

Restorative Behavior Guidance



About Our Team

Jae Maldonado

(he/him/el)



Fong Marcolongo

(she/her)



Shelley Kuang

(she/they)



Zoom Name

Edit your
virtual
name tag.
Add your
pronouns!

The screenshot displays a Zoom meeting interface. The main video feed shows a virtual name tag for 'Fong Marcolongo' with a green background and the text 'Be the CHANGE consulting'. Below this, a smaller video feed shows 'Shelley Kuang' with a pink background and the text 'ANOTHER WORLD IS NOT ONLY POSSIBLE SHE IS ON HER WAY. ON DAY, I CAN HEAR HER THING. —ARUNDHATI ROY'. The bottom toolbar includes buttons for 'Mute or Unmute', 'Start or Stop Video', 'View Participants and Rename', 'Chat', 'Share Screen', 'Live Transcript', 'Reactions', and 'Leave'. The right sidebar shows the 'Participants (2)' list with 'Shelley Kuang (me)' and 'Fong Marcolongo (Host)', along with options to 'Rename', 'Edit Profile Picture', 'Invite', 'Mute Me', and 'Reclaim Host'. A chat window is also visible at the bottom right.

Zoom interface elements:

- Top bar: Speaker View, Gallery View, Toggle Views
- Participants (2): Shelley Kuang (me), Fong Marcolongo (Host)
- Chat: Invite, Mute Me, Reclaim Host
- Bottom toolbar: Mute or Unmute, Start or Stop Video, View Participants and Rename, Chat, Share Screen, Live Transcript, Reactions, Leave

Happy Friday Junior Everyone! What is your energy level today?



Session Objectives

1

Examine **how the Social Emotional Learning framework and Restorative Justice approach to conflict resolution** can support an **antiracist practice**.

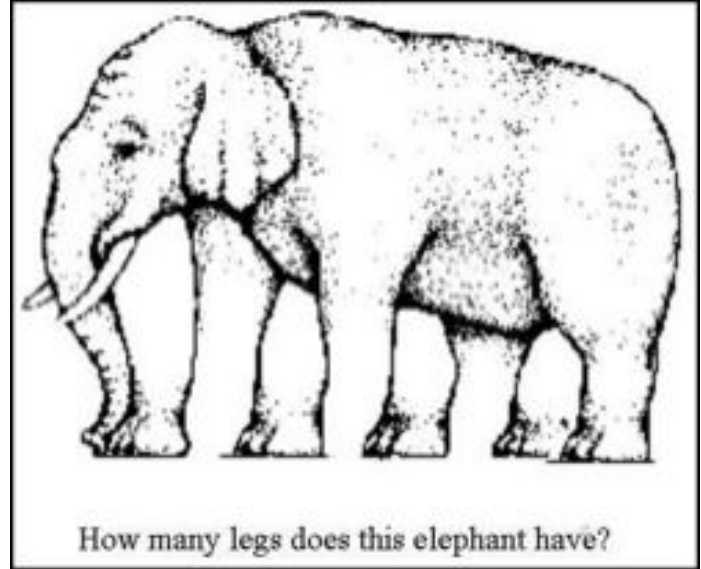
2

To introduce simple and creative strategies to **develop relational trust**.

Community Warm Up: Illusions of Many

In your groups:

- Share your name/organization
- Work together to FIND as many images as possible.



Take 30 seconds to look at the image.

Each person take a guess to point out how many images you see.

Work together to to help one another see the different perspectives.



Image 03

Illusions of Many

Take 30 seconds to look at the image.

Each person take a guess to point out how many images you see.

Work together to to help one another see the different perspectives.



Take 30 seconds to look at the image.

Each person take a guess to point out how many images you see.

Work together to to help one another see the different perspectives.



- What does this activity teach us about perspectives?
- How is conflict escalated or de-escalated depending on our ability to see multiple perspectives?

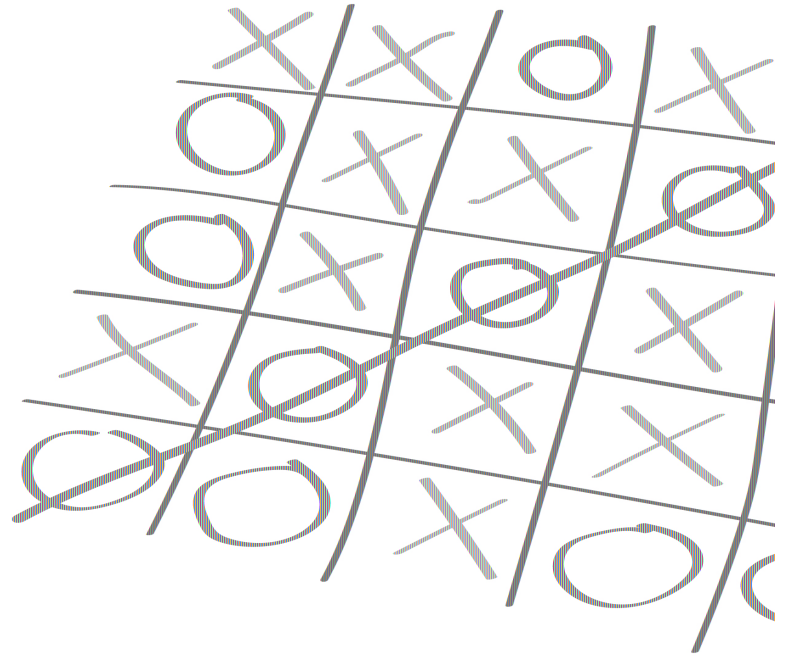


Activity: Win-Win or Bust (Super Tic Tac Toe)

Objective:

- Work together to get as many sets of 5 in the row as you can.

[Handout link](#)



Round #1

Click and
drag X's from
here!



Click and
drag O's
from here!



Round #2

Click and
drag X's from
here!



Click and
drag O's
from here!



- What behaviors shifted for them from round to round? What was the objective?
- How can we center relationships to teach young people to experience conflict as a game of tic tac toe, where competition can offer opportunities for critical thinking?



Six Types of Thinking

Win

As long as I win,
I don't care if you
win or lose.

Lose-Win

Why bother
trying... I always
get stepped on.

Win-Lose

I'm going to beat
you no matter
what.

Lose-Lose

If I'm going down,
you're going down
with me.

Win-Win

Let's find a solution
that works for both
of us.

Win-Win or No Deal

Let's find a solution that
works for both of us, or
let's not play.



Zoom Break

Reflect on These Questions

- Where/how do you see yourself integrating these activities into programming?
- What other ideas do you have?



Questions Create a Paradigm Shift

Criminal Justice Asks

What rule was broken?

Who broke it?

What punishment
is deserved?

From the Washington State 2018 Juvenile Detention Report

Youth-level
detention
rate was **7.8**
per **1,000**
youth



11,719
admissions
to detention
facilities

Questions Create a Paradigm Shift

It was the first summer field trip and the students are buzzing with excitement. **Neha** really wanted to sit next to her best friend on the bus ride to the zoo.

Right before the students boarded the bus, **Tina** and **Lupe** pushed **Neha** out of line. The three students have had conflicts in the past and there has been no resolution. **Neha** didn't get to sit next to her friends and the two girls tripped her on her way to her seat.

During lunchtime the staff sat students and asked them not to get up from their seats. **Neha** saw an opportunity to connect with her friends and got up anyway to quickly say hello. **Tina** and **Lupe** told on **Neha**. Neha got in trouble for not listening and on her way back to her seat she used a racial slur to name call Lisa.

Questions Create a Paradigm Shift

Criminal Justice Asks

What rule was broken

Who broke it?

What punishment
is deserved?

Restorative Justice Asks

Who was harmed?

What are the needs of those
affected?

What can be done to restore the
relationship?

How can you address this behavior
with the community?

*What institutional policies and
procedures need to be in place in
order for you to truly embrace
restorative justice?

Establishing Conditions for Equitable Behavior Guidance

Social Emotional Skills

- Self Awareness
- Self Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

Prevention

Building the social and emotional capacity of youth to understand values, manage their emotions, and acknowledge the complexity of perception in any situation.

Intervention

Develop skills to address behaviors when they arise, and embrace conflict as an opportunity to learn about oneself, engage in problem solving and critical thinking skills.

Restoration

Creating rituals and practices that deepen connection when conflict occurs, accountability is called for, or reparations are needed.

Debrief



What prevention strategies will you activate to ensure a sense of safety and belonging for all students this summer?

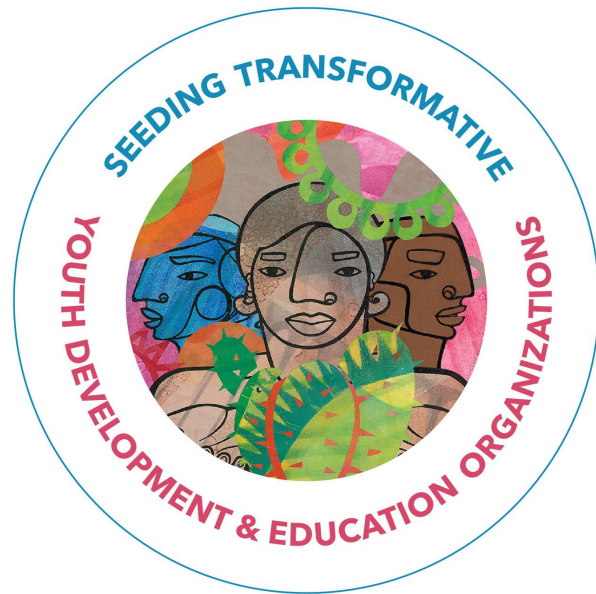
Bonus Activity: Problem Solving Clinic

With your program teams:

- Share a behavior challenge you have experienced in the past week.
- Work with your partner to use the RJ questions to come up with a restorative solution.
 - What was harmed?
 - What are the needs of those affected?
 - What can be done to restore the relationship?
 - How can you address this behavior with the community?
 - What institutional policies and procedures need to be in place in order for you to truly embrace restorative justice?



Looking for **Summer Programming** support? Join us for our **Virtual Bootcamp** and onboard your staff with the **SEL tools** they need.



Look out for our follow-up email with the session materials.

Credits: Cover illustration by **Favianna Rodriguez**
Icons by **Flaticon** and illustrations by **Storyset**

Which set of hands show how you'll
continue to show up with your students?



Thank you for coming!

