Facilitator Notes: Restorative Practices (14 Slides)

Participant 'Take-Away' Element(s):
Introduction to Restorative Practices

Facilitation Type(s) Involved:
Floor Cards;
Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Move them to standing circles. It is always better and more fun to have more than one circle. It is also better to have no more than 10 – 15 people in each circle. Each circle could have three – five people, if you have a smaller group. You will have to announce how many circles there will be and how many individuals in each circle. Everyone who is a participant for these facilitation exercises will have already worked in standing circles, so they will know exactly what to do. However, if this is the very first time you are introducing standing circles to the group, you will have to be very specific about where they can stand (not around a table as often happens the first time) and that they need to have enough floor space. Also, if this IS the first time they are working in circles make sure they understand that the cards should remain on the floor so that everyone can see all of them. In other words, they should not pick them up! Make it clear that they can manipulate them with their hands or their feet to create the two piles. It is very important that initially you just read the slide exactly as it is and do not embellish it.

Give them some time to work on the task without any interference or interjections from you. If you are concerned that they need more information about the task, after you read the slide you can ask, "what are your questions?" Hearing nothing just back away and let them work. If anyone asks, "how many?" respond by saying, "Oh, you want a clue?" Then let them know that there are exactly seven principles of Restorative Practices. If no one asks for a clue, after a few minutes say, "would you like a clue?" Almost never does anyone say, "no!" Even if you get that rare response, you want to let them know that there are seven principles of Restorative Practices. When everyone has chosen seven principles, move to the processing of the task.

All floor card tasks are processed the same way. Begin with one group (this is why each group has different colored cards). Ask them to mention one principle that they are pretty sure is on the list. Once that principle is shared, check in with the other

group(s). If everyone agrees *and it is correct*, “that’s correct, you have one!” Move to the next group and do the same thing. If there is *not* agreement, say, “we’re not going to tell you at this point if that one is correct; we’ll put it to the side for the time being.” Go from circle to circle around the room doing the same thing. Usually you will get at least five – six of them correct. If on the first round the groups get all of them correct, you can make a comment like, “you are all the ‘A’ team! If you do not have full agreement, make sure that you mention every card that the groups mentioned (the correct and the incorrect ones) that remain to be confirmed. Usually with two cards being considered, one of them is correct and you can say, “one of the two is correct.” If there are more than two being considered, you should say, “of the three (or four) you have mentioned, one (or two) of them are correct. You can turn them back to their circles to figure out what they think is/are the correct principle(s). Or you can have the big group talk it out and see what they come up with. If time is a consideration, you can just let them know which one(s) is/are correct. Once you get to the group understanding which seven principles are correct, move to the next slide.

Slide #3:
This is a place holder slide to anchor which are the seven principles of Restorative Practices in alphabetical order. No need to read the slide. Let everyone see it and then move to the next slide.

Slide #4:
Read this direction slide and emphasize the last direction, “which principles lay the foundation for others to occur.” If you think there is confusion, ask “what are your questions?” Hearing none, let them work at the task. This ordering task is not a fair thing for them to do because the process is organic, not linear. Watch the groups carefully. Once they have put ‘Acknowledge that relationships are central to building community” first and underneath it, ‘Build systems that address harm and misbehavior in a way that builds relationships,’ stop everyone and say, “what have you found?... what is the most foundational principle?” They will answer with the Acknowledge card. Then say, “what is the second principle?” They will answer with the Build Systems card. Then tell them that it was unfair to ask them to order them because the process is not linear but organic. Collect the cards and send them back to their tables and move to the next slide.

Slide #5:
Have them pull out the “Restorative Practices Table Cards” envelope from the folder and once they have it out, read the slide and move to the next map slide.

Slide #6:
This map slide always needs some explanation beyond the directions you read on the previous slide. No one in the room will have done this before because it is not in the one-day School Climate training session. You will need to let everyone know that everything works in pairs. There is a title card and a definition card for everything. The main levels of the framework/triangle are represented by purple cards. Suggest that they put these together before anything else. Once those cards are put together, then they should move on to the white cards. There are three categories of practices at each level; each practice has a title and a definition. Font size is different for titles and definitions. Keep the map slide in front of them throughout the task. When everyone has sorted all the slides, then explain that you are going to go through the three main levels first and then move to the categories of practices that fall underneath each level. Let them know that if their cards don't match exactly, they should 'move them to match' what is on each slide. *You don't have to read what is up on the following slides because they have just poured over them and read them carefully to match them.* Just make sure you give them enough time to review what is on the slide with their own table sorting. Move to the next slide.

Slide #7:
Say, "make sure you have the correct purple title and definition…Again, if you don't match exactly, move them around." Once they have had a chance to check, move to the next slide.

Slide #8:
Do what you just did for the previous slide and when ready, move to the next slide.

Slide #9:
Do what you just did for the previous slide. Ask them how they did with the main levels. Usually everyone sorts these purple slides correctly. Let them know that you are now moving to the categories of practices underneath each main level. Move to the next slide.

Slide #10:
Remind them to check the titles and definitions carefully and that all these practices are about community and relationship building and they have nothing to do with problem solving or conflict resolution. If necessary, you can remind them to move them to match what is on the slide. Move to the next slide.

Slide #11:
Process this one as you have been for the previous slides. Often, they do have differences, and you will have to watch the group as they check what is correct on the

slide with what they sorted on their tables. There are word clues to help them distinguish the practices at this level with the final intense level, but they often don't see the clues initially. Before moving to the next slide, you should mention that it is intentional to use the word, 'facilitation' rather than 'mediation' because often people think about 'mediation' in a different way than what is facilitation. Often, mediation is about a mediator listening to all sides of an issue and then the *mediator* determines the outcome/solution. In restorative work, the facilitator guides the discussion to enable the harmed and harmers determine the outcome/solution; not the facilitator. When the group is ready, move to the next slide.

Slide #12:
The processing for this slide is the same as all the previous slides. You should mention the word clues that exist at this level: 'intense,' 'formal' and 'formally.' When everyone has checked their work, move to the next slide.

Slide #13:
This slide brings them back to the entire framework. Before moving to the final slide, you can ask them if they have any thoughts or reflections. Likely they will say nothing and you can move to the final slide.

Slide #14:
This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.