CPR Lesson Plans For Substitute Teachers
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CARE for Kids—Substitute Teacher Packet
Circle of Power and Respect

This packet includes materials to support five days of substitute teacher led CPR (Circle of Power and Respect). Each of the five days is written as a stand alone piece.

Materials include a brief overview of the components of CPR and your role, as the substitute teacher, in effectively implementing the CPR. Each daily lesson is laid out in steps with specific directions to ensure that the CPR is completed in the time allotted.

In addition to a detailed script for each day to guide you through the components of CPR is a generic Y-Chart that can be used to set behavioral expectations for the CPR and content classes throughout the day. Additional greetings, shares, activities, and acknowledgements are included in the appendix to give you alternate choices if desired. A feedback form is also included to provide a means for you to provide communicate successes and/or problems to the classroom teacher.

As a substitute you have to adapt to a myriad of situations each day. CPR looks slightly different in each school setting and in each classroom, but the components are the same. In some schools, students may have been designated to lead the CPR in the teacher’s absence. If this is the case you can simply monitor the group and join in as a participant. Otherwise, you will lead the CPR for the day using the attached plans; students will benefit from the continuity they experience and they will be more inclined to see you as part of their community for the day. Referencing the Y-Chart throughout the day will also give you a means to share your expectations for appropriate student behavior.

Thank you for all you do to help JCPS students and teachers!

Enjoy your time with our students,
CARE for Kids Team
**Daily News and Announcements:** The Daily News is a brief message written on the board, chart paper, or projected on a screen that includes a brief message to students from the teacher. It sets a friendly tone and provides information about the focus of the CPR.

**Greeting:** Each CPR begins with the greeting of each student. The purpose is to welcome all to the group.

**Share:** A share component is included in CPR so that the community members can learn about one another and form relationships.

**Activity:** The activity is an opportunity for the community to have fun together in a structured and safe environment.

**Daily News:** The CPR comes full circle when the Daily News is read aloud and processed by the group.

**Reflection and Acknowledgment:** These are important pieces to weave into each CPR at appropriate times.
Day 1—CPR Directions and Script

Step One: (Before the students enter the classroom)

**Daily News and Announcements**

This message should be written on the board, on chart paper, or on the overhead.

```
Good morning, wonderful students!

I hope you had a restful evening and are ready for a great day. As your teacher for the day, I want to have a chance to get to know you better. To prepare for our share this morning, I want you to think about this question: What is one thing that you do for fun on a rainy day? Please be ready to share your response in our circle.

Greeting: Basic Greeting
Share: Whip Share
Activity: Heads or Tails
Reading the Message
Acknowledgement: Round of Applause

Have an awesome day!
Sign your name
```

The Daily News and Announcements is a message that students read to set the tone for the CPR. This message should be written either on chart paper (if available) or on the board. If an overhead projector is available, you may also write it on a transparency and project it on the screen. Regardless of the method, the message should be visible to all students as they enter the room. The message includes an introductory greeting and an “interactive piece” or task that students must complete. The task can include a written element using paper and pencil, it could be to make a notation on a chart, or it could be to ask students to think about a topic and be prepared to respond to the question during the CPR. Students should independently read the message as they enter the room and complete the task on their own. For this lesson the task is simply to think about one thing to do for fun on a rainy day.

Step Two: (As the students enter the classroom)

As the students enter the room, greet them and tell them your name and that you will be their substitute teacher for the day. Greeting students as they enter the room sets the tone for a positive beginning to the CPR and the day. Remind them to look at the screen or board for the Daily News and Announcements and to complete the interactive piece of the message. Students should read the message and complete this task independently. Once this is completed, (about 2 or 3 minutes), invite them to form the circle. Everyone in the class including you will create a circle where everyone can be seen; this will help students relate to another and it will help you

Note: circle size is dependent on the size of the classroom. In some rooms, a standing circle may be utilized, in others, the desks or chairs are moved to form the circle. Some classes are accustomed to making a circle as soon as they enter the room. If this is the case, students will automatically form the circle upon entering the classroom. It is fine for them to do this step first; however, this should be accomplished in a calm and respectful manner. In this situation, students complete the interactive part of the message while sitting in the circle.
monitor behaviors. Students should organize the circle in a calm and respectful manner.

Before forming the circle, refer students’ attention to the Y-Chart—particularly to the statements that say a respectful environment—

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**Step Three: (In the Circle)**

* Teacher script in italics

**Greeting** (2 to 3 minutes)
You are now in the Circle of Power and Respect (CPR). The first part of the circle focuses on welcoming each person by completing a greeting. Every person (students and teacher) should be greeted at this time. The type of greeting is included in the Daily News and Announcements message.

- Remind students to use appropriate voice level that will allow everyone to hear.
- While waiting to be greeted, students should listen and pay attention to other community members.

**Greeting:**
*Welcome to our circle. My name is __________________________, and I will be your substitute for today. As a visitor to your circle, I would like to get to know all of your names, so today we will be using a basic greeting. Let’s review the directions for this greeting. The basic greeting will begin with one student greeting the person to the right of him/her by saying “Good morning,” and then saying that person’s name. The person greeted will respond, “Good morning,______.” This person then turns to the next person and repeats the greeting. We will continue this process until everyone has been greeted. Who will volunteer to review these directions for the group so I can make sure we understand the greeting? Ask for a student volunteer to repeat the instructions for completing the greeting. If you notice any confusion, you will need to revisit the instructions to make sure all understand.*
Thank you! Okay, who would like to get our greeting started?
You can elect to begin the greeting and work around the circle ending when the last student greets you.
It looks like we have all had a chance to greet each other this morning. I’m glad I got to hear all of your names. This will help me get to know you a little better. Now we are ready to move into our time for sharing.
After the greeting is completed, you are ready to move to the next component of CPR—the share.

Revisit the Y-Chart
Use this as an opportunity to ask students what they’ve done to maintain a respectful environment or as an opportunity to remind them of the elements of respectful behavior.

Share  (3 to 5 minutes)
After the greeting, you will lead students in the share component of the CPR. Students may use the task from the Daily News message they completed prior to joining the circle participate in the share. If you don’t have a large group, you can have students complete a one-breath share, which allows every student to share, or you can ask students to volunteer to share by raising their hands. Students may opt out of the share by saying, “pass”. Students will remain silent and listen as others share; they should be prepared to answer questions posed in response to the share. You should also participate in the share to serve as a model to students.

Share:
Our share this morning will be a Whip Share. As you read the message this morning, you were asked to think about one of your favorite activities to do on a rainy day. As each of you share, the rest of us will listen carefully. We will discuss the shares at the end. Remember, in a whip share, your answers need to be brief—only one sentence. We want to make it around the entire circle in just a few minutes. Who will remind the group of the requirements of the whip share?

Call on a student to do a check in.
Okay, give me a thumbs-up if you understand how we are going to do our share this morning. You can start the whip share or call on a student to begin. Determine which direction the share will flow.
We’re ready to begin our share, be sure to listen as others share. I will be asking questions at the end.
At the end of the share, you will create a few quick questions that require students to recall some of the responses heard during the share, e.g., who said they liked to walk in the rain? Of the answers given, which one sounded like something you might like to do, too? What was the most common response? The idea is to make sure that students pay attention to others during the share and learn more about their classmates.

It sounds like you have some interesting things to do on a rainy day. I’ve learned a little bit more about this group today. Now it’s time for us to have a little fun together. We are ready for our CPR activity.

You are now ready to move into the activity component of CPR.
**Activity** (3 to 5 minutes)
The activity component is a time for students and the teacher to be engaged in a fun activity while also encouraging teamwork and cooperation. All activities should be conducted in a safe and respectful manner. Everyone gets a chance to play, but students may opt out if the game presents too much of a risk. Students who opt out of the game will sit quietly observing the game. The game will be played with courtesy and self-control; your job will be to monitor and remodel the task as necessary.

**Activity:**
*For our activity this morning, we are going to play a game called Heads or Tails.*
Check to see if students have ever played the game before. If they have, you can ask a student to review the game procedure. If not, you will be teaching the game.

How many of you have had to flip a coin to make a decision—like to see who will bat first in baseball, or who will kick first in kickball? The objective of this game is to see how many of you can accurately predict on which side the coin will land when I toss it. We are all going to stand in the circle right in front of our seats. I’m going to flip a coin; before I do this, you will make a prediction about which side will land facing up. If you think the coin will land on “heads,” you will put both hands on your head. On-the-other-hand, if you think the coin will land with the tails side showing, put your hands on your hips. I will toss the coin in the air; when it lands, all of those who picked the side that is up, predicted correctly and will remain standing. All who predicted incorrectly will be seated. Next, those who are standing will predict again. We will keep doing this until there is only one student still standing. Who will repeat the directions to the game so I know everyone understands?

Choose a volunteer to repeat the directions. When everyone understands, play begins.
I think we are ready to play. Okay, make your prediction. When all of you show your prediction, I will toss the coin.

You can play the game until only one student remains standing. If time permits, you can play again; however, the maximum amount of time spent on the game should be about 5 minutes, no more. At the end of the game have everyone sit in the circle to debrief the game. Ask the following:
Now that we’ve completed our game, is there anything we could do to make this more fun?
Listen to student responses – about 2 or three.
What about fair? Is there anything we can do to make this game a little more fair?
Listen to student responses. It’s okay, if there none are made. Some games are naturally fair.
Do we need to do anything to make it more safe?
Students may discuss physical safety and/or emotional safety. All games should be played with respect for members of the group. Responses may indicate that the game was just fine.
Now that we’ve had a little fun, it’s time to close out our CPR. I need everyone to return to your seats in the circle so we can read and process the Daily News message.

Now that the activity is completed, you are ready to move to the close of CPR—processing the daily news and announcements.

**Processing Daily News And Announcements At The End of CPR** (2 to 3 minutes)
Processing the Daily News and Announcements at the end of the CPR serves as a transition from the circle to the content area class. It allows students to revisit what was done in the group
and to refocus before moving to another class. A volunteer will read the message to the class. The teacher serving as team leader may ask you to share some information with students during this time. This could be a schedule change, or information about an upcoming event. At the end of the message, students will move the chairs/desks back to their original positions in preparation for the next class. This should be done in a safe and respectful manner. You may need to review the Y-Chart before students move desks.

**Processing the Daily News and Announcements:**

*To end our time for CPR, I’d like for someone to volunteer to read aloud the Daily News and Announcements. Be sure to use a level 3 voice so everyone in the circle can hear.*

*Have a student read the message aloud to the class.*

Now that we have completed our CPR for this morning, I want to acknowledge your work in making me feel like a part of your community during CPR. Before we move out of the circle, I think we need to give ourselves a round of applause.

*Lead students in clapping hands in a “round of applause.” This will officially close out the CPR. Refer again to the Y-Chart to alert students to appropriate behaviors before moving furniture.*

*We need to move our chairs and desks back into position to begin the next class. Please make sure that we are moving the furniture in a safe and respectful manner. Thanks for a wonderful CPR experience.*

Depending on the school’s schedule, students may move to another classroom at this time, or you may keep the same group for content class.

**Day 2—CPR Directions and Script**

**Step One: (Before the students enter the classroom)**

**Daily News and Announcements**

This message should be written on the board, on chart paper, or on the overhead.

```
Good Morning!

My name is ________________ and I will be your teacher for the day. I’m really excited about leading CPR this morning. This will give me a chance to get to know a little about you. For share this morning, I want you to think about your favorite dessert. For share today, I want you to tell us about this dessert using sensory details. We want to be able to see it, taste it, and smell it from your description. Be prepared to share in circle.

Greeting: Handshake Greeting
Share: One Breath – A yummy dessert
Activity: Five People Standing
Reading the Message
Acknowledgement: Round of Applause

Have a delightful day!
Sign your name
```
The Daily News and Announcements is a message that students read to set the tone for the CPR. This message should be written either on chart paper (if available) or on the board. If an overhead projector is available, you may also write it on a transparency and project it on the screen. Regardless of the method, the message should be visible to all students as they enter the room. The message includes an introductory greeting and an “interactive piece” or task that students must complete. The task can include a written element using paper and pencil, it could be to make a notation on a chart, or it could be to ask students to think about a topic and be prepared to respond to the question during the CPR. Students should independently read the message as they enter the room and complete the task on their own. For this lesson the task is simply to think about sensory details that describe a favorite dessert.

**Step Two: (As the students enter the classroom)**

As the students enter the room, greet them and tell them your name and that you will be their substitute teacher for the day. Greeting students as they enter the room sets the tone for a positive beginning to the CPR and the day. Remind them to look at the screen or board for the Daily News and Announcements and to complete the interactive piece of the message. Students should read the message and complete this task independently. Once this is completed, (about 2 or 3 minutes), invite them to form the circle. Everyone in the class including you will create a circle where everyone can be seen; this will help students relate to another and it will help you monitor behaviors. Students should organize the circle in a calm and respectful manner.

Before forming the circle, refer students’ attention to the Y-Chart—particularly to the statements that say a respectful environment—

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Step Three: (In the Circle)

* Teacher script in italics

**Greeting**  (2 to 3 minutes)
You are now in the Circle of Power and Respect (CPR). The first part of the circle focuses on welcoming each person by completing a greeting. Every person (students and teacher) should be greeted at this time. The type of greeting is included in the Daily News and Announcements message.

- Remind students to use appropriate voice level that will allow everyone to hear.
- While waiting to be greeted, students should listen and pay attention to other community members.

Greeting:
*Welcome to our circle. My name is __________________________, and I will be your substitute for today. As a visitor to your circle, I would like to get to know all of your names, so today we will be using a handshake greeting. Let’s review what a good handshake greeting should look like and sound like.*

**Model what a good handshake greeting looks like** – facing each other, eye contact, smile, shaking hands; **Sounds like** – speaking to the person, voice loud enough for everyone to hear; **Feels like** - handshake should be firm, but not a squeeze and not limp. After modeling the appropriate structure of a handshake greeting, you may ask for a volunteer to determine the direction of the greeting and begin the greeting.

Depending on which way we go, each of you will greet the person to either your left or right with a handshake and “Good morning,” saying that person’s name. The person greeted will respond,” Good morning,” back to the greeter along with his/her name. This person then turns to the next person and repeats the greeting. We will continue this process until everyone has been completed the handshake greeting. Who will review these directions for the group so I can make sure we understand the greeting? A student volunteer should repeat the instructions for completing the greeting. If you notice any confusion, you will need to revisit the instructions to make sure all understand.

Thank you! To begin our greeting, I will ask for a volunteer to start us. This person will determine the direction we will go—left, or right. Okay, who will be our volunteer to get us started? You may elect to begin the greeting and work around the circle until it returns to you. It looks like we have all had a chance to greet each other this morning. I’m glad I got to hear all of your names. This will help me get to know you a little better. We are now ready to move into our time for sharing.

After the greeting is completed, you are ready to move to the next component of CPR—the share.
Revisit the Y-Chart
Use this as an opportunity to ask students what they've done to maintain a respectful environment or as an opportunity to remind them of the elements of a respectful environment.

Share  (3 to 5 minutes)
After the greeting, you will lead students in the share component of the CPR. Students may use the task from the Daily News message they completed prior to joining the circle participate in the share. If you don’t have a large group, you can have students complete a one-breath share, which allows every student to share, or you can ask students to volunteer to share by raising their hands. Students may opt out of the share by saying, “pass”. Students will remain silent and listen as others share; they should be prepared to answer questions posed in response to the share. You should also participate in the share to serve as a model to students.

Share:
Our share this morning will be a One Breath Share. In a One Breath share you must share on the topic I’ve selected using only one breath. Your share ends at the end of that one, big breath. As you read the message this morning, I asked you to pick your favorite dessert and think about how you would describe it using sensory details (smell, taste, textures). Our share this morning is for each of you to tell us your favorite dessert and to describe it to us using those details. As each of you share, others will need to listen carefully to see if we have some of the same favorites. You might also get some ideas on desserts you’d like to try sometime. I’m going to ask about some of the descriptions at the end of the share, so be sure to pay close attention to what your classmates say. I need a volunteer to explain how to do a One Breath share.
Call on a volunteer to repeat the directions for a One Breath share to makes sure the class understands that they can only use one breath to share.
Okay, I think we’re ready to begin our share; be sure to listen closely.
At the end of the share, you will need to create a few quick questions that require students to recall some of the responses heard during the share. Sample question: Which dessert would you like to try? Who shared the most unusual dessert? How many desserts are made with fruit/chocolate? etc. The idea is to make sure that students pay attention to others during the share and learn more about the other students in the class.
Did that share make anyone else a little hungry? Well, now that we know our favorite desserts, we might need to have a little exercise to get our minds off food. We are ready for our activity.

You are now ready to move into the activity component of CPR.

Activity  (3 to 5 minutes)
The activity component is a time for students and the teacher to be engaged in a fun activity while also encouraging teamwork and cooperation. All activities should be conducted in a safe and respectful manner. Everyone gets a chance to play, but students may opt out if the game presents too much of a risk. Students who opt out of the game will sit quietly observing the game. The game will be played with courtesy and self-control; your job will be to monitor and remodel the task as necessary.

Activity:
For our activity this morning, we are going to play a game called Five People Standing.
Check to see if students have played the game before. If they have, you can ask a student to review the game procedure. If not, you will be teaching the game. Have you ever been in a situation where you were getting ready to do something, like reach for an item on the shelf and someone else reaches for it at the exact same time? Or you start to enter a room by pushing on the door at the exact same time when someone on the other side is opening it causing you to nearly fall into the room? What about two people answering a question at the same time?

See if any students can relate to these examples. You can share a personal example, if you like, that will help introduce the game.

The game we’re going to play is to see how well we can anticipate or guess each other’s moves. The goal of this activity is to have five people—only five—stand at the same time without talking or using any kind of signal. We have to “sense” when four others are ready to stand. So, we’re going to sit in our circle and being very quiet, five people have to stand up at exactly the same time. If more or less stand, we have to start all over. I hope you have some ESP going on! Will someone repeat the directions to the game so I know everyone understands?

Choose a volunteer to repeat the directions. When everyone understands, play begins. I think we are ready to play.

You can play the game until five people stand, or for a number of times; however, the maximum amount of time spent on the game should be about 5 minutes. At the end of the game have everyone sit in the circle to debrief the game. Ask the following:

1. What did we have to do to make this game work?
2. Responses should include: watch each other, stay quiet, pay attention to any signal that someone was about to stand up.
3. What skills did we have to use in order to get to the goal?
4. Responses should include: listening, predicting, anticipating. You may ask if there is something that could make it more difficult or challenging.
5. Thanks for sharing your reflections on the activity. Now that we’ve had a little fun, it’s time to close out our CPR. I need everyone sitting in the circle so we can read and process the Daily News and Announcements.

Now that the activity is completed, you are ready to move to the close of CPR—processing the daily news and announcements.

**Processing Daily News And Announcements At The End of CPR**  (2 to 3 minutes)

Processing the Daily News and Announcements at the end of the CPR serves as a transition from the circle to the content area class. It allows students to revisit what was done in the group and to refocus before moving to another class. A volunteer will read the message to the class. The teacher serving as team leader may ask you to share some information with students during this time. This could be a schedule change, or information about an upcoming event. At the end of the message, students will move the chairs/desks back to their original positions in preparation for the next class. This should be done in a safe and respectful manner. You may need to review the Y-Chart before students move desks.

**Processing the Daily News and Announcements:**

To end our time for CPR, I’d like for someone to volunteer to read aloud the Daily News and Announcements. Be sure to use a level 3 voice so everyone in the circle can hear.

Have a student read the message aloud to the class.
Now that we have completed our CPR for this morning, I want to acknowledge your work in making me feel like a part of your community during CPR. Before we move out of the circle, I think we need to give ourselves a round of applause.

Lead students in clapping hands in a “round of applause.” This will officially close out the CPR. Refer again to the Y-Chart to alert students to appropriate behaviors before moving furniture.

We need to move our chairs and desks back into position to begin the next class. Please make sure that we are moving the furniture in a safe and respectful manner. Thanks for a wonderful CPR experience.

Depending on the school’s schedule, students may move to another classroom at this time, or you may keep the same group for content class.

**Day 3—CPR Directions and Script**

**Step One: (Before the students enter the classroom)**

**Daily News and Announcements**

This message should be written on the board, on chart paper, or on the overhead.

Good morning!

My name is ________________ and I will be your teacher for the day. I am really glad to be here today, and I hope you are ready for a great day. We are going to do a Popcorn share this morning, so be ready to “pop” out of your seats to share. Two of the pop up statements we’ll use are: #1 I like Fridays because__________ and #2 __________ is my favorite television show because__________. Go ahead and circle up.

Greeting: Step In Greeting
Share: Popcorn Share
Activity: Count to Ten
Reading the Message
Acknowledgement: Beatnik

Have an outstanding day!
Sign your name

The Daily News and Announcements is a message that students read to set the tone for the CPR. This message should be written either on chart paper (if available) or on the board. If an overhead projector is available, you may also write it on a transparency and project it on the screen. Regardless of the method, the message should be visible to all students as they enter the room. The message includes an introductory greeting and an “interactive piece” or task that students must complete. The task can include a written element using paper and pencil, it could be to make a notation on a chart, or it could be to ask students to think about a topic and be prepared to respond to the question during the CPR. Students should independently read the message as they enter the room and complete the task on their own. For this lesson the task is simply to prepare to share fill-in-the-blank type statements.
Step Two: (As the students enter the classroom)

As the students enter the room, greet them and tell them your name and that you will be their substitute teacher for the day. Greeting students as they enter the room sets the tone for a positive beginning to the CPR and the day. Remind them to look at the screen or board for the Daily News and Announcements and to complete the interactive piece of the message. Students should read the message and complete this task independently. Once this is completed, (about 2 or 3 minutes), invite them to form the circle. Everyone in the class including you will create a circle where everyone can be seen; this will help students relate to another and it will help you monitor behaviors. Students should organize the circle in a calm and respectful manner.

Before forming the circle, refer students' attention to the Y-Chart—particularly to the statements that say a respectful environment:

### How to use the Y-Chart

The Y-Chart is used to establish and remind students of behavioral expectations for the CPR. The Y-Chart included in this packet is filled in with expectations that are acceptable in all classrooms, not just CPR. You may want to duplicate this chart on the board and refer to it during the CPR and throughout the day.

#### Sounds like:
- Voice level 2

#### Looks like:
- people working together as a community
- an orderly and safe place
- helping one another with tasks like moving desks or chairs and tables for CPR
- working together to complete a task

#### Feels like:
- a safe environment

Step Three: (In the Circle)

* Teacher script in italics

**Greeting** (2 to 3 minutes)

You are now in the Circle of Power and Respect (CPR). The first part of the circle focuses on welcoming each person by completing a greeting. Every person (students and teacher) should be greeted at this time. The type of greeting is included in the Daily News and Announcements message.
Greeting:
Welcome to the circle. My name is __________________________, and I will be your substitute for today. As a visitor, I would like to get to know all of you a little better, so today we will be using a Step-In Greeting. Does anyone know how to do a Step-In Greeting?

If students have done this greeting before, you can ask someone to explain the greeting. If the students are unfamiliar with the greeting, go ahead and explain it following the script.

One by one, each of you will step into the circle and greet everyone saying: “Good morning, everyone.” The class will respond, “Good morning, ______” saying your name. We will continue this process until everyone has been greeted. Who will volunteer to review these directions for the group so I can make sure we understand the greeting?

A student volunteer should repeat the instructions for completing the greeting. If you notice any confusion, you will need to revisit the instructions to make sure all understand.

Thank you! To begin our greeting, I will select a volunteer who will determine the direction we will go. Okay, who will be our volunteer to get us started?

You may elect to begin the greeting and work around the circle until it returns to you.) It looks like we have all had a chance to greet each other this morning. I’m glad I got to hear all of your names and see your faces. This will help me get to know you a little better. We are now ready to move into our time for sharing.

After the greeting is completed, you are ready to move to the next component of CPR—the share.

Revisit the Y-Chart
Use this as an opportunity to ask students what they’ve done to maintain a respectful environment or as an opportunity to remind them of the elements of a respectful environment.

Share  (3 to 5 minutes)
After the greeting, you will lead students in the share component of the CPR. Students may use the task from the Daily News message they completed prior to joining the circle participate in the share. If you don’t have a large group, you can have students complete a one-breath share, which allows every student to share, or you can ask students to volunteer to share by raising their hands. Students may opt out of the share by saying, “pass”. Students will remain silent and listen as others share; they should be prepared to answer questions posed in response to the share. You should also participate in the share to serve as a model to students.
Share:
Today we are going to do a Popcorn Share. In this share, I will give a topic. You can respond to the topic by “popping” out of your seat into the circle and sharing. You don’t have to raise your hand. If two of you pop up at the same time, one will go first followed by the other “popper.” Does everyone understand how we are doing the share?
If students have not done this type of share before, you may need to model how to “pop” out of your seat. Call on a volunteer to repeat the directions for the Popcorn Share to make sure the class understands the procedure.
Okay, I think we’re ready to begin. Finish this sentence: I like Fridays because ____________.
Students may pop right up, or you may have to move to another question to get things moving.
Next topic: ___________ is my favorite television show because ____________.
Depending on the responses, you may continue asking questions. Keep this portion of the meeting to 3 to 5 minutes.
Last topic: I wish we could ____________ during lunch.
Ask students to reflect on some of the responses. You might pick one or two to see if others feel the same way.
We’ve had some interesting shares this morning. What did we learn about each other from this share?
You may let a few students summarize what they learned. If no one volunteers, you can wrap up this portion of the CPR.
We are now ready to play a game.

You are now ready to move into the activity component of CPR.

Activity  (3 to 5 minutes)
The activity component is a time for students and the teacher to be engaged in a fun activity while also encouraging teamwork and cooperation. All activities should be conducted in a safe and respectful manner. Everyone gets a chance to play, but students may opt out if the game presents too much of a risk. Students who opt out of the game will sit quietly observing the game. The game will be played with courtesy and self-control; your job will be to monitor and remodel the task as necessary.

Activity:
For our activity this morning we are going to play Count to Ten. I’ve heard that this is a very popular game in CPR. Who will review how to play this game?
Check to see if students have ever played the game before. If they have, you can ask a student to review the game procedure. If not, you will be teaching the game.
I’m going to pick someone to start the game. Whoever starts can say “one” or they can say, “One, two.” The next person does the same thing. They either say the next number or the next two numbers. We will work our way around the circle. Whoever has to say “ten” must sit down. The next person starts from one and we begin again. Eventually, we will work our way down to two players. Does everyone understand? Show me a thumbs-up if you understand so far.
Check to see if everyone understands the directions so far. If all have thumbs-up, continue. If not, revisit the directions.
Okay, now there’s one important rule in this game, and that is, that you must say the numbers quickly. No long pauses to figure out who gets what number. It has to be quick to keep the game moving. Who will volunteer to review the directions and the rule for this game?

**Have a volunteer repeat the directions and the rule.**

Great! We’re ready to begin.

Play the game until you get a winner. If time permits, you could play a second time; however, you need to keep the activity portion of CPR to 5 minutes.

Now that we’ve had a little fun, it’s time to close out our CPR. I need everyone sitting in the circle so we can read and process the Daily News.

Now that the activity is completed, you are ready to move to the close of CPR—processing the daily news and announcements.

**Processing Daily News And Announcements At The End of CPR**  (2 to 3 minutes)

Processing the Daily News and Announcements at the end of the CPR serves as a transition from the circle to the content area class. It allows students to revisit what was done in the group and to refocus before moving to another class. A volunteer will read the message to the class. The teacher serving as team leader may ask you to share some information with students during this time. This could be a schedule change, or information about an upcoming event. At the end of the message, students will move the chairs/desks back to their original positions in preparation for the next class. This should be done in a safe and respectful manner. You may need to review the Y-Chart before students move desks.

**Processing the Daily News and Announcements:**

To end our time for CPR, I’d like for someone to volunteer to read aloud the Daily News and Announcements. Be sure to use a level 3 voice so everyone in the circle can hear.

**Have a student read the message aloud to the class.**

Thank you for reading the message and for letting me get to know you a little better. Now that we have completed our CPR for this morning, I want to acknowledge your work in making me feel like a part of your community during CPR. Before we move out of the circle, I think we need to celebrate. Let’s do the Beatnik. Cross your arms and snap your fingers in unison.

**Lead students in snapping fingers in unison. This will officially close out the CPR.**

We need to move our chairs and desks back into position to begin the next class. Please make sure that we are moving in a safe and respectful manner as we move the furniture. Thanks for a wonderful CPR experience.

Depending on the school’s schedule, students may move to another classroom at this time, or you may keep the same group for content class.
Day 4—CPR Directions and Script

Step One: (Before the students enter the classroom)

Daily News and Announcements

This message should be written on the board, on chart paper, or on the overhead.

Greetings students!

   My name is ______________, and I will be your teacher for the day. Today we are going to share some of our favorite activities. Some can be done inside and others require being out of doors. Today we’re going chart our favorite activities from these two categories:

<table>
<thead>
<tr>
<th>Inside Activities</th>
<th>Outside Activities</th>
</tr>
</thead>
</table>

On your Post-it write down which category you prefer and list three activities that you enjoy participating in in that setting.

Greeting: Great Greeting
Share: Post-it Note Share
Activity: Zoom!
Reading the Message
Acknowledgement: Applause

Have a spectacular day!
Sign your name

The Daily News and Announcements is a message that students read to set the tone for the CPR. This message should be written either on chart paper (if available) or on the board. If an overhead projector is available, you may also write it on a transparency and project it on the screen. Regardless of the method, the message should be visible to all students as they enter the room. The message includes an introductory greeting and an “interactive piece” or task that students must complete. The task can include a written element using paper and pencil, it could be to make a notation on a chart, or it could be to ask students to think about a topic and be prepared to respond to the question during the CPR. Students should independently read the message as they enter the room and complete the task on their own. For this lesson the task is simply to think about and record some activities that they enjoy.

Step Two: (As the students enter the classroom)

As the students enter the room, greet them and tell them your name and that you will be their substitute teacher for the day. Greeting students as they enter the room sets the tone for a positive beginning to the CPR and the day. Remind them to look at the screen or board for the Daily News and Announcements and to complete the interactive piece of the message. Students should read the message and complete this task independently. Once this is completed, (about 2 or 3 minutes), invite them to form the circle. Everyone in the class including you will create a circle where everyone can be seen; this will help students relate to another and it will help you monitor behaviors. Students should organize the circle in a calm and respectful manner.
Note: circle size is dependent on the size of the classroom. In some rooms, a standing circle may be utilized, in others, the desks or chairs are moved to form the circle. Some classes are accustomed to making a circle as soon as they enter the room. If this is the case, students will automatically form the circle upon entering the classroom. It is fine for them to do this step first; however, this should be accomplished in a calm and respectful manner. In this situation, students complete the interactive part of the message while sitting in the circle.

Before forming the circle, refer students’ attention to the Y-Chart—particularly to the statements that say a respectful environment—

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<tr>
<th>How to use the Y-Chart</th>
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<td>Feels like:</td>
</tr>
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<td></td>
<td>a safe environment</td>
</tr>
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</table>

Step Three: (In the Circle)

* Teacher script in italics

**Greeting** (2 to 3 minutes)
You are now in the Circle of Power and Respect (CPR). The first part of the circle focuses on welcoming each person by completing a greeting. Every person (students and teacher) should be greeted at this time. The type of greeting is included in the Daily News and Announcements message.

- Remind students to use appropriate voice level that will allow everyone to hear.
- While waiting to be greeted, students should listen and pay attention to other community members.

**Greeting:**
Good morning, everyone. Welcome to CPR. My name is ____________________________, and I will be your substitute for today. As a visitor, I would like to get to know all of you a little better. I’m hoping that today’s greeting will help me learn your names and a little about you. Today we will be using a greeting called the Great Greeting. Are you familiar with this greeting?
If students have done this greeting before, you can ask a student to explain the greeting. If the students are unfamiliar with the greeting, you will need to explain it.

We will go around the circle with each of you saying your name and describing yourself using an adjective. It will go something like this: Good morning, everyone. I'm [Mr. Smith] and I feel fabulous! We will respond with: Good morning, Mr. Smith you are fabulous! We will go around the circle until everyone is greeted. Who will volunteer to review these directions for the group so I can make sure we understand the greeting?

A student volunteer repeats the instructions for completing the greeting. If you notice any confusion, revisit the instructions to make sure all understand.

Thank you! To begin our greeting, we need a volunteer to determine the direction we will go - left or right. Okay, who get us started?

You may elect to begin the greeting and work around the circle until it returns to you. It looks like we have all had a chance to greet each other this morning. I was able to hear all of your names and see your faces. I think the adjectives will help me remember you better; plus we've had a chance to have a little fun describing ourselves. We are now ready to move into our time for sharing.

After the greeting is completed, you are ready to move to the next component of CPR— the share.

Revisit the Y-Chart
Use this as an opportunity to ask students what they've done to maintain a respectful environment or as an opportunity to remind them of the elements of a respectful environment.

Share  (3 to 5 minutes)
After the greeting, you will lead students in the share component of the CPR. Students may use the task from the Daily News message they completed prior to joining the circle participate in the share. If you don't have a large group, you can have students complete a one-breath share, which allows every student to share, or you can ask students to volunteer to share by raising their hands. Students may opt out of the share by saying, “pass”. Students will remain silent and listen as others share; they should be prepared to answer questions posed in response to the share. You should also participate in the share to serve as a model to students.

Share:
Our message today included a task using Post-it notes. You were to pick from two categories: indoor activities or outdoor activities, and to list three activities you enjoy doing from that category on your Post-it. We’re going to use those notes during our share today. To start our share, I’d like for someone to volunteer to start the share by telling us the main category you picked, and then tell the three things you have written on your Post-it. Who would like to start us off?

You may choose to start the share with yourself or the person sitting next to you so that the share ends with you. When the share completes the circle ask:
What was the most popular category—indoor or outdoor? Who had the most unusual activity? Was there an activity that a lot of people do? Please pass your Post-it Notes to me. I’m going to post them on the board so we can read some of the things you like to do under each category.
Who knows, you might pick one to try yourself! We are now ready to move to our activity for the day.

You are now ready to move into the activity component of CPR.

**Activity** (3 to 5 minutes)
The activity component is a time for students and the teacher to be engaged in a fun activity while also encouraging teamwork and cooperation. All activities should be conducted in a safe and respectful manner. Everyone gets a chance to play, but students may opt out if the game presents too much of a risk. Students who opt out of the game will sit quietly observing the game. The game will be played with courtesy and self-control; your job will be to monitor and remodel the task as necessary.

**Activity:**

*Today we are going to do an activity called Zoom! Have you played this before?*

If students have played the game before, have a student give the directions. If not, continue explaining how to do the activity.

*Whoever starts the game will say the word ZOOM! (fast car sound) into the ear of their neighbor to the left or right. That person is going to pass the zoom to the next player turning their head as fast as possible. We want to see how quickly we can get the zoom around the circle. The idea is to go around the circle as fast as possible.*

Check to see if everyone understands the directions so far. If all have thumbs-up, continue. If not, revisit the directions.

*We’re going to see how fast we can get the ZOOM around the circle. It has to be quick to keep the game moving. Who will volunteer to review the directions this activity?*

Ask a student repeat the directions.

*Great! We’re ready to begin.*

**Hint:** using some form of timer helps to keep this challenging. Many cell phones have a stopwatch feature; however, you can keep time on the clock or watch. To add challenge, reverse the direction of the Zoom to see if this impacts the time.

*Now that we’ve had a little fun, it’s time to close out our CPR. I need everyone to return to your seats in the circle so we can read and process the Daily News.*

Now that the activity is completed, you are ready to move to the close of CPR—processing the daily news and announcements.

**Processing Daily News And Announcements At The End of CPR** (2 to 3 minutes)
Processing the Daily News and Announcements at the end of the CPR serves as a transition from the circle to the content area class. It allows students to revisit what was done in the group and to refocus before moving to another class. A volunteer will read the message to the class. The teacher serving as team leader may ask you to share some information with students during this time. This could be a schedule change, or information about an upcoming event. At the end of the message, students will move the chairs/desks back to their original positions in preparation for the next class. This should be done in a safe and respectful manner. You may need to review the Y-Chart before students move desks.
Processing the Daily News and Announcements:
To end our time for CPR, I’d like for someone to volunteer to read aloud the Daily News and Announcements. Be sure to use a level 3 voice so everyone in the circle can hear.
Have a student read the message aloud to the class.
Thank you for reading the message and for letting me get to know you a little better. Now that we have completed our CPR for this morning, I want to acknowledge your work in making me feel like a part of your community during CPR. Before we move out of the circle, I think we need to celebrate. Let’s have a round of applause for today’s CPR.
Lead students in a quick applause. This will officially close out the CPR.
We need to move our chairs and desks back into position to begin the next class. Please make sure that we are moving the furniture in a safe and respectful manner. Thanks for a wonderful CPR experience.

Depending on the school’s schedule, students may move to another classroom at this time, or you may keep the same group for content class.

Day 5—CPR Directions and Script
Step One: (Before the students enter the classroom)

Daily News and Announcements

This message should be written on the board, on chart paper, or on the overhead.

Good morning, boys and girls!

My name is ________________ and I will be your teacher for the day. I’m really looking forward to the CPR this morning. Before you circle up, please write your first and last name on a slip of paper and place it in the container on a chair in the circle. We will use these later in our CPR. When you finish, go ahead and join the circle.

Greeting: Introduction Greeting
Share: Think, Pair, Share
Activity: Have a seat
Reading the Message
Acknowledgement: Applause

Have an outstanding day!
Sign your name

The Daily News and Announcements is a message that students read to set the tone for the CPR. This message should be written either on chart paper (if available) or on the board. If an overhead projector is available, you may also write it on a transparency and project it on the screen. Regardless of the method, the message should be visible to all students as they enter the room. The message includes an introductory greeting and an “interactive piece” or task that students must complete. The task can include a written element using paper and pencil, it could be to make a notation on a chart, or it could be to ask students to think about a topic and be prepared to respond to the question during the CPR. Students should independently read the
message as they enter the room and complete the task on their own. For this lesson the task is for each student to write his/her name on a slip of paper and place it in a container.

**Step Two: (As the students enter the classroom)**

As the students enter the room, greet them and tell them your name and that you will be their substitute teacher for the day. Greeting students as they enter the room sets the tone for a positive beginning to the CPR and the day. Remind them to look at the screen or board for the Daily News and Announcements and to complete the interactive piece of the message. Students should read the message and complete this task independently. Once this is completed, (about 2 or 3 minutes), invite them to form the circle. Everyone in the class including you will create a circle where everyone can be seen; this will help students relate to another and it will help you monitor behaviors. Students should organize the circle in a calm and respectful manner.

Before forming the circle, refer students’ attention to the Y-Chart—particularly to the statements that say a respectful environment—

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**Step Three: (In the Circle)**

* Teacher script in italics

**Greeting** (2 to 3 minutes)
You are now in the Circle of Power and Respect (CPR). The first part of the circle focuses on welcoming each person by completing a greeting. Every person (students and teacher) should
be greeted at this time. The type of greeting is included in the Daily News and Announcements message.

- Remind students to use appropriate voice level that will allow everyone to hear.
- While waiting to be greeted, students should listen and pay attention to other community members.

Greeting:
Good morning, class. My name is __________________________, and I will be your substitute for today. Most of you probably know each other’s names. I’d like to know them, too. So, I’m hoping that today’s greeting will help me learn your names. We are going to do a greeting called the Introduction Greeting. Are you familiar with this greeting?
If students have done this greeting before, you can ask a student to explain the greeting. If the students are unfamiliar with the greeting, go ahead and explain it following the script.
Here’s how this greeting goes; I’m going to choose someone to act as the “host or hostess” for the group. Everyone will stand up and the host will introduce each member of the group like this: Good morning, everybody. I’d like you to meet, ________. The class responds, “Good morning, _____.” The student being introduced responds to the group, “Good morning, everyone. The host will introduce everyone in the circle in this manner until all have been introduced and greeted. Do we understand the greeting? Who will volunteer to review these directions for the group so I can make sure we understand the greeting?
A student volunteer repeats the instructions for completing the greeting. If you notice any confusion, revisit the instructions to make sure all understand.
Thank you! To begin our greeting, we need a volunteer to be our “host”. Who would like to be our host/hostess for today?
You may elect to begin the greeting and work around the circle until it returns to you. Now that I’ve gotten a chance to meet all of you, I think we are ready to move to the next part of CPR, the share.

After the greeting is completed, you are ready to move to the next component of CPR—the share.

Revisit the Y-Chart
Use this as an opportunity to ask students what they’ve done to maintain a respectful environment or as an opportunity to remind them of elements of a respectful environment.

Share  (3 to 5 minutes)
After the greeting, you will lead students in the share component of the CPR. Students may use the task from the Daily News message they completed prior to joining the circle participate in the share. If you don’t have a large group, you can have students complete a one-breath share, which allows every student to share, or you can ask students to volunteer to share by raising
their hands. Students may opt out of the share by saying, “pass”. Students will remain silent and listen as others share; they should be prepared to answer questions posed in response to the share. You should also participate in the share to serve as a model to students.

**Share:**
For our share today, we are going to do something called a Think, Pair, Share. When I give you a topic, I want you to think about it for a little while on your own. When I call time, you will turn to a partner and share your thoughts with each other. During this discussion, you will come up with a response to share with the group. Your answer must reflect both of your thinking, and it must be something that can actually happen at the school. Do we understand how to do this share? Show me a thumbs-up if you understand or a thumbs-down if you have a question or if the directions are unclear.

Revisit the directions as needed.
Because you are going to be in pairs, starting with me, I want to go around the room and count 1, 2, 1, 2. This is how you will be setup as partners. If we have an odd number, we can have somebody join a pair to make a group of three.

Have students number off to form pairs.
Ready? Here is the question:
- The school has received a large amount of money from a donation that must be spent on something that will help students enjoy learning at school. How do you think the money should be spent?

Think on your own first.

Give students about a minute to think.
Okay, now get with your number partner and discuss your answers. I’m giving you 90 seconds.
After the time allotted has expired, have one person from each pair share what they thought the money should be used for at the school. You might want to write down some of the ideas and discuss them further.

Some of you shared some interesting ideas. I think I’ll give them to your teacher so she/he will know some of them.

You are now ready to move into the activity component of CPR.

**Activity** (3 to 5 minutes)
The activity component is a time for students and the teacher to be engaged in a fun activity while also encouraging teamwork and cooperation. All activities should be conducted in a safe and respectful manner. Everyone gets a chance to play, but students may opt out if the game presents too much of a risk. Students who opt out of the game will sit quietly observing the game. The game will be played with courtesy and self-control; your job will be to monitor and remodel the task as necessary.

Activity:
Place an empty chair in the center of the circle for this activity. You will need to explain how to do the activity.
When you read the message this morning, there was a part that asked you to write your name on a slip of paper and put it in the box on the chair. We are going use those slips for today’s activity. Notice the empty chair in the center of our circle. We’re going to use that chair in our activity. To start, I’m going to pull someone’s name out of the pile. When I do, that person is going to get up and walk to the chair and sit down. When they sit on the chair, I’m going to say
something like, “It’s a burning hot seat!” They must act out how they would react if they had, indeed, sat on a burning hot seat. Then return to their original place. Each time, I will call out how you should react when you sit in the chair. Do we have any questions? Does everyone know what to do?

Check to see if everyone understands the directions so far. If all have thumbs-up, continue. If not, revisit the directions.

Okay, we’re ready to do a check in and get started.

Ask a student explain how to do the activity before beginning. Make sure they understand the directions. You should remind them that their acting should be appropriate and respectful to the group.

Great! We’re ready to start the show.

Pull the first student’s name out of the pile. Some may choose to pass on the activity, this is okay, but remind them that role play is a chance to have fun. Read the scenarios for sitting on the chair, or make up some of your own.

• A chair with a tack on it.
• A freshly painted chair.
• A royal throne.
• A seat next to a famous actor/actress.
• A seat on a very, very crowded and hot bus.
• A smelly seat.
• A cold seat made of a block of ice.
• A seat next to someone you have a crush on.

The activity portion should last 3 to 5 minutes, so you may only get through a small number of students. You might want to ask students what they liked about various “performances.”

Now that we’ve had a little fun, it’s time to close out our CPR. I need everyone sitting in the circle so we can read and process the Daily News.

Now that the activity is completed, you are ready to move to the close of CPR—processing the daily news and announcements.

Processing Daily News And Announcements At The End of CPR   (2 to 3 minutes)
Processing the Daily News and Announcements at the end of the CPR serves as a transition from the circle to the content area class. It allows students to revisit what was done in the group and to refocus before moving to another class. A volunteer will read the message to the class. The teacher serving as team leader may ask you to share some information with students during this time. This could be a schedule change, or information about an upcoming event. At the end of the message, students will move the chairs/desks back to their original positions in preparation for the next class. This should be done in a safe and respectful manner. You may need to review the Y-Chart before students move desks.

Processing the Daily News and Announcements:
To end our time for CPR, I’d like for someone to volunteer to read aloud the Daily News and Announcements. Be sure to use a level 3 voice so everyone in the circle can hear.

Have a student read the message aloud to the class.
Thank you for reading the message and for letting me get to know you a little better. Now that we have completed our CPR for this morning, I want to acknowledge your work in making me
feel like a part of your community during CPR. Before we move out of the circle, I think we need to celebrate. Let’s have a round of applause for today’s CPR. 

Lead students in a quick applause. This will officially close out the CPR. We need to move our chairs and desks back into position to begin the next class. Please make sure that we are moving the furniture in a safe and respectful manner. Thanks for a wonderful CPR experience.

Depending on the school’s schedule, students may move to another classroom at this time, or you may keep the same group for content class.

Appendix

Circle of Power and Respect Greetings, Shares, and Activities for Substitute Teacher Plans

CPR Greetings

Greetings: The substitute teacher and all members of the class participate in the greeting portion of CPR. The greetings should be conducted in the circle formation so that all students can be seen and heard. When necessary, the substitute teachers should model the appropriate manner in which to greet. All greetings should be conducted in a safe and respectful manner. The following greetings are comfortable greetings that all children should be capable of throughout the year.

• Basic Greeting
  A student is selected to begin. She greets the student next to her in the circle, Good morning, __________; he responds back, Good morning, __________. This student turns to the next person in the circle and greets in the same manner. This process is repeated until all members of the circle have been greeted by name. The audience’s job is to watch each greeting carefully and quietly. You should monitor the greetings to make sure that they are appropriate and respectful.

• Handshake Greeting
  Students greet each other with a handshake while introducing themselves by name: Good morning, _______. You should review the elements of a good handshake which includes eye contact, firm hand shake, smile.

• Introduction Greeting
  A “host” is chosen, and everyone stands. The host introduces each student to the rest of the group. The group greets the student being introduced by name, and the student being introduced responds.
  Host: Good morning, everybody. I’d like you to meet __________.
Class: Good morning, __________.
Janice: Good morning, everyone.

• **Step In Greeting**
  Students stand in the circle. One by one, students step into the circle and greet everyone: *Good morning, everyone.* The class responds in kind, adding the student’s name. *Good morning, ________________.* This continues around the circle until all members, including you, have greeted the group and received a greeting in return.

• **Great Greeting**
  Each student greets the group using a different word that means “great” to describe himself/herself. *Good morning, everyone, I feel fabulous (or terrific, or fantastic, etc.).* The class responds: *Good morning, ________, you are fabulous.*

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**CPR Shares**

Shares provide a structure for students to share about themselves with teachers and members of the class. This sharing of self helps to build a strong sense of community in the CPR group. As students learn about each other, they learn that they about common interests and concerns that are expressed in the group. This also serves to create a connection between school and home. The shares included in this list are comfortable shares that have minimal risk to the student.

• **Whip Share**
  A topic is introduced by the leader. Each student offers a brief response to the topic; *likes to…; My favorite type of music is…; If I could change one thing about the world….*
  In order to keep the share moving around the room, it is recommended that limits be placed on the amount of time students have to respond to the topic given. This can be done by asking students to use only one or two sentences in the whip share. This will keep students from taking too much time in the share. Giving students a moment to think about what they will share is also recommended so that the students have a chance to formulate their responses.

• **One Breath Share**
  Students are asked to respond to a question or topic in one breath. This forces students to keep responses short and to the point. *(Example: What is your favorite summer activity and why? I like playing softball because I get to be with my friends; I like going to the pool on a hot day because I like staying cool; I enjoy going to the lake with my family because we get to play games and have fun in the water….* All responses must occur in one single breath. At the end of the breath, the share moves to the next student.

• **Post It Share**
  Leader provides a topic. Students write responses on Post-its and place them on a board or chart and are read by the group, or students can keep the Post-its and share in the circle. *(Example: Write down one thing you do to keep your cool in a tough situation: I count to ten; I like to draw in my notebook; I take a walk….* After the share, place the Post-it notes on the board and sort by responses. *(Example: four people take a walk; one person likes to read; three people count to 10, and so on.)*
• **Popcorn Share**
There are two way to do this share: if the circle is formed using desks, then the best formation is to have a standing circle with students stepping (“popping”) into the center of the circle to speak. If the circle is formed with chairs, students may remain seated and “pop” out of their chairs to stand in front of the seat for the share. Either way is effective. To begin the share, a topic is introduced to the group. Students respond by spontaneously stepping in or popping out of their chairs to speak without raising hands. When finished they return to their place in the circle (either standing or seated) and another students “pops” to share on the topic. Each student’s response is brief. A key to success is merging gracefully into and out of the conversation: waiting until the prior student is finished before “popping” in, and trying to avoid having multiple people speaking at the same time, etc. Leader may choose to limit each student to one comment in order for everyone to have a chance to share. Participation is optional, but strongly encouraged.

• **Think, Pair, Share**
Leader provides a sharing question or topic. Students are asked to think about the prompt for a short period of time then share their thoughts with a partner (or small group). When prompted by the leader, one of the partners will share the pairs’ final thinking with the large group.

**CPR Activities (Games)**

• **Five People Standing**
This game of intuition is played in the circle. The goal of this activity is to have five people stand simultaneously—no more, no less. The leader signals for play to begin. No talking or non-verbal communication is allowed during play; students must try to sense the proper instant to rise, with four others, to win the game. Each time one or more students rise, play is suspended to allow for the count. The game can continue on for a specific amount of time, or until the correct number is achieved for a number of turns.

• **Heads or Tails**
Materials: A coin
Students stand in the circle. The objective of the game is to see how many times in a row students can correctly guess the side on which a flipped coin lands. Students signal their predictions prior to each coin toss by holding their hands on their head (“heads”) or hip (“tails”). A coin is flipped. Those who guessed wrong must sit down. The game continues until one player remains. Leader may wish to ask students to predict how many consecutive correct guesses each will make, and/or how many will be necessary to “win.”

• **Zoom!**
A player begins the activity by saying, Zoom! (fast car sound) and turns his/her head quickly to a neighbor on either the right or the left. The neighbor passes the zoom to the next player and so on around the circle. The idea is to go as fast as you can. Challenge the players to go faster and time how long it takes to zoom around the circle. Reverse the direction of the zoom to see how fast it goes in the other direction.

• **Count to Ten**
Form a standing in the circle. Play moves around the circle, sequentially. The whole group counts to ten, one student at a time; each student may add one or two numbers to the number they receive. A student is selected to start the game. The student begins by
counting aloud, starting with the number One; the student may say, One or, One, two. The
next player may say one or two numbers as well, so if the first student says one, the next
student will say two, or two, three. Students must say at least one number, but no more
than two. Counting continues around the circle until the number reaches 10. The player who
has to say 10 is out and must sit down. Play resumes immediately—the next student begins
by saying, one or, one, two, and continues until students are eliminated until only one is left
standing.

• Have a Seat
A chair is placed in the middle of the room. The teacher chooses a student to sit in the seat.
As the student approaches the seat, the teacher tells the student, “It’s a burning hot
seat.” The student acts out what it would be like to sit on a burning hot seat. This student
chooses another student and the game continues with a variety of different kinds of seats.
Students who have difficulty thinking how to sit in a certain kind of seat may ask a classmate
for a suggestion, and then try it on their own. Some possibilities for seats include:

• A chair with a tack on it
• A chair that has been freshly painted
• A throne
• The electric chair
• A slippery seat
• A smelly seat
• A seat with someone already in it
• A seat next to a famous movie star
• A seat on a very crowded bus
• A seat next to someone you love
• A seat next to someone you don’t like

Suggestion: To make sure that all students have a chance to pantomime, have students
write names on slips of paper and place in a box or bag. Have the exiting student draw
names for the next participant.
A Respectful Environment

Y-Chart

Looks Like:
Using good eye contact when speaking to someone
Sitting or standing in an orderly fashion
An orderly and safe place
People working together as a community
Helping one another with tasks like:
- moving desks or chairs and tables for CPR
- getting supplies for class
- working together to complete a task

Feels Like:
A comfortable place to learn
A safe environment
An inviting place to be
A place where my ideas are accepted
A community where the members care about each and work together to accomplish tasks

Sounds Like:
Appropriate voice level for activity:
Greeting: Level 3
Share: Level 3
Partner: Level 2
Instruction: Level 0
Silence when teacher signals using raised hand
Day 1

Good morning, wonderful students!

I hope you had a restful evening and are ready for a great day. As your teacher for the day, I want to have a chance to get to know you better. To prepare for our share this morning, I want you to think about this question: What is one thing that you do for fun on a rainy day? Please be ready to share your response in our circle.

Greeting: Basic Greeting
Share: Whip Share
Activity: Heads or Tails
Reading the Message
Acknowledgement: Round of Applause

Have an awesome day!
Day 2

Good Morning!

My name is ___________________ and I will be your teacher for the day. I’m really excited about leading CPR this morning. This will give me a chance to get to know you. For share this morning, I want you to think about your favorite dessert. For share today, I want you to tell us about this dessert using sensory details. We want to be able to see it, taste it, and smell it from your description. Go ahead and get in our circle.

Greeting: Handshake Greeting
Share: One Breath – A yummy dessert
Activity: Five People Standing
Reading the Message
Acknowledgement: Round of Applause

Have a great day!
Day 3

Good morning!

My name is ________________ and I will be your teacher for the day. I am really glad to be here today, and I hope you are ready for a great day. We are going to do a Popcorn share this morning, so be ready to “pop” out of your seats to share. Two of the pop up statements we’ll use are: #1 I like Friday because __________ and #2 __________ is my favorite television show because __________. Go ahead and circle up.

Greeting: Step In Greeting
Share: Popcorn Share
Activity: Count to Ten
Reading the Message
Acknowledgement: Beatnik

Have an outstanding day!
Day 4

Greetings students!

My name is ________________ and I will be your teacher for the day. Today we are going to share some of our favorite activities. Some can be done inside and others require being out of doors. Today we’re going chart our favorite activities from these two categories:

<table>
<thead>
<tr>
<th>Inside Activities</th>
<th>Outside Activities</th>
</tr>
</thead>
</table>

On your Post-it write down which category you prefer and list three activities that you enjoy participating in in that setting.

Greeting: Great Greeting
Share: Post-it Note Share
Activity: Zoom!
Reading the Message
Acknowledgement: Applause
Have a spectacular day!
Day 5

Good morning, boys and girls!

   My name is ________________ and I will be your teacher for the day. I’m really looking forward to the CPR this morning. Before you circle up, please write your first and last name on a slip of paper and place it in the container on a chair in the circle. We will use these later in our CPR. When you finish, go ahead and join the circle.

Greeting: Introduction Greeting
Share: Think, Pair, Share
Activity: Have a seat
Reading the Message
Acknowledgement: Applause

Have a terrific day!
CPR Feedback Form

Substitute’s Name_________________

Date________________________

Directions: Please complete this form and leave for the teacher.

Circle lesson used:   Day 1   Day 2   Day 3   Day 4   Day 5

List names of students that were helpful in implementing the CPR.

Were you able to complete the CPR in the scheduled time?   Yes____ No____

Were you able to follow the lesson script?           Yes ____ No____

Did you use the Y-Chart to help set expectations for student behavior?   Yes____ No____

What went well today?

If there were any problems, please share them here:

Please provide any suggestions you have to help substitute teachers implement the CPR plan.