

OAKLAND UNIFIED SCHOOL DISTRICT

# PEER RESTORATIVE JUSTICE PROGRAM GUIDE 2nd Edition



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools,  
Thriving Students*



OAKLAND FUND FOR CHILDREN AND YOUTH



OUSD RESTORATIVE JUSTICE PROGRAM

# Peer Restorative Justice Program Guide

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Our mission is to increase attendance, attitudes, academics, and equity in discipline through the development of restorative leaders and a restorative school culture.



Created for OUSD by Yari Sandel

In partnership with David Yusem and Chen Kong-Wick

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Peer Restorative Justice Program  
746 Grand Avenue • Oakland, CA 94610

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## Letter from the OUSD RJ Program Manager

Dear Peacemakers,

We are excited about this Program guide because it combines Restorative Justice and Conflict Resolution within a youth development model. This is new territory for our district and for these types of programs the world over. Traditionally, peer mediation does not include restorative practices. Teaching youth conflict resolution skills and restorative justice processes supports core social emotional competencies and empowers students to become leaders.

For those of you that use this guide to support students in learning these processes - you are pioneers in this field. The work you do with these students will stay with them for the rest of their lives and help them to be successful adults that have skills necessary to engage fully in their relationships. Using this guide as a foundation for your work with students will not only affect the individual student in a positive way, it will create ripple effects within the larger community. Using the skills you teach them, they can be role models for their families, friends and eventually their colleagues. Conflict will always be a part of the human condition and teaching youth to effectively navigate it will help ensure a better future for our society.

We encourage you to use this guide as a resource for your work with youth in the area of restorative practices and conflict resolution. Ultimately, it can be a touchstone for you to come back to as you develop your own unique style of circle process and restorative conversations. On behalf of the families and youth that attend OUSD, thank you very much for the dedication, commitment, and passion you bring to this work.

We would also like to thank the following people for helping with the creation of this guide: Yari Sandel for creating this groundbreaking piece of work; Chen Kong-Wick for her many thoughtful and creative contributions; Sandee Simmons, Barbara McClung, Greg Bailey, Kyle McClerkins, Reuben Roberts, Ashlee George, and Komoia Johnson for carrying the torch of peer based restorative justice at OUSD. We also want to give a big shout out to the Oakland Fund for Children and Youth (OFCY) for graciously funding this program and to SEEDS Community Resolution Center for their support and partnership.

Sincerely,

David Yusem  
Program Manager, Restorative Justice  
Oakland Unified School District  
Family, Schools, and Community Partnerships Department

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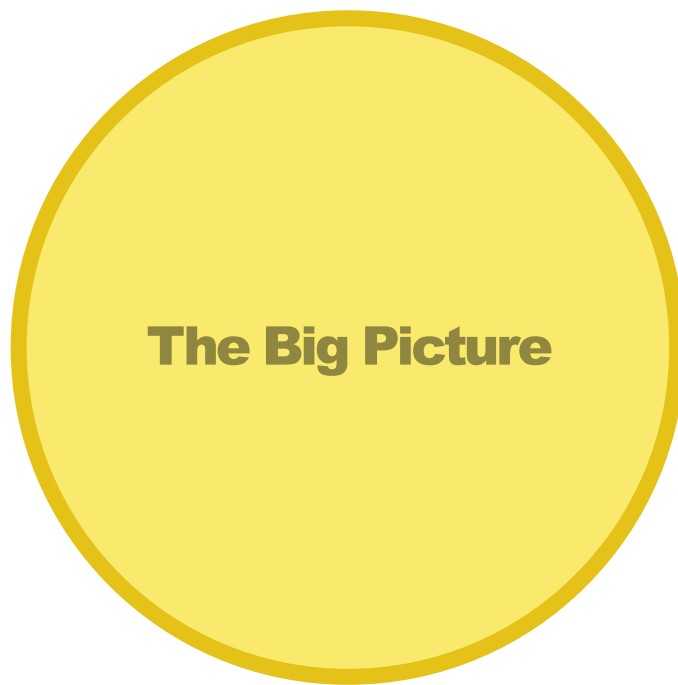
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Justice exists when systems, institutions, and relational patterns are all aligned, oriented and operating so that every living being has full and fundamentally equal access to the resources and opportunities needed for full community thriving and individual actualization.

— David Anderson Hooker












# The OUSD Restorative Justice Model

Racially disproportionate discipline of African American students is a very real concern for OUSD. The district has an agreement with the Federal Office for Civil Rights called the Voluntary Resolution Plan which lists Restorative Justice as a strategy to eliminate disparities in discipline for African American youth.

## Benefits of a Restorative Justice Program

The Restorative Justice Program supports OUSD's vision to become a Full Service Community District by creating a positive, equitable, and caring climate with a focus on relationships. Restorative practices utilize effective conflict transformation skills and circle process to respond to conflict and harm in a way that is inclusive to the whole school community. The use of restorative practices in schools has been shown to:

-  Violence and referrals for suspension and expulsion
-  Feeling safe at school
-  Attendance rates and teacher retention
-  Equity in discipline
-  Provide an effective alternative to suspension and expulsion
-  Provide a foundation and process for youth development and social emotional learning skills which are critical to success in school and throughout life.
-  Align with district programs to reduce truancy, foster academic success, and raise attendance and graduation rates.

## OUSD RJ Strategy

The Peer Restorative Justice Program is part of a three-tiered strategy to respond to discipline in a way that is restorative. Each tier addresses a specific need of the school community:

### Tier 3: Re-entry

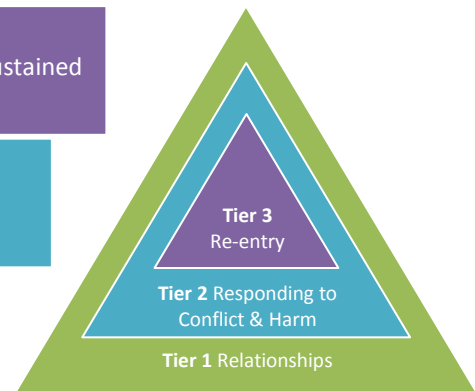
Welcome and support youth in joining the school community after a sustained absence such as incarceration, involuntary transfer, or suspension.

### Tier 2: Responding to Conflict & Harm

Provide restorative practices to heal harm, transform conflicts, and create positive learning opportunities.

### Tier 1: Relationships

Immerse the whole school community in restorative community building and skill building activities that focus on relationships.





# Program Logic Model

**GOAL:** Our mission is to increase attendance, attitudes, academics, and equity in discipline through the development of restorative leaders and a restorative school culture.

**A Restorative Culture is:**  
Inclusive  
Communication-driven  
Accountability-bound  
Relationship-focused  
Equitable

**Restorative Leaders have:**  
Sense of Connectedness  
Accountability to self and others  
Strong Communication Skills  
Resiliency in school and life

## **INPUTS:**

Restorative Practice Support System  
Restorative Leaders  
Restorative Capacity  
Restorative Policy  
Restorative Modeling

**STRATEGY:** Transform the punitive culture into a restorative culture using whole-school Tri-Tier Strategy.

### **Tier 3: Re-entry**

Welcome and support youth in joining the school community after sustained absence such as incarceration, involuntary transfer, or suspension.

### **Tier 2: Responding to Conflict and Harm**

Provide restorative practices to address conflicts and create learning opportunities.

### **Tier 1: Relationships**

Immerse the whole school community in restorative community building and skill building activities that focus on relationships.

## **OUTPUTS:**

- # Students participating in circles for harm or conflict
- # Students participating in restorative conversations
- # Community building activities or peer led workshops
- # Trainings for Peer RJ Youth Leaders

**OUTCOME:** Development of restorative school culture producing restorative leaders with the ability to transform conflicts, who feel connected and accountable to the community, and who are resilient.

**IMPACT:** Sense of connectedness leading to increased attendance, attitudes, and academics for all youth.



If we do not change our direction,  
we are likely to end up where we are headed.

— Chinese Proverb





**Understanding  
RJ in Schools**

# The Trouble with “Discipline”

## We Have a Problem

Discipline has become a controversial word for a good reason. Depending upon how discipline is implemented, it may result in detrimental outcomes that lead to a decline in student attitude, academics, and attendance in school.



When a school implements discipline in a way that focuses on punishment and intolerance, tools like security cameras and metal detectors are utilized. Isolation, suspension and expulsion become ways to avoid conflict. These tools and responses send the message to students that they are untrustworthy and unwelcome within the school community. For students, this means a decrease in interest and engagement, leading to a decline in attitudes, academics, and attendance.

**FACT:** People are more likely to experience punitive discipline when they are low-income, male, differently-abled, or a person of color.

## The Solution is to Shift our Focus

Discipline should be a learning process. Bringing restorative justice to a school is about a culture shift; the shift from a punitive model of discipline to a caring model of discipline that encourages accountability and allows for healing. In a restorative school community, people regularly take steps to build community and strengthen relationships. When a conflict or harm arises, a restorative response focuses primarily on relationships and asks restorative questions that lead into a discussion where participants learn from each other, identify needs and obligations, and collaborate on healing together. A caring community and a positive school culture create the foundation for young people and adults to do the hard work of transformation. Without this foundation, it's difficult for change to firmly take root.

We must work together to transform our community.

# The School to Prison Pipeline

The American Civil Liberties Union defines the school to prison pipeline as a national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Punitive discipline contributes to the school to prison pipeline by sending the message to a student that they are not welcome in the school community for a period of time or permanently. Consider these statistics about the role of punitive discipline in the school to prison pipeline:



**TRUE:** Taking youth out of school for even a few days often escalates poor behavior, contributes to poor academic achievement, and furthers the achievement gap between low-income children and their higher-income peers.

**TRUE:** Lack of connectedness in schools increases risky behavior, abuse of alcohol, drugs, and early sexual activity.

**TRUE:** A youth who has been suspended is more likely to be retained in grade.

**TRUE:** Suspended students are three times more likely to drop out by 10th grade than students who have never been suspended.

**TRUE:** Three-fifths of youth incarcerated as ninth-graders either never re-enroll in school or drop out within five months of returning to school.

**TRUE:** Roughly one in 10 male high school dropouts are in jail or juvenile

**TRUE:** Approximately 30 percent of federal inmates, 40 percent of state prison inmates, and 50 percent of persons on death row did not finish high school.



## Get more information:

- **Human Impact Assessment of School Discipline Policies:** A Health Impact Assessment of Exclusionary School Discipline, Positive Behavioral Interventions and Supports, and Restorative Justice Policies in Three California School Districts by Human Impact Partners, 2012.
- **African American Male Achievement Initiative:** A Closer Look at Suspensions of African American Males in OUSD by the Urban Strategies Council, 2012.
- **Breaking Schools' Rules:** A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement by the Council of State Governments Justice Center in partnership with the Public Policy Research Institute at Texas A&M University, 2011.

# Restorative Philosophy

## Why RJ is Important

Restorative justice believes:

- A Community is defined as a group of people deeply interconnected through relationships.
- Within a community, there is a healthy balance of relationships that enables the community to function well and thrive.
- When a conflict or harm occurs, it is the relationships that are impacted and the community becomes out of balance.
- It is important to follow through with the process of restoring relationships to a healthy balance for a community to thrive.

## How RJ Works

Restorative justice uses practices including circle process and restorative conversations as tools for community building, responding to conflict and harm, and support for welcoming students and families to re-enter the community after periods of sustained absence.

## What RJ Provides

Restorative justice provides support for schools to maintain healthy relationships and encourages equitable access to a culturally relevant and meaningful education.

# Retributive Versus Restorative Discipline

## Retributive Response

What rule was broken?  
 Who broke the rule?  
 What is the punishment?

## Restorative Response

What harm occurred and how has it impacted our relationships?  
 What are the needs and obligations that have arisen from the harm?  
 Who among the people involved can help to heal and how?

## Common Outcomes

Community: Focus is on rules and offenders.  
People who harmed: increased likelihood of recidivism, risky behavior, obstacles to academic success, and use of public money over time.  
People harmed: needs remain unmet.

## Common Outcomes

Community: Focus is on healthy relationships.  
People who harmed: increased likelihood of positive behavior, opportunities for academic success, saving public money over time, and learning life skills and resiliency.  
People harmed: needs are met, learn life skills and resiliency.

## Considerations

Time efficient in short-term  
 Established process  
 Available when restorative discipline is not applicable

## Considerations

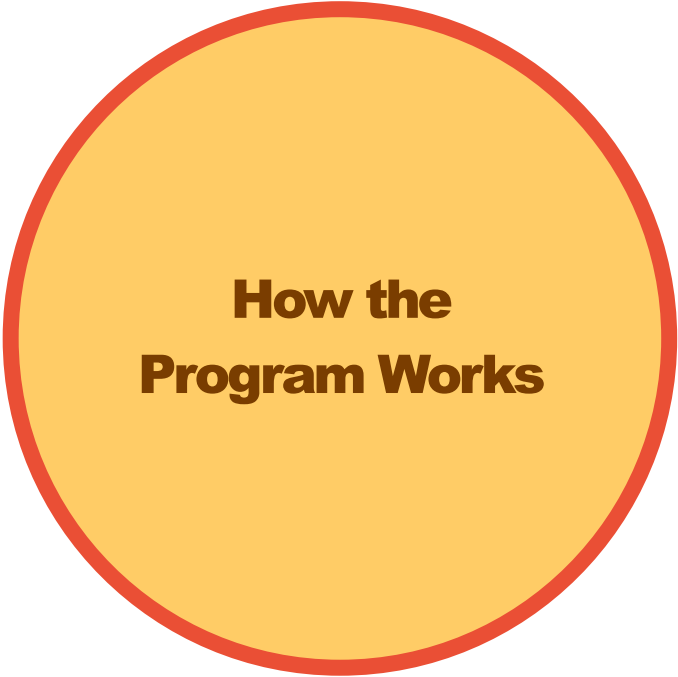
Time consuming in short-term  
 Requires voluntary participation for all participants  
 Not applicable to every situation



Change leads to disappointment if it is not sustained.  
Transformation is sustained change,  
and it is achieved through practice.  
— B.K.S. Iyengar







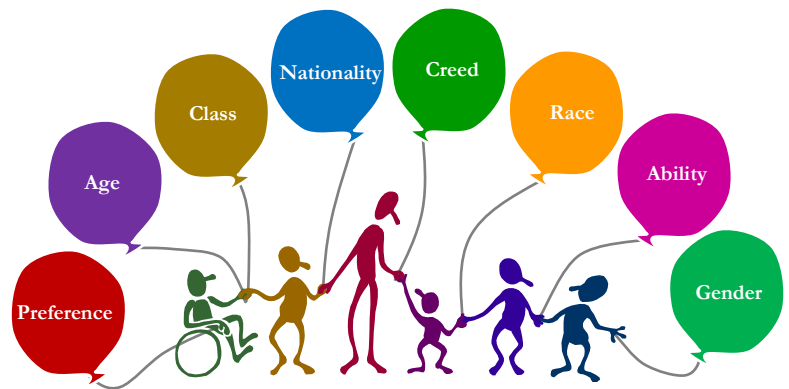
**How the  
Program Works**

# The Peer RJ Program Model

The Peer Restorative Justice Program (PRJP) is part of the district Restorative Justice Program. The PRJP provides a school community with resources and support to build a youth team capable of facilitating restorative practices.

## Step One

A representative group of youth is selected to become restorative leaders.



## Step Two

The youth participate in community building and are trained in circle process. Youth in the program learn how to be leaders, practice effective communication skills, express personal feelings and needs, listen without taking sides, problem-solve, and improve school climate.

## Step Three

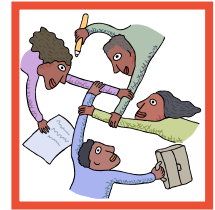
Youth use communication and problem solving skills to heal harm and transforming conflict with the goal of maintaining healthy relationships. As youth learn positive, reflective ways of addressing harm and conflict, they become empowered leaders in building positive school climate.

## Program Services

The PRJP offers three services: (A) Community Building, (B) Skill Building, & (C) Responding to Conflict & Harm. Each service is customized to meet the needs of the school community.

### Community Building

The Community Building component utilizes restorative practices to strengthen relationships and bring community together to discuss issues relevant to climate and culture. The Coordinator and program youth identify topics of interest to the community, for example stress about testing or concerns about respect and trust. Then, interested youth and adults are brought together to talk about a particular issue, share stories, express feelings, and draw wisdom from each other on healthy ways to respond.



### Skill Building

The Skill Building component provides opportunities to strengthen the knowledge and skill set of the school community in restorative practices. The program provides training for a representative group of youth to become skilled restorative youth leaders, as well as opportunities for youth to teach the school community about restorative justice through workshops.



### Responding to Conflict & Harm

The Responding to Conflict and Harm component offers support for the school community to use restorative practices. The majority of these services are offered by youth trained through the program and, when necessary, by the Program Coordinator. The Coordinator may at times determine that a case is not appropriate for youth due to issues such as confidentiality, the nature of the harm or conflict, or the level of difficulty of the situation.



## Peer RJ Team

● ● ●

*Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.*

- Margaret Mead

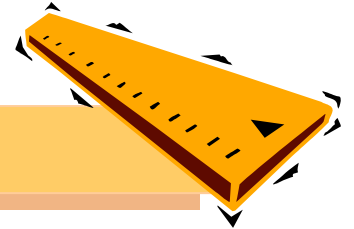


District Program Manager	The Program Manager oversees program design and implementation at multiple sites, advocates and negotiates program-school partnerships, selects, trains, and supports Program Coordinators, gathers and evaluates program data for efficiency and progress, and supports fundraising.
Site Supervisor	The Site Supervisor serves as a program advocate and decision-making partner with the Program Coordinator on site-specific issues.
Program Coordinator	The program is implemented by a Program Coordinator with knowledge and skills to facilitate restorative practices, training, and community-building activities as well as a strong ability to connect with and support youth.
Youth Leaders	Youth Leaders are a group of students trained in restorative practices who support the school through community building, teaching skills, and responding to conflicts and harm.
Advisory Team	The Advisory Team is a dedicated group of youth and adults, who support the program through providing critical feedback, support in decision-making and fundraising efforts.

## Measurement & Evaluation

The Peer Restorative Justice Program utilizes multiple tools to document and measure program effectiveness including data collection, surveys, site-visits, one-on-one assessments, and discussion.

### How We Evaluate



The PRJP provides oversight, measurement, and guidance through yearly training, school site visits with the Principal and select staff, monthly support meetings with the Program Coordinator team, gathering data, and one-on-one support with Coordinators as needed.

### What we Measure



- ✓ # Restorative processes for conflict/harm
- ✓ # Community building circles and workshops
- ✓ # of 1-on-1 restorative conversations
- ✓ # Trainings for youth leaders



### Independent Assessment

The Oakland Fund for Children and Youth (OFCY) assists in measuring youth engagement and program success. The OFCY utilizes youth surveys and partners with an independent evaluator to perform a yearly visit to select sites and determine the effectiveness of youth engagement, interaction, support, and safety.

# Year at a Glance

2013 2014	Program Schedule										
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Focus	Meet and Welcome	Relationship Building	Teach	Practice	Practice	Practice	Youth Leadership	Youth Leadership	Youth Leadership	Reflect	Celebrate
Community Building	Meet Youth, Staff, & Parents	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>	Special Topic Circles <b>Theme:</b>
Skill Building			Train Youth	Youth-led Program Intro for Classrooms				Youth-led Fieldtrip Workshop			
Responding to Conflict & Harm		Identify possible participants, and interviews candidates	Select youth team	Coach youth-led services	Coach youth-led services	Support youth-led services	Support youth-led services	Support youth-led services	Support youth-led services	Mid-month Transition to Adult-led services	Adult-led services and youth celebration
Special Events								<b>Fieldtrip:</b> Ethnic Studies Conference			

## Month-by-Month Schedule

AUGUST-SEPTEMBER	<ul style="list-style-type: none"> <li>• <u>Meet Your School Community:</u> <ul style="list-style-type: none"> <li>○ <b>Principal, Discipline Team, &amp; Site-Supervisor</b> Introduce program &amp; answer questions Identify discipline needs of school and when the program will be utilized</li> <li>○ <b>Counselors &amp; Special Support Programs</b> (COST, PBIS, Climate &amp; Culture Committee) Introduce program &amp; answer questions Brainstorm opportunities for collaboration</li> <li>○ <b>Educators &amp; Staff</b> Introduce program &amp; answer questions Identify key supporters</li> <li>○ <b>Youth</b> Build recognition and sense of safety. <b>Tip:</b> During interactions, emphasize listening, restorative modeling, and intentional conversations.</li> </ul> </li> <li>• <u>Offer Topic Circles:</u> <b>Idea:</b> Invite youth to meet and get to know other youth, tell stories, and discuss feelings and thoughts about being back at school, share goals, and build relationships.</li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>• <u>Build Peer Restorative Justice Program:</u> <ul style="list-style-type: none"> <li>○ Interview and select program participants</li> <li>○ Train program participants</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services:</u> Youth begin practicing restorative practices with intensive coaching support.</li> <li>• <u>Increase Program Awareness:</u> Prepare youth for classroom presentations on Peer Restorative Justice Program and implement presentations.</li> <li>• <u>Offer Topic Circles:</u> <b>Tip:</b> Encourage youth to help identify important school issues for circles.</li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
DECEMBER	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services:</u> Youth are facilitating restorative practices with moderate coaching support.</li> <li>• <u>Offer Topic Circles:</u> <b>Idea:</b> Invite youth to celebrate the lessons learned and accomplishments from the first semester.</li> <li>• <b>Ethnic Studies Conference:</b> <ul style="list-style-type: none"> <li>○ Obtain paperwork for field-trip</li> <li>○ Determine if your site will be offering a workshop</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>



JANUARY	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services</u> Youth are facilitating restorative practices with moderate coaching support.</li> <li>• <u>Offer Topic Circles</u> <b>Idea:</b> Invite youth to join other youth and share stories about winter break, discuss feelings and thoughts about being back at school, share goals, and build relationships.</li> <li>• <b>Ethnic Studies Conference:</b> <ul style="list-style-type: none"> <li>○ Identify participants and chaperones</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services:</u> Youth are facilitating restorative practices with minimal coaching support.</li> <li>• <u>Offer Topic Circles</u></li> <li>• <b>Ethnic Studies Conference:</b> <ul style="list-style-type: none"> <li>○ Collect permission forms and submit paperwork</li> <li>○ Identify participants and chaperones</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services:</u> Youth are facilitating restorative practices with minimal coaching support.</li> <li>• <u>Offer Topic Circles</u></li> <li>• <b>Ethnic Studies Conference:</b> <ul style="list-style-type: none"> <li>○ Attend the fieldtrip!</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• <u>Youth-led Restorative Justice Services:</u> Youth are facilitating restorative practices with minimal coaching support.</li> <li>• <u>Offer Topic Circles</u></li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
MAY	<ul style="list-style-type: none"> <li>• <u>Youth-led/Adult-led Restorative Justice Services:</u> <ul style="list-style-type: none"> <li>○ Youth are facilitating restorative practices with minimal coaching support.</li> <li>○ During end-of-year testing, encouraged youth to focus on academics. Transition to adult-led services.</li> </ul> </li> <li>• <u>Offer Topic Circles</u> <b>Idea:</b> Offer support circles to address issues related to testing including fear, stress, anxiety, and depression.</li> <li>• <u>Wind-Down Program:</u> <ul style="list-style-type: none"> <li>○ Invite youth to fill-out program evaluations</li> <li>○ Discuss end-of-year celebration</li> </ul> </li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>
JUNE	<ul style="list-style-type: none"> <li>• <u>Adult-led Restorative Justice Services:</u> Encourage youth to focus on wrapping-up academic requirements and participating in celebrations.</li> <li>• <u>Offer Topic Circles</u> <b>Idea:</b> Invite youth to celebrate the lessons learned and accomplishments from the second semester.</li> <li>• <u>Wind-Down Program:</u> Hold a celebration for program participants</li> <li>• <b>Paperwork:</b> Complete and submit necessary program paperwork</li> </ul>

# Month of October Schedule

	Monday Bret Harte	Tuesday Bret Harte	Wednesday Minimum-Day	Thursday Bret Harte	Friday Bret Harte
1 <sup>st</sup> Week	Select & Notify Program Participants	Select & Notify Program Participants	<i>Not Scheduled</i>	Finalize & Submit Paperwork from last month	Prep for training
2 <sup>nd</sup> Week	Prep for training	Prep for training	<i>Not Scheduled</i>	Offsite Program Coordinator Meeting	Prep for training
3 <sup>rd</sup> Week	Program Training	Program Training	<i>Not Scheduled</i>	Program Training	Program Training
4 <sup>th</sup> Week	Program Training	Program Training	<i>Not Scheduled</i>	Program Training	Program Training
5 <sup>th</sup> Week	Youth begin practice  Program Development: Prepare for Next Month	Youth begin practice  Program Development: Prepare for Next Month	<i>Not Scheduled</i>		

# 3<sup>rd</sup> Week of October Schedule

	Monday Bret Harte	Tuesday Bret Harte	Wednesday Minimum-Day	Thursday Bret Harte	Friday Bret Harte
Before School	<i>Not scheduled</i>	<i>Not scheduled</i>	<i>Not Scheduled</i>	<i>Not scheduled</i>	<i>Not scheduled</i>
1 <sup>st</sup> Period	<i>Not scheduled</i>	<i>Not scheduled</i>	<i>Not Scheduled</i>	<i>Not scheduled</i>	<i>Not scheduled</i>
2 <sup>nd</sup> Period	<i>Not scheduled</i>	Circle	<i>Not Scheduled</i>	Community Building	Prep for Training
3 <sup>rd</sup> Period	Prep for Training		<i>Not Scheduled</i>	Circle	Circle
4 <sup>th</sup> Period	Restorative Conversation	Prep for Training	<i>Not Scheduled</i>		Meeting w/ Advisory Team
Lunch	Program Training	Program Training	<i>Not Scheduled</i>	Program Training	Program Training
5 <sup>th</sup> Period	& Lunch	& Lunch	<i>Not Scheduled</i>	& Lunch	& Lunch
6 <sup>th</sup> Period	Wrap-up/Paperwork	Wrap-up/Paperwork	<i>Not Scheduled</i>	Wrap-up/Paperwork	Wrap-up/Paperwork
After School	Staff Meeting	<i>Not scheduled</i>	<i>Not Scheduled</i>	<i>Not Scheduled</i>	<i>Not scheduled</i>



Encourage, lift and strengthen one another. For the positive energy spread to one will be felt by us all.  
For we are connected, one and all.

— Deborah Day







## Youth Voice

The Peer RJ Program is designed to reflect our value in youth voice. We base our design in the YPQA Pyramid of Program Quality and Adam Fletcher’s adaptation of the Ladder of Youth Voice.

### Equitable Relationships

On the Ladder of Youth Voice, this program seeks to create an equitably balanced relationship between youth and adult participants (the 8<sup>th</sup> rung).

Ladder of Youth Voice



8. Youth/Adult Equity
7. Completely Youth-Driven
6. Youth/Adult Equality
5. Youth Consulted
4. Youth Informed
3. Tokenism
2. Decoration
1. Manipulation

Adapted by Adam Fletcher (2011) from work by Roger Hart, et al. (1994)

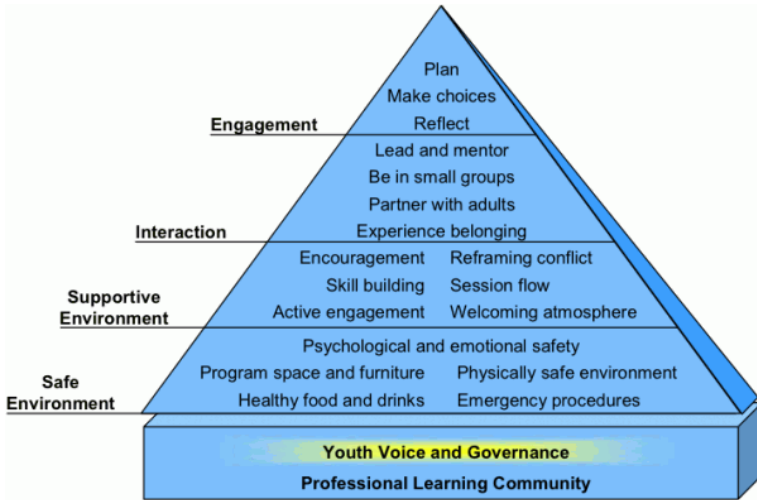
## Youth Voice Rubric

*By Adam Fletcher*

Description	Challenge	Reward
1. Adults <b>manipulate</b> youth	Youth forced to attend without regard to interest.	Experience of involving youth and rationale for continuing activities.
2. Adults use youth to <b>decorate</b> their activities	The presence of youth is treated as all that is necessary without reinforcing active involvement.	A tangible outcome demonstrating thinking about youth voice.
3. Adults <b>tokenize</b> youth	Young people are used inconsequentially by adults to reinforce the perception that youth are involved.	Validates youth attendance without requiring the work to go beyond that.
4. Youth <b>inform</b> adults	Adults do not <i>have</i> to let youth impact their decisions.	Youth can impact adult-driven decisions or activities.
5. Adults actively <b>consult</b> youth while they’re involved	Youth only have the authority that adults grant them, and are subject to adult approval.	Youth can substantially transform adults’ opinions, ideas, and actions.
6. Youth are fully <b>equal</b> with adults while they’re involved. This is a 50/50 split of authority, obligation, and commitment.	There isn’t recognition for the specific developmental needs or representation opportunities for youth. Without receiving that recognition youth lose interest and may become disengaged quickly.	Youth can experience full power and authority, as well as the experience of forming basic youth/adult partnerships.
7. <b>Young person-driven</b> activities do not include adults in positions of authority; rather, they are they to support youth in passive roles.	Youth operate in a vacuous situation where the impact of their larger community isn’t recognized by them. Young person-driven activities may not be seen with the validity of co-led activities, either.	Developing complete ownership of their learning allows youth to drive the educational experience with a lot of effectiveness. Youth experience the potential of their direct actions upon themselves, their peers, and their larger community.
8. Youth have full <b>equity</b> with adults. This may be a 40/60 split, or 20/80 split when it’s appropriate. All are recognized for their impact and ownership of the outcomes.	Requires conscious commitment by all participants to overcoming all barriers.	Creating structures to support differences can establish safe, supportive learning environments, ultimately recreating the climate and culture in communities.

# Empowerment

As the year progresses, youth gain increasing amounts of responsibility and opportunity to customize the program as they see fit to meet the needs of the school community.

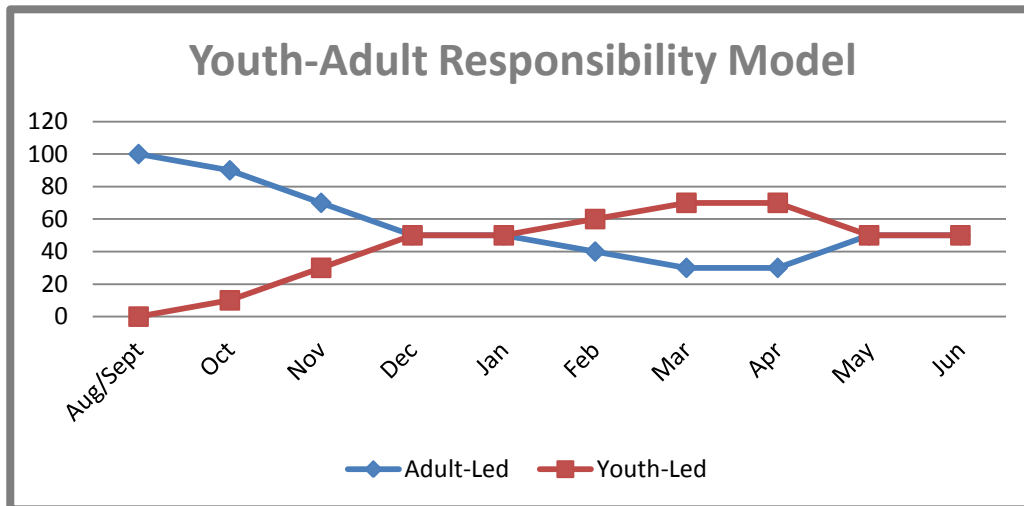


## Empowering Environment

Youth are welcomed into a safe and healthy learning environment where they are encouraged to learn about harm, conflict and build skills. Throughout the year, youth are invited to make key decisions that directly impact the program and community, assess problems, create strategies, and evaluate and reflect upon outcomes. As youth become more experienced, they have opportunities to lead and coach their peers in training, workshops, and restorative practices.

## Sharing Responsibility

In the beginning of the school year the Program Coordinator selecting participants, builds relationships, and provides training. Through the middle of the year, participants are coached and supported by the Program Coordinator and encouraged to take increasing amounts of responsibility as skills develop. During the second semester, participants are challenged to demonstrate leadership in managing the program and caring for the school community. This includes planning, facilitating, and reflecting upon activities. As the year comes to an end, youth and adult responsibility are balanced and the program transitions to celebration.





# Youth Development

Ages 6-14

Based on the work of Jacquelynne Eccles, The Future of Children, Princeton University

## Big Changes

During early adolescence, youth are experiencing puberty and cognitive maturity. This stage begins the transition into the role of adulthood. In middle school, youth are transitioning into a new school structure with new social roles and expectations.



## Puberty

Hormones controlling physical development activate differently for everyone. Some youth will develop faster than others. Generally, girls develop sooner than boys by around 18 months. Socially, physical maturation brings different psychological dilemmas. For girls, the physical changes they experience may not align with some media representations of women. For boys and girls, maturation may bring increased participation in sports and other competitive activities. In addition, with puberty comes the increased awareness and challenge of exploring social gender roles.

## Cognition

Cognitively, adolescents increase their ability to think critically about themselves and the world around them abstractly and with problem solving. Young adolescents still think in terms of right and wrong. Internally, youth may focus more on understanding their strengths and deficits; while socially, they try to understand the internal characteristics of peers. Friendships are often based on the perception of common characteristics.

## Family & Adult Relationships

In early adolescence, youth begin distancing themselves from family in search of independence and autonomy. They may also question family rules and roles leading to conflict. While distancing themselves from adults in the family, youth may seek to fill the space with advice and guidance from trusted adults within their community.

## Friendship and Peers

Social acceptance is highly important to adolescent youth and often a more important predictor of self-esteem than academic success. Family views tend to shape youth beliefs on morality, educational goals, politics, and religion, while peer pressure increases around appearance and social activities. Often, peer groups tend to reinforce current strengths and weaknesses more than change the young person's characteristics.



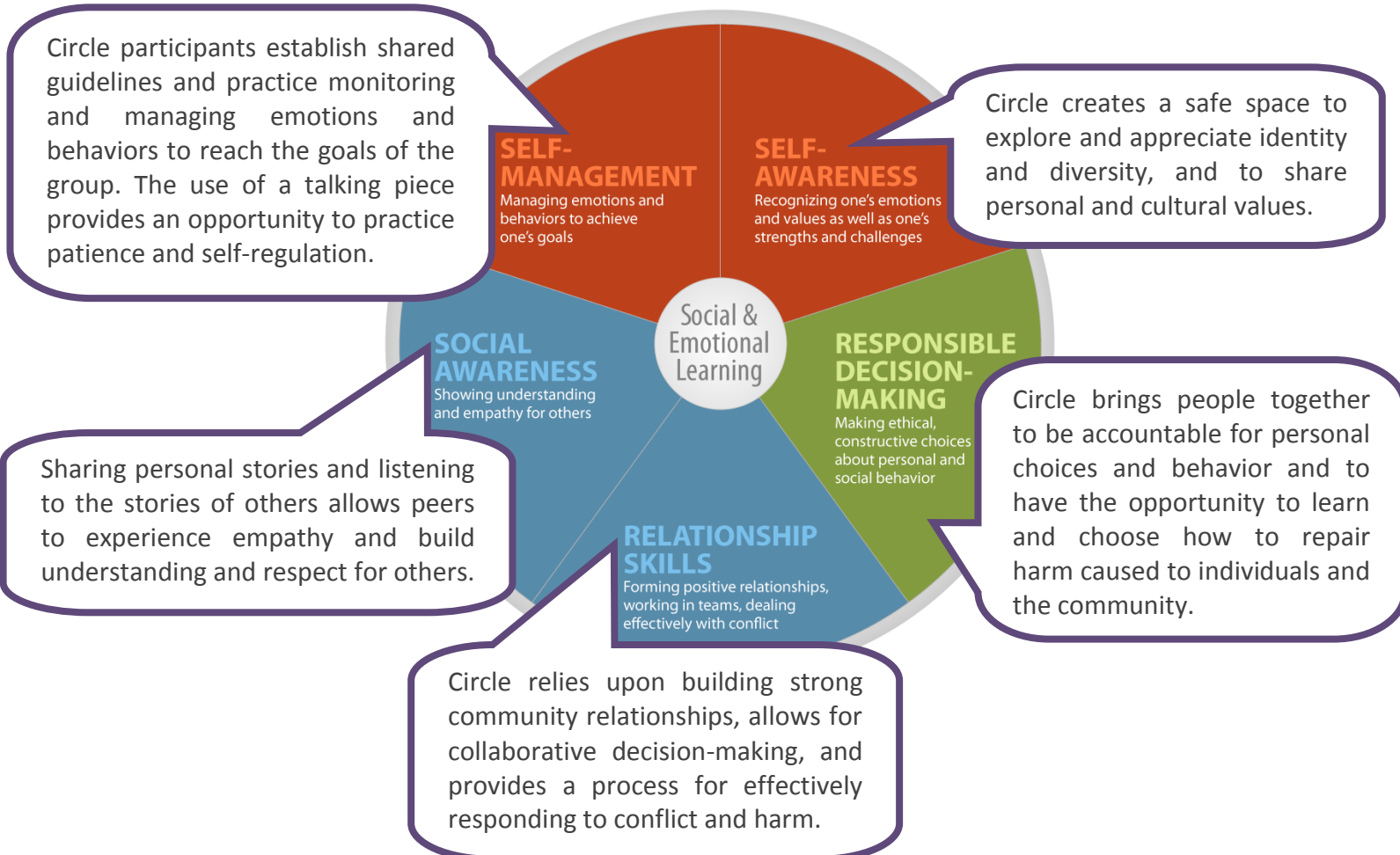
# Social Emotional Learning

How restorative practices encourage social emotional learning competencies based in the work of the Collaborative for Academic and Social Emotional Learning (CASEL). Visit CASEL.org for more information about the five core competencies.

## SEL in Circle

When people are given the opportunity to build positive relationships using restorative practices that encourage social emotional learning (SEL) and skill building, they are more likely to engage in the difficult conversations around harm, accountability, and healing that is at the heart of the restorative justice process. Restorative practices provide a process for learning about and practicing CASEL’s five SEL competencies.

### Social & Emotional Learning Core Competencies





## Cultural Responsiveness

### A Multicultural School

Circle process supports building an inclusive and equitable learning environment for a multicultural school. Circle makes this possible by allowing participants to listen and reflect upon multicultural perspectives. When people feel their cultural values are heard and respected, the sense of belonging and connectedness among people are strengthened. While it is not possible to fully understand another culture, it is important to reflect upon how our implicit biases affect the lens through which we view and interact with others.

### Talking Piece & Center Piece

The talking piece provides a space for dialogue that encourages everyone to have a voice. Youth can create or bring talking pieces with personal significance; or help to build the centerpiece by bringing items that symbolize personal values, family, and history.

### Values & Guidelines

RJ is a values-based practice that encourages the creation of shared values and guidelines.

While exploring values, a circle keeper may ask participants to name an important family or cultural value and how it can be represented in the classroom.

Through the process of creating shared guidelines, participants may explain how some guidelines conflict with personal history, upbringing, or culture and then make alternative suggestions.

### Shared Ownership

The circle belongs to everyone, not just the person that may be leading the exercise. There is no “expert” who provides the “right” solution. Instead, all people in the circle come up with solutions together in consensus.



# Trauma

When working with youth in an urban environment it is important to understand behavior through the lens of trauma. Many youth in Oakland experience traumatic events on a regular basis. These events include witnessing and experiencing violence, abuse, and the effects of poverty and mass incarceration. Often, school is the place where a student feels safest and you may be the caring adult with whom they connect.

## Triggers & Trauma

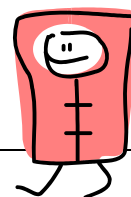
We need to understand that “problem behavior” in school is often a coping mechanism for dealing with traumatic events. It is important to reflect on our own triggers and how they are influenced by a student’s behavioral way of dealing with their own traumatic experiences.

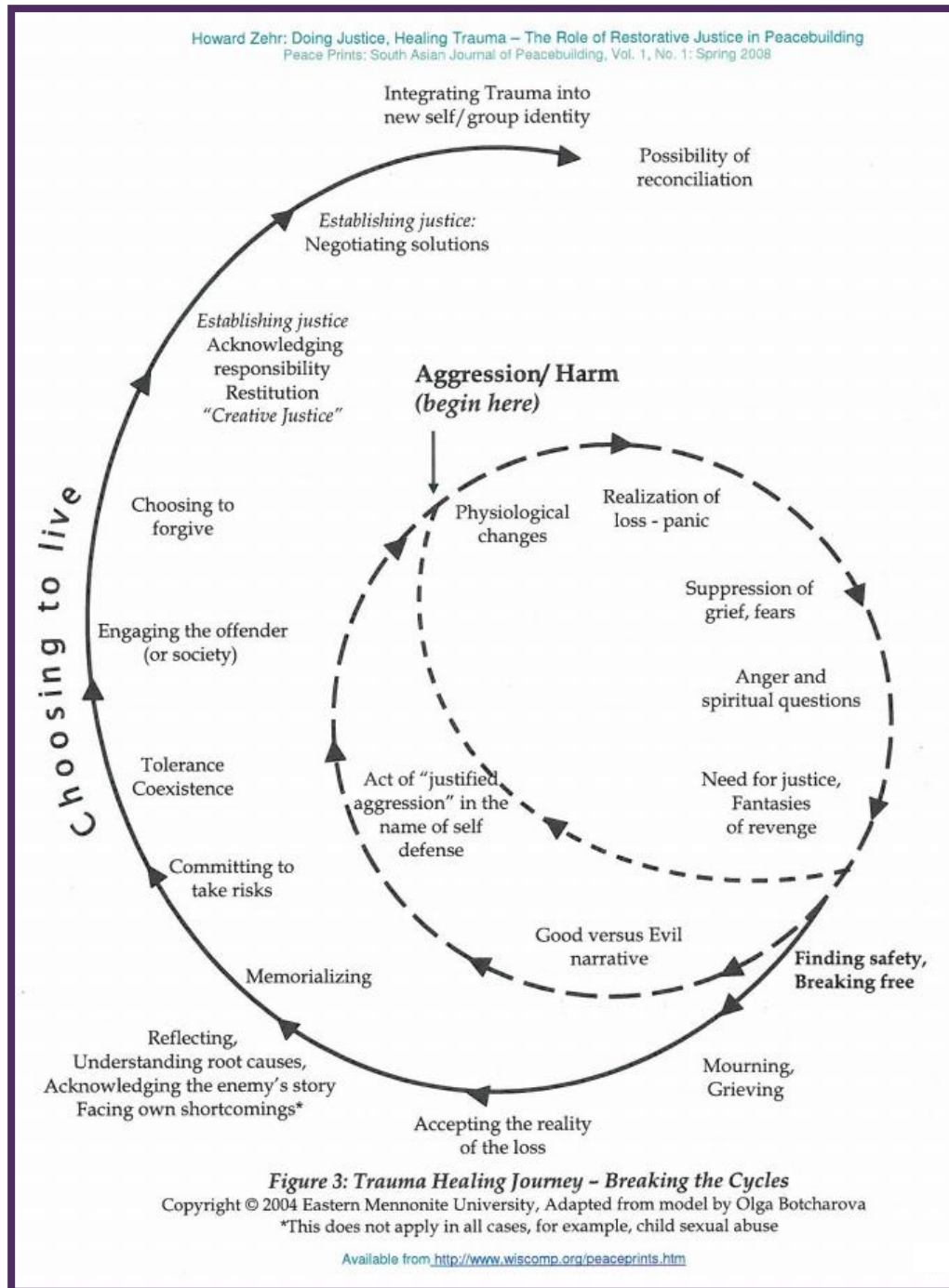
## Conflict & Trauma

Asking restorative questions to a student who has disrupted class or is involved in a conflict can lead to a greater understanding of the root cause of the harm, thus providing the opportunity for healing. Simply asking a student “what happened” signals that you are listening and ready to hear their story. They may start talking about a traumatic experience they had a year ago that led to their behavior today; it may be the anniversary of a loved one’s death or serious issues with a parent. Getting to the root of the behavior can help stop the cycle of harm and aggression that led to the current behavior. We then may be able to help the student meet their needs through positive ways rather than negative, self-destructive behavior.

## Trauma in Circle

Creating a safe place for a student to be supported and talk about their experiences is the first step in breaking free of the cycle of harm. Sometimes during a circle a student may reveal a harm they experienced or perpetrated. The support of the circle may be enough to begin the healing process for the student. You will also need to check in with the student and possibly refer them to the school therapist. In some cases, you may need to walk the student to the therapist personally immediately after the circle.





## Trauma Healing Journey

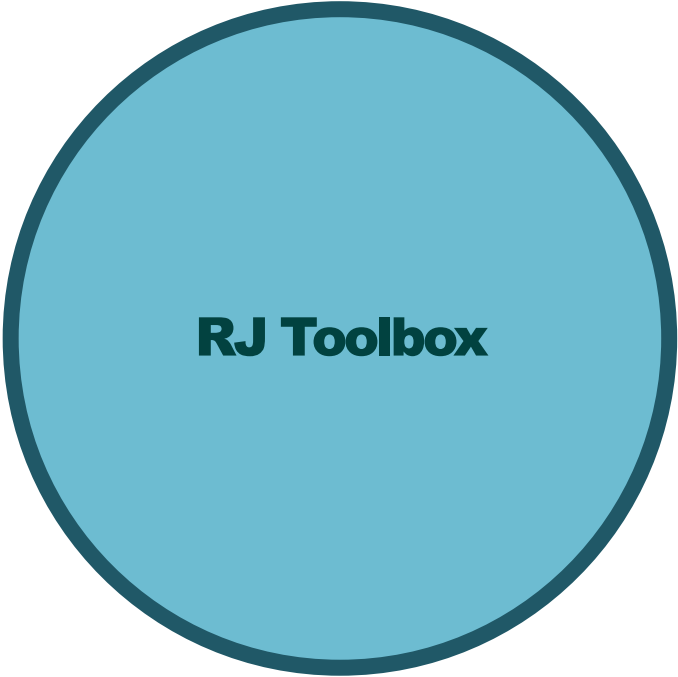
In the Trauma Healing Journey diagram, creating a safe place for a student to be supported and talk about their experiences is the first step in breaking free of the cycle of harm/aggression.



Accept yourself, your strengths, your weaknesses, your truths,  
and know what tools you have to fulfill your purpose.

— Steve Maraboli









# Restorative Conversations

A restorative conversation is a structured way to have a supportive and reflective dialogue without telling a person how to respond. Instead, the person is guided through reflecting upon their needs and values to increase understanding and come up with a solution or next step forward.

## STEPS

- Explain your experience of what happened.
- Explain how you felt and why the situation is important to you.
- Ask, what was going on for you at that moment?
- What were you hoping to accomplish?
- How do you think this situation impacted other people?
- What do you think needs to happen to make things right?

## How to be restorative in your own conflicts

### EXAMPLE

Teacher is teaching class when Student throws a paper ball across the room at another student. Teacher stops class and asks Student to throw away the paper ball. Student leans back in seat and refuses. Teacher instructs the rest of the class to work on a brief activity related to the lesson in order to have a moment to check-in with Student. Teacher walks over to Student.

Teacher

Student

Teacher kneels down by Student and quietly asks, "I want to check-in with you. Are you ready to talk with me about what happened?"

Student sees the Teacher is being patient and inviting. Student thinks for a moment and then says, "Yes."

Teacher uses a calm voice to explain experience of what happened, "**When I was teaching just now and saw you throw a paper ball across the room, I was distracted and a bit surprised. This is important to me because I am teaching a new lesson for an upcoming test and want you and other students to be successful. I need to understand what happened just now, can you help me understand?**"

Student sits with arms crossed, looks down, and thinks for a moment. Then, responds, "Tameela gets on my nerves and I'm tired of her."

Teacher summarizes, "So you are frustrated with Tameela and decided to throw a paper ball at her during class. Do I understand correctly?"

Student confirms, "Yes."

Teacher asks, "**What were you hoping to accomplish** by throwing the paper ball?"

Student pauses, thinking again. "I want her to know that I am upset with her and that the way she keeps treating me is not okay."

Teacher replies, "It sounds like there is a serious situation going on between both of you and you want her to understand your side."

Student nods head in agreement.

Teacher asks, "**How do you think** throwing the paper ball across the room **impacted other people?**"

Student puts hands into pockets and responds, "It distracted you, like you said. It probably distracted other people too. I wasn't paying attention to the lesson and now I'm in trouble."

Teacher clarifies, "You are not in trouble. I meant it when I said I want to understand what is going on for you. You have been really helpful. Now I know there is something going on between you and Tameela that it is distracting you during class. Your choice to throw the paper ball ended up distracting the class from learning. It does not sound like you accomplished what you meant to accomplish. **What do you think needs to happen to repair this situation?**"

Feeling heard, Student is able to realize Teacher's point. Student responds, "I should apologize. I'm sorry for interrupting you and the class. I will try to stay focused."

Teacher guides Student towards solutions, "**What do you think needs to happen to make things right** with Tameela?"

Student pauses and thinks, then replies, "Could you help me talk with her?"

Teacher responds, "That sounds like a good idea to me. You can meet with me during lunch in my room and we can talk together about what is happening. In the meantime, it sounds like your agreement is to focus on class. I appreciate your apology. Would you be willing to pick up the paper ball now?"

Student nods, walks over and picks up the paper ball and returns to seat. Class continues.

# Assessment

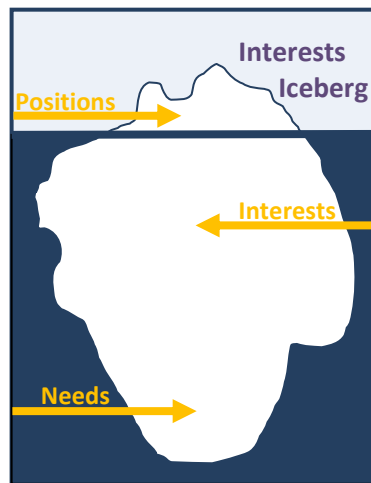
You are presented with a conflict or harm, now what? The first step is to perform an assessment of the situation in order to determine needs and interests of the participants and how they want to respond.

## Keep it Secret, Keep it Safe

Inform the participant that the conversation is confidential and that you are a mandated reporter: you must report if you learn that there is a threat of violent harm or danger to any person.

## Interests & Needs

It is important to listen carefully to the participant's interests and needs in order to evaluate the appropriateness of circle process as a safe and supportive space for the participants.



## Key Questions



What happened?

What are your thoughts or feelings about the situation?

Who has been impacted by this situation and how?

What do you think needs to happen to make things right?

How do you think the situation should be handled?

Who should be involved in the process?

How can I be most supportive to you in this process?

## Choice

The ability to choose how to address a personal harm or conflict is empowering and educational. Whatever choice is made, the participants are more likely to take the process seriously and to honor the agreements, resolutions, or outcomes if they have a choice in participation.

# Assessment

OH! By the way, there will be OBSTACLES.

## You need a YES to progress!

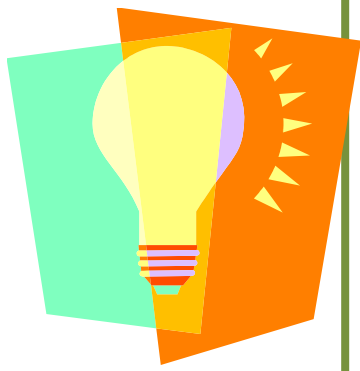
- Is participation by choice? .....  YES  NO
- Do all participants feel safe and supported?  YES  NO
- Are all participants accountable for their part?  YES  NO

If you get ONE NO, do not GO!

**DANGER!** Sometimes it is dangerous to bring people together to talk. For example, one person may want to physically or emotionally hurt the other person. Or, the other person may not be ready to be honest and real about their actions. Bringing the participants together at this point may actually cause more harm. Instead, it may be necessary to provide other supports until all people are ready to participate safely.



## IDEAS



**Coach:** The problem may be that the participant needs to talk more. Work with the participant and try new questions.

**Trust:** When you sense that the participant's trust in you may be an obstacle, it can be helpful to bring in additional support such as friends or a trusted school-staff person.

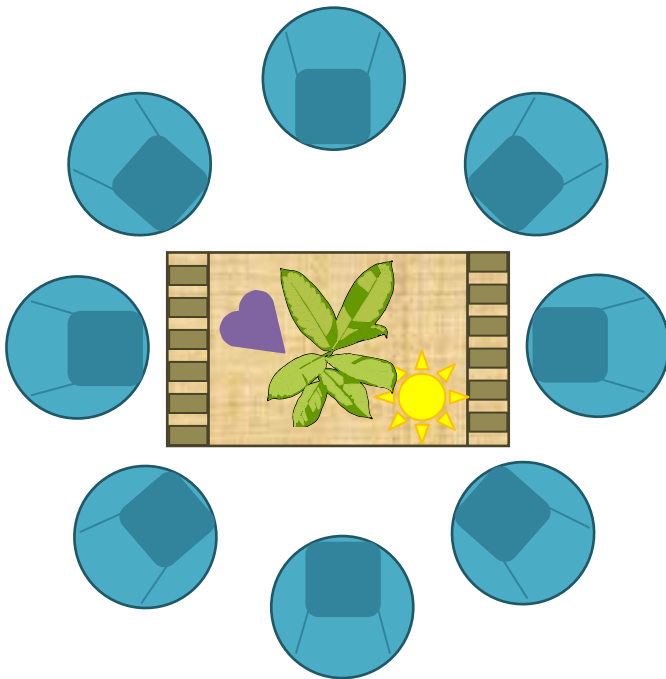
**Other Supports:** Sometimes there are unique needs that require being connected to another program or support person. For example: needs for resources such as school supplies or glasses, medical care, or ongoing emotional support. Know your resources so that you can help make these connections.

# Circle Process

Circle Process is based in wisdom and practice found in indigenous cultures around the world.

## STRUCTURE

Participants sit in a circle so that there is a sense of equality. Preferably, there are no tables or obtrusive objects inside the circle so that participants are open to each other.



## CENTERPIECE

The centerpiece is a shared space in the middle of the circle. The centerpiece may include decorative materials such as cloth, plants, guidelines, values, or symbolic items.



## TALKING PIECE

The talking piece is an object used to facilitate conversation that is often symbolic to the circle keeper. The circle keeper poses a question or activity for the participants and then passes the talking piece around the circle. Each participant has equal opportunity to participate or pass. Only the person holding the talking piece may speak or act while all others listen respectfully.

Stone   Stick   Feather   Toy   Ball

# Circle Process

In circle, participants create a safe space for community discussion.

1

## OPENING

A circle opens with an activity that marks the circle as a special space for community discussion and allows participants to check-in. Activities may include a quote, controlled breathing, music, chime, personal reading, or other activity.

2

## COMMUNITY ACTIVITY

Help participants feel comfortable with each other. Activities may include exploring values, short interactive games, ice breakers, or a mixture of these ideas.

3

## GUIDELINES

Guidelines are reminders that define expectations for behavior while in circle in order to create a space safe and encourage openness.

**Common Guidelines: Respect the Talking Piece, Be Present, Speak & Listen from the Heart, Speak & Listen with Respect, Honor Privacy**

4

## GUIDING QUESTIONS

The circle keeper creates guiding questions related to the theme of the circle. The questions are open-ended and structured so that everyone in the circle may respond. The art of asking powerful and eloquent questions is at the heart of circle keeping.

5

## REFLECTION

Towards the end of the circle, participants have an opportunity to reflect upon their experience and to offer appreciations to other participants.

6

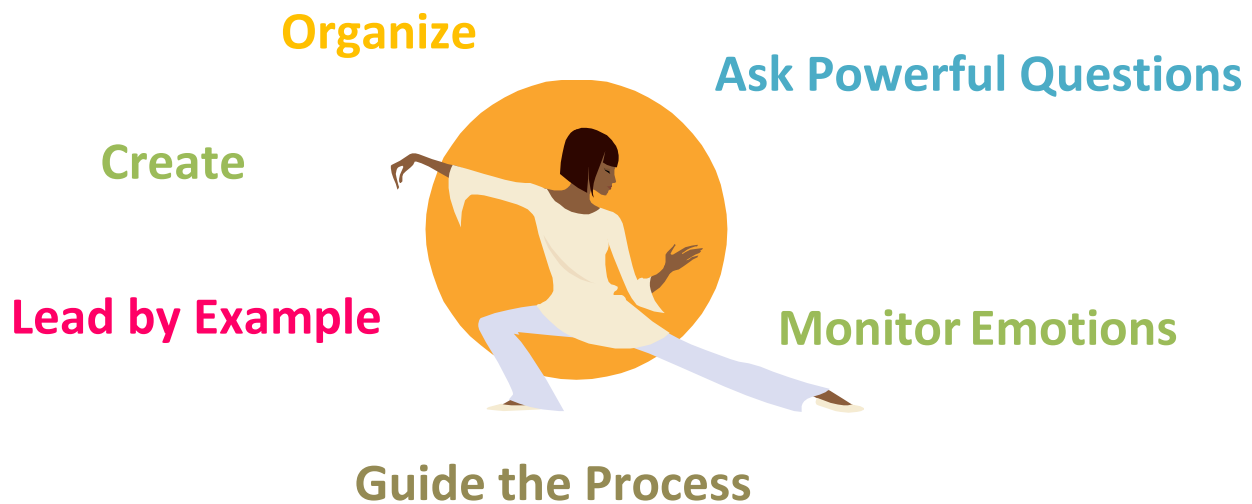
## CLOSING

A circle closes with an activity that helps participants to transition from circle space to outside life. Activities may include a quote, controlled breathing, music, chime, personal reading, or other activity.

# Circle Keeper

Circle Keepers are the people who guide the circle process.

## What Circle Keepers DO



## How Circle Keepers Behave



# Circle Keeper

To be able to be a great circle keeper for others, you must first take care of yourself.

## Take a moment to check-in with YOU.

### Before the Circle

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You may feel distracted or tired from a previous activity, unfocused because you are hungry, or have feelings about a personal situation.

**TIP:** However you feel, your feelings will enter the circle with you and impact participants. Spend a moment getting into a good space.

### During the Circle

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You may find yourself bothered by something someone else says about a person or issue. Or, you may recognize that how you are feeling is negatively impacting what you are thinking or what you want to say or do next.

**TIP:** Remember, the circle is not about YOU and you are not alone. Circle is about US as a community. Think about what you can do or say to keep everyone in the circle together.

### After the Circle

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You may feel energized from joy and pride in doing your job well. At times, you may also feel tired, drained, or have a heavy heart.

**TIP:** Whatever the feelings, it is most important that you are aware that they are present. Take a moment to figure out what you need and make sure to follow through.

**C I R C L E**

**Keepers**

**Purpose**

**Opening**

**Community Activity**

**Guidelines**

**Guiding Questions**

**Reflection**

**Closing**



**A G R E E M E N T S**  
**WHO will do WHAT by WHEN?**

Large empty rectangular box for writing the agreement details.

**Signatures**

Large empty rectangular box for signatures.

## Questions compiled by Kay Pranis with additions from David Yusem.

### Community Activity

What is a value you bring to this space?  
 What value can you bring that would help us work through this conflict successfully?  
 When you are at your best, what value defines you?  
 What is something you value about...?  
 How do you demonstrate the value, ...?  
 What is a value you hope to share with others in your life?  
 Share your name and something about your name.  
 What do you appreciate about...?  
 What is your passion?  
 What touches your heart?  
 What gives you hope?  
 What are you thankful for today?  
 How would your best friend describe you?  
 Finish the sentence, "I like to collect..."  
 What is one skill or talent you have?  
 What do you think other people see as your best quality?  
 If you were an animal, what animal would you be and why?  
 If you could be a superhero, what super powers would you choose and why?  
 If you could go anywhere in the world, where would you go? Why?  
 What are three things you would do if you could change the world?  
 What is it that you do that gives you the most satisfaction?  
 If you had an unexpected free day, what would you like to do?  
 If you weren't here right now, what would you normally be doing?

### Guidelines

What agreements would you like for our circle to feel that you can speak honestly and respectfully?  
 How would you like to see other people in our circle treat each other during this conversation?

### Guiding Questions (Community Building)

What did you dream about when you were a younger? What do you dream about now?  
 What is a goal you have for yourself? How will you celebrate yourself when you accomplish it?  
 What is one obstacle that gets in the way of you reaching your goals? What is your plan to overcome this obstacle?  
 What are you honestly looking for in your life right now?  
 What are you really trying to learn at this point in your life?  
 When you are hurting, how do you heal?  
 What is your cultural heritage and what role does it play in your life?  
 If you could talk to someone from your family who is no longer alive, who would it be and why?  
 What is the most difficult thing that happened to you this week? What is the best thing that happened to you this week?  
 What is the most important lesson in life you have ever learned? What made it so important?  
 What do you think other people see as a quality that you need to work on?  
 What change would you like to see in your community? What can you do to promote that change?  
 What is something you value about your school and why?  
 What is your favorite place to go at school and why?  
 Share something that you like and something that you do not like about your neighborhood and why.  
 If you could change or overhaul two things in our community, what would they be and why?  
 What is the most important quality to you in a relationship with someone else? How and why is it important to you?  
 Talk about a relationship between people you know that you admire or look up to.  
 Who is someone in your life that has helped you to grow? How have you grown? How did they help you to do so?  
 Who was a teacher who influenced you in positive ways? In what way did they influence you?  
 In what social situation have you felt the least powerful? What was it that caused you to feel that way?  
 What person or people know you the best, and how well do you feel they really know you?  
 What do others want from you? What do you want from others?  
 What do you most appreciate about someone who is important to you in your life?

**Guiding Questions (Storytelling)**

A time when you had to let go of control.  
 A time when you were outside your comfort zone.  
 An experience of letting go of anger or resentment.  
 A time in your life when you experienced justice.  
 An experience of feeling that you did not belong.  
 A time when you were in conflict.  
 A experience when you were harmed by someone. A experience when you harmed someone.  
 Something that makes you angry. How do you deal with anger?  
 A time that was one of your most difficult challenges. How did you deal challenges?  
 When was the last time you said “yes” and would have liked to say “no?” Why did you say, “Yes?”  
 A life experience when you “made lemonade out of lemons.”  
 An experience of causing harm to someone and then dealing with it in a way you felt good about.  
 A time when you acted on your values even though others were not.  
 An experience where you discovered that someone was very different from the negative assumptions you first made about that person.  
 An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.  
 A time when you had to hear something very difficult from someone and afterward were grateful it happened.  
 An embarrassing moment that you can laugh at now.

**Guiding Questions (Exploring Conflict & Harm)**

What happened, and what were you thinking at the time of the incident?  
 What have you thought about since?  
 Who has been affected by what happened and how?  
 What has been the hardest part for you?  
 What do you think needs to be done to make things as right as possible?

**Guiding Questions (Taking Responsibility)**

What are 3 things you did to make the situation worse? What are 3 things you can do to make the situation better?  
 What do you need to clear up with someone else in the circle?  
 What is unspoken in the circle that is blocking progress?  
 What needs to be done to repair the harm and make sure it doesn't happen again?

**Guiding Questions (Brainstorming Solutions)**

How will you know if things are better?  
 In your experience what supports healing?  
 What change would you like to see in this group? What can you do to promote that change?  
 What can be done now to create a healthy community?  
 What do you expect to do differently as a result of this circle?  
 What do you expect to be different after this circle?  
 What will you do to make sure these agreements are followed?

**Reflection**

What would you like to leave behind?  
 What are you taking from this circle that supports you?  
 What have you learned?  
 How will these insights help you in the next two weeks?  
 What wisdom did you learn from others?  
 Finish the sentence, “Today, I am reminded...”  
 What do you appreciate about each person in the circle?  
 Name one thing about yourself you would like to grow or improve upon.

# CIRCLE

## Keepers

## Purpose: Welcome to School

## Opening

## Community Activity

Share your name and something about your name.

## Guidelines

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

## Guiding Questions

Share a story from your summer.

What are you really trying to learn at this point in your life?

What can others do to help you to feel welcome?

## Reflection

What is one thing you will do in the next week to help others to feel welcome?

## Closing

# CIRCLE

## Keepers

## Purpose: Build Community

## Opening

## Community Activity

What do you think other people see as your best quality?

## Guidelines

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

## Guiding Questions

Share a story about an experience where you discovered that someone was very different from the negative assumptions you first made about that person.

What is something people usually assume about you that is not true?

What is something you want people to know about you that is true?

## Reflection

Finish the sentence, "Today, I am reminded..."

## Closing

# CIRCLE

## Keepers

## Purpose: Talk about a Conflict

## Opening

## Community Activity

What value can you bring that would help us work through this conflict successfully?

## Guidelines

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

## Guiding Questions

Starting with the people central to the conflict, then the full circle, ask, "What happened?"

Ask the full circle, "What has been the hardest part for you?"

Ask the full circle, "What are your thoughts and feelings?"

Ask the people central to the conflict, "What are 3 things you did to make the situation worse?"

Ask the people central to the conflict, "What are 3 things you can do to make the situation better?"

Ask the full circle, "What can you do to support this group in successfully carrying out these agreements?"

## Reflection

What wisdom did you learn from others?

## Closing

**C I R C L E****Keepers****Purpose: Talk about a Harm****Opening****Community Activity**

When you are at your best, what value defines you?

**Guidelines**

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

**Guiding Questions**

Starting with the person who harmed, then the person harmed, ask, "What happened?"

Ask the full circle, "How has the situation impacted you?"

Ask the full circle, "What has been the hardest part for you?"

Ask the full circle, "What are your thoughts and feelings?"

Starting with the person harmed, then the full circle, and finally the person who harmed, "What needs to be done to repair the harm and make sure it doesn't happen again?"

Pause the talking piece: In open discussion, determine which agreements the group agrees to in consensus.

Using the talking piece: Ask the full circle, "What will you do to make sure these agreements are followed?"

**Reflection**

What do you appreciate about each person in the circle?

**Closing**

# CIRCLE

## Keepers

## Purpose: Circle of Support

## Opening

## Community Activity

What do you see as your biggest strength?

## Guidelines

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

## Guiding Questions

Ask everyone, "Introduce yourself and your role in the life of (name of the person receiving support)."

Ask person receiving support, "What has your experience been like so far?"

Share a story about a time when you experienced something similar to (name of the person receiving support) and how you dealt with it.

Ask everyone, "What do you think success looks like for (name of the person receiving support)?"

Ask person receiving support, "What do you need to be successful?"

Ask everyone to complete the sentence, "I am the person who (explain how you can help to provide what the person receiving support needs in order to be successful)." *\*write down each person's contribution and agreement.*

## Reflection

What words of wisdom and appreciation would you like to offer to others in the circle?

## Closing



# CIRCLE

## Keepers

## Purpose: Grade-Level Transition Circle

## Opening

## Community Activity

What is a value you have that you hope to pass-on to others?

## Guidelines

Standard Five: Respect the Talking Piece, Speak & Listen with Respect, Speak & Listen From the Heart, Be Present, and Honor Privacy

## Guiding Questions

*Sit with the younger grade in one half of the circle and the older grade in the other half of the circle.*

Pass from younger to older grade and ask, "What did you most enjoy about your grade last year?"

Ask younger grade, "What are you most looking forward to in your new grade this year?"

Ask younger grade, "What are you most nervous about in your new grade this year?"

Ask older grade, "When you were in the younger grade, what do you wish you knew that you know now?"

Ask older grade, "What advice or words of wisdom would you like to offer to the younger grade?"

Ask older grade, "What can you do to offer support or guidance to the younger grade throughout the year?"

## Reflection

What is one thing about yourself you would like to grow or improve upon this year?

## Closing



I never teach my pupils; I only attempt to provide the conditions in which they can learn.

— Albert Einstein





## TRAINING OUTCOMES

Understand the role of Circle Keepers

Able to determine when to use circle process

Know the steps to the circle process

Able to design a circle from scratch

Able to facilitate a Talking Circle

Able to facilitate a Conflict Circle

Able to facilitate a Harm Circle

Able to facilitate a Celebration Circle

# AGENDA

## CIRCLE PROCESS

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### **Activity 1: Circle Keeper**

Participants will understand what circle keepers do, how they behave, and also learn about self-care as a circle keeper.

### **Activity 2: Circle Process**

Learn about parts of the Circle and the Circle Process.

### **Activity 3: Openings & Closings**

Learn and practice performing openings and closings for circle process.

### **Activity 4: Community Activities**

Understand the purpose of community activities and practice.

### **Activity 5: Guidelines**

Learn the core guidelines for circle process and how to encourage participants to follow the guidelines.

### **Activity 6: Guiding Questions**

Learn about the importance of guiding questions and practice three types of circle: a Conflict circle, a Harm circle, and a Talking circle.

### **Activity 7: Agreements**

Learn how to quickly identify and create realistic agreements by working together.

### **Activity 8: Reflection Questions**

Participants learn about and practice using reflection questions.

### **Activity 9: Assessment**

Circle Keepers learn when it is okay to use circle process and how to prepare participants.

### **Activity 10: Celebration**

Circle Keepers design and practice a celebration circle and create personalized talking pieces.

# Circle Keeper

## Materials

Copies of Circle Keeper from the Toolbox page 1&2  
 Copies of My Self Care Star  
 2 different colored writing utensils per person  
 Surface for writing such as a notebook or book

## Overview

Participants will understand what circle keepers do, how they behave, and also learn about self-care as a circle keeper.

## Guiding Question

What do I need to do to be a great circle keeper?

## Process

1. **Introduce:** *Organize the group into a talking circle.*
  - a. *Popcorn style: reflect together upon what you have learned about restorative justice until this point.*
  - b. *So, you want to be a Circle Keeper? Well, what does that really mean? Circle Keepers juggle multiple jobs at the same time. Ask, "What is the purpose of a circle keeper? What do circle keepers really DO?" Pass talking piece for responses.*
  - c. *Ask, "How do you think circle keepers should behave?" Pass talking piece for responses.*
2. **Teach:** *Provide a copy of the first page of Circle Keeper from the Toolbox for each participant.*
  - a. *Looking over the section for What Circle Keepers Do, ask, "What do you want to be your strongest circle keeper skill and why?" Pass talking piece for responses.*
  - b. *Looking over the section for How Circle Keepers Behave, ask, "Which behavior is easiest for you, which is most difficult, and why?"*
  - c. *Popcorn style: Explain that in order to be a great circle keeper for others, we have to first take care of ourselves. Ask, "Why do you think it is important to take care of yourself before taking care of others?"*
3. **Practice:** *Provide a copy of My Self Care Star for each participant. Explain that we are going to take a moment to think about our own self care. Encourage participants to be very honest when filling out the star. Each person will need 2 different colored writing utensils and something hard to write on like a book or notebook. Sit quietly and think about how satisfied you are with each category. The scale ranges from 0 to 5 where 0 means you are completely unsatisfied with yourself in this category and 5 means you are completely satisfied with yourself in this category.*
  - a. *Using the first colored utensil, fill in the number that is most accurate to your life. When finished, connect the numbers you filled in starting at the top and moving around the star clockwise.*
  - b. *Sit quietly and think about where you wish you were in each category. Using the second colored writing utensil, fill in the number that is most accurate to where you would like to be. When finished, connect the numbers you filled in starting at the top and moving around the star clockwise.*
  - c. *After everyone has finished, ask, "What did you notice or think when you filled out your self-care star? What areas surprised you?" Pass the talking piece.*
  - d. *Provide a copy of the second page of Circle Keeper from the Toolbox for each participant. Invite three volunteers to read aloud through each section. After all sections have been read, ask, "What other tips would you add?"*
4. **Reflect:** *Summarize what was learned or invite participants to summarize what was learned.*

# My Self Care Star

## Energy

I sleep enough, eat a healthy breakfast, lunch, and dinner, and exercise regularly.

## Body Power

I physically challenge myself. I am physically active, stretch, and play daily.

## Brain Power

I mentally challenge myself. I am able to focus, and often spend time reading and learning.

## Social

I spend quality time with friends and family being positive and working together.

## Centered

I spend time being peaceful, calm, quiet, thoughtful, and breathing deeply.

# Circle Process

## Materials

Copies of Circle Process from the Toolbox, pages 1 & 2

Box full of centerpiece materials for multiple circles

## Overview

Learn about parts of the Circle and the Circle Process.

## Guiding Question

How do we setup a circle and what does circle process look like?

## Process

1. **Introduce:** *Participants will learn how to setup a circle and the steps to a circle.*
2. **Teach:** *Organize participants into small groups of 6 to 8 and provide one copy of the first page of Circle Process from the Toolbox per group. Instruct each group to select one person as a reader.*
  - a. *Instruct the reader to read the box about Structure. After reading, ask groups to organize themselves so that they have the correct structure. Ask each group to discuss, "Why do you think this structure is important?"*
  - b. *Instruct the reader to read the box about Centerpiece. Ask each group to discuss, "What makes a good centerpiece?" After discussion, participants may go to the box of centerpiece materials and select one item that they believe would be good to have in their centerpiece. Allow each person to share their centerpiece item and place it in the center. The group should adjust the centerpiece until it feels good to everyone.*
  - c. *Instruct the reader to read the box about Talking Piece. Ask each group to discuss, "What makes a good talking piece?" Then, each person should share ideas for what they would like to use as their personal talking piece.*
  - d. *Provide a copy of page 2 of Circle Process from the Toolbox for each participant. Explain that there are 6 steps to the circle process: Opening, Community Activity, Guidelines, Guiding Questions, Reflection, and Closing. We will go over each section in more detail. For now, take turns reading the summary for each step aloud in your group. Ask each group to discuss, "Which part of circle process do you enjoy most?"*
3. **Reflect:** *Summarize what was learned or invite participants to summarize what was learned.*
4. **Optional:** *Take pictures of each group and their first centerpiece.*



# Opening & Closing

## Materials

## Overview

Learn and practice performing openings and closings for circle process.

## Guiding Question

How do we get people ready for circle or wrap-up a circle?

## Process

1. **Introduce:** A circle opens with an activity that marks the circle as a special space for community discussion and allows participants to check-in. Just like a circle opens with a special activity, it also closes with a special activity.
2. **Teach:** Activities for openings and closing are similar and may include a quote, controlled breathing, music, chime, personal reading, or other activity. *Write on the board and read aloud:*
  - a. The opening and closing are usually calming, quiet, thoughtful, and reflective.
  - b. An opening should feel like a beginning that is leading into an activity and help people to feel comfortable with each other.
  - c. The closing should feel like wrapping up an activity and help people to be ready to separate and leave in a good place.
  - d. The opening and closing should match the theme of the circle.
3. **Model:** *Be prepared to give an example of an opening and a closing in front of the whole group. You will model from beginning to end how you want the participants to perform. First, share the theme of the circle for which you would use your opening and closing. Introduce your opening and then perform. Introduce your closing and then perform. Explain how the opening and closing relate to the theme of the circle. Encourage applause at the end of performance.*
4. **Practice:** *Participants will have an opportunity to be creative and design their very own opening and closing and then perform for their peers.*
  - a. *Discuss with participants good habits for being a supportive audience so that everyone feels comfortable presenting. The audience will pretend to be circle participants and participate along with the openings and closings.*
  - b. *Organize participants into pairs. In pairs, select which person will do the opening and which person will do the closing. Instruct participants to pull out their Circle Process handouts for reference.*
  - c. *Allow each pair time to be creative and design a personal opening and closing. This is a good activity for the use of electronic devices to look up lyrics, music, poems, or other activities. Float around to offer assistance.*
  - d. *When participants finish preparing their openings and closings, invite each group up one at a time to perform. Encourage applause at the end of each presentation. Offer constructive and supportive feedback for performances.*
5. **Reflect:** *Summarize what was learned or invite participants to summarize what was learned.*

# Community Activities

## Materials

- 1 note card per person
- 1 copy of Values handout per person
- Writing utensils
- 1 crumpled piece of paper

## Overview

Understand the purpose of community activities and practice.

## Guiding Question

How do we help people feel comfortable together?

## Process

1. **Introduce:** The second step in holding a circle is a community activity. Community activities help participants feel comfortable with each other by building community. Activities may include exploring values, short interactive games, ice breakers, or a mixture of these ideas. We will experiment with a few examples to understand how these activities work.
2. **Teach:** *Get in a circle and grab a talking piece. Read the definition of values on the Values handout. Provide copy of Values handout for each participant.*
3. **Practice:**
  - a. **Create Shared Definition:** *Ask, "How do you demonstrate the value, respect?" Pass the talking piece. When the talking piece returns to you emphasize that different people have different ways of defining or showing a value.*
  - b. **Build Trust:** *Imagine you are all in a conflict together and have come together to work through the conflict. Perhaps for our community activity, we will define shared values. Ask, "What value can you bring that would help us work through this conflict successfully?" Have each participant decorate a note card with their value. Pass the talking piece and have each person explain their value.*
  - c. **Celebrate:** *Sometimes a circle is brought together to celebrate. Ask, "What are you thankful for today?" Pass the talking piece.*
  - d. **Learn About Others:** *Sometimes a circle is brought together to talk about a topic such as friendship. Ask, "How would your best friend describe you?" Pass the talking piece.*
  - e. **Strengthen Relationships:** *Try an activity that encourages teamwork. Crumple a piece of paper and ask everyone to stand up in a circle. Explain the rules of the game. The goal of this game is to keep the paper ball bouncing for as long as possible without it falling to the ground. The rules are: you can only bounce the ball one time to keep it moving, and then someone else has to bounce the ball. Once someone else has bounced the ball once, then you are able to bounce the ball again. Each time the ball bounces, the group should count together, One, Two, Three, and so forth. Demonstrate bouncing the ball on the palm of your hand and counting as a group. Then, begin the game and see how long the group can keep the ball bouncing.*
4. **Reflect:** *Summarize what was learned or invite participants to summarize what was learned.*

## Values

Values are beliefs that are important to you which influence how you see and interact with the world. When you recognize and honor your values, you are more likely to be happy. When your values are neglected, you are less likely to be happy. For example, if you value family and find that you are away from your family most of the time, you may feel stressed, conflicted, or depressed. If you value creativity and find that you are often challenged to be creative, then you may feel satisfied. When your community recognizes and honors your values, you are more likely to feel a sense of belonging.

### **Accountability**

Obligation or willingness to accept responsibility

### **Ambition**

An eager or strong desire to achieve something

### **Authenticity**

The quality or condition of being trustworthy or genuine

### **Caring**

Feeling and exhibiting concern and empathy for others

### **Collaboration**

To work cooperatively to achieve a goal

### **Community**

Sharing, participation, and fellowship with others

### **Compassion**

Deep awareness of the suffering of others coupled with the wish to relieve it

### **Composure**

Maintaining a tranquil or calm state of mind

### **Courage**

The state or quality of mind or spirit that enables one to face danger or fear with confidence

### **Dedication**

Selfless devotion of energy or time

### **Dependability**

The trait of being reliable

### **Diversity**

Respecting or appreciating people or things that are different

### **Education**

Developing knowledge or skill through a learning process

### **Empathy**

Identification with and understanding of another's situation, feelings, and motives.

### **Equality**

The right of different groups of people to receive the same treatment

### **Equity**

The state, quality, or ideal of being just, impartial, and fair

### **Forgiveness**

The willingness to stop blaming or being angry with someone

### **Friendship**

Relationship between people based on mutual respect & goodwill

### **Goodwill**

A friendly attitude in which you wish that good things happen to people

### **Gratitude**

A feeling of thankfulness and appreciation

### **Hardworking**

Industrious and tireless

### **Helpfulness**

Providing useful assistance or friendliness to others

### **Honesty**

Fairness and straightforwardness in words and actions

### **Hope**

The feeling that something desired can be had or will happen

### **Humility**

Feeling that you have no special importance that makes you better than others

### **Integrity**

Strict adherence to moral values and principles

### **Justice**

Following moral rightness in action or attitude

### **Love**

A feeling of intense desire and attraction toward a person or idea

### **Loyalty**

A feeling or attitude of devotion, attachment and affection

### **Mercy**

Forgiveness shown toward someone whom you have the power to punish

### **Open-Minded**

To be able to accept people or ideas which differ from your own

### **Optimism**

A hopeful view and expectation of the best possible outcome

### **Patience**

The ability to accept delay, suffering, or annoyance without complaint or anger

### **Peace**

Freedom from war or violence

### **Promise-keeping**

Keeping your word that that you will certainly do something

### **Punctuality**

Meeting the exact time of a commitment or event

### **Reliability**

Consistent performance upon which you can depend or trust

### **Resilience**

The ability to recover quickly from misfortune or change

### **Resourcefulness**

The ability to respond imaginatively in difficult situations

### **Respect**

Polite attitude shown toward someone or something that you consider important

# Circle Guidelines

## Materials

Guideline handout cut into strips for groups

## Overview

Learn the core guidelines for circle process and how to encourage participants to follow the guidelines.

## Guiding Question

How do we help participants to feel safe in circle?

## Process

1. **Introduce:** Guidelines are the most important part of setting up for a circle conversation. Guidelines are reminders that define expectations for behavior while in circle in order to create a space safe and encourage openness.
2. **Teach & Practice:** There are 5 guidelines that we use for conversations: Respect the Talking Piece, Be Present, Speak & Listen from the Heart, Speak & Listen with Respect, Honor Privacy.
  - a. *Organize your participants into 5 groups. Each group will take one of the core guidelines and teach us what the guideline means, demonstrate an example of following the guideline, demonstrate an example of not following the guideline, and demonstrate how to correctly interrupt the circle and remind participants of guidelines. Discuss with participants good habits for being a supportive audience so that everyone feels comfortable presenting.*
  - b. *Pass out the guideline handout. Each group will need to work together to come up with a definition of the guideline, create an example for following the guideline, create an example for not following the guideline, and come up with a way to politely remind people to follow the guideline. Float around and offer guidance as participants may need help defining the guidelines. After the paper is filled out, participants prepare a skit to demonstrate the guideline. Encourage self-expression in the creation of the skits. It is okay to use humor or parody as long as the message of the skit is clear to the audience.*
  - c. *When participants finish preparing their skit, invite each group up one at a time to perform. Encourage applause at the end of each presentation. Offer constructive and supportive feedback for performances.*
3. **Reflect:** Summarize what was learned or invite participants to summarize what was learned.
4. **Optional:** Consider recording the skits to put together into a brief video for use in future trainings. Participants may also enjoy watching their performance.

## **RESPECT THE TALKING PIECE**

Our Definition: \_\_\_\_\_

Example of Following: \_\_\_\_\_

Example of Not Following: \_\_\_\_\_

How to Remind People of Guideline: \_\_\_\_\_

## **SPEAK AND LISTEN WITH RESPECT**

Our Definition: \_\_\_\_\_

Example of Following: \_\_\_\_\_

Example of Not Following: \_\_\_\_\_

How to Remind People of Guideline: \_\_\_\_\_

## **SPEAK AND LISTEN FROM THE HEART**

Our Definition: \_\_\_\_\_

Example of Following: \_\_\_\_\_

Example of Not Following: \_\_\_\_\_

How to Remind People of Guideline: \_\_\_\_\_

## **BE PRESENT**

Our Definition: \_\_\_\_\_

Example of Following: \_\_\_\_\_

Example of Not Following: \_\_\_\_\_

How to Remind People of Guideline: \_\_\_\_\_

## **HONOR PRIVACY**

Our Definition: \_\_\_\_\_

Example of Following: \_\_\_\_\_

Example of Not Following: \_\_\_\_\_

How to Remind People of Guideline: \_\_\_\_\_

# Guiding Questions

## Overview

Learn about the importance of guiding questions and practice three types of circle: a Conflict circle, a Harm circle, and a Talking circle.

## Materials

1 Copy of conflict scenario, harm scenario, and Community scenario from this lesson.

## Guiding Question

How do we help people to talk through a situation and work together?

## Process

- 1. Introduce:** Guiding questions are the central part of keeping a circle. Everything you do before or after guiding questions is about helping people to feel comfortable and safe answering these questions. Depending upon the type of circle, the guiding questions will be different. It is the job of the circle keeper to create guiding questions that relate to the theme of the circle. The art of asking powerful and eloquent questions is at the heart of circle keeping. You will learn guiding questions for three different types of circles: a conflict circle, a harm circle, and a talking circle.
- 2. Teach:** *Explain that you will need 3 teams of volunteers each with 6 people. Organize the teams.*

**Conflict Team:** *This team will role-play a conflict circle. There are 2 circle keepers, 2 people in conflict, and 2 friends of the people in conflict. Provide the conflict scenario.*

**Harm Team:** *This team will role-play a harm circle. There will be 2 circle keepers, 1 person who harmed, 1 person who was harmed, and 2 friends of the people in conflict. Provide the harm scenario.*

**Community Team:** *This team will role-play a conflict circle. There will be 2 circle keepers, and 4 people from the school community. Provide the talking circle scenario.*

  - Instruct each team to pick roles. Once everyone knows their role, instruct participants to practice the Guiding Questions with their team. There is room for creativity and imagination in finding out what else is going on in each situation. Remember to keep the role-plays realistic! While teams practice, setup a 6 chair circle in the front of the room for the role-plays. Then, float around and offer guidance.*
  - Invite each team up one at a time to perform. Encourage applause at the end of each presentation.*
- 3. Reflect:** *After all three teams have performed, debrief together:*

  - “What was different between the Conflict Circle and the Harm Circle?” “Why do you think that was important?”*
  - “What was different between the Talking Circle and the other two circles?” “Why do you think that was important?”*
  - “What did you learn about guiding questions from these role-plays?”*
- 4. Optional:** *Consider recording the skits to put together into a brief video for use in future trainings. Participants may also enjoy watching their performance.*

## Community Scenario

It is lunchtime and people are interested in getting to know each other better. Two circle keepers invite a group of new friends together for a circle. The 4 new friends are excited to try a circle and get to know each other.

## Guiding Questions

Share a story about an experience where you discovered that someone was very different from the negative assumptions you first made about that person.

What is something people usually assume about you that is not true?

What is something you want people to know about you that is true?

## Conflict Scenario

Four friends who always hang out together at lunch have a disagreement about how to spend their free time. One friend wants to hang out in the library and another friend wants to try playing a sport together. The other two friends are used to their friends being competitive are okay with both ideas, however, this disagreement is starting to get heated and they want all the friends to get along. The whole group is frustrated and asks a circle keeper for help. Two circle keepers bring friends together for a conflict circle.

## Guiding Questions

Starting with the people central to the conflict, then the full circle, ask, "What happened?"

Ask the full circle, "What has been the hardest part for you?"

Ask the full circle, "What are your thoughts and feelings?"

Ask the people central to the conflict, "What are 3 things you did to make the situation worse?"

Ask the people central to the conflict, "What are 3 things you can do to make the situation better?"

Ask the full circle, "What can you do to support this group in successfully carrying out these agreements?"

## Harm Scenario

Two people who used to be good friends have been in an ongoing argument for weeks. Rumors are spreading and pushing the friends further apart. One day, a friend was feeling particularly angry and frustrated and took the iphone from the other person's backpack in the locker-room. Rumors spread about who took the phone. Eventually, the person who took the iphone realized what they did was wrong and asks for help from a circle keeper. Two circle keepers pull together the friends and two of their most trusted friends for a harm circle.

## Guiding Questions

Starting with the person who harmed, then the person harmed, ask, "What happened?"

Ask the full circle, "How has the situation impacted you?"

Ask the full circle, "What has been the hardest part for you?"

Ask the full circle, "What are your thoughts and feelings?"

Starting with the person harmed, then the full circle, and finally the person who harmed, "What needs to be done to repair the harm and make sure it doesn't happen again?"

Pause the talking piece: In open discussion, determine which agreements the group agrees to in consensus.

Using the talking piece: Ask the full circle, "What will you do to make sure these agreements are followed?"

# Agreements

## Materials

1 copy of the Agreement Challenge Game.

## Overview

Learn how to quickly identify and create realistic agreements by working together.

## Guiding Question

How do circle keepers help participants with next steps after the circle?

## Process

1. **Introduce:** Sometimes during a circle it will be necessary for participants to make agreements. Agreements are important when there is a conflict that requires next steps or a harm that requires specific actions to repair the harm. The job of the circle keeper is to make sure that the agreements are realistic.
2. **Teach:** Give examples of a realistic and unrealistic agreement:
  - i. **Unrealistic:** Two frienemies agree to stay away from each other in math class.
  - ii. **Realistic:** Two frienemies agree to explain to the math teacher that they are having trouble being competitive in class and it is impacting their self-esteem. They request that they are seated separately and that when they do group activities to be in separate groups. The frenemies agree to talk with the teacher together by Friday, May 3rd.
  - iii. **Unrealistic:** Kara will not talk with Mikah anymore.
  - iv. **Realistic:** Kara and Mikah agree to give each other space for 2 weeks. Since they usually hang out during lunch, they have agreed to hang out in different areas: Kara will hang out with Diana at the lunch tables while Mikah and Robert will hang out in the library.
  - a. **DO:** Agreements focus on what people should start doing, do differently, or do to make the situation better. “In general, if an agreement uses the word “NOT”, it is NOT realistic because the agreement is probably talking about what needs to stop happening instead of what people should start doing, do differently, or do to make the situation better.” Ask, “What other words might show up in an unrealistic agreement?” Examples: STOP, WON’T, CAN’T, SHOULDN’T, etc.
  - b. **SPECIFIC:** Agreements must be SPECIFIC. Pay attention to words that are vague or words that could mean different things to different people. “Remember, it is nice to be NICE, but what does that really mean?” Consider the word RESPECT - an important value to everyone and yet many people have different ways of showing respect. Ask, “What specific actions can you think of that show respect?”
  - c. **AGREEMENT FORMULA:** Write the formula for creating realistic agreements on board. The formula is: WHO will do WHAT by WHEN. The “WHO” is a specific person in the circle. The “WHAT” is a clearly explained action. The “WHEN” is a specific date or period of time to mark when the action must be complete.
    - a. If the specific action has not been met by the specific person before the specific date, then the agreement has not been upheld and a follow-up circle should be organized.
    - b. If the specific action has been met by the specific person before the specific date, then the circle keepers should check-in with the person and congratulate them on upholding their agreement.
3. **Practice:** Play the Agreement Challenge Game.
4. **Reflect:** Summarize what was learned or invite participants to summarize what was learned.



## AGREEMENT CHALLENGE

**Instructions:** Organize the participants into two groups. Instruct each group to line-up into a row next to the other group. Then, have the first person from each group row step forward. These two people will work together to answer the Agreement Challenge. You will read an agreement aloud and the pair will have 1 minute to determine if the agreement is realistic or unrealistic and to explain why. If they are correct, the class gets a checkmark on the board and the pair goes to the back of the line. If they are incorrect, the class gets an X-mark and the pair goes to the back of the line. Read the example again and ask if anyone can state why the answer was incorrect. If necessary, explain the correct response and encourage good team effort and behavior. The goal is to have more checkmarks than X-marks by the end of the game.

**Optional Rule:** When you give an example that is unrealistic and the pair correctly identifies it as unrealistic, challenge the pair to turn it into a realistic agreement for 2 check-marks. It can be helpful to provide an imaginary scenario to help guide.

- **Realistic:** Maria and Angela will write a card outlining what they appreciate about each other and deliver it to the other person by next Monday.
- **Unrealistic:** John will stay away from Ally.
- **Unrealistic:** Dustin will not spread rumors ever again.
- **Realistic:** For 1 month, Mikaylah and Marcus agree to give each other space during lunch. After eating lunch, Mikaylah will hang out in the library and Marcus will work on homework with his math teacher.
- **Unrealistic:** For 1 month, Amir won't call Rochelle names when he is angry.
- **Realistic:** Toby and Amanda agree to be accountable and explain their situation to the assistant principal by the end of today.
- **Unrealistic:** No more hitting or calling names ever again.
- **Unrealistic:** Thomas will stop roasting Chloe on Tuesdays at lunch.
- **Realistic:** By the end of today, the Circle Keepers will report to the English teacher that they worked with Josiah and Robin in a circle and that the circle went well.
- **Unrealistic:** Destiny will be respectful to Dillon all of next week.
- **Unrealistic:** Sara will check-in with her History teacher at the beginning of class and politely say hello and offer to help the teacher to get ready for class.
- **Unrealistic:** Pick up the trash in the yard every Wednesday.
- **Realistic:** When Zoe is feeling angry at lunch, she agrees to explain to her friends that she needs a break. Zoe's friends agree to give Zoe space until she returns and then to check-in and make sure she is okay. Zoe and friends will try this approach for a 1 week trial.
- **Realistic:** Marcus, Josiah, Zoe, Sara, and Angela all really enjoy talking circles and want to get to know each other better. All participants agree to participate in a talking circle with Circle Keepers during lunch once a week for the next 4 weeks.
- **Realistic:** Abby and Jaela want to be better friends and agree to have a 1 hour conversation outside of school to talk about important issues to their friendship by the end of this week.
- **Unrealistic:** Dorian agrees to be a better student in Science class till the end of the semester.
- **Unrealistic:** Asha and Terrance agree to be nice to each other in English class for 1 week.
- **Unrealistic:** Tara and Isaiah won't fight again.
- **Realistic:** All the students and the English teacher agree to show that they care about the class community by showing up to class on-time every day until the end of the school-year.

# Reflection Questions

## Materials

1 copy of Reflection Social per participant  
Music and a way to play music

## Overview

Participants learn about and practice using reflection questions.

## Guiding Question

How do we help people to really learn from their experience in circle process?

## Process

1. **Introduce:** Reflection is an important skill for life as well as in circle. Reflection is all about processing what you are learning from an experience and transitioning to next steps. Reflection questions are unique in that they are very broad so that everyone in a group is able to respond and think deeply.
2. **Practice:** *Instruct everyone to take a copy of the Reflection Social handout and spread out around the room. Explain the rules of the game: The handout has several reflection questions on the page.*
  - a. Each person will float around the room while music is playing.
  - b. When the music stops, get into pairs with the person closest to you.
  - c. Play Rock Paper Scissors until one person wins.
  - d. The winner will pick one question from the Reflection Social handout and both people will answer.
  - e. When the music starts again, time is up and everyone must start moving around the room again. You must partner with a new person each time. You can only ask each question one time.
  - f. Repeat these steps until you are satisfied that participants have had enough experience or people run out of partners.
3. **Teach & Reflect:** *Invite participants to return to their seats and reflect.*
  - a. What sort of responses did you get from reflection questions?
  - b. How did you feel when responding to reflection questions?
  - c. What did you learn about reflection questions from this activity?
  - d. What are some reflection questions of your own that you think are useful?

# Reflection Social

Finish the sentence, “Today, I am reminded...”

What have you learned about yourself during this training?

What has changed about you during this training?

What are you taking from this training that supports you in your life?

How will what you have learned in this training help you in the next week?

What wisdom did you learn from others during this training?

What do you appreciate about the other person?

What is one thing about yourself you would like to grow or improve upon?

What surprised you about this training?

What was your favorite moment from this training?

What is one word you would use to describe this training?

What is one thing you think everyone should take away from this training?

What do you want others to know about your experience of this training?

What is something you contributed to making this training better?

# Assessment

## Materials

1 copy of Assessment pages 1 & 2 from the Toolbox for each person.

Assessment steps written on board.

## Overview

Circle Keepers learn when it is okay to use circle process and how to prepare participants.

## Guiding Question

How do we know when it is appropriate to use circle process?

## Process

1. **Introduce:** Before designing a circle for people, a circle keeper needs to know the purpose of the circle. The purpose of a circle is determined by what the people participating in the circle want to accomplish. The only way to know what the circle participants want to accomplish is to talk with them.
2. **Teach:** An assessment is a conversation. Throughout the conversation, your goal is to help identify what the person wants to accomplish from a circle. Here are the steps:
  - a. **Keep it Secret, Keep it Safe: Confidentiality and Mandated Reporting.** Explain that the conversation will be confidential and that you are a mandated reporter which means that you are required by law to report if you learn that any person is currently experiencing violent harm or in danger or there is a threat of violent harm or danger to any person in the future.
  - b. **Ask Guiding Questions:** What Happened? What are your thoughts or feelings about the situation? Who has been impacted by the situation and how? What do you think needs to happen to make things right? How do you think the situation should be handled? Who do you think should be involved in the process? How can I be most supportive to you in this process?
  - c. **Give the Participant a Choice:** Verify what you think the person wants to accomplish from a circle. Explain how you think a circle can help and then invite the participant to CHOOSE whether or not they want to participate. Participants always have a choice in participation and will be respected whether or not they choose to participate.
  - d. **Get a YES YES YES:** Explain that it is important to make sure it is safe to bring the participants together. You will use three important questions to make sure it is safe. Turn and ask the group, "Is participation by choice?" "Do all participants feel safe and supported?" "Are all participants accountable for their part?" Explain that if you get ONE NO, you cannot do a circle! Ask, "Why do you think this is important?" Explain the "Danger!" box on the Assessment template and review the "Ideas" box for problem solving.
3. **Model:** Ask for a volunteer who can think of a recent unresolved conflict. Invite the participant to sit at the front of the room with you in two chairs facing each other. Go through the process step by step where you role play the circle keeper doing an assessment and the volunteer is the person who is seeking guidance.
4. **Practice:** Organize the group into pairs and provide the Assessment handout. In pairs, person A will be the circle keeper who is practicing an assessment for person B who will think of a recent unresolved conflict. Allow pairs to practice and then reverse roles. Float around and offer support and guidance.
5. **Reflect:** After practice is complete, invite participants to share their experience, whether or not they think it is okay to use circle process for their situation, and what type of circle they would use. Offer constructive feedback. Summarize what was learned or invite participants to summarize what was learned.

# Celebration

## Materials

Copies of Circle Template from Toolbox for groups  
 1 smooth stone for each participant  
 Markers to decorate the stones  
 Centerpiece materials for multiple circles

## Overview

Circle Keepers design and practice a celebration circle and create personalized talking pieces.

## Guiding Question

How do we celebrate using circle process?

## Process

1. **Introduce:** It is almost time to celebrate and what better way to celebrate than to practice a celebration circle! *Organize participants into groups of 6. Pass out the blank Circle Template.*
2. **Teach:** In your groups you will go through the template and fill out each section using the skills you learned.
  - a. **First:** The group should discuss the purpose of the celebration and write down the purpose in the Purpose box.
  - b. **Second:** Each participant should choose a role for which they will be responsible: Opening, Community Activity, Guidelines, Guiding Questions, Reflection, Closing.
  - c. **Third:** Each participant will design what their role will look like and how they will perform their part. Write down the Circle Keeper's name and any notes for their part in the box for their role.
3. **Celebrate Together:** As a symbol of your hard work and accomplishment, we will create a special talking piece together. *Organize everyone in a large circle and invite them to select a stone to decorate as a talking piece. Show an example of a decorated talking piece stone.* Each stone should have a word or image or both that reflects a value that the Circle Keeper hopes to embody. You can pull out your Value handout if you need a list. You may use markers to decorate your stone and then set your stone down for at least 5 minutes to allow ink to dry. Over time, the marker will fade and that is okay because you can redecorate the stone. *Allow participants time to complete their artwork. Encourage collaboration and discussion.*
4. **Practice:** *When talking pieces are complete, instruct participants to return to their celebration circles and prepare to celebrate using their new talking pieces.*
  - a. *Each participant should select an item to put into the center of the celebration circle.*
  - b. *Once the circle is setup, the celebration circles may begin.*
  - c. *Float around for guidance and celebrate!*
5. **Optional:** *Take pictures of the celebration circles for memories.*



Maybe stories are just data with a soul.

— Brené Brown









# OUSD-OFCY Partnership

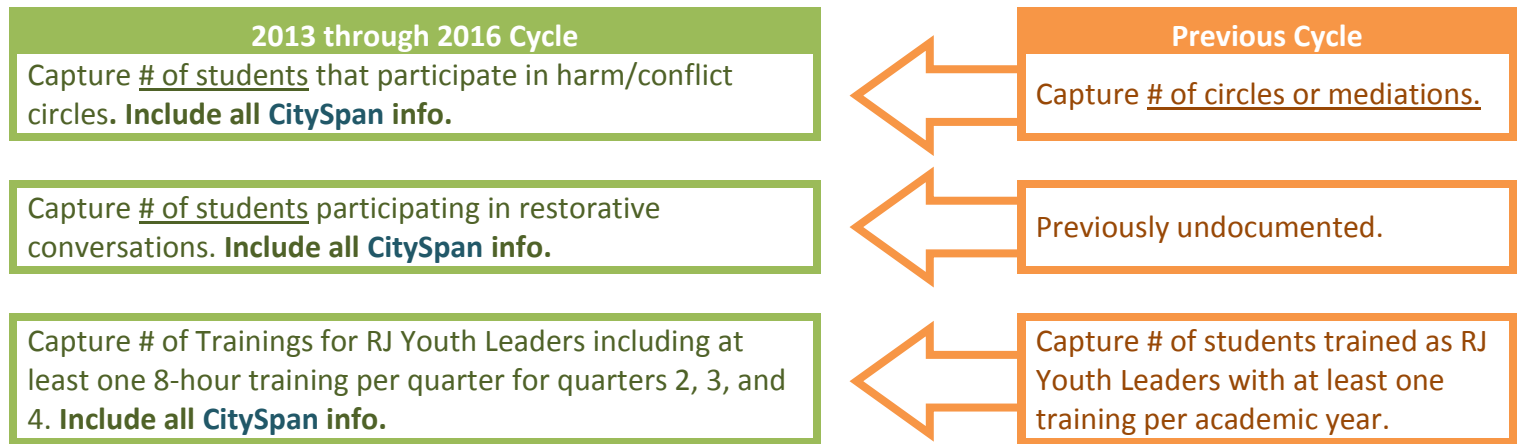
## 2013-2016 Cycle

The Oakland Fund for Children and Youth (OFCY) partnership with OUSD was renewed for the 2013 through 2016 cycle. With the new contract, there are a few important changes to the Peer RJ Program.

### Deliverables for OFCY Peer RJ Program by Quarter and School Site

Quarter	# Students participating in circles for harm/conflict	# Students participating in adult-to-youth restorative conversation	# Community building activities or peer led workshops (avg # of participants = 5)	# of Trainings for Peer RJ Youth Leaders (approx 15 youth for 8 hour training)
1 Sep	8	8	1	0
2 Oct-Dec	144	24	3	1
3 Jan-Mar	144	24	3	1
4 Apr-Jun	96	24	3	1

### Notable Changes



### CitySpan

All deliverables will be tracked using CitySpan, the City of Oakland database. Entries into CitySpan require a student's name, DOB, gender, race, zip code, and grade. All PRJP paperwork requires this information.

## Peer Restorative Justice Program Participants

These students have participated in 8 hours of RJ training during this quarter.

School Site Name: \_\_\_\_\_

Circle One: 2<sup>nd</sup> Quarter | 3<sup>rd</sup> Quarter | 4<sup>th</sup> Quarter

	First Name	Last Name	DOB	Gender	Race	Zip Code	Grade	Special Notes
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
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11.								
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28.								
29.								
30.								

School Name: \_\_\_\_\_

City Span Use  
Input by: \_\_\_\_\_  
Date: \_\_\_\_\_

## Restorative Justice Request Form

Person Making Request is a:  
 Student    Parent    Teacher    Administrator    Support Staff  
 Administrators, is this a diversion from suspension?   Y   N

Name: \_\_\_\_\_ Date Requested: \_\_\_\_\_

Describe the problem: argument, rumor/gossip, harassment, threats, fighting, etc.  
 \_\_\_\_\_  
 \_\_\_\_\_

Names of people involved:

\_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_  
 \_\_\_\_\_ (First & Last Name) Grade \_\_\_ DOB: \_\_\_\_\_ R: \_\_\_\_\_ S: \_\_\_ Z: \_\_\_\_\_

Circle Keepers: \_\_\_\_\_ Date of Circle: \_\_\_\_\_  
 \_\_\_\_\_  Youth    Adult  
 \_\_\_\_\_  Youth    Adult

Outcome: \_\_\_\_\_

Was the conflict resolved/harm healed?   Y   N (Circle One)

Follow-up Steps: \_\_\_\_\_

# Restorative Conversations

School Site Name: \_\_\_\_\_

Month: \_\_\_\_\_

	Day & Time	First Name	Last Name	Grade	DOB	Gender	Race	Zip Code
1.								
2.								
3.								
4.								
5.								
6.								
7.								
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9.								
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29.								
30.								

# Restorative Justice Activity Form

School Site Name: \_\_\_\_\_

Purpose of Activity: \_\_\_\_\_

Activity Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Facilitators: \_\_\_\_\_  Youth  Adult

Facilitators: \_\_\_\_\_  Youth  Adult

First and Last Name	Grade	First and Last Name	Grade
1.		31.	
2.		32.	
3.		33.	
4.		34.	
5.		35.	
6.		36.	
7.		37.	
8.		38.	
9.		39.	
10.		40.	
11.		41.	
12.		42.	
13.		43.	
14.		44.	
15.		45.	
16.		46.	
17.		47.	
18.		48.	
19.		49.	
20.		50.	
21.		51.	
22.		52.	
23.		53.	
24.		54.	
25.		55.	
26.		56.	
27.		57.	
28.		58.	
29.		59.	
30.		60.	

### Nomination Form

I am a  Student  Teacher  Administrator  Other \_\_\_\_\_

I nominate the following students:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Nomination Form

I am a  Student  Teacher  Administrator  Other \_\_\_\_\_

I nominate the following students:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Nomination Form

I am a  Student  Teacher  Administrator  Other \_\_\_\_\_

I nominate the following students:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Nomination Form

I am a  Student  Teacher  Administrator  Other \_\_\_\_\_

I nominate the following students:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<b>Deliver TO:</b>	<h3 style="text-align: center;">Restorative Justice Pass</h3>
	Name: _____ Date: _____
	FROM: _____ TO: _____
	Time Left: _____ Arrived: _____
	_____ Program Coordinator

<h2>OUSD Invoice: Peer Restorative Justice Program</h2>		
<b>To:</b> David Yusem <b>From:</b>  <b>RE:</b> Invoice	<b>Name:</b> <b>Address:</b> <b>City/State:</b> <b>Phone #:</b> <b>Email:</b>	<b>Purchase Order (PO):</b> <b>PEID:</b> <b>Invoice #:</b> <b>Invoice Dates</b> From: To:
<b>Total Hours</b> <span style="color: red; font-size: 2em;">✖</span>	<b>Rate of Pay</b> <span style="color: blue; font-size: 2em;">=</span>	<b>Amount Due</b>
Total Hours: <span style="font-size: 2em; color: green;">0</span>	Rate of Pay: <span style="font-size: 2em;">\$0/hr</span>	Amount Due: <span style="font-size: 2em;">\$0.00</span>
<b>Description of Services Performed</b> <ul style="list-style-type: none"> <li>District Meetings/Events</li> <li>Documentation/Paperwork</li> <li>Preparation/Wrap-up</li> <li>Planning/Organizing</li> <li>Responding to Conflict &amp; Harm</li> <li>Community Building</li> <li>Skill Building (Providing Trainings/Workshops)</li> <li>Special Project (must be approved by Program Manager)</li> </ul>		<b>Remaining Funds:</b> <span style="color: orange;">\$0</span>
		<b>Remaining Hours:</b> <span style="color: orange;">0</span>

\_\_\_\_\_  
 Consultant Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 David Yusem  
 Program Manager, Restorative Justice  
 746 Grand Avenue, Oakland 94610  
 Cell: [510-710-1269](tel:510-710-1269) Fax: [510-273-1501](tel:510-273-1501)  
[david.yusem@ousd.k12.ca.us](mailto:david.yusem@ousd.k12.ca.us)

\_\_\_\_\_  
 Date





