

COOL SCHOOLS

Primary
Manual

Peer Mediation Programme

Cool Schools Peer Mediation Programme | Primary Manual

The Cool Schools Peer Mediation Programme is a proactive programme that teaches essential life skills for peaceful conflict resolution. The skills taught in this programme empower individuals to build positive, caring relationships with others especially in times of conflict.



'Cool Schools provides a sound framework for teachers and students to resolve their differences in a positive way'

PRINCIPAL

'I have learnt to be more understanding and patient by being a peer mediator.'

STUDENT

'Cool Schools eases up the pressure on teachers. They can refer minor conflicts to the peer mediators on duty who assist their peers to come up with solutions to their problems.'

TEACHER



A project of The Peace Foundation



COOL SCHOOLS PEER MEDIATION PROGRAMME PRIMARY MANUAL



Fifth Edition 2011

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*He aha te mea, he aha te taonga o te iwi?
He tangata, he tangata, he tangata.*

*What is the main thing, what is the
treasure of the tribe?
It is people, it is people, it is people.*

FOREWORD

The Cool Schools Peer Mediation Programme encourages peaceful conflict resolution in schools throughout New Zealand.

The initial idea for the Cool Schools programme started back in the 1980s. The programme was developed with collaboration between the Peace Foundation, Students and Teachers Education for Peace (STEP) and the Mobile Peace Van (MPV).

Our story started with Yvonne Duncan (STEP), who was teaching a specially selected class of children with behavioural problems. The idea of using a simple process of mediation to solve problems in the classroom was sparked by the popular book 'Learning Peaceful Relationships', published by The Peace Foundation. Yvonne found that the children enjoyed taking turns as class mediators and as a result problems decreased. It was the children themselves who saw the wider vision and were responsible for introducing mediation to the playground. The mediators offered their services to help solve frequent disputes that were sparked playing games with marbles. The students recognised that if the disputes continued, games using marbles would be banned. The students set up a mediation station in the playground with their banner 'Marble Mediators'. The teachers were very surprised that the mediators were successful in resolving marble disputes. As a result, the marble games remained at school. It was a win/win for everyone and the seed for Cool Schools was sown.

The Cool Schools Peer Mediation Programme was trialled with 12 schools in 1991. This trial was coordinated by Yvonne Duncan and was used to evaluate the programme before making it available to other schools. In 1992, the first Primary Manual written by Yvonne Duncan and Alyn Ware was published. By 1994, the programme had become so successful, Yvonne went to work for The Peace Foundation as National Coordinator of Cool Schools. The whole school model of training all staff and students was introduced. 1994 also saw the introduction of the Cool Schools Secondary Programme and due to popular demand, the Cool Schools Parent Programme. This programme managed by Louise Belcher, aimed to reinforce Cool Schools principles in the home.

The success of the programme encouraged funding. In 1995 North Health provided the first contract and the Ministry of Health continues to fund the programme. The Ministry of Education provided a contract for low decile schools from 1998 – 2009. The launch of the 1999 New Zealand Health and Physical Education curriculum, was also an important milestone as the skills taught in the Cool Schools Peer Mediation Programme aligned with this essential document.

SINCE BEGINNING IN 1992, THE COOL SCHOOLS PROGRAMME HAS BEEN VERY SUCCESSFUL. OVER TWO THIRDS OF ALL NEW ZEALAND SCHOOLS HAVE BEEN INTRODUCED TO THE PEER MEDIATION MODEL.

The programme has also developed an international profile, with courses being presented in the United Kingdom and the USA. The programme has also been introduced to schools in Australia, Fiji and Hong Kong.

During 2008 the programme was selected as a finalist for the Peacebuilding Approaches Catalogue. This is an international publication describing approaches from the fields of conflict resolution, conflict transformation and peace building from around the world. Cool Schools was one of 35 programmes selected and is now promoted in five different languages. We are proud to be on the world map and have a global profile.

Research conducted by the Ministry of Education (2004) reported that schools saw a drastic decline in numbers of conflicts, reduction in bullying and students referred to staff for resolving conflicts. They also reported students showing more empathy and improved communication skills to resolve conflict themselves. Mediators become altruistic leaders who have acquired skills to serve their communities. These are important skills for New Zealand citizens in the 21st century!

The Peace Foundation would like to acknowledge and give their grateful thanks to all those who have shared our vision and contributed to the success of Cool Schools today.

YVONNE DUNCAN QSM
Co-founder, Cool Schools Peer Mediation Programme





SECTION 1 COOL SCHOOLS PEER MEDIATION PROGRAMME



THE COOL SCHOOLS PEER MEDIATION PROGRAMME

The Cool Schools Peer Mediation Programme is an educational project of The Peace Foundation. This proactive programme teaches individuals essential life skills for peaceful conflict resolution.

This programme is suitable for all members of the school community; students, teachers and parents. The skills taught empower individuals to build positive, caring relationships with others especially when conflict arises over differences.

Peer mediation empowers students to become ‘ambassadors of social justice’ within their school, helping to maintain a safe, respectful, happy and peaceful environment. Students working in the role of ‘peer mediator’, are trained in conflict resolution skills and support their peers in conflict to reach peaceful agreements through a mediation process.

This programme is beneficial for all students. This includes students who may experience difficulties with anger management or students who are shy and struggle with expressing their needs and opinions. Having the opportunity to engage in mediation, enables young people to take responsibility for generating their own solutions to problems and resolving conflict peacefully.

The Cool Schools Programme is most effective when embraced as a whole school approach. Students, teachers and parents are learning the skills, speaking the same language and, most importantly, ‘walking the talk’ when the challenge of conflict arises. Relationships are built on rather than destroyed and harmony and peace is easily restored.

Let us build a canoe of the spirit and sail it with courage high into the ocean waters. May it slice through the waves of injustice, hate, pride and apathy that all the world will say— Yes, this is how a canoe can be sailed, this is how all men, women and children can live together.

CANON WI HUATA

THE COOL SCHOOLS PEER MEDIATION PROGRAMME AIMS TO:

- *Raise awareness of how one’s self and others act in conflict situations.*
- *Teach life long conflict management skills so that individuals feel empowered to make positive choices towards peaceful conflict resolution.*
- *Develop leadership in giving service to others and promoting respect for differences and diversity.*
- *Empower individuals to believe they can make a positive difference in their homes, schools, communities and beyond.*

THE COOL SCHOOLS PRIMARY MANUAL

The primary manual is an essential resource for Cool School Coordinators and classroom teachers. This teaching resource is designed for Primary and Intermediate schools and includes all the necessary information for planning and implementing a successful peer mediation programme in your classroom and school.

Teachers at all levels can work through the classroom skill sessions so that every student has the opportunity to learn skills in peaceful conflict resolution and to understand about the peer mediation service at school. Cool School Coordinators can also use this manual in more depth when training the school peer mediation team.

- **SECTION ONE** provides an overview of the Cool Schools Peer Mediation Programme. The benefits of peer mediation for young people, school and the wider community are outlined along with the relevant links to the New Zealand education curriculum.
- **SECTION TWO** provides lesson plans and activity ideas designed to teach the mediation skills and process. This section is user friendly for all classroom teachers to use. These lessons can be incorporated into the Health and Physical Education Curriculum.
- **SECTION THREE** is of particular relevance to the Cool Schools Coordinator who will be implementing the whole school programme. Aspects of this section may also be useful to classroom teachers if they are implementing a peer mediation programme in their individual classroom.

‘When you’ve trained a group of children in mediation, the children grow, they’re empowered... it’s much more peaceful living.’

CORINNE HANSELL, PRINCIPAL

In conjunction with this resource The Peace Foundation provides:

- Five-hour full staff training with a Cool Schools trainer.
- Regular revisits where a Cool Schools trainer spends time with the coordinator, student peer mediators and facilitates a staff meeting.
- Two bi-annual Cool Schools Newsletters
- A regional Coordinators’ Network Meeting.

There is also a range of other resources available to strengthen your peer mediation programme. These include the Coordinator’s Kit, student workbooks and other resources such as vests, badges and posters. The Coordinator’s Kit is a user friendly resource filled with guidelines, lists, template letters, certificates, forms, charts, reminder sheets, posters and other documents to assist Cool Schools Coordinators to implement the programme successfully.

ABOUT THE PEACE FOUNDATION

The Peace Foundation (Foundation for Peace Studies Aotearoa/New Zealand) is a not-for-profit organisation actively involved in creating a more peaceful society. The Foundation promotes peaceful relationships among people of all ages, at all levels, through education, research and action.

The Peace Foundation offers innovative and quality programmes, services and resources that are used in many schools, homes and communities, both in New Zealand and overseas. It helps to establish and maintain peaceful and non-violent relationships by teaching skills that encourage better communication, cooperation and non-violent conflict resolution.

THE PEACE FOUNDATION PRINCIPLES UNDERPINNING THE PROGRAMME:

- We respect the right of all people to their own spiritual and cultural values, and their contribution to humanity.
- We believe that real peace is only possible when people accept, acknowledge and celebrate their differences.
- Our work recognises that conflict is a part of life and can be a catalyst for positive change.
- We work in an integrated way at all levels; personal, interpersonal, family, community, national and international.

COOL SCHOOLS AND HUMAN RIGHTS EDUCATION

The Cool Schools Peer Mediation Programme supports schools to fulfill the right of every child to an education that respects, protects and fulfils human rights.

The National Education Guidelines reflect New Zealand's legal obligation under international law to respect, protect and fulfill, through education, the human rights of every young person. These rights are outlined in the International Bill of Human Rights, the UN Convention on the Rights of the Child and other internationally agreed standards.

It contributes to a learning community that respects the right of all to:

- Dignity, respect and safety
- Effective remedy for violation of rights
- Participate and contribute in their communities.

PEER MEDIATION

Conflict is as much a part of life as the air we breathe. Times of conflict can arise when people have differences in values, attitudes, beliefs or needs. Conflict can have positive or negative results; it's how we deal with it that makes the difference.

Mediation is a process in which a neutral person or persons help disputants to find a positive, mutually acceptable solution to their dispute. Mediation is both a voluntary and confidential process. The Cool Schools Peer Mediation Programme enables students to act as third party mediators between two or more of their peers, who want help to resolve their conflict constructively and peacefully.

Young people can learn the skills to solve their own problems if given the trust and opportunity to do so. The experience from this programme, both in Aotearoa and overseas, is that young people are very good at learning and using the skills of conflict resolution. Mediators often get to the heart of the problem in just a few minutes, and are able to encourage the disputants to come to their own agreement and win/win solution.

MEDIATION BENEFITS YOUNG PEOPLE

- Students develop an appreciation of conflict as something that can be handled positively and learnt from.
- Students become equipped with valuable skills for handling conflicts within the school and outside of school, both now and in the future.
- Students in the programme enjoy increased self-esteem as a result of their role as peer mediators.
- Listening, negotiating, problem-solving and critical thinking skills are all sharpened considerably through students' involvement in mediation.
- When pupils settle their conflicts through peer mediation they are much happier and more productive in class.
- Student peer mediators are giving service leadership to others. They learn to appreciate differences and to value diversity.

MEDIATION IMPROVES THE SCHOOL LEARNING ENVIRONMENT

- Teachers have less conflict to deal with and more time for quality teaching.
- In many schools the majority of minor disputes between students are permanently settled by the peer mediators.
- An improved and more co-operative school atmosphere develops.
- There are fewer incidents of students involved in 'troublesome' behaviour beyond the school gates and a general increase in students' self-esteem.

Mediation is an empowering process that helps young people develop life long, problem solving skills.

MEDIATION REDUCES VIOLENCE IN SCHOOLS AND THE WIDER COMMUNITY

- Mediation provides an effective alternative to violence. Mediation encourages students to find non-violent solutions to their problems.
- Changes are even seen in the home. Children who have learnt mediation skills at school will be able to solve conflicts with brothers and sisters much more peacefully and constructively.
- Cross-cultural conflicts often stem from an inability to see or appreciate differing perspectives or differing cultural practices. Mediation emphasises that perspectives are not right or wrong, but different.

MEDIATION AND YOUR SCHOOL

Peer mediation is an approach to conflict resolution based on solving problems in a constructive win/win way.

The success of the programme depends very much on how supportive the surrounding environment is toward this approach to human interactions. The school environment, that is, the way that teachers and pupils relate to each other and the way the school is structured, therefore significantly influences any attempts at peer mediation.

The Cool Schools programme will be effective within an environment and school ethos that:

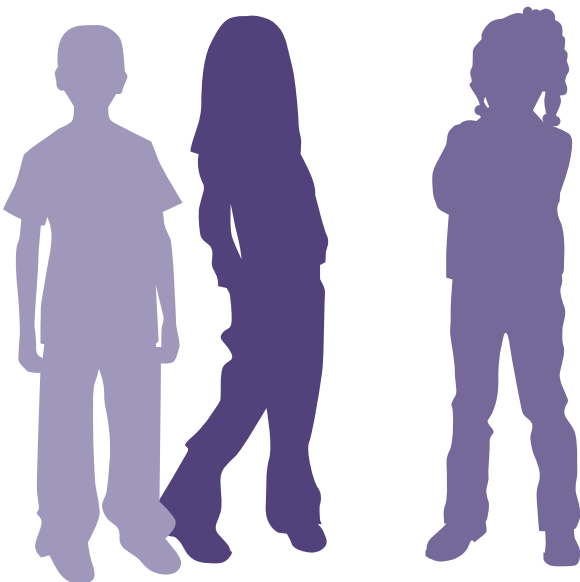
- Aims to handle conflicts constructively.
- Works hard to enhance self-esteem, promote co-operation and communication skills.
- Supports the expression of feelings, and negotiates its way through problems rather than imposing a decision from the top down.
- Acknowledges the diverse cultural, social and psychological backgrounds of pupils.
- Involves pupils, where possible, in decision making and problem solving.
- Is supportive of teachers and pupils under stress.

MEDIATION NEEDS A SUPPORTIVE EMOTIONAL CLIMATE

When a pupil (or staff member) is in a conflict, the decision to seek mediation can be a risky one. The mediation process requires disputants to express themselves honestly. They are often shedding barriers, which on the one hand, prevent them from addressing the problem and from solving it, but, on the other hand, are protecting them from possible hurt or humiliation. The disputants in mediation may feel very vulnerable. It is essential, therefore, to ensure that there is a very secure emotional climate, for the disputants to feel safe enough to engage in honest negotiation.

In order to feel safe both the mediation programme and the school itself need to have a climate, which is accepting and supportive. The school needs to be particularly supportive of the expression and acceptance of emotions like fear, pain, grief, joy, excitement, confusion, love, pleasure and frustration. These feelings are a normal and natural part of being human. The school needs to be active in countering the emotional straitjackets, which are often placed on pupils and teachers by our society e.g. 'boys don't cry' and 'girls are catty'.

The school environment also needs to be one that values diversity and actively combats all forms of prejudice and discrimination.





CREATING A SAFER SCHOOL ENVIRONMENT

Research has shown that bullying is a common experience for many young people in New Zealand (Clark, Robinson, Crengle, Grant, Galbreath, & Sykora, 2009). Bullying can happen to any student and usually happens outside the classroom and away from teachers. The serious negative consequences for the health and wellbeing of students who are frequently victimised are becoming well recognised (Rigby, 2003).

A recent inquiry into the safety of students at school suggests that effective schools understand the importance of involving their students in a whole school approach to eradicate bullying (Carroll-Lind, 2009). The Cool Schools Peer Mediation Programme is one of the school wide programmes available to schools which focuses on health, well being and social skills to help support the provision of a safe physical and emotional school environment and the prevention of bullying (Education Review Office, 2007).

Although not specifically designed to be a purely anti-bullying programme, the purpose of Cool Schools is to proactively teach communication, conflict resolution, leadership and other life skills in order to develop a positive school climate. The Cool Schools programme fosters an environment where students care about each other and take an active role in resolving conflict.

Conflict is often as a result of differences in values, beliefs, attitudes or opinions, therefore an important aspect of this programme is to foster students' respect for diversity and to develop an appreciation of these differences. This is an essential element in creating a supportive school climate and helping to prevent bullying in the school.

MEDIATION FOR ALL

We recommend that mediation be available for conflicts between anyone in the school; pupil/teacher, pupil/pupil, teacher/teacher, teacher/other staff, teacher/parent, pupil/parent. For this to occur, pupils, teachers and support staff need be trained in mediation.

IN ORDER TO MAXIMISE SUCCESS OF A PEER MEDIATION PROGRAMME WE RECOMMEND SCHOOLS CONSIDER THE FOLLOWING QUESTIONS:

- *How does our school currently create a supportive school climate that embraces diversity and actively challenges all forms of discrimination?*
- *How can we align this programme with our school vision, values and ethos?*
- *How can the mediation and conflict resolution skills in this programme be included in our school behaviour management plan?*
- *How can we implement this programme so it is useful for our whole school community? (i.e. students, teachers, support staff and parents)*
- *How can this programme integrate with our current positive reinforcement and achievement awards?*
- *Can peer mediation be integrated with existing school programmes or areas of learning?*



PEER MEDIATION

HOW IT WORKS

CLASSROOM MEDIATION

All students need to be taught the skills and processes of mediation in the classroom. This means that when a dispute arises, if the pupils involved are unable to solve it by themselves, anyone in the class can mediate.

When a conflict arises between class members there are four options available:

1. Another class member can offer to mediate.
2. One of the disputants can ask a 'class mediator of the week' to mediate.
3. The teacher can refer the disputants to a mediator.
4. If it is a serious issue the teacher will model mediation or use an appropriate strategy.

It can be very helpful to set aside a corner of the room for mediation to take place. This allows some privacy for the mediation sessions, and reduces potential disturbance to others. It may also be useful to have a set time for mediation sessions to occur. Arrangements will vary from class to class.

Teaching mediation skills to all class members will also improve their skills at solving conflicts between themselves so that they may not need to resort to a mediator or the teacher.

SCHOOL BASED MEDIATION

Establishing a school based mediation programme differs somewhat from a classroom mediation programme. Although all pupils in the school will need to be taught the skills of mediation, only a selection of school pupils, usually senior children, will become school mediators.

Additional training for school mediators will be provided as the conflicts are often more intense and need greater skills in mediating. Once trained in techniques of mediation, school mediators go on a roster where each student is available for certain periods of the school day when pupils are not in class. Sometimes mediation sessions may be held during class time, especially if there is not enough time during the break to complete a mediation session.

The mediators on duty are identifiable, either by being in the place assigned for mediation sessions, or by wearing an identifying badge, vest, cap or T-shirt.

Mediation sessions should be held in areas where both disputants and mediators feel comfortable and can have a degree of privacy. Sometimes, it is enough for the mediator to take disputants to a different part of the playground. Other times it may be useful to have an inside place. It can be helpful to ask pupils where they think a good place for mediation would be. Curious bystanders can hinder the mediation process, especially when the programme is first introduced.

THE ESTABLISHMENT OF A SCHOOL-BASED MEDIATION PROGRAMME INVOLVES CONSIDERABLE TIME AND SKILL IN TRAINING MEDIATORS, SUPERVISING THE PROGRAMME AND ENSURING THAT IT IS MAINTAINED.

It also requires support from the principal and other staff, and some degree of consistency in the school environment. See Section Three for guidance on implementing the programme.

If teachers feel that they would like to establish a peer mediation programme, but do not yet have the sufficient skills or support and commitment from the school, we recommend that they develop mediation within their classroom. This will encourage other teachers to develop mediation in theirs as a first step towards school based mediation. The success and skills gained in implementing classroom mediation will assist with later implementing the school-based programme.

Remember that the whole school approach to implementing the Cool Schools Peer Mediation Programme is the ideal model for effective results and the preferred way The Peace Foundation promotes this programme.

PEER MEDIATION AND THE NEW ZEALAND CURRICULUM

The Cool Schools Peer Mediation Programme supports young people to develop the values, knowledge and competencies that will help enable them to live full and satisfying lives.

This programme places students at the centre of the teaching and learning and encourages students to respect themselves, others and human rights. Young people develop a sense of fairness, social justice and perseverance in the face of difficulties. Through the learning experiences in this programme, students will gain an understanding of their own values and those of others. They will develop their ability to express their values and be able to discuss and negotiate solutions if disagreements arise due to value differences.

Schools are encouraged to align this programme with their school values and ethos. This programme provides an opportunity to further integrate these values into the curriculum and school culture.

KEY COMPETENCIES

The Cool Schools Peer Mediation Programme provides a vast array of opportunities to help young people develop the five key competencies identified in the New Zealand Curriculum. The skills young people develop in this programme apply to all areas of their lives; school, in the community, at home, and with friends and peers. Young people learn effective and peaceful ways to deal with possible conflict both now and in the future.

Thinking

This programme helps to develop creative and critical thinkers who actively seek to solve problems. Learning and practising the skills of peer mediation requires students to reflect on their own learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions. Students learn to solve problems in ways that benefit everyone involved in the conflict. This requires students to analyse conflict situations and consider what is fair, respectful and socially just.

Using Language, Symbols and Texts

The skills of peer mediation are embedded in language. Students need to engage with the language of peer mediation in order for conflict to be resolved effectively. This language is usually oral/aural, visual (e.g. body language) and informal.

Engagement with the language of peer mediation is required for communicating information, feelings, experiences and ideas in conflict situations. Students who are competent users of peer mediation language can interpret and use words in conflict situations and will recognise how choices of language affect people's understanding, feelings and the ways in which they respond to communications.

Managing Self

The Cool Schools programme encourages students to manage themselves in a range of situations and provides them with strategies for meeting challenges such as conflict. Students will demonstrate this self-management through a range of strategies including their ability to communicate effectively, respond assertively, make decisions and solve problems. These skills help foster resilience, reliability and resourcefulness.

Relating to Others

The ability to relate to others is a fundamental aspect of the Cool Schools Peer Mediation Programme. This programme enables students to interact effectively with a diverse range of people in a variety of contexts. Students develop the knowledge and skills to listen effectively, recognise different points of view, negotiate, and share ideas.

Students who relate well to others will be able to take different roles in different situations—within a conflict situation this may be as a mediator or a disputant. They will be aware of how their words and actions affect others and through working cooperatively; they will be able to come up with new approaches, ideas or ways of thinking to successfully resolve a problem constructively.

PEER MEDIATION AND THE NEW ZEALAND CURRICULUM

(continued)

Participating and Contributing

This programme enables students to contribute in respectful and socially just ways to their school community and beyond. Students are actively involved in their school's Peer Mediation Programme and their participation is crucial to the success of the programme. Participation in this programme enhances students' sense of belonging to their school community and their confidence to participate in new situations. They learn to understand the rights, roles and responsibilities of themselves and others in communities. Students will be able to contribute both on an individual and collective level to the quality and sustainability of their social and cultural environment. Students also have the opportunity to contribute in a leadership role to create a safe, respectful and peaceful school environment for students and teachers.

EFFECTIVE PEDAGOGY

The New Zealand Curriculum (2007) outlines a variety of teaching approaches that have been found to consistently have a positive impact on student learning. The teaching and learning in the Cool Schools Peer Mediation Programme is aligned with these teaching approaches.

Creating a supportive learning environment

Student learning is optimised when they feel accepted and enjoy positive relationships with their fellow students and teachers. Creating and sustaining a supportive learning environment is a fundamental aspect of the Cool Schools programme. Both students and teachers are empowered to actively contribute to the development of a caring, inclusive and non-discriminatory learning environment and school culture.

Encouraging reflective thought and action

These actions are an essential component of this programme and integral to students developing and successfully utilising peaceful conflict resolution skills.

Enhancing the relevance of learning

The students and their lives are at the heart of this programme. As students engage with new learning, the relevance and application of these ideas is explicit.

Participation in this programme enhances students' sense of belonging to their school community and their confidence to participate in new situations.

Facilitating shared learning

Understanding and developing peaceful conflict resolution skills occurs through the sharing of knowledge and ideas and is relevant to all members of the school community including students, parents and teachers.

Making connections to prior learning and experience

Teachers are encouraged to build on student prior knowledge and experience of conflict. Students will then be able to integrate this new learning and apply it to all aspects of their daily lives, both within school and the outside world.

Providing opportunities to learn

This programme has been designed to include all students in the learning. Student knowledge and understandings is maximised when given sufficient opportunity to engage with and practice the skills of mediation and peaceful conflict resolution. This school wide learning and practice is also crucial to the success of a peer mediation programme.

Teaching as inquiry

Teachers are encouraged to continually inquire into the impact of their teaching on their students. This involves a continual process of determining what students have learned and what they need to learn next. These findings prioritise the future learning strategies and opportunities.



HEALTH AND PHYSICAL EDUCATION CURRICULUM

This programme aims to help students develop the values, competencies, knowledge and skills that are needed to address conflict in their everyday lives, both now and in the future. These real-life situations can be explored in various aspects of the curriculum, however they fit particularly well within the learning area of mental health in the Health and Physical Education curriculum.

The Cool Schools Peer Mediation Programme enables students to develop their understandings, skills and attitudes that enhance their interactions and relationships with others. Students utilise these skills and understandings to take action to promote personal, interpersonal, and societal wellbeing.

Achievement Objectives Levels 1 – 4

LEVEL ONE

Strand C: Relationships with Other People:

- C1: Explore and share ideas about relationships with other people
- C2: Demonstrate respect through sharing and cooperation in groups.
- C3: Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Strand D: Healthy Communities and Environments

- D2: Take individual and collective action to contribute to environments that can be enjoyed by all.

LEVEL TWO

Strand C: Relationships with Other People

- C1: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.
- C2: Describe how individuals and groups share characteristics and are also unique.
- C3: Express their ideas, needs, wants and feelings appropriately and listen sensitively to other people and affirm them.

Strand D: Healthy Communities and Environments

- D3: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools and local environments.

LEVEL THREE

Strand C: Relationships with Other People

- C1: Identify and compare ways of establishing relationships and managing changing relationships.
- C2: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
- C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

Strand D: Healthy Communities and Environments

- D4: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

LEVEL FOUR

Strand C: Relationships with Other People

- C1: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.
- C2: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.
- C3: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Strand D: Healthy Communities and Environments

- D3: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.



EFFECTIVENESS OF THE COOL SCHOOLS PEER MEDIATION PROGRAMME

The Ministry Of Education conducted an evaluation of the Cool Schools Programme in 2004. This evaluation highlighted the most successful aspects of the programme to be:

Mediation of conflicts in the playground:

- Reducing playground incidents
- Resolving conflict in the playground and in the classroom
- Reduction in conflict in the playground

Skills gained by the students

- Providing students with strategies for life
- Encouraging students to take responsibility for their own behaviour.
- Children are using mediation language with their conflict situations.

Benefits for the mediators

- Mediators who used to be bullies are now more responsible (and make excellent mediators)
- Lifting self-esteem in mediators.

Teachers, principals, coordinators and peer mediators were asked what changes they had observed since starting the programme. Their comments included:

'(Fewer) incidents in the playground. ...Sometimes you got two or three mediations in a lunchtime a few years ago, but now there is a different tone in the school. Out in the back field you watch so many groups of children playing (nicely).'

TEACHER

'When I was in Year 6, I used to bully...little kids, so I became a mediator. I looked at myself, how I was a bully, and I stopped.'

PEER MEDIATOR

'I find myself monitoring my own behaviour. I don't growl as much as I used to. I used to love the authoritative approach, where I am the boss — 'do as you're told!' — but now I realise that I can also use I statements. You know, 'I feel proud of you when you all settle down and work to the best of your ability, I'd like you to keep it up'. And it's better than going, 'what are you doing, why aren't you doing your work?' That has been one consequence — it is really positive.'

TEACHER

'I think it's working really well, because we have got very good peer mediators who have obviously had good training... You do see the difference, and even in those kids, once they have had the training as peer mediators you do see leadership skills in (them) that don't just get displayed during their peer mediator time.'

TEACHER



SECTION 2

TEACHING THE MEDIATION SKILLS AND PROCESS

Section 2

TEACHING THE MEDIATION SKILLS AND PROCESS





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CLASSROOM TEACHING SESSIONS

The mediation skills and process have been organised into three parts with a total of ten learning sessions. For schools that are beginning the Cool School programme, it is advisable that all students cover all ten sessions.

In subsequent years, teachers can pick and choose learning areas and activities that they feel their class would benefit from revisiting. There are numerous activities in each learning area to provide variety and additional options for extension and refresher activities.

A bank of warm up, energiser and cooperative game ideas have been provided giving teachers the choice and flexibility to include these.

Part 1: Understanding Conflict

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IN MEDIATION THERE IS
NOT A WINNER AND A
LOSER. RATHER, BOTH
SIDES SHOULD WIN
AND FEEL HAPPY WITH
THE OUTCOME.



TEACHING THE MEDIATION SKILLS AND PROCESS

As part of the Cool Schools programme, ideally all students will learn the mediation skills and process as part of their classroom programme. Students at all school levels can benefit from the skills taught in this programme.

Aims:

- To help the children gain an understanding of the causes of conflict and how it is dealt with.
- To raise awareness of their own needs and the needs of others.
- To empower children by teaching processes and skills to enable them to resolve conflicts that satisfies both parties.
- To improve relationships and make a positive contribution to classroom climate, which aids successful academic learning.

WHAT IS MEDIATION?

Mediation is a process that uses a third person to help the disputants come up with their own solution to solve their problem. It provides a way for people to solve their disagreements with a win/win solution.

Mediation is a voluntary process with the disputants agreeing to seek the help of a mediating third party. In school mediations there are two mediators, one to support the other. The mediator(s) do not solve the conflict for the disputants, instead they support them to solve their own problems.

In mediation there is not a winner and a loser. Rather, both sides should win and feel happy with the outcome. Usually the relationship between disputants is restored and often improved.

Mediators are not judges or counsellors. What they try to do is act as a go-between for the people in a dispute. When people are in a dispute it is often very difficult for them to talk constructively to each other. Both often believe that they are right and the other person is to blame. Very often both disputants want the other person to be punished.

Mediators are trained to listen carefully without laying blame. The question of right or wrong is not considered, but rather how disputants can achieve a

solution both are happy with. A mediator helps the disputants focus on the future rather than on questions of punishment, revenge, who is to blame and what happened in the past.

Basic format for mediation:

1. The mediator sets the scene by finding an appropriate place for mediation, calming disputants explaining the process and setting the ground rules.
2. Each disputant tells his/her story. While each person is talking, there are to be no interruptions from the other person.
3. The mediator summarises what each person is saying, and checks with them that this is an accurate assessment of their perspective.
4. The mediator may also wish to ask how each person feels about the situation.
5. The mediator asks each person to suggest possible solutions.
6. The mediator helps disputants to find areas of agreement in the suggested solutions, and then to find a solution that will suit them both.

During the mediation, mediators may feel it worthwhile to ask the disputants to consider the benefits of reaching an agreement and what might happen if they do not reach an agreement. What is important is how the disputants will relate in the future.

It is important that the solutions come from the disputants themselves for two reasons:

- They are more likely to keep the agreement if it has come from their own ideas.
- It teaches the disputants problem solving skills so that in the future they will be more able to solve their own problems, rather than relying on someone else.

Mediation is not always successful. If the problem doesn't get resolved mediators refer the disputants to a teacher. It is important that mediators have the support of teachers and of the coordinator. However, experience in both school and community based mediation processes has shown a high rate of success.

OVERVIEW OF SKILL SESSIONS

<p>SESSION 1 DEFINING CONFLICT</p>	<p>Learning Intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define what conflict means. • Explore destructive and constructive ways of dealing with conflict.
<p>SESSION 2 RESPONSES TO CONFLICT</p>	<p>Learning Intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop an understanding of the different ways people might respond in conflict. • Explore cooperative problem solving and win/win conflict resolution.
<p>SESSION 3 THE ROLE OF THE MEDIATOR "OWLS IN ACTION"</p>	<p>Learning Intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define what mediation is. • Increase knowledge of the qualities, skills, attitudes and behaviour needed to be an effective mediator.
<p>SESSION 4 THE MEDIATION PROCESS</p>	<p>Learning Intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the common causes of conflict at their school. • Understand the purpose of mediation. • Learn the steps of the process and the appropriate language used at each stage.
<p>SESSION 5 PROBLEM SOLVING AND CREATING AGREEMENTS THAT WORK</p>	<p>Learning Intentions</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the process of solution finding in mediation and how to manage this as a mediator. • Understand the purpose of an agreement in mediation and how to help create agreements that work for both parties in conflict.



<p>SESSION 6 ACTIVE LISTENING (INCLUDING PARAPHRASING)</p>	<p>Learning Intentions Students will:</p> <ul style="list-style-type: none"> • Identify the differences between poor listening and active listening. • Understand the importance of active listening in mediation.
<p>SESSION 7 IDENTIFYING AND EXPRESSING FEELINGS</p>	<p>Learning Intentions Students will:</p> <ul style="list-style-type: none"> • Create a bank of feeling words and understand their meanings. • Understand being able to identify and express feelings is an important part of the mediation process.
<p>SESSION 8 USING 'I' STATEMENTS</p>	<p>Learning Intentions Students will:</p> <ul style="list-style-type: none"> • Be able to recognise an 'I' statement and their role in the mediation process. • Learn how to construct an 'I' statement and when to use it.
<p>SESSION 9 EFFECTIVE QUESTIONING</p>	<p>Learning Intentions Students will:</p> <ul style="list-style-type: none"> • Recognise the difference between an open and a closed question. • Identify key questions in the mediation process. • Be able to ask a range of open-ended questions.
<p>SESSION 10 HANDLING DIFFICULT SITUATIONS</p>	<p>Learning Intentions Students will:</p> <ul style="list-style-type: none"> • Identify the challenges of being a peer mediator on duty. • Explore ways to solve these challenges.





BEFORE YOU BEGIN

COOL SCHOOLS CORNER

Set up a Cool Schools Corner wall display. As you cover the skill sessions, you can put key points and reminders on the wall. There are several posters included in this manual that you can photocopy and enlarge. There are also A2 and A3 colour posters available from the Peace Foundation that can be displayed in your classroom.

VOCABULARY LIST

Display vocabulary words relating to the skill sessions in the Cool Schools Corner and/or integrate into other curriculum areas.

WATCH THE COOL SCHOOLS TRAINING DVD

It's a good idea for teachers to watch the Cool Schools training DVD prior to commencing the sessions. This will help to familiarise yourself with the mediation process and which role-plays would be good examples to show your class.

REMEMBER TO USE ROLE-PLAY OFTEN

Plan to use role-play to demonstrate and practise the skills of active listening, expressing feelings, using 'I' statements, effective questioning, understanding the role of the mediator and especially the mediation process. Practice through role-play enables students to feel more confident using the skills. The overall aim is that these skills sit in each students 'peaceful conflict resolution tool box' and are used without hesitation when needed. Also, using role-play makes learning fun.

YOUR COOL SCHOOLS COORDINATOR IS HAPPY TO HELP

Know who your Cool Schools Coordinator is. In some schools this can be a key teacher in each syndicate/team. If you are in need of guidance or support of any kind to do with implementing Cool Schools in your classroom, please ask your Cool Schools Coordinator. This person will have the expertise required to assist you. If not, they will contact the local Cool Schools Trainer and make some inquiries on your behalf.



COOL SCHOOLS AND THE JUNIOR SCHOOL

Learning the mediation skills and process is just as important for junior students as it is for senior students in a primary school.

To implement the Cool Schools Peer Mediation Programme as a whole school programme, it is important that all students throughout the school learn the mediation skills and process. This will encourage and promote Cool Schools becoming part of the school culture long term.

When junior students have an understanding of the role of the mediator and the mediation process, they will feel more confident in using the school mediators (senior students) to help them solve their playground disputes if need be.

The junior mediation process facilitated during classroom 'Mediation Time' is an effective way for students to learn to conduct their own problem solving for minor disputes without teacher intervention (see Session 4). These are life skills in peaceful conflict management. Junior students are learning to help build positive relationships within their peer group and beyond.

The mediation skills and activities can be adapted to suit junior students if there is not a junior component within the session content. Junior teachers should make sure they are aware of the junior specific content within each session. Ideally, all students given the opportunity to learn these skills, will add them to their peaceful conflict resolution 'toolbox' to equip them on their journey throughout life.



'The funniest, most wonderful thing happened the other day.'

There was a conflict between two boys in the bus lines. The boys were six and seven year olds. I was talking to the boys about what happened, and I was interrupted by another child. He said, 'Excuse me, I'm a mediator', and he proceeded to ask 'what happened?' 'How do you feel?' and 'What will you do next time?' He patiently waited for their responses, nodding and actively listening. Each of the boys responded accordingly, and they ended up shaking hands and catching their bus home feeling happy. That's not the amazing part. This mediator was a FIVE YEAR OLD CHILD!

PEER MEDIATOR COORDINATOR
WAI AU PA SCHOOL

WARM UPS, ENERGISERS AND COOPERATIVE GAME IDEAS



SHARING CIRCLES

Sharing circles can be a great way to start or evaluate a session. These are where pupils sit in a circle and take turns to share their thoughts, feelings or experiences. Each person speaks once and is allowed to speak until they are finished. There is no interrupting, responding or discussion of ideas shared.

The objective is to allow space for each person to share, and to be heard, not to have a discussion. Sharing is voluntary; those who do not want to share can pass. Feelings are important. Remember people are vulnerable when sharing feelings so they need to be able to trust that the group will be supportive and listen well.

Sharing circle guidelines:

- Listen with respect.
- No putdowns.
- Laugh with, not at.
- You have the right to pass.

For more ideas on sharing circles see *Learning Peaceful Relationships* or *The Friendly Classroom for a Small Planet*. (Available from The Peace Foundation.)

Possible sharing circle topics:

THINGS I APPRECIATE

Each person begins with the words ‘I appreciate...’, and shares something in their life they appreciate.

VIRTUE OF THE WEEK/MONTH OR TERM

At the end of the week, have a sharing circle to highlight the virtue of that week. ‘I showed respect by...’, ‘I demonstrated patience by...’.

THINGS THAT MAKE ME HAPPY

Each person begins with the words ‘I feel happy when...’ and shares something in their life that makes them happy.

GOOD NEWS ROUND

Each person recounts something new and good that has happened since the last time the group was together — something big, small, something that’s going well or something that they are pleased about.

CLOSING CIRCLES

Name the type of flower, animal, tree etc. which the person on your left and/or right reminds you of, and say why, e.g. ‘Tom, you remind me of a fantail, because you are always cheerful and chatty’.

Say one, two or three words that express your feelings about being with the group (appropriate when it has been an especially productive time together) e.g. supported, energetic, thoughtful.

May wish to use Magic Microphone or similar:

Choose an object that is large enough to see and light enough to pass around. This object becomes the magic microphone. Whoever is holding the microphone, is it their time to talk. Cooperation occurs when the microphone is shared. It is important to treat the microphone with respect.

AFFIRMATION ACTIVITIES

In a circle, students sit in pairs:

1. Each person tells their partner something they have done well in the past day or two. It could be a skill, for example, doing a good painting, finally understanding how to solve a maths problem, or it could be something courageous or kind such as helping their sister/brother/parent, or owning up to something they had done wrong (try to give some examples to help the pupils).
2. Each person thinks up a creative imaginary gift to give to their partner as a reward for the thing they did well. For example, if a partner did a good painting you could give them exhibition space in the city gallery or a set of paintbrushes, or an air ticket to go to the Louvre in France.
3. Each person introduces their partner to the group, says what gift they gave him or her and why.

Affirmation Silhouettes

Written affirmations provide a lasting record of positive thoughts and comments.

This activity can also be a good confidence booster. Each person has a piece of wrapping paper or newsprint one foot longer than they are tall. In pairs, students take turns tracing each other full-length on the paper with marking pens. Silhouettes can be decorated realistically or imaginatively as they wish.

Either in the same session, or the following session, students in the group either write a positive affirming comment for each person on card or directly onto the silhouette. Alternatively, everyone in the group can take turns to write a positive, affirming comment spoken directly to that person. Finally the person in front of the group also affirms himself or herself with a positive comment. Meanwhile, someone (or the teacher) records the affirmations on a sheet of paper.

IAU Box (I Appreciate You Box)

Ask some students to decorate a class IAU box (A4 paper ream box is suitable). It is a good idea to include all class member names including the teacher, on the outside of the box. During a set time each week, students write an 'I appreciate you' note to other students in their class and post these in the IAU Box. It is important to encourage the following:

1. Their best effort given to creating their IAUs as these are often treasures kept by individuals for a lifetime.

2. Diversity of IAU distribution. Challenge students to write their IAUs to students who may not be their close friends, the opposite gender etc.
3. Teacher participation in the IAU writing is important. Remind students that the teacher likes to receive IAUs too.

Ask a student to give out the IAUs on a Friday afternoon. It is a lovely way to end the week with warm, fuzzy affirmations.

Note: Teachers can include IAUs in their CV. Often a point of interest during a job interview!

WARM UPS AND ENERGISERS

Kangaroo Hop (junior students)

This is an energetic activity popular with junior students. One player is the tagger, and the first person that is tagged then becomes a kangaroo and hops around trying to catch someone else. As soon as the next person is tagged they join the first person in hopping around trying to tag others. In the end everyone is a hopping kangaroo.

Pass the Mask (junior students)

Participants sit in a circle. The first participant makes a funny face or a face depicting a feeling. The next student to their left or right, makes the same face as they were shown and then makes one of their own to the next person. This person then repeats it back to him/her and then makes one of their own. Thus each person in the circle has to imitate and invent a funny face.

Scream (great for middle/senior students)

Participants stand in a circle, heads down. A caller counts to three. On three, everyone raises their heads and looks at another player in the circle. If two people's eyes should meet, they both scream as loud as they can and sit down in the circle. If your eyes do not meet with anyone else's, keep your eyes fixed on the person and wait for the caller to say 'heads down' and do so. Caller counts to three. Repeat procedure until you have the last two people standing. They are your winners.

WARM UPS, ENERGISERS AND COOPERATIVE GAME IDEAS

(continued)

Vegetable Soup

Participants sit in a circle with one person in the centre. In pairs, participants, choose a vegetable. Centre player calls the names of one or more vegetables. Those players whose vegetables are called, must get up and switch chairs while the centre player tries to grab one of the vacant chairs. The player who fails to get a chair becomes the centre player and the game continues. If the centre player calls 'vegetable soup' then everyone changes seats. With twenty or more people, each group of four is one vegetable.

Note: Strong sturdy chairs and lots of room are needed.

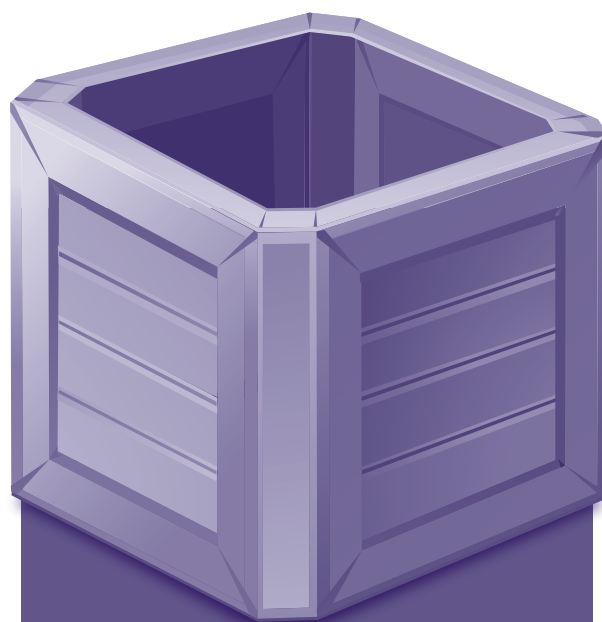
Giants, Wizards & Elves

Divide group into two teams. The group decides on a posture depicting a giant, a wizard and an elf. Form the teams into two lines on either side of the centre line, so each participant is facing a participant from the other team. Each team also needs a safety line approximately 20 feet behind them. On the count of three, each participant chooses a posture depicting a giant, wizard or elf and says the creature's name. Wizards fool Giants, Giants are stronger than Elves and Elves trick Wizards. Whoever loses has to run back to their safety line before the person from the other team tags them (similar to rock, paper, scissors).

Variation: *Giants, wizards and elves can also be a game like 'Simon says'. A leader calls out a creature's name and forms a posture that either matches the chosen creature or is different. The rest of the group follows the leader. The aim is to try and trick people to follow the leader and form a posture that does not match the name of the creature called. If a person does this they are out and sits down. Keep going until you are left with one person standing.*

I Love You Honey But I Just Can't Smile

Participants sit in a circle for this fun and lively activity. One student begins by circling around the other students; they then approach one student and ask 'Do you love me honey?' That person responds: 'Yes, I love you honey, but I just can't smile.' The first person then attempts to make the second person smile. If they succeed they switch places with the second person. If not, then the first person chooses another person to approach and so on.



Magic Box

This is a miming or pantomime game. Place an imaginary Magic Box in the centre of the circle of participants. Each participant in turn, goes to the box and 'takes out' something and at the same time mimes an activity connected with the imaginary object that they have taken out. For example, a participant may take out a cell phone and mime making a call to someone, or a badminton racquet etc. When a participant in the circle guesses the mime, they then take the place in the centre of the circle and 'takes' a new imaginary item out of the box. The game continues until all participants have had a turn.

Catch the Dragon's Tail

Participants form a line with arms on the waist or shoulders of the person in front of them. The last person in the line has a scarf, handkerchief or similar tucked into their pocket or back of their shirt. The person at the head of the line then has to try to grab the scarf without the dragon (line) breaking.

Variation: *Two lines/two dragons can attempt to catch each other's tails.*



Octopus

In a defined area, one participant is the octopus. The octopus (who is freely able to run around) attempts to tag other people who are also running around. When a person is tagged they have to stand on the spot but can wave their arms like tentacles of an octopus helping to tag others until all are octopi.

Variations: *Instead of participants freely running around in defined area they have to run from one side to the other.*

Sleeper

Participants sit in a circle, one person leaves the room and a person is chosen to be the sleeper. The participant who left the room returns and stands in the centre of the circle. The sleeper can then put people to sleep by winking at them. The player counts to three and falls asleep on the floor. The person in the centre of the circle has to try to work out who the sleeper is.

Word Scramble

Organise participants into pairs or groups of three. Using a word such as peaceful or mediation, participants have to use the letters of the words to come up with as many new words as possible. Give students a time limit, the team with the most words wins.

Heads Down, Thumbs Up

(classic game that is still popular with junior students)

Class remain at their seats or on the mat. Three pupils are selected to go up the front. One of these three calls 'heads down, thumbs up'. On this command, the rest of the class lower their heads, close their eyes, sticks up one thumb above their head and waits patiently for the next command. The three 'upfront' pupils then tiptoe around their classmates choosing one thumb each to squeeze gently before returning back to the front of the class. The caller then announces 'heads up, thumbs down', and the three pupils whose thumbs were squeezed stand up. The caller then asks each pupil standing up, 'who squeezed your thumb?' When all three have had their turn at guessing, those who guessed correctly, switch places with the 'thumb squeezer' up front. The game process is then repeated.

Note: *It is important during the guessing time that the thumb squeezers up front do not give any form of verbal or body language feedback until all three guesses have been made. This takes some real self-discipline.*

Samurai

(popular game with middle/senior students)

The class forms a circle and holds hands. The chosen warrior is blindfolded and sent into the middle of the circle. Three other people are also chosen to go into the circle and must keep touching the blindfolded warrior without being touched in return by him or her. Once touched, players must join the circle. The blindfolded warrior must listen carefully moving quickly and unexpectedly to catch the three opponents. When the final opponent is caught, a new warrior is blindfolded and sent in the circle.

Note: *If the warrior is having difficulty, ask the circle to close in a little by everybody taking a small step towards the middle.*

Winkles

(popular game with middle/senior students)

The teacher stands behind an empty chair. Half the class form a circle around the teacher with chairs, which they sit in. The other half of the class, choose a seated person and stands behind them with their hands by their side. Remove any extra chairs out of the way. The teacher begins the game by winking at a sitting person. That person must try and get out of their chair to sit in the empty chair in front of the 'winker' before the person standing behind them has time to restrain them (grabbing hold of their shoulders is appropriate not their clothes). If the 'restrainer' is successful, the teacher must wink again. If the sitting person is successful in making it out to the empty chair, then the new 'winker' is the person standing beside the empty chair, and so the game continues.

Note: *Change places so that those sitting get a chance to stand and vice versa.*

Where the West Wind Blows

Players sit on chairs in circle. One player stands in centre and calls "The West Wind Blows—all those who cleaned their teeth this morning." Those people change chairs. You cannot sit on a chair on either side of where you were sitting. The caller tries to get a spare chair during this. If this happens the player without the chair becomes the caller. If the caller wants everyone to move they will call "Hurricane" and everyone changes chairs.



WARM UPS, ENERGISERS AND COOPERATIVE GAME IDEAS

(continued)

LEARNING NAMES AND GETTING TO KNOW EACH OTHER

Name Game

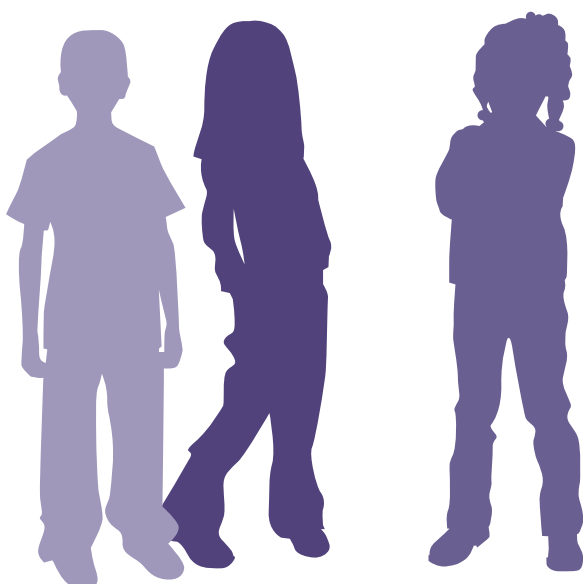
Participants are seated in a circle. Slap knees twice, clap twice, slap knees twice, all keeping the rhythm. One person puts right thumb over right shoulder and names person on right, they then put their left thumb over left shoulder and names the person on their left. Next person repeats.

Bumpity Bump Bump Bump

Participants are in a circle with one person in the middle. The person in the middle walks up to anyone, points to them and says either 'left' or 'right' and then 'Bumpity Bump Bump Bump'. Meanwhile the person who they pointed at says the name of the person on their left or right accordingly. If they can't say the name before the person in the middle has finished saying 'Bumpity Bump Bump Bump' then they swap roles. The teacher gets to decide if they were quick enough or not.

Quality Initials

Using the initials of our name, each group member thinks of two affirming qualities that describe themselves i.e. Eddie Lind —Enthusiastic and Loyal. This activity provides an opportunity for people to think about themselves in a positive and affirming way.



If I were...

On a piece of paper, participants complete the following and writes their name.

If I were an animal, I'd be...

If I were a colour, I'd be...

If I were a musical instrument, I'd be...

If I were a food, I'd be...

(You can also include new ones of your own)

The group leader collects the papers and reads them anonymously; the rest of the group tries to guess who each one is.

Bring an Item

Students bring an item to the session and share what that item says about them.

Line Ups

Geographical line of where you were born — verbal.

Birthday line — verbal or non verbal.

House number — non verbal.

Quick Chat

This activity requires music, any number of participants and a large space. When the music starts participants walk around quickly in all directions, avoiding contact. When the music stops, each participant shakes hands with the nearest person, says hi and discovers as much information about that person as possible until the music restarts (5 – 10 seconds). Repeat the process; each time participants greet someone new.

Two Truths and a Lie

Participants write down two truths about themselves and a lie. Then they introduce the three 'facts' to the rest of the group who try to guess which one is a lie.

I Have Never...

Participants sit on chairs in a circle with one participant standing in the middle, so there is one less chair than participants. The person in the middle completes the sentence 'I have never...'. If participants can agree with the statement they jump up and change seats. The person in the middle tries to sit on a seat. The participant left standing is then in the middle.

Variations: The sentence can be changed to other sentence starters such as 'I really love...' etc.

ACTIVITIES TO BUILD TRUST

Trust Walk

Organise students into pairs. One student leads the other around blindfolded, explaining where they are going, what to expect and how to avoid falling or bumping into things. The blindfolded student should have complete trust in the leader and the leader must realise that they are completely responsible for their partner's safety. Switch roles. Discuss how it felt to lead and be led.

The Trust Fall or Lean

Several people stand close together in a circle and hold out their hands. One person stands inside the circle and remains fairly rigid. They then 'fall' into the circle and are caught by the people closest to where he or she falls. The group must take great care not to allow the person to fall to the floor. Then the person who fell can be passed around the circle. If there is time everyone who wishes should get a chance to do the 'trust fall'.

In pairs, one person is blindfolded. Holding hands, the blindfolded person is led gradually from a slow walk up to fast running. Swap.

In a forested area, pairs take turns being blindfolded, and led to a tree (for touch and feel) and then led away. After removing the blindfold, the tree hugger tries to locate his/her tree.

Yurt Circle

Choose a clear, open area for this activity, as participants are quite likely to fall forward and backwards until they get the hang of it. Participants should stand in a circle, facing inward and holding hands. Then, step backwards until everyone is stretched out but still able to have a firm grip on the two people whose hands they are holding. Everyone needs to keep their feet planted and lean back as far as they can. They must use the group to maintain their balance. Once they have done this, number off the group into ones and twos, alternating around the circle. Then, have the ones lean in and the twos lean out at the same time. Each person should be able to lean in or out while being held up by his or her neighbours.

COOPERATIVE GAMES

Detective

Participants are in a circle with one participant in the centre (detective). The detective in the middle closes eyes while the leader is chosen. The leader initiates a movement which everyone in the circle copies. The leader changes the movement every five seconds. Detective must guess in three turns who the leader is.

Here I Sit on the Grass With My Friend

Players sit in a circle on chairs. There is one empty seat. The player beside the empty seat moves into it saying "Here I sit...". The player next door moves one chair saying "... on the grass". Third player moves one chair saying "with my friend..." (looks around the circle and names one person). That person vacates their seat and runs over to fill the empty seat, leaving an empty seat behind which the people on each side of it try to fill first. Whoever fills the empty seat starts the process again by moving one seat and saying, "Here I sit..."

Note: Don't call the person sitting next to you. Vary it by boys calling girls and vice versa.

Captain Video

Captain Video stands in the centre of a circle. All players face away from the centre. The Captain starts by tapping a Space Ranger on the shoulder who then turns to face them. Captain Video then performs some simple movements such as doing a deep knee bend while winking. The two then change places. The Space Ranger taps the next person and demonstrates the movement while Captain Video watches. Repeat the process until the last Space Ranger has seen the movement. That person goes into the centre with Captain Video and the group count to three. Then Captain Video and the Space Ranger do the movement together. Usually they are ridiculously different.

Note: Four in a sequence can be more challenging for older students.

WARM UPS, ENERGISERS AND COOPERATIVE GAME IDEAS

(continued)

Touch Blue

Pair up and face your partner. The pairs form an outer circle and an inner circle. The teacher can use music, clap or tap to give the signal for the outer circle to start moving right and the inner circles left. When the sound stops the teacher calls “knee to nose” or “ankle to ear” etc., and the original partners find each other and perform the action. Last pair become the callers next time.

Variation: *Partners facing each other in circles move in opposite directions. Teacher calls—“knee to nose”, find partner and do it—“ankle to ear” etc. Last pair become the callers each time.*

Elephant/Palm Tree

Students stand in a circle. One student stands in the middle, points to someone and calls out “elephant” or “palm tree”. The “elephant” leans over, clasping hands together and swinging them to form a “trunk”. Student to left becomes the elephant’s “left ear”, raising their left elbow and touching the top of their head with their hand. Person to the right of the “elephant” does the same with their right arm. All actions must take place at the same time. If “palm tree” is called, the person pointed to stands with arms straight up to form the “trunk”. Students on either side hold up their outside arms, hands drooping, to make “fronds”. If someone makes a mistake or hesitates a fraction too long, then that person must go into the centre of the circle to take charge of the game.

Another variation is “Rabbit” where centre player bends knees and sticks out front teeth while players on each side use one arm each to make a floppy Bugs Bunny ear for central player. Players can make up their own cooperative movement animals after the first three are well known.

Rainstorm

One person acts as a conductor of the storm and stands in the centre of a circle of players. As with an orchestra, the conductor brings each person into the storm (symphony) in turn. Standing in front of the first person, the conductor starts rubbing their hands together, copied by the first person. The conductor then turns slowly around on the spot to each person in turn until they are all performing the action which sounds like gentle, and increasingly heavy rainfall. The conductor then repeats the whole process with a new action—snapping fingers, hands slapping thighs, stamping feet, which makes the sound of the crescendo

of the storm. As with a sudden thundershower, the conductor decreases the volume by going through the above steps in reverse until the last person rubbing hands is silent.

Singing Syllables

Participants sit in a circle. One person goes out of the room. The rest of the group chooses a word with three or more syllables, e.g. el-e-phant. Count off by syllables so that each player has a syllable. Choose a simple tune, such as ‘row, row, row your boat’. Players sing their syllable to the tune of the song. For example, one would sing ‘El, El, El...’ and another would sing ‘phant, phant, phant’ to the same tune, and so on. The person who has volunteered to go out of the room returns and tries to put the different syllables together and identify the word.

Human Pretzel

Two people leave the room. The others hold hands in a circle and twist themselves over and under and through each other without dropping hands. The two people waiting outside come back in and are challenged to untangle the group. The Pretzel cooperates as the two people try to figure out who goes where.

Knots

This activity is similar to the Human Pretzel. Participants start in a circle, extend their arms into the centre and each hand takes the hand of another person in the circle. Once everyone has joined hands with two other people, the group as a whole then tries to untangle themselves without dropping hands.

Find the Object

One participant leaves the room. The rest of the group decides upon an object for the participant to find. The player outside re-enters the room and tries to find the object. The rest of the group helps them locate the object by clapping louder and louder as the person approaches the object. If the person is far away from finding their object, then the clapping becomes soft.



Once Upon a Time...

Participants are in a circle and work together to create a story. Each person in turns says one word to add to a story that is developing. This activity works best when the pace is fast and lively.

Variation: *Instead of a word you could do sentence or paragraph.*

Cooperative Relay Races.

Divide participants into teams. Participants can do a variety of tasks such as obstacles, wheelbarrow race, three legged race, egg or golf ball on spoon (have to pass it to the next person).

Ten

The objective of this activity is for the group to count to ten without two people talking at once. One person starts by counting one, another person says two, another person says three and so on. However if two people say a number at the same time, it goes back to the start—number one.

Circle Stand

Participants are seated in a circle. They grasp hands or link arms and try to collectively stand up.

Note: *The more people the harder it is.*

How Many People Are Standing?

Participants sit in a circle. Anyone can stand up whenever they want to but can only remain standing up to five seconds. The aim is to have exactly four standing up at one time.

Variations: *You can vary the group size or amount standing or time they can stand.*

Marshmallow Architects

Organise group into pairs. Each pair has a set amount of marshmallows and straws. The aim is for them to cooperate and work together to create a tower that stands on it's own. You can create a competition for the tallest tower etc.

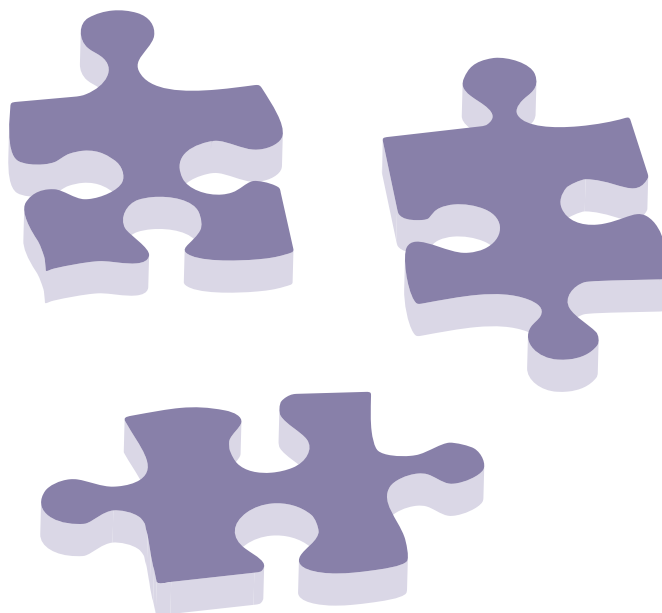
ACTIVITIES TO FORM GROUPS

Farmyard

Participants stand in a large circle and choose a number of animals depending on how many groups are required. Give each participant a name of an animal on a piece of paper. Then the participants with their eyes closed, walk around and find their own kind by calling out the sound their particular animal makes i.e. 'baa, baa', 'moo, moo' etc. When two animals of one kind come across each other they hold hands or link arms until the group is complete.

Mumble Jumble

Cut up a few pictures into puzzle pieces (use an old magazine) and place them in a bag. Each person takes a piece of a puzzle from the bag, keeping it to themselves until you tell them to, "GO". At this point, everyone works to locate the other pieces to form their pictures. This is a good activity for breaking into activity groups. If you know you want groups of four, have pictures that are cut into four pieces, and so on. With a little careful preparation, you can have materials needed to form the right number of groups of any size.



VOCABULARY LIST

AFFIRMATION

A positive statement of achievement.

AGGRESSION

When one person attacks another verbally or physically.

AGREEMENT

A plan to solve a problem between you and someone else.

ACTIVE LISTENING

To pay close attention to the speaker, ask questions, summarise their story.

ARGUE

To loudly try to prove you are right.

APOLOGISE

To be sorry and say you are sorry.

ASSERTION

To express your needs and wants in a way that shows respect for another.

ASSERTIVE

To act with confidence and strength.

AVOID

To not go near something or somebody.

BASIC NEEDS

Needs that underlie all human behaviour (belonging, power, freedom, fun).

BIASED

To be on one person's side (not open to change).

BRAINSTORMING

To offer many possible solutions.

BULLYING

A repeated pattern or serious incident of attack which causes distress — an on going power imbalance.

CHALLENGE

Call something into question.

CHECK BACK

Revisit disputants to make sure agreement has been followed.

CHOICE

Option—power of deciding.

CLARIFY

To make clear or easy to understand.

COLLABORATE

Work with others to complete a task or achieve a goal.

COMMUNICATION

Exchange of information.

COMPROMISE

A settlement of differences where each person gives up something to progress forward together.

CONFIDENTIAL

Private. You won't talk about what goes on in the meeting to anyone else.

CONFLICT

A disagreement, fight or war.

CONFRONTATION

Negative style: aggressive — to prove you are right. Positive style: to handle a problem directly.

CO-MEDIATION

Two people share the role of mediators.

COOPERATION

To work together to achieve a goal.

DEFENCE

To protect yourself (words or actions)

DENIAL

Pretending nothing is wrong when you are angry, sad or upset.

DIFFERENCES

State of being unlike others.

DISPUTE

Another word for conflict.

DISPUTANT

A person having an argument or fight with another.

DISAGREEMENT

A failure or refusal to agree — a difference of opinion.

EMOTIONAL

A strong feeling e.g. sorrow, anger, hate, joy.

EMPATHISE

To feel as another person is feeling.

EMPOWER

Give authority to somebody and enable them to be more confident and assertive.

ENCOURAGE

To be interested in what the other person says e.g. 'can you tell me more'.

EQUALITY

State of being equal.

ETHNIC

Way of grouping people — the same racial, national or cultural background.

FRIENDSHIP

Relationship between friends.

FREEDOM

To be able to make choices — free will.

FOCUS

Main emphasis or area of concern.

FUN

Enjoyment, pleasure, amusement.

GROUND RULE

One of several basic rules for peer mediation — agreed to by disputants.

HARMONY

Friendly agreement or pleasantness in arrangement.

IGNORE

Refuse to notice somebody or something.

MEDIATE

To act as a neutral person when two or more people disagree in order to help them come to an agreement.

MEDIATION

A process in which two impartial persons (the mediators) help the people in a conflict situation to come up with their own solutions towards a positive, win/win outcome which solves the problem.

MEDIATOR

A neutral person who is trained to use special skills to help others solve their own problems.

MISUNDERSTANDING

A failure to understand.

MUTUAL

Similar feelings shared by people.

NEGOTIATE

To discuss options and ideas with another in order to reach an agreement.

NEUTRAL

Not taking sides.

NON-VIOLENCE

To solve conflicts without hurting others.

NURTURE

Encourage somebody or something to flourish.

OPINION

Personal belief about something—whether other people like it or not.

OPTION

Freedom of choice.

OUTCOME

Result.

PARAPHRASE

Rephrase and simplify.

POTENTIAL

Possible but as yet not actual.

POWER (OVER)

To try to make people act or feel how you want them to.

PREJUDICE

An opinion formed without sufficient knowledge of facts—irrational hatred for a particular group, race or religion.

PROACTIVE

Taking initiative.

PROBLEM SOLVING

Talking about a problem without insulting or blaming—best solution for all.

PEER MEDIATION

A process where students work together to solve their own problems.

RACISM

The false assumption that one race is superior to another.

REFUSE

Not accept something.

RELATIONSHIP

How two or more people get along together.

RESENTFUL

Feel annoyed.

RESTATE

Where you tell back in your own words what the other person said.

REFLECT

Mirroring back the thoughts and feelings of the other person.

RESOLUTION

A course of action decided upon to solve a problem.

RESPECT

To feel or show esteem for someone—to honour.

RESPONSE

Reply given to a question.

RESPONSIBILITY

Personal accountability—ability to act without guidance.

ROLE-PLAY

To pretend to be someone or something else and act as they might behave.

SCENARIO

A situation provided so you can do a role play.

SELF ESTEEM

Feelings of self worth and self respect.

SOLUTION

A way to solve a problem.

SUMMARISE

To restate in a short way the important points of what was said or written.

SUPPRESSION

Avoidance of thoughts and feelings.

TRUST

To have confidence in or feel sure of someone or something.

UNDERSTAND

To know and be tolerant or sympathetic to.

VALUE

A principle, standard or quality which is worthwhile to regard highly.

VIOLENCE

Abusive or unjust exercise of power.

VIRTUE

Moral goodness or quality demonstrated by a person e.g. kindness.

WIN/WIN

Where a solution satisfies the need of all parties.

WITHDRAWAL

Taking something away.

QUOTES, PROVERBS AND WHAKATAUKI

Me tārai waka wairua tātou, ā, me whakaterere i runga i te ngākau māia ki runga i te moana. Kia manini noa ahakoa te āki mai o ngā ngaru o te hara, mauāhara, whakahāhā, ngoikore hoki. Kia kā mai te ao—Ananā, me pārā kā te whakaterere waka, koinei he ara noho tahi mā te iwi whānui, tāne mai, wāhine mai, tamariki mai, tātou katoa i runga i te wairua rongomau.

Let us build a canoe of the spirit and sail it with courage high into the ocean waters. May it slice through the waves of injustice, hate, pride and apathy that all the world will say— Yes, this is how a canoe can be sailed, this is how all men, women and children can live together.

CANON WI HUATA

A smile is the beginning of peace.

MOTHER TERESA

Peace is not merely a distant goal that we seek but a means by which we arrive at that goal.

MARTIN LUTHER KING

It isn't enough to talk about peace, one must believe it. And it isn't enough to believe in it, one must work for it.

ELEANOR ROOSEVELT

Be kind whenever possible. It is always possible.

DALAI LAMA

Happiness is not something ready made. It comes from your own actions.

DALAI LAMA

A good head and a good heart are always a formidable combination.

NELSON MANDELA

Always keep an open mind and a compassionate heart.

PHIL JACKSON

Anger and intolerance are the enemies of correct understanding.

MOHANDAS GANDHI

He aha te mea, he aha te taonga o te iwi?

He tangata, he tangata, he tangata.

What is the main thing, what is the treasure of the tribe?

It is people, it is people, it is people.

He ora e whakapiri, he mate te whakatakariri

There is strength in unity, defeat in anger.

Ko te kai rau, ko ia te kite

He who seeks will find.

Whaia te iti kahurangi ki te tuohu koe me he maunga teitei

Aim for the highest cloud so that if you miss it, you will hit a lofty mountain

Naku te rourou nau te rourou ka ora ai te iwi.

With your basket and my basket the people will live.

MEANING: The power of cooperation and the combination of resources to get ahead.

Ka mate kainga tahi, ka ora kāinga rua.

There is more than one way to achieve an objective.

Waiho i te toipoto, kaua i te toiroa.

Let us keep close together, not far apart.

Aroha mai, aroha atu.

Love towards, love going out from us.

MEANING: If shown friendship, be prepared to show friendship in return.

Ahakoia he iti te matakahi, ka pakaru i a ia te totara.

Although the wedge is small, it overcomes the totara tree.

MEANING: A little effort applied properly can achieve good results.

It isn't enough to talk about peace, one must believe it. And it isn't enough to believe in it, one must work for it.

ELEANOR ROOSEVELT

One minute of patience can mean ten years of peace.

GREEK PROVERB

Honesty is the best policy.

ENGLISH PROVERB

The world exists on three things: truth, justice, and peace.

HEBREW PROVERB

A harvest of peace grows from seeds of contentment.

INDIAN PROVERB

Two wrongs don't make a right.

ENGLISH PROVERB

When you can't find peace within yourself, it's useless to seek it elsewhere.

FRENCH PROVERB

Two good talkers are not worth one good listener.

CHINESE PROVERB

Two heads are better than one.

ENGLISH PROVERB

The quieter you become the more you can hear.

ENGLISH PROVERB

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





PART 1

UNDERSTANDING CONFLICT

Session 1 DEFINING CONFLICT

Session 2 RESPONSES TO CONFLICT

Section 2

TEACHING THE MEDIATION SKILLS AND PROCESS



SESSION 1: DEFINING CONFLICT

Learning Intentions

Students will:

- Define what conflict means.
- Explore destructive and constructive ways of dealing with conflict.

Resources

- Whiteboard or large pieces of paper and pens.
- Key messages handout (optional).

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection. A sharing circle exploring things students appreciate or that make them happy would be a positive way to start this topic. Alternatively a 'getting to know one another' activity if it is a newly formed group of students.

INTRODUCTION

What is conflict?

1. As a class or small group discuss and define the term conflict.

Conflict

- A disagreement between two or more people.
- Conflict is a normal part of life.
- Conflict happens when your needs are different from the needs of somebody else.
- Conflict can be positive or negative—it depends on how you handle it.
- Conflict can be a positive force for personal growth and helping things work better.

2. Brainstorm 'When I get into an argument I tend to...'

Think of when you might argue with your brother, sister, parent or friend. Record the ideas on the whiteboard.

- What do you notice about many of the words?
- Underline the negative contributions.
- Why are many of the words negative? Often due to our experiences of conflict in the past—negative experiences often relate to destructive ways of dealing with conflict.

DESTRUCTIVE AND CONSTRUCTIVE WAYS OF DEALING WITH CONFLICT

1. Either brainstorm or list: Destructive Ways of Dealing with Conflict and the Costs (see summary chart for ideas)

Possible discussion questions:

- Can we relate to this list?
- Is it similar to some of the words we have brainstormed under 'When I get into an argument I tend to...' brainstorm?



Conflict does not have to be like this, there are other choices we can make when dealing with conflict.

2. **Brainstorm or list: Constructive Ways of Dealing with Conflict and the Benefits.**
3. **Compare the Costs and Benefits lists— what is a statement you can make in one sentence that summarises what you are observing?**

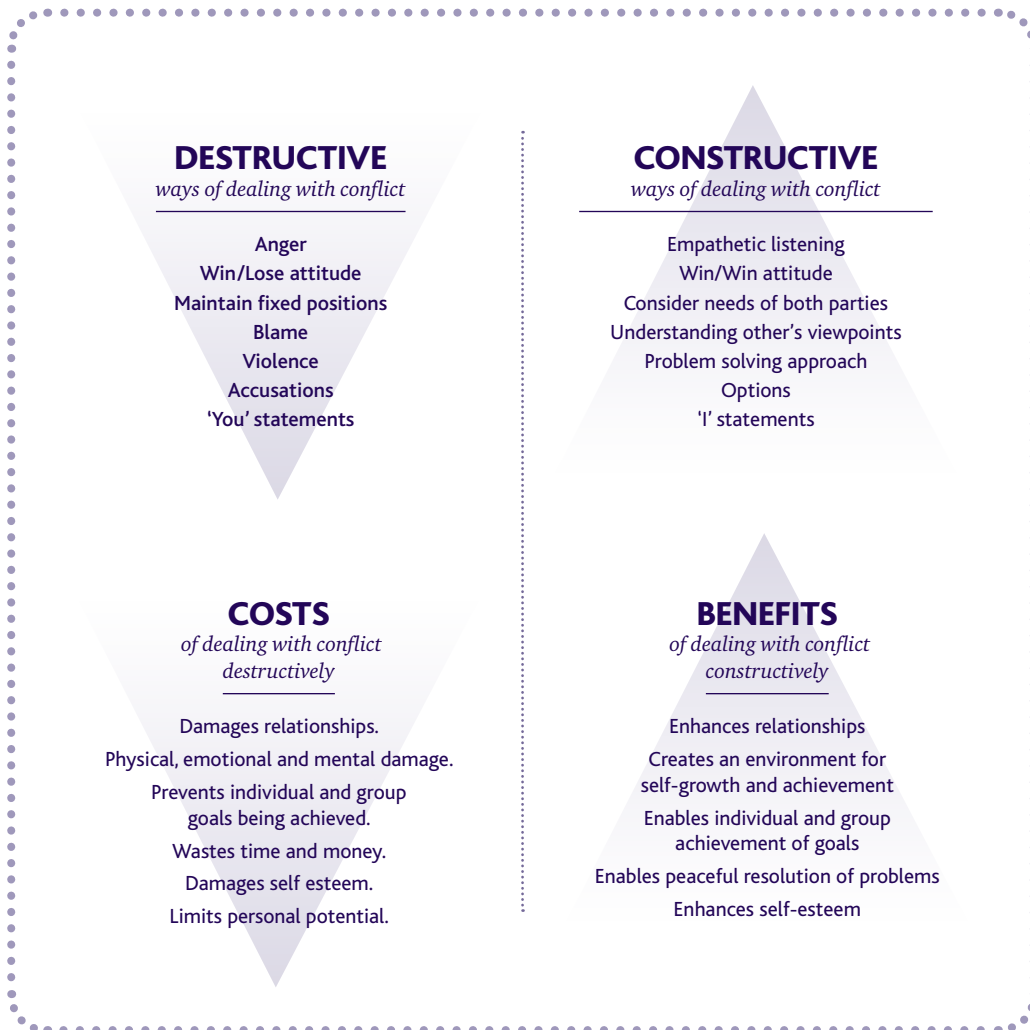
For example:

- The benefits of dealing with conflict in a constructive way far out way the costs of dealing with a conflict in a destructive way.
- Destructive destroys relationships. Constructive builds relationships.

4. **Write these statements underneath the ‘Costs verses Benefits’ lists and place this on the wall in the Cool Schools Corner.**

NOTE: Violence — When you force yourself over another person and cause harm to get your way.
 A violent act can be physical, verbal or emotional.
 Violence is **NOT THE SAME** as conflict.
 Violence is a negative way to deal with conflict.

SUMMARY OF INFORMATION



CONFLICTS AT OUR SCHOOL

1. Brainstorm causes of conflict at school.
Record common scenarios that cause conflict between students.
2. Organise students into pairs—each pair chooses or is allocated a scenario.
3. Objective: To role-play two or three destructive ways of dealing with this conflict scenario.
4. Then for each destructive role-play, discuss and create a constructive way of dealing with it.
5. Pairs choose one destructive and one constructive response to their scenario and present to the rest of the class.

Important Messages

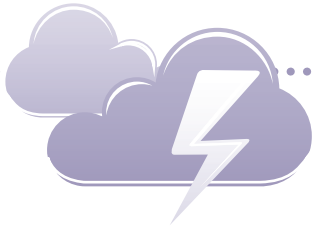


- Conflict is part of everyday life, how we deal with it is what makes the difference.
- Conflict may happen when there are differences in people's attitudes, beliefs, values or needs.
- Conflict can have positive results.
- The benefits of dealing with conflict in a constructive way far outweigh the costs of dealing with a conflict in a destructive way.

Unhealthy

UNRESOLVED CONFLICT

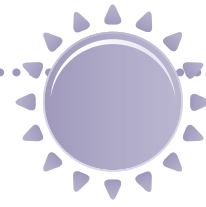
- *Destroys relationships.*
- *We can get stuck.*
- *Diminishes self respect and respect for others.*
- *Creates a history of negative feelings and interactions.*



Healthy

RESOLVED CONFLICT

- *Builds relationships.*
- *We learn and grow from it.*
- *Develops 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 long established habits.*
- *Hard on the problem, soft on the people.*



SESSION 2

RESPONSES TO CONFLICT

Learning Intentions

Students will:

- Develop an understanding of the different ways people might respond in conflict.
- Explore cooperative problem solving and win/win conflict resolution.

Resources

- Animal posters for display.
- A story with three endings—photocopy 'ending' handout.
- Worksheets/resources depending on additional activity.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

People deal with conflict differently.

Brainstorm some ways people deal with conflict? Think about examples at home, at school, on television.

RESPONSES TO CONFLICT

People act differently when they are involved in conflict. Here are some common ways people may respond; we have illustrated them as animals.

Introduce conflict styles — The five animals

Display the animal posters and discuss.

Discussion questions:

What is positive about being a... (turtle, teddy bear, shark, fox, owl)?

What is negative about being a... (turtle, teddy bear, shark, fox, owl)?

Discussion points:

- No good or bad — it's how we choose to use them.
- Important to recognise conflict styles as a choice.
- We choose different styles depending on different situations and people.
- Important to use this information not to label but to give greater knowledge behind choice.
- Mediators need to know themselves and be able to recognise other people's behaviours. This will allow them to guide all parties in conflict to respond like owls.



ACTIVITY OPTIONS

Which conflict style is your tendency?

Ask students to think about whether they act like a turtle, teddy bear, shark, fox or owl. After they have viewed the animals and descriptions, students pair up with someone they feel comfortable with and discuss which style they think they might use.

This exercise is to help them understand how they themselves and others act in conflict. Students are encouraged to reflect on their own behaviour and learn to make a choice rather than just reacting to a situation.

Note: Be careful how you handle discussion around the animals as students may want to discuss family members. This information is confidential and must not leave the classroom. If in doubt, stick to personal discussion only.

What influences the way we might respond in a conflict situation?

Brainstorm.

Introduce the four Ws (potential influences)

Who the conflict is with (person).

When the conflict is (timing).

Where the conflict is (place).

What the conflict is about (subject).

An awareness of the possible influences on how we may respond to conflict is very important. This may influence the way we respond to a conflict situation in the future. Understanding the triggers that influence our response style is the first step to making positive change if necessary.

Cultural differences in dealing with conflict

Do you think there are differences in the way people from different ethnicities, religions or countries deal with conflict? Discuss.

How would this affect you if you were in a conflict situation with a person who was from a different religion or culture?

One story with three different endings

This activity explores three different types of responses to conflicts. (See handout for Endings)

Denial Aggression Problem Solving

Narrator to introduce scenario:

Toby and Chris are playing basketball, taking turns shooting at the basket. Nathan comes over.

Three pairs of students will demonstrate the three different endings to the scenario. After each role-play discuss the following questions and the additional discussion points (i.e. denial, aggression, problem solving).

Discussion questions (after each role-play)

- How do you think Nathan feels?
- Was an attempt made to solve the problem?
- Did the problem get better or worse, or stay the same?
- Were anyone's feelings hurt?
- Do you think everyone was satisfied in the end? Why?
- What sort of response was being made to this conflict—turtle, shark or owl?



Followed by:

After ending 1:

Define **denial** and discuss its effectiveness as a way of dealing with conflict.

Denial can happen when someone is upset because of a conflict or a fight. Instead of admitting that they are angry/sad etc. they pretend that nothing is wrong. The difficulty with trying to end a conflict this way is that it does not really end because the second person never knows what is wrong or why the first person is upset or angry. Therefore, it is unlikely that they will act differently next time.

After ending 2:

Define **aggression** and discuss its effectiveness as a way of dealing with conflict.

Aggression happens when there is a conflict and one person attacks the other, either physically or with words. This usually happens when two people are not willing to listen to each other's side of the problem or talk about it. Instead, they attack the other person's ideas or worth.

After ending 3:

Define **problem solving** and its effectiveness as a way of dealing with conflict.

Problem solving is when people talk about the problem without insulting or blaming each other. They know they have a problem and try to think of ways to solve it. Then they choose the solution that will be the best for everybody.

EXTENSION ACTIVITY

What two animal responses were not identified in these role-plays? (Teddy Bear and Fox).

In groups of three create two role-plays to demonstrate Teddy Bear (suppression) and Fox (compromise) responses to the same scenario.

Perform some of these to the rest of the class.

Important Messages

- Conflict is part of everyday life, how we deal with it is what makes the difference.
- How we deal with conflict is a choice.
- We choose different styles depending on different situations and people.
- Mediators need to know themselves and to be able to recognise other people's behaviours to allow them to guide all parties in conflict to respond like owls.

Additional Activity Ideas

Create an owl poster

Students design a poster promoting conflict resolution Owl style!

Read a conflict story

Or watch an example from a movie—students identify the various responses to conflict.

Typical responses to conflict from Animals

Match phrase to the animal:

- “Nah, forget it. Nothing ever changes anyway!” (Turtle)
- “Oh well, never mind. Turn that frown upside down!” (Teddy bear)
- “I’m gonna smash you!” or “Just wait til you check your Bebo page again”. (Shark)
- “Just be nice, you know how you can be. I’m sure we can smooth it over.” (Fox)
- “There’s more here than meets the eye. Let’s hear both sides before jumping to conclusions”. (Owl)

Create your own responses then swap with a partner who then labels the response with the animal who may say it.

Conflict style observation

In pairs choose a conflict style out of a hat (either turtle, teddy bear, shark, fox or owl).

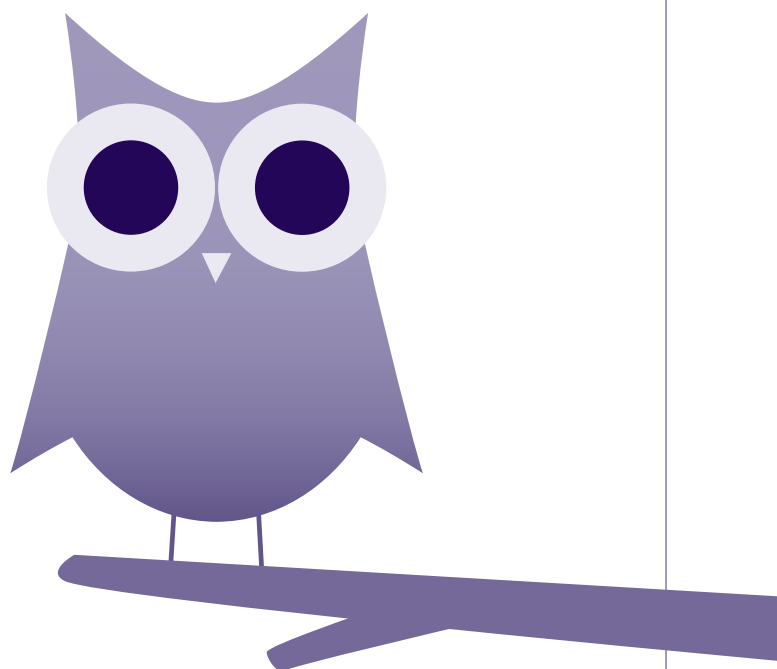
Create a conflict scenario that demonstrates this conflict response. Pay particular attention to the body language and words used in your role-play. Perform to the rest of the class.

The other students complete the Conflict Style Observation Form (template provided) at the end of each role-play.

Agony Aunt

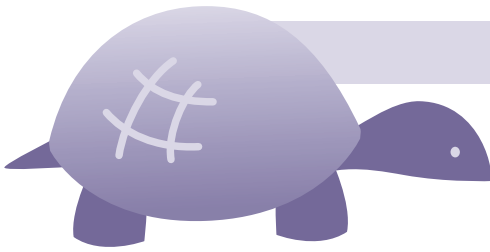
Divide class into four participants per group. One participant is the chairperson/presenter who reads out problem letters (either made up from students prior or examples from magazines). The other three participants are the panel members. Allocate each participant a character: Mr Denial, Ms Aggression, Dr. Problem Solver.

Each participant provides a stereotypical response to each problem letter according to his or her character.



CONFLICT STYLES

THE ANIMALS

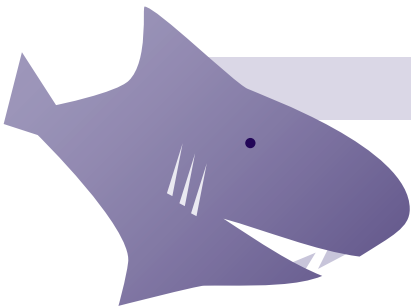
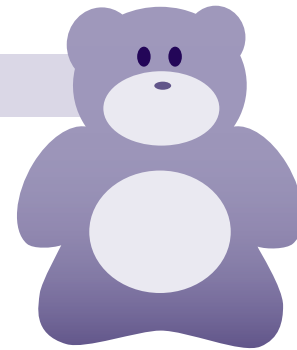


TURTLE (Denial, avoid, withdrawal, lose-lose situation)

- *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, power, 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*



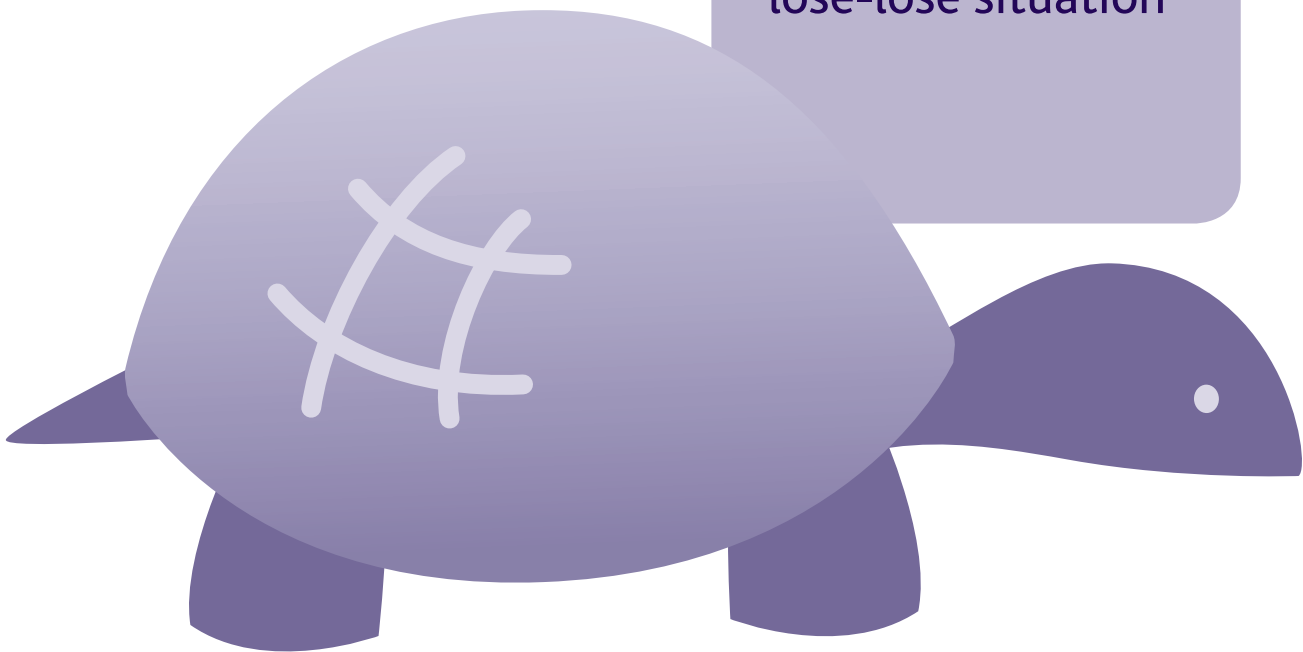
OWL (Collaborative, cooperative, working with, problem solving, win/win situation)

- *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 STYLES

THE TURTLE

denial avoid
withdrawal
lose-lose situation



RESPONSE:

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

CONFLICT STYLES

THE TEDDY BEAR

suppression,
accommodating
lose-win situation

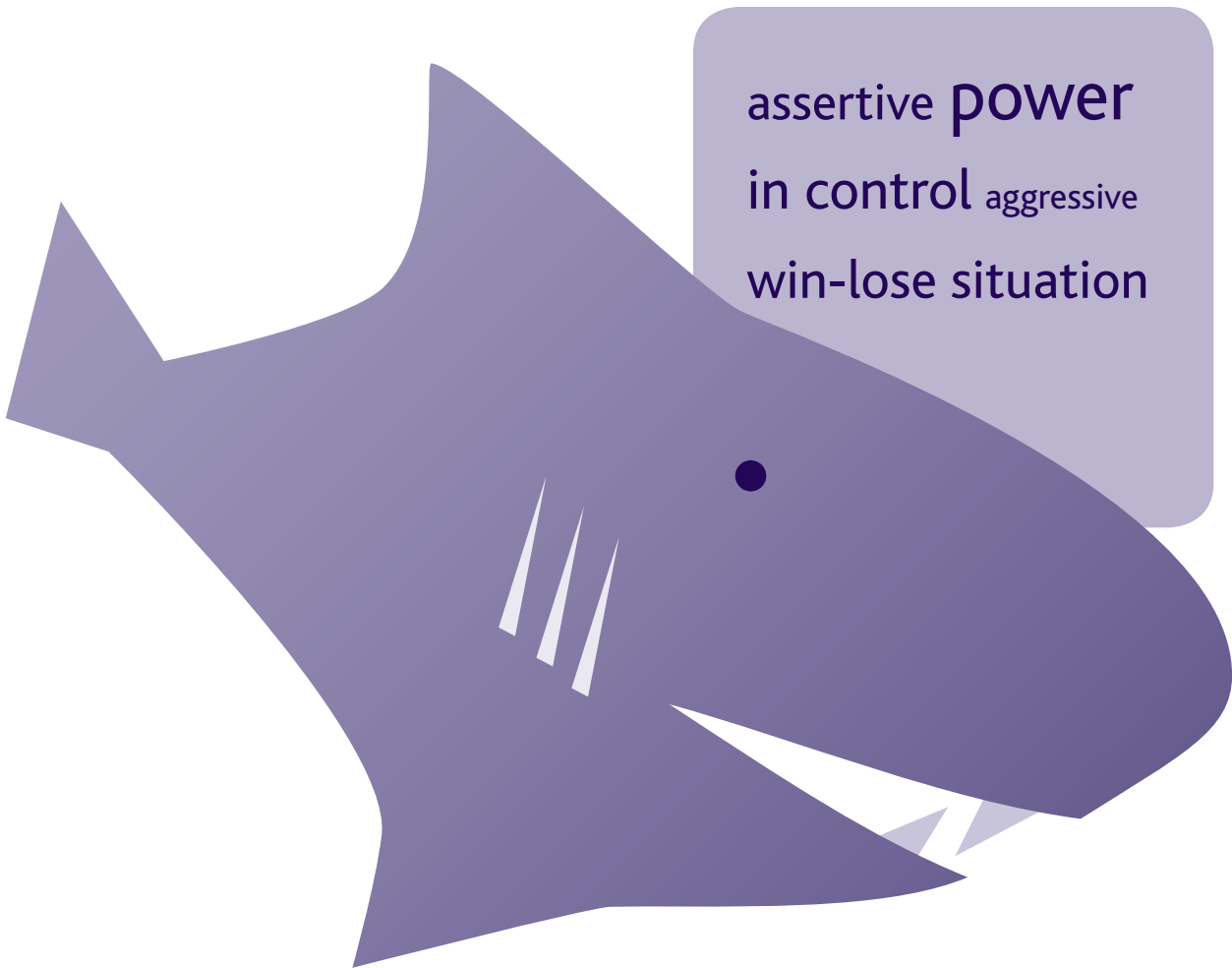


RESPONSE:

- *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)*

CONFLICT STYLES

THE SHARK



RESPONSE:

- *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*

CONFLICT STYLES

THE FOX

compromising

negotiating

win some-
lose some
situation



RESPONSE:

- *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*

CONFLICT STYLES THE OWL



Collaborative
cooperative
working with
problem solving
win/win situation

RESPONSE:

- *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)*



RESPONSES TO CONFLICT

ENDING 1

Nathan: “Can I play too?”

Toby: “O.K.”

Narrator: Chris doesn’t want Nathan to play with them. Instead of saying something, he shrugs his shoulders and plays half-heartedly. Whenever it is Nathan’s turn, Chris throws the ball at him very hard two or three *time* and shoves Nathan out of the way.

Nathan: “What’s up with you, Chris?”

Chris: (Sighs) “Nothing.”



ENDING 2:

Nathan: “Can I play too?”

Toby: “O.K.”

Chris: “No way.”

Nathan to Chris: “How come I can’t play?”

Chris: “I don’t want to play with you. You’re always cheating and you don’t let anyone else get a turn with the ball.”

Nathan: “Whatever. You don’t want me to play because I’m better than you”

Chris: “Nah—you’re an egg and a cheat.”

(Nathan and Chris push each other)



ENDING 3

Nathan: “Can I play too?”

Toby: “O.K.”

Chris: “No way.”

Toby to Chris: “Why don’t you want him to play with us?”

Chris: “Because he always hogs the ball and it’s boring.”

Nathan: “You have been playing for ages and I want to play too.”

Toby: “Nathan if you play with us will you pass the ball so everyone gets a fair turn?”

Nathan: “Yeah, ok.”

Toby: “Is that ok with you Chris?”

Chris: “I suppose so, as long as he takes turns properly.”



CONFLICT STYLE REFLECTION



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



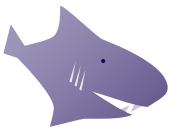
Identify a time when you were a Teddy Bear when dealing with Conflict: _____



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



Identify a time when you were a Shark 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? _____

ACTIVITY



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?	<input type="checkbox"/> CONSTRUCTIVE Result:	<input type="checkbox"/> CONSTRUCTIVE Result:	<input type="checkbox"/> CONSTRUCTIVE Result:	<input type="checkbox"/> CONSTRUCTIVE Result:	<input type="checkbox"/> CONSTRUCTIVE Result:
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PART 2

THE MEDIATION PROCESS

Session 3
THE ROLE OF THE MEDIATOR “OWLS IN ACTION”

Session 4
PRACTISING THE MEDIATION PROCESS

Session 5
PROBLEM SOLVING AND
CREATING AGREEMENTS THAT WORK



SESSION 3

THE ROLE OF THE MEDIATOR

“OWLS IN ACTION”

Learning Intentions

Students will:

- Define what mediation is.
- Increase knowledge of the qualities, skills, attitudes and behaviour needed to be an effective mediator.

Resources

- Large sheets of paper
- Felt pens
- Training DVD (primary)
- DVD equipment
- Owl summary worksheet
- Owl poster
(available from The Peace Foundation)

Note: It is essential for students to have the opportunity to see a role-play of peer mediation in action from the Cool Schools training DVD. It is strongly advised that you are familiar with the material on the DVD before you present this to your class.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

What is mediation?

1. Explore what students think the word ‘mediation’ means. As a class create a definition.

Example definition: Mediation is a process in which a neutral person or persons (mediators) help disputants to find a positive, mutually acceptable solution to their dispute. Mediation is both voluntary and confidential.

Display class definition of mediation on the wall in the ‘Cool Schools Corner’.

2. Discuss the difference between *mediation* and *arbitration*.

Arbitration is a structured process where a neutral person, called an arbitrator, listens to both sides and decides on the solution (e.g. judge, parent, sport referee, principal).

Discuss the positive and negative aspects of arbitration.

How is mediation different?

ROLE OF THE MEDIATOR

1. Brainstorm what the group thinks the role of the mediator is in a conflict.

Record ideas on whiteboard.

2. View example of a mediation role-play on Cool Schools Primary Training DVD.

Role-plays 2 and 3 (primary), role-play 1 (Intermediate) are good examples.

For junior teachers role-play 1 (primary) is well worth viewing with your students.

At the end of each role-play on the DVD, discuss two to three qualities the mediators are demonstrating.

Note: It is advisable for the teacher to be familiar with role-plays before hand. Choose role-plays from the DVD that align with the culture of your school.

GROUP ACTIVITY

A mediator is...

1. Class divided into groups of four (writer, reader, time keeper, encourager).
2. In groups, students to brainstorm: (10 mins)

A mediator is... A mediators is not...

Note: you may need to discuss examples of a quality, attitude, behaviour and a skill the peer mediators may be demonstrating.

3. Each group shares their whole list with the class. As each group presents, the rest of the class listens for two or three differences from the previous group's list. This encourages active listening.
4. Compile a class summary. See the list below for examples to include. Once compiled, place this list in the Cool Schools Corner.

A Mediator is...

- An owl
- Neutral
- Approachable
- A good listener
- Reflects back information
- Guides a process of problem-solving
- Calm
- Firm
- Positive
- Asks effective questions (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

A Mediator is not...

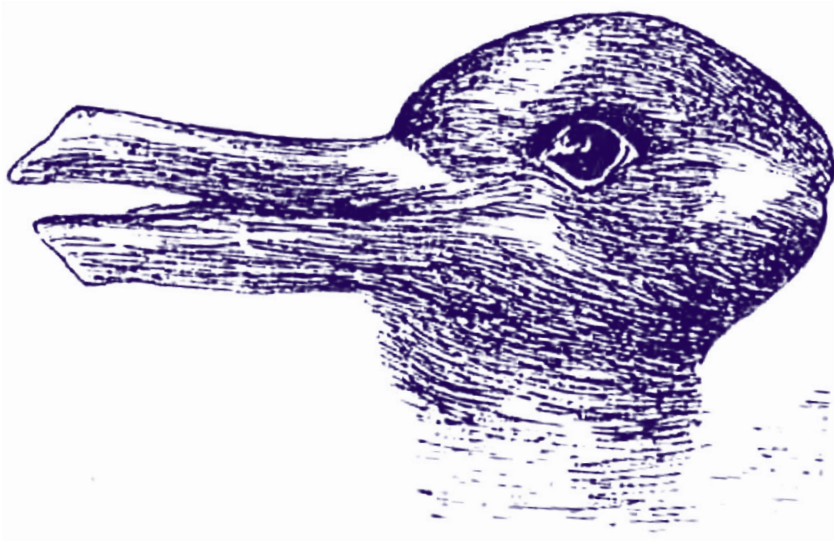
- Judgemental
- Opinionated
- There to take sides
- Bossy
- In a hurry
- A problem solver giving solutions
- Domineering
- Allowed to play favourites
- A bully
- Power hungry
- Irresponsible
- Dishonest
- A shark
- An angry person
- A teacher
- A judge or jury
- A police person

POSSIBLE SUMMARY ACTIVITIES**Qualities of an Owl (handout provided)**

Designed to consolidate qualities, skills, attitudes and behaviour needed to be an effective mediator.

Understanding other points of view

Show an example of a perception illustration such as the one below (or online for more examples).



Source: Jastrow, J. (1899). The mind's eye.
Popular Science Monthly, 54, 299-312.

Discussion questions:

- What do you see? (Ask one student)
- Who else sees this?
- Does anyone else see anything different?
- Who else sees this?
- How can this be? (Explain the two pictures in one. Some people might see a duck, while others might see a rabbit.)
- How does this relate to the role of the mediator?
- Is it possible that two people could see different things in the picture, and they might both be correct?

Key message: Two people can see something very differently—and they both might be correct. It is important that mediators do not assume they know what the correct solution is.



Important Messages



- Mediators are not problem solvers. They empower others by asking the 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.
- Mediators must not assume they know what the correct solution is to a problem. Meeting the needs of the disputants generates appropriate solutions.

Additional Activity Ideas

Reflection or temperature check

Facilitate a discussion reflecting on how the programme is currently going in your school. You can use the 'Thinking Hats' as a guide to your evaluation.

Create a peer mediator job description or job advert.

Role-Play critique

Using the poor example role-play from DVD, discuss what they did well and helpful suggestions for next time. This critique could be applied to any of the role-plays.

School mediator visit

If you already have a school mediation programme operating create a set of interview questions that can be used to interview mediators in your school.

Mediators can present a role-play to the class using a typical conflict scenario followed by question and answer time.

DVD— Mediators' Comments

Show 'Mediators' Comments' section of DVD (both primary and intermediate).

Discuss: Common themes coming through from the mediators interviewed.

Relate these themes to our school— are they relevant?



— 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*

SESSION 4

THE MEDIATION PROCESS

Learning Intentions

Students will:

- Identify the common causes of conflict at their school.
- Understand the purpose of mediation.
- Learn the steps of the process and the appropriate language used at each stage.

Resources

- Primary training DVD.
- DVD playing equipment.
- Copies of the Mediation Process (primary model or junior model).
- Scenario starters.
- Mediation form.
- Additional handouts where needed.
- Mediation rules poster.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

1. **Review class definition of mediation** (from previous lesson).
2. **Either in small groups or as a whole class, brainstorm common causes of conflict in the class and playground.** Or you can refer back to the list created in session 1 (additional activity). These are the labels given to the causes of conflict at your school.

Examples: Disputes over property (ownership/possessions), breaking rules of a game, put downs, exclusion, friendship issues, rumours, gossip, teasing, sharing, bullying, misunderstandings, accidents, feelings being hurt, home issues brought to school etc.

3. **Circle the causes of conflict that would definitely be dealt with by teachers on duty e.g. stealing, physical bullying.**

Discussion question: How could mediation help with these conflicts?

PRACTISING THE MEDIATION PROCESS

1. **Show an example of a mediation process from the primary training DVD** i.e. boys' soccer game, marble game. Role-play two (exclusion) is very thorough.
2. **What are the stages of mediation? (record on whiteboard)**

Introduction and rules

Defining the problem (story telling)

Summarising

Finding solutions

Reaching agreement

Closure

3. **Hand out The Mediation Process handout to each student or display on board** (Junior classes see the Junior Model).

Note: Senior classes can also use the Junior Model as a beginning structure for class mediations.

4. **As a whole class review the steps of mediation process in depth** (see additional teaching notes for more information).

ACTIVITY OPTIONS

Teacher and student modelling (Using The Mediation Process handout)

1. The teacher models the process using three students to role-play a conflict (two disputants and a co-mediator).
2. At the end of the mediation, discuss and complete the Mediation Agreement Form.

Group practice (Using The Mediation Process handout)

1. Practice steps of mediation in groups of four (two disputants, two mediators).
2. Disputants choose a dispute using one of the common causes of conflict scenarios brainstormed previously.
3. Each mediator needs a copy of The Mediation Process handout.
4. Each group role-plays a mediation scenario.
5. At the end of each role-play, all group participants evaluate how it went. What worked well? What were the challenges? What were some of the effective questions?
6. Change roles so each person gets a turn as a mediator.
7. Class sharing—groups may wish to perform one mediation to the class. At the end of each mediation, class participants provide critique. What went well in this mediation? What are some helpful suggestions for next time?

Freeze frame

Ask for volunteers to role-play mediation in process. When you call 'Freeze', ask the class for suggestions on what the mediators might say or ask next. You can change the individuals playing the different roles during a 'freeze'.

Revisit the role of the mediator

Brief discussion—highlight four or five important qualities.

- A mediator listens to both sides in a conflict.
- A mediator is fair and just.
- A mediator helps disputants to find their own solutions.
- A mediator asks effective open and closed question.

You can use the Scenario Cards on page 76 or students can create their own

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.

Additional Activity Ideas

Create a training DVD suitable for students in your school.

Write a mediation script.

Create a puppet show of mediation in action.

Create a song or similar to illustrate the mediation process— watch Sasa example from Flanshaw Road School on The Peace Foundation website.

Parents Meeting

Design a student centred Parents Information Evening/Meeting to inform parents about the role of the mediator and the mediation process.

THE PRIMARY MEDIATION PROCESS

INTRODUCTION AND RULES

1. Mediators introduce themselves.
2. Ask the disputants 'Do you want help to solve this problem?'
If they agree to mediation—move to a quiet area.
3. Get agreement to five rules of mediation:
 - Listen to each other - you'll each get a turn.
 - One person speaks at a time.
 - Be respectful.
 - Be honest - tell the truth.
 - Agree to solve the problem together.

DEFINING THE PROBLEM (this step may need repeating)

4. Decide who will talk first. Value the student who is going second 'You will get your turn and ... thanks for your patience'.
5. Ask person (1) what happened?
6. Ask person (1) how do you feel? Retell the feelings and facts.
'So I'm hearing that you are feeling... because...'
7. Ask person (2) what happened?
8. Ask person (2) how do you feel? Retell the feelings and facts.
'So I'm hearing that you are feeling... because...'
9. Ask 'Do you have anything you would like to add?'

SUMMARISING

10. Mediator: 'So I am hearing the problem is about...' (one sentence)... is that correct?
Check the disputants agree.

FINDING SOLUTIONS

11. Ask person (2) to suggest solutions. Examples of questions to ask:
 - 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 solve this problem?
12. Ask person (1) to comment on person (2)'s solutions and to add any improvements and/or other suggestions.
13. Work with the suggestions until they develop one they are both happy with. There may be more than one problem. Ensure all problems are solved.
14. Check: Are you both happy now?

REACHING AGREEMENT

15. Write down solution/s agreed upon on the Mediation Agreement Form. Disputants are required to sign this form.
16. Mediators congratulate both parties on reaching an agreement to solve their problem. Shake hands with disputants (optional).

CLOSURE

17. Arrange a 'check back' e.g. 'We would like to meet you outside the library tomorrow at 1.30pm to check that your agreement has worked out'.
18. Mediators ask disputants to affirm each other (optional). 'I appreciate you because ...'

Teaching Notes

THE MEDIATION PROCESS

Stage 1 Introduction and Rules

- Mediation is voluntary. Students do not have to choose mediation as a way of solving their conflicts. Mediators encourage students to choose mediation as they get to solve their own problems with the help of the mediators. If they go to a teacher, the problem often gets solved for them and the solutions may not be appropriate. Teachers on duty do not have time to facilitate mediations.
- An encouraging statement for a mediator to try is 'I am happy to help you solve your own problem through mediation. If you don't want to solve your own problem then I'll get a teacher to help'.
- A quiet area may be a 'Mediation Station' situated within viewing distance from the staffroom. It could also be a room in the school assigned for mediations, which is supervised by teachers on duty.
- Make sure students agree to each mediation rule. If they don't agree, no mediation can take place.

Stage 2 Defining the problem (story telling)

- The person who talks first can be the person who asked for the mediation and/or the person who is most upset.

Note: If two people in conflict are very upset this is not a good time to begin mediation. Sit down with each person first. Ask them what happened and how they are feeling. Reflect back this information, this will help the disputants to calm down. Then ask if they are ready for mediation.

- Always use the language of the storyteller when you are reflecting back information. Don't add your own bits in. Reflect back the information as you heard it without your own interpretation added.
- Make sure the whole story for both disputants is shared before moving on to the next stage. This may require the disputants to each speak again two or three times.

Stage 3 Summarising

- This should be no more than one to two sentences. Remember the words on the 'causes of conflict at our school' list. These are labels. The summary should be identifying one or two of these labels e.g. 'I'm hearing that the problem is about name calling and ownership of this pen, is that correct?' (The active listening and paraphrasing skill session will help here.)

Stage 4 Finding solutions

- When one person suggests a solution, respond by asking the other person what they thought of that idea. Ask them for any other contribution to the solution finding.
- It's ok if the disputants start talking to each other to explore solutions at this stage. The mediator guides and controls them to reach an agreement.

Stage 5 Reaching an agreement

- Both disputants must be happy with the agreement and it must meet the needs of both parties. A sorry or an apology is NOT a long term solution. An apology can be used with other win/win solutions to help disputants feel better at the time of the mediation.

Stage 6 Closure

- 'Check back' encourages accountability. If disputants know the mediators care enough to arrange and follow through with a check back time, they will be more likely to honour the agreement.
- Mediators do not have to be 'on duty' to check back with disputants. It is their responsibility however, to follow through with a check back if they arrange one at a time that they are not on duty.

IN A SUCCESSFUL MEDIATION

- There is not a winner and a loser.
- Both are happy with the outcome they have agreed upon.
- The relationship is maintained or improved.
- People learn a problem-solving approach to conflict.

KEYS TO SUCCESSFUL MEDIATIONS—TIPS FOR MEDIATORS

1. During the ‘story telling’ stage, have disputants address the mediators, not each other. The mediators are not emotionally involved in the problem and will listen to understand—the other disputant will listen to react.
2. If the first person speaks too long, stop them and reflect back the information, then allow the other disputant to tell their story. Come back to the first person and ask them to finish their story.
3. When brainstorming ideas, if disputants are struggling to come up with solutions, get them to cooperate better by asking them ‘what could you do differently next time to get a better outcome?’ If they can solve the problem for a future occasion they are more likely to solve the current situation.
4. Keep your language impartial (neutral). Sometimes a disputant will offer a solution, which you agree with. Instead of saying ‘that’s a good idea’ and therefore giving your opinion, keep impartial by reflecting the solution to the other disputant and ask if they agree or if they wish to suggest another option.
5. Make sure during the ‘storytelling’ stage each disputant has told all their story. Ask each disputant ‘Is there anything else you want to say?’ Repeat this question until both have nothing to add.
6. Be aware of where you sit or stand when preparing for mediation. Crouch down or sit when mediating for junior students, eye level is best. If disputants are angry, upset or emotional you may need to stand or sit between them during the mediation process.

CHECKLIST FOR GOOD AGREEMENTS

- Who is going to do what?
- Keep it specific and balanced.
- Can each disputant carry out their agreement? It won’t work if it is something they cannot do.
- Are both happy with the outcome? Make sure one is not just agreeing just to keep the peace. Each mediator can talk to disputants separately to check the agreement.
- Remember a sorry or apology is a ‘sticking plaster’ (not a tangible, long term solution).

COMPLETING THE MEDIATION AGREEMENT FORM

- Not only does the Mediation Agreement Form record the details of the dispute and the chosen solution, but it is also a contract between the two disputants.
- What is a contract? Discuss.
- The report form is a record of the mediation process but also gives the disputants the message that the mediation process is serious and that they are accountable for actioning their agreement.
- Both disputants need to sign the mediations report form.
- It is not the job of the mediator to enforce this ‘contract’.

THE JUNIOR MEDIATION PROCESS

(CLASS MEDIATION MODEL)

This junior class mediation model can be facilitated at set times every week or spontaneously in the classroom when a conflict arises.

Students can be placed on a “Classroom Peer Mediator” roster so that the opportunity is given for different individuals to facilitate the mediation process.

Certain students will excel in this role. These students (no more than two per class) can become the Classroom Mediation Managers. They can take on extra responsibilities to help the teacher with administration of the junior mediation process in the classroom e.g. putting the “Mediation Rules” on the whiteboard before class mediation time.

The junior level model or class mediation model used by junior students can be adapted and used by older students in a primary school. This is often a great way to start practicing a basic mediation when learning about the mediation process as a class.

Refer to the Cool Schools Primary and Intermediate Training DVD—Primary section: Role-play one is a good example of the Junior Mediation Process in action. Do show your students this role-play. As the old saying goes... a picture is worth a 1000 words!

INTRODUCTION AND RULES

Class mediation begins with all students seated in a circle formation. Place three chairs at the front of the circle: two for the disputants and one for the peer mediator who sits in between the two disputants. Two mediators together co-facilitating can work well.

The mediator begins by welcoming the class to ‘mediation time’. The mediator then reads the mediation rules aloud with the rest of the class.

Mediation Rules:

- Listen to each other - you'll each get a turn
- One person speaks at a time
- Be respectful
- Be honest - tell the truth
- Agree to solve the problem together

Note: *The teacher has discussed the rules beforehand so that students understand what each rule means.*

DEFINING THE PROBLEM (STORYTELLING)

The mediator chooses which disputant will talk first.

The mediator asks the first disputant: ***What is your problem?***

After the disputant tells their problem story, the mediator then asks: ***How are you feeling about this?***

The mediator demonstrates good listening by giving the speaker eye contact and nodding when appropriate.

The questions above are repeated with the second disputant.



FINDING SOLUTIONS

The mediator asks the second disputant: *Do you have any solutions to help?*

If a solution is given, the mediator then asks the first disputant the same question.

If the first disputant also gives a solution, the mediator then asks: *Have you both solved your problem?*

If the answer is 'yes' from both disputants, the mediator congratulates the disputants:

Congratulations for solving your problem.

The mediator shakes hands with both disputants and asks them to shake hands too. This concludes the class mediation.

If the disputants are unable to think of any solutions between them, the mediator asks the class circle for help: *Does anyone have a solution to help?*

Students with solutions are encouraged to share these.

The mediator then asks the second disputant: *Did you hear any solutions that you liked? What did (name of student with solution) say?*

The disputant repeats back to the mediator the solution that they liked. If they are unable to remember, the student with the solution repeats this information. The disputant repeats the solution to the mediator to show that they have heard clearly. This process is repeated for the first disputant if they too do not have their own solution to the problem.

REACHING AGREEMENT

The mediator asks: *Have you both solved the problem? Are you happy now?*

If the answer is 'yes' from both disputants, the mediator congratulates them. ***Congratulations for solving your problem.***

The mediator shakes hands with both disputants and asks them to shake hands too. This concludes the class mediation.

Note: If the answer is 'no' go back to the Finding Solutions stage.

Optional Activity To Follow Class Mediation

To end class mediation on a positive note, the mediator asks the disputants to give each other a 'warm fuzzy' (affirmation).

Example:

Disputant 1 says to Disputant 2: *You are a good friend*

Disputant 2 responds with: *Thank you _____*. (Says name of Disputant 1)

Disputant 2 says to Disputant 1: *I like the way you always play with me.*

Disputant 1 responds with: *Thank you _____*. (Says name of Disputant 2)

The rest of the class then pair off and do the same affirmation activity.



MEDIATOR INTRODUCTION AND RULES STATEMENT

(SUITABLE FOR YEAR 7 AND 8 STUDENTS)

Thank you for choosing mediation as a way of solving your problem together.

My name is _____ (mediator)

And this is _____ (co-mediator)

Here is what will happen—you will both have a chance to tell your stories and explain how you are feeling. We will then see if you can agree on a way forward and sort things out to avoid this problem happening again.

We, the mediators:

- Will not tell you what to do.
- Will help you to find your own solutions to your problem.
- Will not take sides.
- Won't tell anyone else about it unless you share with us something that is against the school rules or which could be harmful to you or someone else.

Would you please both agree to the five rules of mediation:

- Listen to each other - you'll each get a turn.
- One person speaks at a time.
- Be respectful.
- Be honest - tell the truth.
- Agree to solve the problem together.

MEDIATION AGREEMENT FORM



Date: _____

Mediator's name/s: _____

Disputants' names: _____

Identify what caused the conflict: (please tick)

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Accident | <input type="checkbox"/> Misunderstanding |
| <input type="checkbox"/> Game rules | <input type="checkbox"/> Taking turns |
| <input type="checkbox"/> Teasing | <input type="checkbox"/> Possessions/Ownership |
| <input type="checkbox"/> Name calling | <input type="checkbox"/> Friendship issue |
| <input type="checkbox"/> Exclusion | <input type="checkbox"/> Rumours/Gossip |
| <input type="checkbox"/> Other: _____ | |

How did you come to mediate the conflict? (please tick)

- 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

Was a good resolution found? Yes/No

RESOLUTION/AGREEMENT:

(name) _____

agrees to: _____

Signed: _____

(name) _____

agrees to: _____

Signed: _____

Check back time: _____

QUESTIONS TO SUPPORT THE MEDIATION PROCESS

QUESTIONS FOR YOUNGER CHILDREN:

What happened?	<i>He aha ra? I aha ra? (past tense)</i>
What else? Tell me/us.	<i>Korero mai...?</i>
How do you feel (now)?	<i>Kei te pehea koe inaianei?</i>
What can you do to fix it? (How can you fix it?)	<i>Me pehea kia oti pai?</i>
What can you do (now)?	<i>Me aha koe inaianei?</i>
What can you do (after that)?	<i>A muri ake?</i>
What is (name) good at?	<i>He pai a (name) ki te aha?</i>
What else is (name) good at?	<i>He pai ano ki te aha? He pai ano ia ki te aha?</i>

QUESTIONS FOR OLDER CHILDREN:

What happened?	<i>He aha ra? I aha ra? (past tense)</i>
How did it happen?	<i>I pehea ra?</i>
What else would you like to say? (Anything else to say?)	<i>He korero ano?</i>
What else?	<i>Korero mai...?</i>
How are you feeling?	<i>Kei te pehea ou whakaaro inaianei?</i>
What happened next?	<i>A muri i tere, i aha?</i>
What do you need (to resolve this problem)?	<i>Me aha koe, kia oti pai te raruraru nei?</i>
How could you stop it from happening again?	<i>A muri ake, me aha koe, kia kore e raru penei ai?</i>
What upsets you most?	<i>He aha te mea, tino pukuriri ke a koe?</i>
What's the one thing that you to do like about this?	<i>Tena he aha te mea kotahi, kei pai ki a koe?</i>
What is one thing you (name) would like?	<i>Kei te pai a (name) mo tetahi mea kotahi?</i>
What is one thing (name) is good at?	<i>He paia ia ki te aha?</i>

(With thanks to George W Parekowhai)

THE FIVE RULES
— of —
Mediation

Listen to each other -
you'll each get a turn

One person speaks at a time

Be respectful

Be honest - tell the truth

Agree to solve the
problem together



*Do you know the
Cool Schools Rules?*

Scenarios for Role Plays—Level 1 & 2

WHOSE TURN IS IT?

It is Kate's turn on the computer, but Cain says, "I'm not finished" and won't get off. This has happened before.

DON'T LEAVE ME OUT!

Sina is upset and says Luke keeps calling him rude names. Luke is mad at Sina because he feels left out of their lunchtime game.

LITTLE SISTER

Harry's little sister has complained that her classmates are picking on her in the playground at lunchtime, Harry sees three children teasing her. Harry feels furious and threatens them.

THAT'S NOT FAIR

At lunchtime a group of students play cricket. Jake thinks all the good players are all on the one team, which always wins. Sam (who is on the winning team) disagrees and tells Jake to go away if he doesn't like it. Jake is frustrated as he thinks it is unfair.

STOP ANNOYING ME!

Jack is annoying Will with a ruler. Will tells him to stop and they get into an argument.

PICKING ON ME

Cherelle and Harriet are in the same class and had an argument at interval. Harriet tells her friends who are now being mean and pushing Cherelle when she walks past.

WHO SAID WHAT?

Someone at school has been saying that Chris has been saying mean things behind Imran's back. Imran is hurt and angry with Chris.

SKATEBOARD

Anaru and Tim are arguing about a skateboard. Anaru lent the skateboard to Tim who played with it at school and it got damaged. Anaru is mad at Tim and he doesn't know what to do.

FORGETFUL FRIEND

Jade keeps borrowing Finn's pens without returning them. Finn is feeling annoyed and tells Jade to stop. She won't listen.

WHAT DID I DO?

Haili thinks Teagan is mad at her but doesn't know why. Teagan just ignores her and has started telling their friend Faiza horrible things about Haili.

Scenarios for Role Plays—Level 3 & 4

CONFISCATED

Josh lent his skateboard to his friend Joseph who took the skateboard to school. Joseph played on the skateboard at lunchtime, which was against school rules. A teacher saw it and confiscated the skateboard. Now Josh is really mad at him and he does not know what to do.

LEAVE HIM ALONE!

Ari is new to the school and does not speak English very well. Tyler is making fun of his accent and Sam tells Tyler to stop. They end up pushing each other. Sam is sick of Tyler picking on other students. Tyler thinks Sam should mind his own business.

RUMOURS

Lisa accused Maia of spreading rumours about her. Maia says she hasn't spread rumours and that Lisa is just angry at her and trying to turn her friends against her.

DON'T COPY ME!

Sandeep accuses Mika of copying his work. Mika says he wasn't and starts calling Sandeep names. The argument gets bigger and bigger over the next week and they don't know how to make it better.

HANDBALL RULES

Sharah and Lily have been playing handball during interval. Sharah accuses Lily of always cheating and not sticking to the rules. Lily tells Sharah she is a poor loser. They are both frustrated and angry.

YOU'RE SO BOSSY

Leah gets into an argument with Dina. Leah says she won't work in a group with Dina anymore because she is so bossy.

COUNT ME IN

Sita and Tray used to be friends but no longer like each other. Tray tells Sita he can no longer play rugby at lunchtime with their group of friends. Tray is angry because it's a big group who play and it shouldn't matter if they are friends or not

CLASS COUNSELLORS

Pita and Ida are the class counsellors. They are frustrated and angry at each other. Ida says Pita won't do his share, Pita says Ida is so bossy and won't let him do anything.

DOUBLE TROUBLE

Len and Grace sit next to each other in class and are always arguing. Grace is mad at Len because he always borrows her things without asking. Len is mad at Grace because she always talks and he finds it hard to do his work.

EXCLUSION

Michelle wants to play touch rugby at lunchtime, but Connor says no. Michelle thinks it's because she's a girl. Connor says it's because they have enough players.

SESSION 5

PROBLEM SOLVING AND CREATING AGREEMENTS THAT WORK

Learning Intentions

Students will:

- Understand the process of solution finding in mediation and how to manage this as a mediator.
- Understand the purpose of an agreement in mediation and how to help create agreements that work for both parties in conflict.

Resources

- Generating options activity sheet.
- Additional resources depending on chosen activity i.e. choices chart.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

Discuss and provide examples of the following:

- What is a solution?
- What is a compromise?
- Which is more suitable when in mediation?

GENERATING POSSIBLE SOLUTIONS

Sometimes coming up with possible solutions can be difficult. It can be helpful for students, particularly junior students to spend some time building a bank of possible solutions for conflict scenarios that are age group specific.

Prior to brainstorming possible solutions, the mediator summarises the problem for both parties by saying 'so the problem seems to be...'. Check both parties agree 'is that correct?'

The mediator then asks for the disputants' ideas on how to solve their differences. It is important for the parties to become actively involved in generating their own ideas about a resolution.

Complete the Generating Solutions activity provided, this can be done individually, in pairs or as a whole class.



USEFUL CLARIFYING AND MOTIVATING QUESTIONS FOR MEDIATORS TO ASK

Brainstorm useful questions to help disputants to come up with solutions.

- How do you feel about this?
- What do you need to solve this problem?
- What would be a fair way to handle this?
- What would you like to happen next?
- What does that mean to you?
- Why is that important to you?
- Why does that matter to you?
- What could you do next time to prevent this problem from happening again?

Remember: Always reflect before you ask a question

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 focussing 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 'sticky plaster'—a sorry acknowledges feelings but does not solve the problem long term.**



CREATING AGREEMENTS THAT WORK

How can the following agreements be improved? Remember you can't tell them what to do. You can ask questions.

- 1. Is saying sorry enough?**
Pranav pushed Tai on the climbing frame because he wouldn't move along. Tai then verbally insulted Pranav by calling him names. They struggled and both fell off the climbing frame. They have agreed to say sorry and shake hands.
- 2. What, when, who?**
Charie and Shreya have been using put-downs and name calling during morning break and lunchtime. They have agreed to be kind to each other.
- 3. Can this be done?**
Logan and Iosefa don't like each other. They have been having lots of fights and arguments. They have both agreed that one of them will move to another classroom.
- 4. How can it be fair for everybody?**
Kitty wants to play netball with Isabella who has a new ball. Isabella has agreed as long as she gets to pick her team first. Kitty thinks Isabella might pick all the best players. Isabella says 'it's her ball'.

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.

Additional Activity Ideas

CHOICES chart

(see handout provided)

This is an effective activity to empower students to think of alternative choices for their actions. This activity can be a good prior activity to brainstorming possible solutions. An example chart has been provided for discussion followed by a blank template for individual practice

Puppets

Create conflict scenarios and use puppets to model the possible solutions (class to suggest ideas).

School Values

Brainstorm solutions that link with the school values and ethos.

Literature

Use of story or poem to raise the issue around a conflict or problem i.e. loneliness and discuss possible solutions.



Exploring Choices using Puppets

(Junior Adaptation of choices chart)

Sometimes young students do not feel empowered to come up with their own solutions to the every day conflicts they have with each other. The following is a good way of encouraging them to be more confident problem solvers.

1. Have a box of hand puppets in your class (you can pick up inexpensive puppets at the \$2 stores).
2. Utilise teachable moments. Gather the class together when a conflict or problem presents itself.

Example conflict or problem: *Jada and Ben are fighting over a box of crayons at the art table (shouting, name calling, pushing and shoving).*

3. Recreate the conflict scenario with two puppets. Do not worry about your dual character role-playing skills! The students will be totally focussed on the puppets not you. Give different names to the puppets. Do not use the student's names that were involved in the actual conflict.
4. Freeze the scenario when Jada (puppet 1) and Ben (puppet 2) are in the middle of their destructive dispute.
5. Tell the students that puppets 1 and puppets 2 seem to have a problem. Are they solving their problem in a respectful (constructive) way?
6. Use one of the puppets to ask the class for their help. 'Can you help us to find a solution to our problem?' (Other choices).
7. Elicit different solutions from the class. During this stage the teacher can come out of his/her puppet role-play state and give positive feedback when agreeable 'other choices' are offered. This encourages student confidence at offering appropriate solutions. Puppets still in role can be giving non-verbal feedback like head nodding.
8. Teacher then asks the puppets which solutions they liked best from the suggestions given. Puppets respond.
9. Teacher asks puppets 'Do you both feel happy now?'
10. Teacher congratulates both puppets on finding a suitable solution to their problem.

Optional: *Puppets say 'Lets' be friends' and then give each other a hug.*

Important point: *Remember that this is not class mediation; therefore it is acceptable for the teacher to comment on the solutions offered by the students during this stage of the role-play.*



GENERATING SOLUTIONS

Tick your preferred solution for each issue



ACTIVITY _____

ISSUE	POSSIBLE SOLUTIONS	CONSEQUENCES
1.	SOLUTION 1 SOLUTION 2 SOLUTION 3	POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES
2.	SOLUTION 1 SOLUTION 2 SOLUTION 3	POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES
3.	SOLUTION 1 SOLUTION 2 SOLUTION 3	POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES POSITIVE CONSEQUENCES NEGATIVE CONSEQUENCES



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

Tyler kicked their ball away.

CONSEQUENCES

*This caused a fight where Tyler got hurt. He then got in trouble with the principal and his parents.
Do you think this was the outcome Tyler wanted?*

OTHER CHOICES

He could have played with someone else.

POSSIBLE CONSEQUENCES

*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:



PART 3

MEDIATION SKILLS

Session 6
ACTIVE LISTENING

Session 7
IDENTIFYING AND EXPRESSING FEELINGS

Session 8
USING 'I' STATEMENTS

Session 9
EFFECTIVE QUESTIONING

Session 10
HANDLING DIFFICULT SITUATIONS

SUMMARY ACTIVITY

SESSION 6

ACTIVE LISTENING (INCLUDING PARAPHRASING)

Learning Intentions

Students will:

- Identify the differences between poor listening and active listening.
- Understand the importance of active listening in mediation.

Resources

- Attending skills handout.
- Phrases for effective listening handout.
- Paraphrasing worksheet.
- Active listening poster.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection. A listening activity is recommended such as 'Chinese Whispers' or 'Once Upon a Time'.

INTRODUCTION

- Active Listening is an essential element of the mediation process.

Why might that be?

What does active listening look like?

It involves eye contact, non-verbal feedback (i.e. nodding), not interrupting, asking effective questions and restating the information.

Teaching Option 1 (Junior Level)

WHAT DOES POOR LISTENING LOOK LIKE?

Model poor listening

Three examples of poor Listening are:

1. Busy listening
2. 'Me too' listening
3. Giving advice or changing subject listening.

These types of listening can be illustrated either with teacher modelling (see below) or student role-play (see middle and senior level option).

Teacher modelling

The teacher and a student (speaker) demonstrate poor listening examples to the class either using puppets or role-play.

1. Busy listening

Tell the speaker you are listening but do not look at them, keep doing something else e.g. texting on your mobile phone or fiddling with jewellery.

The other person asks: "Are you listening?"



Followed by:

- a) They lose confidence and give up
- or
- b) They become angry and say: “You never listen!”

2. ‘Me too’ listening

Use the opportunity to speak about your similar experiences, instead of listening.

For example: Person A starts to tell person B about their exciting fishing trip, person B takes over the conversation telling about their recent visit to the zoo.

3. Give advice or change subject.

One person is speaking about a problem. The other person listens to begin with, then interrupts with solutions to their problem or changes the subject to distract them from talking about their problem

Discussion:

What examples of poor listening did you see? As a class brainstorm the signs of poor listening that they have observed. Record on whiteboard.

Signs can include:

- You pretend to listen.
- You don’t look at the person.
- You keep doing something else.
- You speak about similar things that have happened to you, so that you take over the conversation instead of listening.
- You give advice or change the subject.

How do you think the speaker felt when the other person didn’t listen?

KEYS TO ACTIVE LISTENING

Discussion:

- How can you show you are listening?
- When might it be difficult to listen?
- How do you feel when a person does listen?
- Why is listening important for mediators?

Discuss and practice the Keys to Good Listening

See additional activities for follow up ideas.

KEYS TO GOOD LISTENING

1. Use eye contact where possible.
2. Give non-verbal feedback i.e. head nodding.
3. Ask good questions:
What happened next?
How did you feel?
What did you do?
4. Retell what happened and how they were feeling.



Teaching Option 2 (Middle and Senior Level)

WHAT DOES POOR LISTENING LOOK LIKE?

Model poor listening

Three examples of poor Listening are:

1. Busy listening
2. 'Me too' listening
3. Giving advice or changing subject listening.

These types of listening can be illustrated either with teacher modelling (junior level) or student role-play below.

Student Role-play

1. Divide students into pairs, one person is the listener and the other is the speaker. Alternate for each exercise.
2. Teacher briefs the listeners for each exercise (see below). An assistant (can be a student) briefs the speakers.
3. Students complete each listening example activity.
4. After each example ask the following:

What happened?

Were you being listened to?

How could you tell?

How did that make you feel?

Exercise 1: **Speaker:** Shares a problem.

Listener: Listens for first minute then fidgets and loses attention.

Exercise 2: **Speaker:** Shares a story of an exciting occasion.

Listener: Interrupts and says, "I did that too" then continues on with their similar story.

Exercise 3: **Speaker:** Shares a story of an embarrassing moment.

Listener: Listens for 30 seconds then interrupts and changes the subject.

Exercise 4: **Speaker:** Shares about an argument they had recently.

Listener: Shows good listening skills: Gives eye contact, faces the speaker, nods, asks a question or two at the end.

Other possible topics for speaker:

- Favourite TV programme
- A book they have enjoyed reading
- Holiday story
- Favourite food or place
- An early memory
- A pet or an animal they like
- Something you love to do



Discussion:

What are the indications of poor listening? As a class brainstorm the signs of poor listening that they have observed in the role-plays. Record on whiteboard.

Signs can include:

- You pretend to listen.
- You don't look at the person.
- You keep doing something else.
- You speak about similar things that have happened to you, so that you take over the conversation instead of listening.
- You give advice or change the subject.

KEYS TO ACTIVE LISTENING

Discussion:

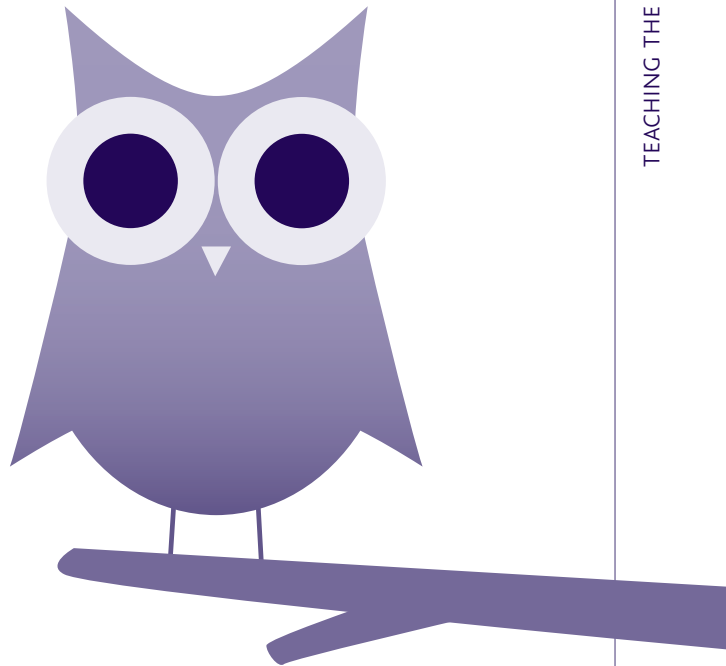
- How can you show you are listening?
- When might it be difficult to listen?
- How do you feel when a person does listen?
- Why is listening important for mediators?

During active listening the mediator is focussed on the speaker, encouraging, restating and clarifying.

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



ATTENDING SKILLS

This includes posture, physical contact, gestures, interested silence, acknowledgement and environment.

This may sound like a lot to remember but in real life good and bad listening is usually quite obvious. You can probably remember a time when someone didn't listen to you (perhaps a friend, parent, teacher) 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. It is not enough to know that you can sometimes listen while you do other tasks. People need to feel listened to, and they need to see that you are listening

1. **Being close to the person and at their height.**

How close varies from person to person. People from some cultures will find it easier if they are a little lower than you, as a gesture of respect.

2. **Facing the person** and/or leaning towards them.

People who absorb information visually (through their eyes), will want to face you.

While people who absorb more information from your voice or from how they feel may prefer to sit next to you.

3. **Using open body gestures** (legs and arms uncrossed).

4. **Mirroring** the speaker's body posture, breathing and voice tonality.

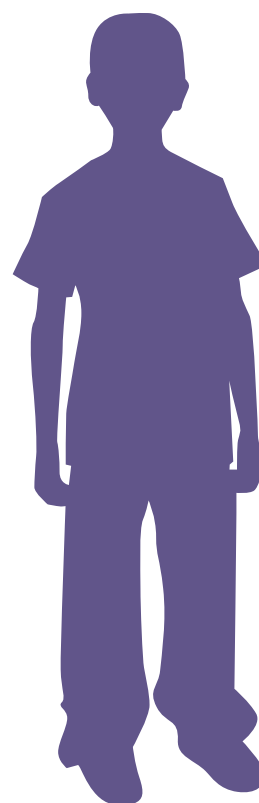
5. **Nodding your head** occasionally as they speak.

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

7. **Not doing other things** such as gazing out the window, playing with a pen, or reading a book, while the person is talking. 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.

8. **Minimal Encouragers:** These are the 'sound effects' for attending. They are brief grunts or words of acknowledgment ('Mmm', 'Uh-huh', '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.

**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.**



RESPONDING SKILLS

(PARAPHRASING)

These are verbal communications that capture the essence of the story in terms of the content, feelings and meanings you have heard. During the summarising part of the mediation, responding effectively means ‘chunking down’ large segments of the story by paraphrasing the content so that the summary is clear and concise. No more than a sentence or two is needed in the summary.

What is paraphrasing?

Definition: 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.

Paraphrasing:

- Shows you are listening.
- Makes sure you have heard what they wanted you to.
- Gives the speaker a chance to hear back what they have said.
- Gives the other person a chance to hear too.
- Calms people down.
- Indicates that you understand the problem and have empathy for the person with the problem.

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.

Skill Practice:

Divide into groups of four. Each pair takes a turn at being the mediators and the disputants.

Mediation scenarios:

1. Person A has been spreading rumours about Person B who confronts him/her at lunchtime. They end up shouting at each other.
2. Two students from different classes have been competing to get out at lunchtime the quickest, so they can book the netball court at the sports shed to play a game with their friends. This lunchtime they have both arrived together at the sports shed and neither will give way.

Using the mediation process, groups practice their paraphrasing and reflecting skills. At the end of each scenario, the disputants can evaluate the mediators on how well they did with their paraphrasing and reflecting.

Additional practice: Paraphrasing worksheet. *Also see additional activities for follow up ideas.*

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.

PARAPHRASING



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 because 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."

Additional Activity Ideas

Paraphrasing—pair practice

- Person A tells Person B a problem (advise students to make up a problem)
- Person B listens without speaking
- B reflects back and tells how A was feeling.
- A gives feedback.
- Reverse roles with Person A being the listener and Person B being the speaker.
- Choose two students to be ‘secret observers’ while the rest of the class are doing the pair practice. They are to report back on good listening skills observed. Pay particular attention to eye contact, students facing each other, non-verbal feedback, mirroring of gestures and questions being asked.

Discussion questions:

- How did it feel to really be listened to?
- Quote “*We are made with two ears and only one mouth*”, what might this mean for listening? So we can listen twice as much as we speak. A mediator needs to be a very good listener.
- What is the function of active listening during the mediation process?

‘To be continued...’

This is an easy and fun activity that improves active listening. It requires a common topic to be given to the group, which one of the students will begin to speak on. It could be a fun or easy topic at first, followed by more difficult ones. The teacher stops the person in mid-sentence (can use a bell or similar) and asks the person next to the speaker to continue along the lines of the previous speaker’s last few sentences. This continues for some time and once everyone is familiar with how it works, the teacher can then pick anyone at random to continue speaking. This activity greatly improves listening and helps everyone to learn to listen carefully to the speaker.

Note: This can also work as a ‘once upon a time...’ story.

Listening skills comparison chart

Complete the following table either as whole class or individually in books.

Brainstorm examples of the following:

POOR LISTENING	GOOD LISTENING
Looks away	Keeps eye contact
Non-existent feedback	Gives non-verbal feedback (head nodding etc.)
Crosses their arms	Uncrossed arms and open posture
Gives their version of events	Summarises and repeats back what the speaker says
Contradicts the speaker	Checks their summary is accurate
Talks about themselves	Asks for clarification from speaker when they don’t understand
Interrupts and changes topics	Acknowledges the speaker’s feelings
If they do not understand, says nothing	Does not interrupt
Thinks about something else while the speaker is talking	Does not talk about themselves
Agrees and criticises the speaker	Does not diagnose or criticise
Fills silences	Allows silences
No questions asked	Asks open questions

Note: Put this chart in your Cool Schools Corner as a reminder.

Mirror Mirror

Materials required:

- Coloured ice block sticks or blocks with at least four different colour variations. There should be a set of these so that all participants can pair up and have the same number and colour of sticks/blocks.

Teaching process:

- Students organise themselves into pairs. One partner collects enough coloured ice block sticks/blocks for both participants. The other locates a place on the floor where partners can sit comfortably together.
- Partners ensure they each have the same number and colour of sticks/blocks.
- Partners decide who will be 'A' and who will be 'B'.
- Instructions:
 - i. Sit back to back, cross legged on the floor.
 - ii. 'A' builds his/her design but should take no longer than about 20 seconds. 'B' must not look!
 - iii. 'A' then instructs 'B' to build exactly the same design using their sticks/blocks but 'B' may only receive verbal prompts as instruction.
 - iv. Ensure 'A' turns their head to the side so 'B' can properly hear.
 - v. Give a time limit or depending on the group, ask students to then switch roles once 'B' has correctly 'mirrored' 'A's design.

Discussion questions:

- What did you find most challenging when asking your partner to create your design?
- Did it get easier as you tried it a second and third time? Why or why not?
- Why is it important to learn to use very specific language when describing how our designs should look?
- How might this be an important process in helping to solve conflict?
- How is this process similar to mediation?

Important messages

- When we break down our language to be very sensory specific, the bigger picture will become clearer.

Spot the listening skills

Mediation role-play performed by four students. Rest of class assigned to spot the different active listening skills demonstrated by the mediators in the role-play.

What is rapport?

Define the word.

Why is rapport important in mediation?

What are ways you can build rapport between two people?

Paraphrasing practice

Divide the group into pairs, with each pair designating a listener and a speaker. The speaker is then given a situation that they speak on as the listener actively listens. After the speaker is finished, the listener tries to rephrase the speech in the way they understood it. They can then review each other's performance and swap roles. This exercise helps improve the participant's listening and paraphrasing skills.

'Were you listening?' quiz

For this activity, each member of the group goes to the front of the room and is asked three questions about themselves or what they like by the rest of the group members. The teacher or facilitator makes a note of the answers given by each of the members. Then the teacher conducts a quiz to see how well people listened to each other. The members have to then recall and identify which member had answered what.

Phrases for Active Listening (see handout)

These are useful phrases that students and mediators may find 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...
- CLARIFYING:** *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 of 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?

— 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

SESSION 7

IDENTIFYING AND EXPRESSING FEELINGS

(Note: For senior students you may wish to combine this session with the following session on 'I' statements)

Learning Intentions

Students will:

- Create a bank of feeling words and understand their meanings.
- Understand that being able to identify and express feelings is an important part of the mediation process.

Resources

- Feeling faces template (illustrated and non illustrated).

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

The next two sessions focus on learning how to talk to people when we feel angry or upset. It is important because we usually want them to listen to us and to understand our feelings. Sometimes it is hard to put our feelings into words.

'I' statements are an effective way to communicate our feelings to others. Being able to identify and express how you are feeling is essential in order to use effective 'I' statements.

EXPLORING FEELINGS

1. Being able to identify and express feelings is important in the mediation process. Why might that be?

Being able to identify how you are feeling enables the other person/s to understand how you are feeling and why.

Understanding the way a person feels is important to understanding the problem.

2. It is also an important skill to be able to identify how someone else might be feeling. How can we do this? What clues might there be?

It is not always about what someone says, remember body language and facial expressions tells us a lot about how someone is feeling.

3. Discuss the difference between a thought and a feeling.


Often when people are asked how they feel they express a thought instead i.e. 'I feel that you don't like me' or 'I feel like pushing him'. Often when people say the words that or like, they are expressing a thought not a feeling.

Thoughts are our opinions.

Feelings are our moods and emotions.

ACTIVITY OPTIONS

All levels

1. **FEELING FACES:** Using the template provided students illustrate the faces and identify the feeling. Encourage students to extend their vocabulary by trying to avoid common words like happy, sad and angry.
2. **FEELING CLUSTERS:** Students role-play gestures to portray feelings and have other students guess, 'How am I feeling?' Write the feelings words suggested on the whiteboard. Categorise into groups of feelings that are related i.e. feeling clusters.
3. **FEELING RAINBOWS:** Make a rainbow of colours and feelings. Which feelings go with red, black, yellow, blue etc? This can be linked with poetry—using similes and metaphors or acrostic poems.
4. **FEELING BANQUET:** Students create vocabulary cards of feeling words to display in the classroom (the ceiling is a good place). These must be clearly visible for students to use as prompts for their writing and oral language.
5. **BE SPECIFIC:** Relate feelings to specific events or actions:
 - a. I feel annoyed when...
 - b. I feel surprised when...
 - c. I feel excited when...
 - d. I feel... when...
6. **FLASH CARDS:** Creating feelings flash cards or face (feelings) dice.
7. **SNAP!** Use photograph or magazine pictures that show a variety of feelings. Make sure you choose feelings beyond happy, mad and sad. Use pictures that show fear, delight, disappointment, wonder and boredom. Display the pictures on the floor, students pick up one and describe to a partner or the whole class how the picture makes them feel. Stick it on board, record the feeling underneath.
8. **VOCABULARY EXTENSION:** Discuss the different types of words we use to describe feelings. Sometimes children feel more than sad, and they need the words that express this such as disappointed, miserable, confused. Have thesauruses available.
9. **ON A SCALE:** This activity can be an extension to the previous activity and focuses on synonyms. Participants choose three feeling words (make sure they are all quite different). On a piece of paper, draw three columns and write each word in a column (one word per column). In each column write down similar words/synonyms for the chosen word. Create a 'strength meter #' next to each word which describes on a scale of 1 – 5 how strong that word is in relation to the original e.g. if the base word is angry: furious (5), upset' (3), annoyed (2) and so on.
10. **FEELING SCULPTURES:** In pairs, partner A whispers a feeling to partner B. Partner B then sculpts A into a representation of that feeling. They then find another pair. Each pair tries to guess the other pair's feeling.

Junior students

11. **FEELINGS ILLUSTRATIONS:** Using the master provided students identify a feeling that corresponds with each face.
12. **SONGS AND PUPPETRY:** Teach younger students about feelings using songs and puppets. Junior students can also sort pictures of people showing different emotions into groups based on feelings. They can have a group for happy people, mad people, scared people and more.
13. **FEELINGS FACE GAME:** Take turns calling out a feeling and then making that feeling on your face. Show the different ranges a feeling can have, such as mad, angry, furious and enraged.

14. **SIMON SAYS:** Play a ‘Simon says’ type game using feelings. Instead of directing kids to clap their hands, direct them to show sadness, anger, happiness, fear and other emotions using their face and actions.
15. **STATUES:** Use students to role-play an activity. ‘Freeze’ the students at any particular time and discuss as a class how one of the selected students may be feeling. Encourage and develop sensory specific answers ‘how can you tell that he or she feels...?’ i.e. corners of the mouth are turned down, eyes are looking down.

SUMMARY DISCUSSION QUESTIONS

- How can you tell how someone is feeling?
- What sorts of things do people do with their bodies that may express their emotions?
- Do you think there might be differences in the way people from different cultures express their feelings? Different ages?
- What about voice? It’s not just what you say but how you say it (tone, volume, inflection).

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.
- Sharing feelings during a mediation helps to develop empathy between the disputants in conflict.
- People show their feelings in different ways—there maybe 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



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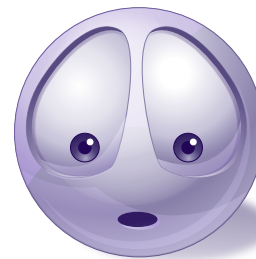
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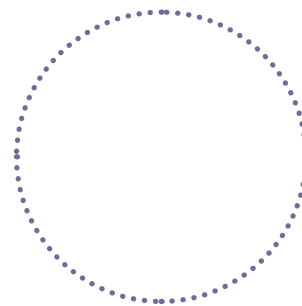
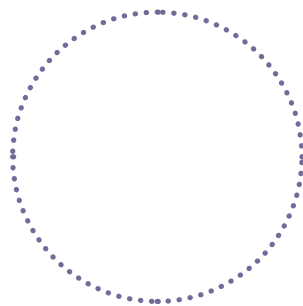
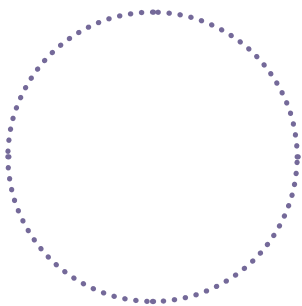
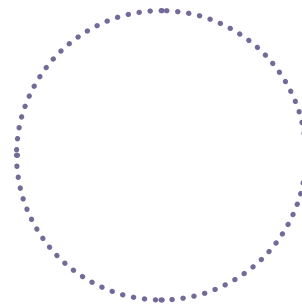
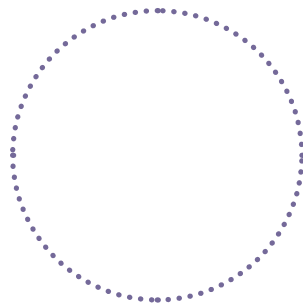
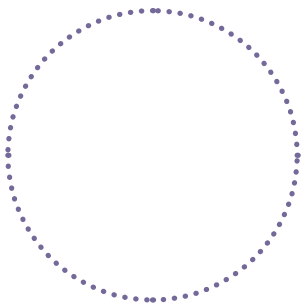
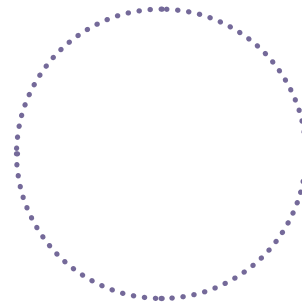
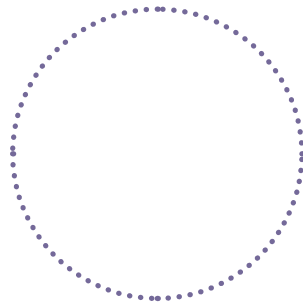
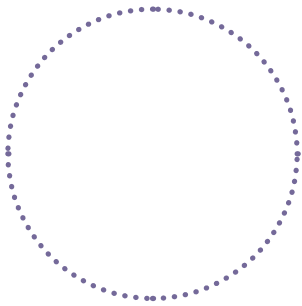
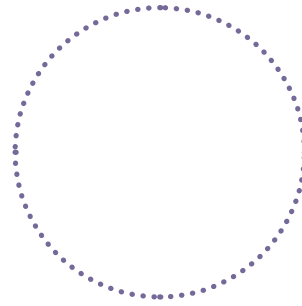
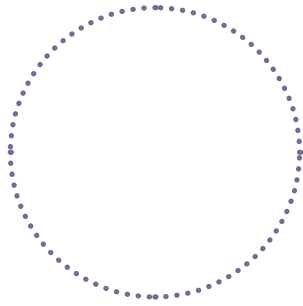


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FEELINGS

Illustrate different feelings



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



SESSION 8

USING 'I' STATEMENTS

Learning Intentions

Students will:

- Be able to recognise an 'I' statement and their role in the mediation process.
- Learn how to construct an 'I' statement and when to use it.

Resources

- 'I' statement poster.
- 'I' statement practice activity sheets.

Teaching Process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

This session focuses on learning how to talk to people when we feel angry or upset. It is important because we usually want them to listen to us and to understand our feelings.

- *'I' statements communicate our feelings to others.*
- *'I' statements are a tool mediators can 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.*



IDENTIFYING 'I' STATEMENTS

- Here are two role-plays about the same situation. Listen carefully to the words used and how participants express feelings towards each other.

Role Play 1:

Talia (speaking to Renee): *"You were whispering with Kate at interval and then she was looking over at me. You're such a blabber-mouth! I'll never tell you any secrets again!"*

Renee: *"Whatever. You're a liar. I wasn't even talking about you. You're just jealous because Kate is my friend."*

Role-play 2:

Talia: *"I feel annoyed when you and Kate whisper together because I think that you are talking about me".*

Renee: *"I didn't mean to annoy you Talia. We weren't talking about you at all. I'm really sorry that it looked that way. Come and hang out with us next time you see us together."*

Discuss the role-plays with students. How do they differ? What effect do you think an 'I' statement has?

- Revise important messages from session one on destructive vs. constructive ways of dealing with conflict.

DESTRUCTIVE	CONSTRUCTIVE
Anger	Empathetic listening
Win/Lose attitude	Win/Win attitude
Maintain fixed positions	Consider needs of both parties
Blame	Understanding other's viewpoint
Violence	Problem-solving approach
Accusations	Options
'You' statements	'I' statements

- Complete the following table:

'YOU' STATEMENT (COSTS)	'I' STATEMENT (BENEFITS)

CONSTRUCTING 'I' STATEMENTS

1. Using the 'I' statement poster, discuss how to construct an 'I' statement (level one).

Level two and three explores what to say and do if your initial 'I' statement has no positive response. However, you will be very surprised at the power of 'I' statements and how they can work to express your feelings and help to defuse an angry situation.

2. 'I' Statements and the Mediation Process

When would a mediator use an 'I' statement during a mediation?

Examples:

I FEEL *frustrated*

WHEN *the stories don't match*

BECAUSE *we are not progressing with this mediation*

WHEN *'I' statements are used to express feelings*

I FEEL *safe*

BECAUSE *we are being respectful to one another*

I FEEL *frustrated*

WHEN *you constantly interrupt*

BECAUSE *the mediation rules are not being followed*

WHEN *a put down is used during mediation*

I FEEL *sad*

BECAUSE *the rules are not being followed.*

WHEN *we are stuck with our solution finding*

I FEEL *disappointed*

BECAUSE *I may have to close this mediation and get a duty teacher to help*

WHEN *'I' statements are used to express feelings*

I FEEL *safe*

BECAUSE *we are being respectful to one another*

3. 'I' Statement construction (pair practice)

Using the scenario cards (provided), create an 'I' statement for these situations. Remember you can add, "I would like/need..." if you want to.



Important Messages



- 'I' statements are an effective, non-threatening way to communicate our feelings.
- 'I' statements focus on how we feel rather than the other person and what they might have done.
- Using 'You' statements in conflict situations—listener feels blamed or judged.
- Using 'I' statements the speaker expresses their own wants, needs or concerns to the listener. This usually leads to a better result.
- Take care not to use the 'you' word in an 'I' statement.

Teacher Notes

- It is important to teach the three levels when learning how to construct 'I' statements. This will help students to have a high success rate when they use them.
- You can change the sequence of giving an 'I' statement if this feels more appropriate/comfortable.
For example:
When ... I feel ... because...
Instead of I feel... when... because...
- Be careful of using the word 'you' in 'I' statements.
- Practice! Practice! Practice! Display the 'I' statement format around the classroom for all to see. Students will only feel confident using 'I' statements in conflict situations if they have practiced using them in role-play. Give students plenty of opportunity to practice in the classroom.
- Start using 'I' statements to praise and manage your class so that students hear you modelling the correct structure as often as possible.
e.g. I feel proud when this high standard is produced because I knew it was possible!
When there is chatter while I'm talking I feel frustrated because I know listening ears are not in action.
- Display the 'I' statement structure and create a bank of statements on the wall in the Cool Schools Corner as a visual reminder for students and teacher.



HOW TO CONSTRUCT AN 'I' STATEMENT

LEVEL 1:

a. **I feel...**
[state the feeling]

b. **when...**
[describe what happened]

c. **because...**
[explain why]

OR

a. **When...**
[describe what happened]

b. **I feel...**
[state feeling]

c. **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 PROBLEM CONTINUES TRY LEVEL 3.

LEVEL 3:

Go and get help from:

- *A mediator*
- *A teacher*

'I' STATEMENTS—THE 3 LEVELS

SCENARIO: *During a group assignment Matthew takes Maia's pen without asking.*

MAIA RESPONDS WITH AN 'I' STATEMENT:

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 or mediator

CONSTRUCTING 'I' STATEMENT SCENARIOS



<p>You lent your bike to a friend. When it is returned, it has a flat tyre.</p> <p><i>I feel... when... because...</i></p>	<p>Some people in your class are being silly and making fun of you, your friend sticks up for you.</p> <p><i>I feel... when... because...</i></p>
<p>Your parent tells you off for something you didn't do.</p> <p><i>I feel... when... because...</i></p>	<p>You are in line for a drink. Someone pushes in front of you.</p> <p><i>When... I feel... because...</i></p>
<p>When you walk past Matthew at lunchtime he calls you a name under his breath.</p> <p><i>When... I feel... because...</i></p>	<p>Your little sister keeps coming into your bedroom without knocking.</p> <p><i>I feel... when... because...</i></p>
<p>Your parent asks your opinion about a decision that's important to you.</p> <p><i>I feel... when... because...</i></p>	<p>During a play station game, your friend is mucking around and keeps stopping the game.</p> <p><i>I feel... when... because...</i></p>
<p>Your friend is grumpy and keeps snapping at you.</p> <p><i>When... I feel... because...</i></p>	<p>You are a mediator and the two disputants keep interrupting each other.</p> <p><i>I feel... when... because...</i></p>
<p>(create your own scenario...)</p> <p><i>I feel... when... because...</i></p>	<p>(create your own scenario...)</p> <p><i>When... I feel... because...</i></p>

'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 just leave me alone*
- 12: _____ *On weekends, I love to go on a special trip with my friends*
- 13: _____ *Sometimes, I get 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 that is broken.
5. Your friend helped you with some homework that you were having trouble with.

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

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



SESSION 9

EFFECTIVE QUESTIONING

Learning intentions

Students will:

- Recognise the difference between an open and a closed question.
- Identify key questions in the mediation process.
- Be able to ask a range of open-ended questions.

Materials

- Primary training DVD.
- DVD equipment.

Teaching process

WARM UP

Select a warm up activity from the *Warm Ups, Energisers and Cooperative Games* selection.

INTRODUCTION

Effective questioning is an essential conflict resolution skill required by mediators.

Why might this be?

The mediation process itself is a series of open and closed questions. The key to success is knowing which to ask when.

This session is in two parts:

Part 1—exploring open and closed questions.

Part 2—relating questions to the mediation process—what to use when.

PART 1: EXPLORING QUESTIONS

Role-play: Set up an interview scenario e.g. current affairs show.

Current affairs host (interviewer) = teacher

Guest (interviewee) = a student from class who would be able to talk about something their peers would find interesting i.e. has succeeded with an amazing challenge, plays an interesting sport or musical instrument.

Prepare a plan with the student beforehand.

**Sample interview schedule:**

INTERVIEWER: Asks four closed questions to guest.

Guest: Responds with one word answers e.g. Yes or/and No.

INTERVIEWER: Turns to audience (class) and shows visible frustration. *'This is crazy, I don't seem to be able to get any interesting information from this guest. Why is this? Can anyone help me?'*

Audience: Provides ideas i.e. ask questions that start with a how, why or what (open questions).

INTERVIEWER: *'Tell me more.'* *'Can you give me an example?'* *'How did you...'* or *'why did you...'*

Audience: Nominates some open questions (host/interview records these).

INTERVIEWER: Proceeds to ask an open question.

Guest: Answers questions with full explanation.

To conclude:

Interviewer: *'As you can see these open questions (what? how? why?) really work to draw out information from my guest. I'll have to remember to ask them tomorrow night when I'm interviewing... on the show. Thanks Room... for helping me out.'*

OPEN AND CLOSED QUESTIONS

What are they? Ask students to define the difference between the two and provide examples.

Closed Questions—often require only one or two word answers.

e.g. *How old are you?*
Did you take Sarah's pencil?

Open Questions—often start with "How" or "Why" and require information, explanation, description or opinion. They give more choices:

e.g. *What happened?*
Why are you unhappy?
How can you help?

During the introduction stage of mediation use closed questions:

e.g. *What is your name?*
Do you agree to the four rules?

In the actual mediation use open questions:

e.g. *What happened?*
How can we solve this problem?



PART 2: QUESTIONS AND THE MEDIATION PROCESS

Prepare the Cool Schools training DVD.

1. Watch role-play 2: “Exclusion”

- Observe the questioning skills.
- Categorise which questions were closed and which were open.
- What are the key questions for each stage of the mediation process?

In the actual mediation use open-ended questions:

e.g. *What happened?*

How can we solve this problem?

Note: If a closed question is asked at the start of the actual mediation, e.g. *Were you being mean and excluding her?* a conflict situation is immediately set up. A disputant will often reply ‘No!’ and then be locked into defending their position.

2. Create a bank of different questions that are useful for the mediation process.

CLARIFYING, FOCUSING AND AFFIRMING QUESTIONS

Sometimes mediators have to ask questions to **clarify** the situation.

What do you mean by ‘he bullied you?’

What exactly does Blake do to annoy you?

What upsets you most?

Why is that important to you?

Mediators often have to ask **focussing** questions to help the disputants find their own solutions.

How do you feel right now?

What do you need to solve this problem?

What could you do differently next time to stop this happening again?

What would be the best outcome for you?

At the end of mediation, an **affirming** question asked to each of the disputants can help with closing the mediation in a positive way (this is an optional part of the process).

What is one thing you appreciate about Rebecca? What is Tyra good at?

OTHER USEFUL QUESTIONS FOR MEDIATORS:

Tell me more?

Can you explain further?

Can you be a bit more specific?

What happened then?

How do you see the problem?

How are you feeling about this?

What is most important to you about this situation?

How could you act differently next time?

What are you willing to do to solve this problem?

Is there anything else you want to say?

Teacher Notes

It is often difficult for mediators when disputants get stuck with their solution finding. In the role of mediator, you are unable to offer solutions, choices or options. If you do, this will disempower the disputants and they will begin to rely on mediators for solutions.

The key to success is for the mediators to ask the right questions that focus the disputants on their needs and how these needs can be met.

Solutions are easy to think of when you are not emotionally involved in the conflict. A skilled mediator will guide the disputant to an appropriate solution through a series of effective questions. This is a skill which mediators get better at the more they practice the process. It helps in the first few months to have a 'Useful Questions for Mediators' sheet attached to the mediator's clipboard (see Mediation Process—session 4).

Important Messages



- Mediators are good questioners.
- The mediation process itself is a series of open and closed questions. The key to success is knowing which to ask when.
- 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 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?*

Additional Activity Ideas

Game show—Ask a Question!

3 – 4 participants, the rest of the class are the audience/judges.

One person to be the game show host.

The aim of the game show is for participants to ask as many open-ended questions about a given topic in a set timeframe.

Participants play one at a time; the host sets topic. They have up to 30 seconds or one minute to ask as many open-ended questions they can in the set time. One point is awarded for each open-ended question. The audience will judge each question with the appropriate buzzer sound.

Question Flurry

Divide the class into groups and give each group a topic e.g. pets, sports or friends. On the sheets of paper provided, the group writes as many questions as they can about the topic in the given time frame. Each group in turn reads out their questions and the class decides whether it is an open or closed question by opening or crossing their arms. Discuss the challenges of this exercise i.e. the grey areas.

Variation: Each person writes two open questions and two closed questions on the preselected topic. One person sits on a chair up the front of the class and their job is to answer the questions. The group takes turns to ask either an open or closed question and the person sitting up the front responds to each question. Upon this response, the rest of the class decides and indicates with arm signals whether it is an open or closed question. If students wait until the question is answered, this will highlight the 'grey' areas i.e. you might think it is an open question, however it generates a one-word response.

Fishbowl

One student sits in the centre—the others sit in a semi-circle.

Half of the children ask the central student closed questions:

e.g. Who is your best friend?

Do you like sport?

What is your favourite TV programme?

The other half of the group ask open questions:

e.g. Why do you enjoy the TV programme...?

What made you decide to become a mediator?

How do you solve your conflicts with others?

Remember you can't answer open questions with "Yes" or "No".

Sort and Label

Each person writes a question, and places it on the floor under a label 'Open' or 'Closed'. Sit around in a circle and each person discusses why they placed their question under the label 'open' or 'closed'.

Interviews

Decide on someone to interview (e.g. a visitor or a local VIP). Children devise, share and evaluate the best interview questions.

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



SESSION 10

HANDLING DIFFICULT SITUATIONS

Learning Intentions

Students will:

- Identify the challenges of being a peer mediator on duty.
- Explore ways to solve these challenges.

Resources

- Paper
- Pens

WARM UP

Select a warm up activity from the warm ups, energisers and cooperative games selection.

INTRODUCTION

This lesson is important for all students to cover so that they have an awareness of the challenges peer mediators may face when on duty.

1. Imagine you are a newly trained peer mediator ready to do your first duty in the playground. So that you feel confident and safe on duty, what do you need to be aware of?
2. What sort of challenges/problems may arise? Brainstorm 'What if...'

List may include:

- The bell goes during mediation.
- There is more than one problem.
- A close friend or sibling wants mediation.
- The disputants break the rules of mediation.
- A fight breaks out during mediation.
- A group of students want mediation.
- Disputants are lying during mediation.
- The mediators on duty come across students breaking a school rule.
- The disputants choose not to cooperate.
- The co-mediator is bossy and telling disputants what to do.
- One disputant wants mediation and the other does not.
- One disputant runs off in the middle of mediation.
- Mediators get stuck with helping the disputants find solutions to their problem.
- A mediator is telling her best friend what goes on during mediation.
- Some mediators are not turning up for their duty.
- An ESOL student wants mediation.

HANDLING DIFFICULT SITUATIONS

Divide the class into groups. Give each group two to three challenges from the brainstormed list. Each group discusses possible solutions to meet each challenge (10 – 15 mins). See example.

CHALLENGE	SOLUTION
The bell goes during a mediation	<ol style="list-style-type: none"> 1. Mediators continue on and finish the mediation. When complete, the mediators go to the class of each disputant (one each) and inform their teacher why they were late to class. 2. Mediators stop the mediation and take the disputants to a teacher on duty. 3. Mediators continue with mediation until the second bell then if not complete, make another mediation time with disputants.

Each group then shares their solutions with the class. After each challenge and possible solutions are read, facilitate a class discussion as to which solution would be the best option for our class/school and why.

Teacher records the preferred options.

e.g. Room 4's Solutions to Handling Difficult Situations

CHALLENGE	SOLUTION

Note: Refer to Teacher Notes for list of potential challenges and suggested solutions as a guideline for this group activity.

Other variations:

- In groups role-play challenging scenarios for the mediators on duty (groups can be allocated a challenge each). Each group to present their role-plays to the class. After each presentation discuss the most suitable solution for the challenging scenario. Each group performs the role-play again this time including the solution nominated.
- Groups are given a challenge to work with. Role-play three to four solutions to this challenge (solutions can be silly and sensible). Groups present their ideas (all possible solutions) to the class who will then decide which solution would be the most suitable and why.

Discussion questions

- If disputants are breaking the rules during mediation, what are possible ways the mediator can enforce the rules without appearing like a police officer? Brainstorm possible statements that can be said in a firm and calm manner i.e. 'Remember you agreed to work to solve the problem', 'You will have your turn to talk shortly'.
- If you are in a situation where there appears to be more than one problem, what questions would you ask to find out all the parts of the problem are shared?
- If there are two problems, how could the mediators maintain an orderly structured mediation process?
- What could you do if there appears to be a power imbalance and one disputant is so dominant there might not be a fair outcome? E.g. stand closer to the shy disputant, make sure the shy disputant has his or her say).

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 the duty teacher if:

- 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.

Teacher Notes

POSSIBLE DIFFICULT SITUATIONS

Lying

It is important that disputants take responsibility for what happened, agree to a solution and how to handle it better next time. Each disputant will tend to blame the other. Dishonesty will get in the way of a good resolution. Mediators are not judges—their 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.'

'Unless we know the truth about what happened the problem can't be solved.'

'What could you do next time this happens?'

Other tips include:

- Mediators could also talk to disputants separately.
'Tell me your story again.'
'Is there anything else you need to tell me?'
- Look the person right in the eye.
- Check for witnesses.
- Ask the other disputant to comment.
- Stop the mediation. Tell the disputants to go away and think about what happened and come back if they really want to solve the problem.

Lack of Cooperation

Ask students what they would do if disputants were not cooperating e.g. refused to state the problem, would not answer questions or suggest solutions.

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 to solve the problem."*

Check the reason for behaviour, lack of co-operation, fear or confusion. Confirm, as supportively as possible that disputants agree to continue with mediation. Give encouragement. Ask disputants:

"What will happen if this problem does not get solved? This is your chance to solve the problem yourself without involving a teacher."

More than one issue or problem

Sometimes there is more than one problem or the disputants each identify differing problems. When there are several issues in a dispute, the mediators need to maintain a structured orderly process. It is advisable to discuss and problem solve one issue at a time. The mediator needs to clarify that there are two problems and identify each one. A good idea is for the mediator to select a problem to be discussed first and ask the disputants if they agree to generate solutions for one issue at a time.

Maintaining Control

Assertiveness and body language helps to maintain control in the resolution process. Example: hand signals e.g. “Shh” or “Stop” signal. Practise “Traffic Cop” signals using just hand signals and body language to control dialogue.

Reminder: Refer to the rules of mediation. *“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 disputants and ask if they want to continue.
- Review rules—get agreement to follow them.
- ‘Cool-off’ period, then resume.
- 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.

Power imbalance

An imbalance of power between the participants can be detrimental to a mediation situation and reduce the possibility of a fair outcome. For example, one disputant may be more shy or quiet than the other and they find it difficult to have their say. Here are some tips if mediators find themselves in mediation where there is a clear power imbalance.

- Stand closer to the less dominant disputant.
- Make sure the less dominant disputant has their say.
- Reinforce the rules with the powerful disputant. ‘No interrupting—you will get your turn.’
- Provide assurance to the less dominant disputant that the mediation process is fair and confidential.
- Adjust volume levels of your voice—speak louder to the more dominant disputant, use a quieter voice with the less dominant disputant.

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. This information can be irrelevant and not helpful in resolving the dispute. Possible statements can include:

‘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 however are reluctant to talk, this can obviously be a tricky situation for mediators.

Tips include:

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

An ESOL student wants mediation

A disputant who is not strong in speaking English (e.g. refugee or new immigrant) may nominate a support person who does the speaking for them during mediation. It is important to ask the second disputant if they would also like a support person. This person would be present but not involved in the mediation itself.



NAME _____

THE MEDIATION SKILLS AND PROCESS

HOW MUCH DO I KNOW?



1. What is conflict?

2. Identify constructive versus 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):

A MEDIATOR IS...	A MEDIATOR IS NOT...

5. When would you use the peer mediation process?

SUMMARY ACTIVITY





6. What are the stages of mediation?

1. _____
2. _____
3. _____
4. _____
5. _____

7. What are some benefits of using mediation to help solve problems?

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

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 conflict resolution skill. Identify three open-ended questions that you might hear in a mediation:

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

CHALLENGE	POSSIBLE SOLUTIONS
	<ol style="list-style-type: none"> 1. 2. 3.





SECTION 3 ESTABLISHING A WHOLE SCHOOL MEDIATION PROGRAMME



ESTABLISHING A WHOLE SCHOOL MEDIATION PROGRAMME

The Cool Schools Peer Mediation Programme is a whole school development model.

This section contains the key steps, relevant information, ideas and resources to establish a whole school mediation programme.

In conjunction with this section, the Cool School Coordinator's Kit provides supplementary information to help coordinators establish an effective programme. Cool School Coordinators from around the country have kindly shared a large amount of the information and resources in the Coordinator's Kit. Please contact The Peace Foundation if you would like this resource.

There are also student workbooks available to support your school mediator training. This workbook is full of information and activities to support their learning.

Don't forget to read the Cool Schools Newsletter that is produced twice a year for notices, resource updates, new ideas and stories from schools implementing the programme.

KEY STEPS ARE:

STEP 1

Securing support from principal, Board of Trustees, staff and parents.

STEP 2

Teacher preparation and training.

STEP 3

Teaching mediation skills and the process to all students.

STEP 4

Selection and training of school mediators.

STEP 5

Publicising and implementing the programme.

STEP 6

Maintenance—debriefing, evaluation and improvement.



STEP 1

SECURING SUPPORT FROM PRINCIPAL, BOARD OF TRUSTEES, STAFF AND PARENTS

Principal and Board of Trustees Support

Support from the principal and Board of Trustees is vital in order to establish a peer mediation programme in the school. Ideally your school principal will already be in support of the programme. However if you need to present the programme to the principal and/or Board of Trustees to gather their support, the following would be useful to describe:

- How the programme would operate.
- The benefits to the school—linkages with school vision, ethos and values. (see *Section 1*)
- The benefits to the pupils, both socially and academically.
- Alignment with New Zealand curriculum.
- The time commitment required of both staff and pupils.
- Anything else the school may need to provide.

‘Cool Schools provides a sound framework for teachers and students to resolve their differences in a positive way’

(PRINCIPAL)

School Commitment

In order to establish a successful peer mediation programme the school will need to commit itself to the following:

- At least one teacher (Cool Schools Coordinator) to be made responsible for overall management and supervision of the programme. In larger schools a team comprising of one teacher from each syndicate/team can help share the coordinator role.
- The whole staff needs to attend the Cool Schools Training (5 hours) facilitated by a Peace Foundation Cool Schools regional trainer. This will be arranged at a time that suits the school.
- Peer Mediation can be integrated into the Health and Physical Education curriculum and can be taught as a health education unit at all levels (see curriculum links in section one). Teachers can provide a space for a ‘Cool Schools Corner’ in their classrooms.
- Selecting a variety of senior students to be the playground peer mediators. These students must represent the true character of the school.
- Providing school time for the Cool Schools Coordinator to train the school peer mediators and to have regular meetings to support the students in this role.
- Provide training material and equipment for mediators (available from The Peace Foundation). This includes identification of mediators e.g. vests and badges.
- Participate in regular support offered by The Peace Foundation. Revisits and attendance at your local Coordinator Network Meeting are highly recommended to keep the programme robust and energised.

STEP 1: SECURING SUPPORT FROM PRINCIPAL, BOARD OF TRUSTEES, STAFF AND PARENTS

(continued)

Staff Support

Whole staff training has proved to be by far the most successful way to implement the programme. If one or two teachers have been trained at a Cool School Peer Mediation Programme workshop, they can implement the programme but it will usually be a partial model of just training mediators. The programme will not be resilient in the school without whole staff development.

Peer mediation needs to be understood, supported and embraced by school staff in order to be effective. Staff support is needed for teachers to feel confident in teaching the mediation skills and the mediation process within their own classes. Teachers need to encourage pupils to use peer mediation when in a conflict situation.

Peer mediation needs to be understood, supported and embraced by school staff in order to be effective.

Once boundaries have been established by the school as to what issues are suitable to be dealt with by the peer mediators, it is important that settlements reached through mediation are accepted by the teachers. This will help ensure the process is not undermined by staff imposing their own disciplinary measures on students who have reached agreement (except in exceptional circumstances).

When seeking to introduce the Cool Schools Programme the following are possible ways of informing staff and soliciting feedback from them about it:

- Having a general staff discussion about the school approach to conflict resolution strategies and discipline.
- Announcing the possibility of establishing a peer mediation programme at a staff meeting and outlining the basics.
- Making available relevant information in section one and the mediation process as an introduction for staff to read.
- Survey the teachers on conflict resolution techniques used (see example provided or the Coordinator's Kit for additional questionnaires).
- Setting aside time at a subsequent staff meeting to seek agreement on implementation of the programme.
- Explaining the benefits of peer mediation after implementing it in the classroom and basing the explanation on personal experience.
- Whole-staff training is the most effective and successful way to implement the programme. All research supports this conclusion. This training will be facilitated by a Cool Schools Trainer.

Parent Support

Peer mediation will be enhanced if parents know about the programme. Parental support is likely once parents know that their children are taking more responsibility for solving conflicts between themselves and their peers. Encouraging discussion between pupils and their parents about the peer mediation programme and about the mediation approach can give reinforcement to the pupils. It can also help transfer the mediation and peaceful conflict resolution approach to the home setting, encouraging both parents and children to use these skills. Parents who appreciate their children are learning important life skills, have proven to be very supportive of the Cool Schools Programme.

The Peace Foundation's Parents Communication Course is also available to reinforce the skills the children have learnt by teaching parents to use mediation skills to resolve conflicts at home (Please contact The Peace Foundation for more information).

There are a number of ways to inform parents about the proposed peer mediation programme:

- Have a 'Cool Schools Corner' in the newsletter that goes home regularly to parents. This is updated frequently with news of implementation progress.
- Host a meeting at school to discuss the programme with any interested parents (see suggested outline below). Ideally children will demonstrate the mediation skills and process.
- Establish a Cool Schools section on the school website. Within this section there can be a place for peer mediators to blog on regular updates.

Parents Information Meeting

It is important that parents of mediators are informed about the programme, understand it and are supportive of the process. Therefore all parents need an opportunity to learn about the programme. An ideal way to do this, once the programme has been established, is to invite the parents to an evening where the Principal and the Coordinator talk about the Cool Schools Peer Mediation Programme.

Ideally the mediators are the key presenters. The mediators discuss why they wanted to be mediators, skills they have learned and demonstrate a role-play of mediation to the parents. Alternatively the example role-plays on the training DVD can be used. They can also practice mediation in groups of four with parents participating.

In conjunction with this your school might also choose to host a Parent Communication Course (contact The Peace Foundation for more information).



POSSIBLE OUTLINE OF A COOL SCHOOLS PARENTS' INFORMATION MEETING

WELCOME

Introduce self, Cool Schools Coordinator, Mediators and Parents.

Question starters:

Who has ever been in a conflict?

Who has ever been in a conflict that they wish that they had handled better?

“Cool Schools” is about giving children skills so that they can handle conflict better.

OUTLINE AND RATIONALE

(Cool Schools Coordinator or Principal)

Our society is concerned about rising levels of violence. One way of changing this is to teach skills of conflict management to children. These are essential life skills that focus on developing positive relationships with the people in their lives.

“Cool Schools” is about giving children skills so that they can handle conflict better.

All children are taught the skills as part of the health curriculum. Our demonstrators today are school mediators who have done extra training to prepare them to become playground mediators. Once students have done the training they are then rostered in pairs, and are on duty one lunchtime per week to help solve conflicts in the playground. Mediators do not actually solve the problem themselves but provide the process and opportunity for those having conflicts to learn to solve their own problems.

MEDIATORS AS CO-PRESENTERS

Introduce the mediators and provide the opportunity for mediators to tell parents why they have chosen to become school mediators.

COOL SCHOOL DVD CLIPS

Discuss how the Cool Schools Programme operates in your school including the aim of creating a better learning environment for students and staff. Align the programme to the school vision, ethos, values etc.

and/or

MEDIATOR ROLE-PLAY

The mediators demonstrate the mediation process to parents. The parents are invited to ask questions about the programme. The Cool Schools Coordinator then teaches the key skill of mediation to the parents. The mediators assist their parents with the process in role-play practice (groups of four parents with two mediators works well).

ACTIVE LISTENING EXERCISE

Ask the parents to form into pairs. Person A tells Person B about a problem. Person B listens showing keys to good listening (see session 6 in classroom sessions). Next Person B reflects back facts and feelings to Person A. (Let Person A speak for approximately one minute before asking Person B to reflect back.) Check whether Person A thought their partner listened well by asking them to raise their hand. Reverse roles. At the end of the exercise ask the mediators to comment on all the good listening skills the parents showed. Thank the parents for attending and the mediators for demonstrating.

Invite the parents to attend the Cool Schools Parents Programme ‘Communicating Effectively’. Contact the Peace Foundation — Ph (09) 373 2379 or coolschools@peacefoundation.org.nz for more details.

IMPLEMENTATION CHECKLIST



1. *Gain support of principal, Board of Trustees and staff.*
2. *Inform parents.*
3. *Whole staff training and appoint staff coordinators (if not yet appointed).*
4. *Classroom learning— Skills and mediation process taught in all classes.*
5. *Selection of playground mediators (classroom mediators optional).*
6. *Extra mediator training.*
7. *Publicity—mediators present their service to assembly.*
8. *Present mediators with training certificates, uniforms and clipboards.*
9. *Design posters and/or brochures to promote service throughout the school.*
10. *“Cool Schools Road Show” by mediators around classrooms.*
11. *Appoint two students as ‘Mediator Managers’ to help with administration tasks (optional).*
12. *Mediators on rostered duty in playground.*
13. *Weekly Coordinator’s meeting for debriefing and ongoing training.*
14. *Co-train new mediators during term four.*
15. *Mediators spot and award positive behaviour in the playground while on duty.*
16. *Value and acknowledge mediators (ongoing and especially at the end of the year).*
17. *Graduation assembly during term four.*
18. *Plan for a Cool Schools revisit twelve months after staff training. Book regional trainer.*

See Coordinator’s Kit for examples and time plans for whole school implementation

STAFF SURVEY

Thank you for completing this survey—your honest feedback will be very much appreciated.



1. Conflicts interfere with the teaching and learning process:
- Often
 - Sometimes
 - Rarely

2. How much class time do you spend on discipline?
- A great deal
 - A moderate amount
 - A little
 - Hardly any

3. Where do you think most conflicts between pupils occur?
- In the classroom
 - In the playground
 - In toilets/cloak bay
 - On the way to school or on the way home
 - Other: (please identify)
- _____

4. What are the most common conflicts about?
- a. _____
 - b. _____
 - c. _____

5. How do you usually deal with conflicts between pupils?
- Refer the pupils to the principal or deputy principal.
 - Intervene and apply consequences for the student's actions.
 - Intervene and prompt suggestions for how students can solve the problem.
 - Asking questions to draw out solutions from students to solve the problem.
 - Let pupils work it out for themselves.
 - Other: _____
- _____
- _____

6. How effective are the methods you currently use at preventing the occurrence of conflict? (10 being most effective)

1 2 3 4 5 6 7 8 9 10

7. How do you feel about the school's current conflict resolution strategies and discipline?

8. Do you think that a peer mediation programme would be a good idea for this school? Please explain.

9. Do you foresee any problems with establishing a peer mediation programme at this school? If so, what are they?

Thank you!

STEP 2

TEACHER PREPARATION AND TRAINING

The Cool Schools Peer Mediation Programme is a whole school programme, therefore the teaching, support and key relieving staff should do the five hour training which is facilitated by a Cool Schools Regional Trainer.

The school Resource Teacher of Learning and Behaviour (RTLB), Board of Trustee members, caretaker and school bus driver/s can also be invited to attend. All adults in the school community will benefit from the training. In small schools, parents can be invited to build up the number of participants for the training. It is desirable to have at least 10 participants so that interactive group work and role-play is possible.

The skills learnt throughout the training are valuable for both personal and professional use by teachers. The training is also beneficial in enabling teachers to act as mediators for teacher/teacher conflicts, teacher/parent

conflicts and teacher/pupil conflicts should the school decide to make the mediation programme available for these.

It is essential for the coordinator to have undertaken training in order to effectively train the peer mediators and to supervise the implementation of the programme. In addition to this training the coordinator will also have ongoing support from their Cool Schools Regional Trainer in the form of revisits, regional network meetings and teacher training workshops.

Cool School Coordinators who are new to the role can attend a workshop held by The Peace Foundation. Please contact your Cool Schools Regional Trainer or The Peace Foundation to find out about the next workshop in your region.

The skills learnt throughout the training are valuable for both personal and professional use by teachers.



STEP 3

TEACHING MEDIATION SKILLS AND THE PROCESS TO ALL STUDENTS

Before selection and training of the school peer mediators by the Cool Schools Coordinator, it is recommended that the mediation skills and the process be taught in all classes.

By incorporating mediation skills in the health curriculum plan, the programme will become integrated into the school culture and teachers can continue to reinforce the skills throughout the year.

It is recommended that classes also establish a class mediator roster. These students are available to assist their peers with 'small stuff' conflict within the classroom. Junior classes can work the junior class model (see *Section 2*). Class mediators can be on going even when school mediators are in action.

Constant reinforcement and support of the mediators and the mediation programme in the classroom will also assist to raise the profile and improve the effectiveness of the programme. Adopting a whole school approach also encourages teachers and children to develop a sense of ownership of the programme.

The ultimate aim of the programme is to have all children using the skills to solve their own conflicts.

SUMMARY OF THE SKILL SECTIONS (SECTION 2)

Part 1: Understanding Conflict

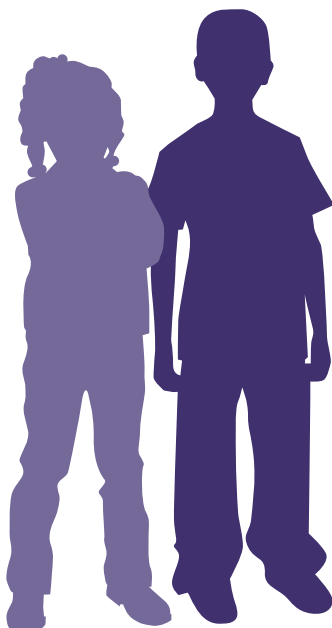
- Session 1. Defining Conflict
- Session 2. Responses to Conflict

Part 2: The Mediation Process

- Session 3. Role of the Mediator
- Session 4. The Mediation Process
- Session 5. Problem Solving and Creating Agreements That Work

Part 3: Effective Mediation Skills

- Session 6. Active Listening
- Session 7. Identifying and Expressing Feelings
- Session 8. Using 'I' Statements
- Session 9. Effective Questioning
- Session 10. Handling Difficult Situations



STEP 4

SELECTION AND TRAINING OF THE SCHOOL MEDIATORS

Ideally the selected school mediators would have already done the skill sessions as part of their classroom programme and are on the classroom mediator roster.

Therefore the Cool Schools Coordinator's job can focus on revision of the basic mediation skills, practising the mediation process and discussion on handling difficult situations. Where school mediators are from different classes they are trained as a group. It is advisable that this training be done during school time so that both students and teachers give full commitment. Refer to the Coordinator Kit for outlines of peer mediator training workshops.

QUALITIES OF MEDIATORS

Students selected to be mediators should demonstrate:

- *Good listening skills.*
- *Respect of peers, or ability to gain this respect.*
- *Good verbal skills or ability to learn the language of conflict resolution.*
- *Initiative and be well organised.*
- *Willingness to try new things.*
- *Ability to sustain a commitment to the programme.*
- *A positive attitude*
- *Trustworthiness*

Students selected to be peer mediators should reflect the school's population as closely as possible with regard to ethnicity and gender. It is advisable that you have students from the top two or three year levels in the school team, for example, year 5 and 6 students in a contributing primary or year 6, 7 and 8 students in full primary. Remember that the role of school mediator is a leadership opportunity.

Beware of selecting only 'good' pupils. Students who may be labelled as 'rebels' often have skills those 'good' pupils don't have, including experience at being in difficult conflict situations. Experience shows that 'rebels' often make excellent mediators. Do not overload the school mediation team with students given the job to improve their own behaviour. Pair these individuals with partners who have more developed social skills. A trial period is useful and the criteria for success in the job needs to be set. If playground mediation proves too difficult, then a school peer mediator may choose to stay with role of class mediator only.

Numbers

It is advisable for coordinators to train at least enough student mediators so that they are not on duty more than once a week. Mediators always work in pairs in order to support each other. The numbers of mediators to be trained depends on the size of the school. Mediators are on duty at lunchtime and sometimes at morning interval as well. Training 25 mediators allow two pairs on each day with one reserve available.

Schools adapt numbers to suit their needs but it is advisable not to train large groups of school mediators as this can reduce the effectiveness of the training and the service given by the team. Students on the reserve list will need to be frequently changed so that they feel part of the active team. Practice makes perfect—the more often a mediator has the opportunity to practice mediation, the more confident they will feel in the role. This helps in keeping their interest alive.

STEP 4: SELECTION AND TRAINING OF THE SCHOOL MEDIATORS

(continued)

Recruitment

Mediators are offering an important service to their peers and their school. Therefore the position of the mediator should be one that is valued and holds prestige. It is important that students who volunteer or are nominated for selection as mediators, know what it is they will be committing themselves to. A good way to do this is for the coordinator to visit each senior class revising the mediation process, informing the students about the process for selection and answering questions. This process can also be done in a senior syndicate/team assembly. DVD clips can be used here.

Ideas for recruiting mediators can include job adverts and job applications — why I want to be a mediator etc. See the Coordinator's Kit for job description and application form ideas.

Ideas for Training New Mediators

As older students are usually the school mediators, a problem can arise when they leave at the end of the year and no experienced mediators remain. One way

to handle this situation is for experienced mediators to co-train with new mediators in term four. They take on the role of 'teacher' and pass on their expertise to enable a smooth transition for the next group. For example, establish a 'mediator apprenticeship' in term four for new students keen on the role for the following year.

See Coordinator's Kit for sample training and workshop plans.

Motivating Mediators

After the first wave of enthusiasm is over, some children may become less motivated. This also happens when the programme is going well and few conflicts are happening in the playground — good news indeed! However, bored mediators are not necessarily happy mediators.



Here are some tips gathered from around New Zealand to try:

Mediators on duty can look out for positive behaviour and attitude in the playground—they can give out stickers, on the spot awards etc. They can also give out mediator certificates in assembly. Mediator certificates can be for a variety of reasons such as: Super Helper! Caught Being a Kind Friend. Positive Attitude Plus! Have a specially decorated box in the foyer where children showing cooperative, caring, helpful behaviour in the playground can be invited by the mediators to post their names.

Three names are drawn out in assembly and positively reinforced.

‘Outstanding Service as a Peer Mediator’. Ask a community member or organisation to donate a cup in recognition of this important role in the school. This is presented at the school prize giving at the end of each year.

Mediators can submit an article and photo for the national Cool Schools Newsletter that is published twice a year. Keep an eye out in the ‘notices’ page for the due dates for article contribution.

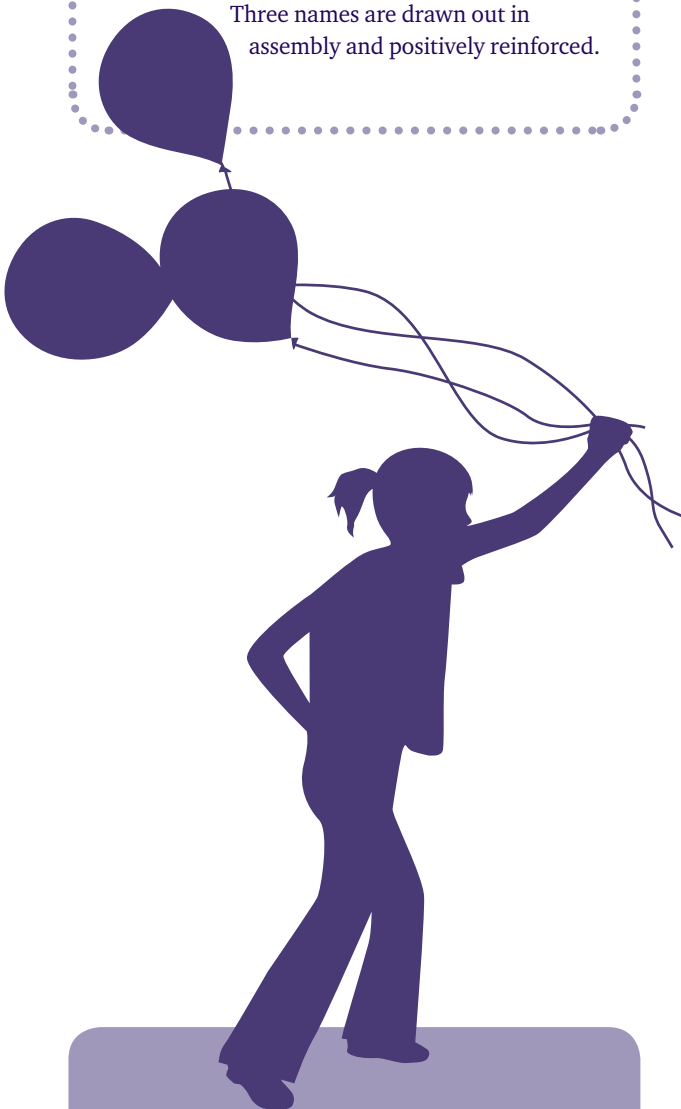
Mediators can design, make and monitor ‘The Friendship Seat’. This is a place where lonely students can go when they need a friend.

Regular weekly meetings with the mediators to discuss concerns and successes. It is highly recommended that this meeting be at least 30 minutes during school time so that all students in the team are present. These meetings are invaluable for a successful and effective programme.

Have a graduation certificate or full mediator licence that is presented to students in recognition of their committed service. This can be awarded at the end of the year with the official Peace Foundation graduation badge.

Host an appreciation morning tea once per term for the mediators. They feel valued and food always works!

Have experienced mediators co-train new mediators.



Mediators can help with organising lunchtime sports or activities.

STEP 5

PUBLICISING AND IMPLEMENTING THE PROGRAMME

Post-Training Organisational Meeting

Following the training it is advisable to hold an organisational meeting with the mediators. The purpose of this meeting is to organise details such as the roster, location for mediations, weekly meeting time and publicity. The meeting can also be used to explain the use of mediation forms and the check-back arrangement. Mediators (especially years 7 and 8) should be consulted about what uniform they prefer.

Publicity

Once the school peer mediators are trained and ready to do playground duty they need to do a presentation in assembly. The Cool School mediators can take the lead in introducing their role in the playground to the rest of the students in the school.

One effective way is to role-play a conflict and mediation. The Cool Schools Coordinator can help the mediators prepare the assembly presentation, which can also include raps, banners, a power point presentation or a puppet show. It is recommended that school time be given to the planning and preparation for the assembly presentation. Refer to Coordinator's Kit for ideas for peer mediator assembly presentations.

Assemblies can also provide a good forum for ongoing reminders to the students about the mediation service. Daily notices whether they are via email or the school intercom system are useful for announcing which mediators are on duty and serve as a reminder for the mediators themselves.

Parents can be invited to the assembly and the mediators can be presented with a 'Certificate of Achievement' once they have finished training. A graduation certificate, badge or mediator ID can be presented when the mediators have completed a period of committed and reliable service.

Another way of raising the profile of the mediators is for them to teach a 'virtue of the week' in assembly and give awards to students who practise that virtue in the playground.

Cool Schools Road Show

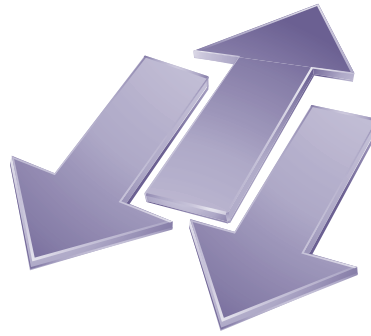
Peer mediation is about students helping students. Once the school mediators have done their assembly presentation, before they go on duty in the playground, they need to do a Cool Schools Road Show around all the classrooms. Teams of four mediators do a presentation in each classroom similar to the assembly presentation. Children can ask questions of the mediators and mediators can ask students to support them appropriately. The aim is to build rapport between the mediators and other students. The Road Show needs to be adapted for the junior classes. It is especially important to visit year one classes several times per year, as new pupils are enrolled to the school. Refer to the Coordinator's Kit for an outline of a Cool School Road Show.

Identification

Mediators on duty need something to identify them as duty mediators; vests and badges are available from The Peace Foundation. Sometimes mediators choose to design their own uniform, such as t-shirts with a printed design and logo often sponsored by a community organisation. It is important to have a discussion with the mediators to decide on the identification to be used early on in the training, so that it can be available for use once the training is completed.

Location of Mediation

Many schools have roving pairs who have designated duty areas i.e. junior, middle or senior school. When the programme first begins it is useful to have a quiet location easily supervised by duty staff, where mediations can take place without distractions from bystanders. Another option is a 'Mediation Station' (sometimes a sun umbrella and chairs) where mediations can be conducted. Alternatively, one pair of mediators can sit while another pair roams. These two pairs interchange their positions every 15 minutes so that the seated pair is not sitting for too long. The Mediation Station can be created and built by mediators. It works particularly well in the junior school area.



Peer Mediator School Team

Display a photo board in the office foyer of the Peer Mediators in the school team. These should be profile shots with a name caption underneath. All visitors then have the opportunity to recognise these student leaders who are providing a valuable service to the school.

Mediator Managers

Nominate two senior, experienced and responsible mediators from your school team to be Mediator Managers (MMs). These students can assist the coordinator by doing day to day administration work e.g. giving the names of the mediators on duty for the daily notices, preparing the clipboards each day, and checking mediators have 'signed in' for their duty. The Mediation Managers can be changed each term to give other students an opportunity to undertake this role.

Roster

Display a copy of the duty mediators' roster in each classroom, in the office and staffroom to ensure that teachers and pupils will be reminded who is on duty each day. Mediators should introduce themselves to the duty teachers so that small problems can be referred to them. Teachers can make referrals but children can choose the support of either the mediators or teachers.

Reserve mediators will need to be available for when a duty mediator is absent, due to sickness, sports or other out-of-school activities. There are a variety of ways you can manage reserve mediators or replacements. One option is to have a reserve mediator roster for each day of the week and they will fill in when needed. The reserve mediators need to be changed every two weeks or so. This responsibility is to be shared within the team.

Alternatively, if for any reason a mediator knows in advance they are unable to mediate on their rostered day, they can be encouraged to find a replacement from the school mediation team. A good idea used in some schools is that mediators can only do one extra duty per week. This ensures it is not the same people who are always asked to be replacements.

However you manage your reserve mediator system, having a log in book for mediators to 'sign in' before they commence duty, is a good way for the coordinator to keep a check on changes and replacements.

Equipment

Duty mediators will need to be supplied with a clipboard for carrying the necessary forms, a pen, and uniform for easy identification in the playground. The forms that we recommend duty mediators to carry on their clipboards are:

- The Mediation Process (reminder sheet for mediators clipboard).
- Mediation Agreement Form.
- A list of suitable questions to assist with finding solutions.
- An arrangement of words that correspond to the school values that can be used as prompts for questions e.g. Respect—this school values respect. How could you show respect to stop this problem happening again?

Mediation of Serious Disputes

In a primary school, teachers deal with serious disputes. It is advisable to spend some time with school mediators discussing which problems they should refer to a teacher. These can be presented as 'what if...?' scenarios.

Daily Check-In

Mediating conflicts will be a new experience for most of the mediators. For a while, they may be unsure of how well they handled conflict situations. For this reason we recommend that for the first two weeks the mediators are on duty, they check-in with the coordinator at the end of their duty period, in order to briefly report on any mediations they have facilitated.



STEP 5: PUBLICISING AND IMPLEMENTING THE PROGRAMME

(continued)

POSSIBLE CHECK-IN QUESTIONS FOR THE COORDINATOR TO ASK DUTY MEDIATORS.

- *What do you think went well?*
- *What do you need to work on or improve?*
- *Are there ways you and your co-mediator could help each other more?*
- *Was the agreement a good one? Why or why not?*
- *Do you think the disputants were happy with the resolution?*
- *Are there ways you could have helped them listen to each other better?*
- *Do you think they felt they had been listened to properly? How could you tell?*

As the mediators become more familiar with the process, a daily check-in may not be necessary. Completing the Mediation Agreement Form and handing those in after each period on duty will be very helpful for the on-going evaluation of the programme.

Support System for Mediators

As well as duty teachers providing support in practical ways, it is important for mediators to know that they can have a debriefing session with the Cool Schools Coordinator. This is particularly useful if they are feeling emotionally upset at the end of a mediation and need to share and discuss turbulent feelings. It will of course, need to be scheduled at a time that is convenient for the coordinator and the mediator.

Check-back

In order to check whether mediation has worked or whether further work on the conflict is necessary, it is often useful for mediators to arrange a check-back time with the disputants. The time and place should be arranged at the end of the mediation. If it is a minor dispute, or a dispute between junior children, it may be possible to check-back with the disputants at the end of the break time. If the dispute is more serious, or between older students, it may be more appropriate for the check-back to be made for the following day or week.

MEDIATOR INTRODUCTION AND RULES STATEMENT

(SUITABLE FOR YEAR 7 AND 8 STUDENTS)



Thank you for choosing mediation as a way of solving your problem together.

My name is _____ (mediator)

And this is _____ (co-mediator)

Here is what will happen — you will both have a chance to tell your stories and explain how you are feeling. We will then see if you can agree on a way forward and sort things out to avoid this problem happening again.

We, the mediators:

- Will not tell you what to do.
- Will help you to find your own solutions to your problem.
- Will not take sides.
- Won't tell anyone else about it unless you share with us something that is against the school rules or which could be harmful to you or someone else.

Would you please both agree to the five rules of mediation:

- Listen to each other - you'll each get a turn.
- One person speaks at a time.
- Be respectful.
- Be honest - tell the truth.
- Agree to solve the problem together.

THE PRIMARY MEDIATION PROCESS

(Reminder Sheet for Clipboard)

INTRODUCTION AND RULES

1. Introduce yourselves.
2. Ask if they agree to mediation—move to a quiet area.
3. Get agreement to the five rules of mediation:
 - Listen to each other - you'll each get a turn.
 - One person speaks at a time.
 - Be respectful.
 - Be honest - tell the truth.
 - Agree to solve the problem together.

TELLING THE PROBLEM

4. Decide who will talk first (value person going second)
5. Ask person (1) what happened? (Retell the facts and feelings to each person).
6. Ask person (1) how s/he feels?
7. Ask person (2) what happened?
8. Ask person (2) how s/he feels? (Retell the facts and feelings to each person).
9. Do you have anything you would like to add?

SUMMARISING

10. So the problem is about... Is that correct? Check they agree.

FINDING SOLUTIONS—BRAINSTORM

11. Ask: How can you solve this problem?
12. What could you do next time so this problem doesn't happen again?
13. Ask person (2) to comment on person (1) 's ideas and to give their own suggestions.
14. Ask which solutions will solve the problem for both.
15. Check: Are you both happy now?

REACHING AGREEMENT AND CLOSURE

16. Write down the solutions agreed upon on the Mediation Agreement Form.
17. Congratulate both and arrange a check back.
18. Affirmation (optional).

USEFUL QUESTIONS FOR MEDIATORS

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 JUNIOR MEDIATORS

Drawing out the issue: *What happened?*
What else?
How do you feel?

Finding solutions: *How can you fix it?*
What could you do (1)?
What can you do (2)?

Affirming: *What is... (name)... good at?*
What is... (name)... good at?
I like (name) because...
I like (name) because...

MEDIATION AGREEMENT FORM



Date: _____

Mediator's name/s: _____

Disputants names: _____

Identify what caused the conflict: (please tick)

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Accident | <input type="checkbox"/> Misunderstanding |
| <input type="checkbox"/> Game rules | <input type="checkbox"/> Taking turns |
| <input type="checkbox"/> Teasing | <input type="checkbox"/> Possessions/Ownership |
| <input type="checkbox"/> Name calling | <input type="checkbox"/> Friendship issue |
| <input type="checkbox"/> Exclusion | <input type="checkbox"/> Rumours/Gossip |
| <input type="checkbox"/> Other: _____ | |

How did you come to mediate the conflict? (please tick)

- 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

Was a good resolution found? Yes/No

RESOLUTION/AGREEMENT:

(name) _____

agrees to: _____

Signed: _____

(name) _____

agrees to: _____

Signed: _____

Check back time: _____

CHECKLIST FOR A GOOD RESOLUTION



1. Is the resolution precise and clear enough? Does it identify:

- Who will do what?
- How they will 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 that 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.

STEP 6

MAINTENANCE — DEBRIEFING,
EVALUATION, AND IMPROVEMENTS**Regular Meetings**

Ongoing support for the mediators, both practical and emotional is vital. The Cool Schools Coordinator needs to meet regularly with the mediators in order to discuss successes and problems, provide further skills training and ongoing support. It is recommended that in order to value your team of mediators and the work they do, these support meetings need to be weekly during school time e.g. 12pm on a Friday. All students in the school peer mediation team need to be present.

Some pupils find it easier to verbalise their thoughts on how well the programme has been going, while others find it easier to put them in writing. Using a mixture of approaches will ensure a wider response. A sample evaluation form for written evaluation has been included (Mediator's Evaluation Form).

Being a mediator can be exhilarating, especially when one concludes a successful mediation. However, it can also be boring (if one is often on duty when there are no disputes), frightening (if one is presented with angry or aggressive disputants) and depressing (if one fails to successfully mediate a conflict). Boundaries should be set about the types of disputes mediators deal with. At primary school they would mediate friendship disputes, teasing, name calling, taking turns, games etc. Physical violence, serious bullying, vandalism and anything that happens outside school are the responsibility of the teachers. If mediators are uncertain whether they should mediate a dispute (i.e. not feeling safe) they should refer the disputants to a duty teacher.

Support involves encouragement and praise for the valuable work they are doing. It also involves providing the mediators with opportunities to share their feelings about their experiences of being mediators. Mediators need to be trained in the importance of maintaining confidentiality. In the debriefing sessions they can discuss problems but not student's names. If a person is causing concern they can discuss that in private with the Cool Schools Coordinator. A list can be formed of students who make mediations difficult. These students do not have the privilege of using peer mediators to help with their disputes. They must go to a teacher for assistance.

Mediation Agreement Form

Mediators should complete a Mediation Agreement Form for the mediations they do and pass these on to the Cool Schools Coordinator at the end of their duty. This will provide valuable data on types of disputes mediated, solutions reached by students and the success rate achieved. This information can also be shared at staff meetings especially if there are areas of concern.

Mediator Evaluation Form

The Mediator Evaluation Form can be used by the Coordinator to determine which skills the mediators need to improve. Information gained from these forms can be discussed at the weekly Mediators Meeting.

Teacher Evaluation

Seeking periodic evaluations of the programme from teachers will also help to improve the programme, and to evaluate the success of the programme in the school. If you would like more sample ideas of evaluations contact the Cool Schools Regional Trainer or check out the Coordinator's Kit.

School Support and Recognition

As the programme becomes a normal part of the school culture it will be important to maintain the energy and enthusiasm of the mediators, and to affirm the contribution they are making to the school environment. Each school needs to show that the mediation programme is valued. The mediators' job should have prestige because these students are providing valuable leadership and giving service to others. When training is completed they should be awarded certificates in assembly. Set criteria such as performing a certain number of mediations and committed service on the job to earn their mediation ID badge and their Graduation Certificate (refer to Coordinator's Kit for certificate templates). Other ways of giving a high profile to the mediators is for them to introduce a virtue of the week in assembly and give awards, certificates or mediator stickers for those children showing that virtue e.g. cooperation in the playground. More ideas compatible with the role of 'giving service' can be found in Additional Jobs or Activities for Mediators.

STEP 6: MAINTENANCE — DEBRIEFING, VALUATION, AND IMPROVEMENTS

(continued)

Support from The Peace Foundation

The Peace Foundation will assist, wherever it can, with the ongoing maintenance and improvement of your Cool Schools programme. Often schools come back for full training when staff changes and Cool Schools Regional Trainers will revisit schools spending time with the coordinator, an afternoon with the student mediators and an hour with the staff to update them on new ideas and resources. Network meetings are organised by the trainers in regions throughout New Zealand so that Cool School Coordinators can share successes, problems and innovations together.

Cool Schools Resources

At the time of printing, the Cool Schools resources available from the Peace Foundation are:

- Cool Schools Training DVD — Primary/Intermediate
- Cool Schools Primary/Intermediate Manual
- Coordinator's Kit — Primary/Intermediate
- Coordinator's badge
- Cool Schools Mediator Workbook
- Uniform — vests and badges for duty mediators.
- Cool Schools Signage
- Variety of posters

Additional Jobs or Activities for Mediators

- **A Friendship Seat** — Students sit on a seat when they are keen to make new friends. Mediators assist them to meet new people. The Friendship Seat can also be a casual drop in spot for anyone to come and sit and chat with others. Mediators can be responsible for the creation of a garden around the seat and also for the design of the seat itself. They monitor this area when they are on duty.
- **Looking for positive behaviour in the playground** i.e. giving a mediator's sticker for 'on the spot' behaviour. A student wearing an 'I made a mediator happy today' sticker will generate interest from their peers, teachers and their parents. This will further affirm their great behaviour and they will be feeling 10 metres tall by the end of the day!
- **Training new mediators** — Experienced mediators pair up with new mediators (apprentice mediators) and teach them on the job. They can support and provide role modelling during the apprenticeship. A good time for this mentoring is during term four when the new school team for the following year is being decided upon.
- **Helping with wet day lunch hours** (in-class mediation).
- **Mediator's Certificate** — Mediators can also be looking for a person to award their Mediators Certificate to at the end of their duty. The information for this certificate needs to be written on The Mediators Certificate Application Form (refer to Coordinator's Kit) on their clipboard. These certificates are given out in assembly by the mediators. When thinking about who should receive a Mediators Certificate, peer mediators on duty can decide on a 'virtue of the week/fortnight/term' to focus their spotting of positive behaviour and attitude in the playground. This award giving encourages responsibility and helps to raise the profile of the peer mediators with other students. It also provides the mediators with a pleasurable activity to help make the duty interesting.
- **Helping initiate games** with junior students. Directing PAL activities etc.
- **Plan and organise the annual Peace Week** (term three) selection of daily activities. Mediators can be responsible for the preparation and facilitation of Peace Week classroom activities at their school each year. Refer to the Notices section of the Cool Schools Newsletter for details on Peace Week.
- **Develop an identity for mediators** within the school i.e. mediation sign, posters and brochures and regular updates on school website etc.



NAME _____

MEDIATOR EVALUATION FORM

(Training)



PEER MEDIATION
PROGRAMME

Date: _____

1. Did you enjoy the training? Yes / No

2. What did you enjoy most in the training?

3. Was there anything you found particularly challenging or did not enjoy in the training?

4. Would you change anything to improve the training? Yes / No

If so, what would you suggest?

5. List three things you learned in the training:

a. _____

b. _____

c. _____

6. Do you think the training was: Too long ? Too short ? O.K. ?

7. Are there any skills you would like more practice on?

8. Do you have any other suggestions or comments?





NAME _____

MEDIATOR EVALUATION FORM

(For evaluation meetings)



PEER MEDIATION
PROGRAMME

Date: _____

Do you enjoy being a mediator? Yes / No

How long have you been a mediator? _____

What has been the best part of being a mediator?

What has been the hardest part of being a mediator?

Approximately how many conflicts did you mediate since the last meeting? _____

How many were successful? _____

How many were unsuccessful? _____

If there were any that were unsuccessful, what made it difficult/unsuccessful?

Were you on duty:

Too much Not enough The right amount of time

Do you feel that you need practice in any of the following:

- | | |
|---|--------|
| Calming angry disputants | Yes/No |
| Active listening | Yes/No |
| Retelling disputants' stories | Yes/No |
| Using 'I' Statements | Yes/No |
| Helping others generate win/win solutions | Yes/No |
| Writing agreements | Yes/No |
| Other _____ | |

Are there any other ways the programme could be improved?



ADDITIONAL TIPS FOR INTERMEDIATE SCHOOLS

Intermediate schools have presented some challenges to the Cool Schools Programme because of their unique characteristics.

The main difficulties are that 50% of the school population changes each year making it harder to build the programme into the schools culture. However, the prevalence of the Cool Schools Programme in primary schools does help to alleviate this problem. Another difficulty is the narrow age range, which means that mediators mediate pupils the same age as themselves rather than younger students.

The following are tips to increase the success of the Cool Schools programme in Intermediate Schools. Remember this programme can be tailored to suit your school.

Whole School Training and Implementation

The ultimate aim of the programme is to have all students using the mediation process and associated skills. This is important in intermediate schools where students, because they are all of similar age, could regard the mediators as an elite group and not use them. To gain acceptance from students, it is essential to train all classes in the programme skills and to implement classroom mediation so that all students can experience being mediators. Once it has become part of the school culture, students are more likely to use the school mediators who are specifically selected and trained, for more difficult problems or when referred to by staff members.

Have a private, confidential place for Mediators to conduct mediations

Adolescents are much more sensitive than younger students and often don't want to be seen in the playground doing mediations. In secondary schools, the Guidance Counsellor's office is used, a meeting room or even a specially created mediation room. Privacy is more important than size. A small table and four chairs is all that is required, and if a mediation poster or two could be displayed that would give some sense of ownership.

Intake Process

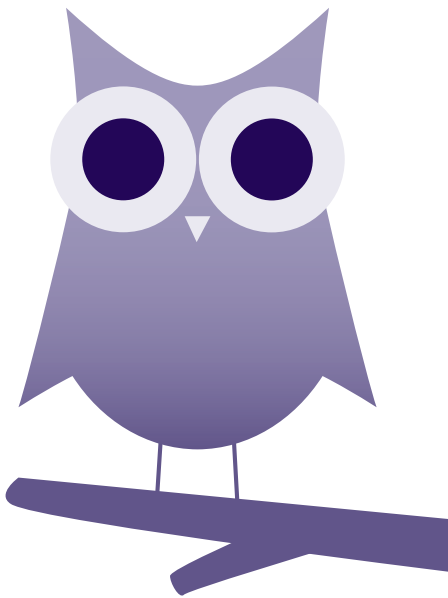
Intermediate schools need to operate more like the Secondary Programme. Mediators have their boundaries concerning what levels of conflict they can deal with. For example, they do not deal with anything illegal, weapons, serious violence or conflicts that occur at home. Mediators can be on duty in the playground or at a 'mediation station'. If they are uncertain whether a request for mediation is within their level they can refer it to a duty teacher. The Cool Schools Coordinator can assess written requests for mediations from students and referrals from staff. Mediators will be appointed to do the mediation in a confidential Mediation Room.

Prestige of the Job

Schools need to show that being a Mediator is a valued job and the mediators are school leaders because they give service to others. Giving school time to mediation training and debriefing sessions (students' time should be used for facilitating most mediations) shows that the school values the service. The mediation role might also be combined with other jobs or roles within the school.

Positive Recognition

Mediator certificates and awards given out in assembly for positive behaviour and attitude 'spotted' in the school. They may choose to give a theme to their 'spotting' each week/fortnight e.g. respect, consideration, patience, cleanliness.



Schools need to show that being a Mediator is a valued job and the mediators are school leaders because they give service to others.

Ways of showing mediators are valued

- Display profile photos of the Mediation Team in the school foyer.
- Mediator Managers (two students) announce duty team daily on intercom, email or school notices.
- Presentation of certificates for completing training and graduation in assembly.
- Promotion of the programme—role-plays, demonstrations in assembly and the class road show.
- Leadership in Peace Week (see The Peace Foundation for annual dates). Mediators plan and organise class and school wide activities that promote Peace Week each year. For example, peace banner production, peace focus face painting, peace passports (stamped by mediators when peace activities completed during Peace Week).
- Mediators' page/blog on school website.
- School mediators' update in the weekly newsletter home to parents.
- Production of a Peer Mediation brochure distributed to all students that promotes the service to students and parents.
- Production of posters to display around the school that remind students to choose mediation as a way of dealing with conflict. This production can be driven as a poster competition throughout the school e.g. Don't get Mad... Get a Mediator!
- Mediators BIG DAY OUT. At the end of the school year, a budget is provided for mediators to have a special treat. This may take the form of a trip to an entertainment venue or other suggestions provided by the school mediators. Students can contribute to the cost of this occasion if necessary.
- Cup or certificate presented at the final end of year assembly for 'Outstanding Service as a Peer Mediator'.

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FURTHER READING AND WEBSITES

The Peace Foundation

www.peace.net.nz

Find us on Facebook:

www.facebook.com/PeaceFoundationNZ

Learning Peaceful Relationships (revised edition)

A manual for teachers, parents and group leaders that promotes cooperation, self-esteem building, communication skills and peaceful conflict resolution. Suitable 5 – 12 years.

<http://www.peace.net.nz/peace-resources/other-peace-resources>

A Volcano in my Tummy—helping children to handle anger.

By Elaine Whitehouse & Warwick Pudney. A positive and helpful handbook for parents and teachers working with children. Suitable 5 – 13 years.

<http://www.peace.net.nz/peace-resources/parenting-books>

Virtues Project—Aotearoa New Zealand

www.virtuesproject.org.nz