



Conflict Resolution and Peer Mediation Toolkit

IREX is an international nonprofit organization providing thought leadership and innovative programs to promote positive lasting change globally. We enable local individuals and institutions to build key elements of a vibrant society: quality education, independent media, and strong communities. To strengthen these sectors, our program activities also include conflict resolution, technology for development, gender and youth.

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Section One: Introduction

Introduction to Peer Mediation

In peer mediation, a trained youth acts as neutral mediator helping parties in conflict to understand the root causes of their dispute and to ultimately agree on a plan for resolving the conflict. Each individual mediation consists of six distinct stages:

He who hits first has run out of ideas. –Chinese proverb

1. Agree to Mediate
2. Storytelling and Gathering Points of View
3. Focus on Interests and Needs
4. Create Win-Win Solutions
5. Evaluate Options
6. Create an Agreement

The introduction of peer mediation programs in schools and community-serving organizations is based on a model of education that empowers individuals to prevent, resolve, and transform violent and nonviolent conflict by developing the **values, attitudes, skills and knowledge** to envision alternative options for action towards building peace.

Benefits of Peer Mediation

Evidence shows that peer mediation fosters self-regulation, self-esteem and self-discipline in youth (Johnson & Johnson 1997; Turnuklu et al., 2010). Another positive outcome of peer mediation training is the ability of trained youth to transfer mediation skills to a variety of settings including family and neighborhood conflicts, helping youth to become better problem-

solvers and more responsible citizens (Johnson & Johnson 1996b; Turnuklu, et al., 2010).

Research supports the finding that a sense of belonging is a very important factor in preventing violence in schools. Suspension or expulsion can push students further away from their learning communities whereas a school peer mediation program promotes critical thinking and builds decision-making skills, develops healthy standards of relationship within the school community and supports student self-determination.

Conflicts of different intensity levels are an everyday occurrence between people everywhere. When parties to a conflict do not know how to communicate openly and honestly, the conflict tends to escalate and grow. Peer mediation programs provide youth and adults with the tools and skills to resolve conflicts nonviolently.

Peer Mediation and the Youth Leadership for Peace Project

IREX and partner organization Foundation for Tolerance International (FTI) created the Conflict Prevention and Peer Mediation Toolkit to support the creation of peer mediation programs at schools in Kyrgyzstan as part of the Youth Leadership for Peace Project funded by the United States Institute of Peace (USIP). After receiving training on conflict prevention, peer mediation, and use of the Toolkit, teachers and youth from the Batken and Chui regions of Kyrgyzstan initiated peer mediation programs at 16 schools. From January – June 2013, peer mediators held more than 60 mediations, with 90% of mediations resulting in a signed mediation agreement.

Guide to Using the Toolkit

In this Toolkit:

In this Toolkit, you will find the training notes, handouts, sample agendas, and resource templates needed to initiate a peer mediation program for youth.

Intended Audience:

The resources in this Toolkit were initially developed for use by teachers and youth in Kyrgyzstan and are designed for an audience of youth ages 13-18. Activities can be adapted for a younger or older audience.

Getting Started:

Beginning a peer mediation program in a school or community-serving organization requires the commitment of a core group of youth and adults who are motivated to learn peer mediation methodology and to serve as neutral and confidential mediators.

A peer mediation program will be most successful when anchored by

- 1) active involvement of youth participants in the planning and implementation of the program,
- 2) a supportive adult or group of adults that is motivated to manage the program together with youth leaders, and
- 3) a supportive organization, such as a school or community youth center, to provide a physical space for mediations and encourage students or youth center patrons to use the mediation services.

Preparation Notes for Trainers:

Before carrying out any of the trainings in this Toolkit, trainers are encouraged to design a training plan for preparing new mediators. Two sample training plans are included here. Prior to each training, trainers should prepare the necessary supplies and handouts according to the training notes and consider how each training can be best adapted to meet the needs of the training participants. Because discussion of conflict can elicit strong emotions, trainers should be prepared to provide emotional support to participants and to direct participants to school and community resources for additional psychological support.



Youth in Kyrgyzstan used this "peace tree" to visually represent their feelings after completing an intensive training on conflict prevention and peer mediation.

Sample Fourteen Week Training Plan

Depending on how many hours per week are available for training, you may decide to implement your peer mediation training program over an extended period of weekly meetings or an intensive multi-day training.

The following is a suggested plan for splitting up the training sessions in this Toolkit over a period of fourteen weeks.

Week One:

What is Conflict?

Conflict Is...

Dimensions of Conflict

Peace Is...

Week Two:

Responses to Conflict

How I Respond to Conflict

Week Three:

Basic Needs

How I Meet My Basic Needs

Week Four:

Resources – Enough is Not Enough

Different Values

Conflict Outcomes

Week Five:

What is Mediation?

Stages of Mediation

A Successful Peer-Mediator

A Peer-Mediator Is...

To be a Peer-Mediator is to be a Leader

Week Six:

Agree to Mediate

Sample Script of Mediation Opening

Week Seven:

Communication

Active Listening

Summarizing

Week Eight:

"I" Messages

Communication Inhibitors

Clarifying Statements and Questions

Week Nine:

Restating and Repeating in Your Words What You Heard
Skills for Effective Communication

Week Ten:

Storytelling and Gathering Different Points of View
Perspectives

Week Eleven:

Dealing with Emotions
Feelings Inventory
Getting Your Buttons Pushed During Mediation

Week Twelve:

Positions/Interests/Needs
Focus on Interests and Needs

Week Thirteen:

Brainstorming and Evaluating Options
Create Win-Win Solutions

Week Fourteen:

What is Fair?
Create an Agreement
Putting It All Together

Sample Intensive Training Plan

Another option is to concentrate much of the mediation training into a two or three day intensive seminar, and to continue meeting weekly to cover the rest of the material. The following is a sample training agenda for a three day peer mediation training seminar.

Day One – Sources of Conflict

Time	Session Name	Activity Description
8:00 – 9:00	Getting to Know Each Other	<ul style="list-style-type: none"> - Icebreakers - Participants' expectations - Orientation - Agreeing on Rules
9:00 – 10:30	What is Conflict?	<ul style="list-style-type: none"> - Conflict Is... - Dimensions of Conflict
<i>Break</i>		
11:00 – 12:00	Active Listening	<ul style="list-style-type: none"> - Active Listening (Summarizing, Asking Clarifying Questions)
12:00 – 13:00	Dealing with Emotions	
<i>Lunch</i>		
13:30 – 14:30	First Stage of Mediation – Opening	<ul style="list-style-type: none"> - What is Mediation - Stages of Mediation - Agree to Mediate
14:30 – 15:00	Closing Activity	Summary + Closing Game

Day Two – The Mediation Process

Time	Session Name	Activity Description
8:00 – 8:45	Icebreaker Review of First Day	
8:45 – 9:45	Second Stage of Mediation - Storytelling	<ul style="list-style-type: none"> - Storytelling and Gathering Perspectives
<i>Break</i>		
10:00 – 12:30	Third Stage of Mediation - Positions, Interests and Needs	<ul style="list-style-type: none"> - Basic Needs - How I Meet My Basic Needs - Resources – Enough is Not

		Enough - Different Values - Positions/Interests/Needs
<i>Lunch</i>		
13:30 – 14:30	Fourth Stage of Mediation – Creating Win-Win Solutions	- Create Win-Win Solutions
14:30 – 15:00	Closing Activity	

Day Three – Practice

Time	Session Name	Activity Description
8:00 – 8:45	Icebreaker	
	Review of first and second days	
8:45 – 9:45	Fifth Stage of Mediation – Evaluate Options	- Brainstorming and Evaluating Options
<i>Break</i>		
10:00 – 11:00	Sixth Stage of Mediation – Create and Agreement	- What is Fair? - Create an Agreement
11:00 – 13:00	Role Play Full Mediation	
<i>Lunch</i>		
13:30 – 14:30	Review	
14:30 – 15:00	Closing Activity	

Glossary

Active Listening – A communication procedure in which the listener uses nonverbal behaviors, such as eye contact and gestures, as well as verbal behaviors, including tone of voice, open-ended questioning, restating, and summarizing, to demonstrate to the speaker that the listener is paying attention.

Avoidance – The practice of non-engagement.

Basic Needs – Needs that underlie all human behavior – survival, self-worth, belonging, self-actualization, power, freedom, fun...

Bias – A preconceived opinion or attitude about something or someone. A bias may be favorable or unfavorable.

Body Language – posture, body positions and looks while listening and speaking that reveal much information about how we feel and what we are thinking.

Brainstorming – sharing ideas that come to mind without judging whether they are good or bad.

Clarify – To make clearer or to enhance understanding. During a conflict-resolution procedure, open-ended questions are often used to clarify meaning.

Closed Questions – questions which can be answered with a simple response such as "yes," or "no" and which do not give us very much information.

Collaboration – Working with the other side to seek solutions that completely satisfy both parties. This involves accepting both parties' concerns as valid and digging into an issue in an attempt to find innovative possibilities. It also means being open and exploratory.

Common interests – Needs and/or interests that are identified as being held jointly by the parties in a conflict resolution process.

Competition – A strategy by which one pursues the satisfaction of one's own interests at the expense of others – a win-lose approach.

Compromise – An expedient settlement that only partially satisfies both sides. Compromising doesn't dig in to the underlying problem, but rather seeks a more superficial arrangement such as "splitting the difference." It is based upon partial concessions – giving up something to get something.

Conflict – An expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from the other party in achieving their goals; a controversy or disagreement; to come into opposition.

Conflict Resolution – A spectrum of processes that utilize communication skills and creative thinking to develop voluntary solutions that are acceptable to those concerned in a dispute.

Cooperation – Associating for mutual benefit; working toward a common end or purpose.

Culture – That part of human interactions and experiences that determines how people feel, act, and think. It is through one's culture that one establishes standards to judge right from wrong, beauty and truth, and the worth of oneself and others. Culture includes one's nationality, ethnicity, race, gender, sexual orientation, socioeconomic background, ability and age.

De-escalate – To engage in actions that decrease the intensity of a conflict.

Disputants – One who is engaged in a disagreement or conflict.

Escalate – To engage in particular actions that increase the intensity of a conflict.

Ground Rules – agreed upon standards of behavior that help make the mediation process work.

"I" Statements – a way of expressing ourselves when we are using our "active listening" skills that takes responsibility for our feelings and expresses our needs. As mediators we try to help disputants use "I" statements in order to deescalate the conflict and promote healing communication.

Interest – A substantive, procedural, or psychological need of a party to a conflict; the aspect of something that makes it matter to someone.

Mediation – a process that allows people who are in conflict with each other to discuss things in a structured environment that facilitates a peaceful resolution that is fair to everyone.

Mediator – a person who is trained to help people resolve their disputes while remaining neutral.

Open Questions – questions that prompt the person being asked to offer more information which can help us understand how they are feeling or thinking.

Party – a side in the mediation (see disputant).

Position – A point of view; a specific solution that a party proposes to meet his or her interests or needs. A position is likely to be concrete or explicit, and it often includes a demand or threat that leaves little room for discussion. In conflict resolution, an essential activity is for participants to get beyond their positions to understanding their underlying interests and needs.

Resolve – To settle a conflict or disagreement through a process such as mediation.

Resolution – The actual details of the settlement of a conflict or disagreement.

Shared interest – Something the parties can agree on or something they both want that can become the starting point of a possible agreement to the conflict.

Summarize – To restate in brief, concise form. Summarizing is an aspect of active listening that is utilized by both disputants and mediators to increase common understanding.

Trust – To have confidence in or to feel sure of; faith.

Value – A principle, standard or quality considered worthwhile or desirable.

Violence – The unjust or abusive use of power; force exerted for the purpose of injuring, damaging or abusing people or property.

Section Two: Understanding and Analyzing Conflict - Exercises and Handouts

This section includes a series of exercises designed to train participants in basic understanding of conflict, examining different responses to conflict and thinking about their own responses to conflict. Trainings also focus on searching for the deeper roots that often feed and sustain conflicts, including basic needs, resources and different values. Participants in these trainings will explore the various outcomes that can occur when conflicts are handled in different ways. This section forms the necessary foundation for learning about the mediation process because it provides an orientation to the theory behind peer mediation as a conflict resolution tool.

Training Session

Conflict is...

Purpose: To learn that conflict is a natural part of everyday life.

Length: 1 hour

Number of Participants: 5 or more

Materials: Notecards, Tape, Markers, Flipchart paper

Note: Before beginning, prepare 5 large sheets of flipchart paper with the headings:

Conflicts in the classroom/at school

Conflicts with siblings

Conflicts with friends

Conflicts in the community

Conflicts in the world

Split each paper into three columns:

Description of the Conflict	How it was Handled	Alternative Solutions
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Example:

<u>Conflicts With Friends</u>		
Description of the Conflict	How it was Handled	Alternative Solutions

Procedure:

1. Hand out two notecards to each student. Ask them what comes to mind when they hear the word *conflict*. Give students time to write or draw their responses on the notecards. (5 min.)

2. Gather the notecards from the students and tape them to the walls of the classroom. Give the students time to walk around the classroom and look at the different associations of the word conflict. (5 min.)
3. Review the different word and image associations as a group. Discuss the fact that most people have negative associations with conflict. (Typical words include: *fight, war, hate, hit, push, argue*, etc.). (10 min.)
4. Point out that conflict can be handled in positive ways. Hand out two additional notecards. Ask the students to try to think about two positive words or images that can be associated with conflict. (Typical responses might be: *talking, listening, cooperating, sharing*) Add these to the walls. (10 min.)
5. Split the class in to five groups. Give each group a flipchart paper with one of the pre-prepared headings on it. Ask the groups to think of examples of conflicts that occur in the setting they were given, the ways in which they were handled, and alternative ways that they could have been resolved. (15 min.)
6. Discuss the student's responses, and what happens when conflicts are handled positively. What are the possible outcomes when conflicts are handled positively? (Possible outcomes include: we become better friends; we feel respected; everyone's ideas are understood; good solutions are possible.) (15 min.)

What is Conflict?

- a fight, battle, or struggle, especially a prolonged struggle; strife, controversy; quarrel
- discord of action, feeling, or effect; antagonism or opposition, as of interests or principles

Conflict occurs regularly in our daily lives. Is it possible to say that conflict in and of itself is either "good" or "bad?"

In Chinese, the word for conflict is a combination of the word for "danger" and the word for "opportunity."

The way that we handle conflict determines whether the outcome will be negative or positive. In this way, conflict is like fire – it can be useful for cooking or for creating warmth, and at the same time, if it gets out of control it can also be harmful and burn you or cause a lot of damage.

When we deal with conflict effectively, it is possible to see the positive aspects of it; we can learn a lot about ourselves and others from it, we can come up with creative ways to deal with problems, and we can even get closer to people through conflict. When we deal with conflict ineffectively, it can escalate quickly and lead to physical and/or emotional violence.

Conflict is normal, natural and necessary.

Despite the pervasive tendency to see conflict as negative, mediators and peacemakers see conflict as an opportunity for growth and development. It is important to learn how to deal with conflict and how to respond to it.

Training Session

Dimensions of Conflict

Purpose:

To introduce students to the five dimensions of conflict as a tool for conflict analysis.

Length: 1 hour 30 minutes

Number of Participants: 10 or more (minimum 5 groups of 2)

Materials: Use the Educators for Social Responsibility website (ESR) to access and print copies of the 5 Dimensions of Conflict handout

(http://www.esrnational.org/otc/lesson_container/ESR_Five_Dimensions.pdf)

Procedure:

1. Create five groups of students, with an equal number of students in each group.
2. Assign one "dimension of conflict" to each group and ask them to read and discuss their "dimension."
3. Allow enough time to make sure everyone understands the concepts and vocabulary in their dimension.
4. Ask each group to prepare a skit that demonstrates the concepts and vocabulary introduced in their dimension. The skit should apply the information introduced in the dimension to a conflict situation. Each dimension is complex, so students might want to choose just a portion of it to demonstrate.
5. Each group should present their skit to the entire class.
6. Following each presentation, the entire class should be invited to ask the presenters questions to clarify how one might recognize the dimension of conflict their presentation focused on.

Variation:

Ask students to write short stories about a conflict situation.

Peace is...

"Peace is that state in which, in any specific context, each individual fully exercises his or her responsibilities to ensure that all individuals fully enjoy all the rights accorded to any one individual in that context. Peace is that state in which every individual is able to survive and thrive without being hampered by conflict, prejudice, hatred, antagonism, or injustice. Peace is not a static state of being, but rather a continual process of interaction based on a philosophy that espouses nonviolence, compassion, fairness, cooperation, respect and tolerance. It is important to realize that peace is not the absence of conflict. When conflict occurs, as it inevitably will, it is recognized, managed and resolved in ways that allow each individual to satisfy his or her basic needs" (Bodine, Crawford & Schrumpf, 1994).

Purpose:

- To understand that peace means different things to different people. To think about what peace means to me.

Length: 55 minutes

Number of Participants: 5 or more

Materials: Flipchart, Markers, Cut-outs of different colored doves, tape,

Procedure:

1. Hand out four or five doves to each of the participants. Ask them to write down their associations with the word *peace*. Ask them to think about how it makes them feel when they think about peace. Ask them – What is peace? What does peace look like? Smell like? Feel like? Sound like? Close your eyes and really envision peace – what do you see? Participants can write words or phrases or entire sentences or even draw pictures.
2. Ask the participants to give examples of some of the phrases that we use when we talk about peace. Discuss the fact that all around the world people have difficulty in deciding what we mean by peace, because we are more attuned to what is NOT peace. We use the words 'give me some peace' to mean 'stay quiet.' A 'peace accord' means we will stop fighting. When we try to define peace, we have a wide range of meanings, from children being quiet to countries not fighting. We can see that these ideas point to peace at all levels of society, from governmental and international levels to the community and personal relationships. Some refer to 'internal' peace and others to 'external' peace.
3. Introduce the participants to the following terms:
 - Negative peace** – the absence of war and the reduction of violent conflict
 - Positive peace** – the absence of war and violent conflict, but also the reduction or removal of factors that harm individual quality of life and cause conflict to

happen. Positive peace requires economic and social justice, elimination of poverty and discrimination, and a healthy ecology.

Structural violence – not physical violence, but the less obvious violence caused by poverty, racism, sexism and human rights abuses. When institutions or social systems give some people power while depriving others of their basic human rights, it can be said that structural violence exists.

4. Put sheets of flipchart paper with the following headings around the room:

- Culture
- Environment
- Human Rights
- Social/Economic Injustice
- Physical Violence
- Inner Peace

5. Ask the participants to tape their doves to the sheet that they feel is appropriate for the words or descriptions that they wrote down.

6. Hold a discussion and ask the following questions: How do we lose peace? What effect does it have on others when we lose peace? What effect does it have on others when we stay peaceful? In what way does prosperity translate as peace? Is your classroom, community, country – in a state of negative or positive peace? Are there examples of structural violence in your school, community, country or elsewhere in the world? What actions can be taken to address this structural violence?

We often do not understand how our actions create lack of peace. Although we may feel we cannot change the actions of others, the internal factors identified above such as happiness, confidence and prosperity are the beginnings of peace, and if we use them wisely then peace can grow. Make the connection to peer-mediation and how we are going to learn skills that will help us become more effective peacemakers.

(Adapted from Verdiani, 2005)

What's My Response to Conflict?

Purpose: To examine one's typical responses to conflict

Length: 45 minutes

Number of Participants: 5 or more

Materials: "How I Respond to Conflict" worksheet, Writing Utensils

Procedure:

1. Explain that when we are in conflict with another person, we have certain typical responses. These responses may vary depending on who the other person is and what the situation is. (5 min.)
2. Invite the students to share examples of conflict they have had recently with a brother, sister, or friend. How did they respond? As for examples of conflicts with adults. What were their responses in these conflicts? (10 min.)
3. Refer the students to the "How I Respond to Conflict" worksheet and have them complete it according to the instructions. (5-10 min.)
4. Divide the students into small groups and ask them to discuss the responses they use most often. Have each group share their conclusions with the class as a whole. (10 min.)
5. Discuss which responses help students get their basic needs met and which do not. The following questions may help: (10 min.)
 - Does avoiding or ignoring a friend you are mad at help you get your belonging need met? Why?
 - Does letting an adult decide who is right help you get your power or freedom needs met? Why?
 - Does talking and finding ways to agree help you? How?

How I Respond to Conflict

Check the boxes that show the responses that are most typical for you when you are in a conflict with another person. Then circle the three responses you normally make first in a conflict.

	Often	Sometimes	Never
Yell or threaten the person			
Avoid or ignore the person			
Change the subject			
Try to understand the other side			
Complain to an adult			
Call the other person names			
Let the other person have his or her way			
Try to reach a compromise			
Let an adult decide who is right			
Talk to find ways to agree			
Apologize			
Hit or push back			
Cry			
Make it into a joke			

Conflict Outcomes

Purpose:

- To explore the benefits of cooperation rather than competition.
- To introduce the concepts of win-lose, lose-lose, and win-win.

Length: 15 minutes

Number of Participants: 5 or more

Materials: Bag of candy

Procedure:

1. Participants form pairs and stand across from each other at arms-length. Instruct the participants to grasp each other's hands as if they were shaking hands.
2. Tell the participants that they have 30 seconds to play this game. The instructions are as follows:
 - The point of the game is to get as many points as possible. You get one point every time you successfully make the back of your partners hand touch your own hip. Each time this happens, you will receive a piece of candy. Make sure to record your score for the final payout.
(The demonstration makes it clear how to score a point. The instructions are relatively unclear on purpose because the participants usually use their first or automatic instinct when asked to make their partner's hand touch them, which is usually to try and pull it towards them using force. Some participants will realize that if they work together, they can make their hands swing back and forth, each time touching their partner's hip and scoring a lot more points.)
3. Give the participants 30 seconds. Ask the participants to tell you how many points they got.
4. Discussion: cooperation and competition. How did the participants who managed to get a lot of points play the game? (Ask them to demonstrate). How did the participants who didn't get a lot of points play the game? (Ask them to demonstrate). Discuss our tendency to think in terms of competition automatically, instead of thinking in terms of mutual gain.
5. Reintroduce the terms "win-lose," "lose-lose," and "win-win." Ask the participants what kind of outcome we are trying to achieve when we mediate? (Win-win).
6. Give everyone candy! (*Total activity: 15 minutes*)

Basic Needs

Purpose: To learn about basic needs and to understand that most conflicts between people involve the attempt to meet basic needs.

Length: 1 hour 45 minutes

Number of Participants: 5 or more

Materials: "Basic Needs" page, "How I Meet My Basic Needs" worksheet, Writing utensils

Procedure:

1. Refer students to the "Basic Needs" page. Discuss the idea that although we all share the same basic needs, the things each of us chooses to do to meet these needs is different. *(10 minutes)*
2. Ask the students to think of examples of people trying to meet the same need in different ways. (For example, everyone has the need for recognition. Anara gets this need met by developing her music skills while Kanat gets this need met by being active in the student council.) *(10 minutes)*
3. Refer students to the "How I Meet my Basic Needs" form. Give students time to record some of the things they do to get their basic needs met. *(10 minutes)*
4. In small groups, have the students discuss the examples they recorded and compare how they are alike and how they are different. *(15 minutes)*
5. Return to the idea that basic needs are often the origin of conflict. Ask the students to provide examples in which basic needs are at the root of a conflict. For example, Phil might be upset because his friends are going to a party he was not invited to – he is not getting his need for belonging met. *(10 minutes)*
6. Have each one of the small groups deal specifically with one need. Ask the students to think of and discuss examples of conflicts they have personally experienced because their basic needs were not being met. Ask the students to list constructive ways for achieving the specific need they are discussing and to list destructive ways for achieving the specific need they are discussing. *(20 minutes)*
7. Each group will report back to the larger group and the larger group will have a discussion. *(20 minutes)*
8. Summarize that being aware of our basic needs helps identify unmet needs as the origin of a conflict. When we understand the origin of conflict, we have a better chance of resolving it. *(10 minutes)*

Basic Needs

Safety/Security – The need for structure, stability, predictability and the freedom from fear and anxiety.

Belonging/love – The need to be accepted by others and to have strong personal ties with family, friends and identity groups.

Recognition - the need to be recognized by oneself and others as strong, competent, and capable. It also includes the need to know that one has some effect on her/his environment.

Personal fulfillment - the need to reach one's potential in all areas of life.

Identity – the need to have a sense of self in relation to the world and to have others recognize this as legitimate.

Freedom – the need to exercise choice in all aspects of one's life.

Justice – the need for fairness and just division of resources.

Fun – the to enjoy life, pursue enjoyment and recreation.

Adapted from Bodine, Crawford and Schrumpf and
Unmet Human Needs by Sandra Marker
on Beyond Intractability <http://www.beyondintractability.org/bi-essay/human-needs>

How I Meet My Basic Needs

Instructions: Write some of the things you do to meet your basic needs.

Safety/Security –

Belonging/love –

Recognition –

Personal fulfillment –

Identity –

Freedom –

Justice –

Fun –

Enough is Not Enough

Purpose: To learn that conflicts can be caused by limited resources as well as by basic needs not being met.

Length: 40 minutes

Number of Participants: 5 or more

Materials: Flipchart, Markers

Procedure:

1. Explain that limited resources may appear to be the cause of some conflicts. Make a list on the flipchart paper of different kinds of limited resources that might cause conflict. (For example: time, money, property). *(10 minutes)*
2. Ask students to think of situations where conflicts resulted from not having enough of something – for example, not enough pieces of pie or slices of pizza, not enough time with an adult or a friend, or not enough sports equipment to play a game.
3. Discuss how these conflicts usually get resolved:
Does an adult decide?
Does the older person get what he or she wants? (Culturally appropriate?)
Is there a compromise?
Do the people involved decide on a fair way to share? *(Steps 2 and 3 together 15 minutes)*
4. Ask the students to think about which basic needs were not getting met in these situations.
5. Summarize by discussing the relationship between limited resources and basic needs. *(Steps 4 and 5 together 15 minutes)*

Different Values

Purpose: To learn that conflicts are caused by different values as well as by basic needs not getting met.

Length: 50 minutes

Number of Participants: 4 or more

Materials: Values Cards

Procedure:

1. Explain that another common cause of many conflicts has to do with values. Very often, our behavior, what we say and what we do, is influenced by our values. But what are "values?" Ask the participants to try and define what values are. Elicit that values are the ideas that we think are important, that determine what we find acceptable or not, "good" or "bad," and that influence our perceptions of morality, beauty, justice, and fair play. Values underlie our decision-making processes and our methods of reaching our goals. How committed we are to a certain values indicates how core that value is to our personality and also how difficult it will be to resolve a conflict involving that value.
2. Ask the participants - How do we express our values? (Preferences, opinions, beliefs, principles). What factors influence how we form our values? (culture, personal experience). *(Steps 1 and 2, 10 minutes)*
3. Refer the participants to the "value cards." Ask the participants to each pick the five cards that represent their deepest held values. *(5-10 minutes)*
4. Ask the participants to turn to their neighbor (so that they are in pairs) and to compare and discuss the values that they chose. Ask them to explain why they chose the values that they did. If there are values that both participants chose, one of them must agree to choose another value in its place (for example, if both participants chose the value "loyalty," one of them must choose another value in its place so that only one remains with the value loyalty in their top five). *(10 minutes)*
5. Ask the participants to form groups of 4 and to repeat this process. Each value may only be claimed by one participant. *(10 minutes)*
6. Discussion: *(10 minutes)*
 - How did you choose the values that you did?
 - Was there a lot of overlap in the values that the people in your group chose?
 - How did it feel to have to "give up" one or more of your most deeply held values?
 - What was the process of negotiating over your values like?
 - Were there certain values that clashed with each other?
 - How might this surface during conflicts that we are mediating?
 - Is it possible to force someone to give up their values?

Values Cards

LIFE	COMPASSION
FREEDOM	DEDICATION
CREATIVITY	ACCOUNTABILITY
WORK	RELIGION
HUMOR	COOPERATION
TRUSTWORTHINESS	ADVANCEMENT
LOYALTY	SECURITY
WEALTH	RECOGNITION
PATIENCE	SPIRITUALITY
BEAUTY	MORALITY

SUCCESS	RESPONSIBILITY
RESPECT	EMPATHY
INTEGRITY	HONESTY
JUSTICE	HEALTH
LOVE	FAITH
HELPFULNESS	KNOWLEDGE
WISDOM	INDEPENDENCE
POWER	EQUALITY

Section Three:

Becoming a Peer Mediator –

Exercises and Handouts

After youth and adults understand more about conflict, they are ready to learn about peer mediation. Trainings in this section prepare participants with the skills and competencies necessary for becoming successful peer mediators. One of the most important conflict resolution skills to practice and hone is learning how to communicate effectively. Many of the following exercises and handouts provide opportunities for better understanding and practicing effective communication skills. The importance of effective and constructive communication in resolving conflicts cannot be overstated – knowing how to actively listen and how to best speak to be understood is quite often the key that unlocks empathy, compassion and understanding, and without these skills, finding a win-win solution can be nearly impossible.

Introduction to the Mediation Process

Purpose:

- To introduce the six stages of mediation.
- To become familiar with the flow of the mediation process.

Length: 30 minutes

Number of Participants:

Materials: Flipchart, The Stages of Peer Mediation Handout

Procedure:

1. Explain that now that we have gotten a better understanding of both conflict and peace, we are going to learn the actual process of mediation as a tool for resolving conflicts.
2. Explain that there are six stages in the mediation process we will be learning and we will be learning them step-by-step.
3. Have seven sheets of flipchart paper taped to the wall. The first sheet should have the title "Six Stages of Mediation" and the six steps listed below.

- 1. Agree to Mediate**
- 2. Storytelling and Gathering Points of View**
- 3. Focus on Interests and Needs**
- 4. Create Win-Win Solutions**
- 5. Evaluate Options**
- 6. Create an Agreement**

4. On the next flipchart sheet, write the name of the first step of mediation: **1. Agree to Mediate**. Ask the participants what they think happens during this stage of the mediation. Write down their responses. Make sure to elicit the following:
 - Sets the stage for the mediation and establishes trust.
 - Introductions (all participants in the mediation introduce themselves).
 - Sets the ground-rules for the mediation.
 - Provides the participants with the logistics of the mediation (length, how it works)
5. On the next sheet, write the name of the second stage of mediation: **2. Storytelling and Gathering Points of View**. Repeat the process of asking the participants what they think happens during this stage and writing down their answers. Make sure to elicit the following:
 - Each participant has the opportunity to tell his or her side of the conflict.
 - The mediators use their active listening skills (empathizing, asking questions, summarizing, etc.)

6. Continue to next sheet – **3. Focus on Interests and Needs**. Same process, make sure to elicit the following:
 - This stage allows the mediators to uncover the interests and needs that lie beneath the stated positions.

Place this sheet very close to the Storytelling sheet and draw a curved arrow on the Storytelling sheet and the other half on the Focus on Interests and Needs sheet to indicate that these stages are less linear and often merge and go back and forth.

Point out that these two stages are usually the heart of the mediation process and often require patience and skill.

7. Move on to the next stage: **4. Create Win-Win Solutions**. Ask the participants to recall the different kinds of outcomes that are possible in conflict situations (Lose-Lose, Win-Lose, Win-Win), the ultimate goal of mediation is to help the parties reach a win-win solution, so that both of their needs are met. Make sure to elicit:
 - parties will brainstorm possible solutions for the conflict, with the help of the mediators
 - This stage is about creative problem-solving.
8. Move on to the next stage: **5. Evaluate Options**. Once the parties have brainstormed possible solutions, make sure to elicit:
 - Mediators help participants to evaluate the different options.

Point out that this stage is more practical and pragmatic, but it also represents a turning point in the conflict; the parties are no longer working against each other but are instead working together to resolve the conflict.

9. Finally the last stage is **6. Reaching an Agreement**. Ask the participants what an agreement is, what types there are (verbal, written) and what one would normally find in an agreement. Elicit the following:
 - The names of the participants (who)
 - What they agree to do or not do (what)
 - The timeline (when)
 - The place (where)
 - Specific details about the implementation of the agreement (how).

Ask the participants what role the mediator should play during this stage and point out that as the problem belongs to the participants, the agreement must come from them and belong to them as well. The agreement is a combination of ideas that were raised during the previous two stages and ultimately must be something that both sides can and do agree to. As mediators, our role is to make sure that the agreement is specific and that both sides feel that it is fair.

10. Summarize by repeating the stages and reminding the participants that we will be learning more about each stage in depth.

The Stages of Mediation

1. Agree to Mediate
2. Storytelling and Gathering Points of View
3. Focus on Interests and Needs
4. Create Win-Win Solutions
5. Evaluate Options
6. Create an Agreement

A Successful Peer-Mediator

- Is friendly.
- Wants to help others and cares about others resolving their conflicts.
- Shows no prejudice.
- Is impartial and does not take sides in the conflict.
- Is a good listener.
- Takes in all the facts.
- Shows empathy.
- Knows when to be a leader.
- Helps each party to see the other's perspective.

A Peer-Mediator...

IS

1. A good listener
2. A team player
3. A fair person
4. A helper
5. Dependable
6. Trustworthy
7. Compassionate
- 8.
- 9.
- 10.

IS NOT

1. A disciplinarian
2. A boss
3. A judge
4. An advice giver
5. A gossip
6. Dishonest
7. A therapist
- 8.
- 9.
- 10.

To be a Peer-Mediator is to be a Leader

Purpose:

- To better understand the characteristics of a leader and to get a picture of the qualities that make up respected leaders.
- To put peer-mediation in a leadership context so that the participants begin to see themselves as leaders in their schools/communities.

Length: 30 - 45 minutes

Number of Participants: 4 or more

Materials: flipchart, markers

Procedure:

1. Ask the participants "If you could sit down for a cup of coffee with any leader from any period in history, man or woman, real or fictional, political, cultural, social, personal, spiritual, etc., who would it be, and why?"
2. As the participants go around the circle, as each one to try and elaborate on what it is exactly that makes the person they chose a leader: What qualities do/did they possess? What behavior do/did they exhibit? Were they chosen, or did they become leaders because of certain circumstances? As they answer, write down the key words and phrases that you hear on the flipchart/whiteboard.
3. Further questions for discussion:
 - What kinds of leaders are there? What types of leadership styles? (Formal - autocratic/authoritarian, democratic/participatory, inherited; Non Formal – teachers, artists, managers, parents etc.)
 - What is the difference between positive leadership and negative leadership? Is there such a thing? How can we know if someone is a positive or a negative leader?
 - Are leaders born or molded? Can the traits that we identified be learned and acquired, or does one have to be born with them? Can we all be leaders?
 - How do you see yourselves as leaders? How can peer-mediators be meaningful leaders in your schools/communities?

Sample Script for Agree to Mediate

Ainura (Mediator 1): "Hello. First of all, I want to welcome you both to this mediation today; thank you for coming."

Rustam (Mediator 2): "Welcome. My name is Rustam, and Ainura and I are here today to help you resolve the conflict between you."

Ainura: "What are your names, or how would you prefer that we address you?"

Gulgan (Participant 1): "You can call me Gulgan."

Hamid (Participant 2): "My name is Hamid."

Rustam: "Ok great, thanks. We'd like to explain a bit about how the mediation process works and what we'll be doing here today, and at the end if you have any questions we'll be happy to answer them."

Ainura: "First we'll hear each of you tell your side of the story of what happened or what it is that is bothering you. We'll ask some questions to make sure that we understand you and then give you some more time to explain how you see things and how you feel. We'll try and help you listen to each other and then we'll see if we can come up with ideas for how to resolve the conflict. At the end, if we come up with a solution that is everyone feels is fair and that everyone agrees to, we can sign an agreement (or shake on it)."

Rustam: "The mediation can take up to an hour and a half. If anyone needs a break during the mediation, we can take one. If we reach the end of the time that we have today and we still haven't reached a resolution, we can always set up another mediation this week. Sometimes these things can take time."

Ainura: "It's important for us to make it clear that everything that you say here in this room stays between us. We won't tell our friends, our classmates or our teachers about the things that you say here. The only exception is if someone is in danger of being hurt or hurting someone else – then we have to tell an adult. But you can feel safe here to share your feelings or to talk about things that we understand are difficult to talk about. We promise that we will listen and we won't share what you say with anyone."

Rustam: "It's also important for us to tell you that our job is to help you understand each other better and hopefully to be able to come up with a solution that works for both of you. We're not here to judge you, or to decide who is right and who is wrong. As mediators we promise to try our hardest to remain neutral. We know that both of you have your own perspective and feelings about what happened, and we respect that."

Ainura: "That's about it. Does anyone have any questions about the process?"

Gulgan: "No, I understand."

Hamid: "Not really."

Rustam: "Great. Who would like to start by telling their side of the story?"

Understanding Communication

Purpose:

- To understand what communication is and why it is such an important component of conflict resolution and mediation.

Length: 1 hour

Number of Participants: 5 or more

Materials: flipchart, markers, Communication Handout, Communication Inhibitors Handout

Procedure:

1. Read the "Communication" handout and the "Communication Inhibitors" together.
2. Discuss
 - ***Questions for Discussion***
 - Why is communication so important in conflict resolution and in the mediation process?
 - What are some of the different ways that we communicate with each other?
 - Who do you know who you consider to be a good listener? What kinds of behaviors do they exhibit that make them good listeners?
 - What are some of the common "blocks" to effective communication?
 - Think about yourself. What most commonly blocks your own ability to listen to others?
 - Can you recognize any patterns in your own listening skills? What do you tend to do, or not to do, that either helps you communicate or inhibits your ability to do so effectively?
 - Why is it so important that mediators become good active listeners and understand the dynamics of effective communication?

Communication

"People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other." – Martin Luther King, Jr.

What is communication and why do we communicate with each other? The roots of the word communication point to action that is undertaken with the goal of sharing information, or making something common to all those involved in the exchange of information. In other words, we could say that the goal of communication is to be understood, and to understand each other. This might sound like a simple task – how difficult can it be to engage in a process of exchanging information? In reality, communication is very complex. Communication can be verbal and non-verbal, and it is influenced by a wide range of factors including age, gender, race, socio-economic status, education level, and physical constraints.

Have you ever tried to resolve a conflict with a person who is unable or unwilling to listen? Whether this individual is distracted, reacting out of anger or fear, busy proving that they are right, blaming others, daydreaming, or planning their next response, it can be quite frustrating! Fortunately, most people have also had the good fortune of communicating with people who we consider to be good listeners. The truth is that listening is hard work! The term 'active listening' refers to a set of skills that includes body language, listening, asking questions and summarizing facts and feelings, and expressing empathy. In order to be a skilled active listener, one must be available for and committed to effective communication – someone who is able to reduce internal and external distractions, avoid making assumptions, and refrain from making unnecessary remarks or giving unasked for advice.

Communication is most effective when people are able to exchange information accurately about facts and feelings, and poor communication occurs when people are not able to accurately understand the facts and/or feelings being shared with them. Poor communication is often what lies beneath misunderstandings which then become unnecessary conflicts. There are many possible reasons why people are unable to communicate effectively, and many factors can "block" our ability to be effective communicators. Some of the more

common communication blocks include poor body language, poor listening, using "you" statements and "loaded" words, and an unwillingness or inability to acknowledge differing perspectives.

As mediators and peacemakers, it is important that we know how to be active listeners. In conflict situations, it is our job to ask clarifying questions, summarize facts and feelings, and make sure that the speaker feels that he/she has been given a chance to be heard. Conflicts can often be resolved through active listening because throughout the process of listening to each other and truly hearing each other one or both of the parties realize that the conflict is simply the result of a misunderstanding. In cases where there is a true disagreement and a clash of needs, values, or resources, people who have been given an opportunity to have their perspective heard are more likely to be committed to achieving a win-win solution and are better equipped to eventually reach one because they are also able to understand and empathize with the other party.

Adapted from: http://www.creducation.org/resources/resolving_conflicts/files/day1_commskills.html

Communication Inhibitors

Here is a list of some of the things that we all tend to do that make it difficult to listen to others. Can you think of situations in which either you or the person you were talking to fell in to each of these patterns?

Interrupting

Judging

Criticizing

Changing the subject

Joking around

Offering advice

Laughing at others

Bringing up your own experiences

Distractions

Stereotyping

Making false assumptions

Active Listening

Purpose:

- To learn about active listening and the importance of active listening in mediation.
- To practice the components of active listening:
 - Attending – Body Language
 - Summarizing Facts and Acknowledging Feelings
 - Asking Clarifying Questions

Length: 1 hour

Number of Participants: 5 or more

Materials: flipchart, markers, detailed story

Procedure:

1. Ask for three volunteers. Two of the volunteers leave the room, while one stays in the room with the rest of the participants.
2. Tell the following story (or a similar story – with a lot of detail).

Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman's child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water and supporting him to the village. When she arrived at the village she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby so she was grateful for that. Because she no longer had any food to take to her relatives, she decided to go home. When she arrived home, her friend and the sick child were home and the child was slowly getting better.

Ask one of the volunteers to return to the room. The person who heard the story now must repeat what he or she heard to the person who was outside and did not hear the story.

3. Finally, ask the third person to enter the room. Now the second volunteer must repeat the story as she or he heard it.
4. Questions for discussion:
 - Were any of the stories accurate?
 - What changed in the retelling?
 - Was anything left out in the story?

- Was what was left out important to the story?
 - Was anything added to the story?
 - Why do you think that this happened?
 - Did events or characters change in the story?
 - What does this tell us about the way that we listen?
 - Is it enough to get 80 percent of the story correct?
 - Does this lead to misunderstandings and confusion?
5. On a flipchart sheet write down the following under the heading "Active Listening Skills"
- Summarize the factual information that you hear
 - Listen for emotions and feelings and acknowledge them
 - Ask questions for clarification and better understanding
 - Show that you are listening through body language
6. Explain that we are now going to practice our active listening skills by summarizing for facts and acknowledging emotions, asking clarifying questions, and demonstrating that we are listening with our body language.
7. Tape three flipchart sheets to the wall with the headings "Summarizing for Facts and Acknowledging Emotions," "Asking Clarifying Questions" and "Body Language."
8. Ask the participants what they think "summarizing" means (to define summarizing). Explain that summarizing is a way of condensing what you hear. The important part about summarizing is that you don't repeat what you hear word-for-word, you do state the facts that you hear and reflect the feelings that you hear. Use the "Summarizing Worksheet" to have the participants practice summarizing by identifying the fact and the emotion in every statement.
9. On the Asking Clarifying Questions sheet: explain that closed-ended questions can be answered with a yes or a no, while open-ended questions help us get more information and ensure that we understand the person speaking. Ask the participants to give examples of closed-ended questions and of open-ended questions. Examples of open-ended questions:
- Can you tell me more about...
 - What happened next?
 - How would you like this to turn out?
 - How would you feel in that situation?
10. On the Body Language sheet: Ask the participants to give examples of body language that shows that we are listening
- Facial expressions
 - Posture (leaning in)
 - Eye contact
 - Gestures (nodding)
- And to give examples of body language that demonstrates that we are not listening:
- Looking away
 - Arms crossed or body turned away
 - Looking at other things (cellphone, computer)

- Tapping our legs

11. Ask the participants to form two concentric circles with the inner circle facing out and the outer circle facing in so that each person is facing another person. The person sitting in the inner circle will start and have 5 minutes to talk while the person sitting in the outer circle practices their active listening skills.

Prompts might be:

- If I could do anything I wanted, I would...
- My hero is...
- The best gift I ever gave/received was...

Ask the speaker to make sure and talk about how they feel/felt and not just describe the events. The listener should summarize and ask clarifying questions throughout the five minutes. After five minutes are up, everyone in the inner circle rises and moves one seat to the left. They are given another prompt and another five minutes, this time the person in the outer circle will talk and the inner circle listens.

12. Bring the group together to discuss how it felt to listen and to be listened to.

Summarizing

Instructions:

For each statement below, summarize by stating the facts and identifying the emotions.

Example

"My mom is mean and bossy and she won't let me go to the movie. I hate her!"

Summary: Your mother won't let you go the movie and that makes you feel very angry.

1. "I can't take it anymore! He lied to me – he said that he was going to help me and he didn't.

Summary: _____

2. "She's wrong! I said that I could help her in two weeks, and it has only been one week! This is so annoying!"

Summary _____

3. "I heard Aybek tell Bakyt that if he didn't give him the money like they agreed, then he will beat him up. I was scared so I told the teacher."

Summary _____

4. "I was just kidding when I told Marat that his favorite soccer team is the worst in the league. I didn't think that he would get so upset."

Summary _____

5. "Merim is such a liar! I can't stand her! Nothing that she said about me is true!"

Summary _____

Clarifying Statements

Here are some examples of clarifying statements and questions to help you during mediations.

CLARIFYING STATEMENTS & QUESTIONS

1. What would you like to talk about?
2. Can you help me understand what are you trying to say?
3. Can you tell me a little more about that?
4. Can you tell us what's happening here?
5. What do you need or want?
6. I am trying to understand. When you say _____, what do you mean?
7. I am not sure I know what you mean by that.
8. How do you feel about what was just said?
9. What are your feelings about that right now?
10. You appear concerned about _____. Is that accurate?
11. You appear not sure of _____. Am I right in saying that?
12. You seem (happy, angry, scared etc.) about that. Am I reading how you feel correctly?
13. What are some of your ideas about _____?
14. Oh?... (followed by your interested silence and eye contact to invite more information).
15. What do you think might be behind that?
16. What are some of the ways that you have handled such situations before?
17. What are some of the ways that you might go about doing that? (about proposed solutions).
18. What could you do differently if this conflict happens again?
19. What are some of the things (ideas, feelings, events) that bother you most?
20. How is this different from what you expected?
21. How is this (situation, feeling, experience) like others you have had?
22. So you feel _____, but on the other hand I hear you saying _____.
23. This is what I hear you saying: _____.

24. It seems like you feel _____. Am I close?
25. I wonder why that is so. Any thoughts?
26. What would you like _____ to understand about this situation?
27. What are some other things or ideas that we might explore?
28. What would you find helpful right now?
29. What needs to change in order for you to feel better about this situation?
30. Is there anything that you could do to make this situation better?
31. What would you like to see happen?
32. Is there anything else that you would like to talk about?
33. Do you feel that this conflict has been resolved?
34. Can you give us an example please?

More ideas

35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

RESTATING & REPEATING IN YOUR WORDS WHAT YOU HEARD

1. I have the impression that you are feeling _____.
2. I think you are saying _____.
3. It seems as though you are saying _____.
4. I hear you saying _____.
5. Let me see if I understand what you are saying correctly. You are saying _____.
6. It seems as though you are feeling pretty _____.
7. It seems that you have been telling me that _____.
8. I get the impression that _____.
9. Let me see if I have this right. Some of the things that you have been saying are _____.
10. Then the way you see it is _____.
11. You appear to be saying/feeling/wanting/hearing _____.

More ideas:

12. _____

"I" Messages

Purpose:

- To practice formulating and using "I" messages.

Length: 1 hour and 15-20 minutes

Number of Participants: 6 or more

Materials: Six sheets of flipchart paper, each with one of the following questions written at the top:

- What would you say to someone who cuts in front of you in line?
- What would you say to someone who does not let you join in an activity on the schoolyard or in class?
- What would you say to someone who ignores you when you ask a question?
- What would you say to someone who makes a nasty comment about one of your family members?
- What would you say to someone who makes fun of something you are wearing?
- What would you say to someone who is spreading a rumor about you?

Procedure:

1. Explain that active listening is crucial to effective communication, but just as important is developing the skill of clearly telling the other person what you want that person to hear. Read the information on "I" messages together with the participants. *(10 minutes)*
2. Split the participants in to 6 groups. Hand each group one of the sheets of paper. Instruct the group to appoint a recorder to write down all the responses the group can think of. *(10 minutes)*
3. Invite each group to share their work; post the completed sheets around the room. *(15 minutes)*
4. Discuss how in a conflict situation it is most effective to speak with the intent of stating your issues or the problem in a clear, direct way, which usually results in a receptive, constructive response. When speaking to be understood, we avoid name-calling, criticism, sarcasm and making demands.
5. Encourage the participants to examine the sheets posted around the room and to find statements that are good examples of speaking to be understood.
6. Explain that in conflict situations, instead of focusing on the motivations and intentions of the other person, it is better to *speak about yourself*. Instead of complaining about the other person, and using statements that begin with "you," such as "you make me so mad when you do that," describe the situation in terms of yourself by using statements that begin with "I."
7. Refer to the flipchart with the I statement formula:

- I feel _____ (specific emotion) when you _____ (specific behavior) because I need _____ (specific need). Would you be willing to _____ (specific request).

Refer participants to the list of needs in their toolkit, as well as the list of emotions, which can be helpful when practicing this skill.

8. Find a few examples from the flipcharts that could be made better and ask the participants to revise them to communicate more clearly using I statements. *(10 minutes)*
9. Explain that sending clear messages means that you speak for a purpose, which means that you think about what you want the other person to understand and what purpose the information will serve. It is important not to assume that the other person knows what you know or sees the problem the same way that you do. On the other hand, some information that we possess may not help in resolving the conflict and so is best left unsaid.
10. Finally, point out that it is important to speak with consideration for the listener. This means being sensitive to the other person. You want him or her to listen to you, so be aware of how he or she is acting while you speak. If the other person is not using attending behavior (active listening) find out why. Maybe you are talking too fast or too loud, or maybe you are too close or too far away. Maybe you are too friendly, or not friendly enough. If the person you are talking to is not attending, ask what you can do to make your message clearer.
11. Have the participants form groups of three. Tell participants they will use the six situations presented to practice sending clear messages. One will be the speaker, one will be the person who created the conflict, and the third will be an observer.
 - Instruct the speaker to send a clear message to the person who created the conflict.
 - Instruct the person who created the conflict to listen to the message without interrupting, and to practice his or her active listening skills.
 - Instruct the observer to think about what we have learned about sending clear "I messages" and to tell the speaker how he or she did.
12. Have each participant take the role of speaker for two of the situations. After two situations, rotate the roles: each speaker becomes an observer and each observer becomes a listener. After another two situations, the roles rotate again so that each participant has a chance to perform in each role for two situations. *(15 minutes)*
13. To summarize, ask the participants how it went, what was easy and what was difficult in sending clear messages and in listening to them. *(15 minutes)*

Processing questions:

- Did they manage to use "I statements" and to avoid blaming or criticizing the other person? Was it helpful?
- What was difficult about this exercise? What was easy?
- How is this skill related to being a peer mediator? How will it help us during mediation?

Storytelling and Gathering Points of View

Purpose: Prepare students for identifying and understanding multiple perspectives of the same event.

Number of Participants: 4 or more

Procedure:

1. Read the "The Big Bad Wolf's Story" story (Little Red Riding Hood told from a different perspective).
2. Ask for volunteers to act out the story as told from this new perspective.
(10 minutes)
3. Wrap up by tying the story experience back to peer mediation. Tell students: How we see and understand things is a matter of our own perspective. Some people see things one way and others see things another way. Whatever you see is correct for you. This does not mean that it is actually correct – it is your perception.

Ask: How is this relevant to mediation? Why is it important to be able to see things from different perspectives, especially when we are listening to people talk about their conflict?

The Big Bad Wolf's Story

I'm the wolf. You may have heard people refer to me as "The Big Bad Wolf," which, as you can imagine, isn't a very pleasant nickname to have. It all started one day when I was cleaning up the garbage that some people had left behind – you see, they come to the forest and have a wonderful time and then they just leave a huge mess! The forest is my home and I care about making it nice! Then I heard footsteps so I leapt behind a tree because I know that sometimes people can get scared when they see me, even though really, I'm a nice guy. I saw a girl coming down the trail holding a basket. She looked suspicious to me because she was dressed in a strange red cape and she had her head covered as if she didn't want anyone to recognize her. She started picking flowers right from my own flowerbed and trampling all over the little trees that I had just planted! To make it worse, she ate a chocolate bar and threw the wrapper on the ground! Naturally, I came out and asked her as nicely as I could to stop and to be more careful,

but she gave me this long sob story about how her grandmother wasn't well and she was going to visit her and wanted to bring her flowers and a basket of goodies, so I let it go.

Well, as it turns out, I remembered that I knew this girl's granny – she's an old friend of mine. I sped over there and talked to her about her granddaughter's behavior, and together we decided that we would teach Little Red Riding Hood a lesson. Granny hid under the bed, and I dressed up in her nightgown.

I was just going to give her a little scare but as soon as she came into the room she said something very nasty about my big ears. I've always been a bit sensitive about my big ears because the other wolves used to make fun of me when I was a cub, but I tried to make the best of it by telling her that my big ears were better for hearing her with. Then she made a really insulting remark about my bulging eyes. This was harder for me to blow off because she sounded so mean! Still, I make it my policy to turn the other cheek, so I told her my big eyes help me to see her better. Then, you won't believe it, but she insulted my big teeth, and that really got to me. I've never been very confident about my looks and she was just tearing me apart! I should have had better control, but I leaped from the bed and growled that my teeth would help me to eat her.

Now, come on, I was never going to eat her or do her any harm! I would never! But Little Red Riding Hood started freaking out, screaming and running around the house. I tried to catch her so I could tell her that it was all a joke but the woodsman who lives nearby must have already heard her. All of a sudden, the door came crashing open and there he stood with his ax. I knew that I was in big trouble and I didn't have time to explain the situation to him, so I just flew out the open window and ran home to the forest.

I've had to remain in hiding ever since – everyone is out to get me – they think I'm a horrible evil bloodthirsty wolf! There are terrible rumors going around the forest about me. None of my friends will even talk to me anymore. I'm so broken up about it. I heard that poor little Granny has been very disoriented and confused lately, so she can't even corroborate my story. I don't know what to do! My whole life is ruined!

Dealing with Emotions

Purpose:

- To examine and understand the role that emotions play in conflicts.
- To learn concrete steps for dealing with difficult emotions such as anger.

Length: 1 hour

Number of Participants: 6 or more

Materials: Handout "Dealing with Emotions," Optional "Feelings Inventory from the Center for Nonviolent Communication (<http://www.cnvc.org/Training/feelings-inventory>)

Procedure:

1. Provide the participants with the handout "Dealing with Emotions."
2. Read the handout together with the participants.
3. Discuss the role that emotions play in our day-to-day lives and how they surface during conflicts. Go over the steps for dealing with difficult emotions and talk about each one.
4. Ask the participants to write/draw/talk about a specific experience they have had in which they were dealing with a difficult emotion, going through the steps one by one. They can use the feelings inventory handout to help identify the emotion they were feeling.

Steps to Dealing with Emotions

Everyone has emotions. The following steps are a helpful way to deal with emotions that you want to change:

1. **Name the emotion:** Go beyond simple descriptors like mad, sad, happy to think more deeply about what you are feeling and why.
2. **Claim the emotion:** Recognize that the emotion is your own. No one gave it to you but it is yours and it represents how you feel. Even if the emotion isn't the best response to the situation, it is *your* response to the situation.
3. **Tame the emotion:** Take a step that works for you, such as taking 3 deep breaths or saying the alphabet to yourself silently to step away from the intensity of the feeling.
4. **Reframe the emotion:** Ask yourself under what conditions you've felt this same emotion in the past. What are the factors that typically lead up to this emotion.
5. **Aim the emotion:** Now that you're better understood the emotion, ask what you're going to do to change it. Can you reframe your thinking so that those same conditions do not create this same emotion? Do you need to speak with someone else who is often involved when you feel this emotion? Create a plan and stick to it.

Adapted

from: http://www.creducation.org/resources/resolving_conflicts/files/day1_emotions.html

Dealing with Emotions Part 2

Purpose:

- To understand the importance of identifying and acknowledging our own and others' emotions, in particular difficult emotions such as anger and fear.
- To identify some of our own emotional "triggers."
- To formulate a plan for handling or dealing with our own triggers if they happen during mediation.

Length: 1 hour

Number of Participants: 5 or more

Materials: Toolkit, paper, writing utensils

Procedure:

1. Tell the participants that we are going to spend some time talking and thinking about emotions. How we deal with our own and others emotions and how we express our emotions can open us up or close us off from constructive communication and ultimately from effectively dealing with and transforming conflict.

First Activity: (15 minutes)

2. Ask the participants to name some positive emotions (joy, happiness, hope), and then some negative emotions (anger, fear, frustration, sadness). Refer the participants to the "feelings inventory."
3. Ask for 3 volunteers. Give the volunteers five minutes to come up with a story about conflict that involves many different emotions (preferably one that they have personally experienced). Ask the volunteers to act out the conflict scenario in front of the rest of the participants. Another possibility is to give each participant a feeling taken from the inventory and ask them to act it out with body language as well as verbal cues (without saying the name of the emotion).
4. Instruct the participants to try and identify as many emotions as possible while the volunteers act out the scenario and to write them down as they watch the role-play.
5. Ask the participants to share some of the emotions that they identified. Ask the volunteers whether the participants correctly identified the emotions they were trying to portray.

Second Activity: (40 minutes)

6. Now that we've practiced identifying emotions in general, we are going to discuss anger in particular. Often how we handle our own or others anger determines whether a conflict is resolved successfully or escalates to a more serious level. It is important to realize that anger is a secondary emotion – if we look deeply, we almost always find that behind the anger there is fear.
7. Split the participants in to groups of 3-4. Give each group a flipchart and have them sit in a circle.

8. Instruct the participants to generate a list of between eight and twenty situations in which they have experienced anger. List the situations in the form of phrases on the flipchart.
9. Direct the groups to return to the top of their lists and attempt as a group to identify fears that could underlie the anger in each situation. Keep in mind that each of the situations is real to a group member, and so we should be careful to be sensitive. After discussing possibilities, ask the owner of the situation what the underlying fear might be.
10. After several anger situations have been discussed, ask group members to look for common themes or fears that were experienced. Stress the idea that the first step in anger management is understanding your own fears and the fears of others.
11. Ask each group of 3-4 to join another group of 3-4 to discuss examples and trends that they have identified in the smaller group with each other. *(Steps 1-11 – 20 minutes)*

Processing Discussion in larger group: *(20 minutes)*

12. Invite the groups to rejoin the larger group. Introduce the term "emotional trigger." Ask the participants if they know or can guess what emotional triggers are.
13. Explain that an emotional trigger is a situation that creates a sudden rush of feelings. It can be anything that makes you upset very quickly ("pushes your buttons" or "ruffles your feathers") – but this sudden rush of feelings can often overtake you and leave you feeling emotionally hijacked. It might be a particular word that you don't like, a personality type that clashes with your personality type, or a smell that brings back memories of your childhood. Ask the participants if any of this sounds familiar.
14. Point out that when we are aware of our emotional triggers and can more easily identify them, it becomes easier for us to respond to them in a more positive way.
15. Ask the participants why they think it might be important to be aware of and recognize our own emotional triggers as mediators. Point out that if we are triggered during the mediation process we may become distracted and unable to listen to the parties non-judgmentally.

Getting Your Buttons Pushed During Mediation

Purpose:

- To reflect on situations in mediation that might make it difficult to remain neutral and how to deal with difficult emotions and other challenges during mediation.

Length: 30 minutes

Number of Participants: 4 or more

Procedure:

1. Ask the participants why it is important to remain neutral in mediation. Elicit the following: to be trusted, to be fair, to be helpful...
2. Hold a discussion about how participants might respond in the following situations:

- If a disputant says something that the mediator knows is an obvious lie.
The mediator might say, "I'm still feeling confused or unclear about what you're saying. Can you please say more about that?"
- If a disputant says something mean and hurtful to the mediator (or to the other disputant) during a mediation.
The mediator could say, "When you say that I feel hurt. Perhaps we should take a break and cool down a bit so we can return to working on the issues."
- If a disputant laughs inappropriately at what another disputant says.

The mediator might say, "Do you remember that at the beginning of the mediation we all agreed to some ground rules and we agreed to keep the mediation respectful? When you respond that way, I feel concerned that we aren't withholding our ground rules. Let's try to respect each other in here."

Identifying Positions, Interests and Needs

Purpose:

- To understand the difference between interests and positions and to learn to identify interests.

Length: 40 minutes

Number of Participants: 4 or more

Procedure:

1. Tell the participants "The Orange Story"

The Orange Story

A brother and sister are fighting over an orange. "I want this orange," the boy yells. "Give me the orange," the girl yells back. They argue back and forth until their mom comes over, takes the orange, cuts it in half and gives each child one of the halves.

"There," says Mom. "That should settle this fight." But the children are still not happy!

2. Ask the participants why the children were not happy.
3. If no one guesses, tell the participants that the children are not happy because the boy needed all of the orange juice for something he was cooking, and the girl needed all of the orange peel for a project. Mom intervened but she did not try to find out what their real underlying needs were, so the problem wasn't resolved. *(5 minutes)*
4. Refer participants to the Positions, Interests and Needs Handout. Discuss the difference between positions and interests, and the importance of identifying the underlying need. *(10 minutes)*
5. Split the participants into groups of 4. Give each group the "Identifying Positions, Interests and Needs" handout (in toolkit).
6. Allow the participants to go through several of the situations and identify the positions, interests and needs. *(10 minutes)*
7. Call the participants back to the larger group and discuss their findings.

Discussion questions *(15 minutes)*

- Was it easy/difficult to identify the positions, interests and needs of all of the parties?
 - Is there always an interest and a need behind every stated position?
 - Can we be absolutely sure that we know what someone else's interests and needs are? How can we make sure that we get it right?
 - Is it helpful to be able to identify positions, interests and needs? Why? When will this be helpful to us as mediators?
8. Make the connection between this skill and the third step of mediation: "Focusing on Interests and Needs."

Identifying Positions, Interests and Needs Worksheet

Positions are what people say they want in a conflict.

Interests refer to what people really want, and what motivates them.

It is easier to find resolutions that meet people's interests and needs than those that line up with their positions. This is because people's interests are often more compatible than they assume, even when their stated positions are quite contrary. Interests tend to be more tangible than needs, which cannot be traded or compromised. For this reason, to really resolve a conflict, it is important to identify the underlying needs and to make sure that the resolution address them.

Situation	Positions	Interests	Needs
<p>Anara orders Nurlan <i>"Get away from the computer - it's my turn! You've had it a long time. I need to get my assignment done!"</i></p> <p>Nurlan responds, <i>"Too bad! I signed up for this time, and I'm playing my favorite game. I already finished my work."</i> Anara goes to tell the teacher.</p>	<p>Anara:</p> <p>Nurlan:</p>	<p>Anara:</p> <p>Nurlan:</p>	<p>Anara:</p> <p>Nurlan:</p>
<p>Nargiza is upset with Marat: <i>"Stop putting me down or I won't ever speak to you again!"</i> Marat shouts, <i>"Big deal! I'm only trying to have a little fun! Lighten up – you never understand when I'm just teasing!"</i> Nargiza stomps away.</p>	<p>Nargiza:</p> <p>Marat:</p>	<p>Nargiza:</p> <p>Marat:</p>	<p>Nargiza:</p> <p>Marat:</p>

<p>Kanykei is furious with Mirim. <i>"How could you tell Kanat that I like him? I told you that was a secret! I'm so humiliated!"</i></p> <p>Mirim responds, <i>"I'm so sorry. I thought that he already knew. I wish I could take it back."</i></p>	<p>Kanykei:</p> <p>Mirim:</p>	<p>Kanykei:</p> <p>Mirim:</p>	<p>Kanykei:</p> <p>Mirim:</p>
<p>Bakyt and Elmira are arguing. Bakyt says, <i>"You can't play with us! Girls are horrible football players."</i> Elmira responds, <i>"That is not fair! I am better than a lot of the boys on the field! I want to play!"</i></p>	<p>Bakyt:</p> <p>Elmira:</p>	<p>Bakyt:</p> <p>Elmira:</p>	<p>Bakyt:</p> <p>Elmira:</p>
<p>The teacher is disappointed in Kanat. She says, <i>"You didn't do your homework again?! Then you'll have to stay after school to finish it."</i> Kanat protests, <i>"That's not fair! I didn't have time because I had to go to work! I can't stay today either. I will finish it tomorrow. "</i></p>	<p>Teacher:</p> <p>Kanat:</p>	<p>Teacher:</p> <p>Kanat:</p>	<p>Teacher:</p> <p>Kanat:</p>

Brainstorming and Evaluating Options

Purpose:

- To learn the basic guidelines for brainstorming.
- To identify and enhance thinking skills that will improve conflict resolution processes.

Length: 45 minutes

Number of Participants: 4 or more

Materials:

Procedure: Flipchart, markers,

1. Explain that the fourth and fifth stages of the mediation process have to do with brainstorming possible solutions to the conflict and then evaluating them. In order to practice this stage, we will first learn the rules of brainstorming and then do some creativity exercises.
2. On a flipchart, post the following rules of brainstorming:
 - Listen to what others say
 - No criticism of ideas is allowed
 - Building on other ideas is allowed
 - All ideas are accepted
 - No justification of ideas is necessary (you don't have to explain your idea or why you think it is a good idea)
3. Explain that after the parties brainstorm ideas for a possible solution, we will help them evaluate the ideas in order to pick the ones that are most suitable and that they both can agree to. When evaluating ideas, it is important to first rule out those that are completely unrealistic, totally impractical, and/or illegal. These can be marked with an X. Ideas that might work or can partially work if slightly changed or modified can be marked with a half check, half x. Ideas that both parties agree to can be marked with a check mark or circled. Again, the parties are responsible for their own agreement and the mediator's role is to facilitate this process by ensuring that the communication between them remains respectful and positive. It may be necessary to go back a stage if the participants begin to fight again over unresolved issues. The mediator should take every opportunity to point out when effective collaboration is happening and to point out where the places of mutual agreement are occurring. When the parties have finished evaluating all of the ideas, they will compile the acceptable solutions and finally turn them into an agreement.

First Activity: (10 minutes)

1. Explain that the goal of this activity is simply to get our creative juices flowing, in other words, the point is to be as inventive as possible.
2. Split participants in to groups of 4 or 5, have each group assign one member as the recorder.

3. Groups are given the name of an object (paperclip, blanket, tent, toothbrush) and asked to write down as many uses for the object as they can brainstorm in two minutes.
4. When the time is up, groups are asked to stop and count the total number of brainstormed uses.
5. Bring the group back together and compare lists. Who came up with the most uses for different objects? What are the most creative uses? How did it feel to let your brain run free? Was it difficult to think off other uses for objects when we are used to thinking of them in a certain way?

Second Activity: (10 minutes)

1. Distribute the "Nine Dots" handout to participants (they will need a hard surface for this exercise).
2. Direct participants to place the point of their pen on any dot and then attempt to connect all of the dots, using no more than four straight lines and without picking the pen up from the paper.
3. After a few minutes, invite someone who has discovered a way to accomplish the task to come forward and demonstrate the solution on chart paper. If no one has discovered a solution, invite participants to form partnerships to work on a solution together for a few minutes.
4. If no one discovers a solution, illustrate the answer.
5. Go over the exercise with the group, using the following process questions to enrich the discussion:
 - If you had difficulty discovering the answer, what were the barriers that limited your exploration?
 - If you discovered the answer, what thinking steps did you follow?
 - How did you feel if others discovered a solution before you did?
 - What does this exercise have to do with conflict resolution? (This exercise is a common way to illustrate linear thinking. It tests participants' ability to use lateral thinking to find a solution.)

Third Activity: (30 minutes)

1. Explain that we are going to practice the fourth and fifth stages of mediation by brainstorming solutions to a conflict and then evaluating the options. Explain that it can be helpful for the parties to the conflict to write down their proposed solutions on a whiteboard/chalkboard or pad of paper. (Ask the participants if they can think of reasons why this would be beneficial? – elicit that this is important because the two parties are collaborating or working together on solutions). The mediator's role is to explain how a brainstorm works (go over the rules of the brainstorm) and to tell the parties that they are going to have a chance now to think of different ways to possibly resolve their conflict, and then to observe while parties come up with their own solutions to the problem. Mediators should only intervene if absolutely necessary (*This is something to discuss with the participants – most mediators believe that in order for the solution to fully belong to the parties, they must be the ones to come up with the suggestions, but sometimes it is helpful for peer-mediators to add their two cents. The participants can decide what is right for them*).

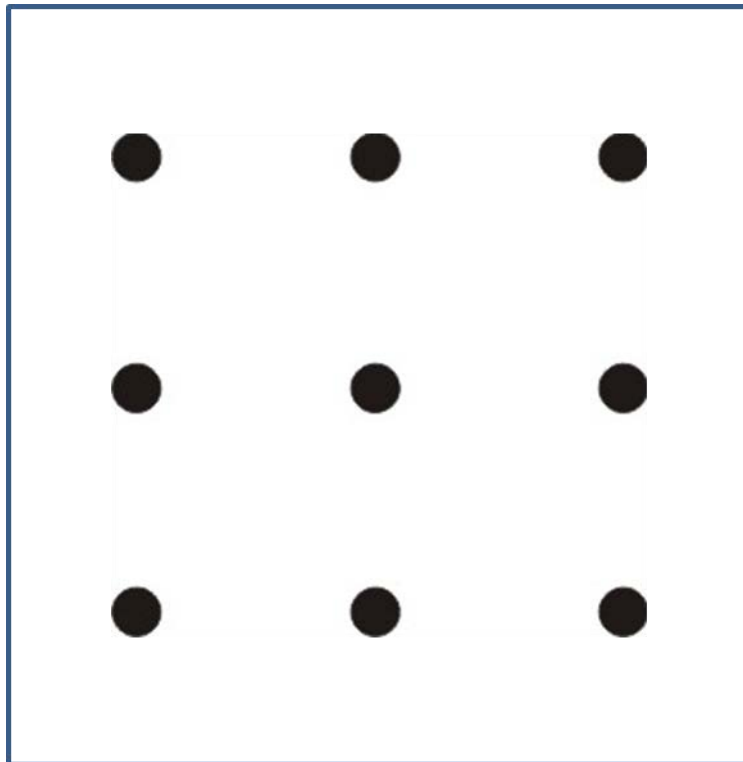
2. Split the participants into groups of 4. Ask the participants to decide who the mediators are and who the parties to the conflict are (if there are 5 people in a group, one can be an observer).
3. Give each group a conflict scenario to work with, a pad of paper and markers/writing utensils.
4. Let the participants come up with various solutions for about *10 minutes*.
5. Prompt the mediators to help the parties transition to evaluating the solutions that they have come up with. Remind them to use agreed upon symbols to evaluate solutions (x, check-x, and check or circle). When the parties have finished evaluating their solutions, congratulate them for doing such a great job! (*10 minutes*)
6. Bring the group back together to process the activity. (*10 minutes*)

Discussion Questions:

- How did it go?
- What was easy/difficult about this stage of the mediation process for you (as mediators/as parties)
- Do you think that the mediators should suggest solutions, or do you think that the parties themselves should be the ones to come up with possible solutions for the conflict? Why or why not?
- What are the possible benefits of mediators making suggestions? What are the possible benefits of allowing the parties to come up with all of the solutions?

Nine Dots

Instructions: Place the point of your pen on any dot and attempt to connect all of the dots using no more than four straight lines and without picking the pen up from the paper.



“Miracle” Questions:

Questions to encourage parties during the brainstorming stage:

- “What will happen if you don’t solve this problem?”
- “How many ways can you think of to solve this problem?”
- “And you?”
- “Wow! You’ve thought of many ways to resolve your problem. Which ones would be the best solutions for now?”
- “What might happen if you choose A?”
- “How about B?”
- “Do you think C would work?”

Use these questions when you think that the disputants are not moving toward a solution.

- What will happen if you don’t solve the problem?
- Can you restate what he/she just said?
- Did you know how he/she felt?
- Does knowing this make some difference to you?
- How many possible solutions can you come up with?

Creating Win-Win Solutions

Purpose:

- To demonstrate how to manage conflict by turning it into cooperation

Materials: A room without tables but with a chair for each participant, copies of each instruction (see below) for one third of the participants

Length: 30 – 45 minutes

Number of Participants: Large group

Procedure:

1. Give each participant one set of instructions (A, B, or C), distributing equal numbers of the three different instructions. Tell them not to show their instructions to other participants as this will defeat the purpose of the exercise.
2. **A. Put all the chairs in a circle. You have 15 minutes to do this.**
B. Put all the chairs near the door. You have 15 minutes to do this.
C. Put all the chairs near the window. You have 15 minutes to do this.
3. Tell the participants that they can start the exercise and to follow the instructions that they were given. Give the participants 15 minutes and see what happens.
4. Discussion: The instructions cannot be carried out unless people with identical instructions cooperate. The sub-groups cannot carry out all of their instructions unless they cooperate. There are several possible solutions:
 - Putting all of the chairs in a circle, between the door and the window
 - Consecutively putting all the chairs in a circle, then near the door, then near the window
 - Disobeying part of the instructions, by putting one third of the chairs in a circle, one third near the door and one third near the window
 - Reframing the situation by hanging two signs in the middle of the room – one that says "door" and one that says "window"
 - Disobeying the instructions entirely

Questions for Discussion:

- What did you experience while playing this game?
- Did you feel that the chair you were sitting on was yours, to do with as you pleased?
- How did you relate to people who wanted something else?
- Did you cooperate, persuade, argue, fight, or give in?
- If you confronted others, how did you do this?
- Did you follow the instructions?
- Why did you interpret the instructions as you did?
- Did you feel that the instructions must be carried out no matter the cost and to the exclusion of others?

- In what way are your feelings about instructions influenced by your cultural background?
- Did your culture influence the way that you behaved in this situation?
- Can you relate what happened here to real life situations?
- How is this exercise relevant to peer-mediation?

Checklist for a Good Resolution

1. Is the resolution specific enough? Does it tell:
 - a. Who
 - b. What
 - c. When
 - d. Where
2. Is the resolution balanced? Do both students want to solve the problem?
3. Can both students really do what they promise?
4. Will the resolution solve the problem?
5. Will the resolution solve the problem for good?
(It is OK to solve it just for today, too)

Handout

What's Fair?

Set 1

- Nargiza wants to play football with a group of boys at school, but they won't let her play because she is a girl. Is this fair to Nargiza?
- Bakyt was caught looking at Aybek's answers during a history test. Both Bakyt and Aybek were given a failing grade on the test. Is this fair to Bakyt and Aybek?
- Marat is 10 years old and likes to go to school. His family needs him to get a job to earn some money, because there are younger children to feed, so Marat does not get to finish primary school. Is this fair to Marat?
- Merim comes to school without having done her homework; she didn't have time to finish it because she was helping her mother take care of her younger siblings. The teacher makes her stay indoors at break time to do it. Is this fair to Merim?

Set 2

- Nurlan lives in a region where ethnic tensions run very high and violence is a frequent occurrence. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Nurlan?
- Kanat doesn't like school – he doesn't have a lot of friends and he doesn't get good grades. He wants to leave school and find a job, but his parents say that he must graduate from high school. Is this fair to Kanat?
- Elmira's parents are originally from Russia and at home the family speaks in Russian. Sometimes in school Elmira speaks with her sister in Russian. The teacher stops Elmira when she is speaking with her sister and says she must speak Kyrgyz in school like everyone else. Is this fair to Elmira?
- Kanykei tells a joke about a classmate that makes her friends laugh. The teacher tells Kanykei that she must stop, and that saying cruel things about people is not allowed in this school. Is this fair to Kanykei?

Creating an Agreement

Purpose:

- To learn the components of a successful agreement and to practice helping disputants write a mediation agreement.

Length: 30 minutes

Number of Participants: 4 or more

Procedure:

1. Ask the participants to return to the groups that they were in for the Brainstorming and Evaluating options activity.
2. Tell them that they will now practice writing an agreement based on the mutually agreed upon solutions that they agreed on during the last activity.
3. Explain that a solid mediation agreement includes the following components (to be written on a flipchart): (10 minutes)
 - Who – the names of the parties involved in the agreement, as well as any other relevant parties.
 - What – a detailed description of what each party agrees to do or refrain from doing.
 - When – the timeframe for the agreement; when specific actions will occur, how long the agreement will last or remain in effect, when it expires.
 - Where – if specific locations are relevant to the agreement, they should also be included.
 - How – if the specific behaviors or commitments of the parties require additional resources for their completion, these should be included in the agreement.
4. Ask the four members of the previous role-play activity to switch roles so that those who were the mediators are now the parties and those who were the parties are now the mediators.
5. Ask the mediators to assist the parties in writing an agreement using the agreed upon solutions and according to the components of a solid mediation agreement. (15 minutes)

Full Mediation Role Play

Purpose:

- To combine all of the components of mediation learned thus far and to practice conducting an entire mediation from start to finish.

Length: 1 hour and 15 minutes

Number of Participants: Breakout groups of approximately 15, Groups of 4

Materials: Handout 5 cut into strips for each role, paper, writing utensils

Procedure:

1. Explain that we are now going to put together all six stages of the mediation process which we have learned over the past two days and practice conducting an entire mediation, from start to finish. Ask the participants to recall the stages of mediation. Elicit a short explanation or summary of each stage as it is mentioned.
2. Split the participants into groups of 4 (if there is an uneven number of participants, a fifth member can be an observer) and ask them to decide amongst themselves who will practice mediating today and who will play the roles of the parties in the conflict.
3. Hand out Handout 5 to each group – the mediators will receive a short description of the conflict, and each party will receive a more detailed description of who they are and what their side of the story is in the conflict. Give the participants a few minutes to prepare themselves.
4. When the participants are ready, they can start roleplaying the mediation process. Facilitator should circulate the room throughout the full mediation practice, asking questions of participants and providing feedback as needed.

Processing Full Mediation Role Play

Purpose:

- To reflect upon and learn from the mediation role-play activity in order to gain a deeper understanding of the mediation process and our role as mediators.

Length: 30 minutes

Number of Participants: Breakout groups of approximately 15

Materials: Flipchart, markers

Procedure:

1. Ask the participants to reflect upon their experience during the mediation role-play.

For the parties:

- What did it feel like to be a party in the conflict?
- Did you reach agreement?
- How helpful was the mediator in assisting you in reaching an agreement?
- What would have made the mediator more effective?
- What, specifically, did the mediator do that changed the atmosphere of the mediation or moved you as parties to reach agreement?
- What could the mediator have done differently?

For the mediators:

- How did it feel to play the role of mediator?
- Were you comfortable or uncomfortable in the role? Why or why not?
- What was easiest about the role?
- What was hardest?
- Would you mediate differently if you had been mediating between family members?
- How were you able to use your own natural strengths in the mediation?
- What do you think did not go well? What do you wish you had tried?
- What questions helped the participants get beyond positions to needs and interests?

Questions for observers:

- Can you identify three things the mediators did that demonstrated that they were active listeners?
- What were the kinds of questions that elicited the most information from the disputants? Give an example.
- Were there any techniques that the mediators used that helped to de-escalate the situation? Give an example.
- Describe the process that was used to generate creative solutions.

General:

- What did you think was crucial information or an "ah-ha!" moment in this session?
- What seemed to be the benefits of using co-mediators?
- What did you learn about the problem that you didn't know before?
- Has anyone ever played the role of mediator in real life? Informally or formally?
- What kinds of cultural variations might exist with mediation? Can you describe your own culture's process of mediation?

2. Congratulate the participants on successfully completing an entire mediation! Tell the participants that tomorrow we will continue practicing and honing our skills as mediators and that those who did not get a chance to practice mediating today will have the opportunity to do so tomorrow.

Conflict Scenarios

Note to trainer: Cut these scenarios into strips for the full mediation role play so that each party in the role play has access to their character's perspective only.

Scenario 1

Mediators:

Aybek is in the 11th grade. He is very popular and has many friends. Bekjan is in the 10th grade. He is very shy and doesn't have a lot of friends. Last week Aybek told Bekjan that if he does not bring him money every week, he will beat him up. In order to make his point, Aybek punched Bekjan in the stomach and then walked away laughing. Bekjan is terrified of Aybek and he doesn't know where he will get the money from. A teacher overheard Aybek threatening Bekjan in the hallway at school and sent the two students to mediation to try and work out a solution.

Aybek:

You are in the 11th grade. You are very popular and you have many friends. You grew up in the city. Your older brother, Nurlan, who is five years older than you, has always been very influential in your life. You look up to him and winning his respect is very important to you. Recently Nurlan started hanging out with a group of people who have been linked with organized crime. Nurlan is making a lot of money and the money is really helping the family. Nurlan told you that if you want to be a man, you should help bring in more money for the family by making some of the younger kids at your school bring you money. A percentage of the money will go to Nurlan's friends but you will get to keep some of it. You think this seems like an easy way to earn Nurlan's respect and help your family at the same time. You know the perfect target – Bekjan is a weak boy in the 10th grade and he won't be brave enough to say no to you. You approach him and tell him that from now on, he will bring you money every week or you will beat him up. To make it clear that you are serious, you punch him in the stomach. The look on his face was so funny that you couldn't help laughing as you walked away. What a nerd!

Bekjan:

You are in the 10th grade. Your family moved to the city about three years ago and it hasn't been very easy for you to make friends. The other kids at school sometimes make fun of you for being from a different region. You try to keep your head down and get good grades because your dream is to attend university and to study biology. You are the oldest child in your family and you have 5 younger brothers and sisters. Your family is very poor. You have a job after school in order to help pay for all of the expenses.

When Aybek, a popular student in the 11th grade, threatened you last week and told you that if you didn't bring him money every week he would beat you up, you felt terrified. He punched you in the stomach and walked away laughing. You couldn't believe that this was happening – you have tried to avoid this kind of trouble. You can't afford to bring him money because doing so will severely affect your younger siblings and your entire family. You know that if you don't

bring him the money, there is no one who will come to your defense, and you will suffer the beatings for as long as he wants to keep it up. You feel hopeless and depressed. How will this end?

Scenario 2

Mediators:

Nargiza and Merim have been best friends for many years. They are neighbors and have always spent most of their time together. When the new school year started, Nargiza began spending a lot of time with a popular new student, Anara. Soon after, Merim learned from another friend that Nargiza was telling hurtful stories about her that were not true. Merim confronted Nargiza and demanded to know why she was being so mean to her but Nargiza refused to talk to her and has been avoiding her ever since. Merim requested the mediation. Nargiza is reluctant to come but has agreed to at least show up.

Nargiza:

You and Merim have been best friends for many years. You grew up together in the same neighborhood and you have always gotten along and done everything together. Last year you began to feel that you have less and less in common. When you try to talk to Merim about the things that interest you, for instance, the boys that you like, she always changes the subject. You feel that she is judgmental and closed-minded. You have warm sentiments toward her but you feel that you want to make new friends.

On the first day of school you sat next to a new girl, Anara, and immediately found that you had a lot in common with her. You and Anara have become inseparable. Anara is beautiful and very popular and after you became friends with her you started to receive invitations to all of the best parties and social events. Merim has never been part of the popular crowd and you don't want to risk your new status by being seen with her. When Anara asked you about Merim, you told her that you used to be friends but that Merim is kind of a baby. You even told Anara that Merim sleeps with a doll at night and sucks her thumb. You know that Merim stopped doing these things a few years ago but you just wanted Anara to like you and you thought it would be funny. You didn't realize that Anara would spread these rumors and now you feel really bad about it. You don't want to talk to Merim because you feel ashamed and also because you don't want to lose your popular status. You don't want to hurt Merim, but you'd rather just ignore the conflict and you hope that eventually it will just fade away.

Merim:

You and Nargiza have been best friends for many years. You grew up together in the same neighborhood and you have always gotten along and done everything together. During the summer you noticed that Nargiza didn't want to hang out as much, but you figured it was just

because she was busy. When you did see each other, all she wanted to talk about was boys. You feel uncomfortable with this topic because, even though you haven't told Nargiza, you have become more religious and you think that you are both too young to be dating.

Now that school has started, Nargiza won't even look at you. She has become friends with the new girl, Anara, who is very popular, and you feel that Nargiza has become a completely different person. Your feelings were hurt but you understood that sometimes friends grow apart. You had hoped that you could still be friends, even if you continued to develop different interests, but then you heard through a friend that there are rumors going around that you sleep with a doll at night and still suck your thumb. The only person who knows that you used to do those things is Nargiza, but she also knows that you stopped a few years ago. You can't understand why she would spread such nasty rumors and you are really angry and hurt. You requested the mediation because when you try to talk to her she ignores you and she is avoiding you.

Scenario 3

Mediators:

Elmira and Marat, who are in the 11th grade, dated for four months. Elmira's best friend is Kanykei. When Elmira began dating Marat, Kanykei felt left out and lonely and she told Elmira that because she was spending so much time with Marat, they rarely saw each other anymore. Elmira felt bad and made a real effort to include Kanykei and make plans with both Marat and Kanykei. At first she was happy when she saw how well Marat and Kanykei got along, but soon she began to feel like she was unwelcomed. When Marat began making excuses and spending less and less time with her, Elmira became very suspicious and came to the conclusion that Marat and Kanykei were spending time with each other behind her back. Elmira confronted Kanykei about it and Kanykei admitted that Marat had been flirting with her but insisted that they were just friends. Elmira asked Marat and he also insisted that nothing was going on but she didn't believe him.

Two weeks ago, Marat suddenly broke up with Elmira. Elmira was heartbroken. The next day Elmira found out that Marat and Kanykei were dating. She feels betrayed by both of them and is furious. Elmira has been saying very nasty things about Marat and Kanykei and is publicly threatening to beat up Kanykei. Kanykei requested the mediation because she is scared that Elmira might really hurt her and also because she values her friendship with Elmira.

Elmira:

You are in the 11th grade and you and Marat dated for about 4 months. When you first started dating Marat, you were thrilled because you had liked him for a long time but your closest friend Kanykei made it clear to you that she was feeling lonely and left out, so you made an effort to include her in your plans. Kanykei has been your closest friend for two years so you invited her to come with you and Marat to the park because you wanted her to know that just because you were dating Marat didn't mean that you would forget about her. Then you began to notice that when you were out, Marat always stood very close to Kanykei and Kanykei always laughed very loudly at everything he said. You saw them looking at each other and you didn't like it. Then Marat began to pull away from you, to make excuses about why he couldn't

go out, and to avoid your calls. You suspected that something was going on between the two of them, and so you decided to confront them both. They both denied that anything had happened, and even though you still felt suspicious, you ignored this feeling and believed them because Kanykei was your best friend and because you still really liked Marat and wanted it to work out.

All of a sudden, two weeks ago, Marat told you that he was breaking up with you. As if that wasn't bad enough, the next day at school everyone was talking about how Kanykei and Marat were now dating. You couldn't believe it! You feel furious, betrayed, and humiliated. You told anyone who was around to tell Kanykei not to come near you, because you feel that if you see her you will definitely be so mad that you will hit her.

Kanykei:

You are in the 11th grade. Elmira has been your best friend for the past two years. When she started dating Marat you were happy for her, but you also felt left out. You told Elmira and she made an effort to include you, which you really appreciated. You didn't really know Marat before but when you began to spend so much time with him, you felt that you really had a good connection with him. You never intended to steal Elmira's boyfriend, but somehow you just felt that Marat was a better match for you. One evening Marat called and wanted to hang out – without Elmira. You felt that it was wrong, but you really wanted to see him, and you agreed. Elmira began to get suspicious that something was going on. When she asked you about it, you told her that Marat was flirting with you but that nothing had happened. You felt confused and you didn't want to hurt her feelings. Marat promised you that he would break up with her.

After Marat broke up with Elmira, he immediately asked you if you would officially be his girlfriend. Since he had already broken up with Elmira, you thought that it was ok. You knew that Elmira would probably be hurt but you hoped that she would understand that you and Marat genuinely care about each other and have affection for each other. You are in love with Marat. You never meant to lie to Elmira or to hurt her, but you know that you have. Now she is threatening to beat you up and you are scared. You want her to understand your side of the situation and to be happy for you and you have requested this mediation so that you can talk to her about it.

Scenario 4

Mediators:

Bakyt and Jamshid are high school students in Isfana. Bakyt's father is a trader in the local bazaar and Jamshid's family owns a small restaurant where they serve traditional Uzbek cuisine. Ever since the violence in Osh a few years ago, there has been an undercurrent of tension in the community. Jamshid started a club for ethnic Uzbeks at the high school where they celebrate their ethnicity and culture. He feels angry that many Uzbeks have changed the names of their restaurants and started serving Kyrgyz food and he wants to organize a political group that is against what he sees as Kyrgyz cultural dominance.

Bakyt is the editor of the high school newspaper. He has written several very critical articles about Jamshid's club, demanding that the school administration shut it down. He is a very vocal

advocate of Kyrgyz national pride and of the use of the Kyrgyz language. Bakyt and Jamshid's teachers are concerned that the conflict is getting out of hand and that it might become violent, so they have referred the students to mediation to try and talk about their differences.

Bakyt:

Your family is originally from the rural area outside of Isfana – you moved to the city when you were 10 years old. Your father is a trader in the local bazaar and this is your family's main source of income. You have always tried to be a good student and you are especially proud that this year you became the editor of the school newspaper. You have used this platform to write about your opinions, including the way that you feel about the clashes and tensions between ethnic Uzbeks and ethnic Kyrgyz. You feel that it is unfair that the Uzbeks control the local economy and you are wary of the militant Uzbek nationalism that you have seen growing throughout your lifetime. You remember the clashes in 2010 very well and you remember how scared your parents were.

You do not know Jamshid personally, but you know that he is the head of the Uzbek cultural club at your high school, and you feel that he is behind much of the tension between the groups in your school. You have written an editorial calling for the school administration to shut down his club. You feel that he should not be allowed to use the school for such a purpose and that this club is disrespectful of Kyrgyz culture and traditions.

Jamshid:

You were born and raised in an Uzbek neighborhood in Isfana. Your family is quite prosperous, having run a successful restaurant for many years. You are very proud of your Uzbek culture and heritage, and you have started a club at school to celebrate Uzbek culture. You remember the ethnic clashes in 2010 in Osh very well because you have family there and you know that many people's businesses were looted and burned.

Although it is not something that you like to talk about, your cousin, Aziz, was killed during the riots. He was 10 years older than you. You are furious that the Kyrgyz authorities have taken measures to remove the Uzbek language from public life. You feel that you have every right to publicly show your pride and you have no intention of shutting down the club at school. Let Bakyt write whatever he wants, it means nothing to you.

Scenario 5

Mediators:

Aybek and Kanat are in the 10th grade. Everyone knows that Aybek is a huge Barcelona fan and that Kanat, on the other hand, is a loyal Madrid fan. Aybek and Kanat have never been good friends and they have often gotten into fights in the past. Last year they both liked the same girl, Kanykei, but she ended up dating Kanat. Kanat knew that Aybek had liked Kanykei and he teased Aybek about it for months.

On the day after an important game that Barcelona won, both boys come to school wearing their team shirts. When Aybek saw Kanat, he started singing the Barcelona cheer and dancing around with pride that his team won. Then Aybek started taunting Kanat, telling him that he was a loser and that was why his team had lost. At first Kanat tried to ignore Aybek, but at a

certain point Aybek started talking about how Kanykei had broken up with Kanat because he was such a loser and Kanat got angry and started pushing Aybek and telling him to shut up. It soon broke into a fist fight. The teacher who broke up the fight has sent them to mediation to try and resolve their issues once and for all.

Aybek:

You are in the 10th grade. You have always disliked Kanat, ever since you first met each other when you were both in the same 8th grade class. The first time you ever met, Kanat laughed at something that you said in front of the entire class and you were totally embarrassed. Ever since then, you have disliked him and found him to be over-confident and annoying.

You are a huge Barcelona fan – everyone knows that they are your favorite football team and that you watch every game and know everything about them. Of course Kanat is a Madrid fan, Barcelona's biggest rival, which is just one more reason why you can't stand him. Last year, you began to get closer to one of the girls in your class, Kanykei, and you thought that maybe something romantic would develop. Instead, she and Kanat started dating each other. This made you feel completely humiliated, because many of your friends knew that you liked her, and Kanat knew it too.

Last night there was an important game and Barcelona won over Madrid. You could not be happier. Today you wore your shirt to show your pride in your favorite team. When you arrived at school this morning you saw Kanat wearing his Madrid shirt with a smug look on his face and you just couldn't stand it anymore. You started singing the Barcelona cheer and dancing around, and calling him a loser. You're not sure why you did it and you couldn't stop. You knew that Kanykei broke up with Kanat and you couldn't help it, you told Kanat that Kanykei dumped him because he is such a loser. He shoved you and you hit him back. Before you knew it, you were physically fighting each other.

Kanat:

You are in the 10th grade. You met Aybek when you were both in the same 8th grade class together. You have no idea why but you understand that Aybek has always had something against you. He has never liked you.

You have always been a huge Madrid fan. They are your favorite team and you are a loyal fan. Aybek is a Barcelona fan, which is the rival team, but you try not to pay too much attention to him. As far as you are concerned, he should just live his life and let you live yours, but he is always finding reasons to fight with you.

Last year, you started dating Kanykei. You knew that Aybek liked her (everybody knew it), but she chose you. You didn't see any reason why you shouldn't have gone out with Kanykei. In any case it ended after a few months. You were never sure why Kanykei broke up with you and although you have tried to move on, it does still hurt when you think about it.

Last night there was an important game and Barcelona won over Madrid. Today you decided to wear your Madrid shirt in solidarity with your team even though they lost. You happened to walk by Aybek and you didn't even say anything but he started to taunt you, calling you a loser and making fun of your favorite team. You tried to ignore him, but when he started talking about how Kanykei dumped you because you are such a loser, you couldn't take it anymore. You shoved Aybek and told him to shut up. He hit you back and before you knew it, you were in a fist fight.

Process Pointers

- Make sure that you and your co-mediator are paying equal attention to both disputants.
- Use eye contact and state names frequently.
- Look at your co-mediator from time to time to be sure you are sharing the process facilitation.
- Model respect for disputants and your co-mediator.
- Trust the process to get you through. Be patient and “feel” the parts of the process as they happen.
- It’s OK to show excitement when the disputants start making process... *“Great, now we’re getting somewhere!”*
- If disputants feel like quitting, remind them of how far they’ve come in the process and that there’s just a little bit more to go.
- When you have said, “Congratulations, you have solved your problem,” disputants will want to go... ***don’t forget signatures on written agreements.***
- Keeping good data supports your program. All agreements should be kept in the confidential binder and given to the program coordinator or mentor at the end of the mediation.

Developing an Action Plan for Establishing a Peer Mediation Program

Purpose:

- The participants will write a vision statement and a clear rationale for the peer-mediation program that they will be founding in their school/community.
- The participants will write an action plan with concrete steps to establish a peer-mediation program in their school/community.

Length: 1 hour

Number of Participants: Breakout groups of approximately 15, small groups by school

Materials: Handout

Procedure:

First Activity (30 minutes)

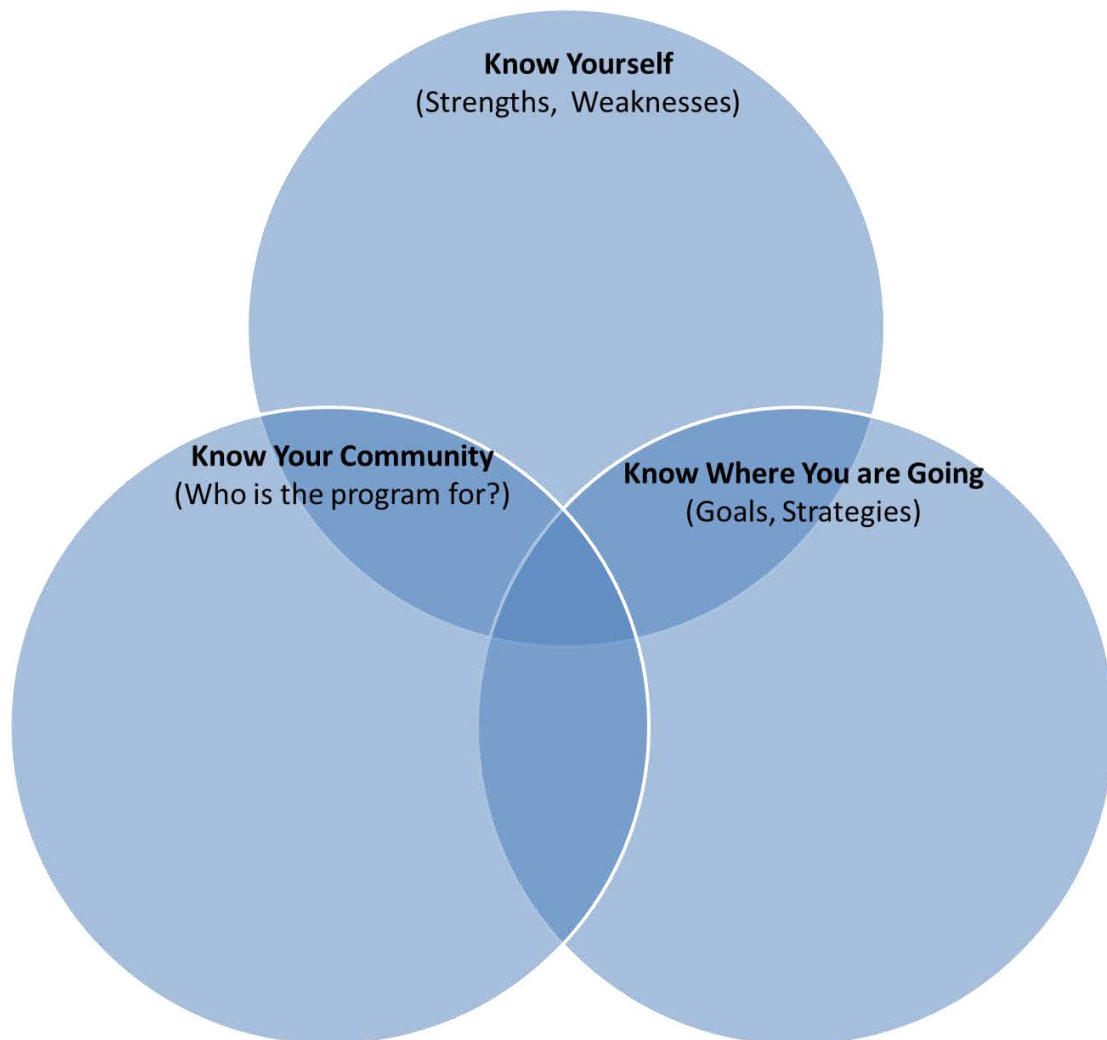
1. Each participant will have 3 minutes to write a statement to answer the question, "What is the purpose of the peer-mediation program at my school/in my community"? Request that the participants do not put their names on the pieces of paper and that they write legibly.
2. Each participant will pass the statement to the person sitting on their right. That person will underline the passages or words that seem significant to them and then pass the paper to the next person. Continue to pass and underline until everyone gets their own statement back. It is acceptable to have multiple underlines under key phrases.
3. A recorder will then write all of the underlined statements on a piece of flipchart paper so everyone can read them.
4. As a team, use the statements listed above (the three to five most underlined) to draft a mission statement that participants can agree upon.
 - a. Use the five finger voting technique to confirm that the statement is one that the team agrees with and will support: 5 = I love it, 4 = I like it, 3 = I'm neutral, 2 = I don't like it, 1 = I hate it. If all participants vote with 3, 4 or 5 fingers the statement is one everyone can live with. If anyone doesn't like it or hates it, rework the statement until all are comfortable voting a 3, 4 or 5.
5. On chart paper separated into three columns – put an eye in one column, an ear in the second column and a heart in the third column. The team will list concrete behaviors under the three columns, for what it Looks Like, Sounds Like, and Feels Like in their school/community

when everyone understands and is working toward the mission. Ensure that all participants are contributing to the discussion so that all perspectives are represented.

Second Activity (30 minutes)

1. Explain that after considering personal strengths and weaknesses, who the program is for, and goals and possible strategies, drafted the mission statement for our program and envisioned what it will look like, sound like and feel like when working towards accomplishing this mission, we are going to move on to the concrete planning stage.
2. Participants will work in small groups with the other participants from their school/community/region. Each group should be given a copy of handout 10 and will have 25 minutes to complete.
3. Close the session by mentioning that this action plan can serve as a blueprint for the implementation of the peer-mediation programs the participants will be pioneering in their schools and communities. Although participants might not finish planning all of the details today, they are leaving with a good working start with concrete steps that they will take to begin peer mediation programs in their schools.

Program Planning Tool



Action Plan

Names of Group Members _____

Goal _____

Step	Action	Who will do it	When	Resources we need (things and people)	How we'll know the action was successful
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Section Four: Materials for Starting a Peer Mediation Program

In this section you will find the practical tools necessary for starting and maintaining a peer mediation program. You can adapt these as necessary and appropriate for your specific setting and needs. An organized filing system is very helpful in monitoring the progress of your program and identifying areas that are successful and those that need more attention.

Icebreakers/Energizers

- "Little Known Fact" – Participants are asked to share their name, where they are from, their position, and one little known fact about them, or something surprising, funny, etc.
- "Two Truths and a Lie" – Participants are asked to share three facts about themselves, two of which are true and one of which is not true. The other participants must guess which of the three facts is untrue.
- "Name Origins" – Participants are asked to share their name, where they are from, their position, and then to talk about the meaning of their name, who gave it to them, whether they were named after someone...
- "Interconnectedness" – Participants stand in a circle. Each participant is asked to silently choose two other participants in their heads (without making it obvious who they have chosen). There are no particular criteria for choosing. When given the sign to begin, ask the participants to position themselves between their two people with the aim of keeping their own body an equal distance from the other two. Encourage people to use the whole space and to move quickly, but not to grab or hold anyone. When processing the exercise talk about how we are all interconnected and how when one part of the system moves, all parts move, sometimes without even being aware of the other parts that are affected.
- "Four Corners" – Label the four corners of the room with labels: strongly agree, agree, disagree, strongly disagree. The facilitator reads a series of statements about any topic (conflict resolution, personal beliefs etc.). As each statement is read, participants take a position in one corner of the room, depending on the degree to which they agree with the statement or disagree. Participants who are uncertain remain standing in the center of the room. Once participants are in their places, ask for volunteers to justify their position. When doing so, they should refer to evidence from history as well as other relevant information from their own experiences. Encourage participants to switch corners if someone presents an idea that causes a change of mind. After a representative from each corner has defended his

or her position, you can allow participants to question each other's evidence and ideas. Before beginning the discussion, remind students about norms for having a respectful, open discussion of ideas. The content of the statements depends on the desired nature of this activity – it can be a serious exploration of differences in opinions about controversial issues relevant to the participants, or it can be a more easy going activity that deals with more light-hearted issues of personal preference that simply allows participants to get to know each other better (for example, I prefer chocolate, I prefer vanilla; I am a morning person, I am a night owl; I like the beach, I prefer a swimming pool).

- "The Peace Line" - Put 3 points of peace/peacelessness in a continuum around the room - peaceful, somewhat peaceful, and peaceless. Have participants choose a point along the continuum that represents their emotions that day. After participants have chosen a point, invite them to share their feelings. Ensure that they know that they may opt out of sharing (as they may not feel comfortable sharing their emotions publicly), listen attentively, and never negate what is shared in this personal activity. Create an open and welcoming space.
- "A Great Wind Blows" - A set of chairs, one less than the number of players, is arranged in a circle. One player is initially designated as "it." "It" stands in the middle of the circle; all other players sit in the chairs. In each round of play, "it" calls out any sentence, beginning with the words "A cold wind blows," that refers to one or more players. The sentence must also be true for the person saying it. For example:
"A great wind blows for anyone wearing blue." (when "it" is also wearing blue).
"A great wind blows for anyone with brown eyes."
"A great wind blows for anyone who plays a musical instrument"
All of the players for whom the great wind blows—that is, players that fall into the named category—must vacate the chair that they are in and attempt to find another seat. At the same time, "it" attempts to sit in a chair. When all chairs are occupied, the person who failed to get a chair becomes "it" for the next round.

- "Running Pictionary" - Divide group into three or four teams. Place each team in a corner of the playing space and distribute blank sheets of paper and markers. Situate one participant (not on a team) "leader" in the center of the playing space, an equal distance from each team. Teams choose one member to be at the center. The "leader" whispers first round pictionary word to each player or secretly shows the index card to each one. Warn them they must not say the word out loud or write it down! Words can be by topic, for instance words such as "peace", "friendship", "conflict", "war." Players run back to their teams and draw pictures on a sheet of paper that represent the word (e.g. "peace" as a dove). Once a team member correctly guesses the word, he or she runs back to the leader and whispers the answer. The leader gives a new word to the player, who runs back to his or her team for the second round. Continue until the list of 10–15 words is completed. Play until all teams have completed all the words.

For splitting participants in to groups:

- Participants close their eyes. Each participant has a colored dot stuck on his/her forehead. Different colors should be distributed equally among the group so that neighboring participants do not have the same color. When instructed, participants open their eyes and try to form groups of the same-colored dots without speaking, pointing to the colors, looking for reflections or peeling off the dot.
- Hand out cards with different animals on them (depending on how many groups you would like to form) for example, horse, cow, pig, dog, cat, rooster, frog... To find each other, participants must move around the room making the animal noise on their card until they have found their other group members (who are making the same animal noise). (Variations include: fruits, vegetables,

List of Statements for "Four Corners" Exercise (conflict resolution, school climate, personal beliefs)

- Conflict is a natural and inevitable part of life and happens in the best personal and professional relationships.

- In itself, conflict is neither bad nor good. It can be constructive if handled well, destructive if handled poorly.
- I am able to choose how I respond in conflict situations.
- The people who are directly involved in a conflict are the ones who are responsible for resolving the conflict.
- Understanding what has happened requires every voice in the conflict to be heard.
- We all contribute to our conflicts consciously or unconsciously.
- Just because I am offended does not mean that I should be.
- I believe that win-win resolutions are possible.
- It is possible to work through issues and find reconciliation even in situations of long-standing conflict within families, communities or workplaces.
- The needs of larger society are more important than the needs of the individual.
- The purpose of schooling is to prepare youth to be good citizens.
- Individuals can choose their own destiny; their choices are not dictated or limited by the constraints of society.
- One should always resist unfair laws, regardless of the consequences.
- I am only responsible for myself.
- It is important to actively contribute to the happiness and wellbeing of others.
- I am optimistic about the future.
- I can trust the students at my school.
- Students at my school generally get along with each other.
- I can trust the teachers and staff at my school.
- When students break rules at my school, they are treated fairly.
- Many students at my school tease other students.
- Many students at my school spread rumors or lies.
- There is a lot of physical violence at my school.
- I know who to turn to for help at my school.
- My teachers care about my feelings.
- I want to contribute to making the world a better place.
- I would like to be in a position to influence the attitudes or opinions of other people.

On general controversial topics: (values)

- A woman's place is in the home.
- It is ok to dodge paying the fare on a train or a bus as long as you don't get caught.
- Boys and girls should not have equal education.
- Everyone should speak more than one language.
- A country gets the government it deserves.
- All property should be owned by the state.
- Murderers should be executed.
- Beauty is a matter of taste.
- Money is better spent than saved.
- All humans are basically selfish.
- Punishment never has any good effect.
- People who never get married are happier than those who do.
- People work better if they are paid more.
- People from different ethnic backgrounds will never be able to live together in peace.
- People and nations with great wealth are those that work the hardest.
- It is the responsibility of governments to provide basics such as water, food, education, and health care for their people.

Sample Request for Mediation Form

Your name: _____ **Date:** _____

Names of parties in conflict (first and last name of each):

Brief description of the problem:

Request reviewed by _____

Referred to Mediation on __ (date) _____

Sample Mediation Schedule Notice

(Name of Disputant)

This is to remind you that a mediation between you and

(Other Disputant's Name)

has been scheduled for _____

(time)

on _____

(date)

at _____

(location)

Sample Mediation Agreement Form

Date _____

We participated in a mediation on this date and reached an agreement that we believe is fair and that resolves the problem between us.

Name _____

Name _____

I agree to: _____

I agree to: _____

Signature _____

Signature _____

Mediator's signatures _____

Sample Mediation Report Form

Mediator _____

Mediator _____

Date of Mediation _____

Persons involved in the conflict:

Briefly, what was the conflict about (include the positions, interests and needs that you identified)

What went well _____

To improve

Agreement Attached Yes/No

Starting a Peer Mediation Program Checklist

- Identify and appoint interested staff members willing to undertake the role of peer-mediation program coordinator(s).
- Meet with committee of interested parties to identify and write program goals.
- Gain institutional support by consulting with key stakeholders (for example: the school principal, parents, student council, etc.).
- Determine scheduling and logistic issues – for example: how many hours per week can be allotted to the program (for mediator training as well as actual peer-mediations), where will the mediations take place, what materials are needed in order for the program to run successfully, etc.
- Choose a strategy and criteria for picking peer-mediators – self-nomination, peer-nomination, teacher-nomination, or a combination of these. Remember that it is helpful to have a diverse pool of peer-mediators that reflects the diversity of the student-body who they will be serving, and that often students with disciplinary issues benefit greatly from becoming peer-mediators.
- Design your training program as appropriate for the needs of your school/community, as well as their capacities (in terms of hours, location, manpower) .
- Begin peer-mediator training.
- Advertise the peer-mediation program among the target population (students, youth groups, etc.). Make sure to advertise the location and hours that mediation services are available, as well as providing some information about what mediation is and how it can be helpful in resolving interpersonal conflicts.
- Set up your record-keeping and filing system, including: case intake, requests for mediation services, notes, and written agreements.
- Begin offering mediation services!

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