



# HSTEM

## Being Human in STEM

### Facilitator Guide: Community Agreements

Process	Description	Your Plan
<b>Transparency</b>	<p>This activity is designed for all members of the class to identify the conditions that will allow them to engage and feel included. Together, the class will construct a set of agreements that it will seek to uphold in their work together. And, when moments arise that are inconsistent with these agreements, the class will revisit these goals. The research on community agreements suggests that being explicit about how individuals want to interact with each other allows them to be more cognizant of how they are making and taking space for others. For individuals who tend to be more dominant in groups, these agreements can help them take a step back. For others, these agreements can help to create conditions that allow them to step in and contribute meaningfully.</p>	
<b>Connection</b>	<p>In this portion of the conversation, you can highlight why developing skills of collaboration and being explicit about how individuals work together are important to the successful doing of science, and thus why you are emphasizing these skills. You may also provide a discussion of a past experience of collaboration that you have experienced, either where a community norms discussion facilitated that work or where the inclusion of such a conversation would have been beneficial.</p>	
<b>Modeling</b>	<p>You too can be an active participant in this</p>	

	<p>activity. At the start of each round, you may choose to provide your response first, before asking students to do the same. On the other hand, you may elect <i>not</i> to provide your own responses first, if you sense that in so doing, you may influence the nature of the community agreements that are created.</p>	
--	---	--

### Community Agreement Action Steps:

- Time Required: 30 minutes. Materials: Paper plates or index cards, one per student.
- Introduce the activity to students: We will answer a series of questions across four rounds. Moving in a clockwise direction, each student will be asked to say their name (Round 1 only) and then provide their response (all rounds). Students should feel free to pass if they do not wish to share at any point during the activity.
- Round 1 - Checking in. Please share one word that describes how you are feeling today.
- Round 2 - Writing and Sharing Out. On one side of the plate or index card, ask students to write three qualities or values (e.g., honesty, understanding, patience) that you want to ask that the members of our class demonstrate in our work together. These values should be ones that will help you feel like a valued member of our learning community. On the other side of the plate or index card, ask students to write three qualities or values that they will offer to the group, to support their colleagues in feeling valued as members of our community. Then, ask each student to share what they wrote, both what they ask of the group and what they will offer to the group. When they have finished sharing, they can place their plate or index card in the center of the circle.
- Round 3 - Synthesis. Given what you have just heard, what community agreements do you need, both from yourself and from others, in order to participate fully in class?
- Round 4 - Closing Round. Please share one word that describes how you are feeling about the work we have ahead of us in this class.
- Following the completion of this activity, we encourage you to create a shared document or poster outlining the community norms of your class, so that you can return to these norms before entering into class discussions or at key reflection points in the semester.

### References:

Boyes-Watson, C., & Pranis, K. (2020). *Circle Forward: Building a Restorative School Community*. Living Justice Press.