**Tool: Planning Procedures for Supportive Environments**

Clear and consistent procedures set up routines that help all young people feel safe to interact and engage in learning. Use this tool to help educators plan procedures for routines.

1. **IDENTIFY ROUTINES** that occur frequently in the learning space and may require clear procedures. You may choose to use the examples below as a starting point.

**Examples of Routines**

Elementary:

* Lining up
* Attention signal
* Partner discussion
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterward)
* Sharing at recess or during unstructured time
* Walking in the halls or between spaces
* Think, pair, share
* Mindful breathing
* Clean-up at end of class or program session
* Doing weekly jobs

Middle School

* Attention signal
* Think, pair, share
* Partner discussion
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterwards)
* Fulfilling a responsibility during small group work
* Mindful breathing
* Clean-up at end of class or program session
* Doing weekly jobs

High School

* “Do Now” activity upon entering the learning space
* Attention signal
* Group brainstorming and problem-solving
* Moving chairs into a circle for a Class Circle meeting (and moving them back afterwards)
* Handling expensive technology, lab equipment or supplies
* Homework procedures

**2.** **PLAN THE PROCEDURE.** For each routine consider the procedures that are needed to ensure an inclusive and safe learning environment. Remember, the goal of procedures are not to overly control young people’s choice and voice, but to create a safe and inclusive space.

Use the spaces below to take notes or script how you will teach your procedure.

**Explain the purpose of the procedure.** *Discuss with young people why this procedure is important and how it will benefit the class or program community (e.g., protect learning time, make sure materials are in good condition for others to use, ensure all voices are heard, or keep everyone safe). Plan some open-ended questions to engage young people in the discussion.*

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**Describe the procedure.** *Help young people understand exactly how the procedure looks, sounds, and feels. Given the purpose of the procedure and youths’ developmental levels, what are the steps young people will take to engage in the routine?*

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**3. TEACH AND PRACTICE THE PROCEDURE.** Using your plan above, hold a meeting or discussion to review the procedure and practice. Remember to make the rationale for the procedure explicit. Break the procedure down into steps, if necessary, depending on the grade and complexity.

4. **REFLECT ON HOW IT WENT.** Bring the class or group back together as a group or ask young people to individually reflect in writing. *What went well? What could be better?* Provide feedback to the group on what you observed.

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Also, self-reflect on your own teaching practices:

What went well in teaching this procedure?

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What will you change for next time?

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How will you review this procedure throughout the year?

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