



A device for tracing

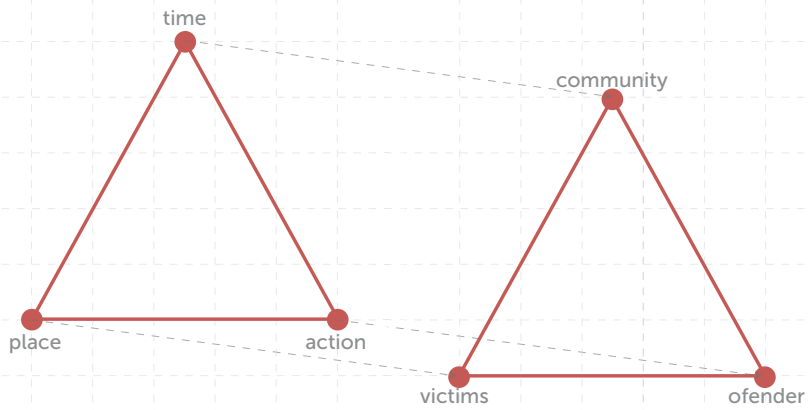
The triangle as a geometry of recognition

diálogo:
restorative
justice for
adolescents



The triangle as a geometry of recognition

User manual



The triangle is flat geometric shape with three sides. The common points in each pair of sides are called vertices. A triangle has three interior angles, three pairs of exterior congruent angles and three vertices among other elements. the triangle in restorative justice is used to schematize the presence of three actors, three primordial subjects in the process: victim – offender – community

What would happen if narrative turned into a tactic to recognize and to recognize ourselves?

What would happen if we traced phrases that could help us to recognize three variables (place-action-time) that really affect the three subjects involved in the restorative process?

This is an artifact to trace stories and recognize each other through responsibility.



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1. How is it assembled?
2. How is it used?
3. Pedagogical exercises to recognize

1. How is it assembled?

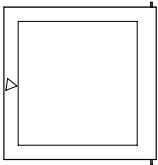
Pieces

1. Structure		
1A	1	Wooden door
1B	1	Inferior wooden face
1C	1	Frontal wooden face
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1E	1	Lateral wooden face
1F	1	Lateral wooden face
1G	1	Wooden sheet
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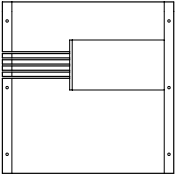
Pieces

1. Structure

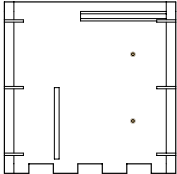
restorative justice for adolescents



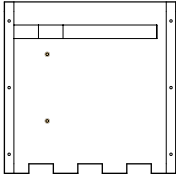
1A



1E

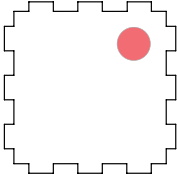


1B

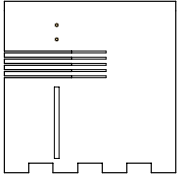


1F

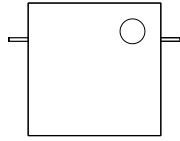
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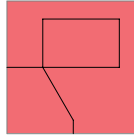
1C



1D



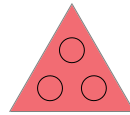
1G



1H



1I



1J

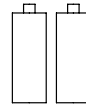
2. Electronic components



2A



2B



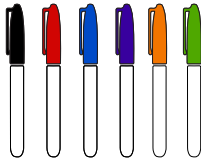
2C

2D

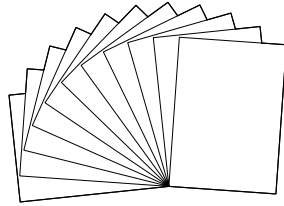


2E

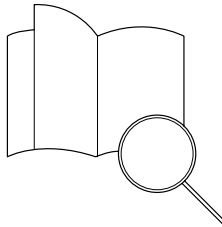
3. Exercise kit



3A

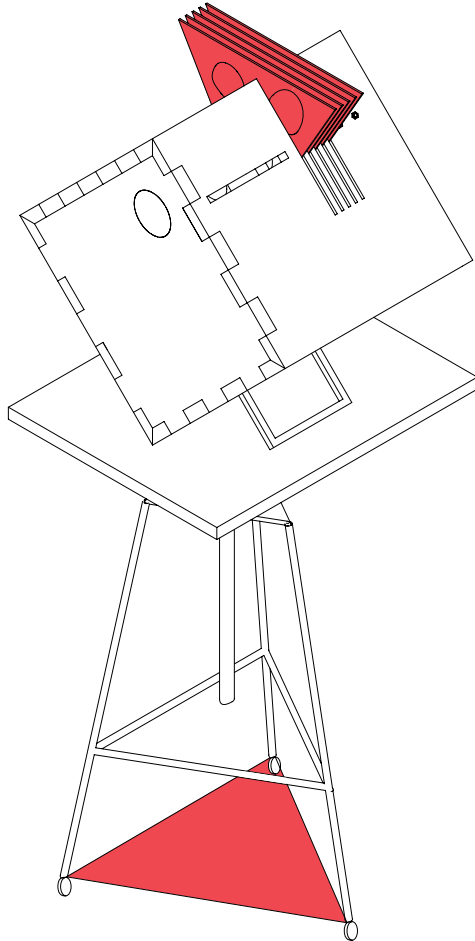


3B



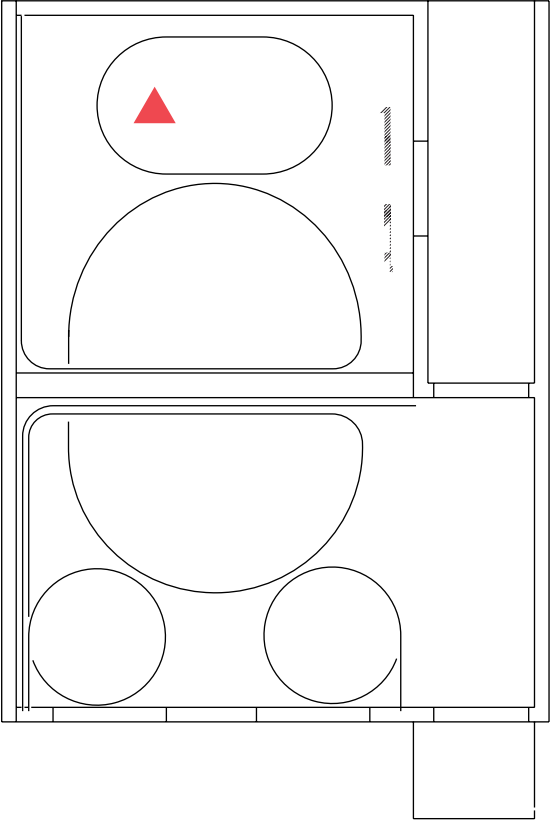
3C

Mobile support



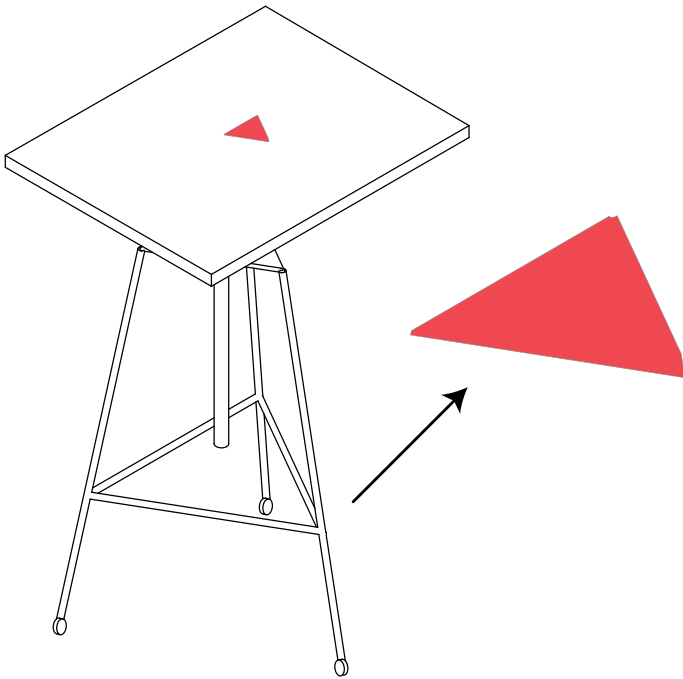
Don't forget to place the support
over the triangle in the floor

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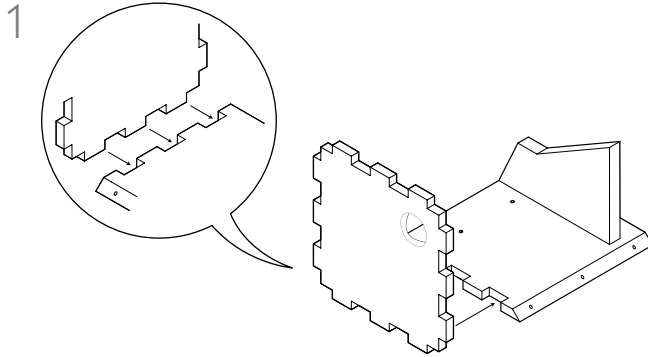
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Ubication in space.

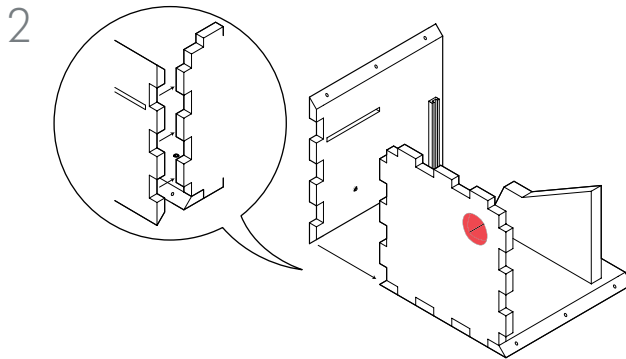


Space signaling for the support.

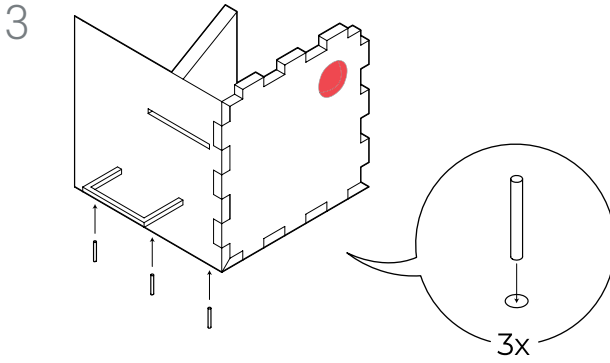
Assembly guide



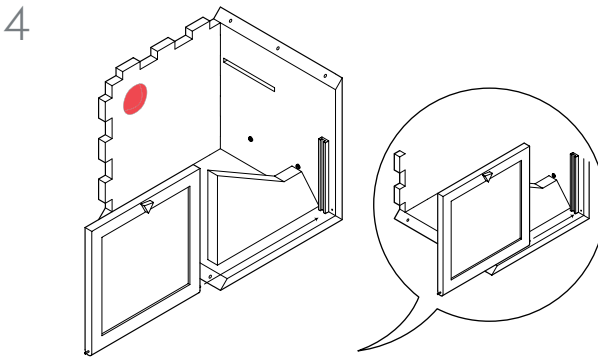
Insert the frontal face **(1C)** into the inferior face **(1B)**.



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

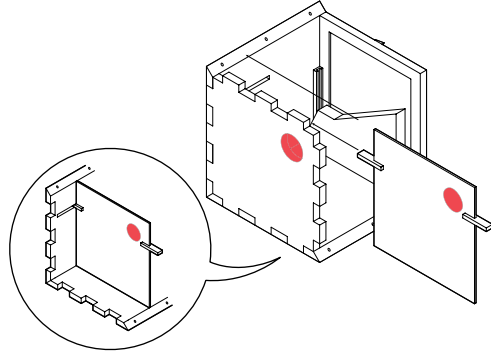


Secure using the bumps **(1I)** and the hammer.



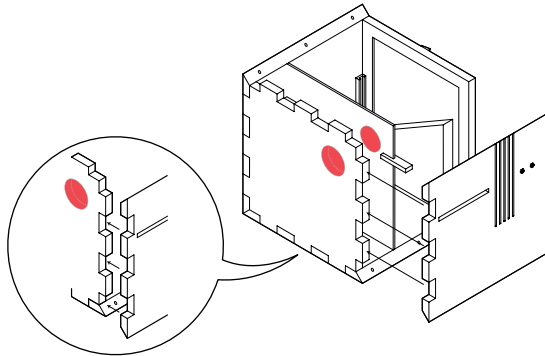
Insert the back door's pivot **(1A)** into the lateral face hole **(1E)**.

5



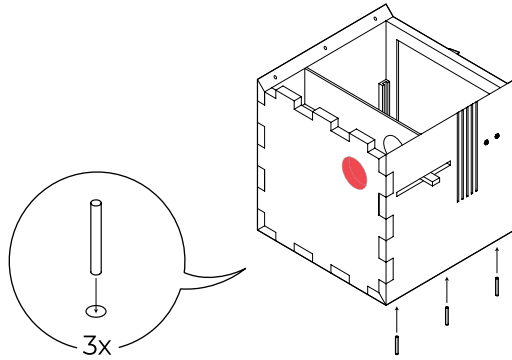
Insert the interior wooden sheet (**1G**) into the lateral face rail (**1E**).

6



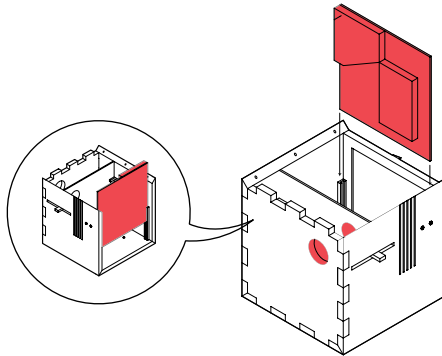
Attach the lateral face (**1F**) to the rest of the box.

7



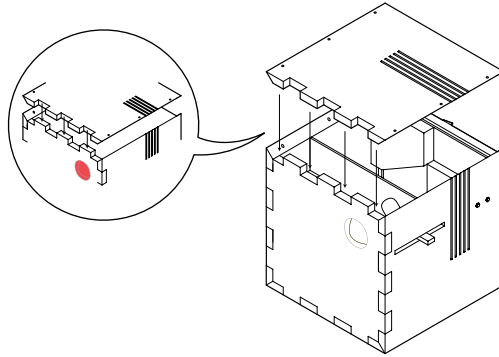
Secure using the bumps (1I) and the hammer.

8



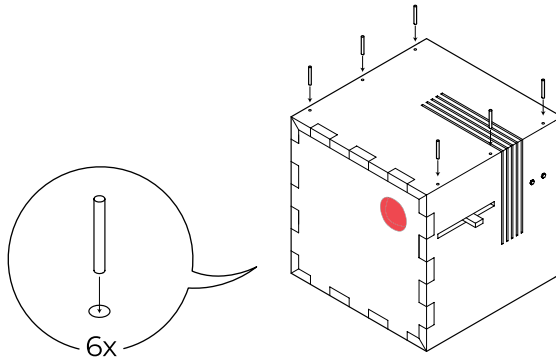
Insert the acrylic containers (1H) into the lateral rails.

9



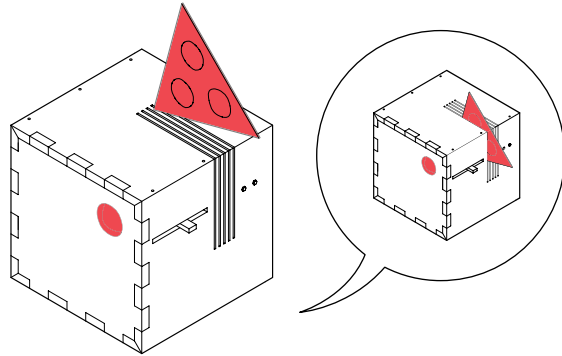
Attach the superior face (1D) to the rest of the box.

10



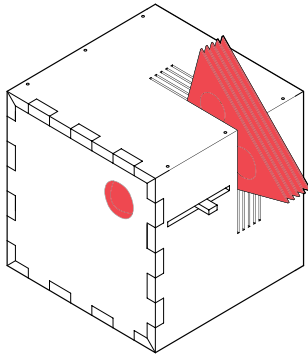
Secure using the bumps (11) and the hammer.

11



Insert the projection acrylics (**1J**); each piece will fit in one of the slits formed by the superior and lateral faces.

12

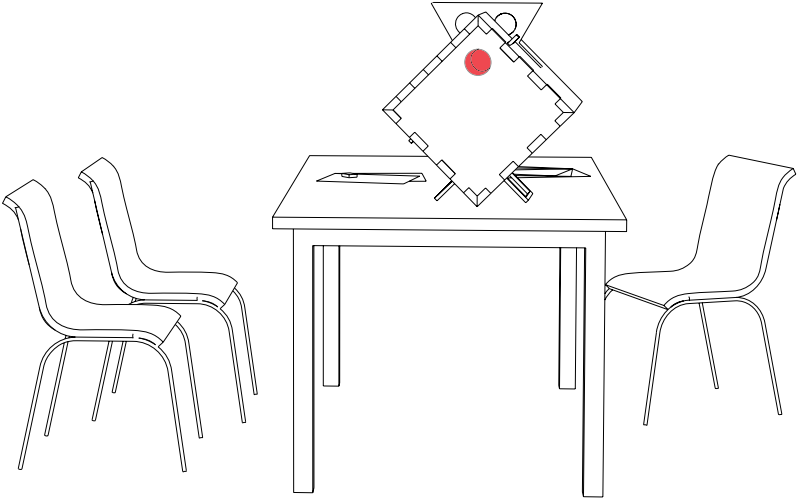


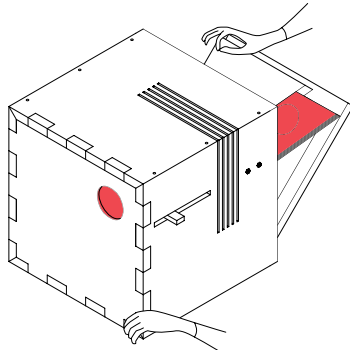
View of the tracing box completely assembled.

2. How is it used?

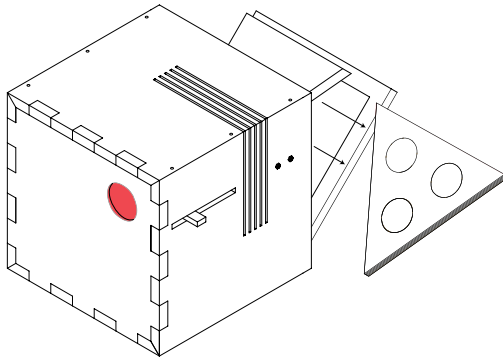
Once the tracing box has been assembled and secured it is ready to use. As you turn on the light with the toggle switch, the box will project the enlarged image that appears in the translucent acrylics, which you can intervene using the colored markers.

Likewise, by displacing the wood sheets placed in the interior, images can be adjusted.

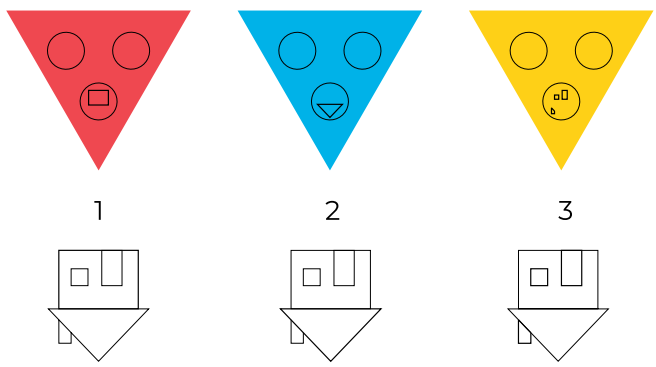




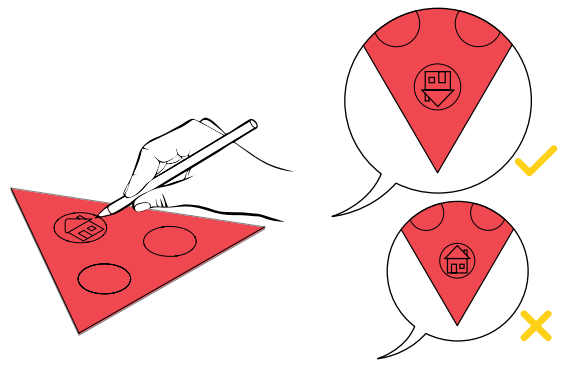
With the box leaning on the handles, open the back door **(1A)**.



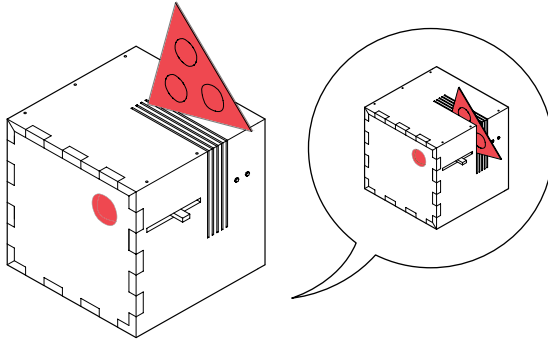
Take out the projection acrylics **(1J)** and the color markers **(3A)**.



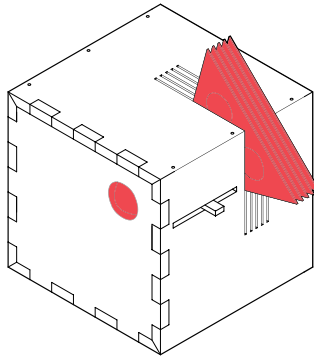
Draw over the acrylics and inside the circles.



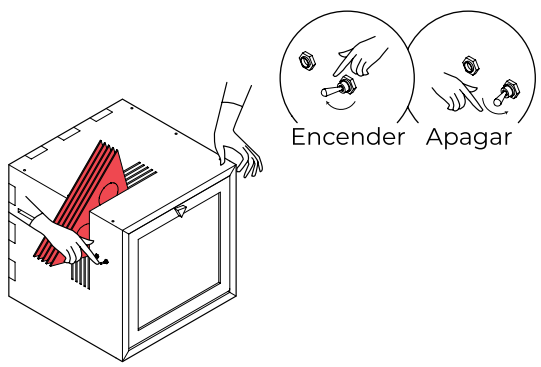
The drawing must be upside down, so when the box is projecting, the drawing will be the right way up.



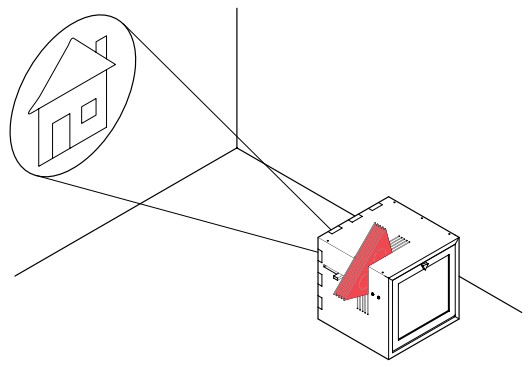
Insert the projection acrylics (**1J**); each piece will fit in one of the slits formed by the lateral and frontal faces.



View of the tracing box completely assembled with the projection acrylics.

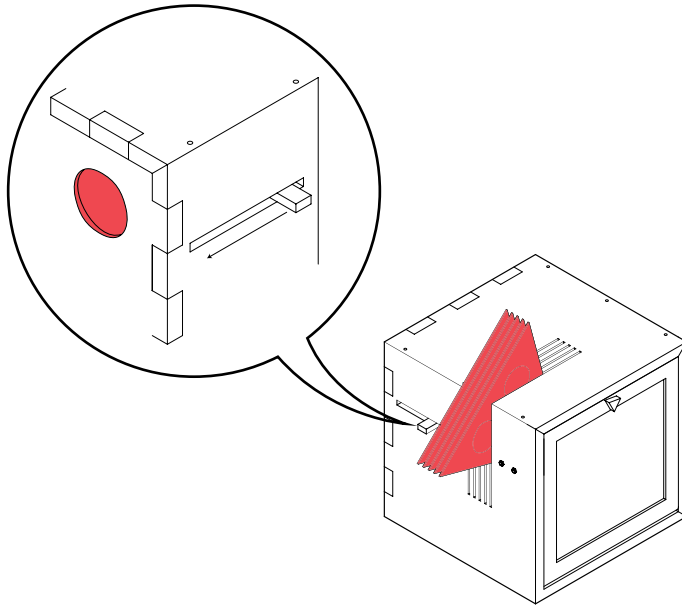


To turn on the light, move the switch to the ON position.

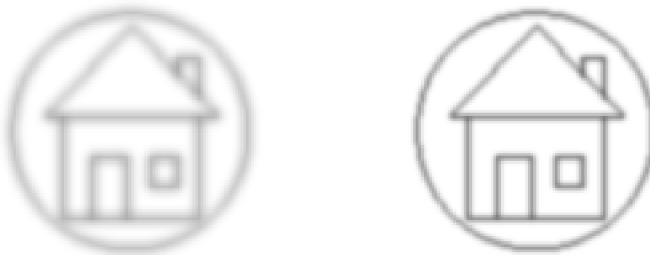


The image will be projected on the surface.

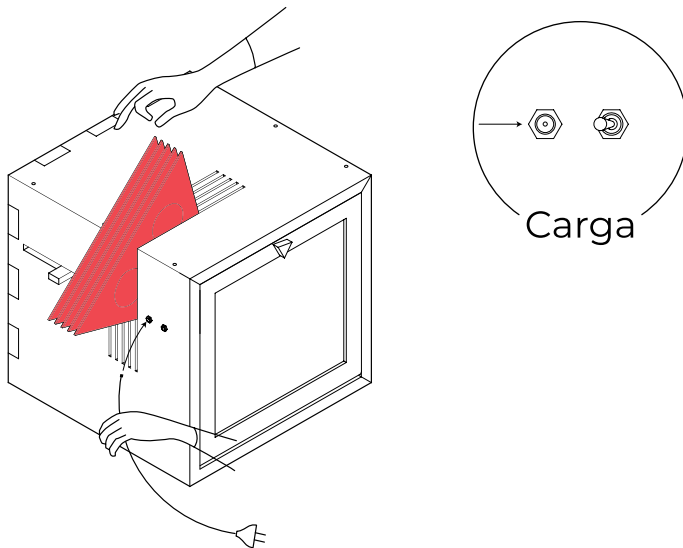
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To focus the image, displace the wooden sheet **(1G)** using the lateral faces rails.



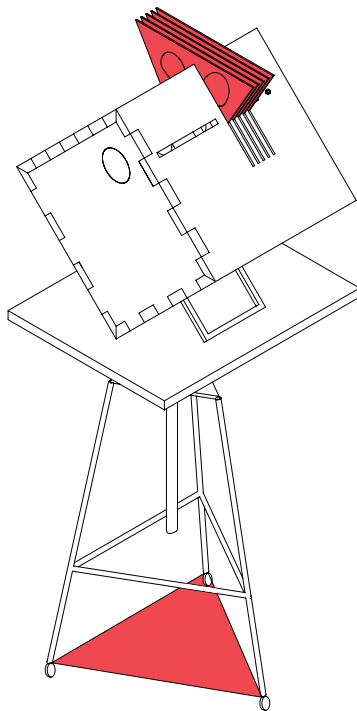
To charge the device connect the adapter during 2 or 2 and a half hours (complete battery charging estimated time).

¡IMPORTANT!

Every time you finish using the Tracing Box, don't forget to turn off the system using the switch and to place every piece in the right place. For example, the projection acrylics must be placed in the interior of the box and the box must be completely closed. Don't forget to charge the box using the adapter to use it 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 lifestyle

Victims or offenders come in with the facilitator. Over the table there are paper sheets and pens.

Let's gather in circle
write on a piece of paper
the activities you do
everyday

Mark with X
non-healthy activities
Mark with O
healthy activities

Analyze the activities
Which one of them affects your body
Which one of them affects your family
Which one of them affects the community

Draw each of these
on the three circles
of the tracing box triangles

Share with the group
the reasons
of each drawing

Actions don't affect only you
they grow like a tree
until they reach every grade

Participants write their thoughts on the sheet of paper.

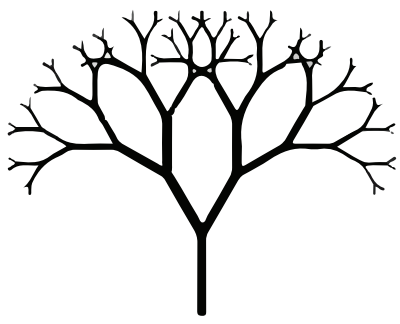
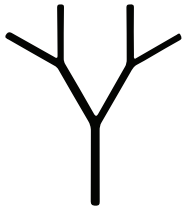
Would you believe me if I tell you that every sheet of paper has the ability to turn in the tree of which it was made?

Cut the paper by half, beginning from the superior margin and almost to the center of the sheet. This way we have a trunk and two big branches. Fold every branch outwards with an angle of 30°.

Now cut every branch by half the same way you did with the first cut but with some more distance from the edge of the previous cut. Continue cutting the branches by half and fold them.

The sheet of paper is now a tree.

**“A tree is the
slow explosion
of a seed”**



Functional analysis of the conduct

Victims come in with the facilitator. Over the table there are paper sheets, pens, scissors, color markers and pencils.

Let's identify a problem
Which are the emotional,
cognitive, physiological and motor
answers?

Try to draw the symbol of each one
in the circles of the triangle

Let's identify on a sheet of paper
the background and the consequences

Stimulus-answer-stimulus

Which are the variables from the organism?
which from the environment?
How do they impact in the problem?

Let's formulate a hypothesis about the
problem

What would be the topography of the problem?

Form-duration-intensity

Let's reflect

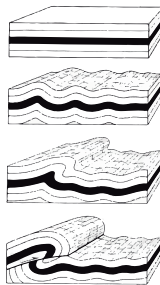
Participants write their thoughts on the sheet of paper.

To identify the problematic behavior alongside the offender, specifying what he does, feels and thinks about it.

To define alongside the offender the circumstances of the context associated to that problematic behavior.

To establish alongside the offender the circumstances (what do the others do?, what benefits or losses reports the person? how do you feel after?) of the problematic behavior.

To recognize the dispositional variables relatively stable in the person or the context that could precipitate in the problematic behavior or could influence in the person to a greater vulnerability to emit the problematic behavior, by this we mean the background.



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