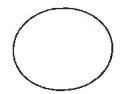
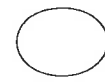


# Circles



Intentionally creating a space that lifts barriers between people, circles open the possibility for connection, collaboration, and mutual understanding.

Derived from aboriginal and native traditions, circles are built on caring relationships, positive expectation messages, and opportunities for meaningful participation.

Circle processes are a valuable practice that serves numerous purposes in our school communities.

Participants gain valuable life skills that will not only positively contribute to improved interpersonal relationships and academic success, but will also prepare them for their future endeavors and relationships.

The circle process provides a way of bringing people together in which:

- Everyone is respected and gets a chance to talk without interruption
- Participants explain themselves by telling their stories
- Everyone is equal- no person is more important than anyone else
- Emotional aspects of individual experiences are welcome

## Values and Principles of the Circle and Community

*Circles are a special process that needs to be presented as such. It's extremely important to set the tone and expectation of the circle to reflect the core values upon which it is based each and every time a circle forms. These values are what distinguish circle time from all other time. If used consistently, the values that govern the success of the circle, and foster the relationship building and skill development will eventually spread out of the circle into the greater community.*

## Typical Circle Structure:

1. Chairs are placed in a physical circle, enough chairs for all participating members with no additional furniture blocking any participants
2. The facilitator is called the "keeper", and leads the meeting (may possibly be lead by a student)
3. The keeper makes introductory comments, often including a discussion of the values that guide the success of the process, and may place the written values/positive agreements on the floor in the middle of the circle for all participants to see.
4. The keeper poses a question or topic (of which depends on the purpose of the circle)
5. A talking piece is introduced and passed, usually clockwise around the circle
6. The only person authorized to speak is the person holding the talking piece (one person at a time), participants may choose not to speak if they wish
7. When a person is finished speaking, they pass the talking piece onwards to the next person
8. The process of passing the talking piece around the circle may continue for a number of rounds. Since only one person speaks at a time, it's important to offer participant's a chance to reflect on what the others are saying in the circle.

## **General Circle Format:**

This format can be amended depending on the amount of time or topic. While it can be tempting to skip the guidelines and values round, it is important that you do not unless you are in a group that has been meeting in a circle for awhile and have covered values in previous circles. A reoccurring group should always revisit the guidelines and values even if just briefly.

1. Opening
2. Guidelines / Values
3. Introduction of Talking Piece
4. Check-In
5. Discussion Rounds
6. Check out
7. Closing

### **1. Opening**

**Purpose:** to create a special or sacred space where everyone will come together to share in ways we ordinarily don't have the opportunity to do. Also to ground everyone, set a positive tone for participants to transition into the circle process.

**Examples of an opening:** poems, quotes, guided meditation or breathing exercise

**Suggested opening language:** "We have come together today to learn more about one another and to be together in a way which will make our school community (or our class or group) stronger, closer and safer."

### **2. Guidelines**

**Purpose:** to allow Circle participants to identify and agree upon shared guidelines for the circle. It's very important to convey the importance of, and hold participants accountable to the guidelines as they directly impact the success of the circle.

#### **Circle guidelines:**

- Respect the talking piece: everyone listens, everyone has a turn
- Speak from the heart: your truth, your perspectives, your experiences
- Listen from the heart: let go of stories that make it hard to hear each other
- Trust that you will know what to say: no need to rehearse
- Say just enough: without feeling rushed, be concise and considerate of the time of others.

**Suggested guideline language:** "Here are the core circle guidelines. Are there any other guidelines you would like to add?" Pass the talking piece around the circle and chart any other guidelines.

**Values:** Circle participants identify and agree upon personal and shared group values which everyone will honor during the circle. Note: The traditional way is to ask people to bring their "best selves" to the discussion. Values are a reminder for how to 'be' in Circle. Respect, honesty, trustworthiness, courage, are examples of such values.

### **3. Introduction of the Talking Piece**

**Purpose:** to create an equitable environment for sharing. Everyone gets a chance to speak or have the right to pass. For those that do not have the talking piece, it is an opportunity to actively listen to the speaker.

Sometimes the talking piece may be suspended to encourage spontaneous sharing or brainstorming.

**Example of a talking piece:** Sacred or meaningful objects that community members can relate to or something that has meaning to someone or is relevant to the topic to be discussed. (Stuffed animal, rock, stone, etc.)

**Suggested language:** The person holding the talking piece is the only one who may speak. Everyone else in the circle is actively listening and trying not to spend time thinking about what they are going to say.

The talking piece usually moves in a circular format (clockwise or counter clockwise). Every person has the opportunity to speak and the right to pass if they choose. Even though someone may pass, they must still be present and participate.

#### **4. Check-In**

**Purpose:** to invite participants to talk about how they are feeling on physical, mental or emotional levels at the moment.

**Suggested check in language:** Q: Name one word describing how you are feeling? If you could be a weather pattern, what pattern would describe how you are feeling right now (today)?

#### **5. Discussion Rounds**

**Purpose:** choosing a topic that is appropriate for the group to discuss will directly impact the success of the circle.

If this is a new group and you are just getting to know each other, you may ask people to share what is important to them about being in this community.

- A good prompting question for a circle will allow people to speak from a personal perspective about something that relates to the group. After asking a question that allows people to tell a story, you may ask a question that encourages people to speak about the issue or reason they were brought into the circle today (community building, celebration, general check in, current event etc.)

#### **6. Check out**

**Purpose:** To invite participants to express how they are feeling at this moment as the circle is about to end.

**Suggested check out language:** Share one word about how they are feeling at the end of the Circle or about what they most appreciated about the process.

#### **7. Closing**

**Purpose:** To close the circle with intention and allow participants to re-enter the world and acknowledge the work done in circle.

**Examples of a closing:** poems, quotes, do a guided meditation or breathing exercise, etc..

- You may suggest that everyone stand shoulder to shoulder and take three deep breathes together. You may also read a short poem or quote and with an expression of gratitude to all present for their participation.

## **Role of Circle Keeper:**

Circle keepers are the caretaker of the circle process, they are not facilitators. As a keeper, it is your job to ensure that everyone takes responsibility for making the circle a welcoming, safe place for open dialogue. Very often, and usually unconsciously, participants will situate the keeper as an authority figure, looking to him or her to direct or make decisions for the group. When it seems the process isn't going smoothly or is taking a direction different than you imagined, it is important to remember that your role is merely to guide the group. It is your job to introduce questions that empower the group to do the work they need to do. As soon as you intervene in a more directive way, participants become less accountable for their actions and decisions. Resulting agreements become much less a reflection of their process and needs and more about what you think the group needs.

## **Circle Keepers:<sup>1</sup>**

- Do not control the circle but help participants uphold its integrity.
- Help to hold a space that is clear, open, respectful, and free. This means knowing when/how to interrupt, when to open and close the circle, when to take a break, and how to remind people to adhere to the agreed-upon guidelines.
- Are participants in the circle, not observers
- Don't need to be a mediator or group facilitator in the usual sense; it's not a position of power, but it is a responsibility to others to keep to the values of the circle.

## **Suggested language for circle keepers:**

**Promote Equality;** "We all have important experiences and something to offer."

**Generate Respect;** "We are different but we all have something to learn from each other."

**Share Responsibility;** "We all have a responsibility for finding solutions."

**Encourage New Ideas;** "Every idea is a good one. We work together to find solutions."

**Seek Solutions that Benefit Everyone;** "Can we find a way to meet the needs of all involved today?"

**Maintain Positive Perspective;** "This is difficult work, and at the same time, we are moving toward a positive outcome."

## **The Talking Piece:**

- Is an object of focus accepted and used by the group. Often something is used that has special meaning to the group.
- Provides greater opportunity for listening and reflection since a person has to wait for the talking piece to come around before speaking. Participants tend to focus more on what people are saying than on preparing an immediate response.
- Prevents one-on-one debates since people cannot respond out of turn.
- Encourages shared responsibility for discussion.
- Reinforces equality in the circle since it provides equal opportunity for all to participate.
- Provides more opportunity for those who are often silent to be heard since they don't have to compete with those who are more verbal.

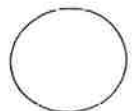
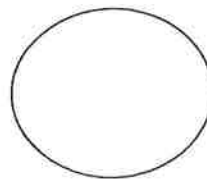
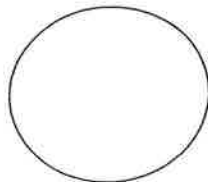
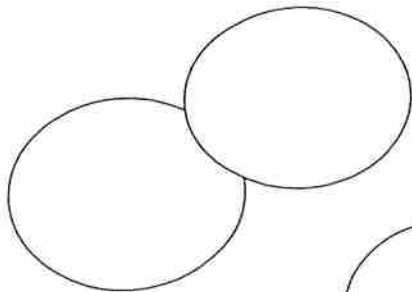
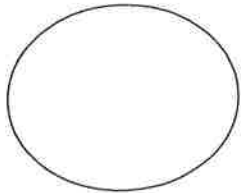
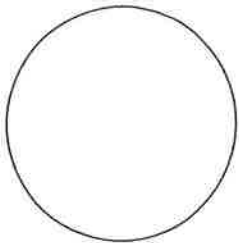
## **Time:**

Circles can form for as little as 10 minutes through an entire class period depending on the need and purpose for the circle.

## When to Use Circles:

Depending on the need to bring people together, circles will serve different purposes. Always guided by the same values and principles, circles may be called for:

community building	problem-solving	reflecting	introducing new students
Conflict resolution	brainstorming	support	farewell to students leaving
healing	diffusing tension	family issues	community violence debriefing



# Community Building: Proactive Circles

Circles foster attentive listening, empathy, sharing, and equal opportunities of participation for all members, therefore, the circle process helps cultivate a strong sense of belonging.

## Proactive Circles:<sup>1</sup>

- Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values, and shared behaviors.
- Are NOT held in response to an incident or problem.
- Ideally should account for no less than 80 percent of all circles a student experiences.
- Are based on topics intentionally selected and sequenced to increase risk-taking over time.
- Build the social capital necessary to support successful Responsive Circles.
- Are used to set up behavioral expectations prior to events that occur outside the regular classroom.
- Can be used to help students with academic goal setting and planning.
- Can be used to set ground rules for projects and activities.
- Can be used to build or monitor understanding of academic content.

## Examples of Proactive Circles

**Beginning-of-day/class circles:** (adopted from the Little Book of Restorative Discipline for Schools)  
Circles at the beginning of each day/class can help develop common understandings of guidelines, expectations, and values. They can also be used to address tensions or problems that may have arisen the day before. A daily circle process provides a chance to check in with questions or issues such as:

- How was your night? (High risk question)
- What's going on in your life right now? (High risk question)
- What are your thoughts or reflections on today's assignment?
- Clarifying details and expectations of daily schedules.

**Anytime circles:** (adopted from the Little Book of Restorative Discipline for Schools)

Circles can be used at any point when tensions or problems have arisen, or when decisions need to be made. They provide a problem-solving forum that teaches values such as honesty, accountability, responsibility, and compassion.

Possible uses include:

- **Curriculum:** enhance learning by providing an interactive forum for students to participate in the learning process. Examples include, content review, reading debriefs, topic discussions, goal setting, news articles, current events, books, controversial topics.
- **Having fun** or doing a cooperative activity such as telling jokes and story telling.
- **Engaging in student-chosen discussion topics.**
- **Student/Family/Parent Support/ Staff Support:** truancy, IEP, suspension reentry, peace circles (requested by students who need a safe place to vent emotion and receive support), parent meetings, staff meetings...etc.

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<sup>1</sup> The International Institute for Restorative Practices: Whole School Implementation overview and essential elements

**End-of-day circles:** (adopted from the Little Book of Restorative Discipline for Schools)

- Circles are often used at the end of the day for purposes such as these:
- To share something that happened to each participant that day.
- To address a problem or conflict that has arisen during the day
- To address feelings and tensions that may have developed inside the classroom, in other areas of the school, or even in the outside world (ex. Disturbing events in the news).

## Sample Prompting Questions/Topics for Circles

*Please note:* It is always important to carefully select which questions or topics to pose to the group depending on the needs of the group. The health of each member of the circle is always to be strongly considered.

\*Be prepared and know that some of the circle prompts may bring up a lot of emotions for the circle members.

### Getting Acquainted

- Share a happy childhood memory.
- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face to face conversation with anyone, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?

### Exploring Values

- Imagine you are in conflict with a person who is important in your life. What values do you want to guide your conduct as you try to work out that conflict?
- What is your passion?
- What do you keep returning to in your life?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What change would you like to see in your community? What can you do to promote that change?
- A time when you acted on your core values even though others were not.

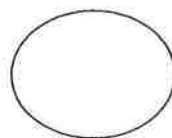
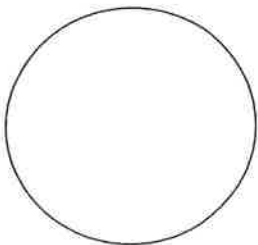
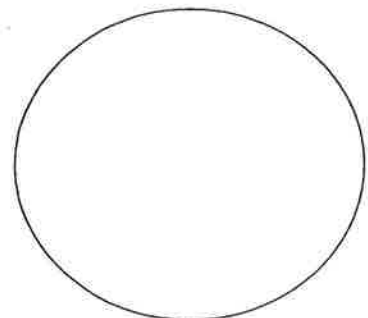
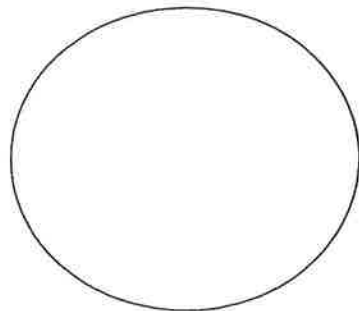
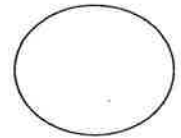
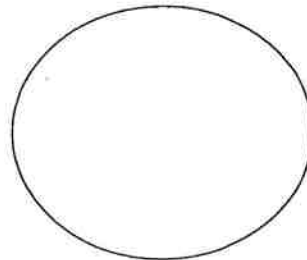
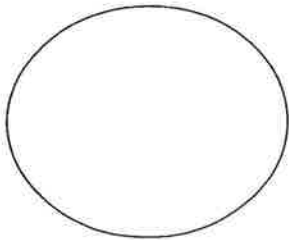
## Storytelling from our lives to share who we are and what has shaped us (to build community)

Invite participants to share:

- A time when you were outside of your comfort zone
- An experience in your life when you “made lemonade out of lemons”.
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you were in conflict with your parents or caregiver.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.

### Relating to Curriculum:

- The best/worst thing about this science project is...
- The main character in the book we are reading is like/not like me when...
- These math problems make me feel...





## Additional Circle Starters:

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. I feel happy when...</li><li>2. I feel sad when...</li><li>3. I feel angry when...</li><li>4. I feel scared when...</li><li>5. I feel excited when...</li><li>6. I feel stressed when...</li><li>7. I feel alone when...</li><li>8. The scariest thing...</li><li>9. My favorite hobby...</li><li>10. My favorite pet...</li><li>11. My favorite food is...</li><li>12. My favorite T.V. show is...</li><li>13. My favorite weekend activity is...</li><li>14. My favorite song is...</li><li>15. My favorite sport is...</li><li>16. My favorite color is...</li><li>17. My favorite weather is...</li><li>18. Rain makes me feel...</li><li>19. Wind makes me feel...</li><li>20. Sunshine makes me feel...</li><li>21. I feel happy when...</li><li>22. I feel sad when...</li><li>23. I feel angry when...</li><li>24. I feel scared when...</li><li>25. I feel excited when...</li><li>26. I feel stressed when...</li><li>27. I feel alone when...</li><li>28. The scariest thing...</li><li>29. My favorite hobby...</li><li>30. My favorite pet...</li><li>31. My favorite food is...</li><li>32. My favorite T.V. show is...</li></ol> | <ol style="list-style-type: none"><li>33. My favorite weekend activity is...</li><li>34. My favorite song is...</li><li>35. My favorite sport is...</li><li>36. My favorite color is...</li><li>37. My favorite weather is...</li><li>38. Rain makes me feel...</li><li>39. Wind makes me feel...</li><li>40. Sunshine makes me feel...</li><li>41. Snow makes me feel...</li><li>42. Fog makes me feel...</li><li>43. Today I feel...</li><li>44. When I think of blue, I think of...</li><li>45. When I think of red, I think of...</li><li>46. When I think of green, I think of...</li><li>47. When I think of yellow, I think of...</li><li>48. When I think of black, I think of...</li><li>49. When I think of brown, I think of...</li><li>50. When I think of white, I think of...</li><li>51. If I were an animal, I would be...</li><li>52. If I were a famous actor/actress, I would be ...</li><li>53. If I were a famous athlete, I would be...</li><li>54. When I graduate from high school, I want to ...</li><li>55. When I become an adult, I want to...</li><li>56. When I start my career, I want to ...</li><li>57. I can't wait until...</li><li>58. Friends are ...</li><li>59. Families are...</li><li>60. Putdowns make me feel...</li><li>61. Appreciations make me feel...</li></ol> |
|--|---|

\*\*This material is adopted from Kristi Cole and Paul Dedinsky's packet of Restorative Justice Practices, Milwaukee Public Schools. Safe Schools/Healthy Students.

Week # \_\_\_\_\_

Welcome to Circle! Circle is a safe place where we come together to share our thoughts and feelings. We meet once a week and have different circle topics. Before we talk about our topic, let's check-in.

CHECK-IN ROUND - Tell us your name & and \_\_\_\_\_

SHARER - Read our circle values out loud.

In our circle today, we are going to talk about \_\_\_\_\_

OPENER - Share what you picked as our opening and why.

CONNECTOR - Tell about the Talking Piece you picked and why.

CREATOR - Tell us about the centerpiece and what it means.

Round ONE

Round TWO -

Round THREE-

LEARNING MOMENT - (optional)

CHECK-OUT ROUND -

CLOSER - Share what you picked as our closing and why.

***\*This is an empty template to construct your own circle, and is followed by 3 circles that have already been made for you.***

## Loving the Questions Circle

**Type of Circle:** Basic

When we think of the word conflict, what is the next word that comes to mind? For many of us, it is “resolution,” which reveals an agenda that we almost always have around conflict: either avoid it, or resolve it. But there is a third option, which is to simply be present with the conflict. This circle helps us learn to hold questions that may be unanswerable. It also gives us a chance to connect with each other around our wonderings.

- Invite students to sit in a basic circle. It can be helpful to dim the light and make room for the students to lie down, if space permits and if the students are accustomed enough to circle.

"Have patience with everything unresolved in your heart and try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer."

*--Rainer Maria Rilke, in "Letters to a Young Poet"*

- When students are settled in, read the Rilke quote in the box to the right/
- Explain to students that this circle will be about living questions we have but perhaps cannot answer... our wonderings. Give an example of something you wonder about.
- Have students turn their chairs and face outwards from the circle and close their eyes.
- Read the poem again. Invite them to ask a question of themselves (not out loud.) While they are thinking, read the following questions as examples, leaving a few moments between each question; ask them to free-associate and see if the questions you ask lead to other questions of their own.
  - What do you wonder about yourself?
  - What do you wonder about your family?
  - What do you wonder about your closest friends?
  - What do you wonder about your teachers?
  - What do you wonder about nature?
  - What do you wonder about the world?
  - What do you wonder about the night?
  - What do you wonder about the universe?
- Next, invite them to say out loud something they are wondering. Use the popcorn format. Invite students to train their intuition by waiting for a moment after someone else's share, then choosing a time to speak when they are not speaking over someone else.

- **Witness Round:** Invite students to face the center. Have them share something that stood out for them about what people wonder, and what it is like to wonder.
- **Closing Round:** Use the talking piece and invite each student to share a few words about their experience of today's circle.

## Thanksgiving Circle

### Type of Circle: Basic, Popcorn

Another dimension of connection is to bring to mind those things to which we feel a positive connection in our lives. Inviting a round of sharing thanksgiving is one way to do this. A useful prompt, based on a Mohawk tradition, is to direct thanksgiving to (in the following order):

1. Sources of Inspiration
2. Grandparents, Parents and other Ancestors and Teachers
3. Moon, Sun, Stars
4. Winds and Clouds
5. Birds
6. Trees
7. Animals
8. Plants
9. Waters
10. The Earth
11. People

**Preparation:** For this circle, prepare slips of paper or index cards in advance. Each one should have one item on it from the list above. Also post the list. Note that there is a specific order in how it is presented, which is the sequence used traditionally.

**Room set-up:** Open space for a circle, with a podium or other designated space for speaking.

### Circle Activity

- Review the list and give (or elicit from students) examples of each.
- Pass out the slips of paper (or have students draw them from a bag). Students can meet in groups of two or three and share what topic they have drawn. Together they can brainstorm what they are thankful for in that topic.
- Students line up in sequential order of subject. Once they are lined up they can move to form a standing semi-circle.
- One at a time, in order beginning with "sources of inspiration" and ending with "people," students walk to the podium and share what they are thankful for. Encourage them to include details and share stories that illuminate why they are grateful.

A class project may be to videotape the presentation and then present the video in some way to the community. Another project may be to repeat this activity at a parent night or other assembly, and then invite audience members to share what they are thankful for also. This may take some practice until students find their voices of thanksgiving. But consider that the capacity to feel and express gratitude has the potential to be profoundly restorative of good feelings within a community. As a teacher you can model this by sharing things you are thankful

for outside of circle time, perhaps at the start of the class day or when beginning a new lesson. When you are teaching mathematics, can you think of any ancestors of mathematics that inspire a moment of thanksgiving?

Many classes have circles where students are invited to express appreciation of other students. In some classes this works well. But it can also become more about establishing and maintaining cliques based upon popularity than about true appreciation. Watch out for a tendency for the circle to leave some students out and give others (the more popular students) most of the attention. The practice of thanksgiving described above can be a viable alternative when the practice of appreciation isn't quite working.

## Energy Management: Calming Activities

Sometimes the class needs to calm down and get focused at the beginning of the circle, or during the circle if the energy gets too unruly.

### The Quietest Sound

Tell students that we are going to see how long we can hear the voice of a bell. Have them raise one of their hands and close their eyes. When they hear the bell, slowly lower their arms as the sound of the bell fades, finally bringing their hands to rest on their legs when they can no longer hear it.

### Outer and Inner Voice

This is an extension of the previous activity. We are listening to the true voice of the bell. Ask them to notice if, when they can no longer hear the bell with their ears, if its tone continues to resonate within them. As with the previous activity they will lower their arms and rest their hands when they can no longer hear the bell, but then allow their hands to raise up slightly if there is some way in which the bell is resonating within them.

### Secret Voice

This is an extension of the previous two activities. Explain that the bell can speak only in its one true voice, but that humans can choose a variety of voices. Suggest that when the voice of the bell is resonating some thought or image will appear in their imaginations. This is the "secret voice" that we hear when we listen to ourselves. Have them lift their hands when their imagination presents something in response to the tone of the bell. Use the talking piece to share in the circle.

### Speaking with One Voice

This activity helps align vocal energy. Choose a syllable such as "Ah" or "oh." Have everyone rest their hands on their legs. Together, very quietly say the syllable. Lead the class by raising your hands and increasing the volume until everyone's hands are straight up and the volume is at maximum. After a pause suddenly drop your hands and be silent. Repeat until the class can hold silence for 5 seconds after everyone's hands have dropped. If you wish, you can ask a student who breaks the silence early to be "it" and lead the next round.

## **Self Control/Bubbles**

Welcome to Circle! Circle is a safe place where we come together to share our thoughts and feelings. We have a talking piece and it signifies your turn to share. If you do not have the talking piece, it's your turn to listen.

**CHECK IN ROUND:** Tell us your name and how you're feeling today (1-5 on 5 point scale).

**SHARER-** (Blows bubbles. Allows students to pop, giggle, etc (as they naturally do for bubbles). Wait for bubbles to be gone and children calm again). I'm going to blow bubbles again. This time, though, I want you to sit perfectly still and quiet-even if a bubble lands on you! I know it may be hard, but I know you can do it.

**Round 1:** Was that hard or easy for you to sit still and not pop the bubbles?

**Round 2:** Why did you want to play with the bubbles?

**Round 3:** What are some other things that are hard for you to not do, or resist?

**Round 4:** Can you control your behavior?

**Round 5:** Is it hard to control your behavior?

**Round 6:** What is self control?

**Learning Moment:** Everyone gets excited sometimes, and has a hard time controlling themselves, or practicing self control. We just need to find ways to calm ourselves back down to get our bodies and minds back into control. There are lots of ways to calm ourselves-taking deep breaths, counting to ten, thinking of something else. You just need to find what works for you. For your homework, try using these "tools" to calm yourself down when you're excited, and see if you can find one that works best for you.

**Check out Round:** Compliments and Appreciations

### WEEK # 3 -Pick an Emotion Circle

Welcome to Circle! Circle is a safe place where we come together to share our thoughts and feelings.

CHECK-IN ROUND - Tell us your name & what makes you the happiest

SHARER - Revisit values that may not have been followed well last week.

In our circle today, we are going to talk about a range of emotions to learn how to identify these emotions within ourselves and also within others to allow you to have empathy for others.

OPENER – Show the following video <https://youtu.be/RXl6QpWQ5xo>.  
<https://www.youtube.com/watch?v=2WpKGqYAClk> emotions video clip

Round ONE- What were some examples of emotions that you saw on the video.

Round TWO – I have written down some emotions and placed them in the bucket. Pass the bucket around and draw out a slip of paper. Read the emotion and tell about a time you felt that emotion.

Round THREE- Now think about the time you just shared... did your feelings change over time? What helped change you change your feelings?

Round FOUR- Did your emotions in that experience influence your behavior at that time? Did you make any bad choices that got you into trouble?

Round FIVE- Does anyone want to share about another emotion that you did not draw?

Closing round - What did you learn today by hearing others talk about their emotions?



**PEOPLE WILL FORGET WHAT YOU  
SAID, PEOPLE WILL FORGET WHAT  
YOU DID, BUT PEOPLE WILL NEVER  
FORGET HOW YOU MADE THEM  
FEEL. - MAYA ANGELOU**

Closer-