

Tool 8



Checklists & Assessments

Furnishings		Current Conditions	Desired Conditions
Item			
Chairs/Seating	What seating is currently in the space? Is it in good condition and support your needs? Do you need more or different seating? Are chairs for circles of Equal height? Is there a place to store them?	List the furniture you need. Sketch furniture layout.	staff or facilities help get the furniture required for the workshop, class or circle
Tables	What activities in the space require a desks or tables? Is it the right shape and size for this use? Can it be folded and stored and easily moved?	List the furniture you will need. Sketch out where it might go in the space.	Where can I get the furniture I need? Can staff or facilities help get the furniture required for the workshop, class or circle
Other Furniture	What other furniture is currently in the space? Is it in good condition and support your needs? Do you need more or different types of furniture?	List the furniture you will need. Sketch out where it might go in the space.	Where can I get the furniture I need? Can staff or facilities help get the furniture required for the workshop, class or circle
Furnishings	What furnishings are currently in the space? Pillows for sitting on the ground? Blankets? Fabrics?	List the furnishings you need. What furnishings can be created to enhance the space?	Who can help? Where can I get buy or get these made?
Color & Art	Is there color in the space? Is the color employed going to stimulate the reaction you are seeking? Is there artwork on the walls? What does it depict?	What color or art can you use to create restorative and nourishing environment? Where would it be located in the space? How do you create it?	Are there artists or designers in your community who could work with you to create these elements?
	Is there nature or natural element in the space? Are there moving plants?	How can you increase the natural elements in the space? Is there enough light to grow plants? Can animals be brought in?	If you can bring in nature, animals or water who will take care of this? Can it be easily maintained?
			facilities staff



Description

Checklists and Assessments

Checklists and assessment tools provide a clear and helpful way to analyze existing spaces and create new spaces informed by restorative justice. These tools guide users in what to notice in their environments and a process for analyzing design elements in their spaces. They are also helpful in quantifying and organizing a process toward the creation of these spaces. In this tool, there are several checklists and assessment tools that you can use to help understand and evaluate your spaces at any stage of the design process. The checklist and assessment tools provided here can serve as activity sheets for workshop assignments or be distributed among stakeholders in real-world design projects, as a way of help them analyze their own spaces and share learnings with colleagues and users. You can also invite stakeholders to create their own assessment tools, based on their design goals.



**SAMPLE EXERCISE*****Making space for restorative justice and peacebuilding***

Give each participant a copy of the Making Space of Restorative Justice and Peacebuilding checklist and assign them, individually or in small groups, a space to evaluate using the checklist. After they have completed their assessment, they report back to the group about their findings. Facilitate a large group discussion about their findings. For instance:

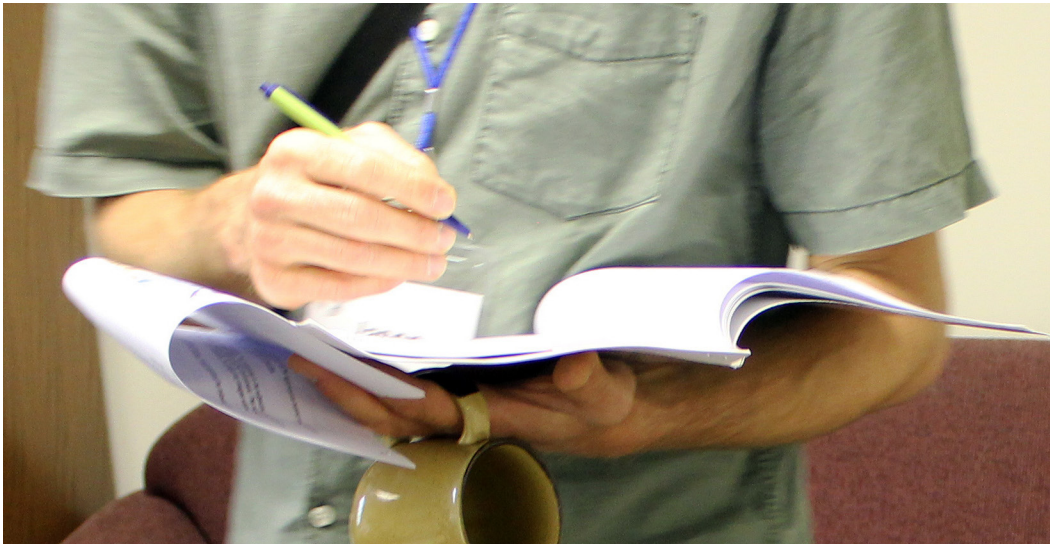
- What is the most interesting or important finding?
- How are the findings similar and different across assessments?
- What do their assessments suggest about the strengths of the existing design?
- What do their assessments suggest about areas for improvement of the existing design?
- If they were going to start making improvements, what improvements would they make first and why?



Plan and Process

Use this tool to:

- Invite participants to explore the design and their experiences in spaces in their own lives.
- Solicit participants' inner wisdom about the impact of design on the human experience.
- Encourage reflection on ways to change one's personal or professional spaces.
- Explore spaces at various levels (e.g., room, building, neighborhood, city).



Modify the sample exercise

Participants can use existing checklists/assessment tools or create their tools as a class project.

Exercise 1: Use an existing tool

Several sample restorative justice-related assessment tools are provided in this toolkit:

- Making Space for Justice and Peacebuilding.
- Environmental Reflection.
- Trauma-Informed Design Considerations.
- Making Space for Justice and Peacebuilding in School.

Exercise 2: Participants create their own tool

Participants can also be given the assignment to create their own checklist/assessment tool, as a way to apply learnings about restorative justice. A sample prompt is as follows:

Imagine that a correctional administrator wants to assess his/her correctional institution for the way it is consistent with restorative justice and she/he has asked for a tool—for example, a list of questions or rating scales—that staff and incarcerated individuals can use to analyze that particular institution. Based on your experiences in the class and with this project, create an assessment/evaluation tool.

Participants may look at existing tools to get an idea of what they might want to include or how to format their tool.

Present and debrief the design tool

Students present their assessment findings (and assessment tool, if created from scratch). Sample debriefing and discussion questions include:

1. What design elements are consistent with restorative justice?
2. To what degree is the space being assessed restorative?
3. What changes could be made to make it more restorative?
4. What is their most interesting or important finding?
5. How are the findings similar and different across assessments?
6. What do their assessments suggest about the strengths of the existing design?
7. What do their assessments suggest about areas for improvement of the existing design?
8. If they were going to start making improvements, what improvements would they make first and why?



Make and Build

In this section, you will find sample checklists and assessments tools for your use. Other than copies of the assessment tool you want participants to use, the supplies are minimal:

- Pen or pencil
- Copies of existing checklists/assessment tools.
- Paper on which participants can create their own checklists/assessment tools.
- Instructions for how to guide students in creating checklists/assessment tools.



Tool
8



**Checklists &
Assessments**

Assessments Handout



Checklists and Assessments

Checklists and assessment tools provide a clear and helpful way to analyze existing spaces and create new spaces informed by restorative justice. These tools guide users in what to notice in their environments and a process for analyzing design elements in their spaces. They are also helpful in quantifying and organizing a process toward the creation of these spaces. In this tool, there are several checklists and assessment tools that you can use to help with understanding and evaluating your spaces at any stage of the design process. You can also invite stakeholders to create their own assessment tools, based on their design goals.

Checklists and Assessments exercise

Using the Making Space of Restorative Justice and Peacebuilding checklist, evaluate the assigned space. You may do this individually or in a group. After you have completed the assessment, you will report back to the group about your findings and participate in a large group discussion around the following questions:

- What are the most interesting or important findings?
- How are the findings similar and different across assessments?
- What do your assessments suggest about the strengths of the existing design?
- What do your assessments suggest about areas for improvement of the existing design?
- If you were going to start making improvements, what improvements would you make first and why?

Sample Assessment 1

Things to consider: A checklist for creating restorative spaces

Often when we look at our current spaces for justice including prisons/jails, classrooms, offices, or courthouses, they do not embody the values we would like to see represented and are sometimes designed or furnished for uses other than those intended to use them. This checklist provides a guide to help you analyze your current spaces in order to enhance or transform them for restorative justice and peace building in your context. Not all of these elements may apply, and you may not be able to make significant change to your environment. There may even be some items not listed here that fit your context so feel free to add what you are missing. The intent is to use this to get you started and to explore even the smallest change that you might be able to make to create a space that embodies the values of restorative space.



Space Analysis					
Item	Current Conditions	Design Strategies	Resources/Knowledge	Notes	Budget
Space Analysis	Does the space feel cramped or too spacious? Is there ample room to move outside of the circle? Is there enough space for the number of people participating in the peacemaking process and design labs or art work? Can everyone see each other?	How can I reorganize the space differently? What needs to be removed?			
Windows and Views	How do people enter the room? What is the first thing they see? Is there a view to nature through windows? If not what do you see?	How can I reorganize the space differently to create a positive entry experience?			
Sound/ Acoustics	Is the room sound proof? Are there distracting sounds from outside? Can everyone be heard easily within the space?	Can I add soft furniture or furnishings to reduce noise attenuation? Do I need to remove items to create a louder or quieter room.			
Temperature	Is the space too cool or warm? How is temperature controlled in the room? Fans? Central Air? Can you open the windows? Are there cooler/hotter spaces in the room?	Can furniture be placed in a part of the room with the best temperature control? Do we need to have blankets on hand? Can we add fans for cooling? Open windows?			
Support Spaces	Is there space for storage? What do you need to store? Extra Chairs? Process supplies? Are there convenient and clean bathrooms nearby?	Do you need to purchase storage furniture?			
Privacy	Can people be seen or heard while in the peacemaking circle? Sleeping? Taking care of physical needs? Are there places for reflection and quiet time?	How can you create spaces for privacy that still feel safe for all?			

Lighting					
Item	Current Conditions	Design Strategies	Resources/Knowledge	Notes	Budget
Artificial Lighting	<p>What mood does the lighting produce?</p> <p>Are you relying on overhead florescent lighting?</p> <p>Can you control it with dimmers?</p> <p>Is it too dark? Too much light?</p>	<p>What mood would you like to create? Can current conditions be modified? Do you need to add lighting?</p>	<p>Who can help? Where can I get materials?</p>		
Natural lighting	<p>Does the room have natural lighting?</p> <p>Which direction are you facing? North? South?</p> <p>Where is the light fall in the room throughout the day? The year?</p> <p>What time of day is your circle process?</p>	<p>How can we bring more natural light into the space if necessary?</p>	<p>Who can help?</p>		
Blinds, Window Coverings	<p>Do window coverings provide sufficient privacy and reduction for glare?</p> <p>What condition are they in?</p>	<p>How can window coverings contribute to the overall look and feel of the space and control glare?</p>	<p>Who can help? Where can I get materials? Volunteers?</p>		

Furnishings					
Item	Current Conditions	Design Strategies	Resources/Knowledge	Notes	Budget
Chairs/Seating	What seating is currently in the space? Is it in good condition and support your needs? Do you need more or different seating? Are chairs for circles of Equal height? Is there a place to store them?	List the furniture you will need. Sketch furniture layout.	Where can I get the furniture I need? Can staff or facilities help get the furniture required for the workshop, class or circle		
Tables	What activities in the space require a desks or tables? Is it the right shape and size for this use? Can it be folded and stored and easily moved?	List the furniture you will need. Sketch out where it might go in the space.	Where can I get the furniture I need? Can staff or facilities help get the furniture required for the workshop, class or circle		
Other Furniture	What other furniture is currently in the space? Is it in good condition and support your needs? Do you need more or different types of furniture?	List the furniture you will need. Sketch out where it might go in the space.	Where can I get the furniture I need? Can staff or facilities help get the furniture required for the workshop, class or circle		
Furnishings	What furnishings are currently in the space? Pillows for sitting on the ground? Blankets? Fabrics?	List the furnishings you need. What furnishings can be created to enhance the space?	Who can help? Where can I get buy or get these made?		
Color & Art	Is there color in the space? Is the color employed going to stimulate the reaction you are seeking? Is there artwork on the walls? What does it depict?	What color or art can you use to create restorative and nourishing environment? Where would it be located in the space? How do you create it?	Are there artists or designers in your community who could work with you to create these elements?		
Nature	Is there nature or natural element in the space? Are there moving elements in the space like a mobile? Are there representations of nature in the space?	How can you increase the natural elements in the space? Is there enough light to grow plants? Can you bring animals into the space? Can you bring water elements into the space?	If you can bring in nature, animals or water who will take care of this? Can it be easily maintained?		
Equipment	What sound & audio equipment, teaching aids, messaging, fire and security system or building system equipment is in the space.	Do these clutter the space? Are they still necessary for your use? Is there equipment you are missing that is required for the space?	Are there facilities staff who can help you with this?		

Building					
Item	Current Conditions	Design Strategies	Resources/Knowledge	Notes	Budget
Entrance	How do the parties enter the building? Is there a transition from public to private? Are there plantings, art or water features? Is there an elevation change(stairs).	How can you enhance the entry experience into the building? Can you create an intermediate space or lobby waiting area that feels inviting safe and nourishing?			
Security	How is security maintained? Does the security method also intimidate the parties?	What methods can you explore to keep people safe and not violated or intimidated? Are two separate entrances necessary?			
Location	Is the location convenient to both? Does it seem to favor one or the other? Are you located near or within your community? Do you feel safe here?				

Sample Assessment 2

Making space for peace: A checklist for creating restorative spaces in schools

Often when we look at our current educational spaces they do not embody the values we would like to see represented and are sometimes designed or furnished for uses other than restorative justice. This checklist provides a guide to help you analyze your current spaces in order to enhance or transform them for restorative justice and peace building within a school setting. Not all of these elements may apply and you may not be able to make significant change to your environment. There may even be some items not listed here that fit your context so feel free to add what you are missing. The intent is to use this to get you started and to explore even the smallest change that you might be able to make to create a space that embodies the values of restorative space.



The Building: Locating Your Space

Map Your School

Place a basic map of your school here and Use this sheet with your staff or with students to map the school. With colored pencils or markers Identify territories and hangout spots for different groups. What are the most traveled routes? Where do students and teachers feel most comfortable? Where do they feel uncomfortable?

	Observations	Ideas/ Solutions	Action Plan
Day Lighting	Does the room have natural lighting? What direction do the windows face (North South East West)? Where and when is light entering the space? Do window coverings provide sufficient privacy and protection from glare?	Ex. Buy or Make Curtains	Ex. Reach out to school faculty and see who can sew.
Windows & Views	Do you have windows? Is the window to wall ratio close to 25%? What do you see from your space? Are there elements that can be added to or removed to improve the views? Are their interior blocks to your view i.e. bars, furniture etc?		
Access to Nature	Do you have easy access to an outdoor space for circles? Direct or indirect? Is it shaded and comfortable? Is there adequate privacy?		
Privacy Neutrality	Are you located in a place where you can have privacy? Is you space located where everyone feels comfortable going? What did you learn from your mapping and observation activity in the school? Is there a vestibule or transition from public to private like a hallway or lobby?		

Making Restorative Environments

Use these criteria to create a safe space for peacemaking space in your school.

Draw Your Space

Draw a sketch of how you would like to layout your space. What activities will occur in the space? Is there enough room for everything you want to do? Where do circles happen? Where does the program coordinator sit?

Making Restorative Environments

	Observations	Ideas/ Solutions	Action Plan
Entry	How do people enter the room? What is the first thing they see? Is there an opportunity for a vestibule to create a transition zone?		
Proximity	Is there ample room to move outside of the circle? Is there enough space for the number of people participating in the peacemaking process? Can everyone see each other? Does the space feel cramped or too spacious?		
Activating Walls	Are walls free of unnecessary items/clutter?		
Furniture	What furniture do I need?		
Furnishings	Do windows need curtain blinds? Are there opportunities for soft furnishings?		
Lighting	What mood does the lighting produce? What kind of lighting do I have (halogen, fluorescent, incandescent?) How is it controlled? Who maintains it?		Quantities, Specifications: How many lights do I need? What kind?
Sound/ Acoustics	Is the room sound proof? Are there distracting sounds from outside? Can everyone be heard easily within the space?		
Temperature	How is the space heated and cooled? Who controls this? Is the space too cool or warm? Where is your thermostat? What time of day is your circle process? Where is the sun coming in?		
Support Spaces	Is there space for storage? What do you need to store? Extra Chairs? Process supplies? Are there convenient and clean bathrooms?		

Sample Assessment 3

Trauma-informed Environmental Design Considerations

1. For whom is the environment designed and who will be using it?
(Individuals, groups, support people, informal care providers, families, professional staff, etc.)
2. What is the trauma experience of those within the environment?
(Primary/vicarious, child abuse, natural disaster, combat, incarceration, homicide, etc.)
3. What does the trauma experience suggest about the trauma healing needs of those within the environment?
4. What are the goals and mission/vision of the facility and in what ways are they trauma-informed?
5. What activities/services are provided within the facility and in what ways are they trauma-informed?
(Individual or group programs, housing, relief services, counseling, leisure activities, etc.)
6. In what ways does the space achieve the following and through what architectural and design features (including location):
 - Communicate healing messages to those who use it.
 - Provide for safety (physical, psychological, emotional).
 - Allow users to control and adapt the space to suit their needs and activities.
 - Promote positive social interaction and support between clients and with other people outside the facility, including their communities of care.
 - Facilitate positive interactions between staff, clients, and communities of care.
 - Minimize feelings of stress.
 - Provide areas for temporary escape, rest, and privacy.
 - Offer access to nature or natural views.
 - Offer access to diversions and entertainment.
 - Create opportunities for happiness, optimism, and hope.
 - Allow people to create or maintain routines.
 - Promote strengths and resiliencies.
 - Attend to spiritual needs.
 - Provide learning opportunities for clients and communities of care;
 - Promote the use of a variety of healing practices.
 - Use general design features known to improve health (light, color, music, air, etc.).

7. In what ways does the ethos/milieu of the space promote the following for and among clients and staff:

- Control, self-efficacy and self-determination.
- Belonging.
- Validation of experiences.
- Participation of all, staff and clients.
- Interrelatedness and mutual responsibility.
- Appropriate emotional management.
- Respect.
- Predictability.
- Safety (emotional, physical, psychological).
- Strengths and resiliencies.
- Communication.
- Organic leadership.
- Teamwork.
- Collaborative and consensus based decision-making, including staff and clients.
- Nonviolence.
- Mutual responsibility.
- Optimism and hope.
- Common language of trauma to frame mission, work and interactions.



Sample Assessment 4

Spaces Where I Work and Live

As you prepare for the workshop, take some time to pay attention to and observe the settings and spaces in which you work and live. Consider two types of spaces:

1. Those that represent or contribute to feelings of peacefulness, justice, and healing.
2. Those that represent or contribute to feelings of conflict, injustice, and harm.

Select one setting/space from each of the two categories to reflect on more deeply and about which to record impressions. Below are some questions to guide your reflection. While the questions are framed around your experiences, also consider how others may experience the setting (e.g., those engaged in conflict or those who have experienced trauma). We will actively draw on your insight and experiences in class.

You are encouraged to take photos of spaces, if possible, and record reflections and sketch in a visual diary, all of which can be brought to the first session.

Guiding questions

Consider the following questions for each of the settings you chose to focus on:

1. What does the setting look, feel, sound, and smell like?
2. What of the setting elicits the following responses, if any, from you? What other responses does it elicit?

Belonging	Humiliation	Dignity	Validation
Safety	Chaos	Hope	Exclusion
Stress	Restoration	Isolation	Calm
Violence	Support	Vulnerability	Hopelessness

3. What is the role and presence of nature in your setting? For instance:
 - What forms of nature are present?
 - What forms of nature do you wish were present?
 - How do you and others interact with the natural elements in the space?
 - How does your interaction with nature, or lack thereof, impact you? Others?
4. What behaviors occur in this space? For instance:
 - How do you and others use the space?
 - How do you and others act and behave in this space?
 - How do you and others organize or position themselves in this space?
 - Where do people congregate (e.g., sit, stand, visit, meet) in the space?
 - What is the nature of relationships that take place within this space?

5. In what ways does the design of the setting/space serve to:
 - Marginalize or exclude certain individuals or groups.
 - Build community.
 - Respect diversity, especially religious and cultural diversity.
 - Disempower certain individuals or groups and empower others.
 - Offer opportunity for privacy, when needed.
6. How would you describe the culture or “personality” of the setting, and how does the physical space contribute to that culture?
7. What values are communicated through the design of the setting? To what degree are these values consistent with peacebuilding, justice, trauma healing, restorative justice, and other forms of conflict transformation?
8. If you could change any part of your setting so that it is experienced as more peaceful, just, and nourishing, what change would you make?
9. How do the work-based settings that you reflected on compare and contrast to the settings and spaces in which you live and play?

