



iirp

Curriculum

Fundamentals of Restorative Practices

www.iirp.edu

Revised December 21, 2021

Fundamentals of Restorative Practices Curriculum

The International Institute for Restorative Practices (IIRP) Fundamentals of Restorative Practices Curriculum is designed for two full days of learning (12 hours of direct instruction in total), and it is recommended that it be delivered to the learner in this format.

If it isn't possible to deliver the content in person in one day, please see the Curriculum Maps and online tips for this event. You have the flexibility to modularize this event and to deliver the material online.

Contents

Curriculum Map: Fundamentals of Restorative Practices – In-Person Events	4
Tips for Delivering the Curriculum Online	11
Preparation for the Online Portion of the Fundamentals of Restorative Practices Curriculum: Session One	13
Preparation for the Online Portion of the Fundamentals of Restorative Practices Curriculum: Session Two	15
Curriculum Map: Fundamentals of Restorative Practices – Online Events.....	17
Fundamentals of Restorative Practices: Session 1 Agenda	23
Preparation for Registration and Event.....	24
Opening and Introductions.....	26
Reflection.....	30
Context	32
Explicit Practice.....	35
The Social Discipline Window.....	43
Fair Process.....	54
Psychology of Affect and The Compass of Shame.....	62
Restorative Practices Continuum	75
Final Consolidation and Closing Circle.....	86
References.....	89
Immediately after the Session – If you are delivering Session 2 the next day	90
Fundamentals of Restorative Practices: Session 2	91
Fundamentals of Restorative Practices: Session 2 Agenda	92

Session 2 Curriculum	93
Preparation for Registration and Event.....	93
Opening and Introductions.....	95
Introduction of Topic.....	97
Social Discipline Window / RP Continuum	100
Facilitating Circles Videos	108
Circle Demonstration.....	111
Circle Applications	113
Circle Lesson Planning	122
Energizer.....	126
Rituals	127
Circle Lesson Planning	128
Serious Situation Circles	130
Staff Circles.....	132
Restorative Problem Solving Demonstrated as a Fishbowl.....	132
Final Questions and Answers	136
Closing Circle and Evaluations	136
References.....	137
Additional Circles Activities	139
Vacation	139
What’s in Your Wallet?	140
Coat of Arms.....	140
Gifts and Baggage.....	141
Strength Bombardment	142
Sentence Stems & Go Arounds	143
Closing Go-Arounds.....	143

Curriculum Map: Fundamentals of Restorative Practices – In-Person Events

Fundamentals of Restorative Practices Professional Development Outcomes (PDOs)

Learners will be able to:

1. Describe the key concepts of restorative practices.
2. Reflect on how restorative practices may impact participants' professional and personal lives.
3. Apply the restorative practices continuum.

Be sure that all of the Learning Objectives are being met over the course of the event.

Fundamentals of Restorative Practices Learning Objectives (LO)	PDO Alignment
1.1 – Participants will reflect on their current practice.	2
1.2 – Participants will discuss the importance of relationships in their work.	2
1.3 – Participants will identify the Fundamental Hypothesis.	1
1.4 – Participants will identify the Social Discipline Window.	1
1.5 – Participants will discuss the Social Discipline Window.	1
1.6 – Participants will identify Fair Process.	1
1.7 – Participants will identify the relevant elements of Affect Psychology.	1
1.8 – Participants will identify the Restorative Practices Continuum.	1
1.9 – Participants will discuss the Restorative Practices Continuum.	1
1.10 – Participant will practice affective statements.	3
1.11 – Participant will practice affective questions.	3

Fundamentals of Restorative Practices Learning Objectives (LO)	PDO Alignment
1.12 – Participants will define small impromptu conversations.	1
1.13 – Participants will identify the purpose of the circle process.	1
1.14 – Participants will learn the necessary skills to prepare and facilitate restorative circles.	3
1.15 – Participants will identify how circles can be used in their settings.	1
1.16 – Participants will identify situations to use circles in a particular setting.	1
1.17 – Participants will design a circle lesson plan that applies to a particular setting.	3
1.18 – Participants will explore the importance of community in their work.	2

Session 1 Learning Activities	Format	Required Resources	O	PDO
Opening/Introductions Check In	<ul style="list-style-type: none"> Sequential Circle Discussion 	<ul style="list-style-type: none"> Slides 1-3 <i>Restorative Practices Handbook</i> 	1.1	2
Overview of Restorative Practices	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> SFUSD (optional) 	1.3, 1.4, 1.8	1
Reflection	<ul style="list-style-type: none"> Small and Large Group Discussion 	<ul style="list-style-type: none"> Slide 4 	1.1	2
Context	<ul style="list-style-type: none"> Pair and Share Large Group Discussion 	<ul style="list-style-type: none"> Slides 5-10 	1.1, 1.2	2
Explicit Practice Fundamental Hypothesis Aim of RP	<ul style="list-style-type: none"> Small and Large Group Discussion 	<ul style="list-style-type: none"> Slides 11-15 Lecture <i>Restorative Practices Handbook</i> 	1.3	1
Relationships and Community	<ul style="list-style-type: none"> Small and Large Group Discussion 	<ul style="list-style-type: none"> Slide 16 	1.2	2
Social Discipline Window	<ul style="list-style-type: none"> Discussion Sequential Circle 	<ul style="list-style-type: none"> Slides 17-18 Lecture <i>Restorative Practices Handbook</i> 	1.2, 1.4	1, 2
Social Discipline Window Activity	<ul style="list-style-type: none"> Small Group Discussion 	<ul style="list-style-type: none"> Slide 19 <i>Restorative Practices Handbook</i> 	1.1, 1.2, 1.5	1, 2
Practitioner Styles	<ul style="list-style-type: none"> Small and Large Group Discussion 	<ul style="list-style-type: none"> Slides 20-26 <i>Restorative Practices Handbook</i> 	1.1, 1.2, 1.5	1, 2

Session 1 Learning Activities	Format	Required Resources	O	PDO
Fair Process	<ul style="list-style-type: none"> • Discussion • Small and Large Group Discussion 	<ul style="list-style-type: none"> • Slides 27-31 • Lecture • <i>Restorative Practices Handbook</i> • Optional Fair Process Activities, p. 60 of Curriculum 	1.1, 1.6	1, 2
Organizational Change Window	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slide 32 • Lecture • <i>Restorative Practices Handbook</i> 	1.6	1
Psychology of Affect/Compass of Shame	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slides 33-37 • Lecture • <i>Restorative Practices Handbook</i> 	1.7	1
Shame Activity	<ul style="list-style-type: none"> • Small and Large Group Discussion 	<ul style="list-style-type: none"> • Slide 38 • <i>Restorative Practices Handbook</i> 	1.7	1
Responding to Shame	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slide 39 • Lecture 	1.7	1
Braithwaite's Hypothesis	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slides 40-41 • Lecture 	1.7	1
Central Blueprint and Kelly and Nathanson's application	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slides 42-44 • Lecture 	1.7	1
Restorative Practices Continuum	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slides 45-46,49 • Lecture • <i>Restorative Practices Handbook</i> 	1.8	1

Session 1 Learning Activities	Format	Required Resources	O	PDO
Restorative Practices Continuum Activities	<ul style="list-style-type: none"> • Small Group Discussion • Role Play 	<ul style="list-style-type: none"> • Slides 47, 48, 50, 51 • Lecture • <i>Restorative Practices Handbook</i> 	1.10, 1.11	3
Small Impromptu Conversations	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Slide 52 • Lecture • <i>Restorative Practices Handbook</i> 	1.12	1
Final Consolidation Check Out	<ul style="list-style-type: none"> • Discussion • Sequential Circle 	<ul style="list-style-type: none"> • Slides 53-54 	1.1	2

Session 2 Learning Activities	Format	Required Resources	O	PDO
Opening / Introductions Check In	<ul style="list-style-type: none"> Sequential Circle Discussion 	<ul style="list-style-type: none"> Slides 55 <i>Restorative Circles in Schools</i> 	1.18	2
Introduction of Topic	<ul style="list-style-type: none"> Pair and Share Large Group Discussion 	<ul style="list-style-type: none"> Slides 56-57 	1.18	2
Social Discipline Window / RP Continuum Review	<ul style="list-style-type: none"> Small and Large Group Discussion 	<ul style="list-style-type: none"> Slides 58-59 <i>Restorative Circles in Schools</i> Video: Story About a School (optional) 	1.15, 1.9	1
Facilitating Circles Videos	<ul style="list-style-type: none"> Pair and Share Large Group Discussion 	<ul style="list-style-type: none"> Lecture <i>Restorative Circles in Schools</i>, p. 125 Video clips 	1.18, 1.14	2, 3
Circle Demonstration	<ul style="list-style-type: none"> Sequential Circle 	<ul style="list-style-type: none"> Circle prompt 	1.14	3
Circle Applications	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Slides 60-69 <i>Restorative Circles in Schools</i> Lecture 	1.13, 1.14, 1.15	1, 3
Circle Lesson Planning	<ul style="list-style-type: none"> Discussion Small Circles 	<ul style="list-style-type: none"> Slide 70-72, 74 <i>Restorative Circles in Schools</i> Circle Lesson Plan Handout 	1.14, 1.15, 1.16	1, 3
Ritual Activity	<ul style="list-style-type: none"> Small Circles 	<ul style="list-style-type: none"> Slide 73 	1.14	3

Session 2 Learning Activities	Format	Required Resources	O	PDO
Serious Situation Circles	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Lecture • Video: Baltimore Protest (optional) 	1.16	1
Teachers' Circles	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Lecture 	1.15	1
Restorative Problem Solving	<ul style="list-style-type: none"> • Fishbowl Circle 	<ul style="list-style-type: none"> • Slides 75-76 	1.14	3
Final Question and Answers Check Out	<ul style="list-style-type: none"> • Discussion • Sequential Circle 	<ul style="list-style-type: none"> • Slide 77 	1.18	2

Tips for Delivering the Curriculum Online

This curriculum can be adapted to online learning. The IIRP has been using Zoom to deliver the live sessions, and the tips below are specific to Zoom. Some things to consider when delivering content online:

- Use a flipped classroom model. See *Preparation for the Online Session* of this Curriculum.
 - These documents provide videos and reflection questions for participants to consider.
 - These handouts, along with the book excerpts, provide participants with the content in advance of the live online portion.
 - You can use these handouts as a model and create your own videos and reflections, or they can be used as is.
 - When meeting online, the time can be spent on the activities from the curriculum.
- It is recommended that when meeting online, 4.5 hours (4 hours of direct instruction and three 10-minute breaks) should be the maximum amount of time to be on Zoom (or other video conference app).
- The maximum number of participants for online sessions is 25 (including the trainer). Most computers allow 25 people to be visible on one screen during a Zoom session. This allows everyone to be seen simultaneously and helps to simulate a circle.
- The host can select *Follow Host* order in Zoom, which allows the participants to see all the video thumbnails in the same order. Recommend participants have the most updated version of Zoom.
- When the curriculum suggests a pair and share or small groups, you can use breakout rooms in Zoom to have a similar experience.
- Be sure to post the directions for the breakout room in the chat before opening the rooms.
- Take advantage of the polls, screen share, annotation, emojis, and chat functions in Zoom to give the learner different experiences.

- When demonstrating a fishbowl circle during restorative problem solving online, you can use cameras on and off to simulate the inner and outer circle. For example, ask for volunteers who are willing to give feedback (inner circle) and instruct them to keep their cameras on. Ask everyone else (outer circle) to turn their cameras off. If a member of the outer circle wants to give feedback, they should turn their camera on to signify moving to a “chair” in the inner circle. It is also helpful if the instructor calls on participants to keep the processes moving.
- Use the chat as a “parking lot” to gather and share resources. The chat can also be used to share out and can be saved at the end of the session for participants to have a record of the event.

Preparation for the Online Portion of the Fundamentals of Restorative Practices Curriculum: Session One

The following is a sample email that could be sent to participants in advance of an online event, specifying what work is expected to be completed prior to the live sessions.

Hello Everyone,

Before we start our online session, there are several key concepts below for you to review. Think of this as a flipped-classroom model where you will spend about 2 hours learning new information before we meet; then we will process that information during our live session together.

Please watch the videos listed below and read the book excerpts. Use the questions to guide your learning. These questions are provided simply to help you know where to focus your attention; answers will not be collected.

Overview of Restorative Practices in Schools

Watch [Introduction to Restorative Practices San Francisco Unified School District](#) (15:26).

As you are watching, consider the following questions:

- Which adults are involved in this process?
- How are students and adults interacting with one another?
- Is there a common language that is being used?
- What is your overall reaction to the video?

Social Discipline Window

Watch [Introduction to the Social Discipline Window](#) (14:52) and read the attached excerpt, *The Social Discipline Window*, from *The Restorative Practices Handbook*.

As you are watching and reading, consider the following questions:

- In which box of the Social Discipline Window do you spend most of your time?
- How can you exercise your influence or authority in the **with** box?
- Which window allows for the best learning experience and why?
- Think of a person in your life who is restorative. What is your relationship with that person like?

Fair Process

Watch [Introduction to Fair Process](#) (6:57) and read the attached excerpt, Fair Process, from *The Restorative Practices Handbook*.

As you are watching and reading, consider the following questions:

- Think of a time you felt unfairly treated by a person in a position of authority. What pieces of Fair Process were missing? Did it impact either your relationship or your performance?
- Do you engage, explain, and give clear expectations when you make decisions? If not, how would your process look different if you considered Fair Process?
- Think of a decision you are considering. How could you incorporate Fair Process?

Affect and the Compass of Shame

Watch [Shame and Affect Theory](#) (14:00) and read the attached excerpt, The Nine Affects and the Compass of Shame, from *The Restorative Practices Handbook*.

As you are watching and reading, consider the following questions:

- Where do you see shame responses in your work (classroom, cafeteria, hallways), and what does it look like?
- Where do you see shame responses in your personal life, and what does it look like?
- How, in this theory, can shame be a motivator for behavior change?
- What does shame look like during conflict?
- How do you experience shame?
- What are some different ways to respond to shame?

Restorative Practices Continuum

Watch [Introduction to the Restorative Practices Continuum](#) (10:21) and read the attached excerpt, The Restorative Practices Continuum, from *The Restorative Practices Handbook*.

As you are watching and reading, consider the following questions:

- Where do you see examples of Tomkins' blueprint, Kelly's definition of intimacy, and Nathanson's definition of community in your life and work?
- How can you use the Restorative Practices Continuum proactively in your work?
- How can you use the Restorative Practices Continuum responsively in your work?

Your active engagement in this preparation work will support greater learning in the overall training.

I'm looking forward to seeing you at our online session!

Preparation for the Online Portion of the Fundamentals of Restorative Practices Curriculum: Session Two

The following is a sample email that could be sent to participants in advance of an online event, specifying what work is expected to be completed prior to the live sessions.

Hello Everyone,

Before we start our online session, there are several key concepts below for you to review. Think of this as a flipped-classroom model where you will spend about 2 hours learning new information before we meet; then we will process that information during our live session together.

Please watch the videos listed below and read the book excerpts. Use the questions to guide your learning. These questions are provided simply to help you know where to focus your attention; answers will not be collected.

Review from Introduction to Restorative Practices

Watch [Social Discipline and Continuum Review](#) (15:26) and read the attached excerpt, Review of Introduction to Restorative Practices, from *Restorative Circles in Schools*.

As you are watching and reading, consider the following questions:

- What are situations or stressors that may keep you out of the **with** box?
- When you are out of the **with** box, how can you move back there from **to, for, or not**?
- Is it possible to be restorative when the systems we work in are not restorative?
- What are ways you can use the informal part of the continuum in your daily life and practice?

Watch [A Story about RP in a School](#) (7:13).

As you are watching, consider the following questions:

- How was the informal end of the continuum used in the scenario?
- How was conflict handled differently than with traditional discipline?
- Do you think a suspension would still be warranted? If so, why?

Circle Applications

Watch [Circle Applications](#) (11:18) and read the attached excerpt, Circle Applications, from *Restorative Circles in Schools*.

As you are watching and reading, consider the following questions:

- What are the benefits and drawbacks of using circles?

- How can I proactively use circles?
- What might a course content circle look like in my class?
- How could I use a circle to respond to an incident in my class?
- How can I use a circle to brainstorm new ideas?
- How can I use circles with my colleagues?

Critical Issues in Using Circles

Watch three of the [circle clips](#) and read the attached excerpt, Critical Issues in Using Circles, from *Restorative Circles in Schools*.

As you are watching and reading, consider the following questions:

- What are the critical issues you notice in each clip?
- What was your reaction to the questions asked?
- What question(s) would you ask next?
- What situations do you want to plan circles for?

Your active engagement in this preparation work will support greater learning in the overall training.

I'm looking forward to seeing you at our online session!

Curriculum Map: Fundamentals of Restorative Practices – Online Events

Fundamentals of Restorative Practices Professional Development Outcomes (PDOs)

Learners will be able to:

1. Describe the key concepts of restorative practices.
2. Reflect on how restorative practices may impact participants' professional and personal lives.
3. Apply the restorative practices continuum.

Be sure that all of the Learning Objectives are being met over the course of the event.

Fundamentals of Restorative Practices Learning Objectives (LO)	PDO Alignment
1.1 – Participants will reflect on their current practice.	2
1.2 – Participants will discuss the importance of relationships in their work.	2
1.3 – Participants will identify the Fundamental Hypothesis.	1
1.4 – Participants will identify the Social Discipline Window.	1
1.5 – Participants will discuss the Social Discipline Window.	1
1.6 – Participants will identify Fair Process.	1
1.7 – Participants will identify the relevant elements of Affect Psychology.	1
1.8 – Participants will identify the Restorative Practices Continuum.	1
1.9 – Participants will discuss the Restorative Practices Continuum.	1
1.10 – Participant will practice affective statements.	3
1.11 – Participant will practice affective questions.	3
1.12 – Participants will define small impromptu conversations.	1

Fundamentals of Restorative Practices Learning Objectives (LO)	PDO Alignment
1.13 – Participants will identify the purpose of the circle process.	1
1.14 – Participants will learn the necessary skills to prepare and facilitate restorative circles.	3
1.15 – Participants will identify how circles can be used in their settings.	1
1.16 – Participants will identify situations to use circles in a particular setting.	1
1.17 – Participants will design a circle lesson plan that applies to a particular setting.	3
1.18 – Participants will explore the importance of community in their work.	2

Learning Activities for the Asynchronous (Preparation) Portion

Session 1 Learning Activities	Format	Required Resources	LO	PDO
RP Overview: Video and Reflection	Video	<ul style="list-style-type: none"> SFUSD Overview Video Reflection Questions 	1.1, 1.3, 1.4, 1.8	2
Social Discipline Window: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> Social Discipline Window Video <i>RP Handbook</i>, pp 43-51 Reflection Questions 	1.2, 1.3, 1.4	1
Fair Process: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> Fair Process Video <i>RP Handbook</i>, pp 79-96 Reflection Questions 	1.6	1
Affect: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> Affect and Compass of Shame Video <i>RP Handbook</i>, pp 67-78 Reflection Questions 	1.7	1
Restorative Practices Continuum: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> Restorative Practices Continuum Video <i>RP Handbook</i>, pp 9-42 Reflection Questions 	1.8	1

Learning Activities for the Asynchronous (Preparation) Portion

Session 2 Learning Activities	Format	Required Resources	LO	PDO
SDW and RP Continuum Review: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> • SDW/Continuum Review Video • <i>Restorative Circles in Schools</i>, pp 1-20 • Video: Story about a School • Reflection Questions 	1.13, 1.5	1
Circle Applications: Video and Reflection	Video and Reading	<ul style="list-style-type: none"> • Video: Circles Applications • <i>Restorative Circles in Schools</i>, pp 21-96, 125 • Circle Video Clips • Reflection Questions 	1.14, 1.15	1, 3
Circle Lesson Plan	Handout	<ul style="list-style-type: none"> • Handout: Circle Lesson Plan 	1.15.1. 16	3

Session 1 Learning Activities: Examples for the Synchronous (Live) Portion

- Learning Activities should be specific, e.g., Check In, Reflection, Social Discipline Window, Responding to Shame, 1st Role Play, etc.

Session 1 Learning Activities	Format	Required Resources	LO	PDO
Applying the Restorative Practices Continuum	Zoom Breakout Rooms	<ul style="list-style-type: none"> • Discussion Prompt: How can you utilize the continuum with students in an online environment? Give examples. 	1.8	1

Session 2 Learning Activities: Examples for the Synchronous (Live) Portion

Learning Activities should be specific, e.g., Check In, Reflection, Social Discipline Window, Responding to Shame, 1st Role Play, etc.

Session 2 Learning Activities	Format	Required Resources	LO	PDO
Reflection on Circles and Community	Zoom breakout rooms in pairs. Rotate the breakout rooms 3-4 times so participants can connect with different people.	<ul style="list-style-type: none"> Quotes that demonstrate the importance of circles and community. 	1.18	2

Fundamentals of Restorative Practices: Session 1 Agenda

8:30 a.m. – 4:30 p.m.

Opening and Introductions

Video

Reflection

Context

Explicit Practice

– Break –

The Social Discipline Window

Fair Process

– Lunch –

Psychology of Affect and The Compass of Shame

Restorative Practices Continuum

– Break –

Experiential Activities

- Affective Statements
- Restorative Questions
- Restorative Circles

Final Consolidation and Closing Circle

Session 1 Curriculum

Before 8:00 a.m.

Preparation for Registration and Event

Trainer Objectives:

1. Decide use of classroom space.
2. Put materials and equipment in place.
3. Prepare for training.

Registration Checklist:

- ✓ Name Tags with Markers or Pens
- ✓ Registrant List (if applicable)
- ✓ Participant Agenda and Evaluation
- ✓ It is recommended but not required that each participant receive a copy of *The Restorative Practices Handbook*. If each participant does not have a copy of the book, be sure to distribute the relevant excerpts.
- ✓ Trash can at registration table to discard backing from name tags

Checklist:

- ✓ Laptop computer with speakers and necessary cables; Adobe Reader installed
- ✓ Digital projector
- ✓ Copy of Curriculum
- ✓ Flipchart with markers or whiteboard
- ✓ Copy of The Restorative Practices Handbook for reference
- ✓ Check locations of light switches, bathrooms, phones, water fountains, and temperature controls
- ✓ Have room set up in a circle with enough chairs for the number of people expected

Preparation for event:

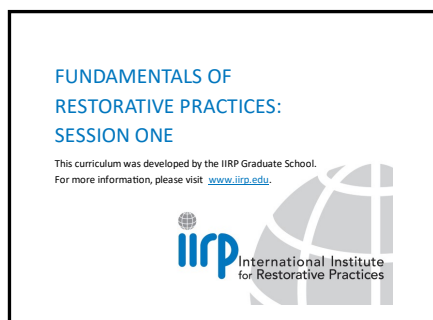
- ✓ Review the Curriculum and slides; be sure you are familiar with the content.
- ✓ Preview any videos you plan to show and be prepared to answer questions about the content.
- ✓ Read the book that corresponds with the training:

Costello, B., Wachtel, B., & Wachtel, T. (2019). *The restorative practices handbook for teachers, disciplinarians and administrators* (2nd ed). International Institute for Restorative Practices.

- ✓ **Review the reference list on the final page of this Curriculum.**
This will help you to gain command of the material. The Curriculum alone will not give you enough information. The IIRP strongly suggests further exploration of restorative practices to ensure confidence in the subject matter.
- ✓ Include any other references that you plan to use in conjunction with this Curriculum. For example, if you are using PBIS in your setting, have references available for participants.

Slide #1: Event Title Slide

- Display while people enter the room, until event begins.



8:00–8:30 a.m.

Registration and Coffee

Trainer Objectives:

1. Welcome participants and provide materials.
2. Complete registration list.

- Welcome participants as they come in.
- If you are taking attendance, check names off list as participants arrive.
- Ask participants to sign in, if applicable.
- Ask participants to take a name tag.
- Give participants their agendas and books – or have the book excerpts readily available or sent in advance of the event.

8:30–8:45 a.m.

Opening and Introductions

Trainer Objectives:

1. Begin to build connections with participants by demonstrating a restorative go around.
2. Introduce learning outcomes.
3. Show an overview of restorative practices through a video.

- Welcome participants and thank them for coming.
- Conduct a go around for introductions.
- Review expectations for the training.
- Introduce the IIRP and learning outcomes.

Activity

- Use the following as a go around: “What is your name, your position, where do you work, and give one reason why you do this work.” You may change this opening go around. Some options may be:
 - What is your experience with restorative practices?
 - What is one thing you are hoping to gain from today’s event?
 - What brought you to this event today?
 - Why is it important that you are here today?
- **Trainer demonstrates by going first**, introducing themselves and following the format.
- BE BRIEF and DO NOT add information at this point. Participants will follow your lead.
- Ask the person to your left or right to go next and continue around the circle.
- Next, the trainer describes their initial involvement with restorative practices.
 - This is an opportunity for the trainer(s) to connect with the group.
- Discuss agreements, norms, expectations, and housekeeping issues.
 - Discuss with the group their expectations for the day.
 - This can be done by highlighting a few of the earlier examples when people shared why they came, and by asking a few others to share what they want to get out of attending.
 - Record on the flipchart (or other medium) a few specific expectations you have for the day, including attendance, timeliness, use of electronic devices, note taking, etc.
 - Set up a “parking lot” for questions that can be postponed for later discussion.
 - Point out location of restrooms.
 - Discuss lunch plans, whether on-site or off-site, and share that there is a scheduled break in the morning and another break in the afternoon.

- If this training is being delivered online or in shorter time frames, be clear about expectations and the learner experience.
- Explain that the materials and concepts you will explore today are in the book (or book excerpts), and you will let the group know the page numbers as we go along.

➤ **While the title slide is still displayed, discuss the following:**

- The Curriculum we are using today was developed by The IIRP Graduate School. It is the world's first higher education institution wholly dedicated to restorative practices – the science of relationships and community.
- The IIRP provides education, consulting, and research that explores fundamental questions about human relationships and applies those insights to the world's most pressing social challenges. For more information, go to www.iirp.edu.

Slide #2: Worldwide Influence



➤ **Learn and deliver:**

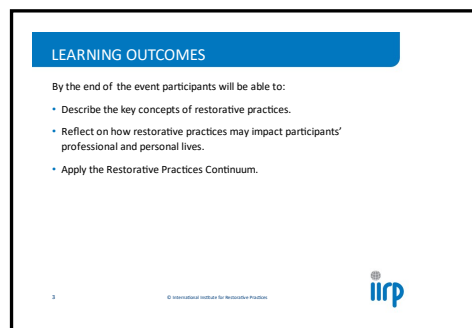
- Explain that all the ideas you are going to talk about today are concepts developed over time through experience. Some of the concepts have been influenced and inspired by Indigenous Communities throughout the world. For example, the Restorative Conference was inspired by the Maori People of New Zealand and much of the circle work that we will discuss comes from Indigenous Communities throughout the world.
- The practice came before the theory, and we aim to apply ancient wisdom to 21st century issues that arise in our communities.
- Restorative practices is the science of relationships and community. We believe this event will be a meaningful learning process about how we build and sustain

relationships, as well as how we restore relationships when things go wrong.

- The context of the work at the IIRP started when the founders, Susan and Ted Wachtel, both educators, were looking for more relational and participatory ways to work with youth who were at risk.
- They were using restorative practices long before it was called “restorative practices.”
- State that participants may relate to this, as many of them are doing the same.
- What they were doing was implicit rather than explicit.
- Over the years, restorative practices has evolved into an explicit framework, which we will explore today.

Note to Trainer You may wish to give some context around how you came to this work. If you were influenced by the work of Indigenous People, feel free to share. If you choose to do a Land Acknowledgement, please do so in a way that makes sense for the community you are working with.

Slide #3: Learning Outcomes




LEARNING OUTCOMES

By the end of the event participants will be able to:

- Describe the key concepts of restorative practices.
- Reflect on how restorative practices may impact participants' professional and personal lives.
- Apply the Restorative Practices Continuum.

© International Institute for Restorative Practices



- **Read aloud:** By the end of the event, participants will be able to:
- Describe the key concepts of restorative practices.
 - Reflect on how restorative practices may impact participants’ professional and personal lives.
 - Apply the restorative practices continuum.
- **Learn and deliver:** Our goal is that by the end of today, you will understand restorative practices and have several processes you can begin to use. We will start with some broad ideas and then move to more specific ones.

8:45–9:15

“San Francisco Unified SD: Intro to Restorative Practices”

Optional Video (16 minutes): [San Francisco Unified School District](#)

- Explain to participants that this video was created by San Francisco Unified SD. SFUSD was trained by the IIRP years ago when they began using restorative practices in their schools. This video is a great example of how a school district has implemented restorative practices and made the practices work in their settings. You may notice some differing language, but you will also see many similarities, including the IIRP globe the students use as a talking piece.

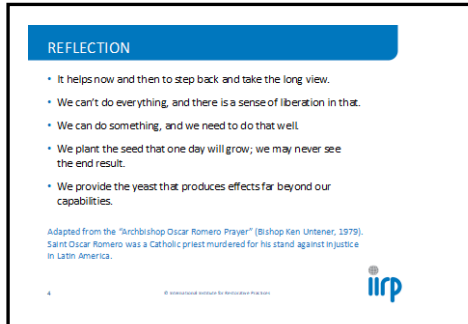
9:15–9:20

Reflection

Learning Objective:

1. Participants will reflect on their current practice.

Slide #4: Reflection



The slide is titled "REFLECTION" in a blue header. It contains five bullet points: "It helps now and then to step back and take the long view.", "We can't do everything, and there is a sense of liberation in that.", "We can do something, and we need to do that well.", "We plant the seed that one day will grow; we may never see the end result.", and "We provide the yeast that produces effects far beyond our capabilities." Below the bullet points is a small text block: "Adapted from the 'Archbishop Oscar Romero Prayer' (Bishop Ken Untener, 1979). Saint Oscar Romero was a Catholic priest murdered for his stand against injustice in Latin America." At the bottom right of the slide is the iirp logo.

➤ **Ask the group to read the statements on the screen.**

- It helps now and then to step back and take the long view.
- We can't do everything and there is a sense of liberation in that.
- We can do something, and we need to do that well.
- We plant the seed that one day will grow; we may never see the end result.
- We provide the yeast that produces effects far beyond our capabilities.

Adapted from the "Archbishop Oscar Romero Prayer" (Bishop Ken Untener, 1979). Saint Oscar Romero was a Catholic priest murdered for his stand against injustice in Latin America.

Activity

- Ask the group to pair and share.
- Ask which statement most appeals to them. If you are working with groups, ask the group to share with a partner and then share out to the larger group.
- Allow participants to respond without much comment from trainer(s). There are no "right" answers.
- Relate to one of the statements you heard, being personal and human to set a warm tone. Do not dominate the conversation.

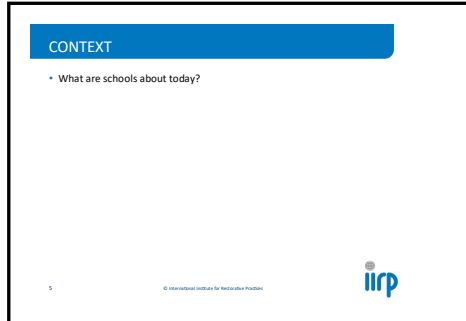
9:20–9:45

Context*Learning Objectives:*

1. Participants will reflect on their current practice.
2. Participants will discuss the importance of relationships in their work.


- These are some options for how to run this activity.
(Images of slides are shown below)
 - Reveal the first four slides to discuss as pairs, then bring the group back to discuss the final two.
 - Arrange the group in concentric circles facing each other. After each question is discussed, ask the inside circle to move one to the left.
 - Reveal each slide one at a time. If you are working with a large group, ask the group to share with a partner and then share with the large group, again going one at a time.
- Allow for responses and discussion after each slide.
- Read each slide as it is revealed.
 - What are schools about today?
 - What has changed in your field over the last thirty years?
 - Why are schools today the most important public institutions?
 - What are the challenges of working with your constituents (students, families, colleagues)?
 - What do the most challenging students, families, and colleagues have in common?
 - What is going to make a difference in their lives?

Slide #5: Context (1)

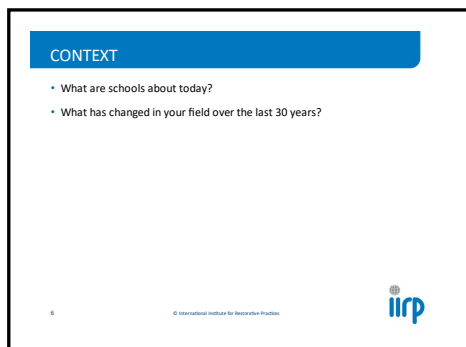


CONTEXT

- What are schools about today?


5 © International Institute for Restorative Practices 

Slide #6: Context (2)

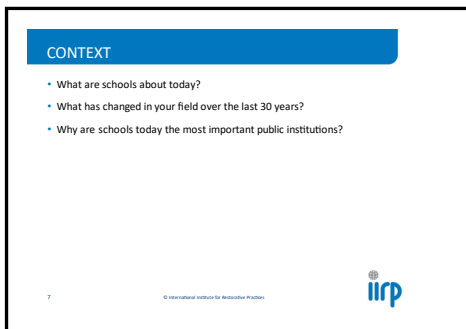


CONTEXT

- What are schools about today?
- What has changed in your field over the last 30 years?


6 © International Institute for Restorative Practices 

Slide #7: Context (3)



CONTEXT


- What are schools about today?
- What has changed in your field over the last 30 years?
- Why are schools today the most important public institutions?

7 © International Institute for Restorative Practices 

Slide #8: Context (4)

CONTEXT


- What are schools about today?
- What has changed in your field over the last 30 years?
- Why are schools today the most important public institutions?
- What are the challenges of working with your constituents (students, families, colleagues)?

8 © International Institute for Restorative Practices 

Slide #9: Context (5)

CONTEXT


- What are schools about today?
- What has changed in your field over the last 30 years?
- Why are schools today the most important public institutions?
- What are the challenges of working with your constituents (students, families, colleagues)?
- What do the most challenging students, families, and colleagues have in common?

9 © International Institute for Restorative Practices 

Slide #10: Context (6)

CONTEXT

- What are schools about today?
- What has changed in your field over the last 30 years?
- Why are schools today the most important public institutions?
- What are the challenges of working with your constituents (students, families, colleagues)?
- What do the most challenging students, families, and colleagues have in common?
- What's going to make a difference in their lives?

10 © International Institute for Restorative Practices 

➤ **Learn and deliver:**

- Most groups will say that relationships and strong connections are what is going to make a difference in the lives of young people.
- This activity may elicit emotions from the group. Validate the group's feelings. There is pressure in working with youth and families.
- Relationships are what is most important.
- If relationships are what's most important in your work with youth, what makes them most likely to be successful? Think about how we get that message across.

Tip Share a story that shows the connection between relationship and making positive changes.

9:45–10:00

Explicit Practice

Trainer Objectives:

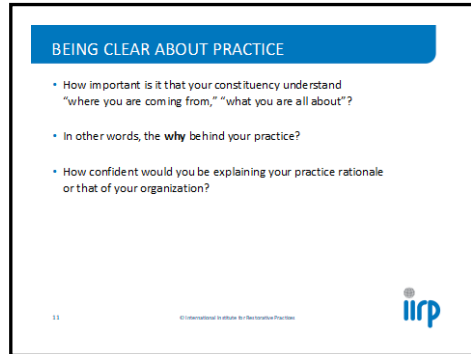
1. Introduce the importance of explicit practice.
2. Reinforce the importance of having, and operating in, an explicit practice framework.

Learning Objective:

1. Participants will identify the Fundamental Hypothesis.

Tip In this section, you want to help participants understand the importance of being clear and explicit about their practice with people they work with. Convey the significance of the “why” behind what they do and the benefit of communicating practice rationale explicitly rather than implicitly. This will set the stage for the trainer to be explicit about restorative practices and the “why” behind what we are trying to accomplish at this event.

Slide #11: Being Clear about Practice



➤ Learn and deliver:

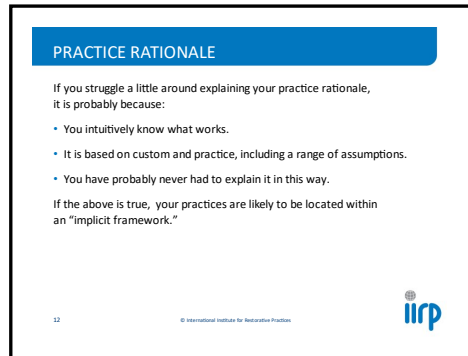
- How important is it that your constituency (students, parents, clients, etc.) understand “where you are coming from” or “what you are all about”?
- In other words, the **why** behind your practice?
- How confident would you be at explaining your practice rationale or that of your organizations?

➤ Allow for brief discussion. Many participants will say it’s important for those we work with to understand our **why** but aren’t always able to explain the **why** concisely.

- State that you may not be able to explain the **why**; we do what we do so naturally that it may be hard to explain or define. The longer we work in our respective fields, the more confident we become about “trusting our gut,” but we are rarely asked to explain that “gut.”
- People may struggle to explain the rationale behind their practice and to give a clear, succinct statement.

Tip You may want to give an example. Ask the group to raise their hands if the organization they work for has a mission statement. Ask them to keep their hands up if they can recite the mission statement verbatim. Typically, about half of the group will put their hand down. This doesn’t mean people don’t understand the essence of what the mission is trying to communicate; they just may not know explicitly the wording to explain to others.

Slide #12: Practice Rationale




PRACTICE RATIONALE

If you struggle a little around explaining your practice rationale, it is probably because:

- You intuitively know what works.
- It is based on custom and practice, including a range of assumptions.
- You have probably never had to explain it in this way.

If the above is true, your practices are likely to be located within an “implicit framework.”

© International Institute for Restorative Practices



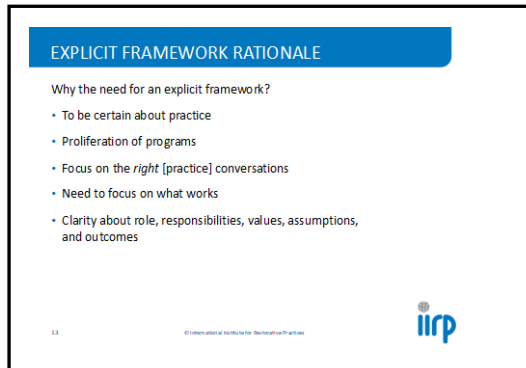
➤ **Read the text on the slide:**

- If you struggle a little around explaining your practice rationale, it is probably because:
 - You intuitively know what works.
 - It is based on custom and practice, including a range of assumptions.
 - You have probably never had to explain it in this way.
 - If you can identify with the statements above, your practices are likely to be located within an “implicit framework.”

➤ **Provide an example of a time you struggled to be explicit about restorative practices.**
Example ideas:

- Struggling with an “elevator speech” or trying to give a succinct definition of restorative practices and how it is applied in your field.
- Having an intern or student teacher. They may ask hundreds of questions a day about what you are doing and why. You may be going through the motions of a typical day, but the intern/student teacher wants to understand explicitly why you are doing what you are doing.
- Cooking without a recipe. Ask the group if anyone cooks without a recipe. If so, how do they know how much of an ingredient to add? How do they explain to others what they do in order for them to replicate the recipe?

Slide #13: Explicit Framework Rationale



Tip Summarize the points below in ways that make sense to you. This slide (#13) gives concrete reasons to be explicit.

➤ To be certain about practice

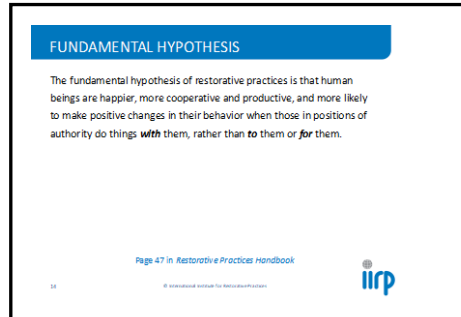
- When we are not sure of our practice or what really works, we are not as effective.
- A framework helps us to guide our practice and places it in a context that demonstrates an overall way of thinking and being that reflects our values and who we are.
- There are a lot of misconceptions about restorative practices. It is important for us to be clear and certain about what restorative practices is and isn't.

➤ Proliferation of programs

- When we are not sure what works, or we struggle with issues or situations, we often look to find a program that will be the answer to our struggle.
- Schools and organizations may implement several programs at a time. Is this being done purposefully, or are 5 separate initiatives being implemented in a rather haphazard fashion?
- There are many researched and evidenced-based programs to choose from. However, there are limitations in terms of the time required to implement these programs with fidelity and the costs and training required.
- This can also happen with implementing restorative practices.

- **Share with participants** that while there may be resistance to “another new thing,” we think that restorative practices is not something more to put on your plate but actually is the plate. Another analogy: restorative practices isn’t just another tool; it is the garage in which you have many tools.
 - It is a framework for how we interact and communicate with others. Restorative practices can inform and underpin all other practices, including academic instruction.
- Focus on the **right** [practice] conversations
- Frequently, we have the wrong conversations and miss what really needs to be addressed or done. For example:
 - We may prescribe an anger management program for someone when the anger may be symptomatic of the real or deeper issue.
 - We may send a student out of class for sleeping, which is seen as a rule being broken, rather than take the opportunity to gain some understanding for why the student is sleeping.
 - Are we using a trauma-informed lens and asking *What happened to this person?* and not *What is wrong with this person?*
- Need to focus on what works
- It is most effective to focus on what works and meets the needs of your community. Build on that and do more of it.
 - There often is a lot of wasted energy in trying to fix what is going wrong. Building on strengths and what we know works ultimately saves time and energy.
 - Our restorative practices framework is a relationship-building, strength-based and solution-focused approach.
- Our framework provides clarity about the roles, responsibilities, values, assumptions, and outcomes to which we prescribe as a community. A framework should give everyone a common language.
- **Learn or paraphrase:** We all agree that we have to be explicit, so we are going to be very explicit about restorative practices.

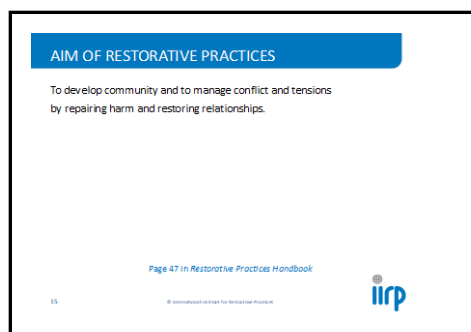
Slide #14: Fundamental Hypothesis



➤ Read aloud:

- The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.
- See Page 47 in *The Restorative Practices Handbook* to read more about this.

Slide #15: Aim of Restorative Practices



Note to Trainer This is the first time you will stress the importance of the 80/20 rule. Reiterate the critical nature of proactive/community-building restorative practices. Be sure participants leave the training understanding that restorative practices isn't just what to do when things go wrong.

- **Read aloud:** The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and restoring relationships.
 - **Point out that** this statement identifies both the **proactive 80%** (developing community) and **responsive 20%** (repairing harm and restoring relationships) aspects of restorative practices. This helps us get the outcomes we want.
- **Add:** Schools and other organizations that only use the responsive aspects without building the social capital beforehand are less successful than those that also incorporate the proactive approaches.
- Give an example of how important it is to develop community.
 - If you haven't built your own social capital with the group of people you are working with, there is a decreased probability of having effective outcomes when you need to address harm or wrongdoing with or between people.

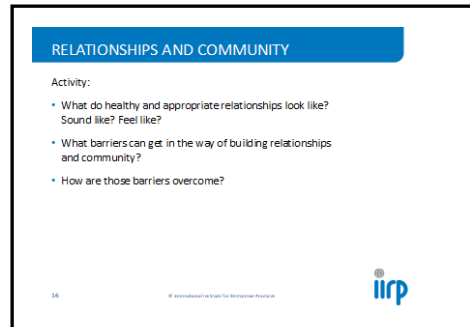
Note to Trainer You may want to share a story with the group to relate the need for spending more time on the proactive aspects than on the responsive aspects of restorative practices.

Activity

Tip You may want to pass out sticky notes to participants and have them write what healthy relationships look like, sound like, and feel like.

- **Learn and deliver:**
 - This morning we discussed the importance of relationships and being explicit about restorative practices.
 - We believe that relationships are what is most important in our work and that we should spend time building relationships (being proactive) with youth and not just disciplining them (being responsive). Let's discuss what that means. We can't make the assumption that all adults know what healthy relationships entail.

Slide #16: Relationships and Community



- Relationships and Community Activity: In small groups of 3-4, have the participants discuss the following questions:
 - What do healthy and appropriate relationships look like? Sound like? Feel like?
 - What barriers can get in the way of building relationships and community?
 - How are those barriers overcome?
- As a large group, take some comments from participants.
- During this activity, participants may list implicit/explicit bias as a barrier. If they don't, you should explore this purposefully with the group.
Ask: If restorative practices is the science of relationships and communities and bias gets in the way of building relationships and communities, how can we begin to address this?
- **Explain:** We won't have all the answers today, but we want to begin to think about how bias can impact relationships.
- **State:** We also want to be sure we are explicit about what healthy relationships will look like, so we can model restorative practices in our settings.

10:00–10:15

Break

Tell participants how long the break is and when it ends.

10:15–11:30

The Social Discipline Window

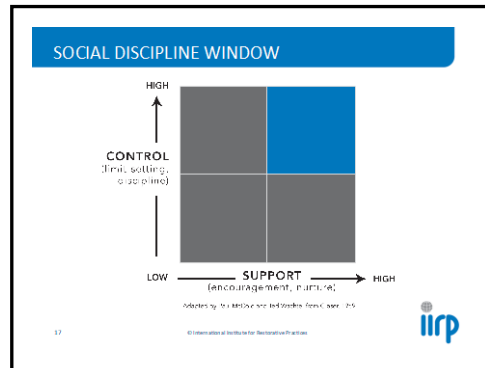
Learning Objectives:

1. Participants will identify the social discipline window.
2. Participants will reflect on their current practice.

Activity

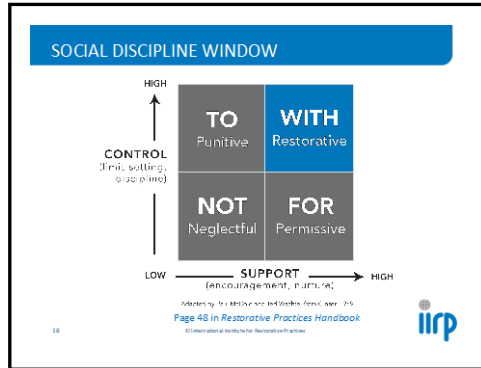
- Conduct the following as a go around, requesting **one-word** answers.
- **Learn and paraphrase: Think about the person who had the greatest impact on you – that is, the one you respected the most.**
 - Give participants time to reflect and pause, then **ask**:
 - What allowed you to feel this way? What is one word that would describe what was special about this person?
- **Learn and paraphrase: Let participants answer by calling out. (Do not do as a go around. Do not record on paper.)**
 - When this person challenged you, when you did something wrong or weren't living up to your potential, how did this person treat you?
 - Describe the experience.
- **Refer back to what participants said and explain:**
 - Two major factors are control and support.
 - Control being limit setting, discipline, setting boundaries, high expectations, and support being encouragement, nurturing, love.

Slide #17: Empty Social Discipline Window



- **Learn and deliver:** If we place control and support on two axes, each measured from low to high, we have four basic options.
- **While pointing to each box, ask the group to think about the following questions. Again, let participants answer by calling out.**
 - Think of a person who was high on control but low on support.
What word would you use to describe this person? **Give examples.**
 - What about a person who was high on support but low on control?
What word would you use to describe this person? **Give examples.**
 - What about a person who was neither?
What word would you use to describe this person? **Give examples.**
 - What about a person who was both high on control and high on support?
What one word would you use to describe this person?
 - It is probably the person you were thinking about in the last exercise.
Give examples.

Slide #18: Full Social Discipline Window



Note to Trainer As you go through each box, give a clear example of a person operating in each box. This will allow the group to begin to see how this works in practice. You may want to give examples from your own life of people in positions of authority that fit each window.

➤ Learn and paraphrase:

- High on control, but low on support, we call “punitive” or “doing things **TO** people.”
- High on support, but low on control, we call “permissive” or “doing things **FOR** people.”
- Low on both control and support, we call “neglectful” or “**NOT** doing anything.”
- Another option: high on both control and support, we call that being “restorative” or “doing things **WITH** people.”
- The person you respected most was probably in this box.

➤ Point out:

- This is not a new idea. The people you respected, good teachers, mentors, coaches, and counselors have always treated people like this.
- But this simple framework is meant to give us a way to describe what we know works; it also gives us a way to teach other people to do it.
- Different internal and external factors may move people into certain boxes. This gives us a frame of reference for why someone may drift into the **TO**, **FOR**, or **NOT** box.

- Go through each window and give examples of what may be happening to cause people to respond from the **TO**, **FOR**, or **NOT** box.

Tip As you discuss the different boxes, you may want to recreate the social discipline window on the floor in the middle of the circle with four sheets of paper and walk to each box as you describe each box.

- **TO:** Internally feeling ignored or not listened to. Externally feeling pressure to perform.
- **FOR:** Internally feeling sympathy for people and wanting to make the pain go away. Externally being under time constraints – “not enough time to be restorative.”
- **NOT:** Internally feeling overwhelmed, uncertain, scared. Externally feeling intimidated or tired.

- We are not all restorative all of the time.

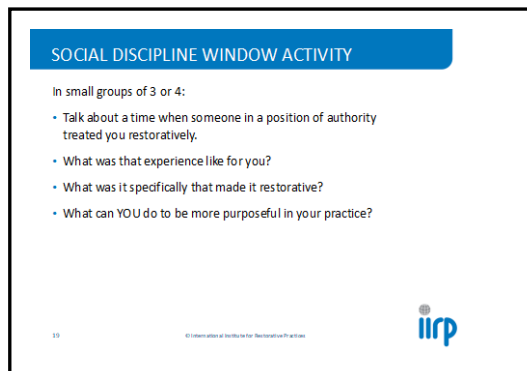
Note to Trainer Perhaps tell a short personal story about how you became restorative or your ongoing struggle to be restorative.

- The Social Discipline Window can be used as a reflection tool to help us be more purposeful with our actions.
- Because we are not always restorative, the Social Discipline Window helps us remember to be restorative every day with intention.
- This **does not** mean a decrease in the amount of control.
- **Point out** the social discipline window on Page 50 in *The Restorative Practices Handbook*.
- **Explain to the group:** A truly restorative practitioner is self-aware and reflective.
- **State:** In this next activity, we are going to ask you to think about a time when you were treated restoratively. What was that experience like for you? What specifically made it restorative? What can YOU do to be more purposeful in your practice?

Activity

- Have participants break into small groups of 3 or 4 and discuss the questions on the slide. Take a few comments from the groups after their discussions to debrief and move on.

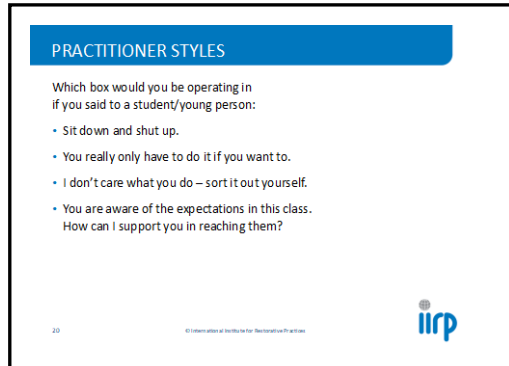
Slide #19: Social Discipline Window Activity



The slide is titled "SOCIAL DISCIPLINE WINDOW ACTIVITY" in a blue header. Below the header, it says "In small groups of 3 or 4:" followed by four bullet points: "Talk about a time when someone in a position of authority treated you restoratively.", "What was that experience like for you?", "What was it specifically that made it restorative?", and "What can YOU do to be more purposeful in your practice?". At the bottom right of the slide is the iirp logo. At the bottom left, there is a small number "19" and a copyright notice "© International Institute for Restorative Practices".

- **Learn and deliver:** The social discipline window is a useful framework to examine both our practice in general and our specific daily interactions. The social discipline window helps us answer the question: “Was that restorative?”
- **Learn and deliver:** If you think about it, the social discipline window really applies to just about anything: teaching, parenting, supervision, counseling, policing, and social work.
 - Invite comments.
- **Learn and deliver:**
 - Now that we have an explicit rationale for our practices, it makes sense philosophically. But how do we actually go about doing things that match this rationale, that fall inside the **WITH** box?
 - If relationships are what is most important to people, then being restorative means there will be two tasks:
 - Building and strengthening relationships, and
 - Repairing relationships when they’ve been harmed.
- **End this section by saying:** The social discipline window is the cornerstone of everything we do.

Slide #20: Practitioner Styles




The slide features a blue header with the text "PRACTITIONER STYLES". Below the header, it asks, "Which box would you be operating in if you said to a student/young person:" followed by a bulleted list of four options. At the bottom of the slide, there is a small "iirp" logo and the number "20".

PRACTITIONER STYLES

Which box would you be operating in if you said to a student/young person:

- Sit down and shut up.
- You really only have to do it if you want to.
- I don't care what you do – sort it out yourself.
- You are aware of the expectations in this class. How can I support you in reaching them?

20 

Activity

Tip You may want to break the 4 corners of the room into quadrants of the social discipline window. As you ask the group the following questions, they can move to the box they think is correct. You can use this if time allows for a longer discussion of the social discipline window.

- Do this as a large group, asking: Which box would you be operating in if you said to a student/young person:
- Sit down and shut up.
 - You only have to do it if you want to.
 - I don't care what you do – sort it out yourself.
 - You are aware of the expectations in this class. How can I support you in reaching them?


Slide #21: Practitioner Styles Activity

PRACTITIONER STYLES ACTIVITY

In your groups, identify the behaviors you would likely observe if a practitioner's style was predominantly:

- Punitive
- Permissive
- Neglectful
- Restorative

What learning outcomes would each style deliver?

21
© International Institute for Restorative Practices



Activity

- **Explain:** The group will explore the behavior of adults working within each window and what outcomes would most likely be seen in each setting.
- **For a group that doesn't just include educators, explain: This activity is about authority and how those in positions of authority exert their power.**
 - Tell participants you will do the first window together – PUNITIVE Style.
 - What behavior would they OBSERVE if they were a “fly on the wall” in a setting where the practitioner was punitive 90% of the time? What would the likely OUTCOMES be for a young person or your constituency?
 - Solicit feedback from the group before revealing the next slide.

Slide #22: Punitive Practitioner Style

PUNITIVE PRACTITIONER STYLE

Observed Behavior:	Likely Outcome:
<ul style="list-style-type: none"> • Often uses a tone of voice that blames or accuses • Lack of support in directions • Notices inappropriate behavior more than appropriate • Frequently gets immediate compliance • Has high standards 	<ul style="list-style-type: none"> • Ordered classroom/setting • Anxious, resentful students/young people • Short-term compliance but rarely lasting behavioral change • High teacher/practitioner stress • Negative classroom atmosphere

22
© International Institute for Restorative Practices


- Use this slide to illustrate their discussion.
The group will likely come up with most of what is on the slide.
 - Observed Behavior
 - Often uses a tone of voice that blames or accuses
 - Lack of support in directions
 - Notices inappropriate behavior more than appropriate
 - Frequently gets immediate compliance
 - Has high standards
 - Likely Outcomes
 - Ordered classroom/setting
 - Anxious resentful students/people
 - Short-term compliance but rarely lasting behavioral change
 - High teacher/practitioner stress
 - Negative classroom atmosphere


Slide #23: Practitioner Styles Activity

PRACTITIONER STYLES ACTIVITY

In your groups, identify the behaviors you would likely observe if a practitioner's style was predominantly:

- Punitive
- Permissive
- Neglectful
- Restorative

What learning outcomes would each style deliver?



23 © International Institute for Restorative Practices

Activity

- After doing the first window together as large group:
 - Have the participants divide into like groups (e.g., teachers, social workers, juvenile justice). Have each group select a recorder.

Tip You may want to have the group use chart paper to record their answers and after the 15 minutes, hang the paper on the walls to do a gallery walk. This communicates the information without having to report back.

- **Explain: The group will now repeat the activity we did as a large group in their small groups.**
 - The group will explore the behavior of adults working within each window and what outcomes would most likely be seen in each setting.
- **For a mixed group representing different professions, explain:** This activity is about authority and how those in positions of authority exert their power.
- **Tell participants: You will have 15 minutes to explore the 3 remaining windows: Permissive, Neglectful, and Restorative.**


Keep Slide #23 up while the participants are working in their groups.

- Have participants record what they would OBSERVE if they were a “fly on the wall” in a setting where the practitioner was permissive.
 - What would the likely OUTCOMES be for a young person?
- Give the small groups a countdown when it’s time to complete each window.
 - **After the 15 minutes**, solicit feedback from the group before revealing each slide.

Slide #24: Permissive Practitioner Style

PERMISSIVE PRACTITIONER STYLE

<p>Observed Behavior:</p> <ul style="list-style-type: none"> • Warm and supportive • Doesn't consistently set limits • Focuses on effort and de-emphasizes quality • Tries to reason with people to behave or respond • Makes excuses for others' behavior 	<p>Likely Outcomes:</p> <ul style="list-style-type: none"> • Students/young people feel liked and supported • Chaotic, out-of-control classroom/setting • Students/young people do not feel secure in the teacher's capacity to "manage" • Poor work quality • Students/young people feel anxious and uncertain • High teacher/practitioner stress
--	---

24 

➤ Observed Behavior

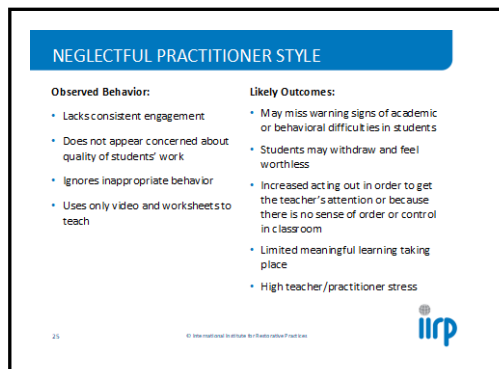
- Warm and supportive
- Doesn't consistently set limits
- Focuses on effort and de-emphasizes quality
- Tries to reason with people to behave or respond
- Makes excuses for others' behavior

➤ Likely Outcomes

- Students/young people feel liked and supported
- Chaotic, out-of-control classroom/setting
- Students/young people do not feel secure in the teacher's capacity to "manage"
- Poor work quality
- Students/young people feel anxious and uncertain
- High teacher/practitioner stress

➤ Solicit feedback before revealing Slide #25.


Slide #25: Neglectful Practitioner Style



NEGLECTFUL PRACTITIONER STYLE

Observed Behavior:	Likely Outcomes:
<ul style="list-style-type: none">• Lacks consistent engagement• Does not appear concerned about quality of students' work• Ignores inappropriate behavior• Uses only video and worksheets to teach	<ul style="list-style-type: none">• May miss warning signs of academic or behavioral difficulties in students• Students may withdraw and feel worthless• Increased acting out in order to get the teacher's attention or because there is no sense of order or control in classroom• Limited meaningful learning taking place• High teacher/practitioner stress

25 © The International Institute for Restorative Practices



➤ Observed Behavior

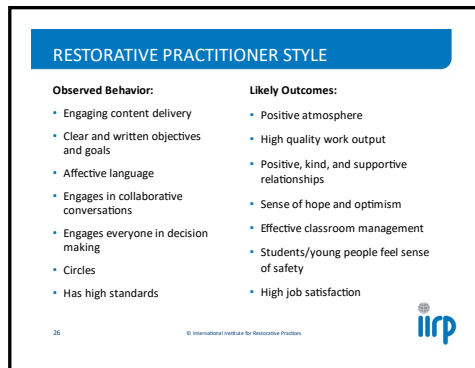
- Lacks consistent engagement
- Does not appear concerned about quality of students' work
- Ignores inappropriate behavior
- Teacher/Practitioner uses videos and worksheets to teach

➤ Likely Outcomes

- May miss warning signs of academic or behavioral difficulties in students
- Students may withdraw and feel worthless
- Increased acting out in order to get the teacher's attention because there is no sense of order or control in classroom
- Limited meaningful learning taking place
- High teacher/practitioner stress

➤ Solicit feedback before revealing Slide #26.


Slide #26: Restorative Practitioner Style



RESTORATIVE PRACTITIONER STYLE

Observed Behavior:	Likely Outcomes:
• Engaging content delivery	• Positive atmosphere
• Clear and written objectives and goals	• High quality work output
• Affective language	• Positive, kind, and supportive relationships
• Engages in collaborative conversations	• Sense of hope and optimism
• Engages everyone in decision making	• Effective classroom management
• Circles	• Students/young people feel sense of safety
• Has high standards	• High job satisfaction

26 © International Institute for Restorative Practices



➤ Observed Behavior

- Engaging content delivery
- Clear and written objectives and goals
- Affective language
- Collaborative conversations
- Everyone engaged in decision making
- Circles conducted regularly
- Has high standards

- Likely outcomes
 - Positive atmosphere
 - High quality work output
 - Positive, kind, and supportive relationships
 - Sense of hope and optimism
 - Effective classroom management
 - Students/young people feel a sense of safety
 - High job satisfaction

11:30–11:50

Fair Process

Learning Objective:

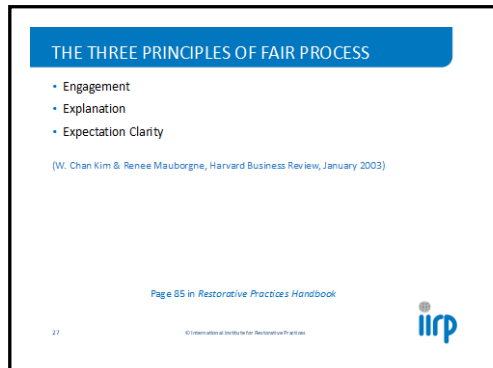
1. Participants will identify fair process.

Tip Highly recommend to all to read the following to learn more:
Kim, W. C., & Mauborgne, R. (2003, January). Fair process: Managing in the
knowledge economy. *Harvard Business Review*, 81(1), 127-136.

- Ask the group in a general way and allow them to call out the answers.
 - Think about how you expect to be treated by people in positions of authority.
 - What is one word that describes how you expect to be treated?
 - Most people will say “respectfully” or “fairly.” But it is okay if they don’t; move on.
 - Once the participants have identified “fair,” move on to the next set of questions.
- **Ask the participants to** think of an experience in which they felt they were treated unfairly.
 - Rather than have them share the story, have them share one thing that was missing that would have made the experience feel fair.
 - Pay attention until the participants get to at least two of the fair process points: Engagement, Explanation, Expectation Clarity.

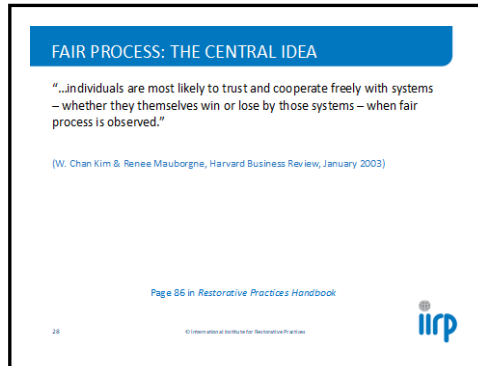
- When the participants identify the “three Es,” or synonyms of the “three Es” reveal the next slide.

Slide #27: The Three Principles of Fair Process



- **Explain that** what the participants described is the basis of fair process. Give a brief description of the “three Es” and let participants know you will come back to this in a moment.
 - **Ask: Which is more important: how you were treated or whether or not you got what you wanted? Process or outcomes?**
 - **Acknowledge** we would like to get what we want but when the process includes the “three Es” of fair process, the outcome tends to be easier to support.
- **Reveal the next slide and share the central idea of fair process.**

Slide 28: Fair Process: The Central Idea



➤ Fair Process: The Central Idea

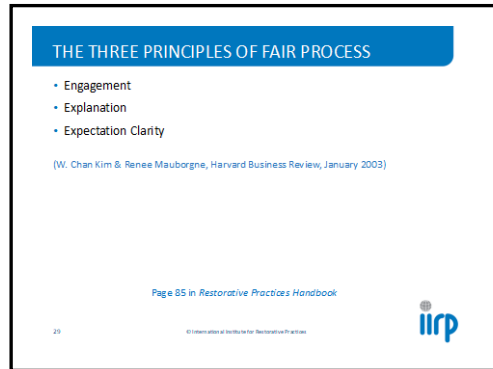
Individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.

- Be sure to refer to different systems, e.g., individual classrooms, entire school districts, criminal justice settings, workplaces, etc. For example:
 - STUDENTS are most likely to trust and cooperate freely with TEACHERS – whether they themselves win or lose by those systems – when fair process is observed.
 - TEACHERS are most likely to trust and cooperate freely with ADMINISTRATORS – whether they themselves win or lose by those systems – when fair process is observed.
 - PARENTS are most likely to trust and cooperate freely with SCHOOL SYSTEMS – whether they themselves win or lose by those systems – when fair process is observed.

➤ **Explain that** these are some basic things they can do every day with their students and parents to get more cooperation.

- Reveal the “three Es” slide again and give a more detailed explanation.

Slide 29: The Three Principles of Fair Process



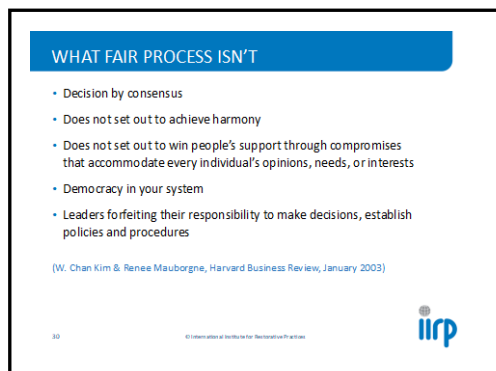
- Engagement, Explanation, Expectation Clarity
 - Explain each principle and share a story to illustrate how it works.
 - Make sure that participants understand you need to do all three for fair process to work.
 - Ask what engagement, explanation, and expectation clarity look like in their practice.
- Engagement
 - Involving individuals in decisions that affect them by asking for their input and allowing them to refute the merit of one another's ideas.
- Explanation
 - Everyone involved and affected should understand why final decisions are made as they are. This creates a powerful feedback loop that enhances learning.
 - **Say:** This is a chance for you, as an authority figure, to reinforce your basic rationale: "This is the decision I made, and this is why."
- Expectation Clarity
 - Once decisions are made, new rules are clearly stated, so that individuals understand the new standards and penalties for failure.

Tip You can connect the "three Es" of fair process to the social discipline window and explain that when in a position of authority and making decisions, fair process is a check to stay in the **WITH** box.

➤ **Ask the group:**

- If all you did was engage those impacted by the decision and nothing else, which box would you be operating from? (Most will say the **FOR** box.)
- If all you did was give explanation to those impacted by the decision being made, which box would you be operating from? (Most will say **TO**.)
- If all you did was give expectation clarity about the new rules to those impacted by the decision, which box would you be operating from? (Most will say **TO**.)
- The combination of support and expectation is evident when utilizing all three components of fair process (**WITH**).

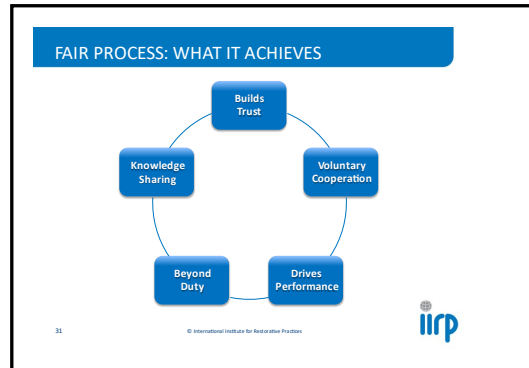
Slide #30: What Fair Process Isn't



➤ **What fair process is not:**

- Decision by consensus
- Does not set out to achieve harmony
- Does not set out to win people's support through compromises that accommodate every individual's opinions, needs, or interests
- Democracy in your system
- Leaders forfeiting their responsibility to make decisions and establish policies and procedures

Slide #31: What Fair Process Achieves



➤ Explain the chart by paraphrasing:

- Fair process builds trust and commitment, which
- Produces voluntary co-operation, which
- Drives performance, which
- Leads individuals to go beyond the call of duty
- Through sharing their knowledge, experiences, and creativity

➤ Point out the fair process information on page 86 in *The Restorative Practices Handbook*.

➤ Ask if there are questions.

OPTIONAL Activity for Fair Process

- Have participants break into small groups and create a list of examples and non-examples of how they use fair process in their settings.

OR

- Think of a decision you are contemplating. Create a plan for how to incorporate fair process with your staff, in your building, or in your classroom.

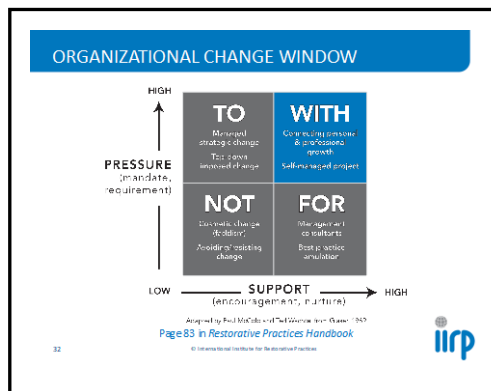
OR

- Discuss a time you were involved in fair process. What was that experience like?

➤ **Learn and deliver:**

- Fundamentally, fair process is about exercising authority in a way that is engaging. It takes the feelings and needs of others into account and feels fair and respectful.
- Next, we'll take a look at not only how we make decisions, but also how change can be managed on a large scale.
- Reinforce the social discipline window, pointing out that fair process happens in the **WITH** box.
- The social discipline window is about our interactions with individuals. But, more globally, the same concepts can help us manage change on an organizational level. In bringing about change in an organization, there are four basic approaches similar to those in the social discipline window. We call this the organizational change window.

Slide #32: Organizational Change Window



➤ **Learn and deliver:**

- The high control, or what we could call pressure without support, is the **TO** strategy.
 - This is the management strategy that we typically think of in organizations.
 - Bosses make decisions and inform the staff, and the staff is expected to carry out the decisions.
 - While this approach tends to save time, it also tends to breed resentment and resistance.

- If, however, you provide resources and assistance with no pressure to follow through, you'll be doing things **FOR** people and wasting resources.
 - Managers who practice in the **FOR** box have an unrealistically optimistic view of human nature – “If we give our employees the tools they need, they will strive to do their best.” Most of us don't operate that way.
 - We also need clear expectations before we change.
- If you provide neither pressure nor support, nothing is going to happen.
 - While this may seem obvious, many bureaucracies operate within the **NOT** box.
 - There are frequent discussions and meetings about change, but no pressure to do anything or resources to actually help anything happen.
 - Those who are routinely in the **NOT** box are more interested in the appearance of change than in change itself.
- The best way to bring about a change as an organization is to provide both pressure and support.
 - By doing things **WITH** people, you allow them the opportunity to self-manage projects.
 - This gives them a greater sense of ownership and allows them to help decide the direction of the change.
 - This increase in investment helps employees connect their personal and professional growth.
 - When people are actively engaged, they more eagerly bring their personal skills and ideas to their work.

Tip You may want to connect this to whole-school change and implementation, how restorative practices can be implemented in a non-restorative way, and the importance of a successful change process.

11:50–12:50

Lunch

Tell participants how long lunch is and when it ends.

12:50 – 12:55

Icebreaker

- As a transition back from lunch, engage the group in an energizer.
- Start promptly because people will return from the lunch break when they hear that you have begun.

12:55–1:40

Psychology of Affect and The Compass of Shame

Learning Objectives:

1. Participants will identify the relevant elements of Affect Psychology.
2. Participants will reflect on current practice.

- **Explain that** in this section of the training, we will explore the work of Silvan Tomkins and his contemporaries, who developed the theory of Affect Psychology.
 - This theory describes why restorative practices works.
 - We will see later, when we look at the work of Donald Nathanson, how the affect of shame helps us understand why human beings act or respond the way they do.
 - Then we will discuss John Braithwaite and his book, *Crime, Shame and Reintegration*. Braithwaite differentiates between stigmatizing and re-integrative shame.

Slide #33: Affects, Feelings, and Emotions

AFFECTS, FEELINGS, AND EMOTIONS

- **Affects**
Nine innate, biological programs triggered in response to specific stimulus conditions
- **Feelings**
The awareness an affect is present
- **Emotions**
Scripted responses learned over a lifetime of the triggering of affects by environmental forces that surround us

(Basch as cited in Nathanson, 1992, pp 48-51)

33
© International Institute for Restorative Practices

- **Explain that** Tomkins discusses in-depth how babies’ facial expressions and their bodily reactions are the physical representations of each of the Nine Affects.
- **Explain that** affects are instantaneous reactions to stimuli in one’s environment.
 - Feelings are experienced seconds after an affect has been triggered.
 - Emotions are the scripted responses and expressions that result from the accumulated stories and scripts learned from one’s personal experiences, as well as from their family, culture, and community.
 - The shorthand way to remember the difference between the three can be explained this way: **“Affects are our biology, feelings are our psychology, and emotions are our biography.”**

Slide #34: The Nine Affects

THE NINE AFFECTS

34
Pages 68-69 in Restorative Practices Handbook

- **Give a basic overview of the Nine Affects by explaining that** according to this theory, there are nine innate affects. Most affects are experienced within a range from mild to strong.

- **Two of them are positive:**
 - Interest—Excitement
 - Enjoyment—Joy

- **One is neutral and operates as a restart mechanism:**
 - Surprise—Startle

- **Six are varying degrees of negative:**
 - Shame—Humiliation
Explain that you will come back to this one in a moment.
 - Distress—Anguish
 - Disgust
 - Fear—Terror
 - Anger—Rage
 - Dissmell
(When something is physically or emotionally revolting – make the dissmell “yucky face” if needed.)

- Before you move into explaining shame, ask the following questions so the group will get an understanding of how the word “shame” is defined by participants.
 - What is shame?
 - What purpose does it serve?
 - What if you never experienced shame?
 - We wouldn’t know what feeling good was all about.

Tip You may want to write the word “Shame” on chart paper and ask participants to respond to the word. What comes to mind when they see and hear this word?

➤ **Explain that** in this system:

- “Shame” is defined differently from how one usually uses the word.
- Instead of using the word “shame” to describe the sense of “doing wrong,” in this theory, the word “shame” is used to describe the interruption or impediment to one of the positive affects.
- Whenever one of the positive affects is partially interrupted or when there is an impediment to positive affect, we will experience varying degrees of shame-humiliation. This shame response cannot be avoided. It will vary in duration, lasting from a few seconds to several months or even years.
- We can, however, minimize the negative aspects of shame.

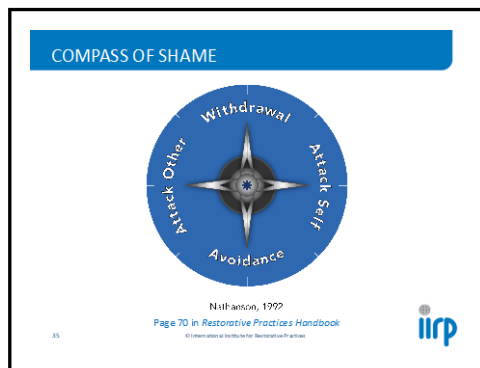
➤ Shame sets social parameters, interrupts good feelings, and provides a sudden awareness of what we don’t want to know about ourselves.

➤ **Ask participants to think about what the experience of shame is like.**

- “What are your negative ways of dealing with shame?”
- Allow time for responses.

➤ Allow participants to identify the four points on the Compass of Shame before revealing the next slide. If they don’t identify them all, you can move on and guide the process.

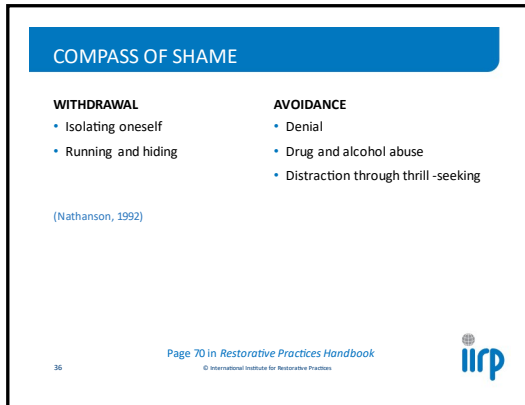
Slide #35: The Compass of Shame



➤ **Learn and deliver:** Donald Nathanson, who worked with Silvan Tomkins, developed the Compass of Shame to illustrate how human beings react when they feel shame.

- **Explain that** there are four negative ways people respond to shame – or the interruption of a positive affect.

Slide #36: The Compass of Shame




COMPASS OF SHAME

WITHDRAWAL <ul style="list-style-type: none">• Isolating oneself• Running and hiding	AVOIDANCE <ul style="list-style-type: none">• Denial• Drug and alcohol abuse• Distraction through thrill-seeking
--	---

(Nathanson, 1992)

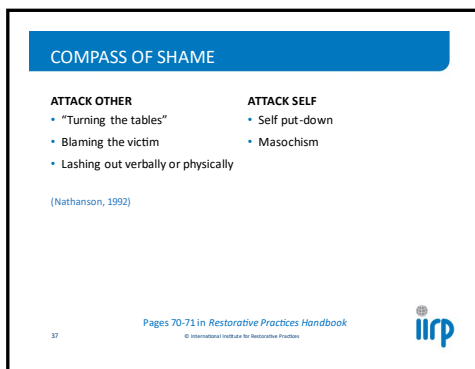
Page 70 in *Restorative Practices Handbook*
© International Institute for Restorative Practices



➤ **Learn and deliver:**

- Withdrawal – isolating oneself, running and hiding
- Avoidance – denial, drug and alcohol abuse, distraction through thrill seeking

Slide #37: The Compass of Shame




COMPASS OF SHAME

ATTACK OTHER <ul style="list-style-type: none">• "Turning the tables"• Blaming the victim• Lashing out verbally or physically	ATTACK SELF <ul style="list-style-type: none">• Self put-down• Masochism
--	--

(Nathanson, 1992)

Pages 70-71 in *Restorative Practices Handbook*
© International Institute for Restorative Practices



➤ **Learn and deliver:**

- Attack other – “turning the tables,” blaming the victim, lashing out verbally or physically
- Attack self – self put-down, masochism

➤ **Point out that** the Compass of Shame largely confirms the answers they have already given.

➤ **Learn and deliver:**

- Why do we take time to talk about the negative ways people deal with shame?
- When we see these responses in other people, we can recognize them for what they are – expressions of shame.
- Once we’ve recognized what this reaction actually is, there are things we can do to help people deal with their shame in a positive way.

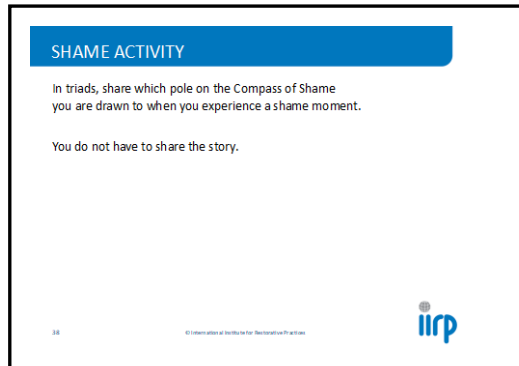
➤ **Ask: “What are the positive ways you can deal with shame?”**

- Allow time for participants to come up with ideas.
- People will usually answer: talk about it, apologize, admit the wrongdoing, make amends, and express feelings.

➤ **Learn and deliver:**

- All the things mentioned are restorative ways to handle shame in a way that does not become toxic to the group.
- In your community, you probably notice those negative shame responses all the time – with students, staff, and parents. Healthy communities are the ones that learn to deal with shame in a positive way.
- The important thing is to recognize the responses because there are positive ways we can respond to help people work through their shame.
- **Explain that** these just happen to be the key steps needed to build and maintain healthy relationships, according to Silvan Tomkins.

Slide #38: Shame Activity



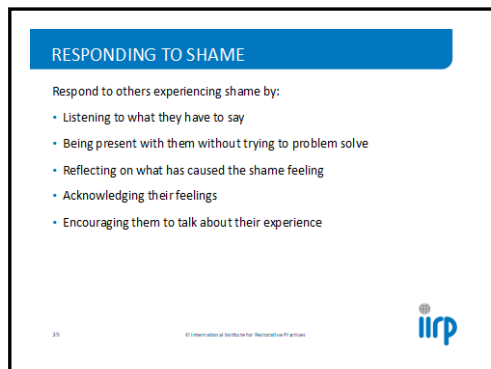
Activity

- **Have participants partner with someone in the room.**
- **Ask each to think of a time when their shame affect was triggered and which pole on the Compass of Shame they gravitated to and why.**
 - They do not have to share the story, just which pole they gravitated toward.
 - Process with the whole group by asking for responses to the following question: “What struck you with the activity you just went through?”
 - Do not ask or allow people to share their stories. They are simply sharing instances of learning and awareness.
- **Optional Activity:**
 - You can put the poles of the Compass in different areas of the room and ask the participants to move to the pole on the Compass that matches their shame response for the following situations.
 - Which pole of the Compass do you go to when....
 - You call a friend with exciting news, and you get voicemail.
 - You prepare a meal for someone you care about, and they come over and say: “I already ate.”

- You are at a stop light and rocking out to your favorite music. You don't notice the light changed, and someone beeps at you.
- You spend a lot of time picking out the perfect gift for a friend and they ask you for the receipt.
- You are excited to spend time with someone you haven't seen in a while and they cancel unexpectedly.

Note to Trainer Sometimes participants may bring up the work of Brene Brown and raise the issue of shame being different from guilt. Explain that the following theory has some similarities to Brown's work; however, this is a different approach.

Slide #39: Responding to Shame

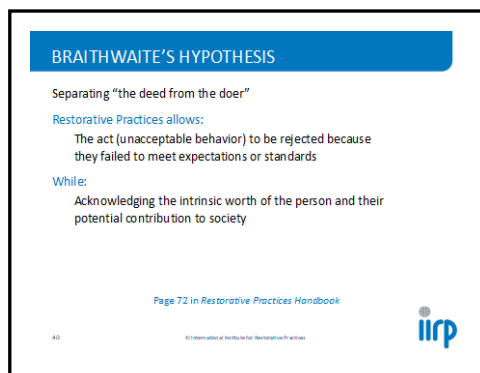


➤ Read: Responding to Shame

- Listening to what they have to say
- Being present with them without trying to problem solve
- Reflecting on what has caused the shame feeling
- Acknowledging their feelings
- Encouraging them to talk about their experience

- **Assure participants that** we don't set out to intentionally shame people, but we don't protect people from shame when it occurs, either. We want people to move through a process that allows them to acknowledge what is happening and give them an outlet to process the experience.
- As you begin to explain Braithwaite's hypothesis, discuss that there are two types of shame we will explore: stigmatizing and reintegrative.

Slide #40: Braithwaite's Hypothesis




- **Say:** John Braithwaite is an Australian criminologist who, instead of considering only why people commit crimes or do wrong, asked: "Why do most people do the right thing most of the time?"
- **Explain:** Most people do the right thing because they care about each other; they are connected; they have relationships; they want to be well thought of.

Slide #41: Stigmatizing vs. Reintegrative Shame

STIGMATIZING VS. REINTEGRATIVE SHAME

Stigmatizing Shame:
Pushes the offender out of the community and labels them. The offender is now a “bad person” who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

Reintegrative Shame:
Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated into the community.



41 © International Institute for Restorative Practices

- Introduce Braithwaite’s notion of reintegrative shaming with the importance of separating the deed from the doer.

- **Explain:**
 - Braithwaite’s theory is consistent with the good practice identified in our social discipline window.
 - When the shame is stigmatizing, it pushes the offender out of the community and labels them.
 - The offender is now a “bad person” who committed a crime or harm.
 - This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.

- Reintegrative shaming expresses disapproval but does not push the offender out of the community.
 - This type of shame rejects the act but not the person and allows for the person to be reintegrated into the community.

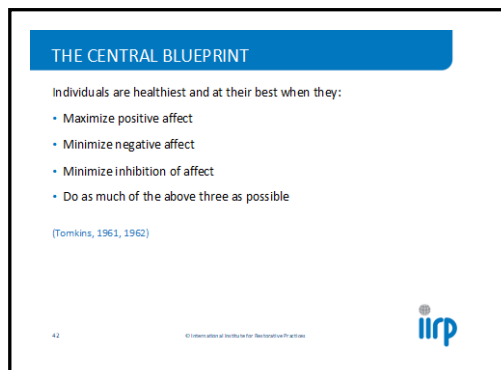
- **Explain:**
 - Restorative practices allows the act (unacceptable behavior) to be rejected because the person failed to meet expectations or standards...
 - ...While acknowledging the intrinsic worth of the person and their potential contribution to society (the school).

➤ **Inform the participants:**

- John Braithwaite's book, *Crime, Shame and Reintegration*, offers more detail on the importance of shame from a sociological perspective.

➤ **Explain that**, based on the Nine Affects, we know we are all hardwired to respond in a certain way. Because of this, there is a blueprint for human beings to be healthiest and at their best.

Slide #42: The Central Blueprint

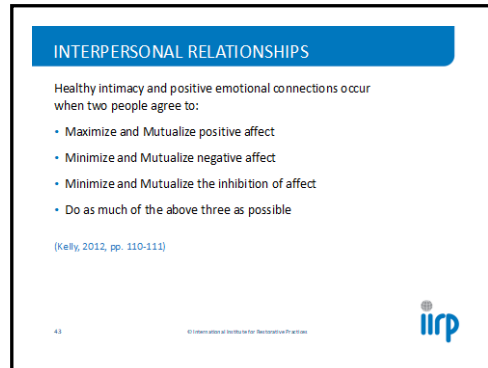


➤ Individuals are healthiest and at their best when they:

- Maximize positive affect
- Minimize negative affect
- Minimize inhibition of affect
- Do as much of the above three as possible

➤ **Explain the Central Blueprint:** What Tomkins was saying is that we are healthiest and at our best when we engage in activities that maximize positive affect. We do the things that feel good and are not destructive; we practice self-compassion and self-care. Minimize negative affect, deal with the things that feel bad. Minimize your inhibition around affects. We take risks and allow ourselves to be vulnerable when and where we feel safe and do as much of all of those as possible.

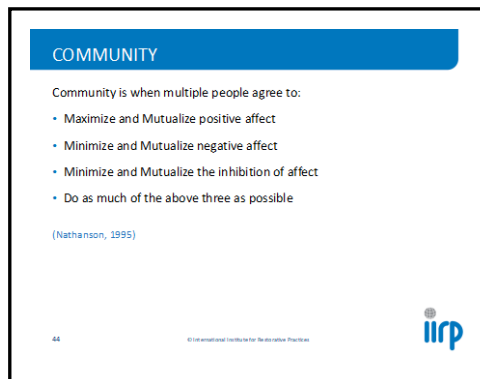
Slide #43: Interpersonal Relationships



- Vernon “Vick” Kelly expanded Tomkins’s Central Blueprint beyond the individual and applied it to interpersonal relationships. Vick is a psychiatrist and through his practice with families and couples, explains that:
 - Healthy intimacy and positive emotional connections occur when two people agree to:
 - Maximize and mutualize positive affect
 - Minimize and mutualize negative affect
 - Minimize and mutualize the inhibition of affect
 - Do as much of the above three as possible
- Explain that while Kelly’s blueprint primarily focuses on couples, we can see how interpersonal relationships can be healthy and positive when an individual’s blueprint is coordinated with another’s. Kelly states: “Couples who develop the relational skills to follow and balance the rules of the Central Blueprint are well equipped to handle life’s inevitable impediment to emotional connection (2012, p. 111).”
- Ask participants to think of the closest relationship they have in their lives and to consider if Kelly’s application of the Blueprint applies in those interpersonal relationships. How can this version of the Blueprint help us when building healthy relationships with students, families, and co-workers?

- To gain a better understanding of Kelly’s work, trainers should consider reading: Kelly, V. C. (2012). *The art of intimacy and the hidden challenge of shame*. Maine Authors Publishing.

Slide #44: Community



- Community is when multiple people agree to:
 - Maximize and mutualize positive affect
 - Minimize and mutualize negative affect
 - Minimize and mutualize the inhibition of affect
 - Do as much of the above three as possible
- **Explain that** Nathanson built upon the work of Tomkins and Kelly when he applied the Central Blueprint to communities. Nathanson first referenced this definition in his article, *Crime and Nourishment: Sometimes the Tried and True Becomes the Tired and False*.
- **Point out that** most schools identify themselves as a “community.” According to Nathanson, if they do these three things, their “community” will become stronger and more defined.

- **Ask participants to** think about their students and how they interact in the hallways between classes.
 - They typically do not maximize positive affect.
 - They don't minimize negative affect. In fact, through teasing and bullying, they maximize negative affect.
 - It is a rare occasion when students are able to share their reactions to others' behaviors toward them when adults are not present.

- **Learn and deliver:**
 - Because of what we just said, the challenge for adults is to actively promote the fourth point (do as much of the three above as possible).
 - If students are not behaving in a way that builds community on their own, we have to provide them the opportunity to do it when they are with us.
 - Adults can provide opportunities for youth to respond to each other in positive ways – by learning about affect psychology, affective statements, affective questions, and circle processes.

1:40–2:00

Restorative Practices Continuum

Learning Objective:

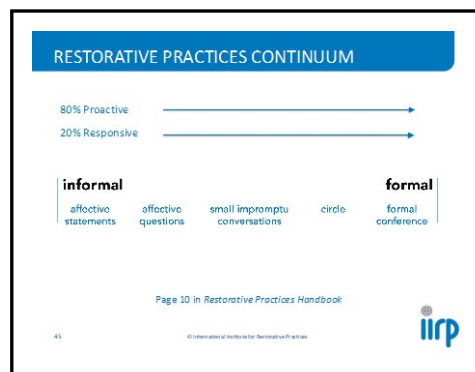
1. Identify the restorative practices continuum.

- **Read aloud:**
 - If we believe that it is best to do things **WITH** people, then whenever possible we should use fair process, and our responses to behavior should involve strengthening relationships and repairing harm. With this, the following restorative practices emerge.
 - We call this the Restorative Practices Continuum.

➤ **Explain:**

- Most people don't have the outlets, rituals, or processes to live out the Blueprint that we just discussed.
- Restorative practices allows for this to happen along the entire continuum of practices – both proactively and responsively.
- With the continuum, we will explore practical ways to maximize positive affect, minimize negative affect, minimize our inhibition of affect, and do as much of all three as possible.

Slide #45: Restorative Practices Continuum



Note to Trainer Do not spend a lot of time on this section. Give a brief overview, around 5-10 minutes. You will review the points on the continuum again in greater detail with the upcoming activities.

➤ **Tell the group that** as you move from the informal to the formal, responses involve:

- More people
- More planning
- More time
- Are more complete
- Add more structure

- As you move along the continuum from left to right, the range of practices is both proactive and responsive.
 - As you begin to incorporate restorative practices into your daily interactions, work toward **80% proactive and 20% responsive** experiences.
- **Explain the restorative practices continuum, providing an example of each practice listed.**
- **Affective Statements**
 - These are brief statements about the impact of another person’s behavior.
 - Usually done in the form of “I statements.”
 - Affective statements encourage people to clearly verbalize how they are feeling in relation to another person’s behavior.
 - Affective statements provide feedback, set boundaries, and teach empathy.
 - Affective statements can be proactive or responsive.
 - Affective statements can go beyond the “I statement” and do not just have to be in relation to another’s behavior. The goal of the continuum is to live out Tomkins’s Blueprint. An affective statement is any statement that maximizes positive affect or minimizes negative affect.
- **Distribute the Restorative Questions Cards.**
- **Affective Questions**
 - There are two categories of questions: those to ask someone when they create harm intentionally or unintentionally, and those to ask someone when they have been harmed.
 - When things go wrong and someone creates harm, the following questions are explored:
 1. What happened?
 2. What were you thinking at the time?
 3. Who was affected?
 4. How were they affected?
 5. What needs to happen to make things right?

- For situations when someone is hurt, ask questions such as:
 1. What did you think when you realized what happened?
 2. What impact has this incident had on you and others?
 3. What has been the hardest thing for you?
 4. What do you think needs to happen to make things right?
- **Explain that** the questions help people take responsibility and connect with how they are feeling.
- The questions address past, present, and future.
- **Make it clear that** people can use the questions to reinforce positive behaviors also (e.g., “catching people doing the right thing”).
 - When a student has been making positive changes, you may ask the questions to help them see how the positive changes are impacting themselves and others.
- **Tie the questions back to fair process:** This is a place to check for understanding about engagement, explanation, and expectation clarity.
 - **You may ask the group** how the questions can help achieve fair process when people in authority are making decisions.
 - Be clear when making this point that restorative questions won’t always achieve fair process, and in order for the questions to achieve fair process, all three parts (engagement, explanation, and expectation clarity) need to be present. Fair process is a management procedure that focuses on bringing change to an organization. While there are some connections to restorative questions, the two processes should not be conflated into one process.
 - An example of this is around discipline or changing behavior. If a student breaks a rule, the authority could give a punishment without any engagement, explanation, or expectation clarity. By using the restorative questions, the “authority” is engaging the student, explanation happens on both sides, and expectation clarity happens when both parties answer what needs to happen to make this right. This same example could apply to a manager and someone they supervise. Rather than: “You broke this rule, here is your sanction, and you can never do this again,” there is opportunity for discussion and support around what needs to happen so this same behavior isn’t repeated.

- **Ask the group** what question is missing. They will inevitably say “Why.”
 - Take some comments from the group about why we don’t ask Why.
 - Reinforce that asking Why always triggers defensive mechanisms, and that many times people (especially teenagers) will say “I don’t know” when asked Why.
 - **Explain that** affective questions are not limited to the questions on the card. Any questions that help elicit affect are affective questions.
 - **Explain that** affective statements and questions are the basis for a restorative conversation or dialogue.
- **Small Impromptu Conversations:** A few people talk about the incident, its impact, and what to do next.
- Small Impromptu Conversations take place when the opportunity arises.
 - These conversations can happen quickly and shouldn’t take too much time.
 - They may also be used proactively.
- **Circles:** Can be both proactive and responsive.
- **Explain again that** we want to stress using proactive circles 80% of the time when we conduct circles.
 - Circles help to build a community and get any group of people of any age connected.
 - **Let the group know that** this Curriculum goes deeper into the practice of circles in Session 2.
- **Formal Conference**
- There are two kinds of formal restorative conferences. Both of these applications come from the Maori People of New Zealand.
 - One is called the restorative conference and is usually held in response to a distinct incident of harm, misbehavior, or crime.
 - This process brings together the those harmed, those who created the harm, and their supporters.
 - Participants share how they have been affected and discuss how the harm might be repaired.
 - There is an IIRP Curriculum designed to address the use of Formal Conferences. During that experience, participants will go deeper into how to prepare and facilitate a restorative conference.

- The other type of formal conference empowers families to make important decisions or plans by engaging a wider circle of support.
 - This is called Family Group Decision Making or FGDM (sometimes Family Group Conference or FGC).
 - This process is used for care and protection plans regarding children and for other applications, such as truancy or ongoing school behavior issues.
 - A distinct feature of this process is “family alone time,” during which professionals leave the room and families create the plan to help the child.

➤ **Learn and deliver:**

- Next, we will begin to put the continuum into practice.
Point out the “Restorative Practices Continuum” on page 10 in *The Restorative Practices Handbook*.

2:00–2:15

Break

Tell participants how long the break is and when it ends.

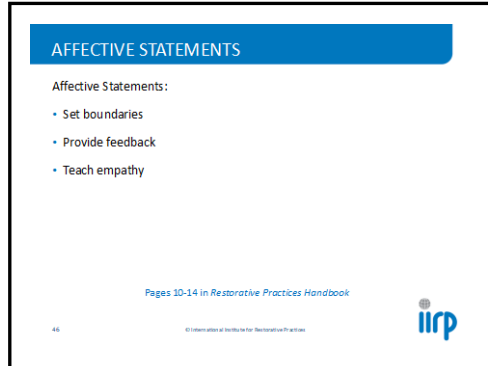
2:15–4:00 Activities

Restorative Practices Continuum Activities

Learning Objectives:

1. Practice affective statements.
2. Practice affective questions.
3. Define small impromptu conversations.

Slide #46: Affective Statements



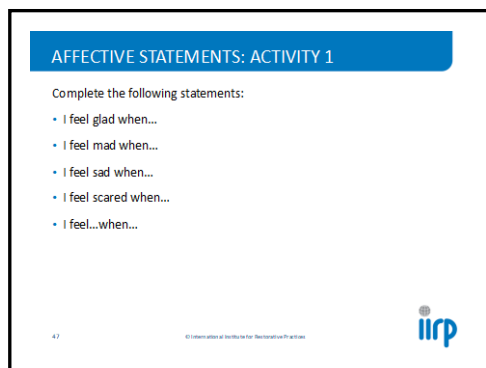
➤ Learn and deliver:

- Affective Statements
 - Set boundaries
 - Provide feedback
 - Teach empathy

- Acknowledge to the group that affective statements are harder than they look because we may not be used to always sharing our feelings.

Activity

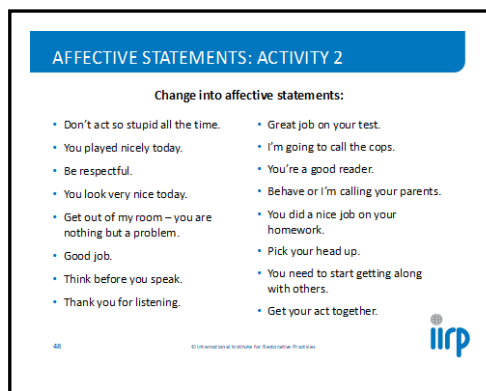
Slide #47: Affective Statements, Activity 1



- Have the participants pair up and practice affective statements by completing the following sentence stems.
 - I feel glad when...
 - I feel mad when...
 - I feel sad when...
 - I feel scared when...
 - I feel...when...
- After the pair-and-share, ask the group: “What struck you doing the activity?”
- **Explain to the group that** you are going to do another activity and begin to change the way we might typically say things within a day and to practice being intentional with our words.

Activity


Slide #48: Affective Statements, Activity 2



AFFECTIVE STATEMENTS: ACTIVITY 2

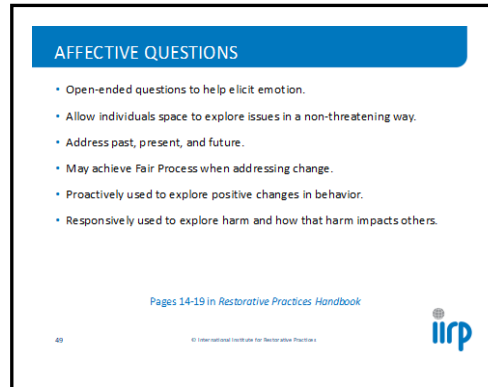
Change into affective statements:

- Don't act so stupid all the time.
- You played nicely today.
- Be respectful.
- You look very nice today.
- Get out of my room – you are nothing but a problem.
- Good job.
- Think before you speak.
- Thank you for listening.
- Great job on your test.
- I'm going to call the cops.
- You're a good reader.
- Behave or I'm calling your parents.
- You did a nice job on your homework.
- Pick your head up.
- You need to start getting along with others.
- Get your act together.

48 © International Institute for Restorative Practices 

- **Tell the group that** the statements you see on the slide are statements that kids say they hear all day long.
- In your same pairs, change these statements into affective statements.

Slide #49: Affective Questions



➤ Learn and deliver:

- Open-ended questions to help elicit emotion.
- Allow individuals space to explore issues in a non-threatening way.
- Address past, present, and future.
- May achieve fair process when addressing change.
- Proactively used to explore positive changes in behavior.
- Responsively used to explore harm and how that harm impacts others.

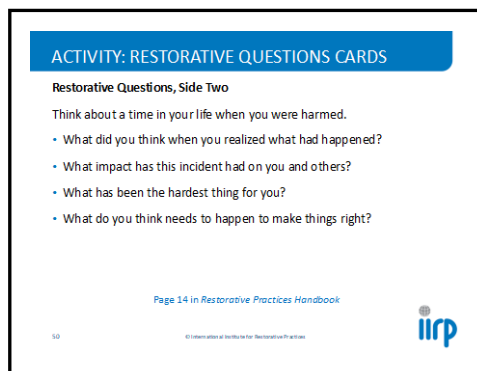
Restorative Practices Activities – Affective Questions

- Explain that in the next two activities, attendees will have the opportunity to practice affective questions using examples from their own lives.
- Have participants find new partners, preferably someone they have not partnered with before. Encourage them to choose someone they do not work with, if possible.
- After, process with the group what that experience was like for them.
“What struck you or resonated with you?”

Note to Trainer The activity is structured in this way because participants generally feel more comfortable sharing about a time they were harmed rather than a time they were creating harm.

Activity

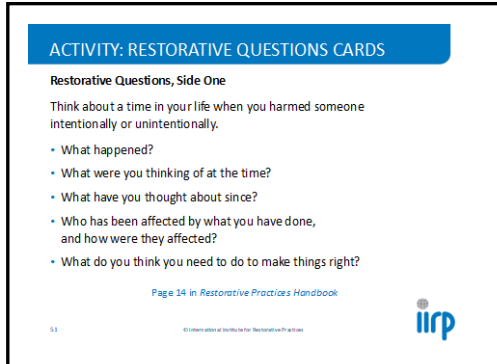
Slide #50: Restorative Questions, Side 2 Activity



- Think about a time in your life when you were harmed.
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?
- **Explain:** One person begins by telling their partner a short story of a time when they were affected by another person's actions or behavior.
- Then they are asked the Side Two questions (in order) by their partner.
- Each person takes a turn doing this story-telling and question-answering activity.

Activity

Slide #51: Restorative Questions, Side One Activity



ACTIVITY: RESTORATIVE QUESTIONS CARDS


Restorative Questions, Side One

Think about a time in your life when you harmed someone intentionally or unintentionally.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done, and how were they affected?
- What do you think you need to do to make things right?

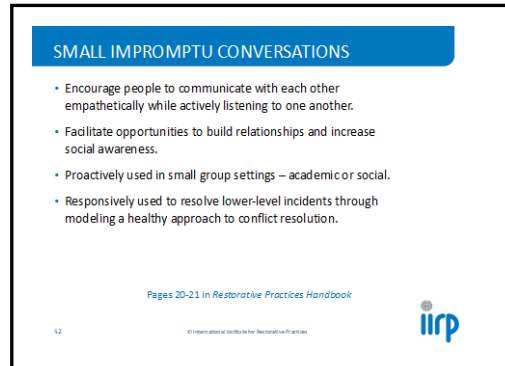
Page 14 in Restorative Practices Handbook

© International Institute for Restorative Practices



- Think about a time in your life when you harmed someone.
 - What happened?
 - What were you thinking of at the time?
 - What have you thought about since?
 - Who has been affected by what you have done and in what way?
 - What do you think you need to do to make things right?
- **Explain:** One person begins by telling their partner a short story of a time when they affected another person by their actions or behavior.
- Then they are asked the Side One questions (in order) by their partner.
- Each person takes a turn doing this story-telling and question-answer activity.
- End this activity once again by asking participants what they were struck by during the activity.

Slide #52: Small Impromptu Conversations



➤ Learn and deliver: Small Impromptu Conversations

- Encourage people to communicate with each other empathetically while actively listening to one another.
- Facilitate an opportunity to build relationships and increase social awareness.
- Proactively used in small group settings – academic or social.
- Responsively used to resolve lower-level incidents through modeling a healthy approach to conflict resolution.

➤ Learn and paraphrase:

- Any impromptu small group interactions fall into this category.
- The small group work that participants have been doing are all examples of small impromptu conversations.
- Participants have concentrated on a learning activity and most likely talked about other topics when the activity was complete. This demonstrates the building of community in smaller groups.

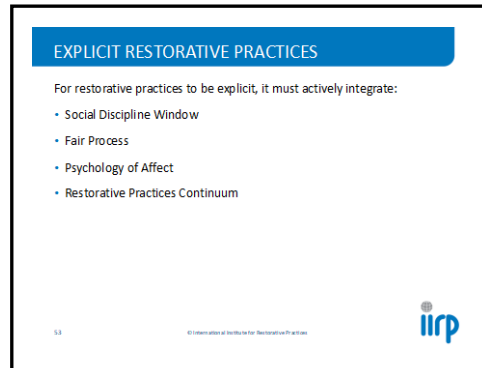
4:00-4:30

Final Consolidation and Closing Circle

Trainer Objective:

1. Reinforce the necessity and elements of explicit practice.

Slide #53: Explicit Restorative Practices



- **Point out that** these are the key elements needed if our restorative practice is to be explicit. The slide displays each element in a sequential way.
- **Read:** If Restorative Practices is something we explicitly do on a daily basis, it means you will be actively using these four things:
 - Social discipline window – Doing things **WITH** high control and high support
 - Fair process – Engagement, Explanation, and Expectation Clarity
 - Psychology of Affect – Giving people opportunities to maximize positive affect, minimize negative affect, express emotion, and do as much of these three as possible
 - Restorative Practices Continuum
- **Point out that** all four things are critical.
- **Ask** if there is anything that needs clarification.
 - It is important to allow participants time to think about this question.
- **Answer** any questions that should arise.
- **Learn and deliver:**
 - This morning we began by defining what “restorative” means and what it looks like in action. We then discussed the importance of fair process. We also explored how we can use the Restorative Practices Continuum to build community and repair harm.

- Finally, we discussed two theories.
 - Reintegrative Shame Theory emphasizes the importance of separating the deed from the doer.
 - Affect Theory looks at the role of shame in our lives and how good relationships are fostered when we encourage the free expression of emotion in positive ways.
- Leave the slide without further comments.
 - This allows participants to reflect upon the slide and their learning from today.
 - Allow time for silence, statements, or questions.
- **Summarize by saying:**
 - If you believe these four things and your daily practice is informed by them, you can't help but be restorative.
 - In fact, you will probably come up with things we haven't thought of.
- Ask everyone to stand in a circle again and conduct a closing go around.
 - Here are two suggestions:
 - "Share one word that would describe your experience today"
 - OR**
 - Complete this sentence with one word in each blank:
"This morning I came in _____ and now I am leaving _____."
- Ask for a volunteer to start and go around the circle.
- After the go around is complete, thank attendees for their participation.

Slide #54: References



Have this slide showing at the end as participants are wrapping up.

References

Braithwaite, J. (1989). *Crime, shame and reintegration*. Cambridge University Press.

Costello, B., Wachtel, B., & Wachtel, T. (2019). *The restorative practices handbook for teachers, disciplinarians and administrators* (2nd ed). International Institute for Restorative Practices.

George, G. (2016). *Teaching with mind and heart: Affect in the restorative school*. Retrieved from http://www.rpforschools.net/MindandHeart_2016online.pdf

Kelly, V. C. (2012). *The art of intimacy and the hidden challenge of shame*. Maine Authors Publishing.

Kim, W. C., & Mauborgne, R. (2003, January). Fair process: Managing in the knowledge economy. *Harvard Business Review*, 81(1), 127-136.

Nathanson, D. L. (1995). Crime and nourishment: Sometimes the tried and true becomes the tired and false. *Bulletin of the Tomkins Institute*, 2, 25-30.

Nathanson, D. L. (1992). *Shame and pride: Affect, sex, and the birth of the self*.
W. W. Norton.

Thorsborne, M., & Kelly, V. C. (Eds.) (2013). *The psychology of emotion in restorative
practice: How affect script psychology explains how and why restorative practice
works*. Jessica Kingsley.

Tomkins, S. S. (1962). *Affect imagery consciousness: Vol. I. The positive affects*. Springer.

Tomkins, S. S. (1963). *Affect imagery consciousness: Vol. II. The negative affects*. Springer.

After 4:30

Immediately after the Session – If you are delivering Session 2 the next day

- Review the evaluations, sticky notes, or index cards to be able to respond to feedback (example of fair process) at the beginning of Session 2.
 - Cluster the related points.
 - Give participants as many affirmative responses as possible.
 - Respond with the negatives first, and end with the positives.
 - Be brief and upbeat; use appropriate humor. Avoid defensiveness.



Curriculum

Fundamentals of Restorative Practices Session 2

www.iirp.edu

Revised December 21, 2021

Revised 12/21/2021



Fundamentals of Restorative Practices: Session 2 Agenda

8:30 a.m. – 4:30 p.m.

Opening and Introductions

Introduction of Topic

Social Discipline Window / Restorative Practices Continuum

Video: Facilitating Circles

– Break –

Circle Applications

Circle Situations

– Lunch –

Energizer

Rituals

Circle Situations

– Break –

Serious Situation Circles

Staff Circles

Restorative Problem Solving Demonstrated as a Fishbowl

Final Questions and Answers

Closing Circle

Session 2 Curriculum

Before 8:00 a.m.

Preparation for Registration and Event

Trainer Objectives:

1. Decide use of classroom space.
2. Put materials and equipment in place.
3. Minimize distractions.

Registration Checklist:

- ✓ Name Tags with Markers or Pens
- ✓ Registrant List (if applicable)
- ✓ Participant Agenda, Handouts, and Evaluation
- ✓ It is recommended but not required that each participant receive a copy of the book, *Restorative Circles in Schools*. If each participant does not have a copy of the book, be sure to distribute the relevant excerpts.
- ✓ Trash can at registration table to discard backing from name tags

Checklist:

- ✓ Laptop computer with speakers and necessary cables; Adobe Reader installed
- ✓ Digital projector
- ✓ Copy of Curriculum
- ✓ Flipchart with markers or whiteboard
- ✓ Copy of Restorative Circles in Schools for reference
- ✓ Check locations of light switches, bathrooms, phones, water fountains, and temperature controls
- ✓ Have room set up in a circle with enough chairs for the number of people expected

Preparation for Event:

- ✓ Review the Curriculum and slides; be sure you are familiar with the content.
- ✓ Preview any videos you plan to show and be prepared to answer questions about the content.
- ✓ Read the book that corresponds with the training:

Costello, B., Wachtel, J., & Wachtel, T. (2019). *Restorative circles in schools: Building community and enhancing learning* (2nd ed). International Institute for Restorative Practices.

- ✓ **Review the reference list on the final page of this Curriculum.**
This will help you to gain command of the material. The Curriculum alone will not give you enough information. The IIRP strongly suggests further exploration of restorative practices to ensure confidence in the subject matter.
- ✓ Include any other references that you plan to use in conjunction with this Curriculum. For example, if you are using PBIS in your setting, have references available for participants.

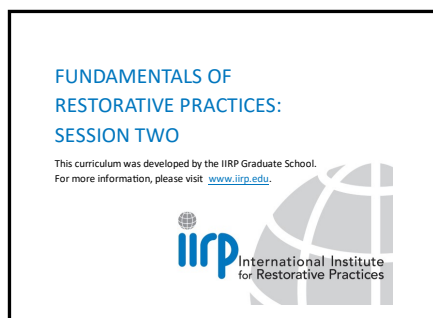
8:00–8:30 a.m.

Registration and Coffee

- Have participants sign in and take new name tags.

Slide #55: Event Title Slide

- Display while people enter the room, until event begins.



8:30–9:00 a.m.

Opening and Introductions

Trainer Objectives:

1. Continue to build connections with participants.
2. Assess the needs of the group.
3. Demonstrate use of a go around.
4. Introduce learning outcomes.

- Welcome participants and thank them for coming.
- Explain the format for Introductions.

Note to Trainer If doing this event on the day after Session 2 of the Curriculum, let the group know that the opening go around may take a bit longer. In this case, the go around will be:

Do you have any questions left from yesterday’s event, and what are you hoping to gain from today?

Let the group know you will not answer the questions now but will work them into the day. (Trainer should place the questions into the “parking lot.”)

OR

What did you talk about when you left here yesterday?

- Use the following as a go around if Session 1 of the Curriculum was not conducted the previous day:
 - What is your name, where do you work, and what is one thing you would like to get from this event?
- OR**
 - What is your experience with restorative practices and circles?
- Trainer demonstrates by going first, introducing themselves and following the format.
- BE BRIEF and DO NOT add information at this point. Participants will follow your lead.
- Ask the person to your left or right to go next and continue around the circle.

- After the go around, process the circle.
 - Ask the group what they think the purpose of the circle was.
 - What does the trainer gain from spending this much time on a circle?
 - What does the group gain from the circle?

Note to Trainer After each circle you do with the group during this training session, spend a few moments to debrief “Why.” This will reinforce for participants that there is a reason and purpose behind every circle they do.

- Next, the trainer briefly introduces themselves and describes their initial involvement with their work with restorative practices. This is an opportunity for the trainer(s) to connect with the group.
- If you delivered Session 1 of the Curriculum the previous day, take this time to demonstrate Fair Process. (Trainer should have read the evaluation forms/index cards/sticky notes from the day before and collected the feedback.)
 - The evaluation forms/index cards/sticky notes are part of engagement.
 - Explain what changes can be made and what cannot be changed, then use expectation clarity to frame the remainder of the event.
- Discuss agreements, norms, expectations, and housekeeping issues.
- Discuss with the group their expectations for the day.
 - This can be done by highlighting a few of the earlier examples when people shared why they came and/or by asking a few others to share what they want to get out of attending.
 - Record on the flipchart (or other medium) a few specific expectations you have for the day, including attendance, timeliness, use of electronic devices, note taking, etc.
 - Set up a "parking lot" for questions that can be postponed for later discussion.
 - Point out the locations of restrooms.

- Discuss lunch plans, whether on-site or off-site, and share that there is a scheduled break in the morning and another break in the afternoon.
- If this training is being delivered online or has shorter time frames, be clear about expectations and the learner experience.
- Explain that the materials and concepts you will explore today are in the book/book excerpts, and you will let the group know the page numbers as we go along.

➤ **While the title slide is still displayed, discuss the following:**

- The Curriculum we are using today was developed by The IIRP Graduate School. It is the world's first higher education institution wholly dedicated to restorative practices – the science of relationships and community.
- The IIRP provides education, consulting, and research that explores fundamental questions about human relationships and applies those insights to the world's most pressing social challenges. For more information, go to www.iirp.edu.

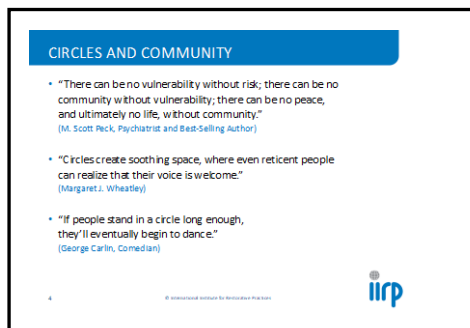
9:00–9:15

Introduction of Topic

Learning Objectives:

1. Participants will explore the importance of community in their work.
2. Participants will identify the purpose of the circle process.

Slide #56: Circles and Community – Quotes 1

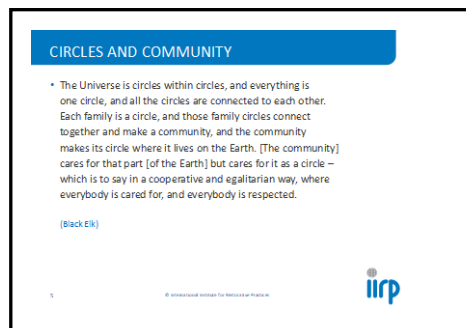


The slide features a blue header with the text "CIRCLES AND COMMUNITY". Below the header, there are three bullet points, each followed by a quote and its source in parentheses. The quotes are: "There can be no vulnerability without risk; there can be no community without vulnerability; there can be no peace, and ultimately no life, without community." (M. Scott Peck, Psychiatrist and Best-Selling Author); "Circles create soothing space, where even reticent people can realize that their voice is welcome." (Margaret J. Wheatley); and "If people stand in a circle long enough, they'll eventually begin to dance." (George Carlin, Comedian). At the bottom of the slide, there is a small "4" on the left, a copyright notice "© International Institute for Restorative Practices" in the center, and the IIRP logo on the right.

➤ **Ask the group to read the statements on the screen.**

- “There can be no vulnerability without risk; there can be no community without vulnerability; there can be no peace, and ultimately no life, without community.”
– M. Scott Peck
- “Circles create soothing space, where even reticent people can realize that their voice is welcome.”
– Magaret J. Wheatley
- “If people stand in a circle long enough, they'll eventually begin to dance.”
– George Carlin

Slide #57: Circles and Community – Quotes 2



➤ **Ask the group** to read the statement on the screen.

- "The Universe is circles within circles, and everything is one circle, and all the circles are connected to each other. Each family is a circle, and those family circles connect together and make a community, and the community makes its circle where it lives on the Earth. [The community] cares for that part [of the Earth] but cares for it as a circle – which is to say in a cooperative and egalitarian way, where everybody is cared for, and everybody is respected."
– Black Elk
- **Ask** which statement most appeals to them. If you are working with a large group, ask the group to share with a partner and then share out with the larger group.

- Allow participants to respond without much comment from facilitators. There are no "right" answers.
- Relate to one of the statements you heard, being personal and human to set a warm tone. Do not dominate the conversation.
- **Learn and deliver:**
 - We believe that people may be disconnected from their families and communities.
 - In the last several decades, we have become increasingly mobile and have stopped living in homogeneous communities.
 - One hundred years ago, it was very rare for people to leave the community where they were born. Now it is the norm.
 - Many of you can remember growing up in neighborhoods where it was accepted – and even encouraged – for ANY adult to "parent" the children in the neighborhood.
 - This has all changed, resulting in an unprecedented loss of social capital.
 - We are more disconnected than we have ever been.
 - Living, working, and being in community means something different today. What changes have you seen over time?
 - Knowing people casually and being in community with people is different. You may want to refer back to Tomkins's blueprint and definition of community.
- **End by pointing out:**
 - Circles are not new. Early humans sat in circles around fire. There are traditions of circles all over the world with Indigenous communities. Talking circles were most commonly used by the Indigenous communities in North America (Pranis, 2005).
 - Circles in our context are about connections, building community, and allowing space for all to be heard.
 - We believe it is connectedness that makes schools better places to learn. Circles give us the opportunity to build connections between students.
 - They can be used to help students get to know one another, to respond to problem behavior, and to deliver course content.

9:15–9:45

Social Discipline Window / RP Continuum*Learning Objectives:*

1. Participants will discuss the Social Discipline Window.
2. Participants will discuss the Restorative Practices Continuum.

- As you review this section, be creative with the content. Teach it in a different way than you did the first time.

Note to Trainer If you have just completed Session 1 of the Curriculum the day before, keep this section moving.

This series of activities reminds us that we need to be purposeful and intentional in our practice.

- Some suggestions for reviewing the Social Discipline Window and Restorative Practices Continuum:
- **Social Discipline Window: Activity 1**
 - Break the 4 corners of the room into the quadrants of the Social Discipline Window and give the group prompts for discussion.
 - Ask participants to think of a time someone **treated them** in either the **TO, FOR, or NOT** box. Have them go to that corner and talk about the experience.
 - Ask participants to think of a time they **treated someone** either from the **TO, FOR, or NOT** box. Have them go to that corner and talk about the experience.

- **Social Discipline Window: Activity 2**

- Ask the following questions and have participants move from box to box, demonstrating that the Social Discipline Window is permeable, that we are not always in fixed positions and external/internal factors may impact how we respond.
 - Where do you go when feeling stress?
 - Where do you go when you are feeling sympathy?
 - Where do you go when you are not feeling heard?
 - Where do you go when you are about to leave for vacation?
 - Where do you go when you are back from vacation?

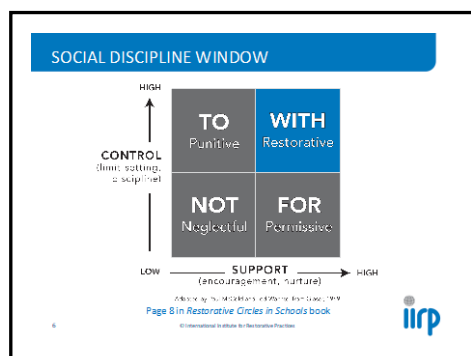
- **Restorative Practices Continuum: Activity 1**

- Ask participants to connect with people they work with and practice how they might explain the continuum to their colleagues when they go back to work.

- **Restorative Practices Continuum: Activity 2**

- Divide the participants into 5 groups.
- Assign a point on the continuum to each group. Ask them to talk about how they might incorporate that part of the continuum in their setting.

Slide #58: Full Social Discipline Window



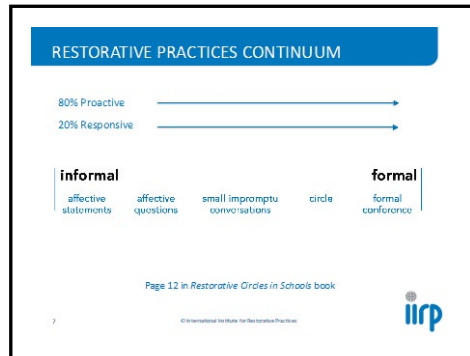
➤ **Learn and deliver:**

- If we placed control and support on two axes, each measured from low to high, we would have four basic options.
- High on control but low on support – we call "punitive" or "doing things **TO** people."
- High on support but low on control – we call "permissive" or "doing things **FOR** people."
- Low on both control and support – we call "neglectful" or "**NOT** doing anything."
- Another option: high on both control and support – we call that being "restorative" or "doing things **WITH** people." The people you respect most are probably in this box.

➤ **Point out:**

- This is not a new idea.
- The people you respect, good teachers, mentors, coaches, and counselors have always treated people like this. But this simple framework is meant to give us a way to describe what we know works; it also gives us a way to teach other people to do it.
- We are not all restorative all of the time.
- The Social Discipline Window can be used as a reflection tool to help us be more purposeful with our actions.
- Because we are not always restorative, the Social Discipline Window helps us remember to be restorative every day with intention.
- This DOES NOT mean a decrease in the amount of control.

Slide #59: Restorative Practices Continuum



- **State:** The Social Discipline Window is the cornerstone of everything we do.
- **Learn and deliver:**
 - If we believe that it is best to do things **WITH** people, then whenever possible we should use fair process, and our responses to behavior should involve strengthening relationships and repairing harm. Then the following restorative practices emerge. We call this the Restorative Practices Continuum.
- **Explain:**
 - People don't have the outlet, rituals, or process to live Tomkins's Central Blueprint. Restorative practices allows for that to happen along the entire continuum of practices, both proactively and responsively.
 - The continuum we will explore demonstrates maximizing positive affect, minimizing negative affect, minimizing our inhibition of affect, and doing as much of all three as possible.
- Within the **WITH** box:
 - There is a range of responses, which we've organized from informal to formal. These practices are both proactive and responsive and should be used to build community.
- **Explain:** Today we will focus on circles but will also incorporate affective statements and questions as we go along.

- **Tell the group that** as you move from the informal to the formal, responses involve:
 - More people
 - More planning
 - More time
 - More structure
 - Are more complete

- As you move along the continuum from left to right, the range of practices are both proactive and responsive.
 - As you incorporate restorative practices into your daily interactions, work toward 80% proactive and 20% responsive experiences.

- **Explain** the Restorative Practices Continuum, providing an example of each practice listed.

- **Affective Statements**
 - These are brief statements about the impact of another person's behavior.
 - Usually done in the form of "I statements."
 - Affective statements encourage people to clearly verbalize how they are feeling in relation to another person's behavior.
 - Affective statements provide feedback, set boundaries, and teach empathy.
 - Affective statements can be proactive or responsive.
 - Affective statements can go beyond the "I statement" and do not just have to relate to another's behavior. The goal of the continuum is to live out Tomkins's blueprint. An affective statement is any statement that maximizes positive affect or minimizes negative affect.

- **Distribute the Restorative Questions Cards**

➤ **Affective Questions**

- There are two categories of affective questions: those to ask someone when they create harm intentionally or unintentionally, and those to ask someone when they have been harmed.
- When things go wrong and someone creates harm, the following questions are explored:
 1. What happened?
 2. What were you thinking at the time?
 3. Who was affected?
 4. How were they affected?
 5. What needs to happen to make things right?
- For situations when someone is hurt, ask questions such as:
 1. What did you think when you realized what had happened?
 2. What impact has this incident had on you and others?
 3. What has been the hardest thing for you?
 4. What do you think needs to happen to make things right?

➤ **Explain that** the questions help people take responsibility and connect with how they are feeling.

➤ The questions address past, present, and future.

➤ **Make it clear that** people can use the questions to reinforce positive behaviors also (e.g., “catching people doing the right thing”).

- When a student has been making positive changes, you may ask the questions to help them see how the positive changes are impacting themselves and others.

➤ **You may ask the group** how the questions can help achieve fair process when people in authority are making decisions.

- **Be clear when making this point that** restorative questions won't always achieve Fair Process, and in order for the questions to achieve Fair Process, all three parts (engagement, explanation, and expectation clarity) need to be present. Fair Process is a management procedure that focuses on bringing change to an organization. While there are some connections to restorative questions, the two processes should not be conflated into one process.

- **An example of this** is around discipline or changing behavior. If a student breaks a rule, the authority could give a punishment without any engagement, explanation, or expectation clarity. By using the restorative questions, the authority is engaging the student, explanation happens on both sides, and expectation clarity happens when both parties answer what needs to happen to make this right. This same example could apply to a manager and someone they supervise. Rather than: "You broke this rule, here is your sanction, and you can never do this again," there is opportunity for discussion and support around what needs to happen so this same behavior isn't repeated.
- **Ask the group** what question is missing. They will inevitably say "Why."
 - Take some comments from the group about why we don't ask Why.
 - Reinforce that asking Why always triggers defensive mechanisms, and that many times people (especially teenagers) will say "I don't know" when asked Why.
- **Explain that** affective questions are not limited to the questions on the card. Any questions that help elicit affect are affective questions.
- **Explain that** affective statements and questions are the basis for a restorative conversation or dialogue.
- **Small Impromptu Conversations:** A few people talk about the incident, its impact, and what to do next.
 - Small Impromptu Conversations take place when the opportunity arises.
 - These conversations can happen quickly and shouldn't take too much time.
 - They may also be used proactively.
 - Any impromptu small group interaction falls into the category. In fact, the small group work participants did in Session 1 includes examples of small impromptu conversations.
 - Participants have concentrated on a learning activity and most likely shared personal information after the activity was completed.

- **Circles:** Can be used both proactively and responsively.
 - **Explain again that** we want to stress using proactive circles 80% of the time when we conduct circles.
 - Circles help to build a community and get any group of people of any age connected.
 - **Let the group know that** today we will focus on the circle process.

- **Formal Conference**
 - There are two kinds of formal restorative conferences.
 - One is called the restorative conference and is usually held in response to a distinct incident of harm, misbehavior, or crime.
 - This process brings together the those harmed, those who created the harm, and their supporters.
 - Participants share how they have been affected and discuss how the harm might be repaired.
 - There is an IIRP Curriculum designed to address the use of Formal Conferences and during that experience participants will go deeper into how to prepare and facilitate a restorative conference.
 - The other type of formal conference empowers families to make important decisions or plans by engaging a wider circle of support.
 - This is called Family Group Decision Making or FGDM (sometimes Family Group Conference or FGC).
 - This process is used for care and protection plans regarding children and for other applications, such as truancy or ongoing school behavior issues.
 - A distinct feature of this process is "family alone time," during which professionals leave the room and families create the plan to help the child.

➤ **Explain the video (This video is optional):**

- This is a short video clip of a principal discussing a bullying situation between two students.
- The principal talks about using the Questions to work through the incident. He also pulls the two students together to process the event.
- The video demonstrates affective statements, affective questions, and an impromptu conversation. It reinforces the use of the continuum as you move from the informal to the more formal.

Note to Trainer This video is optional. If you choose to show it, you may want to introduce the idea of “Stealing Conflict” as described by Criminologist Nils Christie in his article *Conflict as Property*.

 **Video (8 minutes): [A Story about Restorative Practices in School](#) – produced by Donegal Mediation Network (optional)**

9:45–10:30

Facilitating Circles Videos

Learning Objectives:

1. Participants will identify the purpose of the circle process.
2. Participants will learn the necessary skills to prepare and facilitate restorative circles.


➤ **Ask participants** to refer to "Critical Issues in Using Circles" on page 125 in *Restorative Circles in Schools*.

- **Review the list and point out that** these are some of the issues that will be evident in the clips they are about to see.
 - Circles can be related to course content or interpersonal relationships.
 - Circles help people take responsibility.
 - Circles allow quiet voices to be heard.
 - Circles allow leaders to emerge.
 - Some people will say, "I don't know" or, "Can I pass?"
 - Make sure you have responses ready for these questions.
 - The shape of the circle is important.
 - Clear directions increase the likelihood of success.
 - Leaders should model appropriate participation.
 - Circles can help people explore issues on a deeper level.
 - Circles allow people to learn about each other and build relationships.
 - Circles encourage problem solving.


- **Explain that** after each video clip, you will stop and ask which issues they thought were apparent.

Tip As the clips are being shown, the trainer may want to chart the questions that are being asked in the clip. When the participants share with their partner, they should think about what questions could be asked next. This will give participants several examples of circle questions to be employed when they begin using circles.


- **Video Clips that Demonstrate Circles**
 - After each video clip, ask the group what issues they noticed. Participants may notice some that were on the list, or they may notice different issues. Show 2-3 videos before moving on.
 - Allow for discussion of different viewpoints.
 - Some possible issues are listed below, after each clip title.
 - If participants do not mention issues, you might mention these.
 - After each clip, participants should find a new partner.

 **Video Clip #1 (1:38) – [Check-In Circle](#)**


- Oak Hill Middle School, Sabattus, Maine
- Possible issues:
 - Clear directions increase success
 - Leaders model participation
 - Circles can help people explore issues on a deeper level
 - Circles allow people to learn about each other and build relationships

 **Video Clip #2 (2:50) – [Course Content Circle](#)**


- National Academy Foundation School, Baltimore, Maryland
- Possible issues:
 - Shape of the circle
 - Leaders model participation
 - Allow leaders to emerge
 - Course content
 - Explore issues at a deeper level

 **Video Clip #3 (2:07) – [Definition of Success](#)**

- National Academy Foundation School, Baltimore, Maryland
- Possible issues:
 - Clear directions increase success
 - Leaders model participation
 - Help people take responsibility
 - Allow quiet voices to be heard

 **Video Clip #4 (3:22) – [Feedback Circle](#)**

- Freedom High School, Bethlehem, Pennsylvania
- Possible issues:
 - Leaders model participation
 - Circles can be related to course content or interpersonal

 **Video Clip #5 (1:07) – [Get-to-Know-You Circle](#)**

- Freedom High School, Bethlehem, Pennsylvania
- Possible issues:
 - Leaders model participation
 - Circles can be related to course content or interpersonal relationships
 - Circles allow people to learn about each other and build relationships

10:30–10:45

Break

Tell participants how long the break is and when it ends.

10:45–10:50

Circle Demonstration

Learning Objective:

1. Participants will learn the necessary skills to prepare and facilitate restorative circles.

- **Explain that** we are going to do a go around and will use a "talking piece" for this circle.
 - A talking piece is anything that can be safely passed around the circle.
 - Whoever has the talking piece in their hand is the only one who is allowed to speak. It is then passed around the circle during the go around.
 - It's a way to reinforce the fact that one person talks at a time and they should have the group's attention.
 - A talking piece can also help give fidgety kids something tactile to do while speaking.
 - While this object can be something mundane, like an eraser or a box of pencils, you may want to pick something more symbolic to the group.
 - For instance, we will use an IIRP globe ball as our talking piece for this circle.
 - We chose a globe because our mission is to spread these practices worldwide.
 - You could choose something equally symbolic for your class or school – or better yet, let the students decide as a class.

Activity

- Do a go around with the group.
 - If the group is large, have them stand in the circle; a small group can sit in chairs, if you prefer. Have participants share something fun and personal but low-risk, such as: "What is your favorite place to go on vacation?" or "What is a vacation you would like to take?" or "What is your favorite book or story?"
 - The question should be something (nearly) anyone, anywhere on the planet could answer.
 - Whatever question you decide, be sure that it can be answered in one or two words.
 - Ask for short answers so you can keep the activity moving.

- After the circle, process the experience.
 - Ask:
 - Why would you do a circle like that?
 - What is the benefit for the facilitator and participants?
 - Also note the time difference from the circle in the beginning of the day (opening go around).
 - Participants will usually say many of the things from the next slide.
 - Allow for some discussion but keep the activity moving.

10:15–11:30

Circle Applications

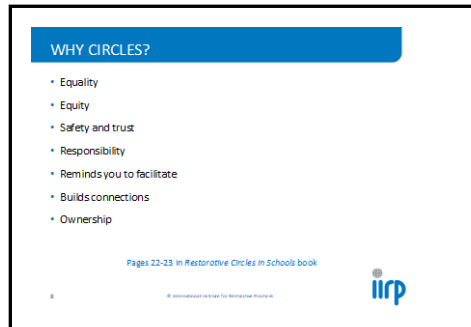
Learning Objectives:

1. Participants will identify the purpose of the circle process.
2. Participants will identify how circles can be used in their setting.
3. Participants will learn the necessary skills to prepare and facilitate restorative circles.

- Ask participants the following questions to create some context for their own experience with circles. This can be done as a large group or a pair and share.
 - What is your experience with circles?
 - Tell about a time in your life when you have been in circles.
 - What do you see as the benefits of circles?
 - What fears do you have?
 - What would an effective circle look like?

Note to Trainer Reiterate the critical nature of proactive/community-building restorative practices. Be sure participants leave the training understanding that restorative practices isn't just what to do when things go wrong.

Slide #60: Why Circles?



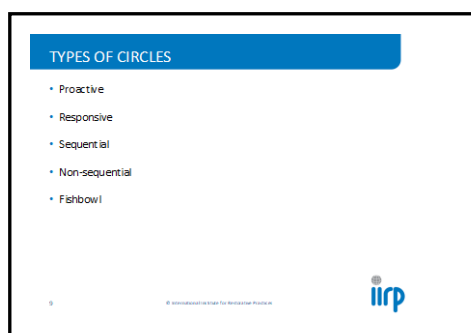
➤ Point out:

- Equality – everyone literally has equal seating.
- Equity – everyone has the same opportunity for speaking and having their voice heard.
- Safety and trust – you can see everyone else in the circle.
- Responsibility – everyone plays a role.
- Reminds you to facilitate – rather than lecture.
- Builds connections – everyone hears everyone else’s response.
- Ownership – shared sense of ownership felt by all participants.

➤ Explain: We need to do circles deliberately and thoughtfully with certain goals in mind.

- Use the two go arounds from today as examples.
(The opening go around and the circle demonstration after the break.)

Slide #61: Types of Circles

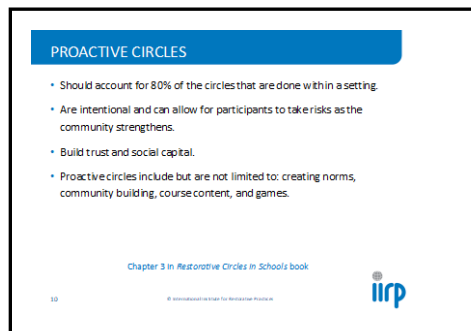


Note to Trainer Do not spend a lot of time on this slide.
Each circle type will be expanded upon in subsequent slides.

➤ **Point out:**

- There are a few types of circles you can use.
 - Proactive
 - Responsive
 - Sequential – are the easiest and most controlled to run
 - Non-sequential – allow more freedom
 - Fishbowl – a different way of doing either one of those

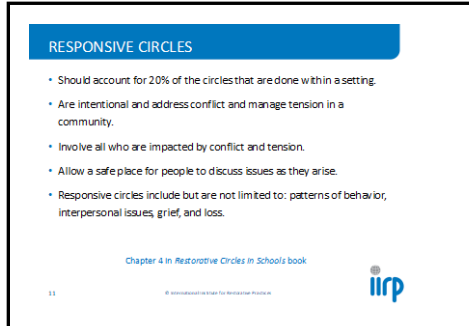
Slide #62: Proactive Circles



➤ **Learn and deliver: Proactive Circles**

- Should account for 80% of the circles that are done within a setting.
- Are intentional and can allow for participants to take risks as the community strengthens.
- Build trust and social capital.
- Proactive circles include – but are not limited to – creating norms, community building, course content, and games.


Slide #63: Responsive Circles



RESPONSIVE CIRCLES

- Should account for 20% of the circles that are done within a setting.
- Are intentional and address conflict and manage tension in a community.
- Involve all who are impacted by conflict and tension.
- Allow a safe place for people to discuss issues as they arise.
- Responsive circles include but are not limited to: patterns of behavior, interpersonal issues, grief, and loss.

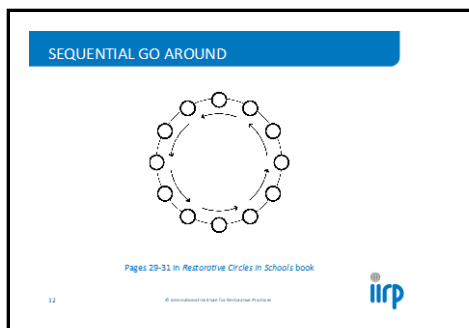
Chapter 4 in *Restorative Circles in Schools* book

11 

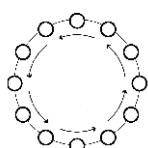
➤ Learn and deliver: Responsive Circles

- Should account for 20% of the circles that are done within a setting.
- Are intentional and address conflict and manage tension in a community.
- Involve all who are impacted by conflict and tension.
- Allow a safe place for people to discuss issues as they arise.
- Responsive circles include – but are not limited to – patterns of behavior, interpersonal issues, grief, and loss.


Slide #64: Sequential Go Around



SEQUENTIAL GO AROUND



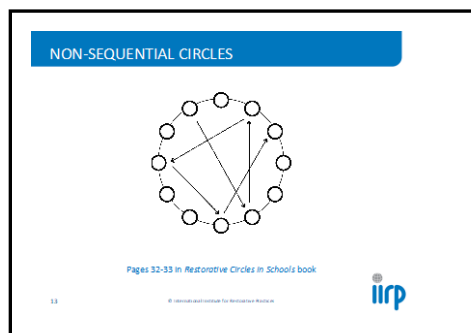
Pages 29-31 in *Restorative Circles in Schools* book

12 

➤ **Learn and deliver:**

- In a sequential go around, there are typically specific questions that are answered, in order, around the circle.
- Participation is expected, although not always required.
- A “talking piece” can be used to help provide additional structure.

Slide #65: Non-Sequential Circles

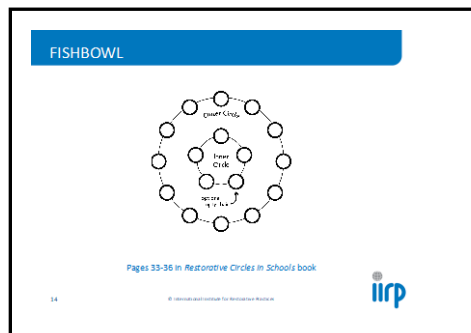


➤ **Learn and deliver:**

- Non-sequential circles can feel less controlled but have benefits in certain situations.
- Non-sequential circles can be:
 - Structured
 - Loosely structured
 - Unstructured
- There is no particular order for people speaking.
- Expectations for participation are more relaxed.
- A loosely structured circle would involve a more general question like:
 - “Does anyone want to share their reaction to the activity we just did?”
 - or: “Who needs help today to finish their project?”

- An unstructured circle will typically be more like a “group.”
 - They tend to be activities that allow participants to self-identify the topics they would like to discuss, although the facilitator may set parameters at the outset.
 - These circles require the facilitator to be highly aware of the “feel” of the discussion, so they can intervene when appropriate.

Slide #66: Fishbowl

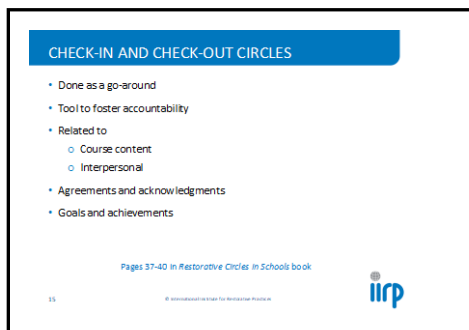


➤ Learn and deliver:

- Fishbowls are an effective way to use circles with a larger number of participants.
- The fishbowl allows certain participants – in the inner circle – to be active participants, while those in the outer circle act as observers.
- It can be structured entirely for the observers’ benefit, so that they can watch a specific process or interaction.
- It can also be used for the participants’ benefit by allowing the observers to share their feedback at the end of the activity.
- The fishbowl can be designed to benefit both the observers and the participants.

- A modification of the fishbowl is to include an empty chair in the inner circle.
 - Those in the outer circle are invited to leave their seat and sit in the empty chair to briefly participate in the discussion.
 - After they say what they want, they return to their original seat, leaving the empty chair available for anyone else who wishes to participate.
 - The empty chair is a helpful tool in fishbowls because even if members of the outer circle do not use the empty chair, they know they could – which helps them pay more attention to the activity.
 - This may be hard for some to visualize. We will be doing a fishbowl exercise later in the day.
- Circles are not “special events.”
- They are a way of doing business, of accomplishing the things we need to get done in the classroom – whether that’s getting to know one another, discussing an academic topic, or addressing behavior.
- Like lecture, video, and small group discussions, circles are just another possible delivery mode for teachers.


Slide #67: Check-In and Check-Out Circles



CHECK-IN AND CHECK-OUT CIRCLES

- Done as a go-around
- Tool to foster accountability
- Related to
 - Course content
 - Interpersonal
- Agreements and acknowledgments
- Goals and achievements

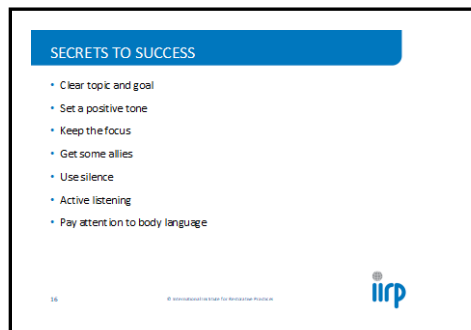
Pages 37-40 in Restorative Circles in Schools book



➤ **Learn and deliver:**

- Check-in and check-out circles are very common circle applications.
- These are sequential go arounds that are conducted at the beginning and end of some period of time.
- This can be the beginning and end of a class, a day, a week, or any other logical time unit.
- They can be about the course content or about interpersonal relationships.
- They help build accountability on the part of participants.
- They are frequently about agreements that everyone makes regarding their behavior, goals, or achievements.
- These are powerful rituals that help students actively think about themselves and those around them.

Slide #68: Secrets to Success

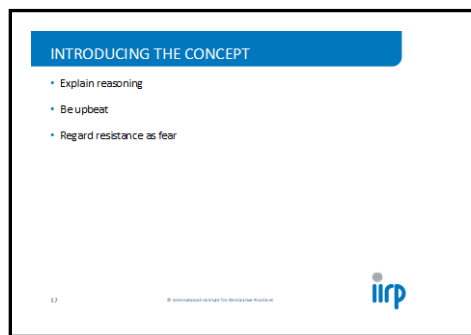


➤ **Learn and deliver:**

- As you begin using circles, it will be helpful to keep several things in mind.
 - The clearer the topic and goal of the circle, the better participants will be able to respond appropriately.
 - As a facilitator, you should set a tone that circles are worthwhile and fun.
 - When participants stray from the topic, you should gently refocus them by repeating the topic or question at hand.

- When first starting to conduct circles, it may be helpful to pull a few participants aside beforehand to get their support and commitment to participate appropriately (if this is a concern of yours).
- Enlisting support prior to any challenging circle is always an option.

Slide #69: Introducing the Concept



➤ Learn and deliver:

- Make sure that participants understand why you are doing circles. Remember that this will be new and uncomfortable for them. Understanding your rationale will help put them at ease.
- Be upbeat and positive about the circle and remember that any resistance you encounter is probably from participants' fear and discomfort rather than a desire to be defiant.

11:30–12:15

Circle Lesson Planning

Learning Objectives:

1. Participants will identify situations to use circles in a particular setting.
2. Participants will design a circle lesson plan that applies to a particular setting.
3. Participants will learn the necessary skills to prepare and facilitate restorative circles.

➤ Explain:

- The next activities will help you to brainstorm several situations you can use circles for, as well as develop specific questions you can ask in each situation.
- In this activity we will start in a large group, then move to small groups.

➤ With the large group, brainstorm everyday situations in which circles can be used.

Tip The trainer should use a flipchart to record the scenarios.

Note to Trainer This brainstorming is a **large group activity** and is key, as this exercise will set up the development of circle situations.

➤ Reinforce the importance of proactive 80% and responsive 20%.

- Emphasize this in the example.
- This will help participants realize that anything they do in their settings can be done in a circle format.

➤ Encourage participants to record the list or snap a picture so they can take these lists back to their workplaces.

➤ **They will use this list to choose situations for their small group work.**

➤ **Sample Chart:**

Students	Staff	Community/Parents
Academics	Team/Staff building	Getting parents involved
Field trips	Group projects	Neighborhood relationships
Norm setting	Standardized tests	Relationships with police
Students not getting along	Problem solving	Truancy
etc.	etc.	etc.

➤ **Some examples:**

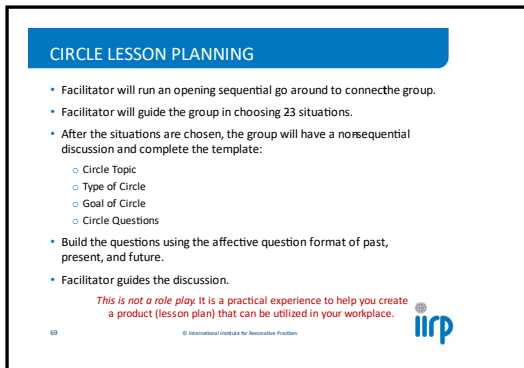
- **Students:** academics, field trips, norm setting, disruptive students, awards day, beginning of term, students not getting along, prom, bullying, fire/intruder drills, death of a peer, substitute teacher, establishing criteria for high-quality work, group projects, reflecting on a unit, feedback, theft in a classroom, problem solving, class pet, classroom or peer drama, standardized tests.
- **Staff:** Team/staff building, conflict, group projects, time management, culture change, implementation of new programs, standardized tests, goal setting, information sharing, changes, tragic events, rights/responsibilities, problem solving, feedback, faculty meetings, goodbyes, welcoming new staff, expectations for the school year, parent/staff relationships, conflict, communication, celebrations.
- **Community/Parents:** Getting parents involved, tenants, neighborhood relationships, town hall meetings, school board, relationships with police, faith-based communities, PTO, higher education, vandalism, social work (how they work with families and community), truancy, parent/teacher conferences, back-to-school night.

- After the lists are brainstormed, help participants form affinity groups of no more than 8 people each.

Tip You may want to demonstrate a practice round. Pick a situation from the list and do the activity as a group, recording the brainstorm ideas on chart paper.

- Once the groups are formed, ask each to pick a facilitator.
 - You may want to ask the facilitators to come to the front of the room so you can ensure they understand the directions and answer any questions they may have about facilitating.
- Give the following directions (on the next slide).

Slide #70: Circle Lesson Planning




CIRCLE LESSON PLANNING

- Facilitator will run an opening sequential go around to connect the group.
- Facilitator will guide the group in choosing 23 situations.
- After the situations are chosen, the group will have a nonsequential discussion and complete the template:
 - Circle Topic
 - Type of Circle
 - Goal of Circle
 - Circle Questions
- Build the questions using the affective question format of past, present, and future.
- Facilitator guides the discussion.

This is not a role play. It is a practical experience to help you create a product (lesson plan) that can be utilized in your workplace.

69 © International Institute for Restorative Practices




- Refer participants to the handout, Circle Lesson Plan Template, to use as a guide for this activity.
- Show the following two slides as examples of what the finished product will look like. Once the groups are ready to start the activity, put Slide #70 back on the screen.

Slide #71: Creating Norms

TOPIC: CREATING NORMS


- Type of Circle: *Proactive (sequential or non -sequential)*
- Purpose/Goal of Circle: To ensure all community members have a voice in the creation of norms.
- Circle Questions:
 - Think about a positive working/learning environment and describe it in a few words.
 - What will contribute to a healthy and productive learning/working environment?
 - What norms can we agree to that will contribute to a healthy and productive learning/working environment? (List the norms.)
 - How will we share these norms with others who join the group?
 - Share one thing you will do to contribute to maintaining the norms.

71 © International Institute for Restorative Practices 

Slide #72: Respect

TOPIC: RESPECT

- Type of Circle: *Proactive (sequential or non -sequential)*
- Purpose/Goal of Circle: To create an understanding of the word "respect" and what respect will look like in this community.
- Circle Questions:
 - Think of a time when you felt respected.
Think of one or two words to describe that experience.
 - Think of a time when you felt disrespected.
Think of one or two words to describe that experience.
 - How would you define respect? What does it look like and sound like? (Record answers.)
 - How would you like to be shown respect?
 - How can you show respect to your classmates and teacher in this class?

72 © International Institute for Restorative Practices 

Activity

- The facilitator will run an opening sequential go around to connect the group.
- The facilitator will guide the group in choosing 2-3 situations from the list created by the large group.
- After the scenarios are chosen, the group will have a non-sequential discussion and complete the template:
 - Circle Topic
 - Type of Circle
 - Goal of Circle
 - Circle Questions

- Build the questions using the affective question format of past, present, and future.
- The facilitator guides the discussion.
- This is not a role play. It is a practical experience to help you create a product (lesson plan) that can be utilized in your workplace.
- They are to do the activity within 20-25 minutes and then report out to the larger group.
- Keep track of time and tell people when they should be moving on to the next scenario.
- Keep participants in their small groups while you ask each group for their thoughts on the activity. Not every group needs to share their ideas.

12:15–1:15

Lunch

Tell participants how long lunch is and when it ends.

1:15 – 1:30

Energizer

- Plan an energizer to get the group up and moving. Play the game.
- Process briefly by asking: "What did you notice about the group?"
- **Point out that** this is another way you can use the circle format with your class, and there are many games you can play in this way. Look to books with energizers and other games, your imagination, the internet, etc. for game ideas.
- **Point out that** when playing games (especially those that are physical), it is important to be mindful of inclusion issues, any physical limitations of students, and that competition is kept within fun and reasonable bounds.

1:30–1:50

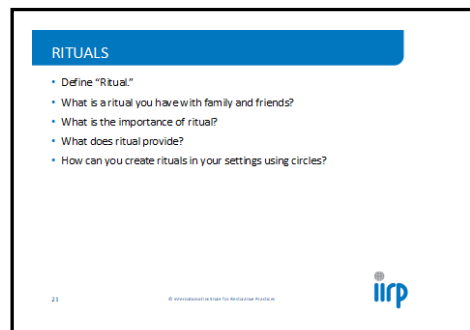
Rituals

Learning Objective:

1. Participants will learn the necessary skills to prepare and facilitate restorative circles.

- Have participants divide into groups of four. Let them know that they will have an opportunity to experience another circle and someone else can practice facilitating.
- Once in their groups, ask someone from each group to volunteer to be the facilitator and explain that the group will discuss rituals and how those relate to circles.
- **Explain that** the facilitator will run the circle and address the questions in the following slide. Each small group will create a definition for “ritual.”

Slide #73: Rituals



- Define "ritual."
- What is a ritual you have with family members or friends?
- What is the importance of ritual?
- What does ritual provide?
- How can you create rituals in your settings using circles?

- **Summarize that** rituals provide safety, consistency, and a tangible bridge from one thing to the next.
- **Point out that** the purpose of this exercise is to explore how circles can become rituals in your setting, providing a sense of safety and consistency for members of the community.
- **Ask the group:** Did any of you discuss a negative connotation to the word “ritual” when you were defining it?
- **Acknowledge that** sometimes circles have a negative connotation, especially if they are only used responsively when things go wrong or there are issues in the classroom.

1:50–2:20

Circle Lesson Planning

Learning Objectives:

1. Participants will identify situations to use circles in a particular setting.
2. Participants will design a circle lesson plan that applies to a particular setting.
3. Participants will learn the necessary skills to prepare and facilitate restorative circles.

Note to Trainer In this section, you have three options for an activity.

1) You may do another round of circle lesson planning.

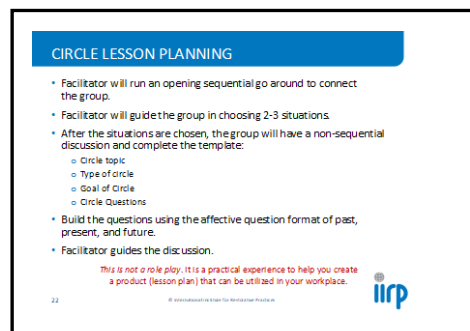
OR

2) Choose to do a circle activity to give the groups another example of and experience with running circles. There are sample activities with directions in this document. Have the participants form the same affinity groups as the morning and repeat the exercise. They should choose new scenarios in this second activity.

OR

3) Refer participants to the General Conflict Script in their packet of handouts. Review the handout, then brainstorm a list of typical conflicts that may arise in their setting. (Example: a misunderstanding between two people that escalates into an argument.) Have each group pick a situation and role play the circle using the script.


Slide #74: Circle Lesson Planning



CIRCLE LESSON PLANNING

- Facilitator will run an opening sequential go around to connect the group.
- Facilitator will guide the group in choosing 2-3 situations.
- After the situations are chosen, the group will have a non-sequential discussion and complete the template:
 - Circle topic
 - Type of circle
 - Goal of circle
 - Circle Questions
- Build the questions using the affective question format of past, present, and future.
- Facilitator guides the discussion.

This is not a role play. It is a practical experience to help you create a product (lesson plan) that can be utilized in your workplace.

22 

Activity

- The facilitator will run an opening sequential go around to connect the group.
- The facilitator will guide the group in choosing 2-3 situations from the list created by the large group.

- After the scenarios are chosen, the group will have a non-sequential discussion and complete the template:
 - Circle Topic
 - Type of Circle
 - Goal of Circle
 - Circle Questions
- Build the questions using the affective question format of past, present, and future.
- The facilitator guides the discussion.
- This is not a role play. It is a practical experience to help you create a product (lesson plan) that can be utilized in your workplace.
- They are to do the activity within 20-25 minutes and share their experiences with the larger group.
- Keep track of time and tell people when they should be moving on to the next scenario.
- Keep participants in their small groups while you ask each group for their thoughts on the activity. Not every group needs to share their ideas.

2:20–2:35

Break

Tell participants how long the break is and when it ends.

2:35–2:45

Serious Situation Circles

Learning Objective:

1. Participants will identify situations to use circles in a particular setting.

➤ **Explain:**

- For serious situations, it is usually a good idea to encourage people to speak only about their personal feelings and not how others “should” feel.
- People have a range of reactions to emotionally powerful events, and often experience (or become aware of) their feelings in different ways and at different times.

➤ **You might also want to say that** it's also okay to **not** feel particularly affected emotionally at the time of the circle.

➤ **In short, emphasize that** the circle is an opportunity to share your own emotions, not to judge the reactions of others in the circle. Reinforce this through thoughtful facilitation.

➤ Allow for a group discussion about using circles in school for serious scenarios.

➤ The lists from the first two rounds will have serious issues on them, so you do not have to take the time to list additional scenarios.

➤ **Explain that** these types of circles are **not** therapy sessions, and if a teacher feels out of their comfort zone with facilitating such discussion, they can refer the students to the appropriate professional or other adult.

➤ **Learn and deliver:**

- A good example of using circles for serious incidents is when teachers in Baltimore used circles in response to the unrest and protests following the death of Freddie Gray, whose injuries were sustained while in police custody.
- This article and video show how a district used restorative practices to respond to a crisis in their community.
- Note that the circle for kindergarteners gave the students an opportunity to talk about what they saw and what will keep them safe.
- The circle prompts allowed the students to discuss the protests from their perspective. [See the article and video on Restorative Works.](#)

 **Video (3 minutes):** [Baltimore Protest Video](#) (optional)

 **Article:** [Baltimore Students “Circle Up” to Cope with Unrest](#)

2:45–3:00

Staff Circles

Learning Objective:

1. Participants will identify how circles can be used in your setting.

- **Learn and deliver:** A frequently overlooked application of circles is their use as a support for educators and practitioners.
- **Ask members of the group to share,** with a partner, ways they could change their current practice to include circles.
- **Point out that** circles can be used for teachers to support and encourage each other.
- **Add that** almost any circle application that works with kids also works with adults (norm setting, go arounds, problem solving, etc.).

3:00–3:30

Restorative Problem Solving Demonstrated as a Fishbowl

Learning Objective:

1. Participants will learn the necessary skills to prepare and facilitate restorative circles.

Note to Trainer As the trainer, you will be facilitating this activity by standing outside the actual fishbowl.

Slide #75: Setting Up a Fishbowl

SETTING UP A FISHBOWL

- Can be used with sequential or non-sequential circles
- Optional empty chair
- Feedback

Pages 33-36 in *Restorative Circles in Schools* book

23 © International Institute for Restorative Practices

➤ Learn and deliver:

- Can be used with sequential or non-sequential circles
- Optional empty chair
- Feedback

Slide #76: Restorative Problem Solving

RESTORATIVE PROBLEM SOLVING

Demonstrated as a fishbowl

- Volunteer to share a work-related problem.
- 3 uninterrupted minutes to describe the problem and let the group know the need.
- Group has 10 minutes to give feedback; the volunteer does not interrupt, just listens and takes notes.
- Volunteer has 2 minutes to reflect on what they heard and let the group know one or two things they are going to try.

24 © International Institute for Restorative Practices

Activity

- **Explain that** you are now going to do a type of fishbowl circle that you mentioned earlier.
- **Learn and deliver:**
 - There are different kinds of fishbowls that you can do. This is one example.
 - The fishbowl allows certain participants – those in the inner circle – to be active participants, while those in the outer circle act as observers.
 - The fishbowl we are going to do uses the "empty chair" option.
 - Give a few examples of other ways to use a fishbowl.
- **Explain:**
 - There is a great deal of structure in this exercise.
 - This structure is important because it eliminates some of the most common barriers to creative solutions.
- Arrange chairs in a circle of 10-12 chairs, with the additional chairs in an outside concentric circle around the inner circle. (In smaller groups, the outer circle and empty chair are not necessary.)
- People in the inner circle should be those who are willing to be of assistance by offering verbal suggestions to address an issue that will be offered up by another participant.
- Ask for volunteers to be in the inner circle.
- Leave one chair in the inner circle unoccupied.
 - **Explain that** this chair will be used as a rotating space for someone from the outer circle to step into and out of the inner circle during the exercise.
 - During the brainstorming, if someone has something they would like to contribute, they can move forward and sit in the empty chair, share their idea, and then return to their seat in the outer circle. (In smaller events, the outer circle and empty chair are not necessary.)

➤ **Explain the Restorative Problem-Solving Activity:**

- After someone volunteers to share, that person will have up to three uninterrupted minutes to tell about the situation.
- They can tell whatever they want about the situation, without any questions. They may include what they have already tried and be clear about what feedback they would like from the group.
- If other participants have questions for clarification purposes, allow one or two, but do not allow any premature ideas for a solution. Be cautious about clarifying questions and preface by saying you can only ask a question if you don't feel you could give feedback without knowing the answer to the question.
- After answering any clarifying questions, instruct the person offering up the problem that they are to remain silent while others provide feedback.
- They may take notes or ask another participant to take notes for them.
- Once the brainstorming of solutions is over, they will have a chance to read over all the suggestions and select one or two that they will commit to doing.

➤ The inside circle now has 10 minutes to brainstorm suggestions.

➤ Remind those in the outside circle (if there is one) that one person at a time can occupy the empty chair to offer a brainstorm.

➤ **To the whole group:**

- **Ask:** What does good feedback sound like?
- Ensure they are quick with their responses to allow all voices in the circle to be heard.
- **Ask that** they avoid relating to the situation.
- **Ask them to** share their brainstorm ideas in the form of declarative statements.
 - Instead of asking "Did you speak to the other person?" a suggestion should sound like: "Speak to the other person."
 - Acknowledge they could pose questions for the person to reflect upon.

- After the 10 minutes of brainstorming, the recorder of the suggestions will hand the list to the person who offered the problem.
- The person who presented the problem should now reflect on all of the suggestions and state one or two things that they will do within a specified time.
- They should avoid making evaluative comments about the brainstorm and not say what they will **not** do.
- At the end of the activity, ask the group to give a round of applause to the person who offered up the problem.
- **After the circle, process the experience.**
 - What was the experience like for the person who shared the problem? For the inner circle? For the outer circle?
 - Was this process different from the way we normally engage in problem solving? If so, how?
 - **Point out:** Restorative problem solving does not have to be done as a fishbowl. For a small number of participants, you would do a non-sequential circle.

3:30–4:10

Final Questions and Answers

- Ask if there are any questions. Allow as much time as needed, but do not prolong this activity.

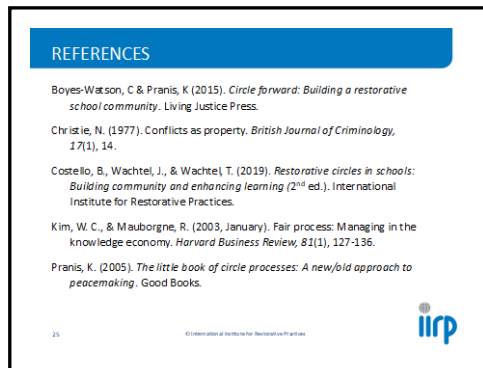
4:10–4:30

Closing Circle and Evaluations

- Do a closing go around. Some options are:
 - Today, I learned, I realized, or I was surprised by...
 - Something that resonated with me personally was...
 - Feelings check.
- Ask for a volunteer to start and go around the circle.

- After the go around is complete, thank participants for their participation.
- Have participants complete an evaluation (If applicable).

Slide #77: References



- Have this slide showing at the end as participants are wrapping up.

References

Boyes-Watson, C & Pranis, K (2015). *Circle forward: Building a restorative school community*. Living Justice Press.

Braithwaite, J. (1989) *Crime, shame and reintegration*. Cambridge University Press.

Christie, N. (1977). Conflicts as property. *British Journal of Criminology*, 17(1), 14.

Costello, B., Wachtel, B., & Wachtel, T. (2019). *The restorative practices handbook for teachers, disciplinarians and administrators* (2nd ed). International Institute for Restorative Practices.

- George, G. (2016). Teaching with mind and heart: Affect in the restorative school.
Retrieved from http://www.rpforschools.net/MindandHeart_2016online.pdf
- Kelly, V. C. (2012). *The art of intimacy and the hidden challenge of shame*. Maine Authors Publishing.
- Kim, W. C., & Mauborgne, R. (2003, January). Fair process: Managing in the knowledge economy. *Harvard Business Review*, 81(1), 127-136.
- Nathanson, D. L. (1992). *Shame and pride: Affect, sex, and the birth of the self*. W. W. Norton.
- Nathanson, D. L. (1995). Crime and nourishment: Sometimes the tried and true becomes the tired and false. *Bulletin of the Tomkins Institute*, 2, 25-30.
- Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking*. Good Books.
- Thorsborne, M., & Kelly, V. C. (Eds.) (2013). The psychology of emotion in restorative practice: How affect script psychology explains how and why restorative practice works. Jessica Kingsley.
- Tomkins, S. S. (1962). *Affect imagery consciousness: Vol. I. The positive affects*. Springer.
- Tomkins, S. S. (1963). *Affect imagery consciousness: Vol. II: The negative affects*. Springer.

Additional Circles Activities

Listed below are some alternative activities that can be used during the training in place of the second round of Circle Situations.

Vacation

Goal of Exercise: Explore fantasies to heighten awareness of self and others.

Directions: Each participant receives the Vacation handout (see the Handout folder); pencils, markers, etc. are made available. They are then told that they are going to take an imaginary vacation. On the form, they should indicate where they would like to go in the travel poster, whom they would take in the doorway, and what they would bring in the suitcase. Encourage group members to be creative. Participants are then asked to share their illustrations one at a time with the group.

Process Questions

1. What characteristics make someone a desirable traveling companion?
2. Who could you relate to?
3. How has your perception of yourself as a group member changed, if at all, due to this exercise?

What's in Your Wallet?

Goal of Exercise: Help participants get acquainted with each other and to prompt the beginning of self-disclosure.

Directions: Ask participants to go to their wallet and find 1-3 items (depending on the time you have for this exercise) that represent them. In circle format, have each person share how this item represents them.

Process Questions

1. What was challenging about this exercise?
2. What did you learn about someone else? Yourself?

Coat of Arms

Goal of Exercise: Promote self-disclosure and help group members build alliances.

Directions: Each participant receives the Coat of Arms handout (see the Handout folder, or you may choose to have participants make their own shields); pencils, pens, markers, etc. are made available. Participants are instructed to fill in each section of the shield as indicated at the bottom of the illustration. They are then asked to share their illustrations with the group.

Process Questions

1. Which of the six sections was most difficult for you to complete?
2. Who could you relate to?
3. How does hearing others disclose personal information change your feelings toward the group?

Gifts and Baggage

Goal of Exercise: Help participants work cooperatively toward cohesiveness by increasing self-disclosure.

Directions: Facilitators introduce the topic that “families have a powerful influence on the people who grow up in them.” They then ask the group to think about the gifts they carry from their families of origin – not material possessions, but values, beliefs, attitudes, etc., that they see as valuable assets to them today.

In addition, they are asked to think about the “baggage” they carry from their families of origin, e.g., stereotypes, beliefs, illnesses, or secrets that may be limiting them today. Encourage members to share some of the above. You may decide what you will ask them to share, e.g., one gift and one item of baggage. Introduce process questions as needed.

Process Questions

1. How did it feel to share this information about you with the group?
2. Who could you relate to?
3. How has your perception of yourself as a group member changed, if at all, due to this exercise?

Strength Bombardment

Goal of Exercise: Help participants to give and receive compliments, look to the future, and celebrate growth.

Directions: The group sits in a circle. One member at a time volunteers to be “bombarded with strengths.” Someone else volunteers to record the strengths. For two minutes, group members (including the recorder) identify and call out the personal strengths that they see in this person. The bombarded person then reads the list of what was said about them and shares their feelings.

Process Questions

1. How did it feel to receive positive feedback openly without denying it or apologizing for it?
2. What was it like to tell others what you like about them?
3. How did this experience affect your feelings toward the group or group members?
4. How did this affect your perception of your part in the group as a whole?
5. Who could you relate to?

Sentence Stems & Go Arounds

I like...
Sometimes I wish...
I can't...
When I was younger...
Most people I know...
I need to know...
Whenever I enter a new group...
I regret...
My goal...
I'm afraid...
It makes me proud when I...
A good thing that happened recently...
Whenever I came to school...
Give a weather report of how you are feeling.
Rate your feelings since the last group (1-10).
What are your feelings?
What color is your mood right now?
Where would you like to take a vacation?
What animal do you most feel like today?
What is your favorite sport?
What one quality do you look for most in friends?
What is your favorite movie, song, etc.?
Something you are good at.
What is your favorite meal?

Closing Go-Arounds

I realized...
I was surprised...
I learned...
I feel...
The type of weather I feel like is...