

MODULE 8 LESSON 2

Welcome to Lesson 2: Trees in My City

Introduce the Circle: *I've been thinking a lot about ways for us to grow closer as a community, and ways for us to get to know one another better. This year, I'd like for us to try something a little different. We are going to hold Community Building Circles to give us the opportunity to get to know each other better. It will allow us to talk about things that are important such as celebrations, current events, and ways to problem-solve, and anything else that's meaningful to us. This is our special time to talk with one another. Today, I want us to get a feel for what a community building circle is.*

Introduce the Talking Piece: *You'll notice I am holding this _____. (Explain its significance, if any.) We will use this as a talking piece. The talking piece will be passed around the circle, and whoever has the talking piece is the one who speaks; whoever does not have the talking piece listens.*

Introduce Rounds: *I will ask a question or present a statement and everyone will have a chance to respond. The talking piece will travel around the circle until it gets back to me. That will represent one round. Does that make sense?*

Introduce Guidelines: *Before we begin, let's review a few guidelines. We ask that everyone:*

1. **Respect the talking piece.**
2. **Speak from the heart** by sharing only your own experiences and not those of others.
3. **Listen from the heart** by being open and non-judgmental.
4. **Trust you will know what to say** – there's no need to rehearse.
5. **Say "just enough"** to be considerate of the time when sharing.

Is there anything missing from this list that we need to add?

One way to show you agree with something that someone says without saying a word is by making a hand sign (demonstrate jazz hands). Is there anything that we need to add? Are these guidelines something we can all agree to? (demonstrate agreement with jazz hands).

OPENING QUESTION

Pick one question from the list below. Offer the prompt to the group and start by answering the prompt yourself. Pass the talking piece to the next person.

- *Where did your name come from? (If they don't know, then ask them to find out and come back to let you know)*
- *If you had \$100 what would you do with it? OR*
- *If you had a magic wand, what would you do with it? OR*
- *What's your favorite _____? OR*
- *What sport do you like to play v. watch? OR*
- *What do you like to do in warm weather? OR*
- *What do you like to do in cold weather? OR*
- *Name one thing you're afraid of. OR*
- *Ask the students what they want to discuss as a "quick round" one-word answer.*

CURRICULUM-RELATED QUESTION

During our class time today, we're going to talk tree and green coverage and why this information is important when planning for change. You'll get to learn about the impact trees and green spaces can have on our cities.

Offer the prompt to the group and start by answering the question yourself. Pass the talking piece to the next person.

- *What do you think we can do to actively improve the environment?*
- *What can we do to improve the environment here at this school?*
- *Do all schools have about the same amount of green space? Why or why not?*
- *Think about visiting any other schools...*
- *How can we determine what amount of our campus is covered in green space?*
- *How much shade is available?*
- *Has our campus changed over time?*
- *What impact do trees have? (listen for what's not there for your mini instruction elements now they can add to their knowledge base rather than repeating what they already know.)*

CLOSING

Thank the students for sharing their responses and feel free to ask questions or make observations about any of their comments to draw connections.

Now ask the students to return to their work stations and start your lesson.