Explicitly Teaching Restorative Thinking and Behaviour to Junior Primary Students

A Cook’s Tour
Restorative thinking and behaviour require explicit teaching and *Circle Time* is the perfect forum for doing this.
Teacher time

“In today’s session we are going to spend some more time talking about solving problems between friends. First let me tell you a story about Pete, John and Lance who were playing soccer at recess.”

The soccer game (Appendix 11)

“Pete, John and Lance were playing with a soccer ball at recess time. They were taking turns to try to kick the ball into the goals. It was Pete’s turn. John and Lance stood in front of goals as the two goal keepers – it was their job to try to stop the ball going through when Pete kicked it. Pete was the only one who hadn’t scored a goal. John and Lance had kicked a goal each. Pete was worried that he’d be the only one who hadn’t kicked a goal. He didn’t want to look like a bad soccer player.

Pete took a big run up and kicked as hard as he could. The ball went flying through the air toward the goals – it was a great kick and looked as though it would be a goal for sure. Lance knew he’d have to jump as high as he could to stop the goal. He shut his eyes and jumped with his arms outstretched as high as he could. The ball just touched the tips of his fingers and then flew over the top of the goals. Lance and his tremendous leap had just stopped a certain goal!

When Pete saw that Lance had stopped the goal his face turned to thunder. He thought to himself, “The
From session 11

Questions That Help Fix Things

In the middle of the circle, place the two header cards labelled:

**Fixing questions for Pete**

**Fixing questions for Lance**

The group will use these as header cards to sort the ten fixing questions under. You may want to use a picture of Lance and Pete instead of these written headers. Pictures of two boys cut from a magazine or even characters you’ve drawn yourself will be fine.

“We are going to use these questions I’m holding to help the boys solve the problem.

It’s our job to work together to decide which questions should be asked to Lance and which should be asked to Pete so the boys can fix the upset.

When I read each question out:

• Stand up if you think we should ask it to Lance
• Stay sitting if you think we should ask it to Pete.
Let’s have a practice and then get started.”

Read out the ten questions to the class, asking them to show who they believe each question should be asked to by standing or sitting. Give children turns to come and take the questions from you and place the questions under the header cards ‘Fixing Questions for Pete’ and ‘Fixing Questions for Lance’.

When completed, the questions will be arranged like this in the middle of the circle.

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**Fixing questions for Pete**

- What happened?
- What made you decide to throw the dirt at Lance?
- Who has been hurt by what you did?
- How has Lance been hurt by what you did?
- Was throwing dirt the right thing or the wrong thing to do?
- What do you need to do to make this better?

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**Fixing questions for Lance**

- How did you feel when the dirt hit you?
- How have you been hurt?
- What has upset you the most?
- What will help you to feel better?
Foundation Restorative Script Questions

OOPS!

- What happened
- What were you thinking at the time?
- What have you thought about since / now?
  - Was it the right or wrong thing?
- Who has been affected by what you did / In what ways?
- What can you say or do to make things better?

OUCH!

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things better?
Understanding Restorative Questions

Keep WARM!
Resilient Recovery

WARM Questions

W: What’s happened?

A: Affect: How have people been affected?

R: Repair: How can the harm be repaired?

M: Move forward: How can we move forward?

Thanks Greg and Ritch:
www.restorativeschools.org.nz
<table>
<thead>
<tr>
<th><strong>What Happened ?</strong></th>
<th>You look upset. Tell me what happened so I can help you sort the problem out</th>
<th>Tell me a story three times</th>
</tr>
</thead>
<tbody>
<tr>
<td>And then what happened ?</td>
<td><strong>Timelines</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What’s the main issue for you ?</strong></td>
<td><strong>The Rock</strong></td>
<td></td>
</tr>
<tr>
<td><strong>At what point did things stop being fun ?</strong></td>
<td><strong>Draw a Picture Add Speech and Thought Bubbles</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What were you thinking ?</strong></td>
<td><strong>What did you want to have happen ?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What was going on in your head at the time ?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
skills kids need to be able to talk about what happened...
<table>
<thead>
<tr>
<th>Register</th>
<th>Explanation</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen</td>
<td>Language that is always the same eg. Lord Prayer Judicial and Religious Systems</td>
<td>Dear beloved we are gathered here today …</td>
</tr>
<tr>
<td>Formal</td>
<td>The language of work and school. Complete Sentences Specific Word Choice Direct and to the Point</td>
<td>Good Afternoon. My role todays is to guide you in strengthening your journey in Restorative Practices.</td>
</tr>
<tr>
<td>Consultative</td>
<td>Formal Language used in Conversation More Relaxed</td>
<td>Hi. I’m here today to help you learn about Restorative Practices.</td>
</tr>
<tr>
<td>Casual</td>
<td>Language between friends 400 – 800 words General Vocab Non Verbal Prompts</td>
<td>Can you get the thingy and put it in the whatsy..</td>
</tr>
<tr>
<td>Intimate</td>
<td>Language between lovers</td>
<td></td>
</tr>
</tbody>
</table>
"Last Circle Time we talked about being brave and honest by telling the truth when we have done something wrong. We all thought that telling the truth was important, even though it can be hard to do sometimes. We also thought that problems can’t be fixed if people don’t tell the truth."

Story: Six blind men and the elephant

"I’m going to tell a story about six blind men and an elephant. This is a funny story because all of the men in this story thought they were telling the truth, but all of their stories were different!"

Once upon a time, in a village there lived six blind men. Being blind meant that their eyes didn’t work properly and they couldn’t see. One day the villagers told them, “Hey, there is an elephant in the village today.”

The six blind men had no idea what an elephant was. They decided, “Even though we will not be able to see it, let’s go and feel it anyway.” All of them went to where the elephant was. Each of them touched the elephant.

“Hey, the elephant is like a pillar that holds a large building up,” said the first man who touched the elephant’s leg.

“No! It is like a rope,” said the second man who touched the tail.
Affect

Help the wrongdoer (OOPS) understand the affect of their behaviour?

On others ....

On themselves ....

On the school ....

Embarrassed

Scared

Mad

Confused
Picture game: Inside and outside hurts

- Divide the inside of the circle into thirds with masking tape. One third for ‘outside hurt’ cards, one for ‘inside hurt’ cards and the remaining third for cards that depict a scene where a person may be hurt on the inside and the outside.
- Give each pair a picture from the ‘Different hurts cards’ (Appendix 4)
- Invite the pair to discuss which group they think their card belongs in.

“I have some cards that I would like you to help me sort out. Each card has a picture of someone being hurt — some people have been hurt on the outside, some people have been hurt on the inside and some are hurt on the inside and outside. Your job is to help me decide which space on the floor your card fits best in. I’ll give you a few minutes to chat with your partner about your decision.

Great — now place the card where you think it fits best. Thanks”
Accidental and Intentional Hurts

Main idea

The purpose of this session is to help children understand that sometimes we can be hurt as a result of an accident or, deliberately by somebody else who is feeling mean or is upset. In this session children will make distinctions between ‘accidental’ and ‘on-purpose’ hurts and consider the types of emotions that are triggered when people are intentionally hurt. Ideas on how we can feel better after being hurt are shared. Like in the previous session, be prepared to use protective interrupting if a story of hurt is shared that is ‘too special for the group’.
Repair

What do you need to do to fix things up?

What has been damaged?

What needs to be repaired?

What needs to happen to fix things up?

Oops and Ouches
What needs fixing?

From sessions 6 & 7

Session 6

What We Need
When We Are Hurt

Main idea
This session helps children discover that people usually need the same kinds of things to feel

Session 7

What We Need When
We Have Hurt Someone

Main idea
Restorative Practices acknowledge that harmful behaviour creates needs for all involved; those
The Purpose of Sorry

An apology is a statement that ideally expresses regret over an action

We apologise …..

- When we realise something we said or did was wrong
- To fix things up
- To repair relationships
- To move on
- For our own need to remove guilt and shame

Apologies give us the capacity to make a new start
1. The first sentence should describe what was said or done that was wrong.
2. The second sentence explains why it was wrong (how it affected you / school rule)
3. The third sentence states what choice should have been made or will be made next time.

“I'm sorry for throwing dirt at you, I know it hurt you, I should have walked away.”
The Reply

“Thankyou for your apology

I didn’t like it when you
Threw dirt at me.

I felt sad.”
“Let’s think about this a bit more. I’m placing two cards at either side of the circle. One says ‘Easy to forgive’ – the other says ‘Hard to forgive.’

In a moment I’m going to read out some different scenarios and I’d like you to decide if this is something you could forgive easily or not.”
Present students with various scenarios such as:

- Your friend accidentally broke one of your toys
- Your mum is late picking you up from school
- A friend teased you in front of others
- A classmate accidentally tripped you over in the playground
- A friend yelled at you and said sorry
- Your sister left your bike in the driveway overnight and it was stolen
- Someone pushed in front of you in a line
- You told a friend a secret and they told somebody else

Explore what we can do when things are harder to forgive than others.

“Thanks for sharing your thoughts about that. Who has any ideas on what you can do if something is hard to forgive?”
Moving Forward

Helping everyone involved to develop a plan to move forward from this issue

Do you need my help with anything else?
What will you do differently next time?
What will we do if this happens again?
What will be documented?
**Pair Share and Feedback**

How will Peter show Lance that he’s sorry tomorrow?

*one idea from each pair*
At school it’s not okay to...
Next time I want you to...

• This is about teaching simple strategies for problem solving
• At school it is not okay to ........
• We want young people to know what is the right behaviour at school
• We also want young people to do the right thing, the socially acceptable thing, to sort out conflicts and problems
• This leads to better relationships in school and in life
Social and Emotional Competence

Being socially and emotionally competent is being able to effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Adapted From - CASEL: Collaborative for Academic, Social, and Emotional Learning
Lunch