

# PEER RESOLUTION CONFERENCES FOR YOUTH

TRAINING MANUAL



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# Table of Contents

**INTRODUCTION .....1**

**PEER RESOLUTION CONFERENCES: BASIC INFORMATION..... 2**

**PREPARATION FOR TRAINING ..... 5**

**LESSON 1: INTRODUCTION TO PEER RESOLUTION CONFERENCES FOR YOUTH.....7**

**LESSON 2: RESTORATIVE JUSTICE.....17**

**LESSON 3: THE CONFERENCE PROCESS.....21**

**LESSON 4: CONFERENCE RESPONSIBILITIES .....27**

**LESSON 5: DECISION MAKING IN CONFERENCES.....32**

**LESSON 6: MORE PRACTICE .....35**

**LESSON 7: EVALUATION AND CONCLUSIONS .....40**

**"We have a completely different attitude about the chronic kids because we now have a useful 'tool' to use.**

**This is a way for the school to have a tool to cause behavioural change - whereas we had no options before.**

**This program changes the whole school culture of discipline to a more gentle and effective process."**

*- School Principal*

**"Now, when we phone parents, we feel good about explaining the process - I actually feel positive about phoning them!"**

**Parents want to come into the school to deal with this - they even call us to help them with conflict issues at home!"**

*- School Principal*

# INTRODUCTION

This *Training Manual* contains lesson plans that introduce volunteers to the concept and processes of Peer Resolution Conferences for Youth. Combined with the *Volunteer Handbook*, this Manual can be used to train youth and adults to co-ordinate, manage and facilitate Peer Resolution Conferences for Youth. The training will take more than 6½ hours and therefore should be done over 2 days.

## Outcomes of the Training

When they have completed this training, participants will be able to:

1. define certain key words and concepts used in the criminal justice system in Canada and identify restorative justice as an alternative
2. define the goals of restorative justice: accountability, competency development, and community safety
3. identify the roles and procedures involved in a Peer Resolution Conference for Youth
4. understand their responsibilities as conference leaders and participants
5. apply restorative justice principles to conference outcomes
6. use their skills to contact conference participants and to participate in a conference
7. prove what they have learned about Peer Resolution Conferences

## The Need for Training

Without effective training based on research and the success of other programs, volunteers and sponsoring organisations may have great difficulty establishing Peer Resolution Conferences for Youth programs in schools. The concepts and practices will be new to most participants. For example, co-ordinators of existing programs indicate that youth do not intuitively apply restorative justice in sentencing respondents and may instead employ a punitive approach unless specifically trained in restorative justice practices.

## Lessons

Included here are seven lessons (a total of more than 6½ hours) designed to teach the knowledge and skills necessary for participants to begin to co-ordinate, manage and facilitate Peer Resolution Conferences for Youth. These materials are designed for youth between 11 and 18 years old as well as adults.

These lessons work in conjunction with the *Volunteer Handbook*, and assume that recruitment of volunteers has already taken place and that this training is the next step.

This *Training Manual* is designed to be adaptable to somewhat different forms of peer resolution conferences. For example, sponsoring organisations, through Steering Committees and/or Youth Advisory Groups, may wish to modify the handouts and forms to take local issues, language, setting and players into account.

## ▶ PEER RESOLUTION CONFERENCES: BASIC INFORMATION

**In general, the purpose of a Peer Resolution Conference is to:**

- Help youth to deal with improper behaviour and actions
- Keep youth out of court
- Intervene before youth act in a manner that violates school rules or criminal laws

A Peer Resolution Conference *for Youth* is a unique peer justice process. Using Aboriginal *restorative justice* practices and principles, a Peer Resolution Conference for Youth offers an alternative to certain school discipline measures, including suspensions.

Participation in Peer Resolution Conferences is voluntary. Parents and those harmed by the actions of a youth are involved, along with the *respondent* (the youth who behaved inappropriately), in formulating and monitoring the constructive consequences. In this way, the likelihood of closure and healing is increased.

**In general, the goals of a Peer Resolution Conference for Youth program would be to:**

- Keep students in school
- Practice restorative justice principles
- Hold youth accountable for their behaviour and give them a way to make amends
- Empower youth to accept responsibility
- Allow victims to be involved in the process
- Foster knowledge, skills and values that youth need in contemporary society
- Provide an opportunity for peer volunteers to learn skills such as how to weigh conflicting points of view and reach a just and appropriate consequence.

**How are Peer Resolution Conferences based on restorative justice principles?**

Peer Resolution Conference are based on restorative justice principles which aim to:

- increase respondents' awareness of the effects of their actions on all victims;
- give respondents an opportunity to repair the harm they have caused;
- develop skills in the respondents so that they can be productive members of society; and
- connect the respondent to the community by involving the community in the outcomes.

### **Who can refer a respondent to a Peer Resolution Conference for Youth?**

Usually, the person who refers is a teacher or youth support worker. The process, however, can also welcome a referral from a student, parent, or outside agency to the principal or a school administrator. The principal or a school administrator is therefore the “gatekeeper”. S/he decides who will take part in the Peer Resolution Conference.

### **What behaviours are the focus of a Peer Resolution Conference for Youth?**

In general, a Peer Resolution Conference can deal with issues such as the following:

- Bullying
- Drugs
- Alcohol
- Threats
- Theft
- Aggressive behavior
- Truancy
- Smoking
- Defiance
- Assaults/threats to staff
- Fighting

Note that criminal acts resulting in a criminal charge and *School Act* violations, whether on or off school grounds, should not be the subject of Peer Resolution Conferences for Youth.

## Who are the participants in a Peer Resolution Conference for Youth?

A Peer Resolution Conference includes a number of youth and adults. Conference leaders are youth from one school or school district who have had this training. Participants are drawn from the student body and should also include adult volunteers such as parents and teachers/counsellors. If needed, the hours that student participants volunteer can be applied towards community service hours.

A Conference normally includes the following roles:

The **youth facilitator**, ensures that all participants have a chance to fully and fairly participate. The facilitator does not decide the outcome. S/he encourages the full participation of everyone.

The **youth co-facilitator**, if necessary, supports the work of the youth facilitator.

The **recorder** is a youth who keeps the records of the case. Often the facilitator or co-facilitator performs this task.

The **respondent** is the youth who committed the inappropriate behaviour.

The **respondent's supporter (parent/family member/elder/advocate)** talks about the respondent and makes suggestions about what the respondent needs, describes the impact of the crime or violation on the family, and makes suggestions of ways the respondent could repair the harm.

The **victim/harmed party** is the person or people who were affected/ harmed by the inappropriate behaviour.

The **victim/harmed party's supporter (parent/family member/elder/ advocate)** supports the victim during the conference and ensures that the impact of the behaviour on the victim is presented.

The **mentor** is a youth who, after the conference, helps the respondent to make sure s/he completes the suggested outcome(s).

The **adult facilitator** supervises the case before and after the conference and gives information to help the conference members if necessary, including feedback following the conference.

Potential additional participants in a conference:

A **witness** may testify during the conference about what they saw or heard relating to the inappropriate behaviour.

**Other participants** may include social workers, probation officers, the school counsellor and/or home school co-ordinator, elder, translators, youth advocates, or outreach workers.

## PREPARATION FOR TRAINING

### **Decide Your Program Profile**

Before you conduct the training, you will want to use the following profile to clarify the Peer Resolution Conference for Youth processes and practices that you intend to use in your school or district.

1. What is your purpose statement?
2. What are the goals of your Peer Resolution Conferences for Youth (e.g., restorative justice)?
3. How much time do you have to train participants before they start their service in Peer Resolution Conferences?
4. What roles will the volunteers play in your Peer Resolution Conferences, and what does each role involve?
5. What will be the steps in your Conferences?
6. What will be the range of possible outcomes (apologies, essays, community service, educational classes, counselling, mediation, restitution, or other options)?
7. What, if any, guidelines for these outcomes will you use?
8. What are the consequences if the respondents do not complete their peer outcomes in a satisfactory manner?

### **Copy *Volunteer Handbook***

This training package contains a *Volunteer Handbook* as well as this *Training Manual*. Each participant will need their own copy of the *Volunteer Handbook*.

### **Have Participants Complete Forms A - D**

All volunteers should complete Forms A to D (in the *Volunteer Handbook*) before starting the training.

### **Overheads and Handouts**

If you want to train participants using an overhead projector, you will need to make transparencies of the handouts, procedure and forms beforehand.

### **Additional Resources for Facilitators and Training**

If your district plans to implement conferences in Elementary Schools, see *Sample Mediation Procedures and Script* in the *Volunteer Handbook*. These practical samples were developed especially for the Elementary School context.

Consider obtaining the following materials from the Law Courts Education Society of BC:

- ***New Directions in Youth Justice***

These innovative resource materials offers ready-to-use activities that examine how the Youth Criminal Justice Act (YCJA) works. These include booklets for six different audiences: Law 12, Social Studies 11, Alternative or Youth-at-Risk students, Grade 3 and Grade 6 First Nations students and, Adult English as a Second Language (ESL).

- ***On the Road to Justice***

Similar to above, these materials are designed for Aboriginal Grade 6-7 students and Aboriginal Youth-at-Risk across Canada. The resources include posters, postcards, fact sheets, and guides covering such topics as principles of the YCJA, community participation in the YCJA, victims rights, youth rights, sentencing, the family's role and the consequences of criminal records. This package includes very useful posters and charts on the Youth Criminal Justice Act which can be displayed during your training.

# LESSON 1: INTRODUCTION TO PEER RESOLUTION CONFERENCES FOR YOUTH

## Learning Outcomes

By the end of this lesson participants will be able to define certain key words and concepts used in the criminal justice system in Canada and identify restorative justice as an alternative.

## Time

60 minutes

## Key Concepts

Adversarial System, Crimes, Causes of Youth Crime, Youth Criminal Justice Act, Peer Resolution Conferences, restitution, victim/harmed party.

## Materials

- **Volunteer Handbook:** make one copy for each participant.
- **Overhead projector + Overheads of the pages and forms below**
  - **Overheads/handouts 1A, 1B, 1C**
  - **Each One Teach One - Handout 1D or 1E:** (adapted and prepared prior to class).  
There are two sets: one for younger students and one for older students.

## Preparation

- Review the statements in **Handouts 1D and 1E: Each One Teach One** (select which version of this exercise will be appropriate for your students) and adapt or write new statements if necessary so that they are applicable to your Peer Resolution Conference for Youth program. Photocopy the handout you choose to use and cut the statements out as indicated. You will need to have one statement for each person in training.
- Write these headings on the overhead or board and allow space under each to make notes: Adversarial System, Crimes, Causes of Youth Crime, Youth Criminal Justice Act, Peer Resolution Conferences, restitution, victim/harmed party.

## ▶ Activities

### 1. Training Goals

Using **Overhead/Handout 1A** point out what the training hopes to accomplish.

### 2. Each One Teach One

At the start of the training session, welcome volunteers and start the session with a participation strategy known as *Each One Teach One*.

- Give one statement to each person and direct each person to teach that statement to at least three other people in the room. Encourage the volunteers to introduce themselves and shake hands before they teach their statement to others.
- After five minutes, ask everyone to be seated and elicit from them one thing that they learned from someone else during this exercise.
- As they report back to you what they have learned, make a notation on the overhead or board under the appropriate heading. After you have noted all the responses and statements, review and expand on the information under each heading using some of the following information and questions:

#### *The Adversarial System*

- In Canada, the traditional justice system is *adversarial*. This means that a judge or jury decides what is true after allowing the two adversaries, or opponents, to present their views.
- The adversaries must argue and present the evidence in a fair and orderly fashion according to rather complicated and strict rules.
- The adversarial system is often criticised. To the general public, it may look unfair. Some say that the adversarial system results in people not taking responsibility for their actions, whereas some offenders have claimed that they “lost” because they did not have a skilled lawyer and not because they did something wrong.

#### *Crimes*

- Crimes are actions that are prohibited by the Criminal Code of Canada. Crimes are dealt with by the police and the court system.
- Brainstorm: have each person name an act that they think is a crime.
- Brainstorm: make a list of how society punishes criminals i.e. confinement in prison, fines, community service, and supervision in the community.
- Distinguish between crimes and school violations. Ask the volunteers to tell you some of the school rules. Then ask them to distinguish between breaking a rule and committing a crime. Answers will vary, but the basic distinction is that breaking a rule is a violation. It is not a crime. Students who break school rules commit violations, which are normally handled by the school administration.
- Peer Resolution Conferences do not usually deal with crimes that have resulted in a criminal charge.

### ***Causes of Youth Crime***

- Make sure that volunteers understand that there is no one single cause of youth crime.
- Recent studies of youth crime show that the quality of the relationship between parents and children is a crucial factor in whether or not children commit crimes.
- Also important are the level of children's commitment to school and quality of school performance, peer influence, gang membership, and the social class and economic level of the community. Students with little commitment to school who did poorly were more likely to be involved with crimes and drug use.
- When young people made friends with those who broke the law, they were more likely to commit crimes themselves. Gang membership also increased the likelihood that young people would commit serious and violent crimes.
- Young people from areas of long-term, high-level poverty were more involved with crime. Researchers explain that economic hardship and stressful life events led to a lack of parent-child involvement, attachment, and control over the young people, which in turn led to increased criminal behavior.

### ***Youth Criminal Justice Act***

- Generally, someone 18 or older who is arrested for a crime will enter the adult criminal system. Those younger than 18 are dealt with under the Youth Criminal Justice Act.
- This Act, however, presumes that adult sentences will be given to those over 14 who are found guilty of violent crimes and who are repeat, serious violent offenders. (The age may vary from province to province as 14, 15 or 16).
- For more information, refer to the On the Road to Justice or New Directions in Youth Justice materials.

### ***Restitution***

- Ask for an explanation of restitution (payment for out-of-pocket costs to the victim). Discuss both the financial and emotional side of restitution.

### ***Victim/Harmed Party***

- When someone behaves improperly, there are victims. For example, if someone assaults another person, the victims include the person assaulted, the families of both the victim and the perpetrator, the community, and the medical, judicial, and government systems.
- Sometimes people describe underage drinking, curfew violations, possession of marijuana, and other acts as "victimless" crimes. It is true that these crimes do not have direct victims in quite the same way as theft or assault. Families, however, and the community are harmed by these acts.
- In Peer Resolution Conferences, the respondent must understand these harms to all victims and be involved in repairing them.
- Ask participants to tell the group about a crime from the local news and have them identify and discuss all the possible victims.

- Identify a specific crime, traffic infraction, or school violation and have volunteers list the victims. Do this for at least three different types of acts.

For example, shoplifting victimises the storeowner, who loses money and decides to add more security. This causes the store to raise its prices, which victimises the customers, who also feel invaded and inconvenienced by new security measures, such as video cameras, limits on items in fitting rooms, etc. Sometimes stores close down or leave, and this reduces options for local shopping, which has a particularly hard impact on older, disabled, and poor people. Parents and guardians are victimised because they are disappointed by the acts of their son/daughter and they may even be responsible for financial penalties to the store. Finally, the general public is victimised because we have to spend more resources on police, the court system, and lawyers.

### 3. Peer Resolution Conferences

Emphasise the following information to introduce participants to the concept of Peer Resolution Conferences.

**In general, the purpose of a Peer Resolution Conference is to:**

- Help youth to deal with improper behaviour and actions
- Keep youth out of court
- Intervene before youth act in a manner that violates school rules or criminal laws

A Peer Resolution Conference *for Youth* is a unique peer justice process. Using Aboriginal *restorative justice* practices and principles, a Peer Resolution Conference for Youth offers an alternative to certain school discipline measures, including suspensions.

Participation in Peer Resolution Conferences is voluntary. Parents and those harmed by the actions of a youth are involved, along with the *respondent* (the youth who behaved inappropriately), in formulating and monitoring the constructive consequences. In this way, the likelihood of closure and healing is increased.

**Using Overhead/Handout 1B**, present the general goals of a Peer Resolution Conference for Youth program.

**Using Overhead/Handout 1C**, present the jurisdiction of Peer Resolution Conferences for Youth – and point out adaptations to this list that you may have chosen for your school or district.

Conclude by asking students to identify some issues that the Conferences cannot deal with (criminal acts resulting in a criminal charge and *School Act* violations, whether on or off school grounds, should not be the subject of Peer Resolution Conferences for Youth).

## 4. Real-Life Scenario

Read participants the following scenario (this is a true story).

One night, a woman was present when her sister was murdered at her home. She saw her sister's husband shoot the gun. The husband was charged with murder.

A month before his trial, she received a threatening phone call, a voice said: "I know where you are and I'm coming to get you." The police traced the call and it turned out to be a prank by two teenage girls.

*What do you think happened next?*

Explain what really happened:

The girls and the woman went to a Peer Resolution Conference. The woman had an opportunity to explain why that prank had such a serious affect on her. The girls had an opportunity to understand the real effect of their actions and to apologise. The girls became friends with the woman. The trial of the woman's sister went ahead, and the girls even attended the trial in support of the woman. The husband was convicted of murder. The girls and the woman have remained friends.

*If the girls had gone to court instead of a conference, how would the outcomes have been different?*

## 5. Volunteer Handbook

Give each participant a copy of the *Volunteer Handbook* and go through the Table of Contents.

Explain that the handbook has exercises that participants will complete as well as information they must keep to use as reference material when they become leaders of their own Peer Resolution Conferences for Youth. Remind everyone to keep copies of all the handouts from the training sessions.

Give participants 5 minutes to complete and correct the first exercise in the *Handbook* (Peer Resolution Conference Jurisdiction).

## ▶ **Training Goals**

By the end of this training program, you will be able to:

1. define certain key words and concepts used in the criminal justice system in Canada and identify restorative justice as an alternative
2. define the goals of restorative justice: accountability, competency development, and community safety
3. identify the procedures involved in a Peer Resolution Conference for Youth
4. understand your responsibilities as conference leaders and participants
5. apply restorative justice principles to conference outcomes
6. use your skills to contact conference participants and to participate in a conference
7. prove what you have learned about Peer Resolution Conferences

 **Goals of Peer Resolution Conferences for Youth**

- To keep students in school
- To practice restorative justice principles
- To hold youth accountable for their behaviour and give them a way to make amends
- To empower youth to accept responsibility
- To allow victims to be involved in the process
- To foster knowledge, skills and values that youth need in contemporary society
- To provide an opportunity for peer volunteers to learn skills such as how to weigh conflicting points of view and reach a just and appropriate consequence.

## ▶ **Conference Jurisdiction**

Peer Resolution Conferences can deal with

- Bullying
- Drugs
- Alcohol
- Threats
- Theft
- Aggressive behavior
- Truancy
- Smoking
- Defiance
- Assaults/threats to staff
- Fighting

▶ **Each One Teach One - Younger Students**

<p>1. Crimes are actions that break one of our laws.</p>	<p>7. All crimes hurt someone (a victim). There is no such thing as a crime that doesn't hurt anyone. People who commit crimes always harm their families and their communities.</p>
<p>2. People who break the law might go to jail, have to pay a fine, or do something useful for the community (called community service)</p>	<p>8. If you commit a crime and are 18 or older, your case becomes part of the adult justice system. If you are under 18, the youth justice system will deal with you but - if you are found guilty of a serious violent crime, you may get an adult sentence.</p>
<p>3. Criminals may have to pay money to the people they hurt.</p>	<p>9. In our justice system, each side argues the best case they can. Then a judge or jury decides what should happen.</p>
<p>4. Students who break school rules commit <i>violations</i>.</p>	<p>10. If you are a respondent in a Peer Resolution Conference but you don't do what you agreed, the administrator or program co-ordinator will take further action.</p>
<p>5. Studies show that your home, your friends, and how you feel about being in school all have an affect on whether you get involved in crime.</p>	<p>11. Peer Resolution Conferences follow the goals of restorative justice, which</p> <ul style="list-style-type: none"> <li>• make you aware of the harm that your action caused</li> <li>• give you a chance to repair the harm</li> <li>• help you develop the skills you need to stay out of trouble in future</li> <li>• help you get more involved in your community</li> </ul>
<p>6. A crime can hurt many people. It affects the person you harm (the victim). It also affects their family. It also hurts the community as a whole. It has an effect on our hospitals, our police, our courts, and our government.</p>	<p>12. Peer Resolution Conferences give people an opportunity to be more responsible for their own behaviour.</p>

▶ **Each One Teach One - Older Students**

<p>1. Crimes are actions that violate a criminal law - those in the Criminal Code of Canada.</p>	<p>7. There are no truly “victimless” crimes, because families and communities are always harmed by criminal actions.</p>
<p>2. Society punishes criminals with confinement in prisons and jails, fines, community service, and supervision in the community.</p>	<p>8. Generally, a person who commits a crime when s/he is 18 or older enters the adult criminal justice system, and those younger than 18 are referred to the youth justice system. A youth over 14, however, found guilty of a serious violent crime, may now receive an adult sentence.</p>
<p>3. Society may require criminals to pay restitution to their victims.</p>	<p>9. The traditional justice system is <i>adversarial</i>. This means that an impartial person or group of persons—the judge(s) or jury—decides what is true after allowing the two sides to present their views as adversaries, or opponents.</p>
<p>4. Students who break school rules commit violations, which are handled by the school administration.</p>	<p>10. Respondents who do not complete their outcomes from Peer Resolution Conferences in schools will be referred back to the administrator or program co-ordinator for further action.</p>
<p>5. Studies show that the relationship between parents and children, the level of commitment to school and quality of school performance, peer influences, gang membership, and the social class and economic level of the community are all elements in whether or not children commit crimes.</p>	<p>11. Peer Resolution Conferences follow the goals of <i>restorative justice</i>, which help respondents</p> <ul style="list-style-type: none"> <li>• increase awareness of the effects of their actions on all victims</li> <li>• have opportunities to repair the harm they have caused;</li> <li>• develop skills to be productive members of society; and</li> <li>• connect to the community.</li> </ul>
<p>6. A crime has many victims. For example, when a person assaults another person, the victims include the person assaulted, both the families of the victim and perpetrator, the community, and the medical, judicial, and government systems.</p>	<p>12. An important principle of Peer Resolution Conferences for Youth is to give young people the opportunity to take responsibility for their own behaviour.</p>

## LESSON 2: RESTORATIVE JUSTICE

### Learning Outcomes

By the end of this lesson participants will be able to define the goals of restorative justice: accountability, competency development, and community safety.

### Time

30 minutes

### Key Concepts

Individual treatment model, retributive justice model, restorative justice model, accountability, competency development, community safety

### Materials

- Overhead projector + Overhead/Handout 2A

### Preparation

This lesson about restorative justice and how to apply it to a variety of scenarios is essential to the proper functioning of Peer Resolution Conferences for Youth. Review the “Basic Information” on pages 2-4. Conference participants who do not have this training may want to act in a more punitive manner.

### Activities

#### 1. The Balanced Restorative Justice Model

Read participants the following scenario:

- Jared is a 14-year-old who got into a fight with Tim, another student, while on a school field trip. Jared yelled at Tim and punched him once in the stomach. When Tim began to cry, Jared walked away.

- Jared is a small student who tends to get picked-on by other students. He lives with both parents and has no brothers or sisters. Jared likes social studies at school but otherwise isn't too interested. He plays the drums.

*What do you think should happen to Jared? Why?*

Write responses on the board/overhead/flip chart in three *unlabelled* columns, representing three distinct philosophical approaches to youth justice: retributive/punitive justice, individual treatment, and restorative justice. When all the responses are listed, label each column and discuss the differences (see below).

Possible answers include:

**Retributive Justice**

Detention after school  
Fine (\$)  
Suspension from school

**Individual Treatment**

Family counselling  
Recreational program

**Restorative Justice**

Apology to victim(s)  
Educational classes to develop skills  
Community service  
Written essay  
Restoring loss/damage  
injury (restitution)  
Mediation  
Counselling

**Retributive Justice**

Outcomes that focus on punishing by confinement in jail or prisons, surveillance, or fines are usually part of the “retributive justice,” or punishment, model.

Ask participants whether or not they think this model rehabilitates offenders.

**Individual Treatment**

Outcomes that put an offender in a passive role of merely receiving services, fall into the “individual treatment” model. Such outcomes may not require the offender to be accountable for his/her specific behavior and/or are not tailored to an offender’s specific needs.

Outcomes *can* be designed to hold the offender accountable, provided they are specifically tailored to the circumstances. For example, picking up litter in the park is not related to Jared’s behavior, however, developing an anti-bullying campaign at the school would be.

**The Balanced Restorative Justice Model**

Outcomes that *combine* the following three goals make up a **Balanced Restorative Justice Model**, the basis of Peer Resolution Conferences for Youth. **Show Overhead/Handout 2A** and explain the balanced, three-sided-triangle concept and that there must be a balance among these three goals of restorative justice in order for it to work:

**Accountability** - this goal is to increase a youth's awareness of the harmful effects that their behavior has had on all victims and gives them an opportunity to repair the harm that they caused.

**Competency development** - this goal is to increase a youth's skills in some way so that s/he will be a more productive participant in society.

**Community safety** - this goal is to connect the youth to the community by involving the community in the suggested outcome.

Peer Resolution Conferences offer a very different approach compared to the traditional justice system. Peer Resolution Conferences hold the respondent (offender) accountable. They are based on Aboriginal justice practices and promote a restorative approach.

## **2. School Suspension vs. Peer Resolution Conference**

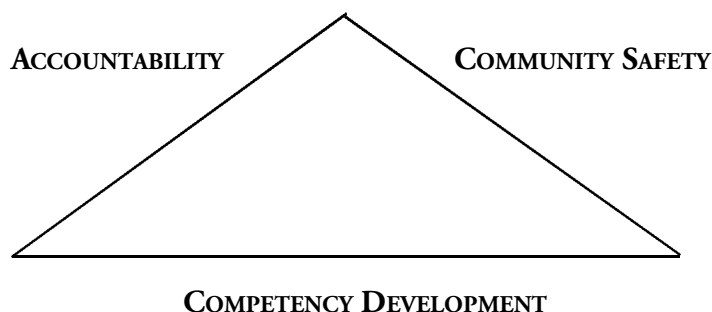
To emphasise the differences between the traditional discipline model at school and that of restorative justice, conduct a brief brainstorm session on the advantages and disadvantages of school suspensions vs. peer resolution conferences. On a board or flip chart, write these two headings and ask participants to list some of the advantages and disadvantages of each. Focus on who makes the decisions and how the consequences are agreed to.

## **3. Volunteer Handbook**

Refer participants to the balanced “triangle” on page 3 of the *Volunteer Handbook*.

Conclude by letting volunteers know that restorative justice will be a thread throughout their entire youth Peer Resolution Conference experience.

▶ **Restorative Justice: The Balanced Approach**



Focus	Goals	Values
Victims	Accountability	When a violation occurs, there is an obligation to the victim and the community to hold the respondent accountable
Youth	Competency Development	Youth who participate in a conference should leave the process with skills that enable them become more productive participants in society
Community	Community Safety	The youth justice system has a responsibility to protect the public from crime/ violations by youth.

Adapted from Malone, D. D. Romig, and T. Armstrong. (1988). *Youth Probation: The Balanced Approach*. Reno, Nev: National Council of Youth and Family Peer Resolution Conference Judges and reprinted in Bazemore, G., Imbreit, M. (1997) *Balanced and Restorative Justice for Youths: A Framework for Youth in the 21st Century*. Washington D.C.: OJJDP: 14.

## LESSON 3: THE CONFERENCE PROCESS

### Learning Outcomes

By the end of this lesson participants will be able to identify the roles and procedures involved in a Peer Resolution Conference for Youth.

### Time

90 minutes (minimum)

### Key Concepts

Mentor, respondent, victim/harmed party, witness

### Materials

- **Overhead projector + overheads of the pages and forms below**
  - Overheads/Handouts 3A, 3B, 3C
- *Volunteer Handbook: Scripted Peer Resolution Conferences*

### Preparation

- **Scripted Conferences:** Review the two scenarios and roles and decide which one you wish to use. Make a copy for each participant.

## ▶ Activities

### 1. Roles in a Peer Resolution Conference

Inform participants that during this lesson they will practice their first conference. You will be recruiting volunteers to play parts in a scripted conference.

Using **Overhead/Handout 3A** and referring participants to page 4 in the *Handbook*, emphasise the following:

- The Peer Resolution Conference is made up of a number of youth and adults.
- The youth who has behaved inappropriately is called the *respondent*.
- The person(s) harmed by the respondent is called the *victim* or *harmed party* (choose which you prefer to use).
- The *mentor* helps the respondent to make sure s/he completes the suggested outcome(s).
- A *witness* (who is not the victim) may be involved as well.

### 2. The Peer Resolution Conference Process

Using **Overhead/Handout 3B**, lead participants through the steps. Explain that these are the steps we will be following in the scripted conference role-play.

Ensure that participants understand that they will be:

- working with the respondent and requiring the respondent to make up for harm caused
- working for outcomes that help strengthen the respondent's attachment to school
- the peer influence that says criminal conduct is wrong.

### 3. The Conference Seating Plan

Refer to page 5 of the *Handbook* and discuss the diagram.

### 4. Enact the Scripted Conference

- Direct participants to the scripted conference you have chosen in the *Volunteer Handbook*. Assign roles and give those participants time to review their roles (note that there are 10 roles in the first script and 7 in the second).
- Have participants set up the room according to the Seating Plan.

- When all participants are ready, start the conference, with each participant reading his/her role convincingly.
- Use the overhead/board/flip chart, emphasise steps in the conference using the information from **Overhead/Handout 3B**.

## 5. Debriefing questions

Using **Overhead/Handout 3C** have participants write their thoughts individually or in small groups. Discuss as a large group.

## 6. Volunteer Handbook

Give participants 10 minutes to complete and correct the exercises in the *Handbook* on pages 4 and 5 (Roles and Steps in the Conference).

## ▶ Roles in a Peer Resolution Conference

A Conference normally includes the following roles:

The *youth facilitator*, ensures that all participants have a chance to fully and fairly participate. The facilitator does not decide the outcome. S/he encourages the full participation of everyone.

The *youth co-facilitator*, if necessary, supports the work of the youth facilitator.

The *recorder* is a youth who keeps the records of the case. Often the facilitator or co-facilitator performs this task.

The *respondent* is the youth who committed the inappropriate behaviour.

The *respondent's supporter (parent/family member/elder/advocate)* talks about the respondent and makes suggestions about what the respondent needs, describes the impact of the crime or violation on the family, and makes suggestions of ways the respondent could repair the harm.

The *victim/harmed party* is the person or people who were affected/ harmed by the inappropriate behaviour.

The *victim/harmed party's supporter (parent/family member/elder/ advocate)* supports the victim during the conference and ensures that the impact of the behaviour on the victim is presented.

The *mentor* is a youth who, after the conference, helps the respondent to make sure s/he completes the suggested outcome(s).

The *adult facilitator* supervises the case before and after the conference and gives information to help the conference members if necessary, including feedback following the conference.

### **Potential additional participants in a conference:**

A *witness* may testify during the conference about what they saw or heard relating to the inappropriate behaviour.

*Other participants* may include social workers, probation officers, the school counsellor and/or home school co-ordinator, elder, translators, youth advocates, or outreach workers.

## ▶ The Peer Resolution Conference Process

1. **Referral:** The school/program administrator decides if the respondent should be referred to the Peer Resolution Conference program and the respondent agrees to participate.
2. **Pre-Conference meeting:** the youth facilitator and adult facilitator meet with the respondent, the victim/harmed party, and the school/program administrator.
3. **Peer Resolution Conference for Youth:** planned and led by the youth facilitator. Participants are seated in a circle, facing each other.

The Conference procedure is divided into three parts:

- (a) **The Impact of the Behaviour:** Each participant describes what happened from his/her point of view, and the impact that the misbehaviour had on them. The respondent is given a chance to explain, but also must listen to the impact his/her act had on all the others in the circle.
- (b) **Resolution of the Wrongdoing:** Each participant describes what the victim(s) need(s), and what the respondent can do to repair the harm s/he has caused and restore balance.
- (c) **The Outcome:** All the participants agree on the outcome(s) for the respondent as well as the guidelines for follow-up. Here it is recognised that the respondent may have problems/needs that the outcomes can help to address. The outcome(s) and guidelines are written out by the recorder or youth facilitator and signed by everyone. The group assigns a mentor for the respondent.

## ▶ **Scripted Conferences - Debriefing Questions**

1. How did the conference and suggested outcome make Kyle/Jason more aware of how he hurt the school, members of the community, and his mother?
2. How does the suggested outcome give Kyle/Jason a chance to repair the harm he caused?
3. What needs does Kyle/Jason have? How does the suggested outcome address those needs?
4. Do you think this is a fair outcome? Why/why not?

## LESSON 4: CONFERENCE RESPONSIBILITIES

### Learning Outcomes

By the end of this lesson participants will be able to understand their responsibilities as conference leaders and participants, including active listening and confidentiality.

### Time

60 minutes

### Key Concepts

Active listening, confidentiality, mentor, conflict

### Materials

- Overhead projector + overheads of the pages and forms below
- *Volunteer Handbook*
  - Qualities of Successful Mentors
- Overheads/Handouts 4A, 4B, 4C

### Activities

#### 1. Active Listening

##### *Practice Listening*

- Tell participants that the next activity will focus on communication and listening skills.
- Solicit two volunteers (A and B) to go out of the room. Tell them that they will be called in one by one to be told the facts of a certain peer resolution conference. They in turn will have to repeat those facts to another participant.
- Inform the rest of the class that one of them will be chosen to repeat the following facts to one of the two volunteers when they return.
- Read **Overhead/Handout 4A: Statement of Chris Dannon** to the class.
- Ask a volunteer to repeat this statement (from memory) to one of the two people waiting outside (A). Then bring in the second volunteer (B) from outside the room and have the first volunteer (A) tell the statement to the second volunteer (B).

- Finally, show **Overhead/Handout 4A** to all the participants except for the second volunteer (B), who then repeats the story to the entire class. Have participants underline the facts that are repeated and to write down what the listener left out/added or repeated wrongly.
- Ask volunteers, “What do you think was the purpose of this activity?”  
The main purpose of this activity for our workshop was to learn how to listen well. Participants must listen well to witnesses and to fellow participants during Peer Resolution Conferences.
- Ensure that everyone understands that good communication is a two-way street; many new teachers discover that “just because I said it doesn’t mean that the students got it!” Most listeners “hear” information on the basis of their experiences, mood, or state of mind at the time.

### ***How to Actively Listen***

- Ask participants to think of situations when they knew that someone was “actively” listening to what they were saying; how did they know that the person really was listening? List the answers on the overhead/board/flip chart.
- Ask participants to brainstorm about “What are some ways people block communication?” Make a list on the overhead/board/flip chart, including such things as blaming others, calling names, mumbling an answer, getting too close, turning their back, never looking at them, changing the subject, etc.
- Tell volunteers that there is a set of skills for listening known as “active listening.” Show and go over **Overhead/Handout 4B: Active Listening - Listening with Understanding**
- Emphasise to participants that during Peer Resolution Conferences, especially as facilitators, they must practice Active Listening.

## **2. Confidentiality**

### ***Charade Game***

Ask for two or three volunteers to act out a charade. Outside the room, tell the volunteers that they have to act out “confidentiality”. Give them some ideas if necessary and then have them perform the charade for all the participants.

### ***The Concept***

You must keep all information that you learn about a specific case ***confidential***, including the respondent’s name and all the facts of the case.

*Example:* You are with a group of friends and someone starts to talk about a student in your school who was a respondent in the Peer Resolution Conference you participated in the week before. You are tempted to tell them some of the reasons behind the troubles the respondent has. Should you say anything?

NO. You must not reveal anything you learned about the respondent, even if you have a good motive for doing so. To say *anything* would be a violation of confidentiality.

### **3. Conflict**

You cannot participate in a conference when you have *a conflict* that would not allow you to suggest a fair outcome for the respondent or the victim.

For example, if the respondent was in a fight *with you* in the past, and you were still mad about it, you could not suggest a fair outcome and you should not participate in such a conference.

### **4. The Mentor**

The Mentor plays a very important role in the Peer Resolution Conference. As we saw before, the Mentor is a youth who, after the conference, helps the respondent to make sure s/he completes the suggested outcome(s).

Emphasise the points on page 6 of the *Volunteer Handbook - Qualities of Successful Mentors*.

As a Mentor, you must do what you agree to do and in a professional way. If you agree to meet with the respondent or call him/her at a particular time, you must be there or must call or else you must arrange in advance to make a change. If you simply forget, you must contact the respondent immediately, apologise, and reschedule.

Also, behaving in an unprofessional way during the time that you are the respondent's mentor, for example asking him/her out on a date, would not be professional.

### **5. Advocate**

If your Peer Resolution Conference has an advocate, this person has certain responsibilities. An advocate must be thorough and professional in researching the impact on the person s/he is representing, in communicating that to the conference participants, and in supporting the person s/he is representing.

### **6. Volunteer Handbook**

Give participants 5 minutes to read the sections entitled "Conflict" and "Confidentiality" in the *Volunteer Handbook* and to write and sign their *Pledge of Confidentiality*.

## ▶ Statement of Chris Dannon

“My name is Chris Dannon. I’m 14 years old, a freshman at Lincoln High School. I live with my dad. (My mom left us when I was 3 years old.) I have a dog and two cats. My dog is my best friend, his name is Oscar. He sleeps on the bed with me at night, down by my feet.

The other day at in the school cafeteria, Jason was making fun of me again, saying something about the way I talk. He said that I talk like I have mashed potatoes in my mouth. I’ve never gotten along with Jason, and he’s never liked me. He lives right down the block from me and we’ve always attended the same school. Jason is a big guy. At least I’ve never been in his classes—in elementary school, I was pulled out to join the special education kids in the resource room all the time. I’ve always had to take medicine for my attention-deficit disorder.

When Jason started in on me this time, I couldn’t stand it. I had to fight back. I went after him and grabbed his blue, zippered, hooded coat—it was one of those school sports jackets—near his neck. Jerry, Tick, and Ethan, who were in the cafeteria too, were laughing at first, but when I didn’t let go of him, Jenny, and Sara ran down the hallway to get a teacher. Jason tried to punch me in the stomach, but I was moving around too much. Then, we were on the ground. He said, “I’m going to beat the pulp out of you this time!” He rolled on top of me, but I had enough power to scratch his face and get him off me. By that time, the teacher was there.

Later, the school administrator called my dad and asked to meet with us. We said we’d go to the Peer Resolution Conference. That’s why I’m here.”

## ▶ **Active Listening - Listening with Understanding**

The listener establishes a comfortable atmosphere by:

- not being in a hurry to stop listening.
- being sincere and relaxed when making comments.

The listener uses body language so that s/he is:

- looking at the speaker
- physically close, perhaps leaning toward the speaker, but not too close

The listener uses language to:

- repeat and clarify occasionally: “You said you went with John to the mall on Friday. Did you mean . . .?”
- ask about apparent conflicts: “But I thought you said that you and John didn’t get along?”
- make reassuring comments: “You’re a strong person—you can handle that.”
- make empathetic comments: “That must have been hard.”
- summarise what the other has said and asks for feedback: “What I thought you said was . . . , is that what you meant?”
- not switch the subject, but ask more in-depth questions when there is a pause in conversation.

The listener mentally pays attention to:

- the feelings that underlie the words.
- what the speaker is saying - is not thinking about what s/he will say next.

## LESSON 5: DECISION MAKING IN CONFERENCES

### Learning Outcomes

By the end of this lesson participants will be able to apply restorative justice principles to conference outcomes.

### Time

45 minutes

### Key Concepts

Conference outcome, restorative justice; accountability, competency development, community safety

### Materials

- **Overhead projector + overheads of the pages and forms below**
- ***Volunteer Handbook:***
  - *Restorative Justice Outcome Options*
  - *The Deliberation Process*
  - **Form H: Peer Resolution Conference Agreement**
  - **Form I: Supervision Record for Mentors**
- **Unscripted Conference Outcome Scenarios:**
  - Jessica Joyner (high school)
  - Justin Knox (elementary school)

### Preparation

- Research the types of community service placements and education classes that are available to your community for respondents.
- As an optional activity, invite representatives of community service agencies and education programs to present their programs to your participants – now, or at a later date.
- Read the scenarios for *Unscripted Conference Outcome Scenarios* in the *Volunteer Handbook*; Jessica Joyner (high school) and Justin Knox (elementary school) and make enough copies for the participants.
- Make enough copies of **Form H** and **Form I** so that each group will have one of each.

## ▶ Activities

### 1. Deciding on Outcomes

Emphasise to participants that the biggest challenge to youth Peer Resolution Conferences is to understand and apply restorative justice in suggested outcomes.

- Direct participants to **Restorative Justice Outcome Options** (*Volunteer Handbook*) and review this chart - have participants add any other creative options that they think could be useful.

Note that the list is generic. For example, community service is listed, but not specific placements. When you review this list with participants, ensure that you agree on the exact types of community service placements and education classes that are available in your community.

Optional: Have representatives of the community service agencies and education programs present their programs to your participants. In this way, participants will really understand what they are suggesting as outcomes for respondents.

- Direct participants to **The Deliberation Process** (*Volunteer Handbook*) and review the steps.
- Divide participants into groups of up to seven (you may want to make elementary and high school groups). Depending on the group, direct them to use one or the other of the **Unscripted Conference Outcome Scenarios** found in the *Volunteer Handbook* (one is an elementary scenario and the other high school). Assign roles as listed in the scenarios.

Explain that each group should follow the step-by-step Deliberation Process and come up with outcomes based on the Restorative Justice Outcome Options and/or other creative suggestions.

When they have decided the outcome(s), they should fill out **Forms H and I** (*Peer Resolution Conference Agreement* and *Supervision Record for Mentors*) - give each group a copy of each. Give the groups up to 20 minutes to complete this activity.

There is no one correct answer to the possible outcomes that groups may come up with. What is important is that each answer provided addresses the three goals of restorative justice—accountability, competency development, and public safety—in a balanced way. Discuss how creative conference outcomes often directly answer the goals of restorative justice.

Other examples of creative conference outcomes:

- a student who was continually very late for school because she overslept through her alarm had to call her Mentor from a phone in her living room - this ensured that she was up and on time every school day
- a youth was required to research and structure a realistic budget based on the average salary of the job he wanted to have to help him plan for his future

Ask each group whether or not they could have come up with their outcome(s) without the statements of the respondent, victims, parent, and other witnesses. Emphasise how important this kind of information is to a truly restorative outcome.

You may want to raise the issue of economic class differences presented in the Justin Knox scenario and explore whether that was relevant.

## **2. Volunteer Handbook**

Give participants 5 minutes to complete and correct the exercise entitled *Options for Outcomes* on page 8.

## LESSON 6: MORE PRACTICE

### Learning Outcomes

By the end of this lesson participants will be able to use their skills to participate in a conference and to contact conference participants.

### Time

90 minutes or more

### Key Concepts

Script, checklist, conference outcome(s)

### Materials

- **Overhead projector + Overheads of the pages and forms below**
- *Volunteer Handbook:*
  - *Pre-Conference Checklist*
  - *Contacting the Respondent*
  - *Contacting the Victim/Harmed Party*
  - *Contacting Parents and Supporters*
- **Overhead/Handout 6A - *Styles of Parenting***
- ***Un-scripted Peer Resolution Conferences*** - Note that there are two un-scripted scenarios - one for elementary students and one for high school students.

### Preparation

- Decide if you would like to use one of the two un-scripted conference outlines in the *Volunteer Handbook* or if you want to develop your own un-scripted conference facts and roles for a mock conference.

## ▶ Activities

### 1. Contacting Participants for a Conference

Facilitators must speak with all participants before a conference. Building rapport with the participants increases the chances of a having a successful conference.

Distribute and review the *Pre-Conference Checklist (Volunteer Handbook)*.

#### *Contacting Respondents and Victims*

Distribute and review *Contacting the Respondent (Volunteer Handbook)*. Note the script and checklist that facilitators should use each time when contacting respondents.

Distribute and review *Contacting the Victim/Harmed Party (Volunteer Handbook)*. Note the script and checklist that facilitators should use each time when contacting the victim/harmed party.

#### *Contacting Parents and Supporters*

Distribute and review **Overview/Handout 6A: Styles of Parenting**. Ask participants to suggest ways in which different parenting styles may affect the willingness of parents to be part of the Peer Resolution Conference process.

When making contact with parents and supporters – usually by phone – it is important to find out what they already know, i.e. How much has the respondent/victim already told them? Sometimes supporters know little or nothing about the incident, so facilitators may need to tell them more about what happened.

Parents and supporters may simply see themselves as providing support to the respondent or victim. Often, however, they have been directly affected by the incident. They may need to express their feelings. Supporters/parents of respondents may feel angry and ashamed about what the respondent did. Give supporters respect and attention; listen and allow them to discuss their thoughts and feelings.

Distribute and review *Contacting Parents and Supporters (Volunteer Handbook)*. Note the script and checklist that facilitators should use each time when contacting supporters and parents.

### ***Role-Play***

In groups of three, using the scripts and points in ***Contacting the Respondent, Victim and Parents*** have participants role play each of the following four scenarios (5 minutes each - changing roles each time):

1. The facilitator making the call + respondent + observer
2. The facilitator making the call + a supporter/parent of the respondent who is very embarrassed + observer
3. The facilitator making the call + a victim + observer
4. The facilitator making the call + a supporter/parent of the victim who is very angry + observer

Observers should give feedback to the facilitator at the end of each scenario.

## **2. Perform Un-scripted Peer Resolution Conferences**

- **Option 1: Use one of the two un-scripted conference facts and roles you have selected from the *Volunteer Handbook*.**

Review the steps and the seating plan for a conference (lesson 3).

Assign roles and have participants perform a mock conference from beginning to end.

- **Option 2: Develop your own un-scripted conference facts and roles.**

Begin by brainstorming incidents that could result in a conference. List these ideas and choose one. Then brainstorm the roles that would be involved and decide on the details of each participant's role.

Review the steps and the seating plan for a conference (lesson 3). Assign roles and have participants perform a mock conference from beginning to end.

### ***Debriefing***

Afterwards, ask the following questions:

1. How did the conference make the respondent more aware of how s/he hurt the victim, his/her parents, and the community?

2. How does the conference outcome give the respondent a chance to repair the harm s/he caused?
3. What needs does the respondent have? What needs do the victims have? What needs does the respondents parents/family have? How does the conference outcome address those needs?
4. How does the school/community participate in the outcome?
5. Do you think this is a fair outcome? (Answers may vary).


There is no one correct answer to the possible outcomes that students may have come up with. What is important is that the outcomes address the three goals of restorative justice — accountability, competency development, and public safety — in a balanced way.

Peer Resolution Conferences are based on the theory that youth are able to solve many of their own problems if they are given the skills to do so. One of the biggest challenges in Peer Resolution Conferences is to assist respondents to become aware of the impact their actions have had on others and to give them opportunities to repair the harm.


# Styles of Parenting

### THE COMMANDER IN CHIEF

- CONSTANTLY COMMANDING, DEMANDING.
- POWER NOT INSTRUCTION.
- DEMANDING NOT ASSISTING.



### CHILD CARRIER



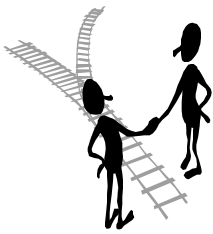
- CONSTANT HOVERING. ALWAYS LOOKING OUT FOR THE CHILD'S EVERY MOVE. RESCUES AT EVERY STEP. EMOTIONALLY CRIPPLING.
- NURTURE BECOMES STRICTURE.

### GRIZZLY BEAR



- SPORADIC OUTBURSTS OF ANGER AND COMMANDS.
- EXPECTATION THAT THE CHILD WILL LEARN FROM INFREQUENT "OUT OF HIBERNATION" ROARS.

### COMPLEMENTARY PARENT



- COUNSELS WITH THE CHILD. LISTENS. ASKS QUESTIONS. OFFERS HELP. EXPECTATIONS EXIST. HELP IS OFFERED FOR A DIRECTIONAL COMPASS.

### SELF or UN-INVOLVED

KIDS IN THE WAY. THE SCHOOL NEEDS TO TEACH THEM. THE COPS WILL TAKE CARE OF IT AND TEACH THEM A LESSON. THEY WILL JUST LEARN FROM THEIR MISTAKES.



## LESSON 7: EVALUATION AND CONCLUSIONS

### Learning Outcomes

By the end of this lesson, participants will be able to prove what they have learned about Peer Resolution Conferences.

### Time

20 minutes

### Materials

- **Post-Training Questionnaire**
- **Certificates of Participation**
- *Volunteer Handbook*

### Preparation

- Photocopy a **Post-Training Questionnaire** for each participant.
- Prepare a **Certificate of Participation** for each participant who has completed the training.

### Activities

#### 1. Evaluation

Distribute the **Post-Training Questionnaire** to all participants. Give participants 5 minutes to complete the questionnaire and then review the answers.

#### 2. Certificate of Participation

Provide a **Certificate of Participation** to each participant. See sample.

#### 3. Volunteer Handbook

Emphasise that participants should keep the *Volunteer Handbook* and use it as a reference for their work in future conferences.

## ► Post-Training Questionnaire

1. Why is there an outcome for the respondent in Peer Resolution Conferences?
  - a. To punish the respondent
  - b. To provide the respondent with services
  - c. To hold the respondent accountable
  - d. To be tough on crime
2. Which inappropriate behaviour has no victim?
  - a. Tagging a wall at school
  - b. Stealing CDs from a car
  - c. Assault
  - d. All of the above have victims.
3. Which information would not be relevant to deciding the outcome for a respondent?
  - a. The respondent has moved a lot from town to town.
  - b. The respondent lives in a fancy house.
  - c. The respondent has trouble making friends.
  - d. The respondent was pressured strongly to participate in the inappropriate behaviour by his older brother.
4. Which is not a good active listening technique?
  - a. The listener sometimes restates what the other person says.
  - b. The listener changes the subject when there is a pause.
  - c. The listener looks for feelings that underlie the words.
  - d. The listener looks at the speaker.
5. If you forgot to appear for a Peer Resolution Conference that you were assigned to, what should you do?
  - a. Wait until the next Peer Resolution Conference and go to that one.
  - b. Tell the conference Coordinator that you called, but the phone was busy.
  - c. Call the Coordinator and apologise for your mistake.
  - d. Say it was a mistake on the schedule.
6. All participants in a Peer Resolution Conference must swear an oath of confidentiality to not reveal any information that they learn as part of conference. True False
7. Respondents who come from the “bad” school in town should get additional hours of community service to help them bond with the “good” part of the community. True False.
8. The three goals of restorative justice are:
  - (1) \_\_\_\_\_,
  - (2) \_\_\_\_\_,
  - (3) \_\_\_\_\_.
9. Name three issues that Peer Resolution Conferences can deal with.
  - (1) \_\_\_\_\_,
  - (2) \_\_\_\_\_,
  - (3) \_\_\_\_\_.

## ► **Answers to Post-Training Questionnaire**

1. c. To hold them accountable
2. d. All of the above have victims.
3. b. The respondent lives in a fancy house.
4. b. The listener changes the subject when there is a pause.
5. c. Call the conference Coordinator and apologise for your mistake.
6. True
7. False, it is imperative that students act fairly, which means that they judge the respondent based on his or her own behavior and circumstances and not stereotyping.
8. The three elements of restorative justice are
  - (1) accountability (of the respondent),
  - (2) competency development (of the respondent), and
  - (3) community safety.
9. Refer to the Conference Jurisdiction list in the *Volunteer Handbook*, including modifications you may have made for your own school/district.

CERTIFICATE OF PARTICIPATION  
TO

\_\_\_\_\_

FOR ATTENDING THE

**Volunteer Training  
Peer Resolution Conferences  
for Youth**



PRESENTED BY

THE LAW COURTS EDUCATION SOCIETY OF BRITISH COLUMBIA

DATE \_\_\_\_\_ FACILITATOR \_\_\_\_\_