



A device for sound

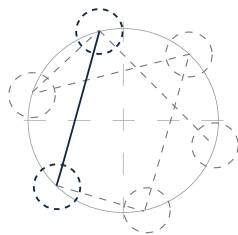
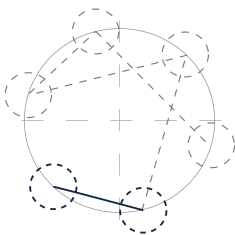
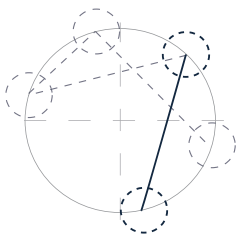
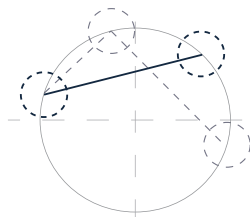
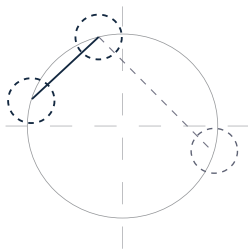
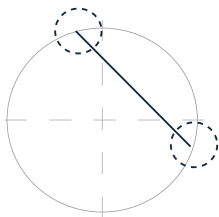
The circle as a geometry for reparation

diálogo:
restorative
justice for
adolescents



The circle as a geometry for reparation

User manual



Circles are geometric shapes that provide a space for encounter in a way where hegemony given by a specific location doesn't exist, but it is rather given by turns or specific moments. The circle makes it possible to focus attention on the person that is talking in one of the dialogue processes.

What would happen if every actor involved (the victim, the offender and the community) could have a recognizable voice within the restorative process?

What would happen if testimonies and words could be instruments for individual and collective reparation?

The artifact we present here gives value to words as a testimony and to the circle as a space for translation within a reparation process.



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1. How is it assembled?

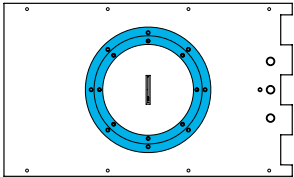
Pieces

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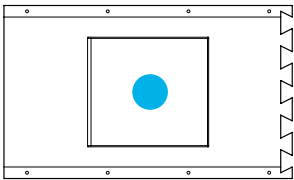
Pieces

1. Structure

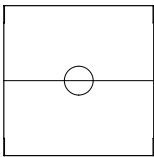
restorative justice for adolescents



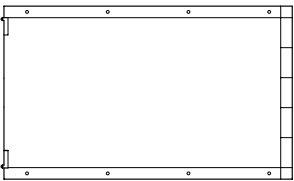
1A



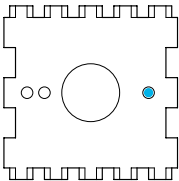
1D



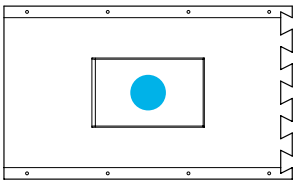
1E



1B

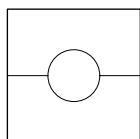


1C

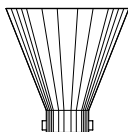


1D

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1F



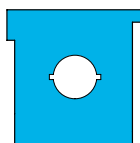
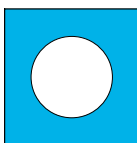
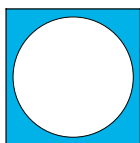
1G



1H



1I



1J

2. Electronic components



2A



2B



2C



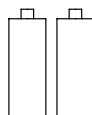
2D



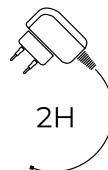
2E



2F



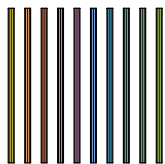
2G



2H

3. Exercise kit

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3A



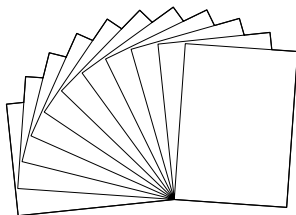
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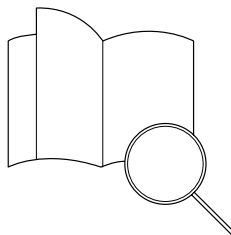
3C



3D



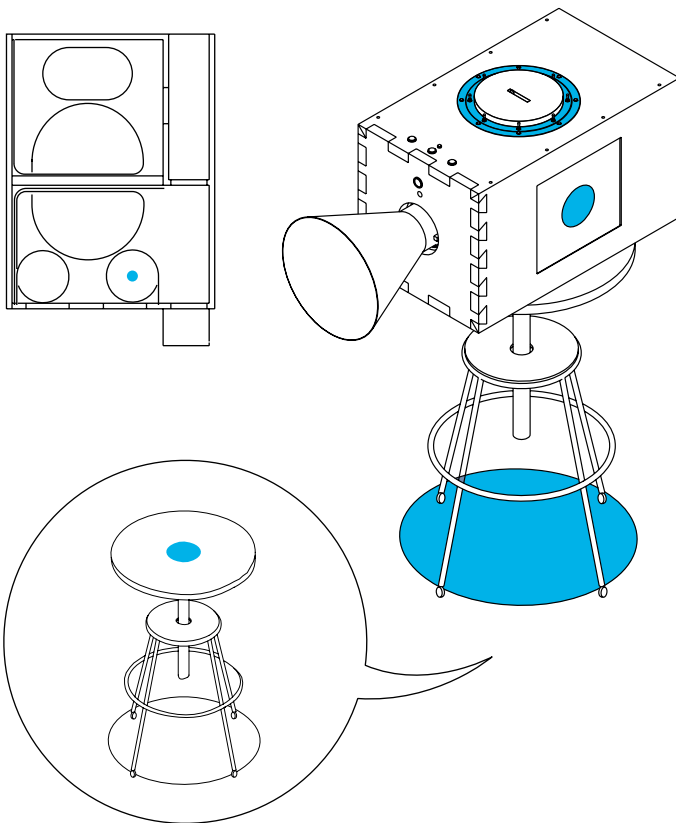
3E



3F

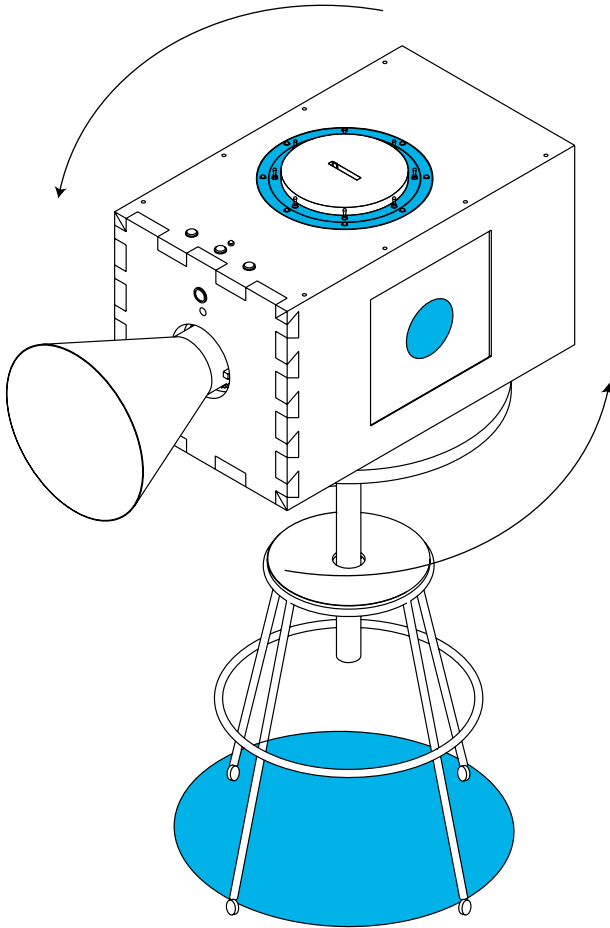
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Mobile support

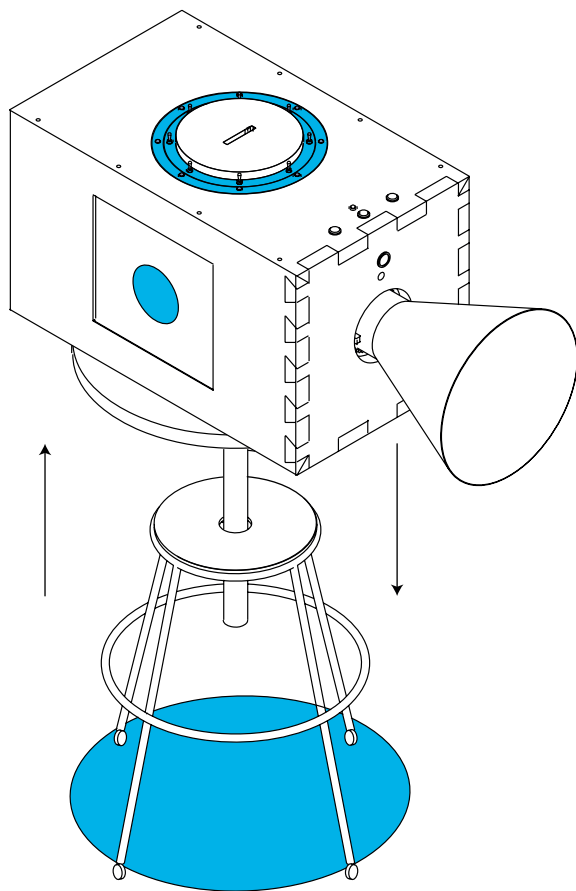


restorative justice for
adolescents

A device for sound

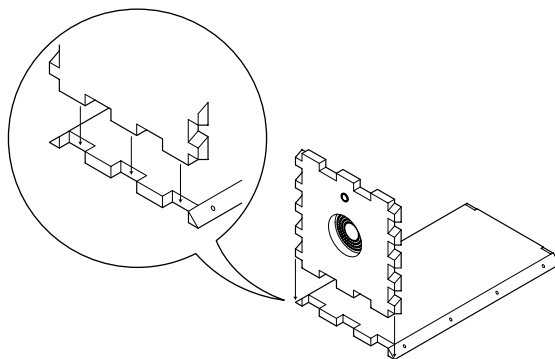


Adjustable height and rotating support



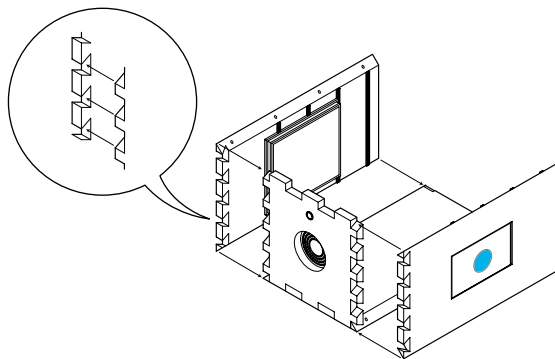
Assembly guide

1

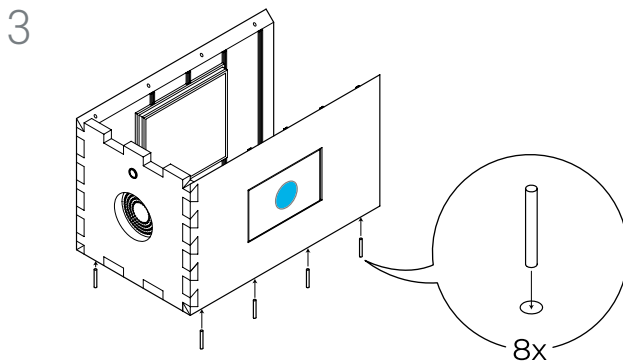


Insert the frontal face **(1C)** into the inferior face **(1B)**.

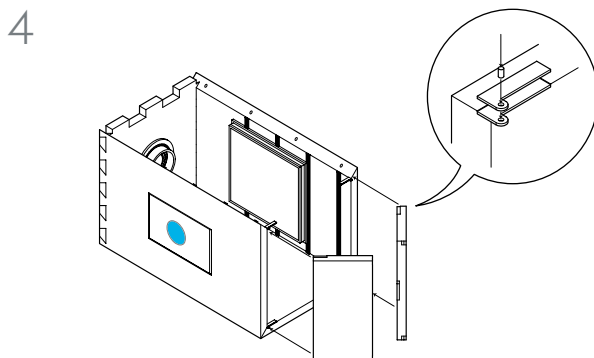
2



Insert the lateral face **(1D)** into the frontal face **(1C)**.

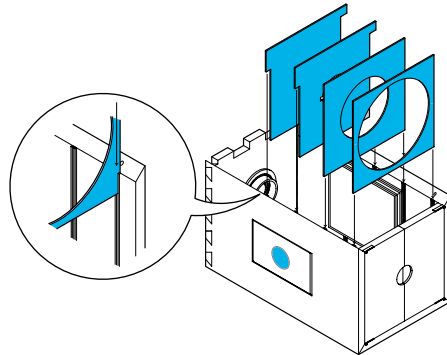


Secure, using the bumps **(1I)** and the hammer **(3D)**.



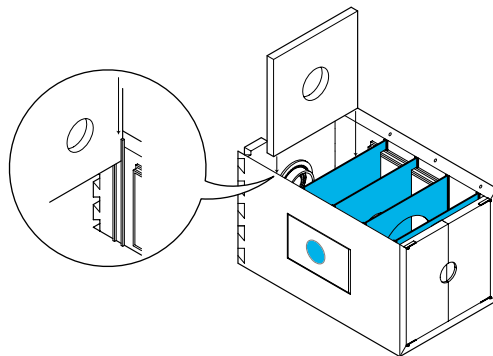
Assemble the back doors **(1E)** to the hinges, as it appears in the detail

5



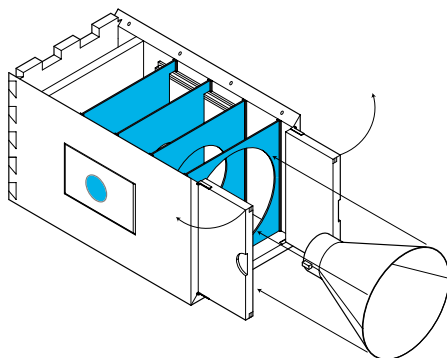
Insert the interior separators **(1J)** fitting them into the rails.

6



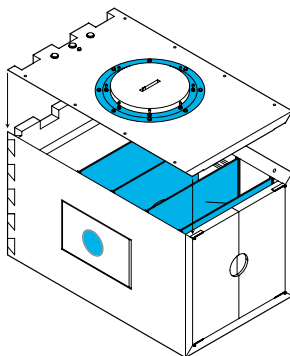
Insert the wooden division **(1F)** fitting it into the rails.

7



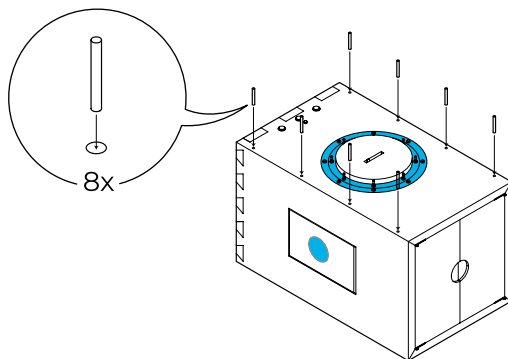
Store the cornet **(1G)** on the inside of the box, fitting it with the interior separators **(1J)**.

8



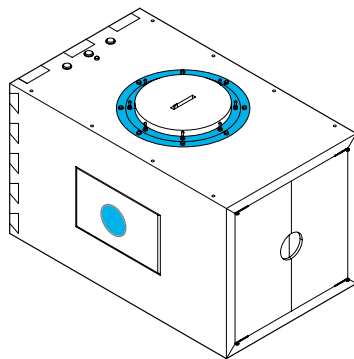
Insert the superior face **(1A)** into the rest of the box.

9



Insert the wooden division **(1F)** fitting it into the rails.

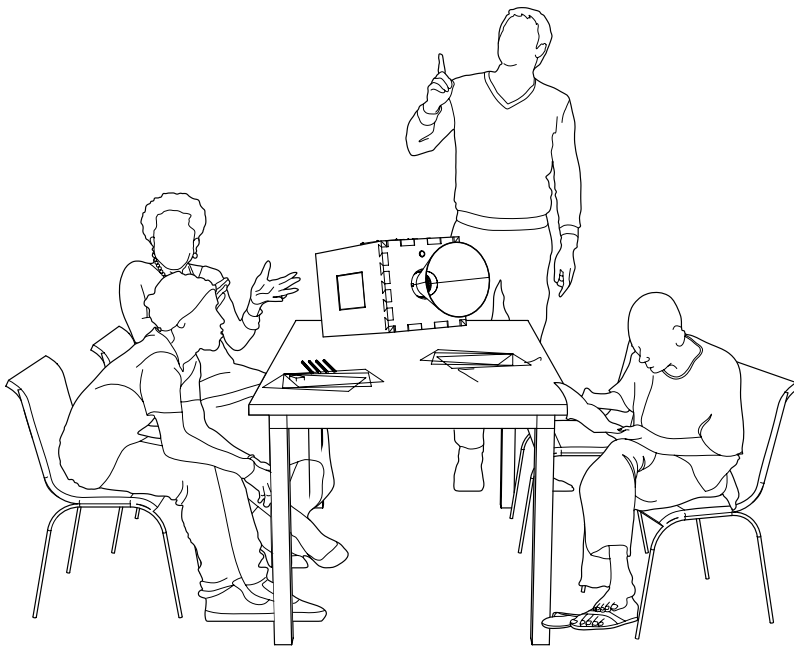
10

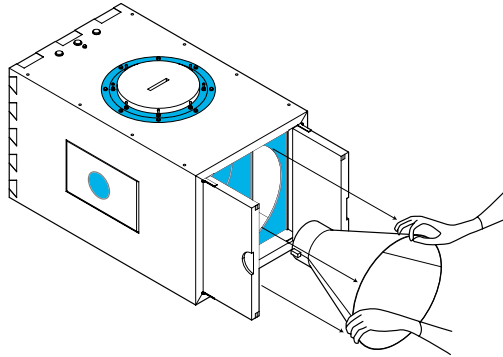


View of the sound box completely assembled and secured.

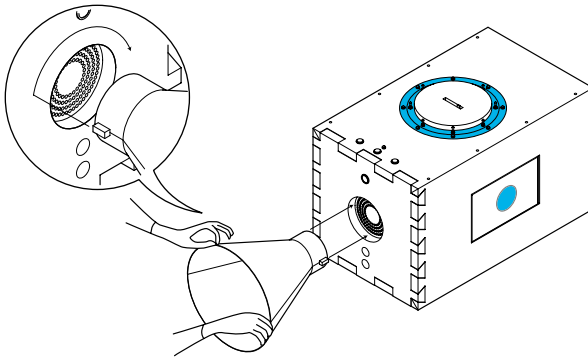
2. How is it used?

Once the sound box has been completely assembled and secured, it can be used in different ways. From the control center located on the superior wooden face (1A), you will be able to record and reproduce audio, control the volume, stop and set the forward the audio. The metallic cornet that is stored inside the box, once it is installed on the outside of the box (1C), will help amplify sound and improve the audio's quality.

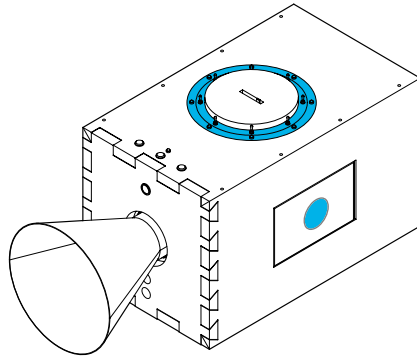




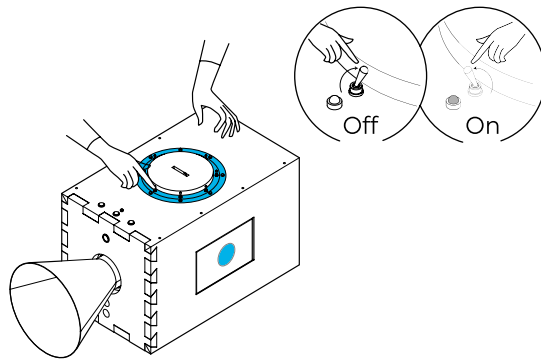
Take the cornet out of the interior of the box.



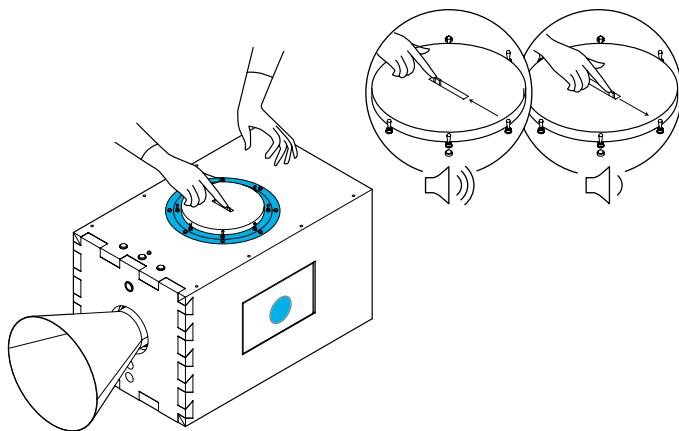
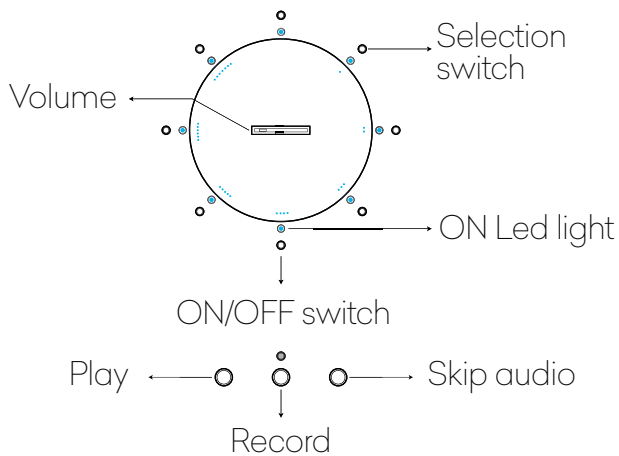
Insert and secure the cornet into the frontal face of the box, turning it 90° to the right.



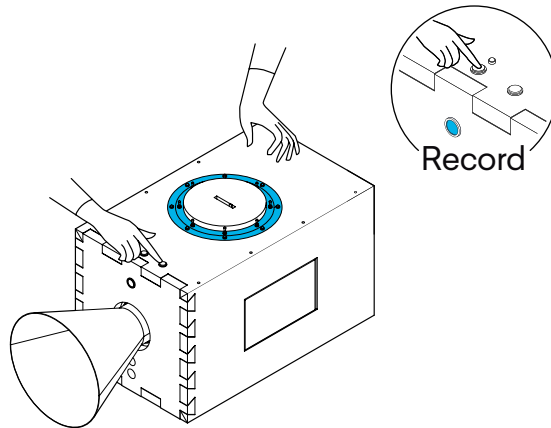
View of the sound box with the cornet secured in it's place.



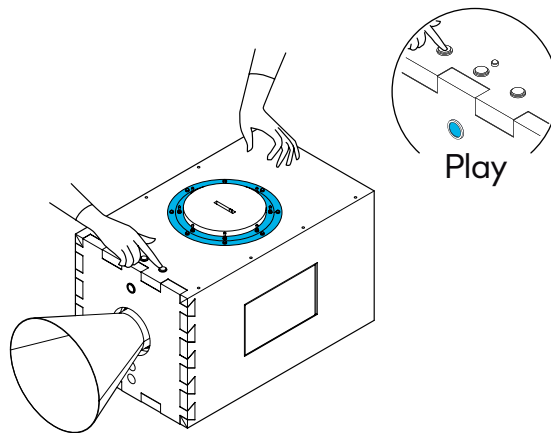
To turn on the device, move the switch to the ON position. A white LED will illuminate.



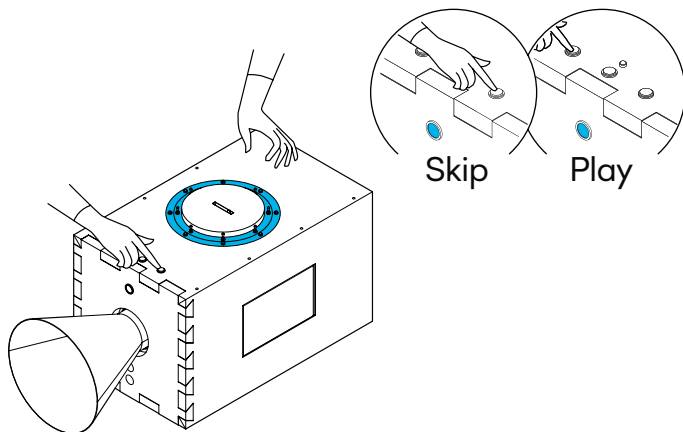
To raise and lower the volume move the slider from one end to the other.



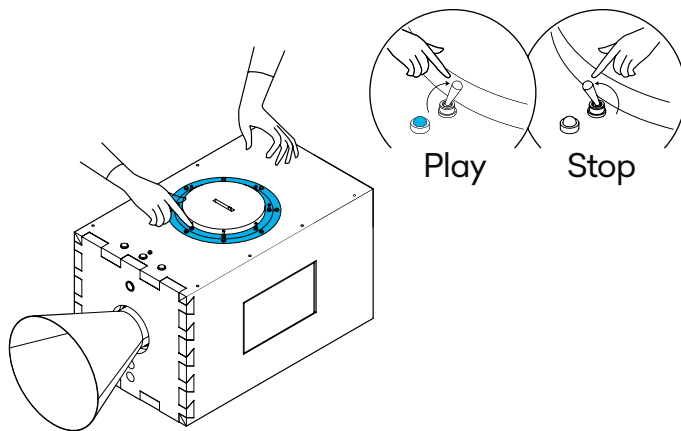
To record a message, hold the record button and speak close to the microphone.



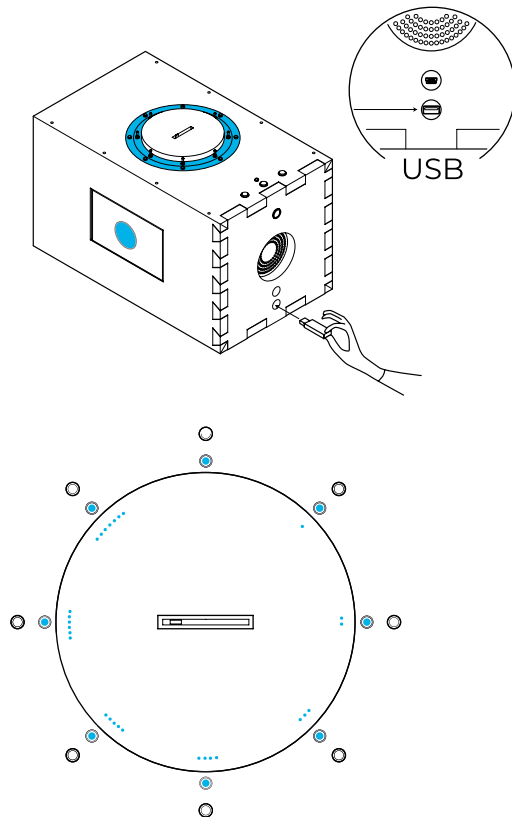
To reproduce a message press the play button. The frontal light bulb will light up.



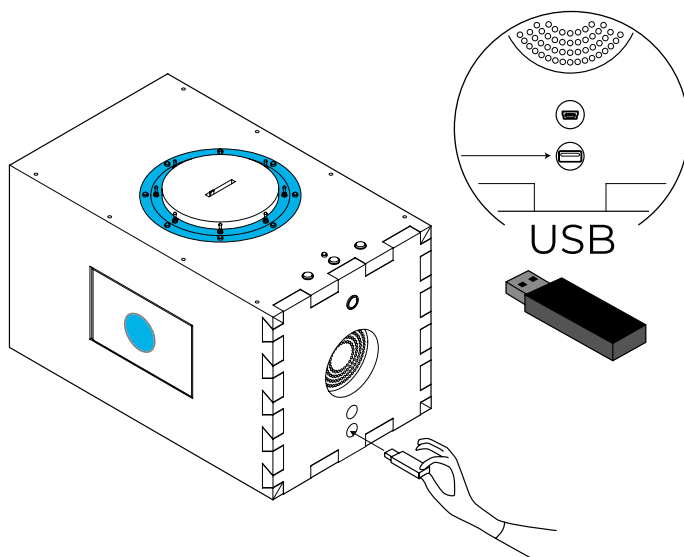
To skip to the next audio press the forward button and then the play button.



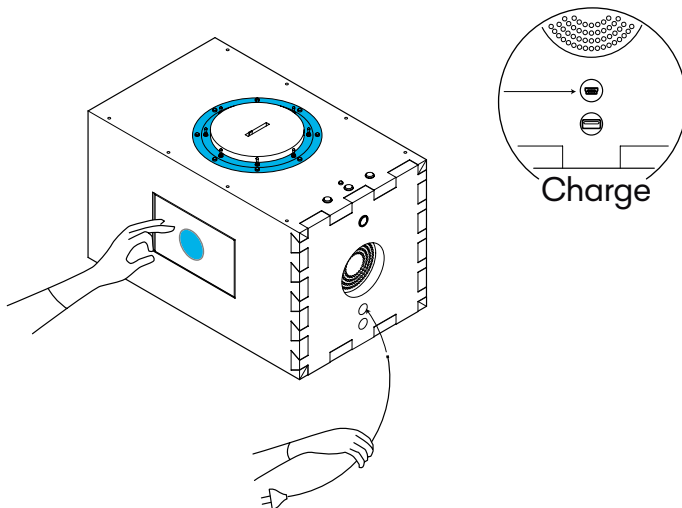
To listen to a recorded message turn on one of the switches. A blue LED light will illuminate.



To play an audio from the USB, insert it in the USB port. It must have 7 tracks, that you will be able to reproduce turning on the button that corresponds to each one, as it is shown in the diagram.



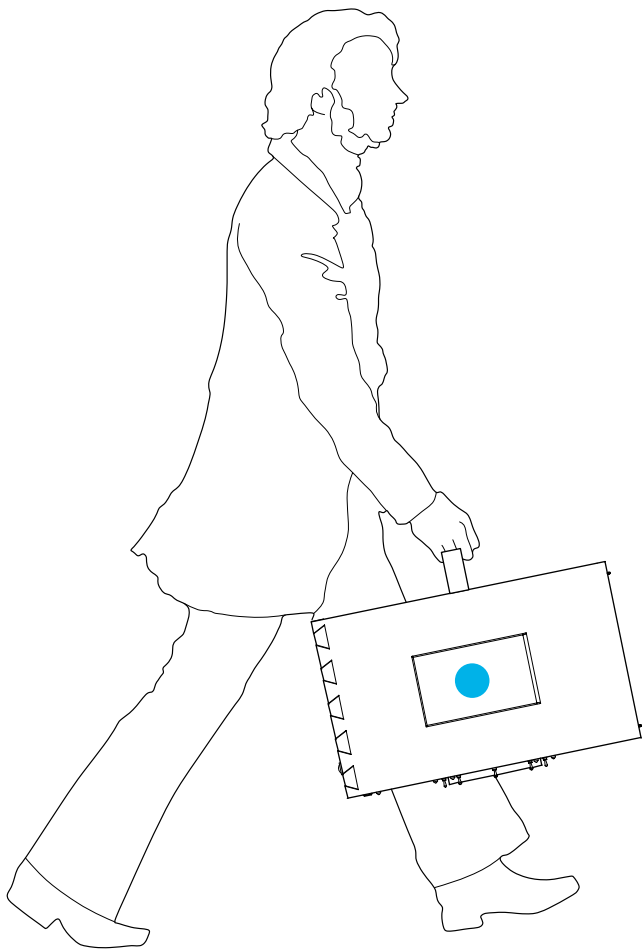
The files that are stored in the memory card must be numbered from 1 to 7. When you wish to change the files, the memory card must be formatted to the exFAT file format.



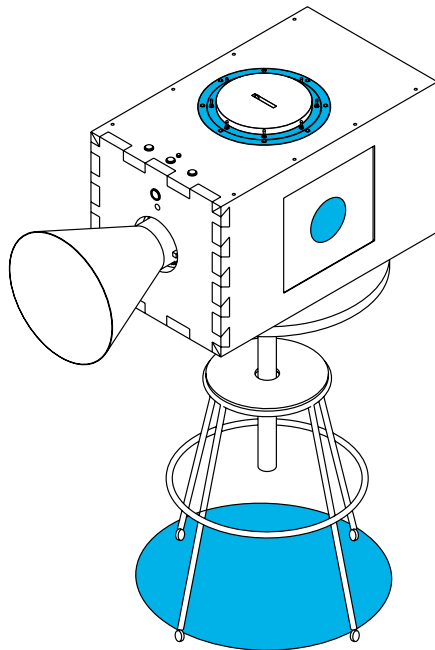
To charge the device connect the adapter during 2 to 2 and a half hours (complete battery charging estimated time).

IMPORTANT!

Once you are done using the sound box, don't forget to disconnect the cables, shut down the system with the (OFF) switch and place each piece in its corresponding place; for example, the cornet must be kept inside the box, held between the acrylic separators, and the box must be completely closed. By using the box correctly and taking care of it, the sound box will be always at your service to be used again.



3. Pedagogical exercises for recognition



This device is a tool to complement the psychotherapeutic exercises that are part of the restorative justice program for adolescents. It aims to be an amplifier for possibilities within the restorative pedagogical processes.

Even though this object can be used in different ways and with countless exercises, we compiled a series of workshops, that have originated from the toolbox that the professionals from the program have been building together. This little exercise archive is arranged according to the potential that they have to generate individual or group reflection strategies, and hopes to add more exercises that come from the users experiences and of the different meanings that are given of this restorative process.

My Diary

The victims come in beside the facilitator. There is a paper sheet with a list of negative adjectives over the table along with papers and pens.

I am...

You, who are you?

Choose a quality from the paper sheet

from each of the lines

Write them on a paper

Now read them out loud while you record yourself with the box

Saying "I am"

Now, let's listen and reflect

In a conflict situation the basic attitudes are:

To compete, to please, to avoid or to collaborate

Think of 3 situations

in which you take one

of these attitudes

Read it out loud again

So that you can later listen to yourself with the box

What do you think?

Personality is

static?

fluid?

The participants write their thoughts on a sheet of paper.

Have you noticed any problematic situation where you have thought “its winning or losing”, where what matters the most is achieving your goal? How did you feel?

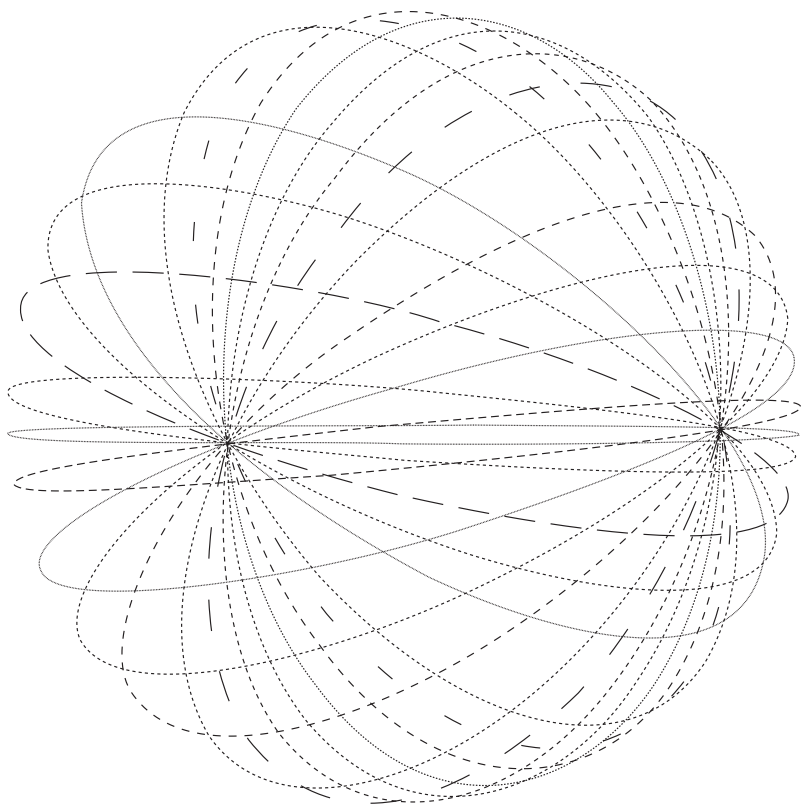
Have you had any other situations where you have thought “I’d rather let him win”, where you don’t even think of your own objectives? How did you feel?

Or perhaps you lived other situations where “you both lose”? How did you feel?

Lastly, do you remember any situation where it was “win/win” for both? How do you feel?

restorative justice for
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punctual ambiguity
 hurry up slowly
 premeditated accident
 defensive attack
 eternal love
 low altitude
 grotesque beauty
 controlled chaos
 passive confrontation
 science fiction
 eternal present
 finding yourself lost
 silent scream
 forgotten memories
 sordid silence
 daydreaming
 tense calm
 split union
 OXYMORON

Restorative bird

The victims come in beside the facilitator. There are paper sheets, pens, scissors, markers, colors and pencils.

Do you know how to make and origami bird?
I will teach you
Let's make one together

This winged beings
And send messages
With every unspoken word

But you must write them on their inside

With the letter
in which you wrote
your unspoken feelings
Make another bird

Words have weight
Paper makes them lighter

Now read the letter out loud
while you record with the box
using the function that deletes the message
after it's read

Listen to yourself

Let's reflect

The participants write their thoughts on a sheet of paper.

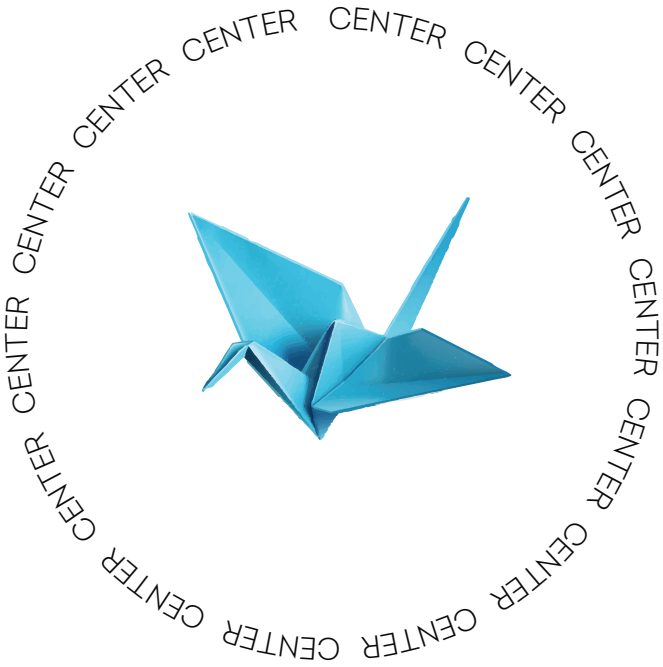
A box is prepared (in plastic, cardboard, etc.) and is filled with cards that have different emotions written on them

The adolescents are instructed to write according to “interpret how you act and talk when you feel_____” (angry, happy, sad, surprised, scared, disgusted). This box must be placed in a visible place and be accessible to the participant.

At the end of the activity, the adolescent will express how he felt.

There is feedback from the exercise and the closure of the session/workshop is done (establishing compromises, agreements or homeworks if required).

Restorative bird



The keyword

The victims come in beside the facilitator. Cards with keywords about the punishable act are on the table, along with paper sheets and pens.

Pick one of the cards randomly
Read it out loud
Immediately after describe
The meaning of that word for you

Do the same with each person
If it is a group workshop

Let's discuss
Does it really mean that?

From the discussion
Reflect
and write a new meaning

Now each one will read
the written meaning
while we record with the box

One after another will say:
Justice is...
Freedom is...

At the end we will listen to the recording
of all the phrases

The participants write their thoughts on a sheet of paper.

Participants write their thoughts on a sheet of paper.

The keywords: Justice, Liberty, Responsibility, Damage, Truth, Offense, Reparation.

Complete the following sentences:

“You will be executed if...”

“Why live if...”

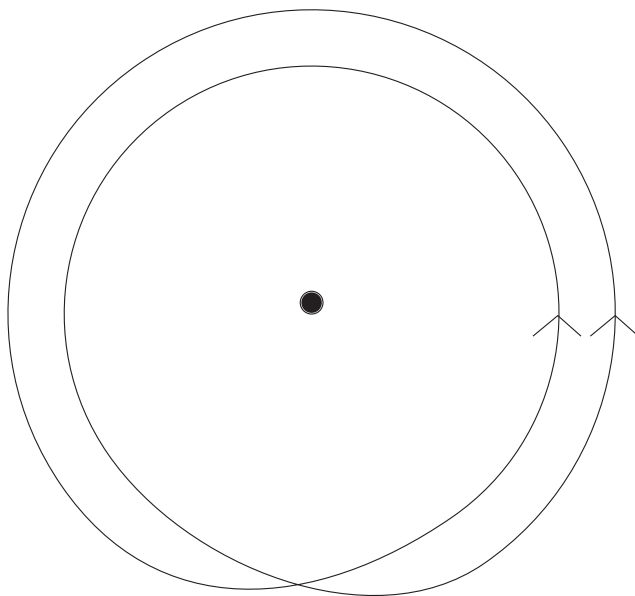
“You will be congratulated if you don’t say...”

“I dream with one day being able to...”

“I want to rush to...”

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CREATION

Increasingly less frequent crime.

Eduardo Galeano

