




Restorative Justice in the Classroom Lesson 2 Class Meetings

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Lesson or Unit Plan Objective

Through role-play and discussion, this lesson will help students understand the motives behind offending and re-offending and to develop problem-solving consequences that will help offenders learn a better way to behave. By developing restorative consequences, the classroom community can help the offender repair the harm he/she has caused and discourage the offender from re-offending. Students practice consensus building and explore the consequence-setting aspect of justice circles.

 **Time** 40-45 minutes

✂ Materials

- Scenario Script 3-1, “The Accused” Scenario 3-2, “The Accused” Role Play Card 3-3, Agenda Card, Classroom Meeting
- Chart Paper
- Markers

Getting Started

Knowledge Now

1. Two students are asked to volunteer to role play a situation following the Scenario Script 3-1.
2. Individually students are to write a brief response as to how they would solve the conflict in the scenario.
3. On chart paper the teacher records random student responses.
4. The class discusses whether or not the person involved would re-offend again based on the consequences the class generated. Teacher also discusses with students whether or not the “victim’s” needs were met.
5. Lead students to the conclusions that if a punishment or consequence is imposed on a student without input from the accused then the accused really doesn’t learn anything. The victim may also not feel closure in the situation either.

Engaging Interest

- Explain to students that a school or classroom needs to work as a team to help those who make mistakes correct their behaviour in a way that will respect all individuals involved.

- Discuss with students how a classroom meeting will allow everyone to get involved in finding solutions to problems and how a network of students can help one student find a way to correct his/her behaviour.

Learning Activities

1. Have students move their desks into a circle.
2. Students are to read “The Accused” Scenario 3-B.
3. 1 Student is assigned the role of the accused and is given “The Accused” Role play card 3-3 to read.
4. One student is asked to place the agenda card on the board which includes a definition of the problem.
5. The accused is asked to identify the accuracy of the problem. Classmates are encouraged to ask questions or give input into the problem.
6. The accused is asked what he/she thinks should happen.
7. A class vote is taken to see how many agree with the solution of the accused. The teacher explains that in this scenario if all students agreed with the accused then the class would provide the accused with suggestions to the victim of how to avoid the problem if it occurs again. For this scenario students are not going to accept the solution of the accused.
8. The class brainstorms three other consequences which are written on chart paper and placed where everyone may read them.
9. The teacher reads each consequence to the class to make sure everyone understands what they are to vote on. Explain to students that it is important not to vote for the most hurtful consequence, but the consequence which would help the accused correct his/her behavior the most.
10. After the vote, the teacher writes the solution on the chalk board.
11. The solution needs to have some sort of choice to it. For example: Johnny, would you prefer to apologize to the other student during class time or after school? This limited choice will allow the accused to take part in the decision making process and accept responsibility for his/her actions.
12. Students are then encouraged to give the accused suggestions of how to avoid the problem if it occurs again.
13. At the end of the meeting discuss with students what method they found the most fair. The method we first started with where someone randomly chooses a punishment and the student has no say or the class meeting where the accused took part in deciding his/her consequence?

Assessment/Analysis

- During classroom discussion the teacher may ask various questions to get students thinking further about how a student may take more responsibility for his/her actions if he/she is involved in setting the consequences for his/her actions.
- A grade may be assigned for student participation in the activity through the use of a checklist. (eg: Did the student contribute to the classroom meeting? Did the student grasp the concepts of the classroom meeting process?)

Activities for Extension and/or Integration

Students can brainstorm other ideas in which the classroom meeting may apply (i.e. bullying, vandalism, absenteeism, students who fall behind on their assignments). Students may write a

proposal to how the classroom meeting could become a weekly routine to express student concerns and issues. Student may also be asked to create an agenda for the next classroom meeting.

Health 6,7,8,9 Learner outcomes

Health 6: R6-4 identify, analyze and develop strategies to overcome barriers to communication.

Health 7: R-7.2 Analyze the need for short-term and long-term support for emotional concerns; e.g, family, friends, schools, professionals.
R-7.9 Develop group goal-setting skills; e.g, collaboration.

Health 8: R-8.5 Develop strategies for maintaining healthy relationships.
R-8.7 Develop and demonstrate strategies for promoting peaceful relationships e.g, find common ground in conflict.

Health 9: R-9.9 Evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings.

Safe and Caring Topics and Concepts

Living Respectfully

- Taking responsibility for our choices, our actions and for the consequences of our actions.
- Exploring punishment and problem solving as approaches to inappropriate behaviour.

Resolving Conflict Peacefully

- Describe and demonstrate a process that helps resolve conflict in a way both sides can accept.
- Helping classmates establish ground rules for resolving conflict.

Teaching Strategies

<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	Cooperative Learning	Inquiry Learning	Direct Instruction
		<ul style="list-style-type: none"> • Problem Solving 	<ul style="list-style-type: none"> • Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Role Play 	<ul style="list-style-type: none"> • Classroom Meeting 		<ul style="list-style-type: none"> • Brainstorming

Supplementary Resources

- Gauthier, Gene. 1999. *Class Meeting for Safe and Caring Schools*.
- Pranis, Kay , Barry Stuart and Mark Wedge. 2003. *Peacemaking Circles: From Crime to Community*.

Restorative Justice In The Classroom

*** Note to the teacher: prior to starting the scenario it is important to explain that this is a role play, the type of behaviour being acted out in this scenario is not an acceptable way to behave.**

Narrator: Tina and Sally are walking past each other in the hall at lunchtime. Tina and Sally have been friends since third grade. Tina told Sally a secret, but instead of keeping the secret Sally went and told all the other girls in her class what Tina's secret was. Tina is upset and wants to "get back" at Sally.

Tina (*talking to all the students in the class before the teacher enters the room*): Everyone, you can't trust Sally. She is a liar and a blabber mouth. If anyone is nice to her I'll make you're life really difficult. Don't hang out with her, don't let her play sports during intramurals with your team, do not be nice to her.

Sally (*enters the room and sits down*): Tina, did you do your homework last night? I had a problem with one of the math questions.

Tina: (*puts her nose in the air and walks away*)

Narrator: Later that day Sally finds notes in her locker with some unpleasant comments ex: Sally smells like eggs. Sally is a liar. Sally starts to cry. She tries to tell her other friends but they laugh at her.

Sally (*approaches Tina who is standing in the hall*): Tina? Are you mad at me?

Tina: You smell like eggs. (*Tina walks away*)

Sally: (*continues to cry*)

Narrator: During PE the class is playing volleyball.

Sally: (*approaches her friends and Tina and asks if she can play on their team*) Hi everyone, is it alright if I play on your team today? You guys are awesome!

Tina: *(runs in front of all her friends and screams)* No! You're a loser! Go sit out!

Narrator: Frustrated by the way Tina is treating her and the silent treatment she is getting from her friends decides its time to talk to her gym teacher. Mr. Gunther decides to bring both of the girls into the hall to try and resolve the issue. If you were Mr. Gunther what would you do to resolve the problem and set a consequence to the actions of Tina?

Scenario Script 3-2

Restorative Justice In The Classroom

On his way to class Billy became worried that he wouldn't pass his final exam in Science. He hadn't really studied for the exam and knew that if he didn't pass it he probably would fail the term. He watches all of his classmates go into the science room. He looks around and realizes that the hall is empty. To his left he sees the fire alarm and decides to pull it. By pulling the fire alarm all students will have to be evacuated and by the time everyone has to come back in, Science will be over. He will be able to study tonight and pass the test tomorrow. Billy pulls the alarm, but as he is doing so doesn't realise that another student coming out of the washroom sees him. The fire alarm rings and all of the students are evacuated. Simon (the student who witnessed Billy's inappropriate behaviour) talks to the principal and tells him what had happened. A classroom meeting is to be held with the Science class and the Science teacher to try and find a solution to why Billy acted this way and how he can make up for his actions to the Science class and to the entire school.

Restorative Justice In The Classroom

Your role is to pretend to be Billy. You really did not want to write that science test because your mom told you if you failed Science this term you would be grounded for 2 weeks and wouldn't get to buy a new Ipod.

You didn't study because you always forget your books at school. When you do study you find it really boring sitting alone in your room. Remembering things can be very difficult for you and you would rather be outside skateboarding.

You pulled the fire alarm because you thought it was an easy way to kill time and get out of the science class. You didn't think any of the other kids would mind and thought they might actually think it was funny. They probably didn't want to write that Science test either.

When the class asks you to think of a consequence for your action, you play it down by saying that you'll say sorry on the announcements. What is the big deal, right?

Feel free to adlib the situation, but please keep your language appropriate.