

Lesson #6: We Are Off Track – Now What?

Lesson Developer: Bev Dekker

Time/Grade: 1 hour lesson/ Grades 2-6

Key Concept: Teach students about the restorative justice approach with a focus on conferencing for dealing with discipline issues.

Objectives: The student will practice using a Sharing Circle to resolve a problem by taking part in a role playing activity. The student will develop an understanding of appropriate consequences for an offence.

Materials:

- ✚ Role playing script
- ✚ Role playing cards
- ✚ Action/Consequence Handout

Introduction:

Review with the students the character traits the class has learned about so far as well the importance of the circle to the First Nation's people. Explain that this lesson involves role playing where they will be acting out a situation. Part of the role playing will involve taking part in a Sharing Circle to decide as a class what to do about a problem.

Concept Development/Learning Activities:

1. Prior to the lesson, ask several students to play the roles of Narrator, Mary, Cheryl(the accused), the principal Mr. Olsen, and Marcy(the victim). Give each student taking part, a script and time to read through it and think about how they will perform their part.
2. Have the students follow the script and perform their parts in the "role play" in front of the rest of the class.
3. Following the role play, the teacher asks the class to sit in a circle on the floor and explains that the class makes up a Sharing Circle. They will discuss the problem, share ideas, listen to others, and decide as a class what to do.
4. The teacher summarizes the problem presented in the role play: **Cheryl finds a ring that belongs to Marcy. Cheryl decides to keep the ring and asks her best friend Mary not to tell anyone that she found it.**
5. The teacher asks the accused if she agrees with the explanation of the problem.
6. The teacher asks the victim how she was affected.
7. The teacher asks the accused what he/she thinks should be done to solve the problem.
8. The accused reads the solution from the card.
9. A vote is taken to see if the participants in the circle agree with the accused's solution. (for this activity the vote should go against the accused's solution)
10. The teacher counts the votes and identifies that the majority of the group did not vote in favour of the accused's solution.
11. The teacher asks the group to brainstorm other consequences or solutions to the problem.
12. The three students who have a consequence card read the consequence on their card. The teacher writes each down on the board or chart paper so all members of the circle can see them. Discuss each consequence as to whether it is relevant to the behaviour and if it will help both the

victim and the accused.

13. The teacher explains to the circle that it is important not to vote for the most hurtful consequence, but for the consequence which would help the accused correct his/her behavior the most and the one that fits most closely with the problem.
14. The teacher takes a vote on each consequence and indicates which one has received the most votes. (for this activity Consequence #1 should receive the most votes)
15. The teacher writes the solution on the board. It has to have some kind of a choice to it. For example: Cheryl, would you prefer to apologize to Marcy and Mary during class time or after school? The limited choice will allow the accused to take part in the decision making process and accept responsibility for his/her actions.
16. The teacher asks the victim is the chosen consequence will help to repair the damage done.
17. Circle participants are then encouraged to give the accused suggestions of how to avoid the problem if it occurs again.

Closure/Summary:

1. Discuss with students the skills practiced in the lesson:
 - Accepting responsibility for your actions
 - Good listening skills
 - Working as a “community” to discuss a problem and come up with a solution
 - Repairing the damage done to the victim
2. Remind students that even though we usually know what the right thing to do is, sometimes we find it hard to do it and we may choose the wrong path. We all make mistakes and must support each other and help to repair any damage done.

Assessment:

1. In pairs, the students complete the handout about consequences fitting the behaviour.
2. Get together with another pair of students and compare answers. They discuss any answers that are different and change any that they wish.
3. The teacher goes over the worksheet and discusses answers with the class.

Curriculum Outcomes Addressed:

Grade 2-6 Health: Outcomes 1 and 2

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices: Students will develop effective interpersonal skills that demonstrate respect in order to establish and maintain healthy interactions.