



A Complete School Curriculum
Grades 6-8

Trainer's Manual



www.PeerMediators.org

Peer Mediators: A Complete School Curriculum (Grades 6-8)

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CURRICULUM DEVELOPMENT TEAM

The Asian Pacific American Dispute Resolution Center (APADRC) has been offering its award-winning school-based peer mediation program in the greater Los Angeles area for over 15 years. In the last few years, schools have been unable to afford peer mediation programs due to severe budget cuts. So an idea was formed to develop a peer mediation start-up kit that would allow teachers to take the kit and develop their own program. The goal was to have everything in the kit that the teacher would need to start and manage their own peer mediation program. So APADRC connected with the National Association for Community Mediation (NAFCM), the umbrella organization for community mediation centers and Wendy E.H. Corbett, an experienced peer mediation consultant to develop the idea. Funding to develop the kit was provided by the JAMS Foundation and the kit was finished in September 2012.

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Wendy E. H. Corbett has been involved in the field of mediation since being trained as a peer mediator at the age of nine. She currently serves as a conflict resolution consultant with 3rd Party Advisors, LLC and as the Program Director of Solve-It! Community Mediation Service, both located in Mesa, Arizona. She additionally serves as a Faculty Associate in the School of Social Transformation at Arizona State University, where she is also pursuing a Ph.D. in Justice & Social Inquiry. Since 2003, Wendy has trained over 2,800 Arizona residents in mediation skills through workshops, seminars, peer mediation modules and 40-hour courses. She is active in several professional associations, including the National Association for Community Mediation, where she formerly served as Co-Chair of the Board of Directors and currently serves as a contributing researcher.



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Justin is the Executive Director of NAFCM: the National Association for Community Mediation, where he works to connect the broad network of local dispute resolution programs, their staffs, and volunteer mediators. He previously founded and led a community mediation program serving the Indianapolis metropolitan area. While in Indiana, he further served the state ADR community by serving as the Project Manager for the Indiana Supreme Court's Mortgage Foreclosure Mediation Program, as well as an Associate Professor of Negotiations and ADR with Indiana University. He received graduate degrees from Pepperdine University's Straus Institute for Dispute Resolution, Indiana University in nonprofit management, and the University of Cambridge in cross-sector partnerships. He previous leadership roles with the ACR Community Section, ABA Section of Dispute Resolution, as well as numerous local, state, and national ADR agencies. Learn more and connect with Justin at <http://Go.NAFCM.org/Justin>.

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HOW TO USE THIS

Having had over a decade of experience providing peer mediation programs, we are constantly looking for new training tools and resources. However, when we look at the resources that are available, *only a* few detail the benefits of peer mediation as well as provide the tools to start a program. These resources range from being very basic, only providing the necessary documents and materials, to *being an exhaustive compilation that includes* a student's curriculum manual and videos. There are some, *however*, that have developed a curriculum to train teachers and administrators on the theories of conflict resolution and peer mediation and on how to start a program at their school. *But*, fewer are the resources that provide a comprehensive program that includes training tools and resources for both the student and the trainer.

It is our intent that this manual serve as a valuable and extensive collection of peer mediation training tools and resources. As such, we compiled common training objectives from over a dozen peer mediation curricula nationwide and have drawn from various standards of training and best practices guidelines in order to establish a thorough training outline. Based on this outline, we then collected both well-established peer mediation training activities and innovative new ones to suit and supplement each learning objective. Together, this manual and toolkit represent the collected hours, expertise and efforts of dozens of peer mediation trainers, practitioners and researchers nationwide, brought together for the first time to design a comprehensive peer mediation training curriculum that can be used and applied in nearly any school in the country.

This manual is broken down into several sections. We provide you first with valuable **Training Tips**, including information about curriculum delivery, training logistics, the trainer's role, and follow up after the initial training is complete. Further information and resources for trainers may be found in the Program Implementation Guide provided in this toolkit.

Next, our Peer Mediation Curriculum is presented to you in twelve modules. The first three Modules are designed to introduce students to each other, to conflict and to the peer mediation process, while Modules 4-12 are focused on very specific skill sets within peer mediation. These modules are designed for a 12-20 hour peer mediation training window (see the Program Implementation Guide for more information on sample training agendas based on different timeframes) and contain over **one hundred** training activities that support our comprehensive set of learning objectives.

Each module in this manual includes a one-to-two-page **Trainer's Overview** that you may use to help prepare for your training. Each **Trainer's Overview** contains:

- ✓ A module description, including training tips and suggested time frame.

- ✓ An overview of the module's structure, including primary learning objectives.
- ✓ The purpose/rationale of each objective.
- ✓ The activities included in the manual to help you teach each objective. Many objectives have multiple activities included that you may pick and choose from to build your custom peer mediation training. Suggestions for the selection of components are also included.

In addition to the **Trainer's Overview**, each individual **Module** is structured to provide you with:

- ✓ Activity learning objectives for the students.
- ✓ Suggestions for timeframes, formats, and materials for each discussion or activity.
- ✓ Suggestions for trainer pre-preparation for discussions or activities, if necessary.
- ✓ A step-by-step activity structure guide to help trainers easily walk students through each learning point.
- ✓ Sample debriefing conversations to engage students after each activity in order to reinforce the importance and meaning of the particular skill sets and to help them think critically about conflict and the applications of conflict resolution techniques.

Student handouts are also included with each module, as necessary. These handouts correspond to each module's specific activities, and we encourage you, as you select the custom training activities that best suit your group, to add in any additional worksheets or pages that you feel would assist students in the learning process. Keep in mind that you may not be able to use all activities with every student training group. So remember to match handouts directly to the selections that you make, and to make note of any activities that you did not get to use during the initial training.

The range of activities in each module varies by topic and level of difficulty. While many of the modules consist of short activities that target specific skills or topics meant to drive a point home, you'll find that some of the later modules, such as Module 11: Brainstorming & Decision Making and Module 12: Co-Mediation & Teamwork, contain more complex activities designed to build upon an existing skill set. We have also tried to keep the module activity options diverse, offering you formal options such as pre-designed PowerPoint presentations in some modules, as well as informal options—such as practice role plays and even relaxation exercises—in other modules.

Each module offered in this curriculum calls for approximately 1-3 hours of discussion points and other training activities. The times given for each activity are based on an estimated group size of 15-20; however, the size, experience, and motivation of your group will determine how long each activity truly takes. Budget your time wisely! We encourage you not to rush through debriefing in the interest of time, but, rather, build the necessary time into your agenda and be flexible about speaking with students after the class should they need to ask you further questions.

TIPS FOR TRAINERS

A significant part of conducting a cohesive and supremely effective peer mediation training is to have a well-prepared trainer who anticipates the needs of the students, is adaptive to the tone of the training, the diversity of learning styles, and the flow of discussion, and who is cognizant of both training logistics and their own role as the facilitator of learning. Please find below a collection of valuable tips to help you offer up a stellar peer mediation training that will well equip student mediators to handle conflicts within the school.

CURRICULUM DELIVERY

Adapted with permission from the Conflict Workshop Series: Customizable Community and Continuing Education Courses, edited by Wendy Corbett, 2012, The National Association for Community Mediation Press

The modules outlined in this toolkit are based on an experiential learning methodology: the idea that trainers can facilitate the most effective learning by involving the students actively in the learning process. In other words, students learn mediation best by practicing the techniques right away. We have included in this section several tips to help facilitate experiential learning.

Setting the Tone

Trainers set the tone for effective learning even before students walk in the door. Students should feel welcome and clear about what they will acquire at this training session. Additional practical considerations for setting an effective training environment follow in section IV.

Here are some elements for establishing a welcoming and supportive atmosphere that is conducive to learning:

1. *Create an informal tone.* This helps the participant relax and become more open to new skills and concepts. For example:
 - a. *Names.* Ask students what they prefer to be called. Nametags allow students and trainers to call each other by name more easily.
 - b. *Seating.* Set up a seating arrangement where all students and trainers can see each other's faces (e.g., a circle). This applies both to large group and small group activities.
 - c. *Icebreakers* (verbal, non-verbal, or physical) can provide stimulation, laughter, and energy at different parts of the day.

2. Value the experience of the learner. Students come to a training session with a wide variety of experiences, values, and perspectives. They will leave the training and go back to their own particular circumstances. The trainer must, therefore, acknowledge the validity and usefulness of the learner's experience and circumstances in the learning process. In a sense, each participant is the expert on his/her own experience and circumstances. The trainer's role is to *facilitate* learning in a way that will *make sense* to the participant; those lessons will come from the participant, not the trainer. For example:
 - a. *Encourage questions.* Discussions generated from students' questions are often more informative than formal lectures.
 - b. *Reflect students' responses*, so they know they have been heard, and to clarify information for other students.
 - c. *Writing down students' responses* on easel paper may give them an additional sense of validation or value, and posting the pages on the walls may provide a sense of the group's progress.
 - d. *Involve everyone in some way.* Some students feel uncomfortable speaking in the large group: pair or small group activities can allow for more comfortable participation.
3. Respect other perspectives. In order to establish and maintain trust and openness, the students and trainers should agree to respect opinions and experiences which may be different from their own:
 - a. Trainer(s) should help the group set *norms or guidelines* at the beginning of the training session (a "ground rules" activity is included as part of Module 1 below)
 - b. Trainer(s) must also *model respect* for differing opinions. It may be tempting to try to "enlighten" someone who thinks conflict resolution as a concept is dumb, or a certain activity is pointless, but the more effective way for a trainer to handle such comments is to acknowledge (truly, and not in a patronizing way) that the point of view is true for that person, and to gather more information about why the person feels that way. The trainer can also throw negative or inappropriate comments back to the group, and ask for other points of view.
4. Model, model, model. As stated previously, the trainer(s) must model the attitudes and behavior s/he is promoting, not just demonstrate them at the appropriate time in a particular activity, but in real life throughout the training, in every interaction with the group or individuals in the group.

Providing Cognitive Instruction

Cognitive instruction (i.e., lecture or providing information) at the beginning of an activity should provide a framework for the experience to follow: purpose or intended goal of the activity, the theory or rationale of the concept, and how the concept or activity fits into the bigger picture. Any presentation of information should be very short; generally, learners do not absorb information after the first 10 minutes. Visual aids (easel paper, board, overhead, or handouts)

can help reinforce the learning. Encouraging students to ask questions involves them more actively in absorbing information.

People process cognitive information in different ways. Some people understand better when they can see a general overview (the "big picture"). Others do better when offered information in pieces, one step at a time. To reach both kinds of learners, trainers should introduce a new concept or skill with a holistic overview, and follow up with detailed pieces of the whole, step by step.

People also process and remember information through visual, auditory, and kinesthetic modes. Research indicates that many people use predominantly one or two of these modes, so it's best to use a variety of all three modes, to reach all kinds of learners. *Visual* mode includes writing key words, drawing diagrams, using gestures and facial expressions, and presenting videotapes. *Auditory* learners will be helped by opportunities to talk, trainer lecture, and the use of music. Writing, drawing, and movement activities promote *kinesthetic* learning.

Trainers will notice that the module activities in this series range from the introspective or theoretical to the physical and artistic. Every activity may not suit every group! Therefore, again, we emphasize that knowledge of the group in advance will help trainers pick activities the group will respond well to. Trainers must also be prepared to *make changes during the training* if they find the group moving more quickly or slowly than expected, or needing more physical engagement at a certain time of day than originally planned.

Activity/Experience

Through practical activities and skill set applications, students are involved in an experience that helps them to associate the material with the world beyond the "lecture." These experiences may take the form of discussions, role plays, writing, drawing or movement and can be set up as a solo, paired, or small/large group activity. The activities presented in this toolkit are designed to produce information or understanding and lead to a sense of discovery. The trainers' primary responsibilities with activities include setting up the activity clearly and thoroughly, being available during the activity to answer questions or offer guidance, and debriefing with the group the outcomes as well as the applied objectives.

Role Plays

Several of the modules offered in this toolkit call for practice role plays based on real student conflicts/disputes. Role plays present an opportunity for students to practice skills in an informal, low-risk setting. But every trainer has encountered students who say that performing in role plays is uncomfortable and/or that they are "not good" at them. Overcoming such reluctance and ensuring that students get the most out of the role play requires careful preparation and sensitivity on the part of the trainers. Some tips for preparing students for role plays include:

1. Give clear directions about the purpose, task, and logistics of the role play. Remind students that they are learning a co-mediation model and will be working as a team with another student, either as practice mediators or as practice disputants.
2. Students should have specific, realistic, relevant characters and situations to portray. They should be given strips of paper with their "role" on it, and asked to play that character as true as they can. Students playing "disputants" may feel free to add to the information on the paper and embellish the part, but--at least in the initial learning

phases of the peer mediation process—they must remember that the role-playing mediators must get good practice in and not go too overboard with the dramatics!

3. Provide supervision or support during the role play by having co-trainers or volunteer mediators assigned to groups or circulating.
4. Ask students to debrief/process in their role play group after the role play is finished, to share what they did well and what they might improve on.
5. Continue the debriefing in the large group.

For your convenience, Appendix A of this manual provides you with an array of role plays to choose from. Please take time prior to the training to read over the role plays and select 4-6 of them that you feel are the most appropriate for your student group, based on their interests, school climate and other current issues. Feel free to modify these role plays to suit your needs, as well. We suggest that when selecting role plays to include in your training, begin with simple issues to help ease the students into the process, and then work up into more complex conflicts with more details as the students become more advanced in their skills. We have presented the role plays in this manual in order from simple to complex, for your convenience.

Should you choose to customize the role plays you use, be sure to include the following elements:

- 2 or more “disputing” parties with neutral or androgynous names
- Conflict situations that the students can easily identify with (note: be careful to avoid pigeonholing a specific race, ethnicity, religion, orientation or gender into a conflict “type”)
- A difficult situation, but the willingness of the disputants to resolve the issue
- A brief synopsis of the issue for the student mediators

Alternatively, you might also choose to allow students to write role plays for the training or continuing education workshops based on their own experiences and observations. If you choose this option, take care to work with students to distinguish between a role play and real life. The purpose of a role play is to practice certain skills or processes in a safe, non-threatening environment. This is different from resolving a real-life conflict. Students should understand that the training is an educational experience, not a problem-solving session. Therefore, role plays can be based on real life experiences, but should not mirror them exactly. If the group role plays the very situations that the students are presently experiencing, some may feel that their privacy has been invaded or that they have been ambushed.

Debriefing

After an activity/experience has concluded, students should have a chance to process, analyze and identify applications for what they just experienced, felt, or observed. This is also known as debriefing. The trainer can begin facilitating debriefing by asking:

- “How did this activity go?”
- “What was your experience?”
- “Did you notice anything that stood out to you?”

Initial debriefing can take place on several levels:

1. The individual can be given an opportunity to process the experience silently, without having to share;
2. Members of pairs or small groups can process the activity together in their unit. At this level, students will get a chance to hear what the experience was like for others; often, different students will report very different perceptions or feelings about the activity;
3. The entire group can also share their observations and experiences together, and in this setting, the trainer can facilitate an analysis of the activity.

Processing. In processing the activity, the trainer helps the students look for shared patterns, themes, and explanations. For example, the trainer may ask:

- "What does that suggest to you about yourself/the group?"
- "How do you account for that?"
- "How do those fit together?"
- "What do you understand better about yourself/the group?"

Analyzing. At this stage of debriefing, the trainer wants the students to answer the question, "So what?" We want students now to make the broader connection between this particular experience and the experiences they and others may encounter in the "real world." The trainer can assist the group in generalizing by asking:

- "What did you learn/relearn?"
- "Does that remind you of anything else you've seen or experienced?"
- "What does that help explain?"
- "What principle or generalization seems to be at work here?"

Here the trainer may also bring in additional theoretical information or data relevant to the topic.

Applying. This stage of the learning should bridge the present activity to future experiences by understanding and/or planning how generalizations can be tested in a new place in the students' lives. This could be done in several ways:

1. Students can consider and plan how they could potentially use the information they learned or relearned from the activity, should an appropriate occasion arise (e.g., "the next time I'm in a conflict with my supervisor, I could...").
2. Students can try out new skills or concepts in a subsequent activity, such as a role play.
3. Students can create a plan to test the new learning (not waiting for a situation to arise, but creating an opportunity to practice the skill or concept), such as in specific service or community activities ("OK, in our next group meeting, I will tell Fred politely that....")

The stages of processing, analyzing, and applying are outlined above as separate, sequential units, but in an actual training, the trainers should tailor a post-activity discussion process to the pace, experience, and level of a particular group. Sample debriefing suggestions are included with each activity for your convenience, but please feel free to tailor the debrief to your group's experiences, as necessary.

TRAINING LOGISTICS

Sometimes it's easy to overlook basic training logistics when focusing so much on module content and delivery. Therefore, please find below some helpful reminders that will increase both training efficiency and participant satisfaction.

Schedule Considerations

1. Students will be more open to learning if the training session schedule feels reasonably comfortable to them, and if they and the trainers share the same understanding in advance about the training schedule. Make sure that everyone gets clear, consistent information about when the training is and how long it will last, and remember that parental/guardian consent is required prior to a student participating in the training.
2. Schedule regular breaks during the training session. The students will probably want more breaks than the trainer wants, but if students are getting stiff or antsy, it's likely that little learning will be taking place. (Note: the greater the variety of activities, including ones with physical movement, the longer students can go without breaks.)
3. Be realistic and flexible about the agenda schedule. If you plan for a realistic amount of time for each activity, and if you can make changes to the schedule according to the group's needs and pace, you won't have to rush through an activity or cut it short just to stay on schedule.
4. If you choose to bring in co-trainers, volunteer role play coaches, or guest speakers from outside the school community, please provide them with all pertinent schedules and logistical information (including where to park, sign in, etc.) ahead of time. Additionally, make sure that any extra trainers or volunteers that will be working with youth adhere to any state, regional or school standards/regulations (such as fingerprinting, etc.) that may be in place prior to joining you in the training.

Environment

Physical comfort does affect learning! As much as possible, create a training environment that is conducive to learning, including:

- adequate materials for all students,
- comfortable chairs,
- tables for students to set materials/write on,
- access/accommodation for those with disabilities,
- comfortable room temperature,
- good lighting and acoustics,
- adequate bathroom facilities,
- privacy and freedom from outside distractions, and
- healthy refreshments

Materials

Effective materials management can make a surprising impact on the effectiveness of the session flow and clarity. A small investment of time to prepare and gather basic materials in advance can prevent a large amount of frustration for the trainer and the students.

Find out in advance what media/amenities that the training room already has or will allow.

For a room/space with limited to no media (just chairs, tables), materials may include:

- Flipcharts (either the sticky-backed kind that can adhere to walls, or the kind that can be propped up on an easel)
- Tape
- Washable markers

For a room/space with basic media (white boards, projectors), materials may include:

- Dry erase markers and erasers
- Power Point presentations (including a laptop with compatible projector power connector)

For a room/space with advanced media (computers with internet, classroom media units including large screens, DVD and music players), materials may include:

- Dry erase markers and erasers
- Power Point presentations (on a portable thumb drive or CD)
- CDs, MP3 Players, DVDs or linked media presentations that can be pulled up online

Remember that keeping a visible reminder of points covered throughout the session provides a shared group memory that the trainer and students can refer back to readily, so please mix, match and customize materials according to the parameters of your space. *Please note that each training activity in each module of the Peer Mediation Curriculum contains additional suggestions for specific materials to have on hand, so please read ahead and plan accordingly.*

Shared Expectations

Before the training session even begins, communication between the trainers, staff, and the students about the content and goals of the training should be clear and consistent. The training session itself should begin by orienting students to the materials and the agenda, getting acquainted, and establishing the training atmosphere (covered in Module 1: "Welcome & Introductions").

Trainers should post or hand out a written agenda and objectives for the session. When the trainer reviews them with the students at the beginning of the session, s/he is asking for the group's permission to proceed, in essence saying, "This is the session I am prepared to lead -- will that work for you?" If group members suggest changes in the content or agenda, the trainer should decide how much flexibility s/he can incorporate and still feel comfortable about providing a high-quality session.

Norms/ "Ground Rules"

Trainers should get clarity about and agreement to guidelines or norms for the session; that is, how people are going to work together and treat each other during the session to insure that everyone feels as safe and comfortable as possible.

We suggest that the trainer has the group participate in creating a list of common ground rules. For example, the trainer can explain the definition and purpose of ground rules, give an example or two, then ask the students what ground rules they would like to have for the session. After the group has brainstormed ideas, the trainer can ask for a show of hands to indicate which ground rules the whole group can commit to (this is also covered in Module 1: "Welcome & Introductions").

It is useful for the trainer to re-word any negative implications in the suggested ground rules into positives: i.e., instead of creating a list of "Don'ts," create a list of "Dos." It's also useful to post the written list of agreed-on norms in full view of the group. The trainer may ask everyone in the group to be "groundskeepers" -- to politely point out when the ground rules are not being followed (this way, the group takes some responsibility for monitoring its own behavior and the trainer doesn't end up being the "disciplinarian"). Examples of some ground rules are:

- One speaker at a time.
- Turn off cell phones, iPads, iPods, laptops, etc. and put them under your chair for the training.
- Be open to new ideas, and willing to try them.
- Different perspectives are welcome; it's OK to disagree.
- Treat each other with respect.
- Maintain confidentiality; personal information shared here stays in here.
- Allow everyone equal opportunity to participate.
- Be responsible for own needs and considerate of others.
- Honor time limits.

Concluding the Training

Trainers should plan both a closing activity that honors the hard work of the students and an evaluation of the training session. Concluding remarks can be as simple as reviews of the main objectives of the training, how you approached them, and answering any outstanding questions that students may have. Concluding remarks should also include an impetus for moving forward with their newly acquired skill set—a challenge, a suggestion for further education, etc.

Evaluation is an equally important part of concluding a training session. The more honest the feedback acquired, the more you can potentially improve for future training groups. For this curriculum, students can fill out a formal, written evaluation form (a sample is included in Appendix B) at the very end of the session. These training evaluations ask for specific feedback on what worked well for students and what could have been done differently. Many evaluation forms ask the students to critique the performance of the trainers, but in keeping with the emphasis in this curriculum on personal empowerment and responsibility, you may want to include questions such as, "What specifically did you do that helped make this session successful for you?" or "What could you have done differently to make the session more effective for you?"

THE TRAINER'S ROLE

The trainer is responsible for establishing an open learning environment, sharing information, and facilitating exploration and learning by the students. The trainer's behavior and attitude certainly affect how or what the students learn, and effective facilitation of learning requires several qualities: flexibility, clarity, competence, helpfulness, sensitivity, warmth, and the ability to acknowledge and value the experiences students bring to the session. Most importantly, trainers are models for the concepts and skills that are the basis of the training. Thus, it is imperative that trainers be able to integrate effective conflict resolution and communication skills into every interaction they have with the group or individual students.

Training Teams

Co-training, or panel training, can be a very valuable tool when teaching a conflict resolution curriculum. Not only do the students get the advantage of 2 or more teaching styles and perspectives, the trainers themselves get the advantage of being able to rely on other's to help move the training along in the most informative and productive manner. Some key considerations for the creation of a training team include:

- After the training is over, the students will need encouragement and reinforcement of the concepts and skills on a regular basis.
- The training team should reflect the social/cultural demographics of the group to be trained, particularly in regard to age, gender, race, and ethnicity. It's also helpful to have a stimulating diversity in the trainers' own perspectives and experience.
- Using a training team reduces responsibility on any one person and can enhance the preparation process. Co-trainers can explore with one another various attitudes, values, and reactions about the training content. They can share expectations, learning goals, and areas of perceived strength and vulnerability. They can rehearse lectures, practice exercises, and develop ways to support one another during training.
- During training, the team can provide variety to the students by switching up-front and support roles, helping to clarify points, giving more attention to group dynamics, offering differing sets of experience and examples for the training content, and more easily monitoring small group activities.
- Following the training session, the training team can provide valuable feedback to one another.

Trainer Qualifications

Trainers for successful conflict resolution trainings must not only possess professional knowledge, experience, and expertise, but also certain personal characteristics. The professional knowledge needed by trainers for this material and subject matter within this toolkit includes:

- Familiarity with concepts, skills, and processes presented in the curriculum.
- Actual experience in using these concepts, skills, and processes (it can often be useful for a trainer to tell a story about how this material worked in his/her own life).

- Experience in leading group training and knowledge of group dynamics. It's also helpful if trainers have experience in training a variety of kinds of groups, and especially groups who are not particularly motivated -- the real trial by fire for a trainer.
- Methodological knowledge; in this case, knowledge of the steps and concepts of experiential learning.

The personal qualities of an effective trainer include:

- *Flexibility.* Things rarely go exactly as planned, and the effective trainer will be able to make adjustments in response to the unexpected, calmly and with good humor.
- *Personal openness to change.* The trainer must be willing to look at her/himself, question the things s/he does and has always taken for granted, and at every moment be open to learning a new perspective or way of doing things. This is exactly what we are asking the students to do.
- *Sensitivity to groups and individuals.* The effective trainer notices things that are going on, whether a group dynamic or an individual behavior. The trainer takes steps to address the dynamic if it seems to be interfering with the learning of the group or the individual.
- *Respect for co-trainers.* Training teams often include people with very different perspectives and training styles. The effective trainer acknowledges and honors the strengths of his/her co-trainers, especially when they are different from his/her own.
- *Desire to help/perception of helpfulness.* These can be two different things. Not only must the trainer want to help students learn, s/he must make that evident to the group in a way that they can accept. Students may be thinking, "What does this person know about my situation?" or "Who does he think he is, coming in here, telling me what to do?" So the trainer's help must again be in a form that values the experience of the group and each individual, and emphasizes the trainer in the role of facilitator rather than expert.

Follow up and Continuing Education

The peer mediation training curriculum presented in this manual is intended to be only the beginning of an ongoing relationship between the peer mediation trainer and the students. Trainers should plan to meet with students several times throughout the academic year to continue to practice and hone their conflict resolution skills. Reinforcement of the peer mediation process and essential skill sets should be an ongoing goal for continuing education workshops. Suggestions for continuing education workshops include student-written role-play sessions, follow-up on "Conflict Detectives" conflict observation projects, or conflict-coaching sessions based upon the information assessed from student and mediator evaluation forms. We encourage you to use any activities that you were not able to include in the primary training curriculum for continuing education, as well.

TRAINER'S OVERVIEW**Module 1 Description:**

"Welcome & Introductions" serves as your training starting place with the student mediators. This module includes basic icebreakers to help students who may not know each other get better acquainted with one another and begin learning about the diversity of their group which will also be a great foundation for Modules 6 ("Finding Interests"), 9 (Culture & Identity) and 12 (Co-Mediation & Teamwork). This module will also provide students with a perfunctory introduction to peer mediation and their role as a new peer mediator, as well as the goals, expectations and ground rules of the training process, itself.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1 - 1.5 hours, depending on group size

Module Structure:

- **Welcome & Name Tags**
- **Objective 1:** Conduct a Pre-training Survey.
Purpose: To gather an understanding of the base line of conflict management from which students operate. This survey will also be administered to students after training to help gauge their learning progress on conflict management issues.
Activity:
 - Student Handout: Pre-Training Survey
- **Objective 2:** Club Member Introductions.
Purpose: To help students become familiar with one another and begin to find common interests or discover new ideas.
Activities (choose one or two that best suit the size and interests of your group):
 - "A Truth and a Lie" Icebreaker
 - Student Handout: "Getting to Know You" Icebreaker Interviews
 - Student Handout: "People Bingo" Icebreaker
- **Objective 3:** Review Training Components & Establish Ground Rules.
Purpose: To give students a sense of the purpose of the training, what to expect, and to set guidelines for behavior during the training.

Activities:

- Overview of Training and Establishing Ground Rules
- **Objective 4:** Introduce students to what peer mediation is and what their roles/responsibilities are as members of the club/program.
Purpose: To provide students with a sense of the purpose and intent of your peer mediation program and to go over their roles as peer mediators (these points can be made again at any point of the training).
Activity:
 - Student Handout: What is a Peer Mediator?
 - Student Handout: Peer Mediator Contracts

Student Handout: Pre-Training Survey

Directions:

Read each statement carefully.

Circle "T" if you think the statement is true and "F" if you think it is false.

| | | |
|---|---|---|
| Conflict is a natural part of life. | T | F |
| All conflicts end in violence. | T | F |
| There are at least two sides to every conflict. | T | F |
| It is possible to eliminate conflict. | T | F |
| Behavior can be either appropriate or inappropriate depending on where it happens. | T | F |
| Inappropriate behavior can cause conflict. | T | F |
| Behavior cannot be changed. | T | F |
| People all over the world have the same basic needs. | T | F |
| Unmet needs can cause conflicts. | T | F |
| There are many non-violent alternatives. | T | F |
| It is not possible for everyone to win in a conflict | T | F |
| Calling someone a name is a form of violence. | T | F |
| Frustration always leads to violence. | T | F |
| It is important to learn not to get angry. | T | F |
| Adults never have conflicts. | T | F |
| Conflict can be constructive as well as destructive. | T | F |
| Conflict can escalate. | T | F |
| Fighting fair means respect for others and for ourselves. | T | F |
| In resolving a conflict it is not important to embarrass or humiliate the other person. | T | F |
| Learning to handle conflict constructively takes a lot of practice and skill. | T | F |

Activity: A Truth and a Lie Icebreaker

Objectives: To help students become familiar with one another and begin to find common interests or discover new ideas.

Materials: none

Suggested Time Frame: 20-30 minutes

Activity Structure:

1. Ask each student to introduce themselves, say what grade they are in, and say one thing about themselves that is true and to make up something that is not, and let the group guess which one is true: Ex. "My name is Chelsea, I'm in 7th grade. My favorite food is chicken pot pie, and I have my own website. Which is true?" (If you wish to spend more time on this activity, or to make it more challenging, have students come up with two truths and one lie).
2. Have the group vote on the "truth," offering reasons.
3. After voting, allow the speaker to reveal the "truth" and explain his/her truth and lie

Debrief:

Sometimes, we can make assumptions or pass judgment regarding the "truth" about people, based on our limited knowledge of them or by their appearance alone. Remember that no person is just what they appear on the surface, and that "covers" can be deceiving—take the time to get to know people on a deeper level—you might be surprised!

- If you are hesitant about the potential connotations of a "lie," a slight variation of this game is "**A Truth and a Dream Wish.**" Instead of telling a lie, a student relays a personal wish. That is, something that is not true — yet something that the person wishes to be true one day. For example, someone that has never been to Europe might say: "I often travel to Europe for vacation." This interesting spin on the icebreaker can often lead to unexpected, fascinating results, as students often share touching wishes about themselves.
- Another variation of this game that you may wish to consider, depending on the familiarity of the group, is the "**Who Done it?**" version. To set up the game, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done on the index card. Examples could be: "I once drank a gallon of milk," "I lived in seven different states," or "I've eaten bugs before." Try to instruct people to write a fact that most people don't already know – the sillier (or more unbelievable) the better. Collect all the cards and shuffle them, then pass them back out. Each person takes a turn reading a card aloud and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says "yes" or "no". If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. At the end, each person reveals which fact was about them.

Activity: Getting to Know You Icebreaker Interviews

Objective: To help students become familiar with one another and begin to find common interests or discover new ideas.

Materials: Student Handout – Getting to Know You Icebreaker Interviews

Suggested Time Frame: 30 minutes

Activity Structure:

1. Pass out the student handouts, and ask the students to get into pairs. You can have them do this themselves, or you can count off to “assign” pairs.
2. Once the students are in pairs, let them know that they will be interviewing their partner, asking them their choice of questions from the Interview list you’ve provided them. They will then be introducing their partner to the rest of the group, mentioning interesting facts about them, so they might want to take notes on what the other says.
3. Give them about 10-15 minutes to conduct their interviews, bring the group back together, and conduct the introductions.

Debrief:

A great way to help people open up is to ask them questions that allow them to express their personality or interesting things about themselves. Remember this skill set for future training discussions.

Student Handout: Getting to Know You Icebreaker Interviews

Name of the "Interviewee:" _____

Grade of the "Interviewee:" _____

Interview Questions (please choose at least THREE):

- Why did you want to be a peer mediator?
- If you could have an endless supply of any food, what would it be?
- If you were an animal, what would you be and why?
- What is one goal you'd like to accomplish during your lifetime?
- If you had a time machine, where and when would you go back to (or forward to), and why?
- Who is your hero? (a parent, a celebrity, an influential person in one's life)
- What's your favorite thing to do in the summer?
- If they made a movie of your life, what would it be about and which actor/actress would you want to play you?
- If you were ice cream, which flavor would you be and why?
- What's your favorite subject in school and why?
- If you could visit any place in the world, where would you choose to go and why?
- If you could have super powers, what would they be and why?
- What are your favorite hobbies?
- What are your pet peeves or interesting things about you that you dislike?
- What's the weirdest thing you've ever eaten?
- If you won a million dollars, what would you do with the money?
- What is a unique or quirky habit of yours?
- How would you describe yourself in three words?

Activity: People Bingo Icebreaker

Objective: To help students become familiar with one another and begin to find common interests or discover new ideas.

Materials: Student Handout – People Bingo Icebreaker

Suggested Time Frame: 20 minutes

Activity Structure:

1. Pass out a “People Bingo” handout to each student, along with a pen/pencil. Explain the objective of the game and the following rules:
 - a. The object of the game is to get “Bingo.” Wander around the room, introduce yourself/talk to other students, and find people who identify with the characteristics on the bingo card. They must put the person’s name in the corresponding box or have the person sign the appropriate square.
 - b. Each person you talk to may only sign your sheet once
 - c. Once a person successfully obtains a full row (five in a row) of signatures, whether horizontally, vertically, or diagonally, he or she should raise their hand and yell “BINGO!”
2. Say “Go!” and ask the participants to begin. They should have about 10 minutes to mingle,
3. Once someone achieves a true Bingo, bring the group back together and ask them to introduce themselves one by one. Each student then shares one interesting thing they learned about another person in the group.
4. You may wish to have a small prize on hand for the student who won the Bingo challenge, but it is not necessary.

* Note: this activity is most effective when you can shuffle the descriptions in the Bingo squares, so that very few students have the same card. There are several templates online (we created ours on www.teachnology.com) in which you can enter your own set of descriptors and shuffle them, printing out as many different copies as you need.

Debrief:

Ask for volunteers to share how they feel differently about the others in the group now that they know a few things about them. When we take the time to get to know each other, barriers dissolve, people open up, and learning can take place.

Student Handout: People Bingo Icebreaker

| B | I | N | G | O |
|---------------------------------|----------------------------|---------------------------------|--------------------------------|------------------------------------|
| I like spicy food | I want to go skydiving | I am great at math | I have won an academic award | I speak more than one language |
| I like to camp | I have never broken a bone | I have been fishing | I play competitive sports | I am left-handed |
| I have eaten sushi | I am artistic | I play a musical instrument | I love to act | I have ridden a horse |
| I am an only child | My birthday is in October | I saw a movie last weekend | I have read the "Hunger Games" | I can touch my nose with my tongue |
| I kept my New Year's Resolution | I am a morning person | I was born in a different state | I have an older brother | I bike to school |

Activity: Overview of Training and Establishing Ground Rules

Objective: To help students understand peer mediation training and their responsibilities to the curriculum and beyond.

Materials: Pass out student training workbooks and a white board or paper/easel for displaying ground rules.

Suggested Time Frame: 20 minutes

Activity Structure:

1. Review a brief schedule for the training: “We will be going over...”
 - o Understanding Conflict
 - o The Peer Mediation Process
 - o Listening
 - o Finding Interests
 - o “I” Messages
 - o Neutrality
 - o Culture & Identity Awareness
 - o Emotions in Conflict
 - o Dealing with Difficult Situations
 - o Brainstorming & Decision Making
 - o Co-Mediation & Teamwork
 - o Developing a plan for promoting the Peer Mediation Program in the school!
2. Remind the students that there are going to be plenty of activities and games to help them learn, and that regular breaks are scheduled.
3. Make sure to remind them of the exact days and times.
4. Move into a discussion of training requirements. Let the students know that they will be learning a lot of important things about conflict resolution, and one of these things will be how to establish ground rules for discussions. You will be using ground rules in this training session as well; to make sure that the learning process is efficient and fair to all involved. Therefore, you’d like to brainstorm with the group regarding rules for the training that everyone can agree to. Take suggestions from the students, writing their ideas up on a white board or paper displayed in the room. If the students do not offer their own ideas at first, get the ball rolling with your own rules, such as:
 - a. We will respect one another and listen to what everyone has to say without interrupting.
 - b. No “training while distracted”—i.e. no calls, texting, or recording during training.
 - c. Raise your hand if you have a question or comment.
 - d. Etc.

* You might also refer to this subject under “Training Logistics” in this manual for more info.

Debrief: none needed

Activity: Introduction to Peer Mediation

Objective: To provide students with a sense of the purpose and intent of their peer mediation program and to briefly go over their roles as peer mediators (these points can be made again at any point of the training), thus setting expectations.

Materials: Student Handout – What is a Peer Mediator?
Student Handout – Peer Mediator Contract

Suggested Time Frame: 20 minutes

Activity Structure:

1. Inform the students that they are going to be part of an exciting initiative to help promote peace within their school. Refer them to the “What is a Peer Mediator?” handout, and read the definition of peer mediation at the top of the page:

“PEER MEDIATION is a process in which students facilitate discussions between parties in conflict, helping the parties work together toward a solution that is agreeable to all.”

2. Let students know that while they will be trained in the skill sets needed to be a great peer mediator, there are some basics of being a peer mediator that you want them to begin to think about right away. Review the rest of the “What is a Peer Mediator?” handout with them, spending time on the questions, asking them to fill in the blanks and keep the page in their training notebooks.
3. Tell the students that being trained and serving as a peer mediator comes with responsibility. Review the “Peer Mediator Contract” with them, ask for any questions, and have them turned in signed copies to the program coordinator. You may wish to provide another copy so that the student can keep one handy for referral.

Debrief: none needed

Student Handout: What is a Peer Mediator?

PEER MEDIATION is a process in which students facilitate discussions between parties in conflict, helping the parties work together toward a solution that is agreeable to all.

A PEER MEDIATOR.....

-is a good listener
-does not take sides
-keeps trying to help solve the problem
-keeps the conflict confidential
-is a team builder
-is dependable and trustworthy

Why are these qualities important when helping people solve problems?

A PEER MEDIATOR IS NOT....

-a person who interrupts
-a judge or police officer
-a person who gives advice
-a person who talks about another student's conflict
-a person who acts like a teacher or administrator
-a person who takes sides

How could these traits impair the problem-solving process?

Student Handout: Peer Mediator Contract

PEER MEDIATOR CONTRACT

Mediator Name: _____ Grade: _____

I understand that being a peer mediator is a role of responsibility. As a peer mediator, I will:

- complete all required training sessions throughout the school year
- serve as a mediator during my scheduled time slots
- make up any and all class assignments that might be missed during training session or peer mediation duty
- model peaceful conflict resolution skills for others, and refer students to mediation if I see the need
- respect privacy and keep all information shared in conflicts that I mediate confidential
- mediate according to my training and follow all ground rules
- report to our faculty sponsor immediately if mediation reveals that someone or something may be in danger

Student Signature: _____

Date: _____

TRAINER'S OVERVIEW**Module 2 Description:**

"Defining and Understanding Conflict" is the first step to being an effective problem-solver. In this module, students will begin to identify the reasons for and sources of conflict, the cyclical nature of conflict if not addressed properly, and they will reflect upon their own reactions to various circumstances of conflict. Students will also be given a brief conflict resolution role-play activity to help them better understand how important their approaches to conflict are. This module serves as a great foundational preparation for Module 3, which begins to immerse students into the peer mediation process and the value of collaborative problem solving.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1.5-2 hours

Module Structure:

- **Objective 1:** To help students define conflict.
Purpose: To begin removing negative connotations from conflict, and help students understand that it is a natural part of life and an opportunity for change.
Activities:
 - Student Handout: What is Conflict? Brainstorm
 - Student Handout: Our Peer Mediation Program Definition of Conflict
- **Objective 2:** To help students understand conflict and where it comes from.
Purpose: To help students begin thinking about conflict as it relates to them (i.e., How does it manifest itself in their lives? What does it look like and where does it come from?).
Activities It is suggested that you select 2-3 of these activities to best suit the size of your group:
 - Know Your Apple
 - Trickery Line Exercise
 - Student Handout: Scales of Conflict Brainstorm
 - Student Handout: My Thoughts on Conflict
 - Student Handout: Sources of Conflict

- **Objective 3:** To help students understand conflict styles and contexts.
Purpose: For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying groundwork for thinking about how approaches might be modified to be more productive.
Activities It is suggested that you select 2-3 of these activities to best suit the size of your group:
 - Student Handout: Conflict Response Survey
 - Student Handout/Activity: Conflict Styles
 - Fouls of Fighting/Fighting Fairly
 - Student Handout: Three Outcomes of Conflict

- **Objective 4:** To help students understand that conflict is cyclical.
Purpose: For students to know that conflict can continue in a cyclical nature until broken by productive problem-solving techniques.
Activity:
 - Student Handout: The Conflict Cycle

- **Objective 5:** To give student preliminary practice in conflict resolution.
Purpose: For students to begin understanding the starting place of their own personal conflict resolution skill set, and to learn the value of role-playing.
Activities:
 - Introduction to Role Playing
 - Role Play (from Appendix A or customize your own)

Activity: What is Conflict? Brainstorm

Objective: To begin removing negative connotations from conflict, and help students understand that it is a natural part of life and an opportunity for change.

Materials: Student Handout – What is a Conflict? Brainstorm
White board/markers or flipchart

Suggested Time Frame: 20-30 minutes

Activity Structure:

1. Have the students take 3-5 minutes to look at the “What is Conflict? Brainstorm” handout and write down the words that they think of when they hear the word “conflict” in the bubbles that branch out from the central word.
2. Ask for volunteers to share their words. Write/post all the words people in the group come up with on the board or chart. Don't discuss or evaluate the words yet. Just list them. Give the group 5 minutes to shout out words or keep going until the writing space is full.
3. Have the students to look at the list of words. Ask them:
 - a. How easy or difficult was it for you, as an individual, to come up with words associated with conflict? How easy or difficult was it for this group to generate a list of words?
 - b. Looking at this list, how many of you feel you are affected by conflict on a regular basis?
 - c. Which words do you perceive to be positive? (Ask volunteer from group to put a check mark by the ones people say are positive).
 - d. Again, looking at this list, does it seem that individuals in this group think about conflict in the same way, or in different ways?
 - e. What are the similar ideas that people here have about conflict? (Ask volunteer to circle words that people identify as similar).
 - f. What are the differences? (Volunteer underlines words that people identify as different).
 - g. How do you account for the number of negative words vs. the number of positive words?
4. Ask group to make some generalizations about people's perceptions of conflict:
 - a. In general, what does this suggest to you about people's experiences with conflict?
 - b. How does this list help to explain the ways people deal with conflict?

Debrief:

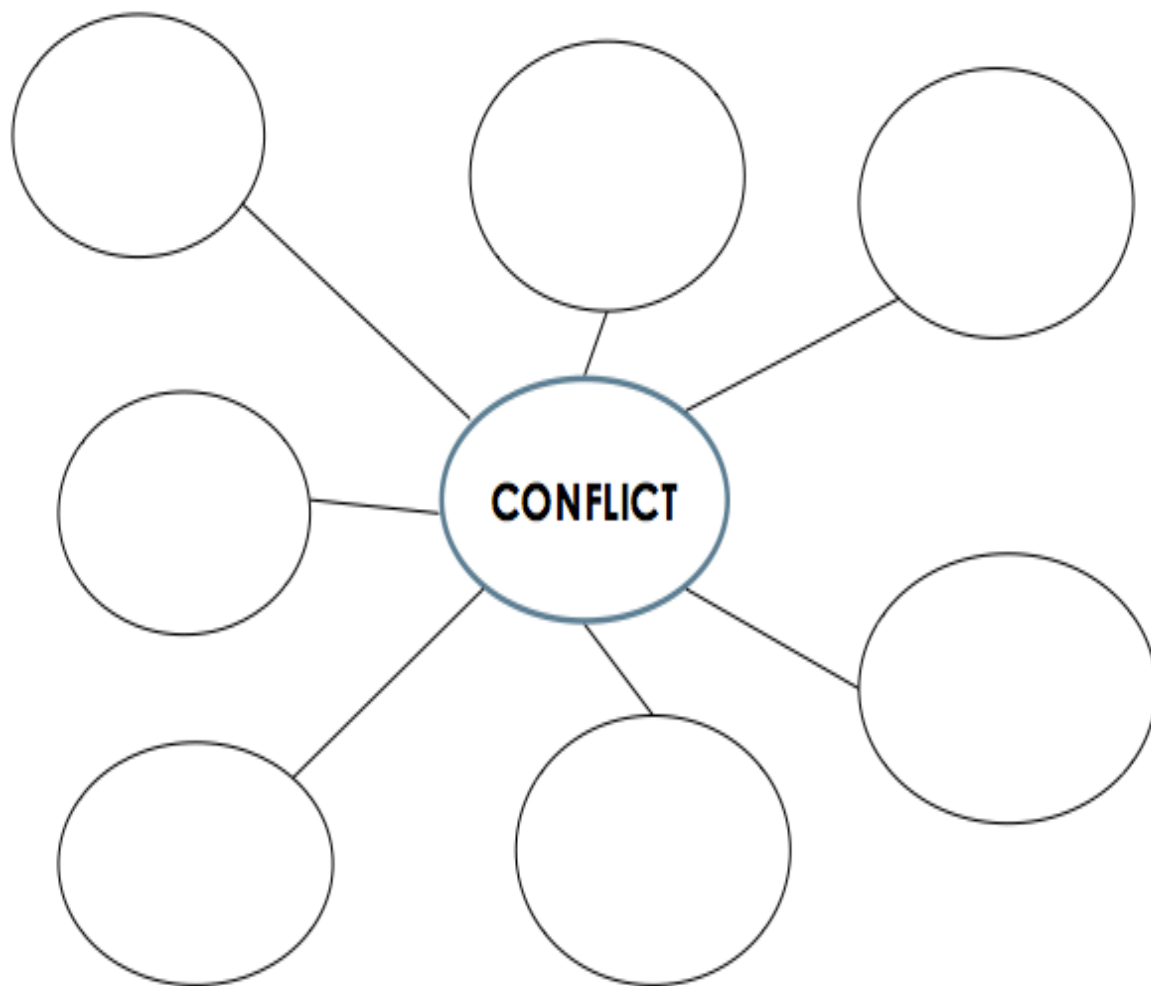
Discuss with the students that this training will be useful to them because most of us deal with some form of conflict fairly often, whether big or small. So the ways in which each one of us deal with it can have a big impact on our lives.

Second, in a group setting like this, we can see that different people look at conflict in different ways, *and* we also share some of the same ideas about conflict. Each person's ideas about conflict are real and true to him or her, and we each have our own perspective. Many of us carry a negative image of conflict in our minds and hearts, because many of us have had negative experiences with conflict. But in this workshop, we are going to learn how to turn conflict into a potentially positive experience more often.

- **Optional Follow Up.** Ask the group to start the process of turning conflict from a negative to a positive, by brainstorming more positive words about conflict. Write the new words on new flipchart/board space.

Student Handout: What is Conflict? Brainstorm

Think about what the word "conflict" means to you. Is it scary? Exciting? In the circles below, write down the words that come to your mind when you think of conflict.



Activity: A-Z Relay

Adapted with permission from the peer mediation curriculum of *North Shore Community Mediation Center*, Beverly, MA.

Objective: To begin removing negative connotations from conflict, and help students understand that it is a natural part of life and an opportunity for change.

Materials: 2 large writing pads or flip charts for student use, markers

Suggested Time Frame: 15 minutes

Activity Structure:

1. Conflict is usually thought of in completely negative terms. This activity gets students to think differently about conflict. Break students into two or more groups. Give one piece of newsprint to each group with the letters A-Z pre-written on it. Instruct the groups to work together and come up with a word that relates to conflict for each letter in the alphabet. For example:
 - a. A - Anger, action...
 - b. B - Bad, bully...
 - c. C - Communication, cry...
2. When the groups are done, read off the list of words and notice the prevalence of "negative" words about conflict. Lead a discussion about whether conflict is always negative. Can it be positive? Why might conflict be beneficial?

Debrief:

Discuss with the students that this training will be useful to them because most of us deal with some form of conflict fairly often, whether big or small. So the ways in which each one of us deals with it can have a big impact on our lives.

Second, in a group setting like this, we can see that different people look at conflict in different ways, *and* we also share some of the same ideas about conflict. Each person's ideas about conflict are real and true to him or her, and we each have our own individual perspective. Many of us carry a negative image of conflict in our minds and hearts, because many of us have had negative experiences with conflict. But in this workshop, we are going to learn to turn conflict into a potentially positive experience more often.

Activity: Our Peer Mediation Program Definition of Conflict

Objective: To build on the “What is Conflict? Brainstorm” and create a program definition of conflict and how it will be handled.

Materials: Student Handout – Our Peer Mediation Program Definition of Conflict
White board/markers or flip chart

Suggested Time Frame: 20 minutes

Activity Structure:

1. Have students refer to their “What is Conflict? Brainstorm” sheet and ask them to begin thinking about conflict from the perspective of members of a group that have been put together to help resolve conflict—the peer mediators. How would they like to define conflict as a group? Let them know that this definition can help them develop their program mission statement or assist them in promoting the program to the school. So it should be personal and also meaningful to the group. They can choose to write a statement or choose key words that resonate with them.
2. The next part of the “definition of conflict” is for the peer mediators to define their pledge as it relates to approaching conflict. Ask the students to come up with a statement or 2-3 ideas as to how they, as peer mediators, will approach conflict in the school. This can also be a part of a future mission statement or used for promotional purposes.

Debrief:

It is important, as members of a school peer mediation program, for all students to have a common understanding of both conflict and how to approach it. This definition must resonate with them and unify them for the purposes of their service.

Student Handout: Our Peer Mediation Program Definition of

- The Peer Mediation Program recognizes that conflict is a natural process and seeks to find peaceful solutions for problems.
- The Peer Mediation Program also recognizes that students can solve their own problems and that students are responsible people.

Our program defines conflict as.....

As conflict mediators, we will approach conflict:

Activity: Know Your Apple

Objective: Introduction exercise to show students that there are distinct differences in both people and problems; to introduce the idea of acknowledging different ways to see/approach the same thing.

Materials: One apple for each student, placed in a bowl or bag

Suggested Time Frame: 10 minutes

Activity Structure:

1. Let each student choose an apple from the bowl/bag. Let them know that they are not to take a bite or make any kind of mark or indentation on their apple.
2. Ask the students look at their individual apple very carefully and to observe what makes it unique.
3. Have the students place their apples in the center of their circle. Ask them to turn their backs. While they are in that position, mix up the apples.
4. Ask the students to turn around and try to find their individual apples. They are still NOT to eat it. Ask each of them how they knew it was their apple.
5. Remind the students that people and their problems are as different as apples. Apples look alike when we see them in a group, but when we look at them closely, we find that they are each different and that we can see what makes them different. People and their problems are the same way. We may think that someone else's problem is just like one we've had, or one we've seen before, but it's not necessarily so. Each problem is different because each person is different and responds to a problem in his or her own way.
6. Let the students enjoy their apples as you continue with the training.

Debrief:

It is important for peer mediators to remember that no two conflicts will ever be exactly the same. Even if the same event happens to two different people, such as a rude comment, those affronted with the act may react quite differently. This will be based on their personal disposition, relationship with the commenter, how they internalized the comment, recent experiences both related and unrelated, as well as many other factors.

Understanding how even seemingly subtle differences between two conflicts can make a big impact on how the conflicts progress is important because it helps guard mediators from presuming they've seen it all before. What may have helped adequately and swiftly in resolving one conflict may stall or even erode progress with a seemingly similar dispute. Each conflict should be viewed as possessing a unique set of circumstances that are to be discussed, understood, and addressed based on the specifics of that particular conflict.

Activity: Trickery Line Exercise

Objective: For students to assess and learn about their own conflict styles and recognize opportunities for collaboration

Materials: Tape to create a line on the floor

Suggested Time Frame: 20 minutes

Activity Structure:

1. Mark a line down the middle of the floor.
2. Tell participants to find a partner and face each other on opposite sides of the line.
3. Instruct them that the object of the game is to get their partner to come over to the other side of the line. If they can do this, they win \$1000.
4. Give them 1-2 minutes to do so.
5. Usually there are 3 approaches to the task given to the students:
 - Persuasion: Most people will attempt to persuade their partner to come over to their side of the line. They try to offer compelling arguments as to why they deserve the money. Sometimes, one partner will persuade the other to postpone gratification and come over to the other side on the promise that if the game is played again it will be their turn to collect the \$1000.
 - Trickery: In some cases, people will promise to split the money while secretly intending to renege. An unscrupulous few will trick their partners, reaching out to shake their hand as a sign of good faith and then suddenly pull their unsuspecting partner across the line.
 - Force: Some players will try to use intimidation or brute force to drag their partner across the masking tape line.

There are generally four outcomes, although students may be creative and find other ways:

- *Neither partner wins* anything, since both failed to get the other to step across the line (approach used: persuasion, trickery).
- *The partners split the \$1000* if one agrees to cross the line to the other side (persuasion, trickery).
- *One partner wins*, the other partner receives nothing (trickery, force).
- *Both parties win*. All the parties have to do is switch sides.
 - The problem though is that people don't usually think of doing that.
 - When you tell them that the winner gets \$1000, people figure that in each pair only one can emerge a winner.
 - It doesn't occur to them that both could win. There's nothing in the directions that forbids it.
 - The directions are clear: If you get your partner to come to your side of the line, you win \$1000. That's it. But people hear the word "win" and they're already thinking about the other side of that coin. Defeat. It's what puts the "zero" in zero sum game.

- What happens is people compete. That competitiveness forecloses any other results but lose/lose, win/lose or a 50/50 split. People waste time figuring out how to divide the pie instead of inventing ways to expand it.
- Question to ask the students: In your negotiations, how much value are you leaving on the table? Is it your desire to keep that competitive edge, and as a result, blind you to more profitable outcomes?

Debrief:

There are often a number of different ways to respond to a particular challenge. As demonstrated in this activity, we often default to competitive behaviors when faced with seemingly win/lose situations. In doing so, we miss opportunities to get creative and find novel solutions.

Helping those in conflict step out of a win/lose mindset is difficult. It often requires that mediators listen very carefully to what's being said, ask open-ended and clarifying questions, and to create an environment that allows for creative brainstorming.

If any of the students realized the creative response to this particular activity, ask them how it came to them and whether they were influenced by any nearby actions of others. Ask those who chose alternative responses to explore why they adopted a competitive, tricky, or other approach. Encourage the students to explore their underlying motivations for their particular response, and how they may consciously adopt more collaborative responses to future conflicts.

Activity: Scales of Conflict Brainstorming Exercise

Objective: To discuss conflict from different sources, analyze the causes of conflict, and to get students thinking in terms of the benefits of resolution.

Materials: Whiteboard/markers or flipchart;
Student Handout – Scales of Conflict

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Break students into small groups of 3-5. Refer them to the “Scales of Conflict” handout.
2. Ask them to come up with an example of a possible conflict for each of the “scales” on the left side of the chart (personal, home, school, social groups, global), and to work together to think about both sides to the conflict, the potential reasons for the conflict, and what the benefits of resolving the conflict would be. Give student 10 minutes for this.
3. Reconvene the large group and discuss the results. Were there any surprises? Was it difficult to think about conflict from both sides? Were the reasons for the conflict always obvious at first? Was it easy to think of what could be gained by resolving the conflict?

Debrief:

Part of being able to help others through conflict situations is to be able to look at conflict from all angles, with an optimistic viewpoint for the future. We begin training in this by breaking down our own conflicts, because if we can begin to see the different aspects of our own personal experiences with conflict, it helps us to better empathize with and respond to others who are going through it.

Student Handout: Scales of Conflict Brainstorm

| Scale of Conflict | Describe the conflict from both sides | What are the reasons for this conflict? | What would be gained by resolving the conflict? |
|--|---------------------------------------|---|---|
| Personal (Between your friends) | | | |
| Home | | | |
| In your school or local area | | | |
| Between social groups e.g., ethnic groups, young and old. | | | |
| Global | | | |

Activity: My Thoughts on Conflict

Objective: To help students begin thinking about conflict as it relates to them (i.e., how does it manifest itself in their lives? What does it look like and where does it come from?)

Materials: Student Handout – My Thoughts on Conflict

Suggested Time Frame: 20 minutes

Activity Structure:

1. Give students 5-10 minutes time to fill out the “My Thoughts on Conflict” handout.
2. When they are finished, reconvene the group and ask for volunteers to share some of their answers, going through each question one by one.
3. Ask the group: Were you surprised by the differences in responses? Why do you think people define and approach conflict differently?

Debrief:

It's important when beginning to learn about conflict to be aware of how we approach it in our daily lives. That way, we can best understand ourselves and be better prepared to help others with their own conflicts.

Student Handout: My Thoughts on Conflict

Directions to the students: Please complete the following statements

1. Define CONFLICT in your own words...
2. When I have a conflict with someone, I...
3. When my friend is in a conflict when I'm around, I...
4. I have conflict with MYSELF about...
5. When someone wants me to do something that I don't want to do, I...
6. I think the best way to solve a problem is...

Activity: Sources of Conflict

Objective: To help students understand conflict and where it comes from.

Materials: Student Handout—Sources of Conflict

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Review the “Sources of Conflict” handout with the students. Let them know that conflict comes from many different places. Ask them for examples of conflicts that they have been in or observed that might have come from one or more of these “sources.”

Debrief: None needed.

Student Handout: Sources of Conflict

Resources:

- Money, time, land, labor and material things.
- Example: Your sister takes your clothes without asking you first.

Information:

- Not having sufficient and/or the same information, different ways of perceiving information, and attributing different levels of importance to the same information.
- Example: Arguing over rumors started by other people.

Power and Roles:

- Ownership, respect, power and identity.
- Example: Someone is teasing someone else just so that he/she can look cool in front of their friends.

Values:

- Culture, beliefs, religion.
- Example: A student makes fun of another student at school for fasting.

Relationship:

- Friends, family, couples, co-workers, neighbors.
- Example: Claire is jealous that Marissa is going to the movies with Brianna.

Structure:

- Who has access to power and/or resources, who gets respect, and who has the authority to make decisions. May relate to issues of justice and competing goals.
- Example: A student is upset that his/her side of the story is not being heard.

Activity: Conflict Response Survey

Adapted from Peer Mediation: Conflict Resolution in Schools -Revised Edition by Fred Schrumpf, Donna K. Crawford and Richard J. Bodine. Research Press: 1997.

Objective: For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying groundwork for thinking about how approaches might be modified in order to be more productive.

Materials: Student Handout – Conflict Response Survey (2 pages)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Give the students 5-10 minutes to complete the “Conflict Response Survey” handout. You may choose to have them complete either or both parts of the survey, depending on time and the conflict responses you wish to evaluate. Let the students know that these surveys are completely anonymous and will only be used to help you, the trainer, gauge their personal (or the school’s) conflict climate, and subsequently aid you in training.
2. If you wish, you can compile the results and share with the class and staff/administrators. You can save them for statistical reporting at a later time. These results provide a base line of student/teacher conflict resolution techniques, to compare with measurable outcomes after the training or at various points throughout the academic year.

Debrief: None needed.

Student Handout: Conflict Response Survey

Age: _____ Grade: _____

Please circle the number that best describes how you view conflict resolution during school hours. THERE ARE NO WRONG ANSWERS

Part One: How often do **YOU** use the following techniques to handle conflict?

| 1 = Always | 2 = Often | 3 = Sometimes | 4 = Never |
|------------|-----------|---------------|-----------|
|------------|-----------|---------------|-----------|

- | | | | | |
|--|---|---|---|---|
| 1. Tell the other person to "knock it off" | 1 | 2 | 3 | 4 |
| 2. Try to smooth over the situation..... | 1 | 2 | 3 | 4 |
| 3. Help the other understand a different point of view..... | 1 | 2 | 3 | 4 |
| 4. Keep away from the other person..... | 1 | 2 | 3 | 4 |
| 5. Determine "who started it" | 1 | 2 | 3 | 4 |
| 6. Try to find the cause of the problem..... | 1 | 2 | 3 | 4 |
| 7. Try to work out a compromise..... | 1 | 2 | 3 | 4 |
| 8. Apologize to the other just to be done with it..... | 1 | 2 | 3 | 4 |
| 9. Brainstorm with the other for solutions to the problem..... | 1 | 2 | 3 | 4 |
| 10. Refer yourself to mediation..... | 1 | 2 | 3 | 4 |
| 11. "Have it out" (verbal or physical attacks)..... | 1 | 2 | 3 | 4 |
| 12. Threaten the other..... | 1 | 2 | 3 | 4 |

13. Other (please fill in if there is another way that you handle conflict that is not listed here):

Part Two: How often do **YOUR TEACHERS** use the following techniques to handle conflict?

| 1 = Always | 2 = Often | 3 = Sometimes | 4 = Never |
|------------|-----------|---------------|-----------|
|------------|-----------|---------------|-----------|

- | | | | | |
|---|---|---|---|---|
| 1. Tell students to "knock it off" | 1 | 2 | 3 | 4 |
| 2. Try to smooth over the situation..... | 1 | 2 | 3 | 4 |
| 3. Help students understand a different point of view..... | 1 | 2 | 3 | 4 |
| 4. Separate the students/keep them away from each other... | 1 | 2 | 3 | 4 |
| 5. Refer the conflict to the principal..... | 1 | 2 | 3 | 4 |
| 6. Determine "who started it" | 1 | 2 | 3 | 4 |
| 7. Try to find the cause of the problem..... | 1 | 2 | 3 | 4 |
| 8. Try to work out a compromise between those in conflict..... | 1 | 2 | 3 | 4 |
| 9. Ask students to apologize to one another..... | 1 | 2 | 3 | 4 |
| 10. Encourage students to brainstorm solutions to the problem.. | 1 | 2 | 3 | 4 |
| 11. Refer the students to mediation..... | 1 | 2 | 3 | 4 |
| 12. Assign a punishment or consequence..... | 1 | 2 | 3 | 4 |
| 13. Let students "have it out" | 1 | 2 | 3 | 4 |
| 14. Tell students they will be sent to the discipline office..... | 1 | 2 | 3 | 4 |
| 15. Get everyone busy doing something else..... | 1 | 2 | 3 | 4 |
| 16. Tell students to settle it after class..... | 1 | 2 | 3 | 4 |
| 17. Other (please fill in if there is another way that teachers handle conflict that is not listed here): | | | | |

Thanks for taking this survey!

Activity: Conflict Styles Test

Objective: For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying the groundwork in thinking about how approaches might be modified in order to be more productive.

Materials: Student Handout – Conflict Styles Test (2 pages); white board or flip chart and markers

Suggested Time Frame: 15 minutes

Activity Structure:

1. Give the students 5-10 minutes to complete the “Conflict Styles Test” handout after walking them through the instructions on the sheet.
2. After all students have completed the test and have identified an animal that represents their predominant conflict style, read through the characteristics of each animal/conflict style, and ask for student to raise their hands for the style that best represents them, according to the results.
3. Discuss the following questions, using the board or flip chart to take notes on what the students say:
 - What are some advantages and disadvantages to being a shark, or “competitor?” What kinds of conflicts have you experienced or observed that have involved competition?
 - What are some advantages and disadvantages to being an owl, or “collaborator?” What kinds of conflicts have you experienced or observed that have involved collaboration? (Hint: this is what a peer mediator will be—a collaborator!)
 - What are some advantages and disadvantages to being a fox, or “compromiser?” What kinds of conflicts have you experienced or observed that have involved compromising? What is the difference between compromising and collaborating?
 - What are some advantages and disadvantages to being a teddy bear, or “accommodator?” What kinds of conflicts have you experienced or observed that have involved accommodating?
 - What are some advantages and disadvantages to being a turtle, or “avoider?” What kinds of conflicts have you experienced or observed that have involved avoiding?

Debrief:

Let students know that it is common to have lots of different conflict styles, depending on the nature of the conflict itself and the person with whom you are in conflict with. Being aware of the style that each student brings to the table as a mediator, and being able to strive towards collaboration (as the owl would), is an important step to becoming a great peer mediator.

Student Handout: Conflict Styles Test

Directions

- Answer the following questions using the ratings below.
- Place the answer in the appropriate space provided below.
- Example: If you answer (2) to Question #15, put 2 in the 15 space.

How do you respond to conflict?

(3)=My reaction most of the time.

(2)=My reaction some of the time.

(1)=My reaction rarely.

1. I yell, scream, or threaten to fight.
2. I try to deal with the other person's point of view as well as my own.
3. I look for a middle ground.
4. I admit that I am wrong even if I don't believe I'm wrong.
5. I avoid the other person.
6. I firmly pursue my goals/agenda.
7. I try to work it out.
8. I try to reach a compromise.
9. I give in.
10. I change the subject.
11. I whine or complain until I get my way.
12. I try to get all concerns out in the open.
13. I give in a little and encourage the other person to do the same.
14. I pretend to agree.
15. I try to turn the conflict into a joke.

| I | II | III | IV | V |
|--------|--------|--------|--------|--------|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | 15. |
| Total: | Total: | Total: | Total: | Total: |

CONFLICT STYLES ASSESMENT KEY

I=Controlling/Competing

"Hard bargaining" or "might makes right." Pursuing personal concerns at another's expense. Competing can mean "standing up for your rights" defending a position which you believe is correct, or simply trying to win or control the situation to your benefit.



The **competing** shark tries to win at the expense of others. He will stand up for his rights.

II=Collaborating

"Negotiating" or "two heads are better than one." Working with someone by exploring your disagreement, generating alternatives, and finding a solution which then satisfies both parties.



The **collaborating** owl uses problem-solving skills to find a common solution-- an agreement that both parties can agree on. It's a win-win solution.

III=Compromising

"Splitting the difference." Seeking a middle ground by "splitting the difference." The solution partially satisfies both parties.



The **compromising** fox seeks a middle of the road solution. It is the 50/50 split.

IV=Accommodating

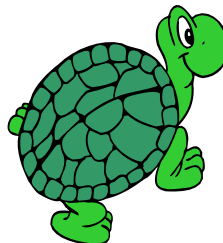
"Soft bargaining" or "killing your enemy with kindness." Yielding to another person's point of view; paying attention to their concerns and neglecting your own.



The **accommodating** teddy bear smooths the problem out by paying attention to the other person's needs and not their own.

V=Avoiding

"Leaving well enough alone." Not addressing the conflict by either withdrawing from the situation or postponing the issues.



The **avoiding** turtle will withdraw from the situation either by leaving or postponing the issue.

Activity: Fouls of Fighting/Fighting Fairly

Objective: To help students learn why it is important to approach conflict fairly.

Materials: Slips of paper

Suggested Time Frame: 10 minutes

Activity Structure:

1. Explain that since each of us has different conflict and communication styles, it is easy for these styles to clash when we are in conflict. This can often lead to unfair fighting. As peer mediators and as human beings, we must be able to deal with people's anger as well as our own, and to approach conflict fairly. When fighting unfairly, we often use FOULS, which usually lead to an escalation of the problem.
2. Go over each "foul" of fighting, discussing what it looks like (asking students for examples) and what makes it a foul:
 - **Getting Even:** this is a foul because it causes the fight to escalate; each person is forced to go one step further.
 - **Bringing up the Past:** two words that are fouls are "always" and "never"—"You NEVER help me when I need you!" or "You ALWAYS forget my birthday!" No one is that consistent!
 - **Pushing and Hitting:** always fouls!
 - **Not Listening:** if someone feels they are not being listened to, this often increases their anger. Also allows for misunderstanding.
 - **Blaming and Making Excuses:** this is a foul because it shows that we are unwilling to accept responsibility for our behavior. We want to pass the blame on to someone else so that we don't get in trouble.
 - **Bossing:** a foul because we often start a fight when we tell others what to do. Few people like to be bossed.
 - **Threats:** a foul because threats make a person feel uncomfortable, frightened and defensive, even if they are quite sure that the person threatening could never carry through with the threat. The words "I'm going to kill you!" cast fear, even when we are certain that the person isn't serious.
 - **Name Calling and Insults:** these fouls are frequently the cause of the problem from the beginning. If they are not the cause, they fan the flames.
3. Recruit three volunteer students to act out the Fouls of Fighting skits (below). As they read the parts, have the rest of the group raise their hands whenever they hear a "Foul".

Discuss what the fouls were following the skit, and how the “fouls” could have been corrected to make the situation fairer.

Skit 1:

Kim: Hey Gabby, can I borrow your calculator? I lost mine.

Gabby: No way! You lost mine the last time that you borrowed it! Why don't you ever come to class prepared—you're so inconsiderate! You can just get an “F” on the math test—I'll laugh!

Kim: Aw, come on, Gabby! I'll return the calculator, I promise!

Gabby: Nope! You deserve to flunk!

Skit 2:

Narrator: Jon and Brett are playing baseball. Brett keeps missing the ball.

Jon: What's the matter with you? Why can't you hit the ball?

Brett: Shut up, you jerk! You're not so perfect yourself!

Jon: (shoves Brett) Who are you calling a jerk?!?

Brett: I'm telling!! (rubs his arm)

Jon: You tell on me and you're dead after school, I promise you that!

Skit 3:

Narrator: Liza and Pedro are classmates who haven't yet completed a science project that they are partners on. The project is due today.

Liza: It's YOUR fault! You were always too busy to work on the project!

Pedro: Why are you blaming me? We were BOTH responsible for the project.

Liza: How could I do the project when you didn't give me the materials?? You always just think of yourself and never think of MY grade!

Pedro: Finger-pointing isn't going to get the project done! Let's ask the teacher if we can work on it over the weekend and bring it in on Monday.

Liza: Fine, let's meet after school and make a plan.

Debrief: None needed.

Activity: Three Outcomes of Conflict

Objective: For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying groundwork for thinking about how approaches might be modified to be more productive.

Materials: Student Handout—Three Outcomes of Conflict

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Walk student through the “Three Outcomes of Conflict” handout, going over the concepts of Lose-Lose, Win-Lose, and Win-Win conflicts, having students provide real-life examples of each.
2. Discuss with students the value of Win-Win outcomes to conflict:
 - What are the advantages of conflict that results in a win-win outcome?

Debrief:

Let students know that Win-Win outcomes are what they will strive for as peer mediators. Win-Win is not always the easiest outcome to achieve, especially when people come to mediation very angry at each other, but the students will be learning valuable skill sets during training that will help them get the people in conflict to communicate more openly with one another and be more likely to work towards mutual satisfaction.

Student Handout: Three Outcomes of Conflict

Lose-Lose conflicts are nearly always destructive. In a **lose-lose** conflict:

- Parties try to defeat each other rather than finding a mutual solution
- Both parties lose things they care about and are generally unhappy with the outcome of the problem

Examples of **lose-lose** situations:

1. _____

2. _____

Win-Lose conflicts may be constructive, but only for one of the parties. In a **win-lose** conflict:

- Each party tries to solve the problem by defeating the other
- Only one party gets what he or she wants—the other does not

Examples of **win-lose** situations:

1. _____

2. _____

Win-Win conflicts are constructive because BOTH parties:

- Focus on solving the problem rather than defeating the other party
- Usually give up something, but gain something as well

Examples of **win-win** situations:

1. _____

2. _____

Activity: The Conflict Cycle

Objective: To help students understand that conflict is cyclical, to help them identify major components of the cycle, and to help them understand what perpetuates the cycle.

Materials: Student Handout – The Conflict Cycle (2 pages)

Suggested Time Frame: 10-15 minutes

Activity Structure:

1. Refer to the Student Handout – The Conflict Cycle. Emphasize that conflict is unavoidable, we all experience it in our lives, and that the conflict cycle begins with a held belief. Conflict is not necessarily positive or negative. It is how we respond to it that makes a conflict positive or negative. Our responses will produce a result and the result reinforces our beliefs (positive or negative) about conflict.

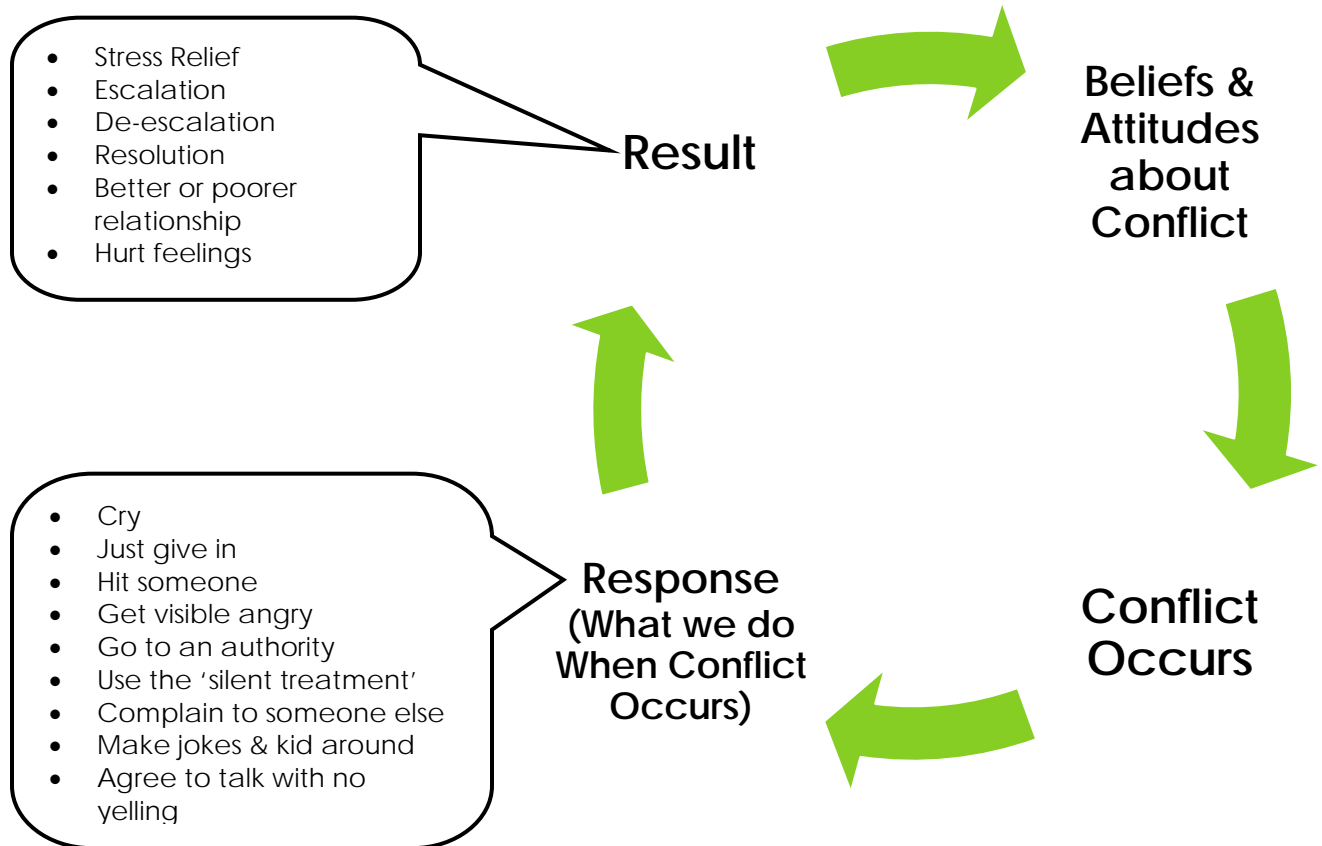
If our beliefs about conflict are negative, then we are likely to behave in ways that will produce negative consequences, such as feelings of pain, guilt, fear, a strained relationship, a bloody nose, etc.

Using an example of your own or from a volunteer in the group, illustrate how each stage of the conflict cycle applies to this example.

2. Be sure to discuss or explore any vocabulary that may be unfamiliar or confusing to participants. In the study of conflict resolution, many common words are used in specific ways that may be new or unfamiliar to them.
3. Ask participants to fill out the Handout using one of their own conflicts as a guide.

Debrief: None needed.

Student Handout: The Conflict Cycle

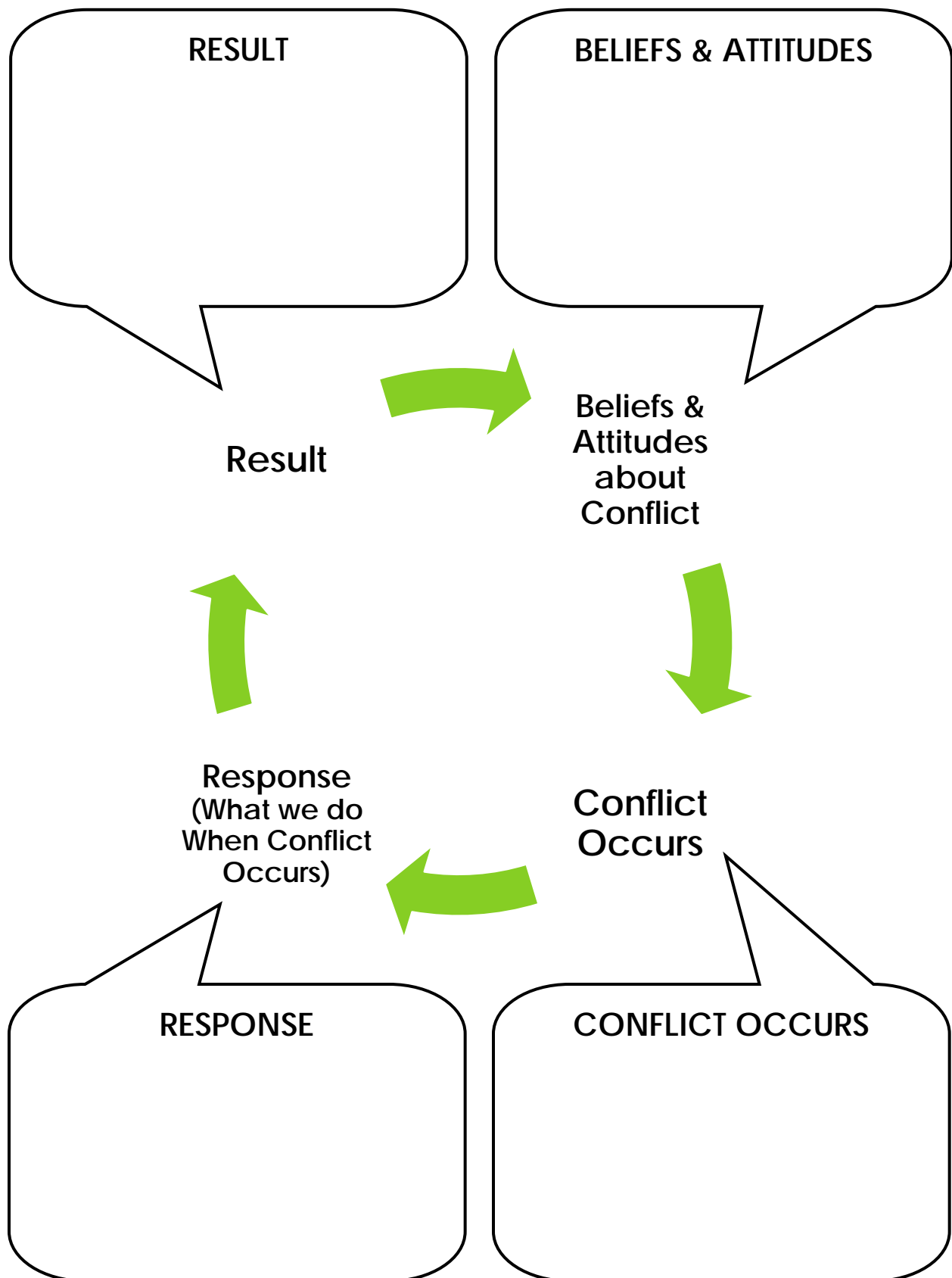


What we believe about conflict comes from the messages we received from our parents, teachers, the media, and our own experiences. These beliefs affect how we act when a conflict occurs.

Our responses are what we do when a conflict occurs. Our responses are usually based on what we believe about conflict. What do you do in a conflict? Can you add to the list of responses above?

What we do in a conflict (our responses) will lead to a result. Results may be negative or positive. If we yell or pretend that nothing is wrong, the result may be hurt feelings or the problem may get worse. These are negative results. If we agree to talk without yelling or using put downs, this may lead to the positive result of good feelings about ourselves and the other person and a solution to the problem. These are positive results.

The results of our responses to a conflict will make our beliefs about conflict even stronger. This means that our cycle of conflict will probably stay the same.



Activity: Introduction to Role Playing

Objective: For students to begin understanding the starting place of their own personal conflict resolution skill set, and to learn the value of role-playing.

Materials: Several slips of paper depicting the mediator and disputant roles in simple role play included below (or a simple conflict scenario of your choosing).

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Explain the process of role playing to the group. Tell them that in a typical role play, students will be placed into groups of four—two will be in conflict and two will be mediators. The two characters in conflict will receive slips of paper that have their individual sides of the story. The mediators will receive slips of paper that explain the conflict in general, but does not give many details (so that they can learn along the way). Each person should read their paper carefully, and think about how they would feel if this situation happened to them. Suggest that the students playing the disputants pretend they are actors and are playing a part. Have fun and make up details as you go!
2. Emphasize that just because your character in a role play may not be a nice person, it does not mean YOU are not a nice person.
3. Explain that role plays are very important practice for real mediations, and that the students will be doing several role plays to practice their skills during the training.
4. Break the group up into small groups of four and pass out roles. Let the students know that this is a practice role play, designed to get them thinking about the starting point of their own conflict resolution skill set. This will prepare them for the training ahead.

Mediator 1: Tyler and Jax have been best friends since kindergarten. Recently, though, they have been fighting during gym class. The coach referred them to mediation.

Mediator 2: Tyler and Jax have been best friends since kindergarten. Recently, though, they have been fighting during gym class. The coach referred them to mediation.

Tyler: You and Jax have been friends since kindergarten. Two weeks ago, you both tried out for the JV basketball team. You made the team, but Jax didn't. Ever since, he's been bitter and picking fights with you. You think he's just jealous and needs to knock it off.

Jax: You and Jax have been friends since kindergarten. Two weeks ago, you both tried out for the JV basketball team. Tyler made the team, but you didn't. Since then, Tyler's been acting like he's better than you and has even made fun of your skills on the court. You got mad and the two of you got in a fight. You think Tyler needs to chill out.

5. Assure the students that those who play the “mediator” roles are not expected to be conflict resolution experts—this is just a starting place and gets their feet wet with role playing. Tell them to handle the conflict as they would if Tyler and Jax were two friends coming to them for help to find a resolution.
6. Give the students 10 minutes to play around with their roles, then reconvene and ask them what their experiences were like. Was it easy to play the parts of Tyler and Jax? Were there challenges when it came to solving the problem? How did it feel to be the “mediator”—or the one that Tyler and Jax relied on for assistance? Did the students playing Tyler and Jax feel satisfied with the process?

Debrief:

Reiterate to students that this is to get their feet wet—now, they will begin learning the process of conflict resolution through peer mediation, and hopefully develop skill sets that will help them overcome any of the challenges that they faced in this practice role play.

An alternate option for this activity is to recruit four students to come up and perform a “fishbowl” version of the role play (in which they perform, and everyone else observes and gives feedback).

TRAINER'S OVERVIEW**Module 3 Description:**

"The Peer Mediation Process" equips students with an introduction to collaborative conflict resolution processes and gives students education and practice in each of the five steps of peer mediation: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, and Agreement. This module also reviews with students their role as a peer mediator and familiarizes students with several of the forms that they will need to use for mediation sessions with the school peer mediation program.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review in the students' continuing education workshops throughout the academic year. It is recommended for this particular module, however, that you allow plenty of time for all of the activities and practice associated with introducing students to the five steps of peer mediation.

Suggested Timeframe for this Module: 2-3 hours, with break(s)

Module Structure:

- **Objective 1:** Discuss the value of collaboration in conflict and define mediation
Purpose: To review collaboration as a viable approach to conflict, and to help students make the connection between collaboration and mediation processes.
- **Objective 2:** Provide students with an overview of the peer mediation process
Purpose: To familiarize student with the 5 steps of the peer mediation process: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, Agreement) and learn the objectives/value of each stage.
Activities:
 - Video example of a peer mediation (discussion on process)
 - Student Handout: Preparing to Mediate
 - Student Handout: Sample Case Flow Chart
 - Review Process Steps (Student Handout: Overview of Peer Mediation Process)
 - Opening Statements/Introductions
 - Perspective Sharing
 - Defining the Problem

- Brainstorming Solutions
 - Agreement
 - Student Handout: Opening Statement Checklist
 - Student Handout: Breaks and Caucuses
 - The Triangle Game
 - Role Play (from Appendix A or customize your own)
- **Objective 3:** Acquaint students with qualities Peer Mediators should model
Purpose: To ensure that students are clear as to the role of peer mediators within a mediation session and beyond.
Activities:
 - Student Handout: Peer Mediator Qualities
 - Student Handout: The Role of the Peer Mediator
 - **Objective 4:** Introduce students to the program process from referral to session (no agreement forms yet)
Purpose: To familiarize the students with the forms that they will need to fill out each mediation session with the peer mediation program, as well as to provide them with some helpful checklists that will not only aid them in their training role plays, but when performing actual mediations with the student body.
Forms Included (found in the "Sample Training and Program Forms" section of this manual):
 - Student Handout: Sample Peer Mediation Request Form
 - Student Handout: Sample Peer Mediation Session Checklist
 - Student Handout: Sample Peer Mediation Agreement to Mediate
 - Student Handout: Sample Peer Mediation Session Notes Page
 - Student Handout: Sample Peer Mediation Session Brainstorming Worksheet
 - Student Handout: Sample Peer Mediation Session Agreement Form
 - Student Handout: Sample Peer Mediation Session Evaluation (both self and participant)
 - Student Handout: Sample Peer Mediator Case Log
 - Optional Role Play (from Appendix A or customize your own)

Activity: Preparing to Mediate

Objective: To acquaint student with an often overlooked aspect of conducting peer mediation—the pre-mediation preparation, and to give them a visual introduction to the process of peer mediation itself.

Materials: Student Handout – Preparing to Mediate;
Student Handout—Sample Case Flow Chart;
White board or flip chart and markers;
DVD player or computer/projector system for demonstration viewing

Suggested Time Frame: 20-30 minutes

Activity Structure:

1. Have the students view the “Peer Mediation Demonstration” video included in this training toolkit. Ask them to take notice of what they think is interesting about the conflict, the mediators, and the mediation process itself.
2. When they have viewed the video, debrief with the students about their observations. What stood out to them?
3. Let them know that now that they have a foundation in understanding conflict and the value of win-win, collaborative solutions, and have seen peer mediation in action, they will now begin learning the peer mediation process, themselves! The very first thing to know about peer mediation is that it is important to make preparations prior to beginning a mediation session.
4. Take the time to go over your individual school’s intake procedures—or the “Sample Case Flow Chart” handout, so that students are aware of how a case is processed by the program coordinator and gets to them.
5. Discuss with them that once the case is processed by the program coordinator, mediators have been selected, and the time/date set, the next step is for the peer mediators to prepare to mediate. Let them know that there is great value in preparing to mediate between people in conflict ahead of time, and review the “Preparing to Mediate” handout with them. Consider taking the time to show them the process forms that they will be working with in the back of their student manuals (you do not need to review the materials at this time, just let students glance over them as an introduction—you will explore them more in depth at the end of the module).
6. Have students generate additional ideas that will help them best prepare to mediate a conflict, and write the ideas up on the board or flip chart paper for all to see. You may wish to use them to compile a “Before the Mediation” checklist for the student mediators to have accessible when they mediate cases throughout the year.

Debrief: None needed.

Student Handout: Preparing to Mediate

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT.

Arrange the physical environment:

- Choosing a space comfortable to allow for agreements
 - Private
 - Quiet
 - Time of day for maximum energy and attentiveness
 - Attention to safety for all involved
- Arrange the seating to best suit the mediation
- Position yourself nearest to the exit
- Other suggestions for room set up: _____

Assemble Materials:

- Peer mediation case information
- Peer Mediation Process Checklist (for easy reference)
- Peer Mediation Agreement to Mediate Form
- Peer Mediation Session Notes Page
- Peer Mediation Brainstorming Worksheet
- Peer Mediation Agreement Form
- Peer Mediation Session Evaluation Form for Participants
- Peer Mediation Session Evaluation Form for Mediators
- Peer Mediator Case Log
- Pens, paper, markers
- Flip chart or whiteboard
- Other suggestions for materials: _____

Meet ahead of time with your co-mediator:

- Discuss the case details provided by the program coordinator
- Go over your team strategy (i.e. how you will share duties, who will lead the introduction, who will write the final agreement, etc.)
- Other suggestions for meeting with your co-mediator: _____

Activity: Review Peer Mediation Process in Detail

Objective: To familiarize students with the 5 steps of the peer mediation process: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, Agreement) and learn the objectives/value of each stage.

Materials: Student Handout – Peer Mediation Process Steps (5 pages)

Suggested Time Frame: 20 minutes

Activity Structure:

1. Have students think back to the demonstration of peer mediation that they watched, and to begin thinking about how they will behave as mediators. Walk students through each of the five steps of the peer mediation process, reviewing the handout “Peer Mediation Process Steps.” Let them know that while all the steps might seem overwhelming, they’ll be getting plenty of practice with each step and with the skill sets that they will need to help them along. Take questions from the students as you go, and consider writing the five steps up on a board or flip chart for the students to view throughout the training.

Debrief: None needed.

Student Handout: Peer Mediation Process Steps in Detail

Step One: Opening Statements/ Introductions

In this step, mediators are setting the tone for the mediation. It is helpful to remind participants about your role and what the mediation is about.

1. Introduce yourself and have students introduce themselves (first names).
2. Let the participants know that they are here to work towards resolving a conflict by discussing the issues with one another. If necessary, go over the benefits of the process: informality, student power for decisions, creativity, restoring relationships, confidentiality and privacy (depending on school rules).
3. Describe your role as a mediator: you will be impartial, are not here to judge/take sides; you're not a decision-maker, etc.
4. Describe their roles as participants: they will each share their perspective of the issue, be open to listening to the other person, and will be creative in finding solutions through collaboration.
5. Let the participants know that this is a voluntary process, driven by their own efforts to resolve the issues. As such, they can request breaks or caucuses at any time. Explain that what is said at this time will be kept confidential by you—only the necessary points of agreement will be reported to the school.
6. Inform them of the time frame they will have for this discussion and any other relevant logistics. If they are agreeable to what they have heard thus far, they will need to sign an "Agreement to Mediate" form. After, you will collectively set ground rules and proceed with the mediation session.
7. Suggest the following ground rules, asking the participants for their opinions, as well:
 - ☐ Do not interrupt
 - ☐ No insults or disrespect
 - ☐ Be as honest as possible
 - ☐ Work hard to solve the problem

Helpful Phrases:

"We care about your well being"

"Mediation can help you achieve your goals"

"You have nothing to lose by trying it"

"It is ultimately up to you what happens "

Step Two: Perspective Sharing

At this point in the mediation, you want to gather some information about why the students are coming to mediation. What is each of the participants' perspectives of the conflict? We call this uninterrupted time because we want each party to have a chance to be heard. Here are some suggestions to make this easier and more effective:

1. Ask each party if they have a preference or thoughts on who should speak first. Always ask the other party if the choice of who speaks first is okay with them before proceeding.
2. Invite students to speak using open-ended questions (for example: So, please tell us more about what brings you're here today...")

Ask Student #1 what happened. Listen without interrupting until the person pauses or stops.

- Restate/summarize the facts
- Ask Student #1 how he or she feels about the situation and why
- Restate/summarize the feeling
- Ask Student #1 if s/he has anything more to add before moving on to the other person

Ask Student #2 what happened. Listen without interrupting until the person pauses or stops.

- Restate/summarize the facts
- Ask Student #2 how he or she feels about the situation and why
- Restate/summarize the feeling
- Ask Student #2 if s/he has anything more to add before moving on to the other person

4. Ask both students, once again, if they have anything to add at this point

Helpful Hints:

- Hand out paper for people to take notes
- Protect each person's speaking time

Step Three: Defining the Problem

At this point it is time for the parties to start talking about their situation. It is time here to move them away from the strategies and closer to their needs.

1. Expand fact information with follow up questions: tell me more about (something student said, something student keep repeating)
2. State any areas of student agreement and ask more about disagreements
3. Ask questions focusing on present and future, less on past
4. Ask how each situation affects each student
5. Ask what is most important about the situation
6. Ask what is most troubling or worrying
7. Ask what might happen if no resolution reached in mediation
8. Use active listening to build trust, establish rapport and find out what is really important to students in situation:
 - o Continue to summarize
 - o Do not offer solutions or judgments
 - o Focus on feelings and needs of speaker
9. Take careful notes on the key issues and feelings that the participants are conveying on a "Mediation Session Notes Page."

Step Four: Brainstorming for Solutions

1. Using a "Brainstorming Worksheet," ask Student #1 what he or she can do to solve the problem.
2. Ask Student #2 if he or she can agree to this solution. If they can't...
3. Ask Student #2 if he or she has a solution to the problem.
4. Ask Student #1 if he or she can agree to this solution.
5. Keep going back and forth between the students, asking for a brainstorming of solutions until both students agree on the same solution.
6. Make sure you get a solution of EACH PART of the problem, and that you take time to "reality test" agreed upon ideas as you go, making sure that students are aware of any consequences that could result from that agreement point, and that it is realistic to accomplish.
7. Write down tentative agreements and common ground, revising as you go. Use your "Peer Mediation Session Notes Page."

Step Five: Agreement

- Decide if the final agreement will be written or oral (a verbal agreement)—the written format is preferable for program records. Use the “Peer Mediation Agreement” form for final copies of the agreement.
- Detail the specific aspects of each item of agreement: Who, What, When, Where, How.
- Use clear, familiar wording (use participants words when appropriate).
- Make sure that outcomes are not conditional or contingent upon others who are not present (no “if” language).
- Emphasize positive actions (what do people agree to do) and do NOT write an agreement that focuses on blame or fault.
- Make sure the agreement provides a plan for the prevention of future conflict regarding this issue.
- Before adjourning, read aloud the final solution. This is to make sure that both students really do agree to the same solution and hear all parts of the agreement.
- Ask the disputants if they feel the problem is solved.
- Ask the students to tell their friends that the problem has been solved (but no details) to prevent rumors from spreading.
- Congratulate the students on their hard work.
- Fill out the “Peer Mediation Agreement” Form and have everyone present sign.

Activity: Opening Statements

Objective: To familiarize students with the 5 steps of the peer mediation process: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, Agreement) and learn the objectives/value of each stage.

Materials: Student Handout – Opening Statement Checklist

Suggested Time Frame: 10 minutes

Activity Structure:

1. Remind students that the opening/statement and introductions are the first step of the mediation process, and what sets the pace for the mediation session. Review with students the "Opening Statement Checklist" handout, letting them know that they will become more comfortable with the opening statement the more they practice it. You may wish to demonstrate an opening statement for the group or replay the opening statement from the video.
2. Have the students get into pairs or small groups of 3. Referring to their checklists, have them practice giving an opening statement, giving them about 5 minutes, then calling for a switch. Encourage
3. Reconvene the larger group and discuss:
 - What was easy and what was hard about giving the opening statement?

Debrief:

The opening statement and introduction phase is an important step in the mediation process, because it establishes the ground rules, introduces participants to the process of mediation and welcomes them. If mediators are confident in their opening statements, they can set the groundwork for a successful mediation.

Student Handout: Opening Statement Checklist

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT.

CHECKLIST

| | |
|-----------------------------|---|
| Introductions | <input type="checkbox"/> Introduce peer mediators <input type="checkbox"/> Introduce participants <input type="checkbox"/> Congratulate them on the decision to mediate |
| Meeting Purpose | <input type="checkbox"/> They are here to talk about the conflict and listen to each other <input type="checkbox"/> They are here to work together to reach an agreement everyone is satisfied with |
| Mediator Role | <input type="checkbox"/> You are here to listen and guide the conversation <input type="checkbox"/> You will not solve the conflict for the participants, take sides, or judge |
| Voluntary | <input type="checkbox"/> Mediation is voluntary—if the participants become uncomfortable, the group can take a break or stop |
| Confidential | <input type="checkbox"/> Everything is 100% confidential, unless it becomes evident that someone is in danger or threats are made, then we will have to conclude the mediation and let program administration know |
| Agreement to Mediate | <input type="checkbox"/> If they have heard the terms of the meeting so far and agree to proceed with mediation, keeping the session confidential, they need to sign an Agreement to Mediate form, then ground rules will be set and the mediation can begin. |
| Ground Rules | <input type="checkbox"/> Do not interrupt <input type="checkbox"/> No insults or disrespect <input type="checkbox"/> Be as honest as possible <input type="checkbox"/> Work hard to solve the problem <input type="checkbox"/> Others? |
| Questions | <input type="checkbox"/> Does anyone have any other questions? <input type="checkbox"/> Who would like to begin? |

Activity: Breaks and Caucuses

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT.

Objective: To teach students that breaks are often a valuable part of the mediation process, and to establish the appropriate times to take breaks in a mediation session.

Materials: Student Handout – Breaks and Caucuses

Suggested Time Frame: 10 minutes

Activity Structure:

1. Discuss with students that a critical element of many mediation sessions is allowing time for breaks or caucuses (private meetings between one party and the mediators) if they are needed. Review the “Breaks and Caucuses” handout with the students. Place emphasis on the fact that breaks or caucuses are not always needed, so don’t push participants into them, but they can be an effective tools of support and/or process maintenance.
2. Review with students any school or program-specific policies regarding mediation breaks or caucuses (i.e.—where do the students go during breaks, how caucuses will work in terms of meeting space, etc.).

Debrief: None needed.

Student Handout: Breaks and Caucuses

There may be times when you need to take a break or meet with each party separately. Mediators may call separate meetings, or **caucuses**, at anytime to:

Support

- This may be a time to offer empathy or allow students to calm down after an emotionally charged exchange.
- It may be a way to check in with a student who is not sharing in the mediation to see what is going on with them.
- It may also be a time to check in with what people need, or get clarity on what they are trying to say.
- Good time for a break.

Control the Process

- Separate meetings can be used to change the mood or direction the mediation is taking.
- They can also be used to refocus the students on the underlying needs they are trying to meet.
- These meetings can be used to address behavior in the mediation that is considered unhelpful such as name calling, attacks, withdrawing, or silence.

Consult with Co-mediator

- This is also a chance to consult with your co-mediator about process, direction, or mood of the mediation.
- Check in on the agenda before presenting it to the parties.
- Talk through disagreement between mediators.
- Raise concerns.

Tips for using separate meetings (caucuses):

- Reinforce confidentiality.
- Decide before the mediation where separate meetings will be held.
- Always meet with both parties for equal time so you remain impartial.
- Take your notes if you leave the table.
- Be specific during the separate meeting "why" you called it and what you want from it.
- Remain impartial.
- Ask what you are permitted to share when you go back to the mediation.

Activity: The Triangulating Game

Objective: To help students learn a helpful response when someone comes to them to talk about another person, and to serve as a lead-in activity to their first mediation role play

Materials: copies of the below scenarios to hand out to student volunteers; copies of a simple role play (choose from Appendix A or customize your own) to use after the Triangulating Game has been debriefed.

Suggested Time Frame: 10 minutes

Activity Structure:

1. For this activity, two trainers can demonstrate the below scenarios, or you can ask two students to volunteer to perform the skits in front of the class.
2. Ask students to jot down anything they notice about each scenario:

Scenario 1

Person 1 talks to Person 2 about a third party. The conversation focuses on the faults of the third party, including accusations, complaining, and blaming. Person 1 should relay a particularly difficult situation between his or herself and the third person--a situation that has left Person 1 very unsure of what to do. Feelings of helplessness, anger, and not being appreciated or valued should be voiced.

Person 2 responds by agreeing with Person 1—adding additional fuel to the fire. This could include adding her own stories about how the third party has also wronged Person 2.

Scenario 2

Person 1 begins with the same complaints about the third party. This time, Person 2 does the exact opposite, that is, lays the blame on Person 1. This may include statements such as “I’ve never had ____ happen to me—what’s wrong with you! You must be doing something wrong!” or “You should get over it and have a better attitude,” etc. Person 1 becomes defensive and withdraws.

Scenario 3

Again, Person 1 complains to Person 2 about the same third party. This time Person 2 responds in a more positive manner by listening carefully, reflecting, restating and paraphrasing empathically. They may encourage Person 1 to work out the conflict directly with the third party, even offering to go with Person 1 to talk with the third party. They may suggest mediation.

Debrief:

After all three scenarios are depicted, ask the group to describe what they observed in each situation. Particular emphasis can be given to:

1. The phenomena of Triangulating. It’s a fact of life. It’s normal and okay. We find it helpful to ask someone to be a sounding board for feelings. It is crucial for Person 2 to recognize helpful and unhelpful responses and have a clear agenda of returning the conflict back to the hands of Person 1 and the third party. What happens to the triangle when Person 1 and Person 2 move closer or further apart?
2. The pitfalls of Triangulating: gossip, escalating Person 1’s anger, taking sides, involving Person 2, etc.)
3. The power of Triangulating is that Person 1 gets help in recognizing and owning the feelings involved in the conflict, feels understood and accepted and is given a hand in planning the next step which can lead to conflict resolution.

Activity: Peer Mediator Qualities/Roles

Use this as a lead-in to their first peer mediation role play. Allow at least 20 minutes for the role play, and debrief as described in "Curriculum Delivery."

Objective: To acquaint students with qualities Peer Mediators should model.

Materials: Student Handout – Peer Mediator Qualities (Review)
Student Handout—The Role of the Peer Mediator (Review)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Review both the "Peer Mediator Qualities" and "The Role of the Peer Mediator" handouts with the students, asking them for their own input for additional ideas now that they have reviewed and practiced the peer mediation process.
2. Discuss with the group:
 - Why are the peer mediator qualities listed so important?
 - Drawing from the role play that they performed to practice the mediation process introduced in this module, can they provide some examples of the "balancing act" of peer mediation?

Debrief:

Now that students are acquainted with the peer mediation process and the expectations of peer mediators, the remaining modules will focus on how they can leverage very specific skill sets to the advantage of all those seeking conflict assistance. The next 9 modules will focus on these skills sets.

Student Handout: Peer Mediator Qualities (Review)

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT.

- A peer mediator works to put judgmental thoughts aside so they can hear the needs of each party.
- A peer mediator strives to stay impartial.
- A peer mediator wants to stay neutral and objective, a person who does not take sides.
- A peer mediator aims to listen with empathy.
- A peer mediator aims to treat both parties with respect, understanding, and without prejudice.
- A peer mediator seeks to build trust and confidence with the students in the mediation.
- A peer mediator helps people work together for mutual gain.
- A mediator works to help students see and hear each other's needs and feelings.
- A mediator looks to be creative.
- A mediator works to stay calm and open-minded.

Additional qualities of a mediator (add your own ideas):

Student Handout: The Role of the Peer Mediator (Review)

Adapted with permission from the peer mediation curriculum of Creative Mediation in San Luis Obispo, CA

It's a Balancing Act!

As a peer mediator, you are responsible for balancing...

Process vs. Content

The ethical considerations of mediation, the ability of mediation to be a self-empowering process for the disputing parties, and the responsibility of the parties to come to a joint decision on a mutually acceptable settlement are factors that weigh heavily in favor of a mediator assuming the role of a procedural guide, rather than a participant in decisions regarding content issues. The mediator closely guides how the parties communicate, but not what they communicate. There are lots of advantages to this:

- The parties are better informed about the issues than the mediator can be.
- The best quality decision is determined by the parties.
- The parties need procedural help, not substantive help.
- The parties' commitment to implement.

Substance vs. Relationship

Most mediations take place in the context of some kind of relationship. The relationship tends to become entangled with the problem. In order to help the parties address the substantive issues, the relationship issues must be untangled from the substantive issues. Tools such as validation, acknowledgement, and effective questions help the parties to sift through the relational elements and focus more on future actions and goals (substance).

Perceptions vs. Facts

Conflict lies not in objective reality, but in people's heads. Facts, even if established, may do nothing to solve the problems. As useful as looking for objective reality can be, it is ultimately the reality as each side sees it that constitutes the problem in a negotiation and opens the way to a solution.

Activity: Review of Peer Mediation Forms

Objective: To familiarize the students with the forms that they will need to fill out each mediation session with the peer mediation program, as well as to provide them with some helpful checklists that will not only aid them in their training role plays, but when they are performing actual mediations with the student body.

Materials: A role play from Appendix A or another of your choosing (optional), and the following forms from Appendix B:
Student Handout--Sample Peer Mediation Request Form
Student Handout--Sample Peer Mediation Session Checklist
Student Handout-- Sample Peer Mediation Agreement to Mediate
Student Handout--Sample Peer Mediation Session Notes Page
Student Handout-- Sample Peer Mediation Session Brainstorming Worksheet
Student Handout—Sample Peer Mediation Session Agreement Form
Student Handout—Sample Peer Mediation Session Evaluation (both self and participant)
Student Handout—Sample Peer Mediator Case Log

Suggested Time Frame: 30-40 minutes

Activity Structure:

1. Review each of the above forms thoroughly with the students. Each handout will be a critical part of the peer mediation process, so answer all questions students may have about the sheets. Please let them know that in each of their role plays moving forward, they will be able to use these handouts as practice for actual mediations, to make sure that they are very familiar with them.
2. Make sure that students know how to process the forms (who to turn them into and when/where, etc.).
3. Optional: Lead into a role play, encouraging the use of some of the forms. Emphasize to students that you will be covering brainstorming and agreement writing more fully later in the training, so it's okay if they don't get that far.

Debrief: None needed.

TRAINER'S OVERVIEW**Module 4 Description:**

"Skill Set – Listening" is designed to target students' understanding and practice of active and empathic listening skills necessary for effective mediation. Students will explore techniques for good listening, and be able to identify the characteristics of poor listening. They will learn how active listening is a "full body" practice, and understand how body language and nonverbal communication speak volumes in any interaction. Students will also learn to enhance the quantity and quality of information that they receive from others by asking appropriate questions and paraphrasing for clarification.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1 ½ -2 hours

Module Structure:

- **Objective 1:** Help students understand and practice active listening techniques.
Purpose: Ensure that students are aware of their approach to listening in conflict situations, and are equipped to modify their listening behaviors when necessary.
Activities (it is suggested that you select 2-3 of these activities to best suit the size and interests of your group):
 - Student Handout: Three Modes of Listening
 - What Am I Drawing? Activity
 - Lego Recreation
- **Objective 2:** Help students understand some of the challenges of effective communication.
Purpose: To create an awareness of things that may stand in the way of receiving the correct message in communication.
Activities:
 - Robbery Report
 - Student Handout: Roadblocks to Communication
- **Objective 3:** Raise awareness of good and poor listening habits and how they affect the

speaker, and to introduce the idea of active listening.

Purpose: To help student know the importance of active listening in a conflict communication situation.

Activity:

- Good and Poor Listening
- Student Handout: Active Listening Skills

- **Objective 4:** Help students learn how nonverbal communication and body language effect messaging.

Purpose: To emphasize that nonverbal communication and body language is a key aspect of communication—up to 90%--and that listening is a “full body” skill that goes beyond simply hearing.

Activities:

- Student Handout: Nonverbal Communication
- Listening in Pairs

- **Objective 5:** Help students learn how and why to ask questions.

Purpose: To encourage students to get the “full” story from those they are listening to.

Activities:

- Student Handout: Asking Questions

- **Objective 6:** Help students learn about paraphrasing and encouraging discussion.

Purpose: To aid students in clarifying information they are presented with, for the benefit of themselves and their participants.

Activities:

- Student Handout: Paraphrasing

Activity: Three Modes of Listening

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT

Objective: To ensure that students are aware of their approach to listening in conflict situations, and are equipped to modify their listening behaviors when necessary.

Materials: Student Handout—Three Modes of Listening (2 pages)

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Go over the “Three Modes of Listening” handout with students, discussing the approaches and the verbal examples of each mode: “Fixing It,” “Competing” and “Empathizing.” You may wish to call a student up to the front to tell you a short story (such as a funny thing that happened to them once, all about a favorite vacation that they took, etc.) while you demonstrate each mode of listening, or break the students up into groups to try out each type.
2. Discuss with the group:
 - What are the major differences between each listening mode? Which one do you use most frequently?
 - Why does Mode 3 (Empathizing) fit in with principles of peer mediation? Is it always easy to listen in this mode?

Debrief:

It is important in peer mediation for students to be aware of their listening styles and to know the value of empathy in a conflict situation. Empathy creates an open space for dialogue and helps to build trust between the participants and the mediators.

Student Handout: Three Modes of Listening

There are three basic modes we have for listening while others tell us their story. When the story sounds as if the person is in pain, we try our best to say something that will "fix it" for them or make them feel better. If the story is one we with which we disagree or feel hurt by, we may fall into "compete" mode where we want to make the conversation a match of wits or zingers. Both modes 1 and 2 keep us in our heads thinking about what we will say next. As mediators we need to listen with our whole being using all our senses. Empathy helps us to do just that.

MODE 1: "Fixing it"

| Approach | Sounds like this... |
|----------------------|---|
| <i>Advising</i> | "I think you should ..." "Why don't you ..." |
| <i>One upping</i> | "That's nothing, wait till you hear what happened to me!" |
| <i>Educating</i> | "This could turn into a very positive experience for you if you just..." "What did you learn from that?" "That's not a feeling." |
| <i>Consoling</i> | "It wasn't your fault; you did the best you could." "Why would anyone do that to you?" |
| <i>Story telling</i> | "That reminds me of the time..." "I know what you mean, it's just like when ..." |
| <i>Shutting down</i> | "Cheer up. Don't feel so bad." "On the bright side, you still have ..." |
| <i>Sympathizing</i> | "Oh, you poor thing..." "That's horrible." |
| <i>Interrogating</i> | "When did this happen?" "Who was it?" |
| <i>Explaining</i> | "I would have called but..." |
| <i>Correcting</i> | "That's not how it happened." "You mean <u>last</u> week." |

Mode 2: "Competing"

| Approach | Sounds like this... |
|-------------------------------|--|
| <i>Competition</i> | "You're WRONG!" and "I am RIGHT" and even if I am not "right" I am going to prove "You are wrong" anyway... |
| <i>Revenge</i> | "You don't know what you are talking about" - "Does anyone have any intelligent questions" - "I'll teach you to talk back to me" |
| <i>Silence to remain safe</i> | ***Crickets Chirping*** |

Mode 3: "Empathizing"

| Approach | Sounds like this... |
|---|---|
| <i>What other people are observing?</i> | "Are you reacting to what Sally said about your paper?" |
| <i>What are other people feeling and needing?</i> | "Are you feeling disappointed because you would have liked more support?" |
| <i>What are people requesting?</i> | "Are you asking for an explanation of why that was said?" |

Activity: What am I Drawing?

Objective: To understand some of the challenges of effective communication.

Materials: Flip chart, paper, markers.

Suggested Time Frame: 10 minutes

Activity Structure:

1. Ask for a volunteer who thinks he/she is good at describing things.
2. Ask for 2 volunteers who think they are good at listening.
3. Have the first person draw a picture and describe in as much detail as possible what they are drawing.
4. The other 2 volunteers will draw what s/he is describing without asking questions or speaking, just listening.
5. They should not be able to see each other's drawings.
6. Compare everyone's drawings to see how similar or different they are from each other.

Debrief:

When we are speaking to someone, what we think we are saying is not necessarily what that person is hearing. And if we are speaking to more than one person, they may hear different things even though the same things were said. It is important to speak clearly *and* to listen carefully.

Activity: Lego Recreation

Objective: To ensure that students are aware of their approach to listening in conflict situations, and are equipped to modify their listening behaviors when necessary.

Materials: This activity requires pre-prep, but it's worth it! You will need a sandwich-sized plastic baggie for each student in the training. Lay the bags out in sets of 2. Place an identical set of 5-10 Legos in each of the two bags (make sure that color and size of each piece matches exactly between the two bags). Then, place one of the bags of Legos inside the other to keep the pairs/sets together. You may wish to label the bags with matching numbers or letters to further ensure that they are easily put back together. Once you have these sets made and paired, you won't have to make them again for a long time!

Suggested Time Frame: 10-15 minutes

Activity Structure:

1. Put the students into pairs and issue each student pair a set of identical Legos. Each student will get a bag.
2. Have each pair of students decide which one of them will be the "speaker" and which one will be the "listener."
3. Have each pair of students sit back-to-back. Instruct the "speakers" in each pair to take 2-3 minutes to construct a little structure out of the Legos in their bag. Tell them to make angles and make sure to use all the Legos. Make sure that the "listeners" are not peeking!
4. After the "speakers" have built their structures, they will then instruct their partners, the "listeners," as to how to build the exact same structure. The "listeners" can ask their partner clarifying questions, but cannot turn around to look at the "speakers'" structures.
5. When the pair believes that they have a match, they need to raise their hands. Go over and inspect their structures, being careful not to reveal the structures to both parties. Chances are it will not match on the first try—if this is the case, let them know how close they are (i.e. "You need to try your color matching again," or "Some of your pieces are not lined up the same way," etc.). Recruit the first two groups or so to help you "check" other pairs as they raise their hands.
6. Give the group about 10 minutes to do this. After time has expired, reconvene the group and discuss:
 - For the pairs that matched on the first try: how did the "speaker" describe the process? What kinds of questions did the "listeners" ask?
 - For pairs that were not able to get a match in the time allotted—what would have made the process easier for both the "speaker" and the "listener?"
 - What does this activity show us about the challenges to both listening and communicating effectively?

Debrief:

This activity leads the group into learning more about the value of proper questioning, proper messaging and the enormous effect that nonverbal communication (or in this case, the lack thereof) can have in a problem-solving process. These are important things to consider as the students learn about active listening.

Activity: Robbery Report

Objective: To help students understand some of the challenges of effective communication.

Materials: At least one copy of the "Robbery Report," included below.

Suggested Time Frame: 10 minutes

Activity Structure:

1. Ask the student group for 3 or 4 volunteers for a listening game. Have a co-trainer or other adult volunteer escort those students to just outside of the room and close the door.
2. Inside the room, let the remaining students know that they will be playing a game similar to the "telephone" or "rumors" game that many of us play when we are little. One student in this room will be reading a story called "Robbery Report" to the first volunteer who comes in the door, who will be playing the role of a police officer arriving on the scene to take the report. That volunteer will then attempt to relay the story from memory to the next volunteer and so on until all volunteers are back in the room. The mission of the students in the room is to note how the story changes from person to person. Encourage them to take notes. Consider passing out copies of the "Robbery Report" to the students remaining in the room and asking them to cross out parts of the story that are left out or to make notes of details that change. Give the student who will be reading the report to the first "police officer" a copy.
3. Outside the room, let the volunteer students know that they will be playing the role of police officers who are arriving on the scene of a robbery. One by one, they will be going to the scene to take a report, which they will be passing on to the next officer to arrive on the scene (the last volunteer will give the report to the class as a whole).
4. Bring the "Officer" (volunteer) #1 into the room, and have the student read the officer the report in front of the class.
5. Bring "Officer" (volunteer) #2 into the room, and have "Officer" #1 relay the report to him/her in front of the class.
6. Continue until all officers/volunteers have had a turn. Remember that the last volunteer will relay the story back to the class.
7. Have the student who originally read the story to the first officer/volunteer read the whole story again, to let the volunteers know the "real" story.
8. Have the students who stayed in the class discuss the changes that occurred: What was omitted? What has changed as the story was passed from person to person?
9. Have the students who served as "officers" discuss what was easy or difficult about the story and remembering the details.

Debrief:

Messages can change when passed through different people. Two people can even hear the same facts very differently. The facts can, therefore, become altered and even omitted from the story. Therefore, it is important when actively listening to participants using peer mediation services, to ask appropriate question and clarify as much as possible to ensure a common understanding of the issues and to avoid facts or feelings being lost to the process of reporting.

Robbery Report

I'm so glad that you're here officer! My store was robbed about 45 minutes ago by two people wearing black masks! One of the thieves had blond hair and was wearing blue jeans and a bright red shirt. The other thief had brown hair and was wearing black pants and a green shirt. They were both around 5 feet, 7 inches tall. The thieves demanded all of the money in my register, but weren't happy that the register only had 20 dollars and 25 cents in it, so they stole half my stock of DVDs and video games and ran out the door. They turned left and disappeared down Vine Street. They got about \$1000 worth of stuff!

Activity: Roadblocks to Communication

Objective: To help students understand some of the challenges of effective communication.

Materials: Student Handout – Roadblocks to Communication

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Review with students that some of the biggest roadblocks to effective communication, especially in a conflict situation, are the result of not listening properly to people or skipping ahead to judgments or assumptions without letting the participants work through things and come to their own conclusions. Review the “Roadblocks to Communication” handout with them, and ask them for ideas of other roadblocks or examples.

Debrief:

Have the students tie these roadblocks in with the “challenges” to effective communication found in the Robbery Report.

Student Handout: Roadblocks to Communication

| | |
|--------------------------|--|
| Ordering | "You must..." "You have to..." "You will" |
| Threatening | "If you don't, then..." "You better" |
| Preaching | "It is your duty to..." "You should" |
| Lecturing | "You're wrong because..." "Do you realize" |
| Providing Answers | "What I would do is..." "It would be best for you" |
| Judging | "You're bad..." "You're just lazy!" |
| Excusing | "It'll be over soon..." "It's not so bad"... |
| Diagnosing | "You're just trying to get attention..." "I know what you need"... |
| Prying | "Why...?" "What...?" "When...?" "How...?" "Why?" |

Activity: Good and Poor Listening

Objective: To raise awareness in students of good and poor listening habits and how they affect the speaker.

Materials: None

Suggested Time Frame: 10 minutes

Activity Structure:

1. Choose a student volunteer to tell you a story. It can be a story of something that happened recently or something they are interested in, like a description of a hobby or a vacation.
2. As they tell you their story for the first time, demonstrate poor listening characteristics, like:
 - Interrupting
 - Looking at your watch
 - Telling something about yourself that changes the direction
 - One-Upping
 - Yawning, acting bored
 - Poor posture
 - Talk to someone else
3. Ask the class to identify the poor listening techniques that they saw.
4. Ask your helper to tell their story again, or to continue their story. This time, demonstrate good listening skills, such as:
 - Keeping eye contact
 - Paraphrasing short statements
 - Asking open-ended questions
 - Displaying nonverbal comm. that shows interest
5. Discuss with the class what was different this time.
 - How can you show that you are listening?
 - When is it difficult to listen?
 - How do you feel when a person does or does not listen?
 - Why would listening be important to a mediator?

Debrief:

Emphasize to students that listening is more than just hearing, it's employing your full body—ears, heart, eyes, and more. This is a great lead into the next activities that focus on active listening and nonverbal communication.

An alternative option for this activity is to have students get into pairs to practice good and poor listening.

Activity: Active Listening Skills

Objective: To help student know the importance of active listening in a conflict communication situation.

Materials: Student Handout – Active Listening Skills

Suggested Time Frame: 10 minutes

Activity Structure:

1. Define active listening for the students:
Active listening means listening in a positive way that lets the speaker know your involvement and investment in what they are saying.
2. Review the handout “Active Listening Skills” with the students, highlighting the verbal and nonverbal characteristics, as appropriate, of each aspect of active listening.
3. Have students discuss why each aspect can be labeled as “good” listening.

Debrief:

Active listening is a critical element of being a successful peer mediator. If participants feel as if what they say is valid and important to the process, and are encouraged to say more and strive to understand what the other is saying, productive solutions are more likely to result.

Student Handout: Active Listening Skills

| SKILL | WHAT IT IS | HOW TO DO IT |
|------------------------------|---|--|
| Encourage | Non-verbal behavior that shows that you are listening. | Leaning forward, nodding your head |
| Ask Probing Questions | Get the parties to tell you more about their story. | "Can you tell me more?" "What else happened?" "How did it make you feel?" |
| Clarifying (facts) | Asking questions to make sure you understand what the person said. | "When did this happen?" "What do you mean when you say ____?" |
| Restating | Saying back to the person what you understand as the issue/ the main problem. | "So, what you are saying is _____, right?" "What I hear you say is ____." |
| Reflecting (Feelings) | Expressing verbally that you understand the feelings behind the words | "You seem very upset about this. You sound angry." |
| Paraphrasing | Putting into your own words what you understand as the person's issues and feelings | "So, what you said was ____ and you feel ____ about it." |
| Validating | Acknowledging the person for sharing their issues and feelings. | "I appreciate your willingness to resolve this." "I can see why you would feel this way." |
| Summarizing | Putting together the main points of the whole story. | "These seem to be key ideas you've expressed..." "What I hear as the main points are..." |

Activity: Nonverbal Communication

Objective: To emphasize that nonverbal communication and body language are key aspects of communication—up to 90%--and that listening is a “full body” skill that goes beyond simply hearing.

Materials: Student Handout—Nonverbal Communication
5 slips of paper, each with a different emotion written on it

Suggested Time Frame: 10 minutes

Activity Structure:

1. Ask for 5 volunteers to come up, one by one, and perform the emotions listed on the slips of paper, using no words, just body language. Ask them to act it out realistically, like they would they were really feeling that way. After each emotion is performed, have the rest of the students guess what the emotion is. Then, discuss with the students how they knew what emotion it was. What are some other ways that that particular emotion could be expressed, both nonverbally and verbally?

Suggested Emotions:

Confused

Bored

Freaked Out

Impatient/Over It

Surprised

Silly

Agitated

Enthusiastic

2. Review with student the “Nonverbal Communication” handout, discussing all of the aspects of nonverbal listed and letting the students brainstorm for other ways that nonverbal communication is important in a conflict setting.

Debrief: None needed.

Student Handout: Nonverbal Communication

What is Nonverbal Communication?

We are always communicating to other people without saying a word. For example, think about when you get mad—most of the time, you won't ever have to tell someone you're mad at them, because they will see it in your facial expressions! Maybe you clench your teeth or make fists, or maybe your face even turns red! This is all called nonverbal communication!

Why is nonverbal communication important to notice?

The way that someone reacts to conflict goes way beyond words. Think about the person who likes to DENY or AVOID conflict—just because they don't tell you about it, does that mean that they are any less angry or hurt? Many times, how the parties' bodies react can tell a mediator much more about the conflict than the people will, and noticing these nonverbal cues may change the way you approach helping the people problem-solve.

Examples of Nonverbal Behaviors:

- **Posture.** Different postures can represent different emotions such as: _____
- **Eye Contact.** Looking directly at someone when you speak to them lets them know that _____. Looking away or avoiding eye contact could make them think that _____.
- **Tone of Voice.** Examples: How can the meaning of "I love you" or "I'm sorry" change with tone of voice? _____
- **Facial Expressions.** For example, even if you say you're happy, if you're frowning when you say it, the other person will know that you are not actually happy. Other examples: _____.
- **Gestures.** Example: fidgeting can mean _____.

Activity: Listening in Pairs

Objective: To emphasize that nonverbal communication and body language are key aspects of communication—up to 90%--and that listening is a “full body” skill that goes beyond simply hearing.

Materials: none

Suggested Time Frame: 10 minutes

Activity Structure:

1. The purpose of this listening exercise is to experience what it is like to be listened to without the listener speaking a word. Have the students get into pairs—and have each pair decide who will speak and who will listen first.
2. Explain that the first speaker will talk about something of interest to them-- favorite vacation or class at school, for example. The first listener should be attentive without saying a word. DO NOT tell the students what to do to show good listening skills, but encourage them to recall what they experienced in the previous exercise.
3. Give the first speaker 2 minutes to chat about their interest. When the pair has finished, ask the SPEAKERS:
 - What was it like to speak for two minutes, uninterrupted?
 - Did it seem to be long time?
 - Did you feel listened to? What let you know your partner was listening?
4. Ask the LISTENERS:
 - What was it like to listen for 2 whole minutes and not be able to speak?
 - Why was it difficult?
 - What were you thinking about?
 - Were you planning what you were going to say?
5. Reverse the roles and let the first listener speak this time. Time for 2 minutes. Discuss the same questions as above.

Debrief: None needed.

Activity: Asking Questions

Objective: To help students learn how and why to ask questions.

Materials: Student Handout – Asking Questions; a role play from Appendix A (or a conflict scenario of your own) that you will not be using as a mediation practice role play for the training)

Suggested Time Frame: 20 minutes

Activity Structure:

1. Review with students the “Asking Questions” handout.
2. Choose a role-play that you will not be using for mock mediations during the training. Have two trainers be the parties and sit them in front of the group. Tell the group that they are all mediators and they need to help the parties collect information. However, they need to use Open Ended Questions. Also, point out that the questions need to be neutral.
3. Have each party give the briefest introduction to what is happening. Then open it up for questions. If someone asks a closed question or a non-neutral question, have the parties not respond!

Debrief:

Open-ended questions elicit better responses, meaning that they help draw out the mediation participants, their stories, and their emotions better than close-ended questions. All of this additional information can help the participants better understand one another's experience and help shape their future agreement. Asking open-ended questions, however, is not always easy! It is definitely a skill requiring practice and persistence. Once achieved, the ability of a mediator to ask relevant open-ended and neutral questions can help the participants feel as though the mediator cares about their perspectives, their conflict, and, ultimately, their resolution.

Student Handout: Asking Questions

Most of the time, simple questions that can be answered by a “Yes” or “No” do not reveal all of the facts and feelings that are wrapped up in a conflict. A good mediator asks questions that will draw out more information from the speaker, so that he or she can understand as much as possible—these kinds of questions are called **Open-Ended Questions**.

Some examples of **Open-Ended Questions** are:

- What did you think about that?
- How did you feel when...?
- Why did you react that way?
- How does this suggestion work for you?

Open-Ended Questions are important because:

Look at the following statement and write down an **Open-Ended Question** that a mediator might ask to get more information from the speaker:

Speaker: “Shawn and I got in a huge fight today because he tried to cheat off my literature quiz!”

Mediator:

Activity: Paraphrasing

Objective: To aid students in clarifying information they are presented with, for the benefit of themselves and their mediation students.

Materials: Student Handout – Paraphrasing (2 pages)

Suggested Time Frame: 20 minutes

Activity Structure:

1. Remind the trainees that in order to paraphrase, we need to recognize BOTH the facts and the feelings in what people say.
2. Explain that feelings are very important in conflict. (Often, people are upset with the other person and don't consider what the feelings of that person might be. When the disputants hear the hurt or bad feelings in mediation, it often changes the way they see a conflict. Often times, it turns out that the person did not mean to cause harm.)
3. We need to listen for the feelings that people express out loud but also read their body language—expressions, posture, tone of voice, etc.
4. Read the following scenario to the trainees. Ask them to imagine the feelings of the people involved:

"Lauren is very upset with Steven because he picks on her every morning in home room. Whenever Lauren walks by Steven's desk, she tips the books that are sitting there and knocks them on the floor. Steven get very angry with Lauren and starts yelling at her."

5. Discuss the following questions:
 - How did Lauren feel this morning?
 - How did Steven feel this morning?
 - How did Lauren feel when she walked past the desk?
 - How did she feel as she knocked the books off?
 - How did Steven feel when his books were knocked off his desk?
 - How do you think Steven will feel when he hears WHY Lauren knocked his book down?
6. Walk students through the "Paraphrasing" handout. Fill out the first page together and then have them break into pairs to perform the two following "scenarios." Reconvene the group and discuss how the students paraphrased each statement.

Debrief:

Remind the trainees that sometimes after people hear and recognize each other's feelings, they can be more understanding and ready to settle the problem that brought them to mediation.

Student Handout: Paraphrasing

A good tip for mediators and all good listeners is to paraphrase what the speaker says to you. Paraphrasing is briefly restating what the speaker has just said, identifying the **facts** and the **feelings**.

For example:

Speaker: "Did I tell you that I get to go see my aunt in California next summer? She always takes me and my cousins to the coast and we ride our bikes through the beach villages and go surfing—it's a blast!"

Paraphrase: So it sounds like you're really excited about your vacation, is that right?

Mediators paraphrase in order to make sure that they heard correctly and also to let the speaker know that what they say is important.

**Try paraphrasing the following statements, and remember to look for FACTS and FEELINGS:*

Speaker: "The teacher gave a pop quiz today and I wasn't ready at all! I think I flunked it! I'm screwed!"

Paraphrase:

Speaker: "I just got a new game for my Game Cube! It rocks! The character I play has 10 personalities and a grenade launcher! I've already gotten to level 24 and I've only had the game for a week!"

Paraphrase:

Directions: Get into pairs and decide who will be Person 1 and who will be Person 2. Practice paraphrasing with these conversation guides. Remember to listen actively and to identify facts and feelings.

Scenario One:

Person 1: Something awful happened to me yesterday! I wrote Sarah a note during class and she showed it to everybody!

Person 2: So, it sounds like you were embarrassed when Sarah showed your note to others, is that right?

Person 1: YES! Beth and Rob were both laughing at me at lunch about one of the things I wrote!

Person 2: (paraphrase)

Person 1: Even though Beth, Rob and Sarah are good friends, I wrote that note for only Sarah to see!

Person 2: (paraphrase)

Person 1: Nothing is going right for me today! I found out that my health project is due Friday and I haven't even started it yet! My dad will be really upset with me if he finds out I'm late getting started on it!

Person 2: (paraphrase)

Now Switch Roles for the Next Scenario:

Scenario Two:

Person 2: I don't know what's wrong with my teacher, but she is really getting on my nerves. I think she's out to get me!

Person 1: (paraphrase)

Person 2: I know she doesn't like me because she's always singling me out! I'm not the only one who talks in class. Like, who could even listen, anyway? It's so boring!

Person 1: (paraphrase)

Person 2: What really upsets me is when she yells at me in front of the class! She points her finger at me and says, "Please be quiet!"

Person 1: (paraphrase)

Person 2: I'd do anything to get out of that class! The bad thing is she's the only one who teaches it and I need the class to graduate!

Person 1: (paraphrase)

TRAINER'S OVERVIEW**Module 5 Description:**

"Skill Set: Finding Interests" focuses on equipping students to discover the true heart of the conflict at hand. By recognizing and addressing the interests of both parties, rather than becoming entrenched in the surface level positions, conflicts can often be resolved more thoroughly, more permanently, and more to the satisfaction of all involved. This module walks students through the distinguishing characteristics of both positional standpoints (which are usually signified by the phrase "I want", as well as qualifying statements such as "You never" or "I always") and standpoints grounded in interests (which are usually signified by the phrase "I need" and are often grounded in an essential personal or emotional "stake" for the individual expressing them). Students will learn where needs come from, and why addressing them is so essential to conflict resolution. Students will also learn how to navigate parties in conflict away from such positions--which often prolong the cycle of conflict--and begin to ask the necessary questions and exhibit the qualities of behavior that encourage others to speak true to their interests and needs.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1-1 1/2 hours

Module Structure:

- **Objective 1:** Help students learn where needs come from.
Purpose: When students can recognize the sources of needs, they can best understand those needs and appeal to them in the conflict resolution process.
Activities:
 - Student Handout: Basic Needs

- **Objective 2:** Help students understand the difference between a "want" (position) and a "need" (interest).
Purpose: To lay a foundation for underlining the importance of needs being met in the conflict resolution process.
Activities:
 - Student Handout: Positions vs. Interests

- “Soda Can Fight” mini-role play (wants vs. needs)
- **Objective 3:** Help students learn how to ask appropriate questions to get from positions to interests.
Purpose: Just like with active listening, asking clarifying questions is essential to getting to the interests behind the surface issues.
Activities:
 - Student Handout: Positional Statements
 - Listening for Needs
 - Optional: Role Play (from Appendix A or customize your own)

Student Handout: Basic Needs (Identifying Interests)

*Adapted with permission from the National Association for Community Mediation's 2012 publication:
"Conflict Workshop Series: Customizable Community and Continuing Education Courses"*

Objective: To lay a foundation for underlining the importance of needs being met in the conflict resolution process.

Materials: Student Handout – Basic Needs (identifying Interests)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Refer students to the "Basic Needs" handout and ask the group to take a few silent moments to review the list individually and to circle the TOP THREE interest items that mean the most to them. Let them know that if they can add ANY interests to the list as they are looking it over, they may. Remind them that most often, interests are intangible, and they are always positive. (E.g., some people may want to put "revenge" on the list, but it's not a real interest; it's a negative way of getting some other interest met.)
 - Go around the group and have each person say out loud what their "Top Three" interests are. If they ID other interests that were important to them but NOT on the list, make a note of it and add it on the list for next time.
 - As people ID their "Top Three," discuss the ways that their respective lists converge and diverge, making special note of the fact that depending on where we are in our lives, our interests will vary.
 - Explain that interests are based on personal NEEDS. Explain that often what people present in conflict is a positional statement (i.e. "I want!") and the challenge is to find the *interest* underneath that. To find the interest, you must know the need.

Debrief:

Interests are the basic needs that everyone is trying to get satisfied in life: love, power, self-esteem, attention, safety, respect, fun, etc. Everything that everyone does is motivated by these interests. We get into conflicts when we feel we're not getting our needs or interests met. It's not always obvious which interest we're after, so we have to put some thought into identifying our interests.

Student Handout: Basic Needs (Identifying Interests)

Directions:

Circle the *THREE* things that you need most in your life, and rank them 1, 2, and 3 by importance. If the things you need most are not listed, or if you can think of other "needs," put them in the blanks.

love

respect

power

safety

security

control

friendship

approval

freedom

appreciation

competence

fun

relaxation

self esteem

comfort

acceptance

consideration

privacy

trust

excitement

order

understanding

physical needs (food, shelter, clothing, etc.)

Other: _____

Other: _____

Activity: Positions vs. Interests

Objective: To help student further differentiate between interests and positions and to learn why discovering interests is key to conflict management.

Materials: Student Handout – Positions vs. Interests

Suggested Time Frame: 10 minutes

Activity Structure:

1. Review with students the “Positions vs. Interests” handout, differentiating between “I want” statements and “I need” statements. Explain that positions are usually what folks come into mediation with—they have clear ideas as to what they want, and what the other person “always” or “never” does that feeds the conflict. Getting the participants to move past these positions can be difficult, because positions are often entrenching and part of the win-lose mentality that many of us are brought up learning about (again, think competition—someone has to win, right?). The trick is to begin looking for the interests that underlie those positions. Read the example on the handout aloud to the students and have them identify both Anne’s wants and her possible needs in the situation. Student may refer to their “Basic Needs” handout for ideas. You may opt to add more “scenarios” to this activity for further practice.

Debrief:

Positions can often mask the true interests of the people participating in a peer mediation session. Working with the participants to discover their needs in conflict resolution ensures that the real problem is recognized and hopefully addressed, making for a more successful mediation outcome and hopefully preventing the problem from arising again in the future.

Student Handout: Positions vs. Interests

I WANT...

Every conflict has two or more “sides” or **positions**—usually, a mediator will hear parties describe a conflict as “I want this, and he wants that!” or “I want this, and he wants it too, and we can’t both have it!”

Arguing over “sides” is not a productive way to solve conflict in a win-win approach. Therefore, Peer Mediators should try to get past what each party **WANTS** to discover what each side **NEEDS**. Most of the time, you’ll find that if the parties’ real **NEEDS** are drawn out, they will begin to forget about “sides” and begin to work together for a solution to their shared problem.

...BUT I NEED....

A Peer Mediator can help other students discover their **NEEDS** in conflict by simply asking the parties the reasons **WHY** they take the side that they do—what the true **interests** are.

Example:

Anne: “I really hate Jacinda! She promised that she was going to wait for me after school so that she could give me the math notes I missed yesterday, but when I came out of the school building after class, I saw her pulling out of the parking lot with Aaron and driving off! Now what am I supposed to do?”

Wants:

Possible Needs:

Activity: Soda Can Fight

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA.

Objective: To lay a foundation for underlining the importance of needs being met in the conflict resolution process.

Materials: A can of soda (plus more for all students stashed in a cooler in the room for later); white board or flip chart with markers. This activity requires preparation with student volunteers that can take place over a break (you may wish to copy the instructions to hand to the volunteers, for their reference).

Suggested Time Frame: 15 minutes

Activity Structure:

1. Set the activity up: during a training break, recruit three students to perform a mini skit/role play for the group. Here's the scenario: Two siblings both desperately want the last can of soda in the house. Each one says they absolutely **MUST** have it. They get into a big fight over the soda can. (ACT THIS OUT AND MAKE IT DRAMATIC!)

Explain that these are their positions:

- Party #1 "I want that soda can."
- Party #2 "I want that soda can."

A third party will step in and ask why having the soda is so important to each of them. It turns out one wants to drink the soda but the other one needs the can for an art project for school that day.

Explain that their underlying interests are: drinking the soda (thirst) and having the can for an art project (homework).

Then the third party will ask if they can see any possible ways to resolve the issue(s):

Through brainstorming they can begin to explore options:

- #1 It's possible to pour the soda into a cup and give the other person the can.
- #2 It's possible for the person to drink the soda and then give the can back.
- #3 It's possible that there are some empty cans in the recycling bin that can be used.

Once the options have been examined, the parties can make choices about how they want to resolve the issue.

2. Have the students perform the skit for the group. Summarize by pointing out that:
 - Positions are what the parties say they want.
 - Interests are the reasons why they want it.
 - Options are ways to resolve the conflict that satisfy both parties—sometimes called a "win-win" solution.
3. Write the following on the board or flip chart:

POSITION: What the person says they want

INTEREST: Why they want it

OPTION: A possible way to resolve a conflict that will satisfy the interests of each party

Debrief:

This is a visual debrief. Draw an iceberg on. Use it as a metaphor. The tip of the iceberg is the position. It's what appears first and it seems like that's all there is. But, the interests are significant and are just beneath the surface.

Alternate options for this activity include using bottles of water instead of cans of soda, or using oranges (one student need the fruit, the other the peel for various projects they are working on) as the object of mutual desire. Instead of using three student volunteers as skit performers, you might also opt to break the whole group into threes, giving each group a copy of the mini-role play, instructions for the third party, and one item to "bicker" over. Be creative!

Activity: Positional Statements

*Adapted with permission from the National Association for Community Mediation's 2012 publication:
"Conflict Workshop Series: Customizable Community and Continuing Education Courses"*

Objective: To help students learn how to ask appropriate questions to get from positions to interests.

Materials: Student Handout—Positional Statements

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Ask students to get into new groups of 3 to 4 (encourage them to get into a group with people they have not interacted with much so far).
 - Ask groups to refer to the "Positional Statements" handout. Each person in the group, one at a time, will choose one of the positional statements, read it silently, and imagine what the feeling and interest beneath the statement are.
 - That person should then read the statement to the group, with feeling, and the others tell what they think the feeling and interest are. The speaker can then tell their small group if they were on target.
 - Have each group further process each positional statement by writing a question underneath that would help get to the interest in that statement if they were to encounter it in a conflict situation.

Let them know that the formula for asking an **interest-based question** is FACT + FEELING = INTEREST. So, they should identify the fact and acknowledge the feeling behind the statement to get to the interest. For example:

Positional Statement: "I refuse to go to after school club meetings anymore!"

An interest-based response question could be: "It sounds like the time the meetings are held is important to you—could you please explain more about that?"

2. Reconvene the large group to process the activity together. First, pick out a couple of the positional statements and asking various small groups to share what they thought the feelings and interests were, then run through the entire list and ask them to share the interest-based questions that they came up with for each positional statement.
 - Did all of the small groups come up with the same feelings and interests for each of the positional statements? If not, why not?
 - How did the interest-based questions vary from group to group? Was it easy to come up with the questions?
3. Ask students to apply the activity of identifying interests in conflicts:
 - What part do interests play in a conflict?
 - In real life, how easy/difficult is it to identify our own or others' interests?
 - Think of a conflict that you recently had—what were the underlying interests of both you and the other party in that conflict?

Debrief:

Once we identify our specific feelings, then interests, we can brainstorm different ways to get those interests met -- ways that are positive and constructive, not negative or destructive.

Also, in a conflict, we must look within ourselves *first*, to identify what we need and how we might be able to get it creatively ourselves, before we approach the other person.

Student Handout: Positional Statements

1. I refuse to go to after school club meetings anymore!
2. My teacher is always complimenting Stella, but never says anything to me.
3. You're doing it wrong!
4. Hey, it wasn't my fault. People never tell me anything around here.
5. I'm doing twice as much work as Joe is, and it's just not fair.
6. He never calls when he says he will.
7. If you're late one more time, you can just find your own ride to school.
8. He's always making faces at me.

Activity: Listening for Needs

Objective: To help students learn how to ask appropriate questions to get from positions to interests.

Materials: Index cards or slips of paper with different “Needs” written on them (use the list from the “Basic Needs” student handout to help you); Optional role play for Module 5 skills follow-up (choose from Appendix A or customize your own)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Break participants into groups of about 5, and give each of them a stack of “needs” cards.
2. Ask each participant to think of a conflict they have been involved in with another person or group of people and that really affected them. You can also choose to have them think of a conflict they know about.
3. Have a participant share their story, or share the conflict story (if the latter, they should use the third person). You might want to start the sharing by providing an example.
4. Ask the other participants to listen for the needs in the story.
5. Have them lay down the cards that reflect the needs as the speaker is speaking, not at the end.
6. Ask listeners why they chose the needs they did. Were those needs being met? How or how not? If the needs were not being met, how was the person in the story struggling to meet them?
7. At the end, the speaker states his/her thoughts about the cards the others have laid out, and will discuss and verify how the needs chosen fit or don’t fit in the experience just shared.
8. If sharing their own story, ask the speaker what needs might not have been met for the person or people with whom they were in conflict.
9. Repeat for each participant, then reconvene the group. Discuss the following questions:
 - How did it feel to tell your story?
 - How did it feel to listen this way?
 - Why is it important to listen for needs?

Debrief:

The needs and interests are not always easy to identify when listening to someone talk about their conflict situation, but if peer mediators are dedicated to finding and addressing them, the mediation participants will experience more satisfying agreements.

TRAINER'S OVERVIEW**Module 6 Description:**

“Skill Set - I Messages” equips students to begin the often-challenging task of neutralizing conflict language by encouraging students to speak from their own perspectives and feelings, rather than focusing on accusing the other of misdeeds. I Messages generally follow the formula of “I feel...when you...because...” in order for all involved in the resolution process to get a more complete sense of the nature of the issue. Education in I Messages is a logical follow-up to Module 5: Finding Interests, as I Messages help to affirm and, in some cases, identify underlying needs and interest in a conflict situation.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don’t allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students’ continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 30 minutes

Module Structure:

- **Objective 1:** Teach “I” Messages as a communication skill through the use of the phrase “I feel...when you...because...”
Purpose: This phrase is valuable, as it helps re-direct the locus of conflict onto the feelings that are involved and might be repaired, rather than on circumstances or actions that cannot be un-done.
Activities:
 - Student Handout: Design an I-Message
- **Objective 2:** Assist students in effectively speaking to others when they are angry or want to express a need, and to show them how to guide others in this direction.
Purpose: A large part of effectively sharing an I Message is being able to do so without letting proximity to the other intimidate, resulting in enhanced frustration or avoidance. Practice skits help students identify important individual facts and feelings in conflict situations, and equip them to respectfully help parties state such back, to make sure that all understand.
Activity:
 - Skit Observations

Activity: Design an "I" Message

Objective: Teach "I" Messages as a communication skill through the use of the phrase "I feel...when you...because..."

Materials: Student Handout – Design an "I" Message

Suggested Time Frame: 20 minutes

Activity Structure:

1. Explain to trainee that I-Messages can be used when we are angry with someone and want to let them know in a non-threatening manner.
2. Have the students listen carefully as you read the following passage (have them imagine that it is a friend yelling at them):

"You really let me down today! You told me that you'd meet me during lunch to study for the test next period, and you totally ditched out. You are always flaking, out on me and you never follow through with anything! "

3. Discuss the following questions:
 - What word did you keep hearing? (YOU)
 - How would you have felt hearing this from a friend?
 - Was this good way to talk to someone and get them to see your point of view?
 - Did you see and hear nonverbal language?
 - Do you think Susie/Sam feels like rushing to clean their room now?

4. Do another demonstration, using "I" messages this time.

"Hey, can I talk to you? I gotta tell you, I feel let down when you didn't meet me at lunch to study like we had planned because I was really nervous about the test and was looking forward to your help. What can we do to work this out?"

5. Discuss the following questions:
 - What word did you hear more this time? (I)
 - Was this less threatening this time? Why?
 - Do you feel Susie/Sam felt more like cleaning their room this time or last time?
6. Explain to the students that a "You" Message is blaming--we place the blame on the other person and don't give them a chance to defend themselves. Tone of voice and body language enter into "You" Messages, making them more accusatory. Those hearing a "You" Message are less likely to do what is asked of them. An "I" message is less threatening, and people will tend to hear what you're saying rather than just latching onto the fact that you're angry.
7. Discuss the formula for designing an "I" Message, going over the "Designing an 'I' Message" handout. Remind the trainees that practicing using I-messages helps it to

become more comfortable and less formal. The order can be changed and words added or left out.

Debrief:

"I" Messages can often turn accusations into inquiries, softening the sharp edges of a conflict and making people more willing to collaborate with another in a peer mediation setting. Peer mediators should both encourage participants to use "I" Messages, during a mediation session and use them in their own conflict interactions in their day-to-day lives.

Student Handout: Design an "I" Message

I feel...(state the feeling)

When you...(state the reason)

Because... (state the consequence)

Directions: Design an I-Message for each of the following situations:

1. You are at a dance with your boyfriend/girlfriend. S/he dances several dances with your best friend and you're jealous.

I feel_____

When you_____

Because_____

2. You're at a party. Your friend has had too much to drink, and wants to drive you home.

I feel_____

When you_____

Because_____

3. During mediation, the parties tell two totally different stories. You don't want to accuse them of lying.

I feel_____

When you_____

Because_____

4. Your friend borrows your phone. She returns it, and the display is all busted up.

I feel_____

When you_____

Because_____

Activity: Skit Observations

Objective: To assist students in effectively speaking to others when they are angry or want to express a need, and to show them how to guide others in this direction.

Materials: Several slips of paper with the scenarios listed below individually printed on them.

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Have the students get into pairs. Let them know each pair will receive a scenario and will be making up a short skit based on that scenario. The skit must contain involve turning a "You" Messages into "I" Messages. Pass out the slips of paper with the scenarios to each pair. You might consider adding more scenario ideas into the mix.

Scenario 1: You're trying to talk to your teacher about something very important to you, and he or she is not listening to you. Give him or her an "I" Message.

Scenario 2: Your good friend told several classmates something you told him or her in secret. Give him or her an "I" Message.

Scenario 3: You want to go to your friend's house and your parent says no, and will not listen to your side. Give him or her an "I" Message.

2. Give the student 5-10 minutes to write their skits.
3. Ask for pairs to volunteer to come up and perform their skits for the group. Afterwards, have the students who observed the skit discuss how their own technique would be different or similar in that same situation.

Debrief:

A large part of effectively sharing an I Message is being able to do so without letting proximity to the other intimidate, resulting in enhanced frustration or avoidance. Practice skits help students identify important individual facts and feelings in conflict situations, and equip them to respectfully help parties state such back, to make sure that all understand.

TRAINER'S OVERVIEW**Module 7 Description:**

"Skill Set: Neutrality" equips students to approach conflict resolution communications without judgment. Neutrality, also known as impartiality or "not taking sides," is a very important skill set for student mediators to develop, because success in mediation often depends on the level of trust established by mediators. Participants' perceptions of fairness are intrinsically linked to trust, and feeling as if they can be open about their concerns and perspectives without risking the mediator taking sides with the other student(s) can mean all the difference to the good faith and honesty with which they proceed. Realistically, all students have feelings and beliefs that might be challenged when trying to guide others through conflict. Knowing what their—and others'—reactions are to such challenges, and being ready to manage such reactions in a positive and productive way, is paramount to a student mediator's skill set.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1-1.5 hours

Module Structure:

- **Objective 1:** Help students understand that there are at least two sides to every story.
Purpose: Two people can see the same thing/conflict/situation very differently—broadening students' concept of perspective is key to conflict resolution training because they can begin to welcome the idea of "sides to the story" that they might not have thought of before.
Activity:
 - Perspectives: "The Maligned Wolf"
- **Objective 2:** Help students understand that biases can affect our decision making processes.
Purpose: For students to identify their own biases, and those they might feel/experience during a mediation session and for them to begin to prepare to manage those biases in the interest of neutrality.
Activity:
 - Biases--Positives and Negatives
- **Objective 3:** Give students practice in observing how values, perceptions, assumptions

and communication styles interfere with effective communication when they are not discussed.

Purpose: Taking the idea of biases one step further, this objective is meant to equip students to think about even more ways that their “fairness” might be viewed as being compromised in a mediation session.

Activities:

- Student Handout: Factors Influencing Effective Communication

- **Objective 4:** Practice reframing judgmental statements.

Purpose: Often, conflict perspectives are framed in a way that can be perceived as judgmental—it becomes the role of the mediator to remove the judgment and “neutralize” the frame through which the perspective is presented.

Activity:

- Student Handout: Practice Reframing
- Optional Role Play (from Appendix A or customize your own)

- **BONUS: TAKE-HOME Objective 5:** To help students begin to seek the sources of conflict that they observe every day, and to think about how they could approach such conflicts neutrally.

Activities:

- Student Handout: Conflict Detectives Take-Home Observation

Activity: Perspectives—"The Maligned Wolf"

Objective: To introduce the students to the concept of different stories about the same happening and to generate thought as to the value of cooperation.

Materials: one additional copy of the "Maligned Wolf" (below)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Ask the students to quickly relay the general story of Little Red Riding Hood.
2. Explain to the students that you have another story to read to them (or have one of the more proficient readers of the class read it aloud). Note at this time that we almost always hear the story from the perspective of Little Red Riding Hood, and now they are going to hear the wolf's side of the story. Ask them to listen for differences in this version compared to the one we usually hear.
3. Read the story found on the next page (or have a student volunteer read it).
4. Discuss the following:
 - What was different about this story than the usual version of Little Red Riding Hood?
 - How did you feel about the wolf's version?
 - Did you believe him?
 - Did you think he had a right to have his side of the story heard?

Debrief:

Explain that this sometimes happens in mediation. Two people may tell about the same conflict in two totally different ways, they may both be telling the truth as they saw it happen. They may both be correct, or one may have misunderstood what happened. Could the story have turned out differently if Little Red Riding Hood had seen the Big Bad Wolf's point of view? Could there be a win-win solution? How would a mediator approach this?

The Maligned Wolf

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of the little girl right away because she was dressed funny - all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Her next insult really got to me. I've got this problem with having big teeth, and that little girl made an insulting crack about them. I know that I should have had better control, but I leaped up from that bed and growled that my teeth would help me to eat her better.

Now, let's face it - no wolf could ever eat a little girl - everyone knows that - but that crazy girl started running around the house screaming - me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with this axe. I looked at him and all of a sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that grandmother character never did tell my side of the story. Before long the word got around that I was a mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

Activity: Biases--Positives and Negatives

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA

Objective: For students to identify their own biases, and those they might feel/experience during a mediation session, and for them to begin to prepare to manage those biases in the interest of neutrality.

Materials: Note cards or slips of paper for each student. Each slip of paper should have a plus (+) sign drawn on one side and a negative/minus (-) sign drawn on the other; White board or flip chart with markers

Suggested Time Frame: 10 -15 minutes

Activity Structure:

1. On the plus side of the card, have the students write down any qualities they think would draw them to another person, make them feel at ease and want to get to know that person better.
2. Then ask them to turn the card over and write down qualities that would definitely repel them about another person and make them want to stay as far away as possible. Before asking the students to share their lists, have them discuss:
 - Do you see any patterns?
 - Do your items fall into categories (appearance, attitudes, and behaviors)?
 - Does your positive list tend to look just like you? Vice versa?
3. Ask the students to volunteer to share their responses.
4. Use the white board or flip chart to record responses by drawing a plus on one side, a minus on the other, and a line down the middle. Discuss:
 - How does + or - impact our relationships that we have?
 - How does + or - impact with strangers?
 - How does + or - impact with someone you have an argument with?
5. Emphasize to students that:
 - Bias is universal.
 - We all have biases.
 - Not all bias is negative.
 - Bias is based on past experience, stereotypes etc.
 - We are usually drawn to people most like ourselves.

Debrief:

When we examine the underlying assumptions behind our decisions and actions we reach to the causal level of problem solving. We are able to identify where there are disconnects in our strategies and take more effective actions. By learning how to identify our assumptions, we can also explore differences with others, work to build common ground and consensus, and get to the bottom of core misunderstandings and differences.

Activity: Factors Influencing Effective Communication

*Adapted with permission from the peer mediation curriculum of the San Francisco Community Boards,
San Francisco, CA.*

Objective: To give participants practice observing how values, perceptions, assumptions and communication styles interfere with effective communication when they are not acknowledged or discussed and to identify "communication" as the linchpin for effective conflict resolution.

Materials: Student Handout – Factors Influencing Effective Communication (2 pages)

Suggested Time Frame: 30 minutes

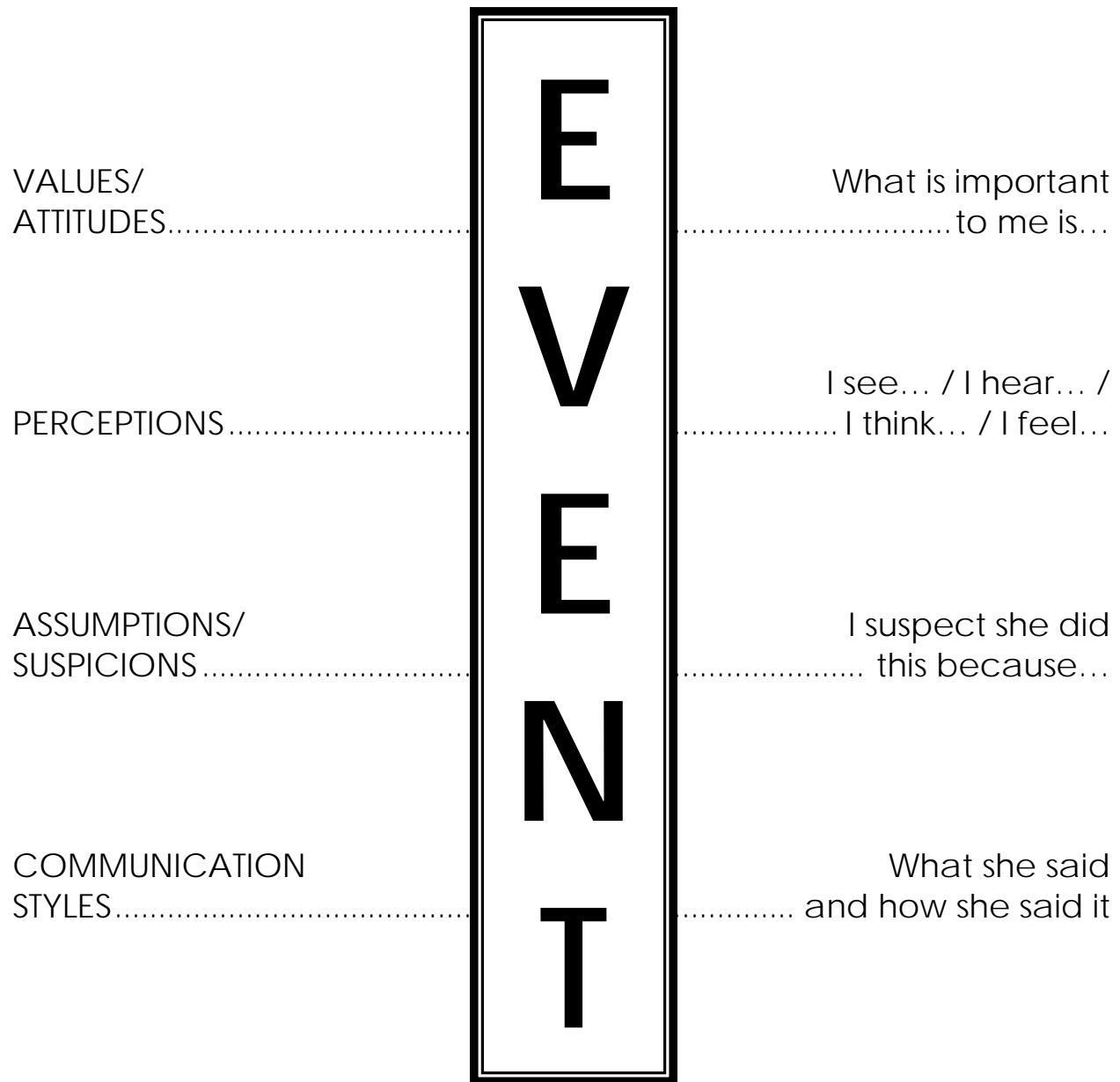
Activity Structure:

1. Discuss Factors Influencing Effective Communication Handout with participants
2. Ask participants to think of a conflict they have seen on TV. Have them fill out the Observation Worksheet based on this conflict
3. Frame a discussion around their observations.

Debrief:

Building upon the group's discussion, highlight that many factors influence everyone's respective reality. These realities may differ in trivial or tremendous fashion, but the way we approach these differences can influence how severely and harmfully we conflict with one another. Seeking first to understand -- especially as a mediator -- can help participants retain faith in the neutrality and fairness of the mediator.

Student Handout: Factors Influencing Effective Communication



**VALUES / ATTITUDES / BELIEFS
PERCEPTIONS
ASSUMPTIONS
COMMUNICATION STYLES**

OBSERVATION WORKSHEET

TV PROGRAM: _____

1. Who was involved in the conflict or misunderstanding?
2. What was the conflict or misunderstanding about? Explain what happened.
3. What factors interfered with effective communication?
4. What were the differences for each factor? Fill in the chart below.

| | VALUES | PERCEPTIONS | ASSUMPTIONS | COMMUNICATION STYLE |
|----------|--------|-------------|-------------|------------------------|
| PERSON A | | | | |
| PERSON B | | | | |

Activity: Practice Reframing

Adapted with permission from the peer mediation curriculum of Creative Mediation in San Luis Obispo, CA.

Objective: To have students practice reframing judgmental statements.

Materials: Student Handout—Practice Reframing; a role play from Appendix A (or customize your own) to practice Module 7 concepts.

Suggested Time Frame: 10 minutes

Activity Structure:

1. Explain to the group that sometimes communication can break down due to judgment and accusations. Reframing is a skill in which you take what a person has said and change the language so that the feeling and facts are still conveyed, but the words are more neutral.
2. Walk students through the “Practice Reframing” handout, changing charged statements into more neutral ones.

Debrief:

Often, conflict perspectives are framed in a way that can be perceived as judgmental—it becomes the role of the mediator to remove the judgment and “neutralize” the frame through which the perspective is presented.

Student Handout: Practice Reframing

A skilled mediator is able to take a “charged” statement and reframe it so that the other party can hear it without feeling defensive. To practice reframing, take each of the charged statements below and change them so that they still get the point across but they don’t sting the other party.

Example:

Charged Statement: “He’s such a brat!”

Reframe: “So, from your perspective, you feel like he doesn’t treat you very nicely?”

Try It:

1. **Charged Statement:** “She’s so judgmental. She’s never liked me.”

Reframe:

2. **Charged Statement:** “I hate her ‘cause she purposely stole my best friend.”

Reframe:

3. **Charged Statement:** “He’s a backstabber. He talks about everyone behind their back.”

Reframe:

4. **Charged Statement:** “You were mad doggin’ me in the hall!”

Reframe:

5. **Charged Statement:** “You’re obviously not a trustworthy friend. You knew I had a crush on him and you made out with him anyway.”

Reframe:

Take-Home Activity: Conflict Detectives

Objective: To help students begin to seek the sources of conflict that they observe every day, and to think about how they could approach such conflicts neutrally.

Materials: Take-Home Student Handout – Conflict Detectives

Suggested Time Frame: student's own time frame

Activity Structure:

1. Pass out the handout "Conflict Detectives." Let the students know that this sheet is a take-home assignment that they will bring back to training on _____ (date) or to a future advanced or review workshop on _____ (date).
2. Explain that they will be keeping a record of the conflict that they observe (in school, on the bus, at home, in extracurricular activities, etc.). Remind them that these conflicts are confidential, so please don't name the people involved, just state how many people were involved in the conflict and list if they are students, adults, small children, etc. They will need to refer back to their Module 2 materials about conflict styles to assist them in filling out the chart.
3. When the group reconvenes to go over this take-home assignment, go over the charts with the students, asking for volunteers to speak about one conflict that they observed. discuss the following:
 - What were some the unique things you noticed about each conflict you observed?
 - What was the most common way that things were resolved?
 - For the conflicts that were not resolved, how did they end?
 - What can we learn from observing the conflicts around us?

Debrief:

Tie this activity as a review and/or a lead-in to another training/workshop activity.

Take-Home Student Handout: Conflict Detectives

Directions: Keep a record of conflicts that you observe over the next week; Try to be as accurate as you can. Report only what you see and hear. We will discuss your findings on _____ (date).

| | Who is involved? (No names, please) | Where is it? | What was said/done? (Which conflict style is used?) | How does it end? |
|-------------------|---|--------------|--|------------------|
| <u>Conflict 1</u> | | | | |
| <u>Conflict 2</u> | | | | |
| <u>Conflict 3</u> | | | | |

TRAINER'S OVERVIEW**Module 8 Description:**

"Skill Set - Culture and Identity" is designed to help students begin to understand their own identities, how identity shapes and is shaped by their feelings and experiences, and that every person has a unique identity. Students will discuss how culture influences both communication and conflict, and further emphasis will be placed on the importance of understanding different perspectives and finding the interests in conflict situations.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1-1 ½ hours

Module Structure:

- **Objective 1:** Help students explore various facets of their own identities and cultures and to understand that our identities affect our values, perspectives and how we communicate with one another.
Purpose: To help the students make the connection between the things that they value the most about themselves and how they approach communication and conflict
Activity :
 - Student Handout: "Who am I?" Creative Session
 - Student Handout: Defining Culture
- **Objective 2:** Help students understand that conflict can be caused by cultural and social differences and misunderstandings.
Purpose: To teach students to be culturally aware and sensitive in a mediation setting.
Activity:
 - Student Handout: Social/Cultural Influences on Conflict
 - Interplanetary Mixer

Activity: "Who Am I?" Creative Session

Adapted from "Critical Multicultural Pavilion Awareness Activities," an EdChange.org project by Paul C. Gorski

Objective: To engage students in self-reflection to begin to tease out important aspects of their own identities and make connections with other students across and within cultural lines.

Materials: Student Handout – "Who Am I?" Creative Session

Suggested Time Frame: 30 minutes

Activity Structure:

1. Ask participants to take 10 minutes to write a poem called "Who I Am." Instruct them that the only rule for the piece is that each line must start with the phrase "I am..." (Refer them to the "Who Am I? Creative Session handout). Leave it open to their interpretation as much as possible, but suggest that they can, if they wish, include statements about where they're from regionally, ethnically, religiously, etc., memories from different points in their lives, interests and hobbies, mottos or credos, favorite phrases, family traditions and customs, and whatever else they believe defines who they are. Be sure to let them know that they will be sharing their poems.
2. In order to ensure that everybody has an opportunity to share her or his story, you might consider breaking the group into diverse small groups of 4-6 if necessary. Give participants the option to either read their poems or to share parts of their poems from memory.
3. Points to remember:
 - Because some individuals will include very personal information, some may be hesitant to read their poems, even in small groups. It is sometimes effective in such situations for facilitators to share their poems first. Consider sharing your poem before asking students to write their own pieces. If you make yourself vulnerable, others will be more comfortable doing the same.
 - Be sure to allow time for everyone to be able to speak, whether reading their poems or sharing them from memory.
 - Encourage applause, and thank folks for sharing their poetry.
 - If you use this activity in the middle of a class or workshop, have some process questions ready. When everyone has shared, ask participants how it felt to share their poems.
 - Ask what, if any, connections people made with each other from this activity. What were some commonalities across poems? Did any of this surprise you?
 - You might also consider asking people to get up and talk to someone who you felt a connection with through the poetry.
4. Example "Who I Am" Poem:
"I am basketball on a snowy driveway. I am fish sticks, crinkle-cut frozen French fries and frozen mixed vegetables. I am primarily white, upper-middle class neighborhoods and

racially diverse schools. I am Donkey Kong, Ms. Pac Man, Atari 2600 and sports video games. I am football on Thanksgiving and New Year's Day. I am Tae Kwon Do, basketball, the batting cages, a soccer family, and the gym. I am a wonderful family, close and loving and incredibly supportive."

Debrief:

"Who I Am" poems are designed to help students tease out aspects of their own self-identities and to demonstrate that no one can be defined by only one thing. In a conflict situation, it is important to remember that the person sitting across the table from you should not be defined by their position or approach to the conflict, but understood as a multi-faceted being whose interests are deeply connected to their values. At some point, that person's values and interests may intersect with yours, and that's where the opportunity for true conflict resolution lies.

Student Handout: "Who Am I?" Creative Session

My identity is made up of many things.

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am _____

I am all of these things, and much more.

Activity: Defining Culture

Objective: To help students explore various facets of their own identities and cultures and to understand that our identities affect our values, perspectives and how we communicate with one another.

Materials: Student Handout – Defining Culture (2 pages); white board or flip chart and markers

Suggested Time Frame: 20 minutes

Activity Structure:

1. Begin by writing the word “culture” up on the whiteboard/flipchart. What does this term mean? Encourage participants to define “cultural” both in terms of what they believe a dictionary-type definition would be and what it means to them individually. Ask students to suggest all dimensions of culture they can think of, encouraging them to reflect on their own cultures and the dimensions of that culture with which they identify.
2. Review with the students the “Defining Culture” handout, discussing why culture is important to our identities. Ask the students to refer back to the “Who Am I? Creative Session” and discuss how much of their identity is wrapped up in something that be viewed as “cultural.”
3. Discuss how values, perceptions, assumptions and communication styles are influenced by culture, asking students for examples from their own lives. Review how differences in culture and communication can lead often lead to misunderstandings. Ask the students if they can think of examples of a cultural conflict that they might have observed or experienced.

Debrief:

The primary take-away of this activity the most important cultural resources in a peer mediation program are the members and participants, themselves.

Student Handout: Defining Culture

WHAT IS CULTURE?

Culture is a shared set of beliefs, values, customs, traditions and way of living for a group of people. Culture that is shared in a group is an unspoken understanding (that does not have to be explained) of how the group interacts with one another. Culture is seen through things such as food, dance, art, religion, clothing and language.

WHY IS CULTURE IMPORTANT?

Culture is what defines who we are. It is what we rely on to make decisions and it helps us to understand the world we live in. Understanding that we may not share the same culture with other people, we need to learn about other cultures and respect each other's differences as well as find ways that we are similar.

CULTURE AFFECTS COMMUNICATION THROUGH...

Values:

1. Values are beliefs that we hold dear that are in our minds, morally right and correct.
2. Values, whether they are cultural, social or religious, shape our decision making process
3. Values that are different from our own tend to be viewed as being a threat to ourselves and our way of life

Perceptions:

1. We each bring to every situation a mindset that shapes what we hear and see.
2. The mind set is shaped by our values, previous experiences, our culture and our expectations.
3. It is possible for two people to experience the same event yet perceive very different things.

Assumptions

1. An assumption is a statement or judgment that is accepted without proof or example.
2. Stereotype is an assumption shared by many and is the drawing of a conclusion or interpretation of a group or event by a single characteristic.
3. Suspicion is an assumption that involves doubt or mistrust.
4. Suspicion usually questions the motivation of an act.

Communication Style

1. Our proximity to the other person as well as our tone and loudness of our voice and the words we use make up our communication style.
2. People of the same background can still have different styles and a different understanding of what is acceptable. It is even harder for people of different backgrounds to understand different styles.
3. The more different the styles, the more work is necessary.

Activity: Social/Cultural Influences on Conflict

*Adapted with permission from the National Association for Community Mediation's 2012 publication:
"Conflict Workshop Series: Customizable Community and Continuing Education Courses"*

Objective: Help students understand that conflict can be caused by cultural differences and misunderstandings.

Materials: Student Handout—Social/Cultural Influences on Conflict (you may want to write up the list of small-group discussion questions from step 2 below, and have it visible).

Suggested Time Frame: 20 minutes

Activity Structure:

1. Explain to the students that often when you have a conflict with another person, it's easy to think that one person is 'right' and one is 'wrong'. Usually, we each think we're right, but the reality isn't quite so cut and dry. Another way to approach the conflict is to notice the differences and similarities in values and social and cultural experiences between yourself and the other person. If you first acknowledge and understand the *differences* -- without judging, attacking, or criticizing -- then you can use the *similarities* to work toward resolution.
2. Ask the student to complete the questions on the "Values & Social/Cultural Influences" Give them about 5-10 minutes.
3. Ask the student to form small groups of 3 or 4 to discuss the handouts they've completed. In the small groups, students should process the answers on their handouts:
 - Were you able to identify your own and the other person's social/cultural influences and values? If not, why not?
 - Thinking of the people you have the most (or the most difficult) conflicts with, do you have more similarities or differences in values and social/cultural influences?
 - How do these similarities and differences affect what you do and what the other person does in a conflict?
 - Are conflicts more common between people with different backgrounds and values, or from similar backgrounds and values?
4. Reconvene the group and ask the students to think about some real-life applications:
 - Can you resolve conflicts effectively with someone whose values or social/cultural influences are different from yours? How?
 - If you do not know what the other person's social/cultural influences and values are, would it be useful to find that out? If yes, why? How could you find that out? If no, why not?

Debrief:

Culture can be a source of conflict. When people of different cultures meet, many misunderstandings can happen because they may not speak the same language or they might have different perspectives that cause them to look at the same situation in very different ways. These types of misunderstandings can cause conflict.

Even in this discussion, not all of us share the same viewpoint, yet all our viewpoints are valid in the context of our own personal experience. In a conflict, we must work to *understand* others' viewpoints, even if we don't agree with them. If we can understand their viewpoint and what is important to them -- and if we can make ours clear to them -- we can work toward a collaborative solution, in spite of our differences.

Student Handout: Social/Cultural Influences on Conflict

1. What social and cultural influences have had the most impact on the way you deal with conflict?
2. In a conflict, what (if any) incorrect assumptions do people make about you, because of social or cultural generalizations (e.g., "women always cry in a conflict" or "men shouldn't express their feelings")?

For the following questions, think about one or two specific people you have had conflicts with.

3. What social and cultural influences may have had an impact on the way that person deals with conflict?
4. What similar social and cultural influences do you share with this person?
5. What values do you share with this person?
6. What social and cultural influences are dissimilar between you and the other person?
7. How do your values differ?

Activity: Interplanetary Mixer

Objective: To teach students to be culturally aware and sensitive in a mediation setting.

Materials: several copies of each of the planet descriptions (included below)

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Break into three groups by having students count off by 1, 2, 3, then gathering with the rest of the people with the same number.
2. Each group will work together to represent a group of people from a far- away planet. Explain that this is the situation:

"Three planets, Xtreen, K'taar, and Zzdoni have recently started new friendships. A group from each planet is attending a meeting on Earth. The purpose of this first meeting is for the representatives to learn about the other planets' cultures to help pave the way for future visits. Happily, Earth has Universal Translators at the meeting hall, so language will not be a problem. Each group has the same mission: to learn about the other planets and make a report back to their government. The report should include information about the other planets. "
3. Pass out a planet description to each student. Have them designate one person to read the description out loud. Instruct them to mingle with the representatives from other planets for about 5 minutes (till you call "time").
4. After a few minutes, ask the three groups to get back together and come up with a "report" of their mission findings. Give them another 5 minutes for this, allowing them to designate one person to share the report with the large group.
5. Reconvene the entire group and discuss the report results. Let each group reveal what their communication styles were, as well.
6. Discuss with the group their communication experiences, what they learned from the other groups, and if they encountered any obstacles.

Debrief:

Discuss with the group that everyone comes into conflict and communication from a different background and perspective. Recognizing that these differences can sometimes cause frustration or miscommunication, it is important to conflict resolution that these differences are recognized and accounted for, so that trust can be built.

Group #1: Planet Xtreen

Your people call themselves the Xtreeni. Your culture is built on respect and privacy. Therefore, your people always:

1. **Keep your hands close to your body. Touching people without permission is considered insulting and disrespectful because you are invading their personal body space.**
2. **Try to sit or stand at least one foot away from everyone else.**
3. **Avoid direct eye contact with people.**
4. **Switch subjects if anyone asks you something personal—you never talk about your personal life.**

YOUR MISSION: Your people are very color oriented. You are allergic to people who wear red or white--looking at red or white makes you ill. Black is a color of respect. Your government doesn't want to offend any of the visiting dignitaries by displaying offensive colors, so **your job is to discover the colors that mean respect to the other races.**

Group #2: Planet K'taar

Your people call themselves the K'taaran. Your people are very friendly; they go out of their way to connect with others. Because of this:

1. **Your people like to talk while touching the arms of the people they are talking to.**
2. **Your people feel that "eyes are the window to the soul," so you try to look directly at the person you are talking to.**
3. **Your people also talk softly (barely above a whisper) because talking loudly means, that you are angry and upset.**
4. **You tend to ask personal questions. So you should try to talk about yourself and learn a little about the other people before getting down to your mission.**

YOUR MISSION: Your people have discovered sneakers are bad for everyone's health; you can have an allergic reaction, which can cause wheezing and coughing. Your government is very worried that they may accidentally harm the visiting presidents from the other planets if they are not careful, so **your job is to ask about alternatives to sneakers.**

Group #3: Zzdoni

Your people call themselves the Zzdonians. You are a very dignified people who have a very mature and refined society. In your society, people are very formal therefore:

1. Before you speak, you always sweep one hand in front of your body in a wave-like motion to let the group know that it's your turn to speak.
2. You can speak only if 3 seconds of silence have passed from when the previous speaker has finished. People who speak without motioning or waiting for 3 seconds are rude.
3. You are such an intelligent and mature people; you speak at a very slow and dignified pace.
4. You view direct eye contact as very disrespectful and walk away from people who do it.

YOUR MISSION: Because of a strange vitamin deficiency, your people must eat dishware with every meal--vases, dishes, bowls, or mugs (expensive china porcelain is the most beneficial to your health). You've heard that there are different types of dishware on the other planets. Your government has asked you to learn all you can about the pottery and dishware on the other planets. It is crucial to the survival of your people.

TRAINER'S OVERVIEW**Module 9 Description:**

"Skill Set - Emotions in Conflict" equips students to recognize the manifestations and influences of emotions in conflict, and to handle them in the most appropriate and empathic ways. Emotion is what makes most conflicts so intensely personal, and when it goes unaddressed, it tends to leave conflicts unresolved. In this module, students will draw from their developing skill sets in listening and finding interests to practice distinguishing between emotions and thoughts, to explore empathic behaviors, and to defuse tensions when emotions run high and threaten the peacefulness or productivity of a mediation session.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 2 hours

Module Structure:

- **Objective 1:** Increase each student's emotional intelligence and help students recognize how people are feeling by the way they look and act.
Purpose: Sometimes what people say and what they mean are two different things—this objective is meant to help students distinguish between the two by listening for key words and keeping watch for behaviors that indicate how someone is really feeling.
Activity:
 - Student Handout: Words Expressing Feelings
 - Emotions Bean Bag Exercise
- **Objective 2:** To help students understand that their own personal emotions are relevant and meaningful to their conflict communication and that messages they receive about emotions may be mixed.
Purpose: To equip students to be aware of and handle personal emotions in healthy ways.
Activity:
 - Student Handout: Messages about Feelings

- **Objective 3:** To help students understand how conflict can enhance/inflate emotions, and to brainstorm constructive ways to approach volatile emotions such as anger.

Purpose: To teach students effective calming techniques.

Activities:

- Student Handout: Anger Brainstorm
- Student Handout: Defusing Anger
- Optional Role Play (from Appendix A or customize your own)

Activity: Words Expressing Feelings

Objective: Increase each student's emotional intelligence and help students recognize how people are feeling by the way they look and act.

Materials: Student Handout – Words Expressing Feelings

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Review with the students the handout "Words Expressing Feelings." Each of the primary emotions listed (anger, happiness, hurt, embarrassment, inadequacy, confusion, sadness, fear) is followed by several descriptive words that could fall into the same emotional category.
2. Ask students if there are any words that stand out to them, or any words that are missing.

Debrief:

Discuss with students that in a mediation setting, sometimes it will not be obvious that participants are feeling certain ways. In addition to looking for nonverbal communication cues, it's helpful to look for descriptive words that will indicate feelings, even if folks don't come right out and say "I'm angry!," etc.

Student Handout: Words Expressing Feelings

Anger

| | | | | |
|------------|-------------|------------|------------|-----------|
| Aggravated | Annoyed | Bitter | Cranky | Riled |
| Appalled | Disgusted | Dismayed | Horried | Nauseated |
| Enraged | Exasperated | Frustrated | Furious | Hostile |
| Incensed | Infuriated | Irritated | Outraged | Provoked |
| Offended | Repulsed | Revolted | Ticked Off | Wary |
| Resentful | Steamed | Troubled | Upset | Vicious |

Happiness

| | | | | |
|-----------|----------|-----------|------------|-----------|
| Amused | Blissful | Charmed | Cheerful | Contented |
| Delighted | Ecstatic | Elated | Excited | Fabulous |
| Fortunate | Giddy | Glad | Gratified | High |
| Joyous | Jubilant | Marvelous | Pleased | Proud |
| Soothed | Thrilled | Tickled | Turned-out | Wonderful |

Hurt

| | | | | |
|----------|------------|----------|-------------|-----------|
| Abused | Awful | Betrayed | Devalued | Terrible |
| Crippled | Diminished | Deflated | Forgotten | Put-down |
| Deprived | Deserted | Dreadful | Intimidated | Oppressed |
| Damaged | Rotten | Insulted | Neglected | Slighted |
| Ignored | Isolated | Jilted | Defeated | |
| Snubbed | Upset | Cheated | Persecuted | |

Inadequacy

| | | | | |
|----------|-----------|--------------|------------|----------|
| Helpless | Incapable | Incompetence | Inadequate | Inept |
| Inferior | Powerless | Useless | Unworthy | Mediocre |

Embarrassment

| | | | | |
|-------------|-----------|---------|---------------|------------|
| Absurd | Foolish | Awkward | Mortified | Clumsy |
| Conspicuous | Disgraced | Silly | Uncomfortable | Humiliated |

Confusion

| | | | | |
|------------|-------------|---------------|-----------|------------|
| Addled | Baffled | Bewildered | Confused | Rattled |
| Distracted | Dumbfounded | Flabbergasted | Flustered | Jarred |
| Jolted | Muddled | Mystified | Perplexed | Puzzled |
| Rattled | Anxious | Disconcerted | Dazed | Frustrated |

Sadness

| | | | | |
|---------------|--------------|-------------|--------------|------------|
| Anguished | Blue | Burdened | Dejected | Depressed |
| Despondent | Disappointed | Discouraged | Disheartened | Downcast |
| Heavy-Hearted | Gloomy | Let-Down | Low | Melancholy |
| Abandoned | Alone | Deserted | Empty | Excluded |
| Lonely | Friendless | Ignored | Isolated | Jilted |
| Scorned | Lost | Rejected | Pathetic | Slighted |
| Miserable | Moody | Pained | Troubled | Weary |

Fear

| | | | | |
|---------|----------|-------------|------------|------------|
| Afraid | Boxed-In | Cornered | Fearful | Frightened |
| Jittery | Jumpy | Nervous | Panicky | Scared |
| Shaken | Spooked | Terrified | Threatened | Agitated |
| Uneasy | Unnerved | Overwhelmed | Alarmed | Worried |

Activity: Emotions – Bean Bag Exercise

Objective: Increase each students' emotional intelligence and help students recognize how people are feeling by the way they look and act.

Materials: Beanbag ,Koosh ball or a soft item to pass around, plus a white board or flip chart to write on and display.

Suggested Time Frame: 10 minutes

Activity Structure:

1. With a bean bag, Koosh ball or other soft item in hand, have each person state an emotion and act it out.
2. Then, pass the ball to another participant until everyone has gone.
3. As participants share emotions, write them down for review on the board/ flip chart.

Debrief:

Highlight for students that emotions can be displayed in a number of different ways. Anger is not always manifest as scowls and furrowed brows. Hurt is not always demonstrated through tears. Discuss with students the importance of checking-in with the mediation participants to verify how they are feeling. When a mediator checks-in with the participants, it allows the participants to confirm their state and offer clarification about why they feel a particular way. Sometimes, a participant will clarify they are feeling differently than the mediator presumed. This is okay, as it allows for greater clarity to enter the room. When this occurs, it is always a good idea for the mediator to thank the participant for helping her/him to better understand what's going on.

Activity: Messages about Feelings

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT

Objective: To help students understand that their own personal emotions are relevant and meaningful to their conflict communication and that messages they receive about emotions may be mixed.

Materials: Student Handout – Messages about Feelings

Suggested Time Frame: 10 minutes

Activity Structure:

1. Tell the students that we are often raised into certain views and ways of expressing emotions and feelings. Refer the students to the handout “Messages about Feelings” Give them a few minutes to reflect on what they have been taught or heard about expressing feelings, and fill in that portion of the handout. Tell them to draw from their own personal experiences.
2. Ask the students to volunteer to share some the things that they wrote down. Have those who are listening write down the messages about feelings that others have received that differ from their own. Ask the students: why do you think these differences occur? Why are there mixed messages about emotions out there?

Debrief:

Discuss with students that everyone come from a different background and may view feelings and emotions differently. In fact, sometimes these differences can lead to conflict! Regardless, everyone’s feelings are relevant in the peer mediation process, and if a party is not prone to displaying feeling, they will need to gauge that person’s engagement in the conflict issues by looking for cues to ask questions.

Student Handout: Messages about Feelings

What are the messages you hear about having and expressing feelings?

What are some of the interesting things for classmates revealed about that same question?

Activity: Anger Brainstorm

Objective: To help students understand how conflict can serve to enhance/inflate emotions, and to brainstorm constructive ways to approach volatile emotions such as anger.

Materials: Student Handout – Anger Brainstorm

Suggested Time Frame: 10 -15 minutes

Activity Structure:

1. Review with students the “Anger Brainstorm” handout. Give them 5 minutes or so to fill out the handout.
2. Once they have completed the handout questions, discuss with them the triggers to their own anger by reviewing each question and asking for volunteers to share their answers.

Debrief:

The first step to understanding how to deal with anger in conflict is to start with yourself—acknowledging what your own anger triggers are can help you deal with them, help you recognize others, and help you guide them through the anger to a more peaceful and productive state.

Activity: Anger Brainstorm

Directions: Answer the following questions to help you understand your own personal anger.

1. Who are the people who really bug you, who push your anger "hot button?" Make symbols to represent people, and after each symbol, write down what the person does or does not do that irritates you.
2. Describe the circumstances for the last three times you remember being angry.
3. Describe how you responded in each of those circumstances. Did your response help or harm the situation?

Activity: Defusing Anger

Objective: To learn to cope constructively with the anger of others.

Materials: Student Handout – Defusing Anger (2 pages); optional role play from Appendix A (or customize your own) to review Module 8 concepts.

Suggested Time Frame: 10-15 minutes

Activity Structure:

1. Review with students the “Defusing Anger” handout, focusing, for now, on the calming sections of the first page. Discuss with students the calming techniques listed for self and others, and ask them for their own tricks and methods for calming to help fill in the blanks.
2. Now move into a discussion of dealing with anger in mediation. Go over each point, and then break students up into groups of 2. Let them know that they will be practicing these techniques in their pairs. The assignment is for one person in each pair to choose something he or she can act angry about: a broken video game, a promise not kept, a rumor that was spread, etc. That person should act as angry as possible and rant to the other about the situation. Emphasize the issue should NOT be personal—more like a friend ranting about something that bothers them to another friend. The listener’s job is to use the calming techniques from the handout to try to calm the angry person. Give the pairs 3-5 min. to work on releasing the anger, paraphrasing and problem solving. Reverse roles with the same directions. Trainers should demonstrate this first, and then have the pairs spread about the room.
3. After both people in each pair have gone, discuss:
 - How did it feel to be yelled at and to try to stay calm?
 - Did you feel “pulled in” even though it was not a true story?
 - When you were angry, did you feel that the other person was listening?
 - Did paraphrasing help you focus on the real problem?

Debrief:

Anger can often catch us off guard, so it is important to have an arsenal of techniques in your conflict resolution skill set that deal directly with anger, approaching it head-on and recognizing it for its value, but turning it into a more productive way of communicating.

Student Handout: Defusing Anger

Calming Yourself Down....

1. Breathe deeply
2. Count to 10
3. Visualize a calm and relaxing place
4. Use positive self-talk and affirm yourself
5. _____
6. _____
7. _____
8. _____

Calming Down Others....

1. Listen to them vent
2. Affirm their feelings
3. Clarify their needs
4. Don't get defensive
5. _____
6. _____
7. _____
8. _____

Dealing with Anger in Mediation...

1. **Remind the parties of the ground rules.**
Ex: "You both agreed to take turns talking and listening"
2. **Remind them that they agreed to cooperate.**
Ex: "You agreed to cooperate to solve the problem. Is what you're saying or doing helping you to cooperate?"
3. **Use your active listening skills:**
Use nonverbal communication and paraphrase to let the parties know that you hear them.
Ex: "When _____ happened, you were very upset with _____."
4. **Ask the parties to relax and take a few deep breaths.**
5. **Take a break to cool off—return to mediation when appropriate.**
6. **Clarify their needs** (NOT "wants") and refocus the mediation session on moving forward with the problem instead of getting bogged down with bickering.
7. **Caucus**—meet with each party individually, and coach them as to how they can express their needs to the other party.
8. _____
9. _____
10. _____

TRAINER'S OVERVIEW**Module 10 Description:**

“Skill Set - Difficult Situations” prepares students for the more challenging situations that may present themselves during mediation sessions, including difficult personality types, stonewalling and impasse, and power imbalances (such as bully relationships). This module also reviews with students when to call off a mediation or report problems to the program coordinator/administration. This module should contain a custom element that reviews with students your particular school’s reporting and safety procedures—the protection of all students is paramount; make sure that they are aware of any options/requirements that your school has in place for them.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don’t allow you the chance to do all activities that you may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students’ continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1-1 ½ hours

Module Structure:

- **Objective 1:** Prepare students for challenging situations that may arise in conflict.
Purpose: Mediation sessions may not always turn out as we expect—sometimes, a lack of cooperation, collaboration, or adherence to mediator roles can temporarily derail resolution proceedings. This objective is meant to give students tools to handle difficult personality types, the impasse that they can often perpetuate in mediation, and the challenges of confidentiality.
Activities:
 - Student Handout: Puzzling People
 - Student Handout: Stonewalling Blues
 - The Importance of Confidentiality
- **Objective 2:** Help students understand how power can be used in conflict.
Purpose: To teach students common types and sources of power and to equip students to deal with conflict situations where there is clear intimidation taking place.
Activities:
 - Student Handout: What is Power?
 - Student Handout: Balancing Power in Conflict

- **Objective 3:** Ensure that students are aware of and understand how/why to report certain issues to the program leader or administrator.

Purpose: To ensure the safety of both the mediators and the mediation participants, and to practice polite but firm ways to conclude a mediation session early, if necessary.

Activities:

- Student Handout: When to Call Off Mediation
- Review of Difficult Situations: On the Spot
- Optional Role Play (from Appendix A or customize your own)

Activity: Puzzling People

Objective: To prepare students for challenging personalities that may arise in conflict.

Materials: Student Handout - Puzzling People

Suggested Time Frame: 10-15 minutes

Activity Structure:

1. Walk students through the handout "Puzzling People." Ask them to discuss and fill in:
 - a. The **behaviors** of each difficult personality type: how do we recognize each one? How do they act? How does this affect conflict resolution? They can give funny examples.
 - b. The **needs** of each difficult personality type: think back to the training on interests vs. positions—what underlying unmet needs could these difficult personalities have that make them act difficult?
 - c. The **reversals** of each difficult personality type: what can be done in a mediation setting to reverse the behaviors and keep them from being disruptive? Possible reversals of the difficult behaviors have been filled in on the handout to elicit discussion, but have the students brainstorm and write down others.

Debrief:

It's important when working with difficult personality types to both recognize what needs they may bring to the table, and ways to reverse the negative effects of their behavior. This recognition helps you not only prepare to meet with the difficult personality type, but potentially leverage their assets for the benefit of the interaction.

Activity: Puzzling People

| | | Behaviors | Needs (Why?) | Reversals |
|------------------------|---------------------|-----------|--------------|---|
| Puzzling People | The Backstabber | | | <ul style="list-style-type: none"> • Be friendly and cordial without "spilling your guts" |
| | The Know-It-All | | | <ul style="list-style-type: none"> • Prepare ahead of time • Question but do not confront • Present facts as alternatives |
| | The Avoider | | | <ul style="list-style-type: none"> • Show her/him you care • Reduce fear and build trust • Listen without passing judgment |
| | The Gossip | | | <ul style="list-style-type: none"> • Tactfully refuse to contribute • Discourage inappropriate conversations |
| | The Competitor | | | <ul style="list-style-type: none"> • Keep emotions under control; stay calm • Acknowledge her/his position • Get her/his attention |
| | The "Debbie Downer" | | | <ul style="list-style-type: none"> • Avoid being drawn in • State your own optimism • Ask for help solving the situation |
| | The Fence-Rider | | | <ul style="list-style-type: none"> • Ask her/him for specific input on the issues and decisions • Ask him/her to elaborate |

Activity: Stonewalling Blues

Objective: To prepare students for impasse that may arise in conflict.

Materials: Student Handout – Stonewalling Blues

Suggested Time Frame: 10 minutes

Activity Structure:

1. Discuss with students that one of the most common “difficult situations” in mediation, beyond personality types, is stonewalling, or impasse. Review with them the “Stonewalling Blues” handout, which gives them tips for questions and techniques that can help them move past stone walls in conflict and move towards resolution.
2. Tell students to keep the handout nearby in their roles plays, for reference if impasse issues should arise.

Debrief:

Let students know that it is not unusual for a difficult situation, such as stonewalling, to arise in a peer mediation setting, but it should not be discouraging to them as the mediators. If they get discouraged or give up on the parties during the process, the parties will sense that and, oftentimes, give up as well. As mediators, the students should try to remain positive and encouraging, using various techniques to help walk the parties through impasse. If no resolution can be reached, that’s okay—they will at least know they drew upon their skill set as best they could and tried to help.

Student Handout: Stonewalling Blues

"Stonewalling" is another word for impasse, or when parties in conflict come to a point where they cannot agree on how to move forward, and, therefore, simply stop moving. When people in conflict stop moving, or resist resolution, they are putting up an invisible stone wall between them that can be very difficult to break through in order to proceed with mediation. Before you find yourself giving up as a mediator, try some of these cures for the "stonewalling blues:"

Helpful Phrases for Breaking Through those Stone Walls

- "What can we do right now to help you move forward?"
- "Where do we go from here?"
- "Where do you see us going next?"
- "If we can't solve this today, what do you think will happen?"
- "Is there anything you want to add?"
- "Let's put that aside for a second, how will you two make the environment more comfortable for you?"

Other Techniques for Breaking Through:

- Review the progress they have made so far.
- Review interests/needs important to each student.
- Use separate meetings, or "caucuses," to check-in with students about worries, fears, reservations they may have.
- Ask each party if they woke up tomorrow and the conflict between them disappeared, how would they know it was solved?

Activity: The Importance of Confidentiality

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA

Objective: To emphasize to students the importance of confidentiality and to illustrate to students how difficult it may be to keep sometimes.

Materials: Five slips of paper that have a different "role" written on them ("parent/guardian," "teacher," "principal," "best friend," "school police officer") and the corresponding statements:

Parent/Guardian:

- Hi dear. How did your mediation go today?
- I know you're not supposed to tell, but I'm your parent. I won't tell anyone.
- I want to know how you're spending this time and if you're being told things you shouldn't be hearing.
- I have a right to know if you're in the middle of bad situation.

Teacher:

- What happened with those two kids I referred to mediation?
- Look, what good is this program if I can't find out what happened?
- I let you leave my class for this and now you won't tell me? I need to know if these kids are likely to get into another fight.

Principal:

- I need some information about that mediation today.
- I'm meeting with one of the parents this afternoon and I need to be able to tell them what happened.
- These parents need to have confidence in the program and me.
- I need to show them I know what's going on and that I have things under control.
- The school wouldn't even have this program if it wasn't for me. I need to know!

Best Friend:

- I can't wait to find out what happened in the mediation today.
- At least tell me if they're still going to be friends
- I need to know because I was going to invite both of them to my party.
- If they're still fighting it will ruin my party. I've been planning this for weeks!
- Please! You're supposed to be my best friend! How can you not tell me?

School Police Officer:

- I'm going to need to know some things about your mediation.
- My job is to keep the students in this school safe.
- I can't do my job if I don't know who the troublemakers are and what they're doing.
- No one will get in trouble if you tell me.
- I may be able to stop trouble if you tell me.
- You'd be doing the right thing for your friends in this school.

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Select five student volunteers. Hand each a different slip of paper and explain that this is their role for this exercise, and that they will be trying to get the mediators to break their confidentiality agreement. Ask them to step outside of the room.
2. Explain the following scenario to the remaining students:

Jenny and Susan have been best friends since middle school, and are in math class together. Susan was invited to a party last Saturday, and asked Jenny to come along. Susan's cousin drove them to the party. Susan met a boy at the party. Jenny left the party early. The next day, the girls got into an argument about the party and haven't spoken since.

3. Bring the five student volunteers back in the room. Have each approach one of their remaining classmates, acting like their assigned role and using the statements on their slip of paper as a guide, and try to get the other mediators to break confidentiality.
4. Bring the group back together. Discuss the following:
 - How do mediators tell others about confidentiality in a polite, respectful way?
 - Who is the hardest person to keep information about the mediation from?
 - When can you talk to someone about the mediation? Who can you talk to about a particular mediation?

Debrief:

Confidentiality is one of the cornerstones of peer mediation, and can often be one of the most challenging things to adhere to, especially when students want to report their success as a mediator to a friend, parent or teacher. Remember, however, that the issues that were brought to the mediation table were personal for the people experiencing them, and they details deserve to be kept private. Remember the golden rule!

Activity: What is Power?

*Adapted with permission from the National Association for Community Mediation's 2012 publication:
"Conflict Workshop Series: Customizable Community and Continuing Education Courses"*

Objective: Help students understand how power can be used in conflict.

Materials: Student Handout – What is Power?

Suggested Time Frame: 15-20 minutes

Activity Structure:

1. Ask students to think of themselves in a conflict. By raising their hands, answer the following questions:
 - How many of you ever feel powerless, or that you have no choice, in a conflict?
 - How many of you believe that the most powerful person in the conflict "wins"?
 - How many of you ever feel powerful in a conflict?
3. Review the "What is Power?" handout with the group. Afterwards, discuss:
 - What are other sources of power?
 - What are your own (individual) sources of power?
 - How does our individual sense of powerfulness or powerlessness affect the way we react to a conflict?
 - How do you use your power in a conflict? Do you ever give your power away?
 - How do you know whether you have power or not?
4. Ask group to think about real-life applications:
 - In a conflict where you think of yourself as having less power than the other person, what could you do to feel more powerful? How might that affect the outcome of the conflict?
 - If you become more powerful, what happens to the power of the other person?
 - How would you use power if you were using the "collaborative" conflict style?

Debrief:

Discuss with the students that we all have some power in any given situation. Although we cannot control what others do, we do have the power to choose what we will do. With power comes responsibility: I choose what I will think or do, and I am responsible for the results.

Student Handout: What is Power?

Power is one of our basic interests or needs in life; all of us want to have power in our lives and relationships. Although many people consider power to be threatening, in and of itself, power is neither good nor bad: power can be used to hurt others or to help others.

Power simply means the ability to influence others. There are many sources of power, from brute force to love. And power is a two-way street: your power over someone is limited unless they give their permission.

Everyone has power; everyone gives power away. Power can be used to dominate others or to enhance our sense of our own power.

Sources of Power

This list describes a few of the many sources of power we may use...and reasons we give power to others.

- **Formal Authority**
- **Personality (Charisma)**
- **Expertise**
- **Physical Appearance**
- **Race and Class**
- **Gender**
- **Numbers (Group Size/Strength)**
- **Age**
- **Ability**
- **Other sources of Power:**

Activity: Balancing Power in Conflict

*Adapted with permission from the National Association for Community Mediation's 2012 publication:
"Conflict Workshop Series: Customizable Community and Continuing Education Courses"*

Objective: To help students brainstorm ways to balance power in cases where intimidation is at play.

Materials: Student Handout – Balancing Power in Conflict

Suggested Time Frame: 20-30 minutes

Activity Structure:

1. Begin by asking the group for two volunteers. Have the two students face each other with heels together, hands up, and palms facing forward. Only using the palms of the hands each tries to unbalance the other. They should NOT lock hands or touch the person anywhere other than the palms of the hands. Whoever moves their feet first "loses." Thank the volunteers and ask the group to talk about how "power" was demonstrated by that activity. Was the power balanced?
2. Ask the students now to look at the "Balancing Power in Conflict" handout. This is an individual thinking and writing process that asks students about a power imbalance in a conflict in their own lives. Tell students they have about 10 minutes to complete the questions.
3. Bring the group back together, and go through the questions, asking for volunteers to contribute summaries of their answers.

Debrief:

In conflicts, one of us may perceive ourselves as not having as much 'power' as the other, and it may look like that power imbalance will determine who 'wins' the conflict. In fact, though, we all have different sources of power and we allow people at times to have power over us (we may give our power away).

Power is not a limited: we can share it, pool it, increase it, and use it together to resolve conflicts effectively, constructively, and collaboratively. It may be helpful in a conflict to equalize the perceptions of the parties' power, so that we are working together as partners. And, of course, if we are committed to a collaborative conflict resolution process, we will use our power to see that both parties 'win.'

Student Handout: Balancing Power in Conflict

Directions: Think of a conflict you were in once where it seemed that one person had a lot more power than the other. Answer the following questions. We will talk about these answers as a group, without naming any names.

1. Who was in the conflict and what was the relationship between you?
2. On the surface, which of you seemed to have the most power?
3. For the "more" powerful person, what were his/her sources of power?
4. For the "less" powerful person, what were his/her sources of power?
5. Did either person try to equalize or balance the power? How?
6. How did the conflict end?
7. Could the person with "less" power have done anything else to balance the power in a positive way? What?
8. Could the person with "more" power have done anything else to balance the power in a positive way? Why should they even try?

Activity: When to Call Off Mediation

Objective: To ensure the safety of both the mediators and the mediation participants, and to practice polite but firm ways to conclude a mediation session early, if necessary.

Materials: Student Handout – When to Call off Mediation

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Review the student handout “When to Call off Mediation” with the student group. Emphasize school reporting policies, if necessary. Have the students think of other situations that could cause a mediation to be called off, and polite, non-accusatory ways in which they can express their concerns and conclude the mediation.
2. Highlight the “safe” places for students to report mediation issues or emergencies, and consider putting a sign outside of that particular person’s classroom or office that reads “Peer Mediation Safe Zone” so that students can find it easily. If one or more of the “safe zone” representatives are not present at the training, you may want to invite them to come be a part of the exercise so that students can become familiar and comfortable with them.
3. Consider drafting a few sample scenarios in which students can practice their “calling off” and reporting techniques. Let them know that while needing to call off mediation due to lack of cooperation, threats, etc. is generally not a common occurrence, it is still good to be prepared if such things should arise.

Debrief:

Reemphasize to students that safety of all involved in the conflict resolution process is very important, and if they ever have any questions about safety during mediation, they may ask the program coordinator.

Student Handout: When to Call Off Mediation

When to Call Off Mediation:

- Physical fighting starts. They could hurt each other or you.
- Repeated reminders to follow the ground rules do not work.
- Other: _____

Tell an Administrator IMMEDIATELY if:

- Repeated threats of any type of violence (physical, sexual, emotional, etc.) are made, towards anyone present in the room or anyone else. This includes continued bullying, racial slurs or other hate speech.
- Information is revealed in the mediation process that could be dangerous to one or more of the students involved.
- Other : _____

How to Call off Mediation:

- Be honest and firm, but do not make accusations (for example: "We can't continue this process at this time, because we believe that safety may be an issue").
- Other: _____

In our school Peer Mediation Program, you can find a safe place to report a mediation issue or emergency with:

Mr./Ms _____ in Room # _____ .

If this person is not available, you can go to:

Mr./Ms _____ in Room # _____ .

Activity: Review of Difficult Situations—On the Spot

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA; activity by Darlene Skog

Objective: To review with students some of the difficulties or challenges that may arise in a mediation session, and to have them discuss and brainstorm for ways to meet those challenges.

Materials: Optional—white board/flip chart and markers; optional role play from Appendix A (or customize your own) to review Module 10 concepts.

Suggested Time Frame: 5-10 minutes

Activity Structure:

1. Go over with students the following three “difficult” scenarios (feel free to write these up and perhaps add in extra and/or customize the scenarios, based on student questions, to deal with the “toughest” situations that they are concerned about). Make sure that students discuss and are aware of the proper procedures for dealing with each of these situations
 - a. Joe and Frank are in mediation. The mediators start the first joint session with Joe. When Joe finishes telling his side of the story, the mediators ask Frank to tell his side. Frank says nothing, gets up and stomps out of the mediation room. What should the mediators do?
 - b. In the mediator's break after a private session with Sue, the mediators realize that they told Sue something that Amy made them promise to keep private. The mediators know that Amy is going to be very upset with them. Amy is waiting to come in for her second private session. What should the mediators do?
 - c. The mediators are in the first joint session with Eric and Patrice. Eric talks a lot and is very loud. Patrice is very quiet and says nothing. Eric insists that the conflict is over and everyone can go home. What should the mediators do?

Debrief:

Practice makes perfect! If students know how to handle difficult situations before they encounter them, there is less likelihood that they will be caught off guard and unprepared for them when they do arise. You may wish to emphasize to students that these types of situations don't happen in the majority of mediation sessions.

TRAINER'S OVERVIEW**Module 11 Description:**

"Skill Set - Brainstorming & Decision Making" is often one of the most difficult, but most rewarding and critical aspects of peer mediation. This module aims to lead students through a series of brainstorming exercises to give them extensive practice with gathering a wide variety of options, and then to critically assess those options for viability in resolution. Once options have been assessed and details have been worked out, students are then given practice in the complete process of agreement writing, using the Peer Mediation Program's official agreement forms.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 2-3 Hours

Module Structure:

- **Objective 1:** Help students gain the skill of assisting disputants in finding a solution that will solve the problem.
Purpose: To review with students how to identify the true problem in a conflict (i.e.—what are the needs/interests of each party?) that will lead into brainstorming/generating solutions.
Activities:
 - "Up in Arms" Game
 - What's the Problem, Here?
- **Objective 2:** To review and practice the technique of brainstorming for ideas/solutions.
Purpose: To get students to think "outside the box" for resolutions, and to empower them to help others do the same in a mediation session.
Activities:
 - Student Handout: Tire and Light Bulb Brainstorming Practice
 - Student Handout: Rules of Brainstorming
- **Objective 3:** Introduce students to consensus decision-making.
Purpose: To place special emphasis on the value—and difficulty—of gaining the mutual consent of all parties to a decision.
Activity:

- Desert Island Decisions
- **Objective 4:** Help students learn to guide parties through a written agreement, and how to overcome agreement obstacles.
Purpose: Familiarize students with their program's agreement forms and let them get through an entire mediation role-play, unfettered by lessons and time constraints.
Activity:
 - Role Play (From Appendix A or use your own)

Activity: "Up in Arms" Game

Objective: To serve as a warm-up or review, demonstrating that cooperation can gain more than competition in conflict, and to demonstrate that mediation represents a win-win situation versus a win-lose or lose-lose.

Materials: A two-pound bag of M&M's or other small snack-sized food or small prize. An "incentive" that students can acquire in large numbers works the best.

Suggested Time Frame: 10 minutes

Activity Structure:

1. Seat the students across the table from one another, by pairs. If the table space does not allow for this set up, consider letting pairs lay on the floor, up on their elbows, facing each other. Tell the students:

"Sit across the table from your partner. Place your right elbow on the table and join your right hands." (They will immediately respond to this activity as "arm wrestling." DO NOT agree that this is arm wrestling, just repeat the instructions)

2. Say:
"Every time your partner's hand touches the table, you get an M&M/incentive." (Repeat if necessary)
3. Give the students two minutes to try this. There should be several examples of someone dominating the other. Stop the action, and point out the pairs where there is a distinctive winner and loser. Say:
 - Who is the winner here?
 - Who is the loser?
 - Did you like being the winner?
 - Did you like being the loser?

Be very clear in the next question:

- What can you do so you can BOTH be winners? (DO NOT use the word "cooperation." See if they can discover it for themselves.)
4. Begin the exercise again. If one pair begins to flop their hands back and forth in cooperation, reward them quickly and wait to see the idea catching on to the other pairs in the room. Keep the exercise going until each person has a good pile of M&M's.
 5. Close by asking the students:
 - Was there a winner and loser this time?
 - How were you both winners? (try to pull out that the key is cooperation)
 - Did it feel better to both be winners?

Debrief:

Explain that this is the way mediation works. There are no losers—hopefully, everyone wins. We are working to help both people in conflict feel like winners.

Activity: What's the Problem, Here?

Objective: To help students review how to be able to identify the problem in a conflict (a lead in for brainstorming/generating solutions)

Materials: none

Suggested Time Frame: 10 minutes

Activity Structure:

1. Read the following scenario:

"John and Tim are classmates. John lent his autographed Tony Hawk skateboard to Tim. Tim took the skateboard to school to show his friends, but this was against school rules, so when Tim took out the skateboard to show people at lunch, the principal took it from him and said he could not have it back until the end of the school year. Tim apologized to John, but John is very angry with Tim. "

2. Ask the students:
What was the problem for John?
How was John feeling?
What was the problem for Tim?
How was Tim feeling?
3. Have the students list some questions that they could ask to clarify the different parts of the problem.

Debrief:

Tell students that knowing the problem for each party is helpful in looking for a solution. In this learning module, students will be practicing generating and evaluating solutions quite a bit, and being to identify and address each part of each problem often resolves issues in thorough and productive manner.

Activity: Tire and Light Bulb Brainstorming Practice

Objective: To give students preliminary practice brainstorming on a non-conflict level

Materials: Student Handout – Tire and Light Bulb Brainstorming Practice

Suggested Time Frame: 10 minutes

Activity Structure:

1. Give students the “Tire and Light Bulb Brainstorming Practice” handout. Ask them to take about 5 minutes to write down all of the uses that they can think of for both a tire and a light bulb in the corresponding columns on the handout.
2. Bring the group back together and facilitate a discussion of the ideas that the students came up with. How many ideas overlapped? How many ideas were original?

Debrief:

Discuss with the students that the ideas that can be generated by a group are often more diverse than those that can be generated by an individual alone. What ideas did another person have that they had not even considered? Remember that in a conflict resolution setting, getting ideas is key to finding great solutions to the issues.

Student Handout: Tire and Light Bulb Brainstorming Practice

How many uses can you think of for
a tire?

How many uses can you think of for
a light bulb?

Activity: Rules of Brainstorming

Objective: To gain the skill of assisting parties in finding a solution that will solve the problem.

Materials: Student Handout – Rules of Brainstorming
Sample Brainstorming Worksheet (from Appendix B or your own)

Suggested Time Frame: 10 minutes

Activity Structure:

1. Recount with the students one of the conflicts that they have practiced via role-play. Discuss again the problem for each party involved. Explain to the group that a great way to get mediators can offer brainstorming.
2. Explain that brainstorming is a process where the parties are allowed time to give any possible ideas for solutions. Hand out and discuss the "Rules of Brainstorming."
 - Set a Two Minute Time Limit
 - Write Down Each Solution Offered
 - Do Not Criticize the Solutions
 - Make Sure Both Parties Give Solutions
 - Let the Parties Decide if They can Agree with One or More of the Solutions
 - Ask What Will Happen if They Choose That Solution
 - Ask if the Solution Will Solve the Whole Problem
 - Remember that Parties can Agree to More than One Solution
 - Make Sure that there is a Solution for Each Part of the Problem
3. Looking back on the problem discussed in #1, brainstorm with the students for a few minutes. Have students write down all the possible solutions on the Brainstorming Worksheet to keep track.
4. Evaluate each solution, deciding what is possible and what will not work. Use the following criteria:
 - Is this option fair?
 - Is it possible?
 - Do you think it will work?
 - Does the option address the needs of both parties?
 - What are some of the consequences of this option?
 - What if one person did ____? Could the other do ____?
5. Put together the final solution, which will probably be combination of several.

Debrief:

Discuss the following:

- Was it hard to follow the rules for brainstorming?
- Did some of the options seem silly?
- When did the best ideas start to come out?
- Was there much silence? How did we handle it?

Student Handout: Rules of Brainstorming

Rules of Brainstorming

1. Set a Two Minute Time Limit
2. Write Down Each Solution Offered
3. Do Not Criticize the Solutions
4. Make Sure Both Parties Give Solutions
5. Let the Parties Decide if They can Agree with One or More of the Solutions
 - Ask what will happen if they choose that solution
 - Ask if the solution will solve the whole problem
6. Remember that Parties can Agree to More than One Solution
7. Make Sure that there is a Solution for Each Part of the Problem

Activity: Desert Island Decisions

Objective: This activity serves as practice in using conflict resolution skills to achieve group consensus.

Materials: none, although you may wish to display the directions for the activity somewhere the students can see them

Suggested Time Frame: 20-30 minutes, including debrief

Activity Structure:

1. Go over the activity instructions:

"Imagine that you're about to be stranded, indefinitely, on a desert island. This island has a fresh water source, and there are abundant fruit trees, but nothing more is known about it. You have time to grab three items that you, personally **MUST** have to make life on a desert island more bearable. These items can be survival items, luxury items, or even people, **but cannot be related to rescue (i.e. lifeboats, flares, etc)**. Face it, you're stuck! Write down your three items. Please do not discuss them with others. Further instructions await! "

The goal here is to have EACH individual person write down three items. Give them 5 minutes to do this.

You will most likely get lots of "clarifying questions" from the group, asking about specific items or characteristics of the island. Tell them that nothing is known about the island beyond what is in their instructions, and the parameters for items are also there. Be mysterious about it! ☺

2. Once they each have their three items, let them know that they will now be getting into groups.
 - a. BEFORE getting into the groups, tell them that once they are with their group, they will need to share their list with the other group members—they can explain their items or simply read them.
 - b. Then, let them know that there is no longer room for everyone's individual items and that as a small group, they will need to come to a **CONSENSUS** as to **ONE** item that the entire table can take with them to share on the island.

Remind them of the differences between consensus and "majority rules," and make sure they understand that the goal in their groups is to move beyond every person's individual list of **ONE** collective item that the whole group is good with having on the island. **EVERYONE** in their group must agree to that item. Encourage them to use their newly acquired mediation and brainstorming skills to help the process along.

3. Put them into groups of 4 or more. If they are already sitting grouped at tables, they can stay where they are. Give them about 15 minutes to complete the small group consensus, walking around to check in and answer questions.

4. When all groups have come to a consensus on one item to take with them to the island, bring the entire class back together.

Debrief:

First, have each group/table share what their group came up with as the one item, and how they came to that decision.

- Was everyone happy to give up what they had originally had on the list?
- Did they notice anything interesting about the group dynamic?
- What was the decision-making process? Who was in charge?
- Was achieving consensus hard or easy? Why?

Note (out loud) any consistencies/inconsistencies between groups in terms of how they came to a decision. Ask the students to think about what it would be like if you took the activity one step further and asked the entire class to consent to one item. Would it be easy to get everyone to “sign off” on one item?

Relate this activity to the training content: this activity is a demonstration of the process of group decision making, which is important in the mediation process—mediation is not always easy, but knowing that all voices are important, and that everyone should get a stake in the outcome, makes it more rewarding than many other forms of conflict resolution.

Activity: Agreement Writing & Session Forms

Objective: Help students learn to guide parties through a written agreement, to overcome agreement obstacles, and to fill out program forms and paperwork that will be necessary for records and follow-up.

Materials: Student Handout – Agreement Writing

Sample Peer Mediation Process Checklist (from Appendix B or your own)
Sample Peer Mediation Session Notes Page (from Appendix B or your own)
Sample Brainstorming Worksheet (from Appendix B or use your own)
Sample Peer Mediation Session Agreement Form (from Appendix B or your own)
Sample Peer Mediation Evaluation Forms—both Participant and Mediators (from Appendix B or your own)
Sample Peer Mediator Case Log— (from Appendix B or use your own)
Role Play (from Appendix A or use your own)

Suggested Time Frame: 45 minutes

Activity Structure:

1. Review Student Handout “Agreement Writing Review.” Explain that forming a good solution is part of the responsibility of the mediators, even though they do not control the final solution.
2. Review the sample agreement form that your peer mediation program will use, letting students know any school policies that will apply to filing the agreements or enforcing them.
3. Select a role play from Appendix A (or use your own) and have students practice the entire mediation process—from introductions to full agreement. If you are pressed for time, you might consider using a role play that the group has already performed, so that they are familiar, and skipping straight to the brainstorming/generating solutions stage of the process. It is important, however, that students get practice the entire process from start to finish, so it is preferable that you build the time into the day.
4. Have the students practice using all of the session paperwork/help forms, so that they become extremely familiar with them. They may find that they do not need the checklist at this point, which is fine, but still useful to have. Emphasize the importance of turning in the mediator case log, agreement form, and the evaluations to the program coordinator after each mediation, so that records are kept and follow-up can be made

Debrief:

After the role play has concluded, bring students together to report on filled out evaluations of the mediation session (both as mediators and as participants). Ask for specific “takeaways” and questions about the agreement writing stage of the mediation process. Ask if there are any questions about the program forms.

Student Handout: Agreement Writing Review

The final stage of mediation is the Agreement/ Resolution stage. After all the stories have been told, all the issues identified and possible solutions have been brainstorm, the parties are ready to move into coming up with an agreement that will work for all parties.

Remember, mediation is a **win-win** process so we want to make the solution is a win for all the parties. If someone sounds hesitant about a proposed solution, check thoroughly with them to make sure they are satisfied.

Also, do a **reality check** with the parties to make sure they really can follow the agreement. For example, some parties will decide that they will ignore each other, but they have every class together and even have some mutual friends. How realistic will it be for them to ignore one another?

Here are some guidelines for writing the agreement:

- **Be specific and clear** (Address key questions: who, what, where, when, how).
- **Be balanced and positive** (do not put blame in the agreement: i.e. John was wrong and he will apologize).
- **Be realistic.**
- **The agreement should be written using the parties' words.**
- **Read the agreement back to the parties and have them sign it to show they agree to follow through on their word.**

Here are some helpful phrases during the agreement/resolution stage:

- "Is this something you both can agree to do next time something like this happens?"
- "How will this agreement change the current situation? Will the situation improve?"
- "Is the solution realistic? Is this something both of you can do? "

TRAINER'S OVERVIEW**Module 12 Description:**

"Skill Set - Co-Mediation & Teamwork" is a critical element to the success of the peer mediation program. Students have already been practicing their role plays in mediator pairs, and this module serves to strengthen those co-mediator bonds, providing the students with tricks for sharing responsibility and playing on one another's strengths and skill sets. This module also focuses on deepening the core connection of the entire peer mediation team by offering fun activities in creative team building.

Suggested time frames for each activity associated with each objective are listed in the activity overviews and include debriefing time—please feel free to be flexible on time frames if certain ideas resonate with or garner lots of questions/discussion from the students. If time constraints don't allow you the chance to do all activities that may wish to do within each objective, please make a note for yourself, and those particular activities can later serve as review activities in the students' continuing education workshops throughout the academic year.

Suggested Timeframe for this Module: 1 hour

Module Structure:

- **Objective 1:** Assist students in understanding the advantages (and disadvantages) of working as a team to solve problems.
Purpose: One of the great advantages of co-mediating is that students can rely on their partners for help when they might know the steps or directions to take next in the mediation session. This objective will help students recognize this advantage, as well as some of the pitfalls of partnership that should be avoided.
Activities:
 - Co-mediation Pros and Cons
- **Objective 2:** Help students learn how to share responsibility
Purpose: This objective reveals how to best divide the mediation responsibilities, playing to each mediator's particular strengths.
Activities (choose one or two that best suit the size and interests of your group):
 - The Human Machine Game
 - Drawing Exercise
 - Bumper Cars
 - Role Play (choose from sample role plays in Appendix A or use your own)
- **Objective 3:** Have the group work together to build their own program team
Purpose: A fun way to get the students to cooperate with one another and think creatively and critically about their own role in a team setting

Activities:

- "Straw Structure" Team Building Game
- "The Party" Team Building Game
- Optional Role Play (from Appendix A or customize your own)

Activity: Co-Mediation Pros and Cons

Objective: Assist students in understanding the advantages (and disadvantages) of working as a team to solve problems.

Materials: Student Handout – Co-Mediation Pros and Cons

Suggested Time Frame: 10 minutes

Activity Structure:

1. Review Student Handout “Co-Mediation Pros and Cons.” Students have gotten a sense of working with a partner at this point, so facilitate a conversation with them about anything they may have to add about the pros and cons of co-mediating. If you have co-mediated before, provide them an anecdote from your own experiences.

Debrief:

Reemphasize to the students that working with a partner, or as part of a team, is a great way to add a different perspective to the mediation process, helping to ensure you get more well-rounded results! Ask the students: how can you be a good team player in a mediation? Also, consider discussing with them any procedures for potentially letting the program coordinator know about a partner who is exceptionally difficult to work with or is counter-productive during a mediation session, so that the coordinator can determine an appropriate course of action.

Student Handout: Co-Mediation Pros and Cons

In Peer Mediation, two mediators work together. This is called "Co-Mediation." The mediators work as a team to resolve conflicts. You will be paired up with different co-mediators in your time with the program so it is important that we all learn to work well and communicate with each other!

Pros of Co-Mediation:

- Two heads are better than one! If you get stuck somewhere in the process, you can help each other out.
- Seeing how other mediators work can help you think about your style and how you can improve it.
- Working and communicating well with each other encourages the disputants to follow your positive example.

Cons of Co-Mediation:

- If you are not good at working in groups, this may be difficult *at first*. BUT, one of the points of Peer Mediation is to help students grow as team- players, so this "Con" can actually be a positive thing!

Ways of Working Together:

- Meet together before the case starts to review the case information.
- Decide who will handle each part of the mediation process before starting.
- Don't interrupt or disrespect each other during the mediation. You set the example for how the disputants should act!
- Meet after the case to discuss what went well, what didn't go so well, and what you could do differently next time.

Activity: The Human Machine Game

Objective: Help students learn how to share responsibility.

Materials: Slips of paper with a “machine” written on them (see activity structure for more).
Optional: a role play (from the selection in Appendix A or use your own).

Suggested Time Frame: 10-15 minutes

Activity Structure:

1. Put the groups into small groups of 3-5.
2. Give each small group a slip of paper with the name of a machine on it (examples: oven, car, computer, cell phone, etc.).
3. Tell the student that they will be acting out their machine for the rest of the training group (e.g. after making a car, the team must “drive” it), so that the large group can guess the machine. Each member of the small groups must serve as a “part” of the machine.
4. Give each team 5 minutes to decide together who will be which part of the machine and practice acting it out.
5. Bring the whole group back together and give each team the chance to act out their machine, while the rest of the group guesses.

Debrief:

This activity is meant to help students see that all “parts” are important to overall understanding, and that being able to share responsibility for something creates greater opportunity for really exploring an issue and conveying its nuances more completely. Have the students begin thinking about teamwork, and how the “parts” affect the “whole” process of mediation. **You may opt to use this activity as a lead-in to a role-play, focusing on the mediator team interactions.**

Activity: Drawing Exercise

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA.

Objective: Help students learn how to share responsibility.

Materials: Sheets of paper and pencils/markers

Suggested Time Frame: 10 minutes

Activity Structure:

1. Divide the group into pairs. Give each pair a piece of paper and pencil.
2. Tell students their task will be to draw a picture of a house under the following conditions:
 - They are to draw the house one line at a time.
 - They may not talk.
 - They must take turns.

Ask for any questions. Give trainees five minutes to accomplish the task.

3. Reconvene the group and discuss the exercise by asking:
 - What happened?
 - Did you have the same goal as your partner?
 - How did they differ?
 - Did any non-verbal communication issues come up during the exercise?
 - What does this experiment teach us?

Debrief:

Working in a partnership can sometimes be difficult when you can't discuss things as they occur, as in a mediation session. Ask the students what they think they can do to best communicate with one another should the need arise during a mediation session.

Activity: Bumper Cars

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA—originally adapted from Adventures in Peacemaking by Kreidler and Furlong, 1995.

Objective: Help students learn how to share responsibility.

Materials: blindfolds (optional). This activity does require some preparation—please clear a safe space in the room where participants can move about freely and not bump into anything. Use 4 or more large objects (e.g. empty cans, chairs etc.) to mark the corners.

Suggested Time Frame: 10 minutes

Activity Structure:

1. Ask the students to imagine that they own a shiny new car of any color and they want to take it out for a drive. Of course they would be careful not to get any dents or scrapes or get in a crash.
 2. Have the students choose one partner to be the car, the other, the driver. (Let trainees know that they'll have a chance to switch roles later on).
 - The car's job: to keep eyes closed (use blindfolds is necessary) and go wherever the driver wants.
 - The driver's job: maneuver "the car" without crashes, dents or bumping into anything. Drivers use the following signals to direct their "cars:"
 - Hands on both shoulders means *go straight ahead*.
 - Hands off both shoulders means *stop!*
 - Left tap means *go left and forward*.
 - Right tap means *go right and forward*.
 - Important conditions:
 - No talking. (Cars and drivers don't talk anyway.)
 - No long stops.
 - Keep cars moving at all times.
 3. Continue the action for two minutes. Then switch car and driver roles.
 4. Continue for two more minutes. Stop the action and ask trainees to be seated.
 5. Go quickly around the room and ask:
 - Which role did you like best and why?
 - Was it harder to be a car? Why?
 - What did the driver do that made you feel safe or unsafe?
 - Did you trust your driver? Why/Why not?
 - Did anyone open their eyes? Why? (Thanks for your honesty).
 - What did you learn that would be helpful to you in co-mediating?
- Listen for:
- Issues relating to teamwork
 - Dominance
 - Control
 - Trust

Debrief:

Relate this activity to the challenges of both communicating and cooperating in a co-mediation team, and ask students for feedback on how to best approach that dynamic.

Activity: "Straw Structure" Team Building Game

Objective: To help student learn that everyone has strengths in a team setting

Materials: 50 straws and one roll of masking tape per student group of 3-4. Alternatively, you might consider using dry spaghetti noodles in place of straws and mini-marshmallows in place of tape.

Suggested Time Frame: 30 minutes

Activity Structure:

1. Divide the class into groups and explain that they will be receiving a pack of 50 straws and a roll of tape. Their only instructions are that they are to build a free-standing structure using ALL the straws and as much tape as they need. (Free standing means that it cannot lean against something or be taped to the floor, desk, or wall)
2. Allow 20 minutes to work: Separate each group as much as possible to avoid idea overlap. Ask the groups to name their structure, and to come up with three uses for it. It does not have to be a real object, its names and uses can be imaginary and nonsensical. Do not give advice or help with building!
3. As the students work, observe: Who takes the leadership role? Does anyone withdraw? Who works well together? Does anyone get bossy or take control?
4. Have each group present their structure to the class and tell what it is and the name of it.

Debrief:

Discuss as a class how the groups worked together. Point out that each job a person did was important: Tape cutters are as vital as the planners or builders. Let them know of your observations.

Activity: "The Party" Team Building Game

From "Team Building Exercises for Teens," accessible online at http://www.cals.ncsu.edu/an_sci/extension/horse/PDF%20Files/Team%20Building%20Exercises%20Presentation.pdf

Objective: To recognize and reinforce the individual strengths of the peer mediation team members, and to create a dialogue that will generate ideas for how they can leverage personal strengths into strengthening the peer mediation program.

Materials: a large, generic party banner (no occasion, just festive), a large bag of balloons of assorted colors, a roll of Scotch tape, small slips of paper for each student, toothpicks for popping balloons; optional role play from Appendix A (or customize your own) to review all Module concepts.

Suggested Time Frame: 30-60 minutes, depending on group size.

Activity Structure:

1. Hang the banner on the wall in a location where it can be seen by all. Clear an area in the room where the group can sit in a circle with a space in the middle for a pile of balloons.
2. Have the group sit in a circle. Pass out pens, paper, and balloons to each person. Set up a scenario, something like this:

"You've all been invited to a party. It's like pot-luck, but instead of bringing food to share, you're bringing yourself and the strengths you believe you contribute to this group. For example, you may be a creative thinker, or very organized, or able to keep others motivated. On the slips of paper, write down the strengths or talents that you bring to the party. Once you've written these down, carefully put them into your balloons, blow them up, tie them off, and put them in the circle."

3. Allow 5-10 minutes for the group to complete this activity. When everyone is done, designate one person to pick a balloon from the pile, pop it with a toothpick, and read the slip(s) inside. After a slip has been read, ask the author to step forward, share a little more, and then write his name and strength in a balloon on the banner paper. This person becomes the next to pop a balloon from the pile.

Debrief:

Discuss how the group can use the information they've gained from hearing everyone share their strengths. Consider discussion questions such as:

- How can what you've learned from others be used in the future to improve the way the peer mediation team works together?
- Are there any people who you think overlooked one of their strengths? Who? What is the strength?
- How can you make the most of the strengths and talents of group members and still allow everyone a chance to try new things or use new talents?
- Imagine the group was going to assign official jobs for each member. Based on the strengths people shared, what roles do you think people should have?

- Is the group missing any strengths? What are they and how can you build them?
- In what ways can you use the strengths to help develop your peer mediation program?

If possible, keep the banner hanging in the room for further meetings. It can remind the students of everyone's strengths and guide them when trying to determine who is the best person for a team task. If space doesn't allow for it, have a volunteer type a summary sheet of the strengths people bring to the party and give everybody copies to keep in their training notebooks.

If training students to be capable and confident with the skill sets of peer mediation is the most important step to creating a sustainable peer mediation program in the school, the next logical step is to create a school community that is aware of and embraces the option of mediation for their disputes, and will default to mediation and dialogue when conflict arises. Therefore, promoting the program and educating and engaging the student body in the principles of conflict communication are essential.

"Like many new ideas, peer mediation can be greeted with skepticism. Students may be reluctant to try a new approach. Many students may feel as if they are backing down or losing face if they talk problems through. Promoting the program among the student population is crucial to its success, but the campaign activities must be revived periodically and continue through the life of the program."

—Donna Crawford and Richard Bodine, *Conflict Resolution Education*, commissioned by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Below, you'll find some student-led ideas that might inspire your peer mediation program to spread the word!

Develop a Club Mission Statement, Tag Line/Slogan and Logo

One effective way for peer mediation programs to promote themselves is through the use of catchy, one-line slogans/tag lines and logo that encapsulate the organization's mission. These slogans and logos may be used on posters, flyers, brochures, pencils, t-shirts, wrist bands, ID lanyards, or any other types of promotional materials that are displayed by the program and its members or passed out to the student body.

To begin, have the students develop a student version of the program mission statement, based on their "Program Definition of Conflict" student handout from Module 2. Their mission statement should be one or two sentences and clearly define what the program wishes to accomplish in its service to the school and who its target audience is. A slogan or tag line can easily evolve out of a mission statement. Encourage students to be very creative and brainstorm for several ideas for catchy, fun lines that they can use to promote their services. Once you have a list of ideas, have the students practice their mediation skills by coming to consensus on a "winning" line.

Once you have a slogan, put it into pictures! Recruit artistic students, both in and outside the program, to help design a logo for the peer mediation program. You might consider even making it the logo design a contest with a small prize—this could create even more awareness of the peer mediation program within the school and involve more students right from the beginning.

Create a Nonviolence Pledge for the School

A nonviolence pledge, based upon Dr. Martin Luther King, Jr.'s "*Pilgrimage to Nonviolence*," may be a great way to promote school unity and mediation all at once. According to Dr. King, the six principles of nonviolence are:

1. Nonviolence is a way of life for courageous people.
2. Nonviolence seeks to win friendship and understanding.
3. Nonviolence seeks to defeat injustice, not people.
4. Nonviolence holds that suffering can educate and transform.
5. Nonviolence chooses to love instead of hate.
6. Nonviolence holds that the universe is on the side of justice.

Your peer mediation program may wish to develop a school-wide nonviolence pledge and create a campaign around gathering signatures, perhaps during the week leading up to Dr. Martin Luther King, Jr. Day each year, or during another school-wide anti-bullying campaign. An example of a school nonviolence pledge could be:

"Making peace must start within ourselves and in our school. Each of us, students of _____ (name of school), on this day, _____ (date), commit ourselves as best we can to becoming nonviolent and peaceful people.

We pledge to:

❖ **Acknowledge and Respect Self and Others**

To respect ourselves, to affirm others and to avoid uncaring criticism, hateful words, physical attacks and self-destructive behavior.

❖ **Communicate Better**

To try to think before we speak, to look for safe ways to express our feelings honestly and to work at solving problems peacefully.

❖ **Listen**

To listen carefully to one another, especially those who disagree with us, and to consider others' feelings and needs.

❖ **Forgive**

To make amends when we have hurt another, to forgive others, and to keep from holding grudges.

❖ **Be Courageous**

To practice nonviolence at home, at school and in the community, to stand with others who are treated unfairly or disrespectfully, and to speak out against injustice.

When we have trouble keeping true to any of these principles, or when we find ourselves in conflict that we are unable to move past, we will seek the support and assistance of others, such as the trained peer mediators of the _____ (program name).

Signed:

_____ (student names)"

Allow students in the peer mediation program to tailor the wording of the nonviolence pledge to suit their school climate and age group. Peer mediators can set up a table during lunch or other breaks to gather signatures, or the pledge might be a part of a larger program or celebration put on for the school. Be creative!

Create School-Wide Peace Celebrations:

September 21, Annually: The United Nations International Day of Peace

Conceived of in 1981 by the United Nations, the International Day of Peace, or Peace Day, falls each year on September 21, and was designed to provide an opportunity for individuals, organizations and nations to create practical acts of peace on a shared date. According to the United Nations, "Anyone, anywhere can celebrate Peace Day. It can be as simple as lighting a candle at noon, or just sitting in silent meditation. Or it can involve getting your co-workers, organization, community or government engaged in a large event. The impact if millions of people in all parts of the world, coming together for one day of peace, is immense.

Getting your peer mediation students involved in a meaningful project for Peace Day will not only put your program on the school radar, but will hopefully inspire the student mediators to use their conflict resolution skills outside school walls, for help create dialogues in their homes, communities, and beyond. For more information on how to create a Peace Day event in your school, please visit http://internationaldayofpeace.org/your_peace_day.html.

Third Thursday of October, Annually: Conflict Resolution Day

Have your peer mediation program join the Association for Conflict Resolution, the National Association for Community Mediation, Conflict Resolution Education Connection, the American Bar Association and many other national, state and local organizations in celebrating Conflict Resolution Day! Held annually on the third Thursday of October, this special day was conceived of by the Association for Conflict Resolution (ACR) in 2005 to:

- ❖ Promote awareness of mediation, arbitration, conciliation and other creative, peaceful means of resolving conflict;
- ❖ Promote the use of conflict resolution in schools, families, businesses, communities, governments and the legal system;
- ❖ Recognize the significant contributions of (peaceful) conflict resolvers; and
- ❖ Obtain national synergy by having celebrations happen across the country and around the world on the same day.

For more information about Conflict Resolution Day, including information and history, activity suggestions, posters, resources and ideas, please visit <http://www.acrnet.org/crday>.

February 18, Annually: Youth Mediation Day

Join our international friends at Eagles Mediation and Counseling Center in Singapore on February 18 of each year in celebrating Youth Mediation Day! Conceived of in 2006 by the Community Mediation Center, an agency of the Ministry of Law in Singapore, Youth Mediation Day is a time for students to come together to participate in interactive skits, role plays, and campaign development, along with inspiring guest speakers who serve as leaders in local, state or national governments, educational systems, peace initiatives, or other relevant organizations. Have your peer mediators develop their own Youth Mediation Day program and activities that they can present to the student body in honor of Youth Mediation Day, or take the opportunity to develop your program from within by connecting your program with other schools nationally or internationally to create a virtual "conference" of peer mediators in which they can learn from one another directly.

Other Celebrations to Consider:

National Stop Bullying Day—learn more at <http://heyugly.org/NationalStopBullyingDay.php>

National Youth Violence Prevention Week—learn more at
<http://www.nationalsave.org/main/YVPC.php>

Develop Role Plays and Skits for Classroom Performance or PTA/O Meetings

A great way to get students and parents interested in the process of mediation is to simply show them what it looks like. Role-playing helps eliminate some of the process questions that people may have, helps them to better understand the purpose and role of a mediator, and helps make conflict situations and resolution more relatable. Have the peer mediation program members conduct a role-play brainstorming session, using the suggested guidelines provided in the “Curriculum Delivery→ Activities/Experience” section of this trainer’s manual. They can construct a student-written “stash” of role play presentations that can be used to help spread the word about their program and its benefits to the school body via classroom presentations or even at parent-teacher association/organization meetings. Remember, in order for a peer mediation program to be successfully utilized, it is important to take a holistic approach in informing not only the students about the program, but also informing the teachers, administrators and parents, who can encourage the students to seek the mediation option in conflict.

Other Development and Promotional Ideas

- Have students make announcements about the peer mediation program during morning announcements.
- Film a promotional video or “commercial” that can be played in classrooms.
- Make a YouTube channel of peer mediation videos as a resource for the school.
- Create a program Facebook page or Twitter account to keep students updated about program activities and events.
- Become part of the school calendar, newsletter and/or email blasts—perhaps recruit several students to write regular “conflict tips” blurbs that can easily be included in communications sent out to student, parents and community members.
- Ask for bulletin board space and make a peer mediation program board that students pass in the hallway frequently. Have an intake form station or mediation “Safe Place” nearby.
- Recruit teachers to display the peer mediation program info (website, room number, intake form locations, etc.) at the front of the class (on a board or as a bulletin) for one day each week or month.
- Take the peer mediation program out to the community by securing radio, TV or newspaper exposure for your school program events and services. Bring the community into the school by holding a “peer mediation open house”

Role Play: Talkin' Trash

Adapted with permission from the peer mediation curriculum of Solve-It! Community Mediation Service, Mesa, AZ)

Mediator: Two students, Jules and Charlie, are threatening each other and are ready to fight. A fellow student requested peer mediation.

Mediator: Two students, Jules and Charlie, are threatening each other and are ready to fight. A fellow student requested peer mediation.

Jules: You are a new student in school. For the past month, Charlie has been talking trash about you and giving you dirty looks. Yesterday, Charlie slammed into you in the hallway and wanted to fight! You just want this whole thing to blow over—you really, really miss your old friends and just want to start making new ones.

Charlie: You are angry at Jules because she came into the school as a new student and immediately started talking trash about all your friends. If that's how she's going to act, you're not going to sit by and quietly watch. That's for sure! People listen to you because you are a school leader, and you have a lot of influence over whether the new kid will fit in and be accepted by the other students or not—so you can destroy her reputation very easily and plan on doing just that!

Role Play: Fight! Fight!

Adapted with permission from the peer mediation curriculum of Solve-It! Community Mediation Service, Mesa, AZ)

Mediator: Two students, Chris and Jamie, were fighting in the parking lot after school. A coach has requested mediation.

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Chris: You and Jamie have been good friends for the past two years. Joking around and “pretend fighting” is how you often act when you’re together. You and Jamie were horsing around in the parking lot the other day and Jamie actually got mad and started fighting! A coach saw you and referred you to mediation. You still don’t know what happened to make Jamie mad.

Jamie: You have gotten very tired of the way that your friend Chris has been treating you. S/he can be such a jerk!! Chris is always putting you down and using you as a play punching bag. The other day, Chris started to wrestle with you again, and you had enough!! You started punching and kicking back as hard as you could! You feel that everyone lately has been on your case. Your grades haven’t been so great, you didn’t make the soccer team, and your mom just got a new job, so you might have to move, and you’re NOT happy about it.

Role Play: Trouble with Facebook

*Adapted with permission from the peer mediation curriculum of Solve-It! Community Mediation Service, Mesa, AZ.
Written by Chandler High School students, Chandler, AZ.*

Mediator: Trouble arose when one student, Beth, discovered an “unwelcome” comment by another student, Roxy, on her boyfriend’s Facebook page. The students began a loud verbal fight in the halls and the principal referred them to mediation.

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Beth: You had some down time the other night and were playing around on the internet, and decided to leave a comment on your boyfriend’s Facebook page. When you went to his page, however, you were outraged to read a suggestive message that Roxy, a girl from your Algebra class, had posted on his page that same night! You called your boyfriend to get an explanation, but he said he hadn’t seen the comment yet and had no idea why Roxy would post it. Hurt, and feeling a little unsatisfied with his answer, you decided to call Roxy out about it this afternoon after class. She claimed that it was a joke, but you’re not buying it, and her attitude just makes you angrier.

Roxy: You were playing around on the internet the other night and found that someone had posted an inappropriate, but pretty funny, joke on your Facebook page. You decided it would be funny to post the joke as a comment to everybody on your friends list. Today, you had people coming up to you all day and laughing about the joke, when all of a sudden, right after Algebra class, Beth came up to you and started picking a fight about it! You know that you don’t even have Beth on your “friends list,” so you have no idea why this is an issue for her!

Role Play: Rumors

Adapted with permission from the peer mediation curriculum of the Asian-Pacific American Dispute Resolution Center, Los Angeles, CA.

Mediator: Janet referred herself to peer mediation in order to confront Frank regarding all the rumors she's been hearing lately.

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Janet: Frank is a guy who hangs out with your older brother all the time. You see him at your house playing videogames, eating junk food, and being loud and obnoxious. Quite frankly you're tired of him because he always acts so rude when you're around. He can be friends with your brother but he doesn't have a right to make fun of you or get in your space when he visits because it's your room, too. To make matters worse, there's a rumor going around school that you like Frank. You don't know who started it but you suspect Frank is trying to make your life miserable because he just laughs it off whenever somebody brings it up.

You are coming to peer mediation willingly but you are extremely upset by the situation. Interrupt Frank and the mediators with your side of the story whenever you can. Ultimately, you want the rumors to stop and to be taken seriously by Frank.

Frank – Janet is your best friend's younger sister. Naturally you see her a lot because of all the time you spend at your friend's house but you don't really talk to her much. You kind of find her annoying because she's always interrupting you guys when you're playing games or just hanging out. Sometimes you make fun of her but it's nowhere near as bad as the stuff your friend says to her so you figure it's not that big of a deal. Lately there's a rumor going around that she likes you. You just laugh it off; you're kind of a popular guy and somehow you wouldn't doubt that this younger girl would have a thing for you. You don't pay any attention to the rumors but you definitely don't deny them either. You got called into mediation by Janet to figure this whole situation out.

You're a cocky guy and a smooth talker. You always know what to say in order to get yourself out of a sticky situation. You don't understand why Janet's making such a big deal out of this and you think she's acting like a little kid that needs to grow up.

Role Play: Threats and Violence

Adapted with permission from the peer mediation curriculum of the Asian-Pacific American Dispute Resolution Center, Los Angeles, CA.

Mediator: Danny and Julio were about to fight during lunch today. The Dean sent them to Peer Mediation so they can squash the problem before it escalates.

Mediator: Danny and Julio were about to fight during lunch today. The Dean sent them to Peer Mediation so they can squash the problem before it escalates.

Danny: You have no idea what is Julio's problem. You hadn't even seen him at your school until today. You accidentally bumped into him this morning before school started but you honestly didn't see him and you apologized. Julio made a face so you made one back because it was an accident. You thought you were done with this situation until lunch time came around. You end up at the lunch line together and he starts coming at you trying to fight. You tell him that he's going to get hurt one day if he keeps acting like that. That prompted him to attack you and you fight back. An administrator broke up the fight and sent you to Peer Mediation

You have a reputation to keep and if this guy wants to fight then you'll do it. You didn't do anything but if that's what he wants then there's no use talking. You don't think mediation can really help you out with this situation and need to be convinced.

Julio: You've been on edge lately because your older brother got beaten up by a group of bullies over the weekend. This morning some guy bumped into you and apologized but you thought he was trying to start something so you stare the guy down. At lunch you see this guy staring at you so you ask him what his problem is. Then he threatens that you're going to get hurt if you keep acting the way you do. You're angry and not about to get punked by somebody so you decide to rush him before he gets you. An administrator broke up the fight and sent you to Peer Mediation.

You're convinced this guy is trying to fight with you. If that's how it has to be then you'll fight him before he gets to you. You think mediation is dumb and need to be convinced.

Role Play: Behind the Back

Adapted with permission from the peer mediation curriculum of the Asian-Pacific American Dispute Resolution Center, Los Angeles, CA.

Mediator: Shanella and Maria are in the 8th grade and were referred to mediation by the dean. They got into a fight during lunch.

Mediator: Shanella and Maria are in the 8th grade and were referred to mediation by the dean. They got into a fight during lunch.

Maria: Shenella is in all of your classes, and you really can't stand her. She's always talking about other people and saying things. She always comes up to you and wants to know what you and your friends are saying in Spanish. It's none of her business; you're talking about private stuff. Sometimes you talk about her, but usually not when she's around. She's always touching your stuff and won't leave you alone. The other day, she was going through your backpack! You went to get your backpack but she wouldn't let you have it, so you pushed her. She pushed you back and you both started to cuss each other out. You got really mad when she called you a racial slur. The teacher came and broke it up and sent you both to the office.

Shenella: Maria and her little group of friends are always talking about other people in her language. You can tell that they talk about you because they're always laughing whenever you come around them on the yard or in class. Whenever you ask them what they're talking about, they always say, "nothing." They get on your nerves. You got tired of it so you took Maria's stuff. The other day, you went into her backpack and started making fun of the stuff that was in it, and she started pushing you. That was not called for! Then she started cussing you out, so you called that stupid girl names, too. The teacher came and broke it up and sent you both to the office.

Role Play: Jealous Friends

Adapted with permission from the peer mediation curriculum of the Asian-Pacific American Dispute Resolution Center, Los Angeles, CA.

Mediator: Rick and Steve got into a verbal altercation with one another on the basketball court. Rick is new to the youth center. Steve has been attending programs at the center for over a year and is popular with the other kids.

Mediator: Rick and Steve got into a verbal altercation with one another on the basketball court. Rick is new to the youth center. Steve has been attending programs at the center for over a year and is popular with the other kids.

Rick: You just moved into the neighborhood and started coming to the Youth Center about a month ago. It's been cool and you like it there. So far everyone has been really nice and you're starting to make friends. You join up with the group of kids who play basketball. They all seem really nice, but lately you noticed that one of them, Steve, has started to leave you out of things and will tell you that the team is full so you can't play. Today, Steve was late so the other kids ask you to fill in for him. You are having a good time then Steve arrives and tells you the team doesn't need you anymore and to sit down. You don't know what his problem is and don't like when someone is disrespectful like that, so you tell him no and next thing you know both of you are yelling at each other. Before it can get physical, you two are separated and sent to mediation.

Steve: You've been playing ball the Youth Center for over a year now and it's been a lot of fun. You really like going to the Center but lately your mom has been giving you a hard time because your grades are slipping and she wants you to spend more time on schoolwork and less time at play. Because of this, you haven't been able to spend as much time at the Center with your friends. It's basketball season and your team is doing really well, so you want to be able to play with them. Today you arrived late because you had to finish up a big assignment. When you get there you see the new kid Rick playing in your place. You don't really like change and it seems like he's trying to steal your friends from you. You're already mad because you were late, so seeing Rick play in your place was the last straw. You go up to him and tell him he can sit down. He tells you no and that team is doing well without you and that makes you even more mad. You two start to yell at each other and before it gets physical, you are separated and sent to mediation.

Role Play: Shared Locker

Adapted with permission from the peer mediation curriculum of the Asian-Pacific American Dispute Resolution Center, Los Angeles, CA.

Mediator: Clarise and Mei-Ahn share a locker at school. They don't know each other very well. They've been having problems with sharing the locker, and have gotten into a few mild arguments. During one argument about a torn picture, a teacher passing in the hall suggested that they try mediation to help work things out.

Mediator: Clarise and Mei-Ahn share a locker at school. They don't know each other very well. They've been having problems with sharing the locker, and have gotten into a few mild arguments. During one argument about a torn picture, a teacher passing in the hall suggested that they try mediation to help work things out.

Mei-Ahn: You and Clarise were assigned to the same locker at the beginning of the year. She was ok when you first met her, but she's really getting on your nerves lately. You both agreed to get a shelf for the locker and she'd take the bottom half and you would take the top, but her stuff is everywhere. She's not very neat and just throws her things into the locker, so you're always moving her stuff down onto her half. Plus, she's stores everything in the locker—things like her smelly gym shoes, all of her make-up, and her clothes. She's always got a sweatshirt or something in there, and one time she even brought in a dress that took up the entire locker. You had to go digging for your books, and then she got upset with you because you closed the door on her dress, like it's your job to take care of her wardrobe! Clarise should be glad you tried to stuff it back in! She's also putting her pictures all over the locker, including your top half. You took some of her stuff down to put up your own pictures, and she got mad because you'd ripped the pictures when you took them off. Well, she shouldn't have put her stuff up on your half of the locker and then that never would have happened! You haven't said much to her because the breaks are short, your locker is on the other side of school from your classes, and you don't want to be late. Besides, Clarise is always with her friends, and it's not worth starting something with all those people around.

Clarise: You and Mei-Ahn were assigned to the same locker at the beginning of the year. She was ok when you first met her, but she's really getting on your nerves lately. She's always moving your stuff around. You think she's mad because your stuff is sometimes on her half of the locker (you have the bottom half and she has the top), but you have a lot of stuff—books, gym shoes, make-up, a sweatshirt in case you get cold—and your space just isn't large enough. What are you supposed to do? You don't want to carry all that stuff around when your locker is right there next to your classes. Plus, Mei-Ahn damages a lot of your things. One time you brought a dress to loan to your friend for Winter Formal, and she closed the locker door on it and ruined it. The door put a hole in the dress, and she wasn't even sorry! She also tore down some of your pictures that you taped onto the locker and ruined them, too. You don't destroy her stuff--you don't see why she has to destroy yours. It wouldn't be so bad if she would just talk about the problem, but she just acts like there's no problem or ignores you whenever you see her.

Role Play: Party Foul

Adapted with permission from the peer mediation curriculum of North Shore Community Mediation Center, Beverly, MA.

Mediator: Two students, Ricky and Mike, have been best friends since second grade, and are in math class together. Mike was invited to a party last Saturday, and asked Ricky to come along. Mike's cousin drove them to the party. Mike met a girl at the party. Ricky left the party early. The next day, the guys got into an argument about the party and haven't spoken since.

Mediator: Two students, Ricky and Mike, have been best friends since second grade, and are in math class together. Mike was invited to a party last Saturday, and asked Ricky to come along. Mike's cousin drove them to the party. Mike met a girl at the party. Ricky left the party early. The next day, the guys got into an argument about the party and haven't spoken since.

Mike: You really wanted Ricky to come to this party with you. You don't understand what his problem is - you invited him to a great party and even got you all a ride both ways. When you got to the party, you met this girl who you really liked and you started to talk and have a really good time. You thought Ricky was having a good time too, but all of a sudden he came up to you and said he wanted to leave. It was really early and the party was just getting started, and you were having a great time. You didn't want to leave yet. You asked your cousin to take Ricky home because you didn't want him to have to wait if he wasn't having fun, and you knew you could get a ride home from this friend of your older brother at the party. So Ricky left with your cousin.

The next day you went over to Ricky's house to check in and tell him about the girl you met and about the rest of the party. He met you outside and started shouting at you for no good reason, so you left before you got mad enough to throw a punch. It wasn't your fault he was too boring to have a good time at a great party, and if he was having a problem he should have told you what it was. You're his best friend, not his mommy—he needs to grow up.

You feel that Ricky owes you an apology for ruining your time and bringing the drama. You've agreed to mediation because you two have been best friends for a long time and if he has a problem you want to know about it and be friends again.

Ricky: One of Mike's friends invited him to a party last Saturday and he really wanted you to go with him to meet some people. Mike arranged for his cousin to drive you both. When you got to the party, Mike completely ditched you and was all over this girl he hardly knew. You didn't know anyone there and are kind of shy, so you felt really uncomfortable and like a loser when no one came up to talk to you. You tried to get Mike's attention to see if he could introduce you to some of the people he obviously knew, but he was busy, and you got irritated—he knows that you have a hard time making friends and meeting people, and he just totally ditched you. You were having a miserable time and finally pulled Mike aside and told him you wanted to go home and he told you to lighten up and go have fun. Luckily, Mike's cousin stepped up to drive you home.

The next day, Mike came over to your house like nothing happened and rubbed it in about how much fun you had missed out on. You couldn't stand it any longer and just flipped out, trying to tell him how miserable you had been. Mike started getting mad and just left.

You didn't have any problems with Mike until you got to junior high school. Now he hangs out with a whole new crowd and there never seems to be room for you in that crowd. You feel kind of betrayed. You think Mike owes you an apology for dragging you to the party then making you sit around with no one to talk to, feeling like a loser. You just want to be best friends again.

Role Play: I'm Not a Nerd!

Adapted with permission from the peer mediation curriculum of Eagles Mediation & Counseling Centre, Liang Court, Singapore.

Mediator: Two students, Vincent and May, have been referred to peer mediation. You are told that over the last few months, there has been growing hostility between them which one day escalated to a heated argument, after which it was suggested that they come for mediation.

Mediator: Two students, Vincent and May, have been referred to peer mediation. You are told that over the last few months, there has been growing hostility between them which one day escalated to a heated argument, after which it was suggested that they come for mediation.

Vincent: You and May are classmates. You enjoy school and all the subject lessons and keenly answer questions in class. You try to stay on top of your work by revising in the library. You try to be a good student and friend.

You sit next to May who keeps on calling you a nerd and mocks you, and always loud enough for her friends to hear. They laugh at you too and you do not like it. You have noticed that May has even influenced the other boys who have started to give you the cold shoulder. Things have become so bad that you now have no more friends. You are hurt and angry and are thinking of leaving the school. One day, after she called you a nerd again, you scolded her and a heated argument broke out. Both of you were stopped by a teacher who suggested you go for peer mediation.

May: You and Vincent are classmates. You have always been very shy and never really had friends. Now for the first time, you have fitted in with a lively group of friends. It feels so good to finally feel a sense of belonging and you will do everything to keep these friendships.

You sit next to Vincent who, for some time now, has been known as the class nerd. Recently, your friends have started to tease you that you and Vincent are a nerdy couple. You think it's because you, like Vincent, do well in school and get selected to enter Math and Science competitions. You are so embarrassed that they are coupling you to Vincent and want to show your friends that you think as they do, that he's a big nerd. You start to call him names and embarrass him any chance you get. This seems to amuse your friends greatly and so you continue doing it. You even start getting the attention of some of the boys who find you amusing.

One day, you called Vincent a nerd again, and this time he scolded you and a heated argument broke out. Both of you were stopped by a teacher who suggested you go for mediation.

Sample Peer Mediation Request Form

Date: _____

Who would you like to refer to mediation?

Student Name: _____ Grade: _____
 Student Name: _____ Grade: _____
 Student Name: _____ Grade: _____
 Student Name: _____ Grade: _____

Are these parties aware that you are referring them to mediation? ___ YES ___ NO

Please briefly describe the conflict:

To your knowledge, has anything been done in attempt to resolve this conflict before?

- ☐ YES
☐ NO
☐ I'M NOT SURE

If YES, please explain:

Are you (please check one):

- ☐ Student
☐ Staff
☐ Faculty

Your name: _____ Position or Grade: _____

For Program Coordinator Use Only:

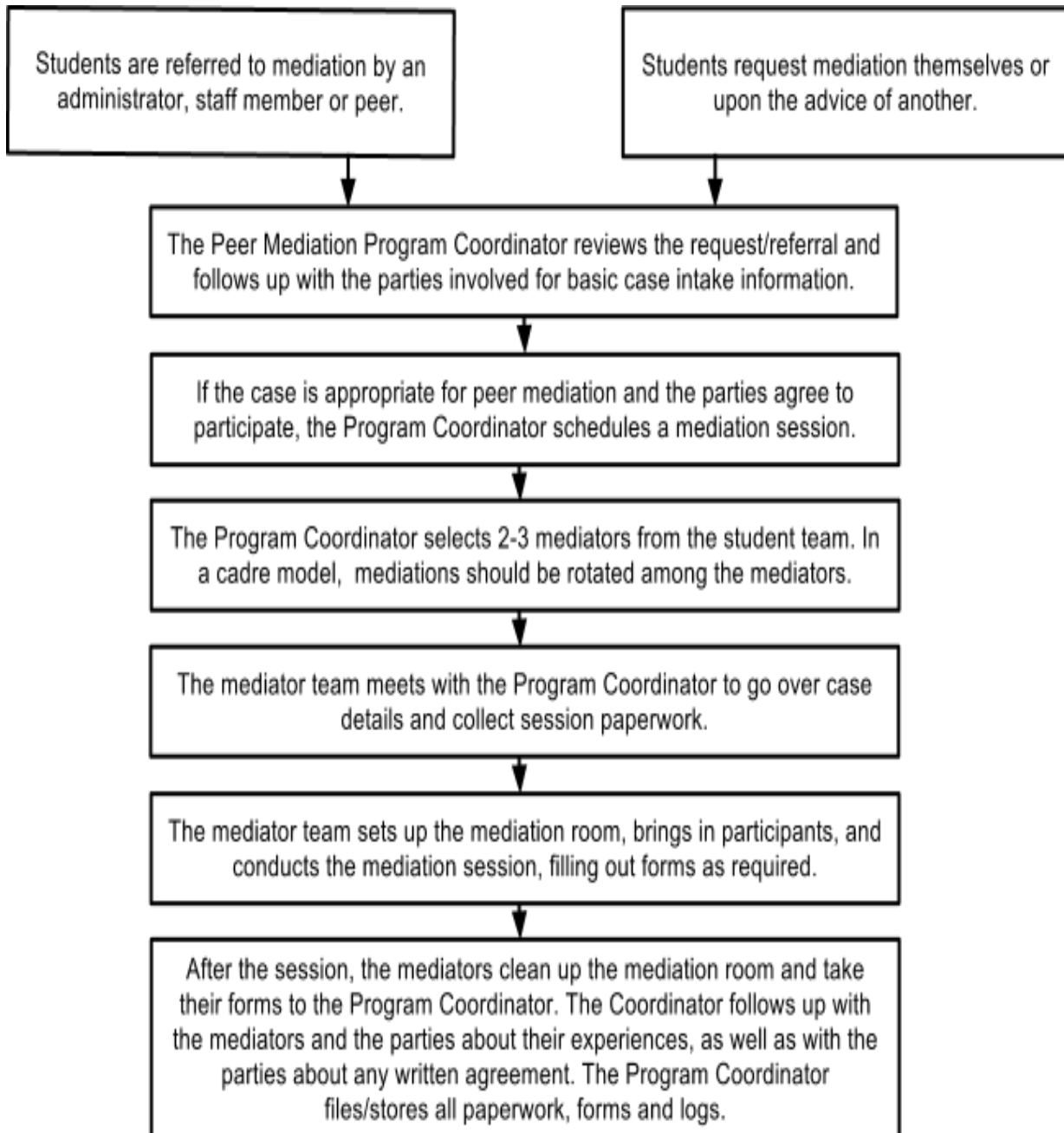
Date of follow-up: _____

Did follow-up result in mediation being scheduled? YES NO

If yes, please list the case number here, for reference: _____

Additional comments:

Sample Case Flow Chart



Sample Peer Mediation Session Checklist

Date: _____

Mediators: _____

Case #: _____

Please check the boxes below as you complete each session component.

Step One: Introduction/Ground Rules

- ☐ Welcome the participants
- ☐ Explain the mediation process and your role as a mediator
- ☐ Have participants sign the agreement to mediate and go over the Ground Rules
 - o No phones or other mobile devices
 - o Be respectful and honest
 - o No insults or threats
 - o Work hard to resolve the problem

Step Two: Perspective Sharing

- ☐ Listen to each person's perspective of the conflict
- ☐ Paraphrase what they say and ask clarifying questions
- ☐ Identify the interests of each person

Step Three: Defining the Problem

Step Four: Finding and Evaluating Solutions

- ☐ Brainstorm for win-win options, asking each participant for ideas for each part of the problem
- ☐ Ask participants to combine ideas or parts of ideas
- ☐ For each idea generated, ask:
 - o Is this option fair to both of you?
 - o Is it realistic?
 - o Do you think it will help resolve the issue?

Step Five: Final Agreement

- ☐ Help participants talk about a plan of action: WHO, WHAT, WHEN, WHERE, HOW?
- ☐ Write the plan down on the agreement form
- ☐ Ask the participants if they feel the problem is resolved
- ☐ Ask each person to review the agreement and sign the form
- ☐ Close the mediation session, congratulate the participants on their hard work
- ☐ Ask the participants to tell their friends that the problem is resolved to prevent rumors from spreading
- ☐ If an agreement is not reached, conclude the mediation on a hopeful note.

~REMEMBER~

*Remain neutral * Avoid making suggestions * Listen actively * Work with your co-mediator*

Sample Peer Mediation Agreement to Mediate

I understand that all statements made during the mediation session and any notes produced in the course of the mediation are to be held confidential, to protect my privacy. I understand that confidentiality must be honored by all parties present at the mediation session, including disputants, mediators, and observers. I understand that confidentiality may be broken, however, with the uncovering of information of potential harm to oneself or to others.

I understand that peer mediators are neutral parties who may not act as advocates for any party during the course of the mediation. Neutral means that peer mediators cannot take one side over another. If a peer mediator is found to have a conflict of interest during the course of the case, new peer mediators will be assigned to the case.

I understand that the peer mediators will guide the mediation process and assist with evaluating solutions, but will not suggest solutions or solve the problem for me.

If I become concerned with the process or outcome of the mediation session, or have comments or suggestions that I wish to share with someone directly, I will direct them to the Peer Mediation Program Coordinator, _____ (name), in Room # _____.

I have read the above and understand the conditions, and I agree to proceed with peer mediation.

SIGNED:

Party 1

Party 2

Party 3

Party 4

Peer Mediator 1

Peer Mediator 2

Date

Sample Peer Mediation Session Notes Page

(Borrowed with permission from the peer mediation curriculum of Creative Mediation in San Luis Obispo, CA)

| Sample Mediator Notes Page | | |
|--|---------|---------|
| | Party 1 | Party 2 |
| <i>Expand</i> | | |
| Story Notes: | | |
| Feelings: | | |
| Position(s): | | |
| <i>Narrow</i> | | |
| Issues: <i>What are the "business" items that must be addressed?</i> | | |
| Underlying Interests: <i>What are the <u>needs</u> and <u>values</u> that are most important to the parties?</i> | | |

Sample Peer Mediation Session Brainstorming Worksheet

Participants: What are some ideas for resolution that might benefit both of you?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

-REMEMBER~

*Try to generate options for ALL parts of the problem--
the more complete the solution, the more people will follow through with the agreement!*

Sample Peer Mediation Session Agreement Form

Date: _____

Case #: _____

Participant names:

We voluntarily participated in a mediation session today, and have reached an agreement that we believe is fair to both of us and that resolves our conflict:

In the future, if we have problems that we cannot resolve on our own, we agree to seek out peer mediation for assistance.

Participant Signatures:

Mediator Signatures:

Sample Peer Mediation Session Evaluation Form: Participants

Name: _____

Date: _____

Please check the boxes that best reflect your honest thoughts and feelings.

Have you ever participated in a mediation session before?

- ☐ Yes
☐ No

If yes, how many times? _____

Do you think that the mediators listened to you?

- ☐ Yes
☐ No

Do you think that the mediators understood your interests?

- ☐ Yes
☐ No

Do you think the mediators acted fairly?

- ☐ Yes
☐ No

Describe your relationship with the other person before this conflict occurred:

- ☐ Friend
☐ Relative
☐ Acquaintance
☐ Boyfriend/Girlfriend
☐ Stranger
☐ Other, please specify: _____

What were your feelings about the other person when you came into the mediation session?

How do you feel about the other person now?

If you reached an agreement, are you satisfied?

- ☐ Yes
☐ No

If you did not reach an agreement, what will you do next to deal with the problem?

Sample Peer Mediation Session Evaluation Form: Participants (2)

*Borrowed from SchoolMentalHealth.org's web piece entitled,
"Resources for School Mental Health Clinicians: Conflict Resolution/Peer Mediation,"
accessed on 12/11/11 at <http://www.schoolmentalhealth.org>*

Name _____ Grade _____ Date _____

Please **circle** the statement that best describes your thoughts and feelings for each of the questions

1. I feel that the problem has been worked out.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

2. I helped to find a peaceful solution to this problem.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

3. I had the chance to tell my side of things and share my opinions.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

4. I am happy with the outcome of the mediation.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

5. I would recommend this program to my friends.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

6. I learned skills today that I can use again in other disagreements.

| | | | | |
|------------------|----------------|-----------|-------------------|---------------------|
| Completely Agree | Somewhat Agree | Undecided | Somewhat Disagree | Completely Disagree |
|------------------|----------------|-----------|-------------------|---------------------|

7. Do you have any suggestions about how we could make mediation better (please explain)?

Thank you!

Sample Peer Mediation Session Evaluation Form: Mediators

Date: _____ Mediator Name: _____

Case #: _____

Please answer the following questions as honestly as possible.

Did the parties reach agreement (circle one)? Yes No Partially

What do you feel you did well during this mediation session?

Did you have any difficulties during the mediation session? How did you overcome them?

If you could do this same mediation again, what would you do differently?

Did you work well with your co-mediator? Do you have any concerns about mediating with that person again in the future?

Please list one thing you learned from this mediation session:

Do you have any other questions or concerns that the Program Coordinator can review with you?

For Program Coordinator Use Only:

I reviewed this evaluation form and promptly addressed, to the best of my ability, any and all concerns brought up by the student:

_____ (signature) _____ (date)

Additional comments:

Sample Peer Mediator Case Log

Mediator Name: _____

Grade: _____

| Date | Case Number | Co-Mediator | Conflict Type | Agreement Reached? |
|------|-------------|-------------|---------------|--------------------|
| | | | | |
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Conflict Types:

Rumors

Bias/Prejudice

Property Loss/Damage

Harassment/Threats

Relationship

Insults

Other (Specify)

Sample Peer Mediation Training Evaluation Form

Dates of Training: _____

Name of Trainer(s): _____

1. Did you enjoy training in peer mediation? (Circle one)

Yes

Ok

No

2. What parts of the training did you like the most?

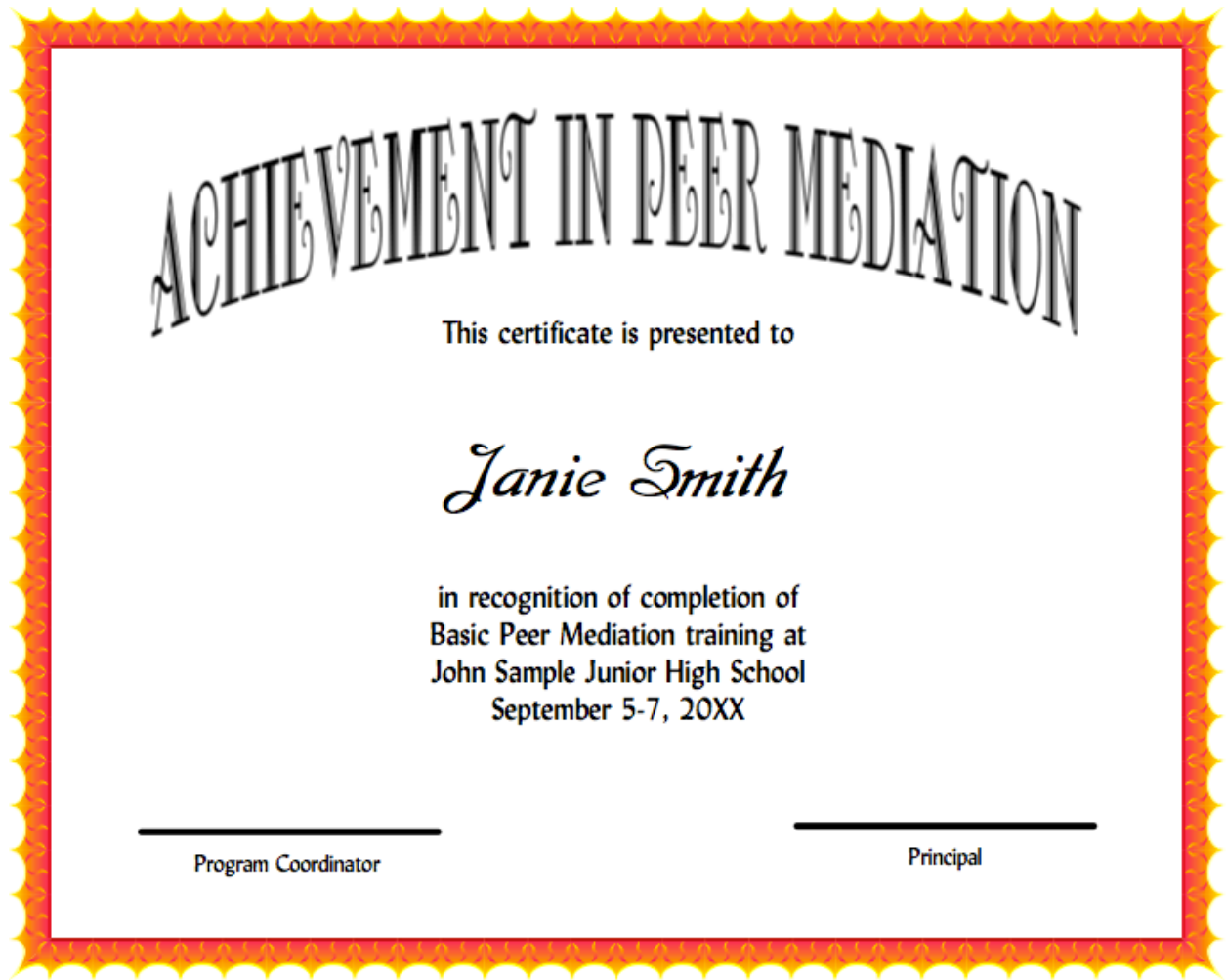
3. What parts of the training did you like the least?

4. What would like to see changed to make the training better?

5. Did the trainers address your questions and concerns?

6. Please make any other comments about the training that you would like us to know. We read these and find suggestions very helpful!!

Sample Peer Mediation Training Completion Certificate



Peer Mediation Terms Defined

Adapted with permission from the peer mediation curriculum of Community Mediation, Inc. in Hamden, CT

Active Listening: Actively seeking to understand someone by using listening skills

Assertion: Expressing your needs and wants in a way that shows respect for other people's needs and wants

Basic Needs: Needs that cause all human behavior (ex. Freedom, belonging, fun)

Belonging: A feeling of being part of a group or having a natural connection with others

Bias: A preference view or opinion that is usually caused by a prejudice

Brainstorming: Helping disputants create as many options as they can for solving their problems

Caucus: A separate meeting with each disputant

Clarify: To make something clearer or easier to understand

Clique: A small group of friends or people that does not include others

Communicate: To express thoughts, feelings and actions so they are understood

Community: A group of people who are alike and share common interests

Compromise: To come to an agreement where both sides give-and-take

Confidential: Secret; something that will not be repeated to anyone else

Conflict: A disagreement; a difference of opinion based on interests, needs, or positions

Confront: To come face to face with something, usually with aggression

Cooperation: Working together for a common goal

Cultural Diversity: When people have different race, religions, or backgrounds

Discrimination: Treating someone differently because of a prejudice

Disputant: A person who is in a conflict

Diversity: The fact or quality of being different

Empathy: Experiencing someone else's situation and feeling like it is your own

Ethnic: Large groups of people who have common racial, national, or cultural backgrounds

Freedom: The ability to make a choice or use your free will

Ground Rules: Basic rules in a Peer Mediation that are explained to disputants at the beginning of the session

Interest: A basic need or want that someone may have; at first, it may not seem to be related to the problem

Intolerance: Not willing to accept opinions, views, or beliefs that are different from your own

Mediate: To help disputants communicate, compromise and reach an agreement

Negotiate: To talk and brainstorm with someone in order to reach an agreement

Passive Aggression: When someone indirectly expresses their anger

Peace: A process of responding to diversity and conflict with tolerance, imagination, and flexibility; fully exercising your responsibilities to make sure that everyone can enjoy their human rights

Peacemaking: Respecting yourself, respecting others and respecting the environment

Peer Mediation: A process where a neutral, trained peer mediator helps students work together to solve their own problems

Position: The strategy that is used to meet a need or interest

Prejudice: A belief, opinion, or judgment that is based on someone's social, physical, or cultural qualities instead of facts

Reconcile: To repair a friendship; to work something out

Resolution: The actions you decide to take in order to solve a problem

Resource: Someone or something that you can turn to or use for help

Social Diversity: When people have different genders, sexual orientations, social classes or physical/mental abilities

Stereotype: When you generalize a group of people based on certain qualities, such as their race, gender, or religion (there are others)

Summarize: To restate something

Synergy: The action of two or more people working together to do something they could not do alone



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