

# Restorative Practices: Dialogue Circles

## Teacher Training – Building Relationships to Improve School Climate and Coexistence



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# Session Goals

1. To understand what restorative practices are
2. To experience a dialogue circle
3. To learn how to apply it in the classroom
4. To connect it with school climate and educational innovation



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# Dialogue Circles

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# PRACTICAMOS CÍRCULOS DE DIÁLOGO

1. Oranges and Lemons
2. (PAIRS) My name and a food I like.  
Those of you who have your phones...
3. Now let's focus on WhatsApp and other social media. One good thing they offer us is...
4. (PAIRS) Explain a situation in which you have made or seen someone make misuse of social media.
5. (WHOLE GROUP SHARING) One thing I have seen people do on social media that should not be done is...
6. One thing that I personally could do to improve my use of social media in this group and in other groups would be...
7. One thing I take away from this circle is...



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**WHY DID I CHANGE  
THE PARTICIPANTS'  
SEATS?**

**WHY ARE YOU  
INTRODUCING  
YOURSELVES TO  
EACH OTHER?**

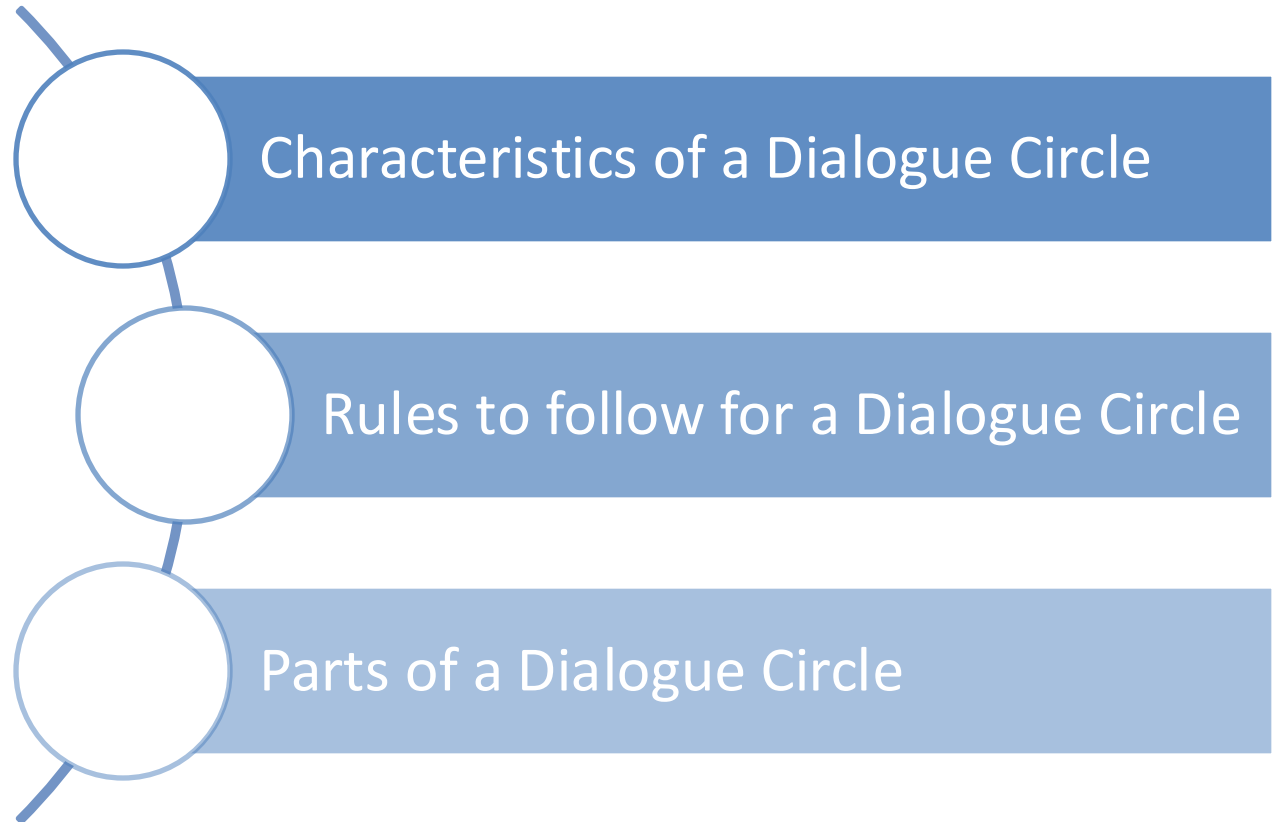
**PARTNER  
INTERVIEWS?**



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# CIRCLE PROCESS



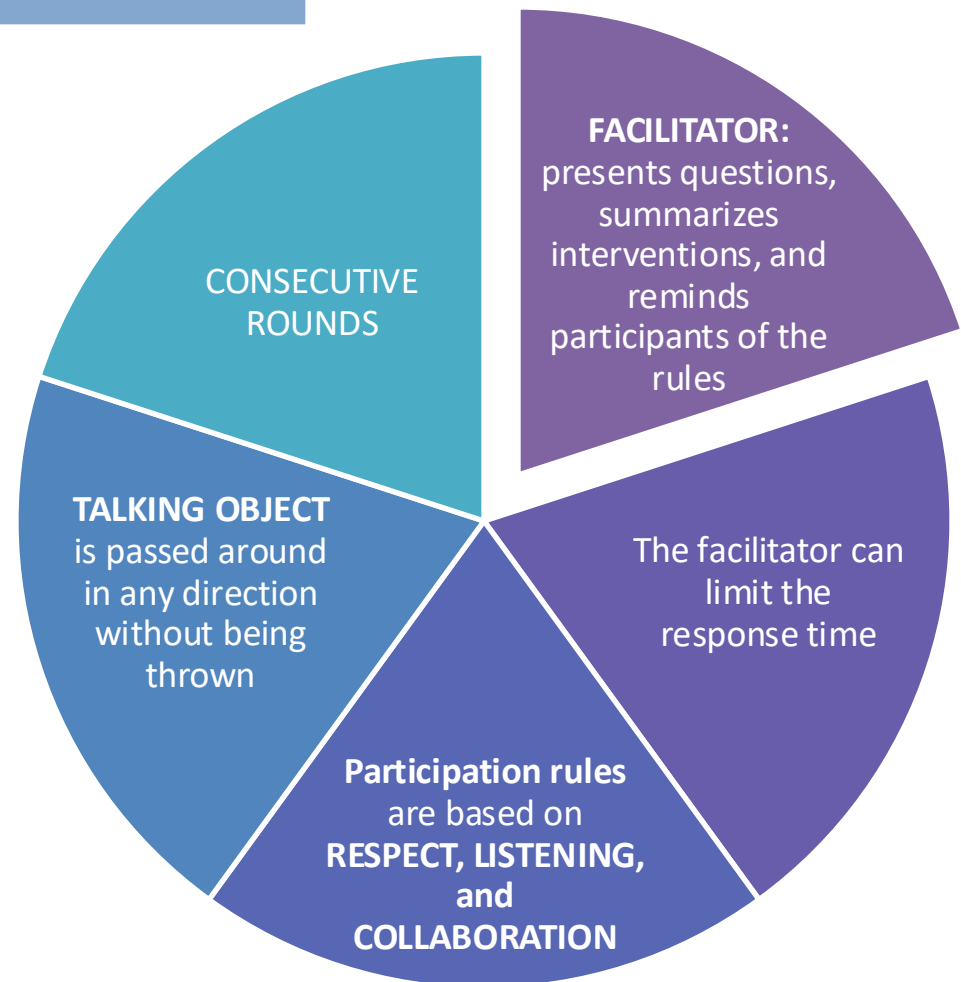
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# Characteristics of a Dialogue Circle

- The whole group sits in a circle
- There is a facilitator who asks questions or introduces topics to discuss
- We have a talking object: the person holding it speaks while the rest listen respectfully and attentively
- The object is passed around the circle from person to person; it is never thrown
- If we are not ready to speak when the object reaches us, we pass it

# Rules to follow for a Dialogue Circle



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# Parts of a Dialogue Circle



## **INITIAL QUESTION**

laugh together (easy, pleasant, simple...)



## **MIXING ACTIVITY**

to change the person next to us

## **PREGUNTAS DEL TEMA QUE QUEREMOS TRATAR**

Main part: ① something positive, ② something to share, ③ something to improve

## **ENERGIZING ACTIVITY**

To move a little and recharge

## **CLOSING QUESTION**

Something you take away, what you liked



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# Parts of a Dialogue Circle

## INITIAL QUESTION

- A quality I admire in people is...  
~~What kind of people do you get along with?~~
- Something I value about our school is...  
~~What do you think about the school?~~
- A movie I enjoyed was...  
~~What are your favorite types of movies?~~
- Something that made me happy this weekend was...  
~~What do you usually do on weekends?~~
- An object I particularly like is...  
~~What is your favorite object?~~

# Parts of a Dialogue Circle

# November

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>3</b> What do you want to be when you grow up?	<b>4</b> When you are very angry, what do you do to calm down?	<b>5</b> One thing you've had a hard time learning that you are satisfied with	<b>6</b> Thinking about your friends, one quality you would like them to have and why?	<b>7</b> One thing you have learned or liked about this week
<b>10</b> A language you would like to learn and why?	<b>11</b> One thing you like to do on rainy days	<b>12</b> One thing you like to do on a sunny day.	<b>13</b> If you could be an animal, which one would you be and why?	<b>14</b> A moment you have enjoyed this week
<b>17</b> A delicious food that you ate this weekend	<b>18</b> If you suddenly had the day off, what would you do?	<b>19</b> You feel very happy when...	<b>20</b> When you need to calm down...	<b>21</b> A moment you've enjoyed this week with someone
<b>24</b> One thing you'd like to change about this weekend	<b>25</b> Your friends say about you that you are a person ...	<b>26</b> One thing that sometimes worries you is ....	<b>27</b> A drink you like	<b>28</b> One thing that you want to do this weekend



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# Parts of a Dialogue Circle

## **ENERGIZING ACTIVITY**

*Please, think about how your day yesterday was going?*

*What did you do How do you feel?*

*Now, give it a score on a scale:*



*if it was excellent day*



*if it was an acceptable day*



*if it was not a good day*



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# Parts of a Dialogue Circle

## **TOPIC QUESTIONS**

PLANNING: Three questions (plus the initial and closing questions, as well as some movement activities) usually fit well into one hour.

Questions **are designed to explore a topic** together and reach some conclusion.

Some examples of topics:

- A value, such as friendship
- An academic topic
- A decision to be made, such as improving the playground
- Evaluating the group's functioning in terms of climate/coexistence or academic aspects



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# PARA HACER PREGUNTAS INTERESANTES ES MEJOR QUE SEAN

**W-questions**, not closed question.

**24** What energy did you come with today (from 1 to 10) and why?

Include aspects of **imagination** and visualization.

**18** If you suddenly had the day off, what would you do?

Suggestive or **intriguing**.

**13** If you could be an animal, which one would you be and why?

Focus more on **solutions and possibilities** than on problems.

**20** When you need to calm down...

Sometimes include **non verbal answer**.  
(e.g., move to one side of the room is...)

**5** Here or there: laugh-out-loud movies or scary movies?

With **visual support**.

**5** If you were on a long bus ride, who would you like to sit next to? What would you talk about?

## **ENERGIZING ACTIVITY**

### **Boost group energy and reconnect**

If participants stay seated for the entire dialogue circle, some may lose focus and their engagement may drop.

**These activities can be used between topic questions to re-energize the group and maintain participation.**

## **CLOSING QUESTION**

### **“SOMETHING I TAKE AWAY FROM THIS CIRCLE”**

This question invites participants to share a meaningful idea or learning they will take with them after the session.

Variations of the question can also be used, such as:

- Something I have learned
- Something that caught my attention
- Something I want to remember
- Something I can apply

# What do we gain from a dialogue circle?



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# BENEFITS OF THE CIRCLE

PROMOTES EQUALITY

BUILDS STRONG  
CONNECTIONS

ENCOURAGES  
RESPONSIBILITY

SUPPORTS THE LEARNING  
PROCESS

ENABLES SHARING OF  
EXPERIENCES

STIMULATES  
PARTICIPATION

CREATES A SAFE  
ENVIRONMENT

ESTABLISHES A STRUCTURED  
ROUTINE FOR DIALOGUE

BOOSTS SELF-CONFIDENCE

FOSTERS EMPATHY



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# DESIGNING A DIALOGUE CIRCLE

- In groups of four
- Think of a real classroom situation
- Design a small dialogue circle
- Share your questions with the rest of the group



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# DESIGNING A DIALOGUE CIRCLE

## EXAMPLE CASES

- Isolated students
- Poor group climate
- Frequent arguments
- Lack of respect
- Conflicts within a small group of students

## QUESTIONS TO EXPLORE THE CASE

- What's going on?
- Who is involved or affected?
- What emotions might be at play?
- How could a dialogue circle help resolve this?



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<b>Classroom situations</b>	<b>Goal of the dialogue circle</b>	<b>E. g. dialogue questions</b>
<b>Isolated student</b>	Promote inclusion	<p>What makes someone feel welcome in a group?</p> <p>What can we do to make sure everyone feels part of the class?</p> <p>One thing I can do to help someone feel included is...</p>
<b>Poor group climate</b>	Improve relationships	<p>Something I like about this class is...</p> <p>One thing we could improve as a group is...</p> <p>What can we do together to make the class work better?</p>
<b>Frequent arguments</b>	Reflect on classroom interactions	<p>What usually happens when we argue?</p> <p>How do we feel in those moments?</p> <p>What could we do differently next time?</p>
<b>Lack of respect</b>	Raise awareness of impact	<p>What does respect mean to you?</p> <p>How can you tell when someone is being respectful?</p> <p>What agreements could we make to treat each other better?</p>
<b>Conflict between 2 students</b>	Repair relationships	<p>What happened from your perspective?</p> <p>How did you feel?</p> <p>What would help you feel better now?</p> <p>What could we do to repair what happened?</p>

# What benefits do they bring to the development of social competence of innovation?



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# What benefits do they bring to the development of social competence of innovation?

## 1. School coexistence is not built only with rules, it is built with relationships

ENCOURAGES A SAFE AND TRUSTING ATMOSPHERE

DEVELOP RELATIONSHIPS TO AVOID CONFLICT  
(SOCIAL COHESION)

FOSTERS EMPATHY, SELF-KNOWLEDGE

EVERYONE HAS A CHANCE TO BE  
HEARD

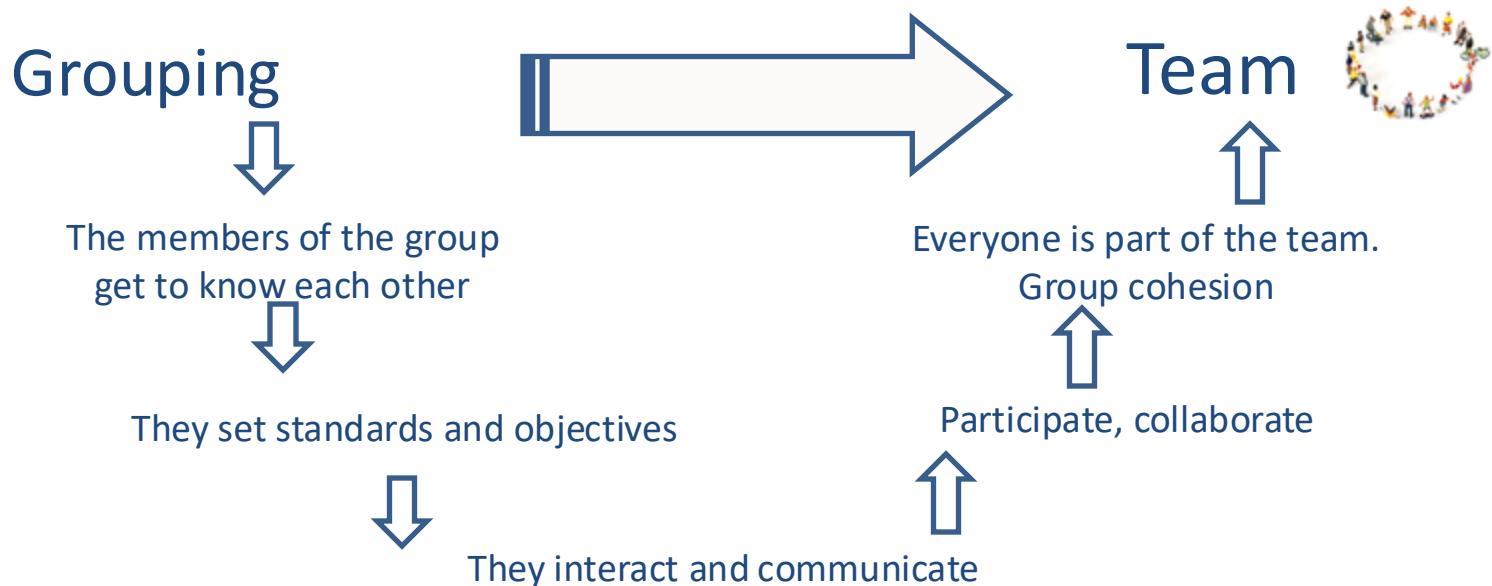
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# What benefits do they bring to the development of social competence of innovation?

## 2. Restorative practices help build community

### From group to becoming a team

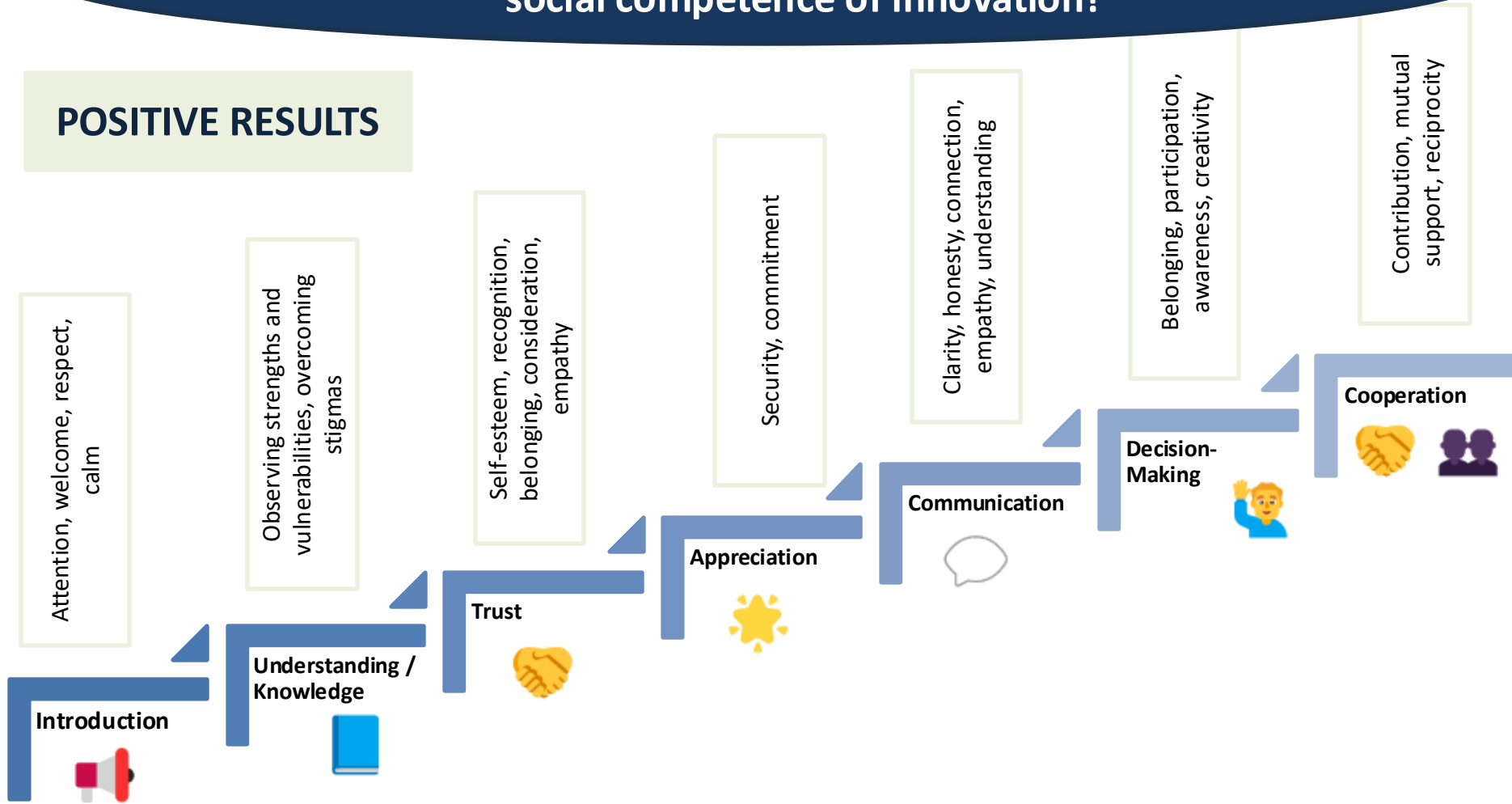


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# What benefits do they bring to the development of social competence of innovation?

## POSITIVE RESULTS

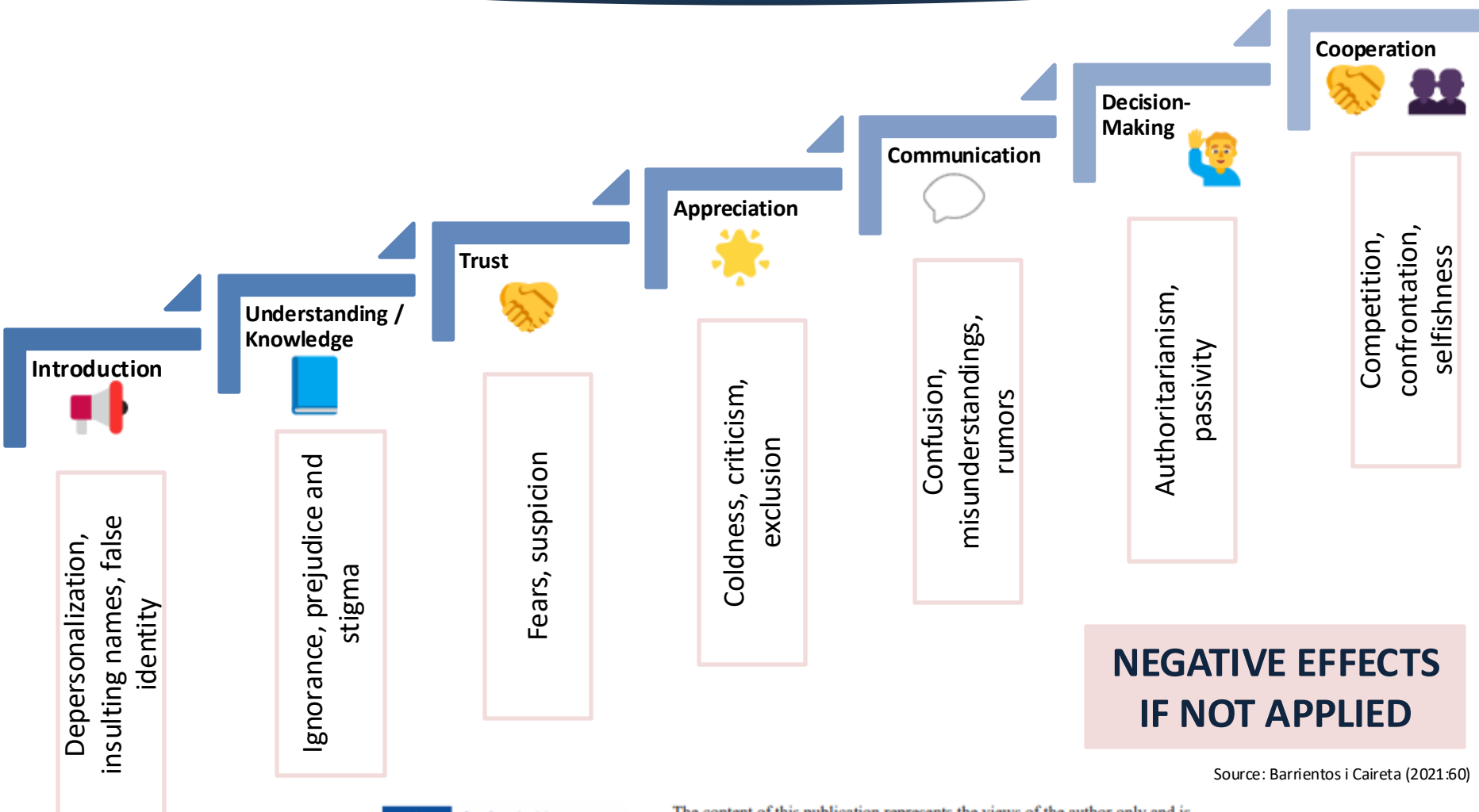


Source: Barrientos i Caireta (2021:60)

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# What benefits do they bring to the development of social competence of innovation?



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# What benefits do they bring to the development of social competence of innovation?

## 3. Preventing conflicts, through inquiry and anticipation of consequences, is more effective than reacting to them

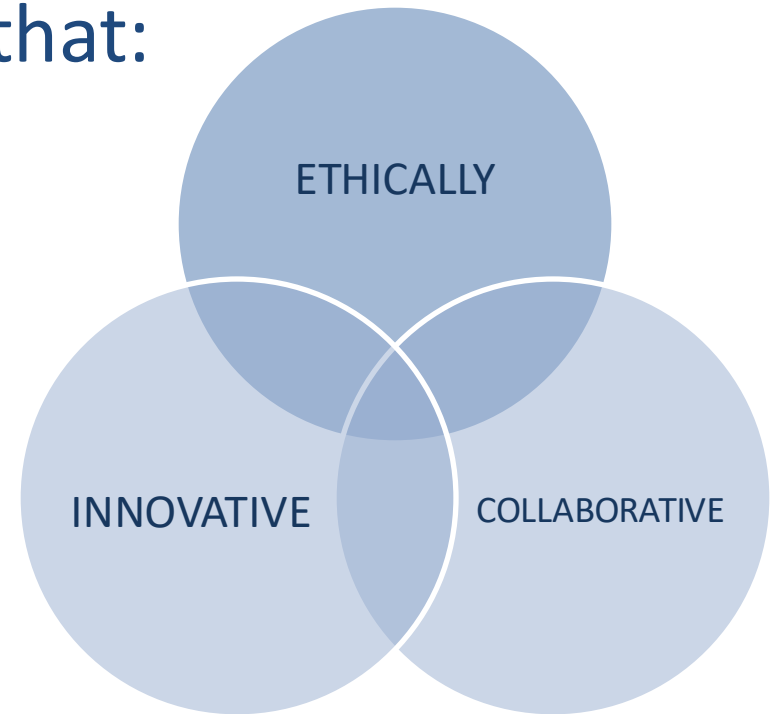


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# What benefits do they bring to the development of social competence of innovation?

4. Social-emotional learning empowers social innovation because it prepares students to address problems in ways that:



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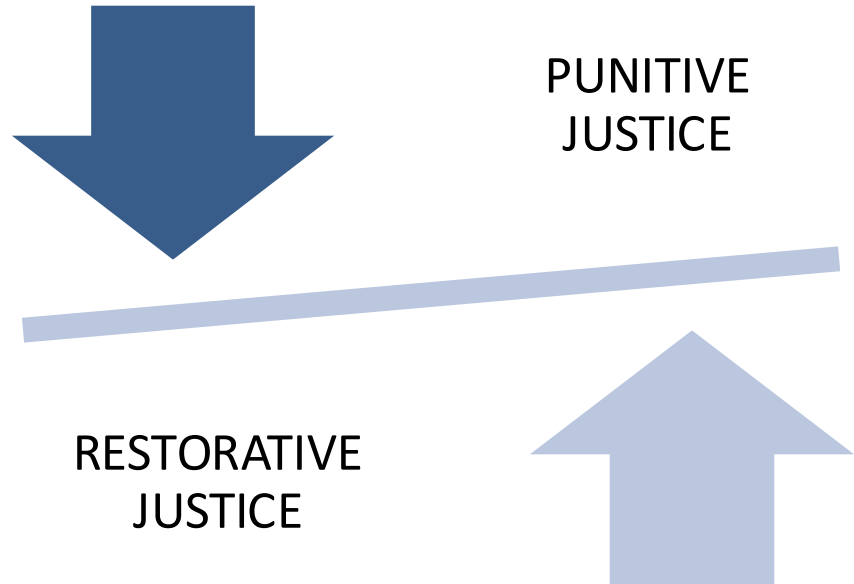


# RESTORATIVE JUSTICE

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# TWO WAYS TO RESOLVE CONFLICTS



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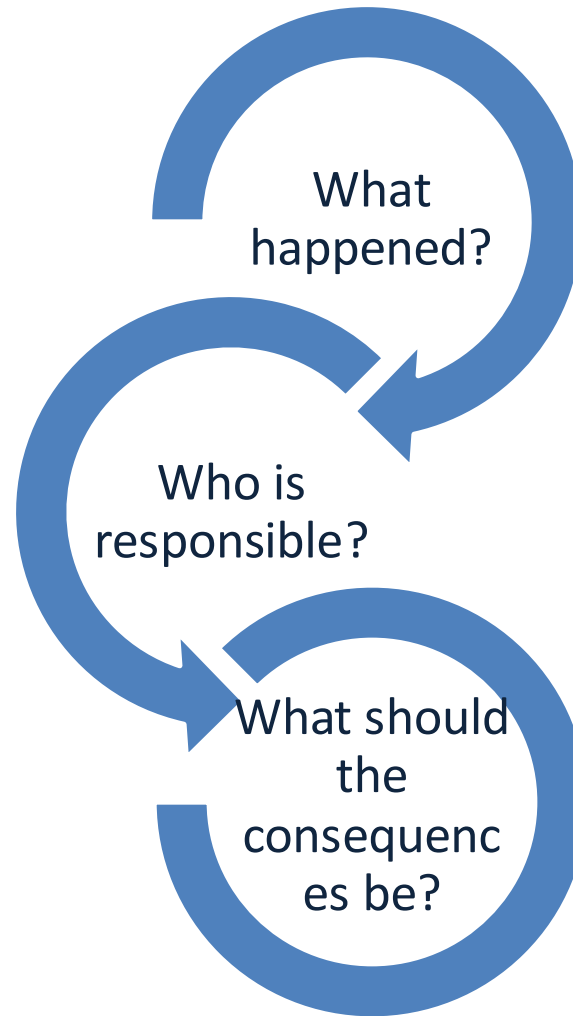
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# PUNITIVE JUSTICE



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# RESTORATIVE JUSTICE



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# PUNITIVE JUSTICE

# RESTORATIVE JUSTICE

PUNISHMENT / SANCTION	RESTORATIVE DIALOGUE
Focuses on the past	Looks at the present and the future
Does not promote responsibility or autonomy	Promotes responsibility, engagement, and commitment
Can be applied immediately	Requires an educational process; progress takes time and is not linear
Usually does not generate positive change, often causes resistance	Can improve behavior and self-regulation
Often worsens relationships	Helps create and repair connections
Can stigmatize the person	Accepts the person, rejects the act
Shows the community conflicts are resolved by deciding who is right and applying sanctions	Shows the community conflicts are resolved through dialogue and improving relationships

**WHAT IDEA OR PRACTICE TOOL  
DO YOU TAKE AWAY FROM THE  
WORKSHOP?  
(USED ONE WORD)**



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