



The Circle of Courage

and ways it can be used in the classroom

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REFLECTION

The background is a light beige color with various geometric patterns and shapes scattered throughout. These include black and white stars of different sizes, some with multiple points, and some with a central dot. There are also sunburst-like patterns with many thin lines radiating from a center. Dotted lines in black and white are present, along with solid lines of varying lengths and thicknesses. A large, solid orange circle is positioned behind the main text. A black square is placed over the top part of the orange circle, containing the number '01' in white. The overall aesthetic is modern and minimalist.

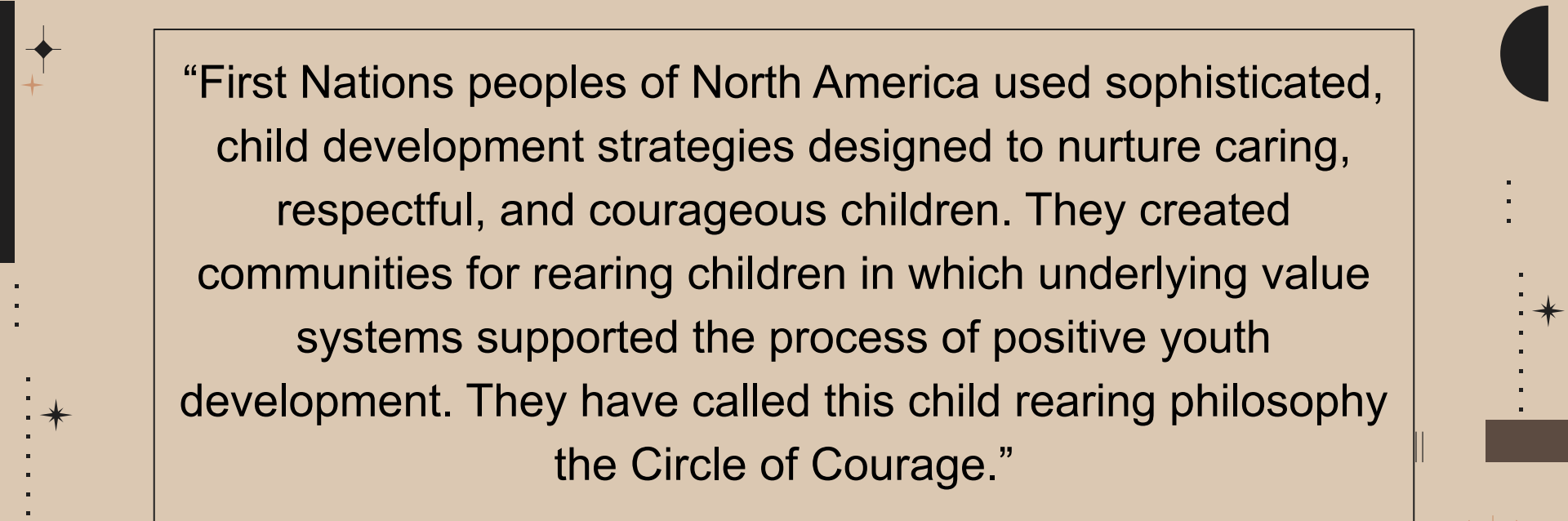
01

THE **CIRCLE** OF **COURAGE**

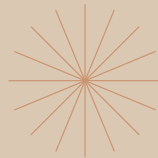
WHAT IS IT?



INTRODUCTION

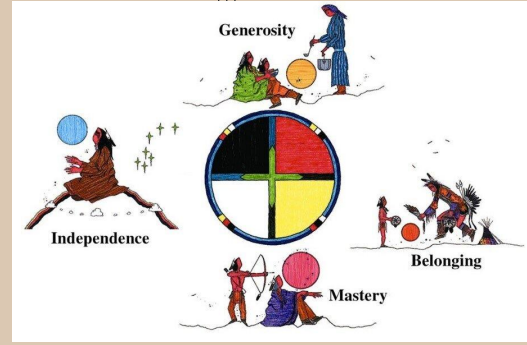


“First Nations peoples of North America used sophisticated, child development strategies designed to nurture caring, respectful, and courageous children. They created communities for rearing children in which underlying value systems supported the process of positive youth development. They have called this child rearing philosophy the Circle of Courage.”



Definition:

The Circle of Courage is an Indigenous model of raising courageous children which “embodies four core values for nurturing all children in a climate of respect and dignity” (Brokenleg & Van Bockern, 2003). In our Interactive Learning Resource we will be exploring the four universal growth needs of Belonging, Mastery, Independence, and Generosity identified in the Circle of Courage and how they apply to the elementary school classroom (AFCLC).



For more information on the Circle of Courage philosophy please read:

- Brokenleg, M. & Van Bockern, S. (2003). The science of raising courageous kids. *Reclaiming children and youth*, 12(1), 22-26.
- **Optional:** AFCLC. (n.d.). Reading: Circle of courage framework. Aboriginal Family and Community Literacy Curriculum Workshop 6 RSS.
<http://blogs.ubc.ca/afclc6/2011/04/29/reading-circle-of-courage-framework/>.

The background is a light beige color with various geometric patterns and shapes scattered throughout. These include small black and white stars, clusters of dots, thin lines, and larger starburst patterns. A large, solid orange circle is positioned behind the main text. A black square is placed over the top part of the orange circle, containing the number '02' in white. The overall aesthetic is modern and minimalist.

02

Belonging

The universal longing for human bonds is nurtured by
relationships of trust so that the child can say,
"I am loved."

Belonging:

Essential Questions:

- What is the need of Belonging?
- What can Belonging look like in the classroom?

Learning Objective:

By the end of this lesson, students will be able to design a learning task that promotes belonging in the classroom.



What is Belonging?

- Belonging emphasizes the importance of having connections with the people around you (AFCLC).
- A positive sense of belonging nurtures self-worth and self-esteem (AFCLC).
- Having positive attention and affection from others develops a sense of significance in a child (Brokenleg et al., 2003)



Photo by [Artem Kniaz](#) on [Unsplash](#)

When Belonging is not Fulfilled?

- Children who feel like they don't belong may have feelings of alienation from others and become angry, guarded, or withdrawn (Brokenleg et al., 2003)
- Students with a low sense of belonging have a broken circle of courage and are more likely to skip school and abuse substances such as drugs and alcohol (Brokenleg et al., 2003)

Does your school foster belonging?

“Most of the faculty really make some effort to get to know you. It makes me feel like I belong when a teacher calls me by my first name, even when I am not in their class. We have a wide spectrum of students, and at least everybody has one friend, and they aren’t always from the same socio-economic background.” (Michelle) (Brokenleg et al., 2003, pg 25)

Reading:

- Please read

<https://www.edutopia.org/article/every-student-matters-cultivating-belonging-classroom/>

For ideas on how you can foster belonging in your classroom.

Assignment:

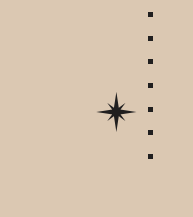


- In groups of 2-3 using Jamboard brainstorm different ways to promote Belonging in your classrooms.
- Please send the brainstorm in to your teacher at the end of class.



03

Mastery

The Spirit of Mastery: The child's inborn thirst for learning is nurtured; learning to cope with the world, the child can say, "I can succeed".



Mastery:

Essential Questions:

- What is the need of Mastery?
- What can Mastery look like in the classroom?

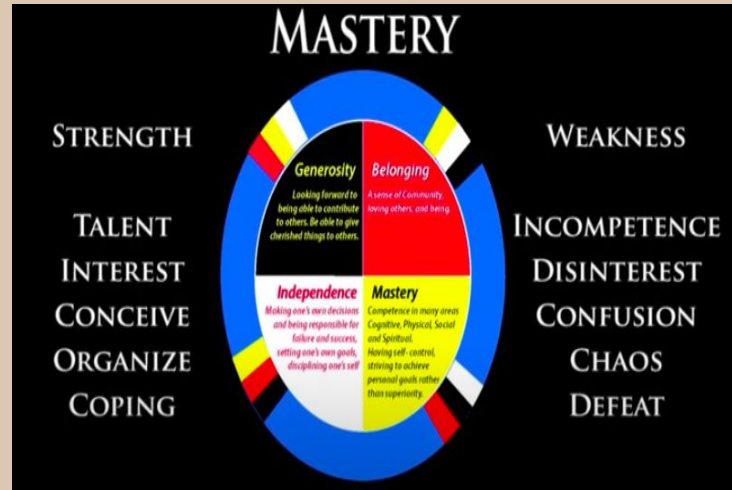
Learning Objective:

By the end of this lesson, students will be able to design a learning task that promotes belonging in the classroom.



What is Mastery?

- Children need to experience the joy of achievement
- They must be able to experience what they know and what they are capable of
- Every human being has the desire to succeed, and they need to experience it



Apathy- When Mastery is not fulfilled

- Apathy, which means to have a lack of interest, enthusiasm or concern
- The need for Mastery not being fulfilled will result in a toxic environment
- The student may develop a “failure” identity
- They may lose interest in school and activities and the cycle may continue beyond school

The role technology plays

- It's important we as educators find as many ways as we can to support our students' needs
- This is the key to a successful student and nurturing classroom environment
- Giving them as many ways as possible to have that need fulfilled is a must
- Technology integration can provide many opportunities for this to happen



Photo by [Annie Spratt](#) on [Unsplash](#)

What can Mastery look like in the classroom?

Reading:

- Please read <https://teachinginthefastlane.com/2016/09/making-students-feel-successful.html>

For ideas on how you can foster Mastery in your classroom.

Assignment:


- Participants will be given a description of a student and will need to write a paragraph identifying what mastery in the classroom may look like for that student.
- Groups of 2-3 will work together to discuss and compare the differences of Mastery between students. They will then share their ideas with the larger group and write them on post-it notes for the medicine wheel.



04

Independence

The child's free will is nurtured by increased responsibility so that the child can say, "I have power to make decisions".



Independence:

Essential Questions:

- What is the need for Independence?
- What can Independence look like in the classroom?



Learning Objective:

By the end of this lesson, students should be able to compare and contrast what Independence would look like in a kindergarten and grade 5 class.

What is Independence?

- Students feel powerful and like they are capable of learning without always being told what to do.
- Children should be encouraged to make decisions, solve problems, be confident, assertive and exhibit personal responsibility (Schoolhouse daycare, n.d.).
- Teacher's foster student's independence, student's build confidence, self-esteem, intrinsic motivation and self-reliance.



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What is Independence?

Autonomy & Independence

Too Little vs. Too Much



What can Independence look like in the classroom?

Inquiry

Students decide and research topics of interest to them and share in their own way

Access to digital support

Teach students support themselves by using assistive technologies

Project-based learning

Students collaborate, plan and problem-solve while creating projects

Student choice

Provide students with choice in activities they would like to participate in

Goal Setting

Have students set SMART goals for themselves and their learning that they work towards

What can Independence look like in the classroom?

Reading:

- Please read

<https://schoolhouse-daycare.co.uk/blog/why-you-should-encourage-independence/>

For ideas on how you can foster independence in your classroom.

Assignment:

- Create a venn diagram ([Jamboard](#)) comparing and contrasting the differences and similarities of what independence looks like for a student in grade 5 vs. Kindergarten.
- Consider the differences between the tasks themselves as well as how the student feels while completing the task.
- Send the link of your Jamboard to your teacher
- Share your responses with the rest of the group after 10 minutes



04

Generosity

The child's character is nurtured by concern for others
so that the child can say,
"I have a purpose for my life."

Generosity:

Essential Questions:

- What is the need of Generosity?
- What can Generosity look like in the classroom?



Learning Objective:

By the end of this lesson, students will be able to identify what Mastery may look like for different students.

What is Generosity?



Photo by [Ben White](#) on [Unsplash](#)

- Sharing one's talents with others.
- Having an effect on the greater community
- Considering the needs of others
- Understanding that they have an effect on those around them



What is Generosity in the classroom?

Communities that students can help



Classroom Community

Students helping people within the classroom community.

School Community

Students working to improve the greater school community.

Local Community

Someone or a group of people in your local community.

Global Community

Anyone around the world.

What is Generosity in the classroom?



Classroom Community

- Classroom rules
- peer-review



School Community

- big/little buddies
- An art exhibit



Local Community

- Visit an elder care facility
- Beach cleanup



Global Community

- Create a fundraiser
- Virtual/International Pen-Pals

Does your school foster generosity?

Reading:

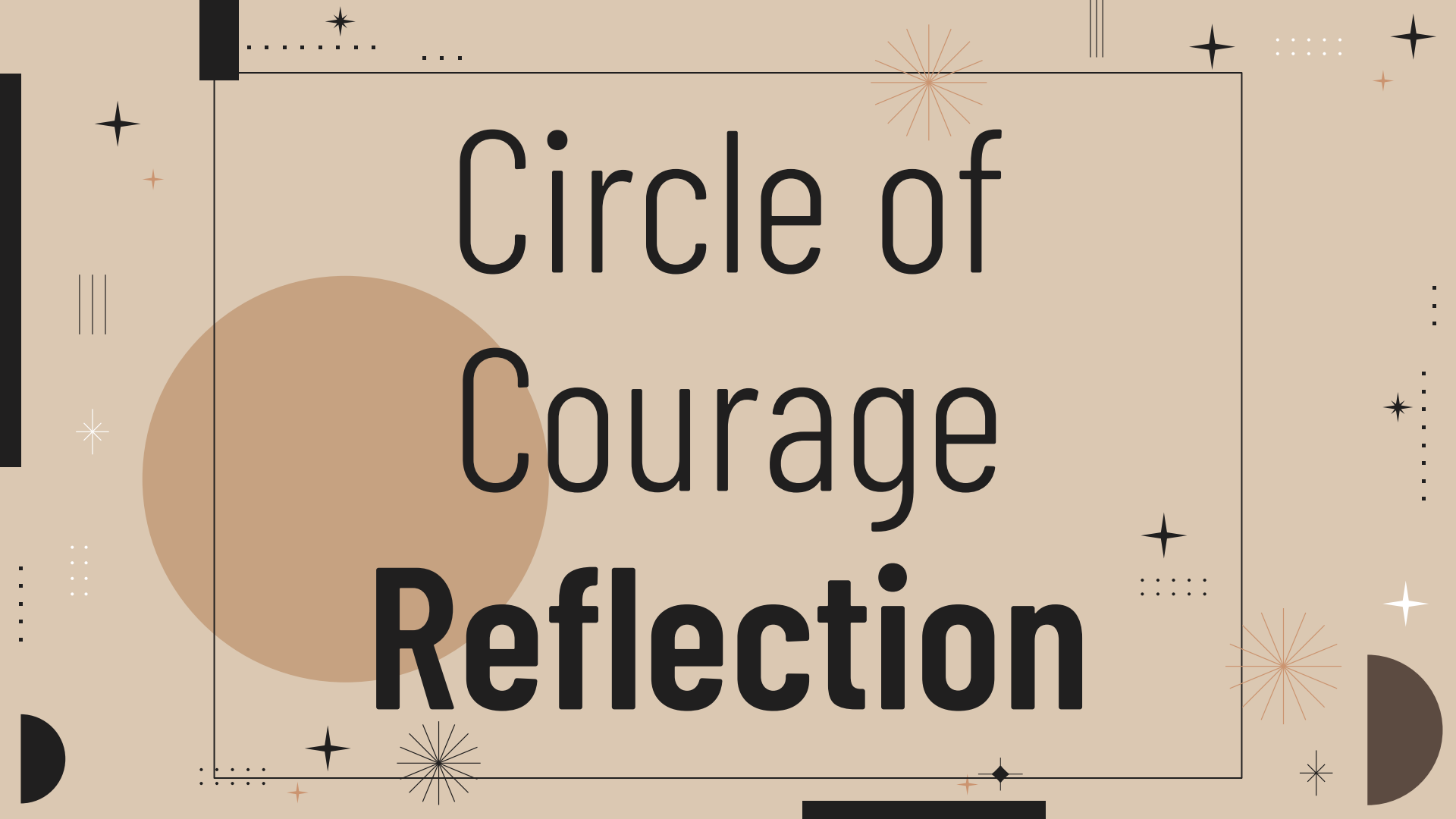
- Please read

<https://www.edpost.com/stories/9-tips-for-helping-your-students-become-activists>

For ideas on how you can foster belonging in your classroom.

Assignment:

- In groups of 2-3 to brainstorm different ways to promote Generosity in students.
- You will be assigned a scale of which your generosity will reach (classroom, school, local community, global) and together you will create a learning task that fulfills the need for generosity at their given scale.
- Share your ideas with the larger group and write them on post-it notes for the medicine wheel.
(https://jamboard.google.com/d/1PKMyrNct97_1EtAeUI7FYgbWvuwWRHT4sUs2iWt7mM4/edit?usp=sharing)

The background is a light beige color with a thin black rectangular border. Various decorative elements are scattered around the border, including black and orange stars, radiating starburst patterns, dotted lines, and vertical bars. A large, semi-transparent orange circle is positioned on the left side, partially overlapping the text.

Circle of Courage **Reflection**




WATCH THE FOLLOWING VIDEO AND ASK YOURSELF

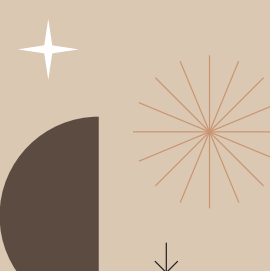

What the Circle of Courage mean to me moving forward?




Reflection Assignment:



Either in the form of a written reflection (1 page double spaced) or audio recording (5 minutes max), choose what resonated with you and explain your main takeaways from the course.



Explain what the Circle of Courage means to you and how you see yourself incorporating it into your pedagogy moving forward.



Submit to teacher and written feedback will be provided



RESOURCES

- AFCLC. (n.d.). Reading: Circle of courage framework. Aboriginal Family and Community Literacy Curriculum Workshop 6 RSS.
<http://blogs.ubc.ca/afclc6/2011/04/29/reading-circle-of-courage-framework/>.
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https://edtechbooks.org/lidtfoundations/behaviorism_cognitivism_constructivism
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<https://teachinginthefastlane.com/2016/09/making-students-feel-successful.html>



THANKS!

DO YOU HAVE ANY QUESTIONS?

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