

Facilitating Restorative Group Conferences

The logo for Restorative Group Conferences (RGC) features the letters 'RGC' in a large, bold, black, sans-serif font. The letters are slightly shadowed, giving them a three-dimensional appearance as if they are floating above a surface.

Trainer's Guide Lesson 6: Next Steps

Minnesota Department of Corrections
with technical assistance from the
National Institute of Corrections

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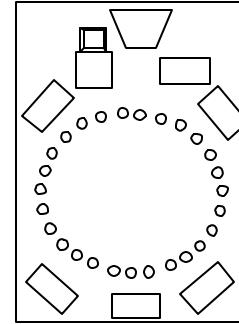
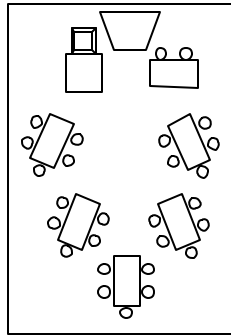
TABLE OF CONTENTS

TRAINER PREPARATION	2
TRAINER PRESENTATION	5
LESSON OBJECTIVES	5
NEXT STEPS?	5
TALKING CIRCLES FOR REFLECTION AND PLANNING.....	6
TRANSITION.....	6
TRANSITION.....	7
RGC TRAINING COMMITMENTS	7
COURSE EVALUATION.....	7
CLOSING CIRCLE.....	8

TRAINER PREPARATION

ROOM SETUP

You may want to do the first part of this lesson in tables around chairs. The closing and distribution of certificates is often done in a circle.



EQUIPMENT NEEDED

- Overhead projector and screen or LCD projection unit with a computer and screen

- Easel pad with markers

MATERIALS NEEDED

- Trainer's Guide
- Participant's Guides
- Program-specific manual, workbook, or packet of sample materials for conferencing facilitators
- Overhead transparencies or computer slide show
- FRGC Training Commitments form (or blank paper)
- Course evaluation forms (see Participant Guide for optional form)
- Apprenticeship information for your program
- Facilitator contract and other forms used by your program
- Other next steps information for your program – procedures, additional or continuing training, observation/apprenticeship schedule, etc.
- Training certificates if they are to be used

**TIME
ALLOCATION**

Approximately 1.75 hours or 105 minutes

**TENTATIVE
SCHEDULE**Day Three

12:00-1:15	Working Lunch: Begin Lesson Six – Next steps, Talking circles for reflection and planning
1:15-2:30	Practice Conference 5 (the “Grand Conference”) Pre-Meetings
2:30-2:45	Break
2:45-4:00	Practice Conference 5 (the “Grand Conference”)
4:00-4:05	Stretch Break
4:05-4:30	Debrief Practice Conference 5
4:30-5:00	Continue Lesson Six – Training Commitments, Course Evaluation, Closing Circle (with certificates, if used)

METHODS

- Lecture
- Small group activity
- Individual activity
- Talking circles

**PERFORMANCE
OBJECTIVES**

At the end of this lesson, participants will be able to:

- Understand the timetable for apprenticeship and facilitation.
- Use talking circle process for reflection and planning.
- Describe what is expected of them next in the

process and identify specific steps they will take to use this training.

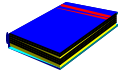
- Know where to go for additional information if needed.

TRAINER PRESENTATION

LESSON OBJECTIVES



OV 6.2: Objectives



PG 6.2: Objectives

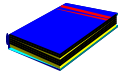
Refer participants to their Participant's Guide and use the overhead transparency to **introduce** the lesson objectives.

- Understand the timetable for apprenticeship and facilitation.
- Use talking circle process for reflection and planning.
- Describe what is expected of you next in the process and identify specific steps you will take to use this training.
- Know where to go for additional information if needed.

NEXT STEPS?



OV 6.3: Next steps?



Program specific handouts

PG 6.3: Notes on next steps

Note: This information and the Talking Circles are often done as a working lunch on Day Three of the Training before the "Grand Conference".

Distribute any program specific information that relates to the list below and review with participants.

If there isn't already a local program, **facilitate** a discussion of how the listed items could be developed.

- Apprenticeship – how? When?
- Continuing education
- Forms - agreement and other forms (refer them to samples in Participant Guide Appendix, if needed)
- Program procedures (for instance for getting cases to facilitators, facilitators reporting results, and reimbursement of costs)
- Process and program evaluation (for

instance, participant surveys and outcome based evaluation efforts)

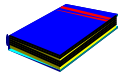
- Who to go to for more help or information
- Other ~?

TALKING CIRCLES FOR REFLECTION AND PLANNING



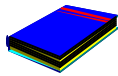
OV 6.4: Talking piece

OV 6.5: Guidelines for circle discussion



PG: 6.4: Talking circles

OV 6.6: Working lunch: talking circles



PG: 6.4: In the circle

Divide participants into small circle groups by program or geography to do talking circles. Note: This is often done as a working lunch on Day Three.

Explain that the purpose of doing the talking circles is both to let them experience talking circles and to give them an opportunity for reflection and planning.

Explain the benefits of using a talking piece, and how to do circle discussion.

Ask them to use the allocated time to let each person in their circle comment at least once on each topic:

- First round: What have you personally learned from the training?
- Second round: **Ideally**, how could you start using or further use restorative conferencing?
- Third round: What are one or two potential barriers to doing that, and what are some possible solutions or strategies for those barriers?

Inform them that they will be asked to write down their personal Training Commitments at the end of the day.

Trainers will act as circle keepers (facilitators) if necessary, or as quiet resource people in the circles.

Continue Lesson Five, starting with “the Grand Conference” pre-meetings.

TRANSITION FROM LESSON FIVE

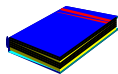
TRANSITION BACK TO LESSON FIVE

After debriefing the “Grand Conference”, **continue** Lesson Six.

RGC TRAINING COMMITMENTS



OV 6.7: RGC training commitments



PG 6.5: Training commitments form

Display the Training Commitment questions and ask the participants to think of making a commitment for themselves.

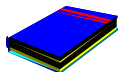
Encourage them to be realistic, and tell them all parts are optional.

1. What can you do with this knowledge, skills or insight?
2. What 3 steps could you take toward that?

COURSE EVALUATION



OV 6.8: Optional course evaluation



PG 6.6: Evaluation form

Determine how you want to gather course evaluation data.

Utilize your program's standard training evaluation form, use the evaluation form in the Participant Guide, or else consider putting participants in small groups and asking groups to discuss and record the Course Evaluation questions:

What worked best for them over these three days?

What could have been done differently to better meet their needs?

What further training do they still feel they need?

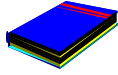
What else might they like to tell you about this training?

CLOSING CIRCLE

Ask participants to sit or stand in a circle for closing the training. **Optional:** open the circle with a reading or other comments from trainers.

OV 6.9: Closing circle

If using certificates, **distribute** certificates.



Certificates, if they are to be used

Pass a talking object; ask each person to give a one word to describe the training experience for them.

Close with summary comments from the trainers and (optional) a reading.