

Session 41 – Restorative Practices Throughout the School Day, Part 2

Materials

- Agenda charted on the board or chart paper, or provided as a handout
- Chart paper containing Community Agreements from Session 7
- AV equipment to play video: “Restorative Approaches to School Conflict Management” (elementary school)
- AV equipment to play video: “Restorative Justice at Oakland’s Fremont High” (secondary school)
- AV equipment to play video: “Talking It Out”
- Handout: “Restorative Conversations”

Opening Ceremony

Read the following quote by former educator, now Senator, Jane Nelson:

“When our children make mistakes, how often are we criticizing them, scolding them, or yelling at them?... Where did we ever get the ... idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?”

Have participants reflect on this quote as you introduce today’s session on Restorative Practices.



Talk Participants Through Today’s Agenda

- Opening Ceremony: Senator Jane Nelson on When Our Children Make Mistakes
- Check agenda
- Restorative Approaches
- Journaling: A Student Who Disrupts Class
- Restorative Conversations
- Closing Ceremony: “They Need Us to Bring Them In”

Restorative Approaches

Show one or both of the following videos, depending on the grade level(s) represented at your school:

- [Restorative Approaches to School Conflict Management](#) (elementary school)
- [Restorative Justice at Oakland's Fremont High](#) (secondary school)

The videos illustrate (once more) the pyramid of restorative practices and emphasize the importance of the foundation of the pyramid needing to be in place so that the practices higher up on the pyramid can be effective. Invite participants to pay attention to what additional points are made about restorative practices, in these videos:

Process the video using some or all of the following questions:

- What impressions, feelings, experiences or thoughts came up for you when watching the video?
- How do the educators in the video talk about restorative practices (proactive versus responsive practices, process over time, life skills)?
- What do the educators and/or students in the video say about school culture and belonging?
- What did the educators and students say about the restorative process?
- What is being said about being accountable and/or taking responsibility for our actions?
- How do you see this relating to the work you're doing at your school?
- How is your school culture the same/different from the culture at Callaway and/or Oakland Fremont High?

Restorative Conversation: Language

Explain that for the rest of today we'll be exploring a scenario of a student who disrupts class. Set the stage for participants:

Imagine a student who you find out, early in the year, doesn't like you. The student is with you for a double period of a subject that isn't his favorite either. He complains that things in class are too quiet for him. This student is frequently late for class. He tends to create a bit of a scene as he walks into class, often loudly, right as you and the other students have settled in, ready for learning. Disrupting the quiet, he appears to aim for distracting his fellow students, some of whom really struggle with the academic content and need to be able to focus. You've asked him over, and over again, to please join and find his seat

quietly. But even when he does, it doesn't take long for him to start conversations with his neighbors.

Imagine this student walking into your class today. He is loud, trying to be the center of attention, disrupting the lesson you just got started on after spending the first few minutes of class transitioning and getting students' attention.

Ask participants to think about how they might handle a situation like this? For those who aren't classroom teachers, image how a similar situation might be handled in different settings in your school?



Journaling

Invite participants to spend some time journaling, as they consider some of the following questions: What happened? Why? How might you handle the situation? What would you say? What language (if any) would you use to address the situation in the moment? What language (if any) would you use to address the situation at a different point?

As circle keeper, be sure to journal as well for your own personal reflection and healing.

Restorative Conversations Handout

Distribute the Restorative Conversations Handout. Give participants some time to compare and contrast it what they wrote in their journals.

Pair Share

Invite participants to turn to a partner to discuss the handout. What Impressions, Feelings, Experiences and/or Thoughts do they associate with the Restorative Conversation Handout?

Large Group Discussion

Back in the main group, facilitate a short conversation, asking participants to share their Impressions, Feelings, Experiences and/or Thoughts about the scenario, what they wrote about it and the handout they discussed.

Restorative Conversation Video

Explain that the following video filmed at Brooklyn School for Collaborative Studies in Brooklyn, NYC, where Morningside Center worked for many years to support the school's implementation of Restorative Practices. The video shows a teacher facilitating a restorative conversation with one of her 6th grade students, after a situation very much like the one we described earlier.

Show the Morningside Center video [Talking It Out](#)

After watching the video, facilitate a conversation with the group that touches on some or all of the following questions:

- What are your thoughts and feelings about this video?
- What did the teacher do that stood out for you?
- What did the student do that stood out for you?
- What was the student asked to do (reflect on his behavior)? How did that work out?
- How is it the same/different from some of the conversations happening at your school?

Explain that, depending on the behavior and/or incident you're trying to address, sometimes it's important to have conversations like this with two or more students separately, before bringing them together for a mediation, or other restorative intervention to problem solve or address a conflict.

Note: Situations of bullying and abuse are different in nature, and more serious. As a result, they require a different kind of intervention. For more information about this, and support, please contact Morningside Center for Teaching Social Responsibility.

Restorative Conversation Role Play

Explain that we'll now be using a role play to practice a restorative conversation. Ask participants to find a partner they've not yet worked with today. In their pairs, partners will decide who will play the student in this situation and who the adult (dean, counselor, teacher, para, AP, etc.).

Explain that the power of role plays lies in the fact that it places the learner in a situation that closely resembles real life conditions, allowing them to practice and strengthen

(new) skills and approaches. Like with any skills in life, practice helps us to get better. We may not always know what to say or do in the moment, given the situation. Placing the learner in as realistic a situation as possible, increases on the job recall, knowledge transfer and reinforcement of particular skills and approaches.

In this way, role-plays can help us build our capacity and comfort with new ways of doing things. Habits take time to change and practice is an important part of such change.

There are clear steps to facilitating a role-play effectively, and participants should be introduced of the following guidelines:

- Participants should not use their own names or the name of anyone in their school
- Participants should conduct the role-play in a serious manner and not to use stereotypes or exaggerate any character in the role-play. The role play is a learning experience
- If participants state or display discomfort in participating in a particular role, they should be given the opportunity to take another role or to pass and be an observer who can give feedback on the role play instead
- The discussion at the end of a role-play is a vital component to bringing the role-play to closure and to ensure that participants learn from the experience.

Check if partners have decided who will take on what role. Provide each with their role and give them some time to read it over and consider how their character might be feeling right now.

Explain that in this case, the adult and the young person have met before and have a trusting relationship overall. Also, let's assume that the adult has already had some time with the student to connect with them if needed, has helped them de-escalate so that they can be centered and present as they start the restorative conversation. Tell participants that you'll give them 7-10 minutes for the conversation. At that point you'll check in with them to see where they're at and if they might need more time. The goal is not necessarily to wrap up the conversation or resolve the issue, but to try it out, both as the adult and the young person, to see what it's like engaging students in restorative ways.

Check in after 7-10 minutes. Give participants another 3-5 minutes depending on how engaged the participants are and how far along in the process. Stop the role plays so that time remains to debrief and process the activity. Let participants know that it's okay if they didn't resolve things fully. The assumption is that they all had a taste of what a

restorative conversation is like. Spend some time processing the experience, using some or all of the following questions:

- What was that like? For the adult? For the student?
- How is this the same/different from how these conversations are conducted between adults and young people at your school currently?
- How is this the same/different from how you usually conduct these conversations?
- Can you see this working at your school? Explain.
- Can you see this working with your students? Explain.
- Additional thoughts?

Closing Ceremony

Read out loud this quote from the Oakland High School video earlier in the session:

“When they are in conflict, they need help. They don’t need us to push them out. They need us to bring them in.”

Invite participants to consider their Impressions, Feelings, Experiences, and/or Thoughts associated with this quote. Invite them to consider their experience as a student and/or their experience as educators. Ask some volunteers to share out as you close today’s session.

Handout: Brave Space Tools: Social Justice Guidelines

Guidelines for Our Time Together

- Make a goal of being open to and curious about new learnings. Be willing to grapple with new ideas.
- Acknowledge that there is a significant difference between an opinion and knowledge based on sound information. Everyone has an opinion. This is different from experience gained over time, studying a subject, practicing a discipline and/or scholarship.
- Know that you can always come back to your opinions, so you do not have to hold onto them tightly.
- Let go of personal anecdotal evidence and look at broader group-level patterns and experiences.
- If you feel defensive reactions to information or experiences, try to ask yourself: What am I able to learn in this moment about myself? Try to open up and resist shutting down or out.
- We are individuals AND we are members of socially constructed groups. These groups are unequally valued in society. Recognize how your social group identities inform your reactions to both the information presented and the presenters.
- There is a difference between “safety” and “comfort.” Being safe from violence and/or the threat of violence is an ongoing consideration for members of some racial groups.
- “Discomfort” is critical for growing racial equity.
- Keep focused on: “What does this mean for me and my life?”
- Identify your learning edge and push it. How can I take this deeper? How am I applying in practice what I already know?
- Be mindful of “taking space and making space” when making contributions.

Adapted from the work of social justice educators Robin DiAngelo and Ozlem Sensoy



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Handout: Restorative Interventions Compare and Contrast



Restorative Interventions Compare and Contrast

Conferences	Circles
Facilitator directs the dialogue – particularly early on	Talking piece regulates the dialogue
No discussion of values	Explicit discussion of values before discussing issues
Facilitator provides ground rules and asks group for additions	Group creation of guidelines
Process goes directly to the participants identify the issues	Do not jump directly into issues
No use of ceremony but rather opening and closing consistent with pre-meetings	Deliberate marking of space as a space apart through opening and closing ceremony
Facilitator does not participate as a stakeholder	Facilitator is also a participant

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Handout: Quotes from Restorative Practices in Crew at BCS

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Jose Rivera, BCS Restorative Practice Coordinator (RPC): "Restorative Practices to me is a lifestyle. Restorative Practices means community, it means building relationships, it means healing. Receiving the support and having the high expectations. It means managing, fostering and building relationships that are constructive and then the healing process, understanding everyone's differences and the impact and the choices that they make."

Level 1/Foundation of the Pyramid:

Taron Williams BCS Restorative Practice Coordinator (RPC): The foundation of the pyramid "to me, that's the meat of Brooklyn Collaborative, like that's the heart, where we build this relationship with each other, where we can have those conversations." "Because you can't restore what you haven't built."

Jose Rivera: "Crew is a group of students with an advisor that meets daily for about 30 minutes and they do a lot of the foundational work of the community building aspect of Restorative Practices so they are learning who they are." "Students who feel safe will take on more risk and that's where the area of growth really tends to happen when student feel more vulnerable and have that support behind them in case they need an extra crutch."

Students: Crew is a place where we learn a lot about each other. ... With that you also learn what not to say to them and what gets them mad." "Empathy just goes a long way in general." "People say for boys that they need to be tough, that they can't really talk about their feelings. I feel like I'm allowed to at this school, cause they encourage during crew to talk about your feelings, like during circle. So I think that makes it a peaceful school."

Taron Williams: "When you see students talking and using a talking piece or having a center piece, they are building relationships, they are building empathy for the person that is next to them. They are listening from their heart That's what makes Restorative Practices so important and key is that it builds the whole student."

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Level 1 & 2 of the Pyramid:

Taron Williams: "That middle layer is key ... because it really can like change the trajectory of where a conflict can go. If you are doing the work at those two levels we'll have very little moments where there are larger like conflict circles where there may be a fight." "There are moments where we move into the second level of our Restorative Practices like in the event that something happens, where there's a little tiff or issue."

Jose Rivera: "As adults as we can model that kind of behavior. Now that student will take some of that modeling and apply it to their own lifestyle and it will then have a resonating effect in their immediate circle and ultimately an impact on the larger community."

Student: "It gives us more of a second chance, cause ... detention is just like you're being punished, you don't really have time to reflect on what you did and how we can move forward." Restorative Practices "gives us a chance to reflect, see where we went wrong, know where we went wrong and know how to fix it and what relationships can be built to fix the thing we did wrong."

Level 3, Top of the Pyramid:

Taron Williams: "At any school that's practicing Restorative Practices, it should be a very small percentage of that (level 3 interventions) happening, if you are really trying to institute this culture into your school." "If we were in a school where we used a punitive lens, all four of those boys would have received suspensions."

Students: "We barely get suspended. If anything that would get us more mad at each other." "If anything we'll probably have more conflict." "You might think it's the other person's fault and the other person might think it's your fault, so, you just get more made at each other." "And then more conflict will happen but because of this [Restorative Practices] now everything is good." "We just talk about it and then solve it"

Jose: "I think as students learn to value the principles of Restorative Practices which is again building the positive relationships, which is healing, now we start to grow, as a unit as a collective, as a building, as a community."

Taron: "It's a shift in culture, almost like a wonderful song, like everything just works well."

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