

# Restorative Practices: The Power of the Circle!

*Presented by Adele Bovard  
Lead Facilitator for the Eastern Region  
Restorative Justice Education (RJEd)  
Certified in RJ Leadership and Facilitation USD  
Center for Urban Resilience RJ Project Loyola  
Marymount University  
Consultant for East and West Suffolk BOCES*



## RJEd

RESTORATIVE JUSTICE EDUCATION

Creating a Culture of Care in Schools

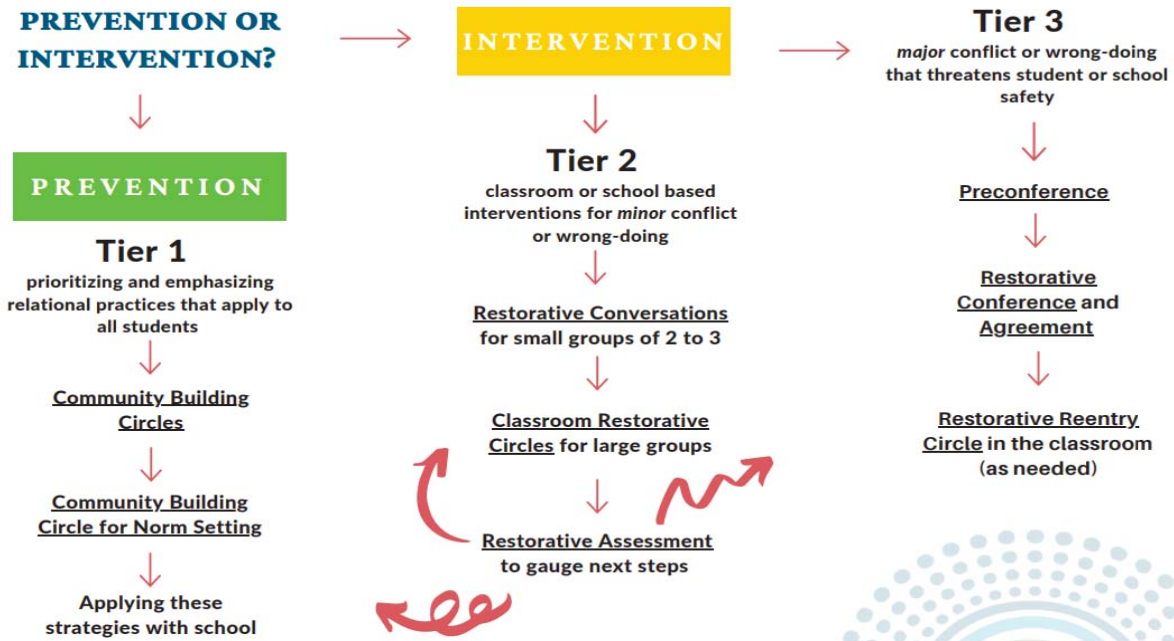
**Tiered Professional Development Training**

Using Restorative Principles and Practices,  
Culturally Appropriate Relationships and Interactions

Copyright 2020

# Restorative Practices Flow Chart

FLOW OF RESTORATIVE PREVENTION AND INTERVENTIONS PRACTICES



## Process

- ❖ Community Building Circles
  - Connection
  - Norm Setting
  - Academic
  - Circle Up as a response
  - Circle Up for relevant issues

Engage in “Conference Circle”

## Today's Agenda





## Relational Approach to Community

### *Sense of Belonging*

- ❖ Relationships as foundation
- ❖ Adult relationships, teacher/student relationships
- ❖ Student identifies at least one caring adult at school.

### *Sense of Significance*

- ❖ Student voice
- ❖ Community Building Circles
- ❖ Allows students to learn to regulate their emotions supporting a growth mindset



## Relational Approach to Community

*Simple Strategies that reinforce a student's sense of belonging can boost individual achievement and sharply reduce the achievement gap*

*Yeager and Walton 2001*



# Circle Sequence

## Starting the Circle

*Gather in circle, keeper opens the circle, mindfulness moment, circle agreements*

## Doing the Work of the Circle

*Connection: Check in Round with Talking Piece*

*Community Building and Connection*

*Norm Setting Circle, Academic Circle, Response, Relevant Issues*

## Closure

*Check out Round*

*Ending the Circle*

**Debrief with colleagues**



## Circle Agreements



- ★ *Respect the talking piece*
- ★ *Speak from the Heart*
- ★ *Listen from the Heart*
- ★ *Everyone is encouraged to speak, no one is required*
- ★ *Trust that you will know what to say*
- ★ *Say just enough so we can hear all voices in circle*
- ★ *What is said in circle, stays in circle*

## Community Circle Check In Prompts

- ★ *What color describes how you are feeling today and why?*
- ★ *How are you? Is there anything on your mind you would like the circle to know?*
- ★ *What is your personal weather today?*
- ★ *Tell us about a highlight in your life in the last week.*
- ★ *What did you notice on your way to school this morning?*





# Community Building Prompts

## Low Level Prompts

My favorite season is...and why

The best toy I have ever played with is....

I would like to visit.....

If I could be any character in a book or movie for one day, I would be....

The first thing I would buy if I had a million dollars is...

What or who makes you smile the most?

What has made you feel proud today?

## Medium Level Prompts

If you could bring anyone to this circle, who would it be and why?

What is something you have done in the past that you are proud of?

When there's a problem at school, who you would you talk to and why?

What does respect look like to you?

What does being a good friend look like to you?

***Is there something you want to talk about and haven't had the chance?***



# Community Circle Check Out Prompts

- ★ *Please share one word that describes how you are feeling today as we close this circle.*
- ★ *What are you taking from the circle today?*
- ★ *What thoughts would you like to share with the group as we close?*
- ★ *What is a takeaway or insight for you from this circle?*



# Norm Setting Circle: Two Parts

1. *What helps you to learn while you are in class?*

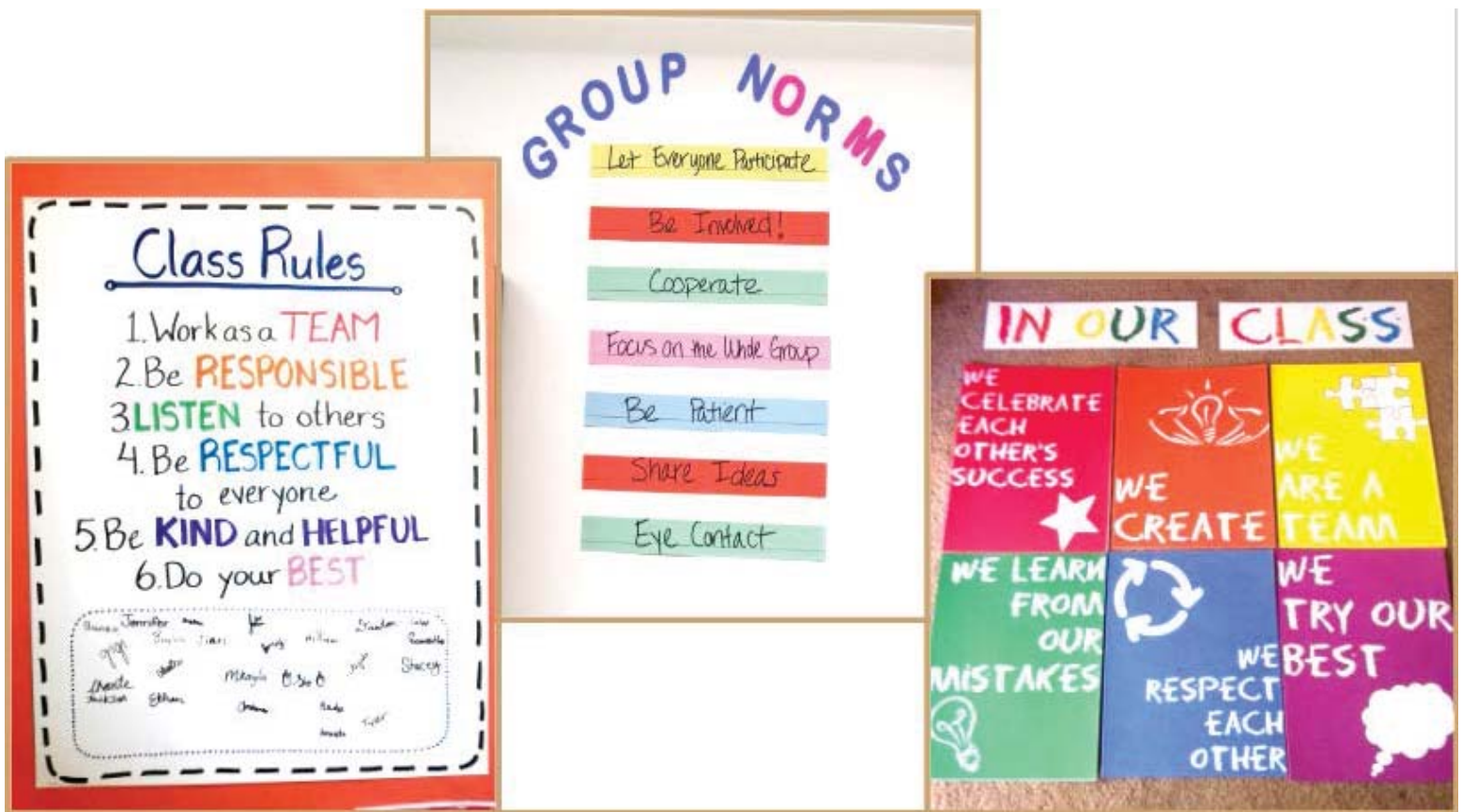
1. *In order for us to have a successful year together, what are some things we can agree on related to how we will all behave and treat each other?*

1. *\*\*\*Now that you have heard everyone speak, what connections are you making?*

Circle 2 - relational check in - validate norms

2. *How should we respond if someone fails to keep these norms?*

2. *What can you do to get help if you are having a bad day and do not feel that you can follow our norms?*



# Time for discussion

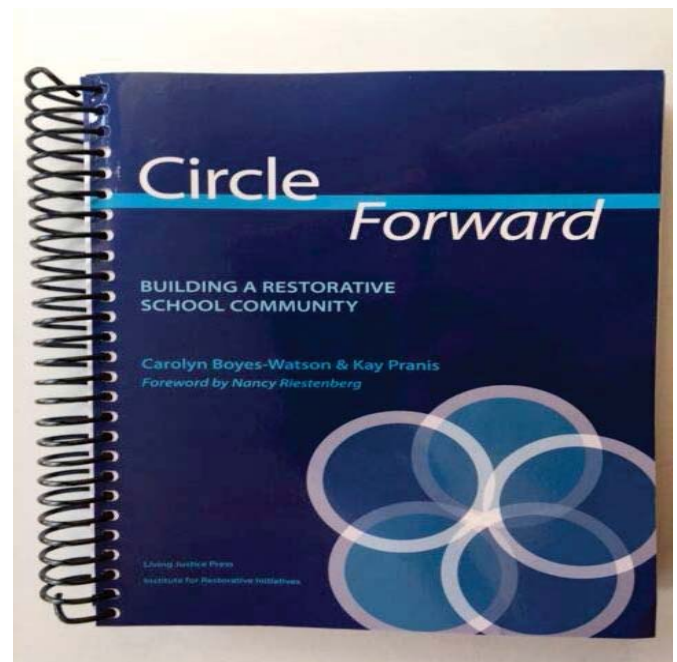
What is the difference between a class discussion and a circle?



## Resource

“In *preparing future generations* for this world, the Circle becomes an essential tool for *imparting knowledge*, providing a forum for *reflective dialogue*, and encouraging the use of *creative and peaceful solutions to conflict*.”

Kay Pranis





# Examples of Circle Practice

*High School Circle: "Limitless" - David Karp,*

Youtube

*Kindergarten Circle: Flynn Elementary Kinder Circle,*

Vimeo

## Academic Circles

Source: Circle Forward

## Developing Student Voice

- Prepare students for learning
- Present and give feedback on student writing
- Check for student understanding
- Practice skills
- Learn new vocabulary
- Share reflections on literature
- Identify areas of strengths and weaknesses in a given subject in order to seek and offer help with peers
- Reflect on struggles
- Develop tips and strategies in doing homework, so students support and learn from one another
- **Discuss any relevant topic from the content you are learning in class**

## Find out What Students Already Know

*Check in* - How are you doing? Is there anything particular on your mind that is important for us to know today?

*Round 1:* We are about to learn about \_\_\_\_\_. Today we are having the Circle to hear about what you may already think or know about this topic. Please share whatever you think or know about this topic or what you think this topic is about.

*Round 2:* After listening to what others have said, what are some thing about this topic that you hope you will learn or know how to do?

*Round 3:* Do you have any concerns or worries about learning this topic? What do you think would be helpful for you?

## Check for Understanding

*Round 1:* We are going to do a quick check-in round to assess how well you feel you understand the material we have been going over in class. All 5 fingers means you feel completely clear - no fingers means just the opposite, you are feeling lost and confused. One finger means you still have many questions, 2 means fewer questions and so forth. When I pass the talking piece, just do a show of your hand.

*Round 2:* Now we are going to go a bit deeper. If you put your full hand up, can you tell us what you think you understand the best? If you put some or all of your fingers down, can you share what you feel most unclear or confused by?

*Round 3:* What do you think would help you personally to get a full hand of understanding? What do you think we can do as a class to have all students have a better understanding of this unit?

## Circle up as a response to an issue

- ❖ *What is the problem?*
- ❖ *What are the effects of the problem on you?*
- ❖ *What would it look like if the problem did not exist?*
- ❖ *What can we do to move forward?*



# Circle up for relevant issues

- ❖ *We all have wisdom from our own life experiences. What wisdom do you have about the topic of race based on your own life experience? What do you want adults in the school to understand?*
- ❖ *How much do you have to think about the differences that race makes in your daily life?*
- ❖ *How do you cope with the difficulties race creates for you or for other you care about?*



# Circle up for relevant issues

- ❖ *We all have wisdom from our own life experiences. What wisdom do you have about the topic of race based on your own life experience? What do you want adults in the school to understand?*
- ❖ *How much do you have to think about the differences that race makes in your daily life?*
- ❖ *How do you cope with the difficulties race creates for you or for other you care about?*



# Circle up for relevant issues

- ❖ *Round 1: Your name and where you're from, what brought you to this circle?*
- ❖ *Round 2: What was one element about the incident that occurred this past weekend in Buffalo that is going through your mind?*
- ❖ *Round 3: Share feeling words to describe how you emotionally experienced the tragedy.*
- ❖ *Round 4: How did this specific racial hate crime personally impact you?*
- ❖ *Round 5: What do you need to help you cope and begin to heal from this traumatic event?*
- ❖ *Closing Round: In one word or sentence, how you're feeling now.*

# Circle Practice

*Check In: Tell us your name, and a story connected to your name or tell us one thing about yourself that we don't know.*

*Round 1: How is student voice being elevated and equalized in your classroom now?*

*Round 2: How could circle practice support and strengthen the cultivation of student voice and connection in your classroom?*

*Check out: What is one thing you are taking away from this session that you are willing to try?*





# What we learn in a Circle

**Equality** - no one is more important than another: everyone is seen, heard ( even if they choose not to speak)

**Empathy and Emotional Intelligence**- nurturing, developing capacity for empathy - greater opportunity to reflect on what you are feeling and to talk about these feelings than in normal conversations

## **Problem Solving**

Every Participant has something to offer. Presence of everyone is good for the whole. Confidence in the innate capacity as humans to connect and to be what each other needs

**Responsibility:** Physical structure, nonverbal accountability. No hiding behind the desk, no one is behind anyone else's back.

**Self Regulation and Awareness** - Wait to speak - Listen to Understand Not to Respond!

*“ School Based Restorative Justice means creating cultures of care, connectivity and healing.”*

Fania E. Davis





*'The new dawn blooms as we free it. For there is always light. If only we're brave enough to see it. If only we're brave enough to be it.'*

Amanda Goorman Presidential Inauguration 2021  
*The Hill We Climb*

## Culture of Care Professional Development Training

Using Restorative Principles and Practices,  
Culturally Appropriate Relationships and Interactions

Copyright 2020



# RJEd

[www.restorativejustice.com](http://www.restorativejustice.com)

[adele.bovard@outlook.com](mailto:adele.bovard@outlook.com)

## RESTORATIVE JUSTICE EDUCATION

Creating a Culture of Care in Schools

## Culture of Care Professional Development Training

Using Restorative Principles and Practices,  
Culturally Appropriate Relationships and Interactions

Copyright 2020