

# Peaceful Resolutions For Oklahoma Students

School-Based Peer Mediation Curriculum and Training  
Provided to Oklahoma Schools

A Collaborative Project of the  
Early Settlement Programs administered by the Supreme Court of Oklahoma,  
Administrative Office of the Courts  
& the Law-Related Program of the Oklahoma Bar Association





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## SECTION 1

# Introduction to Peer Mediation

Peer Mediation is a program that teaches strategies to young people that allow them to handle conflicts in a positive and constructive manner. With proper training and application of that training, students learn to use conflict as a positive force that can lessen the detrimental effects of conflict and increase social skills and personal image of self. In fact, over the last twenty years, over 5,000 schools across the nation have established conflict mediation programs. Research distributed by the National Association for Mediation in Education (NAME) indicates that conflict mediation programs help to:

- (1) Decrease violence and fighting;**
- (2) Reduce name-calling and put downs;**
- (3) Decrease the number of suspensions;**
- (4) Increase self-esteem and self-respect among peer mediators;**
- (5) Enable teachers to deal more effectively with conflicts; and**
- (6) Improve school climate.**

The benefits are shared by all. There are benefits for student conflict mediators, the student body at large, families, and society. The benefits will follow students for the rest of their lives.

## Benefits of Conflict Mediation Program

- Conflict Mediators gain confidence in their ability to help themselves.
- Conflict Mediators learn to get along better at home and at school.
- Conflict Mediators grades often improve.
- Other students learn how to get along with each other better from Conflict Mediators.
- Conflict Mediators often become peer leaders in the school in other areas.
- Arguments decrease, so students spend more time learning.
- Students and Teachers are able to work together in a friendlier, relaxed way.





## **Benefits for Student Body At–Large**

- Students become active in the problem–solving process.
- Conflict Mediation leads to a greater commitment to making solutions work.
- Conflict Mediation provides positive role models for solving conflicts.
- Students assume greater responsibility for solving their problems.
- Students recognize that adult intervention is not always necessary.
- Conflict Mediation encourages students to share their feelings and search for positive ways to meet their needs.
- Conflict Mediation prevents the escalation of disciplinary problems.

## **Benefits for Families**

- Problem–solving processes carry over to families. Parents and students have reported that conflicts at home are being resolved more effectively.

## **Benefits for Society**

- Schools that teach students positive ways to resolve conflicts are aiding in the reduction of violence in our society today. Youths who learn to resolve conflicts positively are likely to do the same when they become adults.

## **Economic Benefits**

- Successful projects cost little money.
- Fewer conflicts result in lower economic costs in the way of destroyed school materials, vandalism, etc.





## **Why Conflict Mediation for Students?**

- Students spend much of their daily lives dealing with conflict.
- Unless peaceably resolved, conflicts escalate.
- Once out of hand, conflicts generate anger, frustration and violence.
- Students need skills to resolve disputes before they become explosive.

## **Who are Conflict Mediators?**

Conflict Mediators are specially chosen and trained students who help other students get along with each other.

## **What do Conflict Mediators do?**

When students are involved in a non-physical dispute, they are asked whether they would like conflict mediators to help them solve their problem. If the disputants so choose, conflict mediators help them by using a problem-solving process called mediation to clarify the nature of the dispute and to reach a solution satisfactory to both disputants.

## **What will Conflict Mediators Learn in Training?**

- Leadership
- Communication –
  - How to express feelings and needs
  - How to listen well without taking sides
- Problem solving
- How to improve their school environment
- Responsibility for their actions





## SECTION 2

# Understanding Conflict

*Webster's Ninth New Collegiate Dictionary* defines conflict as the “. . . struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands.” Conflict is a natural part of life and especially a natural outcome of living in an interactive society such as ours. Because conflict is a natural part of life and unavoidable, students must be taught coping skills to deal with conflict if they are to become rational, participatory citizens in our complex society.

Often, personal and social growth are natural outgrowths of conflict. When dealing with conflicts in a negative way or when students lack the skills necessary to resolve a conflict, they often lash out, act out, or withdraw internally. But, with proper training and implementation of that training, students can lessen the detrimental effects of conflict and increase the positive outcomes of conflict.

Conflict resulting from disputes comes from many sources. For example, some major areas from which conflict results are: 1) a clash of power, 2) a clash of values or rules, 3) a restriction of freedom, 4) an invasion of belonging, 5) perceived loss of material goods, and 6) unprovoked attack.

“*Clash of power*” disputes manifest themselves in many ways. Put-downs and name-calling often fall into this category. Young people’s perceptions of themselves often are more fragile than adults. Students often feel that they have “lost face” when others put them down and this is a threat to their own power base. They feel others will look down upon them or feel less positive toward them if they allow these put-down or name-calling incidents to go unchallenged. In addition, some students want to be in control of certain situations. Often, disputes arise when two students, who both want to be in control, simultaneously come into conflict. Some rumor and “he said/she said” conflicts fall into this category. Both students wanting to use the same materials, such as a library computer to use in their schoolwork, also fall into this category.

The hardest disputes to mediate involve “*a clash of values or rules.*” When dispute discussions seem to center on concepts like honesty, fairness, right and wrong, the dispute is usually over value systems.





For example, if one student fails to keep a promise, lies to another, or divulges a secret, the student who was offended often views this as a value issue. Students tend to internalize these issues and view them as personal attacks on themselves, their beliefs, and their whole sense of self. Often, they hold on to their beliefs with tenacious ferocity, to the point of refusing to listen to any other point of view, thereby taking extremely strong and often difficult positions.

*“Restriction of freedom”* conflicts occur when choices are taken away from individuals. Students perceive freedom as the right “to do what they want.” When a student prohibits the will of another, conflict often occurs. When one student stops another student from entering a room between classes, the second student feels her/his freedom has been restricted.

*“Invasion of belonging”* occurs when a student becomes isolated from his or her peer group and friends or feels that someone in the peer group is being attacked. Often young people derive much of their sense of self from their peer group. When they are alienated from their group for any reason, conflict usually occurs, especially with the person they perceive caused the estrangement. Examples of “invasion of belonging” are: rumors, not being invited to a party, not sitting with a friend at lunch, not saying ‘hello’ in an appropriate manner, or verbally or physically attacking another member of a child’s peer group.

*“Perceived loss of material goods”* occurs when students compete for limited resources such as money, property, time, etc. For example, when a young person playing a game “wastes time” so as to not finish before school, conflict can occur. If one student finds a pencil on the floor and another says it is hers, or if one student borrows a quarter and does not pay it back, conflict can occur. Even one student sitting in the regular seat of another in the classroom can cause conflict.

Finally, conflict can occur when one student feels he/she is a victim of an “unprovoked attack”. This attack could be verbal or physical. Examples of this would be pushing in the hallway or lunch room, name-calling, cutting in line at the water fountain, etc.

Sources of conflicts are not limited to only one category. For example, a rumor may be a “clash of power” dispute and an “invasion of belonging” dispute. When a student stops another from entering a room, it could be perceived as a “clash of power” and/or “restriction of freedom” dispute. When a peer steals some money, a student might perceive it as a “clash of values or rules” dispute and/or an “invasion of belonging” dispute.





## Examining Conflict Causes\* Activity

*\* Based on or adapted from "School-Base Conflict" Management Manual – September 1992 Working Draft, by Steve Jenkins, used with permission of author.*

### Activity:

Have students brainstorm the causes of conflicts. Record this list on a chalkboard, overhead, or flip chart. When finished (*you may have to cut this off as the list may go on and on*), ask how often these occur in their school. Rumor often is the most frequent source of conflict.

Next, brainstorm where conflicts occur. Make sure that students do not limit "where" to only on-campus places. Many if not most conflicts begin off-campus. Ask students where most student conflicts occur. Students will realize that conflicts can occur anywhere. However, they will usually pinpoint some places that frequently invite more conflicts than others.







## SECTION 3

# Response to Conflict

Response to conflict often occurs in one of four ways:

- (1) **Withdrawal**
- (2) **Confrontation**
- (3) **Acting out, or,**
- 4) **Mediation.**

Each of these reactions helps determine whether the conflict will end in a positive or negative way.

Students often use “**Withdrawal**” as a defense mechanism. They attempt to ignore the problem, deny that there is a problem, and often deny their emotions. This is sometimes a useful technique when dealing with an immediate, volatile situation. Often, however, young people continue to withdraw even after the explosiveness of the situation has passed. When students withdraw, they usually feel that they have “lost” and view the conflict in win–lose terms. Avoidance occurs when students do not deal with the underlying issues as opposed to the superficial issues that have caused the conflict. Continued avoidance often lowers a person’s view of him or herself and often the person may become more and more dominated and intimidated by others.

“**Confrontation**” is one of the most frequent reactions to conflict. It uses rage, threats, physical assaults, and revenge. It depends on the “might makes right” rule. Fights often occur and the one who gets the better of the fight “wins” and the one who gets beat up “loses.” Confrontation often employs the withholding of favors such as money, material goods, respect, love, and affection. It uses blackmail and manipulation. It almost always defines the situation as “me against you.”

“**Acting out**” is also a reaction to conflict. Students may act abnormally or in an unacceptable or inappropriate way to get attention. This is often a reaction to “invasion of belonging” disputes.





They may get angry with the teacher, be disrespectful (but usually only in front of peers), act bizarre or foolish in front of the class, make lower grades on an assignment, or be moody. Often, the student does not even realize why he/she is acting this way. There usually is no “winner” in this situation.

The fourth and most productive reaction to conflict is through “**Mediation**”. Mediation solves the specific problem. With withdrawal, confrontation, and acting out, there are nearly always losers.

Students spend much time in the classroom thinking about the conflict instead of spending time on task with their studies. In each of the reactions, a student’s view of self is lowered. In withdrawal and acting out, the problem has probably not been solved and will usually surface again. With confrontation, conflict often escalates, threats continue to occur, and hostilities often emerge again. However, with mediation the root of the problem can be discovered, addressed, and resolved.

Mediation is not a court. Students involved in mediation do not take sides. They are not there to judge guilt or innocence or to decide punishment. They are active listeners and try to provide opportunities for each person to talk and help come to a resolution of the disputants’ conflict.

Mediation is not counseling, but solves a specific problem. For example, if a boyfriend / girlfriend problem occurs where the boy wants to date the girl and the girl does not like him, mediation can deal with problems that have occurred due to the conflict. Mediation will not deal with the rejection and emotions that the boy may be going through. The latter is a situation for counselors.





## Response to Conflict\* Activity

*\* Based on or adapted from "School-Base Conflict" Management Manual – September 1992 Working Draft, by Steve Jenkins, used with permission of author.*

### Activity:

Ask students to brainstorm different kinds of responses to conflict. They will list many and often violent reactions to conflict. Draw a continuum line on the board and put confrontation at one end and withdrawal on the other. Ask students what responses would there be between these to extremes. After they have done this, put on the line "mediation" and "acting out." These will usually encompass other possible responses such as negotiation, compromise, fighting, killing, etc. They are:

- (1) Withdrawal**
- (2) Confrontation**
- (3) Acting out,**
- or (4) mediation**

Using the section entitled "Responses to Conflict" discuss the four different ways of responding to conflict and emphasize that mediation is one of the best ways to deal with conflicts, especially in the schools.





## Consequences of Conflict\* Activity

*\* Based on or adapted from "School-Base Conflict" Management Manual – September 1992 Working Draft, by Steve Jenkins, used with permission of author.*

### Activity:

Point out that the main way kids fall into the confrontation response is by fighting. Ask students to list some of the consequences of fighting for those involved in the fight (list these on the board). Students will respond in numerous ways. The following are some of the answers that are often made and possible discussions and responses to those statements.

- “Somebody might get hurt.” Ask how words can hurt. Ask how they feel when someone hurts their feelings.
- “They get in trouble.” Ask how they could get into trouble – Sent to office? Get suspended? Get grounded? Lose privileges? Go to jail? Get killed?
- “You win” or “You teach the other person a lesson.” Ask what the other person will want to do if you win or you beat them. Typical responses include that they want to get revenge or get even.

Ask students to list some of the consequences of fighting for those not involved in the fight (list these on the board). Ask if other people ever get drawn into conflicts? If yes, ask “who” and “how”. Responses include friends, principals, parents, police, etc. Then ask how these people will respond to the conflict. Answers might include describing a range of catastrophes and punishments.

At this point, spend some time discussing power shifts and empowerment. Ask who has the power to issue punishments. Ask if students lose their power to solve the conflict if they are sent to the principal for fighting, or if police pick them up for fighting. Do others decide their consequences? Some students may insist that fighting is the best way to solve a conflict.





Do not judge or condemn this response, but let all students brainstorm two lists:

**Why Fight?**

**Why not Fight?**

Students are likely to recognize that the negative consequences of fighting far outweigh the choice to fight. Some students may respond to “why fight” by saying they have been taught to stand up for themselves (e.g., “My mother/father tells me not to start fights, but if anyone messes with me, I should stand up and fight back.”) Be sure students brainstorm the short-term and long-term consequences to fighting or not fighting as they affect family and friends. For example, ask, “How might your family feel if you get suspended for fighting? If you got hurt how would your family feel? How would you feel if you seriously hurt someone else?”

Use the same technique in examining the consequences of “withdrawal.” Common answers include: “you swallow your hurt and anger,” “you get stressed-out,” “you feel sad or unhappy,” “you lose esteem” and “you keep it inside and sometimes explode on someone else.”

Now write the words “peer mediation” on the board. Ask students how they would feel if they actually were able to solve their own problems without others deciding it for them, and without fighting or withdrawal. Ask which alternative do they think is the best.





## SECTION 4

# Organization & Execution

The Peaceful Resolutions for Oklahoma Students (PROS) Program is an education program specifically designed for Oklahoma students. Its purposes are to:

- 1) Teach the skills necessary for student mediation;**
- 2) Encourage students, teachers, administrators, parents, and community people to promote conflict mediation.**

PROS emphasizes communication skills, builds vocabulary, provides opportunities for creative writing, and fosters the development of citizenship and social skills necessary for each individual to become a rational, participating citizen aware of his/her responsibilities.

## Program Objectives

- ✓ Students will learn to recognize and define conflict and the various ways in which conflicts are resolved.
- ✓ Students will differentiate between resolutions imposed upon the disputants (usually from an authority figure) and resolutions achieved through student cooperation.
- ✓ Students will learn that conflict mediation gives them more control over and greater satisfaction with outcomes of disputes.
- ✓ Students will learn that mediation is a form of cooperative conflict resolution.
- ✓ The school will achieve a reduction in the number of conflicts in the school setting (classroom, cafeteria, hallway, outside, etc.).
- ✓ The schools will reduce the number of suspensions from school for fighting.
- ✓ Students will learn skills necessary to create a more positive school environment, free from strife and violence.
- ✓ Students will learn the procedures and rules involved in the mediation process.
- ✓ Students will learn communication and listening skills that are necessary for successful mediation.
- ✓ Students will use conflict mediation skills outside the classroom and for the rest of their lives.





## Time Frame for Training

- Training for the advisory team will take one (1) day.
- Training of the student mediators will take one (1) day with periodical additional training.

The time requirements given with each activity are guidelines; actual times will vary, depending upon the group.

## Advisory & Core Team

The Advisory Team can be composed in many ways. We suggest that the PROS advisory teams, at a minimum, should consist of four (4) or more people including the:

**Principal,  
Program coordinator (preferably the counselor but could be the in-school  
suspension director or other administrator if no counselor at school),  
and two (2) or more teachers.**

In addition, the Advisory Team might include:

**Students,  
Two (2) or more parents,  
Two (2) community resource people,  
School nurse,  
In-school suspension director or Teacher,  
PTA/PTO members and other faculty members.**

Responsibilities of the Advisory Team might include planning long-range objectives, organizing training sessions, assisting in record keeping and evaluation, promoting the program, providing for encouragement and rewards (certificates, appreciation parties, etc.) for PROS participants, fund-raising, and other activities that would further the goals of the PROS program.





The Core team has additional specific responsibilities, including attending an intensive training of mediators to fully understand and be able to carry out the PROS program.

## **Mediation Environment**

The environment in which mediation occurs is important. It must be conducive for a successful mediation. It should be held in a private room adjoining the principal's, counselor's or other staff person's office so appropriate supervision can take place. However, there needs to be a degree of privacy so that sensitive issues can be discussed. Many young people will discuss conflicts and issues that they are experiencing with other students, but not with adults. Adults should be nearby in case that the student mediators need them.

The mediation room should have a small table with a minimum of four chairs. Materials such as pens, pencils, agreement forms, and paperwork necessary for the mediation process should be preassembled. The best seating arrangement is for the two (2) student mediators to sit next to each other and the two (2) disputants facing each other. Posters of mediation ground rules and exceptions to confidentiality promote understanding of the process.

## **Faculty Involvement**

Faculty involvement and support of the PROS program are integral to its success. Without faculty support, the program will not be as effective as it could be. Teachers already have many responsibilities and are always asked to do more. If they feel that this is just another burden on their shoulders or an intrusion in their already limited class time, they will oppose it. If they view this program as another "passing fad" and expect failure as in other programs they feel were unsuccessful, they will not approach the program with the enthusiasm and cooperation necessary to have great success. If the faculty is supportive, the program gains credibility with other staff, students, parents, and the community. Faculty support may be the program's most important promotional resource.







Good promotion and buy-in are necessary and should be undertaken with the faculty before the training of the student mediators begins.

All faculty members should be involved, at minimum, in an orientation meeting to explain the program. Outside resource people such as lawyers or Early Settlement volunteers, are great resources and may be asked to speak at these meetings. At best, staff development training should be held to teach the other staff members about conflict mediation techniques. Information for faculty should outline any timelines that have been adopted and explain the faculty's role in the mediation program. Including the faculty in some decision-making helps them to gain ownership of the program. Hand-outs should include a packet of information explaining the program including all program forms, posters, brochures, and articles explaining conflict mediation. The faculty should be encouraged to take an active role in solving any small problems that may occur and be especially urged to contact members of the Core Team if they see problems developing. The PROS program has been designed to reduce conflicts in school that cause students to spend less time on-task. Therefore, the program should be presented to faculty as a way of helping them be better teachers and to have students that will possibly have more attention on-task than on problems they might have with others.

It is important to frequently update staff on the progress of the program and make sure the program has a high profile with teachers. Build support by acknowledging staff support and involvement at staff meetings. Encourage staff referrals, as this shows students that there is faculty support for the program, and make sure all staff is aware of who the student mediators are so they can actively support and encourage them.

## **Community Involvement**

Community involvement through organizations, businesses, and individuals can give strong financial, moral, and educational support to this program. The PTA, PTO, local bank, local merchants, Kiwanis, Rotary, Optimists, and other organizations often will want to support or promote mediation programs.





Individuals such as lawyers, judges, police officers, firefighters, social agency workers, and others can be wonderful resource persons who will come to the school and specifically help with hands-on instruction or volunteer work. The Oklahoma Bar Association, the county bar associations and the regional Early Settlement mediation programs are great outside resource persons.

Financial support can be used in many ways. Small expenses for running the program, promotional materials and expenses to purchase awards for students can usually be obtained from local organizations. Expenses could be incurred with the purchase of special peer mediation T-shirts, pins, posters for in-school advertisement, printing, food for meetings or reward parties, ads in the local paper promoting the program, newsletters sent to parents, brochures, thank-you notes, etc. These organizations are more likely to give if a staff member meets with the organization in person. In all cases, the organizations are more likely to provide support if an informational letter and brochure describing the program is provided.

## **Program Promotion**

Program promotion is very important because it makes students and faculty more aware of conflict mediation.

**It develops ownership of the program and establishes a positive image for the school.**

**It establishes the positive philosophy of conflict resolution.**

**It provides information to the school and to the local community about the program.**

**It communicates the types of conflicts that can be mediated.**

**It encourages students to mediate their conflicts.**

Program promotion should promote what the program is as opposed to what the program is not. Promotion leaders need to have a good understanding of the program, and all promotion should be geared to enhancing program goals.





Mediation promotion, general school philosophies and themes should go hand-in-hand. Promotion should involve students, faculty, parents and community people, including outside resource people.

The most important promotion will be in-school promotion. This promotion will encourage students to use the mediation process to settle conflicts. Promotions could be begun to recruit new student mediators. These might include poster campaigns where contests are held and the best posters get prizes. This may be an in-class activity where all the kids in the school in teams, in groups or individually, make posters to display in the rooms and hallways. Cartoon posters might be used. Serious and sobering posters could be developed. School-wide themes could be attached. Catchy phrases such as **“Got a Problem, Take It to Peer Mediation”** might be used.

Students should be heavily involved with in-school promotions. They know what motivates other students and know what the “in things” are that would help in a promotion. Often, students from within the PROS group become involved, but it is judicious to bring in students from the general population because this gets them to buy into the program. The student council, school clubs, student newspaper staffs, and other school groups should be encouraged to become involved.

Another important campaign is with the community and school district. Newsletters could be developed and sent out to parents, resource people, and local community groups. News releases need to be sent. Since programs such as these are often featured on network news broadcasts, shows such as 60 Minutes, 20/20, etc., local television stations love to cover conflict mediation programs. Ads run in local newspapers explaining the program advance the reputation of the school and emphasize the benefits to the community.

## Selecting Mediators

Mediation teams consist of between one (1) student and three (3) student teams. We suggest mediation teams consist of two (2) member teams, although other configurations can be set up.





The Coordinator is responsible for selection, building and coordinating of teams. Teams are chosen for each individual conflict. How a team is put together often depends on the particular conflict involved. The Coordinator must pay close attention to the conflict, the persons involved in the conflict and other factors. Attention should be given to the make up of the team members' gender, race, and school status. For example, if the coordinator suspects racial undertones might be involved in the conflict, the team might be composed of the same racial mix. If the conflict is between a boy and a girl, the team should probably consist of a boy and a girl. In addition, attention must be paid when the lead mediator of the team is chosen.

Selection of the student mediators is very important. They should be diverse and represent the school population taking into account ethnic, academic, socio-economic diversity. Student leaders among their peers should be specifically targeted as possible mediators. This includes "recognized leaders" and "unrecognized leaders." These are not necessarily the teachers' favorite students. Sometimes students who have had discipline problems or other "at-risk" students make excellent mediators and, in addition, learn skills that will reduce their discipline problems. Sometimes schools prefer to have students volunteer to be peer mediators, other times the faculty and administrators nominate students. Typically, it is a combination of the two (2) types of methods. All students selected to be peer mediators must go through the training process.

Students must have certain skills and possess certain attributes.

- They must have the ability to be a good listener and have active listening skills.**
- They must be able to repeat and restate ideas with a degree of accuracy as well as clarify statements to ensure understanding by all.**
- They must be respectful and have the ability to remain unbiased.**
- They must be able to understand the mediation process completely.**
- They must be able to be respectful and empathetic in mediation sessions.**
- They must be able to keep all information revealed in mediation sessions completely confidential.**





## Mediation Issues

Almost any conflict can be one in which mediation can be used. However, there are some that should be handled directly by administrators and perhaps police officers. For example, any conflicts involving illegal drug usage or the use of firearms or other deadly weapons should be immediately turned over to the administrator. The PROS program can handle most other conflicts. A partial list of mediation issues or conflicts according to students follows:

### Conflicts

<i>Attitude</i>	<i>Alienation</i>	<i>Arguments</i>
<i>Assumptions</i>	<i>Back Stabbing</i>	<i>Being unfair</i>
<i>Borrowing</i>	<i>Bossiness</i>	<i>Boy-/Girlfriend</i>
<i>Bullying</i>	<i>Cheating</i>	<i>Cliques</i>
<i>Differences</i>	<i>Differences of Opinion</i>	<i>Discrimination</i>
<i>Family feuds</i>	<i>Fear</i>	<i>Feeling left out</i>
<i>Fighting</i>	<i>Game rules</i>	<i>Gangs</i>
<i>Gossip</i>	<i>Harassment</i>	<i>Intrusion of space</i>
<i>Lying</i>	<i>Making fun</i>	<i>Miscommunication</i>
<i>Misunderstanding</i>	<i>Name calling</i>	<i>Personal property</i>
<i>Prejudice</i>	<i>Privacy</i>	<i>Putdown</i>
<i>Rumor</i>	<i>Stealing</i>	<i>Stinginess</i>
<i>Talking behind one's back</i>	<i>Tattling</i>	<i>Teasing</i>
<i>Threat</i>	<i>Verbal attacks</i>	

### Where Conflicts Occur

Conflicts can occur anywhere, however, when asked to point out where these conflicts are the most likely to occur, students say:

<i>Bathroom</i>	<i>Bus stop</i>	<i>Bus</i>
<i>Cafeteria</i>	<i>Classroom</i>	<i>Gym</i>
<i>Hang outs</i>	<i>Hallway</i>	<i>Holding area</i>
<i>Home</i>	<i>Library</i>	<i>Locker</i>
<i>Playground</i>	<i>Stadium</i>	<i>Street</i>
<i>Telephone</i>		





Faculty and students know that conflict can occur in all areas of interaction between two people and nearly anywhere. It must be shown that mediation can be used to solve any or all of them. Students may feel that some conflicts are not important enough to take to mediation. However, any conflict that distracts a student from his/her schoolwork or view of self is a conflict that could and should be mediated. All students should be encouraged to use mediations in all of these areas.





## SECTION 5

# Mediator Training

### I. Introduction – Do one of the introduction activities found below.

#### A. Purpose and suggestions.

1. The first purpose of these activities is to get everyone to know each other. The students may know each other, but the coordinator may not know everyone.
2. Have everyone wear nametags.
3. It is important for the peer mediators to gel into a “team” and to be supportive of each other. One would like the peer mediators to develop a group identity. This section of training is designed to help in this area.

#### B. Activities.

1. Web Activity (Appendix One – Page 40).
2. Name Game:  
Have students stand in a circle. The first person says his/her name and makes a motion (*like using his/her arms and hands to make an alligator mouth open and close*). The other students repeat the name and motion. The next student says his/her name and makes a different motion. The other students repeat the prior names and imitate the motions. The series continues until all participants have shared their names.
3. *Name Bingo* worksheet (Appendix Two - Page 41) – There are two ways to do this activity.
  - a. Instruct students to take *Name Bingo worksheet* (Appendix Two - Page 41) and have each sign his or her name. You can either give them a limited amount of time to do this or wait until everyone is finished. Then tell students they are going to play bingo. Call out student names and if they have the name called out, they can mark out the name. When they have a “bingo”, the game is over. You may want to award prizes.





- b. If you know something about the students in the training ahead of time, in each square of Name Bingo worksheet, write something unique about each student. Do not put student names on the sheet. Then copy enough sheets for all students. Tell students they will have to go around and find out who each student is based on the clues on the sheet. When they find out, they should put the students name in the appropriate square. The student who gets the most right wins a prize. (Optional)
4. Ball Toss – This activity will help develop rapport.
  - a. Materials: Have 3–4 soft objects or balls to be thrown underhandedly.
  - b. Rules: Throw soft objects/balls underhandedly. Begin the game by calling out a person’s name and toss the object to that person. The person catching then calls out the name of another person and tosses the object to him/her. This continues with each person calling out someone who has not caught the object and then throwing him/her the object. Remember to whom you threw the object/ball, because as the game progresses, you will always throw the object to that person. Keep the object or ball off the ground. Throw underhandedly.
  - c. Steps:
    - i. Give students the rules.
    - ii. Slowly go through activity.
    - iii. Start again and after the first object is being passed along, add one more object going in the same pattern.
    - iv. The objects continue through the pattern until they get back to the first person.







## II. Overview of Program

- A. Purpose: To let students know what is expected of them in the areas of:
  - 1. Tasks of mediators
  - 2. Role a mediator plays in the school
  - 3. Responsibilities of mediators
- B. Specific issues to discuss with mediator:
  - 1. Explain to students that they are in a very important position. In fact, they are role models for other students. Brainstorm what kind of a role model that they need to be.
  - 2. Explain that their role is not to solve other students' problems, but rather they are going to help students learn how "to talk it out."
  - 3. Following up on number (1) one above, explain to students that they are to be examples for the rest of the student body. Brainstorm on what this means (*e.g., when they have a conflict, they should take it to mediation; they should not fight, yell at others, etc.*).
  - 4. Explain the concept of confidentiality – that things said in mediation are not to be shared with others (their friends or even other mediators).
  - 5. Explain that they are responsible to attend all training sessions and all mediation meetings. If you have not decided when these meetings should take place, discuss with the students what they think is the best time.
  - 6. Explain that they have the responsibility to mediate when assigned. Here is a good time to explain the Roman concept of "civic virtue," which is the concept that one is willing to make sacrifices of themselves for the good of the whole. Discuss this concept with students, and ask them why this is important in a society like ours. Ask why mediators must be willing to make sacrifices to help their school.
  - 7. Explain what peer mediation is – kids helping kids.





8. Explain to students that they will be helping make their school a better place. Try to begin the process of instilling pride in what they are doing and how important a job this is (expansion of number (1) one above).
9. Explain what leadership is and why being in this program puts each student forward as a leader.

### III. Vocabulary Review

- A. Here is a good time to explain some of the vocabulary that you will be using in peer mediation.
- B. **Purpose:** To help students understand their roles and objectives.
- C. Use words from *Vocabulary* (Appendix Three - Page 42).

### IV. Conflict Explanation

- A. Brainstorm with students what they think is meant by conflict. Explain that not all conflict is bad, but that conflict can still destroy relationships between students.
- B. Brainstorm (*and write on the board*) a list of conflicts that they see happen between students, especially at school.
- C. **Purpose:** To get kids to recognize conflicts and identify types of conflict that might mean nothing to them, but to others is a big deal.

### V. Causes of Conflict

- A. Brainstorm (*on the board*) what students think are the causes of conflict.
- B. Hand out the “Mediator Report Form” (Page 72) and look together at all of the ‘causes’ on the board and sort them according to the categories on the form.
- C. Have students look at the causes of conflict. Ask them if there are any that seem silly to them (*there probably will be some*). Point out that sometimes conflicts are caused by things that don’t seem to be a “big deal” to some people and are a really “big deal” to others.
- D. **Purpose:** To help kids understand the causes of conflict (even causes that seem less significant to them) as well as to enable students to categorize the causes on the form for your administrative use.





## VI. Steps of Mediation

- A. **Purpose:** To make sure students know, understand, and practice each step that they must follow as a mediator.
- B. “The Soft Drink Dispute” is a good activity to demonstrate each step in the mediation process (Appendix Four – Page 44)
- C. When training, you may want to explain and practice one step at a time. Then, at the end, have students do a complete mediation. Choose one scenario from the list of scenarios in the Appendix. Divide the class into groups of four. Assign two (2) people to be mediators and the other two (2) to take a role in the scenario. This is the scenario they will use throughout to practice the steps and training.
- D. Steps and Training: Handout the *Steps of Mediation* (Page 74) and *Mediation Practice Outline* (Page 77).
  1. **Step One – Introductions**
    - a. Explain how introductions should work. Tell mediators that one main purpose of introductions is to help students feel more comfortable. They will feel more comfortable if they know who the mediators are.
    - b. Using the *Mediation Practice Outline* (Page 77), have students practice “Step One”. At first, let them read their parts off the paper, but the goal is for them to internalize each step and be able to either do each step from memory, or be able to put the step in their own words.
  2. **Step Two – Welcome**
    - a. Explain that this step is also done to help make students feel comfortable. It is also to relieve any fears that they may have concerning the role of the mediators. The mediators will let the students in conflict know that they will not take sides and are helpers, not judges. This is an important step in letting the students in conflict know that no one else will know what they say there and that the mediation room is a safe place to share problems.





- b. Using the *Mediation Practice Outline*, have students practice Step Two. In the beginning, let them read their parts off the paper, but the goal is for them to internalize each step and be able to either do each step from memory, or be able to put the step in their own words.

### **3. Step Three – Rules of Mediation**

- a. Let the mediators know that this step is designed to let students coming to mediation know what behaviors are expected in mediation.
- b. Explain to the mediators that if students do not agree to mediation, then they should stop it and send the students back to their class. Have them sent them back to their classroom separately. If you have a different policy about sending students back to the classroom, insert that here.
- c. Explain to students that it is very important to get each student to agree to every rule. They should make sure that each student with the conflict says “yes, they agree” to each rule. There are a number of reasons for this. First, mediators may not be able to keep control of the mediation if both sides don’t agree to the rules. Second, mediators want to get students with conflicts in the mediation session to get used to saying the word “yes” so they will be more agreeable when it comes time to approving a solution.
- d. Using the *Mediation Practice Outline*, have students practice Step Three. At first let them read their parts off the paper, but the goal is for them to internalize each step and be able to either do each step from memory, or be able to put the step in their own words.

### **4. Step Four – Getting everyone’s name**

- a. Once more, explain that this step helps students get comfortable with the mediators and the mediation process.
- b. Have students practice asking each student his/her name. Also, have them practice again saying “hello” to each student.





- 5. Step Five – Explain the basic steps of mediation**
  - a. Explain to mediators that the purpose of this step is to let the students with disputes know the process that they are going to follow.
  - b. Using the *Mediation Practice Outline* (Page 77), have students practice Step Five. In the beginning, let them read their parts off the paper, but the goal is for them to internalize each step and be able to either do each step from memory, or be able to put the step in their own words.
  
- 6. Step Six – Each side now tells their side of the story**
  - a. This is an important step and takes much practice by some students. At the same time, all students can learn to do this. In fact, it will help them in school as time goes on, because they will be able to listen better.
  - b. Before the mediators practice this step on their own, practice it with them together. Using a role play, read a conflict out loud so the student mediators can practice their listening skills. Have each student, on either notebook paper or a *Mediator Report Form* (Page 72); write down what they heard. Then tell your story again and have students see what they missed. You can also have students stand up and repeat; rephrase your side of the story for the class. Practice this as many times as possible.
  - c. Next, have the students who are playing the conflict role, tell their side of the story and have the assigned mediators write it down. Then have mediators restate and rephrase what was told to them. Practice this as much as you can.
  
- 7. Step Seven – Putting yourself in the other person’s position**
  - a. Explain to students that this may be the most important step and one that may be a little difficult for them. Explain that when one person feels what another person feels, then they are more willing to find a solution to the problem.





- b. Explain to students that what you want is for each person to know how the other person feels. However, you will not be able to achieve this by just asking them, “How would you feel if you were the other person’s position?” You have to think of an example that is similar to the conflict that they are now in, but still different. Use the following scenarios as examples to show what you mean:

**John heard from his friends that Steve was spreading rumors that John still wet the bed. When John heard this, he called Steve a liar as well as other tacky names. How could you make John understand how Steve feels about being called names, and Steve understand how John feels about this rumor that really embarrasses him.**

Do not say something like

***“Steve, how would you feel if you were John?” because Steve would say something like, “I would not act like that!”***

A better way is to set up a different example that is similar, but not the same as the real one. For example, the mediator might say to Steve:

***“Steve, tell me how would you feel if you found out someone was spreading rumors that really embarrassed you in front of your friends?”***

Then after his answer, you might ask John:

***“John, how would you feel if someone came up to you and started calling you names in front of your friends?”***

Another example might be:

**Susie had to really go to the bathroom. She was standing in line for the cafeteria. She left for just a minute and when she came back, Terry would not let her back in line. Susie said if she didn’t let her back in line, she would beat Terry up.**





Again, do not ask each person how they would feel if they were the other person. They are too close to the conflict and will have a hard time feeling the emotions of the other person.

Ask something like the following:

***“Terry, let’s pretend you were in line for the swing on the playground and had been waiting for the swing for nearly the whole recess. All of a sudden, the wind starting whipping the pages of a book you had lying on the ground and your papers started blowing away. You ran over there to save your papers and when you came back, John would not let you back in line. How would that make you feel?”***

Then after his answer, ask Susie:

***“Susie, how would it make you feel if someone did not like what you did and threatened to beat you up in front of your friends?”***

- c. Now, have the students read or read to the students some of the scenarios in the Appendix and ask them to rephrase the situations in order to get both people to “put themselves in the other person’s position.”
- d. The students should continue their role playing with the original scenario (*in their groups of four*) and practice Step 7.

## **8. Step Eight – Finding solutions**

- a. Using the same role play ask them to practice Step Eight.
- b. Remind them not to give solutions. Point out to them that sometimes they might have to sit quietly and wait a long time before speaking. Explain that this will make them nervous, but they should wait as long as they can to speak. It is better for students with the conflict to speak first. Have students practice waiting to speak.





Have them role play a group where no one wants to give a solution. Instruct the mediator not to say a word after he/she asks the question, “What would be some possible solutions to this conflict?” even though the mediator has a great solution to the problem. Instruct the two students with the conflict not to say a word either. In a few minutes, everyone will feel uncomfortable. Discuss these feelings with the kids. Ask if the mediators felt like jumping in. Ask if the other two students felt more pressure to try to come up with a solution when the mediator was quiet.

- c. There will be times when some students cannot come up with a solution and will remain quite. Role play this situation with the scenario that the students are using. The mediators should go back and repeat what he/she heard was the cause of the conflict. Then have them say something like “Now that we know the cause of the conflict, how could we solve this conflict?”
- d. Tell students that if the students with conflict cannot come up with any solutions, then they should end mediation and turn it over to the coordinator. But, just before they end mediation, tell them to give students one more chance to come up with a solution. For example, the mediator might say something like: “I don’t want to turn this back over to the coordinator, but I will have to if we can’t come up with a solution. Let’s try one more time to find a solution. What would be some possible solutions?”

## **9. Step Nine – Agreeing on a solution**

- a. Have students continue with their original role play. Have them look over the list of solutions from Step Eight and read them to the students in conflict.







- b. If both do not quickly agree to one solution, have mediators read each solution suggested and ask each if this is something that they could agree upon. If this does not work, have mediators read each possible solution and ask both students how they would change this solution so that could agree to it.
- c. When students in conflict agree on a solution, have mediators make sure that the solution is a realistic one. They might ask each one if they could see any reason why this solution would not work. They might ask if this solution will be hard to do. If students in conflict say it would be hard to follow, ask them if they think that they are 100% sure they will be able to follow it. If not, look at other solutions, or maybe ask them to modify this solution so that they will be able to follow it.
- d. Have mediators practice writing out the agreement in the student's own words.
- e. Have mediators practice again asking whether both sides agree to the solution and have each sign the contract.

#### **10. Step Ten – Final step**

- a. Have mediators role-play telling students in conflict how follow-up will be done.
- b. Have mediators role-play congratulating each side.
- c. Have mediators finish filling out the Mediation Report Form.





- E. Now have students change roles and do another scenario beginning at Step One and going through Step Ten.
- F. Have students reverse roles and either go through the above training again, or if they have already reversed roles throughout the training, choose another scenario and practice it.
- G. Practice as many scenarios as possible. The more practice students get, the better mediators they are.

## **VII. Development of Mediator Skills**

- A. Listening Skills – have students practice listening skills using one or more of the following activities:
  - 1. Have students get into groups of two (2). Have one person talk while the other person listens without talking for a minute. The person who is talking should also observe to see if the listener is attentive. After one minute, have students switch roles. When each person has role-played the listener and talker, have students share with the group how the other person was or was not listening.
  - 2. Have students get into groups of four (4). Assign a scenario from the appendix and have two (2) students be the role-players. Have the third student mediate the dispute. Give the fourth student an “Observer’s Form” (Appendix Five – Page 49) and have that student listen to the disputants tell their story to the mediator and fill out the Observer’s Form. Then have the students discuss their strengths and areas that need improvement. The observer could also discuss their observation with the large group. Emphasize to students that this activity is designed to help them, not make them look bad.
  - 3. Have students get into groups of two (2). Tell them that they are going to try to persuade the other person to their point of view. Give them an issue which can be argued from two points of view. An example would be that students acting up should be paddled.





Assign one person to one (1) side and the other person to the opposite view. Have the first person give their point of view. The second person then has the opportunity of giving his/her point of view, but before they can do this, they must repeat what the first person said.

This continues back and forth, with both students giving their point of view, but only after they have repeated the argument that they just heard from the opposite person. For example, the first person might say, "I think students should not be paddled because it only teaches them how to hit." The second person then says, "I hear you say that you think students should not be paddled because it teaches them how to hit. However, I think that they should be paddled because that is the only way you can get some kid's attention." Next, the first person says, "I hear you say that paddling is the only way you can get some kid's attention, but I think it is mean to paddle students." Have students continue on like this.

When finished, debrief. Ask them what kind of problems they had in doing this exercise. They might say that they had trouble remembering what the other person said. They might say that they had trouble listening because they were too busy thinking of another argument when the other person was speaking. After debriefing, practice again to try to overcome the problems that students have when it comes to listening.

4. Use *Billy Wright's Party* (Appendix Six – Page 50). Read this to students and tell them that every time they hear the word 'right' they need to pass an object to the right and every time they hear the word left, they should pass the object to the left. After you have finished, discuss why students found this hard or easy. Ask what skills it took to be successful with this activity. Ask how students felt when they were not able to keep up. Ask how they felt when they played the game successfully.
5. Use the listening activities found in the PROS manual.





**B. Body Language – use one or more of the following activities to teach body language.**

1. Using a classroom setting, have students model body language. Whisper to one student a particular emotion and have that student model the emotion in front of the class. After the students have guessed what the emotion is, ask them how they arrived at that guessed emotion. Examples of emotions are: aggressiveness, anger, bored, confused, excited, happy, hurt, jealous, lonely, proud, sad, and shy. There are other emotions that would be appropriate as well.
2. Give an emotion and have all students model. Have them look at each other and see if they recognize the emotion by the body language. Discuss the particular sign or body language that led them to recognize the emotion.
3. Choose a student to come to the front of the class. With the student's back to the board, write an emotion on the board. Now have the rest of the class use body language to show that emotion. Have the student with his/her back to the board guess what emotion the rest of the class is displaying.
4. Hand out *Emotion Chart* (Appendix Seven - Page 51). Instruct students to draw faces of a person in each box who exemplifies the emotion found at the top of the box.

For example, draw someone with a happy face in the box labeled "happy." When students are finished, have them share their pictures with each other, explaining what in the picture shows the particular emotion.

**D. Using "You and I" Messages**

1. To practice, handout *'I' Statement* worksheet (Appendix Eight – Page 52). Explain to students that 'I' statements are easy to learn. Have them look at the worksheet. Explain that all they have to do is fill in the blanks. Give them an example of number one: I feel (or felt) **really embarrassed** when **I tried to check out a book at the library with my friends,**





because **they told me that I had not turned in the book I loaned to you and now I owed a fine.** Have students get into groups of two and practice using the role plays.

### E. Recognizing Hidden Agendas

1. Do the activity: *Venn Diagram – Finding Common Ground* (Appendix Nine – Page 53).
2. Read the following scenarios and ask the questions following them.
  - a. Three friends are jumping rope. Susie is angry because no one asked her to play. Later, at the water fountain, Susie bumped into one of her friends and they got into a shoving match. Ask the following question: “What do you think really started the shoving match?”  
*Hopefully someone will talk about Susie being mad because no one asked her to play.*
  - b. Terry was having a party and Joey was too shy to go. He told his parents that Terry’s party would be wild and so he did not want to go. **What was the reason he gave his parents for not going? What was the real reason he did not want to go?**
  - c. Luis got grounded by his father for not taking out the trash. When his good friend, John, bumped into Luis in the cafeteria, Luis started yelling at him saying “You’re a jerk like everyone else!” **Why do you think Luis over-reacted to John bumping into him?**
  - d. Mary spent all her allowance on candy. She and her friends were at the store and her friends all bought new t-shirts. Mary said she did not want to buy a t-shirt because they were all ugly. **Why do you think Mary did not want the t-shirt?**





- e. Carlos's parents lost their jobs and have little money. All of his friends are skating but Carlos says skating is stupid. **What does Carlos say his reasons are for not going skating? What do you think may be another reason he says he does not want to go skating?**
- f. John makes an "F" on his reading test. Terry calls him stupid. Later, on their way out of the room, Terry cuts in front of John in line, and John gets mad and hits Terry. John tells the teacher he hit Terry because Terry cut in front of him. **Do you think there could be another reason that John hit Terry? If so, what is it?**

#### F. Finding Common Ground

1. Explain to students that while each person is different, there are usually things that each have in common with each other. Use the handout *Venn Diagram* (Appendix Nine – Page 53). Explain to students that each person should choose one of the circles on the sheet. Tell them you are going to read a situation to them and they are to write their answers on the back of the Venn Diagram.

Ask students to write down what things they like to do in their spare time. Now have each student put the answers that are different from each other in the part of their circle which does not overlap the other. Have them put all items which are on both of their papers in the part of the circles which overlaps each other. Explain that this is common ground; that most people have common ground, things that both have in common. Do these activities as many times as you wish using different situations.

2. Have students stand up and ask them 'either / or' questions. For example, ask them whether they like cats or dogs better. Have all the students who like dogs better go to one side of the room and all the students who like cats better, go to the other side of the room. Have them notice who is in their group. Then, begin to ask other questions and have students move to one side or the other side of the room.





3. (Ask them some of their preferences like summer or winter, swimming or playing video games, or watching TV or listening to music). After doing this a few times, point out that students with whom you sometimes think you have nothing in common will be in the same group as you are in. After doing this a few times, students will realize that they probably have some common ground with everyone.

### **VIII. Playground Model**

- A. The Playground Model is a model of PROS which, as indicated by the name, is done on the playground. Basically, it is “quick and dirty” type of mediation. There are no referrals from teachers, students, principals, etc. There is no assigning of mediators to a specific conflict.
- B. The coordinator should assign a two (2) person mediation team to a specific recess time. They should be equipped with shirts, hats, belts, vests, etc. which clearly shows the rest of the students that they are mediators. They should have some Mediation Report Forms on a clipboard. They keep an eye on the playground looking for any conflicts that might be developing.  
When they see one, they rush over to the students involved and ask them if they would like to mediate the problem or let the teacher on duty handle it.  
If the students in conflict want to mediate the conflict, the two (2) mediators should take the students and walk them through the steps of mediation.
- C. If mediators cannot get the two (2) disputants to come to a solution to their conflicts, they should turn the situation over to the teacher.
- D. Mediators should never try to mediate a situation where fighting has taken place.





SECTION 6  
**Appendix**







## Appendix One: Webb Activity

**Materials Needed:** Ball of String, nametags

**Procedures:**

- I. Have each student put on a nametag with the name written large enough to see at a distance.
- II. Have students stand in a circle. The teacher should be in the circle, too.
- III. The teacher should explain to everyone that he/she is going to take this string and toss it to someone. When a person catches it, he/she must give everyone's name who has caught the string before him/her. Then, he/she gives his/her name and says one positive thing about him/herself. Then holding part of the string, she/she throws the ball to another student. Again, that student names everyone who is holding the string, and then tells their name and one positive thing about themselves.
- IV. Have the teacher start by saying something like, "I am Mr./Ms. \_\_\_\_\_ and I really love to work with kids." Now, toss the string to another person and have them give your name, their name and one positive thing. Then, have them toss the ball to another person. Continue this until everyone has participated.
- V. Next, have all students hook their finger in the string and back up carefully, pulling the string taut. (Do not let students wrap the string around their fingers; have them only hook the string with one finger). Ask students what this now looks like. They will probably come up with answers like a spider web, or a web of some sort, etc., and agree with them. As they are pulling and holding the string tight, instruct three or four people to let go of their part of the string when you say "now". When they let go of the string, the web will sag or collapse. Explain to the students that this program is like this web. It takes everyone to make it successful. If a few people drop their responsibilities, then the whole web will fall apart. Let them know that you are counting on all of them to help make this program a success.





## Appendix Two: Name Bingo






## Appendix Three: Vocabulary

Affirmation	Letting another person know you are hearing them, for example, nodding head up and down when someone is talking.
Agreement	An understanding which two or more persons reach.
Body language	Sending and receiving messages by the way you look, move, sit, or stand.
Child abuse	Hurting a child physically, emotionally, sexually, or by neglect.
Communicate	To send/receive messages; to give or exchange information or news.
Confidential	To keep secret.
Conflict/dispute	A disagreement, quarrel or problem.
Consequence	Result of a decision made or action taken.
Cooperate	To work together to reach a goal.
Coordinator	A person who runs a program.
Emotion	A strong feeling of any kind.
Example	A sample; one thing to show what the others are like.
Eye contact	To look at the eyes of another person while they are talking.
Follow-up	To check to see if a solution is working.
Hidden agenda	The real reason.
Interrupting	To interfere with what someone is doing.
Leadership	The ability one has which causes others to follow.





Listen	Pay attention to in order to hear and understand.
Mediation	A way to solve conflicts by talking instead of fighting.
Mediator	A neutral person who helps others solve their conflict.
Neutral	On neither side in a quarrel or disagreement.
Opportunity	A good chance to do something.
Peer	A person of the same rank, ability or qualities as another; an equal.
Probe	To search.
Problem	A situation that needs improving.
Put-downs	Negative statements about self/others.
Realistic	True or believable.
Rephrase/paraphrase/restate	To put in your own words.
Resolution	A decision; making up one's mind to do or not to do something; a solution to a problem.
Resolve	To make up one's mind.
Respect	Favorable treatment toward people, things, or ideas.
Response	An answer by word or action.
Responsible	Doing what you are expected to do.
Rumor	A story or statement talked about as truth with no proof.
Win/lose situation	Where one person wins and another person loses in a conflict.
Win/win situation	Where both people are satisfied with a solution to a conflict.





## Appendix Four: Soft Drink Dispute Demonstration & Discussion

### **Time:**

Allow two (2) hours for demonstration & discussion

### **Objective:**

This demonstration activity allows observers to see the difference between the court and mediation processes as modeled by role players, especially the role of the mediator. Additionally, it demonstrates how most people are generally “positional” in their thinking rather than “interest” based when disputes arise.

### **Materials Needed:**

Soft Drink in a can

(4) Chairs

Small Hand Mirror

### **Setting up the Demonstration:**

Discretely select two (2) students, preferably a male and female, who are comfortable role playing in front of a group and two (2) students or adults, preferably a male and female, who are experienced mediators. The trainer may have to mediate solo to effectively demonstrate the mediation process.

Instruct the two (2) disputing parties that early in the training that the trainer will hold up a soft drink can and say that “before we got started today, I went by the office to check on something and the secretary handed me this soft drink can (hold it up) and said that someone had mistakenly sat it down in the office and forgot to pick it up before leaving. The only thing the secretary knows is that the person who left it was overheard saying they were going to attend the peer mediation training. Does this belong to any of you?”





Instruct the designated role players to both speak up and declare that it belongs to them ~ even to the point of arguing a little. The trainer should call a “time-out” on the arguing between the parties and say “this really puts me in a bad position because there are two (2) of you who say it’s your soft drink ~ and there is only one (1) soft drink.” Ask the group “What should I do ~ there are two (2) people and only one (1) soft drink?” The group generally suggests (a) neither one should get the soft drink (b) you keep the soft drink (c) get two (2) cups and divide the soft drink evenly in the cups. The disputing role players should very vocally object to all of the above suggestions and suggest that it’s their soft drink and they want the whole thing (demonstrates position). Finally, the trainer should ask the group ~ “had this been more than a soft drink dispute and the disputing parties were adults where might they have gone to have a decision made?” Generally someone in the group will say “court”; however, if they don’t have one (1) of the role players suggest “court”. The trainer should announce “Okay let’s just hold court” and ask the parties to select an (student) attorney to represent them, and explain that you will act as the judge and everyone else will be jurors for the trial.” The trainer should excuse him/herself for a few minutes and take the two (2) disputing parties and their respective attorneys to an area outside the hearing distance of the group. Instruct the attorneys to start their respective presentation with “ladies and gentlemen of the jury this is my client (name)....” Each attorney should spend a couple of minutes speaking to the jurors about why their client should receive the soft drink (although the role players may be good actors or actresses, this is a “light hearted” demonstration).

For example the attorney might say, “This is Joe, a 6<sup>th</sup> grader, and today he was coming to school and stopped to get a soft drink at the quick stop and when he got to school he went by the office to buy a pencil and must have set the soft drink down and forgot to pick it up when he left (**Don’t say why he wanted the soft drink**). Then there is this person (looking toward the other disputing party) Joni, a 5<sup>th</sup> grade, who probably is not telling the truth, we all know how “5<sup>th</sup> graders” are too busy trying to be cool to remember if they even had a





soft drink, also we all know that Joe is an outstanding student and although Joni claims to be - who knows? The other presentation should be demonstrated the same way except that “Joni picked up the soft drink on her way in to school this morning” (**Don’t go into any details or why she wanted the soft drink**) The attorney presentations for both should be more about boy vs. girl, 5<sup>th</sup> grader vs. 6<sup>th</sup> grader, good student vs. bad student (rather than the soft drink in dispute).

After a few minutes of posturing (hamming it up) by the attorneys, the trainer (Judge) should ask the attorneys and parties to face the wall and address the jurors “after hearing each of these attorneys you all are charged with deciding who should receive the soft drink? So (point) should this side win or (point) should this side win. Have the parties and attorneys turn around and announce that although the vote was very close (whether it was or not) Joe or Joni was the winner and Joe or Joni was the loser. The winner should be excited while the loser should mumble they got cheated.

The trainer should ask the group “did we find out a lot of facts about the soft drink?” Most will say “no” ~ reply back “what did we learn in court?” Generally, the group will say boy vs. girl, 5<sup>th</sup> grader vs. 6<sup>th</sup> grader, and so on. Follow up by confirming what the group saw demonstrated was more about things related to making the other person look bad rather than about the soft drink. “How about having a mediation to allow the parties to speak for themselves about the situation as they see it from their respective point of view?” Most everyone will be anxious to see a mediation demonstration.

The trainer should ask the group to excuse the disputing parties and mediator role players for a minute to prepare for the mediation demonstration. Set the chairs up for the demonstration, having the disputing parties face each other with the mediator(s) sitting side-by-side facing the audience. Pass out “mediation script” to everyone being trained so they can follow along. Ask the group to wait until the end of the demonstration to ask questions or make comments.





Explain to the disputing parties that the mediator(s) will use a script throughout the process, and that they should “agree” to follow the rules. Visit briefly with each disputing party about how they should act out their role in mediation.

Example, Joe should speak up when the mediator(s) ask “who wants to share the situation as they see it?” and Joni should agree to let him go first. Joe should recount his trip to the quick stop and to the school office (very brief) and that he thinks the soft drink is his. Joni should recount her story about coming to school and picking up a soft drink and accidentally leaving it in the office before school while buying a notebook (very brief).

Next, the mediator(s) should ask each party “is there anything else you want to add?” Joe should act frustrated and say the he had bought the soft drink at the quick stop to quench his thirst after athletics. After Joe finishes Joni should explain that she “actually doesn’t drink soft drinks; however, her 4-H group is collecting cans for spirit shirts and if she collects a hundred cans her shirt will be free. She currently has 99 cans and needs this can to make 100 cans.

After having the disputing parties to reflect on each other’s position, Ask the parties what suggestions they might have in ways to resolving the dispute. Generally, the parties will suggest that “Joe could drink the soft drink, and then give Joni the can for her collection goal. The mediator(s) should frame what each party agrees to do - who, what, when & where - in order to write an agreement.

**\*This is a good point to give the parties a 10 minute break.**

Upon reconvening, have the disputing parties and mediator(s) remain in their role playing seats. The trainer should start the discussion out by asking the group “what were some of







the differences between court and mediation?” Of course court was more about boy vs. girl whereas mediation allowed the parties to explain from their point of view what the situation was as they saw it and with the help of the mediator(s) guiding the process move from “position” to “interest”.

The trainer should walk through each of the stages of mediation allowing for discussion from the group.

**Stage 1 –**

Greetings and Introductions

Explanation of Process and Rules

**Stage 2 –**

Gather information from disputing parties

\*Use mirror to demonstrate how the mediator(s) are like a “mirror” ~ a reflection of the disputing parties ~ framing what is being said and repeating it back for accuracy ~ One example would be to ask the group to complete the following statement “A mirror never \_\_\_\_\_.” (Lies) ~ tie together the importance of how the mediator(s) role is similar to being a mirror in order to be a true reflection of what has been said by the disputing parties. Explain framing (repeating back what the party said) and reframing (removing or rewording back what the party has stated that might be taken as being offensive to the other party)

**Stage 3 –**

Reverse Empathy

Generating Options

**Stage 4 –**

Evaluate the Options

Select Agreed upon Options

**Stage 5 –**

Draft Agreement

Parties Read & Sign Agreement

Thank the parties for participation





# Appendix Five: Observer's Form

Observer's Name \_\_\_\_\_

Names of Persons observed \_\_\_\_\_

<b>Listener One:</b>	Always	Mostly	Sometimes	Never
Had good eye contact				
Listened without interrupting				
Used affirmations (head nodding, saying yes, etc.)				
Used positive body language				
Restated accurately				

<b>Listener Two:</b>	Always	Mostly	Sometimes	Never
Had good eye contact				
Listened without interrupting				
Used affirmations (head nodding, saying yes, etc.)				
Used positive body language				
Restated accurately				

List any other actions that were helpful or were not helpful:

---



---



---





## Appendix Six: Billy Wright's Party

Hand out pencils, candy, or paper to students. Each time the word "Wright" or 'right" is read, pass the object to your right. Each time the word "left" is read, pass the object to your left. Tell students there will be no talking during the activity.

As Billy **Wright** was planning a party, he made a list of things he had to do. "I don't want anything to be **left** out," he said. "So, I must get the list **right**."

Then he **left** the list on a table on the **right** side of the door before he **left** for school. Mrs. **Wright**, Billy **Wright's** mom, reminded him, "Come home **right** after school. You don't have much time **left** to get ready for your party." "Don't worry mom, it'll be all **right**," said Billy **Wright**. "I'll finish the list **right** after I get home. There's not much **left** to do anyway."

**Right** after Billy **Wright left** for school, Mrs. **Wright** went **right** to work on the list, checking to make sure Billy **Wright** had **left** nothing out. Mrs. **Wright** didn't finish. She had an appointment, so she **left** the list on the table, and **left** the house.

Billy **Wright's** sister, Maxine **Wright**, came home and found the list Billy **Wright** had **left** on the table. She didn't want to be **left** out, so she went **right** to work on the list.

When Billy **Wright** came home from school, everything was completed, and Billy **Wright** said, "Well, there's nothing **left** to do but say let's party!"





## Appendix Seven: Emotion Chart

Aggressive	Angry	Bored
Confused	Excited	Happy
Hurt	Jealous	Lonely
Proud	Sad	Shy





## Appendix Eight: 'I' Statement Worksheet

1. You loan your library book to your friend and he/she loses it.	I feel
	when
	because

2. Your best friend shows your boy /girlfriend a note you wrote about him or her.	I feel
	when
	because

3. The student next to you looks at your work during a test and gets you into trouble.	I feel
	when
	because

4. Your mother makes you wash the dishes which makes you late for the movies.	I feel
	when
	because

5. Your teacher calls you by your "real" name, Francis, which you hate. Everyone else calls you Frank.	I feel
	when
	because

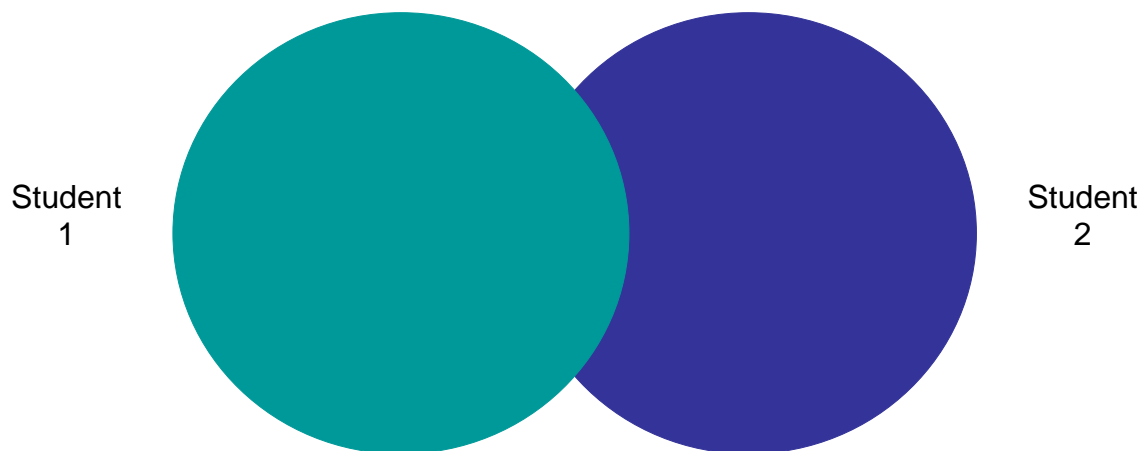
6. Though there is no dress code, your parents won't let you wear sneakers to school like everyone else.	I feel
	when
	because

7. The student behind you distracts you by tapping your chair and throwing paper wads at you.	I feel
	when
	because





## Appendix Nine: Venn Diagram





SECTION 7  
**Practice Scripts**





## Big Brother to the Rescue

### Summary of Conflict:

Tyler and Ryan argued over a basketball on the playground. They started calling each other names. Ryan threatened to beat up Tyler. Tyler threatened to bring a teenage cousin to the school to take care of Ryan.

### Background Information:

#### Tyler's role:

I was playing basketball and it bounced out of bounds, and before I could get it back, Ryan ran over and grabbed it and wouldn't give it back to me. When I asked him to give it back to me, he started calling me names, and he even said he was going to beat me up after school. So I told him that my older cousin would come down and get him.

#### Ryan's role:

I thought Tyler was finished playing with the basketball, so I went over and picked it up. Then Tyler saw me with it and said it was his. It's not his personal ball, so I told him I'm playing with it now and if he wanted it, he should just try taking it away. Then he said he'd get his cousin after me.







# Flying Corn Conflict

## Summary of Conflict:

Mary and Susie are sitting across from each other at the lunch table. Corn from Susie's fork flips into Mary's plate and she flips it back. They get into a verbal argument.

## Background Information:

### Mary's role:

I was eating lunch when Susie flipped corn into my tray. It kind of made me mad that I did the same thing to her, but I missed the tray and hit Susie. Then she started flipping more food at me, and we got into it. Susie started the whole thing; it's her fault.

### Susie's role:

I didn't flip corn onto her tray. Someone called me and when I turned to answer, the corn fell off my fork. I was going to apologize but Mary threw corn at me. It was an accident, but Mary threw corn at me on purpose. So, yes, we got into it then.





# She's Not My Girlfriend

## Summary of Conflict:

Jerry is angry at Chris because Chris said that Jerry liked Terry. Jerry said he did not like Terry, and it was none of Chris's business who he liked. Chris and Jerry got into a loud argument in class.

## Background Information:

### Jerry's role:

Chris is telling everyone that I like Terry. I like her as a friend, not a girlfriend. We've known each other for a long time because we live on the same street. Chris always gets into everyone's business and then spreads rumors. I think he's just jealous because the girls don't like him. We probably wouldn't have shouted at each other if he had minded his own business.

### Chris's role:

Oh please. Everyone knows Jerry likes Terry; he even told me so once. Jerry thinks he's better than us, you know, too cool. He started giving me a hard time in class in front of everyone, so, yes, I yelled back. But he started it.





# I Was Here First

## Summary of Conflict:

Jerry is angry at Chris because when Jerry said he was going to go swing, Chris ran over and got to the swing first. Then Chris started singing/yelling "I was here first." Jerry tried to pull him off the swing and they got into a shoving match.

## Background Information:

### Jerry's role:

I was going to swing, but Chris ran over to get there first; he's always copies what I do. Then he started making fun of me, you know, called me a slow-poke. And that made me mad. My father has talked to me about not letting other kids push me around, so I tried to get Chris out of the swing.

### Chris's role:

We were both going to the swing. But when I saw Jerry stop to talk to some friends, I ran over to get the swing. He got mad and said I took it from him, and tried to pull me off. And, that's when we got into it.





# It Was Personal

## Summary of Conflict:

Kim and Angela are neighbors and play together most of the time. During recess, Angela is crying because Kim had been telling other students things about her that are very personal.

## Background Information:

### Kim's role:

Angela and I have been good friends a long time. I tell her a lot of personal things, like, who I like or problems at home because I know she will keep everything a secret. But, I was on the playground and Darnell came up to me and started talking about things only Angela knew about and someone else close by started laughing at me. I was so hurt by Angela. I never want to talk to her again.

### Angela's role:

I've also told Kim some secrets, personal things; we know each other pretty good but I did not realize she was so touchy. I did not say anything to Darnell; but I may have said something to another friend, Susan, but Susan said she wouldn't tell anyone. Anyway, what was said really was not that big a deal; I didn't think Kim would get mad about it.





# New Kid in School

## Summary of Conflict:

Quinn is a new student at school and is sitting alone on the playground crying. A teacher asks what is wrong and Quinn says that none of the other kids will play with him because Cory told them that they couldn't.

## Background Information:

### Quinn's role:

I really don't like this school; nobody will play with me. And it's Cory's fault; he's made fun of me ever since I got here. He laughs at my name in front of everyone and all the kids do what Cory says. If it weren't for Cory, I think the other kids would like me.

### Cory's role:

I think Quinn is being too sensitive; he's always worrying about everyone else. He always sits alone, you know, he never makes an effort to play with us or be friends with us. I can't help what other kids do, but it's not totally up to us. Maybe Quinn should make the first move.





# Painting a Group Poster

## Summary of Conflict:

Alex wants to help paint a group poster. Alex has a reputation of being careless. Blair refuses to let Alex touch the poster saying that Alex will mess it up.

## Background Information:

### Alex's role:

Our teacher put us in groups and then told each group to paint a poster. I didn't care for my group because Blair was in my group; sometimes Blair acts like he's better than anyone else. Sure enough, Blair wouldn't let me have any paint brushes. He didn't want me painting. I just don't think that's fair.

### Cory's role:

Well, I suppose that maybe I asked him not to paint. But the poster is a very important grade and I was afraid Alex might mess it up. So I was hoping Alex would understand and let the rest do the painting for the sake of the grade.





# Put-Downs

## Summary of Conflict:

Maurice makes continuous negative remarks and put-downs about Isaac. Isaac has said that enough is enough and has sent out word to meet Maurice after school in the parking lot to settle things.

## Background Information:

### Isaac's role:

Maurice is always putting me down, you know, saying mean things about me, and I'm really tired of it. I've talked to my mom about it and she said I should stand up for myself; not to let him scare me. So, I told Maurice to stop being mean, or, he can meet me after school and we'll settle this once and for all.

### Maurice's role:

Yes, I guess I've said some stuff about Isaac, but I'm just kidding around. Isaac is too touchy! But if Isaac can't see that, I'll meet him after school. Sometimes Isaac kids around too. So, is it O.K. for him to kid around and not me?





# Standing in Line

## Summary of Conflict:

Eric and Alisha were standing in their class line for morning assembly. Alisha threw Eric's books to the back of the line. Eric got mad and called Alisha a bad name, and then Alisha started calling Eric names.

## Background Information:

### Eric's role:

I don't think I did anything wrong. I standing in line with everyone else, and then I remembered I left something in the back of the classroom and went to get it. When I came back to my place in line, my books were gone. Another classmate told me that Alisha threw them to the back of the line. That made me mad and I told her so.

### Alisha's role:

Eric got of line without the teacher's permission. So, I let Judith take his place and I moved his books for her. He lost his place in line so he should have gone to the back of the line. He got real mad at me so we started arguing.







# The Bus Seat – It’s Mine!

## Summary of Conflict:

Jerry is angry at Chris because Chris took his seat on the bus and would not let him sit with some of his friends. Chris said he was there first and didn’t have to move.

## Background Information:

### Jerry’s role:

I always sit in the next-to-the-last seat on the bus. But this morning Chris was in that seat and would not get up. So, instead of getting to sit with my friends, I had to go sit up front and sit with the girls. When we got to school, I confronted Chris about it and we got into a shoving match.

### Chris’s role:

I got on the bus and a friend asked me to sit with him so I did. And it was at the back where Jerry sits. Well, he got on the bus and made a real big deal out of it. I told him what happened but he kept yelling at me. I did not move so he had to go to the front. And when we got to school, Jerry started telling everyone that I stole his seat on the bus. When I saw him in the hall, I told him to shut up, and then we started shoving each other.





# The Missing CD Player

## Summary of Conflict:

Margarita borrowed Veronica's portable CD player to practice a song they had been working on for a program at school. Margarita did not give it back and now it is missing.

## Background Information:

### Margarita's role:

I had brought my CD player to school with a promise to my dad that I would take good care of it. So when Veronica asked to borrow it to practice for a school play, I said yes, but told her to be real careful with it. Well, later Veronica told me it was stolen. I haven't told my Dad yet, you know, I keep making excuses. But I'm going to be in a lot of trouble.

### Veronica's role:

I did borrow Margarita's CD player, and when I finished with it, I put it back on her desk. I'm really sorry that it was stolen, but it's not my fault that it was stolen or that Margarita did not take it home immediately.





# The Popcorn Money

## Summary of Conflict:

Antonio loaned Joey popcorn money on Friday and Joey promised to repay it on Monday. But Joey did not bring the money, Antonio has no lunch money, and they started in a loud argument on the playground.

## Background Information:

### Antonio's role:

Joey didn't have money for popcorn so I loaned him some; I felt bad for him, and he's always paid me back, so I wasn't worried about it. I even told my mom I didn't need lunch money on Monday because Joey would be giving me the money he had borrowed from me. But this time he did not bring the money and I had to go without lunch while he ate in the cafeteria. I asked Joey about it and he said he'd bring it another time. Then I said that I wanted it now and Joey started yelling at me and calling me names, and, I yelled back.

### Joey's role:

I did borrow the money for popcorn from Antonio, but then I left the money at home on the day I was going to pay it back, so I told Antonio I'd bring it the next day. But Antonio just kept going on and on about it and caused a scene in front of my friends; it was embarrassing. I don't know what Antonio's so upset about; it wasn't that much money, not even enough to buy lunch.





# The Spit-Ball Controversy

## Summary of Conflict:

Marcus and Dan were sitting in class. Marcus threw a spit-ball at Dan who then got upset and called him names.

## Background Information:

### Marcus's role:

Class was really boring so I decided to throw a spit-ball at Dan; we kind of do this a lot so I thought this would be fun. But then Dan got all mad about it; I don't know why except that he's kind of had an attitude lately. Anyway, he started yelling at me in front of everyone. So what am I supposed to do, let me get away with it?

### Dan's role:

It's not me with the problem; I tried to sit with Marcus on the bus but he moved to sit with other friends. He's been making fun of my clothes, calling me a nerd and I'm tired of it. So when he threw a spit-ball at me, I guess that did it. I did start yelling at him; I'm sick of him picking on me.





## SECTION 8

# Forms





# Mediator Application

Check the box if your answer is 'yes':

- Would you like to help your school have less problems?
- Would you like to help solve friends' problems?
- Can you listen without interrupting?
- Can you keep things secret?
- Can you listen without taking sides?
- Can you feel how your friends feel?
- Do you get along with kids your age?
- Do you care about others?
- Can you talk to other kids when they are upset?

If you would like to be a peer mediator, write a paragraph on the back stating why you would like to be one and why you feel that you would be a good peer mediator.

If selected to be a peer mediator, I agree to abide by all school rules, attend all training sessions (during school), attend all mediator meetings, and make up all class work I might miss due to this activity (if any).

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

**Coordinator Approval:**  Yes  No

\_\_\_\_\_  
*Classroom Teacher Signature*





# Mediator's Obligations

Student Name: \_\_\_\_\_

I can:

- \_\_\_\_\_ stay neutral in all mediations (not to take sides);
- \_\_\_\_\_ behave professionally;
- \_\_\_\_\_ be honest and fair;
- \_\_\_\_\_ keep all mediations confidential;
- \_\_\_\_\_ fill-out the mediator forms and turn in to the coordinator;
- \_\_\_\_\_ make up all work I miss in class;
- \_\_\_\_\_ return to class immediately after mediation;
- \_\_\_\_\_ attend all training sessions and mediator meetings;
- \_\_\_\_\_ be on time for my mediations; and,
- \_\_\_\_\_ be a role model for other students in my school.

*Student's signature:* \_\_\_\_\_

*Teacher's signature:* \_\_\_\_\_

*Parent's signature:* \_\_\_\_\_

Date: \_\_\_\_\_





# Peer Mediation Request

**Names of Students in Conflict:**

\_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Grade \_\_\_\_\_

**Where did the conflict occur?:** *(check one)*

Bus     Classroom     Hallway     Cafeteria     Outdoors

Other *(specify)* \_\_\_\_\_

**Briefly describe the conflict:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Mediation Requested by:** *(check one)*

Student     Teacher     Counselor     Administrator

Other *(specify)* \_\_\_\_\_

**Signature of person requesting mediation**

**Date:**

\_\_\_\_\_

\_\_\_\_\_







Date: \_\_\_\_\_

# Mediator Report Form

Hi! We will be your peer mediators today.

**Mediator #1:** \_\_\_\_\_ **Mediator #2:** \_\_\_\_\_

We understand there is a conflict here and you both want to solve it. Is that true?

We are not here to decide who is guilty or innocent. We will not take sides.

We are here to help you solve the problem, but you are to find your own solutions.

Everything will be kept between us (confidential) except drugs, weapons, child abuse, crimes or suicide.

Do you both agree to keep everything between us?

### Have both students introduce themselves

#### Names of Students in Conflict:

_____	Grade	_____
_____	Grade	_____

### Rules of Mediation

We must follow the rules of mediation or the mediation will have to end and we will let someone else (like the principal) deal with the conflict (ask both sides to agree with each of the following):

- We must show respect and have no name-calling or put-downs.
- No interrupting each other.
- We remain seated the whole time.
- We all agree to try to find a solution to this conflict.
- While showing respect, we will still be honest.

### Explain the basic steps of mediation

- Each person will get the opportunity to tell his or her side of the story.
- We will make sure everyone understands each side and how each person feels.
- Each person will suggest solutions to the conflict.
- We will try to find a solution upon which you both agree.
- We will write down the solution and have everyone sign an agreement form.
- Someone will follow up to make sure that the solution is working.
- Ask if there are any questions.





**Ask who would like to tell their story first.** If no one volunteers, ask one to start.

- Listen closely to what the first person says & ask the second person to help you listen
- Restate and rephrase what was said to make sure you totally understand.
- Listen closely to what the second person says and ask the first person to help you listen.
- Restate and rephrase what was said to make sure you totally understand.
- Repeat to see if either party has additional information to add.

**Cause of Conflict:** *(check one)*

- Put down     Rumor     Teasing     Pushing  
 Property     Name-calling     Friendship     Threats  
 Other    *(specify)* \_\_\_\_\_

**Place of Conflict:** *(check one)*

- Hallway     Classroom     Playground     Bathroom     Cafeteria  
 Other    *(specify)* \_\_\_\_\_

**Ask both students to tell how they would feel if they were in the “other person’s position.”**

**Ask students what would be possible solutions to this conflict.** Write down all solutions, even if you do not agree with them; do not give solutions.

**Possible Resolutions:**


**Resolutions to which both sides agree:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\_\_\_\_\_ Please check if conflict was not resolved.**

Student #1: \_\_\_\_\_

Student #2: \_\_\_\_\_





Mediator #1: \_\_\_\_\_

Mediator #2: \_\_\_\_\_

## Steps of Mediation

### 1. Introductions

- Hi! We will be your peer mediators today.
- We understand there is a conflict here and you both want to solve it. Is that true?
- My name is: \_\_\_\_\_ My name is: \_\_\_\_\_  
*Mediator #1* *Mediator #2*

### 2. Welcome

- Mediators are listeners and helpers.
- This is not a court.
- We are not here to decide who is guilty or innocent. We will not take sides.
- We are here to help you solve the problem, but you are to find your own solutions.
- Everything will be kept between us (confidential) except drugs, weapons, child abuse, crimes or suicide. Do you both agree to keep everything between us?

### 3. Rules of Mediation

We must follow the rules of mediation or mediation will have to end and we will let someone else (like the principal) deal with the conflict (ask both sides to agree with each of the following):

- We must show respect and have no name-calling or put-downs.
- No interrupting each other.
- We remain seated the whole time.
- We all agree to try to find a solution to this conflict.
- While showing respect, we will still be honest.





**4. Have both students introduce themselves**

**5. Explain the basic steps of mediation**

- Each person will get the opportunity to tell his or her side of the story.
- We will make sure everyone understands each side and how each person feels.
- Each person will suggest solutions to the conflict.
- We will try to find a solution upon which you both agree.
- We will write down the solution and have everyone sign an agreement form.
- Someone will follow up to make sure that the solution is working.
- Ask if there are any questions.

**6. Ask who would like to tell their story first.** If no one volunteers, ask one to start.

- Listen closely to what the first person says.
- Write down what he or she says on the Mediation Report Form.
- Restate and rephrase what was said to make sure you totally understand.
- Listen closely to what the second person says.
- Write down what he or she says on the Mediation Report Form.
- Restate and rephrase what was said to make sure you totally understand.

**7. Ask students how they feel about the situation they have described.** If possible, rephrase what each person said to get the other person to “walk in their shoes.”

**8. Ask students what would be possible solutions to this conflict.** Write down all solutions, even if you do not agree with them; do not give solutions.

**9. Finding solutions**

- Look together over the solutions that are listed.
- Find ones with which both can agree.





- Discuss how realistic the solutions are; for example, never looking at each other is probably not realistic.
- Have both students agree on a solution.
- Write up an agreement in the students' own words (on the Mediation Report Form).
- Have everyone sign the Agreement Form.

#### **10. Final step**

- Explain how the follow up will be done.
- Congratulate both sides for agreeing to mediate and thank them for their hard work in finding a solution. Emphasize that you believe the solution will work.
- End mediation positively; for example, mediators shake hands with everyone, smile, etc.
- Finish filling out the rest of the Mediation Report Form and turn over to the coordinator.





# Mediation Practice

(Speaking parts are in **BOLD** print)

## I. Introductions

- A. Shake hands with everyone either before or while you are saying: **Hi! We will be your peer mediators today.**
- B. **We understand that there is a conflict here and you both want to solve it. Is that true?** Wait for an answer; if they say no, then tell them that we cannot have mediation unless everyone agrees to try to solve the problems and an adult will have to solve the problem for them.
- C. First mediator says: **My name is** \_\_\_\_\_.  
Second mediator says: **My name is** \_\_\_\_\_.

## II. Welcome

- A. **Mediators are listeners and helpers.**
- B. **This is not a court.**
- C. **We are not here to decide who is guilty or innocent. We will not take sides.**
- D. **We are not here to solve the problem, but you will find your own solutions to the conflict.**
- E. **Everything said here will be kept in this room and between us except for drugs, weapons, child abuse, crimes, or suicide. Do you both agree to keep everything between us?** If they do not agree, again tell them that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.

## III. Rules of Mediation

- A. When going over the rules of mediation always say each line to each person and make sure that they agree to it before you explain the next rule. For example, pretend that Sam and Joe have a conflict. Read the first rule to Sam and wait for him to agree to it. When he does, then turn to Joe and ask him if he agrees to it. Wait for him to agree to it before you read the second rule to Sam.





- B. We must all follow the rules of mediation or mediation will have to end and we will let an adult like the principal deal with the conflict. Let me explain the rules to everyone.**
- C. First, we must show respect and have no name-calling or put-downs.** Turn to the first person and say: **Do you agree to this?** Wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them. Then, turn to the second person and say: **Do you agree to this?** Again, wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.
- D. Second, we must agree not to interrupt each other when talking.** Turn to the first person and say: **Do you agree to this?** Wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them. Then, turn to the second person and say: **Do you agree to this?** Again, wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.
- E. Third, we agree to remain seated the whole time.** Turn to the first person and say: **Do you agree to this?** Wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them. Then, turn to the second person and say: **Do you agree to this?** Again, wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.
- F. Fourth, we must all agree to try to find a solution to this conflict.** Turn to the first person and say: **Do you agree to this?** Wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them. Then, turn to the second person and say: **Do you agree to this?** Again, wait for an answer.





If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.

- G. Last, while we have agreed to show respect with no put-downs or name-calling, we must both agree to be as honest as we possibly can.** Turn to the first person and say: **Do you agree to this?** Wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them. Then, turn to the second person and say: **Do you agree to this?** Again, wait for an answer. If the student does not agree, again tell him/her that we cannot have mediation unless everyone agrees to try to solve the problem and an adult will have to solve the problem for them.

#### **IV. Identification**

**Will each of you state your names?** Again, say hello to each person when they give their name.

#### **V. Explain the basic steps of mediation**

- A. First, each person will get the chance to tell his or her side of the story.**
- B. We will make sure that everyone understands each side of the story and also how everyone feels about things.**
- C. Then we are going to ask each person to come up with some solutions that are O.K. with them.**
- D. Then, we will all try to find a solution with which everyone can agree.**
- E. We will then write down the solution on a Mediation Form and have everyone sign it.**
- F. Then, someone will follow up with you to make sure the solution is working.**
- G. Do both of you understand the steps? Wait for both to agree.**







## VI. Each side now tells their side of the story

- A. **So, who would like to tell their story first?** If one person really wants to go first, you probably should let them. If no one volunteers, ask someone to start.
- B. Listen closely to what the first person says and write down what he or she says on the Mediation Report Form.
- C. Restate and rephrase what was said to make sure you totally understand.
- D. Listen closely to what the second person says and write down what he or she says on the Mediation Report Form.
- E. Restate and rephrase what was said to make sure you totally understand.

## VII. Students will now try to “put him/herself in the other person’s position”

Rephrase what each person said to the other person to “put him/her self in their position.”

## VIII. Finding solutions

- A. **What would be some possible solutions to this conflict?** Write down all solutions, even if you do not agree with them.
- B. Do not give solutions. Sometimes you might have to sit quietly and wait a long time. This will make you nervous, but wait as long as you can to speak. It is better for them to speak first.
- C. If they are having problems coming up with solutions, go over the conflict again and emphasize what the causes were. For example, if the cause was name-calling, you might say something like, “What caused the problem was name-calling. Now that we know this, how could we solve the conflict?”





## IX. Agreeing on a solution

- A. Look over the solutions together. Read them if you want. Ask: **Which solution can you both agree on?** If they won't agree, then ask each person if they would agree to the other person's solution.
- B. When you find one or more with which both agree, then discuss how realistic the solution really is. For example, if they both agree never to look at each other again and they are in the same class, then this is not a realistic solution.
- C. When both students agree on a realistic solution, write the agreement on the Mediation Report Form in the students' own words.
- D. Read the solution out loud and then ask: **Do you both agree to this solution?** Wait for them to answer yes and when they do say: **Great, I would like to ask each of you to sign this contract saying that you will follow this solution. We will also sign it as witnesses.** Have everyone sign the Mediation Report Form in the appropriate places.

## X. Final step

- A. Explain how follow up will be done. Tell them that someone will be checking with them soon to find out if this solution is working.
- B. Say: **I want to congratulate both of you for agreeing to mediate and also for your hard work in finding a solution. I am really excited about your solution. I know this is going to work because both of you have agreed to make it work.** The other mediator should agree with this.
- C. If possible, shake everyone's hand. Usually, the two with the conflict will also shake, but this is not required.
- D. Finish filling out the Mediation Report Form and turn it in to the coordinator.





## FOR MORE INFORMATION CONTACT



Address:

Administrative Office of the Courts  
Denver Davison Building  
1915 North Stiles, Suite 305  
Oklahoma City, Oklahoma 73105

Phone/E-mail:

**(405) 521.6677 / (877) 521.6677**  
E-mail: [phil.johnson@oscn.net](mailto:phil.johnson@oscn.net)



Address:

Oklahoma Bar Association  
Law-Related Education Program  
POB 53036  
1901 North Lincoln Blvd.  
Oklahoma City, Oklahoma 73152

Phone/E-mail:

**(405) 416.7023**  
E-Mail: [janem@okbar.org](mailto:janem@okbar.org)  
[debraj@okbar.org](mailto:debraj@okbar.org)

