

ENGLEWOOD HIGH SCHOOL



RESTORATIVE JUSTICE



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TOPICS

Understanding Conflict
Observing Conflicts
Fighting Fair Mediation
Conflict Clues
Feelings Count
Communication Skills
Listening Behaviors
Observer's Checklist
Effective Questioning
Mediation Process
Introduction
Ground Rules
Telling The Story
Brainstorming For Solutions
Choosing The Best Solutions
In The Future
Closing
Mediator's Report
Mediation Role Plays
Conduct Peer Mediation For Student Body
Confidentiality
Character Traits
Type Of Conflicts That Can Be Mediated
Build Positive Relationships

Begin with the end in mind....

Keeping your eyes on the Prize.



Course Description

Research II (Restorative Justice)
- The grades 9-12 Research II (Restorative Justice) draws upon principles of community-building, reconciliation, and peacemaking. Through the practical implementation of restorative practices, key stakeholders are drawn together to resolve a conflict collectively and address the future impact of the conflict. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.



Grading

Grading will include: Attendance, Text Assignments, Projects, Journal Entries, Writing & Reading Assignments and

RAMS



RIGHT ATTITUDE MEANS SUCCESS!

Lending The Charge

Research II

(RESTORATIVE JUSTICE)

Leaders are called upon to build new bridges, promote the common

WELCOME!

SO GLAD YOU'RE HERE!

TEACHER: Ms. Dora Johnson

Email Address: johnsond5@duvalschools.org

Phone: (904) - 739-5212 Extension 17/5

Englewood High School

4412 Barnes Road

Jacksonville, FL 32207

Routines/Rituals

1. Listen Carefully to all instructions given by the teacher and follow all directions.
2. No food items, drinks/water or gum are allowed in the class.
3. The teacher will dismiss the students.
4. Proper respect should be given to everyone at all times.
5. Furnishings and/or classroom materials are to be treated with respect.
6. Students are to obtain a hall pass before leaving the classroom for any reason. You must sign out before leaving and back in when you return on the roster.
7. Students, you may not put your head on the desk. If you are ill, you need to be referred to the Dean's office for further assistance.
8. You are required to be on task at all times. (Bell to Bell)
9. Please be reminded of the proper attire for school. No book bags are allowed in the classroom.
10. Please remember to clean your desk before leaving the classroom.
11. Cheating of any form – on homework, class work, or tests – will receive a zero for both persons.
12. Cell Phones may only be used as directed for assignments. No exceptions!

Consequences: For Not Adhering To The Rules.

First offense - Parent contact, if possible and document the offense on a referral.

Second offense – Add to the referral any new offenses. Send the student with the referral the Student Services (Dean's office) for further follow up. Depending on the offense, you may be sent directly to the Dean's Office.

Requirements /Assessments

Daily: Students are to bring all needed materials to class. (Textbook, Interactive Notebook, pen / pencil, paper, color pencils). You must copy the process everyday and place it on the left side of your notebook. Place all work on the right side for that day. Assignments missed because of absences should be made up. Excused absences may receive 100% of the grade earned and unexcused absences may receive up to 50% of the grade earned.

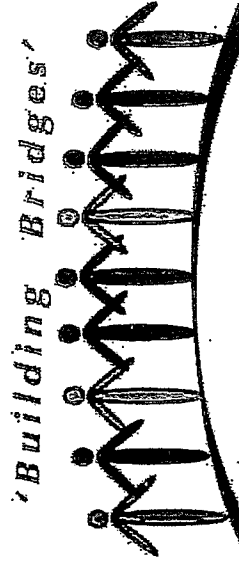
Lesson Plans will be located in FOCUS Grade Portal.

Notebook: Students are to keep a notebook containing tests, handouts, assignments and all notes given. The notebook will enable students to become more organized and serve as reference material. Notebooks should be the College Five Star (8 ½ by 11) spiral tablet. You must have extra paper for inserts and glue sticks.

Class work: Students should participate in group discussions and/or Socratic Seminars, written assignments, cooperative learning and individual assignments.

Tests: Approximately 5-10 tests will be given during the first quarter. Chapter tests may be given at the end of each chapter. Quizzes may be given periodically.

Restorative justice can serve as an indispensable tool for achieving these goals of building new bridges to, promote the common good, and uplift others. Restorative justice focuses on the interrelatedness of the human experience and offers an alternative framework for resolving conflict and the resulting harm. It seeks to address the question of how to "make things right."



Grading Policy: Focus Online grading will automatically calculate your grades. Specific value will be placed on each assignment.

A=4	(Outstanding Progress)	90% - 100%	3.5 – 4.0 = 32 – 36
B=3	(Above Average Progress)	80% - 89%	2.5 – 3.4 = 23 – 31
C=2	(Average Progress)	70% - 79%	1.5 – 2.4 = 14 – 22
D=1	(Lowest Acceptable)	60% - 69%	1.0 – 1.4 = 9 – 13

Restorative Justice

Implementation Planning Form

Part 1: Goal Setting - Think about where you are now in your knowledge of peer mediation. What are your goals for restorative justice on your campus? What can you go back to your campus and do in the next 14 days to begin working toward that goal? Will you or a designee be the restorative justice facilitator?

Restorative Justice Goal	Restorative Justice Facilitator
The goal for RJ is to use this process to help restore the students who have committed infraction(s) which are Class or less.	Ms. Johnson, Ms. Williams, Mr. Boyd, Mr. Moore and Ms. Chirnia
By day 14 (August 12 th), we will: Begin outlining the process through ISSP of how students will be acclimated into the mediation process.	

Part 2: Planning for Instruction/Implementation – Discuss tips and ideas for training teachers, the restorative justice facilitator and teachers. Remember to consider adapting the lesson to fit your students with special needs, time constraints, space limitations, etc.

How will we find students? Students who are enrolled in Law Studies.	How/when will we train students? Students who are enrolled in Law Studies will be trained through their Law class and assigned to mediate as deemed necessary.
How/when will we train teachers? The Law Studies teacher will be trained by the, ISSP Teacher, the administration and the district coordinator.	When and where will peer mediation/student accountability board/support circles take place on our campus? The peer mediation/student accountability board/support circles will be conducted in ISSP Room on Wednesdays.

	Adjustments may need be made to a different location.
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Part 3: Maintain momentum – Discuss tips and ideas for extending the scope of Restorative Justice on your campus in 2016-2017 and beyond. What can you do now to maintain the momentum of the program going forward?

To maintain the momentum of the program going forward, we will need to monitor the progress of the program and keep a record of how we are progressing. Put a portfolio together of all of the necessary forms and information pertaining to the program. As problems arise, we will need to make the changes that will be beneficial in the restorative process that will help the offenders learn and grow from their mistakes. Helping the students understand the process of integrity and build character.

Developing character lessons as a part of the curriculum would prove conducive to the student's tenure in ISSP. Maybe the first hour students would spend completing a character packet which will be reviewed by the ISSP teacher.

Depending on the infraction(s), the students could be assigned a PowerPoint Presentation where they research the ramifications of making the choice they made and/or how are they violating the rights of others and harming themselves in the process. They could include how they can have handled the situation better, if this or other problems arise.

- Develop a scope and sequence of the infractions from the Student Code of Conduct. Also, develop a check list of alternative punishment.
- Revise and/or develop a Restorative Justice Care Plan document for Englewood High School.
- Revise and/or develop all necessary forms pertaining to the program.
- Develop a curriculum for the mediation process which would be used in the Law Studies classes. Include dialogue forms, Agreement forms etc.

Roles within the Mediation Groups

Outlined for Student Accountability Sessions

Peer Mediator's Group Roles – Assign each group member a role. Roles should be changed periodically.

- Assign each student a role within the group
- Student 1 – Peer mediator will introduce themselves and others in the group to the referred student and give the purpose of the group.
- Student 2 – Peer mediator will state the norms and rules of the group.
- Student 3 – Peer mediator will ask empathic questions to find the root of a conflict of the referred student's actions.
- All mediators will listen for understanding.
- Student 4 – Closing –
Mediators will ask the referred student to take a seat at the back of the class where the computers are located, and they will call for them after they have discussed the consequence. After coming to a consensus, Student 1 will ask the referred student to come back to the group. Student 4 will share the consequence with the referred student.
- Student(s) 5 and 6 - Peer Mediators will record and observe the process. They will fill in any position that is needed that day.

Greeter – Will greet the referred student at the door and direct them to the table to sign in with the receptionist.

Receptionist – The receptionist will find the referral in the file box labelled Restorative Justice. Retrieve the referral and give it to the student. Explain to the referred student what needs to be completed and have them take a seat and complete the graphic organizer that is attached. When the referred student finishes the graphic organizer. The receptionist will place the referred student at an assigned group.

Roles within the Mediation Groups

Outlined for Student Mediation Sessions

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- Assign each student a role within the group
- Student 1 – Peer mediator will introduce themselves and others in the group to the referred student and give the purpose of the group.
- Student 2 – Peer mediator will state the norms and rules of the group.
- Student 3 – Peer mediator will conduct the session by determining which student will go first to tell their story. Then allow the second student to tell their story. Next ask empathic questions to find the root of a conflict of the referred students' actions to see if they can come to an understanding and be reconciled to a respectable understanding with each other.
- All mediators will listen for understanding.
- Student 4 – Closing –
Mediators will ask the referred students if they can peaceably move on from this point to create a win/win situation.
- Student(s) 5 and 6 - Peer Mediators will record and observe the process. They will fill in any position that is needed that day.

Greeter – Will greet the referred student at the door and direct them to the table to sign in with the receptionist.

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SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

OVERVIEW

The key to establishing an effective school-wide discipline plan is to have well defined expectations, ensure consistency with enforcement, and possess the ability to develop and emphasize proactive strategies rather than reactive ones along a continuum of positive supports. An emphasis should be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. To this end, the PBIS team will embrace the following key components:

- Establish a positive behavior support plan that is aligned with expected academic and behavioral outcomes
- Recognize students for exhibiting desired behaviors and for improvement of desired outcomes
- Establish classroom management plans that serve to address the needs of the whole child
- Establish a system where minimally intrusive events are managed at the classroom level through established classroom management plans and following specific school wide procedures

CONNECTIONS TO ACADEMIC OUTCOMES

The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. Ultimately, when students take ownership of their own learning and are engaged in the process, desired outcomes can be achieved and undesired behaviors minimized. To the extent necessary, it will be important that the PBIS plan be aligned with the School Improvement Plan, so that focus and supports are affiliated and resources maximized.

SUPPORTING DOCUMENTS

- Student Handbook
- Faculty Handbook
- Posted Artifacts
- PBIS Team Interactive Notebook

***NOTE:** As with all committees and teams established at the school level, refer to the district's shared-decision making policies for guidance on membership and timelines as appropriate. As plans are developed, please adhere to the language in collective bargaining agreement and teacher availability for professional learning opportunities.



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

CRITICAL ELEMENT CROSSWALK

PBIS Critical Element	Critical Element Title	BOQ Benchmark	CAST Teacher	CAST Dean	CAST Administrator
A	PBIS Team	1,2,15	4d	1e,2b,2d,2f,3a,3b,3d	Components 1,2,4
B	Faculty Commitment	4,5,6,16	4d	1e,2b,2d,2f,3b,3d	Components 1,2,3,4,5
C	Effective Procedures for Dealing with Discipline	7,8,9,10,11,12	2d	1a,1b,1c,1d,1e,2a,2b,2c,3c,3d	Components 1,2,4,5
D	Data Analysis & Evaluation Plan	12	1c,2a,2b,2c,2d,2e	2a,2f,3d	Components 1,2,5
E	Expectations/Guidelines for Success	17,18,19,20	1d,1e3e,4d	1b,1e,2b,2d,2f,3a,3b,3c	Component 1,2,3,4,5
F	Reward/Recognition Program	23,24,25,27,28	2a,2b,2c,2d	1a,1b,1c,1e,2b,2c,2d	Components 1,2,3,4,5
G	Lesson Plans for Teaching Expectations	29,30,31,32,33,34	1b,1c,1d,1e,1f	1a,1e,2b,2c,2d	Components 1,2,3
H	Implementation of the PBIS Plan	35,36,37,38,39,40,41	4e	1a,1b,1c,1d,1e,	Components 1,2,3,4,5
I	Classroom Management Systems	42,43,44,45,46,47,48	2a,2b,2c,2d,2e	1a,1e,2b,2c,2d,3d	Components 1,2,3,4

CRITICAL ELEMENT TABLE OF CONTENTS

Critical Element	Page Number
PBIS Team	3
Data Entry & Analysis Plan Established	4-5
Expectations & Rules Developed	6
Reward/Recognition Program Established	6
Faculty Commitment	7
Lesson Plans for Teaching Expectations/Rules	8
Classroom Systems	8
Effective Procedures for Dealing with Discipline	9



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School
School Year: 2017-2018

SCHOOL'S MISSION STATEMENT

Our MISSION at Englewood High School is to maintain a culturally diverse community of students, parents and staff, dedicated to creating a highly successful educational environment in which each student is empowered and inspired to reach his or her full academic, social and emotional potential. *Englewood High School*

PBIS TEAM - List the members of your PBIS Team. One member should be a principal or an assistant principal. The most effective teams tend to have 5-8 members representing all stakeholders.

Member Name	Team Member Role	Member Title
Sara Bravo	School Administrator	Principal
Marie George	School Administrator	Assistant Principal
June Williams	Team Leader/Facilitator	Dean of Girls
Chanthony Boyd		Dean of Boys
Tarsha Bell	Recorder	ISSP Teacher
Dora Johnson	Timekeeper	Restorative Justice Teacher
	Point of Contact	
	Classroom Teacher Liaison	
	Hospitality/Snack Master	
	Family/Student Liaison *	

**The family/student liaison may not be invited to every meeting nor should they sit in on meetings where specific teachers or students are discussed.*

MEETING SCHEDULE – List dates/days that your PBIS Team will meet. The district wide goal is nine (9), one (1) hour meetings per school year including data analysis and an effective problem solving process.

Day/Date	Time	Focus (should be data driven)
Wednesday September 27, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> Absenteeism & Tardiness Student & Faculty Feedback from Student Assemblies Quarter 1 PBIS Goals
Wednesday October 25, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> Absenteeism & Tardiness



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School		
School Year: 2017-2018		
		<ul style="list-style-type: none"> • Student & Faculty Feedback from Student Assemblies • Quarter 1 PBIS Goals
Wednesday November 29, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 2 PBIS Goals
Wednesday December 13, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 2 PBIS Goals
Wednesday January 31, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 2 PBIS Goals
Wednesday February 28, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 3 PBIS Goals
Wednesday March 14, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 3 PBIS Goals
Wednesday April 25, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School		
School Year: 2017-2018		
		<ul style="list-style-type: none"> • Student & Faculty Feedback from Student Assemblies • Quarter 3 PBIS Goals
Wednesday May 16, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 4 PBIS Goals

DATA ENTRY & ANALYSIS PLAN ESTABLISHED – Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 17-18.

DATA POINT	TOTAL # FROM 16-17	TARGET # FOR 17-18	TARGET % IMPROVEMENT
Total ODRs	1902	1712	10%
Total Class I ODRs	1276	1149	10%
Total Class II ODRs	527	474	10%
Total OSS Events	146 – ATOSS 48 - OSS	175 (OSS)	10%
Highest Location of ODRs (ex: hallway, classrooms, playground, etc.) – Location:	School Grounds 1.08 – Unauthorized Absences (672)	605	10%

What were your TOP FIVE infractions from 16-17?

<ul style="list-style-type: none"> • 1. Unauthorized Absences (672) • 2. Disruption in the Classroom (220) • 3. Leaving School Grounds (144) • 4. Failure to Follow Direction (114) • 5. Tardiness (100)



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Englewood High School

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OVERVIEW

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- Establish a system where minimally intrusive events are managed at the classroom level through established classroom management plans and following specific school wide procedures

CONNECTIONS TO ACADEMIC OUTCOMES

The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. Ultimately, when students take ownership of their own learning and are engaged in the process, desired outcomes can be achieved and undesired behaviors minimized. To the extent necessary, it will be important that the PBIS plan be aligned with the School Improvement Plan, so that focus and supports are affiliated and resources maximized.

SUPPORTING DOCUMENTS

- Student Handbook
- Faculty Handbook
- Posted Artifacts
- PBIS Team Interactive Notebook

***NOTE: As with all committees and teams established at the school level, refer to the district's shared-decision making policies for guidance on membership and timelines as appropriate. As plans are developed, please adhere to the language in collective bargaining agreement and teacher availability for professional learning opportunities.**



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

CRITICAL ELEMENT CROSSWALK

PBIS Critical Element	Critical Element Title	BOQ Benchmark	CAST Teacher	CAST	Dean	CAST Administrator
A	PBIS Team	1,2,15	4d	1e,2b,2d,2f,3a,3b,3d		Components 1,2,4
B	Faculty Commitment	4,5,6,16	4d	1e,2b,2d,2f,3b,3d		Components 1,2,3,4,5
C	Effective Procedures for Dealing with Discipline	7,8,9,10,11,12	2d	1a,1b,1c,1d,1e,2a,2b,2c,3c,3d		Components 1,2,4,5
D	Data Analysis & Evaluation Plan	12	1c,2a,2b,2c,2d,2e	2a,2f,3d		Components 1,2,5
E	Expectations/Guidelines for Success	17,18,19,20	1d,1e,3e,4d	1b,1e,2b,2d,2f,3a,3b,3c		Component 1,2,3,4,5
F	Reward/Recognition Program	23,24,25,27,28	2a,2b,2c,2d	1a,1b,1c,1e,2b,2c,2d		Components 1,2,3,4,5
G	Lesson Plans for Teaching Expectations	29,30,31,32,33,34	1b,1c,1d,1e,1f	1a,1e,2b,2c,2d		Components 1,2,3
H	Implementation of the PBIS Plan	35,36,37,38,39,40,41	4e	1a,1b,1c,1d,1e,		Components 1,2,3,4,5
I	Classroom Management Systems	42,43,44,45,46,47,48	2a,2b,2c,2d,2e	1a,1e,2b,2c,2d,3d		Components 1,2,3,4

CRITICAL ELEMENT TABLE OF CONTENTS

Critical Element	Page Number
PBIS Team	3
Data Entry & Analysis Plan Established	4-5
Expectations & Rules Developed	6
Reward/Recognition Program Established	6
Faculty Commitment	7
Lesson Plans for Teaching Expectations/Rules	8
Classroom Systems	8
Effective Procedures for Dealing with Discipline	9



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

SCHOOL'S MISSION STATEMENT

Our MISSION at Englewood High School is to provide a culturally diverse community of students, parents, teachers, and staff with a highly successful educational environment in which each student is empowered and enabled to reach his or her full potential, academically and personally, every day.

PBIS TEAM - List the members of your PBIS Team. One member should be a principal or an assistant principal. The most effective teams tend to have 5-8 members representing all stakeholders.

Member Name	Team Member Role	Member Title
Sara Bravo	School Administrator	Principal
	School Administrator	Assistant Principal
June Williams	Team Leader/Facilitator	Dean of Girls
Chanthony Boyd		Dean of Boys
Tarsha Bell	Recorder	ISSP Teacher
Dora Johnson	Timekeeper	Restorative Justice Teacher
	Point of Contact	
	Classroom Teacher Liaison	
	Hospitality/Snack Master	
	Family/Student Liaison *	

**The family/student liaison may not be invited to every meeting nor should they sit in on meetings where specific teachers or students are discussed.*

MEETING SCHEDULE – List dates/days that your PBIS Team will meet. The district wide goal is nine (9), one (1) hour meetings per school year including data analysis and an effective problem solving process.

Day/Date	Time	Focus (should be data driven)
Wednesday September 27, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> Absenteeism & Tardiness Student & Faculty Feedback from Student Assemblies Quarter 1 PBIS Goals
Wednesday October 25, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> Absenteeism & Tardiness



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School		
School Year: 2017-2018		
		<ul style="list-style-type: none"> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 1 PBIS Goals</i>
Wednesday November 29, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 2 PBIS Goals</i>
Wednesday December 13, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 2 PBIS Goals</i>
Wednesday January 31, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 2 PBIS Goals</i>
Wednesday February 28, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 3 PBIS Goals</i>
Wednesday March 14, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i> • <i>Student & Faculty Feedback from Student Assemblies</i> • <i>Quarter 3 PBIS Goals</i>
Wednesday April 25, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • <i>Absenteeism & Tardiness</i>



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School		
School Year: 2017-2018		
		<ul style="list-style-type: none"> • Student & Faculty Feedback from Student Assemblies • Quarter 3 PBIS Goals
Wednesday May 16, 2017	1:30-2:15 PM	<ul style="list-style-type: none"> • Absenteeism & Tardiness • Student & Faculty Feedback from Student Assemblies • Quarter 4 PBIS Goals

DATA ENTRY & ANALYSIS PLAN ESTABLISHED – Use the Climate Dashboard & FOCUS to provide baseline data and targets for your PBIS Goals for 17-18.

DATA POINT	TOTAL # FROM 16-17	TARGET # FOR 17-18	TARGET % IMPROVEMENT
Total ODRs	1902	1712	10%
Total Class I ODRs	1276	1149	10%
Total Class II ODRs	527	474	10%
Total OSS Events	146 – ATOSS 48 - OSS	175 (OSS)	10%
Highest Location of ODRs (ex: hallway, classrooms, playground, etc.) – Location:	School Grounds 1.08 – Unauthorized Absences (672)	605	10%

What were your TOP FIVE infractions from 16-17?

- 1. Unauthorized Absences (672)
- 2. Disruption in the Classroom (220)
- 3. Leaving School Grounds (144)
- 4. Failure to Follow Direction (114)
- 5. Tardiness (100)



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

Based on your data, what are your PBIS goals? How will you know you're progressing toward your goals? What PBIS team member(s) will monitor your progress and follow up to refine your goals throughout the year?

PBIS Goal(s): To provide a positive learning environment that is culturally diverse, challenging, and committed to fostering a diverse group of citizens through innovative instructional practices.

How will you know you're progressing toward your goals? Preliminary outcomes (e.g., office discipline referrals, suspensions) indicate the effectiveness of PBIS in decreasing school-wide behavior problems and creating a positive school climate.

Progress will be made as the number of referrals decline and recidivism is reduced. Our goal is a 10% reduction.

PBIS Team Member(s):

- Sara Bravo
-
- June Williams
- Chanthony Boyd
- Tarsha Bell
- Dora Johnson

What Tier I (proactive & school wide) Restorative Justice practices do you have in place in your building? What Tier II (responsive & school wide) Restorative Justice practices do you have in place in your building? What are your goals for Restorative Justice on your campus?

The goal for Restorative Justice is to use this process to help restore the students who have committed Class I and II infraction.

Tier I – RJ

- Sets a tone for respectful and non-threatening environment.
- Encourages students to apply conflict resolution skills when it matters most – when they are in conflict.

Tier II – RJ

- Referrals to Full Service School, peer mentoring and SOS.



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

REWARD/RECOGNITION PROGRAM ESTABLISHED – Identify and explain your school wide rewards and recognition program in a narrative format. Be sure to include a plan to reward both students and staff for following the GFS and the school wide rules/expectations.

Focus on students a recognition and reward program:

- Good behavior tickets to enter raffles
- Write positive notes to students and/or parent
- Positive phone calls home

EXPECTATIONS & RULES DEVELOPED – Each school is responsible for teaching school wide expectations and having posted guidelines for success (GFS) that are alive and relevant in your school buildings. The GFS should be the most desirable behaviors that your faculty, staff and students exhibit at all times as they represent the school on and off campus. They are often associated with the school name and mascot. Creativity helps to inspire engagement of the goals. **List your GFSs below.**

1. Take ownership of your education.
2. Respect yourself and others.
3. Accept responsibility
4. Be prepared everyday
5. Demonstrate and show self-control.

FACULTY COMMITMENT – Explain/identify to what extent your faculty is involved in your PBIS implementation and follow through. Answer the questions below using information specific to your way of work.

How and how often do you make your faculty aware of behavior concerns across campus through data sharing?

The school wide expectations will be taught and modeled to all faculty during pre-planning, through District Specialist and School based Administration and throughout the year at faculty meetings and in the Around the Horn (ATH) and PLCs as needed.

How do you elicit input and feedback from students and staff?

- Student Questionnaires
- Staff surveys



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

School Year: 2017-2018

What are your procedures for acclimating new students, staff and parents to your behavior management procedures?

As new staff and students arrive, a one-to-one chat relating to school-wide discipline will be introduced:

Student

- New students will be provided with school policies and discipline progressions Grade level Assemblies August and January
- Summer Orientations
- Title 1 Parent Meeting 09/18/17
- Open House
- Breakfast with Bravo

Staff –New teachers will introduced to school wide discipline and district expectations:

- MINT
- CHAMPS training and Code of Conduct training
- All expectations will be introduced with a focus on PBIS strategies/Guide for Success

LESSON PLAN FOR TEACHING EXPECTATIONS/RULES – Explain/list your topics and procedures for teaching school wide behavior expectations.

EXPECTATION	PLAN FOR TEACHING THE EXPECTATION	WHEN WILL THE EXPECTATION BE TAUGHT? RE-TAUGHT? BOOSTER SESSIONS?
Grade Level Assemblies	Whole group taught by Principal, Aps, SRO and Deans	At the beginning of each semester.
Classroom Rituals and routines	Classroom teacher	Introduced at the beginning of the year and then taught continuously throughout the year.

CLASSROOM SYSTEMS – What professional development do you provide for teachers? Consider the following: Novice teachers? What is your plan of support for teachers that may be struggling in classroom management? How are teachers trained in classroom-based, proactive strategies and effective classroom-based corrective strategies? Do you suggest that teachers have a classroom management plan?



SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School

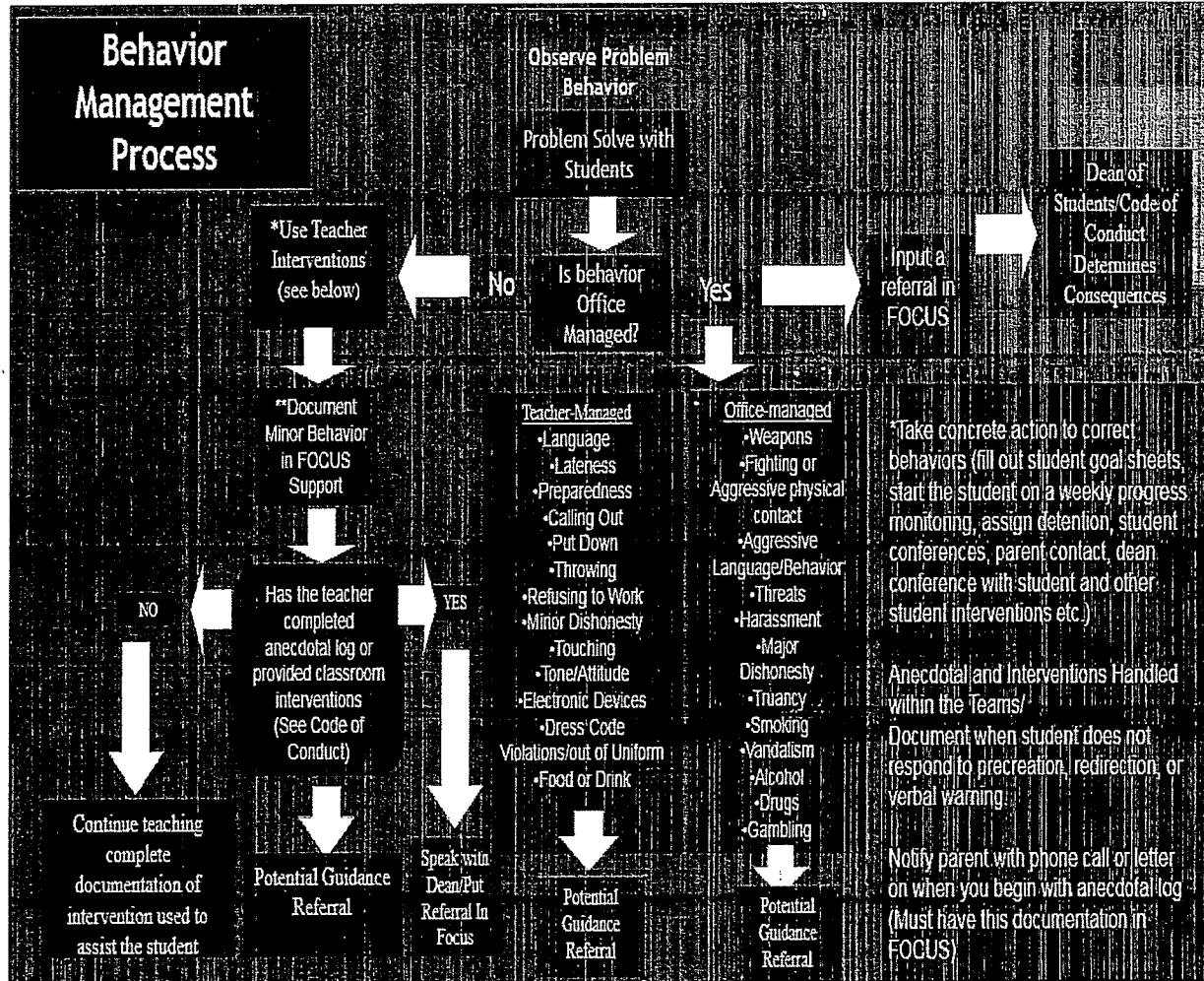
School Year: 2017-2018

- District – Training to learn and implement CHAMPS in the classroom
- AP's – Receive feedback after formal/informal observations
- Peer Mentoring – Teaming novice teachers with master teachers
- New Teachers will visit other classrooms to observe veteran teacher's strategies, demonstrating effective classroom management

EFFECTIVE PROCEDURES FOR DEALING WITH DISCIPLINE – Create a flowchart to explain your procedures for school wide behavior management. See below examples. Attach it to this document.

SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS) PLAN

Englewood High School School Year: 2017-2018



Englewood High School Restorative Justice Plan and Training Guide

Restorative Justice

Implementation Planning / Training Form

Part 1: Goal Setting - Think about where you are now in your knowledge of peer mediation. What are your goals for restorative justice on your campus? What can you go back to your campus and do in the next 14 days to begin working toward that goal? Will you or a designee be the restorative justice facilitator?

Restorative Justice Goal	Restorative Justice Facilitator
<ul style="list-style-type: none"> The goal for RJ is to use this process to help restore the students who have committed infraction(s) which are Class II or less. Sets a tone for respectful and non-threatening environment Builds and enhances connections among students and between students and teachers Reduced suspension, expulsions and fights Encourages students to apply conflict resolution skills when it matters most—when they are in conflict. <p>✓ Students leading the charge</p>	<p>Dora Johnson, Mediator Trainer June Williams, Dean of Girls Chanthony Boyd, Dean of Boys Allen Moore, Assistant Principal Marleny Chirino, Assistant Principal Sara Bravo, Principal</p>

By day 14 (August 30th), we will: Begin outlining the process through ISSP of how students will be acclimated into the mediation process.

Train Student Leaders

- Select students as Peer Mediators
- Poll students to find prior participants
- Establish a space and set up for the meeting
- Lay the groundwork for Peer Mediation
 - Teach and establish rules and expectations
 - Explain the purpose
 - Practice how to facilitate a Peer Mediation session
 - Practice question techniques with team

Englewood High School Restorative Justice Plan and Training Guide

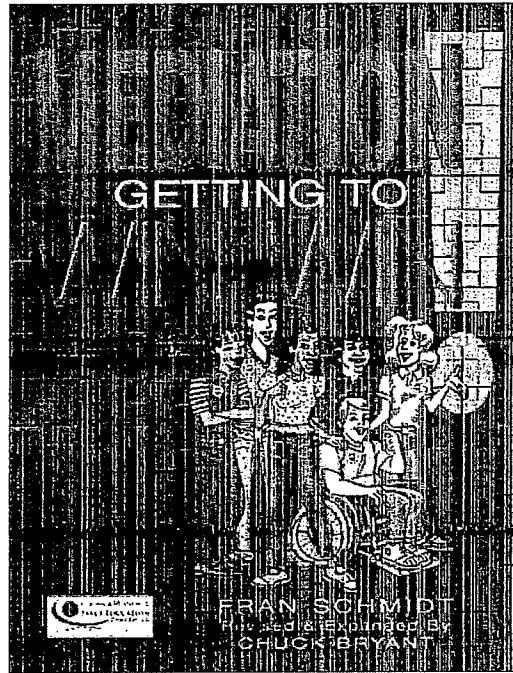
Part 2: Planning for Instruction/Implementation – Discuss tips and ideas for training teachers, the restorative justice facilitator and teachers. Remember to consider adapting the lesson to fit your students with special needs, time constraints, space limitations, etc.

<p>How will we find students?</p> <p>Students leading the charge</p> <p>Students who are enrolled in Law Studies.</p>	<p>How/when will we train students?</p> <p>Students who are enrolled in Law Studies will be trained through their Law class and assigned to mediate as deemed necessary.</p> <p>Students leading the charge</p> <hr/> <table border="0"> <tr> <td data-bbox="732 541 878 716"> <p>Starting Peer Mediation (2-5 minutes)</p> </td><td data-bbox="911 541 1365 894"> <p>1. State all Norms and Rules</p> <ul style="list-style-type: none"> - Peer mediators will state a discourse before starting a case. <p>2. Introduction</p> <ul style="list-style-type: none"> - Peer mediators will introduce their selves along with the disputed students. - Peer mediators will explain their role as a mediator. </td></tr> <tr> <td data-bbox="732 919 878 1129"> <p>Doing the Work of the Peer Mediation (10-15 minutes)</p> </td><td data-bbox="911 919 1365 1167"> <p>3. Questioning</p> <ul style="list-style-type: none"> - Peer mediators will ask empathic questions to find the root of a conflict between the two students. - Peer mediators will listen for understanding </td></tr> <tr> <td data-bbox="732 1192 878 1367"> <p>Ending of Peer Mediation (5 minutes)</p> </td><td data-bbox="911 1192 1365 1682"> <p>4. Closure</p> <ul style="list-style-type: none"> - Mediators will assist the disputed students come to an agreement on the conflict. - Mediators will ask what the disputed students think would be the best possible outcome for this particular conflict. - Mediators will ensure a verbal or written agreement from both parties based on the conflict. </td></tr> </table> <hr/> <p>Steps To Getting Started...</p> <p>How to get started?</p> <p>Why type of students can I choose?</p> <p>When and how often do we meet?</p> <p>Who should schedule the meetings?</p>	<p>Starting Peer Mediation (2-5 minutes)</p>	<p>1. State all Norms and Rules</p> <ul style="list-style-type: none"> - Peer mediators will state a discourse before starting a case. <p>2. Introduction</p> <ul style="list-style-type: none"> - Peer mediators will introduce their selves along with the disputed students. - Peer mediators will explain their role as a mediator. 	<p>Doing the Work of the Peer Mediation (10-15 minutes)</p>	<p>3. Questioning</p> <ul style="list-style-type: none"> - Peer mediators will ask empathic questions to find the root of a conflict between the two students. - Peer mediators will listen for understanding 	<p>Ending of Peer Mediation (5 minutes)</p>	<p>4. Closure</p> <ul style="list-style-type: none"> - Mediators will assist the disputed students come to an agreement on the conflict. - Mediators will ask what the disputed students think would be the best possible outcome for this particular conflict. - Mediators will ensure a verbal or written agreement from both parties based on the conflict.
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Englewood High School Restorative Justice Plan and Training Guide

Give one book to each participant.

Training Manual



How/when will we train teachers?

The administration and the district coordinator will train the Law Studies teacher. Teacher will also be encouraged to participate in positive behavioral intervention methods through Hero.

When and where will peer mediation/student accountability board/support circles take place on our campus?

The peer mediation/student accountability board/support circles will be conducted in A103 daily. Adjustments may need be made to a different location.

Englewood High School Restorative Justice Plan and Training Guide

Part 3: Maintain momentum – Discuss tips and ideas for extending the scope of restorative justice on your campus in 2016-2017 and beyond. What can you do now to maintain the momentum of the program going forward?

To maintain the momentum of the program going forward, we will need to monitor the progress of the program and keep a record of how we are progressing. Put a portfolio together of all of the necessary forms and information pertaining to the program. As problems arise, we will need to make the changes that will be beneficial in the restorative process that will help the offenders learn and grow from their mistakes. Helping the students understand the process of integrity and build character.

Developing character lessons as a part of the curriculum would prove conducive to the students' tenure in ISSP. During an allotted hour, students will complete a character packet which will be reviewed by the ISSP teacher.

Multiple stakeholders will create restorative consequences for students. For example, depending on the infraction(s), students could be assigned a PowerPoint Presentation where they research the ramifications of making the choice they made and/or how are they violating the rights of others and harming themselves in the process. They could include how they can have handled the situation better, if this or other problems arise.

- Develop a scope and sequence of the infractions from the Student Code of Conduct. Also, develop a check list of alternative consequences.
- Revise and/or develop a Restorative Justice Care Plan document for Englewood High School.
- Revise and/or develop all necessary forms pertaining to the program.
- Develop a curriculum for the mediation process which would be used in the Law Studies classes. Include dialogue forms, Agreement forms etc.
- Incorporate social and emotional learning strategies within the ISSP Curriculum.

What PBIS/Foundations teams can do in support of Restorative Justice:

- Analyze behavior data to determine underlying behavioral needs, identify trends, connect with academics
- Compile list of support circle topics to remediate above named behaviors
- Create schedule of support circles with Dean (or AP)/ISSP teacher/School Counselor
- Provide or assist with lesson plans if support circle topics align with or re-teach Guidelines for Success
- Work diligently to change belief system of faculty, administrators and staff to a more positive, instructional approach to discipline
- Participate in school based problem solving/RtI/MTSS teams

Englewood High School Restorative Justice Plan and Training Guide

Restorative Justice

Schoolwide Implementation

1.) Peer Mediation

Conflict Resolution

Mediators will help two students or groups of students resolve a conflict/dispute; with or without a referral

Mediators face one another.

Mediator is always closest to the door if they need to access help.

2.) Student Accountability Board

Restitution

All parties participate in restorative dialogue, determine conditions of and sign agreement/restorative case plan.

3.) Support Circles

Skill Building

Can be held for victim, offender or for topical issues such as skipping, profanity, cell phone use, etc....

This circle may also be used as a consequence for the referred student targeting empathy skills from the Second Step curriculum.

Steps to Getting Started...

How to get started?

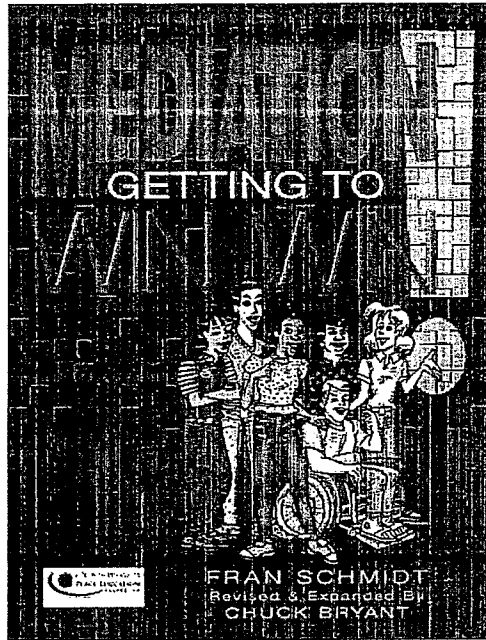
Why type of students can I choose?

When and how often do we meet?

Who should schedule the meetings?

Englewood High School Restorative Justice Plan and Training Guide

Training Manual



Give one book to each participant.

Flip through discussing some of the topics and opportunity for building a sense of community in the classroom and on campus.

If they decide to become a facilitator explain that they will undergo an extensive training on the materials and the processes involved to implement restorative justice on their campuses.

Activities from the Training Manuals Include...

Peer Mediation Rules

Empathy Lessons

Effective Listening Lessons

Effective Questioning Techniques

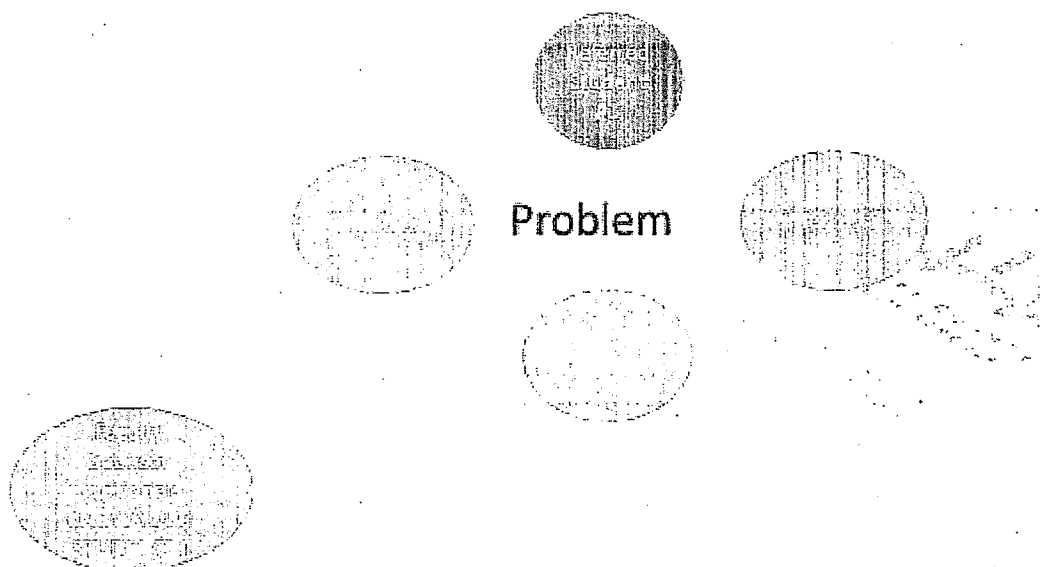
Anger Management Strategies

Conflict Resolution Scenarios

Peer Mediator Scripts

Training Manual

Peer Mediation Physical Arrangement



Opening of the Peer Mediation Session

• Introduction of Peer Mediators:

- "Today you all are here due to a conflict. We are the Peer mediators and our job is to assist you with this conflict." My name is ...
- "Please know what happens or discussed in here today will be confidential and not discussed outside of our meeting today."
- "Please state your name and grade that you are in."
- "Please share with us your side of the story."

MEDIATION PROCESS

■ INTRODUCTIONS & GROUND RULES

- Be willing to solve the problem
- Tell the truth
- Listen without interrupting
- Show respect. No faulting
- Carry out your agreement

■ HAVE DISPUTANTS

- Tell what happened and how they feel (Mediators paraphrase)
- Brainstorm for solutions
- Choose the best solution(s)
- Discuss what they would do differently in the future

■ CLOSURE

- Congratulate disputants
- Remind them that mediation is confidential and to tell friends that the conflict has been resolved

Teach student leaders about the mediation process. Allow them to practice with the starters here.

Questioning Portion of the Peer Mediation Session

- Teach students how to listen and how to respond when asking their peers questions.
- Teach students to use empathic questions when asking students "What happened?"
- Teach students how to diffuse a hostile student through a calm voice.
- Restorative Justice Facilitator will step in if needed to calm down a situation.

Good student leaders ask good questions. Teach them the basic questioning techniques. There are exercises in the manual AND additional resources in the packet provided.

Closing of the Peer Mediation Session

- Peer mediators will assist the disputed students come to an agreement.
- Peer mediators will ensure that students will sign a peace treaty or written agreement.
- Keep messages focused

Be sure you discuss the closing of the peer mediation sessions with your student leaders.

Questioning/Probing

- “Successful people ask better questions and as a result get better answers”
- Common techniques:
 - Open and closed questions
 - Funnel Questions
 - Probing Questions
 - Leading Questions
 - Rhetorical Questions

Review the common questioning techniques with your student leaders.

From: https://www.mindtools.com/pages/article/newTMC_88.htm

Questioning & Probing Resources

- The Power of Effective Questioning - Secondary:
https://www.youtube.com/watch?v=1dO0dO_wmE
- Effective Questioning Techniques – Secondary:
<https://www.youtube.com/watch?v=ab7lYrigx7k>
- Questions Start with These, A Song for Kids About Asking Questions - Elementary:
<https://www.youtube.com/watch?v=TYexavFaArU>
- Asking Good Questions – Elementary:
<https://www.youtube.com/watch?v=DsuCGE9N8L4>
- Probing Questions – Secondary:
http://changingminds.org/techniques/questioning/probing_questions.htm

Show your student leader's videos of good questioning strategies. There are many more out there if you do a google search.

Listening

- Teach students that good listeners:

- Are present
- Are empathetic
- Realize shortcomings
- Have an open mind
- Are emotionally intelligent
- Pose significant questions
- Are not on the defensive
- Are okay with being uncomfortable
- Are good leaders

Good student leaders are good listeners. Teach them the basic listening techniques. There are exercises in the manual AND additional resources in the packet provided.

From: http://www.huffingtonpost.com/2014/08/14/habits-of-good-listeners_n_5668590.html

Listening Resources

- Active Listener -- How to be a great listener video -- Elementary & Secondary: https://www.youtube.com/watch?v=z_rNd7h6z8
- Do You Hear What I Hear? 8 Activities to Improve Listening Skills -- Elementary & Secondary: <http://busyteacher.org/14387-how-to-improve-listening-skills-8-activities.html>

Show your student leaders videos of good listening strategies. There are many more out there if you do a google search.

What is Student Accountability Board?

The student accountability board is designed to encourage accountability by stressing the relationships inherent between individual actions and interventions

The board is made up of 3-5 trained mediators that meet to counsel and determine appropriate consequences for student misbehavior

Explain that student accountability board is an intervention and not a punishment.

Definition from <http://www.georgetowncollege.edu/studentlife/student-accountability/>

Student Accountability Board

- Same students as peer mediators
- Meeting held to discuss 'infraction' (Class I and lower level Class IIs)
- Student-Led with RJ Facilitator present
- Allow student to share what happened and why they made the decision they made
- Student leaders offer empathy and feedback
- Student leaders and referred student come to an agreement on the consequence or intervention
- Should have a predetermined menu of consequences

Discuss one possibility of physical arrangement; should not be used for peer mediation

Support Circles: The Why

Circles, in the context of Restorative Justice programs, have been shown to reduce student misbehavior and promote safer school environments.

McCloskey et al., 2008; Riestenberg, 2001;
Rodriguez, 2007; Stinchcomb, Bazemore, &
Riestenberg, 2006

Explain that the ultimate benefit of student support circles is to promote safe schools and reduce student misbehaviors.

Support Circles Testimony

"Because of our class circles, students accepted more responsibility for their roles in both creating and solving the problems. It became much easier to encourage students to solve their problems themselves; in part because I gained more confidence that students had the skills to do so, but also in part because of how the project shifted the way I communicate with my students."

—Fourth Grade Teacher

Understanding Support Circles

- Two types of circles
 - Community building - are about giving students opportunity to get to know each other and establish positive connections, including agreements about how they ought to treat each other.
 - Responsive - use specific high quality questions to explore challenging circumstances and move toward making things right. Asking questions that are "real" for the students is essential to eliciting content that matters.
- Physical arrangement
 - Circle formation

Support Circle Components

- Opening
- Guidelines/Values
- Introduction of talking piece
- Check-in
- Discussion Rounds
- Check-out
- Closing

Support Circle Sequence of Events

Starting the Circle 5-10 minutes	<ol style="list-style-type: none">1. Arrive (circle keeper centers self)2. State the purpose of the circle3. Open the Circle4. Teach and Remember Circle Guidelines5. Make and Remember Agreements
Doing the Work of the Circle 15-30 minutes	<ol style="list-style-type: none">6. Connection: Check in Round with Talking Piece;7. Core Activities:<ul style="list-style-type: none">• Community Building/Connection• Restorative Practices Content or Deeper Connection.8. Closure: Check out Round
Ending the Circle 5 minutes	<ol style="list-style-type: none">9. Close the circle10. Debrief with colleagues

Notice the color change, you can use this information while training your student leaders. Here is the order of the circles. They can be as short as 25 minutes or as 45 minutes. Encourage teachers to use circles as an intervention for misbehavior for before school, after school or during lunch.

Opening

• Opening the Circle:

After the students are seated in a circle, it is very helpful to have a routine that you use as a ceremony at the beginning of each circle. This marks a transition from regular classroom time into the "special" non-ordinary time of circle. This is a good time to place items into the center of the circle to help give it focus. Some teachers read a poem or some inspirational prose, or place a battery-powered candle or flowers in the center.

Teaching the expectations will be a vital step in training your student leaders.

Talking Piece for Support Circles

Respect the talking piece

- a. Give those who hold it your full attention
- b. When you are holding it give full attention to your truth
- c. Speak to the center of the circle
- d. Handle the talking piece respectfully

Guidelines/Expectations/Rules/Norms

Remind the class of, or ask them to recall, the guidelines that reliably help circles function well. Write them on the board as students recall or use posters.

1. Respect the talking piece
 - a. Give those who hold it your full attention
 - b. When you are holding it, give full attention to your truth
 - c. Speak to the center of the circle
2. Speak from the heart: Speak for yourself: your perspectives, needs, experiences
3. Trust that what comes from the heart will be what the circle needs
4. Listen from the heart: Let go of stories that make it hard to hear others
5. Say just enough: without feeling rushed, say what you need to say ("lean expression")
6. Trust that you will know what to say when it is your turn to speak: no need to rehearse

Breaking the Ice for Support Circles

• Connection:

Do a check-in Round with the talking piece. Begin every circle with a check-in round, in which all students are invited to respond to a question. This gives students a chance to put their voice into the circle and feel connected. In the first circles, keep this question very low-risk, and make it progressively more personal at a pace the circle can handle. It can be helpful to ask students for ideas about check-in questions.

Discussion Rounds During Support Circles

Responding to Challenging Circumstances:

Restorative Content. If there are “live” issues to discuss, this is the time to move into them with restorative dialogue. It is important to name the issue clearly and accurately; it’s best when this comes from the students, but can also work when issues are named by the teacher.

Checking Out of the Support Circle

Closure Statement or Question

Ask students to comment on their experience in the circle. If you have very little time (as is often the case) ask for a two-word checkout: “Say two words about your experience in the circle today.” This “rounds out” the circle.

Closing

• Close the circle:

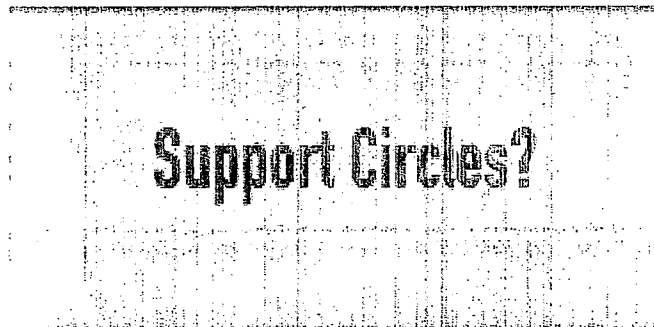
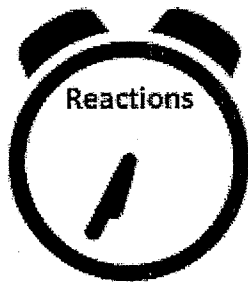
In a way that is intentional—perhaps even a bit theatrical—put away the center, pound the gavel, ring a bell, or make some other small gesture to signal moving back from circle time into ordinary time.



Support Circles in Duval County

Video: Englewood High School

Find your 2nd second clock appointment.



The video is not embedded.

Link: <https://www.youtube.com/watch?v=VUNi3mlb5Pg>

Discuss reactions with your 2nd clock appointment. Share out after 3 minutes.

Mock Support Circle Activity

Give participants time to practice. Conduct a whole group mock support circle activity. Depending on time this could be shortened or extended.

Morning Meetings: The Why

- Sets a tone for respectful and engaged learning in a climate of trust
- Builds and enhances connections among students and between students and teachers
- Merges academic, social, and emotional learning
- Motivates students by addressing the human need to feel a sense of significance and belonging, and to have fun
- Through the repetition of many ordinary moments of respectful interactions, enables some extraordinary moments

Explain why we encourage morning meetings and the possible benefits

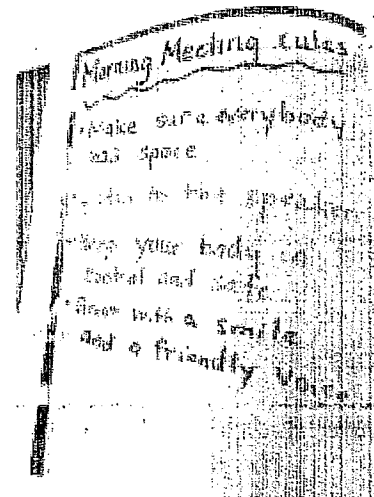
Research

The Collaborative for Academic, Social, and Emotional Learning (CASEL), describes social and emotional learning (SEL) as helping children develop skills such as:

- Recognizing and managing emotions
- Developing caring and concern for others
- Showing understanding and empathy for others
- Establishing positive relationships
- Making responsible decisions
- Handling challenging situations constructively

Getting Started

- Establish a set schedule for Morning Meeting
- Consider the space and set up for the meeting
- Lay the groundwork for Morning Meeting
 - Teach a signal for quiet
 - Teaching and modeling basic routines such as how to come to morning circle
 - Explain the purpose
 - Establish ground rules
- Carefully teach routines



Get into the steps to implementing morning meetings.

Four Components of Morning Meetings

- Greeting
- Sharing
- Group Activity
- Morning message

These are according to "The Morning Meeting Book"; other frameworks online to choose from

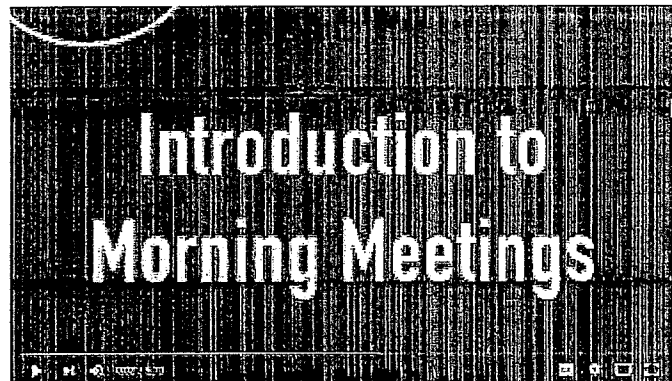
Sequence of Events

Starting the Morning Meeting 5-10 minutes	<ol style="list-style-type: none">1. Greeting Activity -Students greet each other by name, often including handshaking, singing, movement, and other activities.2. Sharing - Students share some news or information about themselves and respond to each other, articulating their thoughts, feelings, and ideas in a positive way.
Doing the Work of the Circle 10-15 minutes	<ol style="list-style-type: none">3. Group Activity -The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.
Ending the Morning Meeting 5 minutes	<ol style="list-style-type: none">4. Morning Message -Students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by the teacher.

VIDEO: Greeting Activities

Link:

Find your 3rd Clock
Appointment



https://www.youtube.com/watch?v=PHZqYUnPknU&feature=em-upload_owner

Community Begins with the Morning Meeting



"The Power of the Morning Meeting: 5 Steps Toward Changing Your Classroom and School Culture"

Yes! It can work in secondary. Show clip. Depending on time you may have to shorten how much you show.

Article Link: <http://www.edutopia.org/blog/morning-meeting-changing-classroom-culture-lisa-dabs>

What if the students report major problems?

- Be sure to inform your principal first
- Utilize community and school resources to help meet needs and solve problems of students – Full Service Schools, School counseling, Bullying hotline, United Way 2-1-1, Mental Health America, healthteacher.com, second-step, bullyfree.com
- 1-800-96-ABUSE
- Report suicidality to crisis line at 904-390-2535
- Use appropriate tier 3 interventions

Point out that through this process, students may reveal bigger issues than the one anticipated. So they may need tier 3 interventions or additional resources to help them.

Englewood High School Restorative Justice Plan and Training Guide

Conflict Resolution Strategies

*"Teach me half the gladness
That thy brain must know,
Such harmonious madness,
From my lips would flow,
The world should listen then,
as I am listening now".*

-- Percy Bysshe Shelley, To a Skylark, 1821

"If it wasn't hard, everyone would do it. It's the hard that makes it great."
-- Tom Hanks, A League of Their Own

I do not own (nor do I pretend to own) a corner in the market for truth. Nonetheless, here is the truth according to Fritz:

Authentic Listening is the First Step in Communication With Integrity

What is "authentic listening"?

Authentic listening occurs when you respond to the speaker in ways which indicate to him that you care about what he's saying and give him every opportunity to complete his train of thought. Authentic and empathic listening are wrapped in the same cloak. The idea is to let the speaker know without a doubt that you are focusing your attention on his words and feelings with the specific intent to understand his point.

Learning to listen authentically will literally change your life. How, you say? Well, to begin with --

- You will become more attractive to others and they, in turn, will be attracted to you
- You will learn much about the human condition
- You will glean important information about a person that others may miss
- You will appear thoughtful and intelligent: it's impossible to showcase your ignorance when your mouth is shut
- You will be practicing self-control and self-discipline, which are always good things
- You will substantially improve your relationship with every person in your life, whether business, familial, or friends
- You will be more confident and have more control of yourself in conflict settings
- You will develop greater self esteem

Englewood High School Restorative Justice Plan and Training Guide

How Do You Listen Authentically?

There are specific strategies that are regularly employed in authentic listening. Do not underestimate the simplicity, the significance and the excellence of these techniques.

1. Close your mouth. Authentic listening and talking are mutually exclusive.
2. Don't predict or judge the outcome, or argue with the speaker mentally. Get out of your head and get into his.
3. Watch your body language: does your posture indicate you're interested in the speaker? Are you maintaining eye contact with him? Are you nodding when appropriate, smiling or otherwise physically communicating your attention to what he is saying?
4. Ask questions when you do not understand something or need clarification.
5. Put on his shoes. Put yourself in the other person's place mentally so that you can better relate to his point(s) of view.
6. Control your emotions. Better yet, leave them behind. Your worries, fears, problems and emotions prevent you from listening authentically.
7. Listen to what is not being said. When you are listening authentically, you have the wonderful opportunity to "fill in the blanks" in the speaker's communication. Often times what is not stated by the speaker is more important than what he's said.
8. Listen to how something is said. Inflection, intonation and strength of the speaker's voice may tell you more about the speaker's personality and values than mere words.
9. React to his ideas, not to him, specifically. This technique is especially helpful when you don't particularly like the speaker. Remember, you don't have to like someone to learn from them. But you cannot learn from them without listening to them authentically.
10. Be consistent. Practice these techniques in every communication. Ask the speaker if he felt that you had "heard" what he was trying to communicate.

The purpose of our company is to assist you in your quest to understand the nature of conflict.



Englewood High School
4412 Barnes Road, Jacksonville, FL 32207
(904) 739-5212

Sara Bravo
Principal

Parents of: _____ Student # _____ Date _____

This letter is to inform you that your child has committed a Class II Violation of the Student Code of Conduct as follows:

This year we are leading the charge for a more positive school culture by using restorative practices to address student discipline. Restorative Justice is a positive behavioral intervention that emphasizes repairing harm caused by inappropriate student behavior. It stresses the importance of relationships and seeks to repair them when they have been damaged by unsuitable or offending conduct. Through cooperative processes among multiple stakeholders, we work to implement appropriate consequences that will lessen future student misbehaviors and improve our school community.

As a result of the Student Code of Conduct infraction listed above, your child has been referred to one of the following restorative interventions for restorative consequences.

- Peer Mediation
- Student Accountability Board
- Support Circle

Please discuss this matter with your child and ensure that he/ she completes the provided restorative consequences in order to prevent further disciplinary action.

Thank you for your attention in this matter.

Sincerely,

School administrator



Englewood High School

4412 Barnes Road, Jacksonville, FL 32207
(904) 739-5212

Sara Bravo
Principal

Restorative Justice Overview

A Secondary School Program

Restorative Justice is a practice that empowers students to resolve conflicts through collaboration. It is based on the belief that wrongdoing is best addressed through group processes that allow affected and responsible parties to identify harm, take responsibility and create a plan for repair. When referred students take responsibility for their misbehavior and its effects against others and themselves, this practice provides a route to transform classroom and school culture. That transformation occurs through creating safe and orderly schools, while limiting student absences due to behavior problems. This program is recommended for qualifying Student Code of Conduct violations and is offered at secondary schools throughout the county.

Interventions

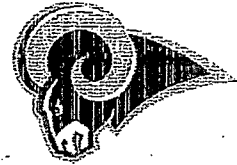
Family Conference: A support circle with parental participation

Peer Mediation: Intervention that implements two trained student mediators with two disputants, and gives all participants equal responsibility for problem solving and resolving conflict.

Student Accountability Board: A board of four to five trained student mediators, the harmed student, referred student, and faculty sponsor who discuss the impact of student misconduct and determine appropriate ways to repair harm caused. Students may be referred to a support circle afterwards to strengthen pro-social skills.

Support Circle: An educational support group with the goal of providing small group discussion on identified pro-social skills such as empathy, emotion management, conflict resolution, etc. A circle is led by three to four trained student mediators and a faculty sponsor. Separate support circles for victims and referred students may take place prior to facing each other at the Student Accountability Board if needed.

Permission Parent Letter



"Leading the Charge"

Dear Parent(s),

Your child has been selected to participate in a special program called Restorative Justice (mediation). A small group of students, including your child, will receive training in how to help their peers and themselves resolve conflicts under adult supervision.

The training includes problem solving, decision-making, listening skills, and other skills that will benefit your child for a lifetime.

Once initial training is completed, your child will become a member of our student mediation team and will assist students who are having conflicts with our students.

If you have any questions about the mediation process on your child's participation, please call me at 904-739-5212 extension 175.

Please sign and return the permission form if you want your child to participate in this meaningful program.

Sincerely,

Sara Bravo, Principal

Dora Johnson, Restorative Justice Teacher

Permission Form

I give _____ (Child's name print please)
permission to attend the student mediation training and to be a peer mediator.

Parent's or Guardian's Signature

Date

Mediator's Commitment

I Will:

- 1. BEHAVE IN A RESPONSIBLE MANNER**
- 2. BE FAIR AND HONEST**
- 3. KEEP DISPUTANT'S INFORMATION CONFIDENTIAL.**
- 4. FILL OUT THE MEDIATOR OR STUDENT ACCOUNTABILITY FORM AS ACCURATELY AS POSSIBLE.**
- 5. RETURN TO CLASS IMMEDIATELY AFTER THE MEDIATION SESSION.**
- 6. MAKE UP THE WORK I MISS IN CLASS, IF I AM CALLED FROM ANOTHER OTHER THAN MY RESTORATIVE JUSTICE CLASS.**
- 7. BE A MEDIATOR UNTIL THE END OF THE SCHOOL YEAR.**

Student Signature

Date

Teacher Signature

Date

Parent Signature

Date



Englewood High School
Restorative Justice Case Plan

THIS SECTION TO BE COMPLETED BY REFERRING ADMINISTRATOR.

Student Name _____ Student Number _____ Grade _____

School Name Englewood High School School Number 3090 Date _____

Referring Administrator _____ Case Manager _____

Class II Violation:

Description:

Intervention(s) Assigned:

- Student Accountability Board Date _____
- Support Circle Date _____, _____, _____
- Peer Mediation Date _____
- Family Conference Date _____

Restorative consequence: (Please place date completed next to each recommendation).

Recommendation #1:

Review Date: _____ Completed: _____

Recommendation #2:

Review Date: _____ Completed: _____

Social Skills Lessons Assigned (i.e. empathy, emotion management, conflict resolution, etc.):

Topic: _____ Completed: _____

Topic: _____ Completed: _____

Topic: _____ Completed: _____

Topic: _____ Completed: _____

Topic: _____ Completed: _____

Signatures of Accountability:

Referred Student _____ Referred Peer _____

Peer Mediator _____ Peer Mediator _____

Peer Mediator _____ Peer Mediator _____

Peer Mediator _____ Case Manager _____

Notes and Contact Dates: (attach artifacts to back of form, i.e., group sign in sheets, apology letter, receipt, etc.)

Case Manager Review Date: _____ Returned to Administrator's Office: _____

Englewood High School

Nonviolence Pledge



"Making peace must start within ourselves and in our school. As a student Englewood High School, on this day, _____ (date), commit myself as best I can to becoming a nonviolent and peaceful person. I pledge to:

- Acknowledge and Respect Self and Others
- To respect ourselves, to affirm others and to avoid uncaring criticism, hateful words, physical attacks and self-destructive behavior.
- Communicate Better To try to think before we speak, to look for safe ways to express our feelings honestly and to work at solving problems peacefully.
- Listen To listen carefully to one another, especially those who disagree with us, and to consider others' feelings and needs.
- Forgive To make amends when we have hurt another, to forgive others, and to keep from holding grudges.
- Be Courageous To practice nonviolence at home, at school and in the community, to stand with others who are treated unfairly or disrespectfully, and to speak out against injustice.
- When we have trouble keeping true to any of these principles, or when we find ourselves in conflict that we are unable to move past, we will seek the support and assistance of others, such as the trained peer mediators of the Englewood High School.

Signed: _____ Student Number: _____

Restorative Justice Sign-In Sheet

Date:

Name	Time In	Time Out
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Behavior Reflections

Reasons for
My Behavior

Name _____

Date _____

Description of
My Behavior

Consequences of
My Behavior

How do I feel?

How has my behavior
affected others?

Other Consequence(s)

Plan for Improvement

Student _____

Teacher _____

Parent _____



Englewood High School

Restorative Justice Sign in Sheet

Date: _____

INTERVENTION TYPE	Peer Mediation		Support Circle	Accountability Board	Family Conference
	Disputant	Referred			
PARTICIPANTS					
1.					Parent
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Faculty Sponsor:	Start Time			Stop Time	
Administrator:					

Restorative Justice Pass

TRUE PEACE IS NOT MERELY THE ABSENCE OF WAR; IT IS THE PRESENCE OF JUSTICE. — JANE ADDAMS

Student Name _____

Date _____

Time to Class _____



Restorative Justice Pass

TRUE PEACE IS NOT MERELY THE ABSENCE OF WAR; IT IS THE PRESENCE OF JUSTICE. — JANE ADDAMS

Student Name _____

Date _____

Time to Class _____



Restorative Justice Pass

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Date _____

Time to Class _____



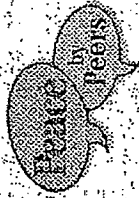
Restorative Justice Pass

TRUE PEACE IS NOT MERELY THE ABSENCE OF WAR; IT IS THE PRESENCE OF JUSTICE. — JANE ADDAMS

Student Name _____

Date _____

Time to Class _____



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Student Name _____

Date _____

Time to Class _____



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Time to Class _____



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Student Name _____

Date _____

Time to Class _____



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Student Name _____

Date _____

Time to Class _____



Englewood High School
4412 Barnes Road
Jacksonville, Florida 32207
(904) 739-5212

Restorative Justice Placement Procedures

1. Students are staffed in Restorative Justice Program by Deans
2. Dean's Office adds the students to the daily discipline list.

Last Name	First Name	Number	Date	Grade
1. BELL	ROBERTA	08274329	11/22/2016	11
2. BELL	ROBERTA	08274329	11/22/2016	11
3. BELL	ROBERTA	08274329	11/22/2016	11
4. BELL	ROBERTA	08274329	11/22/2016	11
5. BELL	ROBERTA	08274329	11/22/2016	11
6. BELL	ROBERTA	08274329	11/22/2016	11
7. BELL	ROBERTA	08274329	11/22/2016	11
8. BELL	ROBERTA	08274329	11/22/2016	11
9. BELL	ROBERTA	08274329	11/22/2016	11
10. BELL	ROBERTA	08274329	11/22/2016	11
11. BELL	ROBERTA	08274329	11/22/2016	11
12. BELL	ROBERTA	08274329	11/22/2016	11
13. BELL	ROBERTA	08274329	11/22/2016	11
14. BELL	ROBERTA	08274329	11/22/2016	11
15. BELL	ROBERTA	08274329	11/22/2016	11
16. BELL	ROBERTA	08274329	11/22/2016	11
17. BELL	ROBERTA	08274329	11/22/2016	11
18. BELL	ROBERTA	08274329	11/22/2016	11
19. BELL	ROBERTA	08274329	11/22/2016	11
20. BELL	ROBERTA	08274329	11/22/2016	11
21. BELL	ROBERTA	08274329	11/22/2016	11
22. BELL	ROBERTA	08274329	11/22/2016	11
23. BELL	ROBERTA	08274329	11/22/2016	11
24. BELL	ROBERTA	08274329	11/22/2016	11

3. ISSP Teacher schedules students based on the Discipline List. She pulls the students' schedules to identify their fourth/ eighth period teacher, and creates a schedule for Restorative Justice.

11-29-16 Restorative Justice Request

Last Name	First Name	Number	Teacher	Time
1. BROWN	ANYIA	10644375	BELL	12:30
2. BROWN	ANYIA	10644375	BELL	12:30
3. BROWN	ANYIA	10644375	BELL	12:30
4. BROWN	ANYIA	10644375	BELL	12:30
5. BROWN	ANYIA	10644375	BELL	12:30
6. BROWN	ANYIA	10644375	BELL	12:30
7. BROWN	ANYIA	10644375	BELL	12:30
8. BROWN	ANYIA	10644375	BELL	12:30
9. BROWN	ANYIA	10644375	BELL	12:30
10. BROWN	ANYIA	10644375	BELL	12:30
11. BROWN	ANYIA	10644375	BELL	12:30
12. BROWN	ANYIA	10644375	BELL	12:30
13. BROWN	ANYIA	10644375	BELL	12:30
14. BROWN	ANYIA	10644375	BELL	12:30
15. BROWN	ANYIA	10644375	BELL	12:30
16. BROWN	ANYIA	10644375	BELL	12:30
17. BROWN	ANYIA	10644375	BELL	12:30
18. BROWN	ANYIA	10644375	BELL	12:30
19. BROWN	ANYIA	10644375	BELL	12:30
20. BROWN	ANYIA	10644375	BELL	12:30
21. BROWN	ANYIA	10644375	BELL	12:30
22. BROWN	ANYIA	10644375	BELL	12:30
23. BROWN	ANYIA	10644375	BELL	12:30
24. BROWN	ANYIA	10644375	BELL	12:30

4. Referred students are filtered through the Restorative Justice classes to meet with Student Accountability Board and asses/ reflect on their behavior. When finished, they receive a pass to return to class with consequences to follow.
5. Once referred students have completed the process, their names are cleared from the discipline or their information is sent to the deans for further processing.

Englewood High School
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(904) 739-5212

Student Accountability Board

Checklist

SAB begins five weeks after a training period on Tuesdays and Wednesday; later SAB will move to everyday.
Referred student sign in as entering the room and when leaving.

When board come into class notebooks are provided to each group with forms needed for the process.
Necessary consequences and contract forms are also distributed to each group.

Included in Notebook: Code of Conduct, Menu of Consequences, Calendar, Tardy Contract, No-Fight Contract (Peace Treaty), Disrespectful Behavior, Skipping on Campus, Skipping Off Campus, Verbal Argument, Walking Out of Class, Inappropriate Use of Language (Profanity) Contract and Depth of Knowledge Chart.

Board includes translators for ELL students.

Referred students are given a Reflection Sheet to complete prior to going before the board.

Members of Board (Faculty Sponsor, Mediators, Victim, Student Referred)	Yes	No
Dean/Administration sets date for student and gets parent permission for student to attend	x	
Establish Guidelines for Board	x	
Situation Stated (Referral Read to Board)	x	
Once student is present, Board will introduce members to student	x	
Student will state their side of the story (Statement Form)	x	
Board members state individual's beliefs as pertaining to issue. (Voluntary)	x	
Read policy on Rule that was broken/ infraction that occurred.	x	
Board Deliberation (without student present) Consequence discussed	x	
Delivery of Discussion to Student (Documentation)	x	
Members of Board (Faculty Sponsor, Mediators, Victim, Student Referred)	Yes	No
Dean/Administration sets date for student and gets parent permission for student to attend	x	
Establish Guidelines for Board	x	
Situation Stated (Referral Read to Board)	x	
Once student is present, Board will introduce members to student	x	
Student will state their side of the story (Statement Form)	x	
Board members state individual's beliefs as pertaining to issue. (Voluntary)	x	
Read policy on Rule that was broken/ infraction that occurred.	x	
Board Deliberation (without student present) Consequence discussed	x	
Delivery of Discussion to Student (Documentation)	x	

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4412 Barnes Road
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Sample Prompting Questions/Topics for Circles

Please note: It is always important to carefully select which questions or topics to pose to the group depending on the needs of the group. The health of each member of the circle is always to be strongly considered.


*Be prepared and know that some of the circle prompts may bring up a lot of emotions for the circle members.

Getting Acquainted

- Share a happy childhood memory.
- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face to face conversation with anyone, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?

Exploring Values

- Imagine you are in conflict with a person who is important in your life. What values do you want to guide your conduct as you try to work out that conflict?
- What is your passion?
- What do you keep returning to in your life?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What change would you like to see in your community? What can you do to promote that change?
- A time when you acted on your core values even though others were not.



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Storytelling from our lives to share who we are and what has shaped us (to build community)

Invite participants to share:

- A time when you had to let go of control
- A time when you were outside of your comfort zone
- An experience in your life when you "made lemonade out of lemons".
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you were in conflict with your parents or caregiver.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.

Relating to Curriculum:

- The best/worst thing about this science project is...
- The main character in the book we are reading is like/not like me when...
- These math problems make me feel...

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Additional Potential Circle Starters:

- | | |
|--|---|
| 1. I feel happy when... | 33. My favorite weekend activity is... |
| 2. I feel sad when... | 34. My favorite song is... |
| 3. I feel angry when... | 35. My favorite sport is... |
| 4. I feel scared when... | 36. My favorite color is... |
| 5. I feel excited when... | 37. My favorite weather is... |
| 6. I feel stressed when... | 38. Rain makes me feel... |
| 7. I feel alone when... | 39. Wind makes me feel... |
| 8. The scariest thing... | 40. Sunshine makes me feel... |
| 9. My favorite hobby... | 41. Snow makes me feel... |
| 10. My favorite pet... | 42. Fog makes me feel... |
| 11. My favorite food is... | 43. Today I feel... |
| 12. My favorite T.V. show is... | 44. When I think of blue, I think of... |
| 13. My favorite weekend activity is... | 45. When I think of red, I think of... |
| 14. My favorite song is... | 46. When I think of green, I think of... |
| 15. My favorite sport is... | 47. When I think of yellow, I think of... |
| 16. My favorite color is... | 48. When I think of black, I think of... |
| 17. My favorite weather is... | 49. When I think of brown, I think of... |
| 18. Rain makes me feel... | 50. When I think of white, I think of... |
| 19. Wind makes me feel... | 51. If I were an animal, I would be... |
| 20. Sunshine makes me feel... | 52. If I were a famous actor/actress, I would be... |
| 21. I feel happy when... | 53. If I were a famous athlete, I would be... |
| 22. I feel sad when... | 54. When I graduate from high school, I want to... |
| 23. I feel angry when... | 55. When I become an adult, I want to... |
| 24. I feel scared when... | 56. When I start my career, I want to ... |
| 25. I feel excited when... | 57. I can't wait until... |
| 26. I feel stressed when... | 58. Friends are ... |
| 27. I feel alone when... | 59. Families are... |
| 28. The scariest thing... | 60. Putdowns make me feel... |
| 29. My favorite hobby... | 61. Appreciations make me feel... |
| 30. My favorite pet... | |
| 31. My favorite food is... | |
| 32. My favorite T.V. show is... | |

****This material is adopted from Kristi Cole and Paul Dedinsky's packet of Restorative Justice Practices, Milwaukee Public Schools, Safe Schools/Healthy Students.**

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Restorative Justice

Below are links to the RJ videos

Restorative Justice – Morning Meeting: https://www.youtube.com/watch?v=PHZqYUnPknU&feature=em-upload_owner

Introduction to Morning Meetings: https://www.youtube.com/watch?v=jbXC-FrWS-A&feature=em-upload_owner

Support Circles: <https://www.youtube.com/watch?v=VUNi3mIb5Pg>

Peer Mediation: <https://www.youtube.com/watch?v=i3c0jF87u2E>

Student Accountability Board: <https://www.youtube.com/watch?v=BEUcOU6yVy8>

Link to Duval County Public Schools Professional Development YouTube:
<https://www.youtube.com/channel/UCnpx21tcReaN48YHORRZWHA>

RESTORATIVE JUSTICE

ASSESSMENT INSTRUMENT

USE: This assessment instrument is intended to stimulate thinking about restorative justice processes and procedures within your organization. It is a guideline, not a fixed, definitive statement of assessment.

Each restorative justice principle is followed by one or more assessments of that principle. Each assessment contains a question or incomplete sentence followed by four statements. These statements move from less restorative to more restorative in a left to right direction. The best way to use the assessment is to read each statement as a true-false question. If the statement is not completely true, then it is false. When you reach a statement that is completely true, that is the assessment that most closely approximates your view of restorative justice.

The assessment is most effective if given to as many people within an organization as possible then collating the results. The assessment can be used to track change in restorative justice practices over time. The use of the assessment itself will stimulate thinking and personal assessments, thus helping to instill the principles into the organization.

PRINCIPLE:

1. Restorative justice is a way of thinking and responding to conflicts, disputes, or offenses. Restorative justice concerns making things as right as possible for all people.

ASSESSMENT:

Our primary focus of addressing conflicts and offenses is:

Completely on the needs and interests of outside authority

Somewhat on the needs and interests of outside authority, somewhat on the victim

Somewhat on the needs and interests of all parties, and outside authority

Completely on the needs and interests of all parties, institutions, and organizations involved.

We respond to violations, offenses and injustices by

Always trying to identify and punish those who misbehave.

Usually trying to identify and punish those who misbehave

Sometimes working on making things right as possible for all parties

Usually make things right as possible for all parties.

Our view of restorative justice is

Restorative justice is limited to specific programs where offenses are minor.

Restorative justice has some applicability to offenses, violations and injustices.

Restorative justice may have potential applicability in our organization.

Restorative justice is a philosophy about relationships and conflicts embedded in many diverse practices and programs within our organization.

PRINCIPLE:

2. Restorative justice recognizes that response to conflicts, disputes or offenses is important. Restorative justice responds in ways that build safe and healthy communities.

ASSESSMENT:

In resolving conflict and dealing with offenses, is predominant use made of (1) fear, (2) threats, (3) punishment, (4) rewards, (5) involvement?

1, 2, 3,
some 4

4, some
3

4, some 3
and 5

5, 4

To what degree is the entire community involved in resolving conflicts, disputes and offenses?

Not at all

Somewhat

Usually

Always,
except in
emergencies

Conflict in our organization is

Ignored or
avoided

Dealt with
by coercion

Sometimes
dealt with by
coercion,
sometimes
collaboratively

Always
collaboratively

Conflict in our organization

Always
polarizes,
ostracizes
and
separates
people

Sometimes
polarizes,
ostracizes
and
separates
people

Sometimes
restores and
reintegrates all
parties,
including the
larger
community

Usually
restores and
reintegrates all
parties,
including the
larger
community

PRINCIPLE:

3. Restorative justice is not permissive. Restorative justice prefers to deal cooperatively and constructively with conflicts, disputes and offenses at the earliest possible time and before they escalate.

ASSESSMENT:

Conflicts in our organization are	Considered unseemly and are therefore ignored	Distasteful, but inevitable. Ignored for as long as possible	Usually recognized and dealt with promptly	Recognized as important indication of organizational or community well-being and always dealt with promptly
Conflicts are allowed to escalate before they are resolved	Always	Usually	Sometimes, but not usually	Almost never. Conflicts are addressed immediately before they escalate
Conflicts are recognized and addressed, even if no violation of rules or laws have occurred, at the earliest possible time.	Never	Sometimes, but not usually	Usually	Always
When conflicts are identified and addressed, the first response is	Always coercive	Usually coercive	To sometimes invite cooperation	To always invite cooperation
What methods of resolving conflicts are used?	Suppression	Some suppression, win-lose confrontation	Negotiation, bargaining and compromise	Creative problem-solving using consensus
If parties refuse to be cooperative, the next response is	Always coercive	Usually coercive	To usually bring more support for the parties	To always bring more support for the parties

When we first learn of conflict, our organization's first response is to	Always tell parties to wait until a rule or law has been violated	Usually tell parties to wait until a rule or law has been violated	Sometimes deal with the conflict in restorative justice ways	Always deal with the conflict restoratively to prevent escalation
Our response to conflict is to	Resort to coercion or outside authority and rarely to problem solve, seek apologies and forgiveness.	Sometimes resort to outside authority and sometimes to problem solve and seek apologies and forgiveness	Sometimes start with creative problem solving and resort to outside authority as a back up	Always begin with creative problem solving, resorting to outside authority only as a back up

PRINCIPLE:

4. Restorative justice recognizes that violations of rules and laws are also indicators of transgressions and offenses against persons, relationships, and community.

ASSESSMENT:

Conflicts, disputes and offenses are viewed as:	Violation of rules, laws, social order, threats to safety	Disruption of control by outside authority	Violations against a victim	Violations against persons, relationships, and community
When a rule is broken or a law violated, we	Always focus on the rule violation and ignore personal and community relationships	Sometimes focus on the rule violation and usually ignore personal and community relationships	Sometimes consider a rule violation as an indication of a disruption of personal and community relationships	Usually consider a rule violation as an indication of a disruption of personal and community relationships

PRINCIPLE:

5. Restorative justice addresses the harms and needs created by, and related to, conflicts, disputes and offenses.

ASSESSMENT:

In resolving conflicts and offenses harms and needs of the primary and secondary parties are

Never addressed

Rarely addressed

Sometimes addressed

Usually addressed

PRINCIPLE:

6. Restorative justice holds disputants and offenders accountable to recognize harm, repair damages as much as possible, and create a civil future.

ASSESSMENT:

How much does each party seek to use joint problem solving to develop innovative solutions satisfactory to both parties?

Very little

Some

Quite a lot

A very great deal

How open, candid, and unguarded is the communication and interaction between the opposing parties?

Extremely guarded

Quite guarded

Some guarded, some candid

Open, unguarded and candid

To what extent do the opposing parties seem to deceive or to inform the other correctly?

Parties try hard to deceive

Parties often try to deceive

Sometimes try to deceive, sometimes try to inform correctly

Consistently try to inform correctly

How effective are the channels for the flow of interaction and influence between opposing parties?

Highly ineffective

Moderately ineffective

Moderately effective

Highly effective

To what extent are efforts made to build or restrict channels of communication, interaction, and influence between opposing parties?

Extensive efforts to restrict except through top leaders

Some efforts to restrict; little interest in building

Some efforts to build, especially at top levels of organization

Extensive efforts to build at all levels of organization

To what extent are innovative, mutually acceptable solutions being sought, or is each party striving to impose the solution it now prefers on the other?

Each striving hard to impose own solution on other

Primary focus on own solution; may consider alternate solutions

Initially prefers own, but willingly considers alternate solutions

Earnestly seeks innovative solution acceptable to all parties

We view the appropriate response to conflicts, offenses, and violations as

Always punish discipline for violations and offenses

Usually punish or discipline for violations and offenses

Sometimes recognizing and repairing the harm and creating a better future for the parties

Usually recognizing the harm and creating a better future for the parties

PRINCIPLE:

7. Restorative justice empowers victims, disputants, offenders and their communities to assume central roles in recognizing harm, repairing damages, and creating a safe and civil future.

ASSESSMENT:

In resolving conflicts and offenses

Primary resolution is by outside authority

Primary resolution is by outside authority with some concern for parties' desires

Parties usually retain power to resolve the issues, but outside authority must consent

Parties have the primary power and obligation to resolve the issue, with help from outside authority as needed

The community's role in conflicts, offenses, and violations is

To allow outside authority to take full responsibility for the problem

Usually to allow outside authority to take full responsibility for the problem

Sometimes to take responsibility for the problem, using outside authority as a last resort

Usually to take responsibility for the problem, using outside authority as a last resort

The government's role in conflicts, offenses, and violations is

To take over, assuming that it knows what is best for the community

Usually to take over, assuming it knows what is best for the community

Sometimes to empower and support the community and provide back up as needed

Usually to empower and support the community and provide back up as needed

Within organizations, conflicting parties

Rely on established organizational power to resolve the conflict

Usually rely on established organizational power to resolve the conflict

Sometimes are empowered by the organization to resolve conflicts and are provided assistance as needed

Usually are empowered by the organization to resolve conflicts and are provided assistance as needed

needed

PRINCIPLE:

8. Restorative justice repairs the breach and reintegrates the victim, disputant, offender and their community as much as possible.

ASSESSMENT:

How well can each conflicting party state freely and clearly and with understanding the points of view, needs, objectives, and preferred solution of the others?	Poorly	Not well	Moderately well	Very well
To what extent does each opposing party strive to gain power over the other party or seek mutually satisfactory solution with the other party?	Strives very hard for power over others	Strives primarily for power over others	Seeks some mutually satisfactory solutions but still strives for power over others	Seeks mutually satisfactory solutions through joint efforts with others
In conflicts and offenses	The focus is on settlement of issues and separation	Usually the focus is on settlement of issues and separation	Sometimes the focus is on repairing relationships and reintegrating those who are alienated as well as fairly settling disputes	Usually the focus is on repairing relationships and reintegrating those who are alienated as well as fairly settling disputes

PRINCIPLE:

9. Restorative justice prefers maximum use of voluntary and cooperative response options and minimum use of force and coercion.

ASSESSMENT:

In resolving conflicts and offenses, emphasis is placed on	Force and coercion by outside authority	Limited choices imposed by outside authority	Cooperation, with overt threats by outside authority if refused	Voluntary and cooperative responses by the primary parties
--	---	--	---	--

In resolving conflicts and offenses, we	Discourage constructive, direct dialogue, either directly or indirectly	Usually discourage constructive, direct dialogue, either directly or indirectly	Sometimes encourage constructive, direct dialogue in a safe, supportive environment	Usually encourage constructive, direct dialogue in a safe, supportive environment
---	---	---	---	---

PRINCIPLE:

10. Restorative justice authorities provide oversight, assistance, and coercive backup when individuals are not cooperative.

ASSESSMENT:

In resolving conflicts and offenses, outside authorities use coercive power	Always	Usually	Sometimes	Only as a last resort
In resolving conflicts and offenses	Outside authorities make all of the decisions, which are final	Usually outside authorities make all of the decisions, which are final	Sometimes outside authorities assure that problems are constructively addressed by the parties and the community has the opportunity to participate	Usually outside authorities assure that problems are constructively addressed by the parties and the community has the opportunity to participate

PRINCIPLE:

11. Restorative justice is measured by its outcomes, not just its intentions. Do victims emerge from the restorative justice response feeling respected and safe? Are participants motivated and empowered to live constructive and civil lives? Are they living in the community in a way that demonstrates an acceptable balance of freedom and responsibility? Are responses by authorities, community, and individuals respectful, reasonable, and restorative for everyone?

ASSESSMENT:

When conflicts and offenses have been dealt with, all parties have a feeling of	Strong disrespect and sense of injustice	Dissatisfied, but resigned acceptance	Moderate satisfaction	Strong sense of empowerment accountability and responsibility
When conflicts and offenses have been dealt with,	Offended parties feel disrespected , unsafe and needs have not been met	Sometimes offended parties feel disrespected , unsafe and needs have not been met	Sometimes offended parties feel safe, respected and needs have been met	Usually offended parties feel safe, respected and needs have been met
When conflicts and offenses have been dealt with,	Offenders feel disrespected , unsafe and needs have not been met	Sometimes offenders feel disrespected , unsafe and needs have not been met	Sometimes offenders feel safe, channels for repair, re-entry to community are clear, respectful, and reasonable	Usually offenders feel safe, channels for repair, re-entry to community are clear, respectful, and reasonable
When solutions are reached, how well do the opposing parties accept and implement them?	Strong covert resistance except by victor	Some overt acceptance; appreciable covert resistance except by victor	Overt acceptance; some covert resistance except by victor	Overt and covert acceptance; full implementation sought
Do the solutions reached result in favorable cooperative attitudes among the opposing parties or in continued or increased hostility?	Increased hostility	Continued hostility; few favorable cooperative attitudes	Relatively favorable, cooperative attitudes on part of some; lingering hostility on the part of others	Favorable, cooperative attitudes prevail generally

PRINCIPLE:

12. Restorative justice recognizes and encourages the role of community organizations, including the education and faith communities, in teaching and establishing the moral and ethical standards that build up the community.

ASSESSMENT:

In resolving conflicts and offenses, part of the process includes educating all parties on the moral and ethical standards of the community.	Never happens	Sometimes happens	Usually happens	Is considered a critical element of resolution
--	---------------	-------------------	-----------------	--

This assessment was designed by the Restorative Justice Framework Committee of Fresno County, California. The members of the committee are Ron Claassen (Co-director, Fresno Pacific University Center for Peacemaking and Conflict Studies), Phil Kader, Fresno County Probation Department), Charlotte Tilkes (Fresno County Sheriff's Department), and Douglas E. Noll, Esq. (Attorney, Peacemaker).

This assessment version is September 2001. Comments and questions may be directed by email to the committee members:

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Restorative Justice Class Exam

Part I (5 points each)

True False

- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1. Mediators take sides. |
| <input type="radio"/> | <input type="radio"/> | 2. Mediation is confidential. |
| <input type="radio"/> | <input type="radio"/> | 3. A mediator is the same as a judge. |
| <input type="radio"/> | <input type="radio"/> | 4. Witnesses are very important in mediation. |
| <input type="radio"/> | <input type="radio"/> | 5. The goal of mediation is to resolve a conflict fairly. |
| <input type="radio"/> | <input type="radio"/> | 6. The mediator tells the disputants how to resolve their conflict fairly. |
| <input type="radio"/> | <input type="radio"/> | 7. Feelings are important in mediation. |
| <input type="radio"/> | <input type="radio"/> | 8. A mediator finds out who's at fault in the conflict. |
| <input type="radio"/> | <input type="radio"/> | 9. Someone usually comes out a loser in mediation. |
| <input type="radio"/> | <input type="radio"/> | 10. You need a lawyer for a mediation. |

Part II (2 points each)

Multiple Choice

1. The Student Accountability Board is set up for the purpose of
 - a. Utilize community and school resources to help meet needs and solve problems of students
 - b. Justice is a philosophy and practice based on the idea of taking **responsibility for actions** that have **hurt or harmed** someone else and/or him or herself. The goal of a restorative justice oriented discipline approach is to keep schools **safe and orderly**, while also helping students **learn** from their **mistakes** and limit their time out of school due to behavior problems. Restorative Justice is based on the belief that wrongdoing is best addressed through group processes that allow affected and responsible parties to identify harm, take responsibility and come up with a plan to repair the harm.
 - c. Both A and B
 - d. None of the above
2. The number of students that make up Student Accountability Board groups are
 - a. 4-6
 - b. 12-13
 - c. 25-30
 - d. 18-20
3. The first step in the mediation process is to
 - a. Ask the referred student what happened

- b. Give the consequence
 - c. Welcome the referred student to the mediation process and give purpose and introductions.
 - d. Sign a Behavioral Contract
4. When looking at the role assignments within the group for Student Accountability Board, select the appropriate order.
- a. Student 1, Student 3, Student 4, Student 2, Student 5 and 6
 - b. Student 1, Student 2, Student 4, Student 5, Student 3 and 6
 - c. Student 1, Student 2, Student 3, Student 4, Student 5 and 6
 - d. Student 1, Student 6 and 5, Student 4, Student 2, Student 3
5. The responsibility of the greeter is to
- a. to greet the referred student when they arrive, direct them to the receptionist for further instruction.
 - b. to greet the referred student when they arrive and assign them to a group.
 - c. to greet the referred student and find out why they are here.
 - d. to greet the referred student and give them a consequence.

Part III Performance (40 points)

Demonstration of Student Accountability Board Session.



Menu of Consequences

Rubric for Consequence



Student Name: _____ Student Number: _____

Directions: Select a consequence then put a due date and check below.

1. Tardies

Letter of apology

- State need to be on time
- 3 paragraphs
- Proper grammar / punctuation

After School Detention

Tardy Contract

PowerPoint on Tardiness

- 5 Slides
- Topic: "Effect of Tardiness on Grades"

Parent Conference

(Date Due _____)

2. Use of Profanity

"Recreating My Expression Appropriately"

- Summary of how to express yourself using level 3 and 4 vocabularies from the *Depth of Knowledge* chart
- Student must look up chart in order to complete assignment
- Underline/ Highlight/ **Bold** all high-level words used

Leading the Charge Essay

- Topic: "What I will do to lead the charge and improve the culture of Englewood High School"
- 2 Paragraphs

(Date Due _____)

3. Skipping

PowerPoint of Safety

- Topic: "The Importance of Safety"
- "Ensuring Safety"
- "Effects of Skipping"

-5 Slides

Essay on Safety

- Topic: "The Importance of Safety"

"Ensuring Safety"

"Effects of Skipping"

-1 Page Summary

Parent Conference

(Date Due _____)

4. Walking Out of Class

Community Service

-Campus Cleanup

-Volunteer in Classroom

-Make Motivational Posters

Verbal Apology to Teacher / Student

(Date Due _____)

5. Disrespectful Behavior Schoolboard Authority

Community Service

Verbal Apology

Essay About: "How Did My Actions Effect the Victim"

"How Did My Actions Effect School Culture"

After School Detention

Parent / Teacher Conference

PowerPoint

-5 Slides; 2 additional slides on how to handle disrespect differently (if disputant felt disrespected)

-Topic: "The Importance of Mutual Respect"

"Appropriate Communication Skills"

Parent/Student Conference (Using Full Service Counseling Resources)

(Date Due _____)

6. Verbal Argument

Essay on Anger Management

-1 Page Summary

Campus Cleanup

(Date Due _____)

Englewood High School

Nonviolence Pledge



"Making peace must start within ourselves and in our school. As a student Englewood High School, on this day, _____ (date), commit myself as best I can to becoming a nonviolent and peaceful person. I pledge to:

- Acknowledge and Respect Self and Others
- To respect ourselves, to affirm others and to avoid uncaring criticism, hateful words, physical attacks and self-destructive behavior.
- Communicate Better To try to think before we speak, to look for safe ways to express our feelings honestly and to work at solving problems peacefully.
- Listen To listen carefully to one another, especially those who disagree with us, and to consider others' feelings and needs.
- Forgive To make amends when we have hurt another, to forgive others, and to keep from holding grudges.
- Be Courageous To practice nonviolence at home, at school and in the community, to stand with others who are treated unfairly or disrespectfully, and to speak out against injustice.
- When we have trouble keeping true to any of these principles, or when we find ourselves in conflict that we are unable to move past, we will seek the support and assistance of others, such as the trained peer

Signed: _____ Student Number: _____

Inappropriate Use of Language (Profanity) Contract

You have been instated to this contract due to a constant use of profanity. This contract is to serve as a reminder of your inappropriate use of language. You must learn how to express yourself in a manner that will show your maturity in choosing words that are suitable for the learning environment and to follow school protocol.

I, _____, understand and will not use inappropriate language again. It will be my responsibility to talk to the teacher under whose care I am assigned at the time, to find a way to resolve my issue. In accordance with the Duval County School Board policies, I will practice to improve and extend my vocabulary when trying to express myself.

By signing this, I accept that if I violate this agreement, worst consequences will be imposed.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

RAMS



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On-Campus Skipping Contract

Leaving a designated area to go somewhere that you have not been permitted to stay, is considered a school offense. You have been issued this contract because you have been caught loitering your un-assigned area, or "skipping." If you are in any danger, the school will be responsible for your safety.

I _____ understand that leaving school campus is a punishable offense and solemnly swear never to leave your designated area again. On this day, you have agreed that if you are caught skipping during school without administrative permission; there will be dire consequences.

By signing this, I accept that if I violate this agreement, worst consequences will be imposed.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

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Off-Campus Skipping Contract

Leaving school grounds without administrative permission is considered a school offense, and makes our public school liable to you and anyone else if anything were to occur to you during school hours. You have been issued this contract for violation school rules, and leaving off-campus without permission. This is a contract; in which you agree to the terms below:

I _____ understand that leaving school campus is punishable offense and solemnly swear never to leave campus again. On this day, you have agreed that if you are caught leaving school grounds without permission; there will be dire consequences:

- Parent Shadow
- ISSP (In School Suspension)

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

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Walking Out of Class Contract

You have been instated to this contract due to constantly walking out of class. This contract is to serve as a reminder of your agreement to follow school protocol.

I, _____, understand and will not walk out of class again. It will be my responsibility to talk to the teacher under whose care I am assigned at the time, to find a way to resolve my issue. I will abide with the Duval County School Board policies.

By signing this, I accept that if I violate this agreement, worst consequences will be imposed.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

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NO FIGHT CONTRACT

As of (Date) _____, we (student names) _____

agree not to fight or entangle ourselves in any acts that may lead to a fight or harassment with the parties of this treaty. We realize that fighting and harassment does not resolve issues; it only maximizes the potential of unnecessary consequences to occur. Being that we, (student names) _____,

in good faith, are trying to keep the peace with parties of this agreement, we are willing to walk away from this incident with reflections on how to prevent this from happening again.

The two parties of this agreement realize that the world is made of various groups that allow them to grow into self-actualized individuals. Rumors are the essence of confusion; therefore we will not listen nor partake in them.

We are aware that if we violate this agreement, **WE WILL BE SUSPENDED FROM SCHOOL, POSSIBLY REFERRED TO GRAND PARK AND/OR ARRESTED.**

Parties of this Contract are listed below along with their signatures.

On this day, (date of conference) _____, a conference was held with the parties listed below. They all understand that at minimum, each student will be suspended if any infraction occurs that is related to harassment, bullying, fighting, and/or instigating an incident. This will also act as a behavior contract in the chance that the student receives another referral within a month of the date above.

All Parties will write their names and sign below:

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Student Name: _____ Signature: _____

Administrator's Signature: _____

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Verbal Argument Contract

I, _____, agree not to engage in any arguments which will cause disruption to the learning process and/or curse or insult anyone with both verbal and/or non-verbal abusive language.

I understand that my behavior should be exemplary of that of a student with high values and consideration of others.

By signing this, I accept that if I violate this agreement, worst consequences will be imposed.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

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Disrespectful Behavior

I _____, will agree to respect school authority such as teachers, administrators, and staff. I will take charge of my behavior of displaying positive attributes which will improve and enhance the school culture of Englewood. I will make better choices. If there comes a situation where I know I would respond in a negative way, I will, stop, calm down, and think before I respond in such a way that is unacceptable. If I compromise this agreement, I will be referred to my guidance counselor and parental contact may be necessary.

By signing this contract, I accept the penalty that will be imposed for violating this agreement and/or the worst consequences will be imposed.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor / Mediator Signature: _____

Date: _____

RAMS



Have Pridel

Dress Code Violation Contract

You have been instated this contract due to an excessive amount of dress code violations that have accumulated over a period of time. You have shown no interest in correcting your choice of clothing. This contract will be served as a medium to prevent any further dress code violations to come henceforth. If you were to break this contract at any given point while this contract is still active, there will be severe consequences such as:

- Essay/ Power Point
 - "Proper Clothing in School"
 - "The Importance of Following Dress Code"
 - "My Dress Code Distractions"
- In School Suspension
- Parental Conference

I _____, understand and will take initiative to prevent any further dress code violation.

Student Signature: _____

Date: _____



Rams Lead the Charge!!

Tardiness Prevention Contract

You have been instated this contract due to an excessive amount of tardiness that has accumulated over a period, or have shown no interest in attending class punctually. This contract will be served as a medium to prevent any tardiness to come henceforth. If you were to break this contract at any given point while this contract is still active, there will be severe consequences such as:

- After-School Detention
- In-School Suspension (ISSP)
- Parental Notification/ Parental Conference
- Parental Shadow

I, _____, understand and will take initiative to prevent tardiness from becoming a habit whilst being within school-grounds. If you feel that attending your classroom punctually is inevitable, it will be the student's responsibility to talk to their teacher/faculty member that is under the Duval County School Board to resolve this issue.

Student Print: _____

Student Signature: _____

Date: _____

Restorative Justice Counselor Signature: _____

Date: _____

RAMS



Have Pride!

Restorative Justice Disputants Roster Quarter 2 & 3

Off-Campus Skipping-Out		Campus Skipping-Out	Profanity-P	Verbal Agreement-VA	Fairness-F	Dress Code-DC	Completed
First Name	Last Name	Student #	Date Assigned	Attended	Consequence	Completed	
1		10197036	10/17/2017	Refusal		Completed	
2		20029600	04-Dec	Refused		Completed	
3		11934312	11/13/2017	wd	Withdrawn	Withdrawn	
4		20014887	11/02/2017	Withdrawn		Completed	
5		115652419	10/25/2017	yes	Contract Profanity	Completed	
6		12089793	07-Dec	yes	OCS/contract	Completed	
7		12089793	09-Jan	yes	SC	Completed	
8		10555126	10/23/2017	yes	VA	Completed	
9		8414054	11/21/2017	yes	VA/DB	Completed	
10		8414054	11-Dec	yes	OCSC	Completed	
11		10597300	11/28/2017	yes	FC	Completed	
12		12010344	28-Nov	yes	DB/WOC	Completed	
13		20048129	11/09/2017	yes	Skipping contract	Completed	
14		10560126	30-Nov	yes	SC	Completed	
15		11787157	04-Dec	YES	WOC CONTRACT	Completed	
16		10702850	11/08/2017	yes	OBC	Completed	
17		20018644	11/29/2017	yes	DBC	Completed	
18		10272516	11/06/2017	yes	DBC	Completed	
19		10272516	12/07/2017	yes	Disrespectful	Completed	
20		20043433	11/21/2017	YES	TC	Completed	
21		8184285	10/31/2017	yes	OCS/contract	Completed	
22		10648053	11-Jan	yes	DB	Completed	
23		10339695	11/16/2017	yes	CWO	Completed	
24		10632156	11/17 & 21/2017	Yes	DB & TC	Completed	
25		10632156	07-Dec	yes	SC	Completed	
26		10339695	11/16/2017	yes	WOC CONTRACT	Completed	
27		8425704	04-Dec	YES	WOC CONTRACT	Completed	
28		20040404	10/20/2017	Yes	Contract	Completed	
29		10223717	09-Jan	Yes	OCS	Completed	
30		10473650	11-Dec	yes	WOC CONTRACT	Completed	
31		10324077	11/14/2017	YES	IJLS	Completed	

32				10282317	11/02/2017	yes	WOC CONTRACT	Completed
33				10282317	21-Nov	yes	TC	Completed
34				10292910	11/09/2017	yes	VA Contract	Completed
35				10292910	04-Dec	YES	OCS/contract	Completed
36					10/18/2017	yes	Power point	Completed
37				10837516	11/20/2017	Yes	BC	Completed
38				1662566	11/21/2017	YES	TC	Completed
39				10837516	09-Jan	YES	DB	Completed
40				10568954	10/31/2017	YES	WOC CONTRACT	Completed
41				10477776	10/17/2017	Yes	Verbal Apology	Completed
42				20030922	11/21/2017	YES	TC	Completed
43				8514556	11/08/2017	Yes	DBC	Completed
44				11893807	11/21/2017	YES	SC	Completed
45				10659688	10/20/2017	yes	Verbal Apology	Completed
46				10289676	10/23/2017	yes	VA	Completed
47					10/18/2017	yes	Fighting contract	Completed
48				11701976	11/21/2017	YES	TC	Completed
49				8052615	11/09/2017	Yes	DB	Completed
50				10762508	10/30/2017	Yes	VA	Completed
51				10762508	11/17/2017	yes	TC/OCS	Completed
52				10620433	11/14/2017	YES	OCS/contract	Completed
53				10620433	28-Nov	YES	OCS/contract	Completed
54				10266294	10/30/2017	Yes	DB Contract	Completed
55				10804714	13-Dec	Yes	DB	Completed
56				10804714	13-Dec	yes	DB	Completed
57				20039479	10/23/2017	yes	DB/contract	Completed
58				12316352	11/21/2017	YES	TC	Completed
59				8441867	11/14/2017	YES	WOC CONTRACT	Completed
60				20041818	10/20/2017	Yes	Essay on safety	Completed
61				10316412	10/31/2017	yes	VA	Completed
62				8494413	10/31/2017	Yes	Tardy contract	Completed
63				8494403	11/21/2017	YES	TC	Completed
64				8522021	28-Nov	YES	TC	Completed
65				8475626	10/17/2017	Yes	DB/contract	Completed

66				8048779		10/23/2017	yes	Profanity Contract	Completed
67				804779		20-Dec	Yes	DBC	Completed
68				11041514		10/31/2017	yes	VA	Completed
69				8414971		11/15/2017	YES	WOC CONTRACT	Completed
70				8129793		10/31/2017	yes	DB	Completed
71				10287860		11-Dec	YES	WOC CONTRACT	Completed
72				20030898		10/26/2017	yes	DB/contract	Completed
73				10963494		04-Dec	YES	OCS/contract	Completed
74				10963494		12-Dec	yes	No Fight Contract	Completed
75				10963494		10-Jan	yes	DB	Completed
76				20035807		30-Nov	YES	DB	Completed
77				12598819		10/19/2017	Yes	OCS/contract	Completed
78				12598819		11/17/2017	yes	Walking Out Contract	Completed
79				20016006		10/25/2017 & 11/2	yes	OCS/contract	Completed
80				12587614		11/16/2017	yes	WOC CONTRACT	Completed
81				10327476		10/20/2017	yes	VA	Completed
82				10728996		10/18/2017	yes	Parent Conference	Completed
83				8204018		11/21/2017	YES	TC	Completed
84				11780087		20-Dec	YES	DB	Completed
84				10635902		11/13/2017	Yes	WOC CONTRACT	Completed
86				10635902		04-Dec	yes	OCS/contract	Completed
87				10370898		30-Nov	yes	TC	Completed
88				10723971		09-Jan	Yes	SC	Completed
89				1054287		11/09/2017	Yes	PC	Completed
90				10177665		11/17/2017	yes	DB Contract	Completed
91				10177656		12/7, 13	yes	NF, OCS,DB	Completed
92				106022803		11/20 & 21/2017	yes	TC/DB	Completed
93				10729788		06-Dec	YES	OCS/contract	Completed
94				10729788		18-Dec	yes	WOC CONTRACT	Completed
95				20042387		28-Nov	YES	DB	Completed
96				10577369		10/27/2017	yes	PC	Completed
97				8168676		20-Dec	Yes	DB	Completed
98				8097412		10/31/2017	yes	Profanity Contract	Completed
99				10659902		11/02/2017	yes	WOC CONTRACT	Completed

100				10659902		11/14/2017	Yes	VA	Completed
101				20030793	11/2 & 10/31		yes	OCS/contract	Completed
102				8484511		10/26/2017	yes	Contract/VA	Completed
103				8484571		10/30/2017	YES	BC	Completed
104				10744886		10/31/2017	YES	ESSAY on safety	Completed
105				8478877		11/15/2017	YES	OCS/contract	Completed
106				8478877		14-Dec	Yes	OCS	Completed
107				8478877		14-Dec	Yes	OCS	Completed
108				10547842	10/24 & 11/2/2017		Yes	OCS/contract	Completed
109				10547842		30-Nov	yes	SC	Completed
110				20033048	10/30 & 10/31		yes	OCS/contract	Completed
111				10614865		07-Dec	YES	DB	COMPLETED
112				10694917		11/15/2017	YES	SC	Completed
113				11372943		11/16/2017	YES	BC	Completed
114				8497802		10/20/2017	yes	Contract	Completed
115				20011422		11/14/2017	yes	DBC	Completed
116				20010590		10/18/2017	yes	Tardy contract	Completed
117				10276160		06-Dec	YES	TC	Completed
118				10717817		10/23/2017	Yes	DB/contract	Completed
119				10717817		11/13/2017	YES	IJLS	Completed
120				20035596		10/18/2017	yes	Verbal Apology	Completed
121				20015977		10/17/2017	Yes	DB/contract	Completed
122				10906246		30-Nov	yes	SC	Completed
123				10835965		08-Dec	YES	SC	Completed
124				11543048		10/23/2017	yes	VA	Completed
125				20015396		11/01/2017	yes	DC/contract	Completed
126				20043011		10/19/2017	yes	OCS/contract	Completed
127						10/18/2017	Yes	Essay on safety	Completed
128				20010177		07-Dec	Yes	VA	Completed
129				10757797		10/18/2017	yes	PP on safety	Completed
130				10931319		10/25/2017	yes	Walking out C	Completed
131				10903151		10/18/2017	yes	Verbal Apology	Completed
132				8398695		28-Nov	yes	TC	Completed
133				20043269		11/09/2017	Yes	OCS/contract	Completed

134				20043269	10/18/2017	Yes	Verbal Apology	Completed
135				20043269	28-Nov	YES	SC	Completed
136				10609725	11/09/2017	yes	DBC	Completed
137				12193884	10/26/2017	Yes	Essay on safety	Completed
138				12229167	07-Dec	YES	OCS/contract	COMPLETED
138				20013655	10/20/2017	yes	Contract	Completed
140				20001205	11/08/2017	yes	DB Contract	Completed
141				10914620	28-Nov	YES	TC	Completed
142				10668358	10/31/2017	YES	VA/SKIPPING CON	Completed
143				11934072	10/17/2017	yes	VA	Completed
144				10683555	11/15/2017	YES	OCS/contract	Completed
145				10683555	07-Dec	YES	OCS/contract	COMPLETED
146				11934072	11/15/2017	YES	VA	Completed
147				11934072	10/30/2017	Yes	VA Contract	Completed
148				11934072	11/20/2017	YES	SC	Completed
148					10/20/2017	yes	Contract	Completed
150				8425738	28-Nov	YES	TC	Completed
151				12475596	07-Dec	yes	DB	Completed
152				10477412	11/08/2017	Yes	DB Contract	Completed
153				20056902	11/09/2017	YES	Skipping contract	Completed
154				20056402	10/18/2017	yes	Skipping contract	Completed
155				20051908	11/08/2017	Yes	Pcontract	Completed
156				11191640	10/20/2017	yes	VA	Completed
157				10847044	10/17/2017	Yes	DC/contract	Completed
158				10651693	11/08/2017	YES	OCS/contract	Completed
159				10630093	10/24/2017	Yes	OCS/contract	Completed
160				10630093	11/16/2017	yes	VA	Completed
161				10630093	28-Nov	YES	TC	Completed
162					10/18/2017	yes	PP on safety	Completed
163				10112340	10/20/2017	Yes	Contract	Completed
164				10325413	11/09/2017	yes	Refused	Completed - Refused
165				12235453	27-Nov	YES	DBC	Completed
166				10522050	04-Dec	yes	OCS/contract	Completed
167				10522050	07-Dec	yes	DB	Completed

168			10342038	10/20/2017	Yes	Contract	Completed
169			20056033	13-Dec	Yes	DB	Completed
170			20056033	11/08/2017	Yes	OCS/contract	Completed
171			103162006	28-Nov	YES	TC	Completed
172			8438004	07-Dec	yes	OFFCS/contract	Completed
173			10645935	10/20/2017	yes	Skipping contract	Completed
174			10645935	10/31.2017	Yes	OCS/contract	Completed
175			20058724	09-Jan	YES	DB	Completed
176			11443066	10-Jan	YES	WOC CONTRACT	Completed
177			10530319	06-Dec	YES	NF	Completed
178			10661700	11/08/2017	YES	DBC	Completed
179			10221562	10/20/2017	yes	DB/contract	Completed
180			11165297	10/17/2017	yes	Verbal Apology	Completed
181			10631984	07-Dec	YES	DB ONTRACT	Completed
182			1062341	10/18/2017	yes	profanity contract	Completed
183			20041185	14-Dec	yes	WOC CONTRACT	Completed
184			10570059	10/31/2017	yes	DBC	Completed
185			10321818	11/06/2017	Yes	DB contract	Completed
186			10992808	10/23/2017	yes	Skipping contract	Completed
187			20056033	11-Jan	yes	DB	Completed
188			10796647	10/19/2017	Yes	OCS/contract	Completed
189			10796647	11/13/2017	Yes	PC	Completed
190			10847085	10/17/2017	yes	Volunteer in class	Completed
191			10847085	10/25/2017	Yes	WOC CONTRACT	Completed
192			10796647	28-Nov	YES	TC	Completed
193			10847085	28-Nov	YES	TC	Completed
194			8501512	20-Dec	Yes	DB	Completed
195			10480861	10/23/2017	Yes	VA	Completed
196			20042387	10/18/2017	Yes	Contract	Completed
197			10581957	10/25/2017	yes	DB/contract	Completed
198			20009472	10/20/2017	Yes	No Fight	Completed
199			2009472	06-Dec	YES	OSC	Completed
200			10194140	11/08/2019	Yes	No Fight Contract	Completed
201			1084718	10/18/2017	yes	Essay on safety	Completed

202			10840718	11/08/2017	yes	Skipping contract	Completed
203			10304020	10/26/2017	Yes	Walking out	Completed
204			10938843	10/20/2017	yes	Contract	Completed
205			10938843	11/14/2017	yes	WOC CONTRACT	Completed
206			10938843	09-Jan	yes	DBC	Completed
207			10915593	11/06/2017	yes	OCS/contract	Completed
208			20029609	10/25/2017	Yes	DB/contract	Completed
209			10513232	11/09/2017	YES	DBC	Completed
210			10324770	10/31/2017	yes	DC/contract	Completed
211			10645430	11/08/2017	YES	PROfanity Contract	Completed
212			8426579	11/09/2017	YES	VA Contract	Completed
213			8426579	11/21/2017	YES	VA	Completed
214			10350379	11/14/2017	yes	DB	Completed
215			11174729	10/25/2017	yes	VA	Completed
216			11055662	11/16/2017	Yes	DB	Completed
217			20037187	11-Jan	Yes	OCS	Completed
218			10555126	18-Dec			
219			10821064	11-Dec			
220			12485561	09-Jan			
221			8373284	11-Jan			
222			20010590	11-Jan			
223			11174729	11-Jan			
224			20015977	16-Jan	yes	DBC	Completed
225			10659688	12-Jan	yes	WOC CONTRACT	Completed
226			10156867	11-Jan			
227			20010590	18-Jan			
228							

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Orientation	Course #	Course Name: Research II	Unit Name: Setting the Stage	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

- To provide orientation to Restorative Justice

Objective(s):

- To introduce mediation.
- To have students become acquainted with each other.
- To create a friendly environment

Essential Question (s):

- What does the word respect mean? Why is it important to show respect, to listen without interrupting and to ask questions if something is not clear? What does speaking clearly mean?

Bell Ringer:

- Write a one paragraph summary about what you think Restorative Justice means.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Lesson Vocabulary: Conflict, mediation, mediator, resolution, resolve, respect, Adjudication, adversary, confidential, disputants, neutral, win/lose, win/win

Student Will: (Text Pgs. T1-3, S1-5) *Mediation Getting To Win/Win!* by Fran Schmidt

pg. 1 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Students will use the student workbook as a guide for lessons

- Review The Video – Getting to WINWIN VIDEO 22 MINUTES, First viewing

Complete the lesson activities 1-3

Lesson 1 Getting started, review the standard vocabulary words listed above.

Lesson 2 Name String

Lesson 3 Mediation Not a Trial

PPT – What Is Restorative Justice, Students will take Cornell Notes on PPT.

Closing:

- Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 2 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4, and 8

School Level: HS	Lesson Name: Conflicts/Conflict Resolution	Course #	Course Name: Research II	Unit Name: Understanding Conflict	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

- For Students to Understand the Meaning of Conflict.

Objective(s):

- To identify reasons why people, argue and fight.
- To identify common methods used to handle conflicts
- To introduce rules for Fighting Fair poster
- To demonstrate how the rules for Fighting Fair apply to mediation
- To teach student that both people can experience a positive outcome in a conflict

Essential Question (s):

- Do you think that there should be rules for fighting? Explain
- Describe what you think are trigger conflicts.
- Think about your emotions and what you feel during a conflict.

Bell Ringer:

- Write a paragraph explaining a time when you had a conflict.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Standard Vocabulary: Body Language, escalate, perception, trigger

Student Will: (Text Pgs. T 7-11, S 10-13) Mediation Getting To Win/Win! by Fran Schmidt

pg. 3 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Students will use the student workbook as a guide for lessons

Complete the lesson activities 6 - 8

- Lesson 6 Watch Where You Are Going S P. 10-11
- Lesson 7 Conflict Clues/The Hassle Line S p. 12 – 13 – Role Play
- Finish PPT On What is Restorative Justice – Finish taking Cornell Notes
- Win-Win Solutions Activity 97
As the group, can you think of a time you had a problem with someone and you worked it out so that you both felt good?"

Tell them:

Many people think that, in a conflict, one person has to win and the other has to lose. But if both people work together, they can come up with a win-win solution that satisfies both of them.

Suppose you and your brother or sister each like a different TV show that's on at the same time. Here are three possible outcomes:

1. The bigger or louder person watches what he or she wants.
2. A parent comes and turns off the TV and no one gets to watch.
3. One person watches the show he or she wants, and then it is the other person's turn to choose the next show. The next day, the person who went second in choosing the show gets to go first.

In the first example, one of you wins and one of you loses. In the second example, you both lose. In the third example, there is a compromise where each person gives a little and gets a little. That's a win-win solution.

Distribute Activity Sheet 97, after it is completed, have the students talk about their win-win solutions.

Home Learning: To review and practice what you have learned today.

Closing: Rules for Fighting Fair help students to deal with their conflict fairly and without blame. Body language can tell us much more than words how disputants are feeling. It is important for a disputant to put himself/herself in the other person's shoes and share their feelings.
Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Effective Listening	Course #	Course Name: Research II	Unit Name: Communication Skills	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

- For students to understand the importance of good communication.

Objective(s):

- To differentiate between good and poor listening behaviors.
- To improve communication skills.
- To show that messages can be distorted.

Essential Question (s):

- Discuss the consequences of not listening.
- Assess your personal listening skills.
- Explain why you think people have difficulty communicating clear.

Bell Ringer:

- Explain a time when you have had difficulty listening. Discuss with a partner. (Turn and Talk)

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non- defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non- judgmental	Respectful

Standard Vocabulary: Self-esteem, clarify, communicate, respect

Student Will: (Text Pgs. T 12- 16, S 14-16) Mediation Getting To Win/Win! by Fran Schmidt

Students will use the student workbook as a guide for lessons

Discussion activities:

pg. 5 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

- Lesson 9 Listening Behaviors - practice listening behaviors, discuss what is listening, how do we know that someone is really listening to us? How do you feel when someone does not listen to you?
- Lesson 10 If I Had A Million Dollars
- Lesson 11 Effective Listening
- Practice different activities on listening. Role Play
- Do You Hear What I Hear? 8 Activities to Improve Listening Skills – Secondary:
<http://busyteacher.org/14387-how-to-improve-listening-skills-8-activities.html>
- Active Listener – How to be a great listener video –Secondary:
https://www.youtube.com/watch?v=z_rNd7h6z8

Home Learning: To review and practice what you have learned today.

Closing: Students must understand that words mean different thing to different people. It is important to show good listening behaviors. This means looking at the person who is talking, sitting still, and not interrupting. People who feel that they are listened to express themselves more openly. Good listening encourages and respect and trust.

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Listening/ Emotional communication, Social Awareness and communication/Self Control	Course #	Course Name: Research II	Unit Name: Effective Listening	Days: 2
Quarter:	Start Date:	End Date:			

Standard(s):

- To understand the importance of good listening.

Objective(s):

- To help students understand that listening is a two-way street.
- To teach students the difference between just hearing and actually listening.
- To teach students to take turns talking and listening during a conversation

Essential Question (s):

- Explain what happens when we don't listen to each other.

Bell Ringer:

- Was there ever a time when you did not feel that anyone was listening to you or what you had to say? Explain

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

pg. 7 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Student Will:

Day 1

Discuss with students the reading below:

Listening: A Two-Way Street

Listening skills are much more complex than most people realize, involving both an intellectual and emotional give-and-take. These skills are essential for effective social communication, which is like a dance that requires both participants to be in step.

Many children are so focused on making their own points in a conversation that they don't take the time to consider the thoughts, feelings, and needs of others. When children dominate conversations with their peers, they are frequently seen as bossy, selfish, or aggressive.

Adults, naturally are concerned when children are poor listeners. They expect children age five and up to be able to comprehend what they are saying and to respond or behave appropriately. Unfortunately, more often than not, children do not meet this expectation. Many children today don't seem to listen and respond appropriately to adults, and they typically begin to be characterized as willful or oppositional. If these problems persist, serious behavioral problems may follow.

There is no question that the ability to listen and respond appropriately is part of some children's innate temperament. But there is also strong evidence that children who do not have this ability innately can be taught the skill. Certainly, helping children learn and practice listening skills is a much more effective approach to improving behavior than reprimands and punishment.

In teaching children listening skills as part of a social skills program, it is also important to consider whether their problems in listening may be due to a learning disability or other undetected problem. Hearing screenings are typically done by schools as well as by pediatricians, and although not the typical reason why children are poor social listeners, hearing difficulties would be the first cause to rule out. Learning difficulties, including auditory processing and information processing problems, should also be ruled out. Finally, a diagnostician should consider whether there is a nonverbal learning disability that may be contributing to a child's listening problems. Although there is no standardized test to evaluate this problem, a protocol for determining if a nonverbal learning disability is part of the problem can be found in a book by Stephen Nowicki and Marshall Duke, entitled *Helping the Child Who Doesn't Fit In* (Peachtree Publishers, 1992)

Complete Activity 70

As the group to share their ideas on the differences between hearing and listening. Then Tell Them:

There's a big difference between hearing and listening. You can hear a train coming and you can hear a dog barking. You can hear a person speaking. But when that person is speaking are you really listening? You may just be hearing their words; if you are also listening to them, you are both hearing and understanding their words. (With a partner practice this idea)

Ask the group to suggest times when it's important to really listen instead of just hearing, such as:

- When a teacher is explaining homework
- When a friend is feeling sad and sharing their feelings
- When your mom is telling you how to cook something

After volunteers have shared their ideas, have them think of times when just hearing something is sufficient. For example, people can hear music or the wind blowing in the trees, without really thinking about what they are hearing. Then, ask them what would happen if people didn't really listen to each other.

Day 2

pg. 8 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Listening During a Conversation

Activity 71

Skill: Social communication, self-control

Ask the group why is it important to listen when they are having a conversation with someone. Brainstorm ideas and write them on the blackboard or a large sheet of the other person.

Tell them:

When you listen carefully while others speak, people feel that you are interested in what they have say. You may want to make a point, but it is important to use self-control and listen to the other person. Here are some important rules to follow:

- You should show interest in what the person is saying by facing her and maintaining eye contact.
- While she is speaking, think about what she's saying to you.
- If you agree with what she's saying, or want to show that you understand, you can nod your head.
- When she's finished speaking, ask a question or make a comment about what she said.

People want to feel that they are being heard and understood. When you are a good listener, people will see you as a caring, respectful person and they will connect with you more easily.

Distribute Activity Sheet 71. After the children complete it, ask them why they think certain pairs of kids are going to have as good conversation and others are not. For the pairs that are not, have group suggest responses that good listeners might make. Then, have children pair up and try to have conversations themselves, either independently or by bringing one pair to the front of the class at a time.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Activity 24 Asking Questions	Course #	Course Name: Research II	Unit Name: Questioning/ Communications	Days:
Quarter:	Start Date:	End Date:			

Standard(s): Questioning Skills/ Communication

Objective(s): To understand the importance of asking questions during a conversation

Essential Question (s): Explain ways in which you can communicate socially.

Bell Ringer: Write a paragraph about how you communicate effectively.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non- defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non- judgmental	Respectful

Student Will:

Introduction - Tell the group:

Asking questions is the best way to get as much information about a subject as possible. When you ask questions you show that you are interested in other people and you keep the conversation going. You will also learn things from people's answers that will make you a better friend.

For practice have the children turn to the person on their right. One of the two people secretly focuses on something in the room (e.g., the clock) and gives a clue, such as, "I'm thinking of something on the wall."

pg. 10 **Accommodations:** ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

The other person asks questions (e.g., "What color is it?" or "Which wall is it on." until she guesses the object.

Distribute Activity sheet 24 and have the same pairs of children practice asking questions

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Empathy	Course #	Course Name: Research II	Unit Name: Communication	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- For students to understand that empathy is a part of communication.

Objective(s):

- To teach children how to identify with, and understand, another person's feelings Skill: Empathy

Essential Question (s):

- What does it mean to "put yourself in another person's shoes?" Share examples of your experiences.

Bell Ringer:

- Have you ever shown empathy to someone? Explain.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

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Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
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Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Student Will:

Tell them:

When you put yourself in another person's shoes, you empathize with her. Empathy is the ability to understand another person's feelings as if they were your own. When we see and feel things the way other people do, we can get along better with them.

People who have empathy for other can feel sad with them, or happy for them, and so on. They know what it is like to feel that way. When children can understand another person's point of view and respect her feelings,

pg. 12 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

they are less likely to start fights and more likely to make friends easily. They are better by other children and more successful in school.

Distribute Activity sheet 38. In a discussion, the children can take turns choosing from the examples on the sheet, and/ or telling about times when they empathized with others...

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Effective Questioning	Course #	Course Name: Research II	Unit Name: Communication Skills	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

- For students to understand the importance of good communication.

Objective(s):

- For students to improve their questioning skills.

Essential Question (s):

- What do you think happens when your questions are not effective?
- Why should mediators avoid questions that blame?
- Why do mediators need to ask relevant questions?

Bell Ringer:

- Write a paragraph about what you think on this quote, "Asking the right question will yield the right response"

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

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Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
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pg. 14 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Standard Vocabulary: differentiate, paraphrasing

Student Will: (Text Pgs. T 17, S 18-19) *Mediation Getting To Win/Win!* by Fran Schmidt

Students will use the student workbook as a guide for lessons

Complete the lesson activities

- Lesson 14 Effective questioning p.18-19
- PPT practice of mediation on questioning – Role Play
- Review The Video – Getting to WINWIN VIDEO 22 MINUTES, second viewing
- "Successful people ask better questions and as a result get better answers"
- Common techniques:
 - Open and closed questions
 - Funnel Questions
 - Probing Questions
 - Leading Questions
 - Rhetorical Questions
- The Power of Effective Questioning - Secondary:
https://www.youtube.com/watch?v=1dO0dO_wmE
- Effective Questioning Techniques – Secondary:
<https://www.youtube.com/watch?v=ab7lYrigx7k>
- Probing Questions – Secondary:
http://changingminds.org/techniques/questioning/probing_questions.htm

Sample Prompting Questions/Topics for Circles

Please note: It is always important to carefully select which questions or topics to pose to the group depending on the needs of the group. The health of each member of the circle is always to be strongly considered.

*Be prepared and know that some of the circle prompts may bring up a lot of emotions for the circle members.

Getting Acquainted

- Share a happy childhood memory.
- If you could be a superhero, what super powers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- If you had an unexpected free day, what would you like to do?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face to face conversation with anyone, who would it be and why?

pg. 15 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself what would it be?

Exploring Values

- Imagine you are in conflict with a person who is important in your life. What values do you want to guide your conduct as you try to work out that conflict?
- What is your passion?
- What do you keep returning to in your life?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What change would you like to see in your community? What can you do to promote that change?
- A time when you acted on your core values even though others were not.

Storytelling from our lives to share who we are and what has shaped us (to build community)

Invite participants to share:

- A time when you had to let go of control
- A time when you were outside of your comfort zone
- An experience in your life when you "made lemonade out of lemons".
- An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you were in conflict with your parents or caregiver.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.

Relating to Curriculum:

- The best/worst thing about this science project is...
- The main character in the book we are reading is like/not like me when...
- These math problems make me feel...

pg. 16 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Additional Potential Circle Starters:

pg. 17 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

<ol style="list-style-type: none"> 1. I feel happy when... 2. I feel sad when... 3. I feel angry when... 4. I feel scared when... 5. I feel excited when... 6. I feel stressed when... 7. I feel alone when... 8. The scariest thing... 9. My favorite hobby... 10. My favorite pet... 11. My favorite food is... 12. My favorite T.V. show is... 13. My favorite weekend activity is... 14. My favorite song is... 15. My favorite sport is... 16. My favorite color is... 17. My favorite weather is... 18. Rain makes me feel... 19. Wind makes me feel... 20. Sunshine makes me feel... 21. I feel happy when... 22. I feel sad when... 23. I feel angry when... 24. I feel scared when... 25. I feel excited when... 26. I feel stressed when... 27. I feel alone when... 28. The scariest thing... 29. My favorite hobby... 30. My favorite pet... 31. My favorite food is... 32. My favorite T.V. show is... 	<ol style="list-style-type: none"> 33. My favorite weekend activity is... 34. My favorite song is... 35. My favorite sport is... 36. My favorite color is... 37. My favorite weather is... 38. Rain makes me feel... 39. Wind makes me feel... 40. Sunshine makes me feel... 41. Snow makes me feel... 42. Fog makes me feel... 43. Today I feel... 44. When I think of blue, I think of... 45. When I think of red, I think of... 46. When I think of green, I think of... 47. When I think of yellow, I think of... 48. When I think of black, I think of... 49. When I think of brown, I think of... 50. When I think of white, I think of... 51. If I were an animal, I would be... 52. If I were a famous actor/actress, I would be ... 53. If I were a famous athlete, I would be... 54. When I graduate from high school, I want to ... 55. When I become an adult, I want to... 56. When I start my career, I want to ... 57. I can't wait until... 58. Friends are ... 59. Families are... 60. Putdowns make me feel... 61. Appreciations make me feel...
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****This material is adopted from Kristi Cole and Paul Dedinsky's packet of Restorative Justice Practices, Milwaukee Public Schools. Safe Schools/Healthy Students.**

Home Learning: To review and practice what you have learned today.

Closing: Mediators use relevant questions and statements to seek out additional facts that will give a clearer picture of the situation. Mediators avoid using blooming questions, which tend to make people feel defensive and little to resolve the conflict.

Complete a 3- 2- 1 Reading Strategy of the day's activities+

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: The Mediation Process	Course #	Course Name: Research II	Unit Name: The Mediation Process	Days: 5
Quarter: 1	Start Date:	End Date:			

Standard(s):

To understand the mediation Process
To thoroughly understand the Communication and Effective Listening Process

Objective(s):

- To practice a simulated mediation session.
- To practice filling out a Mediation Report

Essential Question (s):

- What do you think the difficult part of mediation process?

Bell Ringer:

- Have you ever had a situation where you have had to use a mediator? Explain.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

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Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Standard Vocabulary:

Student Will: (Text Pgs. T 18, S 21-25;27, 30) Mediation Getting To Win/Win! by Fran Schmidt

Students will use the student workbook as a guide for lessons

Complete the lesson activities

Lesson 15 Ground Rules S. p. 20 - 25

Step One Dialogue

pg. 19 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Step one Mediation Process

Discuss what If....

Mediator Report Form S 26

Getting to WIN/WIN S 27

Quick Quiz S 30

- View the video and then practice

Student Accountability Board: <https://www.youtube.com/watch?v=BEUcOU6yVy8>

(The student accountability board is designed to encourage accountability by stressing the relationships inherent between individual actions and interventions)

The board is made up of 3-5 trained mediators that meet to counsel and determine appropriate consequences for student misbehavior)

The Peer Mediation Session

Starting Peer Mediation (2-5 minutes)

1. State all Norms and Rules

- Peer mediators will state a discourse before starting a case.

2. Introduction

- Peer mediators will introduce their selves along with the disputed students.
- Peer mediators will explain their role as a mediator.

Doing the Work of the Peer Mediation (10-15 minutes)

3. Questioning

- Peer mediators will ask empathic questions to find the root of a conflict between the two students.
- Peer mediators will listen for understanding

Ending of Peer Mediation (5 minutes)

4. Closure

- Mediators will assist the disputed students come to an agreement on the conflict.
- Mediators will ask what the disputed students think would be the best possible outcome for this particular conflict.
- Mediators will ensure a verbal or written agreement from both parties based on the conflict.

Restorative Justice

Schoolwide Implementation

1) Peer Mediation

- **Conflict Resolution**
- Mediators will help two students or groups of students resolve a conflict/dispute; with or without a referral
- Mediators face one another.
- Mediator is always closest to the door if they need to access help.

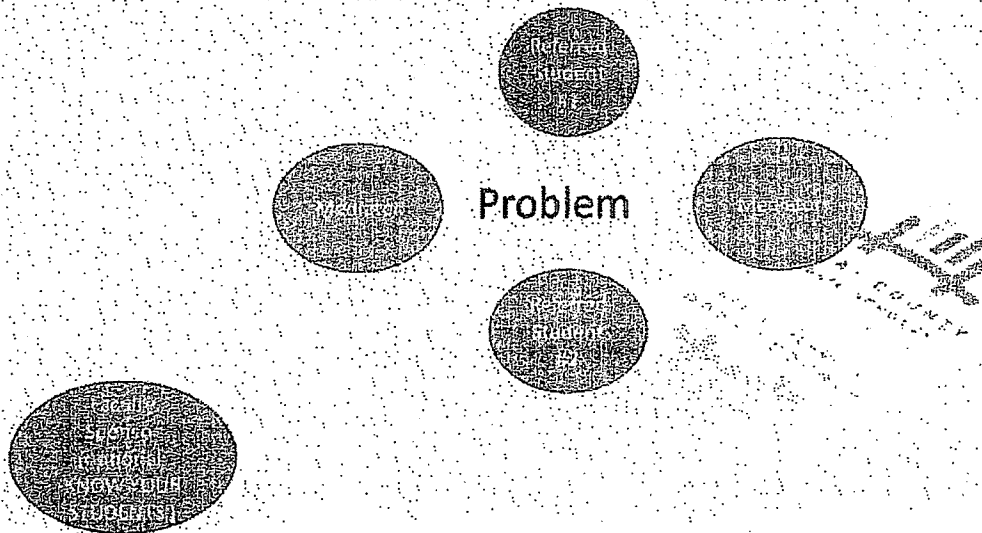
2) Student Accountability Board

- **Restitution**
- All parties participate in restorative dialogue, determine conditions of and sign agreement/restorative case plan.

3) Support Circle

- **Skill Building**
- Can be held for victim, offender or for topical issues such as skipping, profanity, cell phone use, etc...
- This circle may also be used as a consequence for the referred student targeting empathy skills from the Second Step curriculum.

Peer Mediation Physical Arrangement



Closing: Mediation is a difficult job and requires practice, responsibility, and a caring attitude. By playing the role of mediator; you will not only practice the skills you've learned but also gain a greater understanding of some of the difficulties that may come up doing a mediation. By playing the role of the disputant, you will develop empathy and gain greater understanding of conflict.

Complete a 3-2-1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: The Mediation Role Plays / Questins	Course #	Course Name: Research II	Unit Name: The Mediation Process	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

To understand the mediation Process

To thoroughly understand the Communication and Effective Listening Process

Objective(s):

- To practice dealing with conflicts from the perspectives of a mediator and of a disputant.

Essential Question (s):

- What do you think causes conflict?

Bell Ringer:

- Explain how you will deal with the conflicts that you have.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non- defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non- judgmental	Respectful

Standard Vocabulary: disputant

Student Will: Text Pgs. T 18-19, S 27, 30) *Mediation Getting To Win/Win!* by Fran Schmidt

Lesson 16 Mediation Role-Plays T 19-20 S 28, 29, 27

Ask students to fold their arms, unfold, fold and unfold three times. Ask which arm they put on top. Then ask them to fold and unfold with the "opposite" arm on top 2-3 times. Ask them how that felt (ex: uncomfortable, had to think, awkward, weird, "can't" do it). Then ask them to unfold and fold however they wanted. Most

pg. 23 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

will go back to original way. Discuss habits and how it feels when asked to "break" the habit. Point out that this is how the students will feel when handling their behaviors differently.

We're going to practice mediating some conflicts. Each person will get an opportunity to play the role of the "mediator" job and the role of the "disputant" It is the "mediator's" job to use the process and then ask open-ended questions if more information is needed.

1. Put four students in each group. Assign roles: Two mediators, Two disputants.
2. All groups will role-play the same conflict mediation session simultaneously
3. Assign **Mediator's Script** (S-28, S-29), which will help students conduct the mediation session. Read and discuss how to use the script properly. Encourage mediators to memorize the mediation procedure.
4. Assign one case at a time and tell each student which part he or she will role-play. Give disputants time to read the case and study only their role.

The mediators do not receive a copy of the case.

5. After each case ask mediators:

What kind of problems did you have?

Did the disputant follow the mediation rules?

Were they able to resolve the conflict? What skills helped you to resolve the conflicts successfully?

If the disputant weren't able to resolve the conflict, what went wrong? How was the session ended?

Ask disputants:

Did the mediators treat you with respect?

Did they read the mediation rules to you?

Did they take sides?

Did they repeat what you said accurately?

Was it difficult to resolve the conflict? Why?

Were you satisfied with the mediation process? Why or why not?

If you weren't able to solve the conflict, what went wrong?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Samples:

*Restorative Justice
identifies and
repairs harm
through
questioning,
discussion, and
action.*

• Restorative Questions:

- What's happened?
- Who has been affected?
- How can we involve everyone who has been affected?
- How can we repair any harm that has been caused?
- How can everyone do things differently in the future?



Assign **Getting to Win/Win** (S-27). After each case, have each group complete the questions. On the chalkboard, process each group's responses. Discuss. When discussing feeling, be sure to have the students whose role-played the disputants tell how they felt.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 25 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Conflict Resolution - Help of A Third Party	Course #	Course Name: Research II	Unit Name: Peer Mediation	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Conflict

Objective(s):

- To teach students to resolve conflicts with the help of a third party

Essential Question (s):

- What are the pros and cons of having a third party hear your dispute?

Bell Ringer:

- Explain why it would be best to have a third party listen to your issue.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non- defensive	Patient and Persevering
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Student Will: Complete

Activity 99 Sheet

Tell the group:

pg. 26 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Peer mediation is a way to resolve conflicts with the help of a peer who is not involved in that conflict. Without taking sides, the peer mediator helps the people who are in a conflict come to an agreement. Mediation creates a friendly environment. Each person is listened to and heard, and eventually both are able to respond to the conflict from other's point of view.

Before beginning mediation, the participants to agree to:

1. Meet at an agreed-upon time and place
2. Respect the mediator's authority to preside over the session.
3. Share their wants, needs, feelings, and views of conflict.
4. Listen to the other person without interrupting
5. Avoid labeling, judging, or blaming the other person.
6. Remain calm and control their anger
7. Brainstorm solutions without evaluating them.
8. Come up with a solution that is agreeable to both.

Suggest a conflict, and ask two children to role-play participants in peer mediation. Initially, model the role of the mediator yourself. Then, have a volunteer from the group serve as the peer mediator.

Note: Peer mediation is a structured process that takes time and training for children to master. It is normally done as part of a school-wide program. This activity can serve to introduce the group to the idea of peer mediation.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 27- Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: The Mediation Role Plays	Course #	Course Name: Research II	Unit Name: The Mediation Process	Days:
Quarter: 1	Start Date:	End Date:			

Standard(s):

To understand the mediation Process

To thoroughly understand the Communication and Effective Listening Process

Objective(s):

- To determine when caucusing is appropriate to use in mediation.

Essential Question (s):

- When do you think caucusing is necessary?

Bell Ringer:

- Explain how you will deal with the conflicts that you have and are unable to solve. What will you do?

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

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Standard Vocabulary: Caucusing

Student Will: Text Pgs. T 21, S 42-43 Mediation Getting To Win/Win! by Fran Schmidt

Lesson 17 Caucusing T 21 S 42-43

Introduction: As a mediator; you will occasionally come across a conflict that seems unreasonable. In situations where there is a great difference in the disputants' story or when the disputants can't come up with a realistic solution to their conflict, caucusing may be an effective way to get the mediation back on track. Caucusing means a private session with one mediator and the disputant.

pg. 28 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort: C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Lesson Plans: Periods 4 and 8

Note: Caucusing should be used only in a rare circumstances because the point of mediation is to have the disputants work cooperatively together. Encourage mediators to use all their skills to resolve the conflict in the regular session.

Read Caucusing S – 42, S 43

Discuss

- What is caucusing?
- Under what circumstances would mediators use caucusing?
- What are some advantages of caucusing? Disadvantages?

In your groups, have students write a situation where mediators use caucusing. Role Play and discuss.

Closing: Caucusing requires great skill on the part of mediators. Mediators know when causing is appropriate and how to deal with the disputants in the private session.

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 29 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

SCENARIOS

Group # 1: Can't Keep A Secret – Peer Mediation

Your friend tells you a secret in absolute confidence. You don't really mean to, but you tell another friend. Soon the whole school seems to know what your friend's secret is. Your friend is really mad at you. Your other friends are also upset that you revealed the secret. They chorale in the hallway laughing and making fun at you. You walk up to them and yells at them and you all are referred to peer mediation.

YOU

YOUR FRIEND

PEER MEDIATOR #1

PEER MEDIATOR #2

Group #2: No New Friends - Student Accountability Board

Your middle school is much bigger than your elementary school. There you saw your best friend all the time. Now you don't have any classes together and you hardly see each other at school, except at lunch. Your friend seems to be making a whole new group of friends that you don't know. Today at lunch, for the first time, your friend is sitting with some new friends. When you walk by with your lunch, your friend doesn't ask you to sit down as usual. You turn around and throw an apple in their direction and it hits your best friend.

RJ FACILITATOR

YOU

YOUR BEST FRIEND

SAB LEADER #1

SAB LEADER #2

SAB LEADER #3

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Group #3 Family Business Skit – Peer Mediation Role Play

During homeroom 2 students began to argue over a seat. One of the students, Danny, says "fine, take the seat, at least my mom raised me right".

The other student, whose mother had passed away recently, became very angry. "Don't talk about my mother, you don't know your stupid family"!

Danny responded "I don't want to know your stupid family, and I don't want to know you, either!"

His classmate responded "that's fine by me, my cousin can take care of you after school!"

DANNY

CLASSMATE

PEER MEDIATOR #1

PEER MEDIATOR #2

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Mediator's Commitment	Course #	Course Name: Research II	Unit Name: Mediation Process for Peer Mediation	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- The Commitment Form

Objective(s):

- To understand the Commitment Form.

Essential Question (s):

- Why is it necessary to have a commitment?

Bell Ringer:

- Write a paragraph explaining why it is necessary to be committed to a cause.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

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Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Student Will:

- View the Power Point Presentation with students and examine the videos that are embedded.
- Restorative Justice for Peer Mediators (1) PPT

pg. 32 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

- Practice the dialogue for Peer Mediation

Closing:

Complete a 3-2-1 Reading Strategy of the day's activities

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Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Support Circles	Course #	Course Name: Research II	Unit Name: Mediation	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Restorative Justice Support Circles

Objective(s):

- To understand how to conduct Support Circles

Essential Question (s):

- How can support Circles be a good process for mediation?

Bell Ringer:

- Explain why a support circle would be the best choice of mediation.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

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Standard Vocabulary: Support Circles

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
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Student Will:

View the video about Support Circles and make Cornell Notes. After viewing the video, have students create and practice the dialogue with in their groups.

Research II (Restorative Justice)

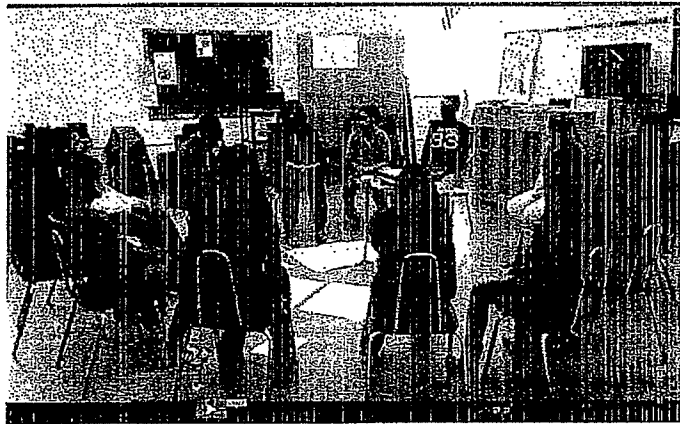
Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Support Circles: <https://www.youtube.com/watch?v=VUNi3mIb5Pg>

<http://vimeo.com/37746907>

- Topic – Tardiness, skipping



<https://www.youtube.com/watch?v=RdKhcQrLD1w&feature=youtu.be>

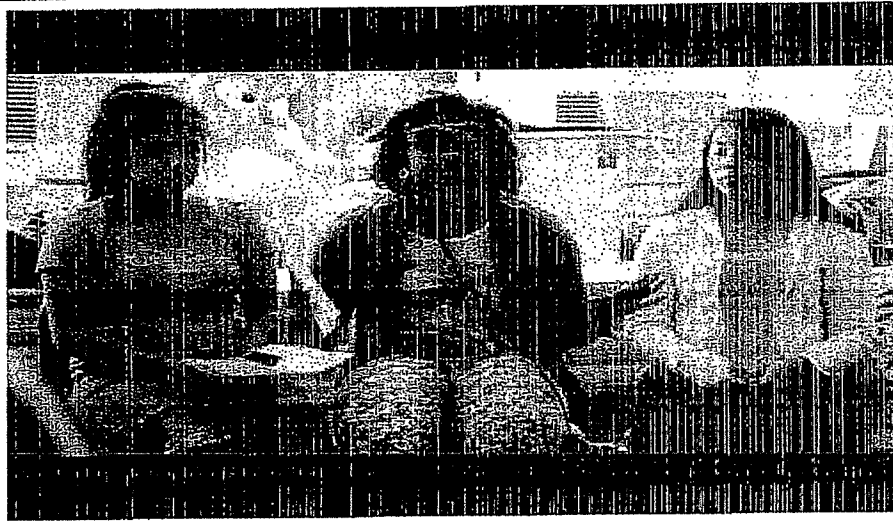
- Multiple issues – hope

pg. 35 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Lesson Plans: Periods 4 and 8



Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

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DEVELOPING EXEMPLARY CHARACTER TRAITS

The character activities in this section are designed to help develop as well as practice good character habits. They teach students how to take responsibility for their actions and to treat others with respect. Students must realize that there are specific pay-offs in life for doing the right things.

Modeling behavior for students every second that they are with us during the day, and expecting them to do the same is a way for us to help them grow academically, socially and emotionally.

We are working towards creating an atmosphere at school where students can safely practice those behaviors until such behavior becomes the norm.

In Search of Character spotlights ten core virtues that help teens develop into caring, respectful, responsible people who make choices based on what's right, rather than what's easy.

In Search of Character focuses on the ten virtues most commonly named by parents, educators, and community groups concerned with character education:

Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship

Honesty

Courage

Diligence

Integrity

While each of these words evokes its own meaning, what counts most, like colors on a canvas, is the way they interact to paint a complete picture. **In Search of Character** is not about teaching individual virtues, it's about helping young people construct a vision of themselves as good people and then live up to that vision. It's about showing them that, in a world where poor character is so commonplace, they can choose to be better than that.

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Trustworthiness	Course #	Course Name: Research II	Unit Name: Character	Days:
Quarter:	Start Date:	End Date:			

Standard(s): Trustworthy

Objective(s):

- For students to understand what it means to be a person others can trust. We learn that trustworthy people keep their promises, are honest, reliable, principled, and never inappropriately betray a confidence.

Essential Question (s):

Why should we be more trustworthy? How can we become more trustworthy?

Bell Ringer:

Have you ever had an issue trusting someone? Explain.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

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MATERIALS: Close Circuit TV and Copy of discussion questions
Instructions to facilitator:

- Students will view the video via television.
- Have students respond to the self-evaluation.

pg. 38 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Trustworthy Person?

(Take this self-evaluation and decide for yourself.)

True False

☐
☐

I keep my promises; I am a person of my word.

☐
☐

I am reliable; I follow through on commitments.

☐
☐

I am honest

☐
☐

I keep secrets; I never betray a confidence or a trust.

☐
☐

I have integrity; I don't cave in to temptation.

☐
☐

I am loyal when loyalty is appropriate.

I think I am/am not a trustworthy person because: _____

DISCUSSION QUESTIONS

If you are using the video, ask question 1 before viewing.

- How do you know when you can trust someone?
- Some adults say that your generation cannot be trusted, that you've lost the values from past generations. Do you agree, or disagree?
- Is it a good idea to risk losing your parents' trust for temporary pleasure? In the video Clarence said "So what if you're in trouble for a little while?" Do you agree or disagree with Clarence's position?
- How important is trust in your relationships with friends and family? How would these relationships be affected if you found out someone was lying to you?
- Once trust has been broken, what can you do to get it back? Have you ever lost someone's trust? Has someone lost your trust? Explain.

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

6. If your friends were here right now, would they say you were trustworthy? What would your parents say? Are you more trustworthy with your friends or with your parents? Do you think your parents should trust you automatically? Why or why not?
7. The kids in the video identified several aspects of trustworthiness. What were they? Do you agree with them? Can you add any? What does trustworthiness mean to you?
8. If you want someone to trust you, who has most of the responsibility— you or the other person? Why?
9. Dr. Mike said that your trustworthiness may be questioned but your choices will never lie. What does that mean? Do you agree?
10. As a general policy, should we start off trusting people and only stop trusting if they prove that they're not worthy? Or should we be cautious and not trust them until they prove themselves worthy? What are the advantages and disadvantages of each position?
11. How did Rosa's story (the peer counselor) make you feel? What did you learn from it?
12. Rosa said, "Trust is the basis for every relationship." Do you think that's true? Explain.
13. Rosa said that your willingness to trust another person is important if you want that person to trust you. Do you agree? Explain.
14. Why did the Peer Resource Program at Rosa's school use a ropes course to train peer counselors?
15. What does being trustworthy have to do with the quality of your character?
16. What are the benefits of being a trustworthy person? How do you benefit from the trustworthiness of others?
17. Did the video present any ideas you disagree with?

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Respect for authority, life, liberty, and personal property	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Respect

Objective(s):

- For students to understand how treating people with respect helps us get along with each other, avoid and resolve conflicts, and create a positive social climate.

Essential Question (s):

- Explain how respect is involved in every aspect of your life.

Bell Ringer:

- Have you ever felt disrespected? Explain.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non- defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non- judgmental	Respectful

Instructions to Advisor:

1. Students will view the video via television.

pg. 41 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Respectful Person?

(Take this self-evaluation and decide for yourself.)

- | True | False | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I treat other people the way I want to be treated. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am considerate of other people. |
| <input type="checkbox"/> | <input type="checkbox"/> | I treat people with civility, courtesy, and dignity. |
| <input type="checkbox"/> | <input type="checkbox"/> | I accept personal differences. |
| <input type="checkbox"/> | <input type="checkbox"/> | I work to solve problems without violence. |
| <input type="checkbox"/> | <input type="checkbox"/> | I never intentionally ridicule, embarrass, or hurt others. |

I think I am/am not a respectful person because: _____

DISCUSSION QUESTIONS

If you are using the video, ask question 1 before viewing.

1. Suppose you were driving in a traffic jam and you suddenly realized you have to cut across two lanes of bumper-to-bumper traffic to turn right at the next corner. What's the first thing you would do? Why?
2. What would you have done if someone tried to cut in front of you in traffic without asking your permission? Why? Has seeing this video changed your mind?
3. In the video Dr. Mike received a FAX from a teenager who is tired of all the put-downs at her school. Do you have the same problems at your school? What do you think can be done about it?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

4. How do you feel when someone judges you without knowing you or giving you a chance? How do you feel when someone you disagree with calls you a name? How do you feel when someone bumps into you in the hall and doesn't apologize?
5. Agree or disagree: Courtesy and politeness are a lot of nonsense.
6. In the video one teen said that if someone shows you respect, you should show respect in return. Do you agree? How do you feel if you treat someone with respect and that person responds with rudeness? If someone insults you, should you insult that person in return?
7. One girl in the video makes the point that you don't have to respect everyone, you simply have to treat people with respect. What's the difference? Do you agree with her point of view? Explain.
8. Agree or disagree: When people stay out of a bully's way, they are showing respect.
9. Mike's advice to Kim is to establish some rules and make them stick. What are your rules for respectful behavior?
10. How did the story of Brian Harris and his pen-pal service make you feel? What did you learn from it?
11. Do you think Brian's pen-pal service is making our world a better place to live in? In what way?
12. What can you do to make this a more respectful world?
13. Does respect play a role in harmonious race relations? Explain.
14. Do you think that people in our society are respectful enough of each other? Why?
15. Do you consider yourself to be a respectful person? Why, or why not? In what ways do you show respect to others?
16. How is respect related to fairness? To caring? To the Golden Rule? To violence?
17. What does respect have to do with the quality of your character?
18. What are the benefits of people treating each other with respect?
19. Did the video present any ideas you disagree with?

Closing:

Complete a 3-2-1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Responsibility	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Responsibility

Objective(s):

- For students to recognize that responsibility is often regarded as a burden; but here we discover that it is actually a great source of personal power. It is the key to taking charge of our lives

Essential Question (s):

- What does it mean to be responsible?

Bell Ringer:

- List all of the ways that you consider yourself to be responsible.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

1. Students will view the video via television.

pg. 44 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments.

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Responsible Person?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I do what needs to be done.

☐☐

I am reliable and dependable.

☐☐

I am accountable for my actions; I don't make excuses or blame others.

☐☐

I fulfill my moral obligations.

☐☐

I use good judgment and think through the consequences of my actions.

☐☐

I exercise self-control.

I think I am/am not a responsible person because: _____

Being responsible puts you in charge of your life.

DISCUSSION QUESTIONS

If you are using the video, ask question 1 before viewing.

1. Do you consider yourself to be a responsible person? Why? In what ways?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. The people in the video identified several aspects of responsibility. What were they? Do you agree with them? What does responsibility mean to you?
3. Do you consider it important for your friends and family members to be responsible? Why?
4. Carlos said, "Maybe the real question is not 'what am I going to do,' maybe it's 'what kind of person do I want to be?'" What did he mean by that?
5. Think about somebody you know who is very responsible. How does that person demonstrate responsibility? Does that make you respect him/her more?
6. The girl who hit the parked car felt she had to report it. Why take responsibility for something nobody saw you do?
7. What does the golden rule have to do with responsibility?
8. What is the relationship between blaming and responsibility? How did Dr. Mike change blaming others into a tool for teaching responsibility? Think about what some of your biggest problems are in school. Do you blame anyone for those problems?
9. Dr. Mike told Carlos responsibility is power. What did he mean? Do you agree?
10. How did Lateefah's story make you feel? What did you learn from it?
11. Lateefah said, "My future is up to me." Do you agree with that idea? Explain. What would Lateefah's life be like, if she did not take personal responsibility for changing it?
12. How does Lateefah's story demonstrate the power of taking responsibility?
13. It's been said that "There are no rights without responsibility, and there is no responsibility without rights." What does that mean? Do you agree? What is the relationship between rights and responsibilities?
14. Dr. Mike said we need to separate problems into three categories: ones we have no control over, ones we have some influence over, and ones we have total control over. How would it help resolve our problems to look at them in this way?
15. Anika quotes her grandmother as having said, "You can't control what life puts at your doorstep, but you have complete control over how you respond to it." What does that mean? How can you apply this principle to your daily life?
16. What does being responsible have to do with the quality of your character?
17. What are the benefits of being a responsible person? How do you benefit from the responsibility of others?
18. Did the video present any ideas you disagree with?

pg. 46 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 47 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Fairness	Course # 1700310	Course Name: Research II	Unit Name:	Day(s):
Quarter:	Start Date:	End Date:			

Standard(s):

- Fairness/Justice/Racial, Ethnic, and Religious Tolerance

Objective(s):

- To help students understand that nothing makes people bristle like injustice, but often it's difficult to know what's fair and what isn't, or what to do when faced with injustice. This program helps young people understand how to live by the golden rule, what it takes to be a fair and just person, and how much our personal actions do matter.

Essential Question (s):

- How can you become a better person as it relates to fairness? What are attributes of fairness?

Bell Ringer:

- Analyze a time when you felt that you were treated unfairly.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

pg. 48 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

1. Students will view the video via television.
2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Fair Person?

(Take this self-evaluation and decide for yourself.)

True False

☐ ☐

I treat other people the way I want to be treated.

☐ ☐

I treat people with equanimity and impartiality.

☐ ☐

I am open-minded and reasonable.

☐ ☐

I play by the rules.

☐ ☐

I don't take advantage of people.

☐ ☐

I consider the feelings of all people who will be affected by my actions and decisions.

I think I am/am not a fair person because: _____

"It is reasonable that everyone who asks justice should do justice."

- Thomas Jefferson

DISCUSSION QUESTIONS

If you are using the video, ask questions 1 & 2 before viewing.

1. Agree or disagree: It's an unfair world, and nothing I do is going to change that.
2. How do you know when something is unfair?

pg. 49 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

3. What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? Is it possible to treat everyone fairly?
4. In the video one kid said that fairness involves putting yourself in another person's shoes. Is this true? How is it possible to do that? What does the golden rule have to do with fairness?
5. What does it mean to be open-minded? What does it mean to be impartial? What do these things have to do with fairness?
6. Is it possible to be fair without considering everyone who will be affected by your decision? Give an example.
7. What does intolerance have to do with unfairness?
8. Most people think fairness requires us to treat people equally. What does it mean to treat people equally? Give examples of equal and unequal treatment.
9. Can you think of a situation in which it might be right to give someone a special advantage? Are there ever good reasons to give unequal consequences for the same offense?
10. What if being fair to others means sacrificing something important of your own, like time, money, or even your job? How can you determine what's fair when you have to choose between yourself and others?
11. How should you treat people who are not fair with you?
12. How did the Craig Kielburger story make you feel? What did you learn from it?
13. Do you agree with Craig that "Once we realize a problem exists, it's a call for action"? What kinds of actions did Craig take? Is it realistic to think the average teenager can take meaningful action, or is Craig just a special case?
14. Craig said every person is born with a special gift. What gift do you have that could be used to bring about more justice in the world?
15. What do you think Aristotle meant when he said, "All virtue is summed up in dealing justly"? Do you agree with him?
16. What does being fair have to do with the quality of your character?
17. What are the benefits of being a fair person? How do you benefit from the fairness of others?
18. Did the video present any ideas you disagree with?

WRITING ASSIGNMENTS

1. Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience?
2. How is fairness related to having respect for others? How is it related to honesty? To being reliable? To being a good citizen?
3. Craig Kielburger has written a book about his experiences fighting child labor called *Free the Children* (Harper Collins). It is very powerful, inspiring, and beautifully written. Have your students read it and write a book report.
4. Describe an unfair situation in your community and what you think should be done about it.
5. Research and write about how the legal system in a democracy attempts to administer fairness or justice. What are the elements of the legal system that are designed to make justice work?
6. Dr. Mike said that to make a fair decision you have to consider the stakeholders - all the people affected directly or indirectly by your decision. Set up a situation in which you have to make an important decision. For instance, choosing someone for a job. Are there more stakeholders than just the two applicants? How can you tell who has a stake in your decision? How does considering the stakeholders help you make a fairer decision?

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Caring	Course # 1700310	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Caring/Compassion/Charity

Objective(s):

- For students to understand that caring is not just a way of feeling, it's a way of behaving.

Essential Question (s):

- Analyze ways that you can show compassion, a caring attitude and charity.

Bell Ringer:

- Describe a time in your life when you were shown compassion or you showed compassion to someone.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

- Students will view the video via television.

pg. 52 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort; C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. -- 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends, Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. Have students respond to the self-evaluation.

3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Caring Person?

(Take this self-evaluation and decide for yourself.)

True False

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I am never mean, cruel, or insensitive. |
| <input type="checkbox"/> | <input type="checkbox"/> | I treat people with kindness and generosity. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am charitable. |
| <input type="checkbox"/> | <input type="checkbox"/> | I give of myself for the benefit of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am responsive to the concerns and needs of others. |

I conclude that I am / am not a caring person because: _____

Remember, caring is not just a way of feeling, it's a way of behaving!

DISCUSSION QUESTIONS

If you are using the video, ask the first question before viewing.

1. A lot of people say that teenagers are self-absorbed and don't care about anything but themselves. Do you agree or disagree?

pg. 53 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. How do you feel when people show that they really care about you? How do you feel when you do something really caring for someone else?
3. In what ways is this a caring world? In what ways is it uncaring? What could each of us do to make this a more caring world?
4. When someone is uncaring how does that affect friends, school and community? Give examples.
5. Agree or disagree: It's uncool to be a caring person. Why, or why not?
6. To what extent would you inconvenience yourself for another person?
7. Do you agree with the student who suggested that caring means putting ourselves second?
8. Would you give money to a stranger on the sidewalk who asked for spare change? Why or why not? Would it make a difference if the person were a) a mother with child, b) very old, c) from a different culture? What does giving money to a stranger have to do with caring anyway?
9. At the beginning of the program Dr. Mike read a letter from Benjy, who said he had learned that listening was a greater act of caring than throwing coins in a cup. Why do you think he felt that way?
10. How could Dr. Mike's advice about listening help solve Roberto's problem?
11. How did the story of Gillian and her day camp make you feel? What did you learn from it?
12. Do you agree with Gillian that everyone can make a difference?
13. Is it realistic to think that the average teenager could make such an impact on the community, or is Gillian just a special case?
14. Can you choose to be a caring person, or do you have to be born that way?
15. Agree or disagree: By performing caring acts, we become caring people. Explain.
16. One student said, Caring needs a government that works. In our country, do government programs show caring for people in need? Do you think we can pass laws that will make people care? Why or why not?
17. Explain the quote from Kahlil Gibran, "You give little when you give of your possessions. It's when you give of yourself that you truly give."
18. What does caring have to do with the quality of your character?
19. Do you disagree with any of the ideas presented in this video

pg. 54 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

WRITING ASSIGNMENTS

1. Describe the most caring thing anyone has ever done for you. What effect did that have on you?
2. Dr. Mike reported having heard from one 11th grade student: "I didn't ask to be born. I don't owe anybody anything. Why should I care about you? Why should I care about anyone?"
Write an essay commenting on this attitude.
3. Write a thank you note to someone in your community who did something very caring. Or, write a thank you note to a historic figure, for instance, Florence Nightingale, to thank her for what she did.
4. Watch a movie or TV program, and then write about how the actions of the characters demonstrated either caring or uncaring. Write a critique of an uncaring character, suggesting how he or she could have been a more caring person.
5. Write about a real or an imagined experience in which you performed a random act of caring, and the results it produced.
6. Imagine that you have just inherited \$20,000, and you want to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Citizenship	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Citizenship

Objective(s):

- For students to understand citizenship, at its core, is social responsibility in action. Student must consider what it means to be a good citizen - including doing your part for the common good, serving your community, and helping make our democracy work.

Essential Question (s):

- What are attributes of good citizenship? How do you serve your community?

Bell Ringer:

- List ways that you show your patriotism.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

pg. 56 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

1. Students will view the video via television.
2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Good Citizen?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I take responsibility for what goes on in my community.

☐☐

I do my part for the common good.

☐☐

I participate in community service.

☐☐

I help take care of the environment.

☐☐

I obey the law.

I think I am/am not a responsible person because: _____

Remember, citizenship is social responsibility in action!

DISCUSSION QUESTIONS

If you are using the video, ask questions 1 & 2 before viewing.

1. Agree or disagree: I don't have any responsibility to my school, my community, my nation, or anything else. My only responsibilities are to myself.

2. What is social responsibility? What does it have to do with being a good citizen?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

3. Dr. Mike started out with an anecdote about his niece's classmates choosing the school janitor to be their graduation speaker. What were their reasons for selecting him? Do you think those were good reasons? Why, or why not?
4. Some of the kids in the video suggested that helping needy people is an important part of being a good citizen. Do you agree?
5. The people in the video identified several aspects of citizenship. What were they? Do you agree with them? Can you think of any others?
6. Do you think you are a good citizen? Why, or why not?
7. What are the benefits of being a citizen of a country? What are the civic responsibilities that go along with citizenship? What will happen to our rights and privileges if we don't meet those responsibilities?
8. Is it important for citizens to voice their opinions and participate in the decision making process? Why, or why not?
9. Agree or disagree: Rosa Parks was guilty of poor citizenship when she refused to sit in the back of the bus because she violated the law.

Under what circumstances can civil disobedience be justified? (*You might think about the Declaration of Independence and Martin Luther King and the Civil Rights Movement.*)
10. What does good citizenship have to do with the Golden Rule? What does it have to do with good character?
11. What are the benefits of good citizenship? How do you benefit from the good citizenship of others?
12. How did David Levitt's story make you feel? What did you learn from it? What were some of the problems he encountered and how did he solve them? What attitudes helped him succeed? Is it realistic to think the average teenager could make such an impact, or is David just a special case?
13. Preparation for a Jewish bar mitzvah usually involves doing something of service to the community. Should something like this be required for high school graduation?
14. What are some of the things in your community that need improving? What could you do about it?
15. Some of the kids in the video talked about the good feeling they get from helping others who are in need. Have you ever had a similar experience?
16. Did the video present any ideas you disagree with?

WRITING ASSIGNMENTS

1. Identify a good citizen in your community. Write an essay describing why he or she deserves that title.
2. Write a letter to the editor of your newspaper about a problem in the community that needs to be addressed. Lay out a plan for rectifying the problem.
3. From a newspaper, magazine, TV show, or movie, identify an act of poor citizenship displayed by an adult who should know better. Write a letter of criticism to this person with the intention of trying to convince him or her to shape up. Provide specific ways in which this person can improve his/her behavior.
4. Write a speech describing the essential balance of rights and responsibilities in our democracy. Try to convince your fellow classmates that in a democracy the preservation of our rights depends on our exercise of responsibility.
5. In ancient Greece, people felt that it was important for all people to try to leave Athens better than they found it. Write an essay in which you apply this principle to your own community.
6. Think of some kind of volunteer work you might like to do. Describe it and tell why you think you would like it. If you have done volunteer work in the past describe what it was like and what you got out of it.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Honesty	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Honesty

Objective(s):

- For students to understand that choosing to be honest or dishonest does something to our character. Lying makes us liars. Cheating makes us cheaters. But being honest frees us to be real. Not only do honest people have stronger, better relationships with others, but their honesty makes them better people and it makes our world a better place.

Essential Question (s):

- Analyze ways that you can become a better person by being honest. What does honesty mean?

Bell Ringer:

- Do you consider yourself honest? Why or why not?

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

pg. 60 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

1. Students will view the video via television.
2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You an Honest Person?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I am truthful, sincere, and straightforward.

☐☐

I don't lie, cheat, or steal.

☐☐

I don't intentionally mislead others.

I think I am / am not a responsible person because: _____

Being honest frees us to be real.

DISCUSSION QUESTIONS

If you are using the video, ask questions 1-3 before viewing.

1. How many lies do you get to tell before you are a liar?
2. Do you consider yourself to be an honest person? Why?
3. What would you do if you found \$10,000 on the shelf beneath an ATM machine and nobody saw you find it?
4. In the opening documentary, some kids thought that Matt and Chris were saps for returning the money they found. What do you think of their decision?
5. The girl who found the lost beeper said she felt guilty and that giving it back would be the right thing to do. Why, then, is she keeping it? What advice would you give to her?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

6. People often rationalize their own dishonesty by saying, "That's the way the world is, so why should I be different?" What do you think of this reasoning?
7. One of Dr. Mike's guidelines for making good choices is to ask yourself, "How would I feel if this were printed on the front page of the newspaper?" How might that help keep you honest?
8. Is there anything wrong with a "small" lie to parents or friends to keep from upsetting them?
9. One girl in the teen discussion said she doesn't count little lies as lies. How do you feel about that idea?
10. When people are dishonest with you, how does it make you feel?
11. Dr. Mike's co-host, S.E., comments that lying ruins relationships. Do you agree? Has that ever happened to you?
12. What is your definition of an honest person?
13. How important is it to you that your friends be honest?
14. If you discover your classmates are cheating on an important exam, does that make it okay for you to cheat, too?
15. It's been said that cheating is just another form of lying. Do you agree?
16. Dr. Mike makes the point that dishonesty turns us into phonies, but honesty allows us to be real. What does that mean? Do you agree?
17. S.E. observes that simply being honest makes life a lot easier. What does she mean by that? Do you agree? Have you experienced this in your own life?
18. What risks are involved in being honest? What risks are involved in being dishonest? How do you benefit from being an honest person?
19. What does honesty have to do with your character?

WRITING ASSIGNMENTS

1. Pick any question from the discussion questions (above) and write an essay on it.
2. Select an advertisement from a magazine or newspaper, or from radio or TV. Analyze it for honesty:
-Does it explicitly say anything you think is untrue? Is it trying to make you believe something that might not be true? Is it lying by omission, i.e. leaving out important information that would make a difference to you? Is it misleading in any way? Does it present any half-truths?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

-Take any political speech (especially a campaign speech) and analyze it in the same way.

3. What is a phony? How does dishonesty turn people into phonies? What does it mean when you say that a person is "real" or "authentic"? What does being "real" have to do with honesty?

4. What is the relationship between honesty and trustworthiness? Write an essay exploring this relationship.

5. Write an essay about a situation in which you were dishonest (lied, cheated, or stole). Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?

6. Write a letter to someone in the news whose honesty has impressed you.

STUDENT ACTIVITIES

1. Have the students keep an "Honesty-Dishonesty" journal for one week. In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to the media. See what role honesty plays in stories covered in the news. Note how often dishonesty is at the core of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?

2. As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them?

3. Conduct a survey in your school or community asking questions like the following: Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate? Compile the results into a report.

4. Role-play various situations where one or more students are under pressure to be dishonest. Examples: helping a friend cheat on an assignment or exam, or lying to cover up for someone. Put it on videotape and share it with other classes.

5. Create an "honesty" website. Then, contact us (by e-mail) so we can check it out.

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 64 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2- One-on-One with Teacher or Para professional, E6- Explain Key Concepts, E8- Vocabulary, E14- Matching with visuals, E23- Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Courage	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Courage

Objective(s):

- For students to realize that it takes a lot of courage to stand up for what's right when we stand alone. Or to do what's right despite disapproval and negative peer pressure. Or even to take risks that are for our own good.

Essential Question (s):

- Why is import to have courage?

Bell Ringer:

- Discuss a time with a partner when you felt that you were courageous.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and Impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor:

- Students will view the video via television.
- Have students respond to the self-evaluation.

pg. 65 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Person of Courage?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I stand up for what is right even if I stand alone.

☐☐

I don't cave in to negative peer pressure.

☐☐

Fear of failure does not prevent me from trying things.

☐☐

I am not afraid to express myself just because some people might disapprove.

☐☐

I work to solve problems without violence.

☐☐

I never intentionally ridicule, embarrass, or hurt others.

I think I am / am not a courageous person because: _____

"We must build dikes of courage to hold back the flood of fear."

- Martin Luther King, Jr.

DISCUSSION QUESTIONS

If you are using the video, ask questions 1&2 before viewing.

1. Thomas Jefferson said that one person with courage is a majority. What does that mean to you?

2. What is courage?

3. How did Arturo's story (in the video) make you feel? What did you learn from it? What were some of the pressures Arturo encountered and how did he overcome them? What risks did he take, and why? How big a

pg. 66 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

factor was courage in Arturo's success? Is it realistic to think that the average teenager could stand up for him/herself the way Arturo did, or is Arturo just a special case?

4. What is moral courage? What are some historic and recent examples of moral courage or moral cowardice?

5. What things in your life require moral courage?

6. Is peer pressure a very strong influence in this school? Does it take courage to resist peer pressure?

7. What does it mean to have principles? What are some of your principles? How much are you willing to risk for your principles? Would you risk being criticized or losing popularity?

8. What do you think stops people from taking a stand against something they know is wrong?

9. In the Arturo documentary, Joe Marshall distinguished between *fearship* and *friendship*. What do you think he meant by fearship? How does it differ from friendship? Can you give any examples from your own experience?

10. Some of the teens in this video talked about standing up for kids who were being picked on. Have you ever stood up for someone who was being picked on or treated unfairly? Would you do it again? What did you learn from that experience?

11. Are there kids in your school who pick on others? How do you feel about it? Why do people allow that to happen? What could you do about it?

12. Dr. Mike's co-host, S.E., quoted an old saying that you can't discover new continents without losing sight of land. What does that mean to you? Have you ever had that kind of an experience? What did you learn from it?

13. Dr. Mike talked about having the courage to be yourself. What do you think that means? How can it require courage to be yourself?

14. Dr. Mike said that evil will continue to triumph as long as good people do nothing. What does that mean? Do you agree?

15. Is courage something you have to be born with, or can you develop it?

16. What does courage have to do with the quality of your character?

WRITING ASSIGNMENTS

1. Pick any question from the previous two pages and write an essay on it.
2. Describe a situation in which you showed moral courage. What was hard about it? What did it accomplish? How did people respond before you took your stand? What did they say to you afterwards?
3. What was the hardest stand you ever had to take with your friends? Did it cost you anything? What were the benefits?
4. Have you ever gone along with the crowd even though you knew it was wrong? How did you feel about yourself? What did you learn from it?
5. Write about a time when you had to give up friends because they became a negative force in your life? In what way did that take courage?
6. In what ways have you demonstrated courage in your life?
7. Consider the following behavioral definition of what courage means:
 - Stand up for what is right, even if you stand alone.
 - Don't cave in to negative peer pressure.
 - Don't avoid trying something for fear of making a mistake or failing.
 - Don't be afraid to express yourself just because some people might disapprove.Write an essay on any or all of the points in this definition of courage.
8. Write a letter to someone in the news whose courage has impressed you.
9. Write an essay about a historical event in which courage played a major role. (The civil rights movement offers many good examples.)

STUDENT ACTIVITIES

1. What does it take to stand up against negative peer pressure? As a class, discuss the kinds of peer pressure that exist at your school. What makes it difficult to resist these pressures? Develop some good strategies for standing up to them. Compile this into a written report for the students in your school.
2. Profiles in Courage: Have the students, either individually or in groups, identify acts of courage by people in the news or by people in your school or community. Then have each individual or group make a presentation to the class and conduct a discussion. What do these selections have in common? What are their differences? What can the students learn about themselves from the selections they made? What have they learned from the people they selected?
3. Have your students bring in articles from magazines and newspapers describing situations in which moral courage is an issue. Conduct a discussion in which they decide who is acting courageously and who isn't. What difference does it make?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

4. Role play some typical situations which require taking a courageous stand against a group or an individual. After each improvisation have a discussion. What important principle or issue was at stake? How well did the individual stand up? What could he/she have done better? What did you learn from this?

5. Have your students search the web for quotations and other inspiring or provocative writings on courage. Compile this into a book.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 69 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Diligence	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Diligence

Objective(s):

- For student to imagine what life would be like if we approached each important task with discipline and focus or if we always did our best or if we persevered even when things became difficult or discouraging.

Essential Question (s):

- What is diligence and perseverance?

Bell Ringer:

- Analyze a time when you felt like giving up own a project, but you kept going.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Articulate	Resourceful	Flexible	Intelligent	Objective
Confident	Uses and Senses humor	Honest	Neutral and impartial	Optimistic
Effective Listener	Resourceful	Imaginative	Non-defensive	Patient and Persevering
Empathetic	Uses and Senses humor	In Command	Non-judgmental	Respectful

Instructions to Advisor: Students will view the video via television.

pg. 70 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort: C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

1. Have students respond to the self-evaluation.
2. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

Student Will:

Are You a Diligent Person?

(Take this self-evaluation and decide for yourself.)

True False

☐☐

I always do my best; I strive for excellence.

☐☐

I am willing to risk failure for a worthy goal.

☐☐

I am self-disciplined.

☐☐

I make sure to learn from my mistakes and failures.

☐☐

I try to see the big picture and think long term.

☐☐

I set goals and stay focused.

☐☐

I don't give up just because things seem difficult.

☐☐

I don't procrastinate.

I think I am / am not a diligent person because: _____

*"Diligence is the mother of good luck."
- Benjamin Franklin*

DISCUSSION QUESTIONS

If you are using the video, ask questions 1&2 before viewing.

1. Successful people get that way by being lucky. Agree, or disagree? Explain.

pg. 71 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. If I try hard and don't succeed it's not my fault. Agree, or disagree? Explain.
3. How did the documentary (in the video) about Annie Henning make you feel? What can you learn from it? Did it give you any insights into yourself, or affect the way you view your own life? How do Annie's obstacles compare with your own?
4. What qualities does Annie have that will help her in reaching her goals?
5. Does attitude have anything to do with success? If so, what?
6. How do your expectations about yourself affect what you will accomplish?
7. At the end of the program, Dr. Mike's co-host, S.E., mentioned an old saying that "Whether you think you can or think you can't, either way you're right." What does that mean? How true is it?
8. In the passage that Dr. Mike read from Thomas Edison's biography, Edison appears to see failures as successes. How can a failure be a success?
9. What do you think causes some people to give up and stop trying? Do you ever do that? Why, or why not?
10. Keith (the caller) says a coach once told him that his biggest obstacle is himself. What does that mean? Have you ever felt that way?
11. One boy in the video suggests that it is better to set high goals that are challenging rather than low goals that are easy. Do you agree? Why bother? How can that help you?
12. One boy in the video said that discipline equals self-respect plus motivation. Do you agree with this equation? How can you apply it to your own experience?
13. Have you ever felt that pressures from your peers prevented you from accomplishing something you wanted? Have you ever been affected by negative comments people have made about your abilities? What can you do about these kinds of external pressures when they get in the way of your success?
14. What is diligence? What is discipline? What is perseverance? How would you rate yourself in each of these areas? How could you improve?
15. How could you personally benefit by becoming a more diligent person?
16. Did this video present any ideas you disagree with?

WRITING ASSIGNMENTS

1. Pick any question from the discussion questions (above) and write an essay on it.

pg. 72 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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2. How diligent are you? For each of the behaviors listed below, write a thorough evaluation of yourself:

- a. I always do my best; I strive for excellence.
- b. I am willing to risk failure to accomplish a higher goal.
- c. I am self-disciplined.
- d. I learn from my mistakes and failures.
- e. I look at the big picture; I think long-term.
- f. I set goals and stay focused.
- g. I don't give up just because things seem difficult.
- h. I don't leave things unfinished.
- i. I don't procrastinate.
- j. I learn from people who have made a habit of all these things.

3. Write about an event in your life in which you succeeded at something which was very challenging. How much did any of the above listed behaviors contribute to your success? What did you learn from that?

4. Make a chart of the things in your studies that are easy for you and those things that seem difficult. Now write out a plan for what you can do to overcome your difficulties.

5. How has negative or positive peer pressure played a role in your successes and failures?

6. Benjamin Franklin said, "Diligence is the mother of good luck." What does that mean? How true is it?

STUDENT ACTIVITIES

1. Brainstorm ways in which you can all become more disciplined in school. Discuss the problems students face, such as procrastinating and cutting classes. Make a list of the skills and attitudes needed for students to take more responsibility for their own learning, and to reach their goals.

2. Select someone in your community who exemplifies the quality of diligence. Invite this person to speak to your class about his/her own background, any obstacles overcome, and the factors that led to his/her success.

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3. Break up into small groups, and conduct a survey in your school, asking questions like these: Where do you want to be in five years, in ten years? What are you now doing to get to where you want to be? What are the most serious obstacles that prevent people from accomplishing their goals? Share what you have learned from this process with the entire class.

4. As a group, research Thomas Edison's life. See what general principles you can glean from his methods and work habits that you can apply to your own studies. Make a list of these principles, and present them in the form of a bulletin board or as a group report.

5. As a group, research resources in your school and in your community that will provide support for students who are having difficulty in their studies. Assemble these resources into a folder and distribute it to all class members. Perhaps share this information with other classes.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

pg. 74 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Integrity	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Integrity

Objective(s):

- For students to understand that being a person of integrity means you are solid, principled, true to your very best self. It means you walk your talk by living up to your highest ethical values. It means you always try to do what's right even in tough situations, and you don't let temptation compromise your values.

Essential Question (s):

- How can you show integrity throughout your life?
- Identify aspects of integrity.

Bell Ringer:

- Explain how you know that you have solid principles and ethical behavior.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary:

Instructions to Advisor:

1. Students will view the video via television.
2. Have students respond to the self-evaluation.
3. There are questions to be asked prior to the video and after for discussion.

Writing activities are available if you want to choose one of them for the students to complete.

pg. 75 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1-Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Student Will:

Are You a Person of Integrity?

(Take this self-evaluation and decide for yourself.)

True False

☐
☐

I always try to do what is right, even when it is costly or difficult

☐
☐

I am true to my very best self.

☐
☐

I live up to the highest ethical standards.

☐
☐

I don't compromise my values by giving in to temptation.

I think I am / am not a person of integrity because: _____

Your integrity is your gift to yourself and to the world.

DISCUSSION QUESTIONS

If you are using the video, ask questions 1&2 before viewing.

1. How do you want to be remembered after you die?
2. Are you that kind of person?
3. Dr. Mike told Rebecca that if she did the right thing she wouldn't be losing anything because she'd be gaining her integrity. What does that mean? Do you agree?
4. In what way is your integrity your gift to yourself? In what way is it your gift to the world? Can you think of any examples?
5. Craig Kielburger says that we all have our special gifts. What is your special gift?
6. Does thinking about how you want to be remembered tell you anything about how you should live your life?
7. Have you ever heard the phrase "Let your life speak"? What do you think that means?

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

8. Is being thought of as someone with integrity important to you? Why, or why not? How would you feel if someone accused you of not having integrity?
9. What does the word "integrity" mean to you?
10. What does the expression "walk your talk" mean? Do you know people who walk their talk? What do you think of them? Do you know people who don't walk their talk? What do you think of them? How do you feel when you hear people say one thing and do another?
11. How do you feel when you see someone who's not willing to stand up for his/her beliefs?
12. Have you ever taken a stand that was unpopular and had to pay the price for that? What did you do? What was the outcome? How did you feel afterwards? What did you learn from the experience?
13. What does "compromising your principles" mean? Give an example. How far would you compromise your principles in order to get ahead?
14. In what ways do you benefit from making choices that are consistent with your highest values?
15. What would you do if you were in Rebecca's place, and the Band Director chose you over the girl in the wheelchair? What does Rebecca's ultimate choice tell us about her as a person?
16. What do you think Gandhi meant when he said, "We must be the change we want to see?"
17. What does integrity have to do with your character?

WRITING ASSIGNMENTS

1. Pick any question from the discussion questions (above) and write an essay on it.
2. Write your own eulogy, describing how you want to be remembered. Then write about what you will need to do in your life to be remembered the way you would like. Include what challenges or obstacles you will face in order to reach this goal and how you might overcome them.
3. Make a list of your principles, or your most basic beliefs, that you wouldn't compromise no matter what. Now select one of these principles, and write a short story (real or imagined) describing a time you did something courageous by standing up for this principle. In describing this experience, you might think of expanding on Dr. Mike's notion that life's choices are like pop quizzes.
4. Encyclopedias often don't have any entry for the word "integrity." Try your hand at writing one.
5. Imagine that you have been invited to give a speech to a group of young children on how and why they should not buckle under to peer pressure. Write that speech.
6. Identify someone in public life who you think has demonstrated a lack of integrity. Write a letter to this person saying what you think of his/her behavior and what he/she should do to shape up.

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Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

7. Write a letter to someone in the news whose integrity has impressed you.

STUDENT ACTIVITIES

1. Bring in some newspaper articles about people who you think have integrity and people who you think who do not. What distinguishes one from the other? Who gets more play in the media?
2. Divide the class into small groups. Have each group develop a list of do's and don'ts for being a person of integrity. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does integrity and lack of integrity affect our community and society? In what ways can/do young people demonstrate integrity?
3. Many people complain that political leaders lack integrity. Develop a checklist for evaluating the integrity of political leaders, including student body officers. Use this check list, rank political leaders you are familiar with. Does a high ranking affect how you feel about these leaders? Would it influence the way you would vote?
4. Role play some typical situations in which a group of people try to put pressure on one person to do something that is against his/her principles. Do this several times with different outcomes, such as caving into the group's pressure, or mustering the courage to stand up for what you believe. After the improvisation, discuss what you learned from this. Did you discover anything about group dynamics that you can use if you are ever in a similar situation?

Closing:

Complete a 3-2-1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Cooperation	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			
Standard(s): <ul style="list-style-type: none"> Cooperate 					
Objective(s): <ul style="list-style-type: none"> For students to internalize the meanings of vocabulary words, create pieces of art that express personal meanings for vocabulary words and demonstrate listening and speaking skills during art work presentations 					
Essential Question (s): <ul style="list-style-type: none"> How can you display qualities of cooperation? List examples of cooperating. 					
Bell Ringer: <ul style="list-style-type: none"> Discuss a time when you could not get anyone to work with you. 					
Activities / Lessons: <u>Instructional Sequence:</u> <p>"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.</p> <p>"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.</p> <p>"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome</p> <p>Vocabulary:</p> <p style="text-align: center;">Cooperation Vocabulary Words and Definitions</p> <p>Altercation (n) Definition: a short but noisy argument or fight, usually with an unknown person Context: Due to the school's zero- tolerance policy on fighting, the altercation between Cami and Micheala resulted in a two-day suspension.</p> <p>Amiable (adj) Definition: friendly and easy to like Context: Davis spoke in an amiable, conversational tone in an attempt to diffuse the verbal argument.</p> <p>Arbitration (n) Definition: the process of judging officially how an argument between two opposing sides should be settled Context: When Stefan and Kay couldn't resolve the dispute on their own, they sought arbitration.</p> <p>Conjoin (v) Definition: to connect two separate entities, often for a common purpose</p>					

pg. 79. Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23- Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. – 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Context: in times of crisis, relief agencies around the globe often conjoin their funds in an effort to help those in dire need.

Cooperation (n)

Definition: the act of working with someone else to achieve a goal

Context: the success of the community food bank depends on the cooperation of parents, students, teachers and community groups.

Inclusive (adj)

Definition: including all of the possible information, part, numbers, etc.

Context: Cooperation among all races and cultures would create an inclusive, global society.

Innovative (adj)

Definition: relating to plan, method, etc., that is new different and better than those previously in existence

Context: His innovative design for solar-powered generator won the Nobel Prize for physics.

Neutralize (v)

Definition: to prevent something from having any effect

Context: The teacher tried to neutralize the hostile situation that erupted during a class debate about the school's dress code.

Polarization (n)

Definition: the process of dividing something into clearly separate groups with opposite beliefs, ideas or opinions

Context: Students' differing views about the location of this year prom resulted in social polarization.

Volition (n)

Definition: the power to choose or decide something

Context: Fearing another round of layoffs, Hadiya left the company on her own volition.

Source: Longman Advanced American Dictionary: Harlow Pearson Education Limited 2000
Connect with Kids, 2001; Rev 2004

Materials Needed: Pens, pencils, art supplies, Cooperation Vocabulary Words and Definitions handout
Instructions for Advisor:

1. Assign students to review the Cooperation Vocabulary Words and Definition handout.
2. Have students select at least five of the vocabulary words.
3. Allow students to practice self-expression by creating an original composition (song, dance, poetry, dramatic performances, photographs, drawing, etc.) that incorporates the five words selected in step 1:

Examples:

- Students could perform a skit in which they personify their five vocabulary words.
- Students could make a photo essay in which each photo captures the meaning of a different vocabulary word.
- Encourage students to be creative, and remind them that each art form should address the meaning of at least five of the words.

4. Allow students time to complete their projects

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5. One week should be an adequate time frame.

6. On the assigned due date, have students present their art work to the class.

Student Will:

- Students could perform a skit in which they personify their five vocabulary words.
- Students could make a photo essay in which each photo captures the meaning of a different vocabulary word.

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Patriotism	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

- Patriotism

Objective(s):

- For students to understand that as an American, what does it mean to be patriotic? What does it mean to be a good American? Also, for students to express or represent a feeling or value in a drawing which shows value or emotions.

Essential Question (s):

- What does it mean to be patriotic?
- What does it mean to be a good American?

Bell Ringer:

- Discuss ways of how you show your love for your country.

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Materials Needed: Copies of the "I Have A Dream Speech" By Dr. Martin Luther King Jr., Paper and drawing supplies

Standard Vocabulary:

Instructions for Advisor:

1. Read the speech, "I Have A Dream" by Dr. Martin Luther King Jr. and have students reflect on the meaning.
2. Discuss with students attributes of being a good American.
3. Brainstorm ideas about patriotism. List ideas that students share.
4. Students will complete the activity with a drawing about patriotism.

pg. 82 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

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Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Student Will:

I Have A Dream By Dr. Martin Luther King Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We

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Lesson Plans: Periods 4 and 8

must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."¹

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing,

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

pg. 85 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Kindness	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			
Standard(s): <ul style="list-style-type: none"> Kindness 					
Objective(s): <ul style="list-style-type: none"> For students to understand that kindness can go a long way in relationships 					
Essential Question (s): <ul style="list-style-type: none"> How can you show kindness? Why would you want to show kindness? 					
Bell Ringer: <ul style="list-style-type: none"> Discuss a time when someone showed you kindness. 					
Activities / Lessons: Instructional Sequence: "I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions. "We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding. "You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome Materials Needed: Paper, Pen or Pencil Instructions for Advisor: <ol style="list-style-type: none"> Have students write letters to United States soldiers expressing their appreciation for the work that they do and commending them for their service to their country and their bravery. You may ask students if they have relatives and get their units' address or contact the National Guard. All letters must be reviewed by the teacher prior to mailing 					
Standard Vocabulary:					
Student Will: <ol style="list-style-type: none"> Have students write letters to United States soldiers expressing their appreciation for the work that they do and commending them for their service to their country and their bravery. 					

pg. 87 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort, C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

2. You may ask students if they have relatives and get their units' address or contact the National Guard.
3. All letters must be reviewed by the teacher prior to mailing

Closing:

Complete a 3- 2- 1 Reading Strategy of the day's activities

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

School Level: HS	Lesson Name: Self-Control	Course #	Course Name: Research II	Unit Name:	Days:
Quarter:	Start Date:	End Date:			

Standard(s):

Objective(s):

- For students to understand that demonstrating self-control will allow them to become more productive citizens as well as help them make better decisions.

Essential Question (s):

Bell Ringer:

Activities / Lessons:

Instructional Sequence:

"I do" Teacher explicit/direct instruction: sets goals/purpose, models, thinks aloud. Students actively listens, takes strategic and authentic notes, asks clarifying questions.

"We do" Teacher/Students interactive discussion, guided practice, progress monitors (HOT Questions), teacher-led group support, asks/responds to questions, student accountable talk, small group collaboration, checks for understanding.

"You do" Teacher provides feedback, evaluate and assess for level of understanding. Students independent practice, relies on notes, classroom activities, individual ownership for learning outcome

Standard Vocabulary: Self-Control

Student Will:

How to Build Self Control

Have you ever angrily stuffed the last doughnut down your throat? Have you ever failed a test in school because playing games is much more important than studying? By following these simple steps, one can build, strengthen, and maintain one's self-control.

- Analyze your life.** See which areas are suffering and which are prospering. If you are failing all of your classes in school, you might need to study! If you are gaining weight at an alarming rate, you may need to sacrifice a few candy bars. You may be pushing yourself too hard. Take breaks over the weekends, even if you are doing wasteful things.
- Analyze the area in which you are lacking control.** If your grades are plummeting, recognize that your study life plays an integral part in the grading system. Read books or articles about the area you are having difficulty with. Becoming informed makes it much easier to make the right decision when you're tempted to overdo something. For example, if you want to lose weight, taking the time to read about

pg. 89 Accommodations: ESOL, ESE, and lower level learners 1's and 2's are provided a climate of warmth and caring which nurtures a sense of comfort. C1- Peer Buddy, C7- Group Reports, E2-One-on-One with Teacher or Para professional, E6-Explain Key Concepts, E8-Vocabulary, E14-Matching with visuals, E23-Note taking, G11- Binder/Notebooks for storing assignments, Extra time allotted for assignments/tests, Being available in the mornings from 7:00 am. - 7:15 am., Allow students to come during 3rd lunch for extra teacher assistance, Allow opportunities to redo assignments or tests, Model assignments for students, At least two progress given per quarter, Students can make up or redo any assignment up to one week before the quarter ends. Lesson Plan dates may vary according to the testing schedules and the time allotted may not be enough to complete the assignments

Research II (Restorative Justice)

Teacher: D. Johnson

Lesson Plans: Periods 4 and 8

nutrition and healthy dieting will naturally motivate you and make eating right much more enjoyable. In terms of gaining self-control, knowledge really is power!

3. **Act on your analysis.** By this time, you have recognized that you are failing school. You have delved further into the problem and noticed that you spend much of your free time doing things other than study or homework. In order to build self-control, you must practice self-denial. Challenge yourself to break your destructive habits. Challenge others to challenge you to break your habits. Lack of study? Tell your mother, father, brother, sister, friend, anyone, to order you to get off your computer after 10 minutes. Gaining weight? Give half of your lunch to your coworker.
4. **Analyze your action.** Still gaining weight even after making proper diet changes? Try exercising or consulting a doctor. Your grades aren't improving? Try listening in class and reviewing work every other day.

Tips

- In order to build self-control, you must deny yourself. Practice giving away things. Give away gifts that you receive; be creative.
- Make self-denial a habit and not just a trend. If you intend to truly change yourself, you must make these steps a constant guide for the rest of your life. Even though you may feel righteous for sharing your lunch or doing your homework for a week, if you lapse back into your bad habits, all of your hard work has been in vain.
- Possess a strong will and still have self-control problems? Instead of removing the subject of your desire from your presence, deliberately challenge yourself with this subject. Have an addiction to television? Turn on the television and avert your eyes and watch a shelf or a book for two hours. Not only will you gain a stronger will, but you will also feel the strength of your addiction begin to fade.
- You may find research into such concepts as Neuro-linguistic Programming beneficial, as these tools can be used to affect strengths of addictions and other problems in your mind.
- Never punish yourself for the lack of control. You will only feed the power of your lack of self control.
- Self-control cannot be compartmentalized; don't think you can be self-controlled in your use of the computer and not in your TV watching. You need to practice discipline in all areas of your life. Do this by paying attention to details in all areas of life; if your room is dirty, clean it, if a picture is crooked, straighten it. Soon you will see your effort in one area spill over to others.
- Don't get carried away with your desire to gain control. It isn't healthy, for example, to not eat. Don't let control become just another addiction.

Closing:

Complete a 3-2-1 Reading Strategy of the day's activities

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