




## Restorative Justice in the Classroom Lesson 4 The Justice Circle Part 2

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### Lesson Objective

This lesson builds on lesson three by providing students with an understanding of the process of Justice Circles and teaching them how to use this strategy in conflict resolution. Students practice setting restorative consequences and assess whether the consequences they identify would be effective in both healing the victim and helping the offender learn a better way to behave.

 **Time** 40-45 minutes

### ✂ Materials

- Student Handout 1-4
- Student Handout 2-4

### Getting Started

#### Knowledge Now

1. Review with students what the purpose of a Justice circle is. 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 that offence, some chosen for their guidance qualities and others who are close to the student.
- d) Person against whom the offence was committed “the victim”.
- e) Parents of both parties may be invited to participate.
- f) A teacher, administrator or counselor to debrief volunteers, peers, “victim” and parents as to the situation and what is hoped to come out of the justice circle.
- g) Confidentiality

### Engaging Interest

1. Students are to break into groups of 4.
2. Assign the students the task of writing a scenario in which a student commits some sort of offence such as vandalism, bullying, stealing or violence. From what students know about classroom meetings and the justice circle, students are to create a resolution.
3. Once groups have written their scenarios on student handout 1-4 the teacher will collect the scenarios.
4. The scenarios will then be exchanged amongst groups.
5. Students are given student handout 2-4. Each group is to analyze a scenario. Students will then identify the issues and feelings of the “victims” as well as some of the possible issues and feelings that the “offender” may have. Students will also decide whether or not the resolution created by the other group would be effective.
6. Afterwards students will be asked to come up with a variety of consequences in which the “offender” can correct the situation.
7. Once the groups are finished analyzing the various scenarios, the class is to have a group discussion. Students read out their scenarios and present their by presenting the scenario they were given and what sorts of issues the group came up with.

### **Assessment/Analysis**

- Participation mark may be taken as to how well students co-operate with one another in the group and involve themselves in the class discussion.
- Student scenarios and analysis of the scenario may be accepted for marking.

### **Activities for Extension and/or Integration**

- In LA students could be asked to create a script based off of their scenarios. Students could then present their script to the class and model public speaking practices.

### **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 <a href="http://www.sacsc.ca">www.sacsc.ca</a> Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
		<ul style="list-style-type: none"> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
			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.cejamerica.org/doc/documentos/teresa-hanlon.pdf><



## Restorative Justice

Name \_\_\_\_\_

In your group analyze the scenario given to you by another group. Answer the following questions. Be prepared to discuss your group's findings with the rest of the class.

Why might the "offender" have committed the offence?

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What might be some of the issues brought up by the offender in a justice circle?

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What might be some of the issues brought up by the offender in a justice circle?

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Do you agree with the resolution in the scenario? Why or why not?

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Do you believe that this method of seeking justice to be fair to all parties? Use examples to explain.

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