

# the challenge

---

|                                                                                    |                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------|
|  | A.C.T. LEGISLATIVE<br>ASSEMBLY<br>COMMITTEE OFFICE |
| EXHIBIT                                                                            | 1 - F.                                             |
| DATE<br>RECEIVED                                                                   | 15/12/2014                                         |
| INQUIRY                                                                            | Serwaint                                           |

Restorative Practice Framework Training [RPF]  
'A new and ambitious perspective on practice'

Grahame Chaseling,  
Professor Donald L. Nathanson and  
Terry O'Connell

**REAL JUSTICE.**

# foreword

by Donald L. Nathanson, MD

---

If memory serves, it was in 1992 that I received a most unusual, 10-page, handwritten letter from an Australian group in Wagga Wagga, New South Wales. Described was their work on recidivism, the reality that imprisoned or otherwise punished criminals quite often committed a new series of criminal acts once allowed to pick up the threads of their former lives. In essence, this had become one of the most puzzling problems in the fields of jurisprudence and criminal justice. Sociologist David Moore and local police officer Terry O'Connell had read and understood deeply my recently published book on the psychology of shame (*Shame and Pride: Affect, Sex, and the Birth of the Self*) at that time generally considered not merely unimportant, but the least interesting human emotion. A couple of years earlier, I'd given a lecture on that subject at the psychiatric hospital where I trained, and as I came off the podium a close colleague whispered in my ear "That was pretty good. But don't do any more on that subject. You wouldn't want to get a reputation for it."

Just how much does the pain of shame invade our everyday lives? Trust me: shame is involved every time you see someone erupt into a storming rage, duck suddenly to evade the eyes of others, impulsively spend far more than usual on some article of clothing, beg for forgiveness, steal something from a department store counter, drink a surprising amount of alcohol, become truly obnoxious in his or her dislike for a sports figure or the outcome of a game, or "make fun of" someone momentarily helpless. Most dictionaries define teasing as an unfriendly act initiated to trigger helpless anger in its recipient. In fact, shame is so ubiquitous that I've become certain that for decades it was ignored in the healing arts because it was everywhere all the time, and invisible because it was the dominant atmosphere of our lives.

The Challenge derives from Grahame Chaseling's understanding of what are now known as Restorative Justice principles --- the realization that punishment simply doesn't work to reduce the likelihood that our system of humiliating and caging the perpetrator of a crime will motivate that individual to forswear crime and become a happily productive citizen. The centuries old system of punishment seems more likely to encourage the perpetrator toward isolation and vengeance than cooperation and integration into healthy society. The book you are about to read is really the manual for that latter goal --- a world where we can take pride in the fact that we now belong where freedom feels comforting. Yes, this is a book that can teach anyone how to welcome previously disconnected individuals into a new atmosphere of safety and sharing. We look forward to your reaction to the simple principles and practices outlined herein.

Donald L. Nathanson, MD  
Founding Executive Director Emeritus  
The Silvan S. Tomkins Institute  
Clinical Professor of Psychiatry and Human Behavior  
Jefferson Medical College

# contents

---

|                                                         |         |
|---------------------------------------------------------|---------|
| the Challenge description.....                          | 1       |
| Introduction .....                                      | 3       |
| background.....                                         | 5       |
| how to use this handbook.....                           | 9       |
| <br>section 1 your practice.....                        | <br>11  |
| practice checklist.....                                 | 33      |
| <br>section 2 the Challenge.....                        | <br>35  |
| background.....                                         | 35      |
| overview.....                                           | 37      |
| explanatory notes.....                                  | 38      |
| the Challenge guidelines.....                           | 39      |
| stage 1 - initial engagement and introduction.....      | 39      |
| stage 2 - establishing expectations.....                | 43      |
| - the Challenge journal.....                            | 48      |
| stage 3 - cheer squad.....                              | 51      |
| stage 4 - preparing for the gathering.....              | 54      |
| stage 5 - the gathering.....                            | 58      |
| stage 6 - doing the work- monitoring & supervision..... | 80      |
| stage 7 - the final gathering.....                      | 81      |
| scripts - 1 to 11.....                                  | 85-113  |
| <br>section 3 the menu - activities and programs.....   | <br>115 |
| section 4 appendix.....                                 | 117     |
| <br>challenge map.....                                  | <br>119 |
| glossary.....                                           | 121     |

# the challenge description

---

**The Challenge is a practice designed to deal with things that go wrong or are not working. It is a structured process and involves a series of facilitated stages. It has a Restorative focus, one that looks at what has happened, who has been affected, and then what is needed to make things right.**

**It brings together those involved in the wrong doing or conflict as well as their communities of care. Through a series of respectful engagements, it aims to positively influence their social context by focusing on building and strengthening relationships.**

# Introduction

---

From his work as a Community Probation Officer with Australia's New South Wales Corrections, Grahame Chaseling has developed a concise and elegant version of the complete Restorative Practice toolbox. A significant upgrade from what was earlier titled "The Game," The Challenge enables practitioners to explain the rationale, roles and responsibilities involved in the carefully laid out process we'll detail in this pamphlet. You'll learn the explicit practice that can engage young people and their families, teach new ways of building the capacity to understand and make change, and become able through this framework to develop a strong sense of collegiality.

Our handbook provides a detailed exploration of what explicit practice involves. A strong feature of The Challenge is that it uses easily learned non-judgemental Socratic process to challenge you and others to think about your practice. It is built on the premise that to be an effective practitioner you first need to understand your own practice – what you do, why you do that, and what makes this practice effective. Secondly, it requires that you be explicit in how you engage others, which means that you must develop new and simpler ways of explaining your practice. Thirdly, it recognises your role and responsibilities as a facilitator, an expert who provides opportunities for others to make sense and meaning of their own lives.

Simply stated, you are about to undertake a practice journey, one involving reflection, exploration, and learning. As you develop a good sense of your own practice, you will learn to use this experience to model and thus help facilitate the journeys of others who are looking for help.

We are confident that working your way through this handbook will become an interesting, exciting and rewarding experience. You will know that you are on track when your restorative mantra becomes your way of living and explaining life, truly defining how you relate to others. In tandem with your increasing clarity about what you are able to contribute to the lives of others will be the development of a sensibility in which your hopes for others do not exceed your capabilities to assist.

We welcome you as companions on our restorative journey, wishing you every success and encouragement.

Warm Regards,

*Grahame Chaseling & Terry O'Connell*

# background

---

The need for The Challenge came from our experiences as practitioners in the criminal justice system, as police and probation officers. Like most practitioners we were looking for positive outcomes from any interaction we had with victims and offenders. Very often we were frustrated because our most usual experience of the criminal justice system was negative, largely because the [criminal justice] process was simply unable to meet the human needs of those involved. The evidence was pretty compelling. The system did not work for any of the stakeholders.

In our struggle to develop more effective ways of engaging offenders, victims and their respective families, we needed to be clear about what must change if we were to achieve a different result.

We started with a set of questions that have long bothered the world of criminal justice:

- How would you explain why our criminal justice systems demonstrate consistently high rates of recidivism?
- What changes are needed to provide positive outcomes for offenders, victims and for the society in which both live?
- What practice is likely to meet the needs of all concerned?

Mere awareness of a problem is far less important than understanding why something doesn't work. A key problem with the present debate about criminal justice systems is a failure to engage in meaningful discussion on why this practice consistently reinforces negative behaviour. There is little point in advocating for the kinds of change represented by Restorative Justice, if nobody talks about why the existing practice routinely fails.

Try this exercise with someone involved within criminal justice systems. Ask the following questions:

- What is the re-offending or recidivism rate in our criminal justice systems?
- Why is it so high? [Usual range between 50 to 80%]
- What does taking responsibility look like in our criminal justice system?

Don't be disappointed if they struggle to answer the second and third questions. For most, taking responsibility and being accountable has got something to do with satisfying the sentencing conditions. In other words, sending a child to his/her room for a defined period is going to make them responsible and accountable!

---

As we studied and began to learn what really made a difference, and then learned how to explain and teach this, we became more confident and consistent in our own practice. We were thus able to shift our focus from the formulaic and discrete set of practices we called Restorative Justice, to think openly and generally about what we now call Restorative Practice. Knowing that you can engage others, and learning to do so in a way that provides the certainty that your practice will consistently produce positive and predictable outcomes, has been for us an exciting experience. Yet the opportunity to share our practice with others has become a dramatically new experience. We're glad you've decided to join us on a remarkably rewarding ride that starts right here!

# how to use this handbook

---

This handbook is designed for use in conjunction with the IIRP Three-Day “Integrating Restorative Practice in Probation, Youth and Social Work Settings” training. It has been designed to provide you with a modelling process that we want you to integrate into your own mind when working with others.

**Section 1** involves taking you on a journey where you will be challenged about your practice. This initial focus will be on what is happening for you in terms of your practice, rather than how does this all fit together for those you will be assisting. This will help you learn how to be explicit in terms of your practice and importantly, provide a sound basis for you to develop a restorative mantra that will underpin everything you say and do.

By now you would have reached the point where you are ready for The Challenge – **Section 2**. Armed with an explicit practice framework and a way to articulate it to others as your own mantra, you will soon begin to realise that The Challenge is nothing more than a logical and sequential way of engaging others using everything your practice toolbox has to offer.

You will begin to notice that every phase of The Challenge emphasises the need to be explicit and uses a Socratic style of engagement that defines your role as a facilitator, because the key to a successful journey requires you to ask the “right questions.”

**Section 3** is the menu where you will find a range of activities and programs that may have something to offer those you are assisting. You will also notice that a restorative criterion has been applied to each activity or program to ensure that whatever happens it will be consistent with The Challenge’s philosophy, which requires ongoing focus on harm and relationships.

**Section 4** is the final section where notes, scripts and case studies are included. These will vary depending on the particular specialization.

## key questions

- What was particular about the process we just used to explain this handbook?
- What have you learnt from this?

# section 1- **your practice**

---

You would have noticed that the three-day training started with questions about your practice:

- What practice is working?
- What do you do well [in your practice]?
- When did you last talk about what is working?

If our discussion is about practice, why is it important to begin with what is working?

Our experience shows that most practitioners talk about what is not working or about challenging issues. Yet, most practitioners engage in lots of practices that work and make a difference. It is important therefore to now turn our attention to what does work, why it works and how to do it more consistently and deliberately. We build on what works, and view restorative practice as a way of strengthening what you do best, rather than as an alternate practice.

## **journey metaphor**

In your groups you were asked to discuss the notion of a journey. Reference was made to “life as a journey.” Throughout The Challenge, constant reference will be made taking others on a journey. We believe it is a useful metaphor for practice, particularly when we refer to the key features of a journey – the past, the present, and the future.

With your practice, each of these intervals has particular relevance:

- Past – what has influenced and shaped my practice?
- Present – where is my practice now?
- Future – what does ideal practice look like?

## **practice or practices?**

It is important to note that the terms practice and practices are used interchangeably. Is there a difference?

In our discussions we talked about practice as being your toolbox and practices being the individual tools.

# section 1- your practice

---

## 4. Outcomes – enhanced capacity to learn, grow and build relationships.

We are now going to develop a practice framework that incorporates all the elements of our toolbox.

### **making sense of your practice**

Paul Whelan talked about explicit practice and the importance of sharing his practice with those he is assisting. Our practice framework is a good example of what being explicit is about as it links to our toolbox and importantly, is easily shared [with others].

You were then challenged to think about the implications of being explicit in your practice. It was suggested that good practice [pedagogy] is always explicit.

You were then asked:

- What does explicit mean?
- What would explicit practice look like?
- How explicit is your practice?
- What are some ways of knowing this?

These questions were asked in a rhetorical way because we appreciated that for most individuals, responding to a question is far less simple than it might seem. However most are able to define what is meant by explicit, and suggest that the best way of knowing whether your practice is explicit is to ask those you are assisting to explain what you are doing.

You were then given a scenario where a parent approached you seeking help.

*The parent says “When my son steals something from another student, how would you deal with him so he understands that it is wrong, and then get him to take some responsibility for his actions without him feeling resentful toward you?”*

# section 1- your practice

---

What we said to the parent is nothing more than an explanation of what our practice toolbox has to offer. Practice is always more difficult to explain than to demonstrate!

In your group, you were asked to look closely at what was said to the parent and to see where the various parts of this statement aligned with the four key features of our toolbox:

1. Practice rationale – beliefs/assumptions, values and theories.
2. Role – facilitator, coordinator and mentor.
3. [Fair] Process – to engage and challenge [non-judgmental Socratic style].
4. Outcomes – enhanced capacity to learn, grow and build relationships.

The statement made to the parent is what we call our Restorative mantra, something that you will become very adept at using by the time you have completed this training. We want you to start thinking in these terms so that every time you talk about or share your practice, you will automatically get used to the idea that your toolbox shapes your practice.

## **primacy of relationships**

Relationships are fundamental to our human existence. As social beings we define ourselves by our relationships with others. Our most innate emotional and social needs in life, it seems, are met by those who are significant to us. The need to be loved and nurtured is probably the most important. The polar opposite of these good feelings is the shame family of emotions.

Professor Don Nathanson [Managing Shame: Preventing Violence DVD] comments about this issue:

“Decades-long research explains that when we don’t really believe we are loved, or we lack the capacity to love ourselves, we can’t learn anything good from shame. When we don’t know how to focus where the spotlight of shame tries to aim our attention, there are only four sets of

# section 1- your practice

---

You were asked to reflect on the following statement:

**"Learning is enhanced by challenge and is impeded by threat"**

What does it mean?

Challenge is not a negative or pejorative experience. It is fundamental to sound practice. The difference between a challenge and a threat depends on how each is delivered and experienced. Practice that is respectful and fair will likely be experienced as a challenge. Conversely, practice that is neither respectful nor fair is likely to be experienced as a threat. Positive learning (the lessons that stick in our minds) is best achieved through challenge.

Does your practice motivate others to learn? This is a variation on an earlier question about learning, but nonetheless, a question that needs to become part of your mantra. As you move through this training, you will find yourself accumulating a list of key questions that you can ask yourself in order to reflect upon and to clarify your practice, and thereby effectively engage others.

## **threat and learning**

How does threat impede learning? As you responded to the key questions on impediments to learning, you would have begun to realize that blame and punishment is likely to be experienced as a threat. Are you one of those people who ask the 'why' question when something goes wrong, and even worse expect to get a considered response?

You no doubt now realize that the most appropriate question when something goes wrong is 'what happened' rather than 'why'. Blame is always experienced as a threat and is the greatest impediment to dialogue, relationships and learning. Blame creates those conditions that Nathanson suggests result in individuals responding in negative ways to shame.

## section 1- your practice

---

the Hoberman Sphere being used in a student workshop, "When I am closed there is only room for me. When I am open, others can get in and help me." In other words, when an individual feels threatened, he or she focuses on trying to feel safe; consequently, that person is likely to be self-absorbed or egocentric.

There are two significant issues that arise from the Echidna analogy that are fundamental to sound practice. The first issue is the importance of opening others up to learning so they can get to understand someone else's experience. This is how empathy is built. The second issue is about the process [rituals] needed so that every individual is provided with an opportunity to learn how to take responsibility and to be accountable.

Here are a few questions that you may find helpful in thinking further about this discussion:

- You are blamed and not given an opportunity to do anything?
- Recall an experience in your life where there was no opportunity to fix something. What was this like?
- If you are expected to take responsibility yet are not provided with an opportunity to do so, what happens for you?
- What does taking responsibility involve?
- If you wanted someone to take responsibility, what would he or she actually do?
- How do you re-establish trust with others?
- What does re-establishing trust have to do with taking responsibility?
- What is likely to happen if someone is not given the opportunity to re-establish trust or to take responsibility?

You no doubt want a Hoberman Sphere to use in your work. It is a great visual because it has many simple benefits when working with others.

## section 1- your practice

---

Punishment is described as a sanction or sentence. Synonyms may include penalty, chastisement, castigation, reprimand or retribution. Consequence is described as result. Synonyms include effect, outcome, end result, upshot or corollary. Punishment is something that is generally done 'to' someone. Consequence is something done 'with' someone and can include punishment.

As you can see consequences are the essence of what Restorative Practice is about as they address the broader issue of harm [effect] and relationships [outcomes], and have a communitarian focus. Punishment on the other hand is about blame [castigation, humiliation] and out casting with an individual focus.

### **building relationships – asking the right questions**

Restorative Practice is what underpins The Challenge, as its focus is primarily about relationships. It is time to now turn our attention to how to build relationships.

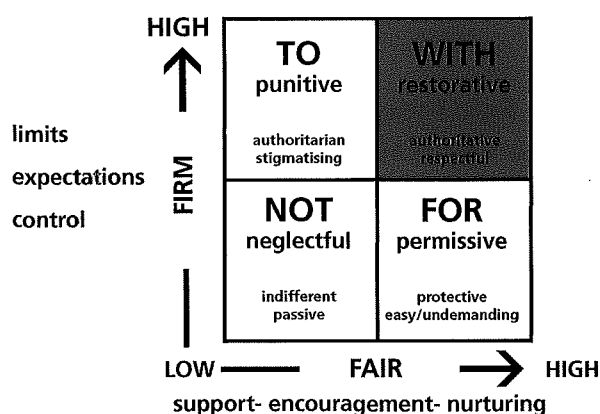
What would you say if asked how do you build relationships? It is a question that we want you to ask those you are assisting because good relationships are critical to what will make a difference in their lives. It is the area they struggle most with. Don't necessarily expect the answer, but it is a great basis upon which to begin to a conversation. Perhaps it might be better to just tell them how to build relationships rather than ask them questions they might struggle to know how to answer.

You may have noticed that throughout this handbook there are lots of questions. You will find the same thing in the training. Why questions? What is the value of asking questions rather than providing answers? It was suggested in the discussion about our Restorative Practice toolbox that the process we use to engage and challenge others was Socratic. What does this mean?

The term Socratic is derived from Socrates [Greek philosopher] who simply asked questions in order to make people think about ideas they took for granted.

# section 1 - your practice

## THE SOCIAL DISCIPLINE WINDOW



Working **with** others is always a rewarding and affirming experience. If this were best achieved by having high expectations and high levels of support, what behaviours would you see and experience? How would you feel if someone treated you in an authoritative or restorative manner? How would this person be treating you? Most say fairly and respectfully. What does fairly mean? What does respectfully mean?

### fair process

Discussion on fair process can generate lots of debate. It is often seen as being a subjective thing, meaning that individuals define it in terms of their own personal experience. Yet when you unpack the answers to what is meant when someone says, "that's not fair," we tend to come up with some common responses.

Typical responses include:

- I wasn't heard.
- I didn't understand.
- I didn't know what was expected.
- I didn't get my way.

When are you likely to accept an outcome that you don't necessarily like? We are likely to say, "When I have been

# section 1- your practice

---

## respect

What does this mean? When someone is treated respectfully, what would this person experience? When someone is respectful toward you, what is this person acknowledging about you?

John Braithwaite [Crime, Shame, & Reintegration 1988] identifies the conditions for successful reintegration [for someone who has been estranged from their community]. Respect is an essential ingredient.

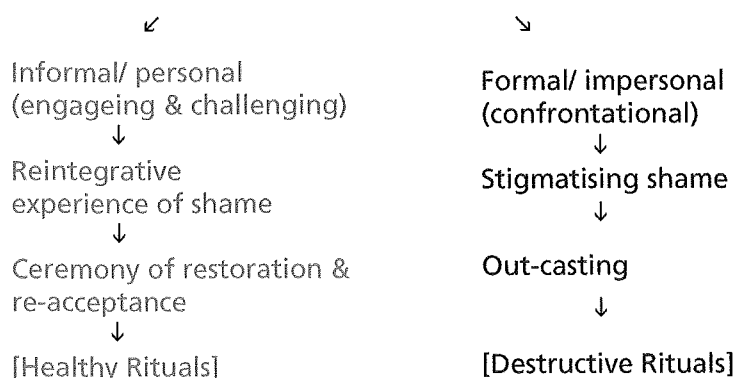
Braithwaite suggests that:

"When individual wrongdoers are confronted within a continuum of respect and support, then a process of reintegration can begin."

Being respectful, according to Braithwaite, is about rejecting the unacceptable behaviour whilst recognising the worth of the individual. The notion that "I think you are a great kid. It is your behaviour that is clearly unacceptable" is a simple yet effective way to begin challenging another. The "respectful" test is not how you think you treat others, but how others experience the way you treat them.

Braithwaite contrasts process [rituals] where shame is experienced in reintegrative ways as opposed to those that are stigmatising. It is a useful way of thinking about the notion of healthy and unhealthy rituals.

Shame and Reintegration VS Stigmatising Shame  
Inappropriate Behaviour



# section 1- your practice

---

What then are the characteristics of rituals that reintegrate and those that do the opposite --- ostracise or stigmatise? Healthy rituals [suggests Braithwaite] involve respectful challenge and support.

Unhealthy rituals involve blame and punishment. Simply put, feeling included as opposed to feeling excluded. In essence Braithwaite is talking about the conditions needed for individuals to experience shame in constructive and positive ways. These are conditions that allow individuals to feel that others still care about them despite the history of their behaviour.

## **what is shame?**

We've learned that shame is the key to our discussion. In our earlier reference to relationships, we cited comments made by Professor Don Nathanson about the role of shame in our lives. Feeling loved and valued we are likely to learn from the shame experience. Feeling isolated and unloved we are likely to minimise the shame experience by engaging in unhelpful behaviours.

Shame according to Nathanson is one of nine innate affects. Its function is simple:

- It sets the social parameters that govern how we interact with others.
- Interrupts our feeling good.
- Provides a sudden awareness of something we don't really want to know about ourselves.

Shame is seen as the trigger for most aggression and violence. Your practice [the conditions you create] will greatly influence how individuals respond to their experience of shame. If your practice is respectful, effective engagement and constructive dialogue is likely to result. If on the other hand, your practice is not experienced as being respectful, you are likely to create the conditions that cause individuals to find ways to minimise the shame experience. What is it like when you experience shame? What are some of the ways you react to this feeling?

# section 1- your practice

---

briefly at shame in relation to the other innate affects, in order to understand the context that allows shame to be seen as fundamental to healthy relationships.

## **psychology of affects**

According to Silvan Tomkins, we are born [hardwired] with nine innate affects [or emotions] – two that are positive, one that is described as neutral, and six which are varying degrees of awful.

They are:

- Enjoyment – Joy
- Interest – Excitement
- Surprise – Startle
- Fear – Terror
- Distress – Anguish
- Anger - Rage
- Disgust
- Dissmell
- Shame – Humiliation

Tomkins developed a blueprint to describe how these affects work in our lives:

- We are wired to want to increase positive affect, and;
- Decrease negative affect;
- We live at our best when we can accomplish these two goals;
- Anything that increases our power to do this favours life.

Ask yourself the question, “When do I feel at my best emotionally and psychologically?” The most usual answer is “When I feel loved and valued.” Strong relationships are what make this possible.

Nathanson’s blueprint for community suggests that relationships are best built when the following conditions exist:

1. Share and reduce negative emotions [best achieved by listening and acknowledging];
2. Share and promote positive emotions [achieved by

# section 1 – your practice

---

## restorative questions 1

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

## restorative questions 11

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The following are general comments about the questions:

- Open questions – require answers.
- No blame.
- Each set explores the past, present and future.
- Focus is about harm and relationships.
- Objective in nature rather than being subjective.
- Each set provides a simple scaffolding for dialogue.

As you become familiar with these questions, you will learn to supplement them with other questions, or tailor the existing questions to suit your style of conversation.

## where are we now?

We have now reached a critical point in our practice journey that involves reflecting upon and consolidating what we have learned so far. The following are the key elements:

- Toolbox – provides a practice framework.
- Importance of being explicit – explaining and sharing

# restorative practice checklist

---

## is my practice?

### respectful

- Makes a clear distinction between the person's behaviour and his or her intrinsic worth as a person.
- "It is your behaviour that we are concerned about"

### fair

- Engages – providing an opportunity to be heard, to have a say.
- Explains – sets out clearly the reasons for any decision.
- Clarify expectations - negotiating mutually acceptable expectations at all times.

### restorative

- Focus is on repairing harm and building.
- Dialogue explores the past, present and future.

## does my practice?

### develop empathy

- Process that causes reflection, insight and learning.
- Dialogue that explores harm and its impact on relationships.

### enhance responsibility and accountability

- Process that creates the opportunity for taking responsibility, making good.
- Dialogue that encourages acknowledgement and validation as way of satisfying obligations and being accountable.

### promote positive behavioural change

- Likely to reduce the likelihood of hurtful behaviours.
- Seeks to foster healthy relationships.
- Strengthen community ties.

## section 2- the challenge

---

No doubt by now you are really keen to get some sense of how The Challenge works. Consistent with our journey theme, we will first provide some information to help you understand what influenced the development of The Challenge.

### **background**

As mentioned in the introduction, The Challenge is based on an original concept called The Game, developed by Grahame Chaseling in his probation work. When, in 2005, Grahame was given responsibility for coordinating a range of programs involving offenders, he began to question whether they could be maximally useful before these offenders had been challenged about their behaviour and its impact on others. The system then in force was focused on offenders and motivated by the common belief that compliance was best achieved through threat of punishment. Grahame came to believe that the program itself had become an integral part of a system that had little potential to trigger deeply needed change in those who most needed to grow in their understanding of self and other.

As he began to use a Restorative approach to engage offenders, he realised that very few offenders had any meaningful insight into how their behaviour had affected others. Nowhere in the criminal justice system could he find opportunities for the kind of meaningful exploration that would allow offenders to understand how their behaviour had affected those who are significant in their lives, and to learn new ways of relating to others.

Worse still, there was no formal or intentional opportunity for offenders to accept responsibility and become accountable for their actions. The system was preoccupied with compliance as the only real measure of success. The involvement of the offenders' families and significant others was on nothing more than a "need to know" basis. Grahame held the view that unless offenders were to develop insight into how their behaviour impacted others, there was little likelihood of behavioural change.

## section 2- the challenge

---

wide range of applications and settings, well beyond its original application in the corrections system. Let's begin with an overview of what is involved.

### **overview of the Challenge**

The Challenge is designed specifically for Restorative Justice practitioners working with individuals who are struggling with relationships.

Its process includes respectful challenge that encourages and supports these individuals and their communities of care in order to establish shared understanding of how relationships are being harmed, and then to identify ways to build healthy relationships. The behaviours you will see, whether involving drugs, crime, or anti-social behaviour, are explained as manifestations of, or derivations, patterns of thought and feeling going on in the individual. We can never say it enough: always in the background of aberrant behaviour are powerful and painful emotions for which that individual knew no other option.

The Challenge derives from Restorative Justice principles, and in particular, the following understandings:

- Some behaviour harms relationships;
- This recognition results in shared obligations;
- Positive behaviour is more likely within healthy relationships and increases as those relationships are supported.

Its focus is on providing everyone involved with the opportunity to:

- Share their story.
- Feel heard and understood.
- Be treated respectfully, fairly and with dignity.
- To make sense and meaning of what is happening in their relationships and to identify what must change.
- Assist everyone involved to build capacity through the use of explicit language and practice.

## section 2- the challenge

---

everybody is proud of being taken seriously, but wary of feeling forced to accept rules and guidance from authority figures. In general, people tend to believe more strongly in something they've discovered on their own, rather than some truth you've handed them.

It is the Restorative Practice Toolbox that makes it easy for you to ask the right questions. Success is vitally linked to your ability to phrase questions in such a manner that they draw good ideas from your audience. Your acceptance of this system ensures that every question will be framed around three main themes:

- What has happened?
- What harm has resulted?
- What needs to happen?

We encourage you always to ask yourself "Was my practice fair and respectful?" After all, when someone who has experienced the Journey we call The Challenge stops and reflects on this experience, what would you want them to say?

### **the Challenge guidelines**

#### **Stage 1 – Initial Engagement and Introduction**

##### **Meeting and Greeting**

*"Hello and welcome. My name is Paul Forbes."*

You've opened a seemingly simple but truly important first conversation with the individual who has come to you. Let's face it --- most of the time this person really doesn't want to be there.

The individual may not always respond so it is important to ask their name. You could then offer this person a refreshment, tea, or coffee etc.

## section 2- the challenge

---

You now need to begin asking John to share a little of his own story, which is more than just having him provide you with the usual details you may need for your paperwork. If John has been referred by the court system, he may provide you with some documentation. Leave it until later, after you have had a chance to engage him. At this point in your conversation with him, he has no way of understanding that you represent a system dramatically different from anything he has ever known about the legal system. Rather than adopt an attitude toward him that's been biased by something from a court official, you've made clear to him that you want to know him as he sees himself. We've long ago learned that people who live with healthy self-esteem are eager to learn, and far less likely to violate the written and unwritten rules of society than those who live in a world of personal shame and guilt.

Build on your initial comment with the following:

*"John, in order for you to help me understand what has happened for you, I will need to ask you some questions. Let me start by getting you to talk about the events that lead up to your involvement in this incident [or with the police]"* then ask the following questions:

- Can you tell me what happened?
- How did you become involved?
- What were you thinking about at the time?
- What have you thought about since?
- Who do you think has been affected by what you did?
- In what way?

At this point, asking John about what he thinks he must do to "make things right" has limited value. He probably doesn't know, or if he does, his response will have to do with something that relates directly to the incident he was involved in, e.g. saying sorry. This is really the starting point for John in his Challenge journey; importantly, he needs to understand the importance of focusing on "we" rather than just "you." All of us who work in the world of Restorative Justice are forever surprised how few of those we assist have any experience of being part of a "we."

## section 2- the challenge

---

One way to begin this conversation might be with some of the following:

- Tell me what life was like for you growing up?
- What were the good times like?
- Who is really important to you?
- What does or would this person think about what is happening for you now?
- If I were to ask this person, what has been the hardest thing for them about what is happening for you, what would they say?
- John, what has been the hardest thing for you about the whole incident or experience?
- John, you talked about how disappointed people are about what has happened, what do you think you might do that will help rebuild their trust?
- What are some of the ways we might begin doing this?
- Where should we start?

John is probably a little uncertain about where to start. He may mention that it will be important to talk with those who are significant to him. To help guide this dialogue with John in such a way that he can begin to work this out, it is important that you now take the opportunity to establish some clear expectations about your relationship with him, and the role through which you will assist him. This will be your opportunity to introduce John to The Challenge for the first time.

### **Stage 2 - Establishing Expectations**

#### **Introduction**

Establishing clear expectations will become second nature as you learn to be explicit. A simple way of doing this is to share your practice. Explain what it is all about and what you are trying to achieve. Where possible use the Socratic approach of non-threatening questions to get John to explain where he thinks you are coming from.

## section 2- the challenge

---

*"The Challenge" starts when I invite those you want involved, to a meeting where everyone gets to talk about lots of things including what has been happening for you and how they may help. They become your "cheer squad," and their role is to ensure you stay on track, whilst at the same time we want them to encourage and support you.*

*Let me show you how it works. This is a diagram that sets out the various steps in The Challenge. The first step involves me introducing you to The Challenge and explaining how it works. That is what I am doing now. Once you understand what is involved and you agree to go to the next stage, you will nominate people to be part of your cheer squad."*

*Explain the various steps and what will be involved. For example say: "The Challenge starts with you and your Cheer Squad talking about many things. These include where things are at for you and others; what has to change; what you and others want to get out of being involved in The Challenge; what we could provide by way of programs that may assist you achieve some good outcomes; and, how your relationships with others might be strengthen."*

*At this point ask John, "What do you think of what I have just spoken about? Do you have any questions? What is your mum, dad or others likely to think when you invite them to be part of The Challenge?"*

*Stay with the moment by allowing John space to think about your questions. If John appears apprehensive ask, "What are some of your fears or concerns? What do you think might go wrong?"*

*It is important to remind John that he will not be alone, as the point of The Challenge is to build and/or strengthen his community of care: "John, we are inviting you to participate in a series of positive activities with those people who are important to you, interactions where everyone gets to learn more about one another and importantly look for ways to build better relationships. We will always be looking for ways to ensure that you succeed at this."*

## section 2- the challenge

---

*you will treat me and others; doing what is required; asking for help when you are not coping; setting goals and doing your best to achieve these; accepting positive feedback and so on."*

At this point you need to check out John's understanding that the purpose of establishing expectations is an important first step. You might say:

*"John, I need to check that you understand why we are talking about expectations. Why do you think it is important to work out what expectations we have of one another as the first step in The Challenge?"*

Allow time/space for John to answer. If John is struggling, ask the same question in a slightly different way:

*"John, what would happen if I was asking you to participate in The Challenge and I didn't explain what it was all about and what you were required to do or what to expect?"*

Spend as much time as needed to ensure that John does have a good sense of the importance of expectations. Regardless of what John and you discuss, it is important to summarize some of the key reasons that the establishment of expectations is the first step.

The following is an example of how you could do this:

*"John let me summarise or point out some of the reasons we need expectations:*

- *Allows you and me to be clear about what each of us will do when we are involved in The Challenge.*
- *Helps us to stay on track because it reminds us of what we said we would do.*
- *When something doesn't work a review of our expectations becomes a useful way to check out where the problem may lie.*
- *It is a great way of learning how to build relationships.*

## section 2- the challenge

---

- Section one – Establishing Expectations
- Section two – Establishing Goals
- Section three – Creating Cheer Squad
- Section four – Getting Them There
- Section five – Gathering – Activities/Programs/Thoughts
- Section six – Activity Journal
- Section seven – Reflection & Celebration.

Have John open his journal and explain each section to him, beginning with the Requirement Form. Point out where you have inserted his name and any other information such as special requirements or conditions.

Then turn to Establishing Expectations [Section Two]. Please fill out your expectations on the left hand side before you hand John the journal. However you may need to include any additional themes that come out of your discussion with John. Have John begin to write out his expectations. (You may need to assist him.) Once you are satisfied that with this exercise, John has developed an adequate understanding of the importance of expectations, then you will sign your name at the bottom of the page and have John do the same.

### Setting Goals

Now it is time for John to start thinking about what he would like to take from his involvement in The Challenge. Explain this:

*“John, Lets think about what you want to take away with you once you have completed The Challenge.*

- *What would you like to achieve or learn? What would you like to see changed?*
- *What you would like to experience differently?*
- *What goals will help you achieve these?*

*Make a list of the goals you would want to set for yourself then we can talk about what things you would need to reach these goals.”*

## section 2- the challenge

---

possibly imagine. One of the key objectives of The Challenge is to help others to strengthen their relationships. The Menu is designed to assist John and others in that regard.

Each program or activity will be fully described and include such detail as:

- Nature of activity – what is involved.
- Purpose – how it might help John.
- Timelines – how long, and when.
- Requirements – expectations of John and others.
- Involvement – nominating who will supervise, support, or assist John.
- Outcomes – what John and others are likely to take from the experience.

**Note:** The range or scope of programs and activities in The Menu is limitless. However any inclusion has to be measured against a “template” or a “set of criteria” to ensure that it can satisfactorily answer the key question “how does this activity or program help John and others build relationships?”

Once you have completed this activity, the next step is to have John identify whom he will invite to take part in his Cheer Squad.

### **Stage 3 - Identifying “Cheer Squad” Players**

You will play an important role in helping John select his Cheer Squad. As a general rule, his Cheer Squad should be drawn from the following groups:

- Family
- Extended family
- Family friends including neighbours.
- Peers.
- Significant others – employer, teacher, football coach, ministers.
- Others – youth/social workers, program providers, or chosen for their special skills.

## section 2- the challenge

---

Essential for the repair of such a community is a system of accountability formed by extending John's sphere of influence beyond the core group. Needed is interaction between the accessible families and the wider community [extended family, neighbours, teachers, coaches and so on.]. This communitarian approach is likely to heighten a collective sense of obligation, responsibility and accountability. It is then possible to shift the focus from John and his inappropriate behaviour, to one where reflection, insight and learning are possible for all involved. Crime really can't survive where the populace is a "we" rather than an "I."

**Cautionary note:** Avoid at all costs involving someone who is most likely to moralise or is not likely to contribute in any encouraging or supportive way- example, community representative who is likely to moralise about John's behaviour.

The above list of suitable participants appears in John's journal and there is provision for him to nominate at least two people in each of the categories that he would like to bring into his Cheer Squad. It is logical that John will easily identify family or extended family members but may struggle to identify others as he moves down the list. Remember that every Cheer Squad will be created in a way that is commensurate with John's needs and the presenting issues. Avoid overkill [matters of no great moment or need] by having a Cheer Squad that is excessively large, or the opposite [where the matter may not be great but the need is] by having a Cheer Squad that is not going to be overly supportive or functional, regardless of its size. Remember you are trying to address life style issues so the composition of the Cheer Squad is crucial.

When John has selected those he wants involved, ask him why he made each selection, as this will give you a sense of what each person is likely to contribute. Make a note of what John says, as this may be helpful in the discussions you are likely to have with each individual in the Cheer Squad.

## section 2- the challenge

---

It is therefore important to discuss this issue with John. You might say, *"John, we need to work out how we are going to get everyone to attend The Gathering. We need to share this responsibility and I think it is important that we talk about who each of us will invite. What do you think of that idea? Who would you like to invite?"*

These questions should stimulate some discussion with John. Enquire about any concerns or apprehension he might have. Ask John, *"If you were to invite your mum and dad what would you say to them if they asked you what its all about?"* Allow time for him to explain this. Assist where necessary with some prompting questions such as *"How would you explain your Journal? How might this help you to explain The Challenge to your mum and dad?"*

It will be necessary to have a simple flyer [explaining The Challenge and why people are encouraged to be part of a Cheer Squad]. You should also have an invitation with provision for details such as time/date/location and contact numbers. The invitation should be structured so that it is clear John is doing the inviting:

*"John Smith invites you to attend The Gathering that will be held at Myers Building, Second Floor, 234 Main Street, Hicksville, on Thursday 23rd November at 3pm. John has nominated you as someone important to him, and your attendance will be greatly appreciated. For further information, please contact Paul Forbes at the Youth Offending Team on 01234567. Please ring me if you have any concerns or difficulty in attending."*

It is suggested that on each occasion you use The Challenge, that you have John rehearse what he will say when explaining this invitation to others. The best way for this to happen is to get John to use his Journal so he is able to talk about things like expectations, goals, who he wants to involve, what will happen, and what he would like to get from the experience. You will need to ensure that John has copies of the flyer. John needs to know that you are always available to talk with anyone who wants more information or has questions/concerns. By this attitude, you convey not only your sympathetic connection with him, but that you

## section 2- the challenge

---

*to a range of activities and programs. Once this has been successfully completed, everyone is invited to celebrate this success. Everything that happens is designed to ensure the success of the Main Player. Who wouldn't want to be a part of something that is hopeful, purposeful and positive? What a great way of turning a negative experience into a learning opportunity where relationships are likely to be strengthened!"*

Do you get our drift? You can use this as a template, or design your own. It can be your mantra, an approach or an attitude underpinning everything that happens in The Challenge. When you learn to share this with others, it is great asking them *"what do you think of this approach?"* And if they are not sure about it, what a wonderful opportunity to help them to understand how to make positive something that no doubt would have been a miserable experience if managed through a system that fostered the ethos of punishment.

### **Meetings Prior to The Gathering**

Often you will sense that it would be better to meet with some of the Cheer Squad before they are prepared to commit to accept a role in The Challenge. In fact in some situations, this may be highly desirable because it will be helpful for those who are reluctant about participating, but do not yet realize that they are really the key players.

Your approach should be the same regardless of whether you are talking with an individual or a group. Armed with your flyer and a copy of the Journey, you would explain each element of The Challenge step by step and then levy questions about their understanding and thoughts on what is intended. Ask them about what they would like to see come from the experience and what they think they have to offer. Along with your increasing skill at these processes comes your own recognition of the latent power allowed to emerge through this guided group process.

## section 2- the challenge

---

At the risk of being repetitive, we want you to constantly refer to Nathanson's blueprint during your discussion of the mantra:

- Will what I do encourage others to learn how to vent their emotions in a way that helps them [and perhaps others] to minimise the negatives and maximise the positives?
- How can I create more opportunities for this to happen? Has each participant had an opportunity to tell his or her story?
- Have I asked everyone the question *"What has been the hardest thing for you or what is the most painful aspect of what is happening for you?"*

Even our use of the title [The Gathering] is intended to convey a meaning quite different from a conference or meeting. The term "gathering" can convey many different meanings, but in the context of The Challenge, is meant to be seen as an opportunity for learning and growth.

We invite people to "gather" because they already

- Share an emotional stake with the Main Player and are therefore likely to be a significant other.
- Will have been encouraged by the idea that it is about creating a positive learning opportunity from something that previously had been seen and experienced as a negative one.
- Have a unique opportunity to share their stories with others.
- Are likely to be positive and supportive.
- Will develop a greater understanding about what is happening and can begin to identify what needs to change in their communities.
- Will feel a sense of hope and optimism.
- Feel they have contributed to the strengthening of their relationships.
- Will experience a model that helps them to engage in constructive dialogue.

## section 2- the challenge

---

reactions of those who are beginning their voyage toward skill in the field of Restorative Justice, and developed a structured “welcome” process that kicks in whenever someone arrives to participate in The Gathering. The simplest way seems best: You need to merely greet everyone by saying something as ordinary as *“Welcome, and thanks for coming.”* The “engagement” process will have started well before this, with participants developing a sound understanding of The Challenge and therefore arriving with the positive sense that The Gathering is likely to be a hopeful and friendly process.

Nearly everybody is nervous about meeting someone (former spouses, that teacher who gave you a bad grade, a friend from school who has become far more successful than you, a disgraced relative, and a list of others you can fill out with ease.). The simple truth that erases all of these concerns is that everyone invited is important to the Main Player. It is your job to clarify everyone’s understanding about the purpose of The Gathering. Offer a gentle reminder that everyone has given their strong commitment to attend because they want something good to happen, and that this opportunity should not be wasted. You need to surround the Main Player with those most capable of making him or her the most comfortable and safe.

The usual common courtesies such as tea/coffee [in North America doughnuts – we can’t afford them in Australia!] are important. Merely pointing out the available toilet facilities is also helpful and calming. Should the group become unexpectedly large, you may need assistance with the welcoming and ushering.

Have a seating plan and [informally] chat with those participants who have or are likely to raise some concern about where they want to sit. As a general rule, don’t invite participants to take a seat until all of the Cheer Squad has arrived. However, don’t delay the process more than 10 minutes because someone has not arrived.

In what circumstances would you not begin the formal “gathering” process? For example, would you begin this if the Main Player has decided not to come? As a general rule, there is no barrier to starting some dialogue regardless of who is

## section 2- the challenge

---

*that everyone shares the same understanding, I'll just give you a brief overview of the process.*

*Probably the easiest way to do this is to refer to The Challenge flyer that most of you should have received. The opening sentence is "The Challenge is designed to deal with things when they go wrong." Well, things went wrong when John decided to smash the windows at his school. "It has a Restorative focus, one that looks at what has happened, who has been affected or hurt by this, and then what is needed to make things right." In other words, how John's behaviour has impacted him as an individual as well as on others, what now must happen to fix things, for all of us the need to ensure that John is able to make a different choice next time.*

*The Challenge is underpinned by the strong belief that when we focus on who has been affected by someone's behaviour or actions, and then on what is needed that can enable this person to regain our trust, we can work together to repair the hurt s/he has caused and to strengthen all the relationships involved. Rather than just seeing John's behaviour in terms of breaking a rule or committing a crime, we focus on how we can help him/her learn how to rebuild trust.*

*Involved is a structured process made from a series of important stages: Introduction, The Gathering, The Activities, and Celebration.*

*The Gathering, the focus of our shared attention today, is the most important part because it involves "bringing together" all who are likely to contribute in supportive and helpful ways. These people form a Cheer Squad and have been nominated by the person we call the Main Player, in this case John. Each of you may have been negatively affected by John's actions. In our gathering today we will all get to talk about a range of issues, including what is needed to ensure that John is able to successfully complete The Challenge.*

## section 2- the challenge

---

*"What do you like most about John? What does he do well? What would you like to see come out of today? How do you think you might best contribute?"*

Repeat this type of question with everyone. It may not be necessary to ask every question in exactly the same form as you move around the participants. They will get used to the model and are likely to answer these questions without being asked.

What is the purpose of The Sharing? Here are a couple of important benefits:

- Begins the dialogue with acknowledgement and affirmation for John.
- Provides an opportunity for each participant to talk about what they want to see come from the process.
- Challenges each participant to declare what they might contribute to the achievement of a positive outcome.

Clever isn't it?! You set a positive tone in the initial dialogue where John is beginning to feel supported, liked and loved, and then you get participants to flag what they want from the process --- but more importantly, what they have to offer. Everyone is beginning to feel okay because they have engaged in the kind of activities that Nathanson explains and encourages as vital to the development of any community.

It is important that you record what participants say about the outcomes and what they will contribute. In preparing for The Gathering you will need a folder for your documentation; your script, The Challenge Flyer, Seating Plan, forms to record information, and so on. It is suggested that with The Sharing you use a single sheet headed with the name of the participant, and then mark two columns Outcomes Wanted & Possible Contribution. You may need a couple of these sheets, depending on the size of the group. This will become an important reference document as The Gathering unfolds, particularly given that outcomes and contributions are very similar to expectations and commitments.

## section 2- the challenge

---

As a reminder, the list below has been lifted from Phase 3 [Establishing Expectations]:

- Treat you fairly and respectfully.
- Create opportunities from which you can learn how to take responsibility.
- Challenge you at all time to honour your word and the commitments you made.
- Challenge your Cheer Squad to ensure they are actively involved in supporting you.
- I will be available to guide you when there is an issue or a problem that needs to be resolved.

Then have John read his expectations. Next, ask John's Cheer Squad for any comments, and then have them think about their own expectations of John, and John's expectations of them. Record each response so it can be written in the Cheer Squad Expectations section of John's Journal. Here's an example of this dialogue:

*"Does anyone have any questions or comments? It is important that we now take a few minutes to ask you to think about your own expectations of John or myself. Does anyone have an expectation of John that you would like included in his Journal? I would invite you to think about this for a moment. Earlier each of you was asked to think about what you want to see come from today's efforts. What expectations would you have of John to ensure that this will happen?"*

*You may want to talk about this with one another. I will ask John to think about what expectations he has of you as his Cheer Squad. It is also important that we each clarify the expectations we have of one another."*

Allow participants time to talk and reflect. To reduce the likelihood of confusion, have the participants clarify aloud their own thoughts and expectations. Here are a few examples of this process:

## section 2- the challenge

---

One day, an elderly man had been arrested for stealing a loaf of bread, and after the Mayor heard the report of the arresting police officer, he declared the culprit "Guilty as Charged." He then took off his own hat and passed it around the audience in the courtroom, declaring "I'm fining every man in this room one dollar for living in a city where a man has to steal a loaf of bread." Then the Mayor of New York handed his dollar-stuffed hat to the "thief." All crime devolves from and influences its neighbourhood.

Remember that in addition to the fact that expectations set the parameters of how we treat one another, it is important to realize that they hold us accountable as we learn to build trust with others. One of the key principles of Fair Process is Expectation Clarification --- the shared understanding of whatever rules and behaviour are needed for individuals to feel they have been treated fairly.

For those who are likely to become the Main Player in The Challenge there is often a high level of confusion surrounding the logic of expectations. This is a natural result of the inconsistencies experienced throughout our early lives, particularly from the styles of parenting within which we were raised. The exercise of having everyone in the room learn about expectations becomes an important form of modelling for those who are not good at articulating their expectations for self or other. One of the key goals of The Challenge is to see our work influence the Main Player's social context in positive ways. The process of talking about and documenting expectations provides an experience that most are likely to find surprisingly useful.

A final word on expectations: You will notice that whereas anybody [John, Cheer Squad members, or you] may be asked to detail closely held expectations, you are encouraged to seek feedback from those who will be subjected to those expectations. What is behind this thinking? What is it like being subjected to an expectation that you don't know about or if you do, is impossible to meet? What happens when a teacher demands that a student take responsibility yet does not provide the opportunity for the student either to understand what "taking responsibility" looks like or how this can be achieved?

## section 2- the challenge

---

It is now time to remind everyone that it was John's actions or behaviour that caused everyone to be invited to The Gathering. You must now facilitate a conference that engages many people who share some understanding about what happened, who has been involved, and how people have been impacted. What will be a little different on this occasion is that you will start the conference with a group of participants who have already become at least somewhat comfortable with intense affective processes.

The Conference provides a number of important benefits:

- It helps develop a shared understanding about what has happened.
- It allows individuals to discuss how they have been impacted by this experience.
- It provides John with insight into how his actions or behaviour has adversely affected those who have just expressed their love and regard for him.
- It provides participants with a model that can help them learn how to deal with the full range of emotions in constructive and positive ways.
- It is likely to strengthen relationships and increase the Cheer Squad's resolve and commitment to support John.

Nathanson would view this as "community formation," for the conference script provides a practice template that resonates strongly with his community blueprint. Doubtless you are aware that the Restorative Questions previously discussed are the same questions used in the facilitator script.

Everything is in place to now begin The Conference process. You have just finished with Establishing Expectations and you need to now begin the conference dialogue.

An example:

*"Thanks for your input about our expectations. This was a useful and important activity. Basically, we must periodically remind ourselves of the expectations we hold of others, and how they regard us.*

*I would like to now get us all to focus on what happened*

## section 2- the challenge

---

**Note:** It may not be necessary to invite program providers or others to speak, as they have a specific role and are not part of the Cheer Squad.

### Offender/Wrongdoer

Now return to John so he is can reflect aloud on what has been said, and importantly, how this has impacted him. An example:

*"John, what has it been like listening to everyone talk about how they have been hurt or harmed by what you did?  
Is there anything you would like to say?"*

As with the standard facilitator script, you would need to return to his Cheer Squad. If you started with John's mum, you should go back to her. Then invite others in roughly the same order you had previously used. Different, on this occasion, is that whatever is expressed and learned from the discussion on "what needs to happen" will become part of John goals in The Challenge. John has already established his own goals; what others want will be added to these. There is a space in John's Journal to include these.

- *"Mum [Mrs. Smith] what would you like to see come out of this discussion?"*
- *What does John need to do to repair some of your hurt?*
- *How can he begin to rebuild trust?*
- *Mrs. Smith, I would like you to think about what goal would you like John to achieve as a result of being involved in The Challenge?*

*I will need to record any goals that you or others propose, as they must be included in John's Journal.*

You don't necessarily have to ask all participants. This is a judgement call. You may want to limit this particular dialogue to John's significant others. You should, however, invite others when you feel it would be useful to canvas a range of ideas around goal-setting, and the actual goals.

You may feel it is appropriate to return to John after each of his significant others has spoken. The alternative is to leave John until everyone has been given a chance to

## section 2- the challenge

---

Support comes in a number of forms:

- Direct support – significant others participating in a prescribed activity or program with John, arranging scheduled meetings or simply spending time with John.
- Indirect support – significant others being available should John need assistance, or merely to keep up-to-date on John's progress.
- Community support – Community mentors who are able to engage John in organised activities. May include a range of programs.
- Professional support – A range of professional health and wellbeing providers – psychologists, social and youth workers, counsellors and teachers. This may include special programs. Where possible these providers should be invited to The Gathering.

**Note:** Activities are seen as those things John needs to do routinely, but may need assistance in the doing of them (e.g. going to school; doing his homework; and so on).

Earlier, you discussed with John what activities or programs he felt might be helpful for him and those close to him. As mentioned earlier, John may be required to participate in one or more mandated programs not of his choice. The critical issue you must now determine is what support John will require in order to achieve his goals. This should be raised for discussion between John and his Cheer Squad.

For example: *"It is clear that everyone wants John to achieve his goals. How are we going to help him succeed? I suggest that we look at each of his goals and open it up for discussion and (hopefully), offers of support. Let's go through the list: The first is: attending school every day. How will you go about achieving this goal? How could others help you? Who is prepared to help John with this? What will you do? I will need to write this down - Goal, Support Person, and Timeline."*

This exercise may be tedious, and will involve negotiation and constant clarification. When you feel the group has completed this task, it is necessary to read out what was agreed for each goal so that all involved understand goal, support person and timeline.

## section 2- the challenge

---

It is important to be explicit with the group about the role and its importance. You should begin with something that may sound a little like a job application. For example:

*"Just prior to bringing a close to these proceedings, there is one final and very important matter that needs our thought and discussion. I am looking for someone [preferably from the group], who would be prepared to act as a contact person for the duration of The Challenge. This would be someone both John and you respect, who could support and challenge you all as well as guarantee the time and commitment to do all of this. Someone open to advice and assistance from me. I should also point out that were more than one person interested, that would be great, as it would allow you to share the responsibilities with each another. Who among you might be interested in being that person or one of those people?"*

This may prove to be a difficult request if the group is left to its own resources. You have provided them with selection criteria that may cause some to become hesitant, as they may fear appearing a little presumptuous for nominating themselves. You'll need assistance with that sort of dialogue. An example:

*"John, if you were to nominate three people, who you would choose to do this job or fill this role? Who might they be?"*

It is important to start with his nomination/s as John will select those most significant to him, and therefore, people most likely to influence the choices he makes. You can then discuss John's choices with those he has nominated:

*"Bill, what is like be nominated by John for this role? What are your thoughts on accepting this role? What do others think? Who else would like to help Bill?"*

Once everyone has settled on the names of the contact persons, you will obtain their details [on a form you provide] and have these details included clearly in John's Journal.

## section 2- the challenge

---

Once participants have a good sense of the import of your questions, stop asking questions. Invite their input by simply looking at them. As with the facilitation of a conference, the use of silence is an important aspect of your engagement with others. Silence can be respectful, challenging, and a powerful force that creates space for individuals to explore [and to make sense of] what is happening for them. It is about creating the space for an individual to learn how to express what is really most painful or troubling. The question, "What has been the hardest thing for you?" does this very well, although usually it would be unnecessary to ask this question at this stage.

If you feel that others may want to talk again, ask:

*"Is there anything else anyone would like to say before we, as a group, ask John for his reactions?"*

This may not be always necessary. When you finally get to John, ask him the following questions and allow him enough time for to respond:

- *"What has it been like for you, listening to what everyone has had to say?"*
- *"What have you learned from today's experience?"*
- *"What has been the best thing that has happened today?"*
- *"Is there anything you would like to say to others, particularly given the time, support, and love they have shown you today?"*

Bring it to a close as soon as John responds to the last question, as he is likely to express his gratitude. For example: *"I would like to take this opportunity to close and to thank everyone who has participated today in what I think has been a very worthwhile experience. Thank you, one and all, for your truly supportive and positive contributions."*

*I would now like to invite you all to share some refreshments. I also need to ensure that what we talked about today is included in John's Journal. John and others [you will need to nominate who they are] will then need to sign his Journal. Thank you."*

## section 2- the challenge

---

Keep in mind that while you are acting principally as John's Guide, your role is to support and challenge the Contact person or persons to ensure that John is given the opportunity to take responsibility and to remain accountable. In other words, challenging the Contact person [or persons], creates a model that helps them to learn how to be accountable but importantly, a model that hopefully will help them hold John and his Cheer Squad accountable.

The requirements or undertakings needed for John to successfully complete The Challenge should be written clearly in his Journal. You may need to give consideration to issues such as monitoring John and reviewing his progress. This may include contingency arrangements if John cannot cope, or has consistently failed to honour undertakings. Regathering the Cheer Squad to may be one option. It will be important to ensure that John and his Cheer Squad clearly understand the consequences possible should John default on his undertakings. This should happen when you initially engage John and before The Gathering is completed.

### **Stage 7 - The Final Gathering**

The Challenge is nearing completion. John has been able to successfully complete the Journey. The final step comprises review, acknowledgement and celebration. The best way for this to happen is to bring back together all those involved in The Challenge. We call this the Final Gathering, which is described below.

### **Review**

This will involve a number of tasks. Firstly, checking to see that all intended undertakings have been satisfied. Secondly, reflection in terms of what has changed or has been learnt for John and the Cheer Squad. Thirdly, reflection on what things may have been done differently. Fourthly, what is needed to sustain the momentum that has come from participation in The Challenge.

## section 2- the challenge

---

*of today's Gathering. This is an important occasion in which we get to reflect on your experience of being involved with John in The Challenge. I have a list of things we will need to talk about. The first involves reviewing John's goals from his Journal. I am pleased to say that he has satisfied the following goals [read each of them out]. We now need to take a few moments to reflect on what has changed or what has been learned from your involvement.*

*Let's start with John.*

*What you think has changed for you? What is now different for you? What have you learned from this experience?*

*[You may want to ask individuals or just generally open it up for anyone to respond]*

*I would now like to ask others what you feel has changed for John. What has changed for you?*

*Looking back, what do you think we might have done differently?*

*What do you think needs to happen to build on your experience of being involved in The Challenge? What will you continue to do or do differently that might help?*

*It is now important to acknowledge what has been achieved and the contribution everyone has made in support of John. As the Guide, I need to acknowledge the wonderful support and commitment you have shown. I want to present this Certificate of Completion to John in recognition of what he has achieved. John, Congratulations!*

*Finally, I want to ask each of you to think about what you personally have taken from this experience. What has been the most pleasing or rewarding aspect for you?*

*Is there anything anyone would like to say?*

*Congratulations to everyone. I would like you to join me in some refreshments to celebrate all your achievements. Thank you."*

# initial engagement & introduction - script 1

---

## initial meeting with main player

### step 1

meeting and greeting

"Hello and welcome. My name is....."

### step 2

initial conversation.

*"Now where are we, ....? Can you briefly tell me why you came today? How do you think I can help?"*

*"....., it was important that I asked you those questions because I need to know what you think. I believe the answers to most of your issues are likely to be provided by you. I am keen to find out how I might best help in that regard."*

*"....., in order for you to help me understand what has happened for you, I will need to ask you some questions. Let me start by getting you to talk about the events that lead up to your involvement in this incident [or with the police]" then ask the following questions:*

the incident

- *Can you tell me what happened?*
- *How did you become involved?*
- *What were you thinking about at the time?*
- *What have you thought about since?*
- *Who do you think has been affected by what you did?*
- *In what way?*

# introduction & establishing expectations **script 2**

---

## Step 1

### introduction to the Challenge

*"(insert name)....., you would have noticed that I have asked you a number of questions. In fact I have taken these questions from this little card [display the card]. Take a look at the questions and tell me what you think these questions are all about. Why am I asking you these questions?"*

Whatever the response, you will need to build on it:

*"My purpose for asking those questions is to help you to make sense of what has happened for you. In other words, my job is to help you understand how your behaviour has affected others and what needs to happen from here. You have already thought, or talked about those you have affected. I need to explain to you how I think I might be able to help you.*

*Rather than blaming and punishing or just talking about what rules someone has broken, we try to focus on harm and relationships. That is how the Restorative questions work. We believe that when folks like you and me get to understand that what we did has hurt others, we are less likely to do the same thing again. What's even better is that we will be given an opportunity to do something to repair the harm or to make things right with those we have hurt. What do you think of that idea?"*

Again allow time for the Main Player to think and respond. This is where you introduce The Challenge.

*"Let me show you something that I think will help you and me to work together. It is called The Challenge. The idea behind it is to involve you and those who are important or significant in your life to be part of a "journey," a process that encourages everyone to think about what has been happening for you, what needs to change and how you can help in this change process."*

## step 2

*"....., it is important to be clear with one another about what is going to help make The Challenge a positive and enjoyable experience for you.*

- What do you think you would need to do to ensure that this happens?*
- In other words, what expectations should I have about what you will do?*
- How do you think I could best help you?*
- What expectations will you have of me?*
- "Let me give you an example of what I mean by expectations. When I am involved in helping you with The Challenge, you can expect that I will:*
- Treat you fairly and respectfully.*
- Create opportunities so you can learn how to take responsibility.*
- Challenge you at all time to honour your word and the commitments you made.*
- Challenge your Cheer Squad to ensure they are actively involved in supporting you.*
- I will be available to guide you when there is an issue or a problem that needs to be resolved."*

*"....., what expectations should I have of you?"*

Allow time and space for the main player to think about this question. You may need to prompt or guide her with some key words. For example:

*"Let me help you with this by getting you to think about the things you would need to do to complete The Challenge." You might begin this with, "I would need to----- " What would you need to do? For example, you might talk about things such as how you will treat me and others; doing what is required; asking for help when you are not coping; setting goals and doing your best to achieve these; accepting positive feedback and so on."*

At this point you need to check out the main player's understanding that the purpose of establishing expectations is an important first step. You might say:

*"....., I need to check that you understand why we are talking out expectations. Why do you think it is important to work out what expectations we have of one another as the first step in The Challenge?"*

The layout of the journal is sequenced to reflect the modelling [or processes] necessary for the main player's journey to be successful and rewarding. It begins with expectations, then progresses through dialogue to the establishment of goals, then to engagement in activities, and finally with reflection and celebration.

It has the following key sections:

- Front cover – space for name of participant.
- First Page – Requirement Form
- Section one – Establishing Expectations
- Section two – Establishing Goals
- Section three – Creating Cheer Squad
- Section four – Getting Them There
- Section five – Gathering – Activities/Programs/Thoughts
- Section six – Activity Journal
- Section seven – Reflection & Celebration.

Have the main player open his journal and explain each section to him, beginning with the Requirement Form. Point out where you have inserted his name and any other information such as special requirements or conditions.

Then turn to Establishing Expectations [Section Two]. Please fill out your expectations on the left hand side before you hand the main player the journal. However you may need to include any additional themes that come out of your discussion with him. Have the main player begin to write out his expectations. (You may need to assist him.) Once you are satisfied that, with this exercise, they have developed an adequate understanding of the importance of expectations, then you will sign your name at the bottom of the page and have the main player do the same.

*"....., Lets think about what you want to take away with you once you have completed The Challenge.*

- What would you like to achieve or learn? What would you like to see changed?*
- What you would like to experience differently?*
- What goals will help you achieve these?*

*Make a list of the goals you would want to set for yourself then we can talk about what things you would need to reach these goals."*

You may need to help the main player. This may involve asking him to think about what changes he wants and then getting him to think about the goals that he will need. At all times apply the reality test to avoid goals becoming a wish list. They need to be doable, relevant, and achievable. Avoid general, vague, and unrealistic goals that have the potential to set John up to fail and experience unnecessary humiliation. You will also need to tell the main player that his Cheer Squad will be invited to indicate the goals they would like him to achieve but on this occasion, for them to indicate how they will help him.

Once the goals have been established, you should discuss [with the main player] what he thinks he needs in order to achieve these goals.

Explain this:

*"....., what do you need so you are able to achieve these goals? How could I [or others] help? Let's look at each goal and discuss what you will need to do to achieve each goal and what is likely to get in the way of this happening. You may even want to list those things you will need to avoid as a simple reminder. It is important to remember that you will need others to help if you are to achieve some of your goals. This may only be a matter of checking every so often to see how you are doing. Or it may involve having someone accompany you to a certain activity or even become directly involved in that activity. In the space below each goal, you should write what you think you might need to reach this goal."*

You will play an important role in helping the main player select his/her Cheer Squad. As a general rule, the Cheer Squad should be drawn from the following groups:

- Family
- Extended family
- Family friends including neighbours.
- Peers.
- Significant others – employer, teacher, football coach, ministers.
- Others – youth/social workers, program providers, or chosen for their special skills.

The above list of suitable participants appears in the main player's journal and there is provision for him to nominate at least two people in each of the categories that he would like to bring into his Cheer Squad. It is logical that they will easily identify family or extended family members but may struggle to identify others as he moves down the list. Remember that every Cheer Squad will be created in a way that is commensurate with the main player's needs and the presenting issues. Avoid overkill [matters of no great moment or need] by having a Cheer Squad that is excessively large, or the opposite [where the matter may not be great but the need is] by having a Cheer Squad that is not going to be overly supportive or functional, regardless of its size. When the main player has selected those he wants involved, ask him why he made each selection, as this will give you a sense of what each person is likely to contribute. Make a note of what the main player says, as this may be helpful in the discussions you are likely to have with each individual in the Cheer Squad.

**Special Inclusions:** Whenever the main player [or you] feels there is a need for him to participate in a program or activity, where possible, it will be important to include the program provider at The Gathering without necessarily becoming part of the main player's Cheer Squad. There may be occasions where you need to include someone the main player does not know or may not like. Although in some situations this will not be negotiable, it will however be important that they understand the reasons such individuals must participate, even if he doesn't want them as part of his Cheer Squad.

- Who should invite whom?
- Encourage the Main Player to invite those he/she has nominated.
- Help the Main Player to learn how to explain The Challenge.

It is therefore important to discuss this issue with the Main Player. You might say, *"....., we have to work out how we are going to get everyone to attend The Gathering. We need to share this responsibility and I think it is important that we talk about who each of us will invite. What do you think of that idea? Who would you like to invite?"*

These questions should stimulate some discussion. Enquire about any concerns or apprehension he might have. Ask the Main Player, *"If you were to invite your mum and dad what would you say to them if they asked you what its all about?"*  
*"How would you explain your Journal? How might this help you to explain The Challenge to your mum and dad?"*

It will be necessary to have a simple flyer explaining the Challenge and why people are encouraged to be part of a Cheer Squad. You should also have an invitation with provision for details such as time/date/location and contact numbers. The invitation should be structured so that it is clear the Main Player is doing the inviting:

*"..... invites you to attend the Gathering that will be held at Myers Building, Second Floor, 234 Main Street, Hicksville, on Thursday 23rd November at 3pm. .... has nominated you as someone important to him, and your attendance will be greatly appreciated. For further information, please contact Paul Forbes at the Youth Offending Team on 01234567. Please ring me if you have any concerns or difficulty in attending."*

It is suggested that on each occasion you use the Challenge that you have the main player rehearse what he will say when explaining his invitation to others. The best way for this to happen is to get the main player to use his Journal so he is able to talk about things like expectations, goals, who he wants to involve, what will happen and what he would like to get from the experience. You will need to ensure that the main player has copies of the flyer. The main player also needs to know that you are always available to talk with anyone who wants more information or has questions/concerns.

## initial engagement and introduction

Once the participants are seated, you should begin the process with a formal welcome.

An example:

*"Hello and a warm welcome. It is great that you have all made time to be here today, and your attendance is of great importance to making this gathering a positive experience for each of us. Some of you were invited by [name the Main Player] because s/he nominated you as someone important. Others have been invited because [name the Main Player] or I felt they could offer positive support and assistance.*

*Let me briefly move around the group and identify each of you, just in case you don't know one another. On my immediate right is....."*

## explanation

Begin by briefly explaining The Challenge and the importance of today's gathering. Here's an example:

*"I realise that most of you have some appreciation of The Challenge and what today's gathering is about. So that everyone shares the same understanding, I'll just give you a brief overview of the process.*

*Probably the easiest way to do this is to refer to The Challenge flyer that most of you should have received. The opening sentence is "The Challenge is designed to deal with things when they go wrong." Well, things went wrong when ..... decided to smash the windows at his school. "It has a Restorative focus, one that looks at what has happened, who has been affected or hurt by this, and then what is needed to make things right." In other words, how John's behaviour has impacted him as an individual as well as on others, what now must happen to fix things, for all of us the need to ensure that ..... is able to make a different choice next time.*

Everyone who attends has been invited, and will generally want to be positive, even if being there is a difficult (and for some an embarrassing) experience. Let's find out what they have to say about being there.

An example of how to open this dialogue:

*"I just mentioned that you were all personally invited here today. .... has asked some of you because he needs your support. What would you say if you were asked to talk about why you decided to attend today? Let me start with ..... 's mum."*

As ..... 's mum answers this question, ask her the following questions:

*"What do you like most about .....? What does he do well? What would you like to see come out of today? How do you think you might best contribute?"*

Repeat this type of question with everyone. It may not be necessary to ask every question in exactly the same form as you move around the participants. They will get used to the model and are likely to answer these questions without being asked.

What is the purpose of The Sharing? Here are a couple of important benefits

- Begins the dialogue with acknowledgement and affirmation for the main player.
- Provides an opportunity for each participant to talk about what they want to see come from the process.
- Challenges each participant to declare what they might contribute to the achievement of a positive outcome.

Clever isn't it! You set a positive tone in the initial dialogue where the main player is beginning to feel supported, liked and loved and then you get participants to flag what they want from the process --- but more importantly, what they have to offer. Everyone is beginning to feel okay because they have engaged in the kind of activities that Nathanson explains and encourages as vital to the development of any community.

It is important that you record what participants say about the outcomes and what they will contribute. In preparing for The Gathering you will need a folder for your documentation; your script, the Challenge flyer, seating plan, forms to record information, and so on. It is suggested that with The Sharing you use a single sheet headed with the name of the participant, and then mark two columns Outcomes Wanted & Possible Contribution.

As a reminder, the list below has been lifted from Establishing Expectations Section:

- Treat you fairly and respectfully.
- Create opportunities from which you can learn how to take responsibility.
- Challenge you at all time to honour your word and the commitments you made.
- Challenge your Cheer Squad to ensure they are actively involved in supporting you.
- I will be available to guide you when there is an issue or a problem that needs to be resolved.

Then have the main player read his expectations. Next, ask the Cheer Squad for any comments, and then have them think about their own expectations of the main player and the main player's expectations of them. Record each response so it can be written in the Cheer Squad Expectations section of the main player's Journal. Here's an example of this dialogue:

*"Does anyone have any questions or comments? It is important that we now take a few minutes to ask you to think about your own expectations of ..... or myself. Does anyone have an expectation of ..... that you would like included in his Journal? I would invite you to think about this for a moment. Earlier each of you was asked to think about what you want to see come from today's efforts. What expectations would you have of ..... to ensure that this will happen?"*

*You may want to talk about this with one another. I will ask ..... to think about what expectations he has of you as his Cheer Squad. It is also important that we each clarify the expectations we have of one another."*

Allow participants time to talk and reflect. To reduce the likelihood of confusion, have the participants clarify aloud their own thoughts and expectations. Here are a few examples of this process:

*"It is important to be clear about our expectations. Let us begin by getting those who have expectations of ..... to share those with us. I will record these so they can be written in ..... 's Journal."*

*"....., what do you think of the various expectations some of your Cheer Squad have of you? Do you have any concerns? What do you think of them? Are you comfortable including them in your diary?"*

Everything is in place to now begin The Conference process. You have just finished with Establishing Expectations and you need to now begin the conference dialogue. An example:

*"Thanks for your input about our expectations. This was a useful and important activity. Basically, we must periodically remind ourselves of the expectations we hold of others, and how they regard us.*

*I would like to now get us all to focus on what happened that resulted in your presence here today, and in .....’s introduction to the Challenge. It was .....’s actions, his behaviour that made necessary today’s process. I want us to take some time to reflect on this, and we should do this in a Restorative manner, by talking about what happened and what impact this has had on each of you.*

## **Offender/Wrongdoer**

*I would like to begin with .....*

- *Could you tell me what actually happened?*
- *How did you come to be involved at the school?*
- *What were you thinking about at the time?*
- *What have you thought about since?*
- *Who has been affected by what you did? In what way?*
- *How in particular, do you think your mum has been affected?*
- *If I were to ask your mum about what has been the hardest thing for her about what has happened, what do you think she might say?*

You should go to the main player’s mum [or any participant who has been impacted and is emotionally open].

## **Victims [Cheer Squad]**

*What was the experience like for you, mum?*  
*What did you think when you heard about .....’s involvement?*  
*What impact has this had on you and others?*  
*What has been the hardest thing for you?*

You need to work your way around the group asking the same questions. Remember that like most dialogue that occurs in The Challenge, you will be able to limit the number of questions you ask when participants have a good

player respond after each of his significant others, is that it provides him with an opportunity to reflect upon or comment on the individual issues raised or suggest goals --- before the fading of emotions triggered by what others have said. Otherwise you run the risk of the main player becoming overwhelmed with issues, suggestions, and goals. An example:

*"....., you have just heard what your mum has said. Firstly, do you feel you have some obligation after hearing from your mum? What do you think of what she has suggested? What about the goals she wants included in your Journal?"*

It is important to record the issues and goals raised by the main player's Cheer Squad. You will need a separate form and this should be copied into the main player's Journal. Once you feel that all the issues have been fully canvassed, it is important to finalise the main player's goals.

## **Finalising Goals**

Not everyone is aware of those goals the main player has already accepted, so it will be important to have him read these out aloud. Invite others to comment on whatever is said. If there is any discussion of a question or a concern, it is important to invite the main player to comment or respond to every issue that is raised.

You should read out the list of goals proposed by the main player's Cheer Squad and again invite comment. It is important to ask the main player if he feels confident about being able to achieve these goals [with the assistance of others]. You should ensure that the Cheer Squad goals are written in the main player's Journal.

## **Identifying Support, Activities, & Programs**

You are now at the stage where you will be looking to the Cheer Squad for support to help the main player achieve his goals. This is also the stage where consideration needs to be given to what this support would look like.

Support comes in a number of forms:

- Direct support – significant others participating in a prescribed activity or program with the main player, arranging scheduled meetings or simply spending time with John.

The answer appears when we remind ourselves about The Challenge and its purpose. In simple terms, we want to use the main player's inappropriate behaviour as an opportunity for learning, one that can influence his social context through the use of affective processes. This began when we engaged the main player in a Socratic way, which was then replicated throughout The Gathering and must be continued during the "Doing The Work" phase. Although you will remain involved, you now induct someone from the Cheer Squad who is happy to fill the role of mentor/coach/facilitator.

In order to become the Cheer Squad Leader, this individual must be able to support and challenge the main player as well as all others who are committed to their role in The Challenge. What talents are required for someone to be judged suitable for this role? He or she would need to:

- Earn and maintain the respect of the main player and his Cheer Squad.
- Have the capacity to learn how to both challenge and support everyone involved.
- Be prepared to, and able to commit the time and energy required for fulfilment of this role.
- Be willing for and open to your advice and assistance for the duration of The Challenge.

Should this person be a close relation such as a parent, or someone who is once removed, like a neighbour or close family friend? There is no hard and fast rule, other than the need to ensure that this person is able to meet the acceptability criteria defined above.

It is important to be explicit with the group about the role and its importance. You should begin with something that may sound a little like a job application. For example:

*"Just prior to bringing a close to these proceedings, there is one final and very important matter that needs our thought and discussion. I am looking for someone [preferably from the group], who would be prepared to act as a contact person for the duration of The Challenge. This would be someone both ..... and you respect, who could support and challenge you all as well as guarantee the time and commitment to do all of this. Someone open to advice and assistance from me. I should also point out that were more than one person interested, that would be great, as it would allow you to share the responsibilities with each another. Who among you might be interested in being that person or one of those people?"*

A good "journey" for someone involved in the Challenge should help this person discover that:

- It is principally about this person and what the journey represents for him or her.
- It involves dialogue that affirms and acknowledges.
- It is an experience where participants get to understand one another better because they have experienced strong emotional engagement.
- It is an experience in which each individual recognises the importance of connection, and its importance for the creation of a true community.
- It recognizes that things can be different from our expectations, and that honest discussion is an important first step.
- It is the basis for optimism and hope.
- It is about stories and the importance of learning how to re-story.
- It is about discovering what is important in life.

Once participants have a good sense of the import of your questions, stop asking questions. Invite their input by simply looking at them. As with the facilitation of a conference, the use of silence is an important aspect of your engagement with others. Silence can be respectful, challenging, and a powerful force that creates space for individuals to explore [and to make sense of] what is happening for them. It is about creating the space for an individual to learn how to express what is really most painful or troubling. The question, "What has been the hardest thing for you?" does this very well, although usually it would be unnecessary to ask this question at this stage.

It you feel that others may want to talk again, ask:

*"Is there anything else anyone would like to say before we, as a group, ask .....(the main player) for his reactions?"*

This may not be always necessary. When you finally get to the main player, ask him the following questions and allow him enough time for to respond:

*"What has it been like for you, listening to what everyone has had to say?"*

*"What have you learned from today's experience?"*

*"What has been the best thing that has happened today?"*

*"Is there anything you would like to say to others, particularly given the time, support, and love they have shown you today?"*

*"Welcome and thanks for making the effort to be part of today's Gathering. This is an important occasion in which we get to reflect on your experience of being involved with ..... in The Challenge. I have a list of things we will need to talk about. The first involves reviewing ..... 's goals from his Journal. I am pleased to say that he has satisfied the following goals [read each of them out]. We now need to take a few moments to reflect on what has changed or what has been learned from your involvement.*

*Let's start with .....*

*What you think has changed for you? What is now different for you? What have you learned from this experience?*

*[You may want to ask individuals or just generally open it up for anyone to respond]*

*"I would now like to ask others what you feel has changed for .....(the main player). What has changed for you?*

*Looking back, what do you think we might have done differently?*

*What do you think needs to happen to build on your experience of being involved in the Challenge? What will you continue to do or do differently that might help?*

*It is now important to acknowledge what has been achieved and the contribution everyone has made in support of ..... As the Guide, I need to acknowledge the wonderful support and commitment you have shown. I want to present this Certificate of Completion to ..... in recognition of what he has achieved. Congratulations!*

*Finally, I want to ask each of you to think about what you personally have taken from this experience. What has been the most pleasing or rewarding aspect for you?*

*Is there anything anyone would like to say?*

*Congratulations to everyone. I would like you to join me in some refreshments to celebrate all your achievements. Thank you.*

## section 3- the **menu**

---

The Menu is where you will find a collection of activities and programs designed to assist those involved in The Challenge to:

- Learn how to build and maintain relationships;
- Enhance resilience to manage day-to-day life challenges;
- Acquire practical social and educational skills;
- Participate in range of specific activities that may be mandated as a part of a court or other requirement;
- Learn how to honour commitments and undertakings;
- Experience positive and rewarding outcomes and achievements.

There is no limit to the range or scope on what you can include in The Menu other than ensuring that it is able to satisfactorily answer the following questions:

- What does this activity, task or program offer?
- Once completed, what will a participant take from this experience?
- How will it help those involved in The Challenge?
- Is it relevant and achievable?
- Is the process or activity able to satisfy the Restorative Practice Checklist?
- How will you explain it in an explicit way?

The Menu inclusions will vary according to the particular setting The Challenge is being used in.

We suggest you use a summary sheet for each inclusion, as this will be a useful guide to help you explain what each particular inclusion has to offer.

# section 4- the **appendix**

---

The Appendix is where you find everything that doesn't fit elsewhere! It is the place where you are likely to find:

- Additional scripts
- Articles
- Research
- Forms
- Note paper
- IIRP information

It can also be where you can file your own documents.

A brief summary attached to each inclusion might also be useful.

# the challenge map

starts here...

**stage 1**

meeting & introduction

**stage 2**

setting expectations & goals  
the Challenge journal

**stage 3**

building cheer squad

**stage 4**

preparing for the gathering

the gathering

**stage 5**

doing the work

**stage 6**

final gathering & review  
celebration

**stage 7**

# **glossary**

---

|                        |                                                                                        |
|------------------------|----------------------------------------------------------------------------------------|
| <b>Guide -</b>         | Practitioner involved in supervising the Challenge                                     |
| <b>Main Player –</b>   | Individual who is the Challenge subject.                                               |
| <b>Cheer Squad –</b>   | This is the support for the Main Player – usually significant to Main Player.          |
| <b>The Gathering -</b> | Main meeting attended by Main Player, Cheer Squad and others [e.g. program providers]. |
| <b>The Menu –</b>      | Section 3 contains programs and activities.                                            |