Waterloo School

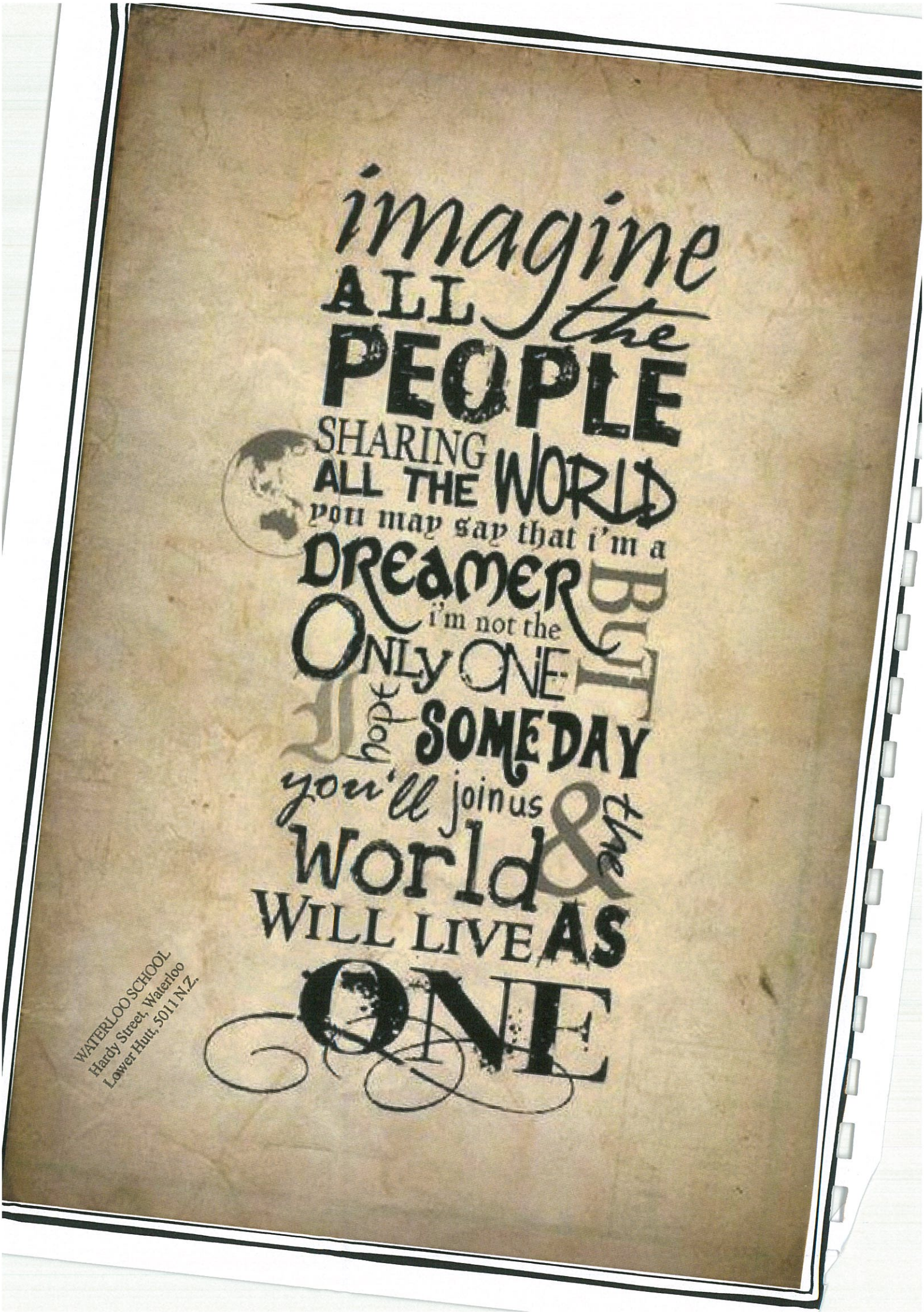
Peer Mediation

WATERLOO SCHOOL
Hardy Street, Waterloo
Lower Hutt, 5011 N.Z.

Peer Mediator's Resource Folders

THE PEACE FOUNDATION
Te Tuapapa Rongomau o Aotearoa

COOL SCHOOLS
PEER MEDIATION PROGRAMME



Welcome to Mediation

You have made a "cool" decision to become a Waterloo School Peer Mediator.

A Waterloo School Mediator:

- Is a **role model** to everyone in the school at all times
- Is an **independent thinker**
- Is an **active listener**
- Uses **effective questioning**
- Is always **fair** and **non-judgemental**
- Is **confidential** and will not discuss mediations with others
- Helps others to **solve** their conflicts without fighting
- Is someone who likes to **help** others
- Is **reliable, organised** and **committed** to their job.

A Waterloo School Mediator must believe in the Peer Mediation Process.

Mediation is a way to help people solve conflicts without fighting that leaves all disputants feeling happy with the solution.
Mediation helps to make our school a friendlier, more peaceful place to be.

The skills you learn during your time as a Mediator will also help you a lot in your own life.

This book is yours to keep. It is split into two parts:

- Part One is all about the skills you will learn in training and then use as a Mediator.
- Part Two is all about the Mediation Process. It also contains some cool tips and tricks from past Waterloo School Mediators that will help you in your job this year.

Active Listening

ACTIVE LISTENING HAS TWO MAIN FUNCTIONS:

1. Hearing and understanding - both words and body language.
2. Communicating back succinctly the content and feelings you have heard using your own words.

ACTIVE LISTENING HAS TWO MAIN SKILLS:

ATTENDING and **RESPONDING**

Important Messages

- Active listening is essential to the mediation process.
- A mediator needs to be a very good listener.
- Active listening helps build rapport between the mediators and the disputants.
- Active listening helps create an atmosphere where people feel comfortable speaking.
- Disputants feel understood when mediators retell their stories and reflect their feelings accurately. When disputants are listened to in this way, it can calm them down and de-emotionalise the situation. This prepares them for the next stage, which involves rational problem solving in finding workable solutions.
- Mediators need to be paying attention during the story telling stage if they are able to retell content and reflect feelings accurately.

---- An ----

Active Listener

Gives eye contact

Gives non-verbal feedback

(i·e· head nodding)

Does not interrupt

Asks open questions

Restates information to show understanding

Builds trust

Attending Skills

Attending skills include: posture, physical contact, gestures, interested silence, acknowledgement and environment.

It may seem like this is a lot of things to remember, but in real life, good and bad listening is usually very obvious. You can probably remember a time when someone didn't listen to you and how that made you feel.

Once we remember how it feels not to be fully listened to, we realise how important it is to actually show someone that we are listening. People need to feel listened to, and they need to see that you are listening.

Being close to the person and at their height

How close you get will depend on the person. People from some cultures will find it easier if they are a little lower than you. This is a form of respect.

Using open body gestures

Having your arms and legs uncrossed.

Facing the person

This could include leaning towards them.
People who gather information through their eyes will want to face you.
People who gather information from your voice or feelings may want to sit beside you.

Minimal Encouragers

These are the 'sound effects' for attending. They are brief grunts or words of acknowledgement ('Mmm', 'Uh-hu', 'Right', 'Sure', 'Yeah) that tells the speaker that you are still awake and listening. They do not imply agreement or disagreement, just interest. On the phone, they may in fact be the only way you have to assure the speaker that you are still there, without interrupting.

Mirroring

Reflecting the speaker's body position, breathing and tone of voice.

Nodding your head

When you occasionally nod your head, you are showing the speaker that you are listening.

Not doing other things

When you do other things such as gazing out the window, playing with a pen, or reading a book, while the person is talking it gives the impression you are not listening. If you need to do something else, perhaps right now is not a good time for you to listen, and you will have to tell the person that.

Looking near or at the speaker

Having your eyes facing somewhere near them, so they are available for the other person to make eye contact as they need to.

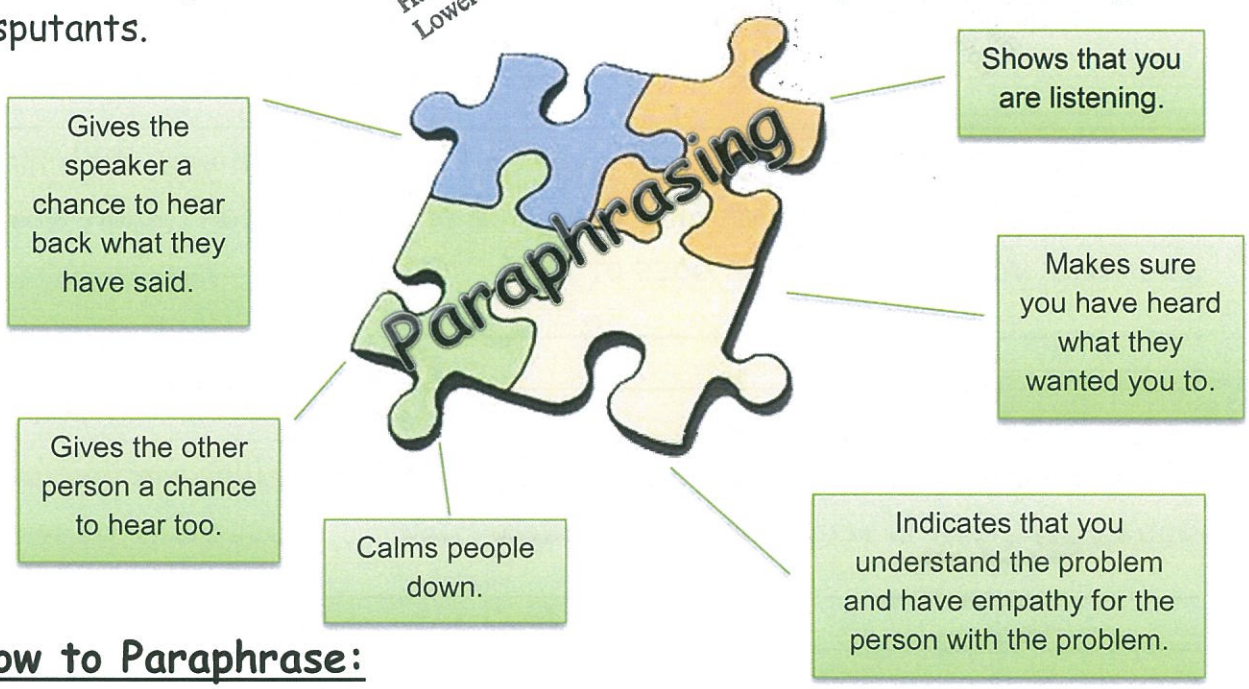
Responding Skills

Responding skills are verbal communications that capture the content, feelings and meanings of what you have heard. During the summarising part of the mediation, you will need to respond effectively by "chunking down" large segments of the story by paraphrasing the content so that the summary is clear and to the point.

Paraphrasing is summarising in your own words what has been said.

Paraphrasing and reflecting the feelings of the disputants is an important skill in mediation and needs plenty of practice.

Paraphrasing, restating, retelling and reflecting are words we have used to describe the process of repeating back what has been said. This shows understanding of the content and acknowledges the feelings of the disputants.



How to Paraphrase:

Focus on the speaker and listen carefully.

1. Repeat in a non-judgemental way the content and feelings you have heard using your own words.
2. Begin with "so what you are saying is ..."

For Example:

1. "So what you are saying is that you are feeling frustrated that he didn't let you have a turn and kept telling you what to do."
2. "So what you are saying is that you are feeling upset because she started spreading rumours about you in school."
3. "So what you are saying is that you are feeling confused and didn't mean to cause trouble during the game."

Note: *Do not offer your opinions or try to fix the problem.*

Paraphrasing Practice

Paraphrase what is being said:

1. "I don't like Min because she is mean and nasty to me all the time and she thinks that she is better than me. She is telling people mean things about me and that makes me so mad."

2. "I can't believe that Jordon thinks he can play soccer, he really sucks. His feet don't know how to work properly and he keeps making our team lose!"

3. "I wish you wouldn't tell me to go away and not play with you. I think you are mean and you can't even play the game properly. I don't know why you think you should be the boss of me."

4. "I don't want to be your friend any more. You keep telling me lies and I don't think that is very nice."

5. "I didn't hand my homework in because last night my sister was annoying me and she kept dancing and yelling in my face. It made it really hard for me to concentrate. My mum and dad were being so mean to me because they wouldn't tell my sister to be quiet so it wasn't my fault that I couldn't get my homework done. You should blame my mum and dad and sister."

Helpful Phrases for Active Listening

Summarising:

- Let me see if I understand what you've said …
- What I am hearing you say is that you feel upset when …

Clarrifying:

- Can you help me understand what you mean when you say …
- Can you give me an example of …
- Tell me about …

Reframing:

- It sounds like both of you are concerned about …

Acknowledgement:

- I can see this issue is important to you.
- I'm hearing how difficult it has been for both of you to …

Normalising:

- Many people feel the way you do when in a similar situation.
- It is common to get frustrated when communications are not going well.

Validating:

- I appreciate your willingness to discuss all the options.
- Both of you have worked hard to reach a mutual understanding.

Soliciting:

- Each of you have mentioned some possible ways to communicate about … are there any other ways that may help?
- What will work for you?
- What do you think about that idea?

Identifying and Expressing Feelings

SHARING FEELINGS DURING MEDIATION HELPS TO DEVELOP EMPATHY BETWEEN THE DISPUTANTS IN CONFLICT.

Important Messages

- Feelings are important! Feelings are the things that can often cause conflict. However, when shared they are also the things that help to resolve it.
- Being able to identify our feelings is an important part of the mediation process.
- People show their feelings in different ways – there may be cultural and individual differences.
- You can tell a lot about how someone is feeling by looking at his or her body language.

FEELINGS

Identify the emotion in each illustration

.....

.....

.....

.....

.....

.....

.....

.....

.....

FEELINGS

Illustrate different feelings

Using "I" Statements

"I" STATEMENTS ARE AN EFFECTIVE, NON-THREATENING WAY TO COMMUNICATE OUR FEELINGS.

- "I" statements communicate our feelings to others.
- "I" statements are a tool mediators use to guide disputants to express their feelings in a non-threatening way.
- "I" statements can be used anywhere – at home, at school and with our friends. They are not just limited to the mediation process.
- During mediation, peer mediators may have to model an "I" statement if disputants are beginning to accuse and blame each other.
- The end result is participants have more empathy for each other's needs and therefore successful solutions are agreed upon.

Important Messages

- "I" statements focus on how we feel rather than the other person and what they might have done.
- Using "You" statements in conflict situations leaves the listener feeling blamed or judged.
- Take care not to use the "you" word in an "I" statement.

How to Construct
an
"I" Statement

Level 1:

I feel ...
(state the feeling)

when ...
(describe what happened)

because ...
(explain why)

OR

When ...
(describe what happened)

I feel ...
(state the feeling)

because ...
(explain why)

Stop and wait for an answer.
If you don't get the answer you want, try Level Two.

Level 2:

Say: *"I mean it. Next time I would like you to ..."*
OR: *"I mean it. Next time I need you to ..."*

If the problem continues try Level Three.

Level 3:

Go and get help from:

- A mediator *- A teacher*

The Three Levels
---- of ----
"I" Statements

Scenario: **During a group task Matthew takes Maia's pen without asking.**

Level 1:

I feel frustrated
when you take my pen
because now I can't use it.

Matthew's Response: **"Get over it."**

Maia progresses to:

Level 2:

I mean it!
Can I please have my pen back?

Matthew's Response: **Walks away with pen.**

Maia progresses to:

Level 3:

Go and get help from a teacher.

"I" Statement Practice

Put a tick by the REAL "I" statements ...

1. _____ I really care about the team winning the game.
2. _____ Why don't you wash the dishes for a change?
3. _____ I feel sad that my favourite teacher is leaving next year.
4. _____ I need you to let me have a turn once in a while.
5. _____ You never let others borrow your new CD.
6. _____ I feel frustrated about this assignment.
7. _____ I really want to be your friend, but I'm sort of mad right now.
8. _____ I'm so happy that we get to leave early today.
9. _____ Do homework now? You always want me to do homework!
10. _____ I wish I could try riding your new bike.
11. _____ Would you leave me alone.
12. _____ On weekends, I love to go on a special trip with my friends.
13. _____ Sometimes, I feel so frustrated.
14. _____ You never pick up my things when I ask you to.
15. _____ Why don't you let someone else go first for a change?
16. _____ I need to be left alone right now.
17. _____ I feel that she should stop bugging me.
18. _____ Hey, let me play with your videogame.
19. _____ I'm nervous about the test coming up.
20. _____ You make me so mad when you don't return my things.
21. _____ I like it when you study hard.
22. _____ I feel that you never listen to what I have to say.
23. _____ You are such a nerd!
24. _____ I wish we could go camping this summer again.
25. _____ Why don't you find someone else to play with?

"I" Statement Practice

Create an "I" statement for each of the following statements:

1. "Stop bugging me. Can't you see I've got things to do?"

2. Your friend just called you a name that you really hate.

3. "You always make me take out the rubbish."

4. Your best friend just brought back something they borrowed from you and it is broken.

5. Your friend helped you with some homework that you were having trouble with.

Write in your own words an "I" statement about something important that has happened to you in the past week.

Understanding Conflict

CONFLICT IS A NORMAL PART OF EVERYDAY LIFE, IT'S HOW WE DEAL WITH IT THAT MAKES THE DIFFERENCE.

Destructive ways of dealing with conflict	**Constructive** ways of dealing with conflict
Anger Win/Lose attitude Maintain fixed positions Blame Violence Accusations "You" statements	Empathetic listening Win/Win attitude Consider needs of both parties Understanding other's viewpoints Options "I" statements
Costs of dealing with conflict destructively	**Benefits** of dealing with conflict constructively
Damages relationships Physical, emotional and mental damage Prevents individual and group goals being achieved Wastes time and money Damages self-esteem Limits personal potential	Enhances relationships Creates an environment for self-growth and achievement Enables individual and group achievement goals Enables peaceful resolution of problems Enhances self-esteem

Important Messages

- Conflict may happen when there are differences in people's attitudes, beliefs, values or needs.
- Conflict can have positive results.
- How we deal with conflict is a choice.
- The benefits of dealing with conflict in a constructive way far out-weigh the costs of dealing with a conflict in a destructive way.
- We choose different styles depending on different situations and people.
- Mediators need to know themselves and be able to recognise other people's behaviours to allow them to guide all parties in conflict to respond like owls.

Unhealthy

UNRESOLVED CONFLICT

- Destroys relationships.
- We can get stuck.
- Lowers our self-respect and respect for others.
- Creates a history of bad feelings and interactions.

Healthy

RESOLVED CONFLICT

- Builds relationships.
- We learn and grow from it.
- Develops our self-respect and respect for others.
- Creates a problem solving, positive outlook.
- No 'history' of unresolved conflict to interfere with the new problem solving.

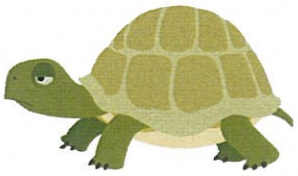
Win/Win Problem Solving

APPROACH TO CONFLICT

- Partners not opponents.
- I want to win, but I want you to win too.
- Listen and go back to needs rather than only looking for solutions.
- Let go of established habits.
- Hard on the problem, soft on the people.

Conflict Styles

TURTLE (Denial, avoid, withdrawal, lose-lose situation)

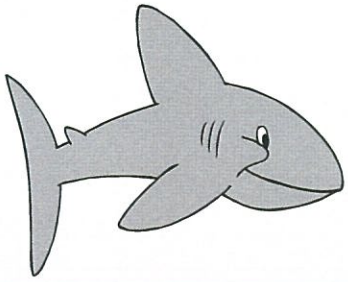


- Stop talking, punish with silence
- Walk away
- Sulk
- Ignore the important issue
- Become resentful

TEDDY BEAR (Suppression, accommodating, lose-win situation)

- Act as though nothing is the matter
- Peace-keepers – like to preserve harmony and peacefulness
- Often say 'yes' to preserve the relationship
- Stay cheerful, but refuse to talk about the problem
- Often be cross with yourself afterwards (suppressed feelings of anger and frustration)

SHARK (Assertive, powerful, in control, aggressive, win-lose situation)



- Action focussed
- Challenging (may set out to prove the other person wrong)
- Refuse to take NO for an answer
- Shout them down
- Outsmart them
- Lay down the law

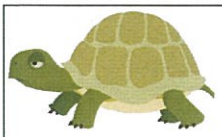
FOX (Compromising, negotiating, win some-lose some situation)

- Do what's fair
- Divide equally
- I'll give if you give – trade off
- 'Split the difference' to keep a friendship
- Gain something for yourself
- Finding the middle ground

OWL (Collaborative, cooperative, working with, problem solving, win/win situation)

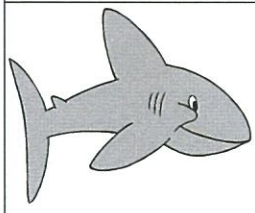
- I want to win but I want you to win too
- I will state my feelings and needs and listen to yours too
- The relationship/friendship is important and needs to be nurtured
- Brainstorming ideas together to solve the problem
- Non-threatening communication to find a mutually acceptable solution (reflective questioning and listening)

Conflict Style Reflection



Identify a time when you were a Turtle when dealing with Conflict:

Identify a time when you were a Teddy Bear when dealing with Conflict:



Identify a time when you were a Shark when dealing with Conflict:

Identify a time when you were a Fox when dealing with Conflict:

Identify a time when you were an Owl when dealing with Conflict:

Which style of Conflict Resolution has worked best for you? Why?

Conflict Observation Form

	Conflict 1	Conflict 2	Conflict 3	Conflict 4	Conflict 5
What was the cause of this conflict? i.e. rumours, gossip, exclusion, name calling, bullying, misunderstanding.					
What was the conflict style used? (teddy bear, shark, fox, turtle, owl)					
What was the final result?	☐ Constructive Result:	☐ Constructive Result:	☐ Constructive Result:	☐ Constructive Result:	☐ Constructive Result:
	☐ Destructive Result:	☐ Destructive Result:	☐ Destructive Result:	☐ Destructive Result:	☐ Destructive Result:

Effective Questioning

THE MEDIATION PROCESS IS A SERIES OF OPEN AND CLOSED QUESTIONS. THE KEY TO SUCCESS IS KNOWING WHICH TO ASK AND WHEN.

The **five essential questions** for a mediator to ask

1. What happened?
2. How are you feeling?
3. How could you solve this problem?
4. What do you need right now to make it better?
5. What could you do differently next time to stop this problem happening again?

Closed Questions

Have only one answer. They often only require one or two word answers.

In mediation, they are:
- What's your name?
- Do you agree to the mediation rules? etc

Open Questions

Often start with "How" or "Why" and require an explanation e.g. "What happened?"

In mediation, they are:
- What happened?
- How can we solve this problem?

Important Messages

- Mediators are good questioners.
- When you want to offer a solution to a disputant, ask a question instead that draws out the solution from them. This is more empowering for the disputant.

The Role of the Mediator

"OWLS IN ACTION"

A Mediator is …	A Mediator is not …
• an owl • neutral • approachable • a good listener • a reflector back of information • a guide to the process of problem-solving • calm • firm • positive • an effective questioner (open and closed) • able to maintain confidentiality • committed to their job • a believer in the peer mediation process • impartial • fair • trustworthy • someone who likes helping others	• judgemental • opinionated • there to take sides • bossy • in a hurry • a problem solver giving solutions • domineering • allowed to play favourites • a bully • power hungry • irresponsible • dishonest • a shark • an angry person • a teacher • a judge or jury • a police officer

Important Messages

- Mediators are not problem solvers. They empower others by asking questions to guide them to their own solutions. For example, when two students with a problem are stuck with their solution finding, mediators assist by using open-ended questions to focus them on their feelings and their needs being met e.g. "What could you do differently next time to stop this problem happening again?"

- Mediators are confidential. They will not discuss other student's problems unless they feel a student is unsafe, they will then pass the information onto a teacher or Peer Mediation Coordinator.

- Mediators must not assume they know what the correct solution is to a problem. Meeting the needs of the disputants generates appropriate solutions for them.

Qualities of an Owl

What qualities does a person need to have to be an effective mediator?

Skills

Qualities

Attitudes

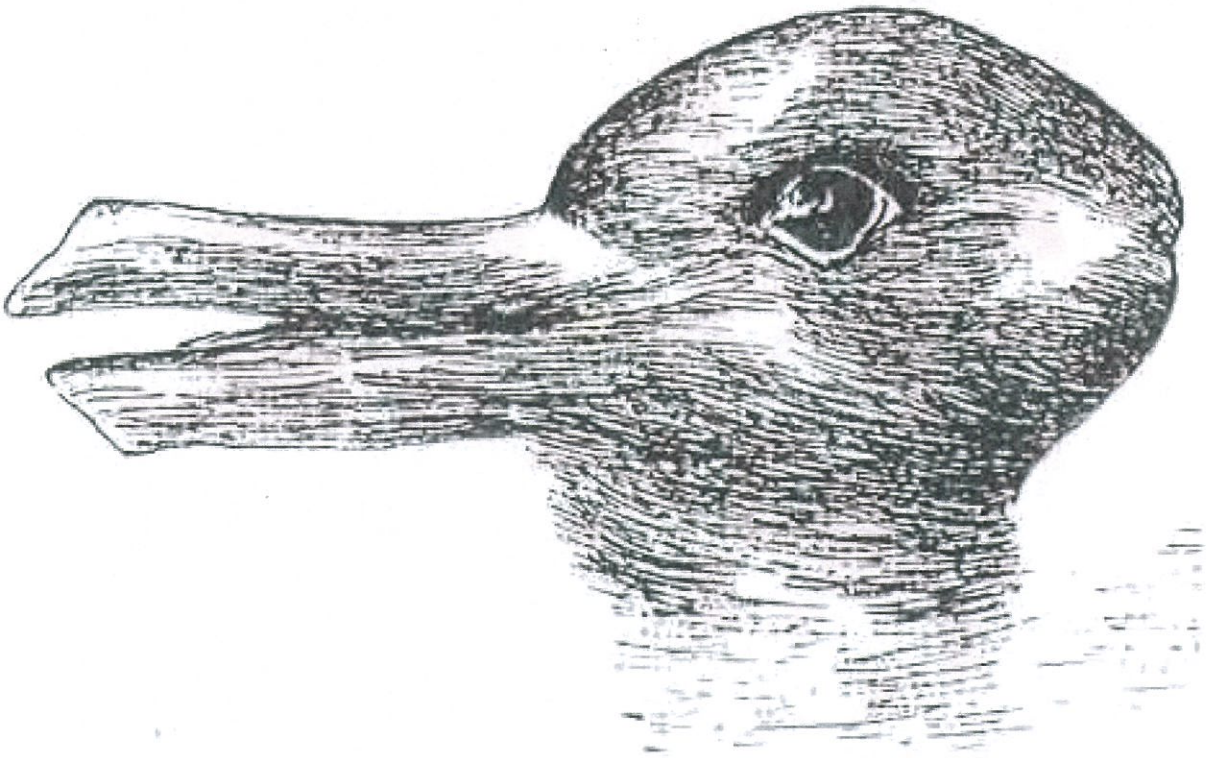
Behaviour

Puzzling Perception

Sometimes during mediation you will have a situation where the disputants' stories don't match each other. This could be because they both have a different perception of the conflict.

Don't worry about this as sometimes it is not totally necessary to have full agreement about the problem. It is much more important for the disputants to agree with the solution.

To understand perception a little better, look closely at the picture below.



What do you see?
Ask a friend what they can see. Was it the same or different to you?
If it was different, how can this be?

Two people can see something very differently
- and they both might be correct.

----- A ----

Mediator

Is neutral

Asks effective questions

Is a good listener

Guides a process of problem solving

Maintains confidentiality

A Mediator is not ...

Bossy

A police officer

A decision maker

A person who interrupts

A person who talks about other people's problems

Mediation

PEACE IS NOT MERELY A DISTANT GOAL THAT WE SEEK BUT A MEANS BY WHICH WE ARRIVE AT THAT GOAL.

Martin Luther King

Important Messages

- Mediation is voluntary.
- Students are encouraged to make this choice when they have a problem with someone.
- Mediation is empowering and helps to develop problem-solving skills.
- Mediators only deal with 'small stuff' conflict. Serious conflict (physical fighting, stealing, damaged property) is directed to the duty teacher.
- Mediators need to gauge when it is appropriate to conduct mediation. Two upset people may be too emotional to be in mediation to begin with.

The Four Rules
----- of ----
Mediation

Be honest

No put-downs

No interrupting –
you'll each get a turn

Agree to solve the
problem together

The Peer Mediation Process

Introduction and Rules

1. Introduce yourself. "Hi, my name is ... I'm a Mediator."
2. Ask: "Do you want me to help you solve this problem?" Both must agree.
3. If **YES:** Move away where you can talk without being interrupted.
   If **NO:** Try to encourage mediation.
4. Explain and get agreement to the **4 rules:**
   - **Be honest**
   - **No put-downs**
   - **No interrupting – you will each get a turn**
   - **Agree to solve the problem together**

Defining the Problem

1. Decide who will talk first. Value the person who is going second, "You will get your turn and ... thanks for your patience."
2. Ask Person 1: "What happened?" "How did you feel about this?"
   REFLECT back what you have just heard.
3. Ask Person 2: "What happened?" "How did you feel about this?"
   REFLECT back what you have just heard.
4. Ask, "Do you have anything you would like to add?

Summarising

1. Say: "So I am hearing the problem is about ...(one sentence)... is that correct?"
   Check the disputants agree.

Finding Solutions

1. Ask person 2: "What could you do to solve the problem?"
   "What could you do differently next time so that you don't have this problem happening again?"
   "What do you need to be able to solve this problem?"
2. Ask person 1 if they agree and to add any improvements and/or other suggestions.
3. Ask persons 1 and 2 if they can agree to one or more of the suggestions. There may be more than one problem. Ensure all problems are solved.
4. Check: "Are you both happy now?"

Reaching Agreement

1. Write down solution/s agreed upon on the Mediation Agreement Form. The disputants must sign this.
2. Congratulate both parties on reaching an agreement and solving their problem. They may shake hands if appropriate.

Closure

1. Ask both parties to give each other an **affirmation** ...
   - I appreciate you because ...
   - I like you because ...
   - You are good at ...

COOL SCHOOLS PEER MEDIATION PROGRAMME

Mediation Agreement Form

Date: ..... Area: .....

Mediator's Name/s: .....

Disputants Names and Room Numbers: .....

.....

Identify what caused the conflict: (please tick)

☐Accident ☐Game rules ☐Teasing ☐Misunderstanding

☐Name Calling ☐Exclusion ☐Taking Turns ☐Possessions/Ownership

☐Friendship issue ☐Rumours/Gossip ☐Other: .....

How did you come to mediate the conflict?

☐You offered to mediate ☐A teacher suggested it

☐Another student suggested it ☐Disputants asked you to

☐Other: .....

Was the mediation referred to a teacher? Yes/No
If yes, why? .....

Was a good resolution found? Yes/No
If no, why? .....

Resolution/Agreement:
(Name) .....

agrees to: .....

.....
Signed: .....
(Name) .....

agrees to: .....

.....
Signed: .....

Check back time and place: .....Check back completed? Y?N

Questions to Support the Mediation Process

Useful questions for Mediating Seniors:

Drawing out the issue:	*What happened?* *What else?* *How are you feeling?*
Finding solutions:	*What do you need to solve this problem?* *(e.g. I need ..... to stop calling me names.)* *What could you do differently next time so that it doesn't happen again?* *What do you need to feel better?*
Affirming:	*What is one thing you appreciate about .....?* *What is one thing you respect about .....?* *What is one thing ..... is good at?*

Useful questions for Mediating Juniors:

Drawing out the issue:	*What happened?* *What else?* *How are you feeling?*
Finding solutions:	*How can you fix it?* *What could you do (1)?* *What can you do (2)?*
Affirming:	*What is ..... good at (1)?* *What is ..... good at (2)?* *I like ..... because .....(1)* *I like ..... because .....(2)*

Checklist for a Good Resolution

1. Is the resolution precise and clear enough? Does it identify:
   - Who will do what?
   - How will they do it?
   - Where and when?

   Vague statements like "Jo will be nice to Rawene" are difficult to implement.
   Statements of specific actions like "Jo agrees not to call Rawene names" are necessary.

2. Is the resolution fair and even? Are both disputants happy with it? Are they prepared to take equal responsibility for making it work?

3. Is it realistic? Can both disputants really do what they say they will do? It is not useful when disputants make promises they cannot keep, or that you know they will not keep.

4. Will the resolution solve the problem? Make sure that both disputants are really happy with the outcome, and that one person is not just agreeing for the sake of keeping the peace. If they do that, the conflict is likely to flare up again.

5. Is the time frame for a check-back realistic?

Note: *An apology or saying 'sorry' can be part of a resolution but it should not stand on its own. Mediators need to question further so that resolutions are long term and action focussed. An apology is often a 'sticking plaster' and will not necessarily stop the problem from happening again.*

Problem Solving and Creating Agreements that Work

Tips for Mediators

- **Allow parties to talk and negotiate with each other as long as it is productive. Encourage them to reach a solution.**
  Remind them of the following points:
  1. They agreed to the mediation rule: "Agree to solve the problem together."
  2. If a solution is not reached during the mediation, teacher involvement will mean that the solution will be provided for them.
  3. Mediators do not offer solutions. A skilled mediator will ask open questions to elicit the solution they are thinking of if disputants are stuck.
- **If disputants get stuck, ask a focusing question:**
  What upsets you about this?
  What do you need to feel better?
- **Evaluate options – reality test by asking questions like:**
  What do you think will happen if ...?
  Are you both happy with this solution?
  How can we make this solution fair for you both?
- **In the process of solution finding, mediators must understand that their role is to organise and manage the process, by helping the disputants stay focused on one issue at a time until they reach closure.**
- **Remember: Sorry is a "Sticking Plaster" – a sorry acknowledges feelings but does not solve the problem long term.**

Important Messages

- Agreements are the written solutions that the disputants have agreed to which will solve their problem. It needs to meet the needs of both parties.
- Agreements must be well-balanced and fair. The language used must be appropriate for the disputants.
- It is important that mediators keep encouraging the togetherness of the parties when an agreement is being made e.g. "Sam and Jonah agree to ..."
- Reality check: "What if it doesn't happen?"
- Putting the agreement in writing means there is no confusion later on. Disputants have full ownership of their written agreement and therefore need to sign it. This makes them accountable.

Choices

LIST PROBLEM
Jack and Adam would not let Tyler play soccer with them at lunchtime. He had dominated their game during lunchtime yesterday by not sharing the ball.

ACTION	CONSEQUENCES
Tyler kicked the ball away.	This caused a fight where Tyler got hurt. He then got into trouble with the principal and his parents. Do you think this was the outcome Tyler wanted?

OTHER CHOICES	POSSIBLE CONSEQUENCES
He could have played with someone else.	Tyler could have made new friends. These friends may not have played soccer. Tyler could have played another sport.
He could have told the duty teacher.	The teacher may have helped Tyler play. The teacher may have said, "Do not tell tales".
He could have cried.	Jack and Adam might have let Tyler play with them. They might have called him a "Cry Baby".
He could have got a ball from the sports shed and asked others to play soccer with him.	He could have played soccer. Others may have played with him. Tyler could have made some new friends.

If this problem happened again in the future the most favourable choice would be:

Tyler's Choice: Getting a ball from the sports shed and asking others to play soccer.

Choices

LIST PROBLEM

ACTION	CONSEQUENCES

OTHER CHOICES	POSSIBLE CONSEQUENCES

If this problem happened again in the future the most favourable choice would be:

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Handling Difficult Situations

Some Difficult Situations

Lying - Mediators are not judges - your responsibility is to create an environment where the disputants feel safe, are honest and can solve their problems. Possible things to say are:
"Remember you both agreed to tell the truth."
"I find it difficult to mediate when your stories are quite different."
"What could you do next time this happens?"

Lack of Cooperation - disputants may appear to not want to cooperate, this could be because they are afraid or confused about the mediation process. Demonstrate an "I" statement:
"I can't help you if you won't tell me what the problem is."
"When you don't answer any of my questions I think that you don't want help to solve the problem."
Supportively confirm that the disputants agree to continue with the mediation. You could ask the disputants:
"What will happen if this problem does not get solved? This is your chance to solve the problem without involving a teacher."

More than one issue or problem - sometimes there is more than one problem. When this happens you need to deal with one problem at a time. Make sure you acknowledge there is more than one problem and identify each one. The mediator will decide which problem to solve first.

Maintaining Control - assertiveness and body language helps to maintain control. Example: hand signals e.g. "Shh" or "Stop" signal. Remember to refer back to the mediation rules.
"You agreed not to interrupt. You will have an opportunity to be listened to."
Give an "I" statement: *"I find it difficult to hear when you both talk at once."*
If the disputants become very disruptive and/or abusive:

- Separate them and ask if they want to continue
- Review the rules - get agreement to follow them
- Have a 'cool off' time and then continue
- Time out. Warn disputants if they break the rules twice you will stop the mediation and they will lose the opportunity to solve the problem. Perhaps suggest that they go to a teacher.

An ESOL student wants mediation - you may want to let the ESOL student have a support person who can help them to understand what is happening. The support person will not be involved in the mediation themselves but is only there to help the ESOL student understand and communicate.

Some More Difficult Situations

Power Imbalance – one disputant may be more shy or quiet than the other and they may find it difficult to have their say. Here are some tips if you find yourself in mediation where there is a clear power imbalance.

- Stand closer to the less dominant person
- Make sure the less dominant person has their say
- Reinforce the rules with the powerful person. *"No interrupting – you will get your turn."*
- Tell the less dominant person that the mediation process is fair and confidential
- Adjust the volume levels of your voice – speak louder to the more dominant person, use a quieter voice with the less dominant person

Information that is from the past or off the topic – sometimes when people are angry or upset they bring up information that is from the past or off topic. The information will not be relevant or helpful in resolving the dispute. You could say:
"We need to talk about what is happening right now. So let's get back to what would help to solve the problem."

Disputants are reluctant to talk – if the disputants are wanting to solve their problem using mediation but are reluctant to talk, this will be a tricky situation for you.
Try the following:

- Ask open-ended questions
- If one is more reluctant to talk, stand close to this person
- Remind them that the process is confidential
- Offer them the opportunity to work out this problem with someone else.

Important Messages

Mediator's Checklist - REMEMBER

- Look at the disputants.
- Speak clearly and confidently.
- Be fair – don't take sides or get emotionally involved.
- Mediators deal with minor 'small stuff' conflict.
- 'Big stuff' conflict is for teachers to deal with.

Refer to your coordinator or duty teacher if:

- You don't feel safe or the safety of others is threatened.
- The mediation is not working.
- If students are breaking school rules.
- There is physical fighting going on in the playground.

Helpful Tips from Previous Mediators

These are some hints and tips from 2012 Waterloo School Mediators.

- You need to be committed and think carefully before signing up because you can't just quit.
- You need to be able to keep secrets. You can't even tell your best friends what happens during mediations.
- You have to be responsible and show up for meetings and duties, even when you don't feel like it.
- Other people can get jealous of you being a mediator so you kind of have to be tough and believe in what you are doing because sometimes it can be really hard when people say things to you that aren't nice.
- Stay calm – you don't own the problem, so you don't need to worry too much about it.
- Be prepared for anything – expect the unexpected.
- Take your time during mediations. They can take a long time to sort out.
- If the bell rings then make a time and place to meet with the kids to help them solve their problems.
- Make sure you go to the toilet before you start duty.
- You have to get back to your classroom quickly after the bell rings, otherwise your teacher will get grumpy at you.
- Make sure you do your classroom work so that you are not kept in at lunchtimes because you can't miss meetings or duties.
- If you can't do your duty you need to find someone else to do it for you.
- If you have had a bad day or mediation, you need to find someone to talk to about it. Another mediator, your mentor or the coordinator are all good choices.
- If you have a problem of your own that you can't solve, use other mediators to help you or talk to the coordinator about it.
- Have fun out there. Being a mediator is a great way to meet and help others.

The Mediation Skills and Process

HOW MUCH DO I KNOW?

1. What is conflict?

   .....

   .....

   .....

2. Identify constructive verses destructive ways of dealing with conflict:

Destructive ways of dealing with conflict	Constructive ways of dealing with conflict

3. What are the benefits of dealing with conflict constructively?

   .....

   .....

   .....

4. Identify the qualities of a great mediator (think about the problem solving owl):

5. When would you use the peer mediation process?

   .....

   .....

   .....

6. What are the stages of mediation?
   i. .....
   ii. .....
   iii. .....
   iv. .....
   v. .....
7. What are some benefits of using mediation to help solve problems?

   .....

   .....

   .....
8. How do you know if someone is an active listener?

   .....

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9. "I" statements are an effective way to communicate our feelings to others. Why are they useful in mediation?

   .....

   .....

10. Provide an example of an "I" statement:

    .....

    .....

11. Effective questioning is an important part of conflict resolution. Identify three open-ended questions that you might hear in a mediation:

    .....

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12. Identify a difficult situation that a mediator may encounter and suggest possible solutions:

Challenge	Possible Solutions
	1. 2. 3.

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