TIERS FOR FEARS: SOWING THE SEEDS OF RESTORATIVE DISCIPLINE

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1) Think of someone you respect and admire.

Values: something as a principle or quality intrinsically desired, important, or useful

2) Name one characteristic (aka value) about him/her that you would like to emulate.

3) Write that characteristic, trait, or quality on the paper plate with your marker.

4) Be prepared to share your word and the person you thought of.

5) Return to your tables and chairs. Take your paper plate with you.

6) You may sit anywhere, but remember which circle group you were in.
Circles can be used for:
+ Establishing values, norms, or agreements
+ Building community
+ Repairing harm
+ Decision-making
+ Teaching content
+ Reintegrating someone who’s been gone
+ Welcoming someone new
+ Checking in with one another

Source: Institute for Restorative Justice and Restorative Dialogue; UT Austin, School of Social Work

Let’s review some concepts

A talking piece
Only the person holding the “talking piece” can speak, one person at a time

A centerpiece
Items and artifacts that have meaning to the circle leader or group.

“Pass”
You are not required to share, and you could “pass” the talking piece to the next person without consequence.

An opening ritual
Could be serious, goofy, or somewhere in between. It signals that circle time is starting.

Guiding questions
Planned questions that lead the circle discussion, yet working less revealing before more probing questions.

A closing ritual
Similar to opening ritual and signals to participants that circle time has concluded.

Creating a Culture and Climate
+ Values
+ Norms
+ Beliefs
+ Traditions
+ Customs
+ Ceremonies
+ Rituals
+ Assumptions
+ Symbols
Creating a Culture and Climate

Values ⇝ Beliefs

Belief: a feeling that something is good, right, fair, and/or valuable

At your tables:

1) Share your values with each other.

2) As a group, pick three values that your table group really likes.

3) Based on your top 3 values, what are some beliefs we have about education and/or your students?

4) As a table group, write one belief statement for each value. Your group will end up with 3 belief statements, one for each value.
At your tables:

5) Write your belief statements on the large post-it notes.

6) The person in your group with the brightest shoes will present for your group.

Second Circle

Go back to your first circle group. Take your plate with you.

♣ Clubs w/ Cheryl
♦ Diamonds w/ Jackie
♥ Hearts w/ Jenny
♠ Spades w/ Quentin

Second “circle time” instructions:

1) Watch a short video.
2) Answer questions based on a character education lesson.
Second “circle time” instructions:

1) Watch a second short video.
2) Answer more questions based on a character education lesson.

5) Return to your tables and chairs. Leave your paper plate behind.
6) Review your 3 belief statements from earlier.

Creating a Culture and Climate

Beliefs ⇔ Expectations

**Expectations** are defined as:
+ Knowing what you can or cannot achieve
+ What you believe will or will not happen

At your tables:

1) Change your belief statements into expectations for students or teachers.

2) Write one expectation for each belief statement on a large post-it note, 3 in all.

At your tables:

3) The shortest person in your group will present your expectations.

4) After all groups have presented, return to your circle group for one last activity.

Expectations are like highways; they go in both directions and 10 Lanes wide

- Student ↔ Student
- Teacher ↔ Teacher
- Admin ↔ Admin
- Student ↔ Teacher
- Teacher ↔ Admin
- Parent ↔ Admin
- Student ↔ Admin
- Teacher ↔ Parent
- Parent ↔ Parent
- Student ↔ Parent
Third Circle
Go back to your circle group.
♣ Clubs w/ Cheryl
♦ Diamonds w/ Jackie
♥ Hearts w/ Jenny
♠ Spades w/ Quentin

Third “circle time” instructions:
1) You will role-play a character in a real-world scenario.
2) Try to get into character and feel what they would feel (empathy)

Let’s review some concepts
Establishing values
Your first circle today was designed to create a common set of values that all would abide by. These values were used throughout the entire session.

Community Building
Your second circle was an 8th grade community building lesson created by Random Acts of Kindness

Repairing harm
Your third circle was an attempt to repair a severed relationship where harm occurred. Not all circles are successful, but you’ll be surprised as to how many are.
Creating a Culture and Climate
Values ⇔ Beliefs ⇔ Expectations
+ Establishing norms becomes the foundation of solid classroom management.
+ Since norms and expectations are developed by consensus, all participate and have a voice.
+ When behavior turns to misbehavior, reviewing the agreements reminds students of their commitment to the learning environment.
Choose an Upstander!

Students will watch two video clips and discuss what it means to be an upstander in a bullying situation.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**Assertiveness**: Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

**Caring**: Feeling and showing concern for others.

**Responsibility**: Being reliable to do the things that are expected or required in your life, home, community and environment.

**Upstander**: Someone who sees a wrong act and does something to help the situation.

**Bystander**: Someone who stands by watches a situation without doing anything about it.

Tips for Diverse Learners

Students might benefit from:

- Writing down what they noticed in the clips and talking with a partner about their reactions before discussing the questions as a class.
- Discussing the questions in small groups; consider projecting the questions on a Smart Board or printing them out for the groups.
- Discussing feelings or reactions to the clips with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.
Resources

The Ned Show video, “You Can be an Upstander” (4 mins.) is a good resource that you could share with students if time permits: http://www.thenedshow.com/upstander.html

Share (2 mins)

As a class, ask students to share how their discussion using the Responding to Bullying activity sheet from What is Bullying? Lesson with a family member went. Was there anything in the discussion that surprised them? Any “a-ha” moments that they were left with? Did members of their family have a different response for any of the questions?

Inspire

Video Clips (5 mins)

Being assertive and standing up to a bully isn’t easy. However, there is strength in numbers. Did you know that in a school most people are not bullies and most people are not being bullied? Most people are what we call bystanders, who don’t do anything when they witness bullying. This large group of people can make a difference at your school or in the community!

In the video clips, watch as students stand up for someone who is being bullied and think about whether the bystander becomes an upstander, or someone who stands up for those being bullied.

Show the two videos one at a time:


Empower

Discussion (10 mins)

After showing the Locker video clip, ask the following questions:

• What does the group of teens do after they knock into Travis? (Answer: They laugh at him, call him a loser, and tell him to get some friends.)
• What does the football player do? (Answer: He walks over to Travis, helps him pick up his books, and says “See you around.”)
• What do you think the football player’s action shows? Do you think he was an upstander? Why or why not?
• Is it hard to stand up for someone who is being bullied? Is it easier to stand up for someone if he or she is your friend?
• What if the teens who knocked into Travis were your friends? What would you do then?
• What if the teens weren’t your friends but were popular kids? Would that make it harder to stand up for Travis? Why or why not?
• Have you ever felt pushed around like Travis? Did someone help you out like the football player? (If students are reluctant to share, you can describe a time when you were bullied or witnessed bullying and what you did.)
• Have you ever taken responsibility and stood up for someone who was being bullied and what happened as a result? How did you feel?
• Do you think that you could ever be a bully?
After showing the Cafeteria video clip, ask the following questions:

- What does the new girl do after she gets her food? (Answer: She looks for a place to sit.)
- What happens when she sits down with a group of girls? (Answer: They get up and leave.)
- What happens next? (Answer: Another girl joins her at the table and they start talking.)
- What do you think that girl’s action shows? Do you think that she was an upstander? Why or why not?
- Have you ever been a new kid at school? How were you treated?
- Have you ever helped out someone who was new? How did you feel?
- If you were in this situation, would you stand up to the girls who left the table? If the girls who were being unkind to the new student were your friends would that make it easier or difficult to stand up to them?

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What does it mean to be an upstander and how is it different from being a bystander?
- Describe what happened in one of the video clips and outline the role the bystander and/or upstander played in the situation.
- What are a few ways that you can be an upstander if you see someone is being bullied?

Reflection Questions

- Do you think that learning to become an upstander is something that would benefit our school community?
- Would it help our school to become kinder, more caring, compassionate and understanding?
- When do you find it most difficult to be an upstander? Is it different when it is your friend or a stranger on the street who is being bullied?

Summary

Although sometimes it might feel scary, being an upstander is socially responsible. It is the right thing to do. It takes courage, assertiveness and compassion to take action, be a leader and speak up for someone that is being bullied. Being an upstander can make a huge difference for someone who is being bullied and may even stop the bullying behavior.
Act (2 mins)

Kindness Minute

Write the word BULLYING vertically down the left side of a piece of paper. For each letter, write a word or sentence that describes what you might do to help someone who is being bullied. For example:

- Be assertive and brave.
- Use my head to make a plan.
- Listen closely.
- Let an adult know.
- Yell, “stop!”
- Invite the person being bullied to hang out with me.
- Never give into peer pressure and stand up for the victim.
- Go get help.

Kindness in Action

As the week goes on, pay attention to the different music, TV shows and movies that you see. Which ones promote upstander behavior and kindness? We will share what you find out next lesson.
On February 10, 1998, at about 4 in the afternoon, two 18 year-old men, Ricardo and Paul were driving a pickup truck around the streets of Longmont, Colorado. Ricardo was behind the wheel. As they pulled up at a stop sign, a woman in a blue Ford sedan pulled up behind them. The woman, Verna, 30 years old, later stated that she was about 20 feet behind their pickup truck when the young man in the passenger seat of the truck, Paul, jumped out and stood in front of her car. He pulled the hood of his sweatshirt over his head, whipped out a pistol and, using a double handhold, pointed it directly at Verna's face. Paul pointed the gun at her for about 3 or 4 seconds. He then lowered the gun, ran back to the passenger side of the truck, jumped in, and the truck sped away. Although Verna was quite frightened, she had enough presence of mind to note the license plate number of the pickup.

When the police pursued the license plate lead, they quickly located the two young men involved. According to the young men. Ricardo had a BB gun on the truck seat. The gun looked exactly like a 45-caliber pistol. When they pulled up at the stop sign and glanced in the rear view mirror, they saw the blue Ford pull up behind them. They thought it was their friend Juan, who owns a Ford of the same color. Ricardo told Paul to take the pistol, jump out, and 'prank' Juan by pretending this was a gang hit. Paul says that as soon as he saw the driver of the Ford was not Juan but a woman he didn't know, he put the gun down and got back in the truck.
1. **CO-FACILITATOR**

2. **CO-FACILITATOR**

3. **RICARDO, OFFENDER**
   You are Ricardo Sandoval. You’re 18 years old and in your last year in high school. You like to drive around town in your pickup truck with your friend Paul, sometimes pretending you both belong to a street gang and are passing through hostile territory. You consider yourselves ‘good boys’ and expect to graduate respectably from high school in June and get good jobs and maybe even take college courses. On the day of the incident, you had your BB gun on the seat between you and Paul. When you stopped at that intersection and the blue Ford pulled up behind you, you were sure it was your friend Juan, so you told Paul to grab the gun and ‘prank’ Juan. Only after Paul jumped back in the truck and told you to get the hell out of there did you find out it wasn’t Juan in that blue Ford, but some woman.

You’re worried about this situation, and feel somewhat torn. You’re smart enough to realize that this woman, Verna, who is now sitting in the circle across from you, might have been really frightened. On the other hand, you know that you and Paul just meant this as a prank between friends, and you didn’t have any criminal intentions. You are willing to apologize and take reasonable responsibility for this incident, but you also feel some pressure from your parents to hold up the family image of not being pushed around. Your parents are very protective, even appearing hostile in the conference.
4. MIGUEL, RICARDO’S FATHER
You are Miguel Sandoval, Ricardo’s father, and Angela’s husband. You are a proud and protective parent who believes his son is being described as a serious criminal when he just pulled a stupid prank. You’ve had a tough life and believe you have to stand up for yourself and your family. You also believe that as a Hispanic family, the police are coming down harder on you than they would on Anglos, and you can’t quite see why everyone is making such a big deal out of something that was basically a misunderstanding. As you look around the circle, you see another teen Hispanic boy, Jesus, who is sitting in as affected community, and you try to get him on your side, figuring at least he won’t be biased.

You want to convey the message to your son that he should not let these people push him around and should stick up for himself and not admit that this harassment was all that bad.

5. ANGELA, RICARDO’S MOTHER
You are Angela Sandoval, Miguel’s wife and Ricardo’s mother. You’re a no nonsense woman with a tough demeanor. You agree with your husband that Ricardo is being treated too harshly. You are very proud that all of your older boys have graduated from high school and you don’t want anything to stand in the way of Ricardo also graduating honorably in just a few months. You strongly believe that your boys are all good boys and you insist on making that known. You think the victim, Verna, is a bit of a crybaby, and is making too much of this incident. When Vema is telling her story, you cross your arms, huff and roll your eyes. You interrupt several times, saying that it wasn’t all that bad, even after the facilitator tells you to wait for your turn to speak.
6. **PAUL, SECOND OFFENDER**
You are Paul Ramirez, a high school student. You’re 18 years old and in your last year in high school. You like to drive around town with your buddy Ricardo in his pickup truck, sometimes pretending you both belong to a street gang and are passing through hostile territory. You consider yourselves ‘good boys’ and expect to graduate respectably from high school in June and get good jobs and maybe even take college courses. On the day of the incident, upon the urging of Ricardo, you took his BB gun, jumped out of the truck, and pointed the gun at the blue Ford that was stopped behind, thinking it was your friend Juan. When you saw it was not your friend Juan, but this woman Verna, you ran back to the truck.

You are compliant and contrite. Your parents pointed out to you the seriousness of the effect on the victim and they have urged you to be respectful and remorseful. You consider yourself a good friend of Ricardo, but you are worried because Ricardo’s parents seem to be quite confrontational and may make this even situation even worse.

7. **RUBIN, PAUL’S FATHER**
You are Rubin Ramirez, father of Paul and husband of Maria. You’re a soft spoken man who works hard and expects his son to “do what’s right.” You’ve never been in a conference like this before, but you are all for it if it can resolve the situation and let Paul keep a clean record, since he’s a good boy and has never been involved with the law before.

You seem a bit embarrassed by the attitude of Ricardo’s parents. You want to know if the contracts can be written separately, so one’s completion is not dependent on the other’s performance, since Ricardo’s parents seem to be driving the conference toward more confrontation rather than apology and solution.

8. **MARIA, PAUL’S STEPMOTHER:** You are Maria Ramirez, wife of Rubin. You are a well-educated and well-spoken woman. You have a great deal of empathy for the victim. At one point you say, “If this had been me, I’d hate to think what Rubin would have done.” You want Paul to take full responsibility for his action and to have strict but fair consequences for his behavior.
9. Verna, Victim
   You are Verna Walters, a gentlewoman of 50 who works in human services. You are a bit fragile and have been very upset by this incident. You consider this as an assault with a deadly weapon since you believed that Paul was pointing a real gun at you. You are shocked to realize that you were actually considering running him over to save your own life. Now you are horrified that you might have actually hurt or killed him. This has been a hard time, and you have relied on your husband Dan to support you through this process, and you are glad that he is here with you, although you realize you’re not quite as sure as he is that these boys need to be severely punished.

10. Dan, Verna’s Husband
    You are Dan Walters, husband of Verna. You’re a very angry man who has become fed up with all the irresponsibility of young people these days. You feel that so many parents aren’t as strict as they should be, as they were when you were young. You are ready to make these boys accountable for a felony. You understand that the conference is an alternative to the regular court system, which is often ineffective, so you are willing to go through this process. But you want these boys to do some very serious and extensive community service to repair the harm they did to Verna, and not just walk out of here with a slap on the wrist. You are very protective of Verna, and find yourself becoming furious when Ricardo and his parents keep insisting that this was just a prank.

11. Carl, School Resource Officer (Optional)
    You are Carl, a school resource officer at the high school where the offenders, Ricardo and Paul, are students. You went to the homes of the boys and talked to their families. You felt that these were really good boys who made a bad choice. They both had good grades and neat rooms. They had Bible quotes on their mirrors and basketball posters on the walls. You feel like they were just playing around and that this wasn’t that serious. During the conference, you try to counteract the talk that is making these boys out to be felons. These are really good boys, and it was no big deal.
12. JESUS MARTINES, AFFECTED COMMUNITY  (Optional)

You are Jesus Martinez, an 18 year old senior at another high school across town. You don’t personally know Ricardo and Paul, but you feel like you understand them pretty well. You have had a history of delinquent behavior but have found a positive outlet for your anger in being a part of a teen theater company. You understand both sides of the story and are the only one that Ricardo’s family will interact with. They see you as an ally. You want to support the boys but you don’t want to be sucked into taking sides with Ricardo’s family against everybody else. You believe that Paul and Ricardo still need to take responsibility and repair the harm they have done.