

# RESTORATIVE SCENARIOS

## Tier 1 – Classroom Conversation

Teacher is teaching class when student throws a paper ball across the room at another student. Teacher stops class and asks student to throw away the paper ball. Student leans back in seat and refuses. Teacher instructs the rest of the class to work on a brief activity related to the lesson in order to have a moment to check-in with Student. Teacher walks over to Student.

### TEACHER

### STUDENT

Teacher kneels down by Student and quietly asks, “I want to check-in with you. Are you ready to talk with me about what happened?”

Student sees the Teacher is being patient and inviting. Student thinks for a moment and then says, “Yes.”

Teacher uses a calm voice to explain experience of what happened, “When I was teaching just now and saw you throw a paper ball across the room, I was distracted and a bit surprised. This is important to me because I am teaching a new lesson for an upcoming test and want you and other students to be successful. I need to understand what happened just now, can you help me understand?”

Student sits with arms crossed, looks down, and thinks for a moment. Then, responds. “ Taameela gets on my nerves and I’m tired of her.”

Teacher summarizes, “So you are frustrated with Tameela and decided by throwing the paper ball?”

Student confirms, “Yes.”

Teacher asks, “What were you hoping to accomplish by throwing the paper ball?”

Student pauses, thinking again. “I want her to know that I am upset with her and that the way she keeps treating me is not okay.”

Teacher replies, “It sounds like there is a serious situation going on between both of you and you want her to understand your side.”

Student nods head in agreement.

Teacher asks, “How do you think throwing the paper ball across the room impacted other people?”

Student puts hands into pockets and responds, “It distracted you, like you said. It probably distracted other people too. I wasn’t paying attention to the lesson and now I’m in trouble.”

Teacher clarifies, “You are not in trouble, I meant it when I said I want to understand what is going on for you. You have been really helpful. Now I know there is something going on between you and Tameela that is distracting you during class. Your choice to throw the paper ball ended up distracting the class from learning. It does not sound like you accomplished what you meant to accomplish. What do you think needs to happen to repair this situation?”

Feeling heard, Student is able to realize Teacher’s point. Student responds, “I should apologize. I’m sorry for interrupting you and the class. I will try to stay focused.”

Teacher guides Student towards solutions, “What do you think needs to happen to make things right with Tameela?”

Student pauses and thinks, then replies, “Could you help me talk with her?”

Teacher responds, “That sounds like a good idea to me. You can meet with me during lunch in my room and we can talk together about what is happening. In the meantime, it sounds like your agreement is to focus on class. I appreciate your apology. Would you be willing to pick up the paper ball now?”

Student nods, walks over and picks up the paper ball and returns to seat. Class continues.



## Tier 1 – Community Building Classroom Circle

This type of circle allows students and teachers to share positive and challenging personal stories about their school experience, which helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create more instances where everyone is feeling connected.

- 1. Opening:** Inspiring or notable quote or lyrics
- 2. Introduction of talking piece:** Explain to group that the talking piece is a symbol for those who don't have the talking piece to actively listen to the person who does. Teacher chooses talking piece and explains significance (Comfort object like stress ball, squishy ball, stuffed animal).
- 3. Setting guidelines and values:** Have each student read and explain a guideline. Go around the circle until all guidelines have been discussed. Guidelines: Respect the talking piece, Speak with respect, Listen with respect, Speak from your heart, Listen with your heart, Honor Privacy, Remain in the circle. Write 3 values on one side of a paper plate and then choose 1 to share with group (put paper plates up in room after circle).
- 4. Check in:** Rate from 1-10, how you feel today and explain why.
- 5. Discussion Questions:** Share a time you felt connected on campus. Share a time you have not felt connected on campus. What can we do to support each other?
- 6. Check out:** End with a poem, quote, song, inspirational story connected to the topic.

## Tier 2 – Restorative Conference

Two students, Sammy and Angelo, from a local SDUSD high school were arrested for a fight that happened on their campus. The assault was considered mutual combat because it was unclear which student started the fight and they were both physically hurt. Leading up to the fight, Sammy had been bullied for months by a group of male students that included Angelo, although Angelo was not the main bully. Sammy was getting fed up with the bullying and on this particular day, started talking back to the main bully. Angelo felt peer pressure to stick up for his friend and intervened. This started a physical altercation between Sammy and Angelo. By the time school police could break up the fight, both boys were bloody and bruised. Both boys were suspended and put on probation.

A restorative conference was convened a couple months following the incident. All parties were individually prepared for the meeting ahead of time and participants included Angelo and his parents, Angelo's uncle, Sammy and his parents, Sammy's best friend, a teacher, an anti-bullying service provider, and a community mentor for each student. Both students took responsibility for their actions, community members shared the impact of the incident, and a restorative plan was put in place for each student. The most profound impact was regarding the reaction of Sammy's younger siblings when he came home bloody the day of the fight. They were extremely fearful and ran around the house closing windows and locking doors, thinking someone would come and hurt them too.

### SAMMY'S ACTION PLAN:

**For Person Harmed:** Apology to Angelo and his family, explanation of his actions, answered their questions

**For School Community:** Presentation to 35 teachers about his experience and how to recognize bullying and help students

**For Family:** Community service with dad at local church

**For Self:** He transferred schools and was still being bullied, but his response to bullying was different based on counseling services he received and his mentors support.

## Tier 3 – Restorative Welcome and Re-Entry Circle

Cedric, a student from Bunche High School in the Oakland Unified School District was incarcerated and a re-entry circle was held upon his return to school. The goal was to welcome and assist him in re-entering school in a healthy and positive way. Parents, mentors, teachers, other students and administrators participated in the circle to provide support and create a comprehensive plan for Cedric.

See full video here: <http://tinyurl.com/ng42a2d>