

Build Our Charter



ACTIVE LEARNING
FOCUS

SINGLE SESSION - Facilitation Guide

RESOURCES

- [G&G: Build Our Charter](#) (Google Slides)
- [G&G: Build Our Charter Thought Catcher](#) (Google Doc)
- [G&G: Build Our Charter Collaboration Space EXAMPLE](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to contribute ideas for an emotional intelligence charter for your school

HOW TO PREPARE

1. Preview the session activities that follow and review the options for groups and activities.
2. Make a copy of the [Build Our Charter \(Google Slides\)](#). Edit based on your needs.
3. Make a copy of the [Build Our Charter Thought Catcher](#). Edit based on your needs and share with participants.
4. Prepare a collaboration space by either
 - a. creating a Google Doc for participants to virtually collaborate like [G&G: Build Our Charter Collaboration Space \[EXAMPLE\]](#)
 - b. preparing butcher paper and markers or a similar way for participants to physically collaborate.
5. Identify who will be responsible for creating the charter from the ideas gathered during the session and then implementing it. That may be the person leading this session, or someone else.
6. Ask teachers to bring their devices to use during the session.

SESSION FRAMEWORK

WHOLE GROUP

Slide 2

Session Goal
Contribute Ideas for an emotional intelligence charter for your school

Introduce the session goal.

Slide 3

Reflect
How do you want to feel at school?
Respected? Safe? Relaxed?
Challenged? Energized? Proud?
The possibilities are endless and will be unique for each person.

What feelings are important to you?
Create a list on your Thought Catcher.

Ask all participants to take a moment to reflect on how they *want* to feel at school. How each person wants to feel will be unique to both the person and their role on campus. Allow time for each person to write their list on their [Build Our Charter Thought Catcher](#).

Slide 4

What is emotional climate?

Used to describe the nature of

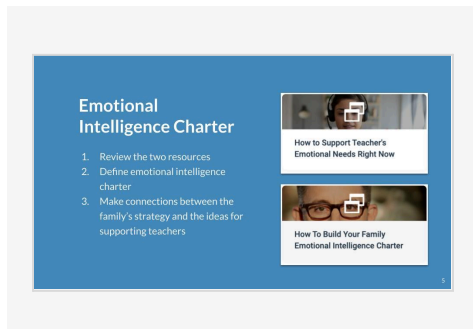
- relationships among the members of your community
- the organizational characteristics of your community
- the general emotional health of your environment

Introduce the concept of an emotional climate.

SAY: *The way you feel when you are at school doesn't just depend on you, though your mindset plays a huge part. Whether it registers or not, you are also immensely affected by the emotional climate at your school. It is natural that members of a community would want to work to make the emotional climate as healthy, respectful, and positive as possible.*

INDIVIDUAL REFLECTION

Slide 5

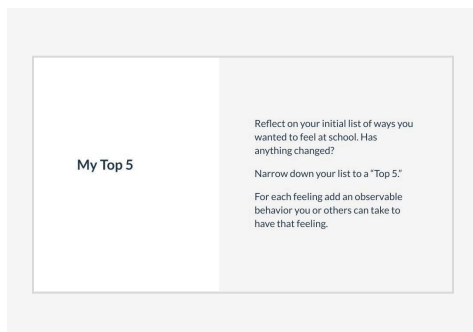


Give participants time to explore the two resources independently. Ask them to record their ideas in their thought catcher and work towards creating their own definition of an emotional intelligence charter.

SAY: One tool that can help with the emotional climate of a school is an emotional intelligence charter. You will have the opportunity to contribute ideas for an emotional intelligence charter for our school. But first, it is important to learn what an emotional charter is, how it is built, and how it can help.

Review the two resources to see an example of a family emotional intelligence charter as well as an article on supporting teachers' needs. As you read them, develop a definition of an emotional intelligence charter. Try to make connections between the strategy that the family used and what the article recommends for supporting teachers. Links are on your thought catchers.

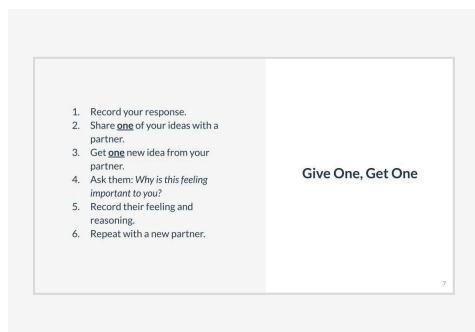
Slide 6



Ask participants to reflect on their initial ideas of how they want to feel and revise if necessary. Each person should narrow their list down to their "top 5" then add an observable action they or others can take to have that feeling for each one. Allow time for this work.

WHOLE GROUP

Slide 7



Invite participants to share their ideas with one another.



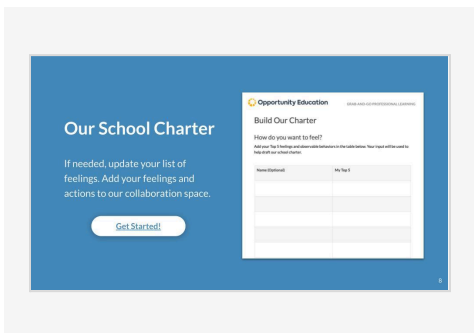
ACTIVE LEARNING

Use the “Give One, Get One” strategy.

- Participants pair up and both “give” and “get” an idea, while also reflecting on the following: *Why is this feeling important?*
- Participants record responses then find a new partner to share with.

This strategy allows for thoughtful conversation and ample opportunity for reflection before participants share their desired feelings with the whole group.

Slide 8



Have each participant share their Top 5 on your collaboration space.

G&G: Build Our Charter Collaboration Space [EXAMPLE] is linked in the Google Slides, but it is just an example. If you want to use this virtual option, you will need to make a copy of the Google Doc before your session and link it to your presentation.

FOLLOW UP

- Send the completed charter to all participants or present it at a follow up session.
- Ask participants to set reminders/alarms to regularly check in with themselves and the status of the charter.
- Lead a follow up discussion. Possible discussion questions include:
 - What is the status of your school charter?
 - How can you help make the charter more prominent in your school's daily school routines?
 - What are you doing, personally, to contribute to the emotional climate? What do you need to be supported in that effort?
- *Optional:* Take it one step further and give participants time to reflect on the status of the charter at the start of staff meetings. Allow regular time to reflect and discuss as a group to keep your charter alive.

Get more resources like this at www.opportunityeducation.org/resources