

# REPAIR BALDERDASH

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## OBJECTIVE

Participants will practice forming SMART (Specific, Measurable, Achievable, Related to repairing the harm, Timely), creative agreement ideas with a team.

## MATERIALS

You will need notepads, pens, index cards, markers, a whiteboard, a mock restorative justice case and list of the responsible person's strengths and interests. *Optional:* List these strengths and interests on a poster that is visible to all participants.

## INSTRUCTIONS

Divide participants into teams of four. Give the teams one minute to come up with their team names and write the names on the whiteboard for tallying points. Ask each team to designate a team leader. Read out loud the mock restorative justice case scenario and responsible person's strengths. Each group will then start working on writing three ideas for agreement items for a reparative contract. Two ideas should be "good," and one should be "fake." A good contract item is SMART (Specific, Measurable, Achievable, Related to repairing the harms, and Timely). The fake item should be written to deliberately not meet at least one of these criteria.

When all teams have their three agreement items ready, the facilitator starts with one team and asks the leader to present their three ideas out loud. The ideas should be numbered 1, 2, 3, and be read in sequence. Each of the other teams works together and writes on an index card which number (1, 2, or 3) they think is fake. The facilitator then prompts all groups to hold up their index cards at the same time. The presenting group reveals the correct answer for which idea was fake. For each wrong guess, the presenting team earns one point. For each right guess, the guessing team earns two points. Points should be tallied on a whiteboard under the team's name. The facilitator must guide conversation if more clarification is needed about what made certain ideas good and others fake. Play continues until all the teams have read their contract items.

A rule can be added that every good idea must involve the responsible person's strengths, in addition to being SMART. You could also add a rule that a certain type of agreement item (i.e. community service) is not permitted. Add or adjust rules according to the requirements of your own program and context.

*Note:* This game requires the facilitator to be a judge as well! Sometimes the presenting team will not be correct in their assessment of their own good and fake ideas. This game can become exciting and even contentious. Be prepared to make final decisions and move the game along to keep learners focused on the objective, while modeling a tone of humor and good spirits.

## **DEBRIEF**

What did you find easy about this activity? What was most challenging? What did you observe in yourself as you practiced creating agreement ideas? What helped you work together as a team?

## **LESSON**

There is a lot to think about when trying to come up with meaningful agreement items that are SMART and strengths-based. When you approach this task with clarity about how to meet the criteria, you can develop your own strategies for brainstorming creative, feasible agreement ideas on your own and with others.