

RESTORATIVE ESSENTIALS

Effective communication skills
Restorative Conversations

TIME REQUIRED

10 minutes minimum

FORMAT

Groups of three

RESTORATIVE PRACTICE LEVEL

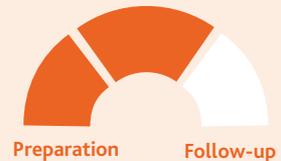
Levels 2 and 3

OBJECTIVES

- To explore and discuss strategies for enhancing Restorative Conversations.
- To observe and give feedback on one another's practice.

PROCESS PHASE COVERED

Participation

**COMMENT: LISTENING IS KEY**

The Restorative Conversation is for the student's benefit – they should be doing most of the talking and reflecting, in order for the conversation to be effective and change their behaviour.

As educators we often struggle to listen more than we speak. Listening with real attention enhances any dialogue; it can make a significant difference to young people's engagement in Restorative Conversations. A good balance to aim for is the 80:20 ratio for student: teacher input.

Most of the successful people I've known are the ones who do more listening than talking.

Bernard M. Baruch, American financier, philanthropist, statesman, and political consultant

ACTIVITY

In groups of three, choose a familiar scenario based on a low-level event.

Two members of the group role-play a 3-minute Restorative Conversation after a low-level incident at school. One person takes the role of the staff member, the other the role of the student.

The third person observes the conversation, noting down how much talking is done by the staff member and how much by the student.

At the conclusion of the conversation, the two 'actors' reflect on how long their character spent talking and whether it enhanced the conversation. The observer then shares their notes.

Now discuss the conversation, focusing on the benefit it would have had for the student. How close was it to the 80:20 ratio of student input to staff member input?

If there is time, swap roles and repeat the exercise.