SOCIAL DISCIPLINE SHUFFLE

OBJECTIVE

Students will internalize the restorative approach to conflict, behavior issues, and harm. They will understand and be able to contrast the restorative approach with other approaches.

MATERIALS

Masking tape and paper to create a large Social Discipline Window on the ground in a space where students can gather around. Identical pieces of paper with "not" "to" "for" and "with" written on them. Conflict scenarios that are relevant to your group and their context (i.e., If you are working with school staff, use school-based scenarios that will feel relatable to their work and daily interactions). Note: You need four or more students to play this game.

INSTRUCTIONS

Begin by offering a basic introduction to the Social Discipline Window. The Social Discipline Window describes four basic approaches to maintaining social norms and behavioral boundaries. The four approaches are represented as different combinations of high or low control and high or low support. When there is high control (or high expectations of behavior), but low support, this is a punitive or "to" approach. When there is high support, but low control (or low expectations of behavior), this is a permissive or "for" approach. When there is both low support and low control, this is a neglectful or "not" approach. The restorative domain combines both high control (or high expectations of behavior) and high support and is characterized by doing things "with" people, rather than "to" them or "for" them. As you're explaining this conceptual tool, it is helpful

to use a simple and relatable scenario from your life so that you can give a quick example of each approach. For example, the authors often use the example of someone we live with not doing the dishes, and describe briefly what neglectful, permissive, punitive, and restorative approaches to that scenario would look like as they describe the model.
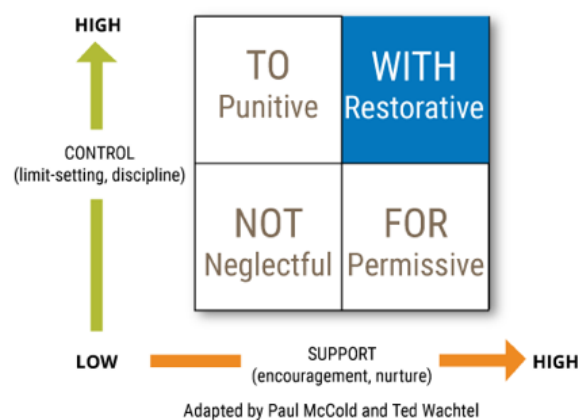
Next, divide the group into four teams. Randomly and discretely (so that no one knows what each team has) give each team a piece of paper with the name of one of the quadrants on it ("not," "to," "for," or "with"). After each team has quietly seen which quadrant they have, read a conflict scenario to the entire group. Each team has one minute to work together to formulate a response to the conflict that matches their quadrant (i.e., the "for" team has to come up with a permissive response to the scenario).

When time is up, each team takes a turn to either act out or describe their response to the scenario. Ask the other teams to identify which quadrant the presented response fits in. Ask a representative from the presenting team to stand in that quadrant. Continue until each team has had a chance to share their response. After all four representatives are in their quadrants, discuss each response.

What is the impact of each response? What is problematic about the "to" response? The "for" response? The "not" response? What is effective about the "with" response? How could it be made even more restorative?

Repeat the process with one or two additional scenarios, assigning the "to," "for," "not," and "with" papers to different teams (discretely) before each round so that each team has a chance to practice and internalize multiple approaches and what makes them different.

DEBRIEF

What are the benefits of the "with" approach? As you go about your life, how can you remember to approach issues restoratively? Reflecting on the different areas of your life (work, family, friends, etc.), what is your default response to harm and conflict? How can you use this tool as a mental map to strive to respond more restoratively in each of those contexts? When have you experienced each of these approaches in your life, and what was it like?

LESSON

You can choose to use restorative approaches in all areas of your life. What differentiates a restorative approach from other approaches is that you take time to support another person, while also holding high expectations of their behavior. Accountability and understanding are equally important. It takes practice to achieve this balance and is an ongoing area of development for all of us.

ILLUSTRATIONS
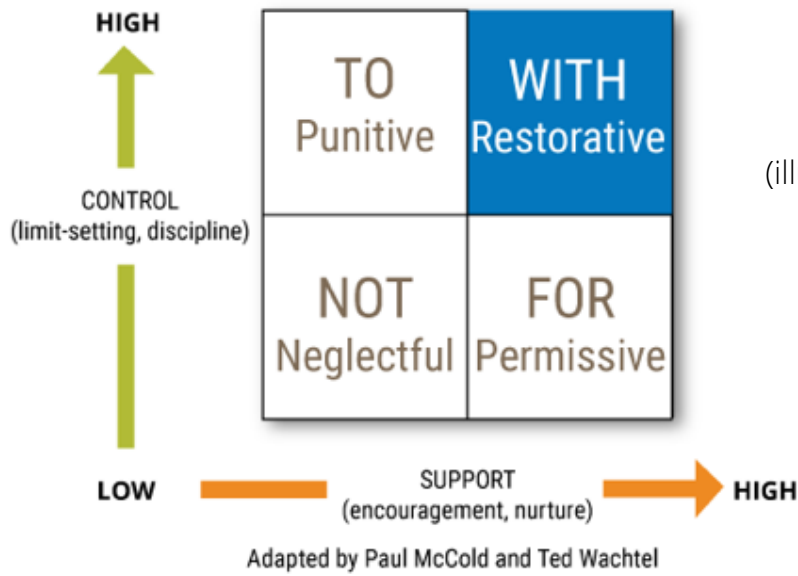
"Defining Restorative" (illustration: Social Discipline Window), International Institute for Restorative Practices, 2016.

Adapted by Paul McCold and Ted Wachtel
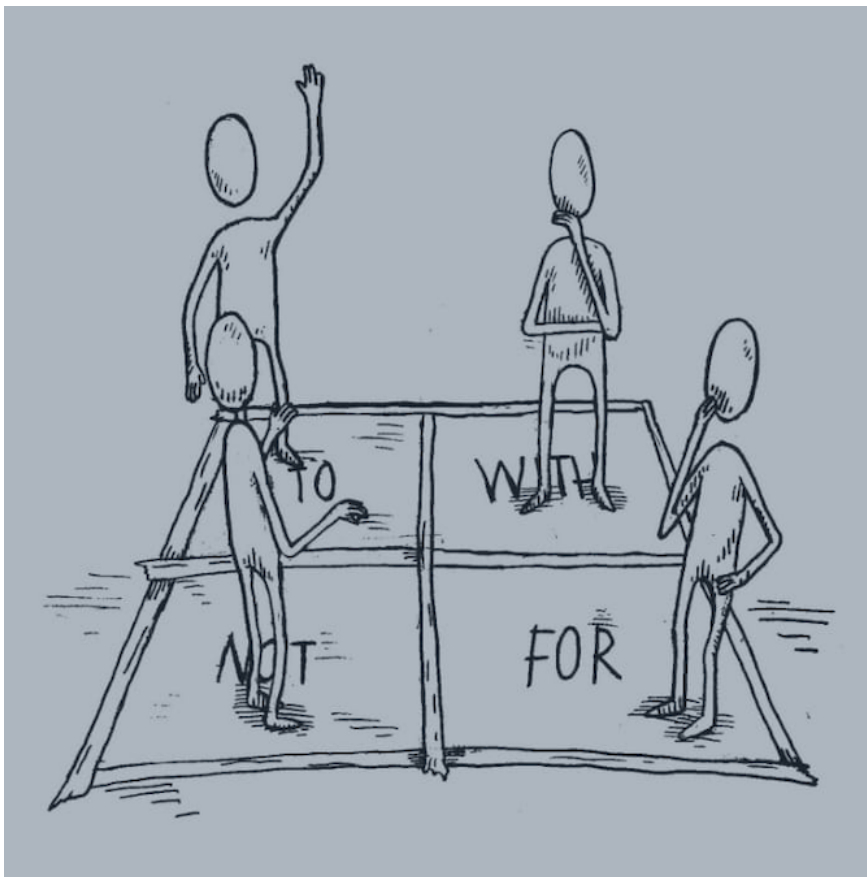
TO
Punitive

WITH
Restorative

NOT
Neglectful

FOR
Permissive

Expectation of Behavior

Support

High

Low

High

Low

TO

WITH

NOT

FOR