

## Teaching Restorative Practices through Games

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### Game Descriptions

#### See Ya!

**Objective:** To build relationships and help people get to know each other. Start the day with laughter! It is important to ease the tension before getting into serious work and conversations.

**Materials:** Discovery Item Questions

**Instructions:** Divide into groups with roughly 4 people per group. Facilitator gives the groups a discovery item question to learn about each member of the group.

Once each member of the group has shared his/her answer, the group votes on the winner for that category (Ex. Person with the most siblings, coolest socks, weirdest job, etc.). The group then says "See ya!" to the winner and the winner moves on to a different group. Once the people moving on have joined their new groups, the process begins again with a new question for a total of five rounds (number of rounds can vary according to time allowance and group size). Questions should be put in an order that encourages deeper sharing each round.

Examples of the discovery item questions:

- Who has the best middle name?
- Who has the most siblings?
- Who has eaten the strangest food?
- Who has traveled on the coolest form of transportation?
- Who has the most interesting hobby?
- Who has the most embarrassing story?
- Who has gotten in the most trouble at school?
- Whose current career is most similar to their childhood dream?
- Who has had the best 1 minute of fame?

**Debrief:** What is one new interesting thing you learned about someone? What did you learn through this activity that relates to your role in restorative processes?

#### Curiosity Did Not Harm the Cat

**Objective:** Teach how to ask good questions (open-ended, affective) and practice active listening. Can be implemented at different skill levels.

**Materials:** Rules for different rounds.

**Instructions:** Sit in a circle. The first person asks a question to the person next to them. That person responds and then asks a question to the following person. The question must be related to the question they were just asked.

Ex: What kind of music do you like?  
Jazz. What's the last concert you went to?

You're out if you repeat a question from that round, or if you can't make a transition, or if you don't answer the question.

As the game advances, make more rules.

Rules for different rounds:

1. Must sound curious
2. Open-ended questions only
3. Affective questions
4. Reflective statement

**Debrief:** What was that like? What did you notice about asking different kinds of questions? What did you notice about the transition from answering the question, to asking the next one? How does this apply to your role as a restorative justice facilitator?

### Common Everyday Objects

**Objective:** This is a great game for teaching about brainstorming agreement items. It demonstrates the creative power of groups working together and thinking outside of the box. It also encourages detachment from final outcome and creates an environment where no one's idea is turned down.

**Materials:** Objects. Can be anything!

**Instructions:** Form groups. Each group has a different object. One person is the scribe and writes down every function the object can be used for, other than its intended purpose (ex: everything that can be done with a pen other than writing). Everyone in the group contributes to brainstorming as many ideas as possible. You can't repeat different versions of same idea (ex: you can't say: 1. A straw 2. To drink with). After a set amount of time (2-3 mins), each group takes turns reading their list. The trainer plays the part of "judge," and rules out any repetitions or anything too close to the intended use. The team with the most approved ideas wins.

**Debrief:** What did you notice about brainstorming in a group? How did ideas evolve? Did anyone hold back something they were thinking? Why? How does this relate to brainstorming agreement items in a restorative process?