

BATJC Case Study Guiding Questions and Practices

You and your group are practicing a transformative justice response to violence. It is common, especially in big cities, that people who do not know each other will come together for a response. Take a moment to introduce yourselves to each other.

Your goal is to practice what you would do in a real live transformative justice (TJ) response. Use the TJ values, principles and practices whenever possible to help guide you. The following are some guiding questions and practices that may be a useful place to start.

1. **Read:** Read through the entire case study. Ask any general clarifying questions.
2. **Make a Map:** Together, visually map out all the people in the case study, along with their roles and relationships to each other. This will help get everyone on the same page, layout all the individuals involved and be a useful touchstone that you can refer back to as you move forward as a group. It is useful while doing this to also track any questions and observations that arise on a separate piece of paper.
 - a. Make sure to note:
 - i. Survivor(s), person/people who harmed and bystanders (protective and supportive; un-protective and unsupportive), knowing that these roles are not mutually exclusive.
 - ii. Any relationships where there was abuse and/or where there could have been (or is currently) abuse, violence or harm.
 - iii. Where there are supportive relationships and where there are unsupportive or even hostile relationships. This will help as you try and figure out who could be supportive in this response and where you might need to proceed with caution.
3. **Asks, Goals and Priorities:** Make sure you are clear on what is being asked for. Is it support? Is it accountability? What is or could be the goal(s) of this response? What are the priorities? (e.g. if there is immediate danger/violence--especially if children or youth are at risk--then that must be the first priority).
4. **Roles:** Assess the roles within this response, not only within the case study, but also within your small group. Who can help? What are the different roles your group could play? What role can you play? What are the skills your group has that could be useful? Who may be hostile or unsupportive? Are there any creative ways we can think to change this? What resources can we pull from (e.g. local organizations or groups)?
5. **Process:** Think through your process, both your process as a group, as well as the process of your response. (e.g. if an accountability process is asked for, how will you (prepare to)

ask the person who harmed to be part of an accountability process? What if they say “no?”)
What will your response look like? What should happen first?

6. **General Questions:** Here are some general questions to track as you go through your response:
- a. What are the outstanding questions we need answers to that we don’t have right now? What do we need to know more about? What are the important questions we need to ask?
 - b. What do we need that we don’t already have? What do we need in order to respond better? These could be small things such as more information or more skills you need in various areas; but these could also be larger in scope such as an underground network of doctors or therapists who will not report or changing laws and policies.
 - c. What could be the obstacles or drawbacks to our plans and ideas? What could be the backlash from individuals involved or different communities? How can we responsibly and proactively plan for these?
 - d. How are we supporting everyone involved? Especially, how are we supporting the survivor(s)?