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How to integrate restorative practices into the school curriculum.

How to integrate restorative practices into school curriculum

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SUMMARY

This scientific research addresses how to integrate restorative practices into the school curriculum, that is, This study aims to show how to work with school curriculum themes using, among other methodologies, tools provided by peacebuilding circles and restorative justice. The objective is to demonstrate that this integration is possible, based on educational planning oriented towards fulfilling this purpose. This is a partial analysis of data from an experimental study, with public school teachers working in basic education in various regions of Brazil and are Facilitators of peacebuilding circles. The bibliographic references are based on Boyes-Watson and Pranis (2011; 2018), BNCC (2018; 2024) and Piaget (1973). Our research shows that restorative practices can be integrated into the school curriculum, resulting in... thus in the construction of a space conducive to learning and for students to develop the skills and competencies that are learning rights advocated by the BNCC (National Common Core Curriculum).

Keywords: Restorative practices; curriculum; basic education.

ABSTRACT

This scientific investigation addresses how to integrate restorative practices into the school curriculum; that is, it aims to show how to work with school curriculum themes using, among other methodologies, tools provided by peacebuilding circles and Restorative Justice. The objective is to demonstrate that this integration is possible, based on educational planning oriented towards fulfilling this purpose. This is a partial analysis of data from an experimental study with public school teachers working in Basic Education in various regions of Brazil who are facilitators of peacebuilding circles.

The bibliographic references are based on Boyes-Watson and Pranis (2011; 2018), BNCC (2018; 2024), and Piaget (1973). From the investigation, we show that restorative practices can be integrated into the school curriculum, thus resulting in the construction of a space conducive to learning and for students to develop the skills and competencies that are learning rights advocated by the BNCC.

Keywords: Restorative practices; curriculum; basic education.

INTRODUCTION

Restorative practices, stemming from Restorative Justice, can be allies for teachers.

as one of the methodologies for working on school curriculum topics to improve the

learning and developing healthy relationships, essential to collective life. Thus, the

Restorative practices emerge as an option for working on emotional skills during the

The very act of learning the curriculum content makes a difference in the development of

children and young people, because “we become who we truly are through our relationships



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with others" (Boyes-Watson; Pranis, 2011, p.15). Furthermore, mental development

The individual is conditioned in part (and in addition to) factors of organic maturation and mental formation.

(*stricto sensu*) through social or educational transmissions (Piaget, 1973, p. 27). In this scenario, Justice

Restorative education is present in education, especially with the methodology of peacebuilding circles.

In this research, we will use the term restorative practices to refer to the actions.

pedagogical approaches inspired by Restorative Justice. The aim of this article is to demonstrate that it is possible

Integrate restorative practices into the school curriculum of the BNCC, the Brazilian National Common Curriculum Base.

This is a partial analysis of data from an experimental study with teachers from public schools in [location].

Basic Education teachers, working in various regions of Brazil, who are facilitators of study circles.

peacebuilding. The term "facilitator" is used to refer to professionals trained in

Restorative Justice. The data was collected in 2024 using a Google Form.

Forms, with objective questions, and also through a training course.

LITERATURE REVIEW

Restorative Justice was incorporated into school education decades after its emergence.

in criminal mediation, which occurred in the 1970s. Restorative Justice is an approach that began as

An alternative to conventional justice, aimed at mediating conflicts between offenders and victims.

In conventional justice, the parties involved in a conflict are passive, as they delegate the responsibility to the State.

The responsibility for resolving the problem lies with the parties themselves. It is up to them to present the evidence and await the decision issued.

through the judiciary, so that everyone complies. According to Zehr (2008), conventional justice focuses

in guilt, in adversarial conflict where one has to win and the other lose. Unlike that

In contrast to the retributive approach, Restorative Justice considers crime as a violation that affects people.

and relationships, therefore, conflict resolution seeks to identify needs, obligations, and healing, in

In contrast to the focus on blame and punishment, restorative justice fosters dialogue and understanding.

Starting in 1999, the UN, the United Nations, regulated the matter.

through Resolution 1999/26, which began to regulate the application of restorative justice in criminal justice, within the scope

internationally. In Brazil, JR officially emerged through a pilot project implemented in

Judicial Branch in the States of Rio Grande do Sul, São Paulo and the Federal District, in the year 2005;

a partnership involving the Ministry of Justice and the UNDP, the United Nations Development Programme

Development. (CNJ, 2019).

Restorative Justice is broad, encompassing various practices: mediation or victim-centered conferences.

offender, family group conferences, circular process, restorative circle, circles of

peacebuilding (CNJ, 2021, p. 7). Thus, these various methodologies are referred to in the studies.

scientific methods such as restorative practices, which are the set of actions that utilize any of the

methodologies or elements of Restorative Justice to promote dialogue, in the pursuit of healthy social relationships, of



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Peace, understanding between opposing parties, and the consensual resolution of conflicts.

In this research, we also adopted the term restorative practices to refer to the use of
Regarding the JR methodologies used by teachers. In this regard, Evans and Vaandering (2018) state that a
One of the main criticisms of Restorative Justice in Education is that its concept is not easy to define.
precisely because of the various processes that are practiced in schools and called restorative,
However, the authors explain that the phenomenon occurs precisely because the JRE has “become a field.”
autonomous and expanding, still connected to the wider JR community, but with its own
practices and principles (Evans; Vaandering, 2018, pp. 28 and 31).

In educational institutions, Restorative Justice initially began to be used.
for the resolution of conflicts related to student behavior that compromised harmony in the
school environment. Another strategic field where restorative justice has been used is in socio-education.
aimed at young people in conflict with the law, many of them minors. Including the repositories
Scientific production on Restorative Justice in Education predominantly consists of research
focused on this aspect of JR. But the reality is that the Brazilian Judiciary itself has directed
JR for the field of conflict resolution, through Resolution 225/2016, which established the Policy
National Restorative Justice Program within the Judiciary. The first article presents the use of
JR related to awareness about conflict and harm.

Restorative Justice constitutes an ordered and systemic set of
principles, methods, techniques and activities of its own, which aim at raising awareness about
the relational, institutional, and social factors that motivate conflict and violence, and
through which conflicts that generate concrete or abstract harm are resolved in a structured
manner. (National Council of Justice, 2016).

Thus, in Brazil, JR has a history of primary use in matters related to
Violence and reparation of damages. The official recognition of restorative justice in school education is so recent that only
On November 14, 2023, the Ministry of Education (MEC) and the National Council of Justice (CNJ) signed an agreement for the implementation of Restorative Justice.
in schools. Prior to that date, the courts had been working in partnership with the governments.
from states and municipalities, and with other interested entities, for the implementation of Restless Living in Schools.

As previously mentioned, in the educational sphere, JR is applied through the practice of Circles.
Peacebuilding. The circles are spaces where everyone has a voice and is heard, seeking
Developing emotional intelligence, healthy relationships, and a sense of shared power.
Instead of a hierarchical structure, they are carefully planned using objects.
Symbolic elements, opening and closing ceremonies, and guiding questions to direct the discussions.

The possibility of using peace circles in schools, according to Boyes-Watson; Pranis
(2011) is great because the methodology does not require a large investment, in addition to having flexibility, since



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which can be adapted to a wide variety of situations. What are circles like in practice? They are people seated, arranged in a circle – as traditional indigenous peoples have done since ancient times, because they were the inspiration for the methodology – among them is the facilitator, who will lead the conversation. There is a talking stick, which is passed from hand to hand, and only those who [are allowed to] speak can do so. who is in possession of the object. The topics of the talks are ordered by guiding questions asked by Facilitator, such as: How are you feeling right now? Tell a story of an achievement you've experienced. For you? What could we do to make you feel better? Thus, the questions change... It depends on the context, on the theme that motivated the creation of the circle.

In short, seeing a circle means visualizing people sitting in a circle. There will be a centerpiece and an object that will pass from hand to hand, the object of the word, giving to One participant has the power of speaking, and the other has the power of listening. There is an opening ceremony and another... closing. These elements are essential and indispensable, along with the discussion of values and guidelines and with guiding questions (Boyes-Watson; Pranis, 2011, p. 37). According According to the authors, observers are not allowed; only those who are present can be in the circle. effectively participate.

Participating in the circle implies being present with others, sharing emotions, and listening. Regarding speaking, it's not mandatory; it's possible that not everyone wants to speak, because nobody is obligated to. You are not obligated to do anything, not even to remain in the circle, if you decide you don't want to continue. Circles in school offer opportunities to build healthy relationships and promote... Emotional awareness and creating a safe environment for personal and academic growth. By encouraging the active participation of everyone, the circles promote democracy, empathetic listening, and... Respect for others.

Circles, according to Boyes-Watson and Pranis (2011 and 2018), are led by facilitators. trained in specific courses to perform the activity, even for dialogue circles, that These are the simplest ones; the authors recommend that professionals have training to conduct them. (Boyes-Watson; Pranis, 2011, p. 19).

The guide's role is to facilitate the circle, to plan, organize, and invite participants. Hold individual meetings beforehand, if necessary, and then lead the process in a circle. In a safe, comfortable, and respectful manner for everyone. The theme is defined during the planning phase. The planning of a circle needs to be detailed:

Who will be part of the circle? What time? Where? What will be the subject of the conversation? What will be at the center? What opening ceremony will be used? What question will be used to generate value for the circle? What question will be used in the check-in or introduction round? Is there a need for further relationship building before addressing the issues? If so, how will this be done? What question(s) will be used to initiate dialogue about the key issues? What other questions might be helpful if the group isn't delving deeply enough into the issues?



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Will a closing ceremony be used? (Boyes-Watson & Pranis, 2011, p. 42).

According to Boyes-Watson and Pranis (2011), circles can be applied to make a Learning diagnosis based on what students already know, reflections, conflicts, establishing rules. of coexistence, increasing vocabulary, future plans, reading, relationships, success, Feelings, pain, motivation, losses, traumas, family, acceptance, and it doesn't stop there. Emotions They directly influence the self-management of our actions; they play an important role in the reasoning process and the conscious choices we make, resulting from the engagement of Human subjectivity. Emotional intelligence, therefore, needs to be developed because it is an essential skill for a successful community life. It is in this sense that the circles... They aim to create an environment of emotional safety, especially when working with young people. (Boyes-Watson; Pranis, 2011, p. 15).

It can also help redirect a youth culture in a positive direction, creating opportunities for young people to be a source of support and wisdom for one another. The peacebuilding circle is a place to acquire skills and habits for forming healthy relationships, not only within the circle but also outside of it. (Boyes-Watson; Pranis, 2011, p. 16).

Unlike social spaces of confrontation and power struggles, circles serve as A paradigm shift, elimination of hierarchies and power structures, as it is a democratic environment and... horizontal and healthy relationships (Boyes-Watson; Pranis, 2011, p. 30).

The right to learning in the BNCC (National Common Core Curriculum)

The BNCC (National Common Core Curriculum) links learning rights to the development of ten competencies, Competence is defined as the mobilization of knowledge, skills, attitudes, and... values for the complex demands of life, the exercise of citizenship and the world of work (Brazil, 2018, p.8). Students therefore need to develop skills related to scientific thinking, critical and creative; communication; argumentation; cultural diversity; digital culture; work and life project; knowledge; self-knowledge and self-care; cooperation and empathy; Responsibility towards oneself and others, and citizenship.

All ten competencies relate in some way to the principles of practice. restorative practices, but some of these skills are more relevant. The skill of Number 8 talks about self-knowledge and knowledge of others, which are aspects worked on by... Restorative practices, as it places dialogue with active, empathetic, and respectful listening at the center of... In practice. Along the same lines comes competency 9, advocating respect for others and combating... Prejudice, valuing diversity, identities, social groups, potential, and speech. explicitly about conflict resolution. Competency 10, on the other hand, addresses attitudes involving



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Acting with ethical principles, flexibility, resilience, sustainability, and collectivity. Thus, the Competencies number 8, 9, and 10 are the ones that best fit the purposes and principles of restorative practices, and this confirms the relevance of using these practices integrated into Learning methodologies for curricular content.

Social relationships and learning

In the previous section we saw that learning to share power is fundamental to collective life. (Boyes-Watson; Pranis, 2011, p. 30) and, consequently, for good social relations and for The evolution of humanity, therefore, according to Piaget (1973), "social life constitutes one of the factors essential to the formation and growth of pre-scientific and scientific knowledge" (Piaget, 1973, p. 17).

For evolution to occur, it needs a mentally developed population, and that is not... It is linked not to the biological, but rather to social relations, according to Piaget (1973), because the issue is that the Biological explanations seek justification in hereditary transmission, determining characteristics internal; on the other hand, the sociological explanation is linked to the relationship between individuals, the interaction social and "constructs a set of notions intended to account for this sui generis way of "transmission" therefore refers to external, exterior transmission (Piaget, 1973, pp. 18 and 19).

This is how she will explain why the mentality of a people depends much less on their race than on their economic history, the historical development of their techniques and their collective representations, this "history" no longer being that of a hereditary patrimony, but that of a cultural patrimony, that is, a set of behaviors transmitted from generation to generation, from the outside and with modifications dependent on the social group as a whole (Piaget, 1973, p.19).

The best experience, regarding maturation and the interaction between the biological and the social, is to observe. child development, as it allows one to perceive the "suture zone" between internal transmissions. or hereditary and external transmissions, that is, social or educational" (Piaget, 1973, p. 19). At this point, Piaget (1973) exemplifies this with the learning process of logical operations, because They depend on biological maturation as well as social transmission through education.

The acquisition of a system of operations does not occur all at once, but always involves very regular organizational phases [...] But such genetic processes are, in contrast, highly instructive regarding the link between maturation and social transmissions (Piaget, 1973, p. 20).

To understand, then, how human learning develops in In the context of social life, according to Piaget (1973), it is necessary to consider the transition from biology to psychology and sociology, but a simultaneous transition, with the three disciplines brought together, each one From their point of view, but harmoniously complementary. And what is the reason for this? "Their reason



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The truth is that there aren't three human natures—the physical man, the mental man, and the social man—if overlapping or succeeding one another as the characteristics of the fetus, the child, and the adult [...]” (Piaget, 1973, p. 21).

[...] just as individual organic development depends, on the one hand, on hereditary transmission, so too is individual mental development conditioned in part (and in addition to the factors of organic maturation and mental formation *stricto sensu*) by social or educational transmissions. (Piaget, 1973, p. 27).

Intellectual transformation doesn't happen simply by replacing old ideas with new ones.

new, but it results from the acceleration of the psychogenetic process, formed by stages that “remain relatively constant in their order of succession, but which succeed one another more or less rapidly.

according to social means” (Piaget, 1973, p. 28). According to Piaget (1973), the following are interdependent

Mental and social factors, so that the individual depends on the relationship between both and on evolution.

simultaneous, to accelerate its development.

Thus, the biologically invariant (as hereditary) extends simultaneously into the mental and social realms, and it is the interdependence of these last two factors that can explain the accelerations or delays in development according to different collective environments (Piaget, 1973, p. 29).

This interdependence of the mental with the social accompanies the individual after he acquires and builds upon the mental operations derived from biological maturation and social interaction, so that

“a balance is established between the mental and the social, in the sense that the individual becomes a member

“As an adult in society, he could no longer think outside of this completed socialization” (Piaget, 1972, p. 29).

Every interaction between people is not just an isolated event, but rather a mutual influence.

which modifies the mental structure and characteristics of the individuals involved, thus, every relationship

Social interaction creates a unique totality, producing new characteristics and transforming mentality and

behavior of the individuals involved (Piaget, 1973, p. 35). The author also says that since

From interactions between two people to relationships between all individuals in a society, there is a

continuity in the process of mutual influence, which means that the totality formed by

Social connections and interactions are not simply the sum of individuals or something that exists in isolation.

of them. Instead, it is seen as a dynamic system of interactions that alter the structure and the

The nature of the individuals themselves.

Thus defined by the interactions between individuals, with the external transmission of acquired characteristics (as opposed to the internal transmission of innate mechanisms), social facts are exactly parallel to mental facts, with the only difference being that “we” is constantly replaced by “I” and cooperation by simple operations (Piaget, 1973, pp. 35 and 36).

Therefore, learning is strictly linked to social relationships. For students...



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For students to benefit from good relationships at school, it is important to carry out pedagogical work intentional. Freire (2004) teaches that dialogue in the classroom should be encouraged to enable The reflection of teachers and students, however, is not empty, but intentional.

MATERIALS AND METHODS

The methodology used was experimental research, supported by a bibliographic basis, with References are made to Boyes-Watson and Pranis (2011), BNCC (2018; 2024), and Piaget (1973). The participants The research included 20 teachers working in Basic Education, in public schools, and who have Specific training as facilitators of peacebuilding circles, which is the methodology of Restorative justice practiced in schools. The teachers were nominated by the schools and by... justice system, which conducts training on the topic of Restorative Justice.

Among the teachers, 8 are professionals from the State of Rio Grande do Sul, and 7 are from the State of [State name missing]. Amapá, 3 from São Paulo, 1 from Tocantins, and 1 from Pernambuco, totaling 20. They teach classes for Middle and high school. The youngest is 42 years old and the oldest is 58, and the average The prevalent age group is 45 years. All participants have a higher education degree, and 16 have... postgraduate studies. Regarding teaching experience, the shortest time is 6 years and the longest is 31 years, with an average of 25 years of teaching experience.

Using a qualitative approach, the research collected data through an administered questionnaire via Google Forms, with subsequent data analysis, seeking to engage with the reference framework theoretical.

From the 20 respondents, 10 of them were invited to participate in a training course an opportunity in which they developed an educational product, consisting of a lesson plan and They also implemented this plan in schools under supervision and subsequent observation by researcher. A total of five completed all stages of the course and had their data analyzed in this search.

The questionnaire was administered remotely, by sending a link to the teachers. There were 6 questions designed to profile the teachers in relation to age and level of education academic background and length of time as a professor. Following that were 22 objective questions with "yes" or "no" answers, and 11 subjective questions. To specifically analyze the use of the practices In the restorative process, four questions were asked, two objective and two open-ended. The analysis presented here focused on... These four questions and answers are covered here, as the others relate to other complementary topics that are not... These are the subject of this article. The objective questions were as follows:



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1 - Have you ever witnessed or experienced a conflict situation at your school, such as a fight, name-calling, or another negative incident?

2 - Do you use Restorative Justice at school?

The subjective questions were as follows:

1 - Could you describe an instance of violence that occurred or that you experienced in the school environment?

2 – How do you use Restorative Justice at school? In what situations and with what objectives?

Regarding the training course, one of its objectives was to analyze whether it is possible to integrate the Restorative practices for working with the school curriculum. Thus, 10 teachers who responded to The participants agreed to participate in the course in a hybrid format, with remote activities and The course consisted of four in-person sessions. The course was taught using a mentoring system, in which... Teachers received study materials for each stage, studied, and answered questions. This is a guided study model, which may require the teacher/researcher to be contacted at any time. to clarify doubts, discuss the content, etc.; in the same way, the professor/researcher guided the Students were studied individually and given feedback regarding their studies.

The teachers were free to study according to their own schedules. being very busy and not having free time in common that would allow them to form a The class met regularly. For teaching support, the teachers received ebooks which were... developed by the researcher, forming a didactic sequence, dealing with themes such as Justice.

Restorative education in schools, school curriculum within the BNCC (National Common Core Curriculum), development and implementation of educational projects.

The teaching plan, developed throughout the course, integrated restorative practices into... methodologies and learning of curricular content were also applied, under supervision and Researcher supervision. The practical application was carried out with in-person observation in the classroom. The researcher recorded the observations in a class with teachers and their students from basic education. in field diary.

RESULTS AND DISCUSSION

Regarding violence in schools, the facilitating teachers were asked if they had ever witnessed it. or have experienced some kind of conflict situation at school, such as fighting, name-calling, or another type of incident. No. They were unanimous in answering yes. Regarding the types of violence they witnessed, The teachers reported conflicts between students themselves, conflicts between the management team and teachers, and conflicts between teachers and students. It is true that social relationships have tensions, but on the other hand, they are not... It's not possible to normalize, but rather to transform tensions and minor conflicts into opportunities. learning, even to halt the escalation of violence in schools and foster a culture of

peace (Boyes-Watson; Pranis, 2011, p. 15).

When asked if they use Restorative Justice at school, among the 20 respondents, 90% use it and only 2 of them answered that they do not use it. In addition, they were asked how they use Restorative Justice in schools, in what situations and with what objectives. Only two of them mentioned using it for curricular learning situations. Three respondents said they incorporate restorative practices into school planning activities. Six respondents said they use restorative practices for coexistence and to promote... welcoming, whether with students or parents of students. Another eight respondents said that the practices are used to manage crises and conflicts in the classroom or other spaces within the school. The table below shows each of the response categories:

Table 1: Response Categories

Categories of answers	Excerpt from responses to the question: How do you use Restorative Justice in school? In what situations and with what objectives?
School violence 9 answers	"any conflict that may exist within the class itself." "Yes, whenever there are some controversies during recess." "In cases of arguments between students." "...when there are conflicts, arguments, and even violence."
Coexistence and Welcome 6 answers	"In all interactions with students and teachers." "With groups of parents, in the sense of welcoming, listening, and supporting, and with students who share the same goals." "Always aiming to transform that place into a welcoming environment." "Seeking integration and a sense of belonging."
Planning 3 answers	"I use it from annual planning (PDI), bimonthly planning, and in daily methodologies." "The goal is to make peacebuilding circles an activity that is part of the pedagogical planning." "[...] in addition to guidance, diagnosis, and planning."
Curriculum 2 answers	"for [...] some curriculum topics". "I use it in the classroom, [...] and even in adapting content."

Source: Prepared by the authors (2025)

Although two teachers responded that they use restorative practices, between other purposes, to work on content, and three others mentioned its use in planning, the most common use is in situations of violence, whether to resolve existing conflicts or to prevent further ones. Its occurrence, which can be identified both in responses that openly discuss the management of crises at school, as well as in responses that referred to concerns about welcoming students, in phrases how to "transform that place," *"seek integration and a sense of belonging."*

Both combating and preventing violence, as well as providing support, are important and necessary, and teachers take action with transformative potential when they adopt the practices. Restorative practices with such objectives, and in the situations described by them, ultimately the problem lies at the door and it needs an immediate solution.



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Another issue to consider is the training courses for facilitators of peace circles.

Restorative Justice approaches are geared towards social pacification, with a real focus on building relationships of healthy spaces for good coexistence, which is why it is the prevailing line of work in schools. Furthermore, this perspective on the use of restorative practices is aligned with the The initial objective of its creation was precisely to manage conflicts involving offenders and offended, according to Zehr (2008).

Therefore, based on the 20 responses to the 4 questions, it can be concluded that most teachers use... The restorative practices in their classes and the way they are applied is primarily focused on problem-solving and... Conflict prevention, as well as welcoming, also aims to build healthy spaces for coexistence. We had 5 participants who use it in educational planning and in the practice of actions. Learning and teaching.

To focus specifically on the aspect related to the use of restorative practices in the process of After the learning process, a second stage was carried out: the training course. Of the 10 invited teachers, Five completed the course. The training lasted an average of 2 months and, as part of it, the teachers They simultaneously developed a teaching plan. The topics are presented in the table below. worked on in the lesson plans, the target classes, the learning strategy and the Field diary observations regarding the researcher's observations.

Table 2: Lesson Plans

Lesson Plan Themes	Classes	Learning Strategies
Sustainability and Practices Sustainable	2nd year: Education Average	Study of articles. Video analysis. Internet research. Group discussion. Classroom sharing. Restorative practices.
Art and Media Environment	5th grade: Education Elementary School I	Lecture and dialogue. Video projection. Text reading. Music read and sung along to audio and video. Production of land art (art with elements of nature). Restorative practices.
Black scientists playing leading roles in discoveries.	5th grade: Education Elementary School I	Lecture-based lesson. Internet research. Recording and showing video lessons to the class. Film screening and discussion. Creation of mind maps in pairs. Restorative practices.
Acculturation assimilation: Individual, social, and regional memory	AEE: High School. Expository	Expository lesson. Internet research. Research with family members. Video presentation. Collective reading of supporting text. Video production with filming and editing. Group socialization. Restorative practices.
Life and Universe: ecology	EJA	Lectures and discussions. Video presentations. Written assignments. Collaborative construction of a panel classifying species and their characteristics. Dialogue circle. Restorative practices.

Source: Prepared by the authors (2025)

In general, the lesson plans were taught while maintaining similarities in The following aspects were considered: the content was taught over several classes; the teachers incorporated... Restorative practices, such as sitting in a circle to dialogue; doing check-in and check-out; practicing the Active listening; reminding students about the agreed-upon guidelines for a safe speaking space, with the





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This leads to the strengthening of values such as respect, humility, humanity, and non-judgment.

All the students were heard and listened to their classmates. Everyone spoke about the topic being studied, many
At times, they echo viewpoints and identify with the opinions of their colleagues, which demonstrates active listening.
active.

In the end, the students praised the circular format of the class and the other elements of the...
The participants were engaged in restorative practices and were noticeably happy, relaxed, and satisfied. Their statements...
Students at checkout – which is the sharing of how participants are doing.
from the circle – they revealed that the classroom had truly become a safe space for them to
The dialogue was open, and everyone, absolutely everyone, was able to express themselves freely, without appearing to be...
worried about criticism and judgment.

This feeling expressed by the students, according to Boyes-Watson and Pranis (2011), is the
The result of creating an environment of emotional safety for young people, enabling them to acquire...
"skills and habits for forming healthy relationships" and in which they became "a source of
support and wisdom for one another" (Boyes-Watson; Pranis, 2011, p. 30).

In this sense, Piaget (1973) says that the interdependence between mental and social factors
"can explain the accelerations or delays in [an individual's] development according to the various
"collective means" (Piaget, 1973, p. 29), that is, the healthier and more enriching the social relationships,
Furthermore, mental development will be favored, thus accelerating.

We have previously explained that competencies 8, 9, and 10 of the BNCC (Brazilian National Curriculum Base) are completely identical.
with restorative practices, therefore, it is not necessary to repeat, but it is worth adding that in the face of
Based on the observations made in this scientific experiment, competency 7 also deserves to be analyzed, because
The integration of restorative practices into the school curriculum enabled and encouraged students to...
engaging in dialogue within the circle, combining their views with reliable facts, data, and information, and defending their positions.
Ideas regarding human rights and raising awareness about various important aspects of life.
in society:

To argue based on facts, data and reliable information, in order to formulate, negotiate and defend ideas, points of view and common decisions that respect and promote human rights, socio-environmental awareness and responsible consumption at the local, regional and global levels, with an ethical stance regarding self-care, care for others and care for the planet (Brazil, 2018, p. 10)

One of the students in the EJA program, an inmate in the prison system, commented that studying was a step forward.
topics using restorative practices methodology, as I had previously participated in peace circles.
but not for studying school subjects. In that same class, others commented that it was good to be able to
To speak and also to listen to colleagues' explanations, to know what they had to share.

These statements reveal that the students respect each other's potential for sharing knowledge, and of
Learning with the group, regardless of whether they are people who have suffered a criminal conviction, they



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They demonstrated appreciation for the knowledge brought by each individual.

In the Special Educational Services class, the students participated with interest.

listening to classmates and especially making an effort to speak, because, according to the teacher, the

The class is composed of highly inhibited students, some with speech difficulties, but they...

They talked in class, spoke about themselves and the topics proposed by the teacher, and at the end it was possible

They realized that the teachers were proud of their progress and thanked the teacher for it.

In one of the 5th grade classes, the students spoke fluently and knowledgeably during the...

socialization within the circle and, in response to the teacher's questions, they argued using the

The lessons learned from previous months were incorporated into the lesson plan, as the teacher intertwined several previously developed themes.

studied. In that class there was an autistic student who participated in the dialogue in the circle, listening.

attentively listening to colleagues and enriching their responses with the comments brought up by their colleagues. In the other

In the 5th grade class, the students also participated enthusiastically and spoke knowledgeably about their...

Learning takes place within the circle, in addition to everyone singing a song related to the theme together.

Specifically, with the 5th-grade students, it was possible to verify that after one hour

Participating in rounds of discussions within the circle, some began to show signs of fatigue; therefore, it is

This indicates that this activity with children needs to be planned to last a shorter amount of time.

in order to avoid causing fatigue and to fulfill the purpose of learning.

High school students have already made important arguments on the topic of

sustainability, pointing out points of divergence and convergence in relation to the colleagues' statements,

However, they emphasized respect for differing viewpoints. Furthermore, they complemented the teachings.

proposed by the professor, adding their views and experiences on the subject. No one was left out.

to participate, and some even encouraged others by praising their speeches when they liked the way they spoke.

the colleague argued. These aspects, perceived in this learning experience, encompass the

Learning rights listed by the BNCC (National Common Core Curriculum), within the ten competencies.

It is extremely important for learning and development that young people have

Positive social interactions, because, according to Piaget (1973), each interaction between people is not an event.

isolated, but exerts mutual influence, generating modifications in mental structure and characteristics.

of the individuals involved. In this way, every social relationship creates a unique totality, producing new

characteristics and transforms the mentality and behavior of the individuals involved (Piaget, 1973,

p. 35).

The teachers' performance in this experiment was successful, as they managed to make the

The integration of restorative practices as a methodology for working with curricular content.

Professionals studied the content taught in the teacher training course and then developed...

their lesson plans proposed strategies that included the study of themes, with the

Building and sharing knowledge through restorative practices.



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It is important to note that restorative practices were not the only teaching methodology used, as can be seen in the table presented, the teachers made use of a set of strategies for working with content with your students, combining various practices with physical resources and digital technologies.

Regarding the initial training of teachers to act as facilitators of study circles. Peacebuilding is necessary, but, according to Boyes-Watson and Pranis (2011), it doesn't have to be a training as thorough as that intended for professionals who will work in conflicts, such as court cases, for example (Boyes-Watson & Pranis, 2011, p. 19).

We also consider ongoing training focused on integrating practices to be important. restorative approaches to the school curriculum, such as those proposed in this scientific experiment, for that teachers plan the use of circles intentionally and in a way that close link to curricular content, since, according to Freire (2004), dialogue in the classroom The lesson should be designed to encourage reflection by teachers and students, but not in a way that... Empty, but intentional.

If we broaden our perspective on the potential of restorative practices in education, and Teacher training to guide the use of restorative practices in the curriculum could become... a deeply rooted culture and naturally prevent conflicts, as all classes become safe spaces, based on respect, empathy, dialogue, etc.

CONCLUSION

Restorative practices, when integrated into curriculum methodologies In schools, these activities enable students to learn to develop listening, argumentation, and courage. Speaking their minds, respecting themselves and others, empathy, valuing the group, and a sense of belonging. The facilitating teachers participated in this verification, through an experiment that It involved participation in a training course, and the development and implementation of a teaching plan. under the supervision and guidance of a specialist.

This means that the use of restorative practices, applied to the school curriculum, is possible, and Positive results can be proven. How to integrate restorative practices into the curriculum. school? This experiment allows us to answer that it is necessary to have teachers with proper training. in Restorative Justice, which they use in the classroom, and participate in continuing education. Specifically, it should provide guidance on how to apply restorative practices to the school curriculum. Thus, the very dynamics of restorative practices, as a space for dialogue, democracy, and inclusion, Empathy and respect will contribute to transforming students' interpersonal relationships, as part of... intrinsic to the learning process of curricular content and this may impact the knowledge building and society.



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