RESTORATIVE PRACTICES

Think Sheets and Circle Cards Grades 3-8

Bright Path Sped

7 THINK SHEETS

30 CIRCLE PROMPTS







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One classroom or caseload license

- This file is for one person: one teacher, counselor or specialist, one group of students.
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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a box, type, and Save As once per student.
- Every page prints on a standard home or school printer.
- It works offline. No account, no subscription, no internet connection needed.

Student information

A finished reflection, plan or log carries a real student's name and what happened. Store, hand over and destroy this file the same way you would any other student record.

What this is, and is not

A reflection and record set for talking things through. It is not a discipline policy, a counseling program, a test or a screening, it has no scores to compare against, and it does not replace your school's own rules or the advice of a school counselor or other licensed professional.

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PREVIEW

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Name _____

My Four Questions



When there is a problem, I can think it through.

Right now I feel (check one):



☐ worried



☐ angry



☐ confused



☐ proud

1 What happened?

Tell the true story. Say what you did and what others did.

2 Who was affected?

Think about who was upset, hurt or left out. It can be you, too.

3 What do I need to make it right?

Pick a way to fix it. Ask the person what they need.

4 Next time I will...

Plan what you will do the next time you feel the same way.

Everyone makes mistakes. Then we make it right.

PREVIEW

Name _____

How Do I Feel?



Circle the faces that fit. Check the boxes.








☐ angry ☐ worried ☐ scared ☐ confused ☐ shy ☐ proud

What happened?

☐ Something upset me
☐ Someone was unkind
☐ We disagreed
☐ I made a mistake
☐ I need to talk about it
☐ Other: _____

Who was affected?

☐ Me
☐ A friend
☐ My class
☐ My teacher
☐ My family
☐ Other: _____

What I need to make it right

☐ A calm minute
☐ Say how I feel
☐ Say sorry
☐ Fix it
☐ Ask for help
☐ Other: _____

Next time I will

☐ Take a deep breath
☐ Use calm words
☐ Ask for help
☐ Take a break
☐ Talk it out
☐ Other: _____

PREVIEW

Name _____

Think It Through Together

We had a problem. Check the boxes.

I feel:


☐ angry


☐ worried


☐ confused


☐ proud

What happened?

- ☐ We argued
- ☐ We did not share
- ☐ Someone was left out
- ☐ We were too loud
- ☐ Something got broken
- ☐ Other: _____

Who was affected?

- ☐ Me
- ☐ My group
- ☐ My class
- ☐ My teacher
- ☐ Someone else
- ☐ Other: _____

We might feel:

- ☐ upset
- ☐ hurt
- ☐ left out
- ☐ worried

What I need to make it right

- ☐ Say sorry
- ☐ Listen to each other
- ☐ Fix it together
- ☐ Take turns
- ☐ Ask for help
- ☐ Other: _____

Next time I will

- ☐ Take turns talking
- ☐ Ask before we take
- ☐ Use calm voices
- ☐ Split up the jobs
- ☐ Ask an adult to help
- ☐ Other: _____

PREVIEW

Name _____

Two Sides, One Problem

Think about both people. Finish each sentence.

I feel:



☐ angry



☐ worried



☐ confused



☐ proud

What happened?

My part was _____

The other person's part was _____

We did not agree about _____

Who was affected?

Someone else who was affected is _____

I think they felt _____

I felt _____

What I need to make it right

To make it right, we can _____

I will say _____

We will check back on _____

Next time I will

Next time we will _____

If we disagree, we can _____

An adult who can help is _____

PREVIEW

Name _____

See It Both Ways



Write your side. Then write theirs.



☐ angry



☐ worried



☐ confused



☐ proud

What happened?

Tell your side.

Who was affected?

Tell their side, as best you can. If I were them, I would feel...

What I need to make it right

What would make it right for everyone?

Next time I will

What will help you remember?

PREVIEW

Name _____

Ways to Make It Right

Check one or two you can do.



- [ ] Say sorry and mean it.
- [ ] Fix what I broke.
- [ ] Help clean up.
- [ ] Give them space.
- [ ] Ask what they need.
- [ ] Write a note.
- [ ] Give back what I took.
- [ ] Include them next time.
- [ ] Listen to how they felt.
- [ ] Do one kind thing.
- [ ] Check in with them later.
- [ ] Ask a grown-up to help.

My own idea: _____

PREVIEW

1 Feelings

Use a feelings word to tell how your morning is going.



You may pass.

2 Feelings

What helps you calm down when you feel frustrated?



You may pass.

3 Feelings

Tell about a time you felt proud. What did you do?



You may pass.

4 Feelings

What is a feeling that is hard to put into words?



You may pass.

5 Feelings

What does your body do when you feel nervous?



You may pass.

6 Feelings

What is something that makes you feel excited?



You may pass.

7 Feelings

What is a small thing that can turn a hard day around?



You may pass.

8 Feelings

Pick a word from the feelings page. When have you felt it?



You may pass.

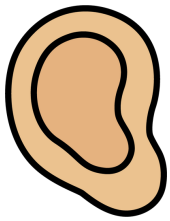
PREVIEW

Name _____

Our Circle Agreements



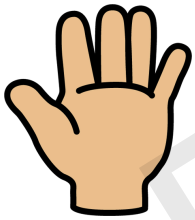
These help our circle feel safe.



Listen with your ears and your eyes.



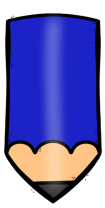
Use kind words.



Hold the talking piece. Only that person talks.



You may pass. Everyone belongs in the circle.



Our class agreement:

_____

PREVIEW

Name _____

How Is It Going?



Look back at your plan.

My plan was to:

_____

Did I do it?

- ☐ Yes
- ☐ Some of it
- ☐ Not yet

Now I feel...

- ☐ calm
- ☐ proud
- ☐ hopeful
- ☐ better
- ☐ worried
- ☐ unsure
- ☐ upset
- ☐ Other: _____

What is going well

_____

_____

Who can help me?

- ☐ My teacher
- ☐ The counselor
- ☐ A friend
- ☐ My family

PREVIEW

Teacher Log

One row each time a student reflects. Write what happened in plain words. For plan done, write yes, some or not yet.

Teacher or counselor _____ From _____ To _____

Date	Student	What happened (words only)	Sheet level (1, 2, 3)	Plan made?	Plan done?	Check-in held?

Count the rows (this is a record, not a result)

Level 1 sheets _____ Level 2 sheets _____ Level 3 sheets _____

Plans made _____ Plans done: yes / some / not yet _____ Check-ins held _____

What I noticed (words only)

_____

_____

The team's own rule for what it means

_____

_____

PREVIEW

A Filled-In Think Sheet (Invented Student)

"Jordan" and "Mia" are invented. The story is made up to show how a Level 2 sheet is used. It is not a finding.

Name: Jordan (invented)

What happened?

First, I grabbed the ball from Mia at recess.

Then I she said stop and I kept it.

That was a problem because she did not get a turn.

Who was affected?

My choice affected Mia and the kids who were waiting.

They may have felt left out and upset.

I felt embarrassed.

What I need to make it right

To make it right, I will say sorry and let Mia go first.

I could also help put the balls away.

I need help with knowing what to say.

Next time I will

Next time I will ask for a turn.

If I start to feel upset, I can take a deep breath.

A person who can help me is Ms. R.

PREVIEW

Term Summary

Turn your log into one page to bring to a meeting. Page 25 shows how the counts are worked out.

Teacher or counselor _____ From _____ To _____

Circles, week by week

Week	Circle theme	Circle held? (yes / no)	Notes (words only)
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			

Counts from the log (page 23)

Level 1 sheets _____ Level 2 sheets _____ Level 3 sheets _____

Plans made _____ Plans done: yes / some / not yet _____ Check-ins held _____

What I noticed (words only)

_____

_____

_____

_____

Next step, in the team's own words

_____

_____

_____

_____

PREVIEW

Family Note and Team Handoff

A note home with blanks for your own words, and a handoff for whoever picks the pages up next.

Student _____ Date _____ Sent by _____

Family note: fill in the blanks

At school we are practicing how to think a problem through: what happened, who was affected, what we need to make it right, and what we will do next time. Your child worked on a reflection sheet and made a plan.

What happened (in your words) _____

The plan we made _____

Try this at home: ask, "What happened? Who was affected? How can you make it right?" In our own words:

_____

_____

_____

Family comment (optional) _____

Family signature (optional) _____

Team handoff: for a substitute, a new teacher or a counselor

- The four questions are page 4; the think sheets are pages 6-12; the repair plan is page 13.
- The circle cards are pages 15-18. Log each reflection on page 23.
- All names and stories in the pack are invented. Use made-up names when you practice.
- Hand the folder back to the teacher or counselor.

Meeting sentence: fill in the blanks

"On restorative reflection, [Student] completed ___ think sheets and made ___ plans. The plan was done in ___ of ___ cases. Our next step is ___."

When to use this page

- Before a parent conference or a team meeting.
- When a new adult takes over the group.
- The week you send a plan home.
- Keep a copy in the student's folder.

PREVIEW

Binder Cover and Divider Tabs

A cover for the group folder, six divider tabs, and a setup list.

Folder cover and spine label

Student or group _____ Teacher or counselor _____ School year _____

First day _____ Next look date _____

Use it as a folder cover, a binder spine label, or a clipboard cover.

Divider tabs: print and cut

01 Start Here
How to use the pack.

02 Think It Through
Four questions, feeling words, seven think sheets.

03 Make It Right
Repair plan and ways to make it right.

04 Circle
Prompt cards, agreements, circle check-in.

05 Follow Up
Check-ins and the teacher log.

06 Record
Term summary, examples, family note.

Before the first lesson

- Print the think sheets, pages 6-12, a few of each level, and the repair plan, page 13.
- Print and laminate the 30 circle prompts, pages 15-18, and cut them apart.
- Save a copy of this file with the student's name.
- Keep the log, page 23, in your own folder, not the students'.
- Print the cover and the six tabs on heavier paper if you have it.
- Put the filled examples, pages 24-25, in the back.

PREVIEW