

Full-Circle Learning Planning Templates



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Full-Circle Learning, a global nonprofit organization, has touched the lives of learners and learning leaders across 35 nations, currently reaching 650,000 per year at this writing.

Meeting with other teachers to practice strategies, discuss concepts and to plan curriculum

design together often expands the base of ideas and nurtures the processes that enhance student growth and to broaden community impact. Participation in an educator training will help each learning leader acquire the hands-on strategies for a successful program.

Teachers receive training tools and templates in conjunction with free Full-Circle Learning professional development courses. They appear in a password-protected portion of the website www.fullcirclelearning.org. (The password, available for those who complete the training, is: *fullcircle*)

Descriptions of many strategies also appear in the workshop assignment, so you can review them later. This book includes instructions for: Server Nominations, Guided Imagery, Conflict Resolution and even a sample lesson plan unit.

The additional planning tools and templates on the following pages may assist as you work together with your team in planning for a school year as you develop and assess curriculum and as you develop tools for self-mastery among your students.

Enjoy the noble calling you have chosen, as a learning leader alive at a time when our world needs--and every child deserves—to see their potential tapped for the benefit of all living things.

Planning Tools and Templates



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Twenty Marks of a Full-Circle Learning School

1. Learners see giving as the purpose of learning.
2. Learners feel motivated by their empathic membership in one human family.
3. These commitments inspire peak experiences and creative, compassionate action toward members of an ever-widening circle of humans and living things.
4. Curriculum design and assessment encourage process-based learning, integrating all academic content areas and art forms as learners strive to uplift, advocate, remedy, build, advance solutions and otherwise contribute to the well-being of others.
5. Service to humanity finds parallels in the world community, through global wisdom exchange linked to local transformation projects.
6. Students process their character growth, receiving opportunities to appreciate differences, to bond with positive role models and to problem solve through hardship (challenging scenarios).
7. One specific character trait brings thematic continuity to all the subjects within a learning unit.
8. Each new learning unit contributes to an overall year-long identity, specific to that grade level. (For example, four successive traits may occur over the year for the Humanitarians class.)
9. Teachers customize learning units for regional education standards and for the community needs they target through projects. (For example, they meet literacy, numeracy, science, math, moral and creative goals with projects that address health, agriculture, economics, environment and other social challenges.)
10. A student absorbs 60 or more habits-of-heart over a school career, one at a time.
11. Each habit-of-heart becomes the theme for an integrative unit plan with service outcomes, based on the teacher's integration of the universal 13-S steps (incorporating researched, scaffolded steps).
12. In their service-learning actions, learners frequently define teaching as service.

13. Deliberate classroom management strategies and teaching methods: 1) nurture altruistic identities, 2) promote self-mastery and 3) engender a collaborative peer culture among students and across classrooms.
14. Within each learning unit, conflict resolution applications help learners understand the need for inner growth and outward collaboration in personal, local, and world-stage dilemmas.
15. Students experience daily deliberate chances to layer their wisdom and to see the good in others.
16. Students receive opportunities to reinforce habits-of-heart at home, to teach and learn from family members, and to honor the habits-of-heart in family members.
17. Broad opportunities, over time, present a chance to engage with adult role models through community transformation and service-learning field trips, helping learners develop multiple strengths, entrepreneurial skills and options for civic-minded career paths.
18. Educators bond, train and plan based on a shared local vision, foreseeing the end results of their planning from the start.
19. Schools recognize the nobility of each individual and the equality of women, men and people of all cultural, ethnic and national backgrounds and belief systems.
20. Teachers express their own nobility and sense of purpose as they foster a generation of change agents and humanitarians.

Sample Grade Level Breakdown at a School

(Curricula serves as springboard for local adaptation)

Grades K-1: Habits of Helpers

Grade 2: Building Blocks of the Heart

Grade 3: Habits of Giving

Grade 4: Habits of Collaboration

Grade 5: Habits of Heroes

Grade 6: Habits of Humanitarians

Grade 7-8: Habits of Change Agents

Grade 8-10: Habits of Sages

Grade 11-12: Habits of Leaders



60 Habits-of-Heart

Habits of Helpers

Respect
Kindness
Friendliness
Patience
Aspiration
Creativity
Love

Building Blocks of the Heart

Unity
Preparedness
Open-mindedness
Empathy
Forgiveness
Reliability
Humility

Habits of Giving

Sacrifice
Consideration
Determination
Compassion
Integrity

Habits of Collaboration

Appreciation of Diversity
Cooperation
Acting on Convictions
Empathy

Peacemaking

Habits of Oneness

Awareness
Leadership
Teamwork
Altruism

Habits of Heroes

Vision-Seeking
Selflessness
Advocacy
Dedication

Habits of Humanitarians

Humanitarianism
Far- sightedness
Universal Connectedness
Understanding

Seeking

Habits of Leaders

Gratitude
Industriousness
Refinement
Transcendence

Aspiration

Habits of Sages

Honesty

Honor

Industriousness

Transcendence

Refinement

Aspiration

Gratitude

Self-mastery

Habits of Change Agents

Respect

Civic-Mindedness

Moderation

Ethics

Open-mindedness



Full-Circle Learning

13-S Steps

SENSE IT.

Present a visceral, sensory anticipatory set or attention-getting activity that establishes an emotional bond or connection with the habit-of-heart, piques curiosity, and links to ultimate service goals. Use one or more of the five senses!

This step explains the significance of the habit-of-heart in a way that ultimately connects to the unit's service goal and may frontload knowledge about history or science. Most importantly, it pleasantly applies a sensory memory to introduce the habit-of-heart and create anticipation of significant learning and transformation on the path ahead.

SEE IT.

Write the habit-of-heart on the board in large letters for visual learners. Sound out the phonemic elements for younger students or foreign language learners

SAY IT.

Clap out the number of syllables. Students clap along as you say the word together. Audio learners begin to encode the word in their memory.

SYNCHRONIZE IT.

This step not only reinforces audio memories and patterning of syllables and sounds but offers a classroom tradition, a bonding moment around the word and a song as a spontaneous gift for classroom guests. Ask various learners to give each syllable in the word a different pitch. Sing or chant the word together. Synchronize the pitches and syllabic sounds. Add harmonic or spoken parts. A long word has just become an impromptu song! The chant can vary each morning as the teacher and learners celebrate the habit-of-heart.

SHAPE IT.

Draw the shape of the word around the written word in a way that suggests a visual metaphor related to the Sense It step.

When possible, conduct a kinesthetic activity to reinforce the meaning, such as building a human train to represent the concept of cooperation.

Visual learners may need to rewrite the word and shape to promote word recognition and to reinforce the concept.

SYMBOLIZE IT.

Learners agree on an action or gesture associated with the word. (Prohibit gang signs.) Have the class practice this action.

When silently reinforcing a learner's or a group's positive behavior, the teacher uses the gesture in class. Peers also use this nonverbal gesture to reinforce one another's positive actions in class or on the school grounds.

STORYTELL IT.

Use real-life applications, current events, literature from the curriculum, oral traditions from the culture, historical narratives, stories from home, plays, skits or puppet shows to present positive applications of the habit-of-heart.

Use intentionality not only in the story selection process but in the strategies you will use to encourage analysis, understanding of cause and effect and experiential learning. While emphasizing process-based skills, avoid having children rehearse *negative* behaviors (e.g. "before" and "after" examples). Rather, stop a story to have students demonstrate the best possible outcome assuming the characters were to apply the habit-of-heart. (They can return to the text and evaluate the actual historical outcome without encoding negative choices into their own list of behavioral instincts and options.)

Similarly, learners can imagine, discuss, rewrite, or re-dramatize ways to generate positive literary endings by applying the habit-of-heart. They can later finish reading the text and analyzing the plot elements including applications of the habit-of-heart.

SHOW IT.

This step can occur before or after Storytelling It or continuously throughout the unit.

It can include habit-of-heart guided imagery, looks-like, sounds-like role play, or other strategies such as Habits-of-Heart Homework (in which learners apply the habit at home and have a parent sign off on a drawing or description of what they did.)

A mainstay of the Show It Step, every unit should include conflict resolution applications relevant to the community challenge addressed and to the habit-of-heart. (Sometimes these are drawn from actual current events or draw on academic conflicts in the texts.)

Three hypothetic conflicts are constructed, to demonstrate parallels between 1) community-based, 2) global and 3) interpersonal conflicts.

In the column at right, indicate key words showing the conflicts or come combination of these plans within your unit:

1. Assign hypothetical demonstrations on the conflict bridge, using interpersonal, community-based and international conflicts.
2. Use guided imagery to help all students envision the application of the quality in their lives.
3. Reinforce the habit by making Habits-of-Heart homework a tradition. (Students show/describe how they practiced the habit. Parents participate.)

SING IT

Rehearse at least one Habit-of-Heart song about the current habit. (These songs can be sung with lyrics and then performed as instrumentals only. They are accessible on the website for those without a CD.)

Add songs from the culture of the wisdom exchange culture or other relevant music or dance that learners can perform as a group, considering the ultimate purposes of music within the Share It step:

To serve as a gift of joy and comfort or as a tool to inspire action or advocacy.

The music should also serve dual purposes, reinforcing academic content or conveying

ideas about the community transformation goal. It should always communicate the significance of the habit-of-heart.

Within your learning unit, plan enough time to rehearse the music, separately from the improvisational chanting of the Synchronize It step. These rehearsed songs will also later help parents understand the goals of the projects their children have pursued on field trips and in service-learning projects.

STANDARDS-BASED LEARNING

Strive to “see the end from the beginning.” Thus, you will have already looked for thematic threads of continuity in core content areas. Some may drive the timing of the lesson plans within your unit and may even have helped you select the community need that best reinforces your academic goals over the course of this particular learning unit. (Just one example: A focus on DNA in biology may match up with the habit of Respect or Appreciation of Diversity and a need to reduce stigmatism or bias against albinos, HIV-afflicted orphans, or religious or racial minorities.)

“Standards” refers to whatever educational requirements your government syllabus or school outlines in core content areas. Jot down key concepts for the unit related to your syllabus (writing, reading, science, math, social studies, geography, art and sometimes technology). Your syllabus may include other content as well.

Do include visual arts, whether your educational framework lists it as core content or not. You will integrate many concepts in projects with art as the connective tissue -- the language shared by all learners and community members. Sometimes this factor brings the project to life

On the Standards-based Step, you will:

- Seek ways for learners to express the habit-of-heart through research, study and, ultimately, through applied action (on the Share It and Send It steps).

- Apply process-based learning and project-based learning, using graphic organizers, to connect thematic and academic content.

- Integrate overlapping ideas to suggest a potential purpose in learning: To produce transformation in the learners and in the society.

- Help learners apply authentic outcomes such as: 1) experiments or shared wisdom to advance the wellbeing of the human family, 2) relevant writings or physical work performed out of empathy or advocacy on behalf of a community need; 3) original

artifacts that become teaching tools they use to serve others; 3) gifts to honor someone working in an altruistic field of interest; 4) products engineered for advocacy or problem-solving; or 5) relevant handmade gifts they create relevant to the needs of the project.

SEND IT.

This step enables learners to share their creative works, ideas, written treatises or experiments with those offsite, too far to share an onsite visit. They can participate in global transformation without leaving the classroom, by exchanging designs for drought-resistant farming or solar cooker designs or news of handwashing campaigns or letters about how to increase respect for elders, for example.

Examples include letters to the editor of a newspaper, advocacy letters to officials and wisdom exchange emails or packages sent to partner classrooms in another country.

Create a wisdom exchange with another class by sending Full-Circle Learning your concept and asking for the possibility of an appropriate school with which to correspond, unless you have one within your list of contacts.

You might also have learners practice writing and science skills as they seek information or send congratulations from a research facility.

Both the habit-of-heart and the service goal should determine the nature of the Send It step.

For global collaborators, if possible, include photos or drawings of the students and artifacts of their project, telling of its impact and relationship to the habit-of-heart. Challenge the distant brothers and sisters to share ideas and to join them as they address the issue. (i.e. poverty, deforestation, energy concerns.)

SHARE IT.

By now, students may have already experienced a distant connection with the human family. They also need to witness the value of their teaching and learning in their own community, through field trips and guest presenters. The Share It step enables them to

look into the eyes of the group whose lives they will participate in transforming.

They teach or advocate for a cause or share something they have created with their knowledge. They may grow food and deliver it to the elders. They may teach a neighborhood about diabetes awareness or help farmers prepare for the dry season or fill potholes to prevent traffic deaths after the flooding season or help a city obtain solar energy to power the local health clinic. All these ideas have come to fruition as Share It steps in a teacher's learning unit, along with hundreds of others.

Often, music, art and multiple standards-based steps all come to play as students see the impact of their habit-of-heart on the community transformation process.

If students cannot leave the school, guests can come into the school and receive the service. (For example, when children were not allowed in a hospital ward for new babies, a pediatric nurse came to receive a presentation and gifts for premature newborns, which she took back to the hospital.)

Students have also created an in-school museum as a Share It step, to teach a community about the environment or some other important information they needed to share.

The Share It step represents the culmination of their personal character development, their academic development and their creative development in service to an expanding human family in their midst.

SUSTAIN IT

Consider this a reflection step. It need not take up a great deal of learning time to establish great value in the life of the learner. If you have established a Humanity Circle time at the beginning of the day, it could occur in the last day or two. This step connects the original purpose of the unit and its personal transformation goals, the new skills applied across the unit, the services rendered, and the short- and long-term benefits to humans and living things, near and far. The practitioners begin to realize the value of the learning unit from a broader perspective.

As they repeat more units over time, the Sustain It step helps learners recognize the value of their lifelong efforts to enhance the well-being of those served. (They do not need to sustain the project itself but, rather, their lifelong commitment to the habit-of-heart.)

To "sustain the habit," first conduct a layer cake activity or a discussion with a talking

stick or a shared pair activity or a journal writing activity or all the above.

Next, challenge students to layer their responses to identify those who benefited from their work together. Add those people as stick figures to an expanding world or have learners in some other way document the efficacy of the work and identify its potential positive impact.

(For younger learners, this could mean simply counting the number of smiles they saw as they served the elders on the Share It Step and as they completed the Habits homework.)

Offer a chance to reflect privately on personal growth (through journals, letters to classmates, etc.) and to discuss their group impact on local and global community transformation, both qualitative and quantitative. Sometimes this act, in itself, becomes another data set.

Review the class name. Help the class connect the habit-of-heart to their evolving code-of-ethics and to their altruistic identity. Help them identify when, for them, the purpose of learning each content area came to fruition over the course of the project. This step often helps learners self-identify career paths and strengthen relationships.

Congratulations. You have now prepared your class to move on to the next habit-of heart unit!



Process for Customizing Your Pacing Plan

Identify the dates of the unit.

1. Look at a calendar of the school year. Note where the grading periods or terms end.
2. Look at the table of contents in your FCL lesson plan manual. Divide the weeks in the school year by the number of the habits-of-heart in your Full-Circle Learning module. Generally you will find you have 6-9 weeks to teach a habit-of-heart that also corresponds with the grading period. Record the dates of the first unit on a copy of your pacing plan grid sheet.

Identify the students' motivating purpose for learning.

3. Look at the first grading period. Use backwards planning:
 - a. Preview your FCL lesson plan manual, based on the unit objectives and previewing the potential service projects and the activities leading up to them.
 - b. Write down the community need/s you identified that students can address by applying this happen of heart as you customize the learning unit. Loosely draft a plan on your 13-S Template. You will adjust and add to this plan during the next steps, especially as you see opportunities to build on your academic themes in science, social studies.

Review what students must learn in all their core content areas or subjects.

- c. Look at the student learning goals for this learning period in your academic text books or on your list of required academic goals. Note where there are areas of thematic alignment that might affect the timing of your activities or that might enhance the concepts in your projects. (For example, can teaching pie charts in math help your students conduct surveys on water conservation as part of a project?) Later you can adapt lesson plans that allow you to add to your unit or enhance your project accordingly. Note which high-priority learning goals should be retaught throughout the unit.

Further customize your activities and your assessments to local needs.

- d. Think about the current events in your local area or in a global partner country that could help you further customize your projects and themes. Remain flexible enough to add to your plan accordingly.
- e. Write key words on your pacing guide to note how each week's lesson plans will correlate academic skills with character and, ultimately, service. Make sure their various skills come together as they complete the Share It and Send It steps.
- f. Allow time to assess their learning by introducing rubrics before these projects and by ending with a thoughtful Sustain It step.

Reflect on student growth as you broaden opportunities in next unit.

- g. Decide whether you will reteach some skills in the next unit or move ahead with new academic concepts. Identify your goals for the next term or semester and plan your next unit accordingly. Soon you will have outlined a year's worth of planning goals. You may want to begin this pacing plan during a school break and revise it throughout the school year. Remember, you will always begin the process with a 13-S template for each new learning unit.

Classroom Management Based on Self-Mastery

Before the first day of the school year or semester:

From your module or curriculum book, choose three predominant habits of heart that will guide your behavior management plan, such as Respect, Kindness, and Cooperation.

Create a poster or felt chart that can be displayed throughout the year. Base its visual theme on something related to your science or social studies content, if possible (island in an oceans, planets in a solar system, clouds in a sky, mountains in a habitat, etc.) At the top of the chart, one object (a cloud, sun, etc.) represents self-mastery and is labeled as such.

Create corresponding items (ships, rockets, hikers, etc.) for each student. Put Velcro on the back or use clothespins or other means to attach them to the bottom of the chart.

On the first day of class:

1. Briefly introduce the three themes. (Students will explore these in depth as each unit comes along, but they can gain a basic understanding of the definition initially.)
2. Divide students into three groups. Give each group a piece of butcher paper or poster board. Assign them to one of the three themes (habits-of-heart).
3. Challenge each group to show what it would look like if everyone practiced that habit on their island/planet/mountain, etc. They may discuss examples, then draw cartoons to show scenes that illustrate their ideas. They will write the theme at the top.
4. Each group will present their poster to the class and explain what it says or act out the scenes. Hang the posters on the classroom walls.
5. You, the teacher, will extrapolate from each poster three basic elements of a class code of ethics, positively expressed. For example, you might say, "Based on the pictures on our Respect island, it seems that here we only speak positive words to others. We treat others' belongings with care. We listen when others speak." You then write these on the board. These will become the code of Respect, and the students will take ownership because you somehow derived them from their own drawings.
6. Once the code is in place, remind the students that they have created this code of ethics and now have a chance to create a community based on it.
7. Give each student one of the items at the bottom of the chart to personalize with their name. Explain that if you notice them practicing the habit associated with a particular place, you will move their emblem there (i.e. to the Island of Respect or the Planet of Cooperation, etc.)
8. Over the course of a week, your goal is for each student to practice each of the habits at least once, at which point you move them to the place of self-mastery. (Mark in your student charts who has achieved mastery at the end of each day.) When the whole class achieves this group goal, they will have a special time to sing, play a game or celebrate their group mastery in some way. Ask them to encourage one another toward group mastery and celebrate successes rather than compete with one another.



Mastery Ceremony Guidelines

About the Framework:

1. Student emcees welcome guests, thank teachers, and announce agenda. They script this portion in advance.
2. Each class showcases its work. Each student has small speaking part about habit-of-hearts applied in the projects or in daily life, so all aspects of the year's work are covered.
3. Songs/dances are interspersed, giving the flavor of what was performed on service projects and field trips and of wisdom exchange partners' cultures, if applicable.
4. Awards at the end celebrate the mastery of a specific habit-of-heart. (Each student receives an award for the habit-of-heart they have best mastered. They have also prepared an award for the habit they admire in parents or a love one and announce it after receiving their award.)

Guidelines for Student Participation at a Mastery Ceremony



Each class's participation should consist not only of the awards portion at the end but of brief (one sentence to one paragraph, at most) student speeches:

One representative in each class will discuss the habits-of-heart they practiced throughout the year. They might give an example of something their class did to practice the habit on a regular basis—or they can give an example of someone caught in the act of practicing these habits. They list the projects associated with the habits.



One representative discusses at greater length a favorite local service project their class performed and the academic and artistic skills used to perform the service.

One representative discusses a global project they completed or correspondence received from a global partner. They link the service to the habit-of-heart.

Any or all of the speakers might tell how their experience has influenced their thinking, their learning, or their career goals.

Music or other performing arts may be presented in relation to the theme.



Countdown to a Successful Mastery Ceremony

Week 5

Five weeks before the mastery ceremony, you should already have completed the local and global service projects and guest presenters that will inspire the projects presented at the ceremony. If not, this is the week to do so.

- ___ Work with your committee to understand or plan the timing and setup of the event. Identify the content of your grade-level presentation.
- ___ Review the songs you and the music teacher have jointly selected that related to the service-learning field trips and have been performed for guest presenters, and that students will now present at the ceremony. These will come primarily from the Full-Circle Learning CDs that link habits-of-heart themes to service learning, but the repertoire may also include a dance or song from a global partner country, a song written by the class, etc.

Week 4-3

- ___ Continue to rehearse the songs. Give parents and guests a “Save the Date.” Show the program outline, etc. to your supervisor. Discuss any committee-related topics.
- ___ Write the speeches outlining the year’s activities and begin having students rehearse them.
- ___ Complete any artwork you will need for the program. Emphasize how these works require dedication to complete. Have each student create handmade invitation for family members (including some for guest presenters, donors, guests and office staff). Discuss how to mail or give out the donor invitations. Give 3 weeks’ notice for special guests.
- ___ Assign any graduates speeches about what they have learned and what habits they will take into the future. Plan a special way to honor these graduates.
- ___ Discuss what committee will help the school administrators with programs, room set up, videography, microphone, coffee makers, etc. What role will parents play?

Week 2

- ___ Teach students the procedures for greeting and seating parents and guests, serving parents their food, etc.
- ___ Rehearse the whole program.
- ___ Have students distribute invitations to office staff and parents.
- ___ Prepare habit-of-heart certificates for each student. Set aside time in class for students to prepare certificates for parents. Collect these and keep them together, as each teacher will present these at the end of their portion of the program, first to the child and then the child will announce their award for their parent.

Week 1

- ___ Hold your dress rehearsal.
- ___ Discuss what to wear. Call parents to remind them of the event. Discuss whether children will go home before the event or stay on the playground.
- ___ Determine how artifacts and art or scrapbooks of photos from projects will be displayed.



Day of the Event

- ___ Come early.
- ___ Hold one last quick rehearsal. Include the microphone.
- ___ Review instructions for seating, greeting and serving.
- ___ Determine how students can help with set-up and what they will do while waiting for the program to begin--and who will give parents tours of art tables, etc.

Afterward:

- ___ Thank those who have helped.

Sample Code of Ethics:

We value respect.

We speak respectfully to others.

We exercise good listening skills and layer our responses.

We value the property and rights of everyone.

We value selflessness.

We share our classroom resources.

We manage our anger and help each other resolve conflicts.

We share the credit for work well done.

We value dedication.

We do our best on all our work.

We help everyone in class work together.

We set goals that will help the community over time.



Students show their group's portrayal of *The River of Respect* before presenting their contribution to the class code of ethics. A picture of a pyramid linked their code to civilization building in Mesopotamia, part of their lesson plans.

Restorative Justice Reflection Sheet

Think briefly about how your choice affected others. How do you think they felt? Name some antonyms - words that describe the opposite feelings. Now picture yourself taking actions that create those opposite, positive feelings and effects.

To whom will you offer an apology? What actions will you apologize for? How can you restore what was lost to improve the situation?

In other words, what could you do to help those who feel hurt to feel comfort? To help someone feel respected instead of disrespected? Or to feel dignity instead of fear or humiliation? Or to feel peace instead of pain? If you have taken or destroyed something, how will you recreate it?

What words and action steps will you use? Describe or draw yourself taking these steps. Think about how everyone in the picture feels. Think about how you now feel.

Section 1. Picturing the steps to a better choice

Section 2. Picturing how everyone will feel in the end

Below, describe your commitment to the class code of ethics. An adult will sign this paper once you have completed the actions you describe above and pledged to do better in the future.

Section 3. My pledge for the future

I will:

Student's signature: _____

Date: _____

Adult's signature: _____

Date: _____

Name: _____ Teacher: _____ Date: _____

Peace Page

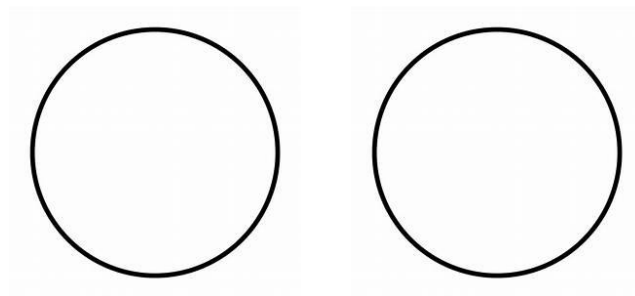
“Opposite” means “on the other side of” or “very different from.” *Up* is the opposite of *down*. *Walk forward* is the opposite of *step backward*. *Angry* is the opposite of *calm*. *Sad* is the opposite of *happy*. The faces below show opposite feelings. Which feeling would I rather bring to those around me? Which feeling would I rather feel inside?



I made a mistake. Someone felt sad. Because I am human, I can make a better choice and maybe erase their sad feelings. Saying “I’m sorry” is a start. I can also give back something I took. What else can I do? What actions can I take to make someone feel the opposite of the way they feel now? **I will draw the steps I will take next.**

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I promise to create more peace. I will draw my face and the face of someone who will feel differently after I bring peace back to their world.



Learning Leader Group Reflection Rubric – Appreciation of Diversity

Appreciation Topics	Related African Proverbs	Reactions/Quotes	Commitments
Appreciating each student	Children are the reward of life.		
Seeking out the talents of our co-educators	Seeing is different than being told.		
Appreciating the families of students	A child's life is like a piece of paper on which everyone leaves a mark.		
Appreciating each other as we do our own family	A friend is one who knows us and loves us anyway.		
Appreciating our collective potential	If you want to go quickly, go alone. If you want to go far, go together.		



Full-Circle Learning Training Workshop Evaluation

1. I feel inspired by some of the concepts we learned about how to give students a greater sense of vision and purpose.

a. Very true b. True c. Somewhat true. d. Not true

Why or why not? _____

2. I feel excited and prepared to implement the sample learning units I created, to help my students contribute their skills toward improving life for others in the community.

a. Very true b. True c. Somewhat true. d. Not true

Why or why not? _____

3. I learned new strategies to help children or young people connect with peers in positive ways, resolve conflicts, accept responsibility for their actions, or develop more positive habits and an altruistic identity.

a. Very true b. True c. Somewhat true. d. Not true

Why or why not? _____

4. I feel my colleagues or program leaders will assist or work with me as I implement some or most of what I learned in this workshop.

a. Very true b. True c. Somewhat true. d. Not true

Why or why not? _____

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Matching Community Needs and Resources

Habit-of-Heart /Theme	Community Need or Relevant Issue/Dilemma
Knowledge or Relevant Applications Presented	Potential Guest Presenter/s (with contact info)
Apply new capacities	Potential Service-Learning Field Trip (with contact info)
Wisdom exchange to gather input and share experiences	Potential agencies/officials (with contact info) to receive correspondence - or global partner school contact

Conflict Bridge Steps

1. I want (or my position is)...
2. I feel (an emotion)...
3. I feel this way because...
4. I understand that
you feel the way you do
because....
5. I can help in
the following way/s...
6. Let's agree to
show each other the
habit-of-heart.



The Conflict Bridge Challenge

- Students must strive to apply the current habit-of-heart as they each move across the bridge toward the center point. The class is only present when the conflict is hypothetical and relates to the current habit-of-heart and to a conflict related to the unit plan. For example, in this case, respect for resources is the issue. The personal issue parallels the community-based and international issues that will be addressed. When a real conflict comes up at school, the students know the process.
- The student with the first request starts. On the first step, they must limit their remarks to a request based on what has happened, i.e. "I want you to show respect for my property by..."
- On the second step, they must focus on the emotion they feel rather than making a statement about their partner, i.e. "I feel humiliated."
- On the third step, they need to give enough information about their background story to help their partner understand the depth of the situation from their perspective, i.e. "I felt humiliated when you took my personal journal and showed everyone what I had written. I felt this way because my brother had done some things he didn't want people to know about and I had been trying to help him. I was sad about this, but it wasn't anyone else's job but mine to help him. My mama says my father went to prison because someone stopped her every time she tried to help him. I don't



- want people talking about with my family." (This may seem personal, but it is not out of the realm of experience for what students have come up with on the conflict bridge.)
- On the fourth step, the empathy step, each one paraphrases what they have heard their partner state, without interpreting or judging or accusing. In fact, participants may not make a judgment on *any* step. Example: "I hear you saying that when I took your journal and waved it around, it made you worried that people would find out what your brother has done, and he might be taken away from you like your father was."

- On step five, the participant initiates personal commitment to an act that contributes to the solution. Each one must add elements that not only include compromise and offer mutual benefits but also help them work toward self-mastery or personal transformation in the particular habit-of-heart they are practicing, e.g. "Maybe I could practice the habit of respect by thinking about how I would feel if someone

took something personal of mine. My uncle is helping me build things with his tools. I could create a special box where you can keep your journal and private things...Partner: "Maybe instead of hitting you and kicking you, I could practice respect by counting to ten and asking you to come outside and talk to me about the problem....Maybe we can make friends with your brother and set an example for him, and let your uncle make things with us together....etc."

- Throughout the experience, the audience acts as the conscience. Periodically, the teacher or mediator can ask the students to freeze and let the conscience help them out with additional ideas. If the students are stuck on the empathy step, they may also trade places on the bridge and see the problem through the eyes of the other. The teacher then asks the conscience whether the students strengthened their capacity to show the habit-of-heart.





FULL-CIRCLE LEARNING

ACKNOWLEDGES

For striving to master the Habit-of-Heart

School Learning Leader: _____

Date: _____

SAMPLE STUDENT PROJECT RUBRIC

(For use by teachers, students and parents – before, during and after a project)

Habit-of-Heart: Unity Project: Water Conservation in a Drought (to Stave off Food Insecurity)	Mastery Level	Practitioner	Apprentice	Novice
Numerical/ Mathematical	The learner can replicate mathematical charts linking meat production to a drier climate over each of the past five of a 20-year cycle; factoring in a possible 10% increase in drought, student can use the mathematical model to compute and predict food insecurity over the next 20 years.	The learner can replicate with rough accuracy mathematical charts linking meat production to a drier climate over the past 20 years. The learner can estimate future food production.	The learner can explain charts linking meat production to a drier climate over past 20 years.	The learner can suggest past trends by looking at numbers of pigs and cows raised 20 years ago and today.

Personal/ Spiritual/Social Growth	The learner leads the group in a reflection of the role of hydrogen and oxygen in the molecule and the importance of working together to accomplish goals for the community. Throughout the projects, the learner exercises leadership, but not at the expense of others' growth. The learner sets and meets creative goals that integrate mathematical, scientific, linguistic and engineering skills with the needs of a community in a changing climate. The learner uses this rubric to assess their own progress in all aspects of the project. During a reflection step, the learner estimates the number of people who may benefit as a result of their water capture invention. The learner contemplates how these results will affect their own altruistic goals and plans.	The learner participates in a reflection on unity based on the discussion of the molecule. The learner strives to work together for the benefit of everyone. The learner sets and meets creative goals that integrate mathematical, scientific, linguistic and engineering skills with the needs of the community. The learner uses this rubric to assess their own progress in all aspects of the project. During a reflection step, the learner estimates how many people may feel less hunger and thirst as a result of their learning. The learner visualizes those who will benefit from the water conservation project with ample food to eat.	The learner participates in a reflection on unity based on the discussion of the molecule. The learner usually works together for the benefit of everyone. The learner sets goals in at least some areas (mathematical, scientific, linguistic and/or engineering) based on the needs of the community. The learner uses this rubric to assess their own progress in all aspects of the project. The learner visualizes those who will benefit from the water conservation project with ample food to eat. At a gathering of	The learner participates in a reflection on unity based on the discussion of the molecule. The learner sometimes works together for the benefit of everyone. The learner uses this rubric to assess their own progress in all aspects of the project. The learner visualizes those who will benefit from the water conservation project with ample food to eat. At a gathering of all who farm, the learner supports those who dance, pray, and sing.

	<p>In unity with the others, the learner creates a dance to symbolize the future well-being of the community as a result of this service. At a gathering of all who farm, the learners celebrate with unity and gratitude.</p> <p>The learner draws a basket of maize to bring to the farmers, giving each one an ear of maize with a poem of thanks for their effort to feed the people.</p> <p>The learner practices unity while participating in the songs, ceremonies and conservation invention with the group.</p> <p>The learner independently returns to harvest food and delivers it to the hungry.</p>	<p>In unity with the others, the learner creates a dance to symbolize the future well-being of the community as a result of this service. At a gathering of all who farm, the learners dance, pray, and sing.</p> <p>The learner participates in the songs and ceremonies before going to the field to erect the team's creative conservation inventions.</p>	<p>all who farm, the learner supports those who dance, pray, and sing.</p> <p>The learner participates in the ceremonies before going to the field to erect the team's creative conservation inventions.</p>	
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Linguistics/ Literacy	<p>The learner can write a persuasive letter about steps for conserving water as well as preserving unity.</p> <p>The learner can speak orally to community leaders and in writing to wisdom exchange partners, stating a main idea, supporting points, correct spelling and punctuation.</p>	<p>The learner can write a persuasive letter about suggested steps for conserving water during a drought as well as preserving unity. The learner delivers the letter to wisdom exchange partner. The letter includes a main idea and mostly correct spelling and punctuation.</p>	<p>The learner can write a letter about suggested steps for conserving water during a drought as well as preserving unity. The letter supports a main idea discussed with group members.</p>	<p>The learner can read the letter written by the group about suggested steps for conserving water during a drought as well as preserving unity. The learner addresses envelopes to community leaders for the letters.</p>
Science/ Technology	<p>The learner can explain leaf transpiration and can demonstrate two systems for both 1. transpiration during drought and 2. Areas to divert runoff to a new flood plain during the rainy season (with a map)</p>	<p>The learner can explain leaf transpiration and can personally demonstrate either transpiration during drought or runoff options during the rainy season</p>	<p>The learner can explain leaf transpiration and can play a supporting role in a group demonstration of a system for either transpiration or runoff options</p>	<p>The learner can explain at least one new option for water management</p>
Creativity	<p>Based on water molecule example, the learner can teach others the essential chemical nature of</p>	<p>The learner can explain essential nature of water and can add creative concepts to a team's conservation</p>	<p>The learner works in unity on the group's creative conservation concept</p>	<p>The learner observes and learns conservation ideas by observing the unified team</p>

	<p>water; can engineer a way to unite the community in water conservation (to save, to store or to share water) Examples: rain catcher on a rooftop drips rainwater into an empty outdoor tub for cooking water; or a wide net catches dew, which drips into a trough funneled to plants.</p>	ideas		
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Integrated Calendar

Applied Habit-of- Heart to All Learning Processes And Service Projects	Habit-of- Heart Introductory Activities	Language Arts (Literacy)	Science	Social Studies	Mathematics	Visual Arts	Performing Arts
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							



Full-Circle Learning School Evaluation Rubric

Instructions:

1. Anonymously fill out the evaluation rubric, with staff members basing scores on *their own* participation.
2. The administrator totals the results. After reading them, discuss your school's overall scores in a staff meeting.
3. Determine the obstacles to success and the best way to reposition them as "opportunities for growth."
4. Set goals and steps for mastery in the areas the staff most wants/needs to enhance. Create a timeline for growth.
5. Collect class rubrics, portfolios and weekly or monthly teacher reports.
6. Reinroduce the schoolwide evaluation rubric and celebrate schoolwide successes at the end of the semester or year.

Indicators of An Evolved Full-Circle Learning Community	4 Points - Mastery	3 Points - Practitioner	2 Points - Apprentice	1 Point - Novice
1. Evidence of Broader Community Influence	<p>Engaging projects initiated by teachers and leaders throughout the year create positive change (or improved wellbeing) for people, living things or and community needs outside the school.</p> <p>Projects encourage creativity and entrepreneurialism while supporting the self-mastery and altruistic goals of the curriculum. The projects also address authentic need for transformation in arenas such as socio-economic issues, peace, gender equity, eldercare, public health, hunger, transportation, energy, environment, agriculture, corruption, land use, or other areas of community need. The curriculum and support strategies also reinforce altruistic</p>	<p>Projects initiated by teachers and leaders create positive change at some point for people or groups outside the school. These motivate student learning to some extent.</p>	<p>The school welcomes invitations to participate in projects but does not always reflect on and build on the most meaningful service-learning aspects of the projects.</p>	<p>The school community has been busy or for other reasons has not engaged in projects except when the invitation and effort are made by others.</p>

	<p>identities in students.</p> <p>Every grading period is marked by at least one such highlight per class. The "Sustain It" step consistently helped students reflect on the evidence that their integrated development of positive habits and academic skills improved the lives of others, through onsite and offsite service ("Send It" and "Share It" steps).</p> <p>This student reflection step, for the majority of students, also resulted in personal, spiritual and social growth and a greater level of mastery of the character education theme by the end of the learning unit.</p> <p>Guest presenter artifacts (knowledge products or creative honoring gifts), real-world correspondence and service-learning field trips generated continual motivation to learn.</p> <p>As students improved the welfare of other beings, they regularly reflected on the relationship between inner character formation and community transformation, and they have ample opportunities to practice these processes through deliberate teaching strategies applied in the classroom.</p> <p>The annual mastery ceremony showed evidence of transformational community impact as well as personal growth among students and parents.</p> <p>The administrator or learning leaders encourage best practices and work together</p>				
2. Evidence of Planning		The FCL steps of a unit plan are applied to pacing plans	The teachers' short-term and	The teachers try to keep pace with	

	<p>using a partnership approach to leadership. They embrace and endorse the vision and plan ways to encourage peer-to-peer mentorship.</p> <p>The steps of each unit plan are scheduled to fit effectively within the year-long pacing plan. The teachers' short-term and long-term plans create a vision in which the core content supports the school's humanitarian vision as well as its educational vision.</p> <p>The learning leader, trainer or mentor holds regular staff meetings as refresher courses in the training model, supporting teachers in the areas of greatest need and offering this rubric as an anonymous survey for teachers to self-assess staff development needs.</p> <p>Nothing feels "tacked on." Collecting materials for projects, preparing certificates and alternative assessments, sending positive notes home and writing content-aligned invitations to special guests become routine. All parents are invited onto the advisory board.</p> <p>The school inventories the talents and character strengths of family members, to include them in the roster of potential guest presenters. Early in the planning phase, the teacher considers when families members might best demonstrate entrepreneurial skills, facilitate creative actions or receive presentations on specific habits-of-heart, in alignment with lesson plan units.</p>	<p>schoolwide.</p> <p>The teachers' short-term and long-term planning creates a school vision in which the core content supports the school's humanitarian vision most of the time. Locally prioritized education standards are honored.</p> <p>Sometimes, the school leaders and teachers work together to prepare the extra touch listed in Column 1, but some of the school year may have been lost before the planning process incorporated the community.</p>	<p>long-term plans create a vision into which the core content and scope and sequence fits.</p> <p>Some of the teachers organize to create the learning environment described in Column 1, but not with schoolwide, year-to-year consistency.</p>	<p>academics and do not let the school's mission and vision "interfere" with the "basics" of completing a school year.</p>
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	The teacher considers how national education standards reinforce – rather than interfere with – the plan for community involvement.			
3. Core Content Infusion is Evident on a Regular Basis	<p>Required education standards are intrinsically integrated into lesson plan design along with the current habit-of-heart and conflict resolution applications. Students understand the relationship between academic and social themes in the course of a lesson plan unit, and their written work, as an aspect of their projects, conveys a literal and intrinsic sense of purpose. (They can talk about and write about why they are learning what they are learning.)</p> <p>The unit plans integrate grade-level specific aspects of Linguistics and Literacy, Numerical and Mathematical, Scientific and Technological subjects. Students understand correlations between these content areas and their practical real-life applications.</p> <p>The teacher can describe how they engaged students' higher order thinking skills, creativity and collaboration. They incorporate varied strategies to engage multiple learning styles and diverse capacities in integrated service-learning projects that reach all five spokes of the Full-Circle Learning wheel.</p>	Occasionally the core content suggests inclusion of the conflict bridge or the habit-of-heart in discussions or art projects. The teacher incorporates these in the lesson plan when the opportunity presents itself. The teacher conveys grade-level specific aspects of Linguistics and Literacy, Numerical and Mathematical, Scientific and Technological subjects and sometimes helps students find connections between content areas.	The teacher looks at the unit plan and integrate the Full-Circle Learning themes only now and then, when they are exactly the same as they appear in a core content text. The teacher conveys grade-level specific aspects of Linguistics and Literacy, Numerical and Mathematical, Scientific and Technological subjects, as required.	<p>The teachers see the FCL class as a separate part of the day and finds it too challenging to focus on the integration of content and FCL.</p> <p>The teacher conveys grade-level specific aspects of Linguistics and Literacy, Numerical and Mathematical, Scientific and Technological subjects but struggles with integration of subject areas.</p>
4. Evidence of the Benefits of Global Exchange	Creative connections are made throughout the year between social studies issues, geographical issues, language arts stories and other critical thinking/habits-of-heart	At some point, connections are made between social studies issues, geographical issues, language arts stories	Students have an opportunity to give or receive information from a	The teacher does not mention the global and local aspects of the same issues nor

	opportunities in order to prepare for global partnerships. Frequent email exchanges and occasional postal exchanges help the teacher and students learn culturally sensitive approaches as they problem solve to address meaningful issues.	or other critical thinking/habits-of-heart opportunities in order to prepare for global partnerships. Students learn culturally sensitive approaches as they exchange cultural information, at least (if not problem solve to address meaningful issues).	global partner at some point during the year, with some attention given to dialogue about context.	offer opportunities for empathy even if discussing world citizenship as a good idea, in general.
5. Evidence of Positive, Altruistic School Culture	<p>The leadership team shows empathy for the needs of all. School-wide classroom management approaches support students' socio-emotional needs and encourage transformation and altruism.</p> <p>Every staff member is a role model. The teachers model the habits-of-heart for students and apply classroom management strategies that create a positive peer culture. Respect and order in the classroom almost always come without raised voices. Intrinsic motivation and personal self-mastery improve for students over the course of the year.</p> <p>The students know their teachers and leaders care about their progress. They, in turn, learn to care about others.</p>	<p>Classroom management approaches are supportive of students' socio-emotional needs and encourage transformation. A few lead teachers usually model the habits-of-heart for students and apply classroom management strategies that create a positive peer culture. The teachers are working on building better relationship skills with struggling students and within the school community. Respect and order in the classroom almost always come without raised voices. Intrinsic motivation and personal self-mastery improve for students over the course of the year.</p>	<p>The teachers usually model the habits-of-heart for students and sometimes apply classroom management strategies that create a positive peer culture. Some teachers work on building better relationship skills with challenging students. Respect and order in the classroom sometimes come without raised voices. Intrinsic motivation and personal self-mastery improve for some of the students over the course of the year.</p>	<p>The staff struggles to model the habits-of-heart for students or to apply classroom management strategies that create a positive peer culture. The teachers are working on building better relationship skills with challenging students. Respect and order in the classroom sometimes require raised voices. Intrinsic motivation and personal self-mastery have not yet been achieved for many of the students.</p>

<p>6. Evidence of Integration of all five spokes of FCL Wheel</p>	<p>The teachers develop a long-term plan for each habit-of-heart and then ensure that each type of activity is incorporated into the plan at various times during the school day and week.</p> <p>The leaders and teachers check short-term lesson plans against the unit goals. All learners have opportunities to bond with the habit through various learning styles and modalities, developing new academic and artistic strengths as they learn new life skills.</p> <p>Student assessments incorporate FCL goals. For example, a <i>project</i> rubric integrates the <i>process</i> of applying the particular habit-of-heart to the academic aspects of the field trip preparation and outcomes the teacher is assessing.</p>	<p>The teachers develop a long-term plan for each habit-of-heart and then ensure that almost every type of activity is incorporated into the plan over the course of the unit. The leaders and teachers check short-term lesson plans against the unit goals to find some threads of continuity. Most learners bond with the habit through their academic strengths and by learning new skills. Student assessments incorporate FCL goals.</p>	<p>The teachers develop a long-term plan for each habit-of-heart and then ensure that some activity occurs over the course of the unit. Student assessments occasionally incorporate FCL goals. They document with photos and anecdotes and are working toward student assessments that better connect learning to character and service goals.</p>	<p>Few teachers use backwards planning to develop a long-term plan for each habit-of-heart and then try to include almost every type of activity in the plan over the course of the unit. Student assessments rarely incorporate FCL goals. Administrators inconsistently support the plan and do not require schoolwide reinforcement of the themes.</p>
<p>7. Evidence of Arts used to Teach Character</p>	<p>Performing and visual arts are taught as opportunities to give gifts of hope, inspiration, healing or advocacy – e.g., to give students a voice about a cause, to help them teach the habit-of-heart, and to integrate concepts about the related academic content.</p> <p>The arts have become a gift of service in the eyes of students.</p> <p>The teaching process also integrates art, drama and music into other content areas (e.g. creative strategies are used to teach</p>	<p>At least during the onsite service projects, performing and visual arts have become opportunities to give students a voice about their cause, their habit and/or the related academic content.</p>	<p>Performing and visual arts are used by some teachers as opportunities to give students a voice about their cause, their habit-of-heart and/or the related academic content. However, sometimes they are still used in a competitive way.</p>	<p>Performing and visual arts either do not exist at the school or are used to create a spirit of competition among individual students.</p>

	math and collaboration).				
	The arts sometimes expand the students' awareness of diverse genres and cultures while also honoring and incorporating their own traditional art and musical forms, through on-site service projects, community programs, and global wisdom exchanges.				
8. Evidence of Collaboration Within School Community	<p>Taking initiative never means devaluing the efforts of others; co-workers appreciate the struggles and sacrifices of others; all enthusiastically practice the same level of cooperation expected of others. Everyone shares and acts on the same vision of success, pooling their diverse strengths for the sake of the students.</p> <p>Parents have been invited into the process as models or co-learners of the habits-of-heart as well as to share practical knowledge or skills related to projects. Their wisdom is valued and contextualized by the teacher/facilitator. (Parent meetings with the teacher/s encourage them to see how their hopes for the children align with the shared vision of the school community.)</p>	Each co-worker usually practices the same level of cooperation expected of students. Everyone has ups and downs but in the end shares and acts on the same vision of success, pooling their diverse strengths for the sake of the students.	Co-workers tend to compete and struggle for the same level of cooperation expected of students. As long as a favorite leader is in place, all act on the same vision of success, pooling their diverse strengths for the sake of the students.	Co-workers tend to mistrust, envy or compete with one another. Some are unsure of the vision or unwilling to make sacrifices for it. These divisions threaten to cloud the success of the students by creating negative feelings among staff members.	
9. Evidence of Achievement	<p>Learning is linked to community transformation and personal self-mastery goals. Students can write or tell about their high self-expectations. Teachers can describe high expectations of students. Both students and teachers bring a demonstrated sense of purpose to their learning, which motivates cognitive effort and relative classroom rigor.</p>	Students have relatively high self-expectations based on the teacher's expectations of them. They sometimes bring a new sense of purpose to classroom rigor, although the teacher is hesitant to expect too much of them. Some have improved their	Teachers have relatively moderate or low self-expectations of students. The students rarely bring a new sense of purpose to classroom rigor, as	The teachers feel many students are not learning and convey this to them directly and indirectly, expressing negativity and refusing to give them work that	

	<p>Measured over the grading period (or over one to three years), the majority of students at the school have improved their grade equivalency (or have improved based on the school's measure of proficiency).</p> <p>Equally important, they value personal and group mastery in academics as well as character and service.</p> <p>The school staff has met to discuss the ways in which overall school performance reflects the school culture, the ongoing mentorship of learning leaders and the efforts of teachers, students and parents. Areas of need, gaps, and goals for improvement have been set.</p> <p>Multiple assessments – e.g. achievement scores, student and parent surveys, project rubrics, class portfolios and anecdotal results -- reflect that the staff fully applies each aspect of the Full-Circle Learning model successfully, with the effect of enhancing the motivation to learn as well as the cognitive, social and creative development among the majority of students.</p>	<p>grade equivalency. The overall school performance could increase if the teachers linked assessment goals to project objectives and to habit-of-heart objectives. The teachers could inspire students even more, but they are making continual improvements.</p>	<p>the teacher is sometimes afraid to expect too much, while encouraging only a few naturally high achievers to aspire to community transformation. The overall school performance is stagnant. School leaders try to encourage teachers but are mostly complicit in keeping things running without inspiring students to achieve transformation goals.</p>	<p>will challenge and stretch their capacities. The teachers complain of few resources. They act passive and sometimes even dismissive to students with high goals. The overall school performance probably will not improve unless the teachers can shift their persistent mental models. The leaders reinforce negative perceptions.</p>	
School's Self-Score (out of 36 possible points):					

1.	Twenty Marks of a Full-Circle Learning School	3
2.	Sample Grade-Level Breakdown - Class Names at a School	5
3.	60 Sample Habits-of-Heart	6
4.	Full-Circle Learning 13-S Steps	8
5.	Process for Customizing Your Pacing Plan	15
6.	Classroom Management Based on Self-Mastery	17
7.	Mastery Ceremony Guidelines	18
8.	Guidelines for Participation in a Mastery Ceremony	19
9.	Countdown to a Successful Mastery Ceremony	20
10.	Sample Code of Ethics	22
11.	Restorative Justice Pledge	23
12.	Peace Pledge	24
13.	Learning Leader Rubric	25
14.	Training Workshop Evaluation	26
15.	Horizontal Pages:	
16.	Matching Community Needs and Resources	
17.	Conflict Bridge Steps	
18.	The Conflict Bridge Challenge	
19.	Sample Habit-of-Heart Certificate	
20.	Sample Student Project Rubric	
21.	School Evaluation Rubric	

- 22. Twenty Marks of a Full-Circle Learning School
- 23. Sample Grade-Level Breakdown - Class Names at a School
- 24. 60 Sample Habits-of-Heart
- 25. Matching Community Needs and Resources
- 26. 13-S Steps
- 27. Process for Customizing Your Pacing Plan
- 28. Sample Project Rubric
- 29. Integrated Calendar
- 30. Classroom Management Based on Self-Mastery
- 31. Steps to Planning a Mastery Ceremony(**add**)
- 32. Conflict Bridge Steps and Challenge
- 33. Restorative Justice and Peace Page
- 34. Learning Leader Rubric (**add**)
- 35. Workshop Survey (**add**)
- 36. **Horizontal Pages:**
- 37. Matching Community Needs and Resources
- 38. Conflict Bridge Steps
- 39. The Conflict Bridge Challenge
- 40. Sample Habit-of-Heart Certificate
- 41. Sample Student Project Rubric
- 42. School Evaluation Rubric



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