

**RESTORATIVE ESSENTIALS**

Restorative Conversations

**TIME REQUIRED**

15 minutes minimum

**FORMAT**

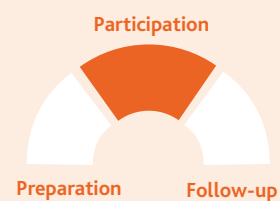
Pairs, groups of three

**RESTORATIVE PRACTICE LEVEL**

Levels 1, 2, and 3

**OBJECTIVES**

- To explore and discuss the nature of dialogue in effective Restorative Conversations.
- To give feedback on one another's practice.

**PROCESS PHASE COVERED****COMMENT: CONVERSATION OR LECTURE?**

When an incident or situation has aroused emotions, it can be a challenge to facilitate a conversation rather than give a lecture.

For a genuine and effective conversation, we as staff need to stay calm, respectful, firm, and fair.

Be wary of reflecting for the student or doing more talking than listening to them – this will make students feel as though they are getting a lecture using restorative language.

Be aware of your body language. If you use restorative language but tower over the student, how effective is the conversation going to be?

**ACTIVITY****Pairs**

With the person next to you, select one of the following and discuss:

- Students are acutely aware of the difference between a Restorative Conversation and a 'restorative lecture'.
- Restorative scripts are designed so that the simplest questions can elicit in-depth answers.
- It's important to be genuine and brief in your questions. The more we talk, the less the students will talk, and we really want them to do the owning, reflecting, and fixing up.
- Restorative Conversations need to be a dialogue, not a monologue.

### Small groups

In groups of three, use a restorative script (see Appendix 1) to role-play a conversation about a recent low-level incident.

The third person observes the conversation, noting down how much the staff member talked in the conversation and how much the student did.

Afterwards, discuss:

- What did the staff member think the balance was like? How did it support the conversation?
- What did the student think the balance was like? How did it support the conversation?
- How did these perceptions match up with what the observer saw? What did the observer think of the dynamics of the conversation?
- Was the conversation more dialogue or monologue? How did this affect the student's engagement?

