

ABBREVIATED SCRIPT FOR FACILITATING RESTORATIVE JUSTICE CONFERENCES WITH YOUNG STUDENTS
(Last Revised by Jan Rodgers 11/13/19)

All italicized portions are meant only for the RJ student leaders' information and should not be read aloud.

WELCOME

Hi, my name is _____ and I'm a Restorative Justice student leader. I'll help lead this circle. Thanks for being here and participating in this. First, we have a few guidelines: It is important to be as open and honest as you feel comfortable; Each student will have a chance to speak and share. Please don't interrupt each other; and please treat each other with respect. *(Have everyone introduce themselves.)*

CONFIDENTIALITY AGREEMENT

Keeping the circle safe and private is really important. This means that we agree not to share anything we say in this circle with anyone outside of this circle (except for parents and others at home) If we talk about the circle outside of the circle it could hurt someone. Does everyone understand and promise to keep everything in this circle private? *(Have everyone sign the Confidentiality Agreement.)*

THE FORMAL CONFERENCE

1. Now we're going to talk about the situation. My first question is: What happened? Who wants to start?

After first person shares what happened, ask the other person involved the same above question

The following are some suggested questions to continue the conversation and learn more.

You and your partner take turns. You don't have to ask them all.)

Does anyone have any other questions about what happened?

What were you feeling or thinking when this happened? (ask the student *who was harmed*)

What were you feeling or thinking when this happened? (ask the student *who did the harm?*)

2. Now Let's move to our next question: Who was impacted by this situation?

How were you impacted by the situation? (Ask this to both students)

Does everyone understand what harm was done?

Would the support friends like to say anything?

What have you learned?

How you better handle the situation next time? *Or*

What can you do to improve the situation?

3. Our last question is what can be done to repair the harm or hurt so things will get better? *Allow the students time to think of ideas and write them down on note paper. Then everyone decides which ones should be written by the facilitator in the Harm Repair Agreement. Be sure to include the following details in the final agreement:*

What exactly will be done?

Who will do the action?

When?

Where?

What time?

By what date must action be completed?

(After you write the final agreement, everyone must sign it.)

THANK YOU

Thank you for coming. You all did a great job! Have a good rest of your days.

A Restorative Dialogue for Young Students

Led by the Teacher

Purpose: To understand and curtail an undesired behavior or attitude in a restorative way when it is a small issue or incident.

Opening:

1. Share something positive about the student.
2. Question: What do you appreciate about our class?

Sharing Concern:

3. Question: Do you have any concerns with how things are going?
4. My concern is this...
5. More questions:
 - Tell me what happened? (Instead of: why did you do that?)
 - What are/were you feeling?
 - Tell me what you are/were thinking?
6. What can each of us do to make things better?
7. How can I help or support you?
8. Let's agree to check in with each other by....