




Restorative Justice in the Classroom Lesson 5 The Justice Circle Part 3

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Lesson Objective

This lesson builds on lesson four by providing students with an opportunity to learn and practice the facilitation of Justice Circles. After a review of the purpose and process, students role-play scenarios, covering all roles including the role of facilitator. After their role-play experience, students discuss whether the circle would be effective in both healing the victim and helping the offender learn a better way to behave, and explore what could have been done differently to more effectively meet those objectives.

 **Time** 40-45 minutes

Materials

- Scenario 4-1
- Addendum 2

Getting Started

Knowledge Now

1. Review the purpose of a Justice circle with students. “The purpose of a Justice Circle is not about finding a quick solution to a problem, but rather as a place for the “offender” to build a long-term network of support which will help him/her to work through difficulties as they occur. The Justice Circle is about resolving conflict while maintaining respect for all involved and is a way to approach conflict in a way to avoid aggression and seek justice.

On the board review with students what needs to occur in a justice circle.

- a) A justice circle should have willing participation of the offender.
- b) A teacher, administrator or counselor to debrief the person who committed the offence as to who will be in attendance and the agenda of the justice circle.
- c) Peers of the student who committed the offence, some chosen for their guidance qualities,
- d) other peers who are close to the student. Peers and or supporters of the victim.
- e) Person who the offence was committed “the victim”.
- f) Parents of both parties may be invited to participate.

- g) A teacher, administrator, counselor of student to facilitate volunteers, peers, offenders, victim and parents as to the situation and what is hoped to come out of the justice circle.
- h) Confidentiality

Engaging Interest

Learning Activities

1. Provide students with scenario 4-1.
2. Students are to use 1 scenario from 4-1 through the “Hearing Process” (Addendum 2).
3. The teacher may ask a student to model the role as facilitator. The teacher is to explain that a facilitator’s role is to guide the meeting, maintain its control and guide everyone involved through the hearing process.
4. The teacher may choose to go through the hearing process more than once and can pick a different scenario from scenario handout 4-1. Each Facilitation could take an entire class so there is wisdom in choosing scenarios that have included many characters, so as to include as many students as possible. The teacher should not hesitate to add roles where appropriate.
5. After the hearing discuss as a class what occurred and whether or not the outcome would be a positive one? (ex: Do you think the offender will offend again? How will the victim in the situation feel).

Assessment/Analysis

- Students may be asked to write an analysis of the situation and how they think the meeting circle will play out. Students may also choose to answer the debriefing questions in a written form and submit for marking.
- Teacher may want to mark student participation in the modeling of the sharing circle or classroom discussion.

Activities for Extension and/or Integration

- Language Arts: students may be asked to write a position statement based off the outcome of the sharing circle and whether or not the decision reached as to the consequence of the offenders actions is an effective one. Students must then defend their position.

Subject and Level Learner Outcomes for Subject and Level

Health 6: R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts.

R 6.4 identify, analyze and develop strategies to overcome barriers to communication.

R-6.7 apply a variety of strategies for resolving conflict; e.g., practice treating differences of opinion as opportunities to explore alternatives.

R- 6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making.

L-6.3 analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered.

Health 7: R-7.2 analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professional.

R-7.3 identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection.

L-7.7 determine and use knowledge and skills of the class to promote school and community health.

Health 8: R-8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts.

L-8.8 investigate the characteristics of a mentor, and practice mentorship in a group setting.

Health 9: R-9.2 analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful.

R-9.7 refine personal conflict management skills; e.g., negotiation, mediation strategies.

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

Go to www.sacsc.ca	Cooperative Learning	Inquiry Learning	Direct Instruction
Click on Resources, Strategies for strategy descriptions		<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"> • Brainstorming

Supplementary Resources

- Gauthier, Gene. 1999. *Class Meeting for Safe and Caring Schools*.
- Pranis, Kay and Barry Stuart and Mark Wedge. 2003. *Peacemaking Circles: From Crime to Community*.
- Teresa Elder Hanlon. Accessed April 11, 2007. *Circle Justice in Canada: Building and Breaking Community*. > <http://www.cejamericas.org/doc/documentos/teresa-hanlon.pdf><

Restorative Justice

Scenario 1

Karen and Courtney are students who attend P.W Middle School. Courtney and Karen use to be friends, but recently Courtney began hanging out with a different group of girls in school. Karen feels some what rejected as Courtney never really calls her or spends time with her. Instead of approaching Courtney about her feelings, Karen lashes out at her. During gym class Karen had her friend Paula watch the locker room door while Karen broke into Courtney's locker and stole her gym clothes. Paula and Karen later attended gym class claiming they were held up in Biology. Later on, Karen and her other friend Sarah start spreading rumors about Courtney, saying that "Courtney thinks Paula is ugly and doesn't like her." As a result of the rumour Paula confronts Courtney, who denies the accusation and says someone is making the rumour up. Many other kids are teasing Paula about being ugly and Paula's friends are beginning to shun Courtney whenever they see her. Sara begins telling Mary (another friend to both Courtney and Karen about what happened). Watching the situation spiral out of control, Mary decides to tell Mrs. Jenkins about what is happening. Mrs. Jenkins decides the girls need to come together and have a group conference as to what can be done to make things right.

Scenario 2

Bill and Stephanie have volunteered to take part in fundraising for a class fieldtrip. Part of their fundraising involves selling baked goods each lunch hour. Stephanie became ill on Monday and didn't attend school Monday or Tuesday. During the time Stephanie was away Bill became tempted and took \$50 from the combined \$100 two day profit. Mrs. DeMarco noticed the discrepancy as she had counted \$50 at the end of Monday, saw students buying goods from Bill on Tuesday, but didn't see any profit gain for Tuesday. Mrs. DeMarco's food studies class helped bake the goods for the fundraising and she is somewhat upset that Bill would steal from the class. She approaches the principal Mr. Koch and they decide to confront Bill. Instead of punishing Bill, they decide to have a group conference inviting a few students from the foods studies class and Stephanie to attend.

Scenario 3

Kevin is a student who struggles with reading. He has a hard time getting along with Mr. Carter, Kevin's LA teacher, because Mr. Carter always wants Kevin to read out loud and gets frustrated with Kevin when he refuses to read. Prior to attending LA class on Friday third block Kevin decides to skip out by hanging out in the boy's washroom. While hanging out in the boys washroom he becomes bored and decides writing "Mr. Carter sucks" all over the bathroom stalls would be a good idea. As time progresses he decides to write more about Mr. Carter, on the bathroom mirrors and in a few more stalls. During this time students continue walking in and out of the washroom. Billy, a student who is in the class Kevin is skipping, tells Mr. Carter he saw Kevin in the boy's washroom. Mr. Carter reports the student to Vice Principal Mr. Wilson. Mr. Wilson checks the boy's washroom and discovers what has been written across the boy's washroom about Mr. Carter and Kevin inside. Mr. Wilson has a discussion with Kevin and later Mr. Carter. It is decided that a group conference with some students from Kevin's class should be present.

Restorative Justice Conference Process

Prior to the conference beginning the facilitator would arrange the chairs in a circle. Assigned seating should also be arranged. Offender supporters should sit with the offender and victim supporters with the victim.

Prior arrangement should be made to have snacks set out in the same room where the meeting is held.

The facilitator should ideally have someone in place to record the proceedings and be prepared to type the final agreement. Access to a word processor and photocopier is helpful.

Introduction:

Welcome.

My name is_____. I will be the facilitator for this group conference. Before the conference begins I would like to work my way around this group, introduce everybody and indicate their reason for being here. (Introduce each participant and indicate their relationship to the victim and/or offender.)

All discussion today is confidential.

I would like to thank you for making the effort to attend. This is difficult for all of us and your presence here will help us deal with the matter that has brought us all together.

This conference will focus on an incident which happened.

(detail the date, time and particulars of the incident)

It is important to understand that we will focus on what offender name did, and how his/her unacceptable behaviour has affected others.

We are not here to decide whether offender name is a good or bad person. We want to explore in what way people have been affected and hopefully work towards repairing the harm that resulted from offender name actions.

Offender name has admitted his/her part in these incidents.

At any stage of this conference, offender name, if you no longer wish to participate you are free to leave but you need to know that this matter will be dealt with very differently if you do.

This matter will be finalized subject to your satisfactory participation in the conference and compliance with the conference agreement. Do you understand? (*As the offender's parents/caregivers also.*)

This is an opportunity for all of you to be involved in repairing the harm that has been done.

Offender Portion

To help us understand who has been affected by this incident we'll start by asking *offender name* to tell us what happened.

To following issues must be covered if not volunteered by the offender.

- How did you come to be involved?
- Tell us what happened?
- What has happened since?
- What were you thinking about at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- In what way have they been affected?

Victim Portion

- What did you think at the time?
- What did you think immediately after?
- How has this incident affected you?
- How did your family and friends react when they heard about this incident?

Victim Supporters

- How did you find out about the incident?
- What did you think when you heard about it?
- What has happened since?

Offender Supporters

(Acknowledge to parents and caregivers that this must be very difficult for them to hear these proceedings.)

- What did you think when you heard what had happened?
- What has happened since?

Offender

Before we move on is there anything you want to say to victim?

Agreement

To the victim: You've heard all that has been said here. What do you want to see happen as a result of this conference?

To each victim supporter: You've heard what has been said here. What do you want to see happen as a result of this conference?

To the offender: Do you think this is fair?

To offender supporters: Is this a fair agreement?

Is everyone happy with the outcomes?

(At this point decide who will monitor the various parts of the agreement? Who will coordinate the reporting of the outcomes?...to whom by what date?)

Break for food and drink. Facilitator or designate leaves to type up the agreement

Closing the Conference (Everyone resumes their seat.)

Facilitator: Allow me to read back what you have agreed upon.

Each person must have a copy of the agreement. Ask each individual to read the agreement. Each person is required to sign 3 copies of the agreement.

1 copy for the Facilitator.

1 copy for the Victim.

1 copy for the Offender.

Facilitator: Completion of this agreement will go a long way to putting right the wrong and allowing us all to learn from this unhappy experience. Is there anything else anyone wants to say?

Thanks again all of you for coming. It has been difficult and we hope it's been worthwhile.