

Talking Circles Lesson Using Stories

Summarized by Gail.martindale@sd71.bc.ca and Lynn.Swift@sd71.bc.ca

Talking Circles fit many of the Core Competencies <https://curriculum.gov.bc.ca/competencies> and many Language learning outcomes for each grade.

Helping to build Community in the Classroom and Improve Oral Language and Communication Skills

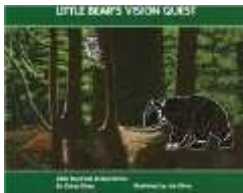
- I can practice using the talking stick in a circle
- I can follow the protocols and be respectful of my classmates

Materials

- Class talking stick, stone, feather (something that symbolizes connectedness to the land). Be able to tell the significance of the piece chosen.
- Space to gather in a circle
- [Talking Circle Protocols for SD71](https://www.comoxvalleyschools.ca/indigenous-education/talking-circle/) <https://www.comoxvalleyschools.ca/indigenous-education/talking-circle/>

Story Examples

Little Bears Vision Quest:

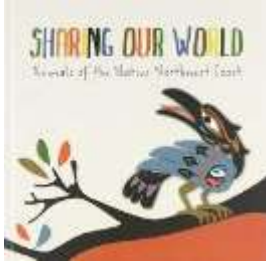


How to be a Good Friend Lesson Example

1. Introduce the learning intention: What makes someone a good friend?
2. Use stories to inspire talking circles to help students feel safe enough to discuss their own needs:
3. Continue reading Little Bear's Vision Quest
4. Review Protocol from our Sd71 website Talking Circles – acknowledge territory, direction of circle, no talking unless it's your turn, may disagree but only when it's your turn and in a polite way.
5. For each talking circle, give a question to be answered or a subject to be discussed. For older children one strategy to get children to feel safe and valued in the circle is to get them to write down their idea on a sticky note so that when it gets to them they don't have to worry about what to say. As trust increases in the group, this may not be necessary.
6. Ideas to give students if they are feeling as though their idea has already been shared (it doesn't matter, you could say it in different words, give an example, or come up with a new idea).
7. Please note that in the first few talking circles it may be necessary to interrupt. One way of explaining this is that we are still "practicing" and normally the teacher's voice is to be heard no more than the students' voices.

8. After the talking circle, list the criteria for a good friend that has been created as a class. Leave space to add to it as more ideas are brought forward. This criteria can also act as a “code” for how students in the room are to be treated.

Sharing Our World



I can think of some of my characteristics.

1. Read to the students, *Sharing our World: Animals of the Native Northwest Coast*. Have students listen to the story and think about an animal that they might connect to.
2. Turn and talk. Tell the person that you are sitting beside which animal you are like, and why.
3. Ask students to make connections to the animals in the story. Are there animals that they can identify with the characteristics of? Give an example. (I am like a wolf, because I am a provider and protector for my son. Or, I am like a hummingbird, because I try to be a good friend). Give examples.
4. Once students have chosen an animal that they have a connection with, hand out pictures to each student of the animal they chose. Have them colour the pictures. As they are colouring, have adults in the room listen and help the children to develop their ideas of connection.
5. Facilitate a talking circle (see protocols) where students can share their connections to the animals in the story.