

My Best Options				
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FULL-CIRCLE LEARNING

**Forgiveness Element 5:
 Restorative Justice**

Conflict Resolution	Restorative Justice
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<p>Age Level 6 - Adulthood</p> <p>Time 35 minutes</p> <p>Resources Reading material News source Pledge sheet Pencils</p> <p>Objectives</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Understand how to explain and apply the concept of restorative justice. 2. Practice the concept with the help of a pledge sheet. 	<p>Teachers, Parents or Self-Guided Learners will</p> <ol style="list-style-type: none"> 1. Read or tell a story about Restorative Justice. 2. Discuss the concept with family members or co-learners. 3. Think of a conflict in a book you've read or a news story you've heard about. Role play it, applying Restorative Justice. Who will forgive and who will offer apologies and restorative actions? 4. Copy the Pledge Sheet and think about past, present and future situations in which it could enhance your sense of self-mastery.
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A Concept called Restorative Justice

Have you ever made a mistake you later regretted? Such a thing happened one day for two boys at a school. They wanted to tease the girls, so they barricaded the girls' lavatory during the midday

break. They went inside and chased the girls out. They turned off the lights and made loud noises, scaring the girls from entering.

When the school leaders caught the boys, they thought they may be sent home from school. They sadly thought about what they had done and wondered whether the girls would forgive them. Their teacher asked, "How do you think the girls felt?" They thought for a minute and answered, "Fearful, humiliated, and uncomfortable."

The teacher asked, "What can you do to make them feel the opposite way?"

The boys thought again. One said, "The opposite of *fearful* is *confident*. The opposite of *humiliated* is *dignified*. The opposite of *uncomfortable* is *comfortable*."

The teacher said, "Will an apology help restore all those good feelings to the girls?"

"No," said the first boy. "That is not enough. I am a good math student. I want them to feel confident about math. I will spend my lunch break tutoring them every day."

The other boy said, "I want them to feel comfortable around us. I will play ball with them, so they know we are their friends. I will give up my breaks to teach them the game."

The first boy said, "We must find new words to treat them with dignity also. We will come in and tell the school leaders each day how we are doing."

Just then the mothers of the boys appeared at the door of the school, wanted to know whether their sons had been expelled. The teacher smiled at them. "No," she said, "I think we are about to witness the forgiveness of the girls, and then a new friendship forming on this campus. Perhaps your boys will live up to the noble qualities within."

This true story shows how our choices, thoughts and actions not only help us forgive but help others forgive us as well.

Acting Out a Happy Ending

Think of a conflict in a book you've read or a news story you've heard about. Role play it, applying the concept of Restorative Justice. Who will forgive and who will offer apologies and restorative actions?



Planning Ahead



What would you restore to someone who has had trouble forgiving you?

Ask an adult or mediator to help you use the Pledge Form on the next page to turn around such a situation in the future.

Restorative Justice Pledge Sheet

1. What happened (key words only)

2. Items lost/negative feelings created

3. Opposite feeling/s I would like to inspire in others

4. Actions I pledge to take to encourage positive feelings and to restore what was lost
 - a.
 - b.
 - c.

5. When I will act:

6. My signature

7. Witness

Using the Conflict Bridge

Have you faced similar situations? Reenact a difficult challenge you have faced, thinking about restorative step. Does forgiveness come more readily this way?

First review the steps of the conflict bridge as a special tool used to help people listen and forgive. Apply it to your personal scenario.

Remember that on this bridge, you are never allowed to judge the other person's actions but only to explain your own feelings and hopes on the bridge.





Conflict Bridge Steps

1. I want (or my position is)...
2. I feel (an emotion)...
3. I feel this way because...
4. I understand that you feel the way you do because....
5. I can help in the following way/s...
6. Let's agree to show each other the habit-of-heart.

The Conflict Bridge Challenge

- Students must strive to apply the current habit-of-heart as they each move across the bridge toward the center point.
- The person with the first request starts. On the first step, they must limit their remarks to a request based on what has happened, i.e. “I want you to show respect for my property by...”
- On the second step, they focus on the emotion they feel rather than making a statement about their partner, i.e. “I feel humiliated.”
- On the third step, they give enough information about their background story to help their partner understand the depth of the situation from their perspective.
- On the fourth step, the empathy step, each one paraphrases what they have heard their partner state, without interpreting or judging or accusing. In fact, participants may not make a judgment on *any* step.
- On step five, each participant initiates personal commitment to an act that contributes to the solution. Each one must add elements that not only include compromise and offer mutual benefits but also help them master the habit-of-heart, in this case Forgiveness.
- Throughout the experience, the audience acts as the conscience. The teacher or mediator can ask the students to freeze and let the conscience offer additional ideas. If the participants are stuck on the empathy step, they may trade places and see through the eyes of the other.