

# Kaiārahitanga mā te takawaenga aropā

## Leadership through Peer Mediation (LtPM) Programme

**He kete rauemi mā ngā ākonga kura tuarua**  
Toolkit for Secondary Students



# Ngā Ihirangi

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# He kupu whakataki

## Foreword

**If you are reading this foreword then I say ka pai! You have made a good choice to participate in the *Peace Foundation's Leadership through Peer Mediation (LtPM) training*.**

This opportunity has provided you with skills to support your peers to resolve conflict in a constructive way. You can develop your ability to lead and to do good in the school community, stepping up as a leader and role model for other peers, promoting the importance of kindness, fairness, empathy and respect for all as school 'Peer Mediators', 'Ambassadors of Social Justice' and 'Peace Ambassadors'.

Without a doubt this will improve your confidence, self esteem, resilience, and give you a greater sense of belonging and connection with others.

However you choose to work with the LtPM programme at your school, the skills you have learnt will help you to listen to the words and meanings other people are communicating.

Most importantly, you have learnt skills to listen to yourself, constructively dealing with your own issues in times of conflict. This will help you to have happy, harmonious, peaceful relationships with the people in your world.

Now that you have completed your LtPM training with the Peace Foundation, I invite you to read through and reflect on the content of this Toolkit. It will support you in remembering and assimilating this kaupapa on your journey to be an agent for positive change in your school community. Go for it! Embrace this responsibility and fly. Your attitude will determine your altitude. Start with yourself first. Step out to make a difference and your life will be even more AWESOME!

**Christina Barruel**

**Head of Peace Education**

The Peace Foundation – Te Rōpū Rongomau o Aotearoa

*"Conflict is a part of everyday life; it is how you deal with it that makes the difference."*

***The Leadership through Peer Mediation (LtPM) Programme*** will enable you to develop a range of important life skills which you can add to your CV including:

- mediation and communication
- critical thinking and negotiation
- problem solving.

LtPM is a conflict resolution programme which will help you become:

- an ambassador of social justice
- a leader in your community
- an advocate for fairness and respect for diversity.

The benefits of healthy conflict resolution includes:

- building resilient relationships
- allowing us to learn and grow
- developing self respect and respect for others
- creating a problem solving, positive outlook
- creating a clean slate approach – the past does not determine how current problems are solved.

# Te tautohu i tēnei mea te raru

## Understanding conflict and recognising our responses

**Conflict is part of everyday life – how we deal with it makes the difference**

**What is conflict?**

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**What are conflicts at our school often about?**

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**What are the benefits of dealing with conflict constructively?**

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Consider some examples from the news or your own life.

Brainstorm constructive vs. destructive ways of dealing with conflict.

Constructive	Destructive

# How do people deal with conflict?

These are five behaviour choices or conflict styles you can demonstrate when facing a conflict or problem with someone  
– adapted from the Thomas-Kilmann Conflict Mode Instrument TKI.



## Pūpūrangi – Avoiding

*'I'll think about it tomorrow'*

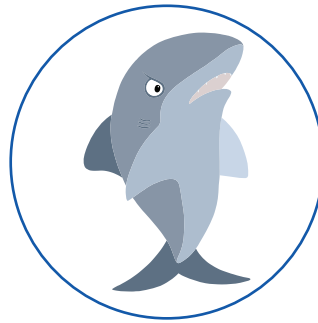
- Stops talking, ignores conflict, becomes silent
- Issues remain unresolved
- Time to 'cool off'
- Helps to preserve relationships



## Kiwi – Accommodating

*'It would be my pleasure'*

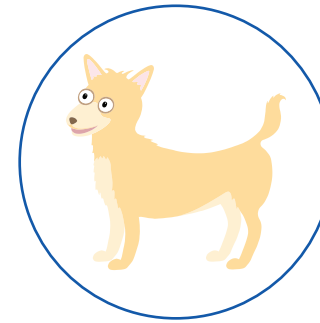
- Own needs are sacrificed for others
- Often cross with themselves afterwards (suppressed feelings)
- Peacekeepers – focus on and develop others
- Often agrees to preserve the relationship and create goodwill



## Mako – Competing

*'My way or the highway'*

- Refuses to take no for an answer
- Loss of relationship
- Takes quick action when decisions need to be made
- Lays down the law (makes unpopular decisions)



## Kuri – Compromising

*'Let's make a deal'*

- Important issues are left unresolved
- Power struggles
- Finding the middle ground – trade offs
- Creates temporary solutions



## Ruru – Collaborating

*'Two heads are better than one'*

- Time-consuming
- People can take advantage
- Non-threatening communication
- Ability to listen, understand and empathise

**Consider the following questions to identify your own approach:**

- What is your tendency?
- Can you demonstrate all these behaviour styles?
- What factors influence your response to conflict?

**Think about how you might respond more cooperatively in a conflict situation with whānau, friends, or classmates.**

**Reflect on a recent conflict in which you were involved.**

- What was it about? (Needs or values-based.)
- When did the conflict take place? Time of day and year (in the morning, evening, beginning of term, end of term, during exams).
- What else was going on?
- Where did it take place? (Home, school, neighbourhood.)

**How do you think culture, religion, health and wellbeing, or the reactions of others can influence your response?**

# Te mahi a te kaitakawaenga

## Role of the mediator

Brainstorm all the qualities needed for a person to be an effective mediator



Skills	Qualities
<div></div>	<div></div>
Attitudes	Behaviour
<div></div>	<div></div>



# 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.



# Mediator introduction and rules

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

Ko \_\_\_\_\_ taku ingoa. My name is \_\_\_\_\_ (mediator)

Ko \_\_\_\_\_ tēnei. And this is \_\_\_\_\_ (co-mediator)

**Here is what will happen:**

- you will both have a chance to tell your story and explain how you feel
- we will then help you to find your own solutions to this problem to avoid it happening again.

**We, the mediators:**

- will not tell you what to do
- will help you to find your own solutions to the problem
- will not take sides
- will not tell anyone else about what you share with us in this mediation unless you mention something that is against the school rules or which could be harmful to you or someone else.

**Would you please both agree to:**

- 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.



# Te hīraurau raru me ngā whakaaetanga

## Problem solving and agreements

### Useful clarifying and motivating questions

- ? What would be a fair way to handle this?
- ? What would you like to happen next?
- ? Why is that important to you?
- ? What could you do next time to prevent this problem from happening again?
- ? What do you think will happen if... ?
- ? What upsets you about this?
- ? How can we make this solution fair for you both?
- ? What do you need right now to improve the situation?
- ? Can you repeat what (name of other disputant) said please?
- ? Are you both happy with this solution?

### Creating effective agreements

Checklist for good agreements:

1. Who is going to do what?
2. Is it specific and balanced?
3. Can each disputant carry out their agreement?
4. Are both happy with the outcome?
5. Is there an appropriate time frame?

# Mediation report form

**Students involved:**

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**Mediators:**

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**Date of referral:**

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**Date mediation took place:**

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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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# Te poipoi whanaungatanga

## Building rapport

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

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'

# Te whakarongo pīkari

## Active listening

**A mediator needs to be a great listener. Active listening creates an atmosphere of trust and confidence in a fair process.**

**Active listening looks like:**

- speaking clearly and kindly
- physically engaging – lean in (close but not too close)
- don't fold your arms
- focus on the speaker and switch off your cell phone, computer, and music
- don't judge, interrupt, or offer advice
- listen for meaning.

## Paraphrasing

Paraphrasing, restating, retelling, reflecting, repeating, summarising and revoicing are words we use to describe the process of repeating back what has been said to show understanding and empathy. Key words from the speaker need to be included when paraphrasing so that the speaker knows they have been heard.

## How to paraphrase

- Focus on the speaker and listen carefully.
- Repeat without judgement the content and feelings you have heard. Include key words that the speaker has used.
- Begin with, 'So what you are saying is ...'  
Always check you have understood correctly by ending with, 'Is that correct?'

## Some useful phrases to use when paraphrasing

- 'What I am hearing you say is that you feel upset when...'
- 'I understand that...'
- 'So the way you see it is...'
- 'So it seems to you that...'
- 'So you are saying that...'
- 'You said that...'
- 'I hear you say that...'
- 'What you said was...'
- 'I understand that...'
- 'Okay, what you're saying is...'

**For example:**

So you are saying that you feel frustrated that he didn't let you have a turn and kept telling you what to do. Is that correct?

I understand that you feel upset because she started spreading rumours about you in school. Is that correct?

What you said was that you feel confused and didn't mean to cause trouble during the game. Is that correct?

# Te tautohu me te whakaata i ngā kare ā-roto

## Identifying and expressing feelings

**Feelings can cause or resolve conflict. Identifying them is an important part of mediation.**

### Inventory of emotions

Use a dictionary or thesaurus to identify words with similar meanings:

Alive, annoyed, angry, ashamed, aversion, confused, content, curious, discomfort, disconnected, embarrassed, fearful, glad, grateful, hōhā, loving, pain, riri, sad, self-conscious, stressed, tired, vulnerable, yearning, affection, rested, relaxed, joyful, whakamā.

It's not just what you say, but how you say it  
(tone, volume, inflection).

### False Feelings

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

Abandoned	Intimidated	Put down
Abused	Let down	Threatened
Attacked	Manipulated	Tricked
Betrayed	Misunderstood	Unappreciated
Blamed	Neglected	Used
Bullied	Overworked	
Cheated	Patronised	
Criticised	Pressured	
Ignored	Provoked	
Invisible	Rejected	

Groktheworld.com. (2021). Feelings, Needs, Body Sensations. Feelings Inventory PDF.\*

\*The Grok The World lists are available as free downloadable PDFs:  
[groktheworld.com/products/feelings-needs-body-sensations-lists](https://groktheworld.com/products/feelings-needs-body-sensations-lists)

# Feelings and needs are connected

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

Groktheworld.com. (2021). Feelings, Needs, Body Sensations. Feelings Inventory PDF.

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	

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# Feelings and needs are connected

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

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

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	Horrificed	Mad	Resentful
Aroused	Despondent	Embittered	Hostile	Mean	Restless
Ashamed	Detached	Exasperated	Hot	Miserable	Sad
Beat	Disaffected	Exhausted	Humdrum	Mopey	Sacred
Bewildered	Disappointed	Fatigued	Hurt	Morose	Sensitive
Bitter	Discouraged	Fearful	Impatient	Mournful	
Blah	Disenchanted	Fidgety	Intense	Nervous	
Blue	Disgusted	Forlorn	Irate	Nettled	
Bored	Disheartened	Frightened	Irked	Numb	

\*The Grok The World lists are available as free downloadable PDFs:  
[groktheworld.com/products/feelings-needs-body-sensations-lists](https://groktheworld.com/products/feelings-needs-body-sensations-lists)

# Universal human needs/values

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:  
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## Discussion questions

Is the tone of voice you use important?

How can you tell how someone is feeling?

How are feelings and needs connected?

What sorts of things do people do with their bodies that express their emotions?

Do you think there might be differences in the way people from different cultures express their feelings?

Do you think there might be differences in the way people of different ages express their feelings?

How are feelings expressed in social media?

# Te whakamahi kīanga-I

## Using I-statements

### Remember:

Being assertive is about expressing your own thoughts, opinions, and feelings. The first thing you say in a disagreement is crucial. When you insult, judge or blame someone else, they may feel threatened and become defensive. This closes the door for effective, open communication.

I-statements communicate our feelings, thoughts and needs to others in a safe, respectful, way. This prevents guessing and assuming.

I-statements are a tool mediators can use to guide disputants to express their feelings in a non-threatening way.

## How to construct an I-statement

### Level 1

I feel...

*[state the feeling]*



when...

*[describe what happened to cause this feeling]*



because...

*[explain the consequences for you]*

### Example:

I feel frustrated when you keep interrupting because it is not following the mediation rules you agreed to and is wasting my time.

Stop and wait for an answer. If you don't get one, try level 2.

### Level 2

#### Ask for what you want.

Say: 'I would like you to...' or: 'I need you to...' Share what your need is in a respectful way.

### Example:

'Can you please follow the mediation rules; be respectful and one person speaks at a time.'

If the problem continues, try level 3.

### Level 3

Seek help from a Guidance Counsellor, Dean or another teacher you trust.

# Te patapatai whaitake

## Effective questions

The mediation process is a series of open and closed questions. During the introduction stage use closed questions.

- ‘What is your name?’
- ‘Do you agree with the rules of mediation?’

During the rest of the mediation process, mainly open questions are used. This allows disputants to do most of the talking. They unpack what is going on for them.

### Five magic open questions

Open questions are empowering when used to support a person who has a problem that they are willing to share with a trusted individual. This is not a mediation process. Using these five questions, practise the key skills required by a mediator: questioning, listening and reflecting back information or summarising.

1. What happened or what is the problem?
2. How are you **feeling**?
3. What are you **thinking** about this?
4. What do you **need** right now?
5. What can you **do** to help solve the problem?

Separating thoughts and feelings is important to clarify understanding of the problem and what the need is to support action around a solution that works.

Questioners and listeners must reflect back what they hear using keywords from the disputants. Do this after each question is answered. Keep to the magic five. The process of asking the five magic open questions empowers the disputant to do their own problem-solving.

Be careful not to roadblock by advising, analysing, ordering, praising, probing, diverting, blaming, lecturing, moralising, labelling, reassuring or threatening. This is disempowering. It takes the focus away from the disputant and does not help them find their own solution. At the end of Question 5, do not be afraid of a silent pause. Wait. If the disputant asks for your assistance in solving their problem, then this is a good time to give your opinion or advice. If they are stuck, ask them if they would like and value your opinion. They do not have to act on it.

### Clarifying, focusing and affirming questions

Example of a clarifying question:

‘Did they say it to your face or on social media?’

Example of focusing question:

‘How do you feel right now?’, ‘Are you both happier now?’

At the end of mediation, an affirming question can help close the mediation in a positive way. For example: ‘What is one thing you appreciate about each other?’

The questions need to be appropriate to the situation and ākonga involved.

# Te tūpono atu ki te raruraru

## Handling difficult situations

### Lying

Remind disputants that they agreed to tell the truth. Mediators can:

- Ask, 'Why are your stories different?'
- Talk to disputants separately or possible witnesses.
- Stop the mediation and review the agreement.
- Stop the mediation and ask the disputants 'what if you don't solve this problem in mediation?'  
Explore the consequences then ask if they would like to continue with the mediation paying attention to follow the rules.

### Lack of cooperation

If disputants are not cooperating:

- Use an I-statement, 'I feel frustrated when you don't cooperate because it is wasting my time and yours'.
- Check the reason for their lack of cooperation and ask disputants if they wish to continue.
- Talk to disputants separately to confirm agreement.
- Stop the mediation and ask the disputants 'what if you don't solve this problem in mediation?'  
Explore the consequences then ask if they would like to continue with mediation, paying attention to follow the mediation rule – you agreed to try and solve the problem together.

### More than one issue or problem

If there is more than one problem or disputants have different problems, solve one problem at a time.

### Maintaining control

If the disputants become disruptive and/or abusive:

- Be assertive and give an I-statement like, 'I feel disappointed when you are both being disruptive because this behaviour won't help you to solve the problem.'
- Separate disputants and ask if they want to continue.
- Stop the mediation and ask the disputants 'what if you don't solve this problem in mediation?'. Explore the consequences then ask if they would like to continue with the mediation paying attention to follow the rules.

### Power imbalance

If one disputant has more power than the other, mediation can be difficult.

- Stand or sit closer to the less dominant disputant and make sure they have their say.
- Reinforce the rules with the dominant disputant. 'One person speaks at a time. You will get your turn.'

- Remind the less dominant disputant that the mediation process is fair, safe and confidential.
- Change the volume of your voice. Speak louder to the dominant disputant if necessary.

### Information from the past or off-topic

At times like this you could say: 'We need to talk about what happened for you both to cause this conflict. So, let's get back to what would help to solve the problem.'

### Disputants do not want to talk

- Ask open questions.
- If one is more reluctant to talk, stand or sit close to this person.
- Remind disputants that the process is confidential and safe.
- Offer disputants the opportunity to work out this problem with someone else.
- Remind them about the mediation rule they agreed to previously; to try and solve this problem together.
- Suggest they have a support person present.

# Keys for effective communication

1

Put people and friendship first. Remember conflict is a part of everyday life; it's how we deal with it that makes the difference.

5

Determine which person 'owns the problem' in a given situation.

9

Differences in background or culture may affect the way people view or understand a situation.

2

Rapport is the key to good communication. Know what it takes to make and keep a friend.

6

When you listen to others, they will listen to you.

10

Be respectful of others' opinions and beliefs.

3

You are responsible for yourself, your choices, your actions and your relationships.

7

Find the courage to ask questions and express what you really need concisely.

11

Agree to resolve any conflict in a way that creates a win/win, constructive outcome.

4

Say only what you mean. Express your own needs, beliefs and ideas honestly, clearly and without blame.

8

Express yourself in a non-threatening way by using I-statements.



# Ten top tips for mediators

## Tip 1

Really listen to what each person is saying. If they say something about how they are feeling about the issues make sure you feedback on their feelings. It is really important in helping them to feel heard and understood. It's also good for the other person to hear it again.

## Tip 2

Eye contact – look at the person talking if this is culturally appropriate. Give them your full attention.

## Tip 3

Give each person or group equal time and attention so they know you are being impartial (fair).

## Tip 4

Remind them that the conversations you are having are confidential (private).

## Tip 5

Ask them to agree how they will talk about the mediation to friends and others who know about the dispute. This is done to avoid gossip. Example: 'We agree to tell others that we've reached an agreement and the problem is now all sorted.'

## Tip 6

Keep asking open questions to check there is nothing more they want to say or are concerned about.

## Tip 7

Don't be afraid of silence – give the person the space and time to answer a question. It may be difficult for them to talk about their feelings or thoughts.

## Tip 8

Be respectful towards the people in dispute. This sets a good example and you set the tone for how the mediation should be.

## Tip 9

Remember you are not responsible for the disputants reaching an agreement. It is up to them to make the most of the opportunity that mediation is giving them. You are there to facilitate that. Look after yourself and don't feel responsible if they can't agree to a solution.

## Tip 10

Congratulate the disputants at the end for their hard work and commitment to mediation. People can feel quite drained and even emotional after a mediation. They can also feel really happy and relieved to have sorted out the problem – so it's good to congratulate them and yourself too.

# Kuputaka Glossary

Define these *kupu* / *words* and add some of your own...

**Agreement**

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**Biased**

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**Bullying**

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**Check back**

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**Clarify**

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**Collaborate**

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**Confidential**

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**Denial**

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**Empower**

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**Disputant**

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**Empathise**

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**Kōrero**

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**Mamae**

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**Negotiate**

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**Raruraru**

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**Role play**

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**Win/Win**

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