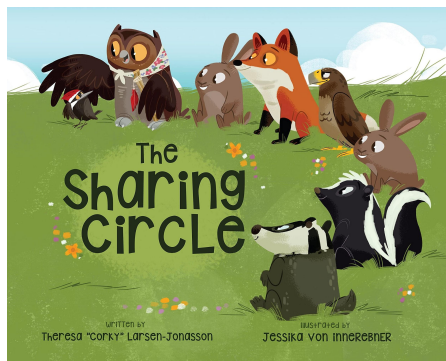
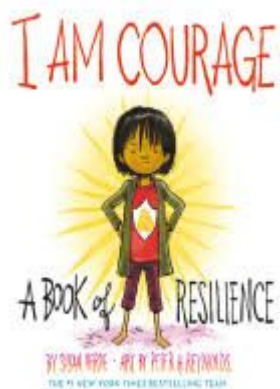
Art

- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
- Express feelings, ideas and experiences through art

Literature to Connect to the Circle of Courage

Sharing circles/courage/Belonging/Independence/Mastery/Generosity :

- ***The Sharing Circle* by Theresa Larsen-Jonasson**
- ***I am Courage: A Book of Resilience* by Susan Verde**
- ***Our Class is a Family* by Shannon Olsen**
- ***When We Are Kind* by Monique Gray Smith**



Important Things to Consider



- Give the students options and a voice.
- Relationship based.
- Holistic approach.
- Be patient with your students and how they share their thoughts.
- Allow for different ways for your students to show their understanding of the content (art, writing, orally)
- Student learning about this doesn't have to look the same for every student.

Thank you/Masi Cho/Kukwestsétsemc

https://healthunit.org/wp-content/uploads/KIC_Kindergarten_Unit_6_Courage.pdf

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<https://johansonconsulting.ca/2019/06/24/the-circle-of-courage-building-resilience/>

