

## R2L LESSON PLAN - Introducing Restorative Approaches to Conflict Resolution

<p><b>Lesson Objective:</b>  <b>The teacher will be confident and capable of leading a restorative meeting. Learners will know what restorative approaches to conflict resolution consist of and they will be able to participate in restorative meetings, building their skills in relation to taking responsibility and having empathy for others</b></p> <p><b>Links with:</b> classroom contracts, Behaviour for Learning and emotional intelligence competencies</p>
<p><b>Materials/Equipment needed:</b> Board, chalk/marker, learners' notebooks.</p>
<p><b>Time:</b> 2 x 40 minute lessons</p>

**KEY TERMS - the teacher should get to know these terms and their meanings before the lesson and be able to explain them to the learners:**

Key Words/Phrases	Definitions
accountability	having responsibility for something.
restorative	puts things back to a healthy, good position, perhaps to the way they were before the conflict, and makes everyone feel satisfied that they have been treated fairly
conflict	disagreements, arguments, clashes
resolution	the solution; how the problem is solved; the outcome
respect	thinking about and paying attention to the feelings, rights and/or wishes of others
responsibility	being accountable or to blame for something
self-esteem	Feeling confident about your abilities; valuing yourself.

<p><b>Lesson steps/stages</b></p> <ol style="list-style-type: none"> <li>1. Greet the class and introduce them to the lesson topic by writing it on the board.</li> <li>2. Ask the learners to think back to a time when they were 'disciplined' by a teacher (maybe in another class or school) for misbehaviour.</li> <li>3. Ask them to make a few notes about the incident – but not to mention anyone's names - to explain what happened, what they did, and what the teacher said and did. Ask them how the whole situation made them feel.</li> <li>4. Ask learners to explain their answers to the class. Do not make any comments or judgements at all, just listen actively to understand the context of each incident.</li> </ol> <p><input type="checkbox"/> If nobody wishes to talk about any poor behaviour, give some examples such as <b>weaknesses in social skills:</b></p>
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- hiding a classmate's pen or book;
- chatting with others when the teacher is explaining the lesson and causing them to receive a negative consequence from the teacher;
- not submitting work on time and blaming another learner for your poor self management;
- stealing something from another learner;
- making impolite remarks about other learners which elads to an argument or even a physical fight;
- trying to cheat (or cheating) in an assessment or test.

5. Tell the class that today they are going to practise solving their conflicts by using **restorative approaches**. The teacher will explain, step by step, what a restorative conversation/meeting is and what it aims to achieve. The teacher will then talk through the following scenario:

**A learner has damaged a book belonging to a classmate.**

□ Ask the learners to **think-pair and share on** what should happen in a meeting between the teacher and the two students (the one who damaged the book and the one whose book was damaged). What should the teacher say to the learners to resolve this conflict? Following the discussion, the teacher will write down **all** the suggestions the class gives on the board. (Make no comments at this stage.)

The teacher will ask them how a restorative conversation, where the aim is for everyone involved to take responsibility for their own poor behaviour choices and actions, should start and continue (i.e.) the key stages of such a meeting? Note their ideas on the board, and ask probing questions about 'why' they think these steps are important.

Once the learners have shared their ideas, talk the class through the following questions that must always be asked in a restorative conversation or meeting, and explain that the steps of the Restorative Meeting must be followed consistently, in the same order every time:

**First**, those involved in the 'incident' or problem situation are invited to a meeting.

**Secondly**, they are told by the teacher that they will each get a chance to speak and that while they are speaking noone else will be allowed to interrupt them (including the teacher). The other person/people must listen respectfully and wait their turn.

**Next**, each person involved in the conflict will be asked to respond to the following questions, individually, and the teacher will repeat that when one person is speaking no one else should speak:

- What happened? (Accountability)
- Why did this happen? (Analysis and accountability)
- Who was affected? (Empathy)
- How did all of those people who were affected feel? (Empathy)
- What needs to happen now to make things right going forward? (self-awareness and self-esteem)

**The teacher will repeat the suggested resolutions and the learners will agree on the way they will now resolve the conflict. They will then do what they have agreed to do (apologise, replace a damaged item etc)**

**Finally**, the teacher will explain that by using this approach to respond to conflicts, arguments and disagreements, everyone involved should feel that trust and respect have been restored between the teacher, learner and the class members.

Explain that **trust** is one of the most important concepts within restorative approaches to conflict in schools. Emphasise that having positive relationships in the school is essential for effective teaching and learning to take place. Positive relationships in the school lead to positive relationships in the wider community.