



Wellbeing with Restorative Practices

6th
CLASS
COURSE



TÚSLA
An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency



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The background of the slide features a photograph of a classroom scene. A young girl with curly hair is smiling at the camera, while a boy next to her looks down. They are seated at a table with various items like cups and papers. The entire image is overlaid with a semi-transparent pink filter and a diagonal pink band that runs from the top-left to the bottom-right.

SESSION

1

Wellbeing with
Restorative Practices

Session 1

Slide/Action	Time	Topics
1, 2, 3	12 mins	Introduction, Why circles Listening piece Check-in
4, 5, 6	10 mins	Circles: Uses, Types, Rules for Success
Game	5 mins	
7	8 mins	Problem Solving Circle
Flipchart	5 mins	Feedback
8	10 mins	Check out, Thanks

Learning Outcomes:

- Children will understand that circles can promote wellbeing and community.
- Children will learn about different types of circles, and different uses for circles.
- Children will learn how to organise and participate in a circle.

Materials: Slides, flipchart and markers, listening piece (**NOTE:** Your listening piece can be a soft toy, a piece of wood, a stone, a ball – it helps if it is something that will appeal to the children. You can invite the children to name it).

Set-up: Move desks/tables to the edge of the room and arrange a circle of chairs in the centre. Sit in the circle with the children, close to the flipchart.

Note: You will need to modify the content in places if the children did not do the 5th Class course.

Slide 1: Introduction

Say: This is to continue from the sessions we did last year, to help increase happiness and wellbeing generally but particularly with reference to school. There will be five sessions, 50/60 minutes each. We will continue to use the mantra “If it is to be, it starts with me”.

Slide 2: Circle of people

Say: Today is all about circles. Ask: Why do you think sitting or standing in a circle is good for wellbeing and good communication? Take suggestions from the children. Draw out that circles promote inclusion and community.

Listening Piece: Hold up the listening piece.

Say: We will use our listening piece. Ask: Do you remember anything about the origins of the listening piece? Take feedback and discuss. Say: Indigenous people from as far apart as New Zealand, Western Africa and North America used listening pieces as far back as the 19th century. They were then called ‘Talking Sticks’. Ask: Can anyone think of a reason to use the listening

piece? Take feedback and then emphasise that whoever is holding the listening piece has the floor, and everyone else should listen to them. Explain that they should put up their hand if they want to use the listening piece or there will be turn taking. You might ask the children to decide a name for the listening piece if it does not already have a name.

Slide 3: Check-in

Say: We will use our listening piece to have a group check-in. The listening piece will be passed around the circle giving everyone a chance to speak. As you pass it to the next person, say their name. Nobody has to speak; you can just pass the listening piece onto the next person and perhaps say 'pass'. Today our opening circle will be our energy levels and one thing I am grateful for. We will use the numbers 1-10 to explain our energy levels, one for feeling very low, maybe a bit under the weather or upset all the way to 10 which is feeling great, very happy, full of energy. I will start the check-in.

Slide 4: What can circles be used for?

Take suggestions from the children, prompting them to ensure that planning, problem solving, learning and promoting wellbeing are all included.

Slide 5: Types of circles

Talk through the different ways of using circles with the children, asking questions. E.g., Why might we use a go-around circle? What do you think a popcorn circle is and when might it be useful? Why might we use a circle to solve a problem? Draw out the idea that solving a problem can often be helped by getting into a circle, getting everyone's ideas, and coming up with solutions in a fair way that involves everyone.

Flipchart: Before you show Slide 6 ask what helps to make circles work well. When children come up with ideas, suggest that you call them 'Rules for Success.' Record on the flipchart.

Slide 6: What do we need for an effective circle?

Compare these with the children's own rules. You could combine both for your class to use. This can become part of your Class Charter.

Energising Game: everyone sits in a circle, facing the middle. Remove one chair from the circle. Explain the game i.e. the teacher stands in the middle of the circle and calls out "The big wind blows for everyone who...." and fills in the blank with a statement that will describe some of the group (see ideas below). Anyone who is described must stand up and find another chair which is at least two chairs away from their own. When the children stand up, the teacher will quickly move to take an empty chair. The child left standing then has to come up with an idea for the next "The big wind blows.....".

Here are some ideas:

- The big wind blows for everyone who has a red pencil.
- The big wind blows for everyone who has a big sister.
- The big wind blows for everyone who has been to Cork.
- The big wind blows for everyone who has a dog.
- The big wind blows for everyone who ate cornflakes for breakfast this morning.
- The big wind blows for everyone who likes (celebrity).

Slides 7: Problem Solving Circle

Divide the class into four groups. Go over the problem outlined on the slide. (**Alternatively** use the circle to help solve a present-day issue in the class or on the yard.) Ask each group to select a facilitator, a timekeeper, and a person to make notes and give feedback. Remind them of the rules for participation. Check they understand the problem. Give them six minutes and remind them when they have one minute left.

When time is up, bring the whole group back together. Get feedback/ideas/solutions from each group and record them on the flipchart. Check with the whole group if there is anything anyone wishes to add or if anything needs clarification. The class can then use the ideas generated as part of a Charter for behaviour going forward.

Slide 8. Checkout and thanks.

One takeaway from today and one thing I will try (model by answering the questions first). Remind the children to practice, practice, practice! Thank everyone for taking part.

*****Note on circles:** When starting a new topic e.g. 'Trees' you could do a go-around e.g. "Give me one short sentence on what you know about trees. Ideas can be repeated, if someone comes up with your idea before you." This is a good way for children to learn from each other.

The background of the slide features a photograph of a classroom scene. A young girl with curly hair is smiling at the camera, while a boy next to her looks down at his work. The image is partially covered by a large, diagonal blue overlay that runs from the top-left to the bottom-right. The text 'SESSION 2' is written in white over the upper part of this overlay.

SESSION

2

Wellbeing with
Restorative Practices

Session 2

Slide/Action	Time	Topics
1,2	10 mins	Introduction, Check-in
3 Flipchart	5 mins	How we communicate. Communication Circle
4 Flipchart 5	10 mins	Behaviour Breeds Behaviour
Game, debrief	10 mins	
6, 7, 8	10 mins	Challenging Statements, Language to Promote Wellbeing, Improving reactions– Pair work
9 Video	3 mins	Smile video
10	8 mins	Check out, Thanks

Learning Outcomes:

Knowledge and understanding of positive methods of communication to enhance their lives and the community around them.

Materials: Slides, flipchart and markers, listening piece.

Set-up: Move desks/tables to the edge of the room and arrange a circle of chairs in the centre. Sit in the circle with the children, close to the flipchart.

Slide 1: Introduction

Say: This is our second session, to help increase happiness and wellbeing. We will continue to use our mantra *"If it is to be, it starts with me"*.

Slide 2: Check-in

Say: We will use our listening piece to have a group check-in. The listening piece will be passed around the circle giving everyone a chance to

speak. As you pass it to the next person, say their name. Remember, nobody must speak, you can just pass the listening piece onto the next person and perhaps say 'pass'. Today our opening circle will be our energy levels and my favourite time of day is. We will use the numbers 1-10 to explain our energy levels, one for feeling very low, maybe a bit under the weather or upset all the way to 10 which is feeling great, very happy, full of energy. I will start the check-in.

Flipchart: Ask: How do we communicate? What is communication, what is behaviour? Discuss and record on the flipchart, using the following prompts if needed:

- Is it the **words** that we use?
- Is it the way that we say it, **tone** of voice? Demonstrate kind voice, cross voice but saying the same words. Ask the children for examples.

- Is it the way we display it, **body language**? Demonstrate e.g., Say something nice with arms crossed and clipped voice. Get children to give examples.
- Is it the **expression** on our faces?
- Is it our **actions**?

Slide 3: How we communicate

Ask for reactions to the facts on the slide.

Slide 4: Behaviour Breeds Behaviour 1

Ask the children what the term “Behaviour Breeds Behaviour” might mean in terms of the picture or generally. Ask the question “Why is **how** we behave when we communicate important?”

Slide 5: Behaviour Breeds Behaviour 2

Flipchart: Draw and recap on “Behaviour Breeds Behaviour” diagram on slide 5. Draw the circular diagram: Peer’s behaviour – Your feelings –Your behaviour –Their feelings, as it is on the slide, but explain each stage as you draw it.

Peer’s behaviour: Another person behaves kindly or unkindly to you.

Your feelings: You may feel good or hurt depending on their behaviour.

Your behaviour: Ask the children what they can control or choose. Someone behaves kindly or unkindly to you. It is easy to react nicely to kindness. However, if someone hurts your feelings, you can still control your own reaction and behaviour. E.g.: If someone pushes into me as I line up in the yard, I can get annoyed and push them back which might turn into a row **OR** I could stop and ask them if they realised that they pushed into me in a calm voice. (Remember calm is a Superpower.) Emphasise that my reaction is

my choice. By my reaction I can help or hinder the situation.

Their feelings: The other person’s feelings may then be helped or hindered by my behaviour.

However, it is important to remember that other factors will influence the other persons’ behaviour. What might these factors be? Give a couple of examples.... they might be feeling tired or unwell, they may have had a row with a parent before coming to school. Ask children for examples. It is important for the children to realise that the other persons’ behaviour towards them might have very little to do with them.

Together with the children think of a couple more incidents where they can examine alternative reactions. Maybe choose situations that are general but also relevant to the class. Emphasise that this is a new class and a new beginning. “As sixth class we aim to grow from everything we did in fifth. What can we control or choose? What can we do to help or hinder each situation?”

Game: Finish with a Pass the Ball through your hands game. Tell the children that the world record for passing the ball through the hands of thirty children is nine seconds. Ask if they can break it. The ball must end up with the same person it started with. Throw the ball to one child. Put on stopwatch. When the ball is back in the hands of the first child, tell them their time.

Give them a second chance, starting with a different child. Again, give them their time. Then explain that seeing as the World Record is 9 seconds, there must be some way to improve on their time. Divide them into groups to decide on a plan to improve on time. Let the groups then get together again and agree on a plan.

Note: The trick is that everyone forms a line or u shape, holding their hands in a way that one child can run around and pass ball through their hands. Ball does not need to touch their hands.

Debrief on Pass the Ball Game: What worked? What was important? What worked in the end?

Slide 6: Statements

Ask: How do we react to these kinds of statements? Tell the children to take a few seconds to read these statements and notice their automatic reaction to them. Encourage the group to share a few reactions. Ask if the statements feel critical. Question them, if necessary, e.g. would you react angrily? would you shrug and pretend you didn't care? would you ignore them for a while?

Slide 7: Tips to help communication

Recap on the fact that it helps communication to stay calm. It is also important to let the other person know how you are feeling. Use the language of feelings. Use the 'I' statement. 'I felt...', 'I feel...', 'I need...' Use facts. Again, stay calm and stay positive.

Write these on the white board for reference under the heading 'Tips to help communication'.

Slide 8: Remember: My reaction – my choice

Put children in pairs and ask them to look again at the statements on the slide and ask them to work in pairs to produce improved ways of reacting to these statements. Ask them to consider how they could react to these statements using the 'Tips to help Communication' on the flipchart. Remind them again to use 'I', feelings, needs, facts... whatever fits for them. To help focus they could write at least one response.

Take one piece of feedback from each pair and discuss. Emphasise that how we react is our own choice.

Slide 11: The ripple effect: smile impact

Show the Smile video (<https://www.youtube.com/watch?v=Fg7092-edRo>). This video shows changes in facial expressions. Discuss our reactions to/the power of facial expressions. Draw out the importance/power of body language without a word being spoken.

Slide 12: Checkout and thanks

One takeaway from today and one thing I will try (model by answering the questions first). Remind the children to practice, practice, practice! Thank everyone for taking part.

EXTRA: Breathing for self-power

At any suitable time, you can do a short breathing session with the children. Explain that it can be a good way to calm down if you are feeling bothered. Place one hand on the abdomen, and one on the chest. Be aware of breath. Breathe into the belly, counting to four. Pause for count of two. Exhale on the count of four. Do four rounds of this.

The background of the slide features a photograph of a classroom scene. A young girl with curly hair is smiling at the camera, while a boy next to her looks towards the right. They are sitting at a table with various items on it. The entire image is covered with a semi-transparent orange overlay that has a diagonal line running from the top-left to the bottom-right.

SESSION

3

Wellbeing with
Restorative Practices

Session 3

Slide/Action	Time	Topics
1, 2	10 mins	Introduction, Check-in
Back-to-back Exercise	10 mins	Communication
3	5 mins	Introduce Restorative Questions.
4, 5, 6, 7	10 mins	Restorative Conversation: Role Play and Review
Game	5 mins	Last One Standing
8	10 mins	Check out, thanks

Learning Outcomes:

Children will

- Experience and understand the value of clear communication.
- Experience and understand the value of using the restorative question 'What happened?' as a way to resolve conflict.

Game: Play a game at any time when the children need a movement break.

Materials: Slides, flipchart and markers, listening piece, pen or pencil, blank paper and geometrical drawing (see attached handout below) for pairs to do back-to-back exercise.

Set-up: Move desks/tables to the edge of the room and arrange a circle of chairs in the centre. Sit in the circle with the children, close to the flipchart.

Slide 1: Introduction

This is the third of our five sessions, to help increase happiness and wellbeing.

Slide 2: Check-in

Say: We will use our listening piece to have a group check-in. Today our opening circle will be our energy levels and ... "If I were a superhero, I would be". I will start the check-in.

Communication: Say: We looked at ways to improve our communication the last day. Ask: Is good communication important? Say: To help us reflect on the importance of good communication, we'll do an exercise.

Back-to Back Exercise:

The goal of this exercise is to raise the children's awareness of good communication. Divide the group into pairs. Have each pair sit on their chairs with their backs to each other. Give one partner a blank sheet of paper and pen/pencil and tell them they will be the person drawing and give the other person the geometrical drawing (see below for three drawings, you can vary the complexity of the drawing to suit the children) and explain that they will verbally instruct their partner on what to draw. Explain that they are not allowed to tell their partner what any shape in the drawing is, they are to describe the whole thing in detail line by line.

Give the pairs three minutes to do the exercise and remind them when there is one minute left. Once time is up, ask them to discuss how close the drawing is to the geometrical drawing.

Debrief: Discuss the exercise by asking the children: How well did the first person describe the shape to their partner? How well did the second person understand the instructions and how close were they to copying the actual shape of the picture? Did they experience any problems with communicating and how did they overcome this?

Introducing Restorative Questions: Say: We will be looking at using special questions to help resolve conflict situations today, so I want you to particularly remember the idea of clear communication. You just saw how important it is from the back-to-back exercise. Some of these questions were introduced in fifth class. Do you remember the questions?

Show Slide 3: Restorative Questions

Read through the questions. Ask the children to discuss with the person beside them why these questions might be helpful. Give 1 or 2 minutes for this. Take a few suggestions from the children.

Discuss how these two or three questions differ from the present language we might use e.g. "Why did you hit her?" versus "What happened?" Or "I told you not to use my colours" versus "I see you are using my colours, what happened to yours?" What might make the Restorative Questions more effective?

Slide 4: Discuss

Say: Let's look at alternative ways to deal with a potential conflict situation. Read the scenario on the slide: 'Paul kicks the ball and accidentally hits Dominic. Dominic is hurt and feels angry.' Ask the children how Dominic might react in this situation and discuss.

Restorative Conversation Demonstration: Ask for a volunteer to play the role of Paul and explain that you will demonstrate a restorative response. You play the role of Dominic who will say what happened from his point of view first. "I was in the middle of my game, and the ball whacked me. I didn't see it coming and my leg is very sore." Dominic then asks, "What happened?" Then the volunteer – Paul – gets his chance to reply. Dominic will ask 'What were you thinking?' only if needed, depending on Paul's answer. Then Dominic asks what should happen next and both himself and Paul decide between them.

Emphasise how this approach can change things for everyone who is present and that it is called a Restorative Conversation.

Slide 5: Roleplay

Go through the role play scenarios and explain that the children will practice Restorative Conversations to resolve conflict situations using the following process.

Slide 6: Process

Write this process on the flipchart as you explain it to the group.

Say what happened from your point of view.

1. Say what happened from your point of view.
2. Ask the other person "What happened?"
3. Maybe ask "What were you thinking?" if you think it suits.
4. Decide on any action between you.

Check that they understand the steps and then put them in pairs to practice it. Show Slide 5 with the role play scenarios on it and ask the pairs to practice with one person playing the part of Linda

for Scenario 1 and the other person playing the part of Jack for Scenario 2.

Ensure children are very clear on this procedure before they start. Explain that when they ask the first question 'What happened?' they may get all the answers they need.

Give five minutes for roleplay, with a one-minute reminder.

Slide 7: WWW.EBI

Ask for feedback using WWW.EBI. This is an acronym meaning 'What went well?... Even better if.' (It's not a website!). It's a catchphrase that you can use for debriefing after group work, games, or activities. Ask a few volunteers to give feedback on how using the questions worked. Discuss.

Game: Last one standing

Ask all the children to sit in a circle of chairs. Remove one of the chairs so one of them is standing up. Tell this pupil to say "everyone with blue eyes swap seats" and explain that everyone with blue eyes has to find a seat on the opposite side of the circle. Tell the child in the middle to quickly take an empty chair. The last person standing stays in the middle and comes up with the next category.

Teaching Point: Tell children to watch out for their own reaction if anything annoys them. How can they avoid blaming? Facilitate a short discussion about this afterwards.

Slide 8: Checkout and thanks.

One takeaway from today and one thing I will try (model by answering the questions first). Remind the children to practice, practice, practice! Thank everyone for taking part.

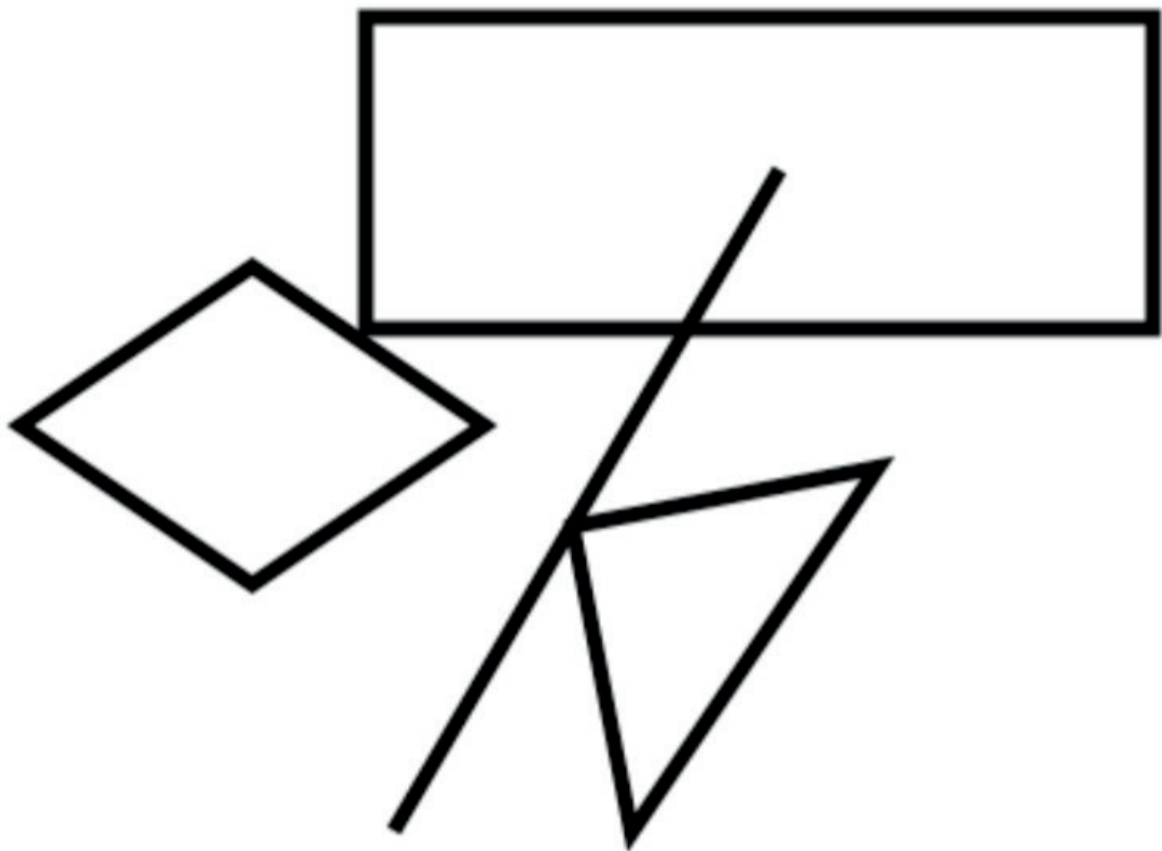
Idea for art or homework: Children make posters with restorative questions.

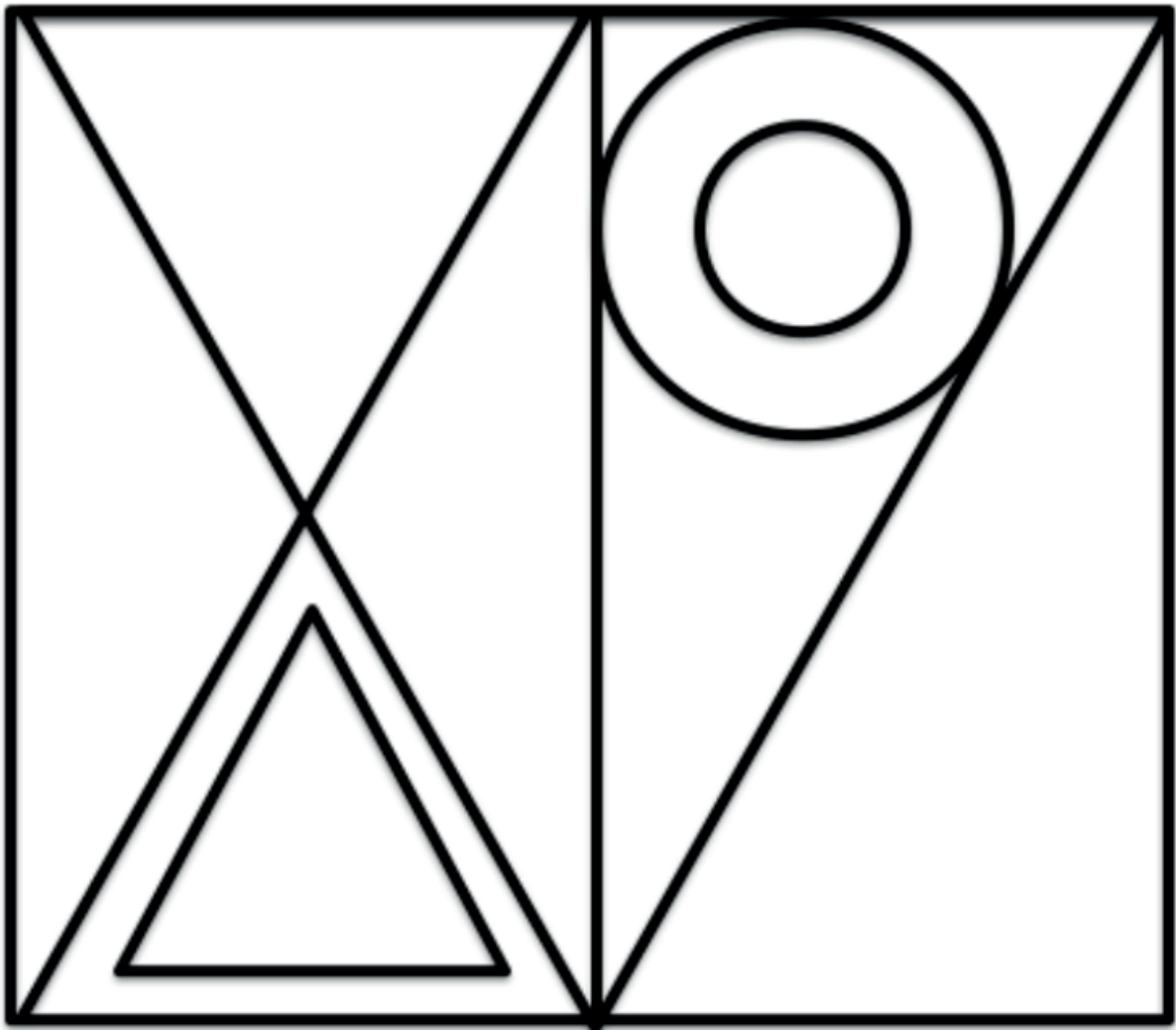
Reinforcement – Extra Role Play: (You can use this as a refresher at any time)

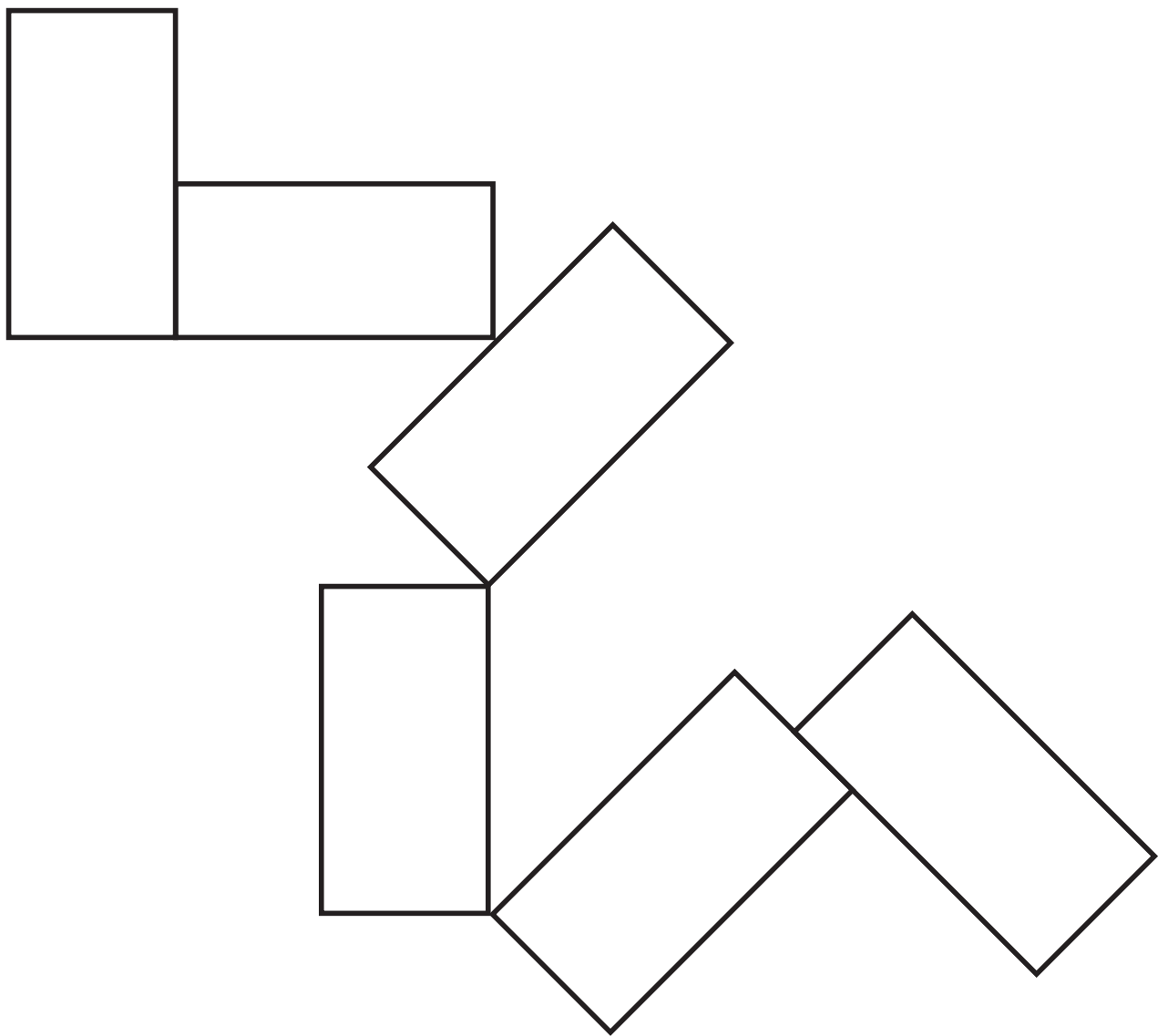
It is art time. The class are making bowls from clay. Patrick doesn't think his is very good. He looks over at Ron and Martha. Their bowls seem to be turning out well. He thinks Martha glances at his art and says something to Ron. He goes home from school very upset thinking that Martha said something negative about his bowl.

Patrick talks to his Mum. She advises him to talk to Martha. Ron thinks about the restorative questions and decides what to speak to Martha. Before doing the extra role play, go over the process again with the children.

There is an **extra slide** with this scenario on it at end of the Day 3 PowerPoint presentation.







The background of the slide features a photograph of three students in a classroom. On the left, a young woman with curly hair is smiling at the camera. In the center, a young man is looking towards the right. On the right, another young man is partially visible, also looking towards the right. The entire image is covered with a semi-transparent green overlay that has diagonal lines running from the top-left to the bottom-right.

SESSION

4

Wellbeing with
Restorative Practices

Session 4

Slide/Action	Time	Topics
1,2	10 mins	Introduction, Check-in
Flipchart	5 mins	Structure for Problem Solving Circle
3	8 mins	Problem Solving Circle
4 Flipchart	5 mins	Feedback
Game, www.ebi	5 mins	Co-operation
5 Flipchart	8 mins	Preparation for Restorative Meeting: Restorative Questions; Structure for Restorative Meeting
6 Roleplay	8 mins	Restorative Meeting
7 Flipchart	5 mins	Feedback
8	10 mins	Check out, Thanks

Learning outcomes

- Children will reinforce learning that using problem solving circles can promote wellbeing and community.
- Children will reinforce learning that using restorative questions in a structured meeting can resolve conflict.
- Children will learn improved methods of communication.

Materials: Slides, flipchart and markers, listening piece, set of keys, blindfold.

Set-up: Move desks/tables to the edge of the room and arrange a circle of chairs in the centre. Sit in the circle with the children, close to the flipchart.

NOTE: While this session includes a Problem-Solving Circle and a Restorative Meeting, you may wish to use both or **pick one** depending on the needs of your class. You can then use the other exercise at a different time as reinforcement.

Slide 1: Introduction

Say: Welcome to our fourth session. Today we are going to divide into groups again and do another problem-solving circle **and/or** We will practice a restorative meeting. We will also have a team building game.

Slide 2: Check-in

Say: Today our opening circle will be our energy levels and ... "One thing in school I am grateful for is..." I will start the check-in.

Flipchart: Say: Let's remind ourselves, why is it a good idea to make a circle to solve a problem? Before we start, how can we make sure our circle is effective? Record the ideas on flipchart so that children have a "Structure for a circle". Draw out the need for: a facilitator, listening piece, go-around, clear intention and recorder to write down what is agreed.

Slide 3: Problem Solving Circle (Role Play)

Divide the class into three or four groups and ask each group to work on the same problem in a circle. Go over the problem outlined on the slide. Ask each group to select a facilitator, a timekeeper and, a person to give feedback. Check they all understand the problem.

Alternatively use the problem-solving circle to deal with an issue that is current in the class or in the yard.

Slide 4: WWW.EBI (What Went Well? Even Better If).

Take feedback using the WWW.EBI method and record it on the flipchart.

Game – Granny's Keys:

Arrange children into a standing circle around a chair. Choose someone to be Granny. They sit on the chair with a set of keys underneath. Granny wears a blindfold. The other children make a circle around the chair, 5–7 feet from the keys. Players try to sneak forward without Granny hearing them. If Granny hears them, she points at them. If she points at the right person, they must return to the circle. The game continues until someone steals the keys without Granny knowing. Once the keys are taken, all players pretend they have the keys behind their back. The centre person then takes off the blindfold and gets three guesses to figure out who has taken the keys.

Review: What tactics worked? Why did those tactics work? What other strategies might work to get the keys? How might we work together? Repeat game the with a new person as Granny.

Slide 5: Restorative Questions for Meetings

Go over the Restorative Questions. Note that the question 'Who has been affected?' has been included here. Explain that the children will get a chance to practice having a meeting called a '**Restorative Meeting**' using the questions so they may be able help younger children in the yard or at home. Explain that it's all voluntary.

Flipchart: Write up the following '**Rules for Success for Restorative Meetings**' On the flipchart, explaining each as you do. Put the Heading "Rules for Success " at the top of the flipchart and then list the words and phrases that are in bold in this list:

1. **Facilitator:** One person facilitates the meeting.
2. **Thanks:** The facilitator thanks everyone for agreeing to meet.
3. **Same questions:** The facilitator will ask the same questions of everyone.
4. **Turns:** Each person will get a turn, but they must wait for their turn and listen while they wait.
5. **Listen:** It is very important to listen.
6. Everyone will be asked the **first three questions in turn.**
7. Then each person will be asked "**What do you think needs to happen next?**"
8. **Plan together:** Then together you will decide on a plan for moving forward.
9. **Thanks:** The facilitator thanks everyone for taking part.

Slide 6: Roleplay

Read the scenario from slide 6. Divide the class into groups of four, each group to agree a facilitator, an observer, and two people in conflict, i.e. Colm and Tracy. Each group works on the same problem at the same time. The observer in each group will give feedback. Check they understand the problem. Check that facilitators understand the format. Give groups eight minutes and move between groups regularly to ensure they are on track.

Slide 7: WWW.EBI (What Went Well? Even Better If).

Take feedback using the WWW.EBI method and record it on the flipchart.

Slide 8: Checkout and thanks.

One takeaway from today and one thing I will try (model by answering the questions first). Remind the children to practice, practice, practice! Thank everyone for taking part.

The background of the slide features a photograph of a classroom scene. On the left, a young girl with curly hair is smiling at the camera. To her right, a boy is looking down at a book or paper he is holding. In the foreground, the back of a student's head is visible. The entire image is covered with a semi-transparent orange overlay that has diagonal lines running from the top-left to the bottom-right.

SESSION

5

Wellbeing with
Restorative Practices

Session 5

Slide/Action	Time	Topics
1, 2 Go-around	12 mins	Introduction. Practising gratitude. Mindful Exercise
3 Helium Stick Exercise. Debrief	5 mins	Co-operation
Charter Discussion Group work Flipchart	15 mins	Implementation. Discussion to devise and record an implementation plan
4 Video	10 mins	Becoming a Restorative Champion
5	10 mins	Check out and thanks

Learning outcomes:

- Children will experience practicing gratitude and mindfulness.
- Children will produce a Charter for their class incorporating the restorative practices they have learned about.
- Children will reflect on the idea of becoming a 'Restorative Champion.'

Materials: Slides, flipchart and markers, listening piece, bamboo sticks, post its, pens or pencils.

Set-up: Move desks/tables to the edge of the room and arrange a circle of chairs in the centre. Sit in the circle with the children, close to the flipchart.

Slides 1 and 2: Introduction and Check-in

Say: Welcome to our fifth and final session. Today we will start our check-in with our energy levels and then we will practice gratitude. Ask why practising gratitude might be good for our wellbeing (it puts positive thoughts into our

heads.) We will use our listening piece and do a go around. As you pass it to the next person, **say their name**. I will start us off..."My energy levels are... and one thing I am grateful for is...". And now I'll pass the Listening Piece to...

Say: We will now do a mindful exercise. Gently close your eyes. As you rub the pointer finger of your right hand slowly along the sides of the thumb and each finger (up and down) of your left hand, quietly say 'Peace begins with me' very slowly, once for each digit. Then swap hands and continue. Okay, we'll do it together.

Slide 3: Helium Stick Exercise

Introduce the Helium Stick Exercise. Organise the children into groups of no more than eight (you'll need at least six people per team to make it work.). Arrange the groups in two sets of people lined up facing each other. Take a bamboo stick and hold it horizontally about chest height to the children and ask the participants to hold the stick on their two index fingers and lower it to the ground as a team. Explain the rules:

- Every team member must always keep both index fingers in constant contact with the stick. If even a single team member loses contact, the team must start over at chest height again.
- The stick can only be resting on the index fingers. So, team members can't wrap a finger over the top of the stick or slide fingernails over the stick, etc. (They can't **force** the stick down.)
- Every team member must be standing, and the starting point is chest height of the tallest person.
- The goal is to lower the stick to the ground.
- You might make it into a competition. The stick will probably start to rise due to the friction from the fingers.

Stop the exercise when all groups have laid their bamboo stick on the floor and discuss the exercise with the whole group. **Ask the group what did or would have helped the task.** Draw out learning about how planning and communicating helps groups to work better together. Point out that the exercise may have been difficult, especially if anyone started to blame someone on their group for the stick rising, or if someone decided to be mischievous by pushing the stick up deliberately. **Explain that the stick rising immediately is almost inevitable** and is caused by small ripples of upward pressure as individuals each try to remain in contact with the stick.

Explain that this is an active warm-up exercise designed to create positive energy, and to illustrate the importance of **the intention we consciously or unconsciously have for what we do**. When the intention is not clear and agreed in a group, it is difficult to accomplish anything. This exercise gives groups clear rules, i.e. index fingers keeping in contact with the stick, and it is also clear what the task is, i.e. to lay the stick on

the floor. To accomplish this task, **the necessary intention would be to collectively move the stick down**. If someone or a whole group says "down, down, down" it will be more likely to get the stick to the ground quickly. (If someone or a group did do this during the exercise, point out how the stick started to move down when they did.)

This shows how important it is to **focus on what we want and to be clear in what we are intending to do**.

Charter: Show the whole group their Class Charter from fifth class. Ask: Does this still hold true? Is there anything we want to update? On a scale of 1 to 5 how well is this working?

Draw a line on the whiteboard, spread out over the width of the board. Write the numbers 1 to 5, spread evenly across the line. Give the children a post it and ask them to privately write a number between 1 and 5 to say how well the charter works. Tell children that this is an anonymous, private survey and to please be honest. Collect the post its and stick them around the relevant numbers on the board.

Discussion:

Use the following kinds of questions to facilitate a discussion:

- If you scored a 5... what's working well? Give me some examples. What have you seen or done yourself to earn the high score.
- If you scored 2 or less, what is not working for you? Have you any examples? What would help?

Calculate a rough average. Say: So, from what I'm seeing most of you think the class score is around...? Now what kind of things do we need to do to give our class a score of 5?

Group Work: Create groups of four to discuss what is needed to give the class a score of five. Ask each group to select a facilitator and a notetaker who will feed back any agreements. Give the groups eight minutes and remind them when there is one minute left.

Flipchart: Take feedback and use it to write up a new Charter. Agree to have a meeting in one month to check progress. Ask: How could we celebrate if we get our average score up?

Slide 4: Children talking about being Restorative Champions.

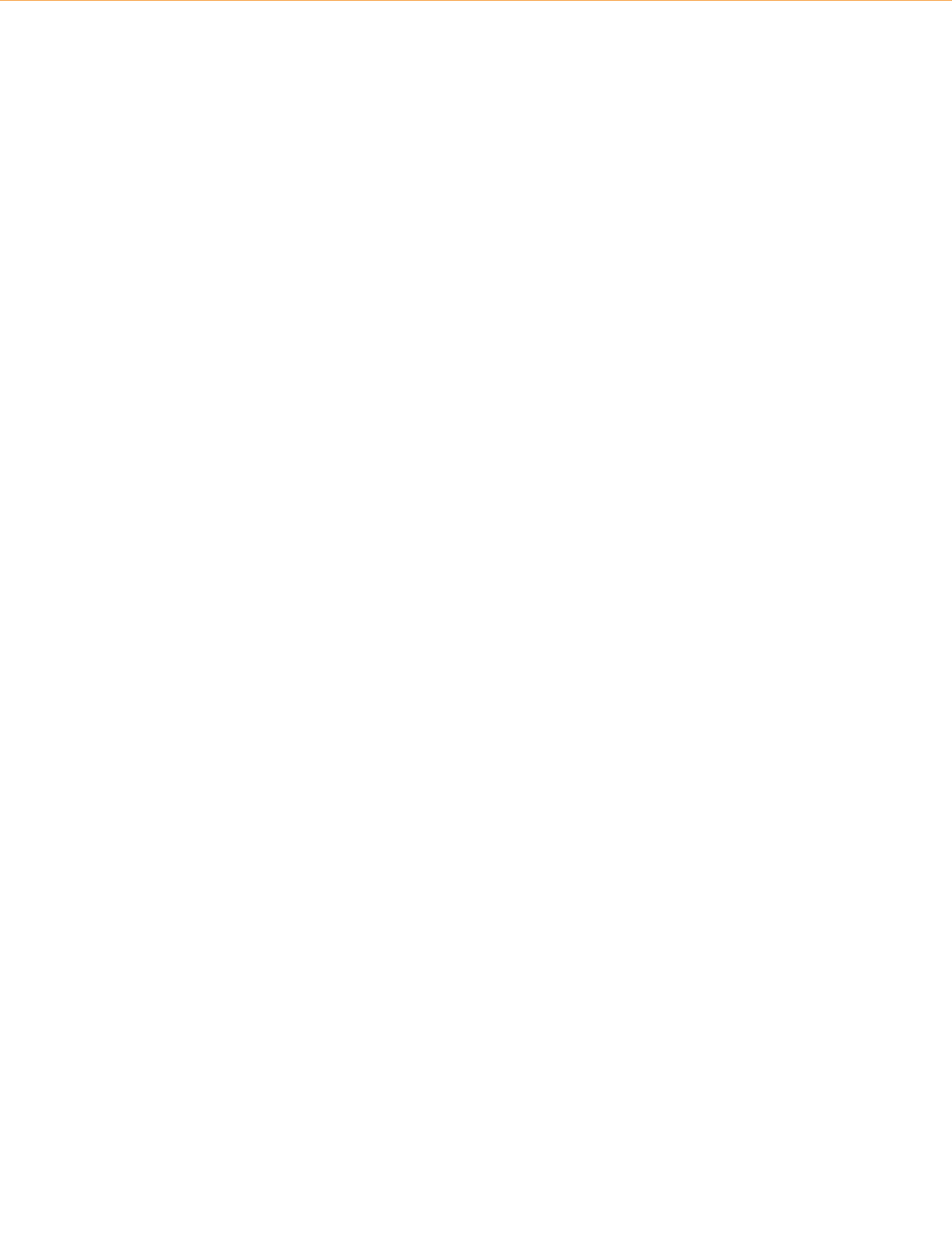
<https://vimeo.com/247808138>

Ask: "Do you want to be a Restorative Champion?" Ask the children for examples where being a Restorative Champion might be useful. How could we make that work? Suggest that this could be done as teams taking turns each week on a rota basis. Say that if anyone is interested, they can give their names to you next morning and you will then organise it.

Slide 5: Check out and thanks

One takeaway from today and one thing I will try (model by answering the questions first). Remind the children to practice, practice, practice! Thank everyone for taking part.

10 minutes of golden time, perhaps give a treat to finish up.



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