

The Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM) advances conflict resolution processes to transform relationships, systems, and the world.

Restorative Approaches Lesson 10: What Do You Know? (Review)

Key Takeaways:

This summary of our introduction to restorative approaches should be a fun way to cap this 10-lesson series. The PowerPoint and Study Guide highlight the key points we want students to remember about the restorative philosophy and practices so they can apply them in their lives at school and beyond.

Participants' Learning Objectives:

Students will review the high points of the lessons on introducing restorative approaches and empowering them to apply the philosophy and practices to their own lives.

Materials:

1. Choose an object to serve as a talking piece. The object should fit in students' hands and can be easily passed from person to person. The object should have some meaning to you that you can imbue it with by telling a story or describing its value to you and why it has that value.
Examples:
 - a. "This map shows us different ways to get to our chosen destination, but we decide the route that works best for us. Restorative practices can be like a roadmap to help us succeed in school and in life."
 - b. "This crumpled up piece of paper looks like it's ruined, but if we each take some time to smooth it out, we can use it to hold our greatest thoughts, most brilliant solutions, or profound works of art."
2. Before you begin the lesson, distribute one Restorative Approaches Student Guide (attached) to each student. Students need a pen or pencil so they can write down their answers provided in a quick review of the high points of our last nine lessons on slides 2-6.
3. You decide if you want to use the Study Guide as a quiz or encourage your students to fill in the blanks as they go. Slides 8 and 9 list the answers.

4. If you want to introduce a little competition, divide your students into groups of five to seven and have ready a little prize (pieces of candy, passes to get out of classroom jobs, etc.) for the team that correctly answers the most questions.
5. Pull up Lesson 10 PowerPoint on your computer and project it so everyone can see and hear it.

Procedure:

1. Begin the lesson in your regular classroom arrangement so students can all see the slides. No circle is needed at the start of this lesson.
2. The PowerPoint slides 2 through 6 are narrated to take you and your students through a brief review of the key RA concepts from these lessons. Have them complete their study guides as they follow along.
3. You will give them the correct answers on slides 8 and 9. Please note that each blank space requires your click to get the answer on the screen.
4. After they have had time to work through all the questions and you have shared the correct answers with them, acknowledge their learning. If you decide to make this a contest, award prizes or congratulate the team that got the most correct answers.
5. Ask your students to move their chairs or stand in one large circle so that everyone can see and hear each other facing toward the center.
6. Bring your chosen object into circle so you can use it as the talking piece.
7. Share your story about why the talking piece is meaningful to you.
8. Run the circle using the prompts on slide 12 and allow time for deeper sharing in circle if students want to talk about what they have learned.
9. If time is tight, do a standing circle and invite every participant to share one thing they take from these lessons—one thing they learned or felt or thought about restorative approaches that comes to mind now.
10. Once you have completed the lesson, have students return the room to its normal configuration

Approximate Time: about 20 minutes

Timing will vary depending on how quickly students get into a circle, number of students, and how long they take to answer the various prompts.

Pro Tips:

Trust your judgement about whether you want to turn this into a quiz or competition to motivate your students to participate. Sometimes even simple prizes can cause hard feelings toward those who “win.” To avoid this, once the competition is over, please consider giving every student a small gift for completing the restorative approaches unit. Something as simple as a pencil, pen, or a piece of candy can ease hard feelings and create a festive air at the end of the learning.

Extend the Learning:

Although this is the last lesson in restorative approaches, please think about engaging your students in circles throughout the year. They are useful for checking in, discussing current events, teaching lessons, and more. Use your imagination and take advantage of this powerful tool for connecting and teaching!

This series of restorative approaches lessons for high school students is made possible through the generous financial support of the Charles Crane Family Foundation.

**University of Maryland
Francis King Carey School of Law
Center for Dispute Resolution**

Restorative Approaches Brief Study Guide

These lessons introduced you to the basics of restorative approaches philosophy and informal practices with an emphasis on how they can work in schools. This document provides a review of the key points you've learned in lessons one through nine. Your teacher will tell you when to fill in the blank spaces below and how your class will process the results.

Please remember that you can consider applying restorative philosophy and practices any time you see a situation that needs healing.

1. Restorative approaches are a peaceful conflict resolution process that favors _____ over _____.
2. Traditional discipline asks "What _____ was broken?" But restorative approaches ask "What _____ has resulted from this incident?"
3. Restorative approaches are grounded in _____ for all . . . even those who seem to be our enemies.
4. Restorative interventions bring together the _____, the _____ and members of the _____ affected by the incident.
5. The restorative intervention process is built around three key questions that guide and help define each stage of the process:
 - 1) What _____?
 - 2) Who has been _____ and how?
 - 3) How do we make things _____ as much as possible?

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