

INSTRUCTIONAL RECOMMENDATIONS

for Teaching about Restorative Justice

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Compassionate Comprehension with the Common Core

Questions for students, modified to focus on Restorative Justice:

(Please see
<https://lkwbetterworld.files.wordpress.com/2015/08/instructional-recommendations-compassion.pdf>
for Instructional Recommendations for Teaching about Compassion)

In the text,

**Q. 3 When harm was done, what did someone say or do
to use Restorative Justice?**

**Q. 4 If harm was done but Restorative Justice was not used in the text, and if
nothing was done to heal the harm what would YOU have said and/or done?
What could you do to help?**

To support teachers in scaffolding students' learning, provided in the set of Instructional Recommendations are the following:

**STEPS TO TAKE TO HELP STUDENTS CREATE POWERFUL ANSWERS TO
QUESTIONS 3 AND 4, ABOVE:**

I. Defining the term Restorative Justice

II. Brainstorming numerous ways to demonstrate Restorative Justice

III. Linking examples of Restorative Justice to the text

PLEASE NOTE:

*** Teacher judgment will determine what is age-appropriate/ developmentally appropriate for students; that said, I hope that the following will provide a wide range of options that will serve as numerous springboards for helping students be creative and critical thinkers as they work on answering the two questions above!**

**I. First, define the term Restorative Justice with --- and/ or for --- your students.
PLEASE SEE BELOW FOR DEFINITIONS TOWARD WHICH TO STEER STUDENTS.**

These definitions are available at the following link in formats to provide students with an individual reference sheet, and also larger print for mini-posters for the classroom (includes additional info re: RJ for teachers, as well):

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-restorative-justice-definitions-and-mini-posters.pdf>

PLEASE NOTE: For younger students, mini-posters with more simplified definitions are found at this link:

https://lkwbetterworld.files.wordpress.com/2015/08/restorative-justice-definitions-for-younger-students-mini-posters_2.pdf

RESTORATIVE JUSTICE---DEFINITIONS:

* "Restoring relationships and repairing harm" (Dr. Candice C. Carter)

* "When harm has been done, making things as right as possible."

Ron Claassen, Founder and Former Director - Victim/Offender Reconciliation Program
Co-Director - Center for Peacemaking and Conflict Studies, Fresno Pacific University

* **What is Restorative Justice?** (from PowerPoint by Justine Darling)

It is an inclusive process motivated primarily by a need to address *harm*. Restorative Justice brings *people responsible* for harm, *impacted parties*, and *community members* together in a face-to-face dialogue to address the harm and provide a space to build trust, hold community members accountable, and start the healing process.

The following definitions are taken from a presentation by Dr. Joe Fulcher, Chief Student Services Officer, to the SDUSD School Board on 7-29-1):

* p. 16 "**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, obligations, in order to heal and put things as right as possible." (Howard Zehr, 2002)

* "**Restorative Justice is...** holding offenders directly accountable to the people they have violated, and providing a range of opportunities for dialogue, negotiation and problem-solving, which can lead to a greater sense of community safety, social harmony and peace for all concerned." (Mark Umbreit, 1996)

* **p. 17 Three Basic Restorative Questions**

What is the harm that was done?

How can that harm be repaired?

Who is responsible for this repair?

Before or after presenting students with the definitions above, you may also wish to create a poster/ chart with the students to include their definitions of Restorative Justice. The posters might be done in list form, or as a semantic map/ mind map/ graphic organizer.

II. Next, help students brainstorm numerous examples of using Restorative Justice.

By learning about many options for using Restorative Justice which can be helpful when harm has been done in the text, students begin to build their own repertoire of choices which they can use when thoughtfully answering the two questions above--- and which will hopefully transfer into their own lives.

Again, creating a poster/ chart showing the students' examples of using Restorative Justice would be great to post as reference for months to come. The posters might be done in list form, or as semantic maps/ mind maps/ graphic organizers.

Another way to help students explore numerous examples of Restorative Justice is creating a "T-Chart" with their responses. This chart can then be used as reference in the classroom for the months to come.

When students are challenged to get specific and concrete about what a certain concept "Looks like.../ Sounds like..."--- that is, when they are helped to envision/ imagine what they would hear people saying, and see people doing--- it can help them truly understand what that concept means, and how it could/ would be turned into reality.

Provide as much room as needed for students' responses, including additional pages, if necessary.

Format of T-Chart:
RESTORATIVE JUSTICE

Looks like....	Sounds like...
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And, yet another format for eliciting students' input could have 3 columns below the horizontal line, for input. Thanks to Denise DeGeorge for this addition! Denise offered, "I used to use a picture of an **eye**, an **ear** and a **heart** to head each column."

RESTORATIVE JUSTICE

Looks like...	Sounds like...	Feels like...
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With whatever format/ s you choose to use for brainstorming options for actions, help students come up with multiple examples of what people may say or do when they're using Restorative Justice.

To encourage on-going deeper thinking about Restorative Justice in the weeks to come, tell students that you'll make sure there's space---even if it needs to be on an added piece of posterboard/ paper--- for additional ideas and answers that they think of as time goes by.

AT A POINT IN TIME WHEN STUDENTS UNDERSTAND BOTH OF THE TERMS

- * *Compassion, and*
- * *Restorative Justice:*

Point out to students the connections between demonstrating Compassion, and employing Restorative Justice (RJ) to make things as right as possible.

Help them realize that when RJ is "done right," there will undoubtedly be one or more people who will be demonstrating compassion for those involved in a situation where harm has been done. As

wonderful as demonstrations of Compassion are, they do not, in and of themselves, address all of the needs that are met by RJ.

In short, RJ includes Compassion, but Compassion by itself most often does NOT include all the benefits of RJ.

III. Continually refer to the text

Have students refer back to the text as they begin to choose which option for action would be most appropriate and effective in that particular situation.

Have them also search for any evidence that might exist in the text, to support their choice/s as being the most helpful in that particular situation, compared with any other option/s.

Some students may be familiar with the concept of "random acts of kindness." Help them to realize that what they're being asked to do is to select specially-chosen acts of Restorative Justice, based upon the text.

TO DEEPEN LEARNING AND UNDERSTANDING ABOUT RESTORATIVE JUSTICE:

Additional potential conversations with students:

* Have students reflect upon the difference between what they "could" and "would" do to help; that is, there are many possibilities of what COULD be done... however, the students are called upon to choose the very best ones, to report what they WOULD do. Have students explain why they chose those particular compassionate words or actions as what they WOULD do.

* Challenge the students to also explain why they believe their choice/s is/are arguably more helpful than another option, again returning to the text for any evidence to be found there. (Compare/Contrast)

* Introduce the concepts of **Trauma Informed Care (TIC)** and **Adverse Childhood Experiences (ACE)**, and challenge students to tailor their solutions to take those concepts into account, when appropriate.

For example, the author might make the reader aware of factors that are unknown to the victim--- perhaps the child who angrily knocked his classmate's lunch off the table for no apparent reason, just said goodbye to his mother as she was being incarcerated... or, perhaps he had been beaten at home... yet again.

For more information for exploring TIC and ACE, many resources are available online, and efforts have recently begun in the SDUSD; notably, both are employed at Cherokee Point Elementary. In real life, RJ conferences often uncover the need for wrap-around services for the victim and/ or the offended, since, in that venue, ACE's may be discovered which then need to be addressed, viewed through the lens of TIC.

Recommended:

<http://acestoohigh.com/> and, from a recently begun local group: ACEs 101

<http://www.acesconnection.com/collection/aces-101>

Trauma Informed Care: <http://www.nasmhpd.org/TA/nctic.aspx>

Some Visual and Performing Arts options for students to demonstrate their understanding of how someone who has been hurt can be helped through the use of Restorative Justice:

- * Use role-plays to act out what they would do.
- * Add puppets to the role-plays.
- * Write a script to demonstrate solution (as an individual writing assignment, partners, or a group)
- * Have the script include the "non-example" based accurately upon the portion of the text in which harm was done, but no one did anything to use Restorative Justice.

Thanks to Denise DeGeorge for the above ideas!

- * Have students illustrate what they would do to help heal the harm done, using speaking bubbles in their pictures and/or caption or a paragraph to clearly describe how what is being said or done.
- * Have students role-play and/or perform portions of texts --- or, potentially entire texts, as in the case of The Grinch who Stole Christmas--- wherein Restorative Justice is demonstrated, with characters doing their best to make things as right as possible when harm has been done

ADDITIONAL RESOURCES-- RESTORATIVE JUSTICE:

RJ Suggestions Denise DeGeorge:

- * RJ is done within a community of care
- * Remind students that the victim has input.
- * A student may be able to go to the offender and assertively state their case.
- * There are times when a group of students need to communicate with one student. That student should have a supporter.
- * In an RJ conference, the victim is invited to have a supporter present (could be another child, or an adult)
- * The resolution needs to include a plan for the future (e.g., "The next time you feel that way...")
- * Consider options for if something is ruined.
- * Responsive Classroom/ Humane Classroom: "apology of action"
- * "Clean up your messes!" (and that included relationship challenges, too!)
- * If you've humiliated/ hurt/ embarrassed someone, an option might be to "take it back" in a public way.
- * Consider asking the victim if an apology is wanted... ask offender if they're willing to give an apology.
- * Have students brainstorm and then practice/ role-play what to say to a bully.
- * Care must be taken that a follow-up interaction between victim and offender not result in re-victimization; an adult may need to be there to "stick up for" the victim, especially if there is a definite power differential.

A couple of real life examples of "making things right" from Denise DeGeorge:

- * **A group of kids played capture the flag every day at recess and they noticed that one girl was playing too rough and they were getting hurt. They asked her to take the rest of the week off from capture the flag, and then rejoin them the next week in a more gentle way. It worked!**
- * **A group of students were mocking their substitute teacher. In a circle, when asked who could take responsibility, about a third of the class raised their hands. Righting the harm in this case was the promise of future, more respectful behavior.**

Questions that students might include in their answers to the prompt "What would you do?":

(The following questions are by Justine Darling)

Questions for Person Responsible: (previous phrase re-worded by LKW)

What happened?

What were you thinking about at the time?

Who was affected by what you did?

What was the impact of your actions?

What needs to happen to make things right?

Questions for Impacted Person: (previous phrase re-worded by LKW)

What happened?

What were your thoughts at the time and since?

How has this affected you and others?

What has been the hardest part for you?

What do you think needs to happen next?

A FEW POSSIBLE FORMATS FOR RESTORATIVE JUSTICE:

* **Compassionate communication between the two persons involved, covering the questions above.**

* **A facilitated conversation, wherein the two persons involved are assisted by another person (often, an adult, but perhaps a caring peer, who perhaps has had some training or perhaps just a willingness to help)**

* **A Restorative Circle, wherein the community (classroom, parents, community members, depending upon the situation) is involved in healing the hurt and making things as right as possible**

Please note: Coach students to realize that, when describing what they would do, "ask for help from an adult, with a restorative solution" is a perfectly good answer; however, ask them to think it through and be as specific as possible as they envision restorative scenario for the situation in the text. If no adults on campus are trained in Restorative Justice (or, if the teacher is trained, but not available, due to classroom demands or other responsibilities), brainstorm as many options as exist in their own school. Or, students could be given license to "create a perfect world" in which a trained RJ facilitator would be available at any time!

Also from Dr. Fulcher's presentation, p. 4:

(Dr. Joe Fulcher, former Chief Student Services Officer, addressing the San Diego Unified School District School Board on 7-29-14):

9 aspects of Restorative (not numbered in the original- LKW)

1 * Misbehavior defined as harm (emotional/mental/ physical) done to one person/ group by another.

2 * Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.

3 * Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.

4 * Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.

5 * Attention to relationships and achievement of a mutually desired outcome.

6 * Conflict/ wrong-doing recognized as interpersonal conflicts with opportunity for learning.

7 * Focus on repair of social injury/ damage.

8 * School community involved in facilitating restoration; those affected taken into consideration; empowerment.

9 * Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

***MANY TIMES A SIMPLE "SORRY" JUST DOESN'T DO IT!
PLEASE SEE BELOW FOR A DESCRIPTION OF MEANINGFUL APOLOGIES-- this could
be a wonderful reference poster in the classroom, as well:***

Mini-Posters available at this link:

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-apology-mini-poster-from-justine-darling.pdf>

APOLOGIES (from PowerPoint by Justine Darling)

What Happened: A description detailing the *harm* caused by the offense. This shows that you understand the harmful consequences of your behavior.

Your Role: An acknowledgement that you were *responsible* for the offense. Be careful to not include expressions that deny, displace, or minimize responsibility.

How You Feel: An expression of *remorse* or regret in causing harm.

What You Will Do: A statement of commitment to make *amends* for the harm caused.

What You Won't Do: A statement of commitment to *responsible behavior* and causing no further trouble.

ADDITIONAL MINI-POSTERS:

<https://lkwbetterworld.files.wordpress.com/2015/08/apologies-the-3-rs-actions.pdf>

The 3 R's of a Meaningful Apology

Regret

Responsibility

Remedy

Beverly Engel, Author of The Power of Apology

* * * * *

Also, when aiming to make a sincere, meaningful, powerful apology, consider this:

"Actions speak louder than words."

(a proverb found in many languages, including ancient Greek)

Two documents prepared by Justine Darling, Restorative Practices Coordinator, San Diego Unified School District/ National Conflict Resolution Center

* Restorative Conferencing Resources (25 p. Resource Packet)

* PowerPoint from the Jan. 2015 RJ Training for SDUSD Pilot Schools

(**HYPERLINKS** Available upon request- LKW_BetterWorld@yahoo.com)

WHAT IS RESTORATIVE JUSTICE?: A PowerPoint Presentation by Ron Claassen

<http://peace.fresno.edu/rjp/whatis.php>

DEFINING RESTORATIVE by Ted Wachtel, International Institute for Restorative Practices, President and Founder

<http://www.iirp.edu/pdf/Defining-Restorative.pdf>

RESTORATIVE JUSTICE texts (not an exhaustive list):

A delightful way to introduce the concept of Restorative Justice to younger children is to read the Dr. Seuss classic The Grinch who Stole Christmas, and do your "think-aloud's" through the lens of RJ, as suggested in this article:

<https://lkwbetterworld.files.wordpress.com/2015/08/grinch-who-saved-christmas.pdf>
THE GRINCH WHO SAVED CHRISTMAS as a Restorative Justice Tale
by Andrew Suderman; November 26, 2013; Mennonite Church Canada

(Listed above, as a RESOURCE for COMPASSION, as well)

Bullying Hurts: Teaching Kindness through Read Alouds and Guided Conversations by Laminack and Wadsworth (published by Heinemann)

This text includes Guided Conversations to use with 30 specific texts, and additional anti-bullying resources.

BOOKS FOR TEACHERS: A large --- and growing --- number of RJ resources are available to assist both teachers and older students who have access to the Internet. Highly recommended are the following:

The 2 texts which are currently being used in the RJ Pilot Schools (2015):

The Restorative Practices Handbook by Costello, Wachtel, and Wachtel

Restorative Circles in Schools by Costello, Wachtel, and Wachtel

Other texts recommended by Justine Darling:

The Little Book of Restorative Discipline for Schools: Teaching responsibility; creating caring Climates by Amstutz and Mullet

Discipline that Restores: Strategies to Create Respect, Cooperation, and Responsibility in the Classroom by Claassen and Claassen *Discipline that Restores* has its own website
<http://disciplinethatrestores.org>

The Little Book of Circle Processes: A New/Old Approach to Peacemaking by Pranis

Circle in the Square: Building Community and Repairing Harm in School by Riestenberg

Restorative Justice Conferencing: Real Justice and The Conferencing Handbook-- Two books in one volume by Wachtel, O'Connell and Wachtel

The Little Book of Restorative Justice: A bestselling book by one of the founders of the movement by Zehr

ADDED/ RECOMMENDED BY LINDA K. WILLIAMS

Additional books by Dr. Ron and Roxanne Claassen:

Making Things Right: Activities that Teach Restorative Justice, Conflict Resolution, Mediation, and Discipline That Restores (Includes 32 Detailed Lesson Plans with Prepared Projections and Handouts)

Books in Spanish:

Haciendo Las Cosas Bien by Ron & Roxanne Claassen (Spanish edition of "Making Things Right")

Reuniones de Justicia Restaurativa, Volumen 1: Real Justice® (Spanish Edition) [Kindle Edition] by Wachtel