



UNDERSTAND SELF | UNITE SOCIETY

CARES^U₂®

CERTIFICATION

RESPECT: Restorative Relationships



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You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!

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Use this section to take notes throughout the video courses. Slide decks are not provided in their entirety, so your notes and participation, both with the workbook and in the synchronous session, will allow the continuation of learning.

Video 1: Introduction

Objectives for the Respect Module

By participating in this session, you will be able to...

- ...analyze how relationships are impacted by personal experiences.
- ...understand Core Competencies of Social and Emotional interactions.
- ...incorporate restorative practices into multiple levels of relationships.

Core Principles & Beliefs of US²

1. Guilt and politeness are the glue that hold prejudice and stigma in place.
2. Intentions \neq Impact
3. We must intentionally include so as not to unintentionally exclude.
4. **Seek to impact someone's heart, which will ultimately change their mind.**
5. Every issue counts.
6. Growth occurs in discomfort.
7. Once we know better, we must do better!

Our goal within US² is to help people better understand themselves in order to unite society.

Video 2: Self-Awareness and Self-Management

Self-Awareness: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Video 3: Relationship Skills & Social Awareness

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Video 4: Responsible Decision-Making

Responsible Decision-Making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of a work/professional environment
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Video 5: Leading with Emotional Intelligence

What thoughts do you have around your results? Were there any surprises?

Video 6: Restorative Practices

What IS Restorative Practices vs. What is NOT Restorative Practices?

Layers of Restorative Practices:

1. Make and develop relationships

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2. Maintain relationships

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3. Repair harm and relationships

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Video 7: Traditional vs. Restorative

What are we focused on?

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What does accountability mean?

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Video 8: Defining Restorative Theories

Nine Affects

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Social Discipline Window

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Restorative Justice Typology

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Compass of Shame

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Fair Process

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Video 9: Restorative Practices Continuum

Affective Statements

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Affective Questions

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Impromptu Conversations

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Circles

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Video 10: Preparing for Synchronous Session

How are you going to best prepare for the synchronous session?

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Rose/Thorn; Win/Loss

Ask participants to share names and where they are from. Then ask them to share their rose/win and their thorn/loss for the current day or week. This could be anything they are seeing as a win (PR in a special event, grocery bill under a certain amount, full night of sleep, job promotion, etc.) and anything they are seeing as a loss (lost sleep, a broken household appliance, they or someone they love is sick, an extra bill they weren't anticipating, etc.) Acknowledge that we all have a variety of these- wins and losses- regularly in our lives and our relationships. We need to acknowledge both sides- no matter how big or small- for ourselves and others and sit with the feelings these wins/losses bring. You can also add in the idea of bud/opportunity to represent something they are excited for and/or anticipating.

Relationship Values

What do we value about our relationships with others?

How do these values impact how we communicate?

How do these values impact who we have relationships with?

Who Are You?

Participants will pair off (paired by the trainer or sent to breakout rooms at random). One person will begin by asking the other “Who are you?”. Their partner will answer this question and then the asking partner will ask the question again. This will continue for 2 minutes with the same person asking over and over “Who are you?” and the partner answering the question differently each time (there is no rule for their answers except that it must be different from something they have said previously). After 2 minutes, the partners will switch. The person who was asking the question will now become the person answering the question. After these 2 minutes are up, ask each participant to take a few minutes to reflect on what they said and what they heard from their partner.

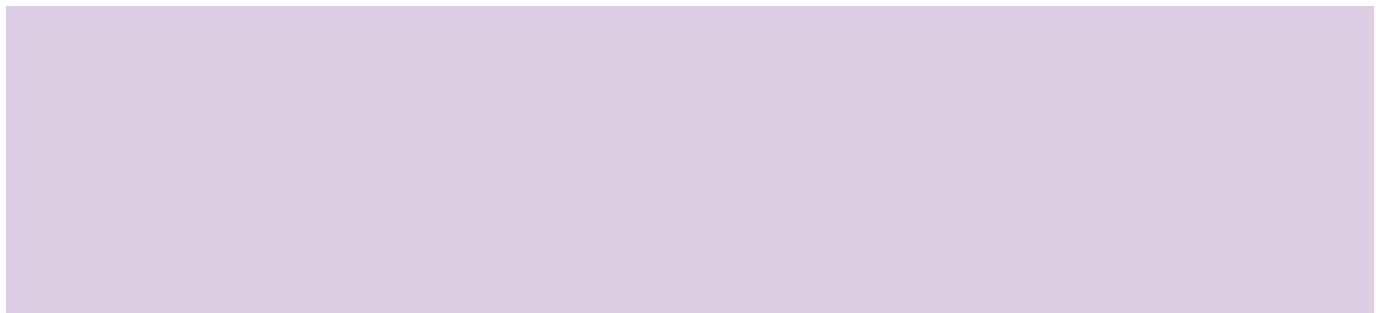
Questions to consider:

- Was this easy?
- Did you reveal things that surprised you?
- Were there things that you wanted to say, but didn't? Why do you think that is?
- Do you consider the things you shared part of your identity? Why or why not?
- Why do our identities matter?
- What would we say if this exercise was reversed? (You answer the “Who are you?” question for your partner) And how does that reversal speak to the way we identify and/or categorize people?
- Are these categorizations for ourselves/others good/bad/otherwise?



Leaving Your Legacy

You are asked to prepare the criteria for your own legacy award. What criteria would you use? How would you want to leave your legacy? In order for someone to receive your award, what criteria would they have to meet? How is this criteria based on your life?



Blurt!

When it is your turn, you must describe the word or phrase without saying any of the words on your list or saying it rhymes with _____. (Example- the phrase is Dolly Parton. You must give clues that do not use the words “dolly” “parton” or it sounds like “polly martin”.) Each participant will keep track of the number that they get right. The person with the most right at the end of all the rounds is declared the winner.

QUESTIONS

- Did you hold back at all during the game? Why or why not?
- Would you play this game differently depending on the people with whom you were planning?
- How did you feel when you got an answer right or wrong? Did you ever feel yourself having a strong emotional response? How about when others got an answer right or wrong?
- Where you mindful of the emotions of others while you were playing?
- Would you have played differently if you were specifically instructed to pay attention to your emotions as you played?
- How does a game like this connect to our real-life interactions with others?

WORD LIST

Old	Agile	Love	Mix	Statue
Dumb	Gain	Loyal	Texture	Conquer
Silly	Brown	Backward	Domestic	Cover
Weird	Liberal	Slight	Foreign	Ceiling
Nerd	Freedom	Honor	Pull	Silent
Fast	Bridge	Binge	Cross	Closet
Smart	Wall	Flag	Border	Needle
White	Trailer	Frontier	Crowd	Red
Rich	Language	Quest	Power	Rally
Cross	Sign	Land	Hunt	Rise
Large	Stop	Reservation	Fault	Nail
Puny	Order	Inquiry	Crazy	Normal
Conservative	Slow	Drink	Mental	Typical
Poor	Skinny	Brand	Bland	Trendy
Black	Rule	Dark	Shy	Clothes
Mute	Broken	Shadow	Huge	
Speech	Rash	Hood	Loud	
Forward	Disease	Tease	Hero	

Triggers

Ask participants to identify words that operate as triggers for them. Collect these words/phrases. In small groups ask participants to discuss:

- Why are certain words/phrases triggers?
- How do you typically respond when hearing these words/phrases?
- Are you aware of having to manage a response to these words or phrases?
- What happens when we have to manage these responses?
- Are there times when you haven't been able to manage your response in a way that others feel is appropriate? (What are appropriate responses? Who decides this?)
- Have you had to hold your tongue or limit how you respond to someone because of the impacts a strong response might illicit?
- How is this management impacted by our personal identities?
- Do people who carry certain identities have to respond in certain ways?

Consider writing a letter to the person/people who used these words or phrases against you and say the things you wished you had said/done.



US² Consulting | Understand Self, Unite Society.



**With Courage, Acceptance, Respect, and
Empathy, you will see Success!**

The Path to CARES® Certification

CERTIFICATION PROGRAM OVERVIEW

CARES® Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its constituents. The CARES® Curriculum is comprised of 5 modules, taught by a certified CARES® instructor.

MODULE 1: COURAGE

COURAGEOUS
CONVERSATIONS

MODULE 2: ACCEPTANCE

DIVERSITY &
EQUITY

MODULE 3: RESPECT

RESTORATIVE
RELATIONSHIPS

MODULE 4: EMPATHY

INCLUSIVE
TRAINING/CURRICULUM

MODULE 5: SUCCESS

ACCOUNTABILITY &
SUSTAINABILITY

Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES® principles.
- CARES® PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES® Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

RESPECT ACTION PLAN TEMPLATE

Individual Name	Date
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Why do you want to be Certified?

Respect Objectives

Objective 1: Analyze how relationships are impacted by personal experiences.

Areas of Strength

Growth Opportunities

Tactics

Timeline

RESPECT ACTION PLAN TEMPLATE

Respect Objectives

Objective 2: Understand Core Competencies of Social and Emotional interactions.

Areas of Strength

Growth Opportunities

Tactics

Timeline

RESPECT ACTION PLAN TEMPLATE

Respect Objectives

Objective 3: Incorporate restorative practices into multiple levels of relationships.

Areas of Strength

Growth Opportunities

Tactics

Timeline

To gain credit for this course, please login to your portal on <https://deilearninghub.com/my-account/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US² to continue reflecting and growing as trainers, facilitators, and social justice change agents

If you have not already done so, please consider enrolling in other modules to become a certified CARES[®] professional.

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

For any questions and/or concerns regarding the Certification process, please contact certification@us2consulting.com

To inquire about additional training opportunities and/or how US² can help your organization become a more inclusive and equitable environment, please contact info@us2consulting.com.