



July 6, 2009

Dear Open Circle Training Participant:

For several years, Open Circle has partnered with Framingham State College to offer the graduate course 14.777: Strategies for Developing Social Competency Skills in Elementary Age School Children. We invite you to take advantage of this opportunity to help you deepen your understanding and implementation of Open Circle in your classroom, and to earn graduate credit for this important training program.

Please read the enclosed materials carefully to understand the expectations, requirements and assignments involved. The non-refundable fee is \$410. Successful completion of the course is worth three graduate credits.

To register, please complete the registration form in full. *Registration cannot be processed without a fully completed form, including your social security number, birthday, and payment.* Return the form and payment to the address printed at the bottom of the form.

The registration form and payment must be received by October 16, 2009. Any registration forms or payments received after this date will not be accepted or processed and will be returned to you.

You will receive a letter at your home address confirming your registration. If you have not received a confirmation letter by November 6, 2009, please contact us immediately. Unless you receive a confirmation letter, you are not officially registered for this course.

If you have any questions about the course or the registration form or procedure, please contact us at (781) 283-2847 or [info@open-circle.org](mailto:info@open-circle.org).

Sincerely,

  
Sallie Dunning  
Open Circle Consulting Director



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**Graduate Credit  
Option: G14777**

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## **Overview and Course Objectives**

This course is intended to support you in broadening and deepening your thinking about Open Circle and the field of social, emotional and academic learning through informal and structured assignments. The course provides an opportunity to reflect on and analyze your experience with Open Circle as you compose various assignments and use the Open Circle approach. It also allows you to collaborate with your colleagues as you share your experiences and ideas about Open Circle with each other.

## **Course Requirements**

Course participants are expected to:

- Take part in four days of Open Circle training, totaling 28 hours.
- Participate in in-class consultation with a trained Open Circle consultant. In these consultation visits, you will meet twice with a trained Open Circle consultant (typically once in fall/winter and once in spring) to reflect on your experiences in implementing the program.
- Implement the yearlong Open Circle Curriculum consistently in your classrooms for approximately 15 minutes, at least twice per week.
- Complete five writing assignments as outlined on pages 4-5 of this packet. Collaboration and feedback among colleagues is possible, but for all assignments each individual participant should submit her/his own work.

## **Document Formatting**

Format your papers in Microsoft Word using 12 point Times New Roman font, single-spaced, with 1-inch margins. The heading of each assignment should include your full name, your school's name, your school's city and state, your grade or role in the school and the assignment number. Save the file as a Word Document (file extension .doc) with the file name as Last Name First Initial Assignment Number (for example, if your name is Jamie Lee, your first assignment would be saved as LeeJ1, the second would be LeeJ2, and so forth). Please remember to use spell check and grammar check in Microsoft Word.

## **Assignment Due Dates**

Submit your assignments as Microsoft Word email attachments. Only Microsoft Word documents ending in .doc will be accepted. Send all assignments to [grad@open-circle.org](mailto:grad@open-circle.org). The due date for the first two assignments is January 15, 2010. The final three assignments are due on April 2, 2010.

## **Registration Deadline**

The registration deadline is October 16, 2009. Registration forms or payments that are received after this date will not be accepted or processed and will be returned to you.

## **Registration Confirmation**

By November 6, 2009, we will send a confirmation letter to your home address. If you do not receive confirmation by November 6, please call our office; we may not have received your registration and you may not be registered.

### **Fee for Graduate Credit Option G14777: \$410**

To register, please use the Registration Form on page 6 of this packet. Visit our website at [www.open-circle.org](http://www.open-circle.org) for more information about this and other Open Circle programs. Contact us at [info@open-circle.org](mailto:info@open-circle.org) or 781-283-2847 with questions about this program or the status of your registration.



## Grading Criteria

Please note that Course 14.777 is a graduate level course and will be graded accordingly. Grades are based on the completion of all requirements and are determined as follows:

- 50% reflects attendance/participation in training and consultation visits
- 50% reflects the written assignments considered as a whole rather than weighted individually.

***Any course assignment submitted late will impact your final grade.***

## Grading Rubrics

### To receive an A, the student has:

- Completed Open Circle training and on-site consulting
- Handed assignments in on time
- Exceeded requirements of assignments
- Demonstrated outstanding writing skills including clear expression of ideas, logical organization, and excellent grammar and spelling
- Provided evidence of integration of theory, personal reflection, and the generation of new ideas to use in the classroom

### To receive a B, the student has:

- Completed Open Circle training and on-site consulting
- Handed assignments in on time
- Met requirements of assignments
- Demonstrated good writing skills including clear expression of ideas and logical organization, with few grammatical and spelling errors

### To receive a C or lower, the student has:

- Not completed Open Circle training and on-site consulting
- Not handed papers in on time and did not provide an explanation
- Not completed assignments as per written requirements of the syllabus
- Demonstrated poor organization and major problems with writing style

## Returning Graded Papers

If you are interested in receiving written feedback on your papers from the grader, please send two large self-addressed, stamped envelopes with your registration materials. Only those people who have submitted envelopes will receive feedback on their papers.

## Transcripts and myFramingham

Framingham State College no longer mails grade reports. As a replacement, participants may access and print billing information and grades online through the secure Framingham State College portal, myFramingham. Open Circle will send you details about myFramingham after you register for graduate credit. In case you need documentation to receive reimbursement from your school prior to the time when grades appear on myFramingham, Open Circle will mail you documentation of successful completion of the course by May 21, 2010.

## Course Withdrawal Policy

Once registered, if you wish to withdraw from this course, you must contact Framingham State College directly at 508-626-4034. If you fail to withdraw, you will receive an official grade based on the criteria above that will remain on your official transcript. After officially withdrawing through Framingham State College, please also contact Heather Gallant at 781-283-2847 or [info@open-circle.org](mailto:info@open-circle.org) to inform Open Circle of your change in status. Course fees are non-refundable.



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## Assignments

### 1. Reading & Writing (due January 15, 2010, to grad@open-circle.org)

- Choose and read a book from the annotated bibliography on pages 8-11 of this packet.
- Write a 2-page paper connecting the selected reading to what you are learning about the Open Circle approach to developing social and emotional skills and creating a respectful community in your classroom and school community. Consider these questions:
  - In what ways do the ideas in this book seem similar or related to what you understand of Open Circle's philosophy and approach?
  - In what ways do the author(s) ideas go beyond or differ from what you understand of Open Circle?
  - Did this book seem to be a useful complement to your work with Open Circle? Why or why not?
- Include specific examples to support your comparison.

### 2. Open Circle Lesson Facilitation Analysis (due January 15, 2010, to grad@open-circle.org)

- Review the facilitation suggestions on pages T-22 to T-30 at the back of your *Open Circle Curriculum*.
- Choose two Open Circle lessons you have facilitated in your classroom: one that went particularly well and one that you would do differently next time.
- Briefly describe each session and your assessment of what made the difference (1-2 pages total). Consider possible variables, including:
  - how you prepared for the lesson
  - how your students formed their circle of chairs
  - your facilitation choices including: wait time, whole group responses, empathic listening, non-judgmental responses, opened questions, pacing, tone of voice, body language
  - the needs and interests of your particular students and how you adjusted your approach to address them
  - how you reinforce Open Circle concepts and skills throughout the day, including your use of Open Circle visuals in your classroom
  - how you model Open Circle concepts through your own choices and actions

### 3. Documentation of Additional Open Circle Activities (due April 2, 2010, to grad@open-circle.org)

- Over the course of the school year, spend 4 hours total in conducting additional activities to support the use of Open Circle and social and emotional learning in your school community and document these activities. (These activities are in addition to the consultation meetings described as a course requirement.) For example:
  - observe and/or debrief Open Circle sessions with colleagues
  - help design and/or conduct faculty, PTO, or school-wide meetings focused on Open Circle
  - meet with a group of colleagues to discuss successes & challenges in implementing the Open Circle program (e.g., grade level team)
  - conduct or take part in activities to reinforce Open Circle concepts and skills outside of the classroom (e.g., in the playground, cafeteria, hallways)
- Document the type of activity, including the date and time, and provide a detailed summary of content. (Use attached log sheet or type information as a separate document). For example, include:
  - specific lesson observed or specific topics discussed
  - insights gained, challenges faced, and plans for dealing with challenges in future
  - personal learnings and application based on learnings
- If you collaborate with colleagues who are also taking this course for credit, each of you should submit her/his own separate documentation, highlighting individual insights and personal learnings.

Assignments continued on page 5

## Assignments (continued)

### **4. Reflection Paper (due April 2, 2010, to to grad@open-circle.org)**

- Reflect on your personal experience with Open Circle over the course of the year (2-3 pages). Consider these questions:
  - How did you feel about the program initially? If these feelings changed, how?
  - What worked well for you? What challenged you?
  - Have you found Open Circle to be helpful in your classroom or school?
  - What impact might involvement with this program have had on your teaching style?
  - Have you noticed any impact on the learning environment in your classroom?
  - Are there adjustments you might make to your use of the program or revisions/adaptations you might suggest to the program itself that could enhance the effectiveness of Open Circle in your learning community? Give specific examples to support your observations.

### **5. One Additional Written Assignment (due April 2, 2010, to to grad@open-circle.org)**

Write an additional 1-2 page paper, **choosing one** of the following options:

- Now that you are familiar with the Open Circle Curriculum, create a lesson of your own. Review a number of lessons in the curriculum, paying particular attention to the facilitation style and lesson format used. Then think about the specific needs of your students and identify either an existing topic with which your students might benefit from additional focus or a topic not currently addressed in the curriculum that might be particularly valuable. Write a lesson on this topic that is consistent with the lesson structure and approach that you have observed in the curriculum.
- Reflect on your experience of trying to use the Crucial Cs theory to support a child in your class. Choose a particular child whose behavior concerns you (e.g., he or she is withdrawn or aggressive). Review the material concerning the Crucial Cs on pages T-12 to T-17 at the back of your Open Circle Curriculum binder. In particular, review the grid on page T-11. When this child behaves in the way that concerns you, what feelings do you tend to have? How do you typically respond and how does the child react to your response? Which of the Crucial Cs might this child lack? Develop and try using some constructive alternatives to help this child meet those Cs. What do you notice when you try this approach?
- Describe ways in which you are using Open Circle vocabulary, strategies, and approaches to support students' social and emotional learning outside of Open Circle meeting time. What are you doing to foster students' ability to apply Open Circle skills and concepts throughout the day—in the classroom (e.g., through integration into other academic areas) or in other areas of the school (e.g., playground, lunchroom, hallway, specialist areas)? Give specific examples.
- The greatest impact from social and emotional learning comes when there is an alignment between our adult behavior and what we expect from our students. Reflect on the adult community in your building. To what extent do adults in your school community act in ways that reflect concepts and principles that Open Circle encourages in children? What are the opportunities and challenges around building community among adults in your school community? What is going well and what may be less successful? What might you and others do to support continued development of a positive social environment among adults in your school?



2009-2010 Registration Form

Graduate Course G14777: Strategies for Developing Social Competency Skills in Elementary Age School Children

1. Provide contact information\*

Full Name (as you'd like it to appear on nametag)

Work Email Address

Role/Title K 1 2 3 4 5 Grade (circle one)

Home Email Address

School Name

Home Street Address

School Street Address

Home Town, State, Zip

School Town, State, Zip ( )

Home or Cell Phone Number X / /2009

School Phone Number

Signature (required) Date (required)

Date of birth (required)

Social Security Number (required)

2. Registration information

Framingham State status

Have you ever taken a course at Framingham State College?

- Yes (List most recent year attended: )
No, this is the first time

If yes, have you changed your name or address since you last attended?

- Yes (Additional paperwork may be required; we will contact you)
No

Ethnic background (optional)

- American Indian / Alaskan Native
Asian / Pacific Islander
Black (Non-Hispanic)
Hispanic
White
Other

Questions

For additional questions, visit our website at www.open-circle.org or contact us at info@open-circle.org or 781-283-2847.

3. Indicate method of \$410 payment

- Check (payable to Open Circle) #
Mastercard # expires:
Visa # expires:
American Express # expires:

Course fees for gradate credit are non-refundable.

Billing Information

Name as it appears on credit card:
Billing address:
Billing city, state, zip:
Billing phone:

Registration Deadline

The deadline to register is October 16, 2009. Registration forms or payments that are received after this date will not be accepted or processed and will be returned to you.

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By November 6, 2009, we will send a confirmation letter to your home address. If you do not receive confirmation by November 6, please call our office; we may not have received your registration and you may not be registered.

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Send all forms and payment by mail:
Open Circle Registration
Wellesley Centers for Women-STC, Wellesley College, 106 Central Street
Wellesley, MA 02481-8203



## Annotated Bibliography

Use this list of books to select one to read and write about for Assignment A listed on page 4.

### Academic Connections

Strachota, Bob. *On Their Side: Helping Children Take Charge of Their Learning*. Greenfield, MA: Northeast Foundation for Children ([www.responsiveclassroom.org](http://www.responsiveclassroom.org), 800-360-6332), 1996.

Full of stories from the classroom, this book helps teachers to: help children problem solve in both academic and social areas, pose “real questions” that identify and frame essential issues, and decide when to wonder with children and when to direct them.

### Bullying

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander: From Preschool To High School—How Parents And Teachers Can Help Break The Cycle Of Violence*. New York, NY: HarperResource, 2004.

Starting with a bottom-line assumption that bullying is a learned behavior, Coloroso explains not only the ways that the bully, the bullied and the bystander are three characters in a tragic play but also how the scripts can be rewritten, new roles created, the plot changed.

Olweus, Dan. *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell Publishing, Inc, 1993.

This influential book on bully/victim problems in school and on effective ways of counteracting and preventing such problems uses clear and straightforward language to present the facts about bullying, its causes and consequences, and a scientifically evaluated approach to prevent and address the issue.

### Classroom Climate/Community

Charney, R.S. *Habits of Goodness: Case Studies in the Social Curriculum*. Greenfield, MA: Northeast Foundation for Children ([www.responsiveclassroom.org](http://www.responsiveclassroom.org), 800-360-6332), 1997.

In this book, six experienced K-6 teachers share rich problem-solving stories. Each describes dealing with an issue of ethical behavior while emphasizing strong academic and social skills. From their stories and Charney’s commentaries emerge strategies that teachers can adapt to their own classrooms.

Denton, Paula and Kriete, Roxanne. *The First Six Weeks of School*. Greenfield, MA: The Northeast Foundation for Children ([www.responsiveclassroom.org](http://www.responsiveclassroom.org), 800-360-6332), 2000.

Denton and Kriete provide a detailed guide to how to structure the first six weeks of school to lay the groundwork for a productive year of learning and they demonstrate how taking the time to build a solid foundation in the early weeks of school can pay off all year long in increased student motivation, cooperation, responsibility, and self-control. The book includes an extensive collection of games, activities, greetings, songs, read-alouds, and resources especially useful during the early weeks of school.

DeVries, Rheta and Zan, Betty. *Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education*. New York: Teachers College Press, 1994.

DeVries and Zan describe practical ways that teachers can cultivate a strong sociomoral atmosphere in the early childhood classroom. They argue that constructivist education must involve more than the special activities with which it is commonly associated (such as group games, physical-knowledge and whole language activities); it must also address children’s social and moral development.

Letts, Nancy. *Creating a Caring Classroom*. New York: Scholastic, 1999.

Letts provides practical, teacher-tested strategies to teach students respect for themselves and each other and to build positive relationships and promote a sense of community.

Annotated Bibliography continued on page 9

## Annotated Bibliography (continued)

### Classroom Management

Charney, Ruth. *Teaching Children to Care: Management in the Responsive Classroom*. Greenfield, MA: Northeast Foundation for Children (www.responsiveclassroom.org, 800-360-6332), 2002.

This important work about classroom management shows teachers how to turn their vision of respectful, friendly, academically rigorous classrooms into reality. The revised edition includes: setting priorities and expectations with children, establishing classroom routines, generating rules with students and using logical consequences, planning and conducting social conferences and class meetings, and helping children with challenging behavior problems.

Kohn, Alfie. *Beyond Discipline: From Compliance to Community*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

With stories from real classrooms around the country, seasoned with humor and grounded in a vision both practical and optimistic, Kohn contrasts the idea of discipline, in which things are done to students to control their behavior, with an approach in which teachers work with students to create caring communities where decisions are made together.

Lew, Amy and Bettner, Betty Lou. *Responsibility in the Classroom: A Teacher's Guide to Understanding and Motivating Students*. Newton Centre, MA: Connexions Press, 1998.

Lew and Bettner present practical, accessible strategies and suggestions for developing caring, respectful relationships between teachers and students and among students, and a cooperative classroom community. They provide a framework to help teachers understand children's behavior and develop strategies for achieving the Crucial Cs: feeling connected, capable, knowing that you count, and developing courage.

Nelson, Jane, Lott, Lynn, and Glenn, H. Stephen. *Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Community in Your Classroom*. Roseville, CA: Prima Publishers, 2000.

Nelson provides a commonsense approach to fostering cooperation, problem-solving skills, and mutual respect in children. She describes how teachers can create a classroom climate that enhances academic learning, use encouragement rather than praise and rewards, instill valuable social skills and positive behavior through the use of class meetings, and understand the motivation behind students' behavior.

Watson, Marilyn, in collaboration with Ecken, Laura. *Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline*. San Francisco, CA: Jossey-Bass, 2003.

Combining great wisdom, extensive knowledge of research and theory, and years of practical experience, Watson provides powerful stories and insightful analyses of student-teacher interactions that engage students, and offers practical strategies and techniques to motivate students to be and do their best.

### Dimensions of Difference & Similarity

Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. New York, NY: New Press, 1995.

In this provocative analysis of contemporary classrooms, Delpit explores ways that teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions can otherwise breed ineffective education.

Howard, Gary. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teachers College Press, 2006.

Howard outlines what good teachers know and do to embrace culturally responsive teaching.

Annotated Bibliography continued on page 10

## Annotated Bibliography (continued)

### Dimensions of Difference & Similarity (continued)

Nieto, Sonya. *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teachers College Press, 2006.

Nieto draws on a host of research in learning styles, multiple intelligences, and cognitive theories to portray the ways in which students learn, then takes the reader beyond individual learners to discuss the social context of learning, the history and manifestations of educational equity, and the influence of culture on learning. The book includes many reflections of teachers who have experienced multicultural education as a transformative process.

Paley, Vivian Gussin. *White Teacher*. Cambridge, MA: Harvard University Press, 1979/2000.

Paley presents a moving personal account of her experiences teaching kindergarten in an integrated school within a predominantly white, middle-class neighborhood. She reflects on the way that even simple terminology can convey unintended meanings and show a speaker's blind spots and vividly describes what her readers have taught her over the years about herself as a "white teacher."

### Problem Solving

Shure, Myrna B. with Digeronimo, Theresa Foy. *Raising a Thinking Child: Help Your Young Child to Resolve Everyday Conflicts and Get Along With Others*. New York, NY: Henry Holt and Company, 1994.

This book provides a step-by-step format to teaching young children to solve problems and resolve daily conflicts. Shure's no-nonsense, sincere approach is illuminated by DiGeronimo's examples of ways to use a dialoguing approach effectively with a variety of types of children.

Shure, Myrna B. with Roberta Israeloff. *Raising a Thinking Preteen: The "I Can Problem Solve" Program for 8- to 12-Year Olds*. New York: Henry Holt and Company, 2000.

Applying Shure's problem-solving approach to intermediate and middle school students, this book presents well-developed strategies, games, and exercises to help young people think clearly about their actions and emotions by considering different viewpoints, solutions, and possible consequences.

### Reflection/Inner Life

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass Publishers, 1998.

According to Palmer, "Teaching, like any truly human activity, emerges from one's inwardness, for better or worse." He explores the inner life of the dedicated teacher and how that life shapes teaching and learning. This book examines the inner landscape of the teaching self and discusses three important paths to be taken: intellectual, emotional, and spiritual.

### School Community/School Climate/School Reform

Barth, Roland. *Learning By Heart*. San Francisco, CA: Jossey-Bass, 2001.

Drawing from a career committed to building schools rich in community, learning, and leadership, Barth shows how to accomplish the most difficult task of school reform—transforming a school's culture so that it will be hospitable to human learning. In an engaging conversational style, he suggests how educators can become the architects, engineers, and designers of their own schools— and of their own destinies.

Bryk, Anthony and Schneider, Barbara. *Trust in Schools: A Core Resource for Improvement*. New York: Russell Sage Foundation Publications, 2004.

Drawing on years of research, including in-depth interviews with principals, teachers, parents, and local community leaders, Bryk and Schneider use case studies to examine how the quality of social relationships—demonstrated in the myriad social exchanges that make up daily life in a school—can be critical to a successful educational environment.

Annotated Bibliography continued on page 11

## Annotated Bibliography (continued)

### **School Community/School Climate/School Reform (continued)**

Meier, Deborah. *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Boston, MA: Beacon Press, 1995.

In this visionary, hopeful blueprint for revitalizing America's public schools, Meier calls for schools that develop human beings and citizens rather than just skilled workers and academics.

Sergiovanni, Thomas. *Building Community in Schools*. San Francisco, CA: Jossey-Bass Publishers.

Sergiovanni explains why a sense of community is vital to the success of any school and shows teachers, parents, and administrators what they can do to rebuild it. Filled with case studies and other examples, this book provides a framework for understanding how to create communities that are inclusive, meaningful, and democratic.

### **School Counselors/Psychologists/Social Workers**

Pianta, R.C. *Enhancing Relationships Between Children and Teachers*. Washington, DC: American Psychological Association, 1999.

Pianta focuses on the complexity of the child-teacher relationship and shows how school psychologists and counselors can help teachers understand the myriad factors involved in their classroom relationships.

### **Social and Emotional Learning**

Elias, M.J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., & Shriver, T.P. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

This book provides a straightforward, practical guide to establishing a high-quality, comprehensive, program of social and emotional education. The authors draw upon recent scientific studies, the best theories, site visits carried out around the country, and their own extensive experiences to describe approaches to social and emotional learning for students at all grade levels.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam, 1995.

Goleman's groundbreaking book from the frontiers of psychology and neuroscience offers insight into our "two minds"—the rational and the emotional—and how together they shape our destiny. Through vivid examples, Goleman delineates the five crucial skills of emotional intelligence, and shows how they determine our success in relationships, work, and even our physical well-being. What emerges is a new way to think about being smart.



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## Additional Activity Documentation Sheet

Name \_\_\_\_\_

School \_\_\_\_\_

Grade/Role \_\_\_\_\_

School City & State \_\_\_\_\_

Use this template to document your activities for Assignment C on page 4. Make additional copies of this sheet, as necessary, or type information as a separate document.

A Microsoft Word version of this worksheet is available at [http://www.open-circle.org/files/OC\\_FSC\\_Activity\\_Doc.doc](http://www.open-circle.org/files/OC_FSC_Activity_Doc.doc)

Date	Time	Type of Activity	Detailed Summary of Activity (including personal insights and learnings)