

# Introduction: Chunks on the Scaffold of Child and Youth Development

- “A picture is worth a thousand words”
- Working with children and youth who are at risk poses many challenges. Child, and Youth Workers or other child/youth serving providers need to employ trauma informed approaches that support development of relationships and the use of various therapeutic activities. In a manner of speaking it is engaging with children and youth while keeping the “brain in mind”.
- Many children and youth that one encounters whether in schools, residential settings and children’s mental health facilities have experienced a variety of stresses which range from situational to the more profound forms of trauma in their lives. Appreciating that the functioning of the brain is compromised due to trauma,(Perry,2006) stress,(Brendtro,2009) and overwhelming emotions (Goleman,2006) allows workers to structure and design activities and approaches that match where children and youth are at both developmentally and in relation to the functioning of their brains.
- Using art, video, music, drama and role plays supports children/youth to become active participants in the process of learning.
- The attached include selected activities to stimulate creative responses to the issues and lead to fruitful engagement with the restorative ideas and values while working with children and youth.

# List of Activities

- Raccoon Circles: Icebreakers for building relationships (Cain,2007)
- Peacemaker Shields: Creating values
- The Tree of Shame: Understanding the impacts of shame
- The Compass of Shame: Identifying how we react to shame
- The Masks of Justice: Supporting young people
- Facing the Demons & If Only I Had A Voice: Victim's voice and needs
- Take the Labels off: Building a Resilient Self
- Body Mapping: Identifying the Impacts of Trauma
- Drama and Role Play: Discussing perspectives on harm-doing and forms of Justice

# Raccoon Circles : Icebreakers for building relationships (Cain,2007)

- The Raccoon Circle consists of a segment of tubular nylon climbing webbing, which can typically be purchased in a variety of colors from outdoor equipment stores that carry climbing gear and supplies. While a variety of other belt materials and even rope can be substituted, tubular climbing webbing is recommended. Tubular webbing does not stretch, is extremely strong, comfortable to hold, colorful, and can be easily washed when necessary.
- See link below for the download from Jim Cain.
- The basic activity is to set up groups of 6-8 around the circles. Have them pick up and hold the circle. Ask them to introduce themselves to each other. Then ask a series of questions that someone will have the answer to e.g who is the oldest in the group, who comes from the largest family, who came the longest distance etc. As one person answers if you have multiple groups (I usually do this with groups of 50, so there are 6-8 groups going at once) have that person who answered come out, come into the middle with others, than go join anew group.
- The pick and choose from the other activities to engage. A simple sequence is: Icebreaker, pizza toss, inside/outside the circle and racing cars.
- This also models the “Circle of Courage” (Brendtro, 2004). The groups move from belonging, to mastery, to independence and towards generosity.

<http://www.teamworkandteamplay.com/resources/raccooncircles.pdf>

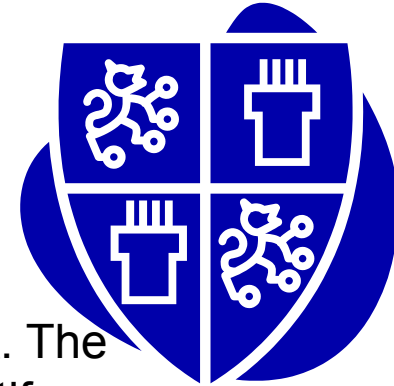
# Peacemaker Shields



This activity can have many variations to it. The goal is to get individuals in a group to identify what is important to them in terms of friendship and peacemaking.

1. Find an outline for a shield
2. Cut into 4 large pieces.
3. Have as many pieces as there are group members
4. Ask the group to write on the sections of the shield what is important to them in friendship and making peace.
5. Ask them to put these together and then put on the wall.
6. Discuss how these can become guidelines for the group.

***If you were in Grade 6.....***



## The Roots of Shame



Place a tree on large paper on the wall.

Ask children/youth to fill out the “roots” and branches of the tree of shame with their words, thoughts, images.

What are the sources, impacts, affects, thoughts, feelings and reactions?

The themes that typically emerge have to do with:

Being dissed, loss of face, being shamed, being “done” to by authority figures

Larger systemic issues which place stress and shame on youth...poverty, racism, exclusion, harassment, living under a constant state of threat struggling just to survive

The identification of these issues sets the scene for the “compass of shame” activity”

The Roots and Branches of Shame

Reactions

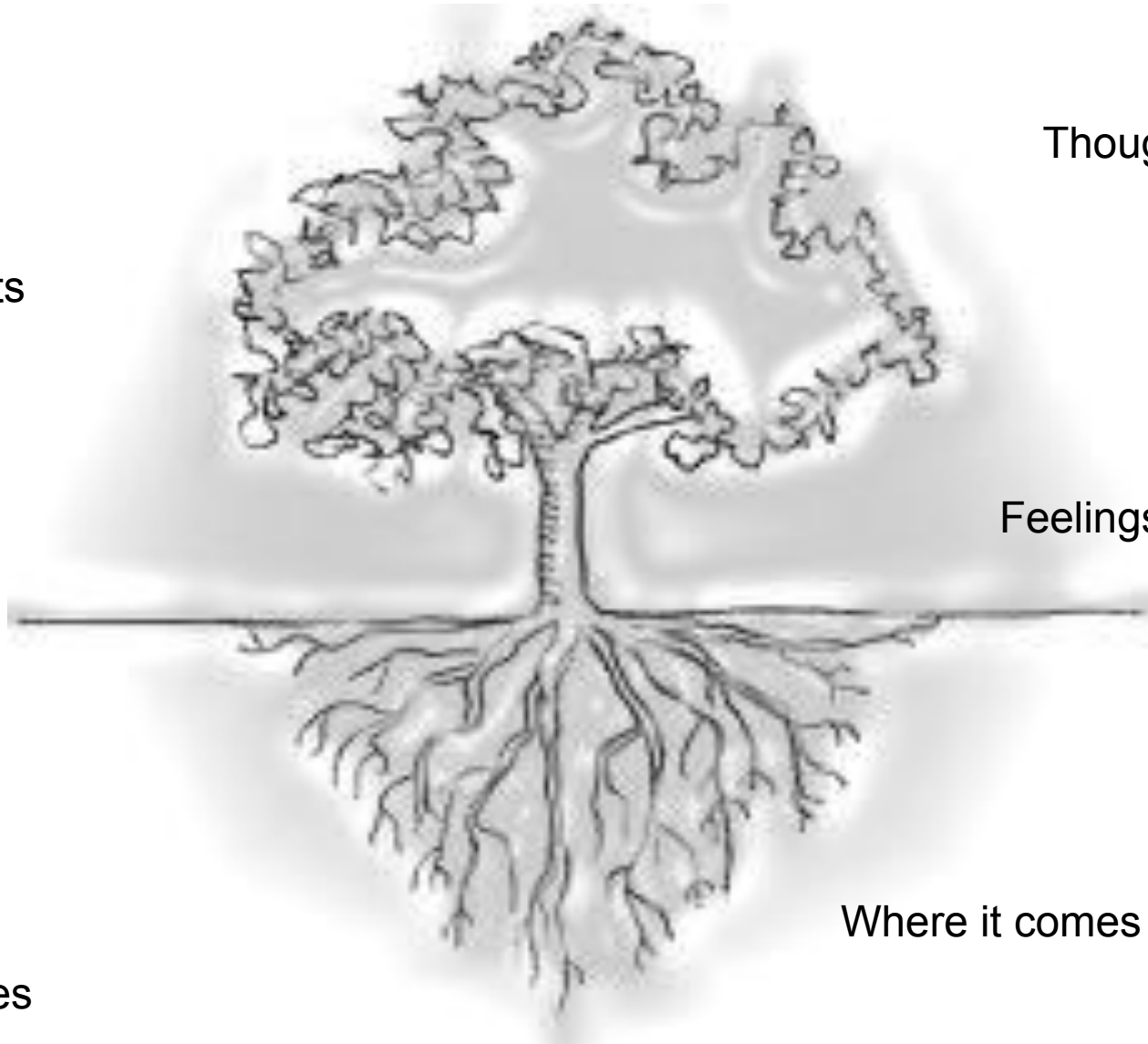
Thoughts

Impacts

Feelings

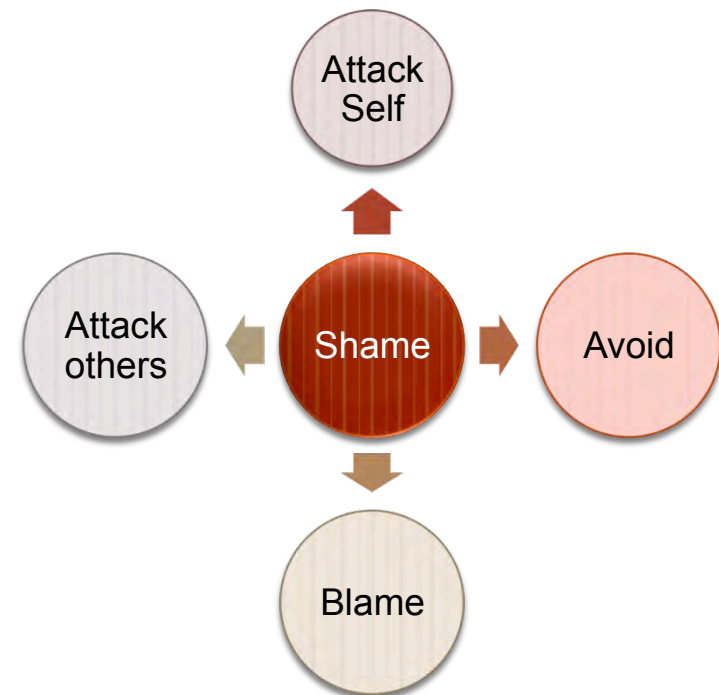
Where it comes from

Sources



# Compass of Shame (Nathanson, 1992)

1. Using the “Compass of Shame” as a guideline cut a floor size model.
2. Ask participants to write out /put on with ‘stickies answers to “How do (most, some, others) people react to being shamed?”
3. Discuss the impacts, thoughts, feelings
4. The ask them to think of a situation and place themselves on one of the points
5. Discuss what this what like and what were the results
6. Problem-solve other ways of responding



## “Facing the Demons”

<http://www.roninfilms.com.au/feature/471/facing-demons.html>



This video documentary follows the tragic shooting of a 17 year old youth which occurred while he was working at a pizza outlet. Subsequent to this event the opportunity to offer a restorative conference for many of the those impacted including 2 of the 4 young men involved in the event was initiated.

This 48 minute video can be divided into segments (before the conference, the conference and the aftermath).

This allows for various theme areas to be discussed:

Why would anyone want to participate in such a conference?

What are the needs of victims?

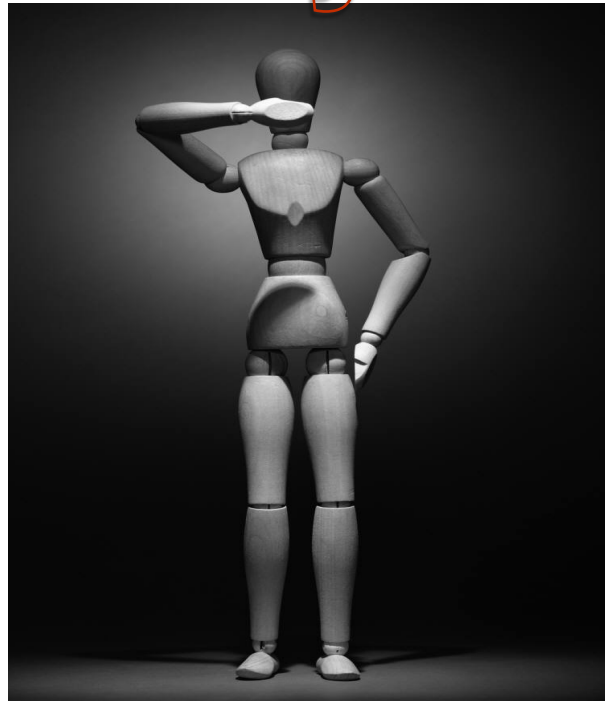
Where is their voice and experience included in the traditional justice system?

Why would “offenders” want to participate when there is no material benefit to participating?

How does this sort of encounter humanize the people involved?



# What would you say if....



With the video or, as a separate activity ask youth to draw or write what they would say if they had been the victims of harm doing.

Ask them to also indicate what they needed and if those needs were met.

This focus creates a starting point for an examination of what the critical cornerstones of the Restorative model are...which is the voice of those affected.

# Masks and labels



# The Masks of Justice

Youth experience various forms of justice and there can often be a gap between what justice is meant to be and what it actually is.

Have youth draw their own “mask of justice”. Ask them to draw what it looks like to them?

You can use blank paper, pre-made outlines , ceramic masks or papier mache.





inconsiderate  
and  
thoughtless  
decisions

Thug  
Strong  
man

What about  
my pain

I didn't  
mean  
to do it

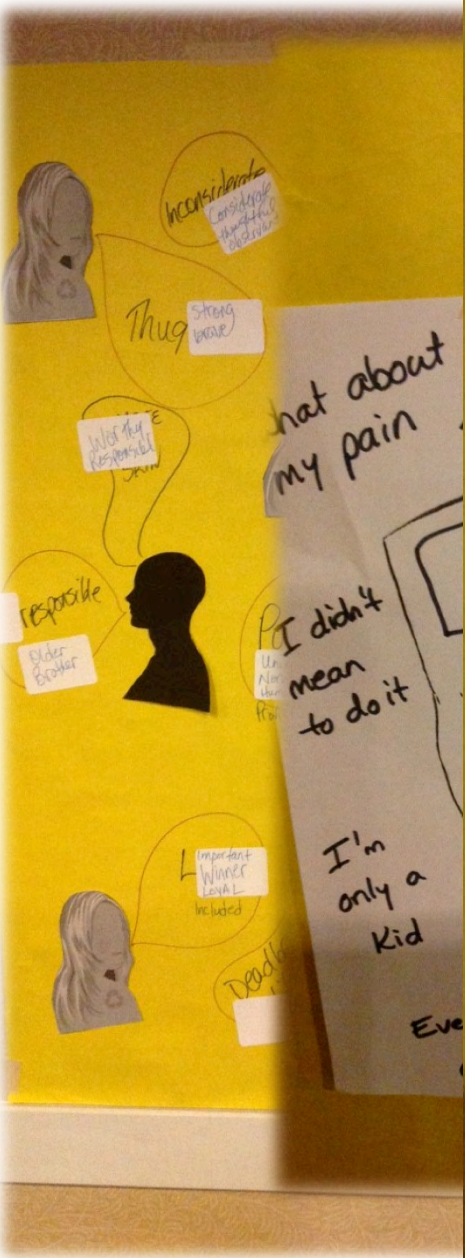
I'm  
only a  
Kid

Even

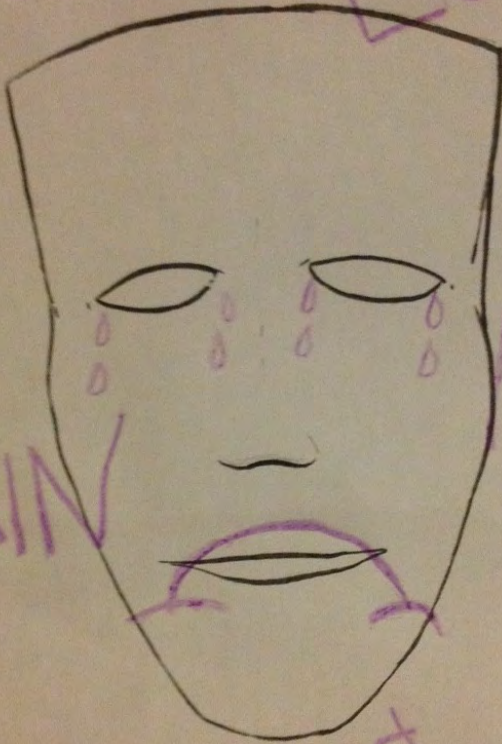
responsible  
Elder  
brother

Important  
winner  
loyal  
included

Dead



ANGER LOSS



PAIN

MAD

~~Freedom~~

A hand-drawn face with closed eyes and tears, surrounded by the words 'PAIN', 'MAD', and 'Freedom'. The word 'Freedom' is crossed out with a diagonal line.

# They Put These Labels On Me: Part 1

This exercise is a 2 part exercise where the end goal is to “take the label” off.

The first part has youth write out different labels that they or others have been called. Then they are asked to place them on themselves OR

On a cutout. This can be quite powerful for many.

Next they are asked to talk about the impacts labeling has on them and others.







# Take the Labels Off: Part 2

Youth readily identify that labeling shames them, puts a “black” mark on them (like a criminal record) and often leads to being stigmatized.

Have youth replace the negative labels with their strengths and abilities and dreams.

A key theme is that ‘you are not simply what you did’. This allows there to be some distance from the deed and the doer.



# BODY MAPPING: THE ACTIVITY

- Have a partner draw a full size outline of your body
- Think of a situation that caused you some upset.....it does not have to be traumatic, just upsetting .
- Think about the impacts on you:
  - ***THE PHYSICAL SENSATIONS***
  - ***THE FEELINGS***
  - ***THE THOUGHTS***
  - ***YOUR REACTIONS***
- On the body you can express all of these by writing words, using colours, drawing symbols, etc..
- This activity can be helpful to do with children and youth prior to having a restorative meeting or conversation as it allows the individuals to identify and connect the impacts.
- One young student drew his knees as “blocks of ice”. He could not move after seeing a car accident where one person was killed. He was supposed to have been in the car.



# Body Mapping



## Dramatizations and Role Plays

In order to support the development of various skills that support youth being own resilient or in terms of their own leadership development the use of drama and role plays profile the skills that are restorative.

“Tough Case “(see flyer) plus teachers guide

See attached role play.



### **The Scenario: Girl Drama**

Karen and Courtney are students who attend the same high school. The girls had been good friends until Courtney began hanging out with a different group of girls in school. Karen feels somewhat rejected because Courtney doesn't want to hang out with her anymore. Instead of approaching Courtney about her feelings, Karen decides to "get even". During gym class Karen has her friend Paula watch the change room door while Karen breaks into Courtney's locker and steals her gym clothes and cell phone. Paula and Karen later show up to gym class saying they were held up in their Science class.

Seeing how upset Courtney is about her clothes and phone, Karen feels like she has "won" and continues to target Courtney. Karen starts spreading rumours to anyone who will listen about Courtney, saying that "Courtney said Sarah [another classmate] is ugly and doesn't shower." As a result of the rumour Sarah confronts Courtney, who denies the accusation and says she has no idea what she's talking about. Courtney says someone must be making the rumour up and doesn't understand why people are being so mean to her. She goes home early, crying and worrying that everyone hates her.

Meanwhile, many other kids are teasing Sarah about being ugly and not showering. Sarah's friends, who know the rumours are not true, are beginning to make rude comments within earshot of Courtney whenever they see her, believing that she is responsible for the rumours about Sarah. Watching the situation spiral out of control, Paula decides to tell Mrs. Dunbar, one of the school's guidance counsellors, about what is happening. Mrs. Dunbar decides the girls need to come together and have a group conference to resolve their issues and decide what can be done to make things right.

***Use the Restorative Questions to conduct a circle.***

Roseneath Theatre



# Tough Case

TOUGH CASE  
BY DAVID S. CRAIG  
PRODUCED BY ROSENEATH THEATRE  
DIRECTED BY RICHARD GREENBLATT  
ARTISTIC DIRECTOR: ANDREW LAMB

## STUDY GUIDE

Created by Debbie Nyman - Instructor Additional Qualifications at OISE and  
Maureen Callaghan. With thanks from Left Foot First Productions.

## **The Play**

The story centres on Nessa, a restorative justice worker who grew up in a tough, north Halifax, housing project. Her background allows her to connect with Dane, a sixteen-year old young offender who has hideously vandalized the home of an elderly widow, Grace Ross. Dane is accompanied by his mother, Marjorie, a woman deeply protective of her son in spite of his “criminal” tendencies. We discover she and her son are fleeing from an abusive relationship with Dane’s father. Nessa tries to contact the victim, but Grace Ross is too traumatized to speak and too fearful to sleep in her own home. Nessa instead meets with Grace’s son, Tom, who attacks the process he sees as a mere “slap on the wrist”. To Tom, restorative justice is a make work project for progressives who are too unrealistic to realize that only punishment works. We see Nessa persuade these angry, hurt people to attend a meeting where Dane and Grace must face each other and where reconciliation emerges.

## **Activity**

There is a teacher’s manual that accompanies this for both pre and post activities and discussion. Ideal for large groups up to 300 high school and professional audiences.



# The Mural: Circles of Care and Repair



As a group or a community, solutions are created to repair the harm, restore the dignity of individuals, rebuild relationships and transform individuals.

Create a mural or collage or graffiti art as a group to summarize what is Restorative or in a Restorative Community.

# Young Person's Summary

“Restorative justice means that you can close the book....



...  
instead  
of having  
it thrown  
at you.”