



## Training Resources

### Pre- Training Survey

**Objective 1:** Conduct a Pre-training Survey.

**Purpose:** To gather an understanding of the base line of conflict management from which students operate. This survey will also be administered to students after training to help gauge their learning progress on conflict management issues.

**Activity:**

Student Handout: Pre-Training Survey

Read each statement carefully.

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

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



## GETTING TO KNOW YOU – ICEBREAKER INTERVIEWS

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

- Student Handout: “Getting to Know You” Icebreaker Interviews
- Student Handout: „Bingo” Icebreaker

## GETTING TO KNOW YOU – ICEBREAKER INTERVIEWS

**Name of the “Interviewee:”** \_\_\_\_\_

**Grade of the “Interviewee:”** \_\_\_\_\_

**Interview Questions (please choose at least THREE):**

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



## BINGO ICEBREAKER

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



## RESPECT4

### PEER MEDIATOR CONTRACT

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

**Materials:** Student Handout – Peer Mediator Contract

**Suggested Time Frame:** 20 minutes

#### Activity Structure:

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

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

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



## PEER MEDIATOR CONTRACT

Mediator Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

**I will:**

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

Student Signature: \_\_\_\_\_

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



## WHAT IS CONFLICT

“Defining and Understanding Conflict” is the first step to being an effective problem-solver. Students will begin to identify the reasons for and sources of conflict, the cyclical nature of conflict if not addressed properly, and they will reflect upon their own reactions to various circumstances of conflict. Students will also be given a brief conflict resolution role-play activity to help them better understand how important their approaches to conflict are.

**Objective 1:** To help students define conflict.

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

**Activities:** Student Handout: What is Conflict? Brainstorm

**Objective 2:** To help students understand conflict and where it comes from.

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

**Activities :** Student Handout: Scales of Conflict Brainstorm

**Objective 3:** To help students understand conflict styles and contexts.

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

**Activities:**

Student Handout/Activity: Conflict Styles

Student Handout: Three Outcomes of Conflict

**Objective 4:** To give student preliminary practice in conflict resolution.

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

**Activities:**

- Introduction to Role Playing
- Role Play



## WHAT IS CONFLICT – BRAINSTORM

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

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

**Suggested Time Frame:** 20-30 minutes

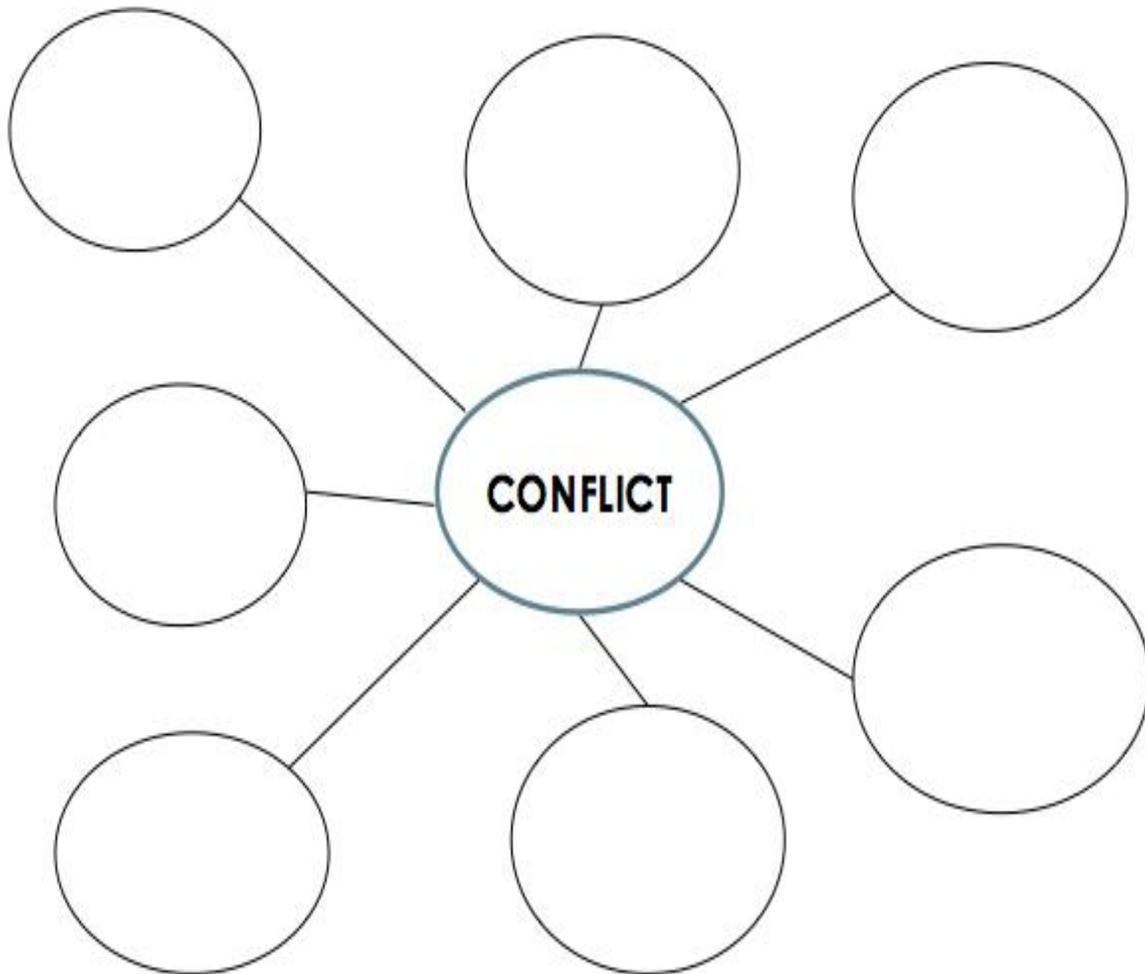
### Activity Structure:

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



## HANDOUT -WHAT IS CONFLICT – BRAINSTORM

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





## SCALES OF CONFLICT BRAINSTORM

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

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

**Suggested Time Frame:** 15-20 minutes

### Activity Structure:

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

### Debrief:

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



## HANDOUT: SCALES OF CONFLICT BRAINSTORM

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



## CONFLICT STYLES TEST

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

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

**Suggested Time Frame:** 15 minutes

### Activity Structure:

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

### Debrief:

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



## HANDOUT: CONFLICT STYLES TEST

### Directions

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

### How do you respond to conflict?

**(3) My reaction most of the time, (2) My reaction some of the time, (1) My reaction rarely**

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

**I**

**II**

**III**

**IV**

**V**

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>



## CONFLICT STYLES ASSESMENT KEY



### I=Controlling/Competing

“Hard bargaining” or “might makes right.” Pursuing personal concerns at another’s expense. Competing can mean “standing up for your rights” defending a position which you believe is correct, or simply trying to win or control the situation to your benefit. **The competing shark forces to win at the expense of others. He will stand up for his rights.**



### II=Collaborating

“Negotiating” or “two heads are better than one.” Working with someone by exploring your disagreement, generating alternatives and finding a solution which then mutually satisfies both parties. **The collaborating owl uses problem- solving skills to find a common solution-- an agreement that both parties can agree on. It’s a win-win solution.**



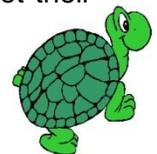
### III=Compromising

“Splitting the difference” Seeking a middle ground by “splitting the difference,” the solution partially satisfies both parties. **The compromising fox seeks a middle of the road solution. It is the 50/50 split.**



### IV=Accommodating

“Soft bargaining” or “killing your enemy with your kindness” Yielding to another person’s point of view; paying attention to their concerns and neglecting your own. **The accommodating teddy bear smoothes the problem out by paying attention to the other person’s needs and not their own.**



### V=Avoiding

“Leaving well enough alone” Not addressing the conflict by either withdrawing from the situation or postponing the issues. **The avoiding turtle will withdraw from the situation either by leaving or postponing the issue.**



## THREE OUTCOMES OF CONFLICT

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

**Materials:** Student Handout—Three Outcomes of Conflict

**Suggested Time Frame:** 5-10 minutes

**Activity Structure:**

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

**Debrief:**

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



## HANDOUT: THREE OUTCOMES OF CONFLICT

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

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

Examples of **lose-lose** situations:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

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

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

Examples of **win-lose** situations:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Win-Win** conflicts are constructive because BOTH parties:

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

Examples of **win-win** situations:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



## ROLE PLAYING

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

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

**Suggested Time Frame:** 15-20 minutes

### Activity Structure:

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

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

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

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



## RESPECT4

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

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

### **Debrief:**

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

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



## RESPECT4

# THE PEER MEDIATION PROCESS

"The Peer Mediation Process" equips students with an introduction to collaborative conflict resolution processes and gives students education and practice in each of the five steps of peer mediation:

1. Opening Statements/Introductions;
2. Perspective Sharing;
3. Defining the Problem;
4. Brainstorming Solutions;
5. Agreement.



## RESPECT4

### PREPARING TO MEDIATE

#### Arrange the physical environment:

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

#### Assemble Materials:

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

#### Meet ahead of time with your co-mediator:

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



## RESPECT4

### PEER MEDIATION PROCESS STEPS IN DETAIL

#### Step One: Opening Statements/ Introductions

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

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

#### Helpful Phrases:

*"We care about your well being"*

*"You have nothing to lose by trying it"*

*„It is ultimately up to you what happens"*



## HANDOUT: Step One: Opening Statements/ Introductions

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



## HANDOUT: PEER MEDIATOR QUALITIES

When we name the qualities of others, we must remember to refrain from telling people what a mediator “is” as those would equal labels and judgments. We instead want to talk about the values and qualities a peer mediator works towards having.

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

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

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## Step Two: Perspective Sharing

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

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

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

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

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

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

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

### Helpful Hints:

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



## Step Three: Defining the Problem

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

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



## Step Four: Brainstorming for Solutions

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



## Step Five: Agreement

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



## **ACTIVE LISTENING SKILLS**

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

## **THREE MODES OF LISTENING**

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



## HANDOUT: THREE MODES OF LISTENING

### MODE 1: "Fixing it"

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

### Mode 2: "Competing"

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

### Mode 3: "Empathizing"

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



## **ROADBLOCKS TO COMMUNICATION**

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

**Materials:** Student Handout – Roadblocks to Communication

**Suggested Time Frame:** 5-10 minutes

### **Activity Structure:**

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



## HANDOUT: ROADBLOCKS TO COMMUNICATION

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



## ACTIVE LISTENING SKILLS

**Objective:** To help student know the importance of active listening in a conflict communicationsituation.

**Materials:** Student Handout – Active Listening Skills

**Suggested Time Frame:** 10 minutes

### Activity Structure:

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

### Debrief:

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



## HANDOUT: ACTIVE LISTENING SKILLS

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



## NON VERBAL COMMUNICATION

### What is Nonverbal Communication?

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

### Why is nonverbal communication important to notice?

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

Examples of Nonverbal Behaviors:

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



## **FINDING COMMON GROUND**

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



## **BASIC NEEDS (IDENTIFYING INTERESTS)**

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

**Materials:** Student Handout – Basic Needs (identifying Interests)

**Suggested Time Frame:** 10 minutes

### **Activity Structure:**

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

### **Debrief:**

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



## HANDOUT: BASIC NEEDS (IDENTIFYING INTERESTS)

### *Directions:*

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

love

respect

power

safety

security

control

friendship

approval

freedom

appreciation

competence

fun

relaxation

self esteem

comfort

acceptance

consideration

privacy

trust

excitement

order

understanding

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

Other: \_\_\_\_\_



## POSITIONS VS INTERESTS

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

**Materials:** Student Handout – Positions vs. Interests

**Suggested Time Frame:** 10 minutes

### Activity Structure:

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

### Debrief:

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

## HANDOUT: POSITIONS VS INTERESTS

### I WANT

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

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

### BUT I NEED.

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

### Example:

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

### Wants:

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### Possible Needs:

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## POSITIONAL STATEMENTS

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

**Materials:** Student Handout—Positional Statements

**Suggested Time Frame:** 15-20 minutes

### Activity Structure:

1. Ask students to get into new groups of 3 to 4 (encourage them to get into a group with people they have not interacted with much so far).
  - Ask groups to refer to the “Positional Statements” handout. Each person in the group, one at a time, will choose one of the positional statements, read it silently, and imagine what the feeling and interest beneath the statement are.
  - That person should then read the statement to the group, with feeling, and the others tell what they think the feeling and interest are. The speaker can then tell their small group if they were on target.
  - Have each group further process each positional statement by writing a question underneath that would help get to the interest in that statement if they were to encounter it in a conflict situation.  
Let them know that the formula for asking an **interest-based question** is FACT + FEELING = INTEREST. So, they should identify the fact and acknowledge the feeling behind the statement to get to the interest. For example:  
  
Positional Statement: “I refuse to go to after school club meetings anymore!”  
An interest-based response question could be: “It sounds like the time the meetings are held is important to you—could you please explain more about that?”
2. Reconvene the large group to process the activity together. First, pick out a couple of the positional statements then ask the various small groups to share what they thought their feelings and interests were, then run through the entire list and ask them to share the interest-based questions that they came up with for each positional statement.
  - Did all of the small groups come up with the same feelings and interests for each of the positional statements? If not, why not?
  - How did the interest-based questions vary from group to group? Was it easy to come up with the questions?
3. Ask students to apply the activity of identifying interests in conflicts:
  - What part do interests play in a conflict?
  - In real life, how easy/difficult is it to identify our own or others' interests?
  - Think of a conflict that you recently had—what were the underlying interests of both you and the other party in that conflict?



## **HANDOUT: POSITIONAL STATEMENTS**

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



## THE I MESSAGE

“The I Messages” equips students to begin the often-challenging task of neutralizing conflict by encouraging students to speak from their own perspectives and feelings, rather than focusing on accusing the other of misdeeds. I Messages generally follow the formula of “I feel..... when you..... because.....”, in order for all involved in the resolution process to get a more complete sense of the nature of the issue.

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

**Materials:** Student Handout – Design an “I” Message

**Suggested Time Frame:** 20 minutes

### Activity Structure:

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

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

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

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



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

Discuss the formula for designing an “I” Message, going over the “Designing an ‘I’ Message” handout. Remind the trainees that practicing using I-messages helps it to become more comfortable and less formal. The order can be changed and words added or left out.

### **Debrief:**

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

## HANDOUT: THE I MESSAGE

**I feel .....**(state the feeling)

**When you.....**(state the reason)

**Because.....**(state the consequence)

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

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

I feel \_\_\_\_\_

When you \_\_\_\_\_

Because \_\_\_\_\_

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

I feel \_\_\_\_\_

When you \_\_\_\_\_

Because \_\_\_\_\_

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

I feel \_\_\_\_\_

When you \_\_\_\_\_

Because \_\_\_\_\_

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

I feel \_\_\_\_\_

When you \_\_\_\_\_

Because \_\_\_\_\_



## NEUTRALITY

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

## PRACTICE RE-PHRAMING

**Objective:** To have students practice reframing judgmental statements.

**Materials:** Student Handout—Practice Reframing;

**Suggested Time Frame:** 10 minutes

### Activity Structure:

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

### Debrief:

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



## HANDOUT: PRACTICE RE-PHRAMING

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

### Example:

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

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

### Try It:

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

**Reframe:**

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

**Reframe:**

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

**Reframe:**

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

**Reframe:**

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

**Reframe:**

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## **CULTURE AND IDENTITY**

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



## Who Am I?

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

**Materials:** Student Handout – “Who Am I?” Creative Session

**Suggested Time Frame:** 30 minutes

### Activity Structure:

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



## HANDOUT: Who Am I?

**My identity is made up of many things:**

I am

---

**I am all of these things, and much more.**



## INTERPLANATARY MIXER

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

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

**Suggested Time Frame:** 15-20 minutes

### Activity Structure:

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

“Three planets, Xtreen, K’taar, and Zzdoni have recently started new friendships. A group from each planet is attending a meeting on Earth. The purpose of this first meeting is for the representatives to learn about the other planets’ cultures to help pave the way for future visits. Happily, Earth has Universal Translators at the meeting hall, so language will not be a problem. Each group has the same mission: to learn about the other planets and make a report back to their government. The report should include information about the other planets. “

3. Pass out a planet description to each student. Have them designate one person to read the description out loud. Instruct them to mingle with the representatives from other planets for about 5 minutes (till you call “time”).
4. After a few minutes, ask the three groups to get back together and come up with a “report” of their mission findings. Give them another 5 minutes for this, allowing them to designate one person to share the report with the large group.
5. Reconvene the entire group and discuss the report results. Let each group reveal what their communication styles were, as well.
6. Discuss with the group their communication experiences, what they learned from the other groups, and if they encountered any obstacles.

### Debrief:

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



## HANDOUT:INTERPLANATARY MIXER

### Group #1: Planet Zoorglove

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

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

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

### Group #2: Planet Boevia

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

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

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



### **Group #3: Spiramina**

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

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

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



Sample Mediator Notes Page		
	Party 1	Party 2
<i>Expand</i>		
Story Notes:		
Feelings:		
Position(s):		
<i>Narrow</i>		
<b>Issues:</b> <i>What are the "business" items that must be addressed?</i>		
<b>Underlying Interests:</b> <i>What are the <u>needs</u> and <u>values</u> that are most important to the parties?</i>		



## MEDIATION SESSION BRAINSTORMING HANDOUT

Participants: What are some ideas for resolution that might benefit both of you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

***Remember:***

- *Try to generate options for ALL parts of the problem*
- *The more complete the solution, the more people will follow through with the agreement!*





## PEER MEDIATION SESSION EVALUATION FORM

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Please **circle** the statement that best describes your thoughts and feelings for each of the questions

**1. I feel that the problem has been worked out.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
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**2. I helped to find a peaceful solution to this problem.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
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**3. I had the chance to tell my side of things and share my opinions.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
------------------	----------------	-----------	-------------------	---------------------

**4. I am happy with the outcome of the mediation.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
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**5. I would recommend this program to my friends.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
------------------	----------------	-----------	-------------------	---------------------

**6. I learned skills today that I can use again in other disagreements.**

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree
------------------	----------------	-----------	-------------------	---------------------

**7. Do you have any suggestions about how we could make mediation better (please explain)?**