

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 4: How Did You Feel?**

### **Key Takeaways:**

Because restorative approaches are different from traditional discipline, it can be hard to understand how they work. This segment invites participants to relate the concept to their own life experiences as they begin to learn about restorative approaches.

### **Participants' Learning Objectives:**

Students will connect their personal experiences and feelings about surviving harm and causing harm. The students apply their experience to the basics of the restorative philosophy.

### **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 trophy/stuffed animal/\_\_\_\_ helped me get through some really challenging times when I was your age."
  - b. "This \_\_\_\_\_ reminds me of a time I wasn't very proud of how I behaved."
2. A copy of the Guidelines your class developed.
3. Pen or markers to make edits, if necessary, to that document.
4. Enough pens or pencils and 3x5 cards so that every student can write on their card.

### **Procedure:**

1. Pull up Lesson 4 PowerPoint on your computer and project it on your classroom screen so everyone can see it and hear it.

2. This lesson has audio recorded for slides 3-9. The slides should advance automatically, but if you want to speed them up click through them to advance. If you need to give students more time to collect words, feel free to pause the slides as needed.
3. PLEASE GO THROUGH THE SLIDES BEFORE DELIVERING THIS LESSON SO YOU CAN FAMILIARIZE YOURSELF WITH THE CONTENT.
4. Have your students move their chairs or desks into one large circle so that everyone can see and hear each other when they are seated facing toward the center.
5. Bring your chosen object into circle so you can use it as the talking piece and share your story about why the talking piece is meaningful to you.
6. Follow the instructions on the PowerPoint slides as you take your students through the exercises.

**Approximate Time: about 20 minutes**

Timing will be tight on this circle, because the recorded slides for the wordgathering exercise take slightly more than 10 minutes. This means you should guard your time in the large circle by making sure students share just one-word responses to the prompts. Full sharing will take more time and emotion than you have in this short lesson, and you want to make sure everyone gets a chance to share.

**Pro Tips:**

As noted, you will want to listen to the audio on slides 3-9 so you have a sense of the pacing and content. If your students are gathering words quickly, you can click through the countdown on slides 4 and 8.

When you introduce the talking piece, decide how much or how little you want to share about your experiences. As we noted in Lesson 3 Pro-Tips, if you share something personal your students will gain insight into you as an individual. This can open powerful pathways to connecting. Every person has a different comfort level with sharing personal information, however, and you are under no obligation to share deeply. When deciding what you feel comfortable sharing, make sure the experience is appropriate for your students—not traumatic or too mature for them.

**Extend the Learning:**

Encourage your students to learn more about the relationship between school discipline and the justice system, sometimes termed the “school-toprison pipeline” by researching articles then presenting their findings to a class. The following offer some useful places to begin researching this vital topic.

- [School Discipline Linked to Later Consequences | Harvard Graduate School of Education](#) [School Discipline Linked to Later Consequences | Harvard Graduate School of Education](#)
- [Long-term Impacts of School Suspension on Adult Crime | Strategic Data Project \(harvard.edu\)](#)
- [School discipline causes lasting, harmful impact on Black students, study finds - Los Angeles Times \(latimes.com\)](#)
- Maryland Commission on the School-to-Prison Pipeline and Restorative Practices (umaryland.edu)

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