

o 2024-25 PEACEMAKERS



***Training Book
Teacher Version***

Community Building Activities

Peacemakers Bingo- see file in Google Drive

My Good Neighbor

Have players stand in a circle and choose one to stand in the middle. The person in the middle reveals something true about themselves. If any players in the circle believe this statement applies to them as well, they have to get up and find a different seat. At the same time, the person in the middle also tries to find a seat. Whoever is left without a seat is the next person to stand in the center and say something about themselves.

Get to know you balloons

Give each student an empty balloon and a slip of paper. Ask them to write a get-to-know-you question on their paper, such as *How many brothers and sisters do you have? Do you have any pets? What's one fun thing you did this summer?* Next, have them put their question inside the balloon, blow it up, and tie the end. When everyone is ready, have them gather on the rug, and, on your signal, toss their balloon up in the air. Give them a couple of minutes to bat the balloons around, then call stop. Have each student grab one balloon and come sit in a circle. Go around the circle and, one at a time, have students pop their balloon, read the question inside, and answer the question.

M&M/ Skittles Game

props required: 1 bag of skittles or M&M's

Pass around a bag of Skittles or M&M's and tell everyone to take as much as they want. Once everyone has some, announce that each person must tell the group a fact about themselves for each color they have. Variation: Create predetermined categories for colors.

Personal Reflection

What is your definition of peace? Share with the group.

CHAPTER 1: THE ROLE OF PEACEMAKERS



Who are we?

Our Purpose and Goal

Peacemakers are Official Branksome Hall Asia Restorative Practice (RP) leaders. RP is a problem solving strategy that pays attention to every perspective involved in the situation. Without one side or person winning and the other losing, we focus on solving existing issues and look for win-win solutions that students in conflict can agree to. We focus on the quality of relations between students by promoting RP to build a more peaceful and safer school. Not only do we focus on keeping the peace among students, but also relationships between students and teachers or others. Peacemakers are responsible for listening to your concerns and assisting you in solving the conflict using restorative methods. Whenever you want, whenever you need, peacemakers are always open to having RP sessions, regardless whether students are in the Senior or Middle school.

Our goal is to “empower and support the BHA community by managing conflicts, repairing harm, and building strong relationships through restorative practice”.



Peacemakers Are Role Models

Peacemakers are role models for the whole BHA community. We set the example of how to solve conflict in a restorative way. That means we have to be willing to face conflict in our own lives and attempt to solve it to the best of our ability. You can experience conflict with another person, but also conflict within yourself. Here are some examples of conflict. ☺

Conflict with another person:

Jiyun wants to have lunch with Younah. Younah says she will eat lunch with Jiyun, but then Younah forgets to meet her. Jiyun is hurt and when she sees Younah later, Jiyun says angrily, “Why did you leave me all alone? I had no one to sit with!”



Conflict with yourself:

Soo wants to be more outgoing and friendly with her peers, but she is quite shy. Soo sees some classmates at CU and thinks, “I should say hello...but I am so scared what they will think of me. But I really want to make new friends!” Soo sees her classmates walk away and thinks, “Nevermind...I won’t say anything because they will think I’m weird.”



What are some examples in your life of conflict with others? With yourself?
Take a moment and write these down privately. You do not need to share these examples with the group unless you want to.

Look at the examples you wrote above. How did you try to solve those conflicts? Did you try to solve those conflicts?
Perhaps you do not know how to solve them yet, and that's OK, but be as honest as possible.

What is the restorative mindset?

“A restorative mindset describes how a person understands community and one’s role in the community. The values and concepts that underlie a restorative mindset include:

1. Relationships and trust are at the center of community.
2. All members of the community are responsible to and for each other.
3. Multiple perspectives are welcomed and all voices are equally important.
4. Healing is a process essential to restoring community.
5. Those who do harm should be held accountable for and take an active role in repairing harm.
6. Conflict is resolved through honest dialogue and collaborative problem solving that addresses the root cause and the needs of those involved.” *Taken*

from Chicago Public Schools Restorative Practice Guide and Toolkit.

Reflection Questions

1. What (if anything) does the BHA student community think about restorative practice?

Many students don’t know about it!

2. Do you think the BHA student body values relationships, trust and community? Why or why not?

I think deep inside they do, but because of competition it looks like they don’t. I heard from many boarding students that they want it, but it’s not easy here.

-Honestly, they don’t really care. They only care about their friends.

- It also depends on grade level. The older you get, grades take priority.

But also you accept different perspectives.

- Students are introduced to Individualism : they only care about their own studies.

- residence and day students are different: there is more of a community building work when you live in residence (such as SDFD and CASE).

3. Think about numbers 5 and 6 above. Why do you think students at BHA might be hesitant to participate in a restorative practice session?

Not valuing community, individual success!

Value- studying and academic

Anxiety- competition

Students might be afraid to be honest (stress level test, they weren't sure if it's confidential)

Fear of evaluation

Korean students have tendency to bury it, they don't want to share negative feelings

Fear of causing conflict in a close friendship group

Being stereotyped

WHAT ATTRIBUTES SHOULD A PEACEMAKER HAVE?



This list is a beginning- it is not exhaustive.

Trustworthy
Listener
Caring
Empathetic
Peacemaker in her own life
Community minded
Fair
Unbiased
Patient
Brave
Confident

What does it mean to “keep something in confidence”?

Definition: MacMillan dictionary defines it this way: “If you tell someone something in confidence, you tell them something secret or private and you trust them not to tell someone else.”

Why is it important?

This builds trust between the Peacemaker and the student and it protects all those involved.

However, there are exceptions...

1. Someone tells you they are in danger.
2. Someone tells you they feel suicidal or are hurting themselves.
3. Someone is dealing with an issue that is too big for you to handle (depression, anxiety, etc...).
4. You feel uncomfortable handling the situation and want adult help.

BROKEN OR KEPT?

1. You see Student A from a past peer conference in the hallway. In front of Student A's friends, you ask her how everything is going with the teacher she was having a conflict with. **BROKEN**
2. You are late to your 3rd period class because the peer conference lasted longer than the lunch period. Even though you have an excuse note, the teacher asks you in front of the class why you are late. You answer, "I was the mediator for a peer conference and the students involved wouldn't stop arguing about their issue in boarding." **BROKEN because of the highlighted area.**
3. You are walking with your friend Student C in the hall. Student C is not a member of the Peacemakers CASE. Student D walks up to you, says hi and thanks you for all your support. After Student D leaves, Student C asks how you know Student D. You say, "She was at the peer conference yesterday." **BROKEN- Student D may not have said she was in a conference and may not want others to know that information.**
4. You were involved in a peer conference case early in the morning. On your way to class, Mrs. Young comes up to you and asks you how the conference went today. You say, "It went well. The referred students created an agreement." **This one is tricky. Was Ms. Young involved in the case? If she is not involved, then you do not need to tell her much.**
5. You just heard a peer conference case yesterday. Today in the lunchroom, you overhear some students gossiping about the issue. However, they have got the situation all wrong. You lean over and say, "That's not what happened" and go back to eating your lunch. **By saying "That's not what happened," it raises more questions. People may ask, "What happened?" It would be better to say something like, "It makes me uncomfortable to hear you talk about this private issue. Can you please not discuss it?"**
6. In an individual session with Student E, you find out that she is upset with her math teacher because she is having trouble understanding the lesson. You are close to the math teacher, so you visit your math teacher and ask if she can help the student. **BROKEN**
7. You are having a private conversation with your friend Student F. Student F shares that she is under a lot of pressure these days and has been cutting herself.

Student F promises that she is not going to harm herself anymore and asks you to be her accountability partner. You say, "I won't tell anyone for now, but I will have to tell someone if you break your promise." **KEPT but should be broken because this student has harmed herself.**

CHAPTER 2:

What is

Restorative Practice?



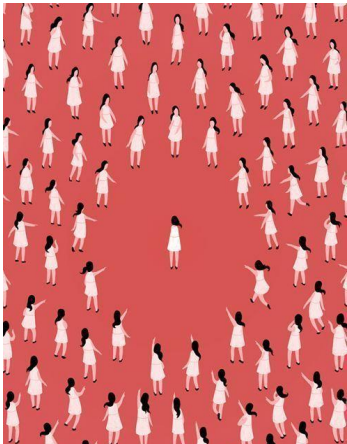
What is “Restorative Practice”?

Move the focus into community and frame wrongdoing as essentially a violation of people and relationships.

“After conflict or harm, RP provides a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened and describe how it affected everyone, and find solutions to make things better”

(Chicago Public Schools RP Guide and Toolkit)

Comparison chart

Traditional Discipline	Restorative Practice
• Offensive behavior means breaking the rules • Teachers determine outcome or punishment • Focus on offending student • Shame, revenge, blame, alienation, stigmatization 	• Teaching young people about their responsibilities and accountabilities • Understanding the impact of actions • Looking into root-causes • Heal and put right the wrongs • Raising resilient students and creating a gentler community. 

What “Restorative Practice” looks like when harm is done in a community...

Step 1. Discuss the harm together

Step 2. Work together to heal and prevent future harm

Step 3. Build a stronger community



Why is each step important?

- 1.***
- 2.***
- 3.***

CHAPTER 3:

Restorative Language & Healthy Communication



Healthy Communication in RP

Before we begin to discuss RP language, it is important to think about communication basics. The way we communicate with others can make RP either successful or difficult.

		
Passive	Aggressive	Assertive
1. Softspoken, quiet 2. Allows others to take advantage 3. Prioritizes needs of others 4. Poor eye contact/looks away 5. Does not express one's own needs or wants 6. Lack of confidence	1. Easily frustrated 2. Speaks in a loud and overbearing way 3. Unwilling to compromise 4. Use of criticism, humiliation and domination 5. Often interrupts or does not listen 6. Disrespectful to others	1. Listens without interruption 2. Clearly states needs and wants 3. Willing to compromise 4. Confident tone & body language 5. Good eye contact

Watch this [video](#). Ask the students to think about what type of communicator they are in pairs.

What do you think is the best kind of communication for an RP session?

Assertive

How could passive and aggressive communication be problematic in an RP session?

Passive does not really communicate what the problems are and aggressive makes others feel uncomfortable and unsafe and also unwilling to share.

Students should practice assertive communication using this example situation in pairs:

Claire really wants to go to Atwosome Place after school with Seoyeon to study. Seoyeon told another friend she would meet up to discuss a group project after school. How could Seoyeon communicate assertively with Claire?

Ms. Park asks Seri to finish an assignment by midnight tonight. Seri has an essay to write, an assessment to study for and a group project to finish. How could Seri communicate assertively to Ms. Park?

Active Listening



“Active listening refers to a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice.” www.verywellmind.com

Techniques for Active Listening	Purpose	Example
Encouraging	Using words or actions to show that you're interested and keep the person talking	Nodding, making eye contact, "Hmmm", "Uh-huh", "that's interesting", "tell me more about that"
Restating	Saying in your own words what you thought you heard the other person say, to let the person know you're listening closely and trying to understand	"Would it be correct to say that...", "So what I hear you saying is...", "If I'm understanding you, the way you see it is...", "In other words, you've concluded..."
Clarifying	Getting more information by asking nonjudgmental questions, to better understand any statements that were unclear or incomplete	"I'm not sure what you meant by...", "Could you explain more about...", "What leads you to believe that...", "Could you explain that in a different way?"
Empathizing	Appreciating others' experiences even if you don't agree with everything they say, showing that you respect their point of view and understand their feelings	"I can see why you feel that...", "That must have been hard for you", "Now I understand your point of view", "I didn't realize you felt that way—thanks for telling me that"
Reframing	Moving the conversation to problem-solving or goal-setting, encouraging others to consider whether they misinterpreted something, or redirecting a negative statement into something more productive	"That's an interesting point-to go further I would suggest...", "Since we both care about ... would it make sense to...?", "I'm sorry you feel that way, but I'm glad you said so. Let's see how we can work together to address that"

Active Listening Exercise

Observe & Critique

Practice using Active Listening Techniques with a Partner

Instructions: choose a partner. Each person should choose a role to play in the scenario listed below and practice active listening techniques.

1. Scenario: Yeojin is very upset because she got a bad grade on a math assessment. She is crying and very sad. Jiyun, her best friend, is in the same math class and sees how upset Yeojin is. What should Jiyun say to Yeojin?
2. Scenario: Minsoo had a big argument with her sister last night. She is angry and frustrated about how the argument ended. Minsoo tells her friend, Seojin, about this. What should Seojin say?

Empathetic Listening

"Empathic listening is a structured listening and questioning technique that allows you to develop and enhance relationships with a stronger understanding of what is being conveyed, both intellectually and emotionally. As such, it takes active listening techniques to a new level."

<https://www.mindtools.com/CommSkill/EmpathicListening.htm>

	Strategy 1: "Listen with your eyes, heart, and ears."	Strategy 2: "Stand in their shoes."	Strategy 3: "Practice mirroring."
Rationale	Only 7% of what we communicate is transmitted through words. 40% comes through tone, and the remaining 53% is through body language. Paying attention to tone and body language is just as important as hearing the words a person speaks.	Even if what we have experienced is similar to someone else, how we experience it may be very different. For instance, a loud, lively classroom activity may be stressful for one teacher and energizing for another.	Repeating the meaning of a person's words in a warm and caring tone assures the speaker that we seek to understand instead of judging or giving advice. By mirroring, we can help the speaker better understand him/herself and his/her emotions.
How To	ASK YOURSELF: • What is the speaker's posture? • What is the look in the speaker's eyes communicating? • How loudly or softly is the speaker speaking? • Which words are the speaker emphasizing?	ASK THE SPEAKER: • What is that like for you? • How did you feel when...? • What did you enjoy about...? • What has been the hardest part of...?	MIRRORING PHRASES: • Do I understand that you feel... • What you're saying is... • What I hear you saying is... • I can see that you're feeling...

GROUP DISCUSSION

What is the difference between active and empathetic listening?

Active listening is listening attentively to stay engaged in conversation so as to understand what the other person is saying. Empathetic listening takes Active Listening to a whole new level by adding in empathy- seeking to understand and feel what the other person is feeling.

Why is it important to use these techniques in RP?

Active and empathic listening build trust and create stronger relationships, which in turn helps build community. These listening styles also help the Peacemaker to fully understand what has happened so as to help repair the harm. When the Peacemaker displays active & empathetic listening skills, it models those behaviors to those involved in conflict and helps them understand how to do it.

Students should work in pairs to practice empathetic listening with the following scenarios.

1. Jooyun is frustrated with her group members in English class. Jooyun feels like she does all the work and no one else contributes. She has spoken to her group members about this but nothing seems to change. Jooyun was up until 3AM last night finishing the group project and today she is exhausted. Jooyun tells Young about all of this. How can Young listen empathetically?

2. Huran has been very good friends with Yunseo since they were in G4. They share secrets and trust each other. Huran tells Yunseo that she has a crush on a boy from NLCS and they have been texting each other. Huran is so excited about this boy. The next day, another student asks Huran about this boy. Huran is hurt and feels betrayed by Yunseo. How could you listen empathetically to Huran?

Personal Reflection

1. Look over the active & empathetic listening techniques and choose one or two that you would like to work on during the next week.
2. Who would you like to use these techniques with?

Listening Pitfalls

Listening Pitfalls	Response Pitfalls*
• “Multitasking” while attempting to listen • Thinking about what we are going to say next while someone else is speaking • Thinking about how what the speaker is saying relates to our experiences when the speaker is talking about his/her own experience • Judging the speaker or what the speaker is saying	• Letting the speaker know whether or not we agree with him/her • Asking too many probing questions when the speaker is not ready to share • Giving advice • Providing interpretations of the speaker's motives or behavior • Relating the speaker's experience to our own experience * Each of these pitfalls may at times be exactly what the speaker wants to hear. It is important to ask the speaker whether or not this type of response is appropriate.

1. When was the last time you did one of these listening pitfalls?
2. What could you do to fix this problem in the future?

“I” Statements

“When a person feels that they are being **blamed**– whether rightly or wrongly– it’s common that they respond with **defensiveness**. “I” statements are a simple way of speaking that will help you avoid this trap by reducing feelings of blame. A good “I” statement takes **responsibility** for one’s own feelings, while **tactfully** describing a problem.” www.therapistaid.com

KOREAN CONTEXT: Notes from session with students on 11/18/21

Conflict between I statements and Korean culture

*grammatically different : English and Korean grammar, we don’t really use pronouns.

*we don’t really use I (it’s not about the person, it’s about everyone).

*hierarchy in language

*I is very strong word in Korean, and it could rather sound rude

***However, it is possible to contextualize the intent of I statements:**
where we do not blame the other person, but state our feelings and experience.

“I feel emotion word when explanation (action).”

Traditional Responses	Using “I” Statements
A teacher heard a student using vulgar language in the classroom. “The problem with you is that you are disrespectful.”	Example: “I feel uncomfortable and disrespected when you use that kind of language.”
Student A is talking to a friend and being loud during class. “You make me so frustrated when you talk during class. If you don’t be quiet, you’re going to be asked to leave.”	I feel frustrated and disrespected when you talk during class because it disrupts the lesson.

Jihoo and Leah got into a fight. Jihoo slapped Leah's hand for taking her eraser without asking. "Jihoo hit me, so she needs to be punished and suspended for at least three days from school."	Leah: I felt hurt when you hit me. Jihoo: I felt disrespected and angry when you took my eraser without asking.
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★ Why is it important to use "I" Statements?

Restorative Questions

Understanding WHAT happened
- What happened? - How did you feel when it happened___? - Can you tell me more about ____?
Understanding WHY it happened (root cause - optional)
- What was going on that led up to this situation? - What were you thinking about at the time? - Has this happened in the past? If so, what caused it to continue? - What was your relationship like with ____ before this happened?
Understanding the IMPACT
- How did it impact you and others? - How did you feel when it happened? How do you feel now? - Were other people affected? If so, how?
Creating the AGREEMENT (PLAN)
- How can we move forward? - How could you have approached the situation differently?

- What could you do to help avoid this situation in the future?
- What needs to be done to repair the harm that was caused?

Questions to avoid... **XXX**

- Close-Ended Questions
 - yes/no questions
- Judgemental Questions
 - Did you do it? Don't you think you could have?
- Leading Questions (questions that make assumptions or encourage a desired answer)
 - You were really mean to her, weren't you?

NOW YOU TRY!

CLOSE-ENDED ⇒ RESTORATIVE QUESTIONS

Do you feel bad?

How do you feel?

Do you know that was wrong?

How do you think your actions affected other people?

What was going on that led up to that situation?

Do you feel satisfied with this agreement?

What do you think about this agreement?

Are there other things you want to talk about before moving forward?

Didn't you know that would hurt her feelings?

How do you think that made her feel?

Do you agree with what she said?

What do you think about what she said?

Do you want to fix this problem?

How can you fix this problem?

How do you want to fix this?

How do you want to move forward?

Would you like it if this happened to you?

How would you feel if this happened to you?

Do you care if you get suspended?

What do you think about the consequences?

How can you prevent other negative incidents from occurring?

PRACTICE

Using Restorative Language

1. Yubin wanted to speak to you about an issue. When she arrives, she is sitting with her arms folded and looking at the corner of the ceiling.

What non-verbal messages are being said?

Angry, closed off, avoiding

How can you start a conversation with Yubin?

Hi Yubin. I can see that you might be upset. What are you thinking about?

2. Bomin is a new student. She usually eats alone in the dining hall. A teacher has asked you if you can eat with her during lunch time. You sit in front of

Bomin, but Bomin doesn't look at you. She is biting her nails and just looking at her plate.

What non-verbal messages are being said?

Nervous, scared, anxious

How can you start a conversation with Bomin?

Bomin, are you OK? It seems like you might be worried or nervous. How can I help you?

3. Nahyun has an issue with her math teacher. She shares, "The teacher is always blaming me for everything. It doesn't matter whether I talk in class or not. He thinks I'm a bad student. He is just picking on me all the time."

Can you change Nahyun's statement into an "I" Statement?

I feel like the math teacher is picking on me and blames me for everything.

What questions could you ask Nahyun to get more information or to understand the problem better?

What makes you think the teacher blames you? Describe an interaction with your math teacher that was difficult.

4. Yixuan has a conflict with her roommate. Yixuan shares, "She is always taking things of mine without asking permission. She is violating the roommate contract by doing this. She is simply trying to annoy me."

Can you change Yixuan's statement into an "I" Statement?

I feel annoyed when my roommate takes my things without permission.

What questions could you ask Yixuan to get more information or to understand the problem better?

Describe a time when your roommate took something of yours. What happened?

5. Yewon is your classmate and she asks for your help. “Sometimes Ms. Kim talks very fast in class, and I have a hard time understanding her. I’m afraid she’ll get mad at me if I ask her to repeat herself. She might also think that I’m stupid.”

What important ideas and feelings can you summarize from what was said?

Yewon seems to be afraid to offend or upset the teacher and she also does not want to feel stupid.

What questions could you ask Yewon to get more information or to understand the problem better?

Can you describe a time when Ms. Kim talked too fast? What happened? What were you thinking about? How did you handle it?

What questions would you ask Yewon to help her come up with a plan? How would you help Yewon come up with a plan to repair the relationship?

Describe a time when you had a positive interaction with Ms. Kim. What benefits could come from talking with Ms. Kim about this? What would you say to Ms. Kim to start a conversation about this issue?

6. Sumin is having a conflict with her roommate. “My roommate has been spreading rumors about me that I was talking to her boyfriend. But that’s not true at all. It was her boyfriend who started to text me. I didn’t respond at all. She is making a big thing out of nothing.”

What important ideas and feelings can you summarize from what was said?

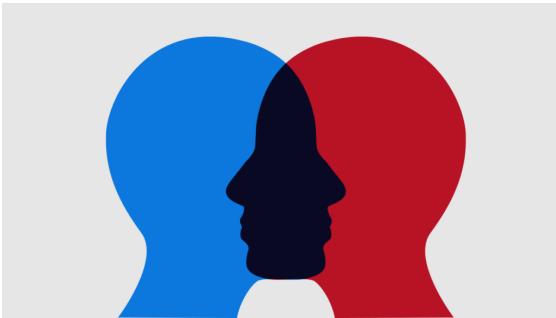
She is worried about rumors spreading, that her roommate is angry and jealous. Sumin is probably hurt and frustrated and feels misunderstood.

What questions could you ask Sumin to get more information or to understand the problem better?

When did you discuss this with your roommate? Why did her boyfriend text you? How long have you been texting with him? What do you text about? How did your roommate find out about it?

What questions would you ask Sumin to help her come up with a plan? How would you help Sumin come up with a plan to repair the relationship?

How can you bring up this topic with your roommate? What do you want her to know? How do you think your roommate feels? How can you use “I statements” in the conversation with your roommate?



CHAPTER 4: RESTORATIVE PLAN



Let's discuss!

Have you ever hurt someone's feelings? How did you know you had hurt their feelings? How does it feel to know that you made someone feel bad?

How do you usually react when you realize you have made a mistake?

Share your honest thoughts!

AGREE| UNSURE/NEUTRAL| DISAGREE

- When you forgive someone, you should forget about what they did. **Disagree**
- If you forgive someone, you are basically saying they didn't do anything wrong.
Disagree
- If someone tells you they're sorry and they really mean it, that should be enough.
Maybe, but there may need to be action taken to repair harm as well.
- There are some situations where just saying sorry doesn't cut it. **Agree and disagree:**
agree because sometimes actions need to be taken to repair harm. Disagree because sometimes the person who caused harm cannot take action that would help.



Is saying you're sorry enough?

When is it not enough?

What is a good apology?

As you meet with students for RP sessions, you may need to coach them on how to give a good apology. Use this page to help coach students who are willing and ready to apologize.

“Apologizing means expressing **regret** for something you did. A sincere apology involves **reflecting** on your actions, taking **responsibility** for them, and making changes to improve things in the future. Giving an apology can help repair a damaged relationship while showing care and **respect** for the other person.

Reflect on your Actions

Think about how your actions contributed to the problem even if they are not the sole cause.

Even if someone else also contributed to the problem, what was my role?	Try taking the other person’s perspective. How do my actions look from their side?	As a result of my actions, how might the other person feel?
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Take Responsibility

Say “I’m sorry” (or some version of this phrase) and show regret for your actions. It’s important to speak clearly and sincerely. IN most cases, it helps to identify the actions you are apologizing for.

I’m sorry for... It was wrong of me to...	I apologize for... I feel terrible. I shouldn’t have...	I take responsibility for... This was my fault. I should have...
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Never make excuses or try to justify your behavior. (Example: I’m sorry but I was tired!)

Listen and Improve

Give the other person a chance to respond without interruption. *Forgiveness may take time and is not guaranteed.* Be prepared to discuss changes you will make to avoid repeating the problem.”

RESTORE BALANCE BY MAKING THINGS RIGHT



"Accountability breeds response-ability."

– Stephen Covey

Definition?

to be held accountable for harm done is to be required to **pay the costs** of making the injured party **"whole"** (for example: paying for repairs to damaged property). A person is required or expected to **justify** their actions or decisions.

Why is "showing accountability" important in a community?

It creates trust, makes people feel safer knowing that there are boundaries. It may make people pause before causing harm in the future. It maintains balance and does not allow people to hold power over each other.

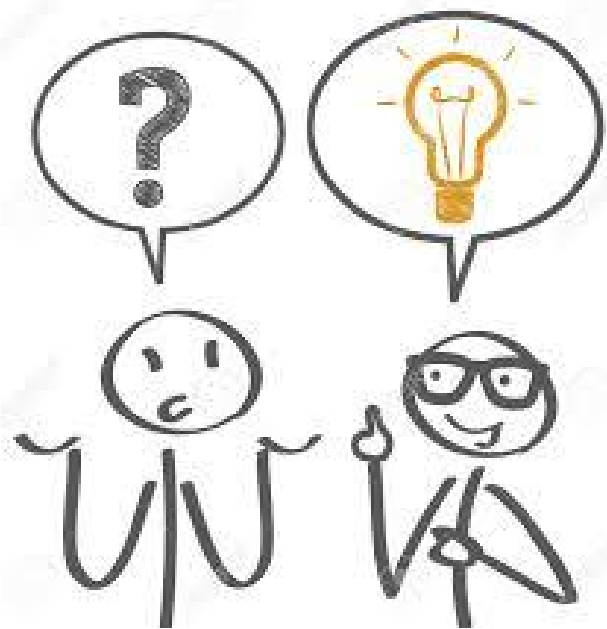
“Restorative Plan/Agreement” should...

- Help students show accountability – accepting their faults and taking responsibility for their own actions
- Create logical solution to repair the harm to the person AND the community affected.
- Assist students to make better choices in the future.

Be SMART!

- S is for SPECIFIC
- M is for MEASURABLE
- A is for ATTAINABLE
- R is for RELEVANT
- T is for TIMELY

Questions to ask when helping students come up with logical solutions!



What can you do to make things better?

What could you do to prevent a similar situation in the future?

How could you have approached this situation differently?

How can you make things right?

What end result would you like to see?

How can “I” help you to do
“that = logical solution”?

NOW YOU TRY!

	Not So Good Agreements	Better Agreement
Two students argue with each other and this quickly turns into a physical fight.	Two students agree to never speak to each other again. <i>What issues can occur after this agreement?</i> <i>The harm is not addressed and the students will hold it against each other. There is no accountability.</i>	When the students are calmed down, they agree to discuss the reason for the fight, apologize to each other and create a plan to move forward peacefully.
A student is rude to the teacher during class.	Student agrees to be nice to the teacher. <i>What issues can occur after this agreement?</i> <i>The harm is not addressed and the teacher feels disrespected. There is no accountability.</i>	<i>The student and teacher meet to discuss what happened and why. The student should apologize and make it right.</i>
A student is constantly 15 minutes late to class and disrupts other classmates.	The student agrees to attend extra study sessions for 30 minutes for a week (FLEX). <i>What issues can occur after this agreement?</i> <i>-Other students are angry and frustrated</i> <i>-It does not solve the problem of being late</i> <i>-There is no accountability.</i>	<i>The student should apologize to her classmates and make a plan to be in class on time.</i>

Mary borrowed Hyunji's classnote and then lost them. Mary approaches you for help. How would you support Mary to "make things right"?

Emily used the elevator up to PAC 4th floor. A teacher in the hallway tells Emily to walk downstairs and walk back up. Emily ignores the teacher and goes into her classroom. The teacher asks you to meet with Emily after class. How would you help Emily to “make things right”?

Students are taking turns reading aloud in class, and Sarah really struggles. Mila makes a joke about her that the whole class can hear. Sarah quickly asks the teacher if she can go to the bathroom and leave the room. The teacher asks you to meet with Sarah and Mila after class. How would you support Mila to “make things right”?

Sooyoung recently changed her friendship group. Emma, from the friendship group, is spreading a rumor that Sooyoung was kicked out from the group because of her nasty personality. Sooyoung is spreading a rumor that Emma bullied her. Social counselor approaches you and asks you to meet with Sooyoung and Emma after school. How would you help them? How would you support them to “make things right”?