

Primary Teacher Resource

PEACEFUL CONFLICT RESOLUTION & PEER MEDIATION

This booklet belongs to:

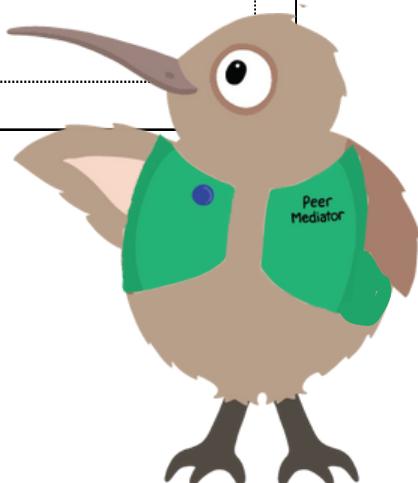




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Keys for Effective Communication



“Developing effective communication skills is essential for quality leadership.”



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 need.



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.

Responses to Conflict



What is your tendency?

Pūpūrang? Kuri? Mako? Kiwi? 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.*



PŪPŪRANGI

Avoiding

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

**KIWI**

Accommodating

- 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

**APPROACH OPTIONS**

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

KURĪ

Compromising

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

MAKO

Competing

- 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)

RURU

Collaborating

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



03

Building Rapport

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



Creating rapport

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



Source: Robert Neubecker

Matching body language

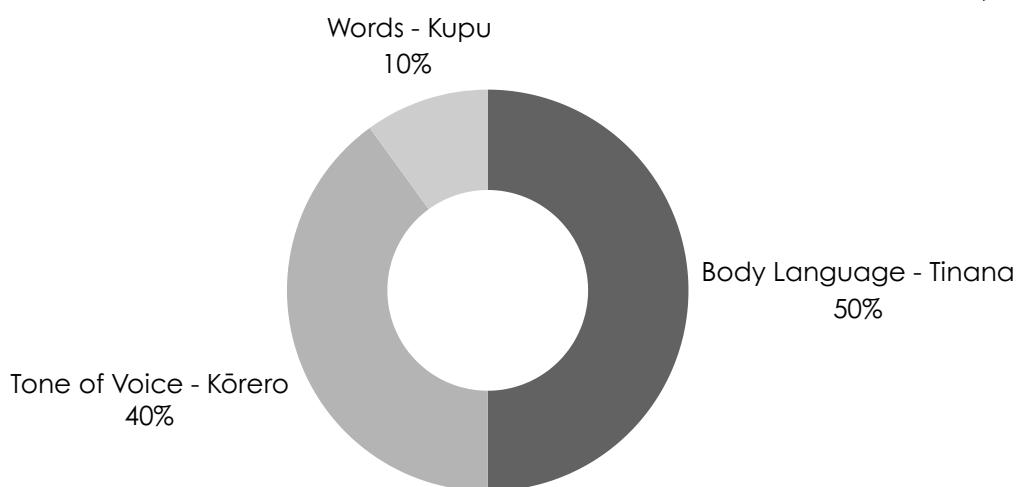
Adopt the same position as the other person. Example: both crossing right leg over left. This will help make the other person feel at ease with you.

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

REMEMBER: Rapport is the key to effective communication

”



Source: Professor Albert Mehrabian - University of California, Los Angeles

Five Magic Questions

04

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



1**What happened or what is the problem?**

Summarise, reflect, re-voice their information using their key words 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.

5**What can you do to 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

Using “I” Statements



"I" statements are a way of expressing your feelings, taking responsibility and avoiding blame. They can help you avoid sounding defensive and prevent defensiveness in your communication.



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)

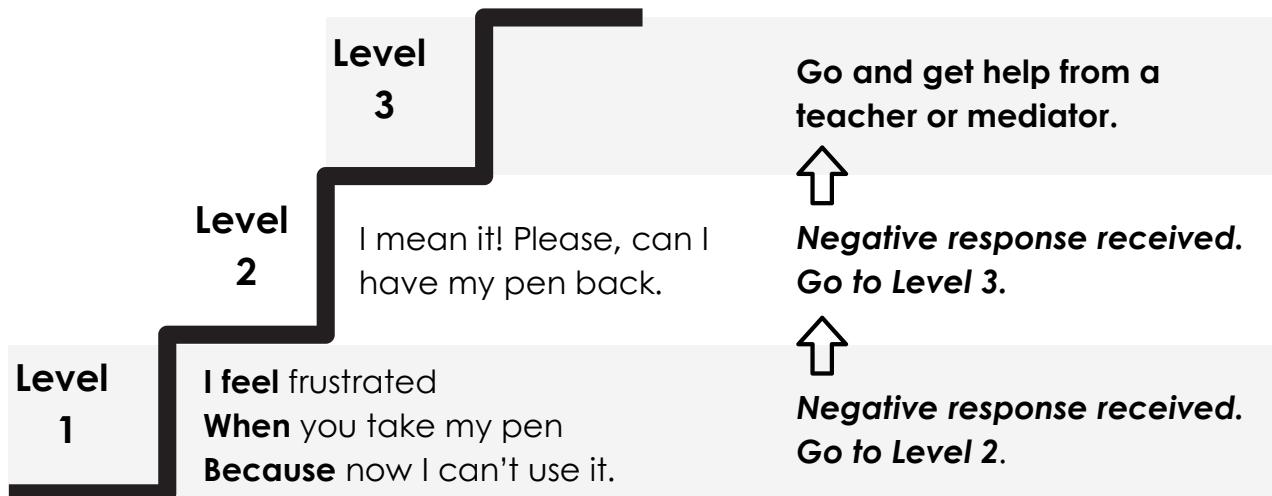
EXAMPLE:

I feel frustrated

when I find you on TradeMe during dinner time

because I am tired at the end of a long work day and we had an agreement you would get dinner tonight.

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



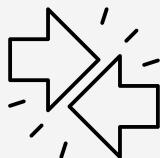
When you are not O.K. first, use an "I" statement

- 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

06

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!

07

Feelings & Emotions

Source: 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

CONFUSED

baffled
bewildered
dazed
hesitant
lost
mystified
perplexed
puzzled
torn

DISCONNECTED

apathetic
bored
distant
distracted
indifferent
numb
uninterested
withdrawn

DISCOMFORT

agitated
alarmed
discombobulated
disturbed
perturbed
rattled
restless
shocked
startled
surprised
troubled
turbulent
uncomfortable
uneasy
unsettled

EMBARRASSED

ashamed
flustered
guilty
self-conscious

FEARFUL

afraid
apprehensive
anxious
distress
frightened
hesitant
nervous
panicked
paralyzed
petrified
scared
tense
terrified
worried

GLAD

alive
amazed
amused
awed
encouraged
energetic
enthusiastic
excited
grateful
happy
hopeful
inspired
invigorated
joyful
motivated
optimistic
pleased
thrilled
wonder

GRATEFUL

appreciative
moved
thankful
touched

HOPEFUL

encouraged
expectant
optimistic

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

RESTED

alert
alive
energized
invigorated
refreshed
rejuvenated
relaxed
renewed
strong

STRESSED/TIRED

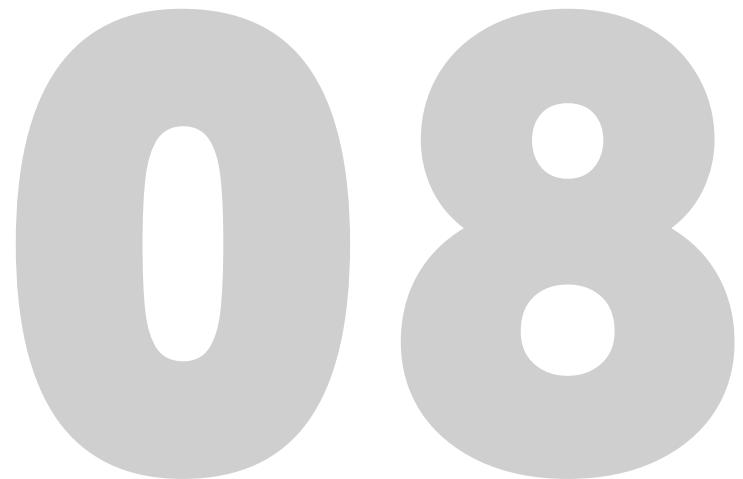
burnt out
depleted
exhausted
fatigued
listless
overwhelmed
restless
sleepy
weary
worn out

VULNERABLE

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky
tender

YEARNING

envious
jealous
longing
pining
wishful



Non-Feelings

We often use the word 'feel' to mean 'think.' These thoughts express our judgements, opinions, criticisms, or evaluations, NOT our true feelings/emotions.



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

abandoned	cheated	misunderstood	provoked
abused	criticized	neglected	rejected
attacked	ignored	overworked	put Down
betrayed	intimidated	patronized	threatened
blamed	manipulated	pressured	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

From "Real Eyes Peace with Compassionate Communication" workshop by Susie Spiller – 2017

Universal Human Needs/Values



Source: Groktheworld.com



1 Wellbeing (Peace)	2. Connection (Love)	3. Self-Expression (Joy)
SUSTENANCE/HEALTH abundance/thriving exercise food, nutrition nourishment rest, sleep shelter sustainability support/help wellness vitality, energy, aliveness	LOVE/CARING affection, warmth beauty closeness, touch companionship compassion, kindness intimacy mattering/importance nurturing sexual connection respect, honouring valuing, prizing	AUTONOMY/AUTHENTICITY choice clarity congruence consistency continuity dignity freedom honesty independence integrity power, empowerment self-responsibility
SAFETY/SECURITY comfort confidence emotional safety familiarity order, structure predictability protection from harm stability trust, faith	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	CREATIVITY/PLAY adventure aliveness discovery initiative innovation inspiration mystery passion spontaneity
REST/RECREATION/FUN acceptance appreciation, gratitude awareness balance beauty ease equanimity humour movement play relaxation rejuvenation simplicity space tranquility wholeness wonder	COMMUNITY/BELONGING cooperation fellowship generosity inclusion interdependence harmony, peace hospitality, welcoming mutuality, reciprocity partnership, relationship support, solidarity trust, dependability transparency, openness	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

A collage of positive words and concepts related to mental health, including Calm, Carefree, and various sensations like Free, Relaxed, and Secure. The words are arranged in a scattered, overlapping manner, with some in larger, bolder fonts and others in smaller, lighter fonts. The colors used include shades of blue, orange, and yellow. The overall theme is one of well-being, relaxation, and positive self-image.

Curious
Interested
Fascinated
Surprised
Rapturous
Amazed
Absorbed
Dazzled
Alert
Engrossed
Inquisitive
Astonished
Amused
Intrigued

laxed
n
t
Warm Loving Helpful
Affectionate
Friendly
Tender

Expansive
Touched
Radialt
Wide-awake
Thankful
Splendid
Buoyant
Proud
Composed
Mellow
Glowing
Cool
Alive
Intense
Moved
Breathless
Good-humoured
Refreshed
Gratified
Sensitive
Involved
Radialt
Wide-awake
Thankful
Splendid
Buoyant
Proud
Composed
Mellow
Glowing
Cool
Alive
Intense
Moved
Breathless
Good-humoured
Refreshed
Gratified
Sensitive
Involved

Expansive

Touched

Inspired

How we are likely to feel when our needs are NOT met



10

Useful Open Questions for Mediators



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

- What is the 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?

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.



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 4 chairs at the front of the circle; two for the disputants (students in conflict with one another) and two for the peer mediators who sit in the middle on chairs between the two disputants.

N.B. It is recommended that you have two peer mediators sitting in the middle who can share the facilitation of the junior process.

The 1st mediator begins by welcoming the class to 'Mediation Time'. The 2nd mediator then points to the "Mediation Rules" with a baton and reads the rules with the class repeating each rule as it is read by the 2nd mediator.

Mediation Rules:

Listen to each other

One person speaks at a time

Be respectful

Be honest

Agree to solve the problem together



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

Defining the Problem

Storytelling

The 1st mediator chooses which disputant will talk first.



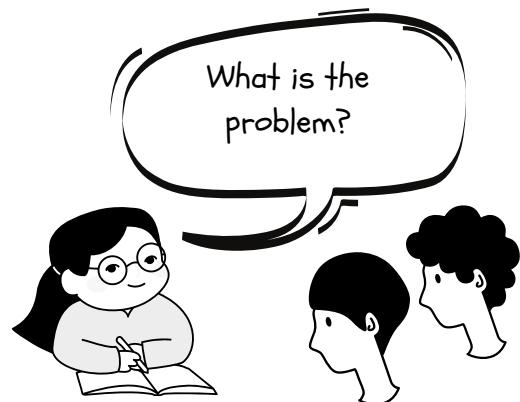
The 1st mediator asks the first disputant:
What is the problem?

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 two questions above are then repeated by the 2nd mediator with the second disputant .



Finding Solutions

The 2nd mediator asks the second disputant:
Do you have any solutions to help?

If a solution is given, the 1st mediator then asks the first disputant the same question.



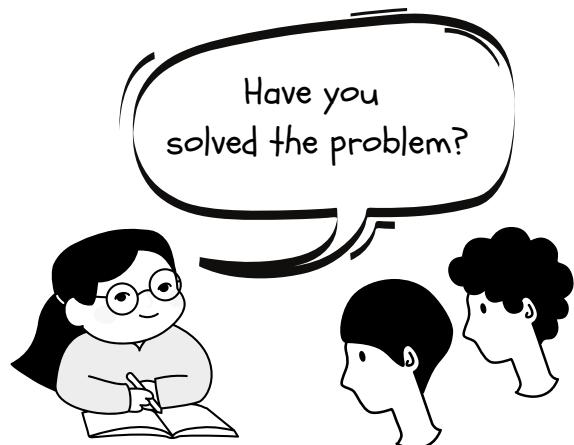
If a solution is given by the first disputant, then the 1st mediator asks both disputants:

**Have you solved the problem?
Are you both happier now?**

If the answer is 'yes' from both disputants, the 2nd mediator then says:

Congratulations for solving the problem.

The mediators shake hands with both disputants and ask them to shake hands with each other too. This concludes the class mediation.



If the disputants can't think of any solutions

If the disputants can't think of any solutions between them, the 2nd mediator can ask the class circle for help:

Does anyone have a solution to help?

Students with solutions are encouraged to share these.

The 2nd 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 best. 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 by the 1st mediator for the first disputant if they too do not have their own solution to the problem.



Optional Activity to Follow a Class Mediation

To end a class mediation on a positive note, the mediators can ask 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 Peace Foundation membership account and go to "Cool Schools Resources" for an example of the Junior Mediation Process in action. This example is showing a five year old mediator facilitating the process on her own.



2008 Video Production – The Junior Mediation Process – Willowbank School (Years 1 & 2)

Do show your students this role play. As the old saying goes ... a picture is worth a thousand words!

Supplementary Cool Schools Resources Available Online



There are plenty of online resources available to help with the implementation and management of the Cool Schools Peer Mediation Programme. These include videos that demonstrate the mediation process, printable handouts for mediators and helpful tips and advice for achieving success. Be sure to register for membership to gain access to these valuable materials.

Requirements for access

- Apply for School Membership via the Peace Foundation website:
- Get Involved > Become a Member (select school membership)
- Sign the MOU (Memorandum of Understanding)
- Pay the annual membership fee (\$75+gst) - this can be paid by credit card or invoiced after you apply for membership



The Primary Mediation Process

► In Depth

TE TUKANGA TAKAWAENGA



Stage 1: Introductions and Rules (Script provided overleaf)

Mediators introduce themselves.

Stage 2: Defining the Problem

- 'Who would like to speak first?'
- To the student speaking second: 'You will get your turn and...thanks for waiting.'
- **Ask disputant 1:** 'What happened?' ... 'How do you feel about what happened?' ... Retell the feelings and facts.
- 'So I'm hearing that you are feeling ... because ...'
- **Ask disputant 2:** 'What happened?'
- 'How do you feel about what happened?' ... Retell the feelings and facts.
- 'So I'm hearing that you are feeling ... because ...'
- **Ask disputant 1:** 'Do you have anything you would like to add about what happened?'
- Retell the facts.
- **Ask disputant 2:** 'Do you have anything you would like to add about what happened?'
- Retell the facts.
- Mediators keep repeating this question to disputants 1 & 2 until they both have nothing more to add to their stories about the past.

Stage 3: Summarising

- 'So, my understanding is that the problem is about ... (one sentence) ... is that correct?'
- Check the disputants agree. Note: Use a 'cause of conflict' word label. Example; exclusion/feeling missed out

Stage 4: Generating Solutions

- **Ask disputant 2:** to suggest solutions. CHOOSE ONE of the following examples:
 - What could you do to help solve the problem?
 - What could you do differently next time so this problem doesn't happen again?
 - What do you need to sort this out?
- **Ask disputant 1:** 'What do you think of that idea? Do you have any other suggestions?'
- **Ask disputant 2:** 'What do you think of that idea?'
- Work with the suggestions until they both reach agreement.
- Summarise the agreement that was made.
- Check: 'Do you think this agreement solves the problem? Are you both happier now?'

Stage 5: Reaching an Agreement

- Write down the solution/s on the **Mediation Agreement Form**.
- Arrange a check back: 'We would like to meet you at ... (location, day, time) ... to check that your agreement has worked out. Does that work for you both?'
- Write the check back date, time and location on the **Mediation Agreement Form**. Disputants must sign this.
- Congratulate both parties on reaching an agreement.
- Optional: Mediators ask disputants to affirm each other. 'I appreciate you because...'

Mediator Introduction and Rules Statement

Mediator #1: **BLUE**

Mediator #2 **YELLOW**

Thank you for choosing mediation as a way of solving your problem together. Ko _____ tāku ingoa. My name is _____.

Ko _____ ahu. My name is _____.

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

We, the mediators:

- will not tell you what to do
- will not take sides
- won't tell anyone else about it except if you share with us something that is against the school rules or could be harmful to you or someone else.

Can you both agree to the five rules of mediation? They are:

1. Listen to each other, you'll each get a turn.
2. One person speaks at a time.
3. Be respectful.
4. Be honest.
5. Agree to try and solve the problem together.

13

The Primary Mediation Process

➤ In Brief

TE TUKANGA TAKAWAENGA



Stage 1: Introductions and Rules

Mediators introduce themselves, and get agreement to the 5 rules of mediation which are:

1. Listen to each other, you'll each get a turn.
2. One person speaks at a time.
3. Be respectful.
4. Be honest.
5. Agree to try and solve the problem together.

Stage 2: Defining the Problem

- **'Who would like to speak first?'**
- To the student speaking second: '**You will get your turn and thanks for waiting.**'
- Ask disputant 1: '**What happened?**' ... '**How do you feel about what happened?**' Retell the feelings and facts.
- '**So I'm hearing that you are feeling because .**'
- Repeat above information for disputant 2
- Ask disputants 1 & 2: '**Do you have anything you would like to add about what happened?**'
- Retell the facts and keep repeating this question until disputants 1 and 2 have nothing more to add.

Stage 3: Summarising

- '**So, my understanding is that the problem is about _____ (one sentence). Is that correct?**' Check disputants both agree.

Stage 4: Generating solutions

- Ask disputant 2: to suggest solutions. CHOOSE ONE of the following examples:
 - What could you do to help solve the problem?
 - What could you do differently next time so this problem doesn't happen again?
 - What do you need to sort this out?
- Ask disputant 1: '**What do you think of that idea? Do you have any other suggestions?**'
- Ask disputant 2: to comment on any further suggestions.
- Work with the suggestions until they both reach agreement.
- Summarise the agreement that was made.
- Check: '**Do you think this agreement solves the problem? Are you both happier now?**'

Stage 5: Reaching an agreement

- Write down the solution/s on the Mediation Agreement Form (MAF).
- Arrange a check back: '**We would like to meet you at ... (location, day, time) ... to check that your agreement has worked out.**'
- Write this information on the MAF.
- Congratulate both parties on reaching an agreement.

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 ... Is that correct?**"

"I understand that you are feeling ... (name the emotion) about this. Is that correct?"

STAGE 2

You

(If you have a problem too express this briefly)

"So ... the problem for me is ..."

Say what you are feeling –
"I'm feeling..."

Say what you need –
"I need..."

Listen to their response (if any) and summarise (restate key information)

STAGE 3

Together

(problem solving - reaching an agreement)

Ask:

"What do you suggest we do to solve this problem?"

Listen to their response and summarise.

Add your bit if need be ... Say:

"I suggest that we also ..."

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



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