



Kaiārahitanga mā te takawaenga aropā

Leadership through Peer Mediation (LtPM)

**He aratohu mā ngā
kaiwhakahaere hōtaka**

Secondary School
Coordinator Manual



**THE PEACE
FOUNDATION** Te Rōpū
Rongomau
o Aotearoa

Ngā Ihirangi

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He kupu whakataki Foreword

The Leadership through Peer Mediation (LtPM) Programme promotes peaceful conflict resolution in secondary schools throughout Aotearoa.

The programme was created in 1994 by Yvonne Duncan and Margaret Stanners who looked at the success of the Cool Schools Peer Mediation Programme in primary schools then adapted a programme suitable for rangatahi at the secondary level. Yvonne was employed by the Peace Foundation from 1994 to 2006 as the Cool Schools and LtPM National Coordinator and developed the programmes extensively during this period.

LtPM is a student centred programme which provides students with skills to support their peers to resolve conflicts in a constructive way. It is a student owned and student driven programme which has been proven to be effective in reducing bullying behaviour within a school.

LtPM also provides pathways for rangatahi to develop their agency to lead and to do good in the school community. Students trained as peer mediators, can step up as leaders and role models. They can become “Ambassadors of Social Justice” or “Peace Ambassadors”, modelling and promoting the importance of kindness, fairness, empathy and respect for all.

The benefits for rangatahi are multi-layered. Research findings on the LtPM programme have concluded that rangatahi who engage in the programme have improved use of conflict resolution skills, greater self esteem, resilience and confidence, improved ability as role models, participate more in school activities and feel a greater sense of belonging and connection to one another.

The LtPM programme is congruent and reinforcing of all the values and key competencies of the New Zealand Curriculum, especially, relating to others, managing self and participating and contributing. It also supports the values of diversity, equity, community participation, integrity and respect.

When Yvonne moved aside from the role of National Coordinator in 2006, I was the fortunate person appointed to manage the programme and since then, have led the revision of its training resources to align with the revised New Zealand curriculum and, more recently, to be more culturally responsive.

I always consider it a privilege to be carrying on in the footsteps of Yvonne’s great legacy with this kaupapa and, my mahi is my love and passion to make a positive difference in our communities, therefore, it is with great joy and gratitude that I am part of the Peace Foundation whānau.

Christina Barruel

Head of Peace Education

The Peace Foundation – Te Rōpū Rongomau o Aotearoa

Programme benefits for all

The Leadership through Peer Mediation (LtPM) Programme teaches essential life skills for peaceful conflict resolution.



Ngā kaitakawaenga aropā Peer mediators:

- appreciate that conflict can be a positive learning experience
- improve their listening, negotiating, problem-solving, and critical thinking
- learn to value difference and diversity
- develop strategies for life.



Ngā kaiwhakahaere Coordinators:

- discover professional development opportunities
- experience less conflict needing teacher input
- find minor disputes can be permanently settled by peer mediators.



Te kura katoa Whole school:

- experiences fewer playground incidents and a reduction in bullying
- has an increased appreciation of different perspectives and cultural diversity.



Te hāpori Community:

- experiences mediation skills applied at home and within community settings
- discover that rangatahi who have mediation skills can solve conflicts with siblings, peers, tuakana and teina, and cousins peacefully and constructively
- builds understanding that perspectives are not right or wrong, but different

Me tārai waka wairua tātou, ā, me whakatere 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 pērā ki te whakatere 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

He aratohu

User guide

Programme Coordinators

This manual is designed for Programme Coordinators who support the Leadership through Peer Mediation (LtPM) programme in secondary schools. This is often a guidance counsellor but it can be a teacher. This manual is not a resource for all teachers. Programme Coordinators provide peer mediators with additional skill sessions to build their confidence and practice in the role. The additional training sessions can be during school time, lunchtime, before or after school, as appropriate.

Teaching LtPM consists of eight kaupapa which include these essential skills:

- | | | |
|---|---|---|
| 1 Te tautohu i tēnei mea te raru
Understanding conflict and recognising our responses | 2 Te tukanga takawaenga
The mediation process | 3 Te hīraurau raru me ngā whakaaetanga
Problem solving and agreements |
| 4 Te whakarongo pīkari
Active listening | 5 Te tautohu me te whakapuaki i ngā kare ā-roto
Identifying and expressing feelings | 6 Te whakamahi kīanga
Using I statements |
| 7 Te patapatai whaitake
Effective questioning | 8 Te tūpono atu ki te raruraru
Handling difficult situations | |

Each kaupapa includes the following elements:



Ngā whāinga
Learning objectives



Ngā rauemi
Resources
Includes resources in the appendix, references to the *Leadership through Peer Mediation (LtPM) Programme Toolkit for Secondary Students*



Ngā ngohe
Activities
These can be adapted to meet ākonga learning needs and levels



Arotakenga
Evaluation
Reflection and focus questions to review mahi

This manual is designed to complement the *LtPM Programme Toolkit for Secondary Students* which includes activity prompts and guides for personal learning.

We recommend:

- **Beginning every kaupapa or meeting with karakia** and introductions to settle ākonga.
- **Using warm-up / energiser activities** – some options are provided in the resources section or use your own.

- **Creating a 'Peer Mediation' wall** in the school or on a suitable online platform – choose a wall that is easily accessible so students can add their learning throughout the kaupapa.
- **Holding regular meetings** to enable ākonga to review their own practice and evaluate their strengths and challenges.

Te takawaenga aropā me te New Zealand Curriculum

Peer mediation and the New Zealand Curriculum

Key competencies

The New Zealand Curriculum identifies five key competencies. The activities in this resource support ākonga to develop the following key competencies.

Participating and contributing:

Contributing to class discussion; participating in group tasks; contributing ideas and problem-solving strategies.

Thinking:

Exploring new ideas; making connections with prior knowledge; thinking critically about actions and reactions; being a problem solver; analysing real and hypothetical situations.

Using language, symbols, and texts:

Recognising symbols or vocabulary that warn of conflict or represent support services; describing a problem and its solution clearly; creating texts about problem solving for a target audience.

Relating to others:

Showing empathy and care for classmates; working constructively as part of a group; demonstrating resilience and encouraging resilience in others.

Managing self:

Acting safely and responsibly around equipment; working independently on tasks; listening to, and following instructions carefully; dealing with hypothetical situations in the same way as real ones; showing initiative.

More specific information about how the *LtPM Programme* fits with *The New Zealand Curriculum* is available on The Peace Foundation website:
peacefoundation.org.nz



Te tautohu i tēnei mea te raru

Understanding conflict and recognising our responses



Ngā whāinga | Learning objectives

Ākongā will:

- ✓ Understand conflict and what can cause it
- ✓ Recognise different approaches and responses to conflict.



Ngā rauemi | Resources

- Whiteboard, pen and paper, large sheets of paper, and sticky notes, or a digital interactive whiteboard e.g Jamboard

LtPM Programme Toolkit for Secondary Students

- **Te tautohu i tēnei mea te raru** | Understanding conflict and recognising our responses
- **How do people deal with conflict?**



Ngā ngohe | Activities

Brainstorm

- What is conflict?
- Identify common situations that cause conflict between students.
- Brainstorm or list: What are some constructive and destructive ways of dealing with conflict?
 - Is your list similar to the ideas to the right?

Small groups

Compare the costs and benefits of constructive and destructive ways of dealing with conflict. For example, destructive ways of dealing with conflict can destroy relationships while constructive ways can build and restore relationships – discuss how?

Ākongā complete the **Te tautohu i tēnei mea te raru | Understanding conflict and recognising our responses** toolkit activity by listing, drawing or recording examples of constructive and destructive ways of dealing with conflict.

Constructive

- ‘I’ statements
- Establish the real issue
- Try to understand each other
- Showing empathy and respect
- Being willing to reach an agreement
- Listening without interruption

Destructive

- ‘You’ statements
- Lack of respect
- Not being heard
- Power imbalance – powering over
- No agreement or resolution reached
- Physical, emotional, mental, spiritual harm

Identify approach options

Look at the characters in **How do people deal with conflict?** (in the toolkit) and their different approaches to conflict.



Pūpūrangi
Avoiding



Kiwi
Accommodating



Mako
Competing



Kuri
Compromising



Ruru
Collaborating

Discuss

- Can you relate to all of these character behaviours/conflict styles?
- What are the influencing factors that determine which response you choose?

Role play

Manu and Kerry are playing basketball and taking turns shooting baskets. Jo comes over and asks if she can play too. Kerry doesn't want Jo to play basketball with them.

Act out or read through the following endings and discuss the outcomes.

Ending 1

Jo: 'Can I have a go?'

Manu: 'Okay.'

Narrator: Kerry shrugs and plays half-heartedly. Whenever it's Jo's turn, Kerry throws the ball too hard directly at her. Two or three times he shoves Jo out of the way when it isn't necessary.

Jo: 'What's with the aggro, Kerry?'

Kerry: (Sighs.) 'Nothing.'

Ending 2

Jo: 'Can I have a go?'

Manu: 'Okay.'

Kerry: 'No way!'

Jo to Kerry: 'Why can't I play?'

Kerry: 'You always cheat and don't let others have a turn.'

Jo: 'You're a liar. You don't want me to play because I'm a better player than you.'

Kerry: 'You'd better get out of here before I hurt you.'

Jo: 'You just try it, mate.'

(Kerry and Jo move towards each other and fight.)

Ending 3

Jo: 'Can I have a go?'

Manu: 'Okay.'

Kerry: 'No way!'

Manu: 'Why don't you want her to play with us, Kerry?'

Kerry: 'Because she's not a team player and I don't get enough play.'

Jo: 'You guys have been playing all through the break. I want to play too.'

Manu: 'Jo, will you share so we all get plenty of ball time?'

Jo: 'Yeah that's alright with me.'

Manu: 'Is that okay Kerry?'

Kerry: 'S-u-p-p-o-s-e so as long as she takes turns properly.'

- What was constructive and destructive about the ways of dealing with this conflict?
- What animal characters, and their behaviour responses, can you see here?
- How does each way of dealing with the conflict make the different participants feel?

Role play

In groups, role play one of the following situations acting out each character response to conflict:

- asking to use the family car
- deciding which film to watch
- breaking off a relationship.

Conflict style observation

Ākonga observe three conflict situations. This can be real life, online, or fictional (for example, in a film, book, or programme).

- In pairs, choose a response to conflict character style.
- Create a conflict scenario to demonstrate this conflict response.
- Perform to the rest of the class.

Rest of class to observe the scenarios and answer the following questions:

- What was the conflict about?
- How was the conflict handled?
- How did the conflict end?
- Ākonga use their observations to identify constructive and destructive responses to conflict, and relate these responses to animal characters (conflict styles)



Arotakenga | Evaluation

- ? What are three key messages of this kaupapa?
- ? What have you enjoyed?
- ? Identify some of the different behaviours styles people use when dealing with conflict.

Te tukanga takawaenga

The mediation process



Ngā whāinga | Learning objectives

Ākonga will:

- ✓ understand the purpose of mediation
- ✓ understanding the role of a mediator
- ✓ learn the process steps and appropriate language
- ✓ practise the process.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te tukanga takawaenga | The mediation process (also in the **Ngā rauemi | Resources** in the appendix)
- Mediator introduction and rules



Ngā ngohe | Activities

Reflect

- Share experiences of observing the conflict scenarios in the previous kaupapa.
- How effectively was the conflict resolved?

Brainstorm

- What is mediation?
- What is the role of a mediator?

Discuss

Work through and discuss each stage of the mediation process from the student toolkit. As a mediator, what mindset do you need to begin a mediation process?

Role plays

Alternative scenarios are included in **Ngā rauemi | Resources in the appendix**.

Divide into groups of four – a mediator, co-mediator, and two disputants. Ākonga to role play the mediation process.



Person A	Person B
<p>You have been good friends with B for a long time. You are both in year 10 and forming different interests. You enjoy the company of other people. B isn't interested in others and spends their time in the library. You feel they are avoiding you. You asked if anything is wrong. B said everything is okay. B used to help with your homework but not lately. You feel secretly jealous of B's academic success. You have been teasing B in front of your friends. B has been to the school counsellor. You have agreed to go to mediation.</p>	<p>You have been good friends with A for a long time. You are both in year 10 and forming different interests. You are quieter and more introverted than A. You want good marks, which you are achieving. A is making new friends and you feel rejected. You spend time in the library at interval avoiding A who has been teasing you in front of her friends. You don't know how to handle the situation and have seen the school counsellor who suggested mediation. You agreed.</p>

Role plays

Use the scenario in the first role play activity but change roles so each has a turn at mediating. Each group discusses their experiences in their different roles. What effect did visualisation have on the mindset of the mediator?

Discuss

- Confidentiality and the mediation process.
- As a mediator what would you do or say in the following situation? Your best friend has heard you were mediating between two people you both know. Your friend says: 'I heard you did a mediation between Person A and Person B. What was going on?'



Arotakenga | Evaluation

- ? What are the key messages from this kaupapa?
- ? In one sentence, describe the role of a mediator.
- ? What are the five stages in the mediation process and their purpose?
- ? What have you enjoyed?



Te hīraurau raru me ngā whakaaetanga

Problem solving and agreements



Ngā whāinga | Learning objectives

Ākongā will:

- ✓ understand what makes an effective agreement
- ✓ be able to mediate effective agreements.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te hīraurau raru me ngā whakaaetanga | Problem solving and agreements
- Mediation Report Form
- Mediation Agreement Form
- Te patapatai whaitake | Effective questioning

Ngā rauemi | Resources from the appendix

- Scenarios
- Evaluation sheet



Ngā ngohe | Activities

Reflect

- Share and discuss experiences with the practice from the previous kaupapa.
- What is the purpose of mediation?

Discuss

What makes an agreement ineffective?

- For example, it fails the reality test and it cannot actually be carried out, it is not specific, or it does not meet the needs of the disputants.

What makes an effective agreement?

- How to mediate an effective agreement without giving solutions.

Role play

Choose a **mediation scenario** from *Ngā rauemi | Resources* included in the appendix and practise mediating an effective agreement.

Roles: two disputants, one mediator, one evaluator.

Conduct a mediation process while an evaluator observes the mediation and the agreement. Use the **Evaluation Sheet** resource to record observations.



Arotakenga | Evaluation

- ? What are the key messages of this kaupapa?
- ? What have you enjoyed?

Te whakarongo pīkari

Active listening



Ngā whāinga | Learning objectives

Ākongā will:

- ✓ understand how to build rapport with disputants
- ✓ identify the differences between poor listening and active listening
- ✓ understand the importance of active listening during mediation.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te poipoi whanaungatanga | Building rapport
- Te whakarongo pīkari | Active listening
- Paraphrasing

Ngā rauemi | Resources from the appendix

- Active listening vs. non-listening points



Ngā ngohe | Activities

Discuss Te poipoi whanaungatanga | Building rapport

Rapport is a state or feeling of being comfortable, relaxed and in-tune with yourself and another. It allows us to see life for others as it appears in their world. If we learn skills in communicating in a positive way we will increase the choices we have. Rapport happens automatically at a subconscious level.

You can create rapport by matching another person's:

- voice – tone, speed, pitch and volume
- breathing
- gestures and general posture
- eye movements.

Matching Body Language

Adopt the same position as the other person. Example: crossing legs. 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. For 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 rapport

- A feeling of oneness
- Leading occurs
- Observable colour change of skin
- Words, for example, 'I feel comfortable with you'

Building rapport is an essential key to good communication especially when resolving conflict

Using the points in the appendix, **Active listening vs. non-listening**, as a prompt, discuss examples of poor listening such as:

- changing the subject
- thinking about what you want to say next instead of listening
- thinking about something else while the other is speaking
- talking all the time
- filtering caused by values and prejudices– only hearing what you want to hear.

Discuss examples of active listening such as:

- being attentive
- listening for facts and ideas
- providing quality feedback
- listener paraphrases the key words which summarise the speaker's content
- reflecting feelings:
 - focusing on feeling words
 - observing body language
 - putting yourself in the place of the other by considering how they might feel.

Role play poor listening

- In groups of three give each person one poor listening role.
- Groups discuss something each person is good at.
- Discuss how the conversation went.

Role play active listening

- Divide into pairs: A and B.
- For 90 seconds A tells B something that happened that involved some emotions e.g: 'When my car was stolen last week ...'
- Person B listens using good listening techniques.
- Ask B to reflect facts and feelings back to A.
- Ask A how it felt to be listened to.
- Include rapport building techniques.
- Reverse roles.
- Discuss how the conversation went.

Listening evaluation

- Discuss the points, reflecting statements, and examples of paraphrasing included in the toolkit: **Te whakarongo pūkari | Active listening** before beginning the role play.

Role play

- Roles: two disputants, one mediator, one evaluator.
- Use the mediation process while an evaluator observes the listening and mediation.
- Use the Active listening vs non-listening resource to check what listening was observed. Discuss how it went

Scenario for Mediation

David and Sarah recently broke up. They agreed not to discuss details about the breakup with anyone. Sarah saw David talking to two of her friends at break. Afterwards, one of the friends commented about the breakup to Sarah. Sarah thought David had told her why they broke up, and accused him in front of his friends. They had a slanging match.

Skills practice

With a friend or whānau member, discuss active and poor listening. Practise active listening by taking turns at being a listener and a speaker, and include paraphrasing. Report back with:

- date, time, first name, subject, feelings
- thoughts on: 'I feel valued when ...'

Arotakenga | Evaluation

- ? What are the key messages from this kaupapa?
- ? Why is building rapport and active listening important to ensure a successful mediation?
- ? What have you enjoyed?



Te tautohu me te whakapuaki i ngā kare ā-roto

Identifying and expressing feelings



Ngā whāinga | Learning objectives

Ākonga will:

- ✓ understand how feelings and needs are connected when resolving conflict
- ✓ develop an inventory of emotions
- ✓ understand how to manage feelings in the mediation process.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te tautohu me te whakapuaki i ngā kare ā-roto | Identifying and expressing feelings
- How we are likely to feel when our needs are being met?
- How we are likely to feel when our needs are not being met?
- Universal Human Needs/Values

Ngā rauemi | Resources from the appendix

- How we are likely to feel when our needs are being met?
- How we are likely to feel when our needs are not being met?
- Scenarios



Ngā ngohe | Activities

Share

How do you feel today?

Acknowledge that sharing feelings makes us feel vulnerable and people have the right to pass.

Discuss similar words and feelings.

Ākonga refer to:

How we are likely to feel when our needs are being met/how we are likely to feel when our needs are not being met.

Discuss

- Name some of our basic human needs.
- How are feelings and needs connected?
- How can feelings cause and heal conflicts?

Role play

Choose a scenario included in ***Ngā rauemi | Resources*** from the appendix – ***Friendship Triangle, Rumours, Fighting or Need for the Full Picture.***

- Divide into groups of four – a mediator, a co-mediator, and two disputants.
- Discuss the feelings of the two disputants involved.
- How will that affect how you mediate?
- Take turns playing the different roles in the mediation process.

Discuss

What feelings helped or hindered the process?

How did the mediation process affect the feelings of the disputants?

What needs did the conflicting disputants have?



Arotakenga | Evaluation

- ? What are three key messages of this kaupapa?
- ? Why is it important to identify and understand our feelings and needs?
- ? What have you enjoyed?

Te whakamahi kīanga-I

Using I-statements



Ngā whāinga | Learning objectives

Ākongā will:

- ✓ recognise I-statements and their role in the mediation process
- ✓ learn how to construct an I-statement and when to use it.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te whakamahi kīanga-I | Using I-statements

Ngā rauemi | Resources from the appendix

- Constructing I-statements
- Staying neutral



Ngā ngohe | Activities

Reflect

Before beginning the role play take a moment to consider and review:

- active listening skills practice from the previous kaupapa
- your experiences as a listener and a speaker.

Role play using I-statements

Complete two role plays about the same situations and consider the differences and outcomes.

Role play 1

Manu: 'You're always borrowing money and you never pay it back. I'm sick and tired of asking you for it. I'll never loan you money again.'

Mark: 'All you care about is money! I told you I'd pay you back when I can. Stop bugging me.'

Role play 2

Manu: 'I felt disappointed when you didn't pay back that loan when you said you would because I trusted you to keep our agreement. Now I don't have enough to pay for my skateboard deck.'

Mark: 'Sorry Manu, I did mean to pay you back but I had a few problems when my phone broke. Can I pay you some now and the rest next week?'

Manu: 'If you pay me half now, that will be fine, and the rest by the end of the week. I'd appreciate that.'

Discuss

You-statements in conflict situations make the listener feel blamed or judged. By using I-statements, the speaker takes responsibility for their own feelings and thoughts without attacking others.

Role plays

Practise situations using I-statements.

I feel ... when ... because ...

Use the **How to Construct an I-Statement** activity in the toolkit and create I-statements for the characters in the following scenarios.

1. Lesley told her friend Beth that she thought David was really cool and wanted to go to the movies with him. Beth told another friend who told David.
2. Rangī missed a pass and John made a racist put-down.
3. Jackie doesn't like Kate and spread rumours about her to her friends.
4. You have just heard a whānau member say something unpleasant about your friend.
5. Your parent has asked you to do the dishes for the third night in a row. You have other siblings living at home.
6. Your best friend is ignoring you. You bump into them in the corridor.

Discuss with the group.

Skills practice

Create an I-message to cope with a situation in your life. Practise using I-statements. Record and report back at the next session.



Arotakenga | Evaluation

- ? What are the key messages of this kaupapa?
- ? Why are I-statements more helpful than you-statements?
- ? What have you enjoyed?

Te patapatai whaitake

Effective questions



Ngā whāinga | Learning objectives

Ākonga 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 questions.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te patapatai whaitake | Effective questions

Ngā rauemi | Resources from the appendix

- Question types and the mediation process
- Combining active listening and effective questioning



Ngā ngohe | Activities

Reflect

- What were your experiences with the I-statement practice from the previous kaupapa?
- How do I-statements affect conflict situations?

Discuss

- What are closed questions?
- What are open questions?
- When would you use the different types of questions in the mediation process?

Role play

In pairs each person asks a series of closed questions. Discuss the quality and content of the answers. Who had the balance of power?

In pairs, each person asks open questions. Discuss the quality and content of the answers. Who had the balance of power?

Discuss

- What are clarifying questions?
- What are focusing questions?
- What are affirming questions?



Role Play – Fish Bowl

- One person sits in the middle and the others sit in a semicircle.
- The person in the middle is either new to your school or an alien from a distant galaxy.
- The first group asks closed questions, for example, 'Where are you from?'
- The second group asks open questions, for example, 'Why have you chosen to come here?'
- Include clarifying and focusing questions:
 - 'What does 'be nice to me' mean to you?' or 'What exactly does x do to annoy you?' These are examples of clarifying questions.
 - 'What upsets you most about this?' is an example of a focusing question.

Topic questions

Divide into groups – give each group a topic.

1. Relationships
2. Music
3. Social media
4. Sport

For two minutes write closed and open questions (include clarifying and focusing questions).

Each group reads their questions. Others respond with agreed hand signals for question types.

Useful questions for mediators

In pairs, brainstorm some useful questions for mediators to ask. Refer to the **Combining active listening and effective questioning** resource in the appendix if needed.

For example:

- How do you see the problem?
- Can you explain further?
- How are you feeling about this?
- What could you do differently next time?
- What are you willing to do to solve this problem?
- What would be the best outcome for you?

Skills practice

Choose a family member or friend. Practise asking closed, open, clarifying, and focusing questions with them. Record an example of each.



Arotakenga | Evaluation

- ? What are the key messages from this kaupapa?
- ? Explain the importance of effective questions in the mediation process.
- ? What have you enjoyed?



Te tūpono atu ki te raruraru

Handling difficult situations



Ngā whāinga | Learning objectives

Ākongā will:

- ✓ become aware of the challenges they may face during mediation
- ✓ understand and apply appropriate strategies in difficult situations.



Ngā rauemi | Resources

LtPM Programme Toolkit for Secondary Students

- Te tūpono atu ki te raruraru | Handling difficult situations
- Keys for effective communication
- Ten Tips for mediators

Ngā rauemi | Resources

- *Staying neutral*
- *Helpful hints for mediators*



Ngā ngohe | Activities

Personal symbol

Draw your personal symbol for peaceful conflict resolution, and place symbols together on your Peer Mediation wall.

Brainstorm

- As a whole group list some of the challenges that may occur during mediation. For example, non cooperation, persistent interruptions, verbal abuse, attacks directed at the mediator or the process or lack of impartiality, dishonesty, failure to take responsibility, blaming others, not offering constructive ideas for solution, walking out, angry outbursts.
- Assign challenges to small groups and ask them to suggest solutions.
- Discuss solutions with the whole group.

Discuss

Using the *Staying neutral* resource from the appendix, discuss the traps for mediators to be aware of including:

- becoming emotionally involved
- giving solutions
- being biased / favouritism.

Discuss ways to notice and avoid these traps. Refer to *Helpful hints for mediators*, and *Staying Neutral* from the appendix; plus *Keys for effective communication* and *Ten Tips for mediators* from the *LtPM Programme Toolkit for Secondary Students*.

Role play

Divide into groups of four.

Practice the mediation process. A disputant chooses one of the challenges discussed in the brainstorm to give mediators experience and prepare them for the real situation. Swap roles, new disputants select a different challenge for mediators to practise with.



Arotakenga | Evaluation

- ? What are three key messages of this kaupapa?
- ? Why is impartiality / keeping neutral important for mediators to remember during mediation?
- ? What have you enjoyed?



Te tukanga takawaenga The mediation process

Stage 1: Introduction and rules

- Mediators introduce themselves.
- Build rapport with disputants. Explain the purpose and rules of mediation.
- Get agreement to the rules:
 - Listen to each other, you'll each get a turn.
 - One person speaks at a time.
 - Be respectful.
 - Be honest and tell the truth.
 - Agree to try and solve the problem together.

Stage 2: Defining the problem

Decide who will talk first. Value the disputant who is going second. 'You will get your turn... and thanks for waiting.'

Ask 1st disputant: Please tell us what happened? Listen.

Ask 1st disputant: How are you feeling? Retell feelings and facts. 'So I'm hearing that you are feeling... because...'

Ask 2nd disputant: Please tell us what happened? Listen.

Ask 2nd disputant: How are you feeling? Retell feelings and facts. 'So I'm hearing that you are feeling... because ...'

Ask: 'Do you have anything you would like to add about what happened?'

Unpack. Keep repeating the question above to both disputants independently until they have nothing else to add.

Stage 3: Establishing Needs

Ask 2nd disputant: 'What do you need from this mediation?' Mediator then summarises.

Ask 1st disputant: 'What do you need from this mediation?' Mediator then summarises.

Stage 4: Generating Solutions

Ask 1st disputant: 'What can you do to help solve this problem?'

Ask 2nd disputant: 'What do you think about that idea?' 'Is there anything else you could do to help solve this problem?'

Ask 1st disputant: 'What do you think of that idea?'

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

Mediator then summarises the agreement reached by the two disputants.

Stage 5: Reaching an Agreement

Ask both disputants: 'Do you think the agreement solves the problem?' and 'Are you both happier now?'

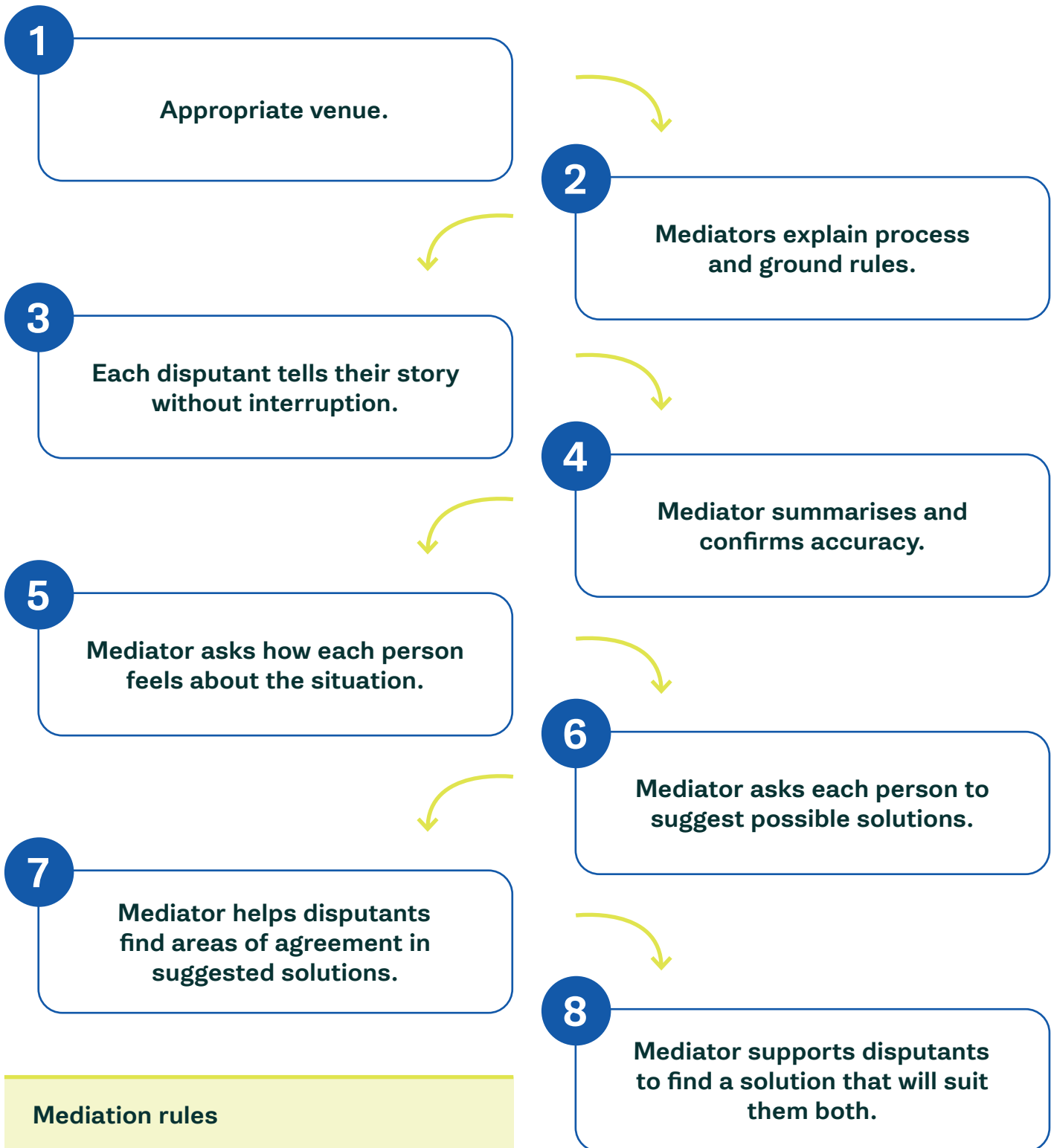
Write up the Agreement on the Mediation Report Form and ask disputants to sign it.

Arrange a 'checkback' date, time and place. Write these details on the Mediation Report Form.

Tell the disputants to mention to their friends that the conflict has been resolved in mediation to prevent rumours from starting and creating more conflict.

Congratulate both parties on reaching an agreement.

Basic format for mediation



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 try and solve the problem together

Mediation Report Form

Students involved:

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Date of referral:

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Date mediation took place:

--	--	--

Mediators:

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Issue Summary:

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Agreement:

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Disputant 1

Name:
Agrees to:
Signed:

Disputant 2

Name:
Agrees to:
Signed:

Follow-up date, time and place:

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Active listening vs. non-listening

Active listening

- Turn off or ignore devices and distractions.
- Paraphrase your understanding of their meaning in your own words.
- Don't introduce your own reactions or well intentioned comments.
- Let the speaker take the lead. Encourage them back to the issue when they divert.
- Ask for clarification when you don't understand.
- Try again if your active listening statement is not well received.
- Let them correct your feedback, this will clarify the situation for both you and them.
- Let them come to their own answer.
- Acknowledge their feelings.
- Don't advise, diagnose, reassure, encourage, criticise or bait them.
- Let them find their own solution.
- Reflect back to them, so they can hear and know you understand.
- Support their feelings: 'You feel helpless about it right now.' 'You can't find a solution yet.'
- Allow silences. Breathe.
- Use all your senses to understand problem scope and implication.

Non-listening

- Give the other person your version.
- Give your own opinions and advice. Talk about yourself at every point.
- If you're helping with a problem, try hard to make sure you know what you're going to say next.
- Introduce new topics to get off the subject if it's uncomfortable.
- Don't let them know if you don't know what they're talking about.
- Pretend you understand to make them feel comfortable and to avoid feeling foolish yourself. Don't let them correct you.
- Keep pushing your own perceptions of what they are saying. Enlighten them as to the answer – give them your answers and advice.
- Reassure: 'It's not that bad' or talk them out of it.
- Make sure you fix, change or improve what they've said, especially if you know you're right.
- Agree with generalisations: 'Yes, it's hopeless.' 'There's nothing you can do.'
- Fill silences.

How we are likely to feel when our needs are being met:

Source: Groktheworld.com (2021). Feelings, Needs, Body Sensations. Feelings PDF.*

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

*The Grok The World lists are available as free downloadable PDFs:
groktheworld.com/products/feelings-needs-body-sensations-lists

How we are likely to feel when our needs are not being met:

Source: Groktheworld.com (2021). Feelings, Needs, Body Sensations.*

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

*The Grok The World lists are available as free downloadable PDFs:
groktheworld.com/products/feelings-needs-body-sensations-lists

Universal Human Needs/Values

Source: Groktheworld.com (2021). Feelings, Needs, Body Sensations. Universal Human Needs/Values PDF.*

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
humor
movement
play
relaxation
rejuvenation
simplicity
space
tranquility
wholeness
wonder

Connection (love)

Love/Caring

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

Empathy/Understanding

Awareness, clarity
acceptance
acknowledgment
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

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
learning, clarity
mystery
participation
purpose, value
self-actualization
self-esteem
skill, mastery

*The Grok The World lists are available as free downloadable PDFs:
groktheworld.com/products/feelings-needs-body-sensations-lists

Scenarios

Friendship triangle

Jane and Sally are friends. They are involved in a conflict because Jane told Mary that Sally wouldn't speak to her and Mary accused Sally of being mean to Jane.

Sally: Jane says I'm talking behind her back to Mary, but I'm not. I just told Mary that Sally wouldn't speak to me. I passed her in the corridor and she looked right past me. I didn't even know why she was mad at me.

Jane: I wasn't mad then, but I am now! Mary came up and asked me why I was being mean to Sally, I can't believe she thought I was mad at her! I had a fight with my mother this morning and I didn't even see Sally walk past.

Rumours

John: Pat is a loser. She told everyone my sister is pregnant. I found out today what she's been saying when Sue told me. My sister's got enough trouble without people spreading rumours about her! I don't care about getting into trouble. She's going to pay for this!

Pat: I didn't tell anyone anything. I heard it from Sam and we were just talking. Why should I care what his sister is doing? I just want this to be over and for him to leave me alone.

Fighting

Two year 10 students have been caught fighting.

Alex says Mason has been picking on him for a week. He has been bad-mouthing and provoking him to make him lose control.

Mason says Alex has been trying to take his friends off him, and giving him 'the evils'.

Need for the full picture

Year 12 students are working in groups of five on an assignment project. Group One has been taking turns to work in each other's homes after school with the exception of one student who has not taken their turn to invite the others home. The rest of the group have decided that this is because this person considers himself superior to the group.

This has become important to the functioning of the group and they ask for mediation. You ask the student involved if they are agreeable. They agree to the mediation taking place between them and the most verbal member of the group. All agree to this.

Constructing I-statements

Level 1

'I feel... (state the feeling) when... (describe the behaviour that caused the feeling) because... (state the consequence of the behaviour for you).'

If this doesn't work, try level 2.

Level 3

Although you have tried to resolve the conflict you are still being hassled.

Seek help from:

- a mediator
- a teacher you trust
- a Dean
- a Guidance Counsellor.

Level 2

If you don't get an empathetic response, the I-statement may need to be strengthened.

- Repeat the I-statement.
- Ask for the behaviour you would like next time. For example: 'I would like you to ...' or: 'I need you to ...' Share what you need in a respectful way.

If this doesn't work, try level 3.

Question types and the mediation process

Different stages of the mediation process require different types of questions

The Process	Question Types
Introductions and process summary	Closed questions
Discussing the issues	Open questions and clarifying questions e.g: 'If I understand you correctly, you said that...'
Establishing some areas of agreement	'What ideas / values / beliefs / principles do both of you consider to be important in this situation?'
Generating options	Open questions: 'How can we solve this problem?' 'What do you need for this situation to improve?' Focusing question e.g: 'What concerns you most about this problem?'
Affirming each other	'What do you respect about ...?'

Combining active listening and effective questioning

Below are different types of statements and questions that can be used during a mediation when the mediator is actively listening.

Statement type	Purpose	How to do it	Examples
Encouraging	To convey interest. To help the person to keep talking.	Use neutral words. Ask open-ended questions.	How did this problem start? What happened next?
Clarifying	To get more information. To help all parties understand better.	Ask neutral questions requiring specific information. Don't ask judgemental questions.	In what ways were you hassled? Describe what happened when 'x was mean to you'.
Restating	To show you are listening with understanding. To check your interpretation.	Restate basic ideas and facts in your own words but do include key words from the speaker.	So you would like your friend to ask you first if she thinks it is a rumour.
Reflecting	To show you understand how the person is feeling. To help the person acknowledge their own feelings.	Reflect back the main feeling expressed. Make sure it is a feeling word and not a thought, opinion or perception.	So you are feeling frustrated and annoyed. I hear you are feeling angry about this situation.
Summarising	To focus disputants on the key ideas expressed. To check that everyone is clear about and agrees to what the problem is.	Reflect (retell, revoice, summarise, restate, paraphrase, repeat) back the key words and ideas to the disputants.	So as I understand it, this problem is about a misunderstanding between you both regarding a rumour that has been spread. Is that correct?
Valuing	To acknowledge the worthiness of each person.	To acknowledge the value of their issues and feelings. To show appreciation for their efforts.	I appreciate your willingness to choose mediation as a way forward to resolve this problem.

Evaluation sheet for the evaluator

	Low	Medium	High
Encouraging	Didn't use this. Little understanding of open and closed questions.	Asked one encourager. Used some open questions.	Used encouragers well. Appropriate use of open/closed questions.
Clarifying	Didn't attempt this.	Made an attempt at this.	Showed good understanding. Able to obtain specific information required.
Restating and Reflecting	Forgot to use or very limited attempt.	Some use of restating and reflecting.	Fully restated and feelings reflected well.
Summarising	Forgot to isolate key ideas.	Some attempt to summarise.	Key ideas outlined well using the disputants own words.
Valuing	Didn't attempt this.	Made an attempt.	Carried out well and after resolution reached, congratulated disputants.

Staying neutral

The role of the mediator is to help disputants solve their own problems. If the mediator makes suggestions, gives opinions or advice, disputants don't learn to solve their own problems. If mediators are judgemental, disputants will not trust the mediators or the process of mediation.

Here are some 'suggestions' examples:

- It sounds like you were not playing by the rules.
- The best way for you to handle this is to ask the teacher if you can sit somewhere else.
- Do you think that you could pay Adrian for the broken phone?

Here are some 'judgement' examples:

- Why did you do that? That was a foolish thing to do!
- It seems that one of you is lying.

Here are some examples of the statements adjusted to be neutral.

- It sounds like you were not playing by the rules.
 - Would you tell us more about the rule issue?
 - Explain why you think he was not playing by the rules.
- Why did you do that? That was a foolish thing to do!
 - What could you have done differently to prevent that from happening again?
- The best way for you to handle this is to ask the teacher if you can sit somewhere else.
 - How can you solve this problem?
 - What can you do to stop this from happening again next time?
- It seems that one of you is lying.
 - I feel confused when I hear two different stories. Please clarify again what happened.
- Do you think that you could pay Adrian for the broken phone?
 - What suggestions can you give to resolve the problem of the broken phone? Adrian has said he would like to be paid for the broken phone. How could this happen?

Helpful hints for mediators

Confidentiality

Confidentiality is an important principle of mediation. All parties should agree to maintain confidentiality to protect the process. Students will not choose mediation if they do not have trust that what is said during mediations will be kept in confidence. The agreement should be given to the LtPM Programme teacher coordinator to be kept in a private file.

To protect mediators they may wish to state at the start, 'Mediation is confidential unless you say something which could cause serious harm to yourself or another person.' Mediators also have their boundaries. These should be decided before mediators start formal mediations.

Tips for mediators

- In the 'defining the problem' stage, ask disputants to talk to the mediators, not each other.
 - Mediators listen to understand.
 - Disputants listen and can often react because they are emotionally involved.
- When disputants are giving options to solve the problem, keep language neutral.
 - Which response would you choose, and why? Discuss.
 - What else could you do to prevent this problem happening again?
 - So you've suggested ... Do you have another idea?
- A handy 'rule of thumb' is ... every time you want to make a suggestion, ask a question instead. Have a list of open questions ready to use when required. Remember, the kind of question asked, will lead to either a positive or negative response. Mediators have to be effective at asking the right question at the right time to facilitate the mediation process well.

Kuputaka

Glossary

Agreement – a plan to solve a problem between you and someone else

Bias – to be on one person's side (not open to change)

Checkback – a review with the disputants to see if their agreement has been kept

Compromise – a settlement of differences where each gives up something (needs)

Confidentiality – to keep private or secret

Confrontation – negative style, aggressive - to prove you are right

Co-operation – to work together to achieve a goal

Disputant – a person having an argument or fight with another

Disagreement – a failure or refusal to agree, a difference of opinion

Empathise – to feel and think as another person is feeling and thinking

Hōhā – fed up, annoyed

Kaitakawaenga – mediator

Kaupapa – topic, purpose, subject

Kare ā-roto – feelings and emotions

Mamae – hurt

Mediate – to act as a neutral person when two or more people disagree to help them reach agreement

Misunderstanding – a failure to understand

Negotiate – to discuss options and ideas with another in order to reach an agreement

Non-violence – to solve conflicts without hurting others

Prejudice – an opinion formed without sufficient knowledge of facts, for example, irrational hatred for a particular group, race or religion

Racism – the false assumption that one race is superior to another

Referral – ākonga or kaiako can refer ākonga for mediation as a suggestion

Relationship – how two or more people get along together

Restate – when you retell what someone else has said using their key words and ideas

Resolution – a course of action decided upon to solve a problem

Respect – to feel or show esteem for someone, to honour

Responsibility – personal accountability, ability to act without guidance

Role play – to pretend to be someone else and act as they might behave

Scenario – a situation provided so you can do a role play

Summarise – to restate in a short way the important points of what was said or written

Supported – where one mediator takes the major role and the other acts in mediation support

Trust – to have confidence in or feel sure of someone or something

Understand – to know and be tolerant or sympathetic

Value – a principle, standard or quality which is worthwhile to regard highly

Violence – abusive or unjust exercise of power

Win/win – when a solution is reached that satisfies the needs of all parties

(2022) Definitions. Dictionary.com.
www.dictionary.com

(2022) Māori Dictionary. Te Aka Māori Dictionary.
www.maoridictionary.co.nz



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