



Lesson Plan¹

Subject(s): Restorative Justice

Unit(s): Social Studies/ Criminology

Grade(s): 9-12

Lesson Elements
<p>1) Learning Standards Addressed</p> <ul style="list-style-type: none">- Analyze, integrate, and evaluate multiple sources of content/input presented in a range of formats (PowerPoint, video clip, written cases, discussion) in order to address questions related to justice- Develop informed analysis in order to craft summative responses that follow from content provided/discussed (articulating relevance and significance of the topic)
<p>2) Learning Targets: (What will students know and be empowered to do as a result of this lesson?)</p> <ul style="list-style-type: none">- Students will learn about the basic components of restorative justice theory- Students will think critically about our current criminal justice system and its shortcomings- Students will constructively engage with and evaluate case materials that profile restorative approaches to justice- Students will understand the potential of people-centric approaches to justice and healing
<p>3) Relevance/Rationale: (In what ways are the outcomes of this lesson important outside the classroom and in the real world? Why are these outcomes crucial to continual learning?)</p> <ul style="list-style-type: none">- Promote informed citizenry and understanding of societal systems- Encourage civic engagement
<p>4) Formative Assessment Criteria for Success: (How will you and your students ensure that they have successfully met lesson outcomes? What specific criteria will be met in a successful product/process?)</p> <ul style="list-style-type: none">- Instructor assessment of case evaluations/student reflections
<p>5) Activities/Tasks: (What experiential learning activities will students engage in? How do these activities and/or products link to formative assessment?)</p> <ul style="list-style-type: none">- Students will receive direct instruction on the theory/practice of restorative justice as a tool for constructive social change- Students will work in pairs or in small groups to review, analyze, and present (either oral and/or written) about the restorative aspects of various approaches to common crimes/ justice issues
<p>6) Resources/Materials: (Texts, digital resources, and other materials to be used?)</p>

¹ Lesson plan created/compiled by WAC-DC Spring 2015 Global Education Graduate Associate, Tony Harris. Neither the author nor WAC-DC claim ownership over materials cited from non WAC-DC external sources. This resource has been made publicly available explicitly for noncommercial educational purposes only.



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- *The Little Book of Restorative Justice* by Howard Zehr (several copies, if possible)
- Instructor's PowerPoint (and accompanying video clip)
- Handouts with diagrams that profile key concepts reviewed in powerpoint
- Hard copies of cases to be reviewed by pairs/small groups

7) Equity in Access: (How will you ensure that all students have access to and are able to successfully engage in this lesson? Keep in mind all aspects of student diversity.)

- Ensure hard copies of PowerPoint slides are available if appropriate
- Ensure translations of case studies are available for students with weaker English skills, if necessary
- Ensure groupings appropriately meet student needs/learning abilities
- Ensure materials are written in an accessible and easy-to-understand manner

8) Modifications/Accommodations: (What curriculum changes and/or classroom accommodations will you make for students with disabilities in your class?)

- If students struggle to work in pairs or groups, case activities could be modified to an individual reflection piece.
- If language abilities vary significantly, those with stronger English skills might be intentionally paired/grouped with some students that have stronger English skills.
- If reading levels vary to a degree that would negatively impact case analysis activity, fewer groups with more individuals could jointly review a case and present on it orally. Or, two instructors could each work with half of the class to present the case and assist them through analysis/evaluation process.