

Want to learn how to build the type of classroom community that supports academic achievement?



The First 40 Days

A Guide to Fostering Restorative Classrooms

This guide represents a partnership between

Milwaukee Public Schools

and the

Milwaukee District Attorney's office

NOTE: This guidebook is in rough draft form. Citations to sources have yet to be completed. This rough draft is being disseminated at this point so that students can benefit from the exercises and activities to build stronger classroom communities. Educators should feel free to offer feedback and suggestions. Contributions to this document will be gratefully accepted and integrated. This guidebook is meant to be a living document that develops and grows and can be shared with others for years to come.

This document was created by the author in his capacity as a prosecutor with the Milwaukee County District Attorney's office. Although supported, in part, by a United States Department of Education, Justice, and Health & Human Services safe schools/healthy students federal grant, the contents herein represent points of view of the author and not necessarily the official position or policies of the U.S. Departments of Education, Justice, or Health & Human Services. The author is pleased to present this document. However, an additional word of caution is in order. This document is merely intended to serve as a beginning point for community building and conflict resolution practices and not as an exhaustive review of mediation practice or restorative justice. Practitioners must be individually responsible for their work in attempting to build community, mediate disputes, or resolve conflicted situations and behavioral issues.

Autumn of 2013

Acknowledgements

Since 2008, the Milwaukee Public Schools and Milwaukee District Attorney's office have collaborated on restorative justice practices such as Community Building Circles, Repairing Harm Circles, Restorative Peer Jury Circles, and Restorative Teaching Practices. This project credits the steadfast leadership and support of the Milwaukee Board of School Directors.

Throughout Milwaukee Public Schools, thousands of faculty, administrators, staff, and students have received restorative justice training. The goal has been to build peaceful and non-violent communities expert in repairing harm and restoring relationships. The strategy has always been to engage youth in decision-making processes, their participation central to the resolution of issues affecting the entire school community.

While this guidebook could not hope to include every aspect of community building, I hope that it serves as a useful roadmap in addressing issues, resolving harm, and restoring trust in relationships towards the development of a healthier school community. My heartfelt thanks extend to include:

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As a final note, this guidebook is dedicated to all who diligently work to build restorative classrooms and establish our schools as anchors of safety and security in our community.

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Preface

I first experienced restorative justice in 1991 as a law student working for a University of Wisconsin-Madison summer clinical program. The story of this restorative justice encounter begins with an inmate incarcerated for a crime he committed many years earlier.

Convicted of *Negligent Homicide by an Intoxicated Motorist*, this inmate got into a fatal accident while drunk. One person sitting in the flatbed of his truck was killed. Another person, this inmate's niece, was maimed and paralyzed. She no longer had use of her limbs. In spite of her condition and a limited ability to speak, she communicated her heart's desire: To meet face to face with her incarcerated uncle. With her body beyond repair, she now desired a different type of healing that only forgiveness and love could provide.

After lots of preparation and planning, we scheduled the day for the encounter between this paralytic niece and her uncle. Being within a year from parole, the inmate was granted special permission to be transported to the hospice care facility in the county where his niece resided. I have never attended a restorative justice intervention where fewer words were spoken, but neither have I attended a restorative justice intervention where more tears were shed. As he held her hand in his, they both cried. How many times he apologized and how many times her eyes forgave him, I am not sure. But afterwards, when I spent time with him, I knew that his heart had been transformed. He had been deeply touched by this moving experience. I also believed that he was more emotionally, spiritually, and psychologically prepared for his re-entry back into his family and the community.

As a prosecutor with the Milwaukee District Attorney's office for the past 16 years, I have been blessed to spend the last five years working closely with students and teachers across the Milwaukee Public School district. In 2007, I first learned of MPS's desire for a prosecutor to serve in the role of a restorative justice coordinator. MPS had already begun to implement restorative justice practices in several pockets across the district. From my own experiences, I understood the truly transformative possibilities for this work.

Our work is proactive. Whenever possible, educators and students aim to solve problems before violence breaks out. Youth become active leaders in preventing crime, using restorative approaches to advance peace.

The students yearn for empowerment. They desperately want to be a part of making their schools better places. They want peace to reign in their neighborhoods. It was these students who inspired the creation of this guidebook. Use it to build the kind of lasting trust that will create the relationships needed to transform our communities – in classrooms and schools to neighborhoods and beyond.

Table of Contents

Restorative Justice Circles: An Introduction to <i>The First 40 Days</i>	p. 6
Restorative Justice and Conflict Resolution	p. 7
Description of Restorative Justice Practices Philosophy and Theory	p. 8
Community Building and Trust	p. 9
Community Building Exercises	p. 10
Circles as Safe Containers	p. 11
Positive Behaviors, Interventions, and Supports (PBIS)	p. 12
Week #1: Fun and Names	p. 13
A Framework to Process Activities and Exercises	p. 23
Week #2: Getting to Know One Another	p. 24
Achieving Balance	p. 34
Week #3: Community Building	p. 35
Leadership Attributes and Values	p. 45
Class Guidelines	p. 49
Week #4: Commonality and Diversity	p. 50
Week #5: Relationships	p. 58
Relationship Wrap-Up	p. 66
Week #6: Trust	p. 67
Trust and Mandatory Reports of Child Abuse and Neglect	p. 80
Week #7: Repairing Harm in the Face of Conflict	p. 81
Circle Guidelines / Common Agreements	p. 82
Understanding Core Emotions	p. 97
Change and Transformation	p. 103
Week #8: Lead Restoratively	p. 104
Final Review: Restorative Justice Practices	p. 122

Restorative Justice Circles: An Introduction to *The First 40 Days*

Some of the wisest educators know that time spent during the first two months of the school year setting a firm framework of accountability and support reaps benefits throughout the entire school year. This central premise prompted the creation of *The First 40 Days*.

How does this guidebook work?

The 40 days are broken down into eight separate weeks. Some suggested learning objectives and student “take aways” are included for each week. Then, a day by day set of interactive, experiential learning exercises and activities are described – complete with directions, explanations of the exercises, and some ideas for classroom processing. Of course, educators may wish to process the exercises differently based upon their class’ separate needs.

Some of the exercises are appropriate for any age, while others will work better with only certain age groups. Often, for a given day, there may be two or three exercises from which to choose. Also, depending upon the developmental level of your students, some educators may choose to simplify some of the exercises or design a different approach.

Some educators will follow the suggested activities day by day, while others may wish to use this guidebook as a reference, using selected exercises for a given purpose. Whatever the case, the goal remains essentially the same: Collaboratively building the type of community where students feel empowered, supported, and properly held accountable to the reasonable expectations of the greater school community.

Thought and consideration has been given towards the arrangement of the exercises. Some of the least threatening exercises appear well before some of the more challenging ones. Once trust grows, then students may be more inclined and willing to risk some vulnerability. Until then, the beginning days include exercises requiring little personal risk and minimal personal sharing. As the weeks proceed, assuming that your classroom builds a healthy sense of community, students will then be ready to face more challenging exercises.

One cautionary note: Were you to thumb through *The First 40 Days* and leave with the impression that it contains merely a collection of games, you would be missing the point. Do not fool yourself. Like it or not, some type of “community” is going to form in your classroom and in your school, whether or not you do anything proactive. The issue is whether the “community” that forms will be healthy and positive or whether it will be toxic and negative. Community building is serious business. You must intentionally and deliberately be a part of building it so as to ensure that the community that grows is based upon kindness, compassion, respect, empathy, joy, responsibility, honesty, open communication, acceptance, love, generosity, and trust.

Restorative Justice and Conflict Resolution

While restorative justice practices are often associated with mediation and conflict resolution processes, those topics stretch beyond the scope of *The First 40 Days*. For more information pertaining to repairing harm and restorative peer jury circles, please see the *Facilitator's Guidebook to Repairing Harm Circles and Restorative Peer Jury Circles*.

Nonetheless, although *The First 40 Days* focuses on community building rather than conflict resolution, many restorative justice practitioners treat conflict resolution as somewhat of a subset of community building. After all, community building seeks to improve connectivity through increased trust and strengthened relationships. Conflict is what happens when relationships sour from a betrayal or fracture in trust.

Thus, while *The First 40 Days* does not specifically address conflict resolution, it is most important to recognize the significance of striking a proper balance between *accountability* and *support*, both important concepts towards building a strengthened classroom community and repairing harm when misbehavior, misconduct, or conflict occurs.

- 1) Accountability. In order to learn personal responsibility, students must first have a proper understanding of academic expectations, as well as a grasp of the boundaries and limits for their acceptable classroom and school behavior.

However, when restorative justice proponents refer to the term, accountability, they intend that people be held accountable not to a rule or a law. Rather, the intention is that we be held accountable to other people, with whom we share relationships in the community. Note the relational quality to a restorative perspective of the concept.

Therefore, “repairing harm” is not simply an outcome or result of a conflict resolution process. No. It is an obligation. Basic personal responsibility obliges us to acknowledge and then repair the harm done to other human beings in relationship.

- 2) Support. As a school community, all members (including those who misbehave) must also be supported towards becoming contributing members of that community. Repairing harm and restorative peer jury circles seek to engage students to resolve school conflict, establish a safe container to hear the voices of victims of abusive conduct, and integrate or re-integrate offenders into the school community.

The next section will tell you about the philosophy and theoretical basis for restorative justice practices and circles, with many contributions from MPS SSW Sarah Kubetz. After touching on theory, the weeks of *The First 40 Days* will unfold sequentially.

Description of Restorative Justice Practices Philosophy and Theory

Restorative justice is a philosophy, not a program or project. Restorative justice practices embody a set of principles and strategies that focus on finding respectful and effective ways to:

Repair Harm, Restore Relationships, & Build Community

As adopted within Milwaukee Public Schools, restorative justice aims to *repair harm* and *restore relationships* in order to build a stronger sense of *community* within classrooms and schools.

Restorative principles, approaches, and strategies seek to increase the connections of people to one another. When conflict arises or an offense occurs, restorative justice views the misconduct not simply as a violation of a rule. Restorative justice considers the offense as a violation against a relationship(s), now harmed or impacted by the situation.

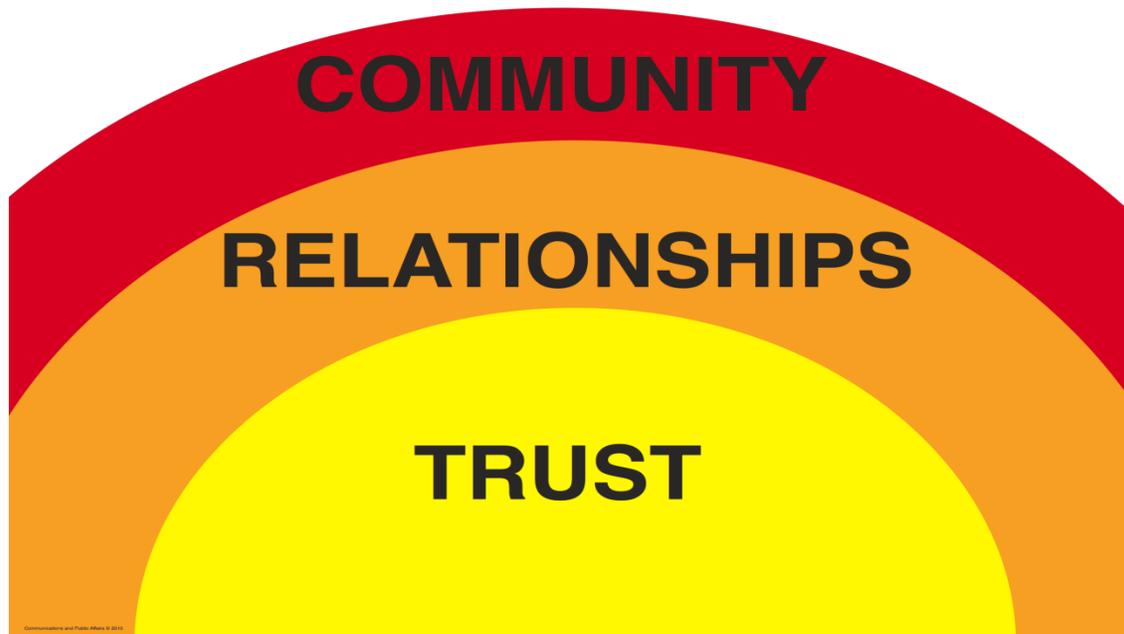
How do restorative justice practices translate into an academic setting? Experience has taught that a stronger learning community will naturally adjust a classroom into a more successful learning environment where students feel valued and their academic achievement nurtured. Restorative approaches aim to challenge students on a cognitive “thinking” level and a behavioral “action” level:

- **Thinking.** Students have become accustomed to punitive, retributivist approaches to justice since our school districts suspend large numbers of students and the criminal justice system has incarcerated unprecedented numbers of offenders in the United States over the past 20 years. Observers describe punitive, traditional approaches as weighted towards a “Just Desserts” approach.
- **Action.** Restorative practices offer students opportunities to infuse restorative approaches into classrooms and schools by building the type of trust that leads to positive relationships and a healthy community. Students may also participate in repairing harm or restorative peer jury circles to actively repair harm between and amongst members of their school communities.

Restorative justice seeks stronger connections between members in a community to avert harm from occurring in that community. If and when harm occurs, these strengthened community bonds provide the foundation to support the collaborative efforts of all community stakeholders to effectively and smoothly repair harm, restore relationships, and rebuild a healthy sense of community.

Community Building & Trust

In order to intentionally and deliberately build a strong and healthy sense of community in classrooms, we first need to examine how community gets formed. Look at the model below. It depicts the interplay between and amongst Community, Relationships, and Trust.



Dedinsky, P. (2012). *Experiencing Restorative Justice Practices within the Context of an Academic Course – A Phenomenological Mixed Methods Study*.

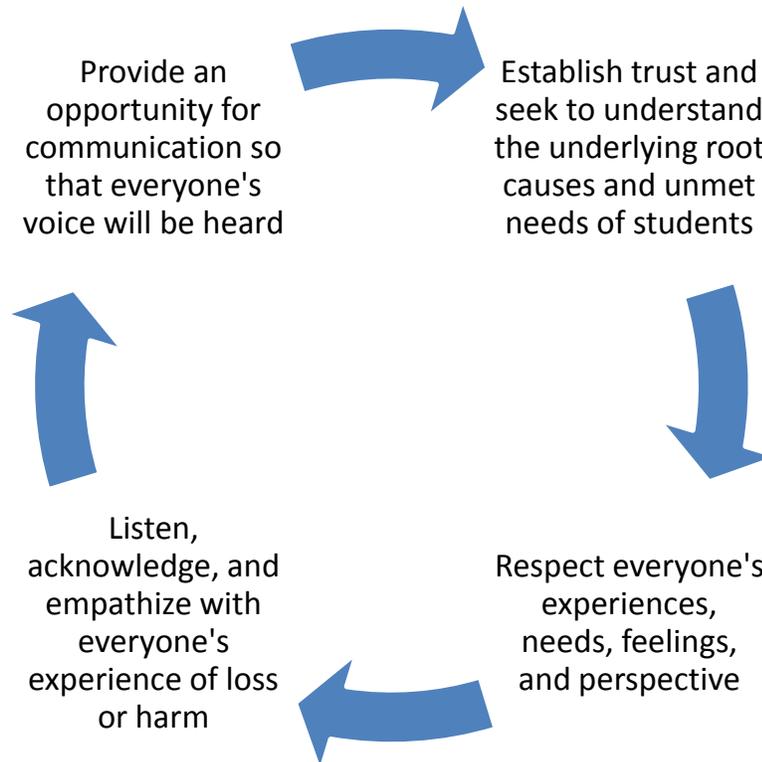
The wisest educators recognize that the journey towards building a strong and healthy community begins with trust. Trust is the fundamental ingredient underlying positive, pro-social relationships. The community is only as strong as the power of its relationships.

Trust also undergirds the ability to effectively resolve conflict. Trust makes it possible to tackle more difficult – even emotionally charged – issues throughout the school year.

Trust may be an invisible substance. But, undeniably, people know when it is present and when it is not. People know when it is strong and when it has been fractured or betrayed. In short, trust is the mortar between the bricks that form relationships between people.

Community Building Exercises

The principal goal of community building exercises is to increase trust amongst students. Consider the following core values and principles of restorative justice practices when planning community building exercises.



Dedinsky, P. (2012). *Experiencing Restorative Justice Practices within the Context of an Academic Course – A Phenomenological Mixed Methods Study*.

Over the past five years, I have indeed devoted a great deal of my time training educators and students to conduct repairing harm and restorative peer jury circle processes. However, instead of spending the lion's share of my time working on conflict resolution, I have spent the majority of my time building community.

Community building exercises can be used at the beginning of a school year as a new classroom coalesces or throughout the school year as the educator sees fit. Since many of the activities involve movement, care should be taken by the instructor or facilitator to encourage physical safety at all times. Most of the exercises occur in the context of a circle in order to promote familiarity with circles as places of safety and security.

Circles as Safe Containers

What is meant by creating a *safe container*? When a circle becomes a sacred space for the free expression of ideas, feelings, and thoughts, then a circle can consider itself a *safe container*.

A number of features may provide for the creation of a *safe container*. One feature might be the creation of circle guidelines, together with the circle's commitment to these common agreements, as discussed later in this guide. Another feature might be the sense of safety that circle members feel from the assurances of a confidential place to share one's personal story.



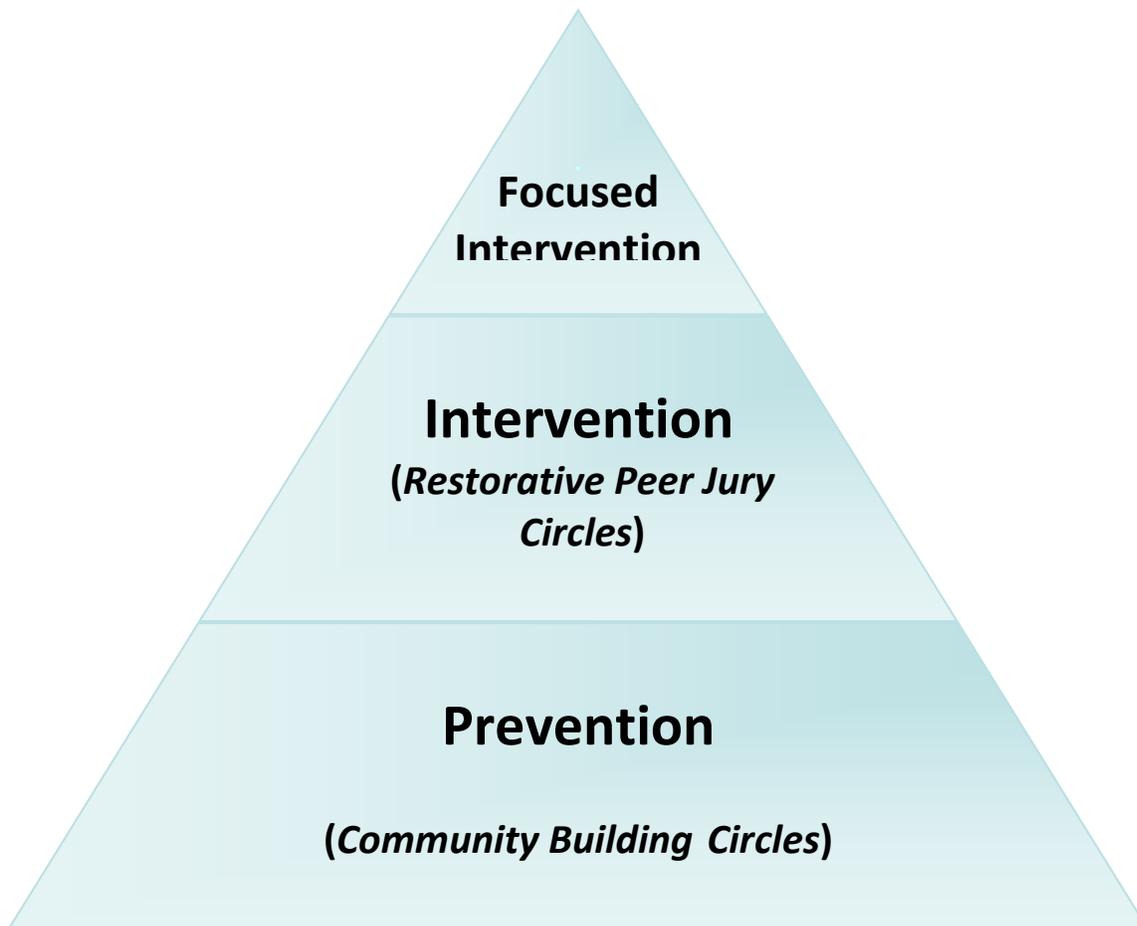
Another feature of maintaining restorative justice circles as *safe containers* might be the ritualistic utilization of a *talking piece*. Students learn quickly that only the person in possession of the talking piece speaks, while others are expected to listen and wait their turn. For consistency purposes, schools typically pass around the talking piece in a clockwise direction.

The talking piece may be an item of some personal significance or sentimental value. Sometimes circle members bring their own talking pieces to the class or even create their own talking pieces. “*Respect for the talking piece*” sometimes becomes a separate circle guideline which may be demonstrated by listening to others or even how circle participants accept, hold, and pass the talking piece.

Usually, facilitators also prefer to utilize a *centerpiece* as a reminder of the sacred nature of circles. The centerpiece may contain objects such as a candle, small plant, a small statue, or some other item of sentimental value. A centerpiece may contain objects that symbolize the values of the circle or school community. Sometimes, there is a story associated with a particular talking piece or item in the centerpiece that illuminates its meaning or significance.

Positive Behaviors, Interventions & Supports (PBIS)

As an accepted strategy for implementing PBIS in school communities, restorative community building most often addresses issues within the PBIS Prevention tier. Repairing harm and restorative peer jury circles address issues arising at the Intervention tier and may or may not be appropriate for the Focused Intervention tier, depending upon the facts and circumstances of individual cases. Generally speaking, schools may have mandatory interventions associated with cases involving illegal drug possession and drug dealing, firearms/weapons possession, dating violence and sexual abuse, as well as cases of extraordinary violence and/or bloodshed. Educators and mental health experts must appropriately screen students for participation in these strategies and interventions.



Week #1:

Fun and Names

During the first week of school, students must begin the process of relationship building, beginning with mastery of names. All of the exercises during the first week of class will involve very little risk. Students should not be challenged deeply until trust has been built.

The exercises during this time should all be fun and light-hearted. Keep in mind that a sense of community is often built when students in the class have fun with one another. The basic learning objectives are addressed in the table below.

Learning Objectives

Trust, Relationships, Community. Learn the significance of trust as interwoven through relationships and community. Successfully build connectivity / trust with a member of the classroom community.

Educational Culture. Analyze, research, engage, and develop an educational culture that supports restorative approaches to building community and repairing harm.

Respectful Communication, Listening, & Dialogue. Identify and control unhelpful responses to a speaker or to ideas in a discussion by stating comments in a respectful and supportive manner. Participate in a discussion by adding information and asking questions related to the topic.

Student Take Aways:

From Week #1, students will be able to say: "I can..."

- Recite every name of every student in my class.
- Build a connection with other people in my school community.
- Have fun with classmates.
- Successfully build trust with others.

Day 1: Welcome and Introduction

Exercise: Partner Share Introduction

Circle participants will have a partner sitting next to them. Each participant will interview his/her partner and gather information in order to introduce their partner to the rest of the circle. Facilitator will provide the interviewing topics. Below are some ideas for interview topics. Facilitator can select two to three topics, and interviewers will gather some or all of the following information:

- 1) Name (use first names)
- 2) Favorite Vacation Spot. You just received an “all expenses paid” trip to anywhere in the world. Where are you going and why it’s your favorite vacation spot?
- 3) World Famous Artist. If you could be a “world famous” artist, what would you be? Any art form or type of artist will suffice. Dream big. Don’t worry if you don’t think you have any talent. Imagine that you do.
- 4) Super Hero Power. If you have one super hero power, what would it be? Why?
- 5) The Perfect Gift. Imagine that it’s your special day. It could be a birthday or anniversary or any other day that’s special. When you get home from school today, there will be a package waiting for you at your door. You’re super excited. It’s a gift that you really want badly. What is inside the package?
- 6) Fear. Name one fear. It can be something that you currently fear or something that you feared a long time ago sometime earlier in your life.
- 7) Kellogg’s. Imagine that you work at Kellogg’s. Kellogg’s makes cereal. Your job at Kellogg’s? You are the person who decides what surprises go in the cereal boxes. So, what is your favorite cereal? And what toy surprise would you put in the cereal boxes?

After each participant collects the information, then the circle uses the talking piece and goes around the circle to introduce one another to rest of the circle.

Day 2: Name Games

Name games are very important as the very first step in getting to know one another and starting to build community. Calling us by our names is a sign of Respect.

Exercise: *“I went shopping...” Name Game*

Starting with the facilitator, facilitator will provide the Sentence Stem: “My name is _____, and I went shopping for a _____.”

Participants must go shopping for an item that begins with the same letter as their own first name. So, if my name is Paul, I might say: “My name is Paul, and I went shopping for a piano.” The twist is that the next person must state what Paul (and everyone else to that point) went shopping for before stating what he/she went shopping for. The last person must remember everyone in the circle before stating his/her own name.

Day 3: More Name Games

Introduction Exercise: Passing the talking piece around the circle clockwise, state name, favorite color, favorite food, least favorite food, or favorite game.

Name Game Alliteration Introduction Exercise:

Grade Levels: All

Directions: Participants are sitting in a circle. One participant volunteers to go first. That participant has to say his or her first name and pair it with an adjective or an animal that begins with the same first letter as the first letter of that participant's name. The next participant must do the same; however, before saying his or her name, the participant must recite all of the previous names. For instance, if adjectives are being used, then the names may look something like: “Marvelous Marvin, Gorgeous Gino, Magnanimous Molly, Delirious David, Persnickety Paul...” If animals are being used, then the names may look something like: “Marvin Moose, Gino Gator, Molly Mongoose, David Dinosaur, Paul Parrot...”

Explanation & Analysis of Exercise: While this exercise tests an individual's cognitive memory abilities, it provides an excellent opportunity for word association and for participants getting to know one another's names. Even after participants have had their turn, many of them will continue to challenge themselves to memorize the names and accompanying adjectives or animals. In a new circle, it can be an excellent exercise for circle participants to acclimate themselves to one another.

OR

Duck Name Exercise:

Grade Levels: 4 through 12

Directions: Participants are standing in a circle. One participant is in the center of the circle. The participant in the center points at one person in the circle and exclaims: "Duck." That participant must then "duck" down. The two participants on either side must state each other's name, trying to state the other person's name before his or her own name gets stated. The person who says it last then goes into the middle of the circle.

Explanation & Analysis of Exercise: This exercise involves some healthy competition, improves name recognition, involves movement, and builds energy amongst the participants. Because of the nature of the exercise, it is an excellent light-hearted activity that builds community amongst the circle participants.

OR

Exercise: Space Creations

Grade Levels: All

Directions: You'll need a large area to complete this activity. Divide the class into small groups with 5-6 students in each group. Instruct the small groups to form various shapes. Have them evaluate how well they managed to form the shape. Next, using their physical bodies, instruct the groups to create new varieties of shapes. Encourage them to use their imaginations. Ideas include round, oblong, flat, open, jagged, closed, parallels, intersections, semi-circles, and diamonds.

After a certain group has completed a particular shape, have other groups guess the shape. Based on the guesses, the group making the shape would need to alter their design until the rest of the class comes up with the correct shape. Larger groups might try stars, rectangles, cubes, hearts, octagons, and so forth. Instead of creating shapes, an alternative variation of this exercise is for the groups to create emotions such as fear, sadness, or anger... or you can list attributes or adjectives on 3 x 5 index cards (such as intelligent, goofy, bodacious, incredible, super, stupendous, devious, etc.) and the groups can design various shapes.

Day 4: Having Fun Together in a Circle

Exercise: Bean Bag / Stuffed Animal Underhand Toss

Grade Levels: All

Directions: Participants are situated standing in a circle.

- Facilitator presents a single bean bag, stuffed animal, or other item. The item must not be something that could injure someone.
- Facilitator explains that the object will be tossed **underhand** across the circle to another participant who must then make an **underhand** toss of the item to a different participant (who has yet to receive it). For safety purposes, no participant may throw the item in an overhand manner.
- Before tossing the item **underhand**, each participant should call out the name of the person who is to receive the item. Everyone must follow suit until the item has been in each participant's hands and returned to the facilitator who will be the final person to receive it.
- Participants must remember whom they threw the item to, because the process will repeat itself in exactly the same fashion again; however, later on repeated rounds, the facilitator will introduce an additional item(s) so that several items are being tossed underhand around the circle at the same time. The exercise can become quite chaotic with five or six items being tossed around the circle simultaneously.

Facilitator can give directions to reverse the direction of the items so that the participants then throw the items backwards to those who had previously thrown the item to them. Facilitator can also give the direction for the participants to toss the item and say the name of the person in slow motion. Then, the exercise can be turned up to double time.

Explanation & Processing of Exercise: This exercise provides ample opportunities for collaborative decision making and team building. A facilitator may utilize this exercise for a variety of specific learning objectives. The facilitator is encouraged to consider the following additional instructions and thoughts.

- After the directions are given and the item is tossed underhand around the circle on the initial round, the facilitator can ask the participants how many “drops” they reasonably expect to occur when on the next round.
- With the goal of trying to avoid “drops” all together, the facilitator can ask participants what strategies they believe can best be utilized to minimize the number. Participants may make suggestions such as: ensuring eye contact between participants before tosses, making careful tosses, stating the other participant’s name clearly before tossing the item, etc.

Essentially, the goal of the exercise is to get everyone to work together, face the realities and limitations of their perceived challenges, solve problems together, and communicate clearly. However, the exercise frequently breaks down, especially with the introduction of multiple items being tossed in the circle at the same time.

This provides an excellent learning opportunity for the facilitator to ask participants:

- “What went wrong?” or
- “What could we have done better?” or
- “What happens in life when things don’t go exactly as we planned?” or
- “How did we solve problems together?” or
- “What happens when we work together?” or
- “What do we do when we think another person is not giving their best effort or playing by the rules?”
- How do we best communicate with each other? Do we blame one another or do we choose to work better with each other?”

Day 5: Having Fun Together

Exercise: "Opposite Directions" Activity

Grade Levels: All

Directions: Participants begin in a circle. All participants are standing. One leader is designated. The leader explains that directions will be given for the participants to "STOP" and to "WALK"; however, the participants must do the opposite of the direction that they are given. When a participant hears a command to "STOP", then the participant must walk. When the leader commands everyone to "WALK", then the participants must stop and freeze in place.

After a series of the participants engaging in the exercise, the leader will add two additional commands: "STATE YOUR NAME" and "JUMP". Once again, participants are to do the opposite. A third set of commands can also be given to "PAT YOUR HEAD" and to "LIFT YOUR LEG". Once again, participants must do the opposite of what they're told.

When four to six commands are all infused together, the participants must think quickly and adjust their movements to ensure that they are doing the opposite of what they are being commanded to do. If you choose to engage some competitive spirit, then direct students who fail to do the opposite to return to their place in the circle. The winner is the last person who is best at *not following directions*.

Explanation & Processing: At least two important objectives can be gleaned from this exercise:

- a) The Importance of Thinking Before We Act;
- b) The Importance of Listening and Following Directions.

Facilitator meets with participants back in the circle. Facilitator asks students what about the activity was difficult. Follow the Reflection, Generalization, and Application processing. Students pass the talking piece around the circle, address the issues, and discuss the importance of both objectives.

Note for Facilitators: Remember that some exercises and activities break down. An argument might occur. Communication may break down. Someone might not follow directions. Someone might cheat. Someone might act foolishly or even recklessly. Someone might become "bossy" and take over, become dictatorial or controlling. Someone might "check out" or isolate themselves from the circle or activity or express an "I don't care" attitude. All of these topics are ripe topics for discussion in this activity or any other.

AND / OR

Bippity, Boppety, Boo Exercise:

Grade Levels: 4 through 12

Stage #1 Directions: Participants sit in the circle with one participant in the middle of the circle. The participant chooses one person sitting in the circle and points at him/ her and says either “Me” or “You” and then “Bippety, Boppety, Boo.” If “You” is stated, the participant must say his or her own name before the center person gets finished saying: “Bippety, Boppety, Boo.” If “Me” is stated, then the participant must state the other person’s name before the center person gets finished saying: “Bippety, Boppety, Boo.” The center person must continue pointing at different participants in the outer circle until someone fails. At that point, the two individuals switch positions with the new participant in the center of the circle.

Stage #2 Directions: After participants have spent some time doing Step #1, they will be ready for a variation. This variation involves three participants in the outer circle working together to formulate a given object. Now, the person in the middle of the circle will point at a participant in the outer circle with a new direction, such as: “Airplane.” For that direction, the participant will fashion a pair of pilot eye goggles from his or her thumbs and forefingers around his or her eyes, while the two individuals on either side must fashion their arms into two plane wings. While fashioning their plane, the center participant will be stating: “Bippety, Boppety, Boo.” Should the outer circle participants complete their rendition of the airplane correctly before the completion of “Bippety, Boppety, Boo,” then the center person stays in the center and selects another threesome. However, if the plane is not completed, then the outer participant who fails to fashion their section of the airplane in time, must then go to the center of the circle.

In addition to fashioning an Airplane, the facilitator may want to direct the participants to a second or third object for a threesome to complete. Some possibilities include:

“Elephant”: The center person makes a trunk with his or her arms. The two individuals on either side fashion their arms into elephant ears.

“Airplane”: The center person makes circles with fingers from each hand and places the circles around his or her eyes, forming “airplane pilot goggles” while the two individuals on either side make airplane wings with their arms so that the plane has two wings pointed in the correct directions.

“Rabbit”: The center person places his or her arms into the air, mimicking bunny ears. The two individuals on either side stick out their opposite feet and thump them on the floor.

“Jello”: The two individuals on either side formulate their arms around the person in the middle to form a jello bowl. The person in the middle wiggles/jiggles like jello.

“Roller Coaster”: The person in the middle puts his or her hands up in the air, gets a scared look on his or her face, and screams out loud as if going down a steep roller coaster. The persons on either side put their hands in front of them waving like a roller coaster.

“Statue of Liberty”: The person in the middle puts his or her hand up in the air as if holding a torch. The two persons on either side become pigeons under the statute, bending their backs over forward and put their hands behind their backs as if their arms were pigeon wings.

“Plumber”: The two individuals on either side formulate their arms together with each other to make a large circle. The person in the middle is standing on the outside of their circle, pretending to put a plunger into the toilet bowl.

“Palm Tree”: The person in the middle stretches out his or her arms overhead forming branches like a tree. The two individuals on either side pretend to be at the bottom of the palm tree, wearing grass skirts and dancing a Hawaiian luau dance.

“Teacher”: The person in the middle circles his or her hands in front of the mouth and begins to say, “Blah, blah, blah...” The persons on either side put their heads on their hands and closes their eyes and pretends to snore.

Explanation & Analysis of Exercise: This community building exercise builds in steps with the first part, followed by the second part. In the first step, the participants are merely doing a variation of the earlier “Duck” exercise, while mastering the process of pointing at participants, giving a direction, and stating the “Bippety, Boppety, Boo” phrase. In the second step, the participants in the circle must work together in a threesome to complete the direction.

Participants are challenged by speed, memory recall, following directions, movement, thinking sequentially, and maximizing synchronicity. This series of exercises encourages circle participants to step out of their comfort zones and become theatrical.

Week #1: In Conclusion

The final exercise is a simple activity that can conclude any other activity or “fit” neatly between classes or subjects. It often energizes the group. When doing the following exercise, do not forget to remind students that three components must always accompany this activity: (1) Eye Contact; (2) Smiles; and (3) Safe Touch.

Exercise: ***“Snake” Affirmation and Acknowledgement Activity*** (After a sharing session, this exercise enables students to acknowledge the contributions of one another.)

Grade Levels: All

Directions: All participants are standing in a circle facing inward. The first individual steps into the circle, then turns to the left, and faces the next participant on his/her left. The person in the middle then says a greeting, and either gives a handshake or a light fist bump or makes some other safe touch or gesture of acknowledgement. This first individual then moves around the circle and greets one person after another until returning to his/her place in the circle.

The second person follows behind the first person and greets each person in the same manner until reaching his/her place back in the circle. The participants will naturally follow one another and “snake” around the interior of the circle until the entire line is completed. Each circle participant should give AND receive a handshake, light fist bump, or other safe touch.

Facilitator must stress to the students the importance of making eye contact with the other person at all times. Eye contact is essential with this exercise.

Explanation & Processing of Exercise: Typically, this activity is useful to build energy in a room that is depleted. The movement, the eye contact, the hand touch, and the greeting all form a kinesthetic process. The activity can be utilized to lift energy during a long afternoon. The activity can help worn out brains revitalize.

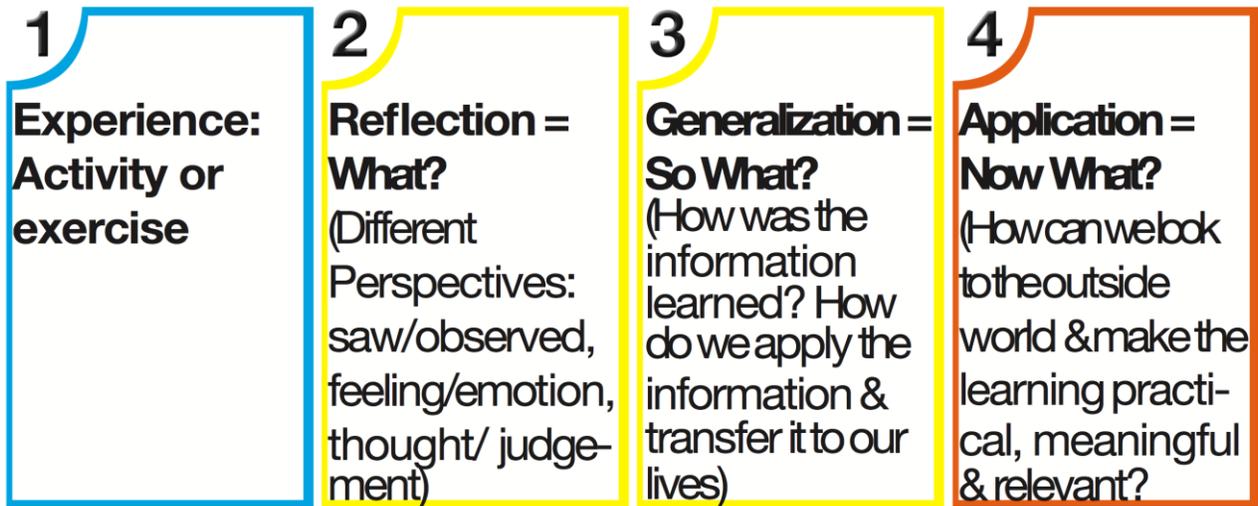
Because of the eye contact, the smiles, the safe human touch, and one-on-one connections, the students naturally acknowledge the value of the other individual. Of course, the other component is the affirmative nature of the exercise.

A Framework to Process Activities & Exercises

With restorative strategies, every activity and exercise is necessarily designated with a purpose in mind. Throughout this guide, ideas and direction are provided for further discussions. Were an exercise or activity to end without a circle discussion, the learning would be limited. During Week #2, educators should begin to process exercises according to the model below.

Experiential Learning Processing

“Learner as Participant” vs. “Spectator in Learning”



Borton, Terry; Knapp, Clifford; Frank, Laurie

Above, the “Experiential Learning Processing” chart provides four steps to help guide dialogue and discussions. For more information, please see Laurie Frank’s *Journey Towards a Caring Classroom*. Following the actual activity or exercise, a process of reflection (what?), generalization (so what?), and application (now what?) follows. These steps ensure that students delve deeper into the meaning of what occurred during an activity or exercise, as well as how and why the activity or exercise unfolded as it did. Should the teachers desire more depth and meaning, the questions can be made more specific. Follow up probe questions can help teachers draw out more depth from the students as well.

Week #2: Getting to Know One Another

During the first week of school, students began the process of relationship building, beginning with mastery of names. As such, all of the exercises involved very little risk. That is as it should be. Perhaps the most frequent mistake by new educators: *Challenging students before they are ready and before trust has been built.* Students should not be challenged deeply until trust has been built. Week #2's learning objectives are summarized below.

Learning Objectives

Trust, Relationships, Community. Learn the significance of trust as interwoven through relationships and community. Successfully build connectivity / trust with a member of the classroom community.

Educational Culture. Analyze, research, engage, and develop an educational culture that supports restorative approaches to building community and repairing harm.

Respectful Communication, Listening, & Dialogue. Identify and control unhelpful responses to a speaker or to ideas in a discussion by stating comments in a respectful and supportive manner. Participate in a discussion by adding information and asking questions related to the topic.

Student Take Aways:

From Week #2, students will be able to say: "I can..."

- Get to know classmates better by reciting every name of every student in my class.
- Build a connection with other people in my school community.
- Have fun with classmates.
- Successfully build trust with others.

NOTE

Most students have never had the experience of their teacher spending precious time building community through the nurturing of relationships and trust. During the second week of class, do not be surprised if one or more students begin to test boundaries. Do not get discouraged. Testing boundaries and limitations is a natural step. If some misbehavior occurs or conflict arises, do not fall prey to the temptation to immediately “throw in the towel” and cease all fun and community building activity in the classroom.

As an educator, continue to deepen your personal commitment to living restoratively and reacting to conflict and misconduct in a restorative manner. That means that you must continue to balance *accountability and limit-setting* with *guidance and support*. During Week #2, the exercises during this time should continue to be fun and light-hearted. Remind yourself that a sense of community is often built when students in the class have fun with one another.

Day 6: Having Fun Together & Getting to Know One Another

Exercise: Who Started It?

Grade Levels: All

Directions: One participant leaves the room. The rest of the participants remain in the room and decide to do something. The participant who has left the room then returns and observes the actions of the rest of the participants. The returning student attempts to guess which participant started the activity.

For example, one student may decide to clap a certain beat or perform a certain role play with a group of the participants. Or one student may decide to begin a drawing and allow other students to complete the sketch. Or one student may lead the others into building a human pyramid or other movement. It is up to the imagination of the participant(s) as to what activity they select.

Explanation & Processing of Exercise: The power of observation is the key to the exercise. Asking the returning student why he or she made a given selection provides insight into what characteristics of leadership stand out or emerge. Students also make selections based upon the personality characteristics that they project upon other students in class. Participants will access their creativity in deciding what activities to do.

AND

Short Community Building Exercises

Grade Levels: All

- A] **Dream Vacation:** Ask participants to introduce themselves and describe the details of the ideal, perfect dream vacation. Tell where and why.

- B] **Favorite animal:** As the participants arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As the participants share, write the three adjectives on a name tag before their name (omit the name of the animal). Ask the participants to mingle with the crowd.

- C] **Concentric Circle of Friends:** This a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

- D] **Human Knot:** In a circle, people put their arms in and hold someone else's hand, then try to unravel the knot without letting go of hands. Involves getting physically close to others, stretching, laughing and problem solving.

- E] **Gotcha (Grab a Finger):** Fast moving 5 minute group activity to get people together and focused. In a circle, right finger on next person's left palm. Try to grab a finger before yours gets grabbed.

Day 7: Having Fun Together

Exercise: Hula Hoop Body Pass

Grade Levels: 1 through 12

Directions: Standing in a large circle, holding hands, one person starts a hula hoop going around. Every student must pass his or her entire body through the hula hoop without breaking hands. One person will time how long it takes to get the hoop around. Or, form two equally divided groups and have them pass the hula hoop in competition with the other group.

Explanation & Processing of Exercise: Time the exercise on the first go around. The exercise can then be repeated with the challenge of the group beating their first time. Center discussion upon how participants needed to help each other in order to get the hula hoop around the entire circle.

If you set up the exercise in a competitive format, ask students: “Did you notice anything about how _____ was cheering on his/her teammates?”

Then, utilize the steps from the “Experiential Learning Model” to continue the reflection, generalization, and application processing stages.

Sentence Completion Themes/Sentence Stems: Favorites

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) My favorite TV program is... because...
- 2) My favorite book is... because...
- 3) My favorite computer program / game is... because...
- 4) My favorite food is... because...
- 5) My favorite meal is... because...
- 6) My favorite time of the year is... because...
- 7) My favorite person in my family is... because...
- 8) My favorite actor/actress is... because...
- 9) My favorite time is... because...
- 10) My favorite time at home is... because...
- 11) My favorite time at school is... because...
(and you can't say "when I go home" or "recess" or "lunch")
- 12) My favorite game to play is... because...
- 13) My favorite thing(s) to do with friends is... because...
- 14) My favorite possession is... because...
- 15) My favorite toy is... because...
- 16) My favorite place in my house is... because...
- 17) My favorite place to go is... because...
- 18) My favorite type of weather is... because...
- 19) My favorite thing to wear is... because...

Day 8: Getting to Know One Another

Exercise: Roving Reporters

Grade Levels: 4 through 12

Directions: Every participant gives and receives a “scoop” in a room full of roving reporters. Materials such as paper and pencil will be needed for each participant. Pass out pencils and paper to everyone and explain that they will all be taking on the role of “roving reporters” who will be interviewing each other.

Ask each participant to make up two interview questions to ask at least four people who will be interviewing each other. For example, you might interview four people by asking, “How many brothers and sisters do you have?” and “What’s a movie you really liked?”

Other suggestions might be questions about:

- Their families
- Pets
- Special interests
- Accomplishments
- Favorite foods
- Favorite places
- People they admire
- Favorite music

Variation: Have participants develop a group list of questions that are written on the board. Then each reporter selects the questions he or she wants to ask from the list. Once reporters have each decided on their two questions, the group mingles and interviews one another. As reporters do their interviews, they write down the person’s name and take some notes about the answer.

After ten minutes or so, bring everyone back together, introduce each student, and ask the roving reporters to share what they’ve learned in their interviews. For example: “This is Andrea Mitchell. Roving reporters, what’s the scoop?”

Note that this exercise combines interactive skills such as interviewing and note-taking with fun. On the next page, a sample form for note-taking for this exercise is included.

Sample Form for Roving Reporters Notes

Question #1:

Interviewed:

his/her answer:

a:

b:

Question #2:

Interviewed:

his/her answer:

a:

b:

Day 9: Having Fun Together

Exercise: “No Hands” Stand-Up

Grade Levels: 3 through 12

Directions: Have the entire group break up into two-person pairs. The pairs will sit on the floor, back pressed to back. The pairs of people must stand up without using their hands. After the first two pairs stand up, have them find another pair. Then, all four persons must sit down and stand up together. Go on as such until the entire group is together and have everyone try to stand up. This is a good game to promote friendliness, and it is a huge blast when you have an exceptionally large group.

Sentence Completion Themes/Sentence Stems: Wishes

(from “Developing Circle Time” by Bliss, Robinson, & Maines)

- 1) I wish I could... If I had three wishes...
- 2) A hobby I wish I could do is... A sport I wish I could do is...
- 3) A place I wish I could visit is...
- 4) Someone I wish I could meet is...
- 5) Something I wish I could do is...
- 6) When I was little, I used to wish... Now, what I wish for is...
- 7) When I grow up, I wish to be...
- 8) Something I wish for my family is...
- 9) Something I wish for my class is...
- 10) Something I wish for my school is...
- 11) I wish my parents would let me...

Day 10: Having Fun Together

Exercise: *Candy Pieces Introduction*

Grade Levels: All

Directions: Facilitator will need a bag of candies such as M & M's, Skittles, or Candy Corn. Participants are sitting in the circle.

Facilitator directs the participants to pass around the bag of candy in a clockwise direction. Participants must take at least one candy, but can take no more than five pieces of candy. For the time being, the candy must be held in their hands without eating it.

When the candy bag has been fully passed around the circle, the facilitator will give the next direction. Participants will be informed that, for every piece of candy they took, they must tell one thing about themselves (it could be a talent, place where they traveled, favorite vacation, factoid about their family, their likes/dislikes, sports/interests, etc.). For example, if a person took five pieces of candy, then they must tell the circle five things about themselves. For a person who took two pieces of candy, they only must tell two things about themselves. Once completed, the participant may eat their candy and pass the talking piece to the next person in the circle.

Explanation & Analysis of Exercise: This community building exercise challenges participants to talk about themselves and share more about their lives with other circle members. In the restorative justice process, trust is built upon the foundation of knowing others and spending time learning about other personalities.

AND

Exercise: Chain Gang Story

Grade Levels: All

Directions: Participants sit in a circle. Facilitator explains that the circle will create a story together. Each person will provide a line of the story. The story must be continuous and as succinct as possible. While it does not necessarily make perfect sense, the story lines should relate to one another to form a cohesive story.

Facilitator asks for a volunteer to begin. The volunteer stands two-three feet in front of his or her chair. The volunteer begins a story with: "Once upon a time..." The volunteer then states the first line of the story. Whoever chooses to continue the story must then stand up, walk up to the left side of the person, interlocking arms at the elbows to form a chain, and provide the next line to the story. The story will evolve until each participant has had an opportunity to add to the story. At the end, the participants will have locked arms with one another standing in a complete circle.

Some Variations: The facilitator may decide that the story should simply proceed around the circle in a clockwise direction with each participant "handing off" the story to the next participant; however, the action of standing and interlocking elbows promotes movement and cohesion. Facilitators may decide to alternatively not limit each participant to only one line or one idea. Instead, the facilitator can randomly allow each participant to continue the story until the facilitator claps or sounds a bell. At that point, the next participant picks up where the last person left off. Sometimes the facilitator will allow a participant to talk for up to a minute and other participants to talk for only a few seconds.

Explanation & Analysis of Exercise: This exercise engages the creative capacities of all the participants in order to work together to form a story. It also places participants in the spontaneous position of having to think on their feet and engage in some light public speaking.

Facilitators may wish to pass the talking piece around the circle and ask: "What was your most favorite and least favorite parts of this exercise?" or "When in the past have you been in the position of having to think quickly and respond, and what is the most challenging aspect to you?" or "Are you a person who likes things planned out, or do you prefer doing things spontaneously? When are the best/worst times for pre-planning and spontaneity? Why do you feel that way?"

Achieving Balance

As the second week of “The First 40 Days” comes to a close and the third week begins, a new framework for understanding some restorative concepts emerges in the figure below.

Balance In The Process



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Restorative justice practitioners recognize that educators can easily get caught up in addressing issues and problems, as well as resolving these issues and problems and taking action. However, restorative justice also acknowledges the wisdom of spending time getting to know one another and building trust and relationships. In fact, restorative justice proponents would propose that the business of agreeing upon resolutions to address issues and problems will improve for groups and organizations once relationships are built upon solid foundations of trust.

During the first two weeks of implementing restorative principles and approaches at school, most students will not even notice how a positive classroom community has been forming. The third week continues the community building by attempting to strengthen bonds and connections between and amongst the community members.

Week #3: Community Building

This unit encourages students to learn about the significance of trust as the fundamental ingredient to building positive, pro-social relationships which result in a healthier sense of community. Students develop trust with one another through experiential learning exercises and community building activities.

Learning Objectives

Trust, Relationships, Community. Build trust through relationships and community.

Educational Culture. Develop an educational culture that supports restorative approaches to building community and repairing harm.

Respectful Communication, Listening, & Dialogue. Respectful, supportive communication.

Student Take Aways:

From Week #3, students will be able to say: "I can..."

- Articulate why building connections and trust with members of my class is important to students and the circle process, as well as the underlying values of community building.
- Connect the community building exercises with values used in the class.
- Experience being a part of a circle while passing a "talking piece" around the circle and listening respectfully.
- Begin to learn about the philosophy, approaches, and strategies of restorative justice.
- Learn about and experience the 4 Quadrants of the Circle process: a) Getting to Know each other; b) Developing trust; c) Issue(s); d) Resolution & Closure.

Day 11: Community Building

Exercise: SHORT MINI-LECTURE to explain Community Building Activities.

By the third week of school, if the class has not already begun to talk about why community building is being prioritized, then it would be eminently appropriate to spend a few minutes talking about the purpose. Some keep points are included below.

POINT #1: Healthy Relationships. Community Building Exercises are used in classrooms to build healthy relationships. Many of these exercises have been used for that purpose in the Restorative Justice process in the Milwaukee Public School System. The Community Building Exercises can be used at the beginning of a school year as a new classroom coalesces or throughout the school year as the teacher / facilitator sees fit.

POINT #2: Safety. Most Community Building Exercises occur in the context of a circle in order to promote familiarity with circles as places of safety and security. As such, many of the activities involve movement. Consequently, care should be taken by every member of the circle to encourage and promote physical safety at all times. If at any time, any member of the circle believes that a safety concern is present, all members must immediately STOP and address the potential harm. Remember that circles are meant to repair harm, not cause harm.

POINT #3: Trust. The principal goal of Community Building Exercises is to increase TRUST amongst the student participants. Trust will become the key ingredient to build a strong foundation for resolving conflict and tackling more difficult – even emotionally charged – situations and issues throughout the school year.

AND

Exercise: *Human Scavenger Hunt OR Human Bingo*

Grade Levels: 2 through 12 (see www.slideshare.net & www.mudpiegames.com)

Directions: In this activity, participants get out of their seats and get to know each other. Materials will be needed such as a “Scavenger Hunt” or “Bingo” sheet for each participant. Participants can only sign another’s scavenger hunt/bingo sheet twice so that more interactions occur with the entire group. The facilitator should participate in this as well. At the end when everyone has had their sheet signed, feel free to go over some of the items on the list, encouraging participants to share answers.

Explanation & Processing of Exercise: This exercise allows participants to get to know interesting facts about each other and encourages them to talk to new students to which they might not otherwise speak. See the next two pages for samples.

Scavenger Hunt Sheet

INTRODUCTION: Our class consists of individuals with special talents, interests, and backgrounds. As you move around the room and talk with your classmates, get one signature beside each item. One person can sign no more than two blanks on any sheet. Find someone who...

- Has never had a cavity. _____
- Has lived in a foreign country. _____
- Scored more than 100,000 points on a video game. _____
- Can recite the first line of the Gettysburg Address. _____
- Speaks a foreign language. _____
- Visits Web sites often. _____
- Has won a contest. _____
- Has competed in an athletic event in the past 2 yrs. _____
- Went to Disney recently. _____
- Can name four counties in our state. _____
- Subscribes to at least two magazines. _____
- Has a celebrity's autograph. _____
- Has had a broken bone. _____
- Has won an award. _____
- Has been to a movie during the last week. _____
- Has an unusual collection or hobby. _____
- Has gone bungee jumping. _____
- Is an only child. _____
- Can play a musical instrument. _____
- Has been written about in newspaper or magazine. _____
- Read at least two books for pleasure this summer. _____
- Has an unusual pet (other than dog, cat, fish, bird). _____
- Is left-handed. _____
- Is the older child in their family. _____
- Loves chocolate. _____
- Is an artist. _____
- Has traveled outside the United States. _____
- Likes to cook. _____
- Has at least two email accounts. _____
- Knows the principal's first name. _____
- Has a birthday this month. _____
- Knows names of U.S. President & Vice President. _____
- Knows both names of two Senators from state. _____
- Can name all seven continents. _____
- Can name all four oceans. _____
- Has visited our state capitol building. _____
- Has more than five siblings in family. _____

HUMAN BINGO

Someone who has been wading or swimming in Lake Michigan.	Someone who is left-handed.	Someone who can name all seven dwarves.	Someone who has been outside the United States.	Someone who has a pet other than a cat or dog.
Someone who can speak more than one language.	Someone who enjoys knitting or crocheting.	Someone who plays a team sport.	Someone who has broken a bone.	Someone who has been to the top of a mountain.
Someone who likes to fish.	Someone who has read/seen more than 3 Harry Potter books/movies.	Someone who doesn't watch TV.	Someone who has had a pen pal.	Someone who believes that angels exist.
Someone who enjoys creating art.	Someone who plays the flute.	Someone who loves shopping in a hardware store.	Someone who can name the capitals of all 50 states.	Someone who likes camping.
Someone who is a vegetarian.	Someone who has never had any cavities.	Someone who has a good memory for names.	Someone who has milked a cow by hand.	Someone who enjoys doing Sudoku puzzles.

Have someone sign each box.

One person can sign only one box per board.

Day 12: Community Building

Exercise: **My World Rocks / My Neighbor:**

Grade Level: All ages (see www.ultimatecampresource.com)

Version #1 Directions: Chairs should be set around the circle to match the number of participants. One chair should be removed, leaving one fewer chair than the total number of participants. One individual will be standing in the center of the circle. The person in the middle of the circle will state a sentence stem and then say something which is true about himself or herself. The sentence stem should be something like: “What’s true about me is…” For all participants in the circle for whom the statement is also true, those individuals must get up and move to a different chair.

Facilitators should direct those individuals to select any other chair in the circle besides their own chairs and the chairs on either side of them. That will ensure that participants will move. Facilitator should direct participants from pushing/shoving. After each sentence stem, one participant will be without a chair. Then, that participant will state the sentence stem with a new thing that is true about himself / herself.

As a variation of the above, if the facilitator has access to polypots, then those can be placed throughout the circle. Each participant stands on a polypot, except for one participant who is in the center. The participant in the center can say: “I wonder if any of my neighbors... likes cheese pizza.” For every participant for which the statement is true, that participant must move to a new polypot. The participant without a polypot vies for an open spot.

Version #2 Directions: Chairs are set up per directions above, with one fewer chair than participants. The person in the middle stays silent. The individuals on the outer circle stay silent as well; however, through eye contact, one participant on the outer circle communicates with another participant to exchange places. When movement occurs, the switches will undoubtedly occur simultaneously with other switches. The individual in the middle attempts to take one of the places being switched before the participants are both situated in their new positions. Again, participants must be reminded that no pushing is allowed and no verbal communication is allowed to occur.

Explanation & Processing of Exercise: Version #2 is based on movement and nonverbal communication and can be processed with the students as such. Version #1 is based on movement and community building. Both exercises involve some competitive spirit.

Day 13: Community Building

***Exercise #1:* Communication Sequencing in Silence**

Grade Level: All ages

Directions: All participants are standing in a circle facing inward. Facilitator will tell the participants that the next activity must be done in silence, without the use of words. Participants are not allowed to “mouth” words or write words either.

Participants are then instructed to arrange themselves by their birth dates, month and date only (not by age). Again, they are allowed to communicate, but must do so without the use of words. Participants will be directed to where January 1st of the year will begin and where December 31st of the year will end.

Explanation & Processing of Exercise: This exercise can be processed in a number of ways.

First of all, if the participants failed, it is useful to discuss why this occurred. What went wrong with the communication? What was confusing? Did someone misinterpret another person's gestures and hand signs? Did leaders emerge in the group? Did some individuals discard the process and mouth words or whisper? Did some individuals not fully listen to the directions of the exercise?

Facilitator may wish to ask participants what was difficult about communicating without words. Participants may want to reflect upon the level of communication that is non-verbal in nature versus verbal.

***Exercise #2:* Group Movement Activity**

Directions: A large floor space will be needed to complete this activity. Participants line up one behind another. Starting in the middle of the line, person “A” reaches between their legs with their left hand and grabs the right hand of the person behind them. Whoever is in front of person A, reaches back to grab person A's right hand with their left hand. Once the chain is formed, they are ready to begin. The last person in line lies down on his back. The person in front of him backs up, straddling his body and lies down behind him. Continue until the whole group waddles back. Tell participants that they must not step on anyone.

Explanation & Processing of Exercise: Center discussion on how the participants needed to work together to all finish.

Sentence Completion Themes/Sentence Stems: Self-Awareness/Self-Knowledge/"This is me."

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) One way I am different from other students is...
- 2) One way I am the same as other students is...
- 3) I sometimes wonder how... I sometimes wonder why... I sometimes wonder if...
- 4) I believe in...
- 5) _____ is important to me... because...
- 6) Someone I hope to be like someday is... because...
- 7) I am worried by...
- 8) When I leave this school, I hope people will remember me as...
- 9) The sort of person I see myself as is...
- 10) The kind of person I am influenced by is...
- 11) The kind of person I look up to is...
- 12) I am not pleased with myself when...
- 13) A time I was brave was...
- 14) A fear I have overcome was...
- 15) I worry about...
- 16) If I were President, I would...

- 17) If I could make changes in this world, I would...
- 18) What I think about death is...
- 19) Religion means _____ to me.
- 20) Something that causes me to feel sad / happy / miserable / angry / ashamed...
- 21) Something I intend to achieve is...
- 22) Something I have achieved is...
- 23) Something I have learned to do recently is...
- 24) Something I think is good about being male / female is...
- 25) Something I would like to do again is...
- 26) Something I will never do again...
- 27) Something I avoid doing is...
- 28) When kids make mistakes, teachers should...

Day 14: Community Building

Exercise: “Telephone”

Grade Level: All ages

Directions: One participant in the circle whispers a statement into the ear of the participant sitting next to them. The statement can only be whispered once. The statement is then whispered by the first listener to the next participant seated next to him or her. The statement is then whispered to the next participant in clockwise fashion until the statement arrives at the final individual seated adjacent to the original participant who conceived it. That final participant then announces what he or she heard out loud.

Chances are that the statement will be different from the original statement. Facilitator then goes around the circle and sees where alterations occurred. Before repeating the exercise with a new statement, the facilitator may find value in asking the participants what strategies can be used to increase the accuracy of the group. Then, the circle works together to improve their accuracy.

Explanation & Analysis of Exercise: This exercise is an old activity, but one that provides insight into the human foibles of communication, both in terms of speaking and listening.

The exercise may also be processed in terms of looking at the significance at the oral traditions of a given historical group or culture, how their culture was passed down from generation to generation, and how ancient civilizations functioned pre-literacy.

Day 15: Community Building

Exercise: **Step on the Line**

Grade Level: All

Directions: Participants are standing in a circle. A long string is lined up on the floor in a circle approximately two to three feet in front of each person around the circle, forming an inner circle on the floor. The facilitator directs participants to share something that is true about themselves and then tell the others to step on the line. For those for whom the statement applies, they also step forward and put one foot on the line. Facilitators will direct participants to go clockwise around the circle. Participants may begin with surface level types of statements and then go deeper. Examples:

- “If you are a male... step on the line.”
- “If you have a pet... step on the line.”
- “If you like the color blue... step on the line.”
- “If you live in an apartment... step on the line.”
- “If you like math... step on the line.”
- “If you have visited New York City... step on the line.”
- “If you know someone who is in prison... step on the line.”
- “If you’ve been raised by someone other than a parent... step on the line.”
- “If you’ve experienced racism... step on the line.”
- “If you have ever been betrayed by a friend... step on the line.”
- “If you have ever betrayed a friend... step on the line.”

Explanation & Analysis of Exercise: This exercise can develop a depth of intimate sharing. It is wise to encourage participants to only make statements which are true for themselves. At least, that will ensure that no one participant is asking the other participants to share something personal about themselves that the participant would not feel comfortable sharing about himself or herself.

Note: Facilitators must think about the possibilities in terms of what statements might be made by the participants during this exercise. Facilitators should take the prerogative to cut off any statements that violate boundaries. If the facilitator deems statements related to gender preference, drug or alcohol usage, sexual experiences, or other topics to be developmentally inappropriate or might expose some participants to ridicule, then the facilitator should definitely interrupt. Facilitators need to gauge the maturity level and the safety level of the circle prior to engaging participants in this exercise. Facilitators also need to be aware of mandatory reporting laws before engaging in this exercise, as well as other circle exercises where students may share personal information.

Week #3 Conclusion: Leadership Attributes & Values

During the first three weeks, many values will be articulated and leadership characteristics emerge from the students through the exercises. Experienced teachers who have implemented restorative justice practices will conduct an important Leadership Values Exercise.

The ideas generated by the students can become the basis for building class rules, circle guidelines, or common agreements. The ideas can even be revisited when an issue emerges or when conflict arises.

Most of the best wisdom will be reflected in the list of ideas generated during this exercise. Note that this exercise will normally take longer, even up to an hour or more. The description of this exercise was shared by Assistant District Attorney David Lerman.

***Exercise:* Leadership Attributes and Values Exercise**

Directions: Briefly introduce the idea of **values**. Notably, circle work and restorative practices are based on values that have been around for thousands of years. Some values have been cast aside, forgotten, or become less important with our “sped up” modern world.

What is a value?

A value is an enduring principle or standard held by an individual or even by a society or nation. Values endure when intrinsically imbedded deep within the person or society. Arguably, people are more willing to do the hard work and “go the extra mile” if their work is complementary to their values. Values inform how we conduct ourselves with one another. Without values, we experience difficulty when trying to resolve conflicts.

- Pass out paper plates or cards, as well as a writing implement such as markers or pens.
- Ask participants to think about the word: Leadership. Facilitator might say: “I would like you to think about the word, Leadership. All of us might have slightly different definitions for Leadership or for what defines a leader. And there are no wrong answers.”

When you think about Leadership or Leaders, what qualities or attributes or characteristics or values emerge? Again, there are no wrong answers.”

Then facilitator should instruct the students to list at least three (can be more) attributes or characteristics or qualities about leaders. What things define leaders? What values are held by leaders? List at least three on one side of the paper plate.

[Optional: After giving some time for students to develop a list, instruct the students to then choose the one that is most important to them by designating that item as the most important by either circling it or placing a star by it.]

- Students should then be told to flip over their paper plates. On the flip side of the paper plate, students should write the name of one (or more) people from their own life experience that embody some or more of the values/ attributes/ qualities / characteristics of a leader. Facilitator might say: “I now would like you to flip over your paper plate. Think of a person in your life who espouses some or more of the leadership qualities from your list. The person could be from your family, workplace, classroom, neighborhood, church, or elsewhere. It could be a person in this room right now. But it should be someone who has influenced your life in some manner. That person might be an individual whom you have known all your life, or it could be someone that you knew for only a brief period of time.”

[Optional: “My preference is that you select an individual that you personally know. If you’d like to select a second individual, dead or alive, that you believe espouses some or more of your leadership characteristics, that is okay. But you should try to name one individual from your life as well.”

Some reasons why we prefer for students to select an individual known to him or her: 1) There is a greater likelihood that the students will tell a personal story about the individual; 2) Students begin to recognize the strengths in others in their own lives. Leaders are not just people famous in history. Leaders are palpable. They surround us. And each one of us has leadership qualities within us.]

- Have the students pass the talking piece clockwise and share. Students should briefly explain why they included certain items on their list and why they identified one specific item as the most important. Facilitator can allow the person who goes first to choose the talking piece.
- After each student has shared the leadership items and explained why they selected a certain person as an example of a leader, and just prior to passing the talking piece clockwise to the next person in the circle, ask the student to place his or her paper plate in the middle of the circle around the centerpiece in a way that is intentional (as opposed to just tossing it in).

Why do we place the paper plates in the middle of the circle around the centerpiece? Each of the members of the circle has made a written contribution and spoken of that contribution orally. Placing the paper plate (or any item at any time during a different exercise) around the centerpiece in the middle of the circle is a symbolic gesture. The contributions of each member in the circle now symbolically become a part of our circle. Make sure you tell the students that is what they are doing.

- 2nd Go Around the Circle:

Ask: “As you listened to what other participants shared, what was one thing you heard... not something that you wrote down, but something that someone else said... that caught your attention in some way? Perhaps you thought to yourself: ‘Wow, that was a brilliant idea.’ or ‘Gosh, I wish I would have written that idea down.’ What was one thing that someone else said in the circle that impressed you in some way or got you to think?”

Explanation & Analysis of Exercise: Possible FOLLOW-UP options to the Leadership Values Exercise (Be creative. Use or modify as you see fit.):

1) Choose 3 values to be held by the group while together in circle. The intention is to enable the group to problem solve, whittle down, discuss, and ultimately compromise. Allow the students to decide the process by which they should arrive upon a consensus decision. Students may simply decide to base their decision on a vote. Students may wish to write all of the characteristics down and see how many times some items were repeated. Or students may want to hand out “dot stickers” and let every person in the circle put three stickers (or make a checkmark) next to the “most important items” written on the board, or butcher paper.

2) Ask: “First, is there any value which will be difficult to follow? Which one? Can you commit to following these values during the time you spend in this circle? Are you willing to hold other circle members – including students and adults – to following these values?”

3) Consider adopting all “most important items” for the class’ circle values. Or, the paper plates can be prominently displayed somehow in the classroom as a reminder. IN either event, remind group that, given that these are expressed needs of the group, there is a great responsibility each has in helping to hold these values.

4) List all values on the left hand side of a sheet of paper. Copy it so that every student receives a copy. As an assignment, tell the students to write their own definition. What

does the value mean to you? Why? Give examples or tell a story as to why the student defines the value in that particular manner. Tell the students that papers should be one page in length. Or, if your class has already decided to write journal entries, have the participants write a reflection paper or journal entry about the values.

5) "Bring the values to life." Divide large group into smaller groups, with each group responsible for creating a skit about one of the values. If there is a "prop bag" or "hat bag" available, as well as some art supplies, allow the students to create a skit or play about the value.

6) Note that students may use words like *respect* without necessarily providing tangible examples. Different people may attach different meanings to what it means to be *respectful* of others when interacting.

For example, *respect* may take the form of asking questions rather than making statements, not interrupting while others are speaking, asking for clarification rather than judging, accepting others who express themselves differently, or refraining from making noises of approval or disapproval when others express themselves. Healthy circles spend time discussing what is meant by certain words that express underlying concepts and values.

Choose one value, such as Respect. Ask students to share a time when they felt or experienced Respect.

OR:

Ask each student to fill in the blank: "I feel respected when _____."

Alternatively, you might ask: "I feel disrespected when _____."

It is possible to alternate each student (then you would hear both positive and negative stories pertaining to Respect).

7) For some groups, you may wish to ask the circle a question related to all of the leadership attributes and values related to trust. Ask: "As I look over all of the values, characteristics, attributes, and qualities, I am struck by the fact that all of your descriptions relate to individuals who could be depended upon, relied upon, and trusted. So here is my question for you: 'Are you a person who trusts other people until they give you a reason NOT to trust them... OR would you rather put yourself in the category of someone who does NOT trust others until they earn your trust?'"

Remember that the goal is not to favor one type of answer over another. Rather, the process is meant to encourage circle participants to consider how they approach the subject of trust in relationships with other people, and why.

Class Guidelines

Once their Leadership Attributes and Values have been identified, the students are ready to develop their Class Guidelines for Behavior. Restorative justice encourages Circle Guidelines primarily because experience conducting thousands of circles and conferences has proven the effectiveness of maintaining a high level of personal safety. Good facilitators know that when circles become *safe containers*, participants more honestly and openly share their thoughts and feelings. Proficient educators value physical, emotional, and psychological safety... and safety should be considered another excellent strategy to build trust

Instead of being imposed upon them from an external authority, students create their own guidelines based upon their personal values or personal definition of leadership. Empowering students to determine their own list of guidelines increases the level of buy-in, investment, and ownership of not only the terms of the common agreements, but the underlying represented concepts as well. When students create their own guidelines, teachers claim that students tend to be more apt to hold their peers accountable to the guidelines.

Therefore, this guide recommends that guidelines set proper limits and boundaries to ensure that all participants feel safe, self-assured, and confident that their needs will be considered and addressed. Students at one MPS high school, James Madison Academic Campus (JMAC), created the following guidelines for their restorative justice circles:

- 1) Respect the person possessing the talking piece.
- 2) Listen respectfully. "Side" talking is forbidden.
- 3) Speak using respectful language. No blaming, shaming, or put downs.
- 4) Speak from the heart and be honest.
- 5) Respect confidentiality: What is said in the circle stays in the circle.

Note how the students prioritized confidentiality. Trust depends upon confidentiality. Without trust, the circle process cannot hope to repair harm and restore the trust needed to promote healthy relationships and vibrant classroom and school communities.

Although the above guidelines were created as "Circle" Guidelines for the purpose of supporting repairing harm/restorative peer jury circles, there is absolutely no reason why the same basic processes cannot be used to create "Class" Guidelines. When violations to the Class Guidelines occur, students disrespect their peers and undermine the integrity of the class.

Week #4:

Commonality & Diversity

While it may be impossible to master the intricacies of every culture on planet earth, learning about our similarities and dissimilarities helps to define us. The students should come to embrace the notion that we often learn the most from people who think or approach the world differently from ourselves. As much as the learning objectives for Week #4 should involve self-discovery, listening to the life experiences of others and honoring their traditions is paramount. Active and compassionate listening are cornerstones for the successful implementation of restorative justice practices.

Learning Objectives

Respectful Communication, Listening, & Dialogue. Respectful, supportive communication.

Understanding Alternative Perspectives. Identify, critically interpret, and summarize main ideas and key points from different points of view.

Human Development, Interactions, and Restorative Justice Intersections. Cultivate individual and collective intelligence to analyze how group and cultural influences contribute to human development, human identity, and human behavior.

Student Take Aways:

From Week #4, students will be able to say: "I can..."

- Articulate why building connections and trust with members of my class is important to students and the circle process, as well as the underlying values of community building.
- Connect the community building exercises with values used in the class.
- Experience being a part of a circle while passing a "talking piece" around the circle and listening respectfully.
- Begin to learn about the philosophy, approaches, and strategies of restorative justice.
- Learn about and experience the 4 Quadrants of the Circle process: a) Getting to Know each other; b) Developing trust; c) Issue(s); d) Resolution & Closure.

“I believe we can change the world if we start listening to one another again...”

Simple, truthful conversation where we each have a chance to speak, we each feel heard, and we each listen well...

Human conversation is the most ancient and easiest way to cultivate the conditions for change.”

-- Margaret Wheatley, 2002, p.3, *Turning to One Another: Simple Conversations Restore Hope to the Future*

Day 16:

Exercise: **Family Tradition / Culture**

Directions: Participants sit in a circle with a sheet of paper and writing utensil. Participants are asked to reflect upon a tradition that happens in their family. The tradition might be something that the participant grew up thinking that every family shares in, but later, the participant learned that the tradition applied only to their family or culture. Participants then use the talking piece to share these family traditions.

Explanation & Analysis of Exercise: This exercise promotes sharing on a family and/or cultural level, providing a natural segue into discussions about values shared by certain individuals from given families and why they may hold certain principles dear to them. Many participants will discuss holidays or other unique family or cultural experiences.

Day 17:

Exercise: **Quilt Making**

Directions: For this exercise, some materials will be needed including: a blank sheet of paper for each student (colored paper or construction paper) markers, crayons, colored pencils; hole punch; yarn to “sew” the quilt squares together.

Make participants aware that quilts have been used throughout history as visual and sensory documents and nostalgic memoirs. Quilting performed in groups allows the opportunity to socialize while accomplishing a collaborative task.

For this activity, each participant receives a sheet of paper to turn into a square in the quilt. On their square, participants draw something that represents who they are. For instance, if they like sports, they may want to draw sports paraphernalia on their square. If participants do not draw well, a collage-like square with magazine pictures can be used. Each participant “signs” their square.

When the squares are completed, make hole-punches on each side so that they can be “sewn” together. Thread yarn through the holes. Display the completed project as a quilt.

Explanation & Processing of Exercise: This community building exercise visually demonstrates to the students their interconnectedness.

Day 18:

***Exercise:* Group Resume**

Grade Levels: 4 through 12

Directions: Divide participants into subgroups of 3-6 members. Tell the group members that they represent an incredible array of talent and experiences. Suggest that one way to identify and brag about the group's resources is to compose a group resume. Give the subgroups newsprint or butcher paper and markers to use in creating their resume. The resumes should include any information that promotes the subgroup as a whole. Each member of the sub-group must be represented in the group resume, however. The groups may choose to include any of the following information:

- Educational background
- Knowledge about the class materials (who's good in science, reading, writing, math, artistic expression, etc.)
- Major accomplishments and awards
- Hobbies, talent, travels, family
- Sports
- Musical abilities
- Boy/Girl Scouts, etc.

Invite each subgroup to present its resume and acknowledge the total resources within the entire group.

Variation: Group Interview. To expedite the activity, give out a prepared resume outline that specifies the information to be gathered. Instead of having participants compile a resume, ask them to interview one another about categories you provide.

Explanation & Analysis of Exercise: This process recognizes each member and offers an opportunity for the groups to highlight different gifts and talents. When presented to the entire group, everyone learns about the attributes of the entire group in a positive manner.

Sentence Completion Themes/Sentence Stems: Personal Skills

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) I like myself when...
- 2) I like myself least when...
- 3) At home, I am good at...
- 4) At school, I am good at...
- 5) I like doing...
- 6) At home, I am not very good at...
- 7) At school, I am not very good at...
- 8) I dislike doing...
- 9) Something I like doing but am not very good at is...
- 10) Something I had to work hard to learn was...
- 11) Something I intend to learn is...
- 12) I am at my best...
- 13) Something that was a hard decision for me was...
- 14) Something I am proud of is...
- 15) A limitation I can accept in myself is...
- 16) A limitation I hate in myself is...
- 17) A limitation I could change is...
- 18) Something I did and can be proud of...
- 19) If I could turn the clock back to change something I did, it would be...

Day 19:

Exercise: **Similarity Grouping**

Grade Levels: All

Directions: Facilitator announces a dimension or characteristic or people such as hair color or birthday months. Everyone with the same characteristic or attribute forms a group. The smaller groups then discuss positive and negative aspects of that characteristic. It can include paraphrasing across groups. Some dimensions or attributes may include: pets owned, favorite sport or hobby, favorite type of restaurant, dream vacation, etc.

Explanation & Analysis of Exercise: Similarity groupings help to establish commonalities within larger groups. Line-ups, group bar graphs, and frequency graphs can be prepared, providing a good visual representation of the larger group. This simple exercise and visual representation helps the group take a first step to get to know one another and build trusting relationships, important functions when later utilizing restorative practices to address difficult issues.

OR

Exercise: **Colors and Numbers**

Grade Levels: All

Directions: In advance, prepare cards. For 30 students, six different colors of construction paper will be needed, with five pieces about of each color approximately 4” by 6”, and numbered from #1 through #5. Each card should have one number and all together, there need to be thirty separate cards.

Each participant selects one piece of colored construction paper with a number on it. Participants move into different groups based on the facilitator's directions, who will ask everyone who has the same number card to find each other and sit together. Tell the groups to go around the circle with a talking piece, answering the question: “If you were a food, what food would you be and why?” (Allow about three minutes for groups to share.) Next, ask the groups to form (no longer by number, but) with everyone having the same colored card. Facilitator will now ask the question: “A time traveling machine is at your disposal; what historical event or era would you visit and why?” (Allow three to four minutes for sharing.) Alternative Question: “Who is a person in your life that you are proud of and why are you proud of him or her?”

Day 20:

Exercise: Collaborative Drawings

Grade Levels: 2 through 12

Directions: Needed: Different colored pencils, pens, or markers; blank sheets of paper. One participant uses a pen or pencil and creates a squiggly line or scribble. The only rule to this exercise is that no lines should ever intersect. Participants pass the drawing to the person on their right. Each individual adds one line to the drawing. The drawing will continue on its way around the group until it returns to the person who started it. With each completed squiggle or scribble line, the drawing can be rotated in any direction by the next individual in order for the next line to be added. When the drawing gets back to its originator, he or she should try to complete the drawing as originally intended.

Explanation & Processing of Exercise: Participants may discuss how they decided to add to the drawing as it came to them. The first participant may discuss how he or she intended the drawing to be created and how it became created in actuality.

OR

Exercise: A Brainstorming Project (Golub, J. *Making Learning Happen*)

Directions: Participants should be placed in small groups and directed to design a new eating implement that has as important a function as the knife, fork, and spoon. This invention “belongs” on every table.

Participant groups should complete the following tasks:

- Design the invention and be prepared to explain to the class how it works.
- Participants should feel free to draw a picture and give the invention a name.
- In an oral presentation, convince the rest of the class that the invention is (a) necessary, (b) practical, and (c) desirable.
- Design a magazine advertisement for the invention.
- Each group presents its design for their new eating implement to the large group/class, describing how the invention works and persuading everyone that the implement is necessary, practical, and desirable.

Explanation & Processing of Exercise: Another collaborative exercise, participants in a position to exchange ideas, work together, negotiate with one another, and make group decisions. Each group should discuss their struggles in working as a team.

Community, Relationships, & Trust

Trust forms Relationships which form Community.

If you want to form Relationships, then form Trust.

If you want to form Community, then form Trust.

If you want to build Relationships, then build Trust.

If you want to build Community, then build Trust.



Week #5: Relationships

If your classroom community has been growing successfully by the fifth week of *The First 40 Days*, then enough physical, emotional, and psychological safety exists for you to delve deeper. It is important to allow students to have their voices emerge, as they begin to share some details about themselves and their lives. Week #5's learning objectives are summarized in the table below.

Learning Objectives

Respectful Communication, Listening, & Dialogue. Respectful, supportive communication.

Understanding Alternative Perspectives. Identify, critically interpret, and summarize main ideas and key points from different points of view.

Human Development, Interactions, and Restorative Justice Intersections. Cultivate individual and collective intelligence to analyze how group and cultural influences contribute to human development, human identity, and human behavior.

Student Take Aways:

From Week #5, students will be able to say: "I can..."

- Articulate why building connections and trust with members of my class is important to students and the circle process, as well as the underlying values of community building.
- Connect the community building exercises with values used in the class.
- Experience being a part of a circle while passing a "talking piece" around the circle and listening respectfully.
- Begin to learn about the philosophy, approaches, and strategies of restorative justice.
- Learn about and experience the 4 Quadrants of the Circle process: a) Getting to Know each other; b) Developing trust; c) Issue(s); d) Resolution & Closure.

Day 21:

Exercise: **Friendship Sentence Stems & Friendship Themes**
(from “Developing Circle Time” by Bliss, Robinson, & Maines)

Directions: Sentence completion is a core activity for students engaged in learning circle processes. Below are some friendship sentence stems. Choose two or three sentences that pertain to the friendship theme, or create a sentence stem of your own. The sentence stems need to be age appropriate. Be mindful that students are learning skills such as public speaking, developing confidence, and developing a vocabulary to express their thoughts and feelings. Younger children may tend to copy the statements of others until they progress towards more confidence. Therefore, it may be advisable to begin with less threatening sentence stems before progressing to sentence stems that will require more depth.

Friendship Sentence Stems & Friendship Themes

(from “Developing Circle Time” by Bliss, Robinson, & Maines)

- 1) A friend is...
- 2) A quality I look for in a friend is...
- 3) Something I like to do with a group of friends is...
- 4) Something I like to do with my best friend is...
- 5) The sort of people I like best are...
- 6) The sort of person I would trust is...I respect friends who...
- 7) If a friend has deceived me...
- 8) The way I show my friends I'm angry is...
- 9) I laugh with my friends about...

- 10) Something my friends do that makes me laugh is...
- 11) The kind of behavior I would expect from my friends towards me is...
- 12) The kind of behavior I prefer to see from my friends when we are together is...
- 13) If my friends argue, I try to get them back together by...
- 14) An irritating habit that would turn me off could be...
- 15) Friends take advantage when... I take advantage of friends when...
- 16) I feel let down by friends when...
- 17) I have been pleasantly surprised by friends who...
- 18) If I got married, I would want my partner to be...
- 19) The sort of friend I believe I am is...
- 20) I would be a better friend if I...
- 21) With my friends, I see myself mainly as a leader/follower because...
- 22) I would not help my friends if...
- 23) The most difficult thing about making a new friend is...
- 24) The most difficult thing about starting a friendship with someone of the opposite sex is...
- 25) With my friends, I see myself mainly as a giver/receiver...
- 26) When I disagree with my friends, I...
- 27) I find it easy/difficult to disagree with my friends...
- 28) One thing I believe my friends would say about me is...
- 29) I get friends to do what I want by...
- 30) In the past, a time I felt left out was... In the past, I have left someone out by...

Day 22:

Exercise: **Secret Sharing**

Grade Levels: 2 through 12

Directions: Participants are seated in the circle. Each participant is given a small sheet of paper and writing utensil. Facilitator directs the participants to write down one thing about themselves that no one in the circle knows. Participants should not write their name on the sheet of paper. Participants should be told that the papers will be collected and read aloud one by one. Then the members of the circle will guess who wrote which statement, trying to identify what mysterious fact applies to which participant.

Explanation & Analysis of Exercise: This community building exercise helps participants reveal little known facts or details about their lives with the entire circle. Participants get to know one another better, serving the restorative justice goal of developing trust.

OR

Exercise: **M & M Activity**

Grade Levels: All

Directions: Provide a bag of M & M's in a bag or in a bowl. Each participant selects two M & M's, holding them in their hands... but not eating the candy yet. Depending upon the colors they selected, each participant shares one thing, such as:

RED: Describe something about the way you look that you like.

ORANGE: Describe a part of your personality that you like.

YELLOW: Tell about an accomplishment that you feel proud about.

BLUE: Describe something about you that makes you a nice person to have for a friend.

GREEN: What one complimentary word would your good friend use to describe you?

BROWN: Tell one favorite destination / place of travel and state why it is your favorite.

Lastly, direct participants to eat their M & M's after they have shared each item corresponding with the color.

Day 23:

Exercise: **Truth/Fiction**

Grade Levels: 3 through 12

Directions: Participants should meet in a circle, utilizing a talking piece for this exercise. Instructor / facilitator asks participants to reflect upon themselves. Participants can be directed to think about their likes/dislikes, their families, their neighborhoods, places where they have traveled or visited, sports/activities that they enjoy, accomplishments and awards received, talents, etc.

Facilitator then instructs each student to write out three things about themselves. It is best if the participants select things about themselves that the other participants do not know about them.

Here's the catch: When participants write out the three things about themselves, two of the items must be true and one item must be false.

The talking piece should then be handed to one of the participants to begin, and thereafter, it should go around the circle in a usual clockwise direction. The first participant will state the three things about themselves. Any other participant who believes that he or she knows which of the three items is false may raise their hand. The first participant may select someone to make their guess. The other participants then proceed likewise around the circle.

Explanation & Processing of Exercise: The most obvious benefit of the exercise is learning about other individuals and their interests and personal histories. However, the instructor / facilitator may also ask the participants if it was difficult to think of things about themselves or what the participants felt about creating something false about themselves. The exercise can be used to delve into discussions about deception, whether that be in personal relationships, from advertisers, from statisticians, from journalists, from politicians, etc.

A facilitator could ask participants in the circle to finish the following sentence stem: "The difference between truth and honesty is..."

A facilitator could also take the opportunity to discuss different types of deception, such as: fabrication, minimization, exaggeration, justifications, projections of blame upon others, lies by omission, etc. The exercise could also be taken in the direction of discussing when we speak the truth, and it is not believed... and participants' feelings about that.

Day 24:

Exercise: Concentric Circles Exercises

Directions: The participants are separated into two groups. One group stands shoulder to shoulder, forming an inner circle facing outwards. The other group forms an outer circle facing inwards. The facilitator gives a sentence stem to one of the circles (inner or outer) such as:

- “Three words you would use to describe yourself...”
- “A fruit / vegetable you would be and why...”
- “The difference between dogs and cats is...”
- “Something you like to do in your down time...”
- “The difference between democrats and republicans is...”
- “The difference between punishment and discipline is...”
- “The difference between mercy and justice is...”
- “The difference between truth and honesty is...”
- “Something you like about yourself...”
- “One thing you would like to change about yourself”
- “The difference between men and women is...”
- “The difference between summerfest and state fair is...”
- “Your guess as to what is going on for kids when they act out or get in trouble...”
- “The difference between night and day is...”
- “The difference between teasing and taunting is...”
- “The difference between mischievous and malicious is...”
- “The difference between rich and poor is...”
- “Historical figure you would have liked to have met...”
- “Your definition of community...”

The outer circle then rotates around the stationery inner circle spending a minute or so facing each person in the inner circle. When the inner circle is answering the sentence stem or issue, the outer circle simply rotates and listens. While the outer circle answers the sentence stem and rotates, the inner circle remains stationery and listens. In this fashion, all the participants in one circle hear the individual viewpoints of a number of participants in the other circle.

Explanation & Analysis of Exercise: This exercise enables participants who favor one on one interaction an opportunity to express themselves outside of a full group and still be heard by many others. The exercise provides for movement and a different level of sharing. Also, as participants state their reactions to different sentence stems or issues, they will have an opportunity to repeat themselves and increase their ability to articulate themselves. The facilitator may find value in asking participants to gather in the large circle and process the communication exercise. Some participants will reflect that their first answers evolved a great deal from beginning to end, as they voiced their responses. Some participants will reflect that they became more or less certain of their viewpoints after repeatedly explaining themselves.

Day 25:

Exercise #1: **Show and Tell**

Directions: The teacher will ask students to bring something into class that represents their family or something important to them. Encourage students to be creative. For example, students could play a song to the class that their family loves or bring in a picture from their favorite trip or tell a special story about a cherished family memory. Students will take turns sharing their items and corresponding stories.

Explanation and Processing: This exercise is a standard activity for youth, but it has significant meaning in a classroom because students share a part of their personal histories with their peers. This will help them learn more about each other to improve the classroom environment. Students will observe and build upon both their commonalities and individuality.

AND

Exercise #2: **Commonalities**

Directions: The group should be lined up class by height. Then, groups of three should be formed. Members of each threesome decide on four things they share in common (excluding height and the fact that they are all in school). Each group then makes a visual representation of their commonalities and the large group gets to guess what the visual representations of commonalities are.

AND

Exercise #3: **Family Sentence Stems & Family Themes [next page]**

Directions: Below are some family sentence stems from “Developing Circle Time” by Bliss, Robinson, & Maines. Choose two or three sentences that pertain to the family theme or create an age appropriate sentence stem of your own. As students learn public speaking skills, develop confidence, and develop a vocabulary to express their thoughts and feelings, more challenging sentence stems can be introduced.

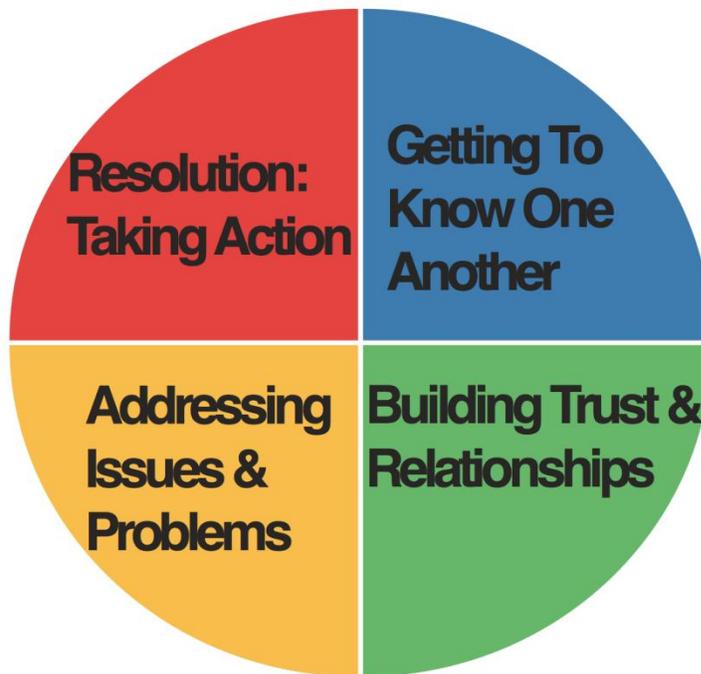
Family Sentence Stems / Family Themes

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) Something I admire about my Mom/Dad/parents is... (I'm most proud of...)
- 2) A good time I had with my family was...
- 3) I could laugh with my Mom/Dad about... (or my brothers/sisters about...)
- 4) The thing I admire about my brother(s)/sister(s) is...
- 5) The thing that annoys me most about my brother(s)/sister(s) is...
- 6) I'm good/not good at being on my own when...
- 7) When I'm on my own, I prefer to...
- 8) I feel my parent(s)/sibling(s) take advantage of me when...
- 9) I take advantage of my parent(s)/sibling(s) when...
- 10) The family member I would most like to be is... because...
- 11) I wish my parents would...
- 12) The way I show my family I'm angry is...
- 13) When I argue with my parent(s)/sibling(s), I...
- 14) When I argue with my parent(s)/sibling(s), they...
- 15) When I argue with my sibling, my parent(s)...
- 16) Something I rely on my family for is...
- 17) Something I would miss about my Mom/Dad/sibling(s) is...
- 18) I still need adults for...

Week #5 Conclusion: Relationship Wrap-Up

Balance In The Process



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Exercise: Questions for circle discussion. Use talking piece and address sample questions.

- To what extent do I prioritize personal relationships? How does that affect community?
- Do we value the understanding that comes from getting to know one another? How does that affect trust?
- Do issues and problems sometimes take precedence over people and relationships? How does that impact (positively/negatively) upon the sense of community?
- If I had to place myself into a specific category, would I describe myself as a goal-oriented person or a process-oriented person?
- Many people place a high value on material possessions. Is it more impressive to earn money or to have money? Why? Is it more impressive to learn or to be smart?
- Is there a balance that we need to strike between the left side of the circle (“Addressing Issues & Problems” and “Resolution: Taking Action”) and the right side of the circle (“Getting to Know One Another” and “Building Trust & Relationships”)?

Week #6: Trust

Years ago, I designed the following exercise for participants in my restorative justice trainings:

If you had to choose, which category would you put yourself into? Are you a person who tends to trust people until they give a reason not to trust them? Or, do you not trust other people until they earn your trust? Why?

While trust plays a key role in relationships, most participants acknowledge that they have never faced this question. One answer is not necessarily better than the other. But it is important for each of us to understand how we approach relationships.

Week #6 Learning Objectives

Trust, Relationships, Community. Learn the significance of trust as interwoven through relationships and community. Successfully build connectivity / trust with others.

Application of Restorative Justice. Demonstrate knowledge of applications of restorative justice practices to real life situations and varying contexts.

Mediation Skill-building. Identify methods of mediation, cooperation, and conflict resolution.

Human Development, Interactions, & Restorative Justice Intersections. Analyze how group and cultural influences contribute to human development, identity, and behavior.

Student Take Aways:

From Week #6, students will be able to say: "I can..."

- Articulate why building connections and trust with members of my class is important to students and the circle process, as well as the underlying values of community building.
- Consider the value and implications of trust.
- Begin to learn about the philosophy, approaches, and strategies of restorative justice.
- Learn about and experience the 4 Quadrants of the Circle process: a) Getting to Know each other; b) Developing trust; c) Issue(s); d) Resolution & Closure.

Day 26:

Exercise: TRUST sharing

Directions: If there are two categories of people and you are forced to put yourself into one of the two categories, which one would you choose and why?

The two categories are:

- “Are you a person who TRUSTS other people until they give you a reason not to trust them? Why?”

-OR-

- “Do you NOT TRUST other people until they give you a reason to trust them (until they earn your trust)? Why?”

Explanation & Analysis of Exercise: Facilitator can ask follow up, clarification, and probing questions to prompt discussion about each person’s approach to TRUST and how they believe other people relate to them and why.

Keep in mind that one category is not necessarily better than the other category. However, through this activity, the students should begin to assess *when* and *where* and *how* and *why* and *in what particular context or situation* and *to whom* they give or withhold their TRUST.

Students may begin to discover where they have placed boundaries in their lives to protect themselves against becoming hurt or harmed in some way. Expect some students to be uncomfortable with thinking about TRUST in this manner. Chances are that many students will never have thought about TRUST until this exercise.

For Facilitators: Remember that TRUST will continue to emerge throughout the restorative justice practices. It will become a repeated focal point during community building circles and all aspects of learning about repairing harm circles.

Day 27:

Exercise: Hypnotist / Mirror / Sculpture

Grade Levels: 1 through 8

Version #1 Directions (Hypnotist): Participants in the circle count off in pairs so that every participant has a partner. The participants then spread out in the circle. One participant in each pair is the leader and the other participant is the follower. The facilitator tells the leaders that they are the hypnotists and the follower is their patient. The follower's eyes must be six inches to 12 inches from the hypnotist's hand at all times. The hypnotist will move his or her hand slowly in whatever direction selected. Wherever the hypnotist's hand goes, the follower will move his or her head in that direction, always attempting to maintain the six-twelve inch proximity. After a minute or two, the participants switch roles, with the hypnotist/leader alternating roles with the patient/follower.

Version #2 Directions (Mirror): The directions are the same as above, except for the fact that the follower does not follow the leader's hand. Instead, the follower is the mirror for the leader. The follower attempts to do precisely the same movements as the leader, as if the leader were looking into a mirror.

Version #3 Directions (Sculpture): In this version, the leader is a sculptor. The exercise begins with the follower piled up on the floor as a lifeless hunk of clay. The leader slowly moulds the hunk of clay into a sculpture of a person, animal, or other object in a given pose. Once the sculptor moves the hunk of clay in a direction or position, the participant serving as the clay maintains the position.

Explanation & Processing of Exercise: The Hypnotist / Mirror / Sculpture Exercise can become a creative exercise, depending upon the ingenuity of the participant pairs. It is a leadership endeavor. It is an exercise of trust between follower and leader. As such, the exercises can be processed in a circle. The facilitator can ask the participants to pass the talking piece around the circle, answering the sentence stem: "The most challenging thing about *being a leader* and/or about *following someone else's lead* is..."

Day 28:

Exercise: **Circles of Trust**

Grade Levels: 2 through 12

Directions: The students will stand in a circle. The facilitator will read off statements. If the statement is true, the student must step into the circle and then step back out.

When the facilitator finishes the list of questions, the students will then be encouraged to ask their own questions.

The statements should range from low-risk to high-risk sharing statements. The facilitator should stress to the students that if they are uncomfortable with a statement, they are not required to move. This is more of a challenge by choice exercise.

However, at this point, the students should feel have a high level of trust and thus be more willing to share. Examples of statements include:

- If you like the color green, step into the circle
- If you have a pet, step into the circle
- If you have broken a bone, step into the circle
- If you have ever been betrayed, step into the circle
- If you know someone in prison, step into the circle
- If you know someone who has been robbed, step into the circle

Explanation and Processing of Exercise: The students will have an opportunity to learn even more about each other and create a greater sense of empathy for their peers' experiences. However, be aware of statements that create shame-based circumstances. Better for a discussion to result about which statements were "safe" from a psychological and/or an emotional standpoint. Encourage students to dialogue about feelings of shame or embarrassment, contrasting emotional safety.

AND

Exercise: Community Sentence Stems & Community Themes

Directions: Below are some community sentence stems from “Developing Circle Time” by Bliss, Robinson, & Maines. Choose age appropriate, relevant sentences relating to community. As students learn public speaking skills, develop confidence, and develop a vocabulary to express their thoughts and feelings, more challenging sentence stems can be introduced.

Sentence Themes / Sentence Stems: Community

(from “Developing Circle Time” by Bliss, Robinson, & Maines)

- 1) The person I most admire in my school community is...
- 2) The person I most admire in my neighborhood/church/family community is...
- 3) The sort of person I am inspired by is... because...
- 4) At home, the sort of person I am is... With friends? With teachers?
- 5) The sort of teachers I admire are...
- 6) The sort of leaders I admire have qualities like...
- 7) One thing I would like to change about this school is...
- 8) One thing I would like to change about this class is...
- 9) The best thing about where I live is...
- 10) The worst thing about where I live is...

Day 29:

Exercise #1: **Collecting Coins (Directions)**

Grade Level: Any age

Directions: For this exercise, 1 chair and at least 20 coins will be needed. Divide the large group into smaller groups. Place one person in a chair positioned at the end of a room which faces forward towards the rest of the room. Scatter coins on the floor in front of the person in the chair. The coins should be widely spread out. Let the person in the chair take a look at where the coins are scattered. The person in the chair is then blind folded. The rest of the players in the game sit a few feet away from the coins scattered around the feet of the person in the chair.

The goal for the blind-folded person is to gather the coins on the ground. Allow the blind-folded student to attempt to gather the coins without assistance from the group members. Group members can then take turns giving the blind-folded student directions intended to help him/her collect more coins.

Explanation & Processing of Exercise: At the conclusion, the facilitator can direct a discussion about the difference directions made for the blind-folded person, as well as what made for effective directions.

Exercise #2: **Community Drawings**

Directions: Another exercise aimed at collaboration, the following materials will be needed: Different colored pencils, pens, or markers; blank sheets of paper.

Each participant uses different colored pens or pencils and creates a squiggly line or scribble. The only rule to this exercise is that no lines should ever intersect. Each participant should have an idea of what the group wants the drawing to eventually become. Participants pass the drawing to the individual on their right, and then that individual adds to the drawing. The drawing will continue on its way around the group until it returns to the person who started it. With each completed squiggle or scribble line, the drawing can be rotated in any direction by the next individual in order for their next line to be added. When the drawing gets back to its originator, he or she should try to complete the drawing as it had been originally intended.

Explanation & Processing of Exercise: At the conclusion of the exercise, participants may discuss how they decided to add to the drawing as it came to them, or *how they contributed to the community drawing*. The first participant may discuss how they intended the drawing to be created and how it became created in actuality.

Day 30: Restorative Justice Basic Terminology Mastery

Exercise #1: Restorative Justice Terminology Reading (see the following three pages written by MPS School Social Worker Sarah Kubetz)

Remember: Feel free to begin the day with a “check in” whip around the circle. For instance, students can share “If I could be any animal, I’d be...” or “Someone in the class that helped me to think was...” or “Name one thing that you know how to do that you did not know how to do one year ago” or “My favorite room in my home is...” or “Share one thing that you did this past weekend...”

Then, count off the student participants by numbers into three groups.

- The “ones” will read the first section of the restorative justice hand-out related to “Restorative Practices”.
- The “two’s” will read the second section of the restorative justice handout related to “Circles”.
- The “three’s” will read the third section of the restorative justice hand-out related to “Core Beliefs about Discipline”.

Give the students five full minutes to read their page. After reading and digesting the material, participants will share the information that they read and discuss their thoughts and impressions. On the pages that follow the reading excerpts, some key points are cited. Every teacher will want to ensure that these key points are addressed during the discussions.

Goal: This particular reading exercise is included in the curriculum in order to help students in class develop some common language to restorative justice practices, circles, and learn about restorative approaches to discipline.

Note: The timing of this reading assignment is toward the end of “The First 40 Days” for a reason. This reading assignment could have been occurred earlier. However, prior to reading about RJP and circles, students will already have several circle experiences of RJP. Once students have actual life experiences of Restorative Justice circles, the readings will have deeper meaning and context. Intuitively and instinctively, this reading assignment will strengthen and foster support of what the students already know from their own life experiences.

When students read this material, the students will already have formed some of their own impressions. Allow students to provide examples of their experiences. Because the students are not reading material in a hypothetical context, provide ample opportunities to “bring the material to life” and fully express themselves. Thus, grant the necessary space for students to describe what they know. Conversely, this reading assignment should also be met with a more critical student eye, one borne out of some appreciable level of experience. Students may want to talk about how these restorative ideas and approaches relate to their lives.

RESTORATIVE JUSTICE TERMINOLOGY

Restorative Justice Practices

Restorative Justice is an emerging social science that enables people to restore and build community in an increasingly disconnected world. Restorative practices in schools can help schools build a positive school community while dramatically reducing discipline referrals, detentions and suspensions.

Punitive strategies involve control only (discipline, limit-setting). Punitive measures do things TO students but do not necessarily reduce misbehavior by internalizing within students an alternative, more appropriate behavior. Punishment often instills anger, fear and shame within students. These emotions rarely become fully resolved. Thus, punishment can generate a cycle of alienation and exclusion which often drives future misbehavior.

At the other extreme, permissive strategies involve only support. While permissive strategies may be considered nurturing and encouraging, they do things FOR students. Permissive strategies often result in caretaking for students which can actually enable inappropriate or poor behavior.

The restorative approach combines a high level of control of wrongdoing with a high level of support. Restorative strategies engage people, doing things WITH them, rather than TO them or FOR them.

In restorative interventions, those who have misbehaved are asked to think about how they have affected others and to take responsibility for their actions. Those who have been harmed are provided with an opportunity to talk about how they have been affected. Restorative interventions can produce meaningful improvement in student behavior.

In a restorative environment, restorative strategies are employed proactively, with regular opportunities for everyone in a school to express emotion and exchange feedback, building positive relationships and a strong sense of community. In such a restorative climate, conflict and wrongdoing are reduced, as is the need for reactive strategies.

(This description taken from IIRP training catalog.)

The term “restorative practices” evolved as educators incorporated and expanded on strategies of “restorative justice” used in the criminal justice arena. In general, restorative justice is “a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.”

(Howard Zehr in *The Little Book of Restorative Justice*)

Circles

A way of bringing people together in which:

- Everyone is respected and everyone 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
- Spiritual and emotional aspects of individual experience are welcome

Circles use five key structural elements to create a safe space where people can connect with others in a good way. These elements are:

- 1) Ceremony (a way to mark the time and space of the circle as being different)
- 2) Guidelines (behavioral commitments participants make to others in the circle)
- 3) Talking Piece (an object that is passed from person to person around the circle. The holder of the talking piece speaks while others listen.)
- 4) Facilitator (ensures safety and respect in the circle through monitoring and encouraging adherence to the guidelines)
- 5) Consensus Decision-making (While not all circles make decisions; however, when a decision is required, it is reached in a manner that addresses the interests of all participants. Consensus in the Circle Process is generally understood to mean that all participants are willing to live with the decision and support its implementation.) (This description taken from *The Little Book of Circle Processes* by Kay Pranis)

Community-building Circles: Circles for the purpose of teaching empathy and self-reflection. A sense of belonging is cultivated through sharing stories and active listening. Examples of circles: morning check-in, homeroom/advisory, classroom issue, values, and moral dilemma circles.

Curriculum Circles: Circles that enhance learning by providing an interactive forum for students to participate in the learning process. Examples: content review, reading debriefs, topic discussions, goal setting.

Conflict resolution / Peacemaking circles: Circles for the purpose of bringing together everyone affected by wrongdoing or conflict to discuss the incident and repair the harm.

Student / Family / Parent Support / Staff Support Circles: Examples of circles: truancy, IEP, suspension reentry, peace circles (requested by students who need a safe place to vent emotion and receive support), parent meetings/PTO, staff meetings, committee meetings, and issue circles.

Peer Jury: Peer Jury is one of four different program models that exist for Teen Courts where the case is presented to a youth jury by a youth or adult. The youth jury then questions the offender directly. Peer juries can take either a retributive or restorative approach to justice. Those peer jury programs adopting a restorative approach discard the traditional court-based model with its “prosecutor/defense attorney” language. Instead, they use a collaborative conferencing model tending to the needs and issues of both the victim and the offender, with an emphasis of reintegrating both back into the community.

Core Beliefs about Discipline

1. Misbehavior will be viewed as:
 - a misguided attempt to meet a real need (belonging, mastery, freedom, fun, survival).
 - a violation of people and relationships.
 - an opportunity to teach and not to shame.
 - an opportunity for personal growth for everyone involved – as opposed to a personal attack on school or staff.
2. Every attempt will be made to maintain the dignity and self-respect of both students and staff members.
3. Students will be guided and expected to solve their problems, or the ones they create, through choices that do not create problems for anyone else. They will be assisted to develop insight and understanding as to what unmet needs may be at the root of their problem behavior.
4. Students will be given opportunities to make decisions and live with the consequences, whether those consequences good or bad. Students will learn the maxim that: People have freedom to choose, but not freedom from consequences.
5. Misbehavior will be handled with natural and logical consequences, in lieu of punishment, whenever possible. Students will be encouraged and assisted to find ways to take responsibility in repairing the harm their behavior has caused.
6. Students will be encouraged to be active and assertive participants in the discipline process. Students may be involved in determining appropriate consequences for misbehavior. Students will learn that we are accountable to other people for our mistakes.
7. Serious misconduct (i.e. weapons, illegal substances, violence, sexual assaults) and repeated violations of the student code of behavior will be handled as directed by MPS Board policy.

Explanation & Processing of Exercise: SOME POINTS for FACILITATORS to STRESS (in case the participants do not identify):

- The **history of Sacred Circles** and **significance of the Talking Piece & Center Piece**.
- Restorative Justice is not about dealing with harm which results from the breaking of rules. Restorative Justice deals with **harm caused to relationships**. *Listening* to the thoughts and feelings of students is paramount.
- Students learn that they are accepted for who they are, not simply how they behave. Mistakes are inevitable. **Responsibility** is learned when students acknowledge harm, repair harm, & explore ways to behave differently.
- As students learn responsibility, **students control themselves** from within, internally, intrinsically. Control is not thrust upon them from extrinsic, external pressures.
- Restorative practices improve **Social-Emotional learning**, engaging the *Head* and the *Heart*. Decisions are not based solely on rational thought processes; many decisions are based, at least in part, upon emotion.

Restorative Justice Practice Basic Terminology exercise:

Philosophy of Restorative Justice: “Repairing Harm, Restoring Relationships, Building Community”

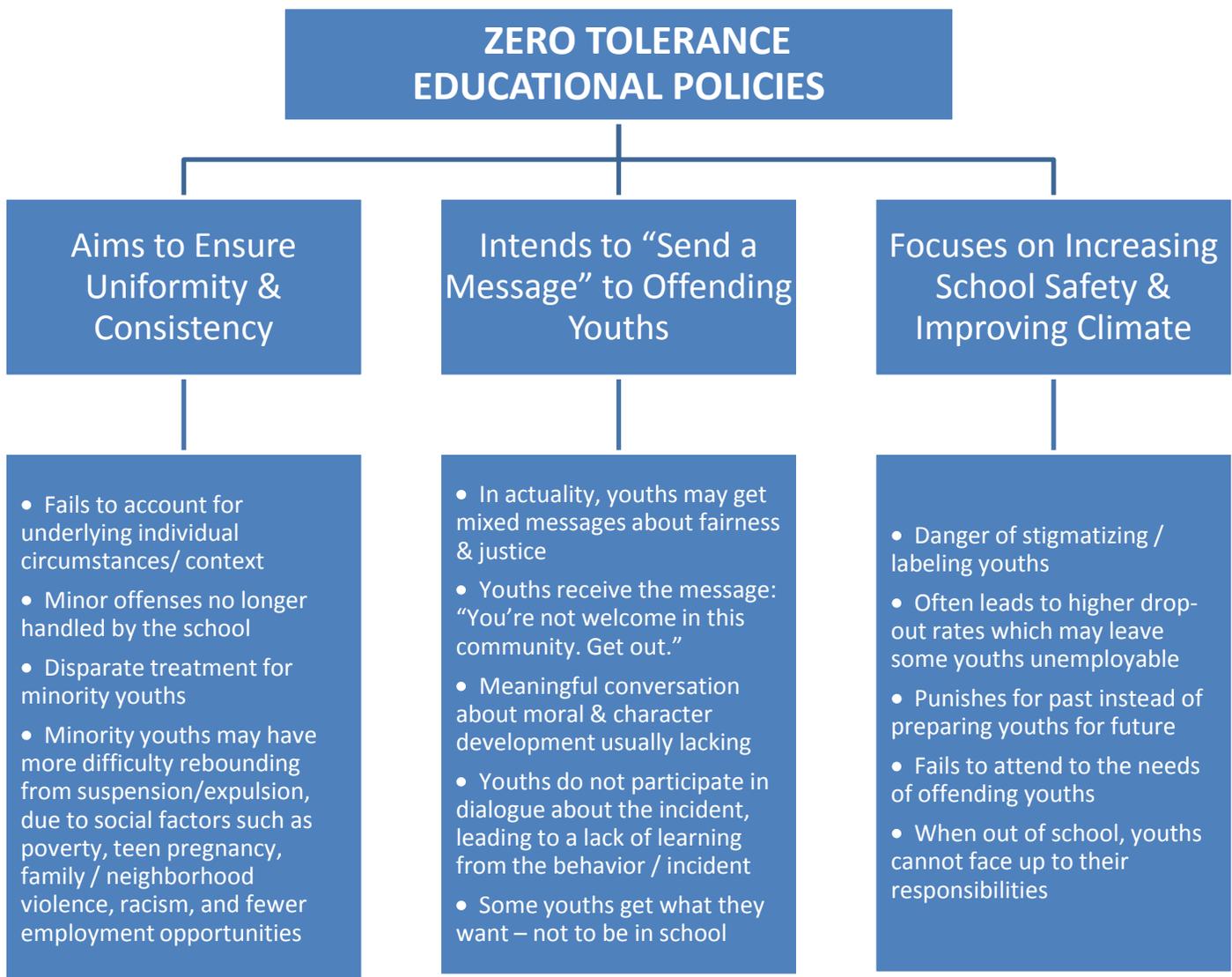
Repairing Harm and Restoring Relationships builds a strong sense of *Community*. Through principles and strategies, Restorative Justice increases the connections of people to one another. When an offense occurs, it is not simply a violation of a rule. It is a violation against a relationship.

Restorative Justice is a philosophy, not a program or project. Through collaboration with all stakeholders, the Restorative Justice philosophy embodies a set of strategies to enable people to build community and restore community when harm is done.

The Difference between a *Punitive* approach and a *Restorative* approach.

Exercise #2: Punitive versus Restorative: Zero Tolerance.

Directions: Students must provide examples of Punitive vs. Restorative experiences in their lives. Students may share discipline that they have experienced and describe the pros and cons. Students must show proficiency in linking the concept of TRUST to how and why it develops or fails to develop in their classes, their school, their families, their communities, and in the world. On the following pages, compare the restorative paradigm as well as other paradigms such as zero tolerance. Over time, circle facilitators will want to build their awareness of the existence of these often competing and contradictory mental models and discern processes to encourage the adoption of more restorative strategies, approaches, and practices.



Examples of Differences between a Punitive Paradigm and a Restorative Paradigm

Exercise: What does a punitive approach to discipline look like in comparison to a restorative approach? Provide students with the central issues and let them fill in the boxes.

The <i>Punitive</i> Paradigm	Issues	The <i>Restorative</i> Paradigm
Is the school district's view of discipline weighted too strongly towards punitive measures and objective results, at the expense of more meaningful measures?	DISCIPLINE	Is discipline viewed as a <i>learning opportunity</i> ? Do school district practices demonstrate decision-making that fully considers the best interests of children, classrooms, schools, and the community?
Are our standards communicated as "rules to be followed"?	STANDARDS	Do standards reflect the honored, touchstone values of the district?
Is behavior controlled by external/outside pressures that are exerted upon students?	CONTROL	Do we view children as controlling their own behavior from within?
Is misbehavior personalized by school teachers and administrators, such that students are perceived as plotting attacks to undermine the school's ability to teach?	MISCONDUCT & MISBEHAVIOR	Does the school community view misconduct/misbehavior/poor decision-making as a misguided attempt by a student to get his or her internal needs met?
Are children merely taught content, without problem solving skills or context?	LEARNING & SKILL BUILDING	Are children <i>problem solvers</i> , capable of learning to respond responsibly to the context of the world's circumstances?
Are children expected to rigidly obey standards?	EXPECTATION OF CHILD	Are children expected to struggle, such that they naturally seek and receive guidance?
Do children feel acceptance as conditioned upon their actions and behaviors?	MESSAGE CHILD RECEIVES	Does each child feel unconditionally accepted?
Is accountability meted out by adult to child in a hierarchical fashion, with little input from or dialogue with the child and parent(s)?	ACCOUNTABILITY	Is accountability perceived as a valuable gift given to a child within a trusting relationship, following an interchange of dialogue, listening, and understanding?
Is responsibility used to blame wrongdoers, shame malefactors, and punish offenders?	RESPONSIBILITY	Is responsibility used as a means to allow the offender to first "own" their behavior and then take action to repair the harm resulting from the misconduct?
When a child receives discipline, do we suspend as a first, rather than last, resort and/or seek to swiftly move that child to a different building?	SCHOOLS	When a child receives discipline, is the school committed to reintegrating the child back into the school community through a process that reduces any harmful effects caused by the child's behavior and/or repercussions from the disciplinary process?

Trust and Mandatory Reports of Child Abuse & Neglect

Many young people have direct, traumatic experiences of abuse in their lives. As educators and professionals, we want to encourage young people to share these stories of abuse with trustworthy adults, so that necessary steps can be taken to responsibly ward off future abuse and address the scars left from physical, emotional, psychological, or sexual abuse.

It is important to help stop abuse and end it. Sensitive interventions can help place victims in a position to address abuse and become survivors of it. However, the transformative journey from victim to survivor must be handled in a delicate, responsible, and dignified manner.

We want young people to trust and feel safe when talking about their life experiences in our restorative circles. However, under the law, teachers and other professionals in schools are necessarily mandatory reporters of child abuse and child neglect.

Our experience is that disclosures pertaining to abuse are best handled in a personal, one-on-one context whenever possible. Should a disclosure emerge in the context of a circle in front of several participants, several issues may surface. Most significantly, while confidentiality is a high priority for circles, teachers and circle facilitators can only ask members of the circle to keep information confidential. As mentioned earlier, no teacher or circle facilitator can absolutely guarantee confidentiality. If expectations of strict confidentiality are misunderstood or broken in any manner, then trust in the integrity of the circle may wane.

Also, while a victimized youth may experience an elevated sense of trust in the moments directly before and during a disclosure of abuse, there exists the risk that the victimized youth will later feel differently. A victim may regret his or her decision to disclose abuse in front of the larger group. An experience of shame or humiliation or a feeling of being “judged by others” may become a future impediment to the victim’s healing.

Therefore, this guidebook strongly recommends that disclosures of abuse occur outside the setting of the circle whenever possible. That means that facilitators will need to pay heightened attention to the circle, and on a rare occasion, perhaps be forced to steer a student away from momentarily speaking until the disclosure can occur in a safe, one-on-one setting.

Understandably, abrupt interruptions of students while they are in the midst of speaking might temporarily dampen the trust level for some members in the circle. Of course, that means that teachers and facilitators may need to repair a rupture in the trust of the circle, but in these limited circumstances, we think it advisable.

Week #7: Repairing Harm in the Face of Conflict

Every community experiences conflict, often amounting to a break or a fracture in trust. Sometimes, the breakdown in trust occurs due to malicious behavior, such as an intentional act of betrayal. But more often, the misbehavior stems out of the offender's own personal hurts or inner pain, as a reaction. Whether the situation involves intentionally malicious conduct or reactionary conduct, both parties may simultaneously feel hurt, misunderstood, and confused. Can we unravel these situations? Can we ascertain the underlying "root" or "heart" of the matter? For many of these situations, it is recommended that a designated facilitator or experienced mediator be selected. Please see the guide pertaining to *Repairing Harm Circles* and *Restorative Peer Jury Circles* for more information. Week #7's learning objectives focus on building skills to better understand this repairing harm / peer jury circle process.

Learning Objectives

Respectful Communication, Listening, & Dialogue. Respectful, supportive communication.

Mediation Skill-building. Learn methods of mediation, cooperation, and conflict resolution.

Understanding Alternative Perspectives. Identify, critically interpret, and summarize main ideas and key points from different points of view.

Social Justice. Recognize existence of social inequalities and understand impact.

Human Development, Interactions, and Restorative Justice Intersections. Cultivate individual and collective intelligence to analyze how group and cultural influences contribute to human development, human identity, and human behavior.

Educational Culture. Support repairing harm as opportunity for learning in the community.

Student Take Aways:

From Week #7, students will be able to say: "I can..."

- Connect the community building exercises with values used in the class.
- Experience being a part of a circle while passing a "talking piece" around the circle and listening respectfully.
- Learn restorative strategies to address conflict.

Circle Guidelines / Common Agreements

Why does this guidebook prioritize common agreements and circle guidelines? Experience conducting thousands of circles and conferences has proven the effectiveness of maintaining a high level of personal **safety**. Good facilitators know that when circles become *safe containers*, participants more honestly and openly share their thoughts and feelings. Proficient facilitators value physical, emotional, and psychological **safety**. A few points:

- Instead of being imposed upon them from an external authority, students in circles normally create their own circle guidelines based upon their personal values.
- Empowering students to determine their own list of guidelines increases the level of buy-in, investment, and ownership of not only the terms of the common agreements, but the underlying represented concepts as well.
- When students create their own guidelines, teachers explain that students tend to be more apt to hold their peers accountable to them.

To support the development of the *safe container* concept for their circle, students at one MPS high school, James Madison Academic Campus (JMAC), created the following circle guidelines:

- 1) Respect the person possessing the talking piece.
- 2) Listen respectfully. “Side” talking is forbidden.
- 3) Speak using respectful language. No blaming, shaming, or put downs.
- 4) Speak from the heart and be honest.
- 5) Respect confidentiality: What is said in the circle stays in the circle.

While it may be tempting to adopt an approach to facilitation that favors “free flowing” processes without requiring circle members to “submit” to rules or guidelines, this guidebook advises against circles without any form, organization, or structure. Circle participants derive a healthy sense of **safety** from the certainty that common agreements and guidelines provide, and this type of safety should be considered another excellent strategy to build trust. Therefore, this guide recommends that leaders set proper limits and boundaries to ensure that all participants feel **safe**, self-assured, and confident that their needs will be considered and addressed.

Sample Exercise: Values & Shared Agreements / Circle Guidelines

Directions: Facilitator asks,

“Is there anything that you believe should NOT, for whatever reason, be a part of the Circle?”

If this question is asked, the idea is to begin the process of participants developing thoughts about values that are most important to schools and school communities. It can serve as good segue into discussion on Shared Agreements for Circles.

“Think about these values in terms of your school building. Give us an example of a time when you felt that the value, _____, was especially present in your school building or school community?”

Most likely, you will use a value such as “respect.” The goal is for the students to give voice to the meaning of “respect” to them or “disrespect.” Most participants will tell stories & highlight successes or failures in their schools. As the students share their thoughts and experiences, write down notes. From the notes, the guidelines will naturally emerge. Engage the students and ask them what guidelines should be a part of their circle. Then ask:

“Are you willing to commit to living by the guidelines in the center of the Circle for the remaining of the semester?”

At this point, facilitators will explain & discuss Shared Agreements of guidelines. Participants will be directed to written examples of Shared Agreements for Community Building Circles in their course materials. Facilitators must stress that while each individual Circle needs to develop its own Shared Agreement, every group should arrive at some commonalities as well. Facilitators will guide the Circle towards these basic guidelines for personal safety – both physical and emotional. 4 key guidelines for each Circle should include at a minimum:

- 1) Respect of One Another in the Circle & Respect the Talking Piece.
- 2) Listen to One Another in the Circle.
- 3) Be Honest with One Another in the Circle.
- 4) Confidentiality – What is Said in the Circle Stays in the Circle.

Learning Objectives of Values exercise:

- **Guidelines/Principles/Values = Shared Agreements of Circles**

Sample Exercise: **R-E-S-P-E-C-T**

Directions: Have students describe what they mean when using the word, “respect”. Perhaps ask students: “Share an experience of when you felt respected.” Or, use a sentence stem: “A time that I felt respected was...” OR “A time that I felt disrespected was...” Facilitator should consider generalizing or categorizing some of the responses for later discussion about what attributes led to feelings of respect/disrespect.

Explanation & Processing of Exercise: Note that students may use words like *respect* without necessarily providing tangible examples. Different people may attach different meanings to what it means to be *respectful* of others when interacting. For example, *respect* may take the form of asking questions rather than making statements, not interrupting while others are speaking, asking for clarification rather than judging, accepting others who express themselves differently, or refraining from making noises of approval or disapproval when others express themselves. Healthy circles spend time discussing what is meant by certain words that express underlying concepts and values.

Confidentiality

The circle process seeks to build community, repair harm, and restore the trust needed to promote healthy relationships and vibrant classroom and school communities. Into this context, the issue of confidentiality arises.

Confidentiality must be secured. Trust depends upon confidentiality. Without trust, the Repairing Harm and Restorative Peer Jury Circles will have little credibility with students in your school community.

If a student violates his or her commitment to maintain confidentiality, consider the consequences. Consider how the integrity of the circle process will be impacted. Consider how referred students will feel towards the other circle participants in terms of respect / disrespect. How can a referred student consider one of the peer jurors as a trusted student advisor or leader?

Student circle participants must understand that violations of confidentiality will not be tolerated and will result in future exclusion from participation.

While confidentiality can never be absolutely guaranteed to the circle participants, it must be requested of all involved. Likewise, commitment to confidentiality must be made. Some facilitators utilize “confidentiality agreement” forms. See the repairing harm / restorative peer jury guide for an example.

Day 31:

Learning Objectives of the *Conflict Resolution* lessons:

- **The 4 Quadrants of the Circle process:**
 - a) Getting to Know each other;
 - b) Developing trust;
 - c) **Issue(s);**
 - d) **Resolution & Closure**

Exercise #1: Reading

Directions: It is often quite appropriate to begin a gathering in a circle with a serious reading or recitation of a poem. Because, by nature, circles are deeply rooted in native peoples and indigenous tribal peoples, sometimes readings from native peoples make an excellent choice for an introductory circle. The following story is a great way to begin a serious discussion in a circle.

Native Wisdom

A Grandfather from the Cherokee Nation was talking with his grandson.

“A fight is going on inside me,” he said to the boy. “It is a terrible fight, and it is between two wolves.” The Grandfather continued. “One wolf is evil and ugly. He is anger, envy, war, greed, self-pity, sorrow, regret, guilt, resentment, inferiority, lies, false pride, superiority, selfishness and arrogance.

“The other wolf is beautiful and good. He is friendship, joy, peace, love, hope, serenity, humility, kindness, benevolence, justice, fairness, empathy, generosity, truth, compassion, gratitude, and deep VISION.

“This same fight is going on inside you, my grandson, and inside every other human as well.”

The Grandson paused in deep reflection because of what his grandfather had just said. The he finally cried out: “Grandfather, which wolf will win?”

The elder Cherokee replied: “The wolf that you feed.”

Exercise #2: Conflict Resolution Role Play (Thanks to contributions from David Lerman)

Two participants will be selected to play roles in a conflict. The rest of the circle will participate in the Restorative Justice Conflict Resolution process.

Example Role Play: Takirah, Martha, and Charmaine

Takirah and Martha are in the 10th Grade. They were once friends, but in 8th grade, Marvin decided to stop going out with Takirah, and then, he began to go out with Martha. Marvin now goes to a different school. Marvin no longer sees Martha. However, since the 8th grade, there has been “bad blood” between the two young women, Takirah and Martha.

Takirah and Martha are decent students, each with about a 2.9 GPA. Takirah plays basketball while Martha runs track. They both still have an interest in Marvin. Takirah learns of Martha writing about her on Facebook. Two days later in school, they started yelling at each other during passing between 2nd and 3rd blocks. Safety aides got them separated. There was no touching or hitting, but there was plenty of yelling and cursing. After school, on the way outside, more words were exchanged, but Takirah’s friend, Jewel, pulled her away.

The next day, a fight between the two young women broke out in the school cafeteria after Martha bumped into Takirah while going to her table. Takirah jumped on Martha, and they fell to the ground. The assistant principal (AP) and safety assistant on duty in the cafeteria broke up the fight very quickly. Both teens were sent to the school office separately which resulted in three day suspensions for the girls. This marked the first suspension for both girls.

When both teens returned from suspension, there were two quiet days. But Takirah again learned of Martha writing about her on Facebook. Through other girls, there was a challenge issued between the two teens to fight one another after school, around the corner from the school building.

Takirah’s older sister, Charmaine (20 years old), a former graduate from the same high school, met Takirah after school. She carried a padlock. When Martha turned the corner, Charmaine, along with Takirah, jumped her. Martha’s friends, all students at the high school, joined in the melee. One of Martha’s friends called 911. A police squad that happened to be nearby arrived within literally 90 seconds.

Martha suffered a large bruise on her check, but there was no blood. Takirah did not sustain any physical injuries. What do you think needs to happen to resolve this situation?

Explanation & Processing of Conflict Resolution Role Play Exercise: When training students in restorative peer jury processes and resolution of conflicted situations, facilitators use many different factual scenarios. The first main lesson is for students to recognize that three things are always present when conflict arises:

- 1) Facts (What happened?)
- 2) Judgments (What are you thinking?)
- 3) Emotions (What are you feeling?)

The problem is that two people hardly ever agree on the facts, and their judgments and feelings may vary greatly as well. People view situations from many perspectives. Just because two individuals have different accounts of the same situation, it does not necessarily mean that one person is automatically guilty of deceit. For want of credibility, no circle can afford for students to misrepresent facts in order to escape accountability. Nonetheless, it is unwise for circle advisors to discount diverging accounts of a given situation without deep listening, discernment, and analysis. While the circle is not an investigating body, it must seek clarity.

The suggested question to ask the circle (following a reading of the factual scenario), is “What do you think needs to happen to resolve this situation?” Another starting point might be the second question below related to harm. Guide the student towards recognition of harm to people and relationships (restorative paradigm), rather than affixing too much significance to the violation of laws and rules (punitive paradigm).

The Questions about How to Resolve an Issue:

- 1) **FACTS:** What happened from your perspective?
- 2) **HARM:** Who got harmed and how? -OR- Who do you think has been impacted by this situation? -OR- Who got hurt? -OR- And how did they get hurt?
- 3) **FEELINGS/EMPATHY (to build trust):** What are your personal feelings about what happened? <to referred students(s)> -OR- Whom do you identify with or relate to? <to other participants/student advisors>
- 4) **REPAIR HARM:** What do you think needs to be done to repair the harm that has been caused?
- 5) **What are you personally willing to do to repair the harm and solve this problem?** <to referred student(s)> -OR- What can you contribute to others to repair the harm? <to other student participants>

Day 32: Dissecting the Nature of Harm

Facilitators will desire that the student advisors gain a level of competency in recognizing the various ways in which victims and other community members were impacted by a situation. Restorative justice proponents often refer to the impact as the “ripple effect” of harm. For novices, facilitators may wish to guide the circle towards recognition of the harms. Later, the student advisors will become adept.

Victims experience many types of harm depending on the nature of the trauma suffered from the offense(s). Trauma may be acute, chronic, or complex. While a full discussion related to trauma is beyond the scope of this guide, the table below contains several layers of harm which a victim may experience. The list below is meant to be comprehensive, but by no means, complete. Thanks to Erin Katzfey for furnishing this list of harms.

PHYSICAL	EMOTIONAL	PSYCHOLOGICAL	FINANCIAL
Trauma to body	Fear, Angst, Apprehension	Paranoia of others or of being alone	Personal out-of-picket expenses
Bruises	Anger & Rage	Social isolation	Loss of wages/ inability to work/ loss of job
Fractured bones	Sense of Hopelessness	Intimidation by others	Insurance deductibles and premium increases
Cuts & Contusions	Sense of Helplessness	Manipulation by others	Law enforcement costs
Burns	Feelings of Isolation	Memory losses or repressed memory	Prosecution/ trial costs
Scars and marks	Feelings of Insecurity	Panic Attacks and crying outbursts	Defense counsel costs
Black Eyes	Sadness	Inability to sleep and Nightmares	Costs of jails, camps, halls, institutions, prisons, and special community programs / supervision
Tremors/shaking	Shame & Guilt	Inability to feel clean and need to bathe or wash many times	In extreme cases, funeral costs
Fatigue	Embarrassment, Humiliation	Depression	Medical costs
Ulcers	Confusion	Wanting to die	
Stomach pains/aches	Depression	Difficulty having normal sexual relationship	
Pregnancy	Suicidal feelings		
Loss of life	Vulnerability, Powerlessness		
Sexually transmitted diseases			

Exercise #1: The Impact of Harm on Relationships & Community/Resulting Needs

Directions: The facilitator will ask the students to think of a time they were harmed or caused harm to another. The facilitator will ask the students to answer the following questions either in the large circle or smaller circles.

- ❖ Share the situation. How did you feel? What did you need?
- ❖ What about the person who cause the harm? What did that person need? Did that person need to help repair the situations or help to make it better?

The students will again be allowed to tell a personal story and demonstrate their values. They will also be able to show empathy toward each other. Furthermore, they will understand that we all harm each other and learn ways to repair those harms. Students will learn that harm encompasses much more than just physical harm.

Impact of Having Harmed: Introduce this round by acknowledging that in this culture we sometimes do not readily accept that we both have been harmed and have been responsible for harming others. A particular stigma attaches to each. There is a particular quality of shame, guilt, and judgment that comes from knowing we did something wrong or that we caused injury to another. As we go into next round, know that we all carry around our own version of guilt and judgment- please share what comes up for you. As a group, it is our job to hold these thoughts and feelings in strict confidence.

- ❖ Take a moment to think about a time when you harmed another person. Let that memory surface. What happened? How did you feel? What, if anything, did you need?

[Thank everyone for their honesty and willingness to share their personal stories.]

Explanation & Processing of Exercise: Both victims and harmers have needs. They might have needed to talk about what happened, to apologize, or even to receive a sense of forgiveness from the other person. Victims often do not receive the counseling needed as a result of being harmed. Our criminal justice system often attends to the needs of offenders because of our Constitution's guarantees of rights afforded to those accused of crimes. Restorative justice seeks to hear from victims, attempting to ascertain from them what they believe will best repair the situation.

Day 33:

Exercise #1: “Whatcha doin’?” Community Building Activity

Directions: One participant begins by doing an action. The person directly on the first participant’s right side asks: “Hey _____, Whatcha’ doin’?” The first participant answers by giving a different action which now the person on the right must perform. The circle continues around for two complete cycles. Then it reverses direction.

Explanation & Processing of Exercise: This exercise provides ample opportunities for collaborative decision making and team building. A facilitator may utilize this exercise for a variety of specific learning objectives. The facilitator is encouraged to consider the following additional instructions and thoughts.

After the directions are given and usually an example is given, the students can begin to be creative, in terms of what different actions might be given as the next suggestion. For instance, any sport can be given such as basketball (shooting, dunking, dribbling, blocking a shot, tip off, etc.); baseball (pitching, hitting, fielding a grounder, catching a fly, etc.); bowling; fishing (casting, catching); tennis (serving, backhand, slamming, lobbing a ball, etc.). Exercises can be given: push-ups, sit-ups, jumping jacks, weightlifting, yoga, jumping rope, etc. Other actions can be given: brushing hair, combing, brushing teeth, dancing, playing musical instruments, sleeping, etc. When the circle switches in the opposite direction, some people may playfully “seek revenge” upon someone who had earlier made a challenging suggestion, such as “ten push ups.” Remember the Experiential Learning Process below for discussing the exercise.

EXPERIENTIAL LEARNING PROCESS

“Spectators of teaching” versus “Participants in learning”

- 1) Experience:** Activity/Exercise
- 2) Reflection:** What? (Saw/Observed; Feelings/Emotions; Thoughts/Judgments)
- 3) Generalization:** So What?
What was the goal of the activity? What was its purpose? Relating to the earlier leadership exercise, what leadership skills did I utilize and put into practice?
- 4) Application:** Now What? (How can I transfer and apply the skills to my life?)

Discussion: Ask students where they perceived revenge occurred. What were they thinking? What were they feeling? What sense of justice is connected to concepts relating to retribution and vengeance? Does the retributive justice give us a sense of relief? Why or why not? What is its purpose? What impact does it have upon others?

Exercise #2: Conflict Resolution Mini-lecture / Discussion:

In schools, a specific plan of action guides the restorative justice resolution of misconduct referrals. Typically, a peer jury circle will address the following questions:

Repairing Harm Circles

Restorative Justice Questions:

- 1) **Facts:** What happened?
- 2) **Harm:** Who was harmed and how?
- 3) **Feelings/Empathy:** What are your personal feelings?
Whom do you identify with or relate to?
- 4) **Repair the Harm:** What should be done to fix the problem or repair the harm?
- 5) **Community:** What can you contribute to support repairing the harm?

On the continuum of addressing harm, many incidents may need to be immediately resolved or will involve issues not meriting a full circle. Sometimes, school personnel will not have time to engage students in a full circle process. On these occasions, school personnel (teachers, staff and administrators) can still apply restorative principles to address harm by using restorative language. Over time students will understand the focus on harm and the requisite repair of the harm caused by the misconduct or misbehavior. Students will begin to redress their own conflict and begin to lead other students in the process of repairing harm and restoring relationships.

Restorative Principles: The 3 Assumptions for Addressing Harm

#1: Misbehavior/Misconduct = Attempts by kids to get their NEEDS met.

#2: Needs:

- A) Survival = Physical, Emotional, Social;
- B) Inclusion / Acceptance;
- C) Competence / success & failure themes;
- D) Control / freedom to innovate and create;
- E) Love / Nurturance / Affection

#3: Core Emotions: Mad, Glad, Sad, Scared, Shame

Exercise: **The Moral of the Story** (from *Making Learning Happen: Strategies for an Interactive Classroom*, by Jeffrey N. Golub)

Grade Levels: 6 through 12

Directions: Read the following story to the class (although any story or fable may be substituted for this activity as long as it has a similar moral).

Long ago in Japan, the students in a certain school used to study meditation. Four of them who were close friends promised one another to observe seven days of silence.

On the first day all were silent. Their meditation had begun auspiciously, but when night came and the oil lamps were growing dim, one of the students could not help but exclaiming to a servant: "Fix those lamps!"

The second student was surprised to hear the first one talk: "We're not supposed to say a word," he remarked.

"You two are stupid. Why did you talk?" asked the third.

"I am the only one who has not talked," concluded the fourth student.

Give the following directions to the participants: Take a moment now and write down a moral—a lesson to be learned—for this story. Do not converse with the other participants first; just create a moral, write it down, and be done with it.

After giving participants a few minutes to create and write down their morals, give the next instructions: In just a moment, you are going to get together with a classmate, and the two of you are going to create a moral together. You can do this in four ways:

- 1) You read each other's morals and decide that person "A" has written a really good moral, and you agree that is the one you intend to use for this exercise; or
- 2) Decide that person "B" has created an excellent moral that doesn't need any changes or improvements; or
- 3) Decide to combine and rearrange parts of your two morals to create a new one; or
- 4) After reading each others' morals, you decide that neither one is very good, so you draft a whole new moral together.

The moral that students create in their pairs, as well as their reasons for selecting that moral, will be read to the class.

Explanation & Processing of Exercise: Commitment, teamwork, and collaborative decision-making processes can be targeted for discussion upon completion.

Day 34: Emotions and Personal Development

***Exercise #1:* Scenario related to a suspended student...**

Facilitator will ask participants the following: "Who got harmed and how?"

Students may wish to discuss additional topics, such as: "Who do you think has the power to make decisions? Why?" OR "How do you think the people in the fact scenarios feel? Why?" (Discussion may flow as to the differences between traditional / retributive / law enforcement / hierarchical / authoritarian / top-down style management versus restorative philosophical model. Participants will begin to address any harm that might result from the former. Cultural issues may also arise as topics of discussion/reflection.)

Case #1: "Brian", 9th grader (14 yrs old), Special Ed Charge: Possession of Weapon (metal-edged ruler) & Threat

Brian threatened his teacher with a weapon (ruler). He has repeated violations of the student code of conduct. Teacher reported Brian got into trouble earlier in the day and received a suspension from the Assistant Principal before the students were dismissed to go home. Brian returned to class and complained to the teacher that she got him into trouble. He started to go through some rulers. Brian picked up a ruler with a metal edge and referred a statement to the teacher: "I should cut you." The teacher was not near Brian at the time, but she told him that she heard his comment. He stated that he was "playing" before leaving with the rest of the class at dismissal. Other students heard Brian make the comment. The other students corroborated the fact that Brian was looking in the direction of the teacher when making the threatening comment.

Case #2: "Quanasha", 10th grader (16 yrs old), Special Ed Charge: Assault Against Staff

Quanasha yelled at her classroom teacher. An administrator intervened and redirected her behavior. Quanasha refused to calm down, whereupon the administrator told the teacher to call her parent. Student charged towards the teacher and attempted to take the phone from him. The administrator tried to physically restrain Quanasha who grabbed the administrator by both arms and dug her fingernails into the administrator's arm, in an attempt to force the administrator to release her. The administrator directed the student to go to the school office. Student continued to try to take the phone away from teacher. Student escorted to the office by a male staff member. Police responded and counseled Quanasha. No charges issued. At the time of this referral, Quanasha has served 13 suspension days this year.

Case # 3: Brenda, 9th grade, age 14, Regular Ed Charge: Arson

Student and accomplice set a pile of paper and toilet paper on fire in the school restroom. Fire put out by fire extinguisher. Upon questioning, both girls admitted to the offense.

Case # 4: Jesse, 11th grade, 18 yrs old, Regular Ed
Charge: Possession of alcohol by a minor

Jesse, an 11th grader, was drinking a liquid from a red water bottle. His teacher confiscated the water bottle, whereupon, a smell of alcohol was detected. Jesse refused to make a statement. Later in the day, he returned with his father and admitted to drinking alcohol. Police called. Child charged with Possession of Alcohol by Minor.

Case # 5: Alexandra, 12th grade, 18 yrs old, Regular Ed
Charge: Possession/use/distribution of alcohol (beer)

Alexandra and 3 other girls drank some beer. Police called. All students charged with Underaged Drinking of Alcohol. Alexandra admitted drinking beer out of a straw with her friends. Alexandra will be removed from East School and placed in West School. All four girls were two months from high school graduation. Alexandra had attended the school since 9th grade.

Exercise #2: Circle Share

Following the previous exercise, the Large Circle will pass around the talking piece, with each participant either making one comment or asking one question pertaining to the impact restorative justice has had upon their lives.

Topics likely to include:

- How students were held accountable/should be held accountable;
- How Restorative Justice might impact classroom learning time/instruction time;
- The effects of suspension/exclusion upon classroom learning environment, as well as the effects upon discipline and rates of suspension/expulsion;
- How students learn how to behave more responsibly, to communicate and listen;
- How students develop social/emotional skills through the Circle processes or the effects of Circle processes on their school and community;
- How Restorative Justice practices are accepted within the school community / climate, or supported by the school administration;
- Any barriers to implementation of Circle processes into a school building;
- Students' experiences in Circle processes (likes/dislikes), as well as thoughts and impressions from parents.

Explanation & Processing of Exercise: The discussion might center on restorative principles and the strategy of employing restorative circles as a means to achieve understanding, resolution, and closure to conflicts.

Facilitator might ask: “Why Circles?” Examples of feedback:

- ✓ Circles promote Equality and build Healthy Connections between people.
- ✓ Circles increase Safety and Trust – learning about the lenses through which others view the world.
- ✓ Circles encourage people to learn Responsibility from within (Internal/Intrinsic vs. External/Extrinsic).
- ✓ Circles encourages Leadership through Service: “Facilitation” rather than “Running/Controlling”.
- ✓ Circles disperse Power in order to Empower.
- ✓ Circles increase Ownership of problems through active inclusion in problem solving processes.

Learning Objectives:

- **Philosophy of Restorative Justice:**

- **“Repairing Harm, Restoring Relationships, Building Community”**

Repairing Harm and Restoring Relationships builds a strong sense of *Community*. Through principles and strategies, Restorative Justice increases the connections of people to one another. When an offense occurs, it is not simply a violation of a rule. It is a violation against a relationship.

Restorative Justice is a philosophy, not a program or project. Through collaboration with all stakeholders, the Restorative Justice philosophy embodies a set of strategies to enable people to build community and restore community when harm is done.

- **The Difference between a *Punitive* approach and a *Restorative* approach**

Sentence Completion Themes/Sentence Stems: Responsibility

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) I would like to take responsibility at home for...
- 2) I would like to take responsibility at school for...
- 3) A time I was given responsibility was... and I did it very well.
- 4) A time I was given responsibility was... and it did not work out/was "too much."

Things to Keep in Mind

Conflict occurs in relationships. Instead of conflict becoming a destructive force, it can serve as a useful learning opportunity. If youth believe that "good" relationships are void of conflict, or that conflict spells the end of a relationship, these myths must be dispelled. Instead, youth need to understand that healthy relationships demand the resolution of conflict.

Sometimes, conflict arises when peoples' expectations are unmet, when their beliefs become challenged, or their trust gets broken or betrayed. All people enter into relationships with values formed by earlier experiences. When values clash, sometimes emotions may flare, feelings can get hurt, and relationships may become damaged.

Youth can learn the skills to address conflict by choosing to assert themselves in a positive manner instead of internalizing problems and suffering through the emotional and physical pain of unaddressed conflict and rage. The next section introduces the basic core human emotions, as well as their *operational* definitions. Since emotions inevitably become a factor in just about every conflicted situation, students should gain fluency with the operational definitions of these basic core emotions as well as the means to unravel some tangled emotional situations.

Understanding Core Emotions

Mad: When I'm feeling mad, the energy is always about *me not getting what I want*.

"Mad" encompasses feelings and emotions ranging from irritated, annoyed, and frustrated to anger and rage.

Glad: When I'm feeling glad, the energy is always about *me getting what I want*.

"Glad" encompasses feelings and emotions ranging from content and confident to happy, ecstatic, and loved.

Sad: When I'm feeling sad, the energy is always about *me experiencing loss*.

"Sad" encompasses feelings and emotions ranging from loneliness, melancholy, and sadness to deep loss, abandonment, and grief.

Scared: When I'm feeling scared, the energy is always about *me concerned about getting hurt*. The *hurt* can be physical or financial, but it is often an emotional, psychological, mental, spiritual, or even social hurt (such as when feelings get hurt).

"Scared" encompasses feelings and emotions ranging from caution, insecurity, and suspicion to anxiety, fear, and shock.

Shame: When I'm feeling ashamed, the energy is always about *me feeling bad about who I am*.

"Shame" encompasses feelings and emotions ranging from embarrassed and not feeling "good enough" to humiliation and self-hatred.

Note: Guilt is not the same as shame. When I'm feeling guilt, the energy is about *me feeling bad about something I've done*, an action or behavior. For that reason, guilt is sometimes considered part emotion/part judgment.

Feelings that are NOT Emotions: People often mistake judgments for emotions. For instance, feeling *exhausted* or *confused* or *hysterical* or *disgusted* or *mischievous* or *smug* or *overwhelmed* or *hopeful* or *jealous* or *bored* or *surprised* or *shy*... these "feelings" are actually judgments. The judgments may describe a core emotion but are not emotions unto themselves. For instance, jealousy may describe one emotion in particular or a combination of emotions such as mad, sad, scared and/or shame. People will commonly mislabel feelings in this manner. So, in order to fully understand the underlying meaning, you may have to query the individual further to understand what core emotion that person has in mind.

Sentence Completion Themes/Sentence Stems: Feelings

(from "Developing Circle Time" by Bliss, Robinson, & Maines)

- 1) Today, I feel...
- 2) I feel _____ about myself.
- 3) I feel _____ about the future,
- 4) I feel _____ about this school / school rule.
- 5) I feel _____ about society.
- 6) I feel _____ about adults / teachers.
- 7) I feel good about...
- 8) I feel bad about...
- 9) I feel _____ about my name.
- 10) I feel _____ about my appearance.
- 11) I feel _____ about war / peace / stealing / bullying / pollution / violence / the environment / cars.
- 12) I feel good / happy / pleased when...
- 13) I feel sad / bad / unhappy / angry / miserable when...
- 14) A time I felt afraid was... and it was fun.
- 15) A time I felt afraid was... and it was not fun.
- 16) When I first came to school, I felt...
- 17) Before I came to this school, I felt...

- 18) When experiencing something (unknown) for the first time, I feel...
- 19) I feel powerless when...
- 20) I feel helpless when...
- 21) I feel lonely when...
- 22) I feel happy / sad / pleased / helpless / angry / miserable when...
- 23) I feel concerned for...
- 24) I feel _____ about making decisions.
- 25) If I make a mistake, I feel...
- 26) What I feel about mistakes is...
- 27) If someone else makes a mistake, I feel...

Exercise: **Circle Invitation**

Grade Levels: All

Directions: This exercise will take place after a considerable amount of trust has been built by the group. The facilitator will ask the students to reflect upon their experience in the circle. Then the facilitator will ask them to think of one person he or she would invite to participate in the circle and why.

Explanation & Processing of Exercise: This exercise will allow the students to reflect upon the experiences they have shared with their peers and to think things they have learned that they could share with others. It will increase their level of appreciation and empathy for others who have not had the opportunity to be a part of their circle experience.

Day 35: Solving Problems in a Complex World

Exercise #1: Student Narratives

Directions: Students can create a narrative illustrating a REAL time in their lives when something went wrong. How did the situation play out? How could it have played out with the use of a restorative circle or using some other restorative strategy?

Encourage students to consider:

- How does a sincere apology contribute to repairing harm?
- In a given narrative, identify the feelings and emotions, as well as how the feelings and emotions contributed to the outcome.
- How do your emotions impact relationships in life?
- How have restorative justice principles altered or changed your understanding of one of the following values: Trust, Empathy, Respect, or Forgiveness?

Explanation & Analysis of Exercise: During the past few days, students should be working on understanding the operational definitions of the five core emotions. Emotions and feelings impact our bodies and our brains. Emotions and feelings drive us to action or inaction. Relationships can be affected. Conflict between people may result.

Learning Objectives:

Some objectives of these exercises might include students being able to say, "I can..."

- ❖ Evaluate how emotions impact relationships and in conflicts involving others.
- ❖ Critique an apology and assess what makes an apology sincere and meaningful.
- ❖ Assess the impact of Restorative Practices on life situations with emphasis on the values, such as: Trust, Empathy, Respect, and Forgiveness.

Exercise #2: Differentiation Exercise

Grade Levels: 5 through 12

Directions: Facilitator states two opposing views to a given issue. One view is said to be located on one side of the room while the alternate view is located on the other side of the room. Participants move to the side of the room that most reflects their views. The two groups then have an opportunity to meet back in the circle. Passing the talking piece around the circle, participants reflect upon their underlying reasons for selecting their view. Some participants may share deeply held values or principles, while others may share different preferences.

The opposing views may come in the form of a moral dilemma or social justice issue, where the participants must make a decision and take a position. Examples of criminal justice cases provide natural opposing viewpoints. For instance, after listening to a factual scenario, a punitive sentence of incarceration can be pitted against a more rehabilitative approach such as probation with services. A drunken driving case, a drug possession case, a property offense, or a domestic violence case naturally raises issues of victimization vs. offender issues.

Explanation & Analysis of Exercise: This exercise promotes learning on a deeper level where participants not only share their lived experiences, but have an opportunity to understand the mental models/lenses through which others view the world. In a respectful circle process, the listening process and enunciation of each participant's personal viewpoint broadens understanding. Where a moral dilemma or case situation is shared, participants comprehend a story, analyze the facts, apply their knowledge and experiences, and render a decision. Learning occurs from the listening process of how other participants comprehended, analyzed, applied knowledge and experiences, and rendered similar or dissimilar decisions.

OR

Exercise #3: Corners / Preferences

Grade Levels: 5 through 12

Directions: Any individual difference can be the focus, such as favorite season, intended profession, or even the type of shoe. Participants go to the corner of the room representing their choice. So, for example, all the tennis shoe people go to one corner, while the hiking boot people go to another. Participants then share reasons for their choice with a partner in their corner. Finally, participants play a paraphrase game in which they must listen carefully to the reason of the group (high heels, hiking boots, loafers, etc) in order to be able to correctly paraphrase them.

Typical Corners Sequence:

- Step One: Announce corners, with a number in each corner and with visuals posted in each corner if possible.
- Step Two: Think and Write time. Give participants a bit of silent thinking time to clarify for themselves their preference. Have them write the number of their preferred corner on a slip of paper. (This allows them to clarify their own values, not just go to the corner their friends prefer.)
- Step Three: Participants group in corners. Participants go to their corners and pair up to express the reasons for their preferences. They then form groups of four within the corner, and participants in the group paraphrase their results from the paired listening. The facilitator calls on participants from one corner to announce to the class.
- Step Four: Participants paraphrase. Participants in pairs in the corners paraphrase the reasons. This last sharing and paraphrasing is repeated for each corner.
- Step Five: Team Review. When participants are back in their teams, they make sure everyone can name reasons supporting their choices.

AND

Change & Transformation

Do people change? Does transformation happen? How does that happen? These questions have been asked of many of psychology's greatest minds. The table below links psychological theories with different change processes and their representative techniques. While much of the information below is intended for facilitators, students will naturally recognize some of the change processes such as: raising consciousness and awareness, committing to change, and providing helpful relationships to support change in others.

Summary of the Principal Theories of Psychotherapy

<i>Theory</i>	<i>Notable Figures</i>	<i>Primary Processes of Change</i>	<i>Representative Techniques</i>
Psycho-analytic	Sigmund Freud Carl Jung	- Consciousness-raising - Emotional arousal	<ul style="list-style-type: none"> • Analysis of resistance • Free association • Dream Interpretation
Humanistic / Existential	Carl Rogers Rollo May	- Social liberation - Commitment - Helping relationships	<ul style="list-style-type: none"> • Clarification and reflection • Empathy and warmth • Free experiencing
Gestalt / Experiential	Fritz Perls Arthur Janov	- Self-reevaluation - Emotional arousal	<ul style="list-style-type: none"> • Choosing and feedback • Confrontation • Focusing
Cognitive	Albert Ellis Aaron Beck	- Countering - Self-reevaluation	<ul style="list-style-type: none"> • Education • Identifying dysfunctional thoughts • Cognitive restructuring
Behavioral	B.F. Skinner Joseph Wolpe	- Environment Control - Reward Countering	<ul style="list-style-type: none"> • Assertion • Relaxation training • Managing reinforcements • Self-control training

(adapted from Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for good*. New York; William Morrow and Company, Inc.)

Week #8: Lead Restoratively

“Is my school ready to adopt restorative practices?” Good question. But perhaps it is the wrong question. Maybe the better question is: “Am I willing to make a personal commitment to becoming more restorative each day?” With an emphasis on *being* more restorative, *becoming* more restorative, and *thinking* more restoratively, we can eventually translate our interior beings into external actions. When outside behavior matches internal thoughts and feelings, then students authentically experience a restorative school. Week #8’s learning objectives are summarized in the table below.

Learning Objectives

Restorative Justice. Demonstrate knowledge of the restorative justice through articulation of its: philosophy, history and cultural development, principles, practices, approaches, and/or strategies. Demonstrate ability to compare and contrast the use of restorative justice with other forms of justice such as: retributive (punitive), rehabilitative, or reconciliatory justice.

Application of Restorative Justice. Demonstrate knowledge of applications of restorative justice practices to real life situations and varying contexts, such as the use of repairing harm circle processes or restorative peer jury circles to address wrongdoing and misbehavior.

Human Development, Interactions, and Restorative Justice Intersections. Cultivate individual and collective intelligence to analyze how group and cultural influences contribute to human development, human identity, and human behavior. Identify and understand how needs and emotions interact.

Social Justice & Social Sciences. Recognize the existence of social inequalities based on a variety of factors including: gender, race, class and age, and how these inequalities affect society. Learn the concepts and skills used in the study of sociology, psychology, and anthropology. Sociology is the study of interactions among individuals, groups, and institutions. Psychology is the study of factors that influence individual identity and learning. Anthropology is the study of cultures in various times and places.

Social Group Functioning. In the context of restorative approaches to building community, compare the various meanings of social groups, the meaning of group membership, and the different ways that groups function.

Day 36: Community Building, Social Justice, and Beginning to Understand Oppression

Exercise #1: “I wonder if my Neighbor...” community building exercise

Version #1 Directions: Chairs should be set around the circle to match the number of participants. One chair should be removed, leaving one fewer chair than the total number of participants. One individual will be standing in the center of the circle. The person in the middle of the circle will state a sentence stem and then say something which is true about himself or herself. The sentence stem should be something like: “What’s true about me is...” or “I wonder if my Neighbor...” For all participants in the circle for whom the statement is also true, those individuals must get up and move to a different chair.

Facilitators should direct those individuals to select any other chair in the circle besides their own chairs and the chairs on either side of them. That will ensure that participants will move. Facilitator should direct participants from pushing/shoving. After each sentence stem, one participant will be without a chair. Then, that participant will state the sentence stem with a new thing that is true about himself/herself.

As a variation of the above, if the facilitator has access to polypots, then those can be placed throughout the circle instead of chairs. Each participant stands on a polypot, except for one participant who is in the center. The participant in the center can say: “I wonder if any of my neighbors... likes cheese pizza.” For every participant for which the statement is true, that participant must move to a new polypot. The participant without a polypot vies for an open spot.

Version #2 Directions: Chairs are set up per directions above, with one fewer chair than participants. The person in the middle stays silent. The individuals on the outer circle stay silent as well; however, through eye contact, one participant on the outer circle communicates with another participant to exchange places. When movement occurs, the switches will undoubtedly occur simultaneously with other switches. The individual in the middle attempts to take one of the places being switched before the participants are both situated in their new positions. Again, participants must be reminded that no pushing is allowed and no verbal communication is allowed to occur.

Explanation & Processing of Exercise: Version #2 is based on movement and nonverbal communication and can be processed with the students as such. Version #1 is based on movement and community building. Both exercises involve some competitive spirit.

Exercise #2: Oppression Circle group discussion

Directions: Using the Talking Piece, explain to students that you wish to hear their feedback pertaining to the topic of oppression. In class, read the following quote and ask the students to decipher the defining features of oppression:

“Oppression cannot be understood in individual terms alone, for people are privileged or oppressed on the basis of social group status. One of the privileges of dominant group status is the luxury to simply see oneself as an individual... a white, for example, is rarely defined by his whiteness.” (Adams, M. & Griffin, P. (1997)). *Teaching for diversity and social justice: A sourcebook.*)

Students can be further prompted with questions such as:

- Can people lead from oppression into peaceful coexistence?
- Can the human fascination with earthly power, control, honor, and money be set aside so that social injustices can be addressed and rooted out?
- Can the selfishness of peoples’ needs/desires be reconciled with the phenomenon of community?
- What makes each of us who we are?
- What is the substance of the make up of a group or community?

Explanation & Processing: Some thoughts pertaining to some of the defining features of oppression may include:

- ❖ Pervasiveness
- ❖ Restricting
- ❖ Hierarchical
- ❖ Complex, multiple, cross-cutting relationships
- ❖ Internalized Shared and distinctive characteristics of “isms”.

(From Bell, L.A. (1997). *Theoretical Foundations of Social Justice Education.*)

Exercise #3: Writing Assignment Topic—Challenges Facing Impoverished Children

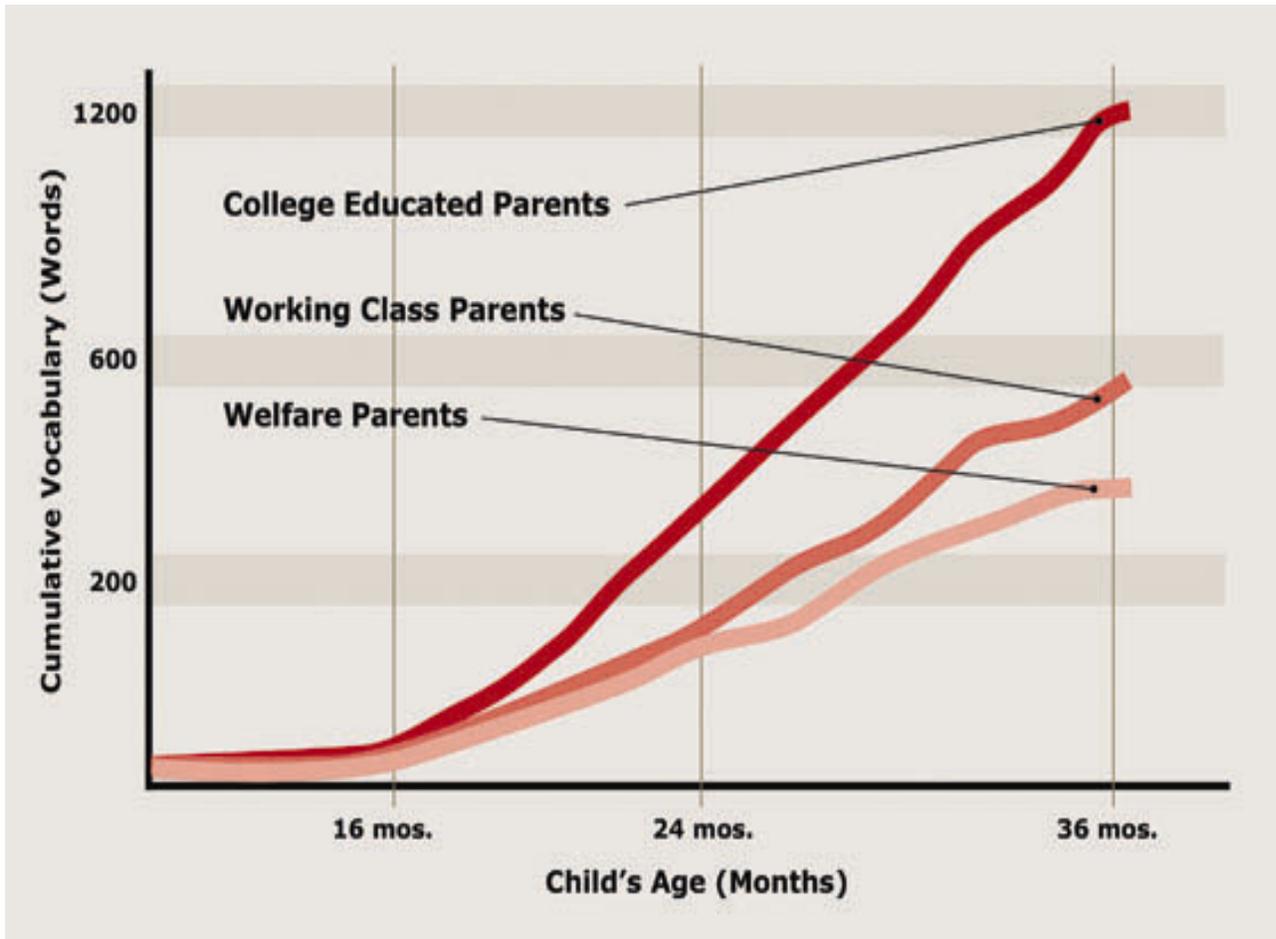
Directions: Writing Assignment—“Challenges Facing Impoverished Children.” Have students consider how oppression has impacted them personally or someone else. In an attempt to connect restorative justice concepts with oppression in this context, ask students to write a one-page paper using the notion of “harm” to describe oppression.

Another issue related to classism and education and attendance problems is the fact that many students, by the time they reach grade school, are already way behind.

Early experiences and the environments in which children develop in their earliest years can have lasting impact on later success in school and life. Barriers to children’s educational achievement start early, and continue to grow without intervention. Differences in the size of children’s vocabulary first appear at 18 months of age, based on whether they were born into a family with high education and income or low education and income. By age 3, children with college-educated parents or primary caregivers had vocabularies 2 to 3 times larger than those whose parents had not completed high school. By the time these children reach school, they are already behind their peers unless they are engaged in a language-rich environment early in life. (Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore, MD: Brookes.)

Directions for Discussion: The graph below represents a significant finding highlighting the differences between children raised by college-educated parents, working class parents, or parents receiving welfare. The study was conducted in 1995 by Hart and Risley. It is still regarded highly today. It has been replicated and expanded. The study has been built upon by other researchers seeking to understand the differences between youngsters.

Looking at the graph, what are the differences between language and vocabulary mastery for children raised by parents receiving welfare vs. children raised by working class parents vs. children raised by college-educated parents? What do you think the graph tells us about children and their future learning? What challenges might the three different categories of children face in school or in the community or in the workplace? Do you believe the measures were fair? Is language mastery or the ability to identify vocabulary words indicative of intelligence? Looking at the graph, what are your feelings?



Exercise #4: Biggest Hope, Greatest Fear

Directions: Given the complexity in (my class, my family, my school, my community, my city, my world)... my biggest hope is... and my greatest fear is...

Explanation & Processing: Students must articulate their views of (one of the topics above) and discuss hopes and fears about the future. The exercise opens the door for lots of dialogue and conversations about values, morals, and beliefs. Students begin to discuss issues present in the world. Students begin to think about solutions and share these solutions with peers. Teacher facilitator guides students towards proactive solutions that will access their leadership abilities.

Day 37:

Exercise #1: **Values / Anti-Values**

Grade Levels: 4 through 12

Directions: Facilitator counts off participants into separate groupings of four to six persons. Facilitator instructs the groups to create visual or performing art of their experience of a specific value (such as respect or trust) or an anti-value (such as disrespect or mistrust). Give the participants 20 minutes to a half hour to prepare their art, role play, or other presentation of the value or anti-value. The groups then gather together and show the entire circle what they have created.

Explanation & Analysis of Exercise: This community building exercise entrusts the groups with their creativity in order to create a rich encounter of the participants' lived experiences of a value. The values literally come to life through the presentations

Explanation & Analysis of Exercise: This exercise boosts self-esteem. Obviously, the exercise works well after a group has begun to get to know one another well, build trust, and develop positive relationships. It is unnecessary for the every person in the group to know every other person inside and out because participants can still write comments such as... "She seems friendly" or "He seems kind", etc.

OR

Exercise #2: **I Could Tell a Story About...**

Directions: The facilitator instructs the students to think of a story about themselves they would feel comfortable sharing. Sharing must be appropriately respectful. The facilitator then ask the students to go around in a circle and say "I Could Tell a Story About..." the topic without actually telling the story. Students will then take turns asking others to share their stories. This exercise should continue until each person has told his or her story. Everyone practices active listening.

Explanation & Processing of Exercise: This exercise allows the students to demonstrate listening skills.

Exercise #3: Playback Theatre

Grade Levels: All

Directions: Divide students into small groups. One member of the group will tell a true story. The story can be a personal story, but it doesn't have to be, so long as the story is true (and appropriate... best to let the older students know that the story must be rated PG-13). For older students, this can be a more involved story.

The other members of the group are charged with acting out the story as it has been told to them. They may need to take notes during the telling of the story so that they're sure they are able to accurately "playback" to the story-teller. After the playback, the story-teller will evaluate how well the actors did in retelling the story. This can be something that is performed for the entire class. And, the exercise can be spruced up if the participants have access to a prop bag, craft materials, and/or trunk of hats.

Another variation: Each group hears the same story, and each group acts out the story, but in a different genre or style. Different genre styles may include: cowboy western acting, film noire, formal British English acting, Shakespearean, hip hop, futuristic/Star Trekish, kung fu/martial arts style, modernistic, etc.

Explanation & Processing of Exercise: Looking at the same situation through our different lenses, people have varying perspectives. Recognizing varying perspectives of different people helps us break down stereotypes and build understanding amongst people.

AND

Exercise #4: Affirmation Knot

Directions: Each student affirms another student in the circle and reaches out and holds that student's hand across the circle. The affirmations will be based upon what was shared in the previous exercise. The students hold the grasp until everyone has completed. Then, the next student affirms a different student. The process continues until everyone is holding everyone else's hands in a tangled web. Then, the students must work to unravel the knot back into a circle without letting go of each others' hands.

Day 38: Restorative Curriculum Expression

Exercise #1: Classism.

Have the students read the following excerpts from an article and be prepared to discuss the concept of classism and its “harm” and impact felt by people in workplace organizations. Organizations may often have *written* statements of policy which describe how the organization does not discriminate in any manner. This article was specifically designed for organizations to take a look at themselves to uncover whether their *actions* reflected equality.

Uncovering Classism: A Checklist for Organizations
By Indra Lahiri and Kimberlee Jensen
The GilDeane Group, August 15, 2002; diversitycentral.com

Racism. Sexism. But Classism? Unlike European countries with their centuries old aristocracies, America has an image of itself as a classless society. While often blind to the workings of class power and privilege, Americans are not exempt from their effects.

The triumph of Melanie Griffith's character in "Working Girl" was not simply that of the underdog besting the bully but rather the underdog with a working class background triumphing over the sibilant tongued upper-middle class snob.

Stereotypes, however, rub both ways: the snob may not be rich and the rich person may not be a snob. Class and classism can blind even those most attuned to power relations in other arenas of society:

"I must say all you feminist types are very weak on class politics. You're well able to analyze the power relations between men and women in great detail, but you never seem to move on from that."

The words, spoken by a character in a Nuala O'Faolan novel, could have been referring to diversity practitioners as well. What is behind this seeming ability to address all forms of "isms" more thoroughly than that of classism?

Why the Silence?

Classism may be uncomfortable for people to discuss for many reasons. Both feelings of guilt and classed-based shame can be conjured up. Guilt for privileges accorded to us if ours is a favored class position. Shame if we view ourselves from the imagined vantage point of those higher up on the class continuum.

By recognizing class and its workings, we also have to recognize our own role in the perpetuation of the system itself. How do we carry our privileges? Who might be hurt because of them? And how do we help our society face yet another "ism?"

Class segregation, while it exists in this society, is not total. We are just as likely to see "upper, middle, or lower" class people wearing jeans and walking through a grocery store. Whereas race and gender are more visible differences, class can be a bit harder to identify by sight alone.

But if we cannot identify a person's class by sight alone, how can classism exist? Yet, it does. The very language we use to indicate class differences itself speaks of hierarchy and power differentials. Why else would we use the terms "lower, middle, and upper" to define class?

Check List for Addressing Classism in the Workplace

Classism also shows up in the workplace. Consider your own organization. From what class are most of your managers and executives? How about your janitorial staff? Who is treated with more respect? Who has more opportunities to gain income and power? How about access to education (consider educational assistance, time to attend courses, and training opportunities)? Does it vary by level?

College Recruitment

Most companies have a strategy for recruiting from colleges in addition to a more general recruitment process for filling vacant positions. Several class biases can affect the recruitment process, especially when the focus is on college recruiting.

Does your company focus exclusively on one type of college recruiting, such as recruiting only from Ivy League and private schools or only from state universities and colleges?

In designing recruitment strategies, seek a variety of sources that represent a broader range of socio-economic diversity. Limited recruitment channels reduce the candidate pool to one specific socio-economic group. Ivy League schools are financially beyond reach for many people, but that does not lessen these individuals' caliber as potential employees.

Does your company seek alternative recruitment channels for those who did not attend college but are qualified for various positions? Conversely, does your company consider college-educated people for jobs traditionally held by those who did not attend college?

Many talented potential employees may be overlooked if your organization holds a strong preference either for college-educated or for non-college-educated people. Instead, help hiring managers to look at the person's ability to do the job.

Are people who have traveled abroad given preference over those who have not? Preference for those with international travel experience can be valid if the company does business internationally. In most cases, organizations that seek employees with international experience are looking for individuals who are adept at working in culturally diverse settings. While travel is one way to gain that skill, it is far from the only, or the best, way to do so. The selection process is therefore more effective and less biased if interview questions seek to uncover intercultural proficiency, versus focusing solely on travel experience. Are job candidates who participated in financially exclusive extra-curricular activities (i.e. crew, horseback riding) favored over those in other activities (i.e. part-time work, Girl or Boy Scouts)?

Organized extra-curricular activities can build teamwork, leadership, dedication, motivation and other valuable qualities, but they are not the only arenas in which these qualities can be acquired. Children whose families rely on them to help support the family through part-time jobs can also build these qualities. Are those with extensive unpaid internships given preference over those with lots of paid work experience? Internships, when handled properly by the company, can provide excellent training opportunities for students. However, it must be recognized that unpaid internships require a time investment that many people cannot afford.

Job Expenses

Often, norms in the way we do business can be a financial burden to certain employees. If the company requires uniforms or a dress code (such as suits, or khakis and golf shirts) for employees, is a financial subsidy provided to cover the cost? Does the company ask employees to use their own laptops or their own automobiles? Initial expenditures (such as new work clothes, computers, or even a car) that an employee must make before taking on a position (particularly if they have been out of the workforce for any length of time) can in fact prohibit people from becoming an employee. Do positions involve business travel that requires employees to spend their own money upfront and be reimbursed later? Even

company credit cards may pose problems for people who have bad credit histories. However, there are many legitimate reasons why a person could wind up with a poor credit rating (such as divorce, for example).

Weekend and Off-Hours Events

Are required team-building or training events scheduled during off-hours, such as weekends or nights for weekday employees? Or scheduled on weekdays for weekend or night-shift employees? Does the company offer assistance for child or elder care when employees are required to attend events or work beyond their normal schedule? Many employees take care of their aging parents or grandparents in the home because of personal or cultural values. In addition, professional elder care can be very expensive. When the company requires time outside of normal working hours, many employees must struggle to find alternative means for their family care. Also, employees may hold more than one job. Therefore, scheduling off-hour activities can make it difficult for these employees to juggle their commitments unless they are given plenty of advance notice.

Informal Networks

Does the organization have formal events that require the employees to wear tuxedos and formal evening attire? Do unwritten norms of interaction, such as who should sit where at a table, or how to interact with those of different levels, cause bias at these events? Are people looked down on if they don't know formal dining etiquette at a formal company gathering? Many companies are now offering social etiquette training for their new employees who will meet with clients and the public. These classes could be offered to the entire company prior to a formal event. (Some companies even offer dance classes for employees if the event will involve dancing.) While many new members of the workforce may view these social norms as old-fashioned or unimportant, they do influence other employees' perception of the person. Does much of your company networking take place at a private country club? This excludes many people from promotional and networking opportunities.

Jokes and Slurs

Do employees use classist terms such as "trailer trash" or "rich b__ch"? Even uttered as jokes, these are as offensive and as intolerable as racial slurs.

External Communities

Do your company's charitable contributions include organizations that serve lower-income households? A company's contributions should not benefit only those from a higher economic bracket (like a donation to a private university) but should also benefit lower economic brackets (like a donation to a community center in a low-income neighborhood).

Location

Is your company accessible via public transportation? If not, is transportation from major cities to the work site provided for employees who cannot afford an automobile? Lack of transportation to a work site eliminates a tremendous number of people from employment potential.

Levelism

Does your company have different rules, or application of rules, for employees at higher levels in the organization? What perks are offered only at certain levels? Do certain employees use one restroom or dining facility while all the rest have to use another? When coupled with any interaction that could be

interpreted as indicative of a lack of mutual respect, perks such as executive dining rooms and vastly different restrooms can foster divisiveness. In image alone they are reminiscent of times when bathrooms were segregated along color lines. Segregation along class lines (or positions) is still bias. Does the director of a division ever say "good morning" to the mailroom clerk? Does the manager of a unit say "good evening" to the cleaning crew? Do people only speak to, or know the names of, "important" people? The leadership of the company can and should set an example by making sure that members of all levels of the organization are recognized. This practice reinforces the idea that all employees, regardless of their position, should be treated with dignity, and fosters a sense of humanity and decency in the workplace.

Discussion Topic Questions: What are perks? What is meant by "Leveling"? Is it ever okay to tell a joke which "pokes fun" at a person or certain group of people? Is it okay to tell a joke about someone or a group, so long as you know that your inner intention was not to harm the other person, or should we rather judge the external impact of the harm upon someone else instead? Have you ever been the butt of a joke? How did you feel? Did you feel insulted? Have you ever told a joke that may have offended someone else? What did you need once you found out that you offended someone by hurting their feelings?

Explanation and Processing: These questions are meant to help the students discern not only right from wrong, but also to help students prepare themselves to build empathy... the ability to understand, relate to, or identify with another person. Developing the skills of empathy will help students become expert in the conflict resolution repairing harm circles.

Exercise #2: **Sticks/Objects exercise – Consensus Building exercise**

Directions: A basket containing objects –OR- a pile of driftwood will be placed on a cart in the center of the Circle – OR – a conglomeration of random objects. Facilitator will state:

“Without speaking and without using the talking piece, arrange the sticks/objects as you see fit. We will go around the circle. It is OK to pass. We will know when we are done when nobody makes any changes to the configuration for one whole pass around the Circle.”

Explanation and Analysis of Processing: After the conclusion, facilitator will state: “State a feeling this brings up for you?” or “What are you feeling?” Participants may describe what the sticks/objects represented for them, such as “chaos vs. order,” or “cleanliness vs. messiness,” or “artistic expression / creativity and how it plays out in our daily lives,” etc.

Participants may describe what issues arose for them, such as “working together,” or “giving up control,” or “taking control,” or “having control even when passing,” or “noticing differences in others,” or “seeing differences in what each brings to the group/Circle,” or “emotions that arose during the activity,” or “safety in the group/Circle.”

Day 39: Implementation & Action: **Peacemaking & Restorative Justice in Schools**

***Exercise #1:* Implementation of Restorative Justice Practices in Schools**

Discussion Question:

HOW do we best introduce and implement Restorative Justice Practices in our school?

- Each student addresses the question of how restorative justice best complements their school setting.
- Students from each school must select how they would build a program of restorative justice practices in their school.

NOTE: While some students might suggest restorative approaches to address disciplinary incidents (Restorative Peer Jury or Repairing Harm Circles), others might select restorative approaches be adopted for the purpose of building a stronger sense of community (Community Building Circles). Still other schools may choose to use circles or restorative strategies for classroom instruction (Curriculum Circles) or even for parents (Parent Circles), etc.

***Exercise #2:* Buy-In, Investment, & Ownership of Restorative Justice**

Discussion Questions:

HOW do we best attract other Students, Teachers & Administrators to implement Restorative Practices in our school and adopt the Restorative Philosophy in our school?

- Each student should be encouraged to participate in the decision-making process as to how Restorative Justice Practices might be implemented. Students might address basic issues such as whether student participation should be voluntary or mandatory.
- Restorative Justice programming will focus on Level 1 and Level 2 offenses (MPS Code of School/Classroom Conduct and Discipline Chart, Parent/Student Handbook) for the Conflict Resolution/Intervention Circles. Level 3 and Level 4 offenses are exceptions to the general understanding.

Building Capacity for the Adoption of Restorative Practices in Schools

CAPACITY BUILDING

There is a generally accepted notion that capacity building leads to better performance, but there is much less understanding of the types and duration of capacity-building initiatives that really work.

In his book, *Managing at the Leading Edge*, Mike Hudson identifies 4 key ingredients that determine the ultimate success of a capacity-building project:

1. **GOAL / OUTCOME.** The desired **goal** or **outcome** of the capacity-building activity. This falls into four categories:

- a) improvements in internal management systems,
- b) improvements in external relationships,
- c) improvements in leadership, and
- d) improvements in internal structures.

2. **CHANGE STRATEGY.** The **change strategy** selected to realize that goal. There is no straightforward methodology, but leadership has to make tough choices about the amount of capacity building the organization can sustain and how to allocate precious resources. Networking, mentoring and information sharing can play a role here.

3. **CHAMPIONS.** The **champions** guiding the effort. One or more people have to have the initiative at the top of their agendas – planning the overall approach, driving the implementation timetable and promoting the program to everyone affected. Capacity-building initiatives must become embedded in the organization's culture.

4. **RESOURCES.** The time, energy and money available.

Leadership Thought: *Uneasy lies the head that wears a crown.*

Henry IV, Part 2, Act 3, Scene 1

Exercise #3: Example of Leadership Values from the Milwaukee School Board

Directions: On the following page, the core beliefs of the Milwaukee School Board are reprinted in concentric circles. Tell the students that seemingly, these beliefs were based upon values.

Count off students by numbers up to six. Have the students meet in their groups for a small group discussion by their numbered groups. Each group receives one of the six core beliefs.

The students must:

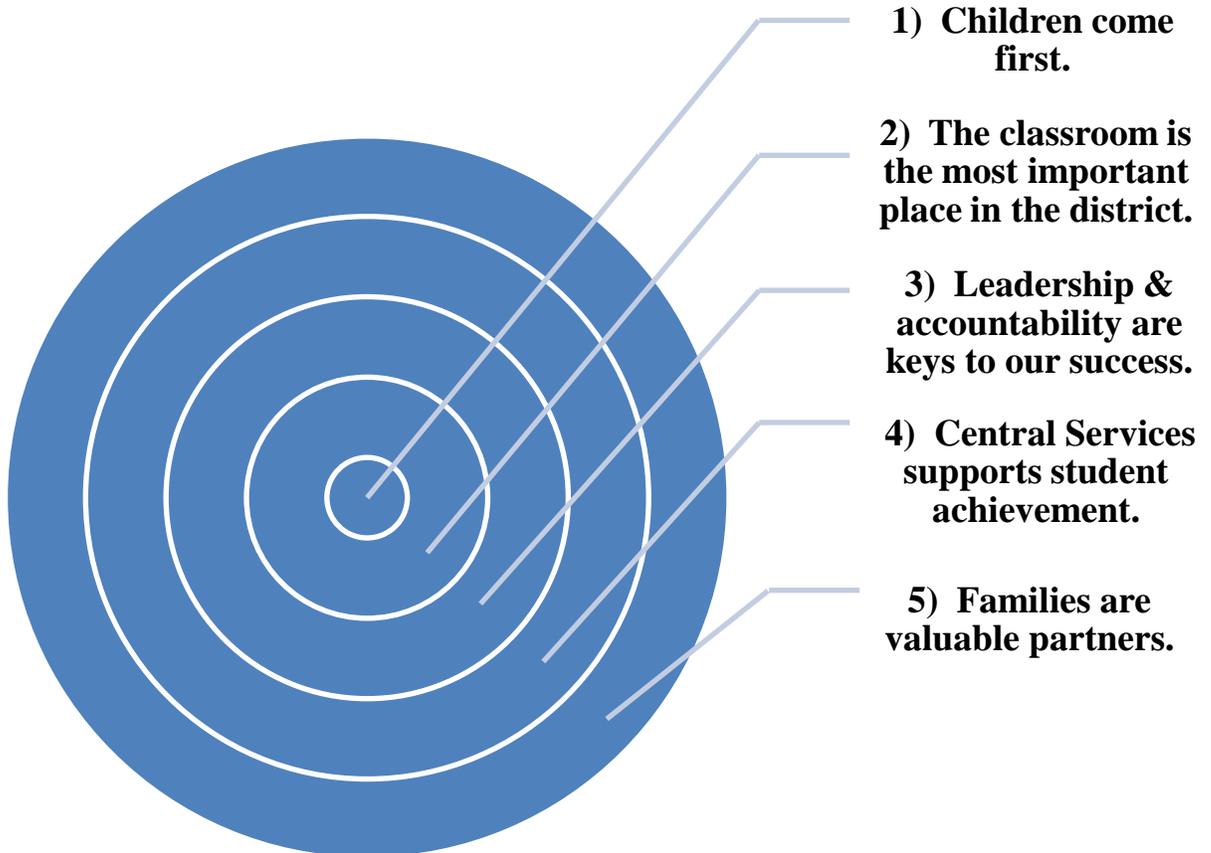
- **Define** the core belief;
- **Describe** the importance of the core belief assigned to their group;
- **Identify** what values they believe underlie the core beliefs;
- **Achieve** some consensus as to which three values are most significant.

After the groups appear to be completing the above directions, the teachers may wish to add some additional directions. Now, ask the student groups to compare and contrast the values that form the basis of the MPS School Board's Core Beliefs with their own leadership characteristics / attributes / qualities / traits / values from earlier exercises (hopefully, those items will be prominently displayed in the classroom by this point).

NOTE: These exercises are leading up to the time when the circle must form its own Circle Guidelines for the remainder of the semester. For extra credit, ask the students whether these values, principles, and Core Beliefs can serve as a prism (or lens) through which people in leadership roles should make decisions.

Explanation & Analysis of Exercise: Have students report the main points of their small group discussions to the rest of the circle. If the facilitator wishes to reprint and enlarge the concentric circles and then have students write into the circles the applicable values, this would be a creative option in order to link the values with the core beliefs.

Milwaukee Board of School Directors CORE BELIEFS



Circle Keeper / Facilitator

Ideally, circle facilitator should have lots of experience and possess the confidence and ability to maintain a purposeful flow in the circle. After all, there is business to be done. There is a process that must be completed and questions that need to be answered, some by the referred student(s) and others by the entire circle.

At the same time, the circle keeper or facilitator must be cognizant that restorative justice deals with harm resulting not from the breaking of rules, but from damage to relationships now in need of repair and healing. The facilitator must create that sacred space where thoughts and feelings can be shared, and circle members acknowledge and listen to varying perspectives.

In addition to the information enumerated in this guide, some basic points that all repairing harm circle facilitators must possess in their repertoire include:

- The **history of Sacred Circles** and **significance of the Talking Piece & Center Piece**.
- A belief that students should learn that they are acceptable for who they are, not simply how they behave. Mistakes are inevitable. **Responsibility** is learned when students acknowledge harm, repair harm, and explore ways to behave differently.
- A belief that the circle members can influence their peers by suggesting alternative choices for referred student(s) to assert themselves in healthy and positive ways, instead of choosing passive or aggressive behaviors.
- A belief that as students learn responsibility, **students control themselves** from within, internally and intrinsically. Control thrust upon them from extrinsic, external, authoritarian pressure will usually result in rebellion.
- Restorative practices seek to improve **Social-Emotional learning** by engaging the *head* and the *heart*. People may like to think that their decisions are based solely on rational thought processes. However, many decisions derive, in whole or in part, from emotions.

As youth gain experience in circles and wish to step into the role of facilitator, schools may wish students to first share the responsibility as co-facilitators.

Repairing Harm, Restoring Relationships, & Building Community

Day 40: Enlightened Leadership

Exercise #1: Forgiveness exercise

Facilitator: “Restorative Justice Practices often inspires healing and forgiveness. Think of a time when forgiveness played a role in your life and share.”

Learning Objectives of *Forgiveness exercise*:

- **Increasing the intimacy of the Circle**
 - **Participants will experience more depth and quality of sharing.**
 - **Participants who risk more increase the Circle's intimacy.**
- **The 4 Quadrants of the Circle process:**
 - a) Getting to Know each other;**
 - b) Developing trust;**
 - c) Issue(s);**
 - d) Resolution & Closure**

Exercise #2: Thanks for the Compliments: (<http://piercedwonderings.com>)

Directions: This activity works best after having gone through some other community building activities. Materials for this exercise include: paper, markers, and tape. Each participant gets a piece of paper taped to their back. (Make sure their name is at the top of the paper.) Each person is given a marker. Each person in the group must walk around the room in relative silence and write a compliment or positive remark about that person on their back. There will be lots of giggling...but remind participants that there is NO PEEKING! When everyone has written something positive on each other's back, everyone returns to their seat in the circle. Everyone exchanges papers without looking at their own. Each participant gets a turn at reading off the person's list to that person out loud.

Explanation & Processing of Exercise: This exercise allows the students to give and receive praise in a safe way. It also allows students to share things they have learned and appreciate about each other. The adult facilitator should also participate in this exercise.

Exercise 3: On Whose Shoulders Do You Stand?

Directions: Have each person in the circle choose a piece of ribbon.

The ribbon colors should vary in order to provide lots of diversity. Or, you may choose to utilize colors that represent the colors of the peoples on earth (black – African Americans, red – Native Americans, yellow – Asians, white – Caucasians, brown – Hispanic/Latinos).

Going around the circle, have each person share a little bit about the *person upon whose shoulder's I stand...*

When each person finishes speaking, that person ties his or her ribbon to the ribbon of the person on their left, who will then speak, describing the *person on whose shoulders I stand...*

Once everyone has gone, talk briefly about how we are being held by these grand individuals and how their sage wisdom guides us. Whether or not these grand individuals live, they live on in our minds and our hearts.

Now, place the circle of ribbon in the center of the circle... or place the large ribbon into a container (such as a glass jar). The container now holds the “energy” or “intention” of those upon whose shoulders we stand. The container may become a permanent part of the centerpiece which can be used/opened when the circle desires a greater or deeper “wisdom” during a future exercise.

Explanation and Processing: This exercise challenges students to discover their interconnectedness with others, to discern the value of their relationships or support, and even to consider how they might be influences upon others. Perhaps ask the ultimate leadership question:

“Are there people whom you would like for them to someday name you as *the person upon whose shoulders they stand?*”

Final Review: Restorative Justice Practices

In many ways, the implementation of the restorative philosophy is a personal journey, specific to each individual. Several principles may serve as touchstones for this journey, summed up in the following questions:

- ✓ Am I establishing trust and seeking to understand the underlying root causes and unmet needs of students?
- ✓ Am I respecting everyone's experiences, needs, feelings, and perspective?
- ✓ Am I listening, acknowledging, and empathizing with everyone's experiences of harm and loss?
- ✓ Am I providing an opportunity for communication so that everyone's voice will be heard?

When addressing misbehavior or conflict, emotions are important, as are internal needs. Students may misbehave as a result of attempting to get their internal needs met. At a minimum, facilitators need to consider the following needs:

- ❖ Survival (can be physical, but is often, social or emotional)
- ❖ Inclusion (student's need to belong and feel accepted)
- ❖ Competence (student's need to experience success and avoid failure)
- ❖ Control (students need to feel freedom, creativity, power, and fun)
- ❖ Nurturance / Affection (the human need for friendship, generosity, and the basic need to give and receive love)

Schools locally have adopted many restorative practices over the course of the past decade. Some of the most popular circle processes have included:

- 1) Community Building Circles
- 2) Restorative Peer Jury Circles or Repairing Harm Circles
- 3) Teaching Curriculum in Restorative Justice Circles

No matter the restorative strategy, approach, or practice, three goals have always remained steadfast to the implementation of restorative justice in schools:

Repairing Harm, Restoring Relationships & Building Community