

Restorative Justice 10

District Name: Mission
District Number: 75
Developed by: Jody Shaw
School Name: Mission Secondary
Principal's Name: Randy Huth

Board/Authority Approval Date: January 18, 2005

Board/Authority Signature:

Course Name: Restorative Justice
Grade Level of Course: 10
Number of Course Credits: 4
Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Instructor must be accredited as a Restorative Justice Facilitator through the R.C.M.P. training program or another "Nationally/Provincially" recognized program.

Course Synopsis:

This introductory course of Restorative Justice is designed to give students the opportunity to learn the philosophical principles of Restorative Justice. Through the theoretical component of this course, students will engage in studying ideology which provides an alternative means of dealing with harm within our school community and the community at large. In addition, following the summer training students will be given the opportunity to put into practice the principles of restorative justice within their school community, as co-facilitators within the Restorative Justice process.

Rationale:

"Social Responsibility" has gained a significant amount of attention within the design of school goals. We are given the task of trying to convey to students the importance and necessity of taking responsibility for our personal decisions and yet we are often guilty of not allowing students to do just that. The manner in which crime (harm) is dealt with within our communities continues to ignite oppositional arguments. It seems society is constantly demanding alternative means to deal with those who cause harm to others. Whether the harm is against another individual's person or another's property, society seems to be demanding alternative ways of dealing with crime that will ensure a social change. Indeed there are those who argue that tougher penalties are the only means of deterring antisocial behaviours; and yet research does not support this assertion (Sharpe). Through the Restorative Justice 10 Course students will begin to develop the necessary skills to deal with harm in a humanistic manner. Instead of looking to punish individuals who cause harm, trained students, under the supervision of trained facilitators, will facilitate a process where those who have caused harm can find a way to make amends. In addition through this voluntary process, those who have been harmed will have the opportunity to face the person who has harmed them and discuss the impact of their act.

Organizational Structure

Unit	Title	Time
Unit 1	Restorative Justice Training	60 hours
Unit 2	Human Relations	20 hours
Unit 3	Project Implementation	20 hours
Unit 4	Practical Application	20 hours

The activities that are found throughout the Restorative Justice course are not necessarily linear or limited to the section in which they appear. This course deliberately sets out to synthesize the theoretical underpinnings of Restorative Justice with its practical application.

Learning Outcomes

Unit 1: What Is Restorative Justice? - 60 hours

Students will be introduced to the concept of Restorative Justice and develop an understanding how it differs from the punitive model of dealing with harm.

Curriculum Organizer: Restorative Justice Training

It is expected that students will:

- Complete application to register in S.D. 75 Restorative Justice Program
- Enroll and participate in the Summer Training Institute at Mission Secondary
- Gain insight to the principle tenants of Restorative Justice
- -Develop an understanding of how Restorative Justice provides opportunities to heal harm

Curriculum Organizer: Personal Analysis of Restorative Justice

It is expected that students will:

- Be able to discern the philosophical differences between Restorative Justice and the punitive models of justice
- Be able to analyze the above differences and discuss those differences
- Demonstrate how each of he models impact the communities using them

Unit 2: Human Relations- 20 hours

Students will engage in the study of human relationships and how they are integral to the functioning of healthy communities.

Curriculum Organizer: Defining Communities

It is expected that students will:

- Identify and understand how communities are unique and yet have similarities
- Demonstrate an understanding of how economics plays a role in community development
- Begin to understand the dynamics of their community setting

Curriculum Organizer: Understanding Human Relationships

It is expected that students will:

- Examine how communication skills are vital to human relationships
- Explore the various types of communication, ie. verbal, nonverbal, passive and aggressive
- Examine how perceptions factor into miscommunication

Curriculum Organizer: Understanding our “SELF”

It is expected that students will:

- Examine their personal communication style
- Develop an understanding of their value system
- Examine how they have caused harm to others and the emotions around that experience
- Explore how they have been harmed and the emotions around that experience
- Demonstrate an understanding of how harm is addressed in a meaningful way

Unit 3: Project Implementation- 20 hours (plus) (requires out of school time)

The success of the Restorative Justice Program relies fundamentally on extending the underpinnings of the process into the school community and community at large. Therefore students will have the opportunity to become educational ambassadors for the program not only within Mission Secondary but to other high schools and elementary schools.

Curriculum Organizer: School Environments

It is expected that students will:

- Develop educational packages which reflect the tenants of Restorative Justice
- Learn various methods of presenting information ie. power point presentations
- Increase their awareness of the necessary components to an interesting presentation
- Develop their skills in public presentations
- Understand the importance of preparing presentations for particular audiences
- Attend all “out of timetable” classes
- Attend all of the after school Restorative Justice Committee meetings (one per month)
- Attend and participate in special events ie. fall dinner meetings
- Participate in the planning of the Spring Retreat for new Restorative Justice students

Curriculum Organizer: Using Technology to gain information regarding Restorative Justice

It is expected that students will:

- Research various web sites addressing Restorative Justice
- Examine some cases that used the Restorative Justice Process
- Analyze the process when being used beyond the school setting

Unit 4: Practical Application: 20 hours

Students are expected to apply what they have learned in theory to their own personal lives and to the school community. It is expected that the skills learned within the training and study of Restorative Justice will be transferred into their community living.

Curriculum Organizer: Personal Inventory

It is expected that students will:

- Examine the manner in which they address the harm they have caused
- Identify how they respond when harm has been observed
- Identify how they are communicating, both listening and speaking effectively, when harm has been observed
- Evaluate whether they are personally utilizing Restorative Justice skills when harm has been observed

Curriculum Organizer: Using our Skills

It is expected that students will:

- Understand the importance of confidentiality
- Understand the significance of maintaining the principles of Restorative Justice within the circle process
- Demonstrate the ability to work with a Trained Facilitator in the Restorative Justice Process
- Identify and carry out their role as the Co-Facilitator in the Restorative Justice Process
- Complete at least 2 Co-Facilitations within the school year

INSTRUCTIONAL COMPONENTS

- Direct Instruction

- Indirect Instruction
- Peer and Partner Instruction
- Independent Study
- Research Assignments
- Discussion
- Group Work
- Experiential Learning
- Guest Speakers
- Analysis of Self/Peer Feedback/Program Analysis
- Restorative Justice Theory and Resources
- Portfolios

ASSESSMENT COMPONENTS

Type of Assessment	Details	% Weight
Formative	Successful Completion of Restorative J. Training	25 %
	Theoretical Study, Written Assignments, Quizzes	25 %
	Practical Application	35 %
	Class Participation	15 %

LEARNING RESOURCES

- Summer Training Institute
- Restorative Justice: A Vision for Healing and Change: Susan Sharpe
- The Little Book of Restorative Justice : Howard Zehr
- Touching Spirit Bear: Ben Mikaelson
- “A Healing River” DVD
- Internet
- Authentic Documents (Newspapers, Magazines)
- Other videos
- Conferences/Presentations