

Establishing a Restorative Classroom Community

*A Comprehensive Language Arts,
Family Life and Religion Unit*

Grades 7 and 8

2011



ACKNOWLEDGEMENTS

Establishing a Restorative Classroom Community:

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This document is published by the Eastern Ontario Catholic Curriculum Cooperative (EOCCC) to provide teachers and administrators with resources to assist and support the integration of our Catholic values into the school curriculum and classroom.

Through the use of Restorative Practice Resources, this integrated unit will assist you when you set up your own student-centred classroom environment in September. Learn how to empower and engage your students in your classroom through reading, writing, religion and family life lessons that are already part of your daily teaching practices.

This resource was designed by a team of teachers from the Catholic District School Board of Eastern Ontario (CDSBEO) under the direction of the Religious Education and Special Education departments. The team was not interested in add-ons, but in collaborative integration of multiple activities that were already happening in the classroom (i.e. CASI, HAWK, STOMP, OWA¹).

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¹ these programs are running in CDSBEO schools. For more information, please contact the Curriculum Department.

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1. Procedures and Routines

1.1: Overview

Before you can create a truly restorative classroom community, you must establish a classroom environment where students are ready to communicate openly, take risks in front of each other, and treat one another respectfully.

Creating this classroom community must begin on the first day of school by establishing a clear set of rules, routines and procedures (see contract BLM 1.1.1). Without these rules, routines and procedures, it is virtually impossible to create a community of learners. An excellent resource to help you establish these rules, routines and procedures is Harry and Rosemary Wong's *The First Days of School*. This community is necessary to help students feel safe and accepted and promote learning. This community is necessary at all grade levels and must be re-established every year.

In these first few weeks, regular procedures, like classroom meetings, can be set up and practiced regularly. Anchor charts can be created and posted for rules, expectations, and consequences.

Procedures to review include:

- Entry into the class
- Getting materials
- Going to the bathroom
- Getting drinks
- Lining up
- Walking through the hall, in the staircase
- Handing in work
- Getting extra help
- Solving problems with students/with teachers (BLM 1.1.2)
- Sharpening pencils
- Classroom meetings
- Missing work

Time spent on reviewing these procedures is well worth it, as you will save time and effort later trying to get students into these habits, which will really save a lot of classroom time through the year. Students who don't have a firm grasp of procedures waste a lot of valuable instructional time. We really can't afford lost instructional time in an already packed schedule.

BLM 1.1.1: Classroom Contract

Rules:

1. Treat others the way you want to be treated.
2. Keep your hands, feet and mouth to yourself.
3. Always do your personal best.
4. Take care of the people and things in our class.
5. Have fun!

If you choose to break a rule:

1. Name on board - warning
2. One check - second strike
3. Two checks - third strike = missed recess and completion of reflection form

Severe/physical disruptions will result in immediate loss of recess in and/or office intervention.

Rewards:

- ❖ Praise
- ❖ Positive notes/phone calls home
- ❖ Draw tickets
- ❖ Whole class free time
- ❖ Various positive perks
- ❖ The joy of learning

Students: I have read this classroom contract and I understand it. I will honour it while in _____'s class/under _____'s supervision.

Signature: _____ Date: _____

Parents: My child has discussed the classroom contract with me. I understand it and will support it.

Signature: _____ Date: _____

Teacher: I will be fair and consistent in administering this contract.

Signature: _____ Date: _____

Please sign and return this form to your teacher ☺

BLM 1.1.2: Incident Report Form

Date _____

Today _____ had a problem at school. He/she worked together with his/her teacher to outline the problem and create a plan to avoid such problems in the future.

Please read through the following report, sign the bottom of the form and return it to school tomorrow. Failure to return this form in a timely manner will result in additional consequences at school.

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

- I have read this form and understand the problem that occurred at school. _____(parent signature)
- I have read this form and would like you to contact me for further information regarding this problem.
_____(parent signature)

1.2: Classroom Meetings

Why Have Class Meetings?

Classroom Meetings help to:

- Build community and develop community responsibility
- Teach students to focus on the positive attributes of others
- Provide students the opportunity to have input on issues that are important to them
- Teach students that their voices are important
- Teach students that their opinions and suggestions are valued
- Teach active listening skills
- Communication skills
- Participation skills
- Teach students to articulate and share concerns, ideas and solutions
- Teach students to be accountable
 - ❖ When students are accountable to their peers, misbehaviour in the classroom is reduced

Implementing Effective Classroom Meetings

- Form a circle
- Focus on non-punitive solutions to problems and issues that are addressed
- Focus on the action/behaviour NOT on individual students
- Be sure that all students have agreed to confidentiality, what is said during class meeting is NEVER discussed with other students on the playground
- Provide everyone with the opportunity to share compliments and statements of appreciation at the beginning of every meeting, encourage each student to contribute to this part of the meeting
- Hold meetings regularly, once a week
- Only one person speaks at a time (you may choose to use a talking stick of some form)
- Have an agenda and adhere to it
- Have a suggestion box in the classroom for students to have input about the classroom environment, about problems and to make suggestions

Skills Students Develop in Classroom Meetings

- Listening Skills
- Problem Solving Skills
- Thinking Skills
- Organizational Skills
- Public Speaking Skills
- Leadership Skills
- Responding Skills

Problem Solving: Three things to teach Explicitly

1. There is usually more than one solution to a problem;
2. Everyone makes mistakes/poor choices;
3. We can learn from our own mistakes and from the mistakes others make.

Problem solving steps BLM 1.2.1.

Class Meeting Agenda

- While the students are forming a circle, empty out the suggestion box and pre-read each paper
- Separate the papers into two piles, problems and suggestions
- Deal with the problems first and then the suggestions
- A student volunteer will be asked to take minutes during the meeting. Another student volunteer will record problems and solutions.

1. Call the meeting to order

- Say "I now call this meeting to order." Once students are familiar with the format of the class meeting, they can be the leaders of them and have the role of calling the meeting to order.

2. Encouragement Circle/ 'Thank Yous and Compliments'

- Say "Let's begin by encouraging, complimenting and thanking others in the classroom." Choose a student who has their hand up to begin. Once that student has finished, have them either choose the person to their left or right and proceed around the circle, each student having an opportunity to speak. If there are no volunteers to start, choose the person to your left or right to begin.
- Allow a minute for each student to think about what they will say. It is important that all students share.
- **'Thank yous'** address things that have been done that are appreciated. For example: "Thank you Kristi for making me laugh. I was really sad on Tuesday and when you told me that joke it really cheered me up."
- **Compliments** are about recognizing accomplishments not appearances. For example: "Lisa, I think you are awesome at playing defence in basketball."
- **Encouragements** focus on what students do well, areas they have improved in, and things about them that are noticed and appreciated. For example: "Meggen, I notice that you always try your very best at everything you do, even if it is not your favourite task."
- **Rules:**
 - a) Each student can only speak once, but can speak to more than one person and/or speak about more than one thing
 - b) The student receiving the thank you, compliment, or encouragement, should respond with a "thank you" or "you're welcome"
 - c) The leader only goes around the circle once

3. Old Business

- The teacher or student who is the leader (leading the class meeting) will say: "Lisa can you please report on old business." (BLM 1.2.2)
- Revisit last meeting's problem solving strategies and suggestions to determine if solutions were effective.
- Ask "How did the solutions we came up with work?"

4. New Business

- Read out the first problem (BLM 1.2.3)
- Use steps in solving problems to assist

5. Bring Meeting to a Close

- Thank everyone for listening and participating (the meeting leader will do this)
- Say: "I would like to thank everyone for participating in today's meeting. Please quietly return to your seats."

BLM 1.2.1: Steps in Solving Problems

The teacher is to explicitly teach these steps in solving problems. It is helpful to have a reference in the classroom for the students to refer to and for the teacher to make reference to.

1. Identify the Problem/Gather Facts and Feelings

- Read out the problem and ask if it is still a problem.
- If it isn't, ask "What did you do to solve it?"
- If it is still a problem, continue
- Ask the person with the problem: "Can you explain the problem, or what happened?"
- Ask "Does everyone understand the problem?" Keep asking questions until the problem is clear.
- Summarize the problem: "It sounds like the problem is that ..."
- Ask, "How have you been affected by this?"
- Ask, "What has been the hardest or most difficult part about this?" Allow every student an opportunity to speak. Some students may not contribute; that is okay.

2. Brainstorm Possible Solutions/Consequences

- "What would you like to see happen?" If a student suggests a punitive response, ask them to explain how they think it will help all who are involved.
- Go over the possible consequences of each suggestion. Use the following criteria:
 - a) Have a student volunteer record the solutions offered.
 - b) Is the consequence directly related to the misbehaviour?

- c) Does the consequence respect all people and their feelings?
- d) Will the consequence solve the problem?

3. Choose the Best Solution

- Students have an opportunity to vote on one of the solutions given. Each student can only vote once.
- Count the hands to decide which solution will be followed.

4. Make a Plan

- Before closing the meeting, figure out who will do what to carry out the solution.

BLM 1.2.2: Class Meeting Minutes

<u>Name</u>	<u>Date</u>	<u>Topic/Concern</u>
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<u>Name</u>	<u>Date</u>	<u>Topic/Concern</u>

<u>Name</u>	<u>Date</u>	<u>Topic/Concern</u>

BLM 1.2.3: Class Meeting

Date: _____ Leader: _____

Problem/Suggestion:

Solutions/Plans:

1. _____
2. _____
3. _____
4. _____
5. _____

Choice: _____

Problem/Suggestion:

Solutions/Plans:

1. _____
2. _____
3. _____
4. _____
5. _____

Choice: _____

2. Classroom Retreat

2.1: Restorative Practice Retreat Overview

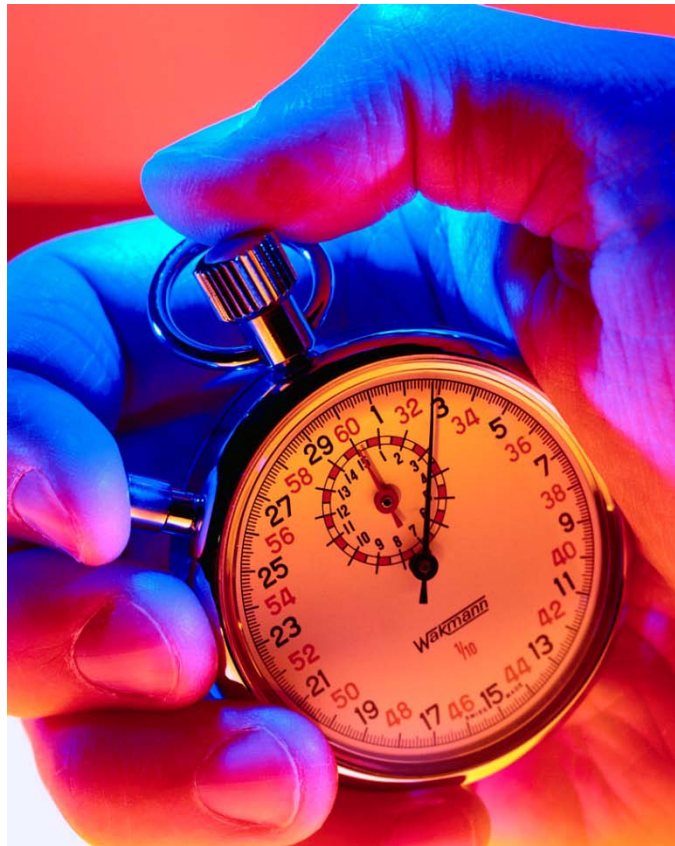
This retreat is based on the 1 day Restorative Practice workshop developed by Kawartha Pine Ridge Board for Grade 9 students, but has been modified to include our Catholic Graduate Expectations and to be suitable for Grade 8 students.

The timetable provided is a sample, and can be adjusted as needed to fit your school day. An effort should be made to use a separate space from the ones students usually use to encourage the feel of a special event. Providing lunch and breaking bread together will help with the feeling of unity and togetherness for the day.

9:00	After morning announcements and attendance, all Grade 8 teachers and students should proceed to the retreat location (library, chapel, parish hall)
9:10	Prayer Service (if the group can be seated in a circle, it will help facilitate participation in the reflection portion of the service)
9:30	Welcome and introduction (administrator, teacher and student for role-play), groups move to classrooms for first session with teacher-facilitator.
9:40	Lesson One
10:25	Break
10:35	Lesson Two
11:20	Break
11:40	Lesson Three
12:25	Lunch provided
1:05	Video: Burning Bridges
1:55	Lesson Four
2:45	Wrap-up and debrief of the day

Workshop Organization

- These sessions are based on the assumption that facilitators have received training in the Restorative Practices Retreat and understand the goals for these practices in their school.
- Facilitators should work with the same group of students through the day. They will provide direct instruction and supervision for each of the four lessons.
- Students will be assigned to small work groups. Work groups should give students the opportunity to work with students who may not be in their classes. Groups should be organized to maximize student participation and on-task behaviour. Work groups should have 5-7 students and each facilitator will supervise three groups. Volunteer high school students from a religious education course could be used to help facilitate the groups.
- Rooms should have moveable furniture, the ability to create open spaces and chairs separate from desks (drama room, gym).
- Students may react emotionally to some of the material. A private space and support staff member should be available if needed.
- Any opportunity to reinforce the retreat atmosphere should be utilized, like providing lunch and snacks, keeping students separate from the rest of the school for lunch and breaks, take-away materials, support/donations/booths from local businesses/agencies.



2.2: Prayer Service - *Called to Mission*

Leader: Our God of Justice and Peace, we ask you to open our eyes and our hearts so that we may see your presence in those around us, especially those in need.

All: Give us, O God, a hunger for justice.

Leader: Teach us that all people are our sisters and brothers and fill us with the kind of love which helps us see Your face in theirs.

All: Give us, O God, compassion for those in need.

Leader: Give us the vision to see that only justice can endure, and that only in being just to one another can we make our lives acceptable to You.

All: Give us, O God, the courage to work daily for a more just and peaceful world.

Scripture Reading: Matthew 25:31-42

A reading from the Holy Gospel according to Matthew

All: Glory to you, Lord.

When the Son of Man comes in His glory, and all the angels with Him, then He will sit on the throne of His glory. All the nations will be gathered before Him, and He will separate people one from another as a shepherd separates the sheep from the goats, and He will put the sheep at His right hand and the goats at the left. Then the king will say to those at His right hand, 'Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.' Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or



thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'

The Gospel of the Lord.

All: Praise to you, Lord Jesus Christ.

Reflection on the Readings

Share your thoughts as you feel comfortable. The following questions may be helpful:

What do you think this parable of the final judgement tells us about how we treat our neighbours?

What makes it difficult to see the face of Christ in other people?

What can help us to do this?

Prayers of the Faithful

1: That we may see Christ in one another, we pray to the Lord.

All: Lord, hear our prayer.

2: That we may be fully committed to building the reign of God on earth, we pray to the Lord.

All: Lord, hear our prayer.

3: That those who suffer injustice and oppression may find strength in Your care for them, we pray to the Lord.

All: Lord, hear our prayer.

4: That our leaders may be guided by the principles of justice and compassion, rather than by money and power, we pray to the Lord.

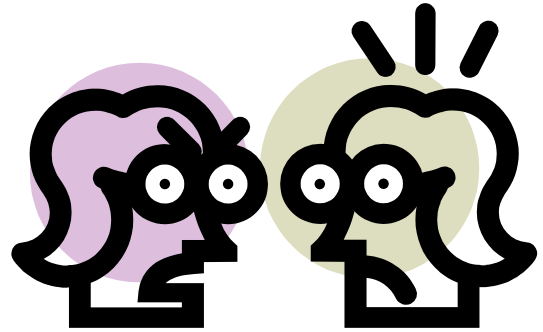
All: Lord, hear our prayer.

Leader: God, please grant us Your wisdom and guidance as we work together today to grow in our understanding of Your vision justice.

Amen

2.3: Introduction to Workshop Day

False start – Once students are assembled, one of the teachers approaches a student to take off their hat/stop chewing gum (something low-key). According to a pre-arranged and rehearsed script, the student refuses and a power struggle between the student and the teacher emerges. The student is escorted out by an administrator, and the scene should be fairly uncomfortable.



The administrator informs students that the conflict they witnessed was staged, and he/she introduces the purpose of the workshop.

One of the facilitators will ask the group the questions:

What happened?

What do you think should be done?

What do you think will be done?

The student will be brought back in, and the teacher and administrator will meet with the student and model a restorative approach, using the questions:

What happened?

What were they thinking at the time?

Who's been harmed?

How should the harm be repaired?

One of the facilitators will explain that the purpose of the day is to look at possible conflict situations and how they can best be handled in our school, parish and community.

2.4: First Breakout Session

Activity 1: Role Play analysis and discussion (10-15 min)

Say: "To restore a situation, we need to discuss the event".

Facilitator leads discussion about the role play in the introduction.

Focus Questions (*clarify, but do not interpret student responses*)

- What happened?
- Who has been affected by what was done? In what way?
- What do you think needs to be done to make things right?

Activity 2: Harm through two lenses: punitive versus restorative (10-15 min)

Say: "To understand restoration, we need to understand the different types of Justice".



- Use BLM 2.4.1, showing just the punitive picture, ask students to respond to the picture.
- Show the text from the punitive side of the chart, read through the characteristics.
- Reveal the restorative picture, ask students to respond.
- Reveal the restorative text and discuss with students.
- Divide students into discussion groups (pre-arranged).
- Students discuss focus question, "Which style of justice do you think will be more effective in changing behaviour and stopping re-occurrence? (punitive or restorative)

Activity 3: Analysis of conflict escalation (10-15 minutes)

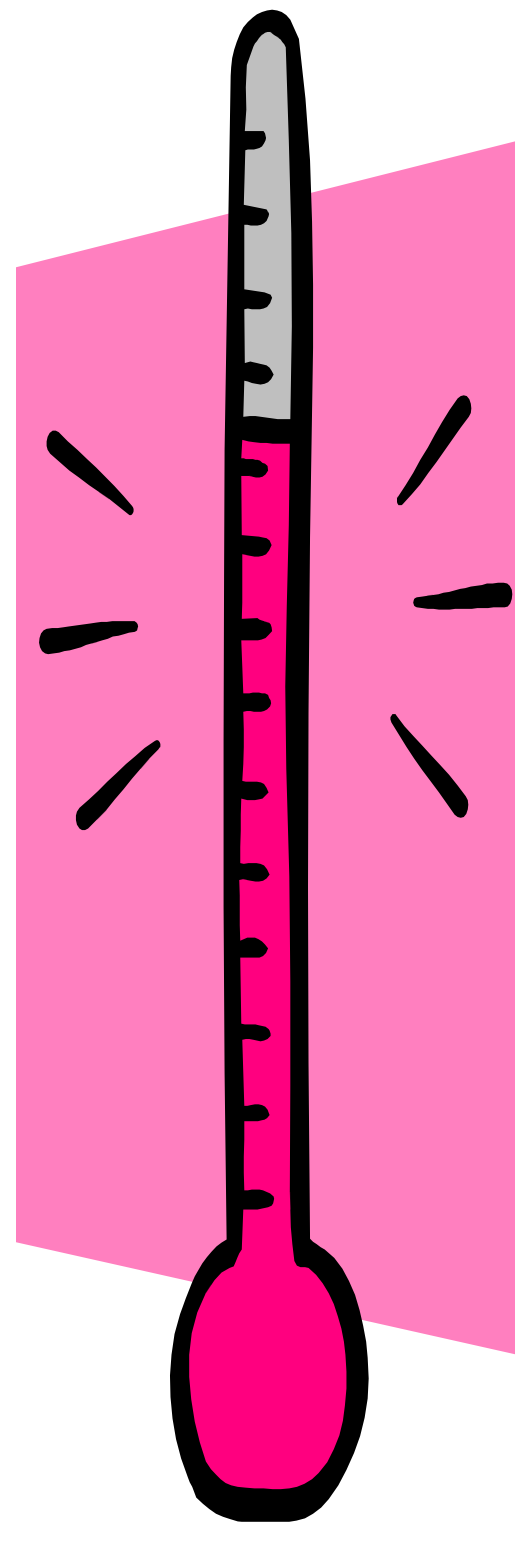
Say: "In order to make the skills used in restoration a part of our lifestyle, they need to be practiced."

- Show Thermometer Scenario picture, and reveal the conflict one step at a time, starting with number 1. Along the way, ask what students think will happen next. If they can relate to any part of the conflict, have they witnessed anything like this before?
- Have groups respond to the questions at the bottom of the thermometer page.
- Bring responses back to whole group discussions.
- Record responses on the board to the last question, "What do you think needs to be done to make things right?"

BLM 2.4.1: Harm Through Two Lenses

	
Punitive	Restorative
<p>Focus is on . . . Punishment (eye for an eye)</p>	<p>Focus is on . . . Accountability Healing Needs Repairing Harm</p>
Punitive Lens	Restorative Lens
<p>Harm is defined by the breaking of rules and by guilt.</p>	<p>Harm is defined as a violation of people and relationships. The obligation to "make things right" is created.</p>
<p>Response: The authority system determines blame and administers punishment/pain to the person who causes harm.</p>	<p>Response: All those involved are in search of solutions that promote repair, reconciliation and reassurance.</p>
<p>Action is directed by the system to the person who caused harm/causes harm.</p>	<p>Action is determined by all parties.</p>

BLM 2.4.2: Thermometer Scenario

	<p>9) Result: Alysha's parents and the school board get involved.</p> <p>8) Result: Alysha stops attending school.</p> <p>7) Escalation: Chen and Britney threaten Alysha on Facebook.</p> <p>6) Escalation: Alysha responds with a threat and "invites" her friends to respond to the conflict on Facebook.</p> <p>5) Escalation: Chen and Britney respond negatively and "invite" their friends to join in the conversation on Facebook.</p> <p>4) Escalation: Alysha responds by writing about Chen and Britney on Facebook.</p> <p>3) Escalation: Chen and Britney write hate notes in the washroom about Britney.</p> <p>2) Results: Chen sides with Britney and Alysha is left "odd man out".</p> <p>1) Initial Conflict: Britney and Alysha are competing for Chen's friendship.</p> <p>Focus Questions</p> <p>What happened?</p> <p>Who has been affected by what was done?</p> <p>What do you think needs to be done to make things right?</p>
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2.5: Second Breakout Session

Activity 1: Whole group discussion: Unsafe/Safe (15 min)

- On chart paper or board, draw a circle and title it “unsafe”. Have students help brainstorm ideas of what makes a community unsafe.
- In a second circle, write the word “safe”. Facilitate a class discussion of what makes a community safe and record student responses in the circle.

Activity 2: Thought experiment (20 minutes)

Students work in their groups. Each group receives copies of the scenario (BLM 2.5.1), large paper, markers and tape.

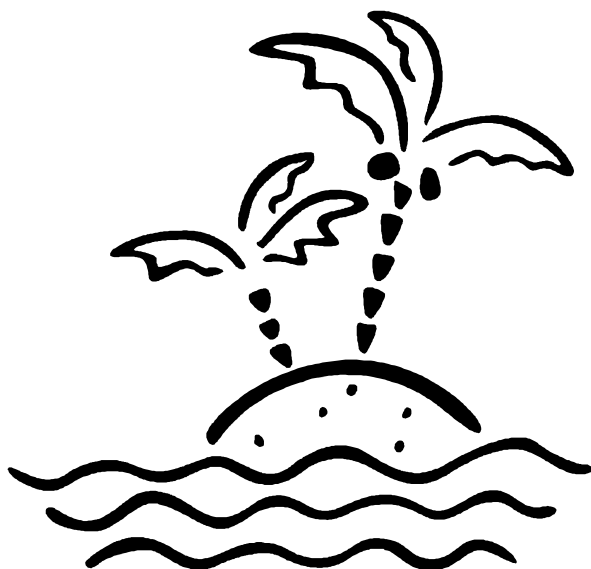
Reflection Questions after students have created rules:

- What will be done if someone breaks a rule?
- What will be the consequences for breaking a rule?
- How will further decisions about rules be made?
- In what way does respect play a part in a successful community?

Have each group present their rules to the larger group through their posters and discussion.

Activity 3: Debrief (10 minutes)

- After presentation, ask students to choose and stand next to the island that they would feel the most safe to live on.
- Once students are sorted, give groups the chance to discuss why they picked the island they did. Each group will present their reasons.
- Student return to seats. Closing question, “what can we do to ensure that we make our school a safe community?”



BLM 2.5.1: The Island

Your group has been fortunate enough to win an all expenses paid trip by plane to the Barbados. Unfortunately, your plane crashed. Fortunately, you all survived.

Unfortunately, you find yourselves washed up on a deserted island beach. You are stranded together with

only ocean in sight. You can't swim anywhere, you can't make a boat to leave the island, nobody knows where you are, and the world thinks you haven't survived. You have limited resources. You all need to survive. Your task is to discover how you are going to live together. What rules will your group, your mini-society and new community, need to have in order to survive and get along?

You have the following supplies:

Limited water supply

Limited food supply

Enough supplies to share shelter

Your task: As a group, agree to 5 rules that your society needs to observe.

2.6: Third Breakout Session

Activity 1: Objectives activity (5 minutes)

Students should be organized in groups of 8. Each group needs to divide into partners; one is partner “A” and one partner “B”.

All “A” partners gather at one end of the room and all “B” partners gather at the other end. “A” group members are given an easy objective (get your partner to touch their head), “B” members are given a more difficult objective (get your partner to say “torpedo”).

Rules:

- Make sure each group does not overhear the objective.
- Each player tries to have their partner do their objective while trying to avoid doing their partner’s objective.
- Once one partner’s objective has been met, both partners sit down.
- Players should not say the objective once it has been accomplished, wait until all players are finished or the game has been stopped.
- Allow a maximum of three minutes and then the game has ended.

Reflection Questions:

- What happened?
- What were you thinking at the time?
- What were some of the strategies you used?
- How did the differences in the degree of difficulty of the objectives relate to real life?

Activity 2: Role-Playing (25 minutes)

Students should move back into 8 member groups. Students will work on role playing scenarios that will be handed out to the leaders of each group (BLM 2.6.1). The facilitator should move around the room to monitor group progress.

After each group presents, the whole class has a discussion based on the following questions:

- What is wrong with this situation?
- Can you think of a situation like this from...
 - A family situation
 - Interactions with friends
 - A school situation (no names please)
 - Within the larger community

If a group finishes preparing early, have them rehearse their role play to present.

- Have students identify people in their lives (no names) who demonstrate this type of leadership style.
- Have students identify people from the media who demonstrate this leadership style.

Activity 3: Debrief (10 minutes)

Bring the whole group back together for final discussion. The teacher facilitator leads this discussion.

- What does firmness look like?
- What does fairness look like?
- Is fairness always equal?
- What is the quality of a good leader?
- How do you want to be treated?

Link this back to the idea of good leaders working “with” a combination of firmness and fairness. This is both good leadership and a way of living in the world.

BLM 2.6.1: Role Play Cards

Scenario #1 - Mr/Ms NOT - slack/lazy
<ul style="list-style-type: none">• You are a leader who is not firm with the rules, nor consistent with respect and fairness.• You are a supply teacher trying to run a history class. Students are supposed to get into groups to do a worksheet.• No leadership, don't answer questions if the class has any.• No motivation, no effort to structure the class or to keep them on task.• Rules and fairness are inconsistent; some kids get different treatment than others (i.e. one student gets to go to their locker, while others are not allowed).
Scenario #2 - Mr/Ms FOR - too soft/weak
<ul style="list-style-type: none">• You are a babysitter who is trying to get 3 children (6, 8 and 10 years old) ready for bed.• You have been asked by the parents to have the children bathed, teeth brushed and in bed by 8:00.• The parents have stressed the importance of getting them into bed on time since they have an early morning the next day.• You let the bath and the teeth brushing slide.
Scenario #3 - Mr/Ms TO - mean/rude
<ul style="list-style-type: none">• You are a coach running practice for a chosen sport. Start the practice using the following qualities:<ul style="list-style-type: none">- Yell at the students to start their warm up. Get angry with the ones that do not start right away. Threaten to cut them from the team unless they get started.-Belittle the players that are not keeping up with the rest.-Centre out the players for not performing to your high standards.-You are low with respect and high with rule implementation.

2.7: Fourth Breakout Session

Activity 1: Facilitator-led debrief on presentation (15 minutes)

Set up the room to have students sitting in a circle.

Using the restorative practices model, with reference to the “Burning Bridges” video, lead students through the following questions:

- What happened?
- Who was affected?
- How was the harm repaired?

Activity 2: Role Play (25-30 minutes)

Students are organized into groups of 5 (if there are not even groups of 5, make groups of 6 rather than 4).

Each group is given a set of cards (BLM 2.7.1). Included are:

- A scenario card
- Five role cards
- One challenge card

Groups are to use the cards to guide them in a role-play where they take on the characteristics of the person and scene described on the card. The group then works together to enact the situation described in the scenario. Depending on the experience of the students, they may decide to use full-on physical improv, tableau, thought tracking, or simply talking through the scene. The objective is to have the groups work to reach the goal given on the challenge card.

If time permits, the whole group can meet back and discuss the challenges and success strategies from the experience.

Activity 3: Using art and language to create a restorative practice mural (remaining time)

Students use the remaining time to work together to create a mural illustrating what Restorative Practices will look like in the school. They should use activities and information from the day's activities to help design the mural.

BLM 2.7.1: Activity Cards

The Scenario



It is a bright and sunny Friday and many students are enjoying the day out in the park and church yard/cemetery area. There are the regular assortment of guitar players, small groups laughing and even a big game of Frisbee.

Students are enjoying their lunches on and around the church, and one student in particular is dancing in and around the headstones and large crucifix in the cemetery yard.

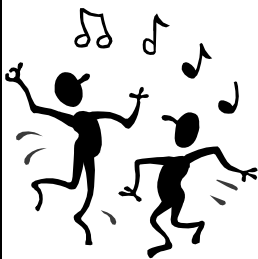
Role 1

The Parishioner

You are a parishioner of the church who has been enjoying sitting on a bench listening to the music and watching the students. You look over and notice one student dancing on and around the base of the crucifix. This upsets you, and you want to ask them to get down and stop dancing. When challenged, you try to make your feelings clear and explain your point of view that, as a member of the parish, the Memorial is an important symbol both of your faith, and of the memory of those buried in the cemetery.



Role 2



The Dancing student (generally a 'good' student)

It is a glorious day. You are a free-thinker and in a great mood and think nothing of jumping up on the base of the statue and dancing when the spirit strikes. When you are confronted, you consider the parishioner's point of view, but ultimately believe you are doing nothing wrong.

Role 3

The friend and supporter

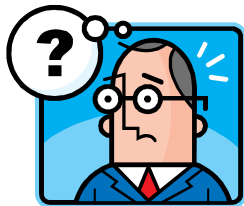
You are enjoying the day and are laughing as your friend dances on and around the crucifix statue. You are there to support your friend and his/her right to dance, but once the confrontation starts, you don't really know how you feel. You can understand how someone would be upset about garbage or graffiti, but this is just dancing, how can that be bad? You have never really thought about it before.



Role 4

The friend who is torn

You have been having a great lunch and are thinking of getting up to dance and join your friend. As the parishioner begins to speak, you begin to think of your grandmother who was a member of the parish and is buried in the cemetery. You are an altar server and see how someone could take offence to this situation, but you also know your friend means no harm.



Role 5

The passerby

It's a beautiful day and you are happy to see all of the town out and enjoying it. You are taking your usual short cut through the cemetery, and notice a student dancing on the Memorial. You watch from afar as a community member approaches the student and a conversation unfolds. You move in to see what's up as the conversation moves into confrontation. You are a recent graduate of the school, and care about its reputation in the greater community.



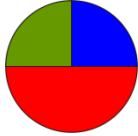
The Challenge

Get to a place where everyone can admit their own responsibility in the situation. Each of you is to be a participant in 'repairing the harm' and making things right . . .

3. Restorative Justice Vocabulary

3.1: Vocabulary: Speaking the Language of Restorative Justice

Grade 8



Family Life Learning Goals

- ❖ Growing In Commitment

Curriculum Expectations

- ❖ CGE2b, c; CGE3c
- ❖ Language Arts - Reading: 3.1, 3.2

Materials

- Dictionaries
- Access to computers (word processor)
- Access to printer
- Chart paper
- BLM 3.1.1, 3.1.2

Assessment Opportunities

Minds On...

Whole Class → Guided Discussion

Discuss the role of “vocabulary” when you are speaking about a specific topic (i.e. science terms, safety terms, etc.).

Give students a list of terms related to Restorative Justice. Have students write down definitions of those words that they already know on BLM 3.1.1.

Action!

Small Group → Problem Solving

Decide ahead of time how many students you would like to have in a group and how many words you would like that group to come up with definitions for. Have students move into the group of the word(s) that you’ve highlighted on their sheet. As a new group, they can collectively come up with an appropriate meaning (i.e. in their own words) for as many words as possible.

Consolidate Debrief

Whole Class → Guided Discussion

As a whole group, combine ideas so that a complete list of definitions is established and agreed upon.

Home Activity or Further Classroom Consolidation.

Vocabulary assessment tool (3.1.2).

Exploration
Reflection

Assess student understanding based on tool.

BLM 3.1.1: Restorative Justice Terminology

How many of these terms do you know?

Apology

Community

Conflict

Empathy

Equity

Fair

Harm

Perspective

Relationships

Responsibility

Restorative

BLM 3.1.2: Vocabulary Assessment Tool

Please match the following words with their appropriate meaning.

Apology	To hurt someone physically, verbally or emotionally
Relationships	To be honest and truthful
Empathy	Understanding another person's point of view
Conflict	How things interact with one another
Restorative	A group of people having the same kinds of interests
Perspective	A statement that one is sorry for something, such as a mistake or a wrong action.
Harm	A person's point of view
Responsibility	Being fair and just to all
Fair	Don't all agree on something
Equity	Being faithful to duties; nice and respectful to other people
Community	Make something new

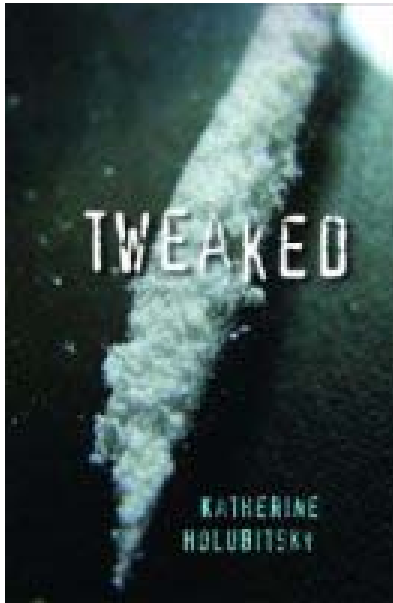
4. Novel Study

4.1: Tweaked Novel Study

Grade 8

Approximately two weeks.	<p>Family Life Learning Goals</p> <ul style="list-style-type: none"> ❖ Created and Loved by God ❖ Living In Relationship <p>Curriculum Expectations</p> <ul style="list-style-type: none"> ❖ CGE1d,l,j; CGE2b,c,d,e; CGE3a,b,c,d,e,f; CGE4a,f,g; CGE5a,b,g; CGE6b,c ❖ Language Arts – Reading 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 ❖ Language Arts – Writing 1.3, 1.4, 1.5, 2.5, 3.3 	<p>Materials</p> <ul style="list-style-type: none"> • BLM 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7 • STOMP Assessment • “Tweaked” by Katherine Holubitsky
Minds On...	<p>Whole Class → Guided Discussion</p> <p>Introduce novel through the introduction package (BLM 4.1.1). Encourage good pre-reading discussion and discovery.</p> <p>Go over expectations of work to be completed after each chapter (BLM 4.1.2, 4.1.3, 4.1.4, 4.1.5)</p>	<p>Assessment Opportunities</p>
Action!	<p>Individual or Class Setting (dependent upon class dynamics)</p> <p>Read novel chapter by chapter. Stop after each chapter so that students have the opportunity to share their ideas/questions and fill BLM 4.1.2, 4.1.3, 4.1.4, 4.1.5. Encourage class and small group discussion time to complete work.</p> <p>Encourage student participation in reading process either independently, small group or in front of the class.</p>	<p>Introductory and chapter activities may be assessed for understanding.</p>
Consolidate Debrief	<p>Whole Class → Independent Work → Assessment and Guided Discussion</p> <p>STOMP assessment (BLM 4.1.6) – there are 2 questions for each colour/level of questions. Choose one from each colour that would best suit class/student.</p> <p>Review STOMP rubric (BLM 4.1.7) prior to assessment so that students are clear about what is expected and how they will be marked.</p> <p>Review the questions prior to student work time so that they have time to collectively brainstorm ideas. If possible, do no more than one or two questions per day.</p>	<p>Comprehension of text and literary elements assessed using BLM 4.1.6 and 4.1.7</p>
<i>Exploration Reflection</i>	<p>Home Activity or Further Classroom Consolidation</p> <p>Review STOMP assessment after it has been marked. Allow students time to go over work. Pick one question to redo or polish using teacher/peer feedback.</p>	

BLM 4.1.1: *Tweaked* Overview



Tweaked by Katherine Holubitsky

Sixteen-year-old Gordie Jessup is a good kid but he's living a nightmare. His eighteen-year-old brother Chase's two-year addiction to crystal meth has left their family emotionally and financially drained. And just when Gordie thinks he can no longer stand the manipulating, the lying and the stealing, things get even worse. Chase is arrested for aggravated assault released on bail and sent home to his family. But his dealers are after him and Chase appeals to Gordie for help. Gordie, disgusted with his brother and fully aware that it's a gamble, risks everything he has in the hope of bringing his family some peace.

Based on a picture of the cover and this short paragraph, what do you think that this book is about?

What topics do you think that we will talk about because of what we read in this book?

BLM 4.1.2: *Tweaked* Characters

For each character that we meet, keep a list of things that you learn about them. Be sure to listen/read carefully for adjectives!

Character	Description

BLM 4.1.3: *Tweaked Questions*

As we read each chapter, you need to write down one question that you have about something that happened or that you heard of and weren't sure of. This could be the name of something, an event or simply a word you've never heard before.

Chapter	Question
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

BLM 4.1.4: *Tweaked* Personal Connections

Is there something that you can relate to in the book? Does anything in the chapters that we read remind you of something that's happened to you or that you've heard about from someone else?

Chapter	How does it relate to you?
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

BLM 4.1.5: *Tweaked* Chapter Timeline

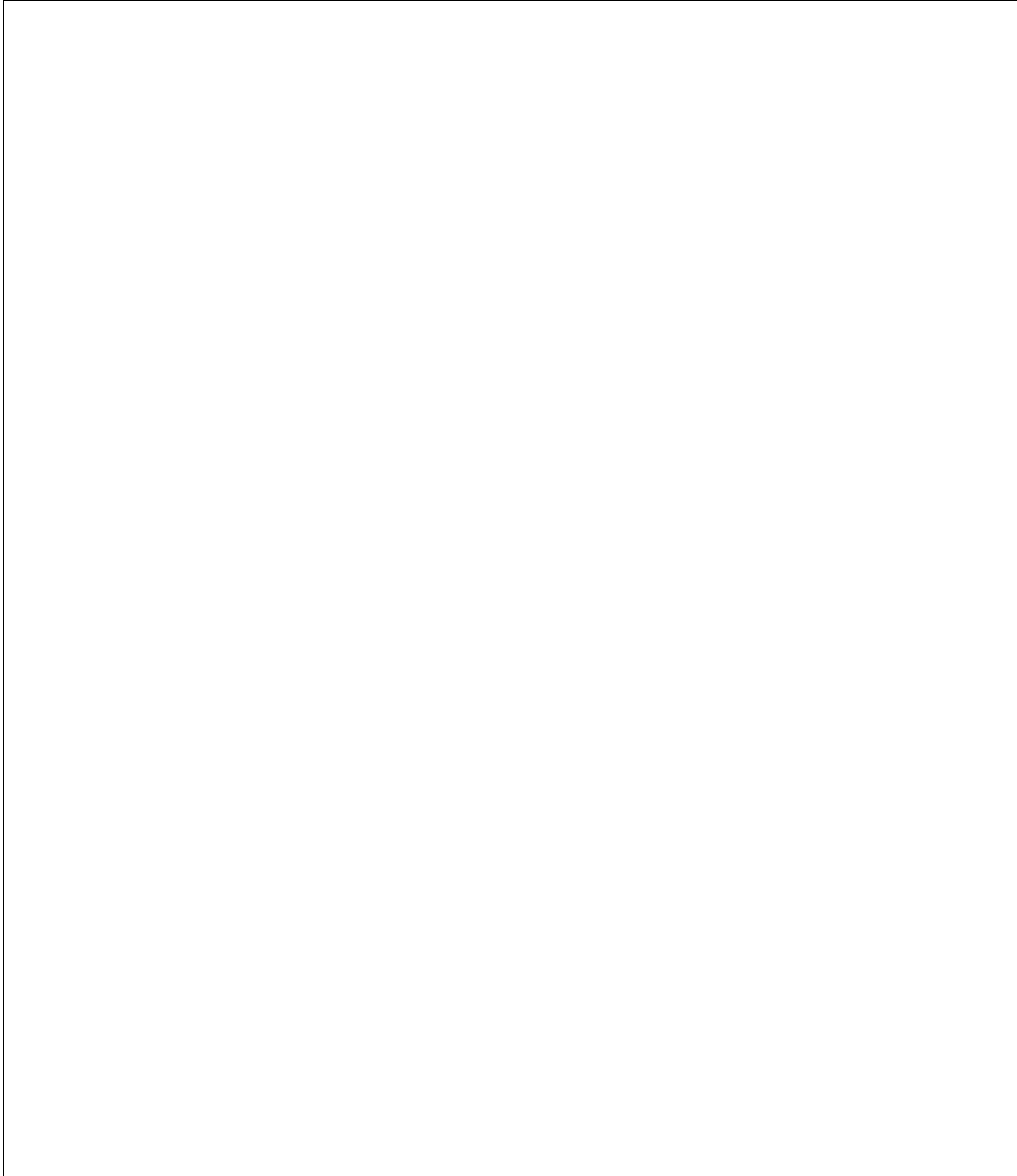
BLM 4.1.6: STOMP Assessment

Place the following events in order by numbering each from earliest to last (1 to 5).

- _____ Dad decides to sell the sports car and says that it's a good thing because obviously Gordie isn't mature enough to handle its speed.
- _____ Gordie gets his guitar back from the pawn shop after Chase sold it for drug money.
- _____ Gordie sells his old guitar and cashes out his bank account so that he can pay Chase's \$2000 debt to Ratchet and DC.
- _____ Chase starts to skip school because he's started experimenting with drugs.
- _____ Gordie sees a high speed car chase on TV. He later finds out that Chase is killed in that same car accident.

Design a concept map to demonstrate what you remember about the key points of how Gordie's life was affected by Chase being addicted to crystal meth.

Design a new book cover to illustrate what happened in the novel "*Tweaked*" without giving away the ending. Be sure to include the author's name (Katherine Holubitsky) and the title of the book (*Tweaked*).



Using the T-Chart below, describe what is the same and different about the Jessup Brothers – Gordie and Chase.

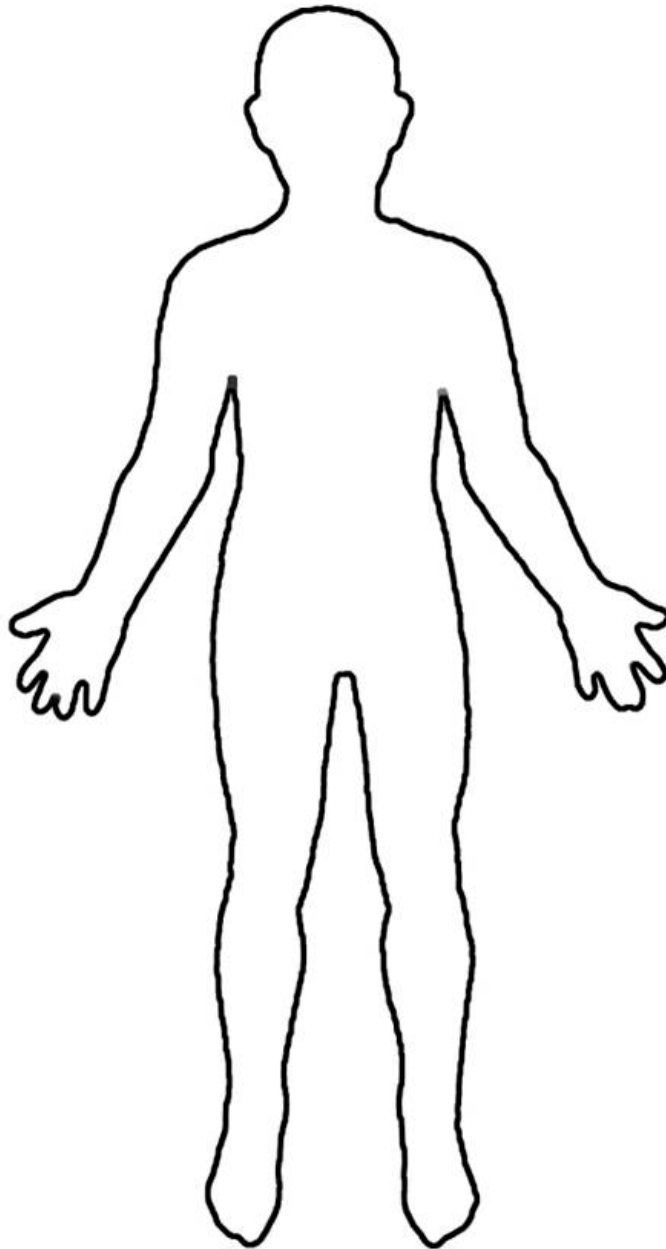
Similar	Different
<ul style="list-style-type: none">	<ul style="list-style-type: none">

Gordie lost his brother to drugs. Do you think that he will ever do drugs after all he has been through? Explain your answer – make me believe what you are saying!

PERSUASIVE WRITING GRAPHIC ORGANIZER

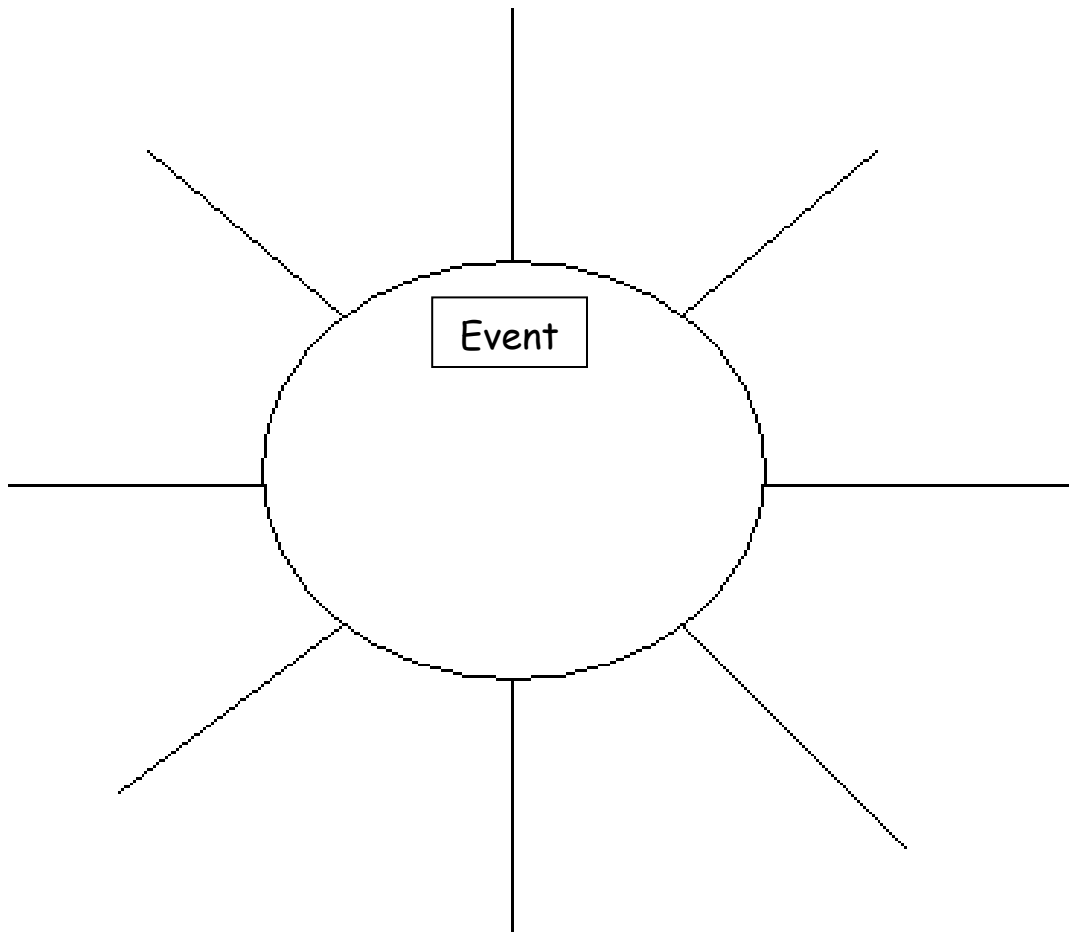
<u>Your Position</u>		
<u>Reason 1</u>	<u>Reason 2</u>	<u>Reason 3</u>
<u>Support</u> 1. 2.	<u>Support</u> 1. 2.	<u>Support</u> 1. 2.
<u>Conclusion</u>		

Draw what you think Chase looked like after he'd been running from the police when he knew that he was wanted for the murder of Richard Cross. Be sure to include details about how he looked, and dressed. Label the diagram.



This story did not have a happy ending. Chase died. His parents divorced. Mom moved away. Dad had no money and he and Gordie had to live in a tiny apartment. Gordie flunked a semester of school.

Pick one of these events and change it. What would happen in your story after you changed that event? Brainstorm how the story would have changed. Who would be affected?



Make a list of 10 choices that Gordie made. Decide how you would classify these decisions. Classify these actions in the table below, indicating the heading for each category.

-
-
-
-
-
-
-
-
-

Write a letter to Chase and Gordie's mom. Tell her how you felt about the decisions she made in the novel. Did she treat Gordie fairly? Did she help Chase or hurt him by leaving him money all the time? Did she and her husband work together as a parenting team?

Dear Mrs. Jessup,

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

You are asked to create a character for the novel Tweaked. This person will appear in a rewrite of the novel. Think of someone who you would have liked to know more about or create someone totally new and describe who that character is. Pick one situation from the novel that they would be involved in.

- Looks?
- Beliefs? (i.e. into crystal meth or not?)
- School life? Parents?

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- Looks?
 - Beliefs? (i.e. into crystal meth or not?)
 - School life? Parents?

[illegible]

BLM 4.1.7: Achievement Chart with Thinking Categories

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Remember	The student: Understand			
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student: Analyze			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – The conveying of meaning through various forms				
	Evaluate		Create	
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student: Apply			
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

STOMP Higher Order Thinking	
1. Recall	Overall Expectation: Grade 1 – Reading 1.1 – Setting 1.1 – Media 1.1
1	Identifies main ideas and supporting details of content
2	Recognizes and recalls relevant information using strategies or from memory
3	Provides specific examples to construct meaning
4	Explains and interprets concepts to show thorough understanding
5	Summarizes in a logical fashion to prepare for higher order thinking
6	Classifies, compares and contrasts content or ideas accurately
2. Relate	Overall Expectation: Grade 1 – Reading 1.2 – Setting 1.2 – Media 1.2
7	Applies information to familiar and unfamiliar tasks
8	Carries out a procedure to perform exercises or to solve problems
9	Infers and justifies logical conclusions using evidence
10	Differentiates between important/unimportant or logical/illogical parts
11	Deconstructs materials to determine point of view and/or underlying intent
12	Examines and interprets how parts fit together to make the whole
3. Reflect	Overall Expectation: Grade 1 – Reading 1.3 – Setting 1.3 – Media 1.3
13	Judges and evaluates the appropriateness of procedures and plans
14	Detects and assesses inconsistencies within a process or product
15	Prioritizes strategies, debates problems, and predicts possible outcomes
16	Develops and formulates new ideas from previous ones
17	Invents or creates complex scenarios that are logical, complete, and unique
18	Combines or reorganizes elements to form a coherent, comprehensive, functional whole

Thinking Zones, developed in the **STOMP Rubric and Stems**, support all four categories of the **Ontario Achievement Chart**.

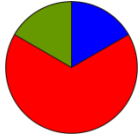
Empower learners by creating meaningful experiences that balance and challenge many types of thinking.

	Beginning	Developing	Competent	Accomplished	
	Limited	Some	Considerable	Thorough	
1	demonstrates limited knowledge of content or main idea	demonstrates some knowledge of content and main ideas	demonstrates considerable knowledge of content and important ideas	regularly demonstrates thorough knowledge of content/ pertinent ideas	Remembers
2	recalls little relevant information	recognizes and recalls few relevant details	recognizes and recalls much specific information	recognizes and recalls many layers of relevant information	
3	finds minimal or no examples or supporting details	finds few examples or supporting details	finds several specific examples and supporting details to construct meaning	finds multiple explicit examples and supporting details to construct complete meaning	
	Singular	Dualistic	Multiplistic	Balanced	
4	names a single explanation to show limited understanding of content; may misinterpret concepts	offers few explanations to demonstrate some understanding of content; some true interpretation	delivers several explanations to demonstrate considerable understanding of content; valid interpretations	produces many meaningful explanations to demonstrate thorough understanding of content; verified interpretations	Understands
5	summarizes partially using minimal points	summarizes simply with few points	summarizes clearly with several points leading to big idea(s)	summarizes succinctly with several precise summary points leading to big idea(s)	
6	makes inaccurate comparisons	supplies some accurate comparisons	generates several concise comparisons	prepares thoughtful, balanced comparisons	
	Associating	Connecting	Relevant	Insightful	
7	attempts to connect information to either familiar or unfamiliar tasks	applies information to familiar tasks and some unfamiliar tasks	readily applies information to both familiar and unfamiliar tasks	consistently employs related information to many familiar and unfamiliar tasks	Applies
8	makes some disconnected efforts to use procedures, exercises, and problem solving	takes on procedures, exercises and problem solving principles with some appropriateness/accuracy	appropriately carries out procedures, formulas, exercises and problem solving principles	routinely initiates procedures, formulas, exercises and problem solving principles creatively and/or in new contexts	
9	may omit steps or any evidence in inferring, justifying and concluding	may infer, justify or conclude logically but lacks sufficient proper evidence	infers, justifies, and concludes logically using proper evidence	inferring, justifying and concluding is exact, insightful, and lucid	
	Inaccurate	Partial Correctness	Accurate	Precise	
10	copies information inaccurately, or omits relevant content; has difficulty differentiating between important/unimportant, logical/illogical	reports information with some correctness to differentiate between important/unimportant or logical/illogical parts	presents information accurately to differentiate between important/unimportant or logical/illogical parts	interprets information precisely, consistently and in-depth in new contexts; differentiates between important/unimportant and logical/illogical components exactly	Analyzes
11	may detect point of view or intent but may not be able to deconstruct material to show it	shows emerging capacity to deconstruct materials to find point of view or intent	illustrates considerable capacity to deconstruct material in order to determine point of view and underlying explicit intent	demonstrates proficient capacity to deconstruct material thoroughly to understand point of view and underlying implicit intent	
12	does not determine how parts fit together to make the whole	partially examines and interprets how parts fit together	examines and deduces specifically how parts fit the whole	methodically examines and concisely deduces how parts make the whole	
	Illogical	Reasonable	Logical	Perceptive	
13	makes illogical conclusions; judges and assesses unreasonably	makes some reasonable conclusions by judging and assessing	organizes logical conclusions or solutions after judging and assessing procedures/ideas	perceives and creates detailed conclusions or complex solutions by thoroughly evaluating procedures and ideas	Evaluates
14	may notice obvious inconsistency	detects obvious inconsistencies	detects and evaluates inconsistencies	detects and critiques breadth and layers of inconsistencies	
15	limited use of prioritizing and debating	can prioritize and debate with some success and understanding	can prioritize and debate successfully and comprehensively	establishes unique strategies in prioritizing and debating competently	
	Fragmented	Consistent	Coherent	Unified	
16	lists pieces or fragments and suggests a new idea	arranges parts and projects a new idea	connects components and develops new ideas from previous ones	integrates components and formulates new ideas from previous ones	Creates
17	expresses a simple outcome that may lack clarity or appropriateness	forms a simple scenario that is fitting	invents or creates complex scenarios or outcomes that are logical and valid	creates or synthesizes complex scenarios or solutions that are exceptionally clear and unique	
18	states limited elements for a suggested purpose; may be in a pieced-together manner or be incomplete	puts together elements for a simple pattern or new piece that is mostly complete	combines elements for a clear, coherent, and comprehensive new piece that is complete	combines or reorganizes elements for a coherent, cohesive and fully-functional whole	

5. Forgiveness

5.1: Models of Forgiveness

Grade 8



Learning Goals

- ❖ Explore victim reactions to crimes
- ❖ Compare the resolution of Katy Hutchison's experience to typical victims we read about/see in the media

Curriculum Expectations

- ❖ CGE 1d, CGE 3a, CGE 7e
- ❖ Reading 1.4, 1.5

Materials

- BLM 5.1.1, 5.1.2, 5.1.3, 5.1.4

Assessment Opportunities



Minds On...

Small Group/Whole Class → Debate

Present the statement "Victims of crime only want revenge". Each group needs to discuss the statement and come up with two arguments for and against.

Students share responses.

Observation of student participation in discussion, looking for students to justify their thinking.



Action!

Jigsaw → Read

Students read the introduction and either the biography (BLM 5.1.1) of Katy Hutchison or Ryan Aldridge (divide students evenly) with a partner. With their partner, they debrief and choose the most important facts from their biography, completing the fishbone graphic organizer (BLM 5.1.2) to sort information.

Students regroup with a partner who read the other biography. They compare their two subjects and work together to complete the reflection questions on BLM 5.1.3.



Consolidate Debrief

Whole Class → Discussion

Group comes back to share thoughts on Katy Hutchison's story.

Revisit the initial statement "Victims of crime only want revenge" in the light of Katy's story. Why do you think Katy wanted something other than revenge to resolve her loss?

Home Activity or Further Classroom Consolidation

Complete the journal reflection questions BLM 5.1.4.

Assess students' understanding of Katy and Ryan's perspectives.

Exploration
Reflection

BLM 5.1.1: Biographies



"Part of being human is rolling up our sleeves and taking an active part in repairing harm"

Katy Hutchison & Ryan Aldridge

On New Year's Eve 1997, Katy Hutchison's husband, Bob, was beaten to death while checking on a party being thrown by his

neighbor's son. In the small town of Squamish in British Columbia, a wall of silence soon grew up around the murder. It was four years before Ryan Aldridge admitted to having delivered the fatal blow. Ryan was convicted of manslaughter and sentenced to five years in prison.

Katy Hutchison

Less than an hour after Bob was murdered, I stood in the emergency ward beside his body, overwhelmed by a sense of peace, knowing that wherever Bob was now, it was much safer than the place he had just been. Then I went home to tell my four-year-old twins, Emma and Sam, that their Daddy was dead. I looked into their eyes and knew that I could not allow their lives to become dominated by their father's death. I promised them and I promised myself that underneath the horror of what had just happened we would find a gift.

As for the rest of the community, the code of silence began that night. No one called the police, no one spoke out. The murder was devastating, but the silence from so many compounded the devastation. In the end I had to leave town.

Eventually, after four years, Ryan Aldridge was arrested. That same day, as I was leaving the police station, I spotted him on camera, alone in the investigation room. The police had left the tape rolling and I stood and watched him falling apart. I didn't want to leave him.

After his arrest, police officers showed Ryan a video I'd made for him urging him to dig down deep to find the words to say, "I did this." Four years of silence, grief and fear then fell away as he fulfilled my wish and confessed to the crime. Those words would begin the healing process for both of us. He then stunned police by asking to meet me, and so, less than 24 hours after his arrest, I found myself face-to-face with the man who had murdered my husband. As he sobbed it was all I could do not to hold him. Second to the day I gave birth, it was probably the most human moment of my life.

Some time into Ryan's sentence I discovered an incredible organization called Community Justice Initiatives that was able to organize a Victim-Offender Reconciliation between me and Ryan. It took place in the prison and lasted most of the day: we spoke about almost everything - our lives, our hobbies, our families. In that meeting I told Ryan that I had forgiven him.

I've been able to forgive Ryan because of the immense sympathy I have for his mother. I understood her loss. We haven't met yet, but we write and I cherish her letters. Forgiveness isn't easy. Taking tranquilizers and having someone look after your kids would probably be easier, but I feel compelled to do something

with Bob's legacy. I want to tell my story to help change people's perceptions - and where possible I want to do this with Ryan by my side. I'll never understand how our universes collided - but they did, and as Bob can't make further contribution to society, then perhaps Ryan can. Whether victim or perpetrator, part of being human is rolling up our sleeves and taking an active part in repairing harm.

Emma and Sam have fully supported my choice to forgive Ryan, but others have asked, "How could you?" Bob's friends especially took a long time to understand how I could move on with my life. But something happened when Bob died and I found my voice. Forgiveness became an opportunity to create a new and hopeful beginning.

"If I put myself in her shoes, I think I would have hated the person who had done what I'd done to her." *Ryan*

Ryan Aldridge

Katy's forgiveness is the most incredible thing that anyone has ever given me. It changed my life. There's trouble every day in prison, offers of drugs and threats of fights, but I don't give in. My life would still be full of anger and violence if it wasn't for Katy.

I grew up in a small town. I was bullied as a child, but eventually I started hanging around with a group whose lifestyle impressed me. For the first time I felt accepted. By the age of 16 we were experimenting with drink and drugs and the partying began.

Unfortunately I started getting into trouble with the local police and was involved in three separate alcohol-related car crashes.

Separate to this, a good friend then died in a car accident which totally devastated me.

On New Year's Eve 1997, a friend was throwing a party. His father was away. There were over 150 guests, and with so much drugs and alcohol going around fights started breaking out. When a stranger came up the stairs and asked us all to leave, my friend hit him. He fell to the ground and I kicked him four times in the head. After that I moved on to another party, not knowing I'd made the worst mistake of my life.

Throughout the investigation the secret of my crime began to destroy me. I became depressed and introverted. I could well have committed suicide if, after four years, I hadn't broken my silence. My family was devastated.

Having admitted my guilt, I wanted to apologize face-to-face for what had happened. So, within an hour of being arrested, I wrote a letter to Katy and her children, apologizing for what I'd done. I also asked a police officer if I could meet with Katy. I'd read about Katy in the papers, but never expected her forgiveness. If I put myself in her shoes, I think I would have hated the person who had done what I'd done to her.

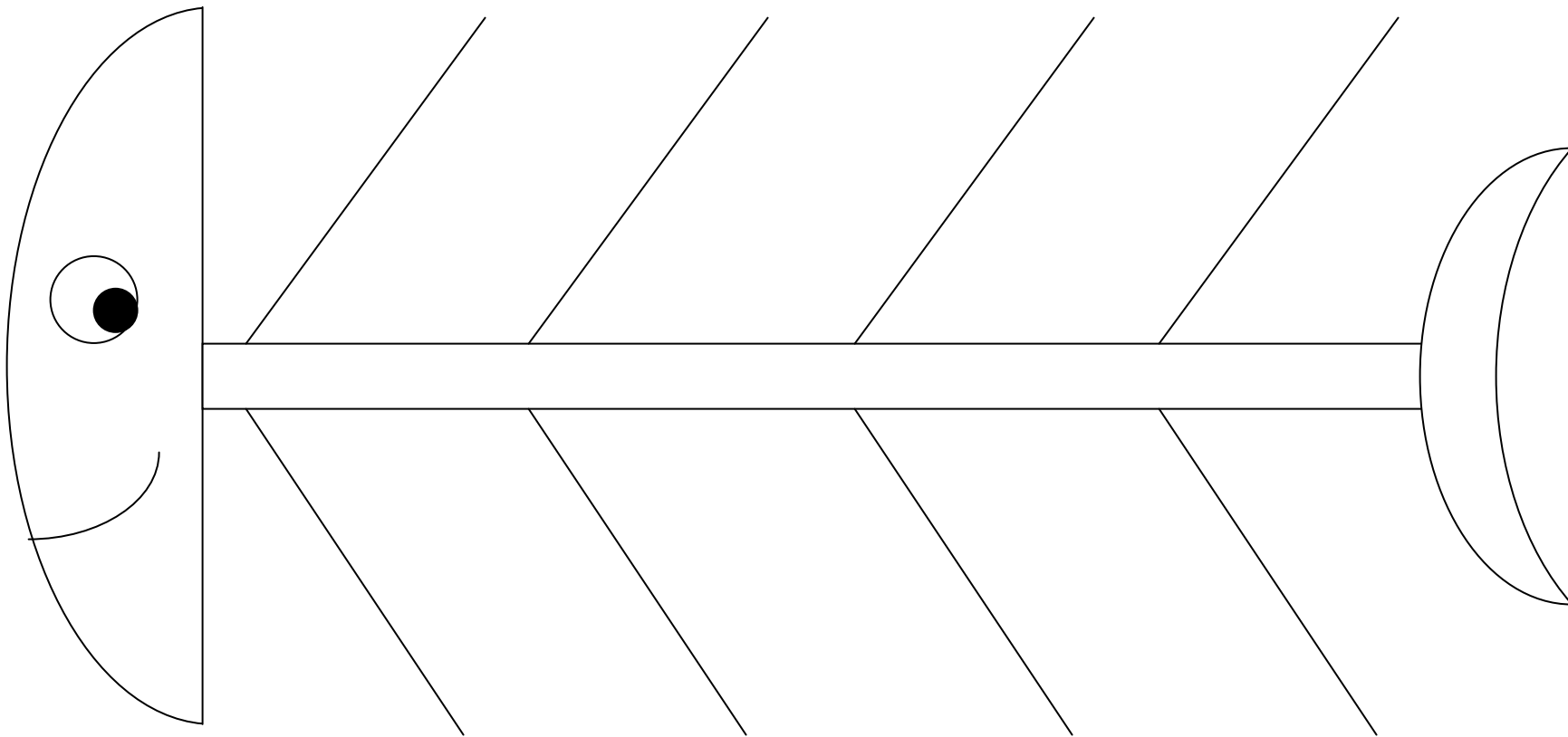
The big question I still ask myself is, "Why did you do this?" And I still can't find an answer. Doing time is easy compared to the guilt I'll have to live with for the rest of my life. But with Katy, Emma and Sam's forgiveness - I hope that perhaps, one day, I'll be able to forgive myself.

<http://www.theforgivenessproject.com/stories/katy-hutchison-ryan-aldridge>

BLM 5.1.2 - Fishbone Graphic Organizer

Name: _____

Use the fishbone organizer below to gather information from the articles on Katy Hutchison or Ryan Aldridge. Write the name of the person in the spine of the fish, and important points about them on each of the 'bones'.



My source for information was:



BLM 5.1.3: Journal Entry

Name: _____

Imagine that you are one of the people harmed in the Katy Hutchison story and answer the following questions from his/her point of view: bystander at the

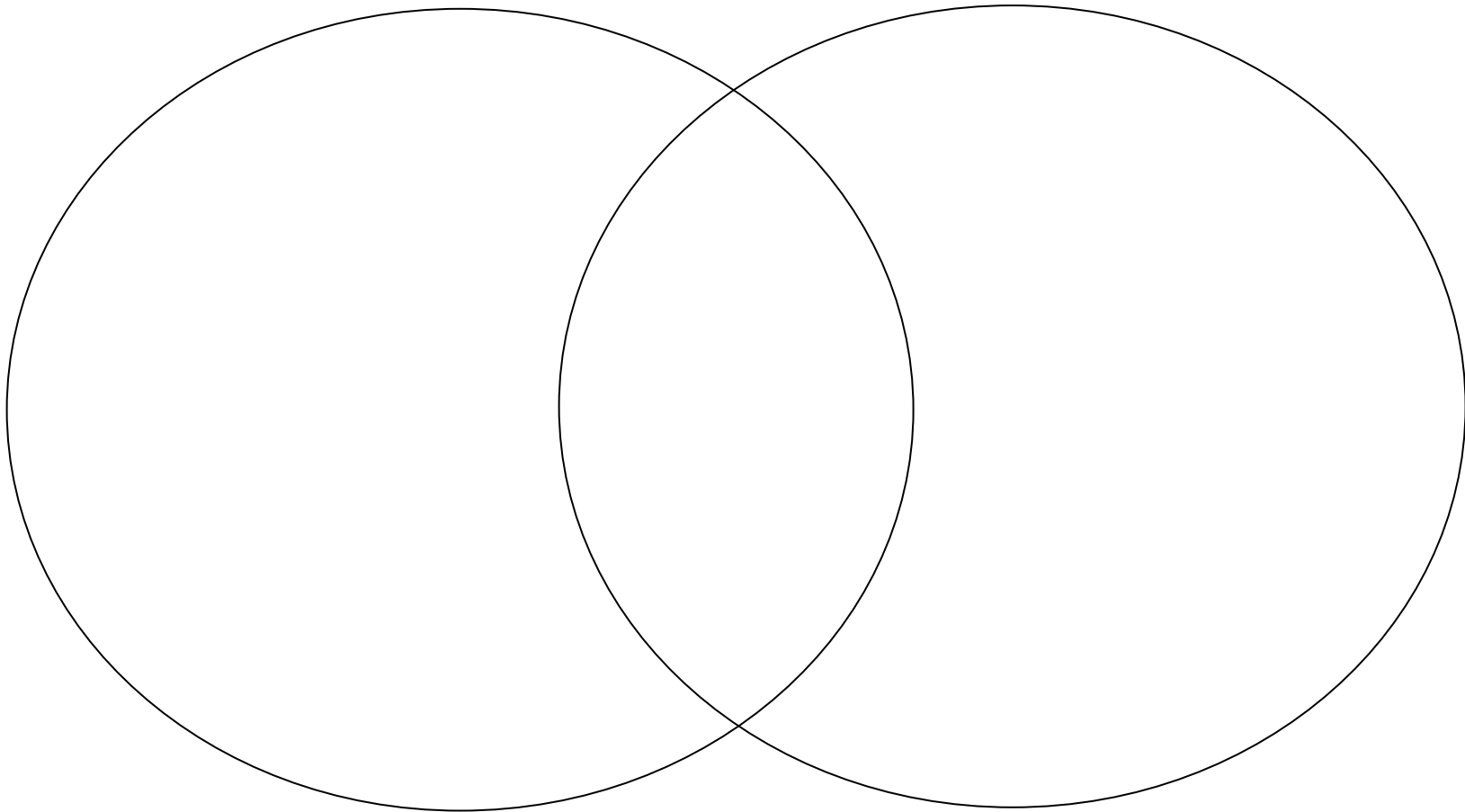
party, owner of the house, Katy, Katy and Bob's children, Bob's friends who entered the house with him or other.

1. How did the loss affect you?
2. What were you thinking at the time?
3. What have you thought since?
4. What kinds of support did you have to help you with the loss (e.g. friends, family, teachers, etc.)?
5. Looking back, what other choices could you have made in response to the loss? How might things have turned out differently?

BLM 5.1.4: Research Time

Name: _____

Talk to someone you know, or research on the Internet to find another real-life story where someone has been harmed, and the surviving family members chose to forgive those who caused the harm. Use the Venn diagram below to compare the two stories.



5.2: Scripture Connection to Forgiveness

Grade 8



Learning Goals

- ❖ Students will explore connections between forgiveness and our call to forgive through scripture readings
- ❖ Students will use knowledge of biblical format to find passages in the Bible

Curriculum Expectations

- ❖ CGE 1c, CGE 1i, CGE 5g
- ❖ Oral Communication 2.2, 2.3, 2.5

Materials

- BLM 5.2.1, 5.2.1, 5.2.3
- Playing cards for groups

Assessment Opportunities

Minds On...

Independent Work → Journal Writing

Students reflect on the line “forgive us our trespasses, as we forgive those who trespass against us” from the Lord’s Prayer. Questions may be written on the board, or BLM 5.2.1 may be used.

Student writing responses can be assessed for understanding of concepts from previous lesson.

Action!

Small Groups → Investigation

Distribute copies of the biblical quotes about forgiveness (BLM 5.2.2). Use playing cards from ace to 6 to form groups (e.g. If you have a class of 24 students, use 4 of each card to create 6 groups of 4 students). Groups create a short skit which demonstrates the message of the chosen quote from their list in action. Groups present their skits.

Presentations can be assessed for understanding of biblical message and ability to link the message to a real-life situation.

Consolidate Debrief

Whole Class → Discussion

Group discusses similarities and differences between the main messages of the different quotes.

Home Activity or Further Classroom Consolidation

Reflection question: *How do God’s messages about forgiveness relate to the idea of restorative justice compared to the idea of punitive justice?* BLM 5.2.3.

Reflection question can be assessed for ability to make connections between scripture and Restorative Justice.

Exploration
Reflection



BLM 5.2.1: Journal Entry

Name: _____

In the Lord's Prayer, we say
"Forgive us our trespasses, as we
forgive those who trespass against
us".

1. What does it mean when someone trespasses against us?

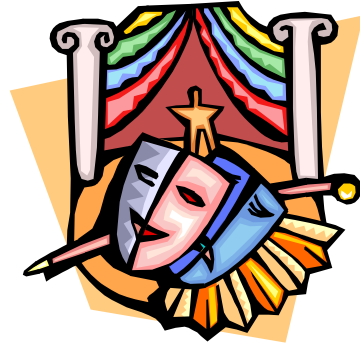
2. Why does God want us to forgive when someone trespasses against us?

3. When is a time when someone has trespassed against you?

4. Did you forgive them? Why/Why not?

BLM 5.2.2: Scripture Passages

Choose one of the scripture passages listed below (your teacher will tell you which group you belong to). Using the quote, create a short skit showing what it looks like when we would do what the passage says about forgiveness in our lives today. Be prepared to summarize the main message about forgiveness after you present your skit.



Group 1

1 Kings 8:39

Ps 32:1

Ps 103:3

Group 2

2 Chr 7:14

Mk 4:12

Lk 7:49

Group 3

Ps 86:5

Lk 7:47

Eph 4:32

Group 4

Mt 6:12

2 Cor 2:10

Col 3:13

Group 5

Mt 6:14

Col 2:13

1 Jn 2:12

Group 6

Mt 18:35

Jas 5:15

Jn 20:23

BLM 5.2.3: Journal Entry

Name: _____

How do God's messages of forgiveness in the Bible relate to the idea of Restorative Justice compared to the idea of Punitive Justice?



5.3: Writing About Forgiveness

Grade 8



Learning Goals

- ❖ Students will write with empathy from the perspective of a fictional character
- ❖ Students will use their knowledge of situations where forgiveness was granted to create fictional editorials

Curriculum Expectations

- ❖ CGE 3d, CGE 3e, CGE7e
- ❖ Writing 1.2, 2.1, 2.2, 2.6, 2.8

Note: This lesson is likely to take place over more than 1 day to accommodate presentations and ample in-class writing time.

Materials

- BLM 5.3.1, 5.3.2

Assessment Opportunities

Minds On...

Think/Pair/Share → Brainstorming ideas

Students will work independently to create a list of situations where it would be difficult to forgive someone for their actions.

Students will share their work with a partner and decide what the most difficult situation on their lists would be.

The class will create a list together and discuss both why these situations would be difficult to forgive, and why it would be important to make things right.

Action!

Partner → Planning

Students will work with a partner to complete the story planning form on BLM 5.3.1.

Students will divide up the two main characters in their scenario (if a group of 3 is needed, a third character could be created).

Independent → Writing

Each student will write an editorial from the perspective of their character explaining what happened to them, and why forgiveness was necessary, being sure to include a scripture connection (as outlined on BLM 5.3.2).

Editorials can be marked using the rubric provided with the assignment outline.

Consolidate Debrief

Whole Class → Author's Chair

Students take turns presenting their editorials to the class, with time for two positive comments, and one piece of constructive criticism (2 stars and a wish).

Students could be marked for oral communication during their presentations.

Exploration
Reflection

Home Activity or Further Classroom Consolidation

Students could create real editorials based on personal stories or stories they have heard about in the media and submit them to local papers for publication.

BLM 5.3.1: Story Planning Form

Name: _____

Use the following form to help plan your story about Restorative Justice and forgiveness.



What happened?	
Victim:	Perpetrator:
Background information:	Background information:
What were you thinking at the time?	What were you thinking at the time?
What were you thinking after the fact?	What were you thinking after the fact?
How did you make things right?	How did you make things right?
Who helped you through this?	Who helped you through this?

BLM 5.3.2: Editorial Assignment

Using the scenario you created with your partner, you will create an editorial (opinion piece for a newspaper) telling your story. You and your partner must each choose a different character.

Your editorial must include:

- Background information about what happened to you
- An argument for why forgiveness is important
- Evidence to help support your argument for forgiveness (scripture, real-life examples)

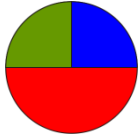
Your work will be marked using the rubric below.

Categories and Criteria	Level One	Level Two	Level Three	Level Four
Knowledge and Understanding Editorial Includes: <ul style="list-style-type: none">• Background information• Clear argument• Evidence to support argument	Demonstrates limited knowledge and understanding of the text form (development of editorial and sequence of events is unclear and lacks focus).	Demonstrates some knowledge and understanding of the text form (development of editorial and sequence of events somewhat clear with some focus).	Demonstrates considerable knowledge and understanding of the text form (development of editorial and sequence of events is logical).	Demonstrates thorough knowledge and understanding of the text form (development of editorial and sequence of events has a high degree of clarity and focus).
Thinking <ul style="list-style-type: none">• Ideas are connected and supported with details and reasons• Writes from perspective and with imagination	Generates and supports ideas with limited effectiveness. Editorial includes arguments about forgiveness from the perspective of the character portrayed with limited effectiveness.	Generates and supports ideas with some effectiveness. Editorial includes arguments about forgiveness from the perspective of the character portrayed with some effectiveness.	Generates and supports ideas with considerable effectiveness. Editorial includes arguments about forgiveness from the perspective of the character portrayed with considerable effectiveness.	Generates and supports ideas with a high degree of effectiveness. Editorial includes arguments about forgiveness from the perspective of the character portrayed with a high degree of effect.

<p>Communication</p> <ul style="list-style-type: none"> Ideas logically organized Communicates for audience (newspaper readers) with purpose (argument in favour of forgiveness) Uses conventions (grammar, spelling, punctuation) and appropriate vocabulary (descriptive words, linking words) 	<p>Expresses and organizes ideas in editorial form with limited effectiveness.</p> <p>Communicates for audience and purpose with limited effectiveness.</p> <p>Uses conventions and vocabulary with limited effectiveness.</p>	<p>Expresses and organizes ideas in editorial form with some effectiveness.</p> <p>Communicates for audience and purpose with some effectiveness.</p> <p>Uses conventions and vocabulary with some effectiveness.</p>	<p>Expresses and organizes ideas in editorial form with considerable effectiveness.</p> <p>Communicates for audience and purpose with considerable effectiveness.</p> <p>Uses conventions and vocabulary with considerable effectiveness.</p>	<p>Expresses and organizes ideas in editorial form with a high degree of effectiveness.</p> <p>Communicates for audience and purpose with a high degree of effectiveness.</p> <p>Uses conventions and vocabulary with a high degree of effectiveness.</p>
<p>Application</p> <ul style="list-style-type: none"> Transfers knowledge and skills (concept of forgiveness and justice) to the writing task Demonstrates an ability to make connections among topic, experiences and life situations 	<p>Transfers knowledge and skills with limited effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with limited effectiveness.</p>	<p>Transfers knowledge and skills with some effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with some effectiveness.</p>	<p>Transfers knowledge and skills with considerable effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with considerable effectiveness.</p>	<p>Transfers knowledge and skills with a high degree of effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with a high degree of effectiveness.</p>

5.4: The Power of Forgiveness

Grade 8



Religion Learning Goals

- ❖ Demonstrate an understanding of the importance of forgiveness in restoring relationships.
- ❖ Develop an understanding of scripture that is rooted in forgiveness.
- ❖ Write a Retell, Relate, Reflect piece about Forgiveness.

Curriculum Expectations

- ❖ CGE1c, CGE1d, CGE1f, CGE1j, CGE2a,b,c,d, CGE5f,g
- ❖ Language Oral Communication: 1.2, 1.3, 1.4, 1.5

Materials

- Bible
- BLM 5.4.1

Assessment Opportunities

Minds On...

Independent/Whole Class → Interpreting Scripture

Share the following Scripture with the students. Ask them to respond in their Readers Notebooks:

“So when you are offering your gift at the altar, if you remember that your brother or sister has something against you, leave your gift there at the altar and go; first be reconciled to your brother or sister, and then come and offer your gift” (Matthew 5:23-24)

Oral Guiding Questions: “What is this scripture speaking to us about?” What does it mean?”

Introduction to the students:

It is not always easy to forgive someone. Sometimes you need to take some time in order to repair the damage that has been done to a relationship. Perhaps it may mean looking someone in the eye, another time saying “hey” or “hi” to the person, another time joining a group that includes that person. You get the idea. You may need to work up to being able to discuss the offence and to say, “I forgive you.”

Action!

Think/Pair/Share → Making Connections

What needs to happen to forgive someone?

Have students' think/pair/share their responses (student responses may include saying things like an apology or a wrong has been made right).

Independent/ Whole Class → Thinking and Discussion

Oral Guiding Question: How does this relate to restoring relationships (Restorative Justice)?

Allow kids time to respond in writing on BLM 5.4.1 (top section). Once they have had time to think and respond independently, have them share their responses orally with an elbow partner.

Consolidate Debrief

Whole Class → Discussion

Discuss the guiding question as a class. Relate it back to the retreat and to the restorative approach as discussed thus far.

Further Classroom Consolidation

St. Faustina, a Saint known for her mercy and forgiveness, said “You are closest to God when you forgive someone.”
Why do you think this is true? (use bottom of BLM 5.4.1).

Application

Observation of student oral responses.

Encourage multiple representations of patterns.

STOMP (Success Through Optimizing My Potential) rubric could be used to assess thinking/ideas on 3 R response (Retell, Relate, Reflect).

BLM 5.4.1: Power of Forgiveness Reflection

3 R's - Retell, Relate, Reflect

Retell - *I noticed that . . .*

Relate - *This reminds me of . . .*

Reflect - *I wonder . . .*

"You are closest to God when you forgive someone."

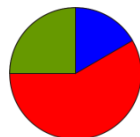
St. Faustina

Why do you think this is true?

6. Fairness and Respect

6.1: Fairness versus Equality

Grade 8



Learning Goals

- ❖ Demonstrate an understanding of fairness and respect
- ❖ Debate differences between fairness and equality
- ❖ Write a reflection piece on fairness and equality

Curriculum Expectations

- ❖ CGE 7f, CGE 7h, CGE 3f
- ❖ Oral Communication 1.3, 2.3

Materials

- Monopoly money
- BLM 6.1.1

Assessment Opportunities

Minds On...

Small Group/Whole Class → Debate

Present the statement "Fair always means equal". Each group needs to discuss the statement and come up with two arguments for and against. Students share responses.

Write the quote "*Speak up and judge fairly; defend the rights of the poor and needy.*" (Proverbs 31:8-10), and ask students to think about what the quote means through the rest of the work in this class.

Observation of student participation in discussion, looking for students to justify their thinking.

Action!

Small Group → Connecting

Pass out Monopoly money (white, pink, yellow, green, gold – enough for even sized groups). Have students sit with the students who received the same colour Monopoly money.

Propose that students are going on a field trip, pretending that the money is the real spending money given to students by their parents. Propose that, as in reality, some students have more money than others, so you would like to take all of their personal money and add it up to give equal amounts to everyone in the group.

Have students discuss this proposition and come to a consensus in each group.

Consolidate Debrief

Whole Class → Discussion

Each group will present their group decision. Allow time for the group to respond to each others' arguments.

Students can be assessed for their participation in the discussion.

Home Activity or Further Classroom Consolidation

Complete the journal reflection questions BLM 6.1.1

Assess students' understanding of the relationship between fairness and equality based on their journal entries

Exploration
Reflection

BLM 6.1.1: Journal Entry

Name: _____

Think about our Monopoly money activity and the quote from class, "Speak up and judge fairly; defend the rights of the poor and needy." Proverbs 31:8-10 as you answer the reflection questions below:



1. Was it fair to take personal money from students who brought more money? Why/why not?
2. Is it fair that doctors and lawyers make as much money as they do? Why/why not?
3. Is it fair that people who make more money get taxed more heavily?
4. What kinds of problems are caused in society, schools and communities due to these economic disparities?
5. What kinds of crimes are committed in schools and society because of economic disparities?

6.2: Fairness and Respect in Literature

Grade 8



Learning Goals

- ❖ Apply restorative justice questions in a variety of scenarios
- ❖ Identify and apply knowledge of fairness and respect in a variety of contexts

Curriculum Expectations

- ❖ CGE 1d, CGE 2a
- ❖ Reading 1.1, 1.4, 1.5, 1.6

Materials

- Copies of stories/poetry
- BLM 6.2.1
- *The English Roses* by Madonna

Assessment Opportunities

Minds On... Whole Group → Read Aloud/Reflection

Recall the exercise exploring fairness vs. equality from the day before.

Read aloud *The English Roses* by Madonna. As a class, respond to the Restorative Justice questions (you may want to display BLM 6.2.1 using a projector) from the perspective of a character from the text (the most obvious character harmed would be Mr. Peabody, but students may suggest other characters from the text).

Action!

Small Groups → Shared Reading/Reflection

Distribute copies of the poems or stories to groups (see list of suggestions below). Groups may choose how they wish to read the story, either taking turns, one student reading or independently. Remind students that the focus is on fairness and respect. Guiding questions before reading: does everyone have to read equal amounts of the same literature for this activity to be fair? Why/why not?

Students read through their text together and complete the restorative questions (BLM 6.2.1) from the perspective of a character harmed.

Poems	Stories	Difficulty
Taught me Purple	All the Years of her Life	High
My Guilt	All Summer in a Day	Medium
The Fish	Golden Pants	High
Mr Ford and the Petty Thieves	Schoolyard Bullies	Low
In the Ghetto	A Mother's Heart Aches	Medium

Written responses can be assessed for understanding of the piece read and ability to make connections between the characters and the reflection questions.

Consolidate Debrief Whole Class → Sharing

Each group presents their work, sharing a brief synopsis of the story/poem, addressing who was not treated fairly and how it was solved.

Presentations can be marked for their presentations and appropriate participation in the group activity.

Home Activity or Further Classroom Consolidation

Students choose a text from home or the library (picture book, short story, novel) that portrays a situation where someone is harmed. Students prepare their own short presentation meeting the same expectations as the class sharing example above.

Exploration
Reflection

BLM 6.2.1 Restorative Questions

Name: _____

Complete the Restorative Justice questions from the perspective of a character harmed in your story/poem.



Restorative Question I <i>When things go wrong</i>	Story/Poem title: _____ Character Harmed: _____
What happened?	
What were you thinking at the time?	
What have you thought about since?	
Who has been affected by what you have done? In what way?	
What do you think you need to do to make things right?	
Restorative Question II <i>When someone has been hurt</i>	Story/Poem title: _____ Character Harmed: _____
What did you think when you realized what happened?	
What impact has this incident had on you and others?	
What has been the hardest thing for you?	
What do you think needs to happen to make things right?	
What do you think you need to do to make things right?	

6.3: Fairness and Respect Memoire

Grade 8



Learning Goals

- ❖ Students will write a personal account of a time they were involved in the unfair treatment of someone in order to inform and teach about issues of justice
- ❖ Students will publish their piece and present it to the class

Curriculum Expectations

- ❖ CGE 4f, CGE 7f, CGE 7g
- ❖ Writing 1.2, 2.1, 2.2, 2.6, 2.8

Note: This lesson is likely to take place over more than 1 day to accommodate presentations and ample in-class writing time.

Materials

- BLM 6.3.1, 6.3.2

Assessment Opportunities

Minds On...

Independent → Reflection

Students respond to the journal questions in BLM 6.3.1 (these could be written on the board/posted).

Whole Class → Brainstorm

As a class, create a list of reasons why people are sometimes treated unfairly (e.g. age, race, gender, religion, etc.).

Action!

Independent → Writing

Each student will write a memoir about a time they witnessed, participated in, or experienced an act of injustice (as outlined on BLM 6.3.2).

Memoires can be marked using the rubric provided with the assignment outline.

Consolidate Debrief

Whole Class → Author's Chair

Students take turns presenting their editorials to the class, with time for 2 positive comments, and one piece of constructive criticism (2 stars and a wish).

Students could be marked for oral communication during their presentations.

Home Activity or Further Classroom Consolidation

Students could create a presentation for other classes helping younger students to learn more about fairness and justice based on their personal recounts.

Exploration
Reflection



BLM 6.3.1 Journal

Name: _____

1. Does fair always mean equal? Explain your thinking?

2. Should everyone be allowed to have a say? Why/why not?

3. How can a shared understanding of rules and expectations benefit everyone?

4. Does everyone deserve respect? Explain your thinking.

5. How do you earn someone's respect? Why might this be important?

BLM 6.3.2: Memoire Assignment

Using your personal experiences, and what you have learned through our reflections on fairness and equality, you will create a memoire (recount of a memory of a personal experience) of a time you witnessed, participated in, or experienced an act of discrimination or injustice.

Your memoire must include:

- An introduction
- Dialogue
- Setting description
- Character description
- Resolution (if there was one) and what you learned from this experience
- Conclusion - this can be reflecting back at this event with fresh eyes

Your work will be marked using the rubric below:

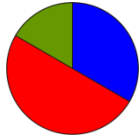
Categories and Criteria	Level One	Level Two	Level Three	Level Four
Knowledge and Understanding Memoire Includes: <ul style="list-style-type: none"> • Background information • Clear links to injustice • Evidence to support main idea (injustice) 	Demonstrates limited knowledge and understanding of the text form (development of memoire and sequence of events is unclear and lacks focus).	Demonstrates some knowledge and understanding of the text form (development of memoire and sequence of events somewhat clear with some focus).	Demonstrates considerable knowledge and understanding of the text form (development of memoire and sequence of events is logical).	Demonstrates thorough knowledge and understanding of the text form (development of memoire and sequence of events has a high degree of clarity and focus).
Thinking <ul style="list-style-type: none"> • Ideas are connected and supported with details and reasons • Writes from perspective and with imagination 	<p>Generates and supports ideas with limited effectiveness.</p> <p>Memoire includes few links to the theme of injustice from the perspective of the characters in the piece.</p>	<p>Generates and supports ideas with some effectiveness.</p> <p>Memoire includes some links to the theme of injustice from the perspective of the characters in the piece.</p>	<p>Generates and supports ideas with considerable effectiveness.</p> <p>Memoire includes clear links to the theme of injustice from the perspective of the characters in the piece.</p>	<p>Generates and supports ideas with a high degree of effectiveness.</p> <p>Memoire includes clear, precise links to the theme of injustice from the perspective of the characters in the piece.</p>

<p>Communication</p> <ul style="list-style-type: none"> Ideas logically organized Communicates for audience (other students) with purpose (inform about injustice) Uses conventions (grammar, spelling, punctuation) and appropriate vocabulary (descriptive words, linking words) 	<p>Expresses and organizes ideas in memoire form with limited effectiveness.</p> <p>Communicates for audience and purpose with limited effectiveness.</p> <p>Uses conventions and vocabulary with limited effectiveness.</p>	<p>Expresses and organizes ideas in memoire form with some effectiveness.</p> <p>Communicates for audience and purpose with some effectiveness.</p> <p>Uses conventions and vocabulary with some effectiveness.</p>	<p>Expresses and organizes ideas in memoire form with considerable effectiveness.</p> <p>Communicates for audience and purpose with considerable effectiveness.</p> <p>Uses conventions and vocabulary with considerable effectiveness.</p>	<p>Expresses and organizes ideas in memoire form with a high degree of effectiveness.</p> <p>Communicates for audience and purpose with a high degree of effectiveness.</p> <p>Uses conventions and vocabulary with a high degree of effectiveness.</p>
<p>Application</p> <ul style="list-style-type: none"> Transfers knowledge and skills (concept of fairness and equality) to the writing task Demonstrates an ability to make connections among topic, experiences and life situations 	<p>Transfers knowledge and skills with limited effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with limited effectiveness.</p>	<p>Transfers knowledge and skills with some effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with some effectiveness.</p>	<p>Transfers knowledge and skills with considerable effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with considerable effectiveness.</p>	<p>Transfers knowledge and skills with a high degree of effectiveness.</p> <p>Makes connections among topic, character's experiences and life situations with a high degree of effectiveness.</p>

7. Mercy and Restorative Justice

7.1: Understanding Mercy

Grade 8



Learning Goals

- ❖ Actively engage in making meaning of the word 'Mercy.'
- ❖ Apply their understanding of the word 'Mercy.'

Curriculum Expectations

- ❖ CGE1c,d,f,j CGE2d, CGE3a,b,c,d,e,f, CGE4a,b, CGEe,f,j;
- ❖ Language expectations:
- ❖ Oral Communication 1.2,1.5; Reading 1.1,1.3,1.6; Writing 3.3

Materials

- BLM 7.1.1
- Elmo, Overhead, Smart Board or White Board

Assessment Opportunities

Minds On...

Partners → Complete Graphic Organizer

Have students work in pairs using the Frayer Model (BLM 7.1.1) to define the word "mercy" using whatever tools they wish (e.g. a dictionary, computer, thesaurus).

Observe student use of resources to define 'mercy'.

Learning Skills: make anecdotal comments about how they are working as a team to complete BLM 7.1.1.

Action!

Small Groups /Whole Class→ Investigation

Display the following scripture on ELMO, Overhead, Smart Board or written on the White Board:

***"So speak and so act as those who are to be judged by the law of liberty. For judgment will be without mercy to anyone who has shown no mercy; mercy triumphs over judgment."* (James 2:12-13)**

Allow students an opportunity to revise their definition of "mercy" and then share definitions with the class.

Consolidate Debrief

Whole Class → The Principal Says

Introduce the following game; "The Principal Says," (this is a version of "Simon Says")

Choose a volunteer to play the role of the principal. Have the principal choose difficult tasks for the students to follow (examples: squatting, standing on left leg without wobbling, left hand on nose, standing on right foot, right hand on ear, standing on left foot etc...). The principal will then give the rest of the students commands to follow in a quick succession. Before some tasks, the principal will say "the principal says" and before other commands, the principal will just give the command. If a student performs a task without the principal saying "the principal says" they are out; if they perform the task incorrectly or too slowly, the principal can say you are out (it is at the discretion of the principal). The students are NOT allowed to speak or they are out.

Discussion:

Why was this game challenging?

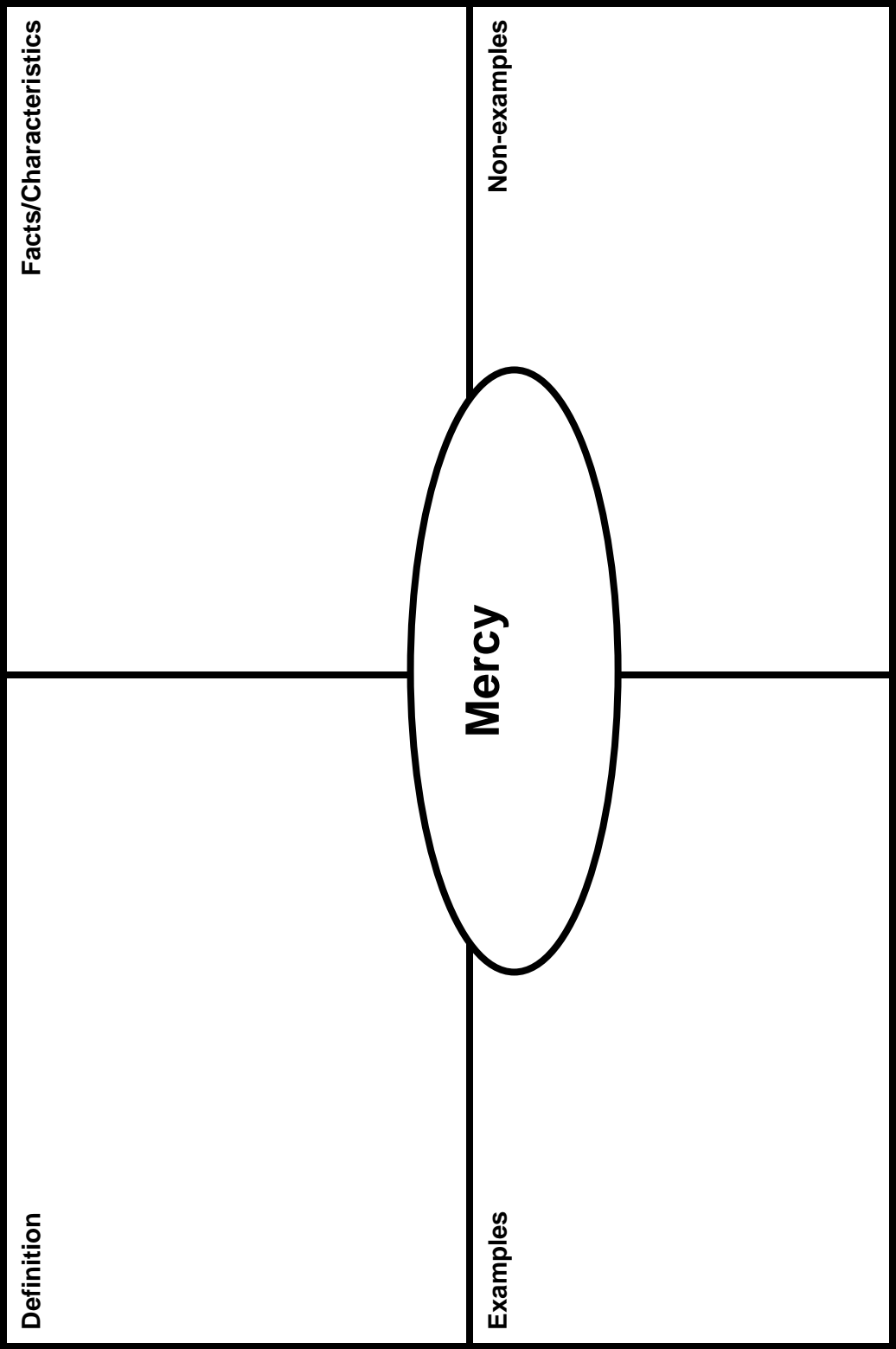
How did you feel when the principal showed no mercy?

If the principal showed mercy, how would the game be different?

How is God merciful?

How is mercy related to the restorative lens?

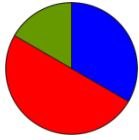
BLM 7.1.1: Frayer Model: Mercy



8. Blame Versus Restorative Responses

8.1: Blame vs. Restoration Case Study

Grade 8



Language Learning Goals

- ❖ Actively listen to a case study and analyze the information in order to be able to make judgements.
- ❖ Demonstrate an understanding the process involved in restoring relationships
- ❖ Demonstrate an understanding of the differences between the 'blaming' lens and the restorative lens in response to harm caused.
- ❖ Create a case study in which there is harm caused to a relationship (application).

Curriculum Expectations

- ❖ CGE1d,j, CGECGE2a,b,c,d, CGE3b,c,d,e, CGE4f,g, CGF5a,b,e,f, CGE7b,j
- ❖ Oral Communication: 1.1, 1.2, 1.3, 1.6; Reading: 1.6,1.9; Writing 1.2, 1.4

Materials

- BLM 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5
- Elmo, Overhead, Smart Board or White Board

Assessment Opportunities

Minds On...

Whole Group → Read Aloud and Respond

Read the following case study to the class:

Aleesha, a nineteen year old girl, stole a twenty dollar bill from her father's wallet and spent the money. The dad called the police and Aleesha was arrested and charged with theft. Aleesha was willing to plead guilty to the charge.

Aleesha did not feel guilty about taking the money from her dad because she felt that her dad owed her this money. The father was very upset and angry that this could happen in his own home.

Small Groups → Investigation

Divide kids into flexible groups and have them explore the questions related to the case study (BLM 8.1.1)

Have students to fill out BLM 8.1.2 as you discuss the Blaming and Restorative Lenses (see BLM 8.1.2 teacher copy for suggested responses). Recall the similar activity in the retreat.

Harm is defined as a violation of relationships and of people and creates an obligation to make things right. Focus is on the past, the present and the future. The emphasis is on repairing the harm, building the relationships and building community. Deterrence is linked to relationships and personal accountability.

Action!

Small Group → Connecting

Divide kids into flexible groups (you may keep them in the same groups as the last task or change the groups) and assign them one of the case studies (BLM 8.1.3) to read and discuss (have them fill in BLM 8.1.4) either using sticky notes and sharing as a whole class, or responding independently in their writer's notebooks.

Curriculum Expectations/Observation/Checklist: Circulate to assess understanding that there are drastic differences between the blaming and restorative lenses.

Consolidate

Partners → Create a Case Study

Once kids have finished, divide them into groups of two and provide them with an organizer (BLM 8.1.5) to create a case study of their own. Have the students work in pairs to create a case study based loosely on a personal experience. Change the names in the case studies. Students may choose to present the scenario as a role play, a written case, an oral interview (or other format agreed upon by the teacher) from 2 perspectives.

Use Assessment Tool titled "Case Study" for assessment.

Goal: To demonstrate the benefits of a restorative process.

Observation and/or anecdotal comments about student understanding that there are 2 sides to the issue (formative).

Observation and/or anecdotal comments that the student understands what the restorative approach is doing (Formative).

Ticket out the door (BLM 8.1.6) to give feed back about what the kids understand well and what needs further clarification.



BLM 8.1.1: Harm Reflection Questions

Question	Response
What is the harm that is caused?	
What is the punishment?	
What purpose does punishment serve?	
How does the punishment affect the people being punished?	
What do you think about punishment?	

BLM 8.1.2: Comparing Blame vs. Restorative

Blaming Responses	Restorative Responses
Questions Used are:	Questions Used are:
Harm is defined as:	Harm is defined as:
The focus is on:	The focus is on:
Deterrence is:	Deterrence is:
The possible outcomes for the person causing the harm:	The possible outcomes for the person causing the harm:

BLM 8.1.2 Teacher's Copy

Blaming Responses	Restorative Responses
<p>Questions Used are:</p> <p>Why did <u>YOU</u> do it?</p> <p><u>YOU</u> are/ <u>WHO</u> is to blame?</p> <p><u>YOU/WHO</u> deserve(s) to be punished?</p>	<p>Questions Used are:</p> <p>What happened?</p> <p>What was the harm caused?</p> <p>What needs to happen to make things right, to repair the harm caused?</p>
Harm is defined in terms of breaking rules, consequences and by guilt.	Harm is defined as a violation of relationships and of people and creates an obligation to make things right.
The focus is on the person who breaks the rules and how he/she must be punished.	The focus is on the past, the present and the future. The emphasis is on repairing the harm, building the relationships and building the community.
Deterrence is linked to punishment and guilt.	Deterrence is linked to relationships and personal accountability.
The possible outcomes for the person causing the harm is a consequence.	The possible outcomes for the person causing the harm is having an opportunity to repair the harm and rebuild the relationship that was harmed.

BLM 8.1.3: Case Studies

#1 Sticky Situation: Latisha, a youth in the neighbourhood, stole a pack of gum from a local store. The owner called the police and had Latisha charged and arrested. Caught with the gum, Latisha was willing to plead guilty to the charge of theft. Latisha admitted to the theft and said that she was just bored during the summer holidays. The store owner was very angry since he knew the family as regular customers in his store.

#2 Hurting Hands: A teenager, Jill, assaulted another student who is disabled and in a wheel chair. The yard duty teacher, Mrs. Smith, called the police. Jill was arrested and charged with assault. Jill admitted to assault and was willing to plead guilty to the charges.

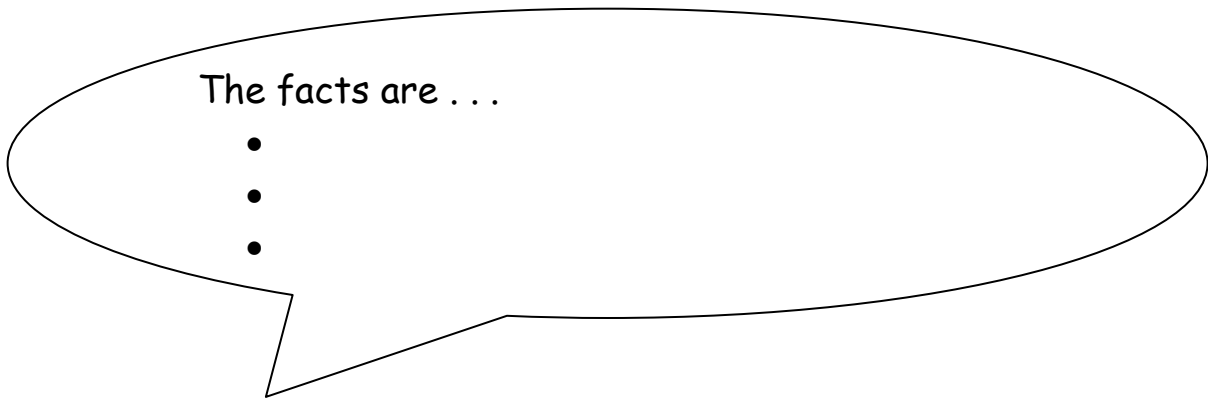
#3 Character Crushing: A Grade Eight girl, Dominique started a rumour on *facebook* about another grade eight girl, Tasha. The rumour was that Dominique was in love with her teacher Mr. Smith. The police took Dominique's computer as evidence that she started the rumour. Dominique admitted to starting the rumour and was suspended from school.

#4 Fighting Friends: Demetrius, a Grade Nine boy, was babysitting for his neighbour who was a close friend of the family. Once the kids were asleep, Demetrius invited his friend Lee over and they went downstairs to drink some beer and listen to music. One of the kids, Sara, woke up and called for Demetrius, but he couldn't hear her over the music. She went to get Demetrius in the dark and fell down the stairs and broke her leg. Demetrius admitted he had been neglectful and apologized. Demetrius was arrested and charged.

BLM 8.1.4: Reflection

My thoughts about the Restorative Lens	It is different from the blaming lens because...	People may respond to the same situation from 2 different lenses because

BLM: 8.1.5: The Real Problem Is . . .



So the real problem here is ...

Possible solutions could be ...

Solution could be ...



The consequences
are. . .

Solution could be ..



The consequences
are. . .

Solution could be ...



The consequences
are. . .

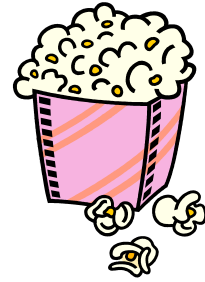
BLM 8.1.6: Ticket out the Door

Ticket out the door . . .

One thing I learned today was . . .

I can use what I learned to do when I . . .

One thing I am not sure of is . . .



Ticket out the door . . .

One thing I learned today was . . .

I can use what I learned to do when I . . .

One thing I am not sure of is . . .



9. Harm

9.1: What's the Harm Anyway?

Grade 8



Language Learning Goals

- ❖ Evaluate information in oral text and draw conclusions.
- ❖ Develop an understanding that there are different perspectives.

Oral discussion/ debate.

Language Learning Goals

- ❖ CGE1d, 3a,b,c,d,e, 4a, 5a,b,d,e,f; Language Expectations: Oral Communication; 1.2, 1.3, 1.7, 1.7, 2.3; Reading 1.6, 1.9; Writing 1.4, 1.5, 1.6, 2.5

Materials

- BLM 9.1.1, 9.1.2, 9.1.3

Assessment Opportunities

Minds On...

Group → Debate

Discussion starter: "Conflict means fighting."

Yes, conflict means fighting/ No, conflict does not mean fighting.

Divide the class in half; each group is given a side to brainstorm examples independently. Students can be given a T-Chart (BLM 9.1.1) to record their individual responses on the side they have been assigned. Then, students have an opportunity to think/pair/share with the other students that were given the same 'side'. Discuss ideas as a class.

Have the students think of an example which supports the idea that conflict and fighting mean the same thing (offer opportunity for the kids to share). Think of an example of a time when conflict does not mean fighting (offer an opportunity for kids to share with each other and then with the class). Use one of the examples given to suggest that the people involved in the conflict could be seeing the situation differently.

Observation of student oral responses.

Observation of how well they support their side of the debate.

Assess ability to create, adapt, evaluate, new ideas in light of the common good using the STOMP rubric.

Action!

Whole Class → Making Connections

What do you see? Purpose: to show that the same thing can be seen in different ways.

Display the optical illusions (BLM 9.1.2) on the projector/ overhead/ smart board/ handouts. Ask students to write on a sticky note what they see in each picture. Address the whole class with the question "what do you see?" After the first response for the first picture is given (and the student physically points out what they see), ask if anyone sees anything different. Allow time for those who do not see a second figure in the same illustration to see it. Have a student physically point out the second image for all to see.

Ask: "What could this have to do with conflict?" Allow time for responses.

"Sometimes, we have to look at a situation longer to understand it completely or to be able to see another perspective, a different understanding of the situation than our own."

Circulate to assess for understanding of the guiding question.

STOMP (Success Through Optimizing My Potential) rubric could be used to assess thinking (BLM 4.1.6).

Consolidate Debrief

Whole Class → Discussion

Read Aloud (put the book on an ELMO if available)

Mentor Text: *Mr. Peabody's Apples*, Author: Madonna

Purpose for reading: Have the kids fill out BLM 9.1.3. Provide opportunity for discussion.

BLM 9.1.1: T-Chart

"Yes, conflict means fighting."	"No, conflict does not mean the same thing as fighting."

BLM 9.1.2: Optical Illusions





BLM 9.1.3: What If?

Briefly describe the outcome of the story "Mr. Peabody's Apples."

Think about a different ending to the story. What if . . .

Fill in the chart below for the outcome of the story (Actual Outcome) and for what may be different if the story ended the way that you wrote it ("What if" Outcome).

Actual Outcome	"What If" Outcome

9.2: Personal Connections and Repairing Harm

Grade 8



Learning Goals

- ❖ Respond, relate and reflect to oral text
- ❖ Reflect on personal choices and evaluate other possible choices of action
- ❖ Author a picture book, narrate a play, design a comic strip or storyboard
- ❖ Oral discussion/ debate.

Curriculum Expectations

- ❖ CGE2b,c,d, 3c, 4d, 5b, 7b Writing Expectations: 1.1,1.2,1.4,2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,3.4,3.5,3.6,3.7,3.8,4.2; Oral Communication 1.2

Materials

- BLM 9.2.1, 9.2.2, 9.2.3, 9.2.4, 9.2.5
- Picture Book "My Secret Bully" and/or "Just Kidding" Trudy Ludwig,
- ELMO, Smart or White Board

Assessment Opportunities

Minds On...

Group → Accessing Prior Knowledge

Have the students respond in their Writer's Notebook or on BLM 9.2.1 to the following:

Reflect upon an experience in which you have caused harm. Perhaps to a friend, a family member or someone you don't know very well. Once the students have shared their responses, have them reflect once again upon their own experiences in which they have caused harm to someone or someone has caused harm to them (use BLM 9.1.2 to guide them, they can add to their previous responses). You may wish to provide a sample or Think-Aloud to model the process of completing the task, before the students begin.

Action!

Whole Class → Making Connections

Read Aloud either "My Secret Bully" or "Just Kidding" as a model for the writing the students will complete.

Consolidate Debrief

Whole Class → Discussion Writing Lesson

Tell the students that they are going to author a children's picture book, narrate a play, design a comic strip, or storyboard that uses the restorative lens to repair harm that has been caused. Refer back to the book that you read aloud "Just Kidding" or "My Secret Bully" and as a class, brainstorm how the restorative approach can be used to make an ending in which the relationship is repaired. As a class you can rewrite the ending together using a transparency on overhead, an ELMO, a Smart board or a White Board.

The students can use the organizer that they already completed or they can use a new organizer with a situation that did not directly involve them to form the basis of their task.

Distribute the tools that will be needed to organize the body of the story (BLM 10.1.3), the characters they will use (BLM 10.1.4) and the ending (BLM 10.1.5).

It is important to have a good display of books that can act as samples or models to get the students started. Possible books include:

Title of Book	Author
Hands Are Not for Hitting	Martine Agassi
Enemy Pie	Derek Munson
Mina's Spring of Colors	Rachna Gilmore
Nobody Knew What To Do	Becky Ray McCain
Is it Right to Fight?	Pat Thomas

HAWK Rubric (10.1.5) to assess written piece, re-writing the ending using the restorative approach.

BLM 9.2.1: Repairing the Harm

What is the offence that is committed in this story?	
Who is the person who causes harm in this story?	
Who is harmed by the boy's/girl's actions? In what ways are they harmed?	
What is the student's motive?	
What do you think the boy's/girl's reasons to justify their actions could be? Explain.	

What do you think should happen next in order to repair the harm? Why? Explain?

BLM 9.2.2: Reflect Upon a Time When....

You caused harm to someone....	You were harmed by someone...
You were an onlooker when harm was caused and you did something about it....	You were an onlooker when harm was caused and you did nothing about it...
You caused harm and got away with it...	You were punished for an offense you did not commit...

Reflect Upon a Time When....

You caused harm to someone....	You were harmed by someone...
You were an onlooker when harm was caused and you did something about it....	You were an onlooker when harm was caused and you did nothing about it...
You caused harm and got away with it...	You were punished for an offense you did not commit...

BLM 9.2.3: Character Sketch Organizer

Choose an important character and choose three traits (word or phrase describing the character's personality) that fit him or her. Use evidence from the text to support your choices (the character's words, thoughts and actions).

_____ (character name) is really ...

The image displays three identical Character Sketch Organizer templates arranged vertically. Each template is designed for a student to analyze a character's personality based on evidence from a text. The components of each template are:

- Actions:** A starburst-shaped area on the left for recording actions.
- Thoughts:** A cloud-shaped area in the center for recording the character's thoughts.
- Trait:** A rectangular box at the top for recording a personality trait.
- Words:** A large oval shape on the right for recording words or phrases used by the character.

Each template is connected by a small bridge of three circles, suggesting a flow or relationship between the different types of evidence.

BLM 9.2.4: Story Map

Title: _____

Setting:



Characters:



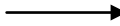
Problem:



Goal:



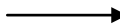
Event 1:



Event 2:

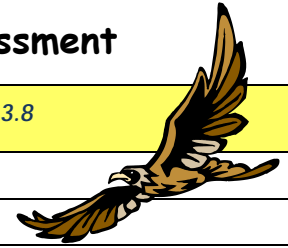


Event 3:



Resolution:

BLM 9.2.5: HAWK Writing Traits Assessment

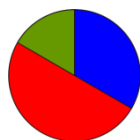


Ideas	Overall Expectation 1	Specific 1.1 1.2 1.3 1.4 2.5 2.8 3.8
<i>clear main idea, well-defined topic</i>		
<i>one memorable message/moment per chunk (paragraph)</i>		
<i>writer demonstrates thorough understanding of topic</i>		
<i>interesting supporting details that inform and/or entertain</i>		
Organization	Overall Expectation 1	Specific 1.5 1.6 2.1 2.6 2.8 3.8
<i>main message is clear throughout</i>		
<i>organizational pattern is well-suited to topic and purpose</i>		
<i>transitions clearly connect ideas: beginning, middle, end</i>		
<i>strong lead and conclusion re-affirm main idea</i>		
Voice	Overall Expectation 2	Specific 2.2 2.5 2.8 3.8
<i>writer's distinctive voice reflected throughout piece</i>		
<i>reader tempted to share out loud due to sense of familiarity with writer and his/her purpose</i>		
<i>writer's opinion or passion is clearly sensed throughout</i>		
<i>voice is appropriate for the purpose and audience</i>		
Word Choice	Overall Expectation 2	Specific 2.3 2.7 2.8 3.8
<i>vocabulary is original, interesting and correctly used</i>		
<i>strong verbs and modifiers (adverbs) for powerful writing</i>		
<i>sensory language (adj.) supports details and enhances mood</i>		
<i>writing is concise with few purposeless words</i>		
Sentence Fluency	Overall Expectation 2	Specific 2.4 2.7 2.8 3.8
<i>writing flows; reader does not have to pause to understand</i>		
<i>variety in length of sentences and phrases</i>		
<i>sentences begin differently and utilize different structures</i>		
<i>dialogue (if used) sounds natural</i>		
Conventions	Overall Expectation 2	Specific 2.4 2.7 2.8 3.8
<i>capitalization is used correctly throughout</i>		
<i>organizational conventions are complete and conveniently placed (charts, headings, diagrams, bullets, italics, underlining, font, etc.)</i>		
<i>punctuation is used correctly and effectively throughout</i>		
<i>spelling errors are minimal for words studied or appropriate age-level words</i>		

10. Making Choices

10.1: Choices, Choices!

Grade 8



Language Learning Goals

- ❖ Read and Respond to written text.
- ❖ Summarize a piece of text.
- ❖ Evaluate different perspectives in a piece of text.

Curriculum Expectations

CGE1d,j, CGE2a,b,d,e, CGE3a,b,c,d, CGE5a,b,c,d, CGE7b,e,f,j; Reading: 1.1, 1.3, 1.4, 1.5, 1.6, 1.9, Writing 1.2, 2.2, 2.4, 2.5

Materials

- Selection of short stories listed in lesson plan.
- Sticky Notes
- BLM 10.1.1, 10.1.2

Assessment Opportunities

Minds On...

Individual → Reflection

Have the students respond to the following in their writer's notebook in order to get them thinking about how their own actions and the choices that they make affect others.

Write about a time when you made a decision that had an effect on others or a time someone else's decision had an effect on you and/or others.

Action!

Independent → Reading

Students will be given an opportunity to choose one of the following stories to read (many of these are available online):

Story	Description
<i>Pricilla and the Wimps</i> By: Richard Peck	A grade six girl is the victim of bullying. She finally makes the decision to stand up to the bully.
<i>Only a Dollar's Worth</i> By: Herma Werner	An elderly gentleman goes to the gas station regularly to get \$1.00 worth of gas. This annoys the young gas attendant who makes judgments about his character.
<i>On the Sidewalk Bleeding</i> By: Evan Hunter	A member of a gang is shot by a member of a rival gang and as he lies dying, he reflects on the choices he made.
<i>Thank You Ma'am</i> By: Langston Hughes	A young boy tries to steal a lady's purse, but she catches him.
<i>Your Move</i> By: Eve Bunting	A young boy babysitting his brother wants to join a street gang and must go through initiation.

Read the short summary of each story and allow students to choose which one they would like to read. Once the students have their story, provide them with sticky notes to use to keep notes on the choices the people in the story make and who was affected by those choices. The texts vary greatly in readability so you may wish to assign certain texts to certain students.

Consolidate Debrief

Small Group → Literature Circles

When the students have finished reading their selection, they will meet with the other students who chose the same reading and will form a literature circle. When they gather in their groups, they will share and discuss what was recorded on their sticky notes. Once they have finished, the teacher can provide a STOMP stem to guide further discussion about the story (BLM 10.1.1).

Each group will share with the class a summary (there is an organizer attached for kids to use to complete this task) of their story, including the choices the people in the story made and how their choices affected others. They will also propose a way in which a relationship has been harmed and a way it can be repaired (BLM 10.1.2).

BLM 10.1.1: Situation Summary

Summary:

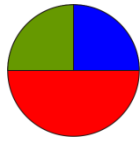
Choice made	Effects of choices on other (s)

Relationship Harmed	How can the relationship be repaired

11. Apology

11.1: Poetry Connections to Apology

Grade 8



Family Life Learning Goals

- ❖ Created and Loved by God
- ❖ Living In Relationship

Curriculum Expectations

- ❖ CGE1d,l,j; CGE2b,c,d,e; CGE3a,b,c,d,e,f; CGE4a,f,g; CGE5a,b,g; CGE6b,c
- ❖ Language Arts – Reading 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
- ❖ Language Arts – Writing 1.3, 1.4, 1.5, 2.5, 3.3

Materials

- BLM 11.1.1, 11.1.2

Assessment Opportunities

Minds On...

Whole Class → Guided Discussion

Read the poem “*This Is Just to Say*” by William Carlos Williams to the class. Ensure that there is a print form available to students as well (handout, overhead, board etc.)

After reading the poem, have students fold a sheet of paper into four parts and answer the “Poem Questions” from the transparency with their elbow partner.

Action!

Groups of 2 → Problem Solving

With a partner, read “*Variations on a Theme*” by Kenneth Koch which is a parody poem based on “*This Is Just to Say*”.

In partners, reflect on the questions in the “Reflection Questionnaire”.

Consolidate Debrief

Groups of 3-4 → Group Creation

Brainstorm in small group, things students do in a day for which they are sorry.

Each student will then choose the topic for their own poem like “*This is Just to Say*” apologizing for causing harm. They can write it collaboratively or individually.

Encourage students to be creative in how they publish these poems (i.e. on sticky notes, napkins, etc.)

Home Activity or Further Classroom Consolidation

Display poems on a bulletin board that looks like a refrigerator.

Exploration
Reflection

Group work checklist.

BLM 11.1.1: Poetry Samples

'This Is Just To Say'

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast.

Forgive me
they were delicious
so sweet
and so cold.

-- *William Carlos Williams*

'Variations on a Theme by William Carlos Williams'

1

I chopped down the house that you had been saving to live in next summer.
I am sorry, but it was morning, and I had nothing to do
and its wooden beams were so inviting.

2

We laughed at the hollyhocks together
and then I sprayed them with lye.
Forgive me. I simply do not know what I am doing.

3

I gave away the money that you had been saving to live on for the
next ten years.
The man who asked for it was shabby
and the firm March wind on the porch was so juicy and cold.

4

Last evening we went dancing and I broke your leg.
Forgive me. I was clumsy and
I wanted you here in the wards, where I am the doctor!

-- *Kenneth Koch*

BLM 11.1.2: Poetry Reflection Questions



1. What is the harm that the writer of the note caused?
2. There are three distinct stanzas in this poem. What is the speaker's tone in each of the three stanzas and how is it created?
3. Is William Carlos Williams' poem both a poem and an apology? Is it more of a poem or an apology? Explain your answer.
4. If you were the recipient of this note, would you forgive the writer? Why or why not? What would make things right?

Reflection Questionnaire

1. Would Koch's poem be as effective if you were not aware of William Carlos Williams' poem?
2. Can an apology that is comical be sincere?
3. Do you have to say "I'm sorry" in an apology?
4. Brainstorm other ways to say "I'm sorry".
5. Does apology without a chance of action really repair harm?
6. What have you done to apologize to someone you harmed?
7. Can you buy forgiveness?
8. Does saying you're sorry really mean anything or is it just a social convention?
9. Is it important to say you're sorry even if you don't mean it because it has an effect on others? Can you think of a situation when this might be appropriate?
10. Why is the ritual of apology so important?

BLM 11.1.3: Group Performance Task Assessment

				Self	Teacher
Element	Possible Points	Earned Assessment			
I was ready to work with my group.	4				
I finished my work on time and I did it well.	4				
I was helpful to my group.	4				
I encouraged others in my group.	4				
I listened to other students' ideas.	4				
I was polite to others in my group.	4				
<u>Total:</u>		24			

 TERRIFIC	 OK	 NEEDS WORK
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Did I do my best work?

11.2: How to Write an Apology Letter

Grade 8



Family Life Learning Goals

- ❖ Created and Loved by God
- ❖ Living In Relationship

Curriculum Expectations

- ❖ CGE1d,l,j; CGE2b,c,d,e; CGE3a,b,c,d,e,f; CGE4a,f,g; CGE5a,b,g; CGE6b,c
- ❖ Language Arts – Reading 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9
- ❖ Language Arts – Writing 1.3, 1.4, 1.5, 2.5, 3.3

Materials

- chart paper
- writer's notebook
- BLM 11.2.1, 11.2.2, 11.2.3

Assessment Opportunities

Minds On... Whole Class → Guided Discussion

As a class, create an anchor chart (see BLM 11.2.1) so that students have the opportunity to explore what it means to want to apologize for something that they have done. Begin by putting the word “Apology” in the middle of chart paper and having students brainstorm as a class, what that word means to them, and what happens when you want to give/receive one.

Action!

Individual Student

In your Writer's Notebook, write about a time that you did something that you were sorry for. You knew that you had made a poor choice and someone else was affected by that choice. What did you do? Would you apologize in a different manner if you could relive that event?

Consolidate Debrief Individual Student → Whole Class

Using the ideas in the Writer's Notebook, combined with the anchor chart that the class made, instruct students to write an apology letter to the person in their notebook. Encourage them to use proper letter writing format and to incorporate both real and imaginary events. If students are comfortable, they can share their letters with the class.

Home Activity or Further Classroom Consolidation

*Exploration
Reflection*

Share letter/Writer's Notebook with parents. Discuss what it means to be sorry and how to atone for poor choices.

➤ Using BLM 11.2.3, teachers can assess apology letter.

BLM 11.2.1: Anchor Charts

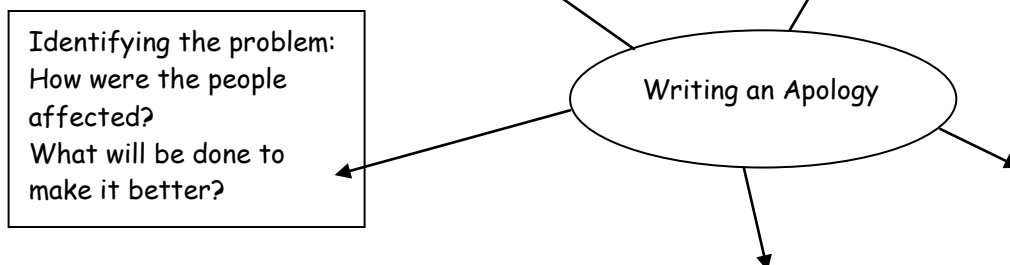
What is an anchor chart? Why are they important?

- Anchor charts are constructed in the classroom by both students and teacher.
- Always accessible in the classroom.
- They help solidify student learning.
- They help students become increasingly independent by providing them with enough information to continue working
- They increase student-led working time and decrease teacher direction.
- They have meaning for the students as they helped construct them.
- They match multiple levels of developmental achievement.

How do I make an anchor chart in my classroom?

- Begin with a brainstorming activity (the topic for discussion). Encourage students to collectively add thoughts and ideas.
- Anchor charts can include
 - Examples
 - Definitions
 - Synonyms
 - Antonyms
 - Pictures
 - What does it look like? Sound like?

You could start your class with:



Now have the class fill in the rest. You can prompt them!

BLM 11.2.2: Personal Reflection



Write about a time that you did something that you were sorry for. You knew that you had made a poor choice and someone else was affected by that choice.

What did you do? Would you apologize in a different manner if you could relive that event?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

BLM 11.2.3: Apology Letter Assessment Tool

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Format	Complies with all the requirements for an apology letter.	Complies with almost all the requirements for an apology letter.	Complies with several of the requirements for an apology letter.	Complies with less than 75% of the requirements for an apology letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences or paragraphing needs lots of work.

I really liked:

Don't forget:

For next time: