



APPRECIATION CIRCLE

CASEL Competency

Social-Awareness, Relationship Skills

SEL*f Component

Closing

Purpose

Builds community, fosters positivity, cultivates gratitude.

Materials

None

DESCRIPTION

1. Find a comfortable seat in our community circle.
2. We are going to do an appreciation circle to show our gratitude for ourselves and each other. This circle is a space for you to openly acknowledge yourself, a classmate, or the community as a whole. We will do this “popcorn style”; whoever feels called can speak up and share, while everyone else mindfully listens. When that person is complete, someone else can step up and share. No one is required to speak; we are all participating as listeners too.
3. Who feels called to share first? (Allow the appreciation circle to continue for as long as it feels right. Complete the circle by appreciating all contributions.)
4. To soak this in, bring your hands to your hearts, and let’s take 3 collective breaths.



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REFLECTION QUESTIONS

What was it like to give gratitude to others?

What was it like to receive gratitude from others?

How did this experience make you feel?

How would you like to bring more appreciation into your relationships?

How would expressing more gratitude to your friends and loved ones impact your life?

SENTENCE FRAMES

It was _____ to give gratitude to others.

It was _____ to receive gratitude from others.

This experience made me feel _____.

I would like to bring more appreciation into _____.

Expressing more gratitude would impact my life by _____.

PEDAGOGICAL POINTERS

VARIATIONS

You can invite students to share popcorn style or in order around the circle, or you can call on students who raise their hand. Give yourself permission to try on new ways of facilitating this practice that inspire your particular group of students.

DAILY PRACTICE

Incorporating this activity into your daily or weekly routine is a great way to foster deeper connections and strengthen classroom community.

TRAUMA INFORMED PRACTICE

Students who experience trauma, especially in close relationships, are often not used to expressing or receiving gratitude. Model and hold space for them to become open to this meaningful practice.

INCLUSION

Let students know that they are fully participating as the listeners just as much as the speakers. Encourage students who prefer not to share in the whole group to find someone to appreciate privately after class!

CULTURAL RELEVANCY

Engage students in a conversation about how they give and receive gratitude at home or in their communities.



Changing the WORLD
One TEACHER at a Time

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