

PEACEFUL CONFLICT RESOLUTION & PEER MEDIATION

Primary School Handouts



By:
The Peace Foundation
Tu Tuapapa Rongomau o Aotearoa

COOL 
SCHOOLS

PEER MEDIATION
PROGRAMME

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1. KEYS FOR EFFECTIVE COMMUNICATION

- Put people and friendships first. Remember conflict is a part of everyday life; it's how we deal with it that makes the difference.
- Rapport is the key to good communication. Know what it takes to make and keep a friend.
- Communicate clearly to avoid misunderstandings, sadness and drama.
- You are responsible for yourself, your choices, your actions and your relationships.
- Say only what you mean. Express your own needs, beliefs and ideas honestly, clearly and without blame.
- Determine which person "owns the problem" in a given situation.
- When you listen to others they will listen to you.
- Find the courage to ask questions and express what you really want.
- Express yourself in a non-threatening way by using "I" statements.
- Differences in background or culture may affect the way people view or understand a situation.
- Agree to resolve any conflict in a way that creates a WIN/WIN outcome.
- Building positive relationships with others creates a responsible, global citizen.
- Be respectful of other's opinions and beliefs.

“DEVELOPING EFFECTIVE COMMUNICATION SKILLS IS ESSENTIAL FOR QUALITY LEADERSHIP.”

2. RESPONSES TO CONFLICT

APPROACH OPTIONS

The choices you have when facing a conflict or problem with someone.
(Adapted from The Thomas Kilman Conflict Mode Instrument – TKI).



Honu (Turtle)

Avoiding

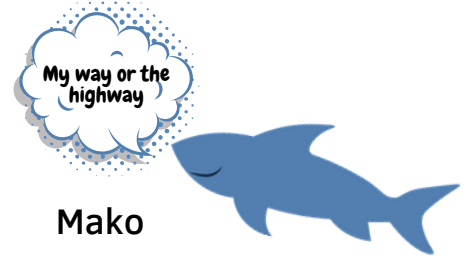
- Stop talking, ignore, become silent
- Gives time to "cool off"
- Knowing your limitations
- Leaving unimportant issues alone
- Can become quietly resentful



Pea Teti (Teddy Bear)

Accommodating

- Peace Keepers - like to preserve harmony and peacefulness
- Often say "yes" to preserve the relationship – and to create goodwill
- Own needs are sacrificed for others
- Often cross with themselves afterwards
- Overlooked ideas



Mako

Competing

- Taking quick action when decisions need to be made (E.g. in an emergency)
- Refusing to take NO for an answer
- Shouting others down
- Protecting the values and needs of yourself and others by taking control
- Laying down the law (making unpopular decisions)



Pokiha/Fox

Compromising

- Do what's fair. I'll give if you give - trade off
- Important issues left unresolved
- 'Split the difference' to keep a friendship and reduce tensions
- Loss of trust - power struggle
- Finding the middle ground



Ruru

Collaborating

- Time consuming. Does not work if all parties do not agree
- I will state my feelings and needs and listen to yours too so we all feel heard
- Ability to listen, understand and empathise
- Brainstorming ideas together to seek mutually acceptable solutions
- Non-threatening communication. Using "I" statements to express needs

WHAT IS YOUR TENDENCY?

Honu? Pea Teti? Mako? Pokiha? Ruru?

Can you be all of these animals?
What are the influencing factors?

Who you are having the conflict with
(Mum, Dad, brother, sister, friend, teacher, etc.)

What the conflict is about
(Needs or values based)

When the conflict is taking place
(In the morning, evening, beginning of term, end of term, during exams)

Where the conflict is taking place
(At home, school, mall, supermarket, movie theatre, etc)

Culture, religion, well-being, emotional-state, response received, can also play a part in your choice of response.

3. BUILDING RAPPOR

Rapport is a state or feeling of being comfortable, relaxed and in-tune with yourself and others.

CREATING RAPPOR

You can create rapport any time you want by matching another person's:

1. Voice: tone, speed, pitch and volume
2. Breathing
3. Gestures and general posture
4. Eye movement

MATCHING BODY LANGUAGE

Adopt the same position as the other person. Example: both crossing right leg over left. This will help make the other person feel at ease with you.

BODY MIRRORING

Mirror image position. You are reflecting the other person's body position. Example: your left leg crossed over right, their right leg crossed over left. This creates a closer connection and is very useful when you want to create trust with somebody. The other person experiences you as being the same as them

INDICATORS OF RAPPOR

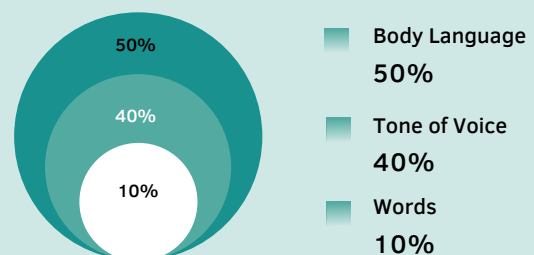
- Feeling of oneness
- Leading occurs
- Observable colour change of skin
- Words – E.g. "I feel comfortable with you"



Source:
Robert Neubecker

REMEMBER THIS

Rapport is the key to effective communication



4. FIVE MAGIC QUESTIONS

It is helpful to ask these questions when helping someone who has a problem.

THE FIVE MAGIC QUESTIONS

1. What happened or what is the problem?
Summarise, reflect, re-voice their information using their keywords in your summary. Include some of the question in your response.
 2. What are you feeling about this?
Summarise. (Note: a feeling = one word)
 3. What are your thoughts about this?
Summarise.
 4. What do you need right now?
Summarise.
1. What can you do to help solve the problem?
Summarise.

In order for the 'magic' to work, the questioner/listener must reflect back the information they hear using key words from the person with the problem's story. They must do this after each question is asked, paying attention not to ask any other questions other than the five questions given here. The process of asking the five magic open questions empowers the person with the problem to do their own problem solving.



THOMAS GORDON'S ROADBLOCKS

Be careful not to 'roadblock'. It takes the focus away from the person with the problem and does not help them to solve it by finding their own solution. Roadblocks are:

Ordering	Threatening
Moralising	Advising
Lecturing	Blaming
Labelling	Analysing
Praising	Reassuring
Probing	Diverting

5. USING “I” STATEMENTS

USING "I" STATEMENTS - LEVEL 1

There are 3 parts to giving a constructive, helpful “I” statement. First of all, state your feeling, then describe what happened to cause this feeling. Finally, explain the consequence for you.

I feel ... (state the feeling)
When ... (describe what happened to cause this feeling)
Because ... (explain the consequence for you)

Example:
I feel frustrated
When I find you on TradeMe instead of preparing dinner as we agreed,
Because I am tired at the end of a long work day at school.

(No opinions or judgments - which is what often creates resistance)..



LEVEL 1

I feel frustrated.
When you take my pen.
Because now I can't use it.

Negative response received. Go to Level 2.

LEVEL 2

I mean it! Please, can I have my pen back.

Negative response received. Go to Level 3.

LEVEL 3

Go and get help from a teacher or mediator.

WHEN YOU ARE NOT O.K. FIRST, USE AN “I” STATEMENT

- Get into rapport with the person
- Use an “I” statement
- Use reflective listening to help build rapport
- Ask open questions – how/what/when/can you tell me/can you explain/is there/etc.
- This will open up the discussion which will hopefully lead to solutions being agreed upon by both individuals

6. CONFLICT, VIOLENCE & PERCEPTION



CONFLICT

Any situation in which your concerns or desires differ from those of another person i.e. a disagreement between two or more people.

Conflict is neither good nor bad. It is a normal part of life. Conflict happens when your **needs** or/and **values** are different from the **needs** or/and **values** of somebody else.



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 of dealing with conflict

PERCEPTION

Conflict happens because different people may look at the same situation in many different ways.

Never assume you know what someone is thinking or feeling ... just as you don't want others to assume they know what you are thinking or feeling.

There may be two or more sides to a story. Differences in background or culture may affect the way people view or understand a situation.

Two people may observe the same situation and report completely different versions of what happened ... and they both may be right!



7. FEELINGS AND EMOTIONS

Source: [Groktheworld.com](https://groktheworld.com)

AFFECTION compassionate friendly loving sympathetic tender warm	ANNOYED bitter edgy exasperated frustrated grumpy impatient irritable irked	ANGRY agitated enraged exasperated furious irate outraged resentful upset	AVERSION appalled contempt disgusted dislike horrified repulsed	GLAD alive amazed amused awed encouraged energetic enthusiastic excited grateful happy hopeful inspired invigorated joyful motivated optimistic pleased thrilled wonder	CONFUSED baffled bewildered dazed hesitant lost mystified perplexed puzzled torn	DISCOMFORT agitated alarmed discombobulated disturbed perturbed rattled restless shocked startled surprised troubled turbulent uncomfortable uneasy unsettled
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DISCONNECTED apathetic bored distant distracted indifferent numb uninterested withdrawn	EMBARRASSED ashamed flustered guilty self-conscious	FEARFUL afraid apprehensive anxious distress frightened hesitant nervous panicked paralyzed petrified scared tense terrified worried	GRATEFUL appreciative moved thankful touched	HOPEFUL encouraged expectant optimistic	RESTED alert alive energized invigorated refreshed rejuvenated relaxed renewed strong	SAD depressed despondent disappointed discouraged disheartened dismayed gloomy heavy hearted hopeless troubled unhappy wretched
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INTERESTED absorbed alert curious enchanted engaged fascinated intrigued spellbound stimulated	PAIN agony devastated grief touched heartbroken hurt lonely miserable regretful remorseful	PEACEFUL calm comfortable centered composed content fulfilled relaxed relieved satisfied	STRESSED/TIRED burnt out depleted exhausted fatigued listless overwhelmed restless sleepy weary worn out	VULNERABLE fragile guarded helpless insecure leery reserved sensitive shaky tender	YEARNING envious jealous longing pining wishful
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Source: [Groktheworld.com](https://groktheworld.com)

8. NON FEELINGS



The following words are sometimes confused as feelings when in fact they are perceptions:

Abandoned	Misunderstood
Abused	Neglected
Attacked	Overworked
Betrayed	Patronized
Blamed	Pressured
Cheated	Provoked
Criticized	Rejected
Ignored	Put Down
Intimidated	Threatened
Manipulated	Tricked

FEELINGS VS NON-FEELINGS

Examples of non-feelings (thoughts/opinion/perceptions) verses feeling statements.

Non-feeling Statements:

I feel that you should take the job

I feel like a failure

I feel as if I'm living with a control freak!

I feel I am constantly cleaning this house

I feel Joe has made some good decisions

I feel my mother never listens to me

I feel it is pointless

Feeling Statements:

I am feeling concerned

I feel disappointed

I feel annoyed

I feel tired

I feel pleased

I feel hurt

I feel discouraged

9. UNIVERSAL HUMAN NEEDS/VALUES

Source: Groktheworld.com

1. WELLBEING (PEACE)

SUSTENANCE/HEALTH

abundance/thriving
exercise
food, nutrition
nourishment
rest, sleep
shelter
sustainability
support/help
wellness
vitality, energy, aliveness

SAFETY/SECURITY

comfort
confidence
emotional safety
familiarity
order, structure
predictability
protection from harm
stability
trust, faith

REST/RECREATION/FUN

acceptance
appreciation, gratitude
awareness
balance
beauty
ease
equanimity
humour
movement
play
relaxation
rejuvenation
simplicity
space
tranquility
wholeness
wonder

2. CONNECTION (LOVE)

LOVE/CARING

affection, warmth
beauty
closeness, touch
companionship
compassion, kindness
intimacy
mattering/importance
nurturing
sexual connection
respect, honouring
valuing, prizing

EMPATHY/UNDERSTANDING

awareness, clarity
acceptance
acknowledgement
communication
consideration
hearing (hear/be heard)
knowing (know/be known)
presence, listening
respect, equality
receptivity, openness
recognition
seeing (see/be seen)
self-esteem
sensitivity

COMMUNITY/BELONGING

cooperation
fellowship
generosity
inclusion
interdependence
harmony, peace
hospitality, welcoming
mutuality, reciprocity
partnership, relationship
support, solidarity
trust, dependability
transparency, openness

3. SELF-EXPRESSION (JOY)

AUTONOMY/AUTHENTICITY

choice
clarity
congruence
consistency
continuity
dignity
freedom
honesty
independence
integrity
power, empowerment
self-responsibility

CREATIVITY/PLAY

adventure
aliveness
discovery
initiative
innovation
inspiration
mystery
passion
spontaneity

MEANING/CONTRIBUTION

appreciation, gratitude
achievement, productivity
celebration, mourning
challenge
efficacy
effectiveness
excellence
feedback
growth
leaning, clarity
mystery
participation
purpose, value
self-actualization
self-esteem

HOW WE ARE LIKELY TO FEEL WHEN OUR NEEDS ARE MET

Source: Groktheworld.com

Absorbed	Comfortable	Enlivened	Happy	Overjoyed	Stimulated
Adventurous	Complacent	Enthusiastic	Helpful	Overwhelmed	Surprised
Affectionate	Composed	Excited	Hopeful	Peaceful	Tender
Alert	Concerned	Exhilarated	Inquisitive	Perky	Thankful
Alive	Confident	Expansive	Inspired	Pleasant	Thrilled
Amazed	Contented	Expectant	Intense	Proud	Touched
Amused	Cool	Exultant	Interested	Quiet	Tranquil
Animated	Curious	Fascinated	Intrigued	Radiant	Trusting
Appreciative	Dazzled	Free	Invigorated	Rapturous	Upbeat
Ardent	Delighted	Friendly	Involved	Refreshed	Warm
Aroused	Eager	Fulfilled	Joyous, joyful	Relaxed	Wide-awake
Astonished	Ebullient	Glad	Jubilant	Relieved	Wonderful
Blissful	Ecstatic	Gleeful	Keyed-up	Satisfied	Zestful
Breathless	Effervescent	Glorious	Loving	Secure	
Buoyant	Elated	Glowing	Mellow	Sensitive	
Calm	Enchanted	Good-humoured	Merry	Serene	
Carefree	Encouraged	Grateful	Moved	Spellbound	
Cheerful	Engrossed	Gratified	Optimistic	Splendid	

HOW WE ARE LIKELY TO FEEL WHEN OUR NEEDS NOT ARE MET

Source: Groktheworld.com

Afraid	Broken-hearted	Dismayed	Frustrated	Irritated	Overwhelmed
Aggravated	Chagrined	Displeased	Furious	Jealous	Panicky
Agitated	Cold	Disquieted	Gloomy	Jittery	Passive
Aloof	Concerned	Distressed	Guilty	Keyed-up	Perplexed
Angry	Confused	Disturbed	Harried	Lazy	Pessimistic
Anguished	Cool	Downcast	Heavy	Leery	Puzzled
Annoyed	Cross	Downhearted	Helpless	Lethargic	Rancorous
Anxious	Dejected	Dull	Hesitant	Listless	Reluctant
Apathetic	Depressed	Edgy	Horrible	Lonely	Repelled
Apprehensive	Despairing	Embarrassed	Horrified	Mad	Resentful
Aroused	Despondent	Embittered	Hostile	Mean	Restless
Ashamed	Detached	Exasperated	Hot	Miserable	Sad
Beat	Disaffected	Exhausted	Humdrum	Mopey	Sad
Bewildered	Disappointed	Fatigued	Hurt	Morose	Sacred
Bitter	Discouraged	Fearful	Impatient	Mournful	Sensitive
Blah	Disenchanted	Fidgety	Intense	Nervous	
Blue	Disgusted	Forlorn	Irate	Nettled	
Bored	Disheartened	Frightened	Irked	Numb	

10. USEFUL OPEN QUESTIONS FOR MEDIATORS

Questions that require an explanation or a description as a response:

- What is your problem?
- What happened?
- Can you tell me more?
- Can you be a bit more specific?
- And then?
- How are you feeling about this?
- What are your thoughts about this?
- What do you need right now?
- What can you do differently next time so that this doesn't happen again?
- 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?
- What else can you tell me?
- What will make you happy again?
- What do you need right now to be happy?
- What can you do to help solve the problem?



11. THE JUNIOR MEDIATION PROCESS

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 'shine' 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.

INTRODUCTION RULES

A class mediation begins with all students seated in a circle formation. Place 3 chairs at the front of the circle; two for the disputants (students in conflict with one another) and one for the peer mediator who sits in the middle chair between the two disputants.

N.B. You can have two peer mediators sitting in the middle who can share the facilitation of the junior process.

The mediator begins by welcoming the class to 'Mediation Time'. The mediator then points to the "Mediation Rules" with a baton and reads the rules aloud with the rest of the class.



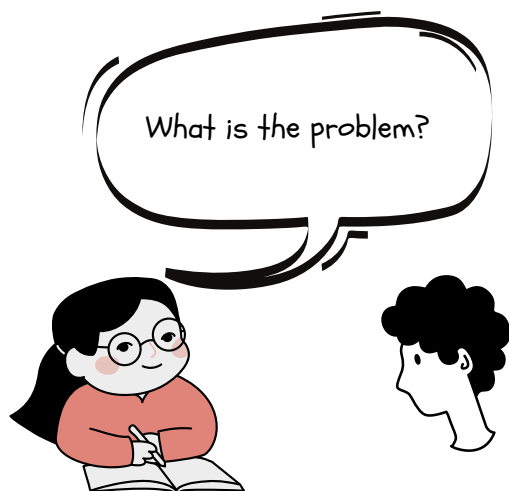
N.B. The rules have been discussed by the teacher beforehand so that students understand what each rule means.

Stage 1.

DEFINING THE PROBLEM

Storytelling

The mediator chooses which disputant will talk first.



The mediator asks the first disputant:
What is the 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.

Stage 2.

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 a solution is also given by the first disputant, the mediator then asks;
**Have you solved the problem?
Are you both happy now?**

If the answer is 'yes' from both disputants, the mediator then says:
Congratulations for solving the problem.

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



If the disputants can't 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 what the solution is they liked. If they can't 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.

Stage 3.

REACHING AGREEMENT



The mediator restates what each disputant is going to do to solve the problem.

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

The mediator then says:
Congratulations for solving the problem.

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

Optional Activity to Follow a Class Mediation

To end a 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.



The 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.

Sign in to your PF membership account and go to "Resources" for 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 thousand words!

12. THE PRIMARY MEDIATION PROCESS

In Depth



STAGE 1: INTRODUCTION AND RULES

Introduce yourselves. Both disputants (persons with the problem) must agree to mediation. Move to a quiet area. Explain the purpose and rules of mediation. Get agreement to the five 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

STAGE 2: DEFINING THE PROBLEM

“Who would like to speak first?”

Say to disputant going 2nd:

“You will get your turn and thanks for waiting.”

Ask 1st disputant...

1. **“Please tell us what happened.”**
2. **“How you are feeling about it?”**

Mediator summarises...

Example: “So you are feeling... because...”

Ask 2nd disputant...

1. **“Please tell us what happened.”**
2. **“How you are feeling about it?”**

Mediator summarises.

Ask 1st disputant.... Then ask the 2nd disputant:

“Do you have anything to add about what happened?”

Summarise after each response.

Unpack - keep repeating the above question to both disputants until they have nothing else to add.

STAGE 3: SUMMARISING

“So my understanding is that the problem is about... Is that correct?”

Summarise what you think the problem is about in one sentence. Check this is correct.

Make sure both disputants agree what the problem is about. There may be more than one problem.

STAGE 4: GENERATING SOLUTIONS

Ask 2nd disputant:

“What can you do to help solve this problem?”

.... Or another question could be ...

“What can you do differently next time so that this problem does not happen again?”

Ask 1st disputant:

“What do you think about that idea?”

“Is there anything else you could do to help solve this problem?”

Ask 2nd disputant:

“What do you think of that idea?”

Mediator elicits responses from each disputant until an agreement is reached.

Mediator summarises the agreement reached by disputants. Check this is correct.

STAGE 5: REACHING AN AGREEMENT

Ask both disputants:

“Do you think the agreement solves the problem? “Are you happy now?”

Write up the Agreement on the Mediation Report Form and ask disputants to sign it.

Arrange a check back date and time.
Congratulate disputants on reaching an agreement.

13. THE PRIMARY MEDIATION PROCESS

In brief

STAGE 1: INTRODUCTION AND RULES

Introduce yourselves. Ask if they agree to mediation – move to quiet area.
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*

STAGE 2: DEFINING THE PROBLEM

Decide who will talk first. Value the person going second.

Ask Person (1) what happened.
Ask Person (1) how s/he feels.
Ask Person (2) what happened.
Ask Person (2) how s/he feels.
Ask Person (1) and then Person (2) ...



Repeat back facts and feelings to Person 1.
Repeat back facts and feelings to Person 2.

Do you have anything else to add about what happened?

Repeat back facts. Keep repeating this question to both disputants until they have nothing more to add.

STAGE 3: SUMMARISING

So my understanding is that the problem is about... Is that correct?

Ensure both disputants agree what the problem is about. There may be more than one problem. (Note: the summary should be no more than one sentence).

STAGE 4: GENERATING SOLUTIONS

Ask Person (2)
What can you do to help solve this problem?
OR - another question might be ...
What can you do differently next time so this problem doesn't happen again?



Ask Person (1) to comment on Person (2)'s idea.

What do you think of that idea? Do you have any other suggestions?

Person (2) to comment on Person (1)'s ideas.
Ask which suggestions will solve the problem for both. Mediator summarises the agreement reached by disputants. Check this is correct with disputants.

STAGE 5: REACHING AGREEMENT AND CLOSURE

Do you think the agreement solves the problem? Are you happy now?

Write up the Agreement on the Mediation Report Form and ask disputants to sign it.
Arrange a check back date and time. Congratulate disputants on reaching an agreement.

14. BEING YOUR OWN MEDIATOR

This process is very useful to use if two people have a problem with each other and only one person is skilled ... you! Remember when 'being your own mediator' to establish the rule of one person speaking at a time so that the opportunity for listening to each other is created.



STAGE 1: THE OTHER PERSON OR PEOPLE

Find out their needs and feelings

E.g. “What’s going on ... what is the problem?”

Listen and summarise (restate key information)

E.g. “So you’re saying that ...

STAGE 2: YOU (IF YOU HAVE A PROBLEM TOO)

Say what you are feeling –
“I’m feeling...”

Say what you need –
“I need...”

Listen to their response and summarise
(restate key information)

STAGE 3: TOGETHER (PROBLEM SOLVING - REACHING AN AGREEMENT)

Ask:

“What do you suggest we do to solve this problem?”

Add your bit if need be ... Say:

“Can I suggest that we...”

Brainstorm ideas for solutions that meet both your needs until you have an agreement you are both happy with.



THE PEACE FOUNDATION

ADDRESS

Level 2, 78 Pitt Street
Auckland 1010,
New Zealand/Aotearoa

PO BOX

PO Box 8055, Symonds Street
Auckland 1150
New Zealand/Aotearoa

P: +64 9 373 2379

W: www.peacefoundation.org.nz

E: admin@peacefoundation.org.nz

 [ThePeaceFoundationNZ](https://www.facebook.com/ThePeaceFoundationNZ)

 [@thepeacefoundationnz](https://www.instagram.com/thepeacefoundationnz)