



**Tariq
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FOUNDATION

Teaching Youth Restorative Thinking

Justice Service Leadership
Circles **PEACE** *Compassion Advocacy*
Collaborative **RESTORATIVE** *Hope*
Accountability **PRACTICES** *Resources*
Change **FORGIVENESS** *Healing*
Support
Educational Relationships Community

Restorative Approach

- Justice-oriented approach to addressing misconduct and inappropriate behaviors that focuses on repairing harm, teaching responsibility, and supporting both victims and offenders
- It is a method that moves away from only utilizing punitive measures to address difficult youth behaviors. Promotes a healing process to learn and grow from mistakes and harmful situations.
- Peaceful approach to problem solving, reconciliation, conflict management, and relationship building that ensures safety and dignity for everyone



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**“Peace is a journey of a thousand miles
And it must be taken one step at a time.”**

Lyndon B. Johnson

Restorative Approach

RESTORATIVE

To Heal, Fix, or Repair

Supports youth development in learning peacemaking and leaderships skills that promote **Kindness, Unity, and Hope**

TKF KEY CONCEPTS

- Understanding behaviors
- Being mindful and critical thinking
- Recognizing impacts and consequences
- Making amends
- Positive self-esteem
- Resources
- Safety
- Forgiveness
- Peacemaking
- Citizenship



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Restorative Approach

INFORMAL

Affective Statements

Affective Statement – Statements or comments about how someone is impacted by one’s behavior/actions

Affective Questions

Affective Questions - Questions that ask wrongdoer to think about how their actions affected others

Restorative Dialogue

Restorative Dialogue – Conversation to clarify responsibility and perspectives regarding an incident

Community Circles

Community Circle – Structured group dialogue to share information, discuss an issue or incident, and to offer solutions for what happened

Restorative Conferences

Restorative Conference – Structured face-to-face dialogue with responsible and impacted parties to discuss specific incident and harm to find ways to possibly make things right

FORMAL



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Restorative Practices

Restorative Approach

**Utilizes Dialogues and Processing
Circles to Address Behaviors**

**The goals of Restorative Practices are
Accountability, Safety, and
Competency**

Restorative Practice Questions

- What happened?
- What were the thoughts and feelings at the time of the incident?
- Who was affected by what happened?
- What were the impacts of what happened?
- What needs to happen to make things right?



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“PEACE!

**It does not mean to be in a place where
there is no noise, trouble, or hard work.
It means to be in the midst of those things
and still be calm in your heart.”**

Unknown

Restorative Approach

Why Incorporate Restorative Concepts

- Youth-focused reflective process
- Creates teaching opportunities to build social-emotional capacity
- Can be inclusive of victims and others harmed
- Everyone involved can be a voice in the decision-making process to make things right
- Promotes the development of healthy relationships
- Empowers change

Each Day in America...

- 6 children or teens commit suicide (2,190)
- 7 children or teens are killed by guns (2,555)
- 167 children are arrested for violent crimes (60,955)
- 1,500 young people are treated in emergency rooms for injuries sustained from violence (547,500)
- 1,836 children are confirmed as abused or neglected (670,140)



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TKF Restorative Curriculum

The TKF curriculum is a ten-session educational series facilitated in 45-minute sessions . The curriculum is built on tested instructional materials intended to meet instructional educational standards for character building, social competency, healthy decision making, and personal safety. Our curriculum helps students develop social skills, sound reasoning abilities, and advocate for collaborative behaviors. The instruction integrates multiple learning formats to keep students interested and engaged. TKF’s course emphasizes active student discussions and encourages sharing personal views, opinions and experiences on the various topics.

Curriculum Goals

- Focus in social-emotional development to assist students with mindful decision-making and regulating emotions
- Teaches the principles of restorative practices
- Students learn and practice skills to address harm and violence, enhance self-esteem, and build positive relationships with peers and adults
- Encourages students to become engaged and informed peacemakers and promotes good citizenship



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**“Peace cannot be kept by force;
it can only be achieved by understanding.”
Albert Einstein**

TKF Restorative Curriculum

Session	Session Titles	Session Topics
1	Understanding Violence and Harm	<ul style="list-style-type: none"> • Introductions • Restorative definition • Be a Peacemaker • Defining harm, conflict and violence
2	Our Actions Connect to Thoughts, Needs and Feelings	<ul style="list-style-type: none"> • Understanding our needs and feelings • Be a mindful, thinking person • Finding calm
3	Impacts and Consequences	<ul style="list-style-type: none"> • Impacts and consequences • The ripple effect • Curriculum story
4	Making Amends And Taking Responsibility	<ul style="list-style-type: none"> • Integrity • Making things right and amends • Apologizing
5	Transformative Decision-Making	<ul style="list-style-type: none"> • Anger management • Restorative peacemaking exercise • A restorative decision-making process
6	Safety, Resiliency, and Resources	<ul style="list-style-type: none"> • Safety • Be resilient • Building supportive and resourceful relationships
7	Positive Relationships with Self and Others	<ul style="list-style-type: none"> • Empathy and compassion • Practicing a positive self • Our positive qualities
8	Forgiveness and Healing	<ul style="list-style-type: none"> • Understanding forgiveness • Practicing forgiveness • Moving beyond our obstacles
9	Restorative Peacemakers	<ul style="list-style-type: none"> • Be a peacemaker • Restorative practice community circle activity
10	Civic Engagement and Youth Leadership	<ul style="list-style-type: none"> • Civic engagement • Youth leadership • Student acknowledgement



Youth Exercise 1

Feelings express our needs, wants, and thoughts

- There is no right or wrong way to feel about what happens to you
- Feelings help us understand the effects of our actions
- Words that describe what we are experiencing

POSITIVE FEELINGS				
Likely to be present when our needs and wants <u>ARE</u> being satisfied				
LOVING	Affectionate	Compassionate	Friendly	Grateful
	Respected	Secure	Sensitive	Trusting
HAPPY	Cheerful	Confident	Encouraged	Excited
	Grateful	Inspired	Joyful	Satisfied
PLAYFUL	Alive	Energetic	Excited	Funny
	Lively	Mischievous	Refreshed	Silly
PEACEFUL	Calm	Connected	Content	Engaged
	Quiet	Relaxed	Satisfied	Thankful
When _____ I Feel _____ <div style="display: flex; justify-content: space-around;"> Action Positive Feeling </div>				
NEGATIVE FEELINGS				
Likely to be present when our needs and wants <u>ARE NOT</u> being satisfied				
ANGRY	Agitated	Annoyed	Disrespected	Furious
	Hostile	Irritated	Mad	Upset
SCARED	Afraid	Alarmed	Frightened	Helpless
	Horrified	Nervous	Panicky	Worried
SAD	Depressed	Distant	Disappointed	Gloomy
	Heartbroken	Lonely	Unhappy	Wounded
CONFUSED	Disturbed	Embarrassed	Frustrated	Hesitant
	Insecure	Torn	Uncomfortable	Withdrawn
STRESSED	Anxious	Confused	Drained	Hassled
	Overwhelmed	Tense	Tired	Worried
When _____ I Feel _____ <div style="display: flex; justify-content: space-around;"> Action Negative Feeling </div>				

Youth Exercise 2

THE RIPPLE EFFECT

A way to look at the results from our behaviors is to think about what happens when we throw a stone into water; it makes ripples in the water. Let the youth know that whenever we take an action other areas of our lives and beyond can be affected. To illustrate what this looks like have the youth identify a recent action that created impacts for them. State the situation in the center of the page. Draw another ripple for each impact they can identify. Encourage them to think beyond the current consequences or impacts they may be experiencing from this situation.

Areas of Possible Ripples

Self
Family
Friends
School
Community
Money
Your Reputation
Future Opportunities



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Youth Exercise 3

SOCIALLY RESPONSIBLE LEADERS

- Use their strengths and character to promote peace and nonviolence
- Lead through cooperation
- Open to and learn from those who are different
- Able to manage conflict peacefully
- Service their community
- Facilitator for common goals and the good of others

A quality I can work on to enhance my leadership skills is:

I can make a difference in my community by:





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