

RPI 2013: Explicitly Teaching Restorative Thinking and Behaviour to Junior Primary Students

Bill Hansberry & Jane Langley

Focus	Activity	Time	To Do
<p>SLIDE 3</p> <p>Welcome</p>	<p>Opening Circle Games:</p> <ul style="list-style-type: none"> • Pass the name / High 5 • Name go around (Jumping Jane, Burping Bill) <p>Bill:</p> <p><i>We all feel a bit more connected to one another now after having some fun and a laugh. We've just experienced affective resonance. We smiled and laughed together and the positive emotions we experienced were broadcast and caught by others! We know intuitively that's how Circles work to create a sense of belonging and community.</i></p> <p><i>Read Fredrickson Quote from slide.</i></p> <p><i>Vick Kelly will talk more about this on Thursday if you are attending his post conference workshop.</i></p> <hr/> <p>Circle Time Rules – getting consensus on rules</p> <p>Do Silent statements –manual p24 (top)</p> <p>Bill:</p> <p><i>In circle time it's sometimes tricky to think about being fair to others when we are excited! Side conversations easily happen; people can talk when it isn't their turn or giggles can sometimes get a bit loud and go for a bit long. You think I'm talking about children don't you??</i></p> <p><i>It's actually beautiful to watch staff groups giggle; crack jokes and connect in ways school life doesn't usually allow. They have such fun, BUT – we always ask them to think about how easy it is to lose a bit of control and to reflect forward to this happening when it's them facilitating circle time with a group of children whose engines are far bigger than their brakes (point to frontal lobe).</i></p> <p><i>Circle Time has already done the trick with this group. Our brains have released chemicals that have dampened our amygdala, so we no longer see each other as potential threats and we are engaged in the positive affects of interest and enjoyment with one another.</i></p> <p><i>We'd better introduce ourselves:</i></p> <p>Jane:</p>	20	

	<p>Bill:</p> <p><i>Hi, I'm Bill...I'm married to Christie (not Jane – but you may see us acting like an old married couple today as I stuff things up and she reminds me what I should be doing) I'm father of two boys and a girl– Lawson 11, Millah, 9 and Judd 6. I'm a teacher by profession and have worked in a range of roles over my time in schools.</i></p> <p><i>I'm now completely my own boss and as an external consultant in schools and in private practice at Fullarton House in Adelaide with children and adolescents I affectionately refer to as the Tricky Kids; the kids whose lives are compromised by the unpredictability of their functioning, or by the capricious nature of their home life, or by both. Consequently, they find life much trickier than most and in the process make life trickier for those who care for them educate them, share classrooms with them. I am truly privileged to spend most of my days with these kids, their parents and often their teachers.</i></p> <p><i>In between times I enjoy presenting at conferences throughout Australia. Besides Christie and my kids, one of my greatest loves is writing. I've been involved in the writing of three books on working restoratively and relationally in schools, one of those, one as a contributor, one of those – my own book. I have a few projects in the line, one, a parenting book called 'Raising Beaut Kids – Recipes for Parents on when to say yes and how to say no" that I'm co-writing with Mark LeMessurier.</i></p> <p><i>My favourite is the one we'll work from today - the labour of love that Jane and I chiselled away at for the best part of four years. It's my favourite because of the person who wrote it with me. Although she'd never admit it, Jane's a dream to write with and has taught me a great deal about restorative practices with littlies. Her visual script is evidence of how Jane just gets how younger minds tick and I see it up in classrooms and counsellor's office walls where ever I go.</i></p>		
<p>SLIDE 4</p> <p>Restorative Skills in children</p>	<p>Jane:</p> <p>What skills do kids need to work restoratively sticky note activity - list and order</p> <ul style="list-style-type: none"> ○ participants write 5 skills kids need to work restoratively on 5 different sticky notes ○ Choose 1 of the skills/sticky notes to share back with the group ○ Make a collective list of the type of skills listed ○ Ask group to think about a child they know and think about how strongly they have this skills embedded ○ Place sticky notes on a continuum from not yet embedded – embedded. ○ Ask – what do you notice ? 	<p>10</p>	<p>Post it notes</p> <p>Whiteboard with continuum</p>

<p>SLIDE 5</p> <p>Skills Kids need to work restoratively</p>	<p>Jane:</p> <p><i>So when we unpack the skills kids need to be successful in Restorative Conference the list is actually quite extensive. Then we consider how competent most kids are in having these skills embedded we notice that they are still developing most of the skills required.. and we know that for some age groups –and some children they may not even have the skills at all</i></p>		
<p>SLIDE 6</p> <p>Football Visual Diagram</p>	<p>Jane:</p> <ul style="list-style-type: none"> ○ Ask/Brainstorm How do kids learn restorative skills? <p><i>So when we consider how young people develop these skills we know it's part of their cognitive development process that we support through modelling, explicit teaching, etc..</i></p> <p><i>Give learning to play football visual diagram</i></p> <p><i>Draw a football oval on the board</i></p> <p><i>So let's draw an analogy..</i></p> <p><i>When your children play football who is allowed on the field/oval ? (players, runners. umpires)</i></p> <p><i>where are the coaches ?</i></p> <p><i>where are the parents ? (around the boundary)</i></p> <p><i>What is the job of the parent (support, encourage)</i></p> <p><i>So how do you know that your kids are safe and know what to do (there are rules, we've taught them the skills etc...)</i></p> <p><i>So like in life we need to teach our kids the rules and skills that will help them be successful. To be god husbands, wives, colleagues, friends etc...Like when our kids are little learning football at Auskick we can be right there beside them on the oval to help, support and teach them – but eventually we have to step back.</i></p> <p><i>Note: Can also draw out that First Aid can go on the oval when someone is hurt – and we need to teach kids that there are times they need to call first aid – get help – if the problem is serious and they require the help of an expert.</i></p>	<p>10</p>	
<p>SLIDE 7</p> <p>Introduce Grab and Go Manual</p>	<p>Bill:</p> <p><i>If the purpose of Restorative Practice is to restore relationships in the wake of wrongdoing or conflict, then the role of Circle Time is to help build the relationships children consider worth restoring. Circle Time is a practical way to skill young, developing human beings to listen with understanding, tune into feelings, share opinions and begin to see the world from another's viewpoint. These are the very skills children need to function successfully in any social setting</i></p>	<p>2</p>	

<p>SLIDE 11</p>	<p>Bill:</p> <p>Make reference to accidental and intentional hurts as the next level</p> <p><i>Some kids with different processing or those suffering trauma can be on high alert and often perceive accidents as intentional hurts. This leads to quick fire reactions and deeper issues. Much of our restorative work in schools is about helping these kids come to understandings about the intention of incidents as well as helping them understand that two people can see the same thing happen and attach entirely different meanings to them.</i></p> <p><i>Session 3: Accidental and Intentional Hurts and Session 9: Seeing Things Differently are aimed at themes of intent and perception. They draw on a story of two boys in a sandpit and the classic fable: the six blind men and the elephant. We just can't talk about perception enough with kids.</i></p>		
<p>SLIDE 12</p> <p>Needs when we are hurt and when we cause hurt</p>	<p>Bill:</p> <p><i>The wonderful Peta Blood takes groups through a powerful exercise in her trainings where participants are carefully led to understand that people have similar needs when they are harmed, or when they have harmed others. This strikes at the heart of the restorative principle of offering processes that simultaneously support those harmed and those responsible for harm.</i></p> <p><i>This inspired us to create two sessions to address these two important ideas. We live in a world quick to condemn those who make mistakes and quick to forget those who fall victim to these mistakes, so it's important to build kids' awareness that needs are created on both sides when something goes wrong between people.</i></p> <ul style="list-style-type: none"> ○ Divide circle in half – needs when hurt, needs when harmed other – groups feed this back, we record on whiteboard – what do you notice (Jane) ○ Reference the sessions in the book that deal with this (session 6 and 7) <p>CLICK</p> <p>Jane:</p> <ul style="list-style-type: none"> ○ <i>What do we know as RP practitioners about what we need to do to meet the needs of those in an incident</i> <p>We need to facilitate a conversation.</p> <p>We need to support people through the process of 'What Happened' – 'Who's been affected' – 'What needs to happen to repair the harm' - and make an agreement on how we can Move Forward.</p> <p>We need to have a WARM conversation.</p>	<p>20</p>	
<p>SLIDE 13</p> <p>Soccer Story and Restorative</p>	<p>Bill:</p> <p><i>I'll read you a story from the sessions on needs.</i></p>	<p>5</p>	<p>big book (Bill)</p> <p>pieces of the pictures from page 136-137</p>

<p>Questions sorting task</p>	<p>Bill reads 'The Soccer Game' big book.</p> <p>Jane:</p> <ul style="list-style-type: none"> ○ Give all a piece of the pictures from page 136-137 (in quarters) to from groups of 4 		
<p>SLIDE 14</p> <p>Soccer Story and Restorative Questions sorting task</p>	<p>Bill & Jane:</p> <ul style="list-style-type: none"> ○ Once in new groups – give them the fixing questions for Pete and Lance – they do the sorting like in page 103 (Bill and Jane) <p><i>Again – as you can see – the answer you came up with is not as important as the conversation you had along the way. What is important is that we ask questions that move us through the stages the conference. As long as we stay true to the philosophy we can add – modify (and sometimes even tell) the questions we need. Marg Thorsborne reminds us that the script is just the skeleton and we need to add the flesh to it to achieve the outcome for those involved.</i></p> <ul style="list-style-type: none"> ○ Make a quick reference to EY script – give them an EY card <p>Jane:</p> <ul style="list-style-type: none"> ○ Separate questions into WARM 	<p>15</p>	<p>fixing questions for Pete and Lance – they do the sorting like in page 103</p> <p>EY Script card gifts.</p>
<p>SLIDE 15</p> <p>The Purpose of a sorry</p>	<p>Jane:</p> <p><i>The area of the conference that always causes the most discussion is the apology process. We first need to consider what an apology is and why it is we apologise..</i></p> <ul style="list-style-type: none"> ○ Refer to slide 		
<p>SLIDE 16</p> <p>Building an apology</p>	<p>Jane:</p> <p><i>We need to also teach young people what a good apology look like – sounds like and feels like. Like with the RP Script this is a suggested structure that can be adapted and fleshed out to best meet the needs of the situation. What is important is that we also teach kids about the appropriate tone of voice and the appropriate body language that goes with an apology.</i></p> <p><i>When we get caught up on the “sorry” aspect we also need to come back to what we said the harmed and wrongdoer needed to have happen so they could move forward – and what the desired outcome for each party is.</i></p> <p><i>Remembering of course there are different levels of apology – because there are different levels of wrongdoing. It may be appropriate to simply say sorry if you accidentally bump someone but not if you intentionally spread gossip about them.</i></p> <p><i>Sometimes – we try to fix the bigger stuff to quickly – and the young person hasn't had time to really reflect on the incident and their contribution to it – and may not be ready to give a “sincere” apology. It can useful to create some space and thinking time before bringing the parties together for all involved.</i></p>		

	<p><i>Some schools do this by also drawing a line between learning time and play time. When incidents overflow into the classroom it can be useful to say "I understand but it's learning time now – I'm happy to help you get that sorted next break" Being mindful of course that there are some issues and some kids that can't wait.</i></p>		
<p>SLIDE 17</p> <p>Replying to an apology</p>	<p>Jane:</p> <p><i>Just as important is teaching young people how to receive an apology. A simple that's okay really doesn't cut it for me because the behaviour is not okay!! Teaching kids to accept people's apology and giving the harmed a voice in how they felt – and what they need to have happen next our essential.</i></p>		
<p>SLIDE 18</p> <p>Pair share and feedback</p>	<p>Bill:</p> <p>Pair Share and Feedback</p> <p>'How will Peter show Lance that he's sorry tomorrow?</p>	<p>5</p> <p>5</p>	
<p>SLIDE 19</p> <p>Levels of competence</p>	<p>Jane & Bill</p> <ul style="list-style-type: none"> ○ slides on conscious incompetence <p><i>What we are ultimately doing is moving kids from being unconsciously incompetent to being unconsciously competent. We need to understand that some of our kids are bot deliberately being naughty – they are just unaware that their behaviour is wrong... or there is a different set of rules between home and school. By raising their awareness and explicitly teaching them we are moving them along the continuum.</i></p>		
<p>SLIDE 21</p>	<p>Q & A</p>	<p>5</p>	