

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 7: Restorative Interventions Players & Process**

### **Key Takeaways:**

Restorative approaches engage the person harmed, the person responsible for causing the harm, and members of the community also affected by the incident of harm. These people work through a three-phase process defined by restorative questions that lead all to collaboratively develop a plan to heal that harm as much as possible.

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

Students will understand the structure of restorative interventions, who they include, and how the three phases engage participants.

### **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 triangle has three sides and three corners. The number three plays a key role in restorative approaches.
  - b. "This picture of a question mark will be our talking piece today as we discuss the key questions that guide restorative approaches interventions."
2. Pull up Lesson 7 PowerPoint on your computer and project it onto your classroom screen so everyone can see and hear it.

### **Procedure:**

1. Begin the lesson in your regular classroom arrangement so students can all see and hear the slides. No circle is needed at the start of this lesson.

2. Take your students through the narrated slides 2 through 8 which explain the participants and phases of restorative interventions. The slides should advance at the end of each narration, but you can always pause the slide show at any time if necessary. These will take about 8 minutes to go through.
3. Follow the instructions on the PowerPoint slides as you take your students into circle, which should now be pretty familiar for them by now. Use this circle to discuss the questions provided or choose a different question for everyone to process in circle.
4. Bring your chosen object into circle so you can use it as the talking piece and explain why you chose it for this lesson's circle.
5. Once you have completed the lesson, have students return to their chairs.

**Approximate Time: about 20 minutes**

Timing will vary, but you know the narrated slides will take about 8 minutes, so plan your time accordingly.

**Pro Tips:**

The restorative process leads us to examine situations through the direct experience of others whose experiences are not our own. Often when we come together around an issue of harm and hear other sides of the story, we gain understanding and develop empathy for those on different sides. Restorative interventions take participants a step further and engage those same people in collaborating to heal the harm or to solve the conflict as much as possible.

**Extend the Learning:**

There are a number of great videos on You-Tube and Vimeo that show students engaging in restorative circles—a circle specifically to heal harm or resolve conflict. Some of the following might interest your students who want to see how these circles play out.

- [\(249\) Teacher-Student Restorative Justice Circle - YouTube](#) this is a circle between a teacher and her student over an argument incident that happened in her classroom.
- [\(249\) Restorative Conference 1 18 16 - YouTube](#) this is a restorative intervention called a conference which is more formal and scripted than the circles you have done. It was held to address an incident of harm between two young men based on bullying behavior.
- [\(249\) Restorative Welcome and Re-entry Circle - YouTube](#) this is a circle held when a young man came back into school after he had been incarcerated due to criminal behavior.

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