

# MIRROR MIRROR

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## OBJECTIVE

Students learn about the importance of reflective statements and will practice making reflective statements in a low-stress, fun environment.

## MATERIALS

A soft ball or other item that can be safely and easily tossed around a circle.

## INSTRUCTIONS

Start by offering a review of reflective statements by asking students, “What is a reflective statement?” (Answer: A statement reflecting the content, emotion, and/or meaning of what the speaker shared.) Talk about how once you have asked an open-ended question and heard the response, a reflective statement is a great way to show you are listening, make the speaker feel heard, and give them a chance to clarify if there is a misunderstanding. You may ask for examples from the group, or provide examples of reflective statements. For example:

Speaker says: “Ever since then, things with my mom really aren’t good. Like, she doesn’t trust me to hang out with my friends or do anything, so we fight a lot.”

Reflective Statement: “It sounds like the damaged trust with your mom is really impacting your relationship with her.”

Ask students to reflect on why they think it would be helpful to use a reflective statement. They may mention that reflective statements show you are listening, show you care about the experience or emotion and are not judging it, build trust and relationship, and give you the chance to check your understanding.

After the review, instruct students to stand in one large circle. You will start holding the ball and will ask an opening question. For example, “What is the last movie you saw and how did it make you feel?” Toss the ball to someone else (Person A) in the circle. Person A answers the question and then tosses it to another person (Person B) in the circle who makes a reflective statement based on what they just heard. Person B then answers the original question and throws the ball to another person (Person C) who makes a reflective statement about

Person B's answer, then answers the question themselves, and throws the ball to the next person. The game continues on until every person in the circle has made a reflective statement and answered the question.

*Note:* Sometimes the reflection will not accurately capture the meaning of the original speaker's statement. Explain to learners how an inaccurate reflection can be used as an opportunity for greater clarification. During the game, ask learners to speak up in the moment if/when this happens. For example, if Person B's reflection doesn't resonate with Person A, Person A can ask for the ball back to clarify, then Person B can make a second attempt at reflecting what they heard.

**Example:**

Facilitator: "What is the last movie you saw, and how did it make you feel and why?" (Tosses the ball to Person A.)

Person A: "I saw Remember the Titans, and it made me feel inspired, because I remembered some of the adults who influenced me when I was younger." (Tosses the ball to Person B.)

Person B: "It sounds like watching that movie was powerful because it reminded you of important people from your past. I saw Titanic, and it made me feel frustrated. Why didn't Rose share that floating door with Jack?" (Tosses the ball to Person C.)

Person C: "It sounds like it was more irritating than tragic for you because Jack's death seemed avoidable. I saw The Sixth Sense for the first time and was kind of disappointed that someone had ruined the ending for me." (Tosses the ball to Person D. Games continues on.)

## DEBRIEF

How was it coming up with reflective statements on the spot? When your answer was reflected by someone, how did it feel? Why are reflective statements an important part of the restorative justice process?

## LESSON

Reflective statements help us to feel connected and heard while also giving us a chance to check our understanding of someone else's statement. Sometimes a reflective statement can be even more effective than another question in encouraging someone to open up!