



# The FAQs of Peer Mediation

NEW JERSEY STATE BAR FOUNDATION



**WRITTEN AND DEVELOPED BY**

Paula Eisen, Barbara Nagle and Elissa Zylbershlag

**CONTRIBUTIONS BY**

Joanne Bochis and F.N. Brown Elementary School,  
Verona, New Jersey

**DESIGNED BY**

Dianne Kirsch

**THANK YOU TO**

Cynthia Pellegrino, Dr. Anthony Lanzo, Louis Waibel,  
Miryhanne Lopez, Sheila Groskin, F.N. Brown Elementary School,  
Carl Sandburg Middle School

The information in this publication is published as a public education service to help explain laws in New Jersey. It does not constitute legal advice, which can only be given by an attorney. Printed in 2018. This publication is sponsored by the New Jersey State Bar Foundation and made possible with funding from the IOLTA Fund of the Bar of New Jersey. To obtain free copies, write to the New Jersey State Bar Foundation, One Constitution Square, New Brunswick, NJ 08901, call 1-800-FREE LAW or visit our website at [www.njsbf.org](http://www.njsbf.org).

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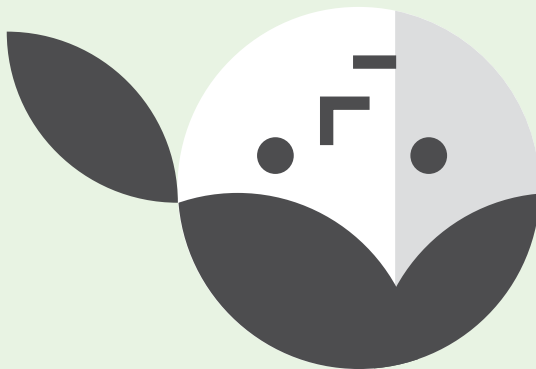
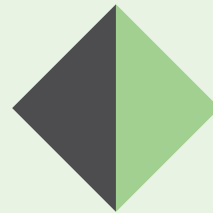
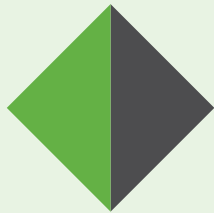
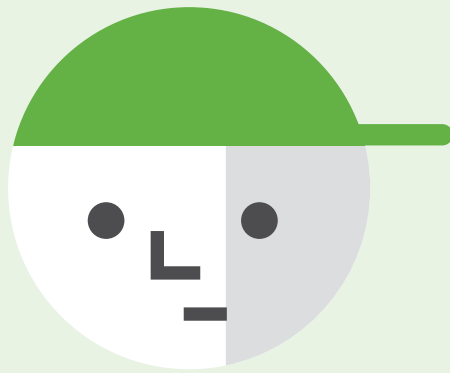
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# Q&A

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# What is peer mediation?

Peer mediation is a voluntary conflict resolution process in which two trained student mediators facilitate communication between their disputing peers, empowering them to negotiate a mutually acceptable agreement. An agreement may not always be reached at that time, but the process of mediation is often still beneficial.

- 1** The mediation process promotes voluntary decision-making by the disputing students, thereby encouraging them to take responsibility for their actions.
- 2** Mediation can provide an alternative to discipline imposed by teachers or administrators.
- 3** The mediation process is impartial and there are no decisions made as to who is right or wrong.
- 4** Peer mediation provides a safe, private and confidential process for disputing students to express feelings so they better understand themselves, each other and the dynamics of their conflict.

## What does peer mediation look like?

There are numerous videos of student peer mediations on YouTube. In addition, students can engage in a scripted mediation role play to experience the process and demonstrate it for others.



# What are the benefits of peer mediation?



Peer mediation has been proven to be an effective method to improve social skills, increase academic achievement and raise self-esteem.<sup>1</sup> All these skills have a direct impact on students' adult lives.

A number of studies state that students involved in peer mediation have an increased understanding of conflict and conflict management skills including perspective taking. The evidence also shows that peer mediation programs reduce the incidence of conflict and negative behaviors and ultimately improve school climate which, in turn, increases academic outcomes.<sup>2</sup>

Studies have also shown that students prefer students, rather than adults, to assist when attempting to manage disputes.<sup>3</sup>

National research has shown that approximately 85% of disputes that go through peer mediation are resolved.<sup>4</sup>

According to Richard Cohen, the founder of School Mediation Associates and author of *Students Resolving Conflict: Peer Mediation in Schools*, the benefits of peer mediation are straightforward and intuitive.

<sup>1</sup> Cohen, Richard. (2005) *Students resolving conflict: peer mediation in schools*. Good Year Books: California.

<sup>2</sup> Eisenkraft, K. O. (2015). *Intervening in school-based youth conflict: Violence reduction, positive youth development, peer mediation, and conflict resolution education*. Boston: Massachusetts Office of Public Collaboration, John W. McCormack Graduate School of Policy and Global Studies, University of Massachusetts Boston.

<sup>3</sup> Vankoughnett, L.J. (1998, May). *The impact of peer mediation on conflict*. Master of Education project for the Faculty of Education, University of Lethbridge, Lethbridge, Alberta, Canada.

<sup>4</sup> Wilkinson, J. *A study of Virginia and ten states: Final report and recommendations*. (2001). Virginia Association for Community Conflict Resolution (VACCR), Institute for Environmental Negotiation, University of Virginia.



### Peer Mediation:

- ◆ Resolves conflict.
- ◆ Teaches essential life skills.
- ◆ Allows students to practice communication skills through real-life experiences.
- ◆ Encourages talking out problems rather than fighting.
- ◆ Encourages students to take responsibility for their actions in a non-judgmental and safe environment.
- ◆ Empowers students to take greater responsibility for solving their own problems.
- ◆ Increases students' self-esteem.
- ◆ Teaches that there is not always a clear right or wrong; it creates space for students to gain insight into others' lives which helps create empathy.
- ◆ Creates high expectations for students; it assumes students are responsible and capable of managing conflict.
- ◆ Is accessible to a large and diverse student population, including at-risk students.
- ◆ Creates more time for classroom learning because there is less need for adult intervention.
- ◆ Is preventative.
- ◆ Teaches social and emotional learning (SEL) skills and correspondingly, improves school climate.
- ◆ Allows administrators to discipline less.
- ◆ Offers educators a reflection of their school climate.<sup>5</sup>

<sup>5</sup> Cohen, Richard. (2005) Students resolving conflict: peer mediation in schools. Good Year Books: California. p.47-50.





## How do I get administrative support?

It is best to have administrative support to run a successful peer mediation program.

Administrators are responsible for student discipline. Peer mediation can address minor student conflicts that historically would have been sent to the administrator. This gives the administrator more time to focus on severe discipline issues.

### **The administrator must be agreeable to:**

- ◆ Allowing teachers to attend mediation trainings
- ◆ Funding for teacher coverage
- ◆ Locating space in schools for mediations
- ◆ Getting support of central administration

You know your school best. First, you will need to determine the priorities of your administrator (i.e., discipline, academics, empowering students, etc.). Next, you will have to prepare information to present to administrators on:



- 1** The needs of your school through a school climate survey
- 2** The benefits of using peer mediation (see “What are the benefits of peer mediation?” in the Q&A section)
- 3** Any possible costs associated with running a program in your school (i.e., cost of a trainer, materials for peer mediators, etc.)
- 4** The time and effort it will take to run the program (i.e., planning time, meeting time, etc.)
- 5** You may want to identify local schools that have implemented a peer mediation program and are similar in size and grade levels, and:
  - ◆ Determine the success of their program.
  - ◆ Ask what they would change in their program.
  - ◆ Ask whether you could visit to observe their program with your administrator.

When you have compiled this information, share it with a preliminary committee to develop interest and commitment and to show you are not the only one supporting this project.

Once you have established supporting information and have a preliminary committee, bring it to your administrator and discuss how peer mediation would integrate with other programs in the school such as school climate, bullying prevention or SEL.

Encourage the administrator to be visible during peer mediation events to show support for the program.

Tell the administrator about the free training available for teachers, professional staff and administrators in both conflict resolution and peer mediation at the New Jersey State Bar Foundation.



# What is the structure of a peer mediation committee?



The peer mediation committee should consist of people who are interested in the peer mediation process and in student empowerment. Initially, it is recommended that committee members attend a peer mediation training to familiarize themselves with the process.

The committee should be diverse, with representatives from multiple constituencies present in your school. The members will learn more about the process and the program. They may serve as facilitators for mediations, help with record keeping and arrange for mediations. The committee you originally create should continue as the program develops. Keeping the committee intact will allow the program to grow. Adding new committee members is beneficial to keeping enthusiasm high for the program. However, be aware that annually rotating all committee members could result in a loss of focus or inconsistency in the program.

The number of committee members is dependent on the size of your school.

## Potential committee members could be:

- ◆ Administrators
- ◆ Classroom teachers
- ◆ Special needs teachers
- ◆ Counselors/social workers
- ◆ Parents/guardians
- ◆ Students
- ◆ Community members (for example, from Municipal Alliance)
- ◆ School board members
- ◆ Members of PTA or similar parent organizations
- ◆ Lunch aides
- ◆ Para professionals
- ◆ Nurses
- ◆ Office staff



## What is the role of the peer mediation committee?



The peer mediation committee garners support for the program from the administration, teachers, staff and students. The policies that will shape the program may help run the program on a day-to-day basis. Depending on the size of the school, a committee needs to have a minimum of two Coordinators who will run the day-to-day operations of the program.

For more information on the policies that need to be established, refer to the question, “What are the policies that should be developed to establish and maintain a successful peer mediation program?” in the Q&A section.





# What are the policies that should be developed to establish and maintain a successful peer mediation program?

You will want to consider including peer mediation as an option for resolving conflict in your school disciplinary policy. In drafting the policies that will guide the peer mediation program, the committee needs to address the following:

## **Determine the types of conflict that can be mediated. Take into consideration:**

- ◆ Conflicts between students that occur on or off school property that impact students in school
- ◆ Conflicts involving more than two disputants (See “Can a mediation have more than two disputants?” in the Q&A section.)
- ◆ Conflicts between students and adults in the school (Some schools do use peer mediation for student-adult conflict, but it is not common. Check your employee union contract to assure it is permitted.)

- ◆ Incidents involving drugs, weapons, abuse, physical violence or other illegal behaviors should not be mediated and should be referred to administration.
- ◆ Issues of HIB are not to be mediated. “Conflict resolution and peer mediation don’t work for [resolving issues of] bullying. Bullying is not a conflict between people of equal power who share equal blame. Facing those who have bullied may further upset kids who have been bullied.”<sup>6</sup>

## **Determine how requests will be made for mediation.**

- ◆ Self-requests (How will students in conflict request mediation?)
- ◆ Requests by a teacher or other staff member (See *Mediation Request Form* in the Forms section.)

<sup>6</sup> Support the Kids Involved. (2017). Retrieved March 12, 2018, from <https://www.stopbullying.gov/respond/support-kids-involved/index.html>.



- ◆ Decide where completed request forms will be deposited and check daily (i.e., main office, guidance office, mediation center, classroom, etc.)
- ◆ Requests as a result of suspension or detention (Some schools provide for mediation of conflicts that have resulted in suspension or detention, but they must be mediated after students have served the consequences.)

**“In the case that a conflict involves behaviors that violate the school’s disciplinary code, school policy dictates the consequences: in addition, the interpersonal issues that caused the conflict may be mediated.”**

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#### **Determine when peer mediations will take place.**

- ◆ Same day as conflict (if possible)
- ◆ After return from suspension and before going back to class (if part of disciplinary process)
- ◆ During certain classes (not common core subject classes)
- ◆ During lunch.
- ◆ After school, depending on student schedules
- ◆ Generally mediations will not last longer than one period, but they may.

#### **Determine where mediations will take place.**

- ◆ Establish a space allocated for peer mediation use.
- ◆ A free classroom or other available space requires keeping a schedule of available rooms.
- ◆ Any space must be private.

#### **Determine who will be in charge of master schedules of mediators and facilitators.**

- ◆ Traditionally the Program Coordinator handles scheduling (See “How many Program Coordinators should a school have and what is their role?” in the Q&A section.)

#### **Determine which peer mediators will handle a conflict.**

- ◆ When assigning mediators to a conflict, should peer mediators be selected by ability, age, grade level, experience, gender? (See “How do I appropriately assign peer mediators to mediations?” in the Q&A section.)
- ◆ Should mediators have any prior knowledge of the conflict before beginning mediation?
  - It is recommended that student mediators know as little as possible about disputes to avoid pre-judging.
- ◆ Does the mediator have a relationship with a disputant?
  - It is important to disclose the names of the disputants to the mediators prior to mediation, in order to avoid conflicts of interest.
- ◆ Rotate mediators so everyone has the opportunity to experience mediating conflict.
  - It can be beneficial for new student mediators to be paired with more experienced mediators. The *Post-Training Evaluation Rubric*, found in the Forms section, can be used for this purpose.

#### **Determine which records need to be saved.**

- ◆ Request forms and finalized mediation agreements are the only records of a mediation that are to be saved. All notes from a mediation must be discarded to maintain confidentiality.
- ◆ If mediation does not end in agreement, save the request form as proof of mediation.
- ◆ Traditionally the Program Coordinator handles record keeping. (See “How many Program Coordinators should a school have and what is their role?” in the Q&A section.)



### Determine the role of the facilitator.

- ◆ The facilitator is the adult who monitors the mediation between students.
- ◆ Decide whether the facilitator is present in the room or outside of the room during mediation.
- ◆ The facilitator may inform the mediators on the nature of the dispute and the disputants' names prior to the mediation. (See "How do I appropriately assign peer mediators to mediations?" in the Q&A section.)
- ◆ Determine the level of debriefing the mediators require after mediation.
  - Provide feedback to mediators on best practices.
  - Determine next steps if conflict is not resolved.
  - Offer space for reflection if mediators need to process.
- ◆ Follow up informally with the disputants to see if the agreement is working.

### Determine how to sustain the peer mediation program.

- ◆ Revisit the program and policy annually to see what may need improvements.
- ◆ Keep staff up-to-date on program status and mediation requests.
- ◆ Committee, Coordinators, administration and facilitators meet periodically throughout the year to maintain cohesiveness.
- ◆ Meet regularly with peer mediators to discuss challenges and successes, engage in role plays and enhance sense of community. (See "How do I keep peer mediators motivated and up-to-date?" in the Q&A section.)

### Determine how to market program.

- ◆ Decide who will be targeted in the marketing plan (i.e., administration, staff, students, parents, school board, local community, etc.).
- ◆ Will there be a kick-off event or assembly for the school? Who will organize and run the event? (See the sample *Peer Mediation Assembly Agenda* in the Materials section.)
- ◆ After the introductory event, create a plan to keep program visible throughout the school on a periodic and day-to-day basis. For example, create posters, make periodic announcements, send information home to parents, etc.
- ◆ How will the peer mediation program be framed to avoid teachers feeling like the program is more work for them? (See "How do I introduce peer mediation to staff?" in the Q&A section.)
- ◆ Have peer mediators go into classrooms and make brief presentations to the students.
- ◆ Engage school media.

### Determine potential costs.

- ◆ Who pays for the costs associated with a peer mediation program, if any?
- ◆ Should there be someone on the committee familiar with pursuing grants?
- ◆ Are there grant sources in your community for the program (Municipal Alliance, PTA, etc.)?

### Determine how to assess the program.

- ◆ How do you evaluate the effectiveness of the program?
- ◆ Do you regularly survey students and adults about the school climate?
- ◆ Evaluate the number of mediations per year. Take into consideration any factors that may contribute to a decrease or an increase in conflict.
- ◆ Determine whether there is an improved positive feeling in the school.



# How many Program Coordinators should a school have and what is their role?



The Program Coordinator is essentially the chair of the peer mediation committee. The Coordinator organizes the creation of school policies for the peer mediation program. It is also the Coordinator's role to provide structure, support and guidance for the student mediators.

It is recommended that the peer mediation committee assign at least two Program Coordinators to ensure the program can continue should one Coordinator be absent.

## **Some of the duties of the Program Coordinators may include:**

- ◆ Guide the committee in the creation of school policies.
- ◆ Assign student mediators to mediate conflicts.
- ◆ Assign an adult facilitator to each mediation.
- ◆ Provide all paperwork for student mediators to conduct mediations.
- ◆ File all mediation paperwork.
- ◆ Refer disputants to the administration or other professionals when they are unable to resolve conflict through mediation.
- ◆ Maintain relationships with parents and community.
- ◆ Keep a binder that includes:
  - The names and schedules of all student mediators
  - The committee members and facilitator's schedules
  - Schedule of available rooms
  - School calendar



# How do I choose peer mediators?



## 1

### Conduct preliminary planning.

- ◆ Determine a realistic size of a mediator cadre for your school.
- ◆ Determine whether the size of the student body warrants a formal application process.
  - If you are in a larger school, you may want to use an application form. (See the *Peer Mediator Application* in the Forms section.)
  - If you are in a less-populated school, for example, private, charter, or special needs school, selections can be done by “word of mouth” or a sign-up process.

“The peer mediation team reflects the diversity of the school’s community in all senses, including age, race, ethnicity, gender, sexual orientation, language, ability, academic standing, socio-economic status and interests, so that all students feel comfortable participating in the program.”

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- You may allow adults in the school to nominate a student to be a peer mediator. (See *Peer Mediator Nomination Form* in the Forms section.)
- ◆ Members of the peer mediation committee should be in place before selection begins.

## 2

### Conduct outreach to students.

- ◆ See “How do I introduce peer mediation to the students?” in the Q&A section.
- ◆ If you do not have an application process, offer the students an opportunity to be peer mediators by providing a sign-up sheet in a frequently populated location such as the cafeteria or library.
- ◆ Hold an introductory meeting for all potential mediators explaining the policies of being a peer mediator (i.e., not being in a failing posture, signing the mediator pledge, not being suspended, etc.)



### 3 Determine the peer mediation cadre as a committee.

Based on the policies your committee has determined for peer mediators to be included in the cadre, use the following suggestions to determine who will be trained as peer mediators.

- ◆ The committee will determine the students who fit the profile to be a mediator from either the applications received or the sign-up sheet.
- ◆ Does the applicant possess personal attributes and abilities such as respect for his or her peers, responsibility, self-confidence, empathy and trust? (See *Peer Mediator Skills Sheet* in the Materials section.)
- ◆ Is the applicant in any failing posture or presently serving any disciplinary actions? Determine if a student in a failing posture will be allowed to apply.
- ◆ Are there applicants who are at-risk, special needs or bilingual? These students should be considered for training and to serve as mediators.
- ◆ Is there a diverse representation of applicants?
- ◆ Are there specific applicants who should be given special consideration because they are referred by administration or staff?
- ◆ Are there enough students representing the grade levels of students you want to serve as part of the mediator cadre?
- ◆ Will there be interviews and, if so, how will they be conducted?

### 4 Ask the following interview questions. The interview can be conducted by one committee member.

- ◆ What does mediation mean to you?
- ◆ Why would you be a good mediator?
- ◆ What does confidentiality mean?
- ◆ What does it mean to be non-judgmental?
- ◆ Explain how you are a good listener.

### 5 The final list of mediators must be approved by administration and committee members.

### 6 The committee may require parental/guardian consent for a student to become a mediator. (See *Peer Mediation Parent/Guardian Permission Form* in the Forms section.)

It is suggested that in a large school you choose one grade level to pilot the program first. It is more beneficial to start small and then grow gradually.




# How do I introduce peer mediation to the staff?



There are many ways to introduce peer mediation to staff. It is important that even if teachers do not take an active role in the peer mediation program, they should be aware of the procedures and benefits of the program. Following are some ideas on how to introduce peer mediation:

- 1** Encourage colleagues to attend the free peer mediation training at the New Jersey State Bar Foundation (go to [www.njsbf.org](http://www.njsbf.org) for training dates and registration). At the training, students model the peer mediation process and there is an opportunity to interact with them and network with other educators.
- 2** Send an introductory email to the staff informing them of the new peer mediation program coming to the school.
- 3** In-service days are a great place to introduce a new program. A motivating speaker from a reputable training company, or a teacher from your school who has either participated in a training or observed an existing program, can introduce peer mediation to your staff and supply applicable materials. They may also present students role-modeling a peer mediation session.
- 4** To highlight the benefits of peer mediation to educators, share the information from “What are the benefits of peer mediation?” in the Q&A section.
- 5** Stress to teachers that peer mediation does not replace disciplinary procedures or consequences that are part of the school’s code of conduct.
- 6** Address teacher concerns about peer mediation’s effect on academic participation, with the following potential policies that the committee will create:
  - ◆ Mediations are held during non-academic time.
  - ◆ Mediators must keep up with their school work.
  - ◆ Mediators need the classroom teacher’s permission to leave class and cannot be taken from certain classes.





## How do I introduce peer mediation to the students?

- 1** Have an assembly program that introduces and models the peer mediation process. Have students use the *Peer Mediation Script*, found in the Materials section, to model the peer mediation process. (See the sample *Peer Mediation Assembly Agenda* in the Materials section.)
- 2** Committee members can visit classrooms to introduce or discuss peer mediation with students in a smaller setting. The classroom is a safe and comfortable environment for students to ask questions.
- 3** You can introduce peer mediation as a “safe haven” for your students. If a student has a dispute with another, having them go to mediation could save a friendship and/or someone getting hurt.
- 4** Have students put up posters around your school highlighting that peer mediation is a new program coming to the school. This will provide visual awareness.



# How can classroom teachers support the peer mediation program?



In order to have a successful peer mediation program in your school, there must be a collaborative effort by all school personnel. Both staff and students need to learn conflict resolution skills. This can be accomplished by following the sample master plan on the subsequent pages, which uses the lessons from the New Jersey State Bar Foundation's *Conflict Resolution Guide*.

During the first year of implementing a peer mediation program, use the sample master plan to teach a new conflict resolution lesson in class each month. Some schools with successful peer mediation programs teach the same lesson in all the classes during the same class period of a certain day each month. Other schools require teachers to teach the lesson during a certain week. Determine what will work best for your school.

As these lessons are being taught to the students and the language is being integrated into the climate of the school, conflict resolution concepts can be reemphasized continuously in terms of “teachable moments” as conflicts arise. The conflict resolution skills and concepts exist in academics as well, such as literature in English class or historical events in social studies. Both can be viewed from a conflict resolution perspective.

As more and more lessons are being taught across the board, schools should notice a positive change and a more peaceful environment for learning.



## Sample Master Plan

All recommended activities come from the *NJSBF Conflict Resolution Guide* unless otherwise indicated.

### September—Introducing Conflict

**Objective:** Students will learn the definitions of conflict, bullying and peer mediation and how to differentiate among them.

- ◆ Use the “Defining Conflict” activity to introduce the students to the differences between normal conflict and bullying.

### October—Styles of Conflict

**Objective:** Students will learn that there are different styles of conflict and will determine their own personal style. They will also learn there are advantages and disadvantages to the different conflict styles.

- ◆ Use the “What is Your Style (of conflict)?” activity to begin thinking about how different people with different perspectives approach conflict.

### November—The Origin of Conflict

**Objective:** Students will understand that there are many different ways that conflict can come about, including differing perspectives.

- ◆ Begin the lesson with the “What Do You See?” activity or the “Perspectives” activity to introduce the concept of perspective.
- ◆ Use the “Sources of Conflict” activity to have students examine the different ways conflict can arise.

### December—How Feelings Relate to Conflict

**Objective:** Students will be able to identify feelings and to determine the feelings that may trigger conflict in themselves and in others.

- ◆ Use the “Feelings” activity to introduce the students to new language around feelings and give them vocabulary to better describe their reactions to conflict.

### January—Communication

**Objective:** Students will learn how using communication in a positive way can help to decrease conflict in their lives.

- ◆ Use the “Communication Encouragers and Blockers” activity to introduce the idea that communication is the key to resolving conflict in a positive way.

### February—How Conflict Escalates

**Objective:** Students will learn the different ways a conflict can escalate.

- ◆ Use “The Four Escalators” activity to show students how conflict can escalate.

### March—“I” Messages

**Objective:** Students will learn what “I” messages are and the benefits of using them during a conflict.

- ◆ Use the “How to Use ‘I’ Messages” activity to introduce the students to “I” messages and to practice using them.
- ◆ You may also choose to use the “I” Messages activity, which can be found in the Lessons section of this guide.

### April—One-to-One Strategy

**Objective:** Students will learn how to productively solve their own conflicts using the skills they have learned all year and the “One-to-One Strategy.”

- ◆ Use the “One-to-One Strategy” activity to teach the students how to solve conflicts on their own.



### May—How to Address Anger

**Objective:** Students will recognize their anger and find ways to control it.

- ◆ Use the “Managing Anger” activity to help students identify anger and learn strategies of how to cope with it.

### June—Unsolvable Conflicts

**Objective:** Students will understand that there are certain conflicts that cannot be resolved and discuss ways to deal with this fact.

- ◆ Use the “Let’s Get Real” activity to discuss certain types of conflicts that are not resolvable and allow students the space to express their frustrations.



# How do I train students to be peer mediators?

It is important to adequately train and prepare students to be peer mediators. The Association for Conflict Resolution recommends training elementary and middle school student mediators for 12–18 hours and high school student mediators for 15–20 hours. For a sample training agenda, see the *Peer Mediator Two-Day Training Agenda* in the Materials section. Ongoing student mediator training is recommended for 12 hours per school year after initial training.<sup>7</sup>

## The following considerations should be made when planning a student training:

- ◆ Where will trainings for the student mediators be held? A space with movable chairs and tables is ideal (i.e., the cafeteria, library or an all-purpose room). The space should not be visible to the school population.
- If using space in your school is problematic, consider using a facility in the vicinity of your school, such as a public library, a community center or a room in another school building. Be sure to follow field trip guidelines for your school.
- Off-site trainings are very special to students; it removes them from the daily routine and shows them they are part of something special.

<sup>7</sup> Recommended standards for peer based mediation programs. (2007). Association for Conflict Resolution. Retrieved from <http://www.acrnet.org> on March 23, 2018.



- ◆ When will trainings for the student mediators take place? Ideally, trainings should take place during the school day so students who want to participate do not have after-school conflicts or commitments. However, trainings can also be held after school, at the end of summer, broken up into smaller parts over the course of a month or whatever works best for the school.
  - Two consecutive days of training is preferable, but not essential.
  - Trainings should include 15–20 students depending on the size of the school. Trainings that are too large run the risk of becoming less experiential.
  - Recruitment of peer mediators may take place in September and October and the two-day training could take place in October or November in order to get the program up and running for the current school year.
  - Some larger schools may prefer to have a two-day training in the fall and another in the spring to increase the size of their cadre and prepare the program to be up and running immediately for the next school year.
  - Training during school hours will offer an opportunity for staff/administration to partake in the training.
  - Check that there are no trips, assemblies or other school events happening during the times of training.
  - Using academic time shows the school's commitment to the program.
- ◆ Who will train the peer mediators? An outside professional trainer can be used or an educator who has attended the New Jersey State Bar Foundation's peer mediation training.
- ◆ What is the content of the training? A two-day training model is suggested. Day one focuses on conflict resolution skills and day two introduces the peer mediation process and allows time for the students to practice the process. (See the sample *Peer Mediator Two-Day Training Agenda* in the Materials section.)
  - For younger students, you may want to train for one or two hours at a time, over a longer period of time.
  - Experienced mediators should attend and assist in at least part of the training of new mediators.
- ◆ Upon completion of training, an administrator should come to distribute the *Peer Mediator Certificate of Completion and Achievement* and lead the *Peer Mediator Pledge* that the students will sign. The presence and participation of the administrator confirms the importance of the program and how special it is to be a mediator. (See the Materials section for the *Peer Mediator Certificate of Completion and Achievement* and the *Peer Mediator Pledge*.)
- ◆ Consider providing refreshments and lunch for the students.
- ◆ Committee members should periodically attend student trainings in an advisory role in order to stay current with the program and get to know student mediators.



# Which skills do peer mediators need to learn?



The skills that peer mediators should develop to successfully mediate conflicts are skills that will enhance their lives through adulthood. Just like riding a bike, skills that are learned and practiced, can always be remembered. It is recommended the following skills be taught to peer mediators:

## Peer Mediator Skills

- ◆ Use “I” messages.
- ◆ Know the difference between conflict and bullying.
- ◆ Restate disputant’s statements.
- ◆ Do not interrupt.
- ◆ Be a good listener.
- ◆ Identify and do not allow put-downs or insults.
- ◆ Maintain a neutral facial expression.
- ◆ Maintain confidentiality.
- ◆ Be respectful and non-judgmental.
- ◆ Problem solve.
- ◆ Use communication encouragers.
- ◆ Be empathetic.
- ◆ Be patient.
- ◆ Demonstrate leadership.
- ◆ Be responsible.
- ◆ Be reliable.

When discussing these skills with peer mediators, the *Peer Mediator Skills Sheet* is available in the Materials section.

The New Jersey State Bar Foundation’s *Conflict Resolution Guide* offers numerous lessons to use with peer mediators to enhance the recommended skills. *The FAQs of Peer Mediation Guide* also includes lessons to support the skills. Use the chart on the following pages to reference these lessons.



SKILL	LESSON TITLE	GUIDE
Use “I” messages	How to Use “I” Messages	<i>Conflict Resolution Guide</i>
Use “I” messages	One-to-One Strategy	<i>Conflict Resolution Guide</i>
Use “I” messages	“I” Messages Lesson	<i>The FAQs of Peer Mediation</i>
Know the difference between conflict and bullying	Defining Conflict	<i>Conflict Resolution Guide</i>
Know the difference between conflict and bullying	Questions About Conflict	<i>Conflict Resolution Guide</i>
Restate disputants’ statements	Feelings	<i>Conflict Resolution Guide</i>
Do not interrupt	Communication Encouragers and Blockers	<i>Conflict Resolution Guide</i>
Be a good listener	Listening to Hear	<i>Conflict Resolution Guide</i>
Be a good listener	How to Brainstorm	<i>Conflict Resolution Guide</i>
Identify and do not allow put-downs	The Four Escalators	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	What Do You See?	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	Perspectives	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	Feelings	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	The Four Escalators	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	Communication Encouragers and Blockers	<i>Conflict Resolution Guide</i>
Maintain a neutral facial expression	Managing Anger/Anger Abyss	<i>Conflict Resolution Guide</i>
Maintain confidentiality	Reliability and Confidentiality	<i>The FAQs of Peer Mediation</i>
Be respectful and non-judgmental	What is Your Style (of conflict)?	<i>Conflict Resolution Guide</i>
Be respectful and non-judgmental	Perspectives	<i>Conflict Resolution Guide</i>



SKILL	LESSON TITLE	GUIDE
Be respectful and non-judgmental	Managing Anger/Anger Abyss	<i>Conflict Resolution Guide</i>
Problem solve	Rubber Band Brainstorm	<i>Conflict Resolution Guide</i>
Problem solve	Sources of Conflict	<i>Conflict Resolution Guide</i>
Problem solve	The Four Escalators	<i>Conflict Resolution Guide</i>
Problem solve	How to Brainstorm	<i>Conflict Resolution Guide</i>
Use communication encouragers	Communication Encouragers and Blockers	<i>Conflict Resolution Guide</i>
Be empathetic	In Your Shoes	<i>Conflict Resolution Guide</i>
Be empathetic	Perspectives	<i>Conflict Resolution Guide</i>
Be empathetic	Managing Anger/Anger Abyss	<i>Conflict Resolution Guide</i>
Be empathetic	Empathy Lesson	<i>The FAQs of Peer Mediation</i>
Be patient	How to Brainstorm	<i>Conflict Resolution Guide</i>
Be patient	Managing Anger/Anger Abyss	<i>Conflict Resolution Guide</i>
Demonstrate leadership	Communication Encouragers and Blockers	<i>Conflict Resolution Guide</i>
Demonstrate leadership	Responsibility Lesson	<i>The FAQs of Peer Mediation</i>
Demonstrate leadership	Asking Open-Ended Questions Lesson	<i>The FAQs of Peer Mediation</i>
Demonstrate leadership	Leadership Lesson	<i>The FAQs of Peer Mediation</i>
Be responsible	Responsibility Lesson	<i>The FAQs of Peer Mediation</i>
Be reliable	Reliability and Confidentiality Lesson	<i>The FAQs of Peer Mediation</i>

The Lessons section of this guide offers more activities that can be used to teach the recommended skills. There are even more resources online for skills that you want to focus on more in-depth with your students.



# How do I keep mediators motivated and up-to-date?



- 1** Schedule periodic meetings with peer mediators, where they can share their experiences mediating, both positive and negative. They can also exchange helpful ideas for tough situations.
- 2** Partner with another school in or out of district, similar in population and grade level, to share methods, experiences and ideas.
- 3** Arrange for peer mediators to attend conferences. There are conferences around the country, such as the Association for Conflict Resolution Annual Conference, [www.acrnet.org](http://www.acrnet.org). Some details to consider when sending students includes the number of mediators, cost, parental consent, program to be presented, travel and school's consent. Following the conference, plan a presentation about the experience for the school.
- 4** Invite a professional mediator to share appropriate experiences in mediation. It may introduce the student mediators to a career they may want to pursue.
- 5** At periodic meetings with student mediators, provide them with more complex and sophisticated role plays, and give them an opportunity to develop their own role plays. (See *Complex Role Plays* in the Materials section.)
- 6** Provide an end-of-the-year picnic or retreat for the peer mediators. This type of privilege allows the mediators to feel special and can encourage connections among mediators.



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**7** Plan a peer mediation consortium. Gather students who have received peer mediation training from local area schools that have a peer mediation program. They can share what they have learned as peer mediators and learn from one another.

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**8** Ask to present at a board of education meeting (sometimes televised). Have the students prepare and model a mediation session for board members.

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**9** Have mediators present programs in your school showcasing the peer mediation process for other students and parents (PTA, PTO, back-to-school night, etc.).

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**10** Visit a senior center or community group and demonstrate a mediation. In New Jersey, the state's Condominium Act requires that home owner associations must offer mediation as an alternative before any feuding parties commence litigation. Some condominium complexes may enjoy a mock mediation presentation from the students.





## Which model of peer mediation should I use?

There are several different models of peer mediation. A school can choose to use one model exclusively, or a combination of models. The model you choose depends on the make-up and needs of your school. When choosing a model, bear in mind that student mediations involve two mediators. Elementary grades may benefit from a more informal model, such as the playground model or classroom model, where all students in the school learn basic conflict resolution skills. Middle and high school students more typically use the cadre model. This guide focuses primarily on the cadre model.

### **Classroom Model**

Conflict resolution and peer mediation skills are taught to all students in their classes in the school. Students are then available to mediate conflicts within their classrooms. A peace table can be located in a quiet place in the classroom where mediations can be conducted.

### **Playground Model**

Conflict resolution skills are taught throughout the school while peer mediation training is only for a selected group of students. Trained student mediators are on duty during lunch periods and recess. They are identified by wearing arm bands, visors or T-shirts. A table and chairs are set up in a designated place on the playground. If a conflict occurs, the students can come to the table to be mediated immediately. At least two trained mediators should be on duty at all times.

### **Cadre Model**

A chosen group of students from different grade levels are trained as peer mediators. They are made available to mediate when a conflict arises. Conflict resolution skills are taught by all teachers to all students in the classroom throughout the year so the school has a common language surrounding conflict.



# What is the mediation process?

Each mediation requires two peer mediators, two disputants (the parties who are in conflict) and one adult facilitator who is there to ensure safety and adult involvement if necessary. The entire mediation process, including before, during and after mediation, takes place as follows:

- 1** A *Mediation Request Form* is filled out and brought to the Coordinator, or left in a designated place.
- 2** The Coordinator assigns two peer mediators and one adult facilitator for the mediation. The Coordinator determines a time and location for the mediation to take place and issues any necessary passes to students.
- 3** The disputants sit diagonally across from each other with one mediator sitting next to each disputant. See image on the following page.
- 4** The mediators introduce themselves to the disputants. A coin is tossed to see which disputant tells his or her side of the conflict first.
- 5** The facilitator is either sitting in the room by the door, or just outside the room. The facilitator must be present in case a situation arises where the mediators feel they need adult intervention.
- 6** The mediation script is followed by the two mediators.
- 7** The disputants negotiate, with the help of the mediators, to resolve their conflict.
- 8** When an agreement is reached, the *Mediation Agreement* is completed by the mediators and signed by both disputants and mediators and then given to the facilitator.
- 9** If appropriate, the disputants shake hands.
- 10** There is a brief cooling down period before disputants return to class. Teachers are notified that students will be coming back.



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**11** All notes are torn up.

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**12** The *Mediation Agreement* is given by the facilitator to the Coordinator for filing.

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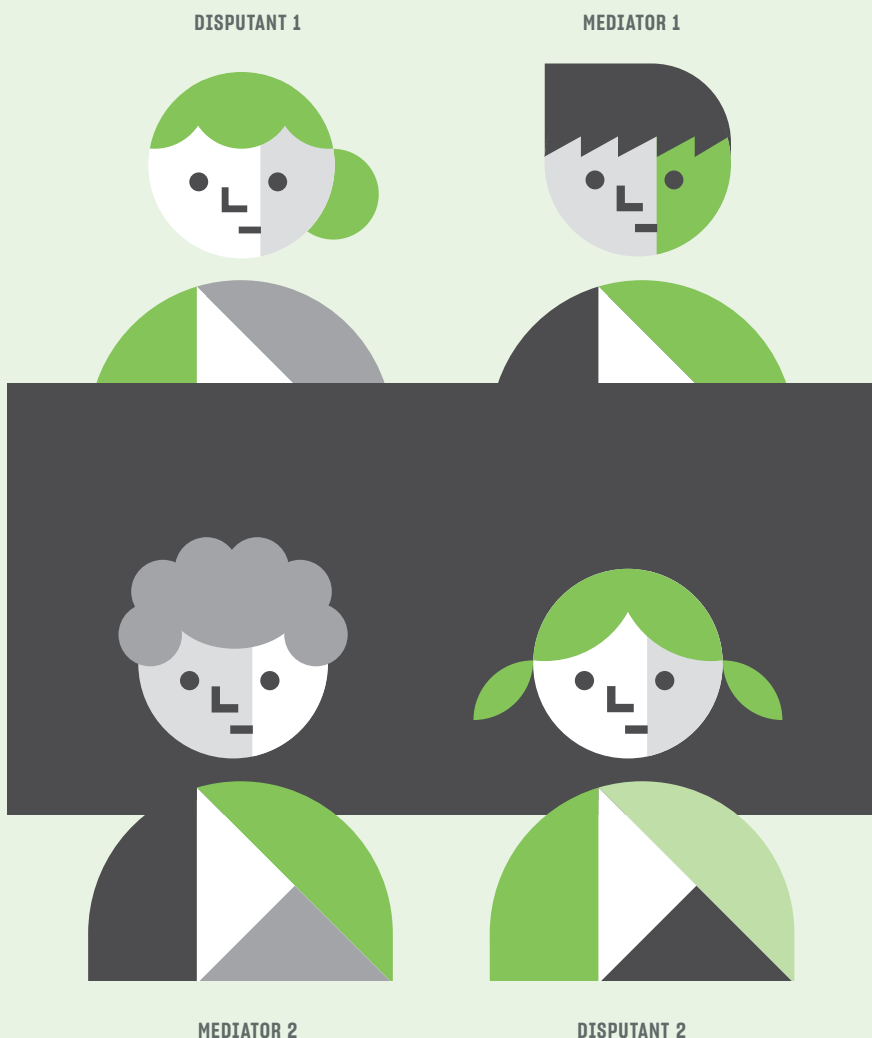
**13** The mediators complete a *Mediator Post-Session Self-Evaluation* form and debrief the session together with the facilitator before returning to class.

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**14** The mediators return to class.

Not all mediations end in resolution. If the disputants cannot reach a resolution, they can be sent to a counselor, the dean of students and lastly an administrator where they can receive help to solve the issue.

For more clarification on what specifically occurs during the mediation, see *Steps of the Mediation Session* in the Materials section.





# What is the role of the facilitator?



The facilitator is the trained adult who either sits to the side inside the classroom or sits outside the room to ensure safety and adult involvement if necessary. If the students have any questions the facilitator is available but is not directly involved in the mediation.

## Prior to the Mediation

- ◆ All facilitators provide their schedules to the Coordinator for inclusion in the Mediation Master Schedule. The schedules should include teaching periods, preparation periods, planning periods and lunch. A facilitator may indicate periods they prefer to volunteer. All facilitators should be sure to update any changes to their schedule.
- ◆ The facilitator must respond to the Coordinator regarding availability for mediation in a timely manner.
- ◆ All facilitators should participate in the student peer mediation training to become familiar with the mediation process and the student peer mediators.
- ◆ The facilitator informs the mediators about the nature of the dispute and the disputants'

names before the mediation to ensure there is no prior relationship.

- ◆ The facilitator makes sure the mediators are balanced regarding their experiences and are comfortable working together.
- ◆ The facilitator ensures the disputants have cooled down before the mediation begins.
- ◆ The facilitator makes sure the disputants are not sitting next to one another. (See image in "What is the mediation process?" in the Q&A section.)

## During the Mediation

- ◆ The facilitator keeps an eye and ear on the mediation to assure that it is proceeding in accordance with the *Win/Win Ground Rules*.
- ◆ If the participants are unwilling to solve their conflict, the facilitator will determine whether the disputants are using mediation to avoid academic responsibility.
- ◆ If there is a long silence, the facilitator should enter the mediation and communicate with the mediators.



- ◆ If there is any disputant talk about physical or substance abuse, the peer mediators are trained to stop mediation and refer the matter to the facilitator.
- ◆ If the mediators are not working well together, it is the role of the facilitator to call a caucus and meet with the mediators to discuss the problem. Another adult should be called to stay with the disputants.
- ◆ The facilitator keeps track of time so students do not miss too much class time.
- ◆ If a mediation requires more than one class period, the facilitator informs the necessary teachers.
- ◆ The facilitator decides what to do if it is discovered that there are more than two disputants involved.
- ◆ If a caucus is called, the facilitator remains with the disputant who is not meeting with the mediators.

### After the Mediation

- ◆ Facilitators should review the *Mediation Agreement* and work with the mediators to make any corrections or clarifications needed.
- ◆ Facilitators should ensure that all *Mediation Notes* are torn up and thrown away.
- ◆ All completed *Mediation Agreements* are returned to the Coordinator for record keeping.
- ◆ If the conflict was not solved, the facilitator determines the next steps for the disputants.
- ◆ After the disputants have had time to decompress, the facilitator provides passes and sends the students back to class.
- ◆ After the disputants have left, the facilitator offers space for the mediators to reflect on the mediation using the *Mediator Post-Session Self-Evaluation* found in the Forms section. They then provide passes and send the mediators back to class.
- ◆ The facilitator may offer feedback to mediators on best practices.
- ◆ During the week following mediation, the facilitator should follow up informally with the disputants to see if the agreement is working.
- ◆ If needed, the facilitator should be available to the disputants to address any future difficulties that may arise out of the *Mediation Agreement*.



# How does a teacher, staff member or student in conflict make a request for peer mediation?



In the Forms section of this guide, there is a sample *Mediation Request Form* that can be used by anyone to make requests for mediation. It is recommended that there be a box in the main office, or another designated location, such as the Coordinator's office, where blank forms can be picked up and completed forms can be dropped off. The Coordinator should check this box several times a day and address any incoming completed forms on the same day they are received.

Certain conflicts can be put off for a day or two if necessary, but never any physical altercation that can continue on the bus and after school

hours. This type of request should be mediated as soon as possible, and before the students leave the building.

Sometimes requests happen spontaneously in conversations among adults or with a student approaching the Coordinator directly. It is recommended that a school not be too strict about how conflicts are brought to mediation, but, rather, focus on resolving conflicts.

Most requests for mediation occur mid-to-late year, when students begin getting restless and more conflicts occur.





## Can a mediation have more than two disputants?

The simple answer is “no.” A peer mediation should only have two disputants, one facilitator and two peer mediators. This helps to minimize potential power imbalance due to numbers between the disputants.

This is not to say that conflicts do not have more than two parties. With any one conflict, there may be multiple mediation sessions held with different variations of disputants. For example, there may be a conflict in a group of friends and there may be five people directly involved. The Coordinator will determine who the “main player” is within the dispute. This person might be mediated with each of the other four disputants. Or perhaps within the conflict, two people are mainly having the dispute while the other three are taking sides

and being reactive. The Coordinator will determine the best course of action in meeting with all the disputants, only two at a time.

It is recommended that the same peer mediators be used for the entire conflict so there is a better understanding of the issues surrounding the conflict. It is also recommended to use experienced mediators for complex mediations.

It should also be noted that the Coordinator may have a plan of action when determining how to address the conflict, but the Coordinator should stay flexible and consistently evaluate the changing needs of the students in the conflict.



# How do I appropriately assign peer mediators to mediations?



When assigning peer mediators to mediate a particular conflict, the following considerations should be made:

- 1 The grade level and/or age of the disputants.** The mediators assigned should be the same grade level or older. Assigning younger mediators could diminish their authority in the eyes of the disputants.
- 2 The identity of the disputants.** Assigning mediators that share a similar identity as the disputants may help the disputants feel safe and understood. This encourages the committee to make sure there is a diverse cadre of mediators.
- 3 The experience of the mediators.** It is best to pair a novice mediator with a seasoned mediator. There also may be mediators in the cadre who have little experience but are natural-born mediators. These mediators should also be paired with beginner mediators. The *Post-Training Evaluation Rubric*, which can be found in the Forms section, can help in making this determination.
- 4 The prior knowledge the mediators have of the conflict.** It is recommended that mediators know as little as possible prior to the mediation to avoid any bias that might arise.
- 5 The relationships the mediators might have with the disputants.** It is advised that the mediators know the names of the disputants prior to the mediation. This way they can excuse themselves should they know either of the disputants.
- 6 Rotating the mediators.** It is beneficial for all mediators to have a chance to mediate throughout a school year. This ensures they practice the skills they have learned.

The facilitator may be the adult to inform the mediators of the disputants. It will, therefore, be the facilitator's role to make any necessary changes to the mediators who will preside over the mediation.





# What is the Mediation Master Schedule?

The Mediation Master Schedule holds the availability of the student peer mediators, the facilitators and the rooms in the school where mediations can be held. It is a live document that should be consistently updated. It is recommended that the Coordinator, or another member of the peer mediation committee, be in charge of keeping the master schedule current and up-to-date.

## There are four sections that should be compiled:

1

**Peer Mediator Availability.** Include a weekly schedule that shows every peer mediator's availability by period of the day, including lunch, non-academic subjects and any subject period that cannot be missed due to academic difficulty. It is suggested to take mediators out of non-academic classes only.

2

**Facilitator Schedules.** A schedule should be listed for each facilitator. The schedules should include teaching periods, planning periods and lunch. Also include any preferences a facilitator might have about when they want to volunteer.

3

**Room Availability.** If your mediation program does not have a designated space in the school building, then you must include a schedule of room availability where mediations can be conducted. The available space must offer privacy and should be next to a supervised area where disputants can wait if a caucus is needed. The space should not be near the main office, where there is constant distraction.

4

**School Calendar.** It is helpful to keep a school calendar handy as a reference. It should also include all state testing dates or special events.



## How do I prepare peer mediators for mediation?



Students will be trained in the skills that will enable them to effectively serve as peer mediators ahead of time. When they are called to a spontaneous mediation, they should be told the names of the disputants, their grade level and a brief description of the conflict. If the mediator has any sort of history with either of the disputants, that mediator is excused and another one is called.

If the mediation is planned in advance, the mediators will know the names and grade levels of the disputants and a brief description of the conflict. They will also be told where and when the mediation will take place. All mediator conflicts of interest should be dealt with prior to the mediation taking place.

Most mediations will only take one period. However, if it is anticipated that the mediation may take longer, the facilitator has to tell the mediators and check their availability in the Mediation Master Schedule.

Before the mediation begins, the facilitator gives the mediators blank *Mediation Agreement* and *Mediation Notes* forms to use during the mediation. They are reminded that the facilitator is available to caucus if there is any mention of abuse, involvement of a third-party disputant, over-emotional or physical outbursts or a non-participatory disputant. Mediators are also reminded to remain neutral, use the *Win/Win Ground Rules*, keep confidentiality and be a good listener. They should also remember they are there to guide the disputants to agreement, not solve the problem for them.





## When and where do peer mediations take place?

Ideally, a peer mediation program should have its own room. This is where all peer mediations should take place and where all paperwork should be kept. This ensures that location will not be an issue when a need for mediation arises.

If a school does not have the space for a peer mediation program to have its own room, it is recommended that the Coordinator keep a master schedule of the school so an empty room can be located at any time for use. Any room used must have privacy.

Peer mediations should take place the same day as the conflict is referred, if possible. They should take place during non-core subject classes, if

possible. They can also take place after school if need be. When a mediation takes place depends on the schedules of the disputants and available mediators. The Coordinator will have a master schedule of all students to help in the arrangement of mediation sessions. Generally, mediations will not last longer than one period.

It is also recommended that mediations take place, if needed, upon return to school after a suspension. This mediation should be jointly determined by the disciplinarian of the school and the Coordinator.



# What kind of follow-up needs to happen after a mediation takes place?



After a mediation, the facilitator offers time for both mediators and disputants to collect themselves. The facilitator takes this time to review the *Mediation Agreement* for accuracy and completion. The facilitator then writes passes to send the disputants back to class.

The facilitator and mediators then take time to share feedback from the mediation and discuss best practices. Using the *Mediation Post-Session Self-Evaluation* as a guide, the facilitator can debrief with the mediators.

If the mediation concludes and the disputants did not reach an agreement, they should be informed of other services and professionals available in school and sent back to class.

During the week following mediation, the facilitator should follow up informally with disputants to see if the agreement is working. The mediators should also keep in touch with the disputants and ask them informally how they are getting along. If there still is a conflict, they could be mediated again with different mediators.



# What do you do if the mediation goes bad and the disputants get physical, resort to name calling or refuse to come to a resolution?



The mediators, with the assistance of the facilitator, should remain in control of the mediation at all times.

- ◆ If the disputants become physical, then mediation should be stopped and the facilitator should be called in. The disputants are in violation of the *Win/Win Ground Rules*, and possibly the school discipline policy, and will be dealt with by an administrator.
- ◆ If the disputants are name calling, the mediators must interrupt them and remind them that they agreed to the *Win/Win Ground Rules*. If that is not sufficient to stop the name calling, then the mediation must be paused, the facilitator called in and the disputants given an opportunity to cool down. If that does not work, the disputants should be sent to an administrator.
- ◆ If the disputants are unable to come to a resolution and they are in mediation in lieu of discipline, they should be reminded that

they may have to speak with the administrator responsible for discipline if they cannot reach an agreement on their own. If that does not encourage them to work harder to reach an agreement, then the facilitator should be called in to have the disputants cool off and sent back to class. When this happens, disputants may resolve the conflict outside of mediation on their own. This could be a result of their communication during mediation. Alternatively, the disputants have the option of returning to mediation with other mediators.

- ◆ If disputants become out of control, break the *Win/Win Ground Rules* or an emotional outburst occurs, then the mediators should stop the mediation and call the facilitator. The facilitator can help the disputants cool down. If the disputants cannot cool down, they may need to meet with a counselor or administrator before being sent back to class.



## What kind of records does the Program Coordinator need to keep?



Record keeping is one of the most important administrative components of a peer mediation program. Completed *Mediation Request* and *Mediation Agreement* forms should be kept electronically or in a secure filing cabinet. The Coordinator and facilitators should have easy access to these forms. Other forms such as the *Peer Mediator Application*, *Mediator Post-Session Self-Evaluation*, the *Post-Training Evaluation Rubric* and the *Peer Mediator Pledge* should also be securely kept.

One reason for keeping records is to be able to spot repeated issues and present them to the administration for further review. In addition, accurate record keeping can help secure future funding for the program. Such funding can enable students to attend out-of-district conferences, purchase shirts and hats and provide food for students during training.







# Forms

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**46**

Mediation Notes

**47**

Mediation Agreement:  
Elementary School

**48**

Mediation Agreement:  
Middle/High School

**49**

Peer Mediator Pledge

**50**

Peer Mediator Application:  
Elementary School

**51**

Peer Mediator Application:  
Middle/High School

**52**

Peer Mediator  
Nomination Form

**53**

Peer Mediation Parent/  
Guardian Permission Form

**54**

Mediation Request Form

**55**

Mediator Post-Session  
Self-Evaluation:  
Elementary School

**56**

Mediator Post-Session  
Self-Evaluation:  
Middle/High School

**58**

Peer Mediator Certificate  
of Completion and  
Achievement

**59**

Post-Training  
Evaluation Rubric

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# Mediation Notes

## Win/Win Ground Rules

- ◆ Make sure everyone is cooled off.
- ◆ Use “I” messages.
- ◆ Mediators will not take sides.
- ◆ Do not interrupt, use name calling or put-downs.
- ◆ Everything is confidential except issues related to physical or substance abuse.
- ◆ Tear up all notes; the *Mediation Agreement* will be the only record.
- ◆ Mediation will be discussed with an adult, if necessary.
- ◆ A caucus will be called if needed.
- ◆ No verbal or physical abuse is allowed.

**Confirm with disputants that they agree to cooperate and follow the ground rules.**

### DISPUTANT A NOTES

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### DISPUTANT B NOTES

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# Mediation Agreement

## ELEMENTARY SCHOOL

A confidential, voluntary mediation session was held on \_\_\_\_\_  
MONTH / DAY / YEAR

between: \_\_\_\_\_ and: \_\_\_\_\_  
DISPUTANT 1 DISPUTANT 2

### They agreed to the following:

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The parties who have signed below, have agreed to what has been written in this agreement.  
If the agreement is broken, the disputants will contact the facilitator.

### Signed:

_____	_____
MEDIATOR 1	DISPUTANT 1
_____	_____
MEDIATOR 2	DISPUTANT 2

\_\_\_\_\_  
FACILITATOR





# Mediation Agreement

MIDDLE / HIGH SCHOOL

A confidential, voluntary mediation session was held on \_\_\_\_\_  
MONTH / DAY / YEAR

between: \_\_\_\_\_ and: \_\_\_\_\_  
DISPUTANT 1 DISPUTANT 2

## They agreed to the following:

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The terms of this agreement are reasonable and satisfactory to all parties whose signatures appear below and they will make every effort to abide by the terms of the agreement both on and off school premises. In the event that they have any future difficulties with the agreement they agree to contact the facilitator before taking any further action.

## Signed:

\_\_\_\_\_  
MEDIATOR 1 DISPUTANT 1

\_\_\_\_\_  
MEDIATOR 2 DISPUTANT 2

\_\_\_\_\_  
FACILITATOR





# Peer Mediator Pledge

## I pledge:

- ◆ to behave in a professional manner
- ◆ to be fair and honest
- ◆ to keep disputants' information confidential
- ◆ to fill out the *Mediation Agreement* as accurately as possible
- ◆ to return to class immediately after the mediation session
- ◆ to make up the work I miss in class
- ◆ to be a mediator until the end of the school year

FORMS

DATE

STUDENT SIGNATURE





# Peer Mediator Application

## ELEMENTARY SCHOOL

STUDENT NAME

GRADE

TEACHER / ROOM #

**Please write answers to these questions in full sentences (neatness counts):**

- 1** Name some things you do with your classmates to help them when they are in conflict.

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- 2** When someone is talking to you, how do you show them you are listening without giving them your opinion?

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- 3** How do you show a person that you understand his or her feelings?

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- 4** Sometimes it is difficult to keep something that another person tells you private. What strategies do you use to keep a secret?

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- 5** How would you feel giving up some of your play time to become a peer mediator?

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**If selected, I agree to go to all training sessions. I will make up any classwork I miss.**

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

**Teacher Recommendation Required:** *I have no reservations in recommending this student for entrance into the Peer Mediation Program.*

TEACHER'S NAME

SIGNATURE





# Peer Mediator Application

MIDDLE/HIGH SCHOOL

STUDENT NAME

GRADE

HOMEROOM

ADDRESS OR EMAIL

PHONE #

**Please write answers to these questions in complete sentences (neatness counts):**

**1** Why do you want to become a peer mediator?

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**2** What personal qualities do you have that would help you be a good peer mediator?

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**3** What types of conflict do you think are most frequent at our school?

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**4** List other school or community activities in which you participate.

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**If selected, I agree to attend all required training sessions. I will makeup all classwork missed.**

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

**Academic Teachers' Signatures:** *I have no reservations in recommending this student for entrance into the Peer Mediation Program. (Two teacher recommendations required.)*

TEACHER PRINT NAME

SIGNATURE

TEACHER PRINT NAME

SIGNATURE





# Peer Mediator Nomination Form

The Peer Mediation Committee is seeking nominations of students to serve as peer mediators. We are looking for students who possess some or all of the following skills:

**Good Communication   Patience   Neutrality   Leadership   Respect  
Responsibility   Problem-Solving   Reliability   Empathy   Confidentiality**

As their teachers, you know your students best and can recommend those who will enhance the program, as well as benefit from it.

We are looking for a diverse group of students to participate. We also want students on the academic spectrum, including those who might not be living up to their leadership potential.

Once students successfully go through the application process and training, they will periodically be called to serve as mediators. They must make up any work they miss while attending training or subsequent mediations.

Thank you for your support and assistance.

STUDENT NOMINEE

GRADE

HOMEROOM

**Reason for nomination:**

TEACHER'S NAME

SIGNATURE

DATE





# Peer Mediation Parent/Guardian Permission Form

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DATE

Dear Parent/Guardian:

Our school is introducing a Peer Mediation Program. Under supervision, students are trained to help their peers resolve minor conflicts, preventing them from escalating into administrative referrals. Students will be taught conflict resolution skills such as listening, brainstorming and negotiating. They will be trained to guide a conversation between two opposing parties while following a prepared script. A trained educator will always be there to assist in the process. Research has shown that students who are peer mediators have increased self-esteem and become role models for their peers.

Your child has volunteered to participate in this program. The training sessions will take place over two school days. It is the responsibility of your child to make up all missed school work. Lunch will be provided both days.

We hope you will consent to have your child participate in our school's peer mediation training program.

Sincerely,

Peer Mediation Coordinator

---

I \_\_\_\_\_, give my child permission to be trained and to participate in the Peer Mediation Program. I understand that it is the student's responsibility to complete all missed assignments.

---

PARENT/GUARDIAN SIGNATURE

---

DATE

FORMS





# Mediation Request Form

NAME OF PERSON COMPLETING FORM

DATE

TEACHER / HOMEROOM

GRADE

**Names of students in conflict:**

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**Briefly describe the conflict.**

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SIGNATURE OF PERSON COMPLETING FORM





# Mediator Post-Session Self-Evaluation

ELEMENTARY SCHOOL

MEDIATOR'S NAME

DATE OF MEDIATION

<input type="checkbox"/> I was fair	<b>or</b>	<input type="checkbox"/> I took sides
<input type="checkbox"/> I used active listening	<b>or</b>	<input type="checkbox"/> I gave advice
<input type="checkbox"/> I talked in a friendly but firm way	<b>or</b>	<input type="checkbox"/> I made judgements
<input type="checkbox"/> I helped disputants create solutions	<b>or</b>	<input type="checkbox"/> I imposed or forced solutions
<input type="checkbox"/> I used praise	<b>or</b>	<input type="checkbox"/> I used put-downs
<input type="checkbox"/> I worked well as a team member	<b>or</b>	<input type="checkbox"/> I acted bossy
<input type="checkbox"/> A resolution was reached	<b>or</b>	<input type="checkbox"/> No resolution was reached

**What did you do well during mediation?**

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**What will you do differently next time?**

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*Adapted from materials provided by F.N. Brown Elementary School, Verona, NJ.*





# Mediator Post-Session Self-Evaluation

MIDDLE / HIGH SCHOOL

MEDIATOR'S NAME

DATE OF THE MEDIATION

Put a check in the box according to how you did the following.

	VERY WELL	OKAY	NEEDS IMPROVEMENT
Welcomed the parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explained the <i>Win/Win Ground Rules</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made the parties feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively listened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged each disputant to tell their side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept control of the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged the use of "I" statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stayed neutral and did not take sides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked together with my co-mediator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged disputants to think about how they could resolve the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoided making suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restated disputants' versions of the conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empathized with both disputants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knew how to use caucuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibited patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrote the agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knew what to say at the end of the mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave feedback to my co-mediator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepted feedback from my co-mediator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Mediator Post-Session Self-Evaluation (Continued)

### MIDDLE/HIGH SCHOOL

**The things I did best in this session:**

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**The things I will do differently next time I mediate:**

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# Peer Mediation Certificate of Completion & Achievement



NAME OF STUDENT

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has successfully completed the Student Peer Mediation Training  
and is qualified to serve as a mediator at

NAME OF SCHOOL

---

DATE

---

PEER MEDIATION PROGRAM COORDINATOR  
(signature)

---

PRINCIPAL  
(signature)

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# Post-Training Evaluation Rubric

Use this form at the end of training to assess each peer mediator individually.

NAME OF PEER MEDIATOR

CO-MEDIATOR

PEER MEDIATION COMMITTEE MEMBERS PRESENT:

ROLE PLAY SCENARIO:

MASTERY—LEVEL 1	PARTIAL MASTERY—LEVEL 2	NOT MASTERED—LEVEL 3
The peer mediator demonstrated full mastery of the <i>Mediation Script</i> and the <i>Win/Win Ground Rules</i> .	The peer mediator demonstrated partial mastery of the <i>Mediation Script</i> and the <i>Win/Win Ground Rules</i> .	The peer mediator did not demonstrate full or partial mastery of the <i>Mediation Script</i> and the <i>Win/Win Ground Rules</i> .
During the practice mediation they made 0–2 errors.	During the practice mediation they made approximately 3 errors.	During the practice mediation they made 4 or more errors.
Ready to take a lead role	Ready for a supporting role	Requires further training

MASTERY LEVEL:

Comments:

Adapted from materials provided by F.N. Brown Elementary School, Verona, NJ.







# Lessons

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**62**

Responsibility Lesson:  
Elementary School

**76**

“I” Messages Lesson:  
Elementary School

**89**

Empathy Lesson:  
Elementary School

**64**

Responsibility Lesson:  
Middle/High School

**81**

“I” Messages Lesson:  
Middle/High School

**91**

Empathy Lesson:  
Middle/High School

**68**

Open-Ended Questions  
Lesson

**84**

Leadership Lesson:  
Elementary School

**72**

Reliability and  
Confidentiality Lesson

**87**

Leadership Lesson:  
Middle/High School

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# Responsibility Lesson

## ELEMENTARY SCHOOL

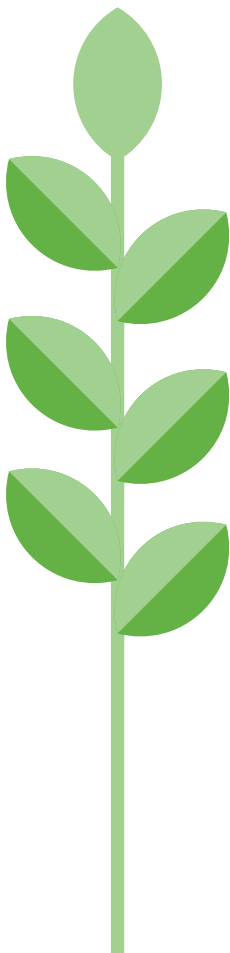
### OBJECTIVES

The students will learn what it means to be responsible and in what ways responsibility applies to conflict resolution and mediation.

### Procedures

#### Part I

- 1** Ask the students to name some things they are responsible for in their lives and chart their responses.
- 2** Define responsibility as **doing what you are supposed to do, and what you say you will do, when you say you will do it.** For example, if you have a pet dog and are responsible for feeding the dog, you should feed the dog when it is time for him to eat. If you do not feed him, the dog will be hungry because you forgot to feed him.
- 3** Explain that during a conflict, both parties are usually somehow responsible. But very often the parties blame each other rather than take responsibility for their part in the conflict. For example, two students were running around in the classroom and knocked over a table with paints on it. They blamed each other instead of taking responsibility for running in the classroom.
- 4** Ask the students if they ever got blamed for something that was not entirely their fault. Ask them how they felt when this happened. Some responses might be angry, sad, ashamed or frustrated.
- 5** Ask the students what a responsible person could say to share in the blame? One response could be "I was playing with my friend and we were not being careful and we both knocked over the paints." This person is sharing the responsibility.
- 6** Explain that once the disputants in a mediation understand that they should both share the responsibility, they will be more willing and able to resolve the conflict.
- 7** As a large group, develop a few sample conflicts the students can use for part II of the lesson.





## Part II

- 1** Ask students to arrange themselves in groups of four and have them sit as if they were in a mediation. Count off by fours. Numbers one and two are the mediators and three and four are the disputants.
- 2** Using the conflicts the students created earlier, the students should act out the scenarios as if they were in mediation. Explain that the mediators should help the disputants take responsibility for their part in the conflict. This should help the disputants to resolve the conflict. The mediators can use the following questions to guide the disputants to take responsibility:
  - ◆ “What did you do to contribute to this conflict?”
  - ◆ “How are you responsible for this conflict?”
  - ◆ “What could you do differently next time so this does not happen again?”
- 3** After the role plays are completed, lead a large group discussion using the following questions.

### Discussion Questions

- 1** How does taking responsibility for your actions and words help to resolve conflicts?
- 2** Describe a time in your life when you took responsibility for your words or actions and a conflict was resolved. How did it feel?
- 3** Why should mediators encourage disputants to take responsibility for the conflict?
- 4** In what ways do you think you are a responsible person?



# Responsibility Lesson

MIDDLE/HIGH SCHOOL

## OBJECTIVES

The students will learn what it means to be a responsible person during a conflict. They will also become aware of their responsibilities as mediators, by thinking through the process and listing the responsibilities of the mediators at each stage.

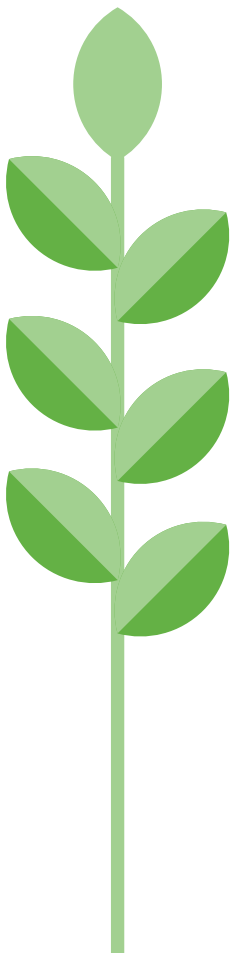
## Procedures

### Part I

- 1** Explain to the students that being responsible means knowing what you are supposed to do, and then doing what you are supposed to do. A responsible person is accountable for his or her actions, choices and words. If there is a problem, a responsible person will try to correct the problem, not blame someone else.
- 2** Ask the students to complete the *Responsibility Worksheet* individually.
- 3** When everyone has completed the worksheet, they should share their answers in small groups.
- 4** As a large group, have a discussion using the following questions.
  - ◆ Was it easy or difficult to share your conflict? Explain.
  - ◆ How did it feel to share your thoughts on the conflict with the people in your group?
  - ◆ Do you consider yourself a responsible person? Give examples.

### Part II

- 1** Ask the students to read the *Whose Fault Is It?* handout silently to themselves or read it out loud to the class.
- 2** As a large group, have a conversation using the following questions.
  - ◆ How was Daniel responsible for his conflicts with his father, his locker, Shawna and Rob?
  - ◆ What could Daniel have done differently to avoid being angry and in conflict?





- ◆ How could Daniel have taken responsibility instead of physically acting out?
- ◆ How did Daniel's story make you feel? What did you learn from it?

### Part III

# 1

Explain to the students that it helps disputants in peer mediation to resolve their conflict if they recognize how they contributed to the conflict, or how they were responsible for it. They will be able to more successfully help the disputants develop an agreement if they ask one of the following questions: "What can you take responsibility for in the conflict?" or "What can you do to resolve this conflict?"

# 2

Chart the answers to the following question: "What are the responsibilities of the peer mediator before, during and after a mediation?" See examples on the right.

You may want to create three separate lists and hang them in a location where mediators will regularly see them and be reminded of their responsibilities.

# 3

Lead a large group discussion using the following questions.

- ◆ What can you do if the disputants are not communicating effectively? (Share the *Mediation Concerns* handout in the Materials section.)
- ◆ Think of someone you know who is very responsible. Does that make you respect him or her more?
- ◆ Do you believe that being responsible gives you power? Why or why not?

## BEFORE MEDIATION

Make sure the mediator does not mediate a conflict where one of the disputants is a friend.

## DURING MEDIATION

Mediators try to have both disputants take responsibility for their role in the conflict.

## AFTER MEDIATION

Mediators do not disclose any information from the mediation.



## RESPONSIBILITY WORKSHEET

**Think about a conflict you have had recently and write a summary of it.**

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**How were you responsible for part of the conflict? Write down your responsibility.**

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**It is easy to place blame for a conflict on someone else. If a person places all the blame for a conflict on someone else, how do you think that makes the other person feel?**

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**If you are in conflict, you have contributed to the conflict. It is sometimes difficult to take responsibility. However, if you do take responsibility for your part of the conflict, what are the benefits?**

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# Whose Fault Is It?

Daniel was thinking about the report he had to make the next day at school. Even though he had the assignment for two weeks he did not feel prepared and was worried that he could embarrass himself in front of his classmates. He had put off working on the project until tonight, and then his dad reminded him that he needed to clean his mess in the garage. Feeling frustrated, he worked in the garage until it was time for bed. He felt that it was going to be his dad's fault if he got an "F" on the project. As he lay in bed, he asked himself, "Why do I always have to do what somebody else wants me to do?"

The next morning at school, Daniel slammed his locker door closed in frustration. Suddenly he cried out in pain as the locker door smashed his finger. That really hurt! Furious, he kicked the locker and called it names for almost breaking his finger. He gathered up his books and sprinted down the hall to class so he would not be late. As he neared the corner, Shawna was rounding the corner. She was also trying not to be late for class and not watching where she was going. Daniel ran right into Shawna, bumped into the wall, hit his head and fell to the floor. His head throbbing, he saw that Shawna was in tears on the other side of the hall. A crowd started to form and students were laughing. Daniel felt embarrassed. Then someone said, "Hey Daniel, you could be an acrobat in the circus." Humiliated, Daniel stood up and screamed at Shawna for not looking where she was going. Shawna's boyfriend, Rob, stood up for her and aggressively threatened Daniel. Daniel was surprised, he did not want to fight. Then a teacher appeared and Daniel got scared that he would be suspended. He got angry. He did not feel that any of this was his fault so why did everyone blame everything on him?



# Open-Ended Questions Lesson

## OBJECTIVES

The students will learn the difference between open and closed questions, and the benefit of using open-ended questions when trying to ascertain more than one word responses.

## Procedures

### 1

Explain to the students that open-ended questions are questions that lead to a longer and more in-depth conversation. Closed questions usually require only a “yes,” “no” or short answer response, and can limit conversation.

### 2

Give the following examples of open-ended and closed questions. After each example, ask the students to tell you whether the question is an open-ended or closed question:

- ◆ Do you like ice cream? (CLOSED)
- ◆ Why do you like ice cream? (OPEN-ENDED)
- ◆ Are you feeling okay? (CLOSED)
- ◆ What shape is this? (CLOSED)
- ◆ What was the most enjoyable thing you did this weekend? (OPEN-ENDED)

### 3

Have the students complete the *Open-Ended or Closed Question* worksheet, either individually or in pairs.

### 4

After the worksheets are completed and the answers have been reviewed, use the following open-ended discussion questions to lead a large group conversation:

- ◆ What are some benefits of using open-ended discussion questions during a mediation?
- ◆ How can using closed questions during a conversation limit communication?
- ◆ What are some benefits of communicating when solving conflicts?

### 5

Distribute the *Getting Unstuck During Mediation* handout in the Materials section to the students. This handout is designed to help students keep the mediation moving forward using open-ended questions.





# OPEN-ENDED OR CLOSED QUESTION WORKSHEET

## ELEMENTARY SCHOOL

**Directions:** Cut out and glue the open-ended questions in the circle and the closed questions in the square. Discuss your reasoning as a large group.

Are you feeling ok?

Tell me about a time you felt really happy.

What are some reasons you like or dislike school?

Is that dangerous?

What is your idea?

Do you complete your homework after school?

What do you like about your best friend?

Why do you like your favorite toy?

What did you eat for lunch?

Do you like ice cream?

Who fell?

What do you think will happen next in the story?

Why do you like or dislike ice cream?

What did you see on your field trip?



What is your favorite thing to do after school?



# OPEN-ENDED OR CLOSED QUESTION WORKSHEET

ELEMENTARY SCHOOL

The worksheet is divided into two main sections for practice. On the left, there is a large circle with the word "OPEN" centered inside it. On the right, there is a large square with the word "CLOSED" centered inside it. The circle and square overlap slightly in the middle of the page.



# OPEN-ENDED OR CLOSED QUESTION WORKSHEET

## MIDDLE/HIGH SCHOOL

**Directions:** As an individual or in pairs, determine whether each question or statement is open-ended or closed and write your response on the corresponding line. Discuss your reasoning as a large group.

- 1 Tell me about your weekend. \_\_\_\_\_
- 2 What do you think about the football game? \_\_\_\_\_
- 3 Do you like soda? \_\_\_\_\_
- 4 Who likes to eat tacos? \_\_\_\_\_
- 5 Can you tell me more about why you left class early? \_\_\_\_\_
- 6 Did you have a nice spring break? \_\_\_\_\_
- 7 What did you eat for breakfast this morning? \_\_\_\_\_
- 8 Describe your ideal weekend. \_\_\_\_\_
- 9 Did New Jersey have slavery? \_\_\_\_\_
- 10 Explain the development of transportation in this country. \_\_\_\_\_
- 11 Do students in your school eat lunch alone? \_\_\_\_\_
- 12 Do you ever argue with your friends? \_\_\_\_\_
- 13 What are some ways to resolve conflict? \_\_\_\_\_
- 14 Is conflict good or bad? \_\_\_\_\_
- 15 What did your parents say about your grades? \_\_\_\_\_



# Reliability and Confidentiality Lesson

## OBJECTIVES

The students will learn definitions of and connections between the concepts of reliability and confidentiality. They will also learn the importance of these concepts for peer mediation.

## Procedures

- 1 Review the definitions of “reliable” and “confidential” with the students.
  - ◆ **Reliable**—To keep your word about what you said you would do or say.
  - ◆ **Confidential**—To keep information to yourself and not share it with others.
- 2 Ask the students how these two concepts are connected. Some possible answers might be both are important for peer mediation or you can be relied upon to keep confidentiality.
- 3 Have students work individually to fill out the *Reliability and Confidentiality* handout.
- 4 Review the student’s responses and discuss how these two concepts apply to peer mediation.
- 5 In pairs, ask students to answer the questions on the handout.
- 6 Use the following discussion questions to lead a large group discussion.

## Discussion Questions

- 1 In what ways are you reliable?
- 2 How can you improve your “reliability rating” or how can you make sure others see you as reliable?
- 3 What can you do to help yourself keep something confidential?
- 4 Why are reliability and confidentiality important in peer mediation?





# RELIABILITY AND CONFIDENTIALITY HANDOUT

## ELEMENTARY SCHOOL

### DEFINITIONS

**Reliable**—To keep your word about what you said you would do or say. If you say, “I will help you clean out your closet,” the person you are speaking to can rely on you to help with cleaning out the closet.

**Confidential**—To keep information to yourself and not share it with others. If you are told something in confidence, you should not tell that information to anyone else.

**Directions:** After each example, circle the word “reliable” or “confidential,” whichever applies.

- 1 I am having a sleepover. I am only inviting four girls from my dance team: Lela, Montana, Jill and Alexandra. I asked them to not tell anyone else.  
Reliable                      Confidential
- 2 The other morning my mom told me to watch my baby brother while she took a shower. I was watching my favorite program and was not paying attention. My brother climbed out of his crib, fell and got hurt.  
Reliable                      Confidential
- 3 Your friend tells you he did not get a single word correct on his spelling test. He asks you not to tell anyone.  
Reliable                      Confidential
- 4 Ms. Peck assigned group work. Each person had to do one part of the project. Everybody did his or her work except for one person. Because of her not completing her part, we all had to stay in for recess to finish the project.  
Reliable                      Confidential
- 5 Every morning before I go to school I bring my elderly neighbor her newspaper. She waits for me to bring the paper so she can have her coffee while doing the crossword puzzle. I have to remember to do it every day because someone is counting on me.  
Reliable                      Confidential

### Discussion Questions

Work in pairs, or as a large group, to answer the following questions:

- 1 Why would someone break a confidence? Is there ever a good reason?
- 2 Have you ever had a secret you did not want anyone to know about? How did having such a secret make you feel?
- 3 In what ways do you consider yourself reliable?
- 4 Can you tell us about a person in your life who you can rely on, have confidence in and trust? Explain why you feel that way about the person.
- 5 Why is it important for mediators to be reliable and keep confidentiality?



# RELIABILITY AND CONFIDENTIALITY HANDOUT

## MIDDLE / HIGH SCHOOL

### DEFINITIONS

**Reliable**—To keep your word about what you said you would do or say. If you say, “I will help you clean out your closet,” the person you are speaking to can rely on you to help with cleaning out the closet.

**Confidential**—To keep information to yourself and not share it with others. If you are told something in confidence, you should not tell that information to anyone else.

**Directions:** After each example, write the word “reliable” or “confidential,” whichever is applicable.

- 1 A friend shares that he is interested in a particular person, but says he does not want anyone to know about it because others may make fun of him.  
\_\_\_\_\_
- 2 Your family is very concerned about their finances. Your mother’s business is very slow and your father was just laid off from his job. They clearly are keeping it a secret.  
\_\_\_\_\_
- 3 You are expecting a very important piece of mail about your acceptance into a particular program that you want very much to be a part of. Your sister is going to be home before you, so you ask her to check the mail for you, and to call you. She agrees, but that afternoon you do not hear from her and she is not answering her cell phone.  
\_\_\_\_\_
- 4 You are part of a group that is working on a project for school. Your task is to identify, describe and label certain plants used in the project. You put off your research and labeling until the night before the project is due, and that night, you get sick. Your fellow students are angry at you the next day.  
\_\_\_\_\_
- 5 Your friend is sick with a serious disease and is very frightened about what is going to happen if people find out. You assure your friend that you have her back and that she will get better, and that no one will care if they find out she has the disease. You feel as though you must respect her wishes.  
\_\_\_\_\_



### Discussion Questions

Work in pairs to answer the following questions:

- 1** Why would someone break a confidence? Is there ever a good reason?
- 2** Have you ever had a secret you did not want anyone to know about? How did having such a secret make you feel?
- 3** Why are mediators expected to keep what went on in the mediation confidential?
- 4** Are you good at keeping confidentiality? Can you give an example of a time when you kept something confidential, until it was no longer necessary to do so?
- 5** In what ways do you consider yourself reliable?
- 6** Describe a time when you had to convince someone that you are reliable. How did you do that?
- 7** In what ways are mediators expected to be reliable?
- 8** Can you tell us about a person in your life who you can rely on, have confidence in and trust? Explain why you feel that way about the person.



# “I” Messages Lesson

## ELEMENTARY SCHOOL

### OBJECTIVES

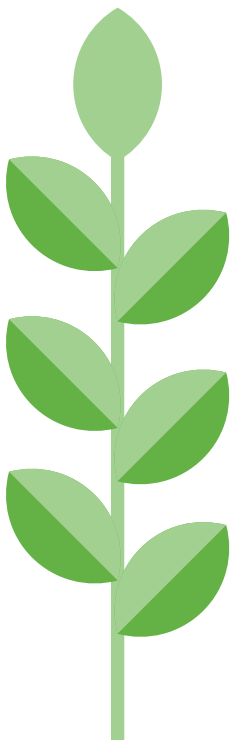
Students will learn the difference between “I” messages and “you” messages and the benefits of using “I” messages during mediation.

### MATERIALS

- “YOU” Finger template for students to cut out and decorate
- “I” Finger template for students to cut out and decorate

### Procedures

- 1 Ask students how they would feel if another student took their backpack and hid it. Chart the different feelings on the board or on chart paper.
- 2 Ask the students what they would say to the person who took the backpack. Chart these responses as well. Make sure to specifically chart the responses that start with the word “you.”
- 3 Ask students how they feel when people use the word “you” when accusing them of something. Some responses might be they feel attacked, upset, scared or accused. Explain to the students that using “you” messages like “you always,” “you never” or “you are” is a negative way to address a conflict or a problem that they are having. “You” messages are hurtful and blaming and are not helpful when trying to solve a problem.
- 4 Explain to the students that “I” messages are more helpful to use when they are disappointed or angry. Some samples of “I” messages the students could use are “I feel,” “I know” or “I think.” “I” messages show feeling and facts and are more helpful to use when solving a conflict.
- 5 Ask the students to brainstorm some “I” messages they can use if another student takes their backpack. Chart their “I” message responses next to the “you” messages you recorded earlier.
- 6 Distribute the “I” and “You” Finger templates to the students. Have them cut the fingers out and decorate them. Remind the students that “I” messages are helpful when trying to solve a conflict because they show feelings and facts instead of being blaming and hurtful.





**7** Once they have finished decorating their finger templates, have the students stand in an open area of the room with their completed fingers. Designate one side of the room as an “I” message side and one side of the room as a “you” message side.

**8** Read a statement from the list on the following page and ask whether it is:

- ◆ An “I” message that shows feelings and facts or
- ◆ A “you” message that is blaming and hurtful

They should then move to the side of the room they think the statement represents.

**9** Model moving to one side of the room using one of the statements from the list on the following page.

**10** After each statement is read, elicit responses from the students as to why they chose to stand where they are. Clear up any confusion and have all students move to the proper side of the room. Depending on the message being read, encourage the students to hold up the corresponding decorated finger.

**11** When the activity is completed, lead a large group conversation using the discussion questions on the side of this page.

### Discussion Questions

- 1 When you are trying to solve a problem, is it better to use “I” messages or “you” messages? Explain why.
- 2 Describe a time when you used a “you” message and what happened? Did the problem get solved? How do you think the other person felt?
- 3 How can using “you” messages cause more problems or make the situation worse?
- 4 Describe a time when you used an “I” message and what happened? Did the problem get solved? How do you think the other person felt?
- 5 How can using “I” messages help a problem get solved?
- 6 When you are mediating a problem, is it better to use “I” messages or “you” messages? Explain why.



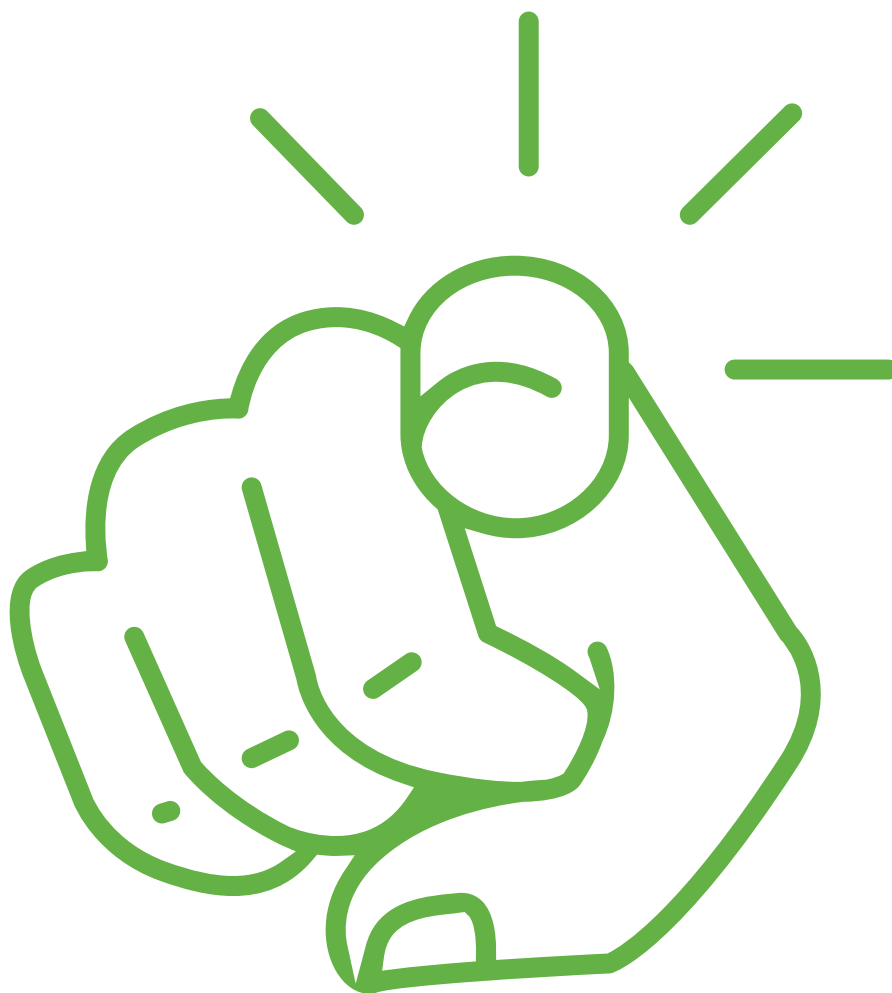
## Sample Statements for Activity

It is also helpful to teach the listener how to respond when hearing an “I” message. Acknowledging the speaker’s feelings and the facts that were presented are important. Responders could also tell their feeling and what they would like to happen. For example, “I see that you are really upset that your backpack is missing. I feel bad but I did not take your backpack. Maybe I could help you find it.”

It is important to emphasize that just because a sentence begins with the word “I,” that does not mean the sentence is an “I” message. Remind the students that “you” messages are blaming and hurtful.

“I” MESSAGES	“YOU” MESSAGES
I feel worried that you might not want to be friends.	You lied to me when you said I was your best friend.
I am sad because you promised not to tell my secret and then you told everyone.	I hate you and I am telling everyone that you are a liar.
I am upset because I told you I wanted that cupcake and then you grabbed it and ate it.	I think you are a big jerk.
I am upset when there is no place for me to sit at the lunch table.	You never save me a seat in the lunchroom.
I know you mean well but my feeling are hurt.	You always try to hurt my feelings.
I think I should tell you what I want to play next, instead of you deciding for both of us.	You are so bossy. I wish you would just leave so I can play with someone else.
I feel hurt when you make fun of what I am wearing.	Your shirt is ugly.
I am so disappointed that you left my sister out of the game after I asked you if she could play with us.	I think you never listen.
I felt angry when you knocked down our Lego building when we spent so much time making it.	You are mean for knocking down our Lego building.
I feel uncomfortable when you stare at me on the playground.	You are always looking funny at me and that’s weird.
I feel badly when you call me hurtful names.	I feel that you act mean.
I heard your idea. Now will you listen to mine?	I know your idea is really stupid.
I felt left out when you wouldn’t let me join the game.	You losing the game made me feel good.



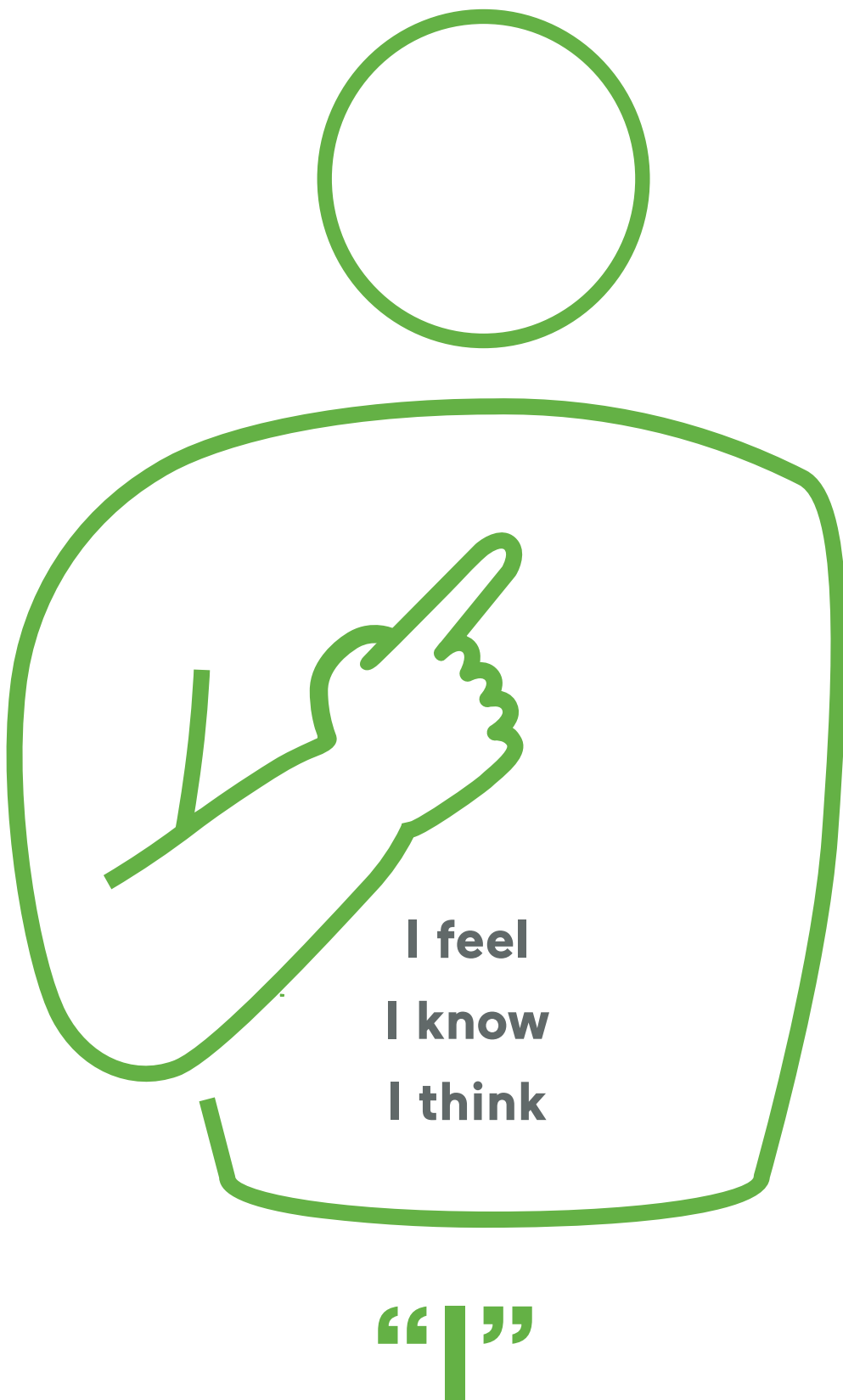


**You always  
You never  
You are**

**“YOU”**









# “I” Messages Lesson

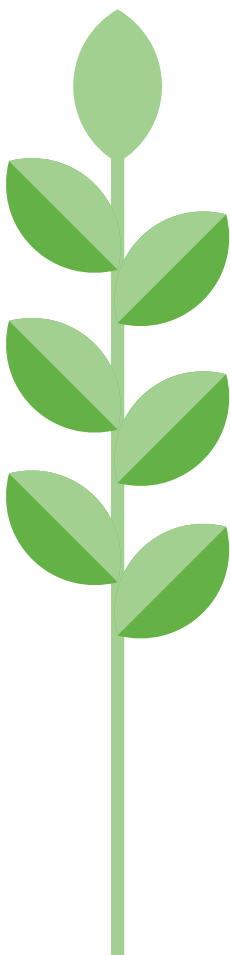
MIDDLE/HIGH SCHOOL

## OBJECTIVES

Students will learn the difference between “I” messages and “you” messages and how to properly use “I” messages. They will also better understand the advantages of using “I” messages for more productive communication and more effective mediations.

## Procedures

- 1 Explain to the students that when two people are in a conflict, “I” messages help open up rather than shut down conversations.
- 2 Ask students how they react when someone starts a statement with “you.” Use the following examples and point out that each statement starts with “you always,” “you never” or “you are.”
  - ◆ You are always late for everything.
  - ◆ You never respond to my texts.
  - ◆ You are so mean for laughing at my accent.
- 3 Ask the students to list feelings they might have (anger, defensiveness, frustration) or actions they might take (walk away, punch a wall, yell) if these “you” messages were directed at them. List the responses on a board or chart paper.
- 4 Explain to the students there are many negative feelings that occur after being the recipient of a “you” message and there are three distinct actions that often happen. These actions stop the conversation from moving forward, can be judgmental and blaming and most likely will escalate the conflict.
  - ◆ **Attacking the person** who said the “you” statement, for example, “Me? You are late more than me!”
  - ◆ **Being defensive**, for example, “What do you mean I never respond to your texts? I just texted you last night!”
  - ◆ **Shutting down** and not responding at all.
- 5 Explain that an “I” message can stop students from blaming and judging others and can help them express their feelings and perspective in a positive way. Using “I” messages can also stop students from name calling and escalating the situation.





- 6** Explain that “I” messages convey feelings and facts about a particular situation. Very often “I” messages start with “I feel,” “I know” or “I think.” Use the examples from procedure two and ask the students to change the “you” messages to “I” messages:

“YOU” MESSAGE	SAMPLE “I” MESSAGES
You are always late for everything.	I feel undervalued because you are late.
You never respond to my texts.	I feel bad when you do not respond to my texts.
You are so mean for laughing at my accent.	I feel embarrassed because you laughed at me.

- 7** Using the following examples, ask the students if they are “you” or “I” statements.
- ◆ You always tell me the same jokes. Don’t you have anything new? (“You”)
  - ◆ I feel ignored when I see you looking at your phone during our conversations. (“I”)
  - ◆ I’m upset that I was the last to know about the big news in your family. (“I”)
  - ◆ I feel like you lied when you said you would go with me to the party and then you did not show up. (“You”)

- 8** Have the students form groups of three or four and ask them to develop scenarios where they would be unhappy with someone’s actions or words. (They could use sample scenarios provided below.) Have them develop two versions of the same scenario, one that includes “you” messages and another that uses “I” messages.

#### Sample Scenarios

- ◆ You thought you were supposed to meet your friend after school and instead he or she went out with others.



- ◆ Your friend has been acting distant lately and does not seem to be interested in the same video games you have been playing together for years.
- ◆ You find out that your good friend likes someone in the class and he or she never told you.

**9** Once the groups have created the two versions of the scenario, choose a few groups to explain the scenario they have created or chosen and present both versions to the class.

### Discussion Questions

- 1** Which versions of the scenarios were more productive? Explain your reasoning.
- 2** People often assume that putting the words “I feel” in front of any sentence makes it an “I” statement. Why is this assumption wrong?
- 3** What facts, feelings or perspectives did you hear in the “I” messages and why is it beneficial to highlight this when trying to solve a conflict?
- 4** What is it like to feel attacked, defensive or like shutting someone out when you are in a conflict?
- 5** Why might it feel difficult to talk about your feelings when you are in conflict?
- 6** What are some benefits of using “I” messages with your friends or family when you are in a conflict?
- 7** As the receiver, what is the best way to respond to an “I” message?
- 8** Why should disputants in a mediation be encouraged to use “I” messages? What effect will it have on the mediation?

It is also helpful to teach the listener how to respond when hearing an “I” message. Acknowledging the speaker’s feelings and the facts that were presented are important. Responders could also tell their feeling and what they would like to happen. For example, “I understand that you are upset that I did not text you back. I was really busy and was studying for a big test. I will try to be better about responding sooner in the future.”

It is important to emphasize that just because a sentence begins with the word “I,” that does not mean the sentence is an “I” message. Remind the students that “you” messages are blaming and hurtful.



# Leadership Lesson

## ELEMENTARY SCHOOL

### OBJECTIVES

The students will learn the definition of leadership. They will explore important qualities of a leader through identifying skills that can be learned. They will also understand that peer mediators are leaders who need to demonstrate leadership qualities.

### MATERIALS

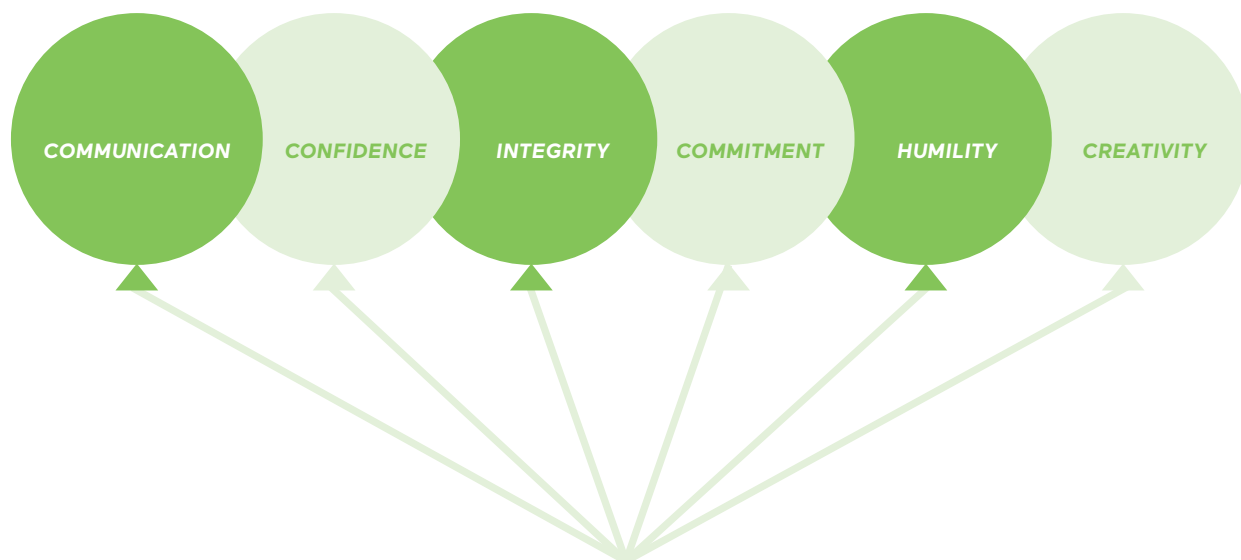
- Prior to the lesson, prepare a bulletin board with six balloons tied together and label each with one of the leadership qualities (communication, confidence, integrity, commitment, humility, and creativity). Cover the bulletin board so the students cannot see it when they enter the room. See example on the following page.
- Skills Cards

### Procedures

- 1 Explain to the students that leadership is being able to motivate a group of people to reach a common goal. During mediation, the mediators must have leadership qualities to guide disputants to a resolution, without telling them what to do.
- 2 Ask the students to brainstorm some qualities that would be needed to be a good leader. List the qualities on chart paper or on a board.
- 3 Tell the students you have a list of six leadership qualities you would like to focus on. These qualities are made up of different skills. Separate the students into six groups. Divide the *Skills Cards* equally amongst the groups.
- 4 Explain to the students that leadership skills can be developed through practice. It is these skills that will help develop leadership qualities.
- 5 Introduce the prepared bulletin board with the six balloons that are labeled with leadership qualities.
- 6 Ask the students to decorate the *Skills Cards* and decide as a group which skills belong on which balloons.
- 7 Ask the groups to approach the bulletin board one at a time and place their *Skills Cards* in the balloon where they belong. As they do, discuss the importance of each skill with the students.







**Communication**—actively listen, speak clearly, use “I” messages, share feelings, make eye contact, shake hands, say please and thank you

**Confidence**—be independent, be courageous, believe in yourself, be prepared

**Integrity**—be honest, be a positive role model, be trustworthy

**Commitment**—be reliable, show responsibility, show enthusiasm, stay focused, do not give up

**Humility**—be proud but don’t brag, show self-control, admit and learn from mistakes, help others, be empathetic, be patient

**Creativity**—be flexible (keep an open mind), be curious, think outside the box

It is important to point out that a person can also exhibit leadership qualities by volunteering to help with different school events or actively participating in them.

- 8** Using the following discussion questions, lead a large group conversation.

### Discussion Questions

- 1 What qualities of good leadership do you have? Where have you used them?
- 2 Which skills do you still need to practice to be a better leader?
- 3 Why is it important for mediators to have good leadership skills and qualities?
- 4 Where in your life are you a leader?





## SKILLS CARDS

actively listen

speak clearly

use “I” messages

share feelings

make eye contact

shake hands

say please and  
thank you

be independent

be courageous

believe in yourself

be prepared

be honest

be a positive  
role model

be trustworthy

be reliable

show responsibility

show enthusiasm

stay focused

do not give up

be proud but  
don't brag

show self-control

admit and learn  
from mistakes

help others

be empathetic

be patient

be flexible  
(keep an open mind)

be curious

think outside  
the box



# Leadership Lesson

MIDDLE / HIGH SCHOOL

## OBJECTIVES

The students will learn the definition of leadership. They will explore effective qualities of a leader through analyzing people who have been leaders. They will also learn the benefits of being an effective leader through peer mediation.

If a student brings up the leader of a negative cause such as Stalin, David Duke or Hitler, the characteristics of effective leadership may be present, but the leader may not have been a positive role model. Challenge the student to think about the difference between effective leadership and role modeling. If this idea is not discussed at this time, it should be discussed as a final discussion question.

## Procedures

**1** Explain to the students that leadership is the action of guiding an organization or a group. Just because someone is the leader of something, does not mean they are an effective leader. Briefly explore the idea of being an effective versus ineffective leader. Ask the group if they know of any ineffective leaders and what makes them ineffective?

**2** There are certain qualities that effective leaders possess. List the following qualities on a piece of chart paper or on a whiteboard. Ask the students to give examples that demonstrate each quality.

- ◆ **Communication**—actively listen, speak clearly, use “I” messages, show appreciation, share feelings
- ◆ **Confidence**—be independent, be courageous, believe in yourself, be prepared, be resilient
- ◆ **Integrity**—be honest, be a positive role model, be trustworthy, be moral, be authentic
- ◆ **Commitment**—be reliable, show responsibility, show enthusiasm, stay focused, do not give up
- ◆ **Humility**—be proud but don’t brag, show self-control, admit and learn from mistakes, help others, be empathetic, be patient
- ◆ **Creativity**—be flexible (keep an open mind), be curious, think outside the box

**3** Divide the students into small groups. Ask the small groups





to list more than three leaders in each field below. You may choose to allow modern leaders or to focus only on historic leaders. Ask the students to try to include leaders from marginalized groups in this country, such as people of color, women, LGBTQ, youth or others.

- ◆ Politics
- ◆ Sports
- ◆ The Arts (music, visual arts, drama, etc.)
- ◆ General

---

## 4

When the groups have finished compiling their lists, ask each student to choose one leader from the group list (do not duplicate). Have them research the leader individually and write a brief biography that can then be hung on the walls of the classroom. The biography should include the following details:

- ◆ The organization or cause for which the person was a leader
- ◆ The leadership characteristics the person possessed
- ◆ The ways the leader was effective
- ◆ A picture of the leader

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## 5

The students can then present the leader they chose to the large group.

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## 6

Use the following discussion questions to lead a large group conversation.

### Discussion Questions

- 1 What is the difference between being a leader and being a role model?
- 2 Why is it important for mediators to have good leadership qualities?
- 3 Share an experience where you demonstrated leadership qualities.



# Empathy Lesson

## ELEMENTARY SCHOOL

### OBJECTIVES

The students will be able to recognize the difference between empathy and sympathy. They will experience ways to express and show empathy and learn how empathy can be beneficial during mediation.

### Procedures

# 1

Explain the definitions of empathy and sympathy.

**Empathy** is the ability to understand other people's feelings, perspectives or point of view, because you can imagine yourself in their shoes. When expressing empathy, you **feel with** someone.

**Sympathy** is feeling bad for someone, or pitying them, but not imagining what they must feel like. When expressing sympathy, you **feel for** someone.

# 2

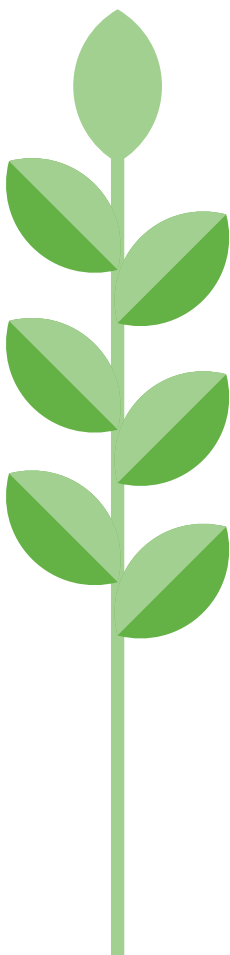
Discuss the difference between empathy and sympathy using the following example and ask the students to identify how empathy and sympathy differ.

*You know that a student in your class did not have breakfast.*

- ◆ **Empathy response**—"I know how you feel because I do not always get to have breakfast either. You must be hungry."
- ◆ **Sympathy response**—"I feel bad for you that you did not have breakfast."

# 3

Share with the students that one of the most important components of being a mediator is to remain neutral and show empathy equally to both disputants. Mediations where both disputants feel heard and understood are usually successful mediations that end in resolution. Showing empathy is a skill that becomes better with practice and time.<sup>8</sup>



<sup>8</sup> Charlie Irvine and Laurel Farrington. "Empathy." Kluwer Mediation Blog. February 13, 2018. Accessed June 11, 2018. <http://mediationblog.kluwerarbitration.com/2018/02/13/empathy/>.



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## 4

Ask the students to brainstorm some ways they can show empathy. Showing empathy requires actively listening, paraphrasing what the disputant said and then letting them know you understand their feelings. The following are some possible responses:

- ◆ “What I hear you saying is \_\_\_\_\_ and I understand why you would feel that way.”
- ◆ “I know how you feel because I have had that experience too.”
- ◆ “I can imagine that must have been frustrating for you.”
- ◆ “I appreciate you saying that and I know it must be hard to say.”

---

## 5

Have the students practice being empathetic using the following situations. They can work as individuals, in pairs or in small groups.

- ◆ Your friend’s dog was hit by a car.
- ◆ Your brother broke his leg and has to be on crutches.
- ◆ Your friend spelled all the words wrong on her spelling test.
- ◆ Your friend can not come to the pool party.
- ◆ Your friend lost his baseball game.

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## 6

Using the following discussion questions, lead a large group conversation.

### Discussion Questions

- 1 How can you show empathy for someone if you never had the same experience?
- 2 Give examples of a time when it is best to show sympathy towards another person?
- 3 Can you think of a time, not during mediation, when you empathized with someone you know? How did it help the situation?
- 4 Why is it important to show empathy towards *both* disputants during a mediation?



# Empathy Lesson

MIDDLE / HIGH SCHOOL

## Objectives

The students will be able to recognize the difference between empathy and sympathy. They will experience ways to express and show empathy and learn how empathy can be beneficial during mediation.

## Procedures

**1** Read the following sentence to the students. "I'm so sorry to hear your pet died. I know how that feels because my dog died last year." Ask the students to determine whether this sentence is empathetic or sympathetic.

**2** Give the students the definitions of empathy and sympathy:  
**Empathy** is the ability to understand other people's feelings, perspectives or point of view, because you can imagine yourself in their shoes. When expressing empathy, you **feel with** someone.

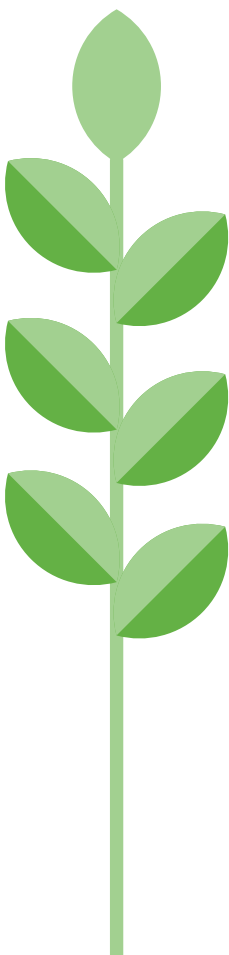
**Sympathy** is feeling bad for someone, or pitying them, but not imagining what they must feel like. When expressing sympathy, you **feel for** someone.

**3** Explain the difference between empathy and sympathy to the students.

**Empathy** involves working to identify with another's feelings because you have had a similar experience or by putting yourself in their shoes.

**Sympathy** means feeling compassion, sadness or pity for someone else but not understanding how a person truly feels.

**4** Share with the students that one of the most important components of being a mediator is to remain neutral and show empathy equally to both disputants. Mediations where both disputants feel heard and understood are usually successful mediations that end in resolution. Showing empathy is a skill that, like riding a bike, becomes better with practice and time.





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## 5

Ask the students to brainstorm some ways they can show empathy. The following are some possible responses:

- ◆ Actively listen, paraphrase what the disputant said and then let them know you understand their feelings.
- ◆ “I know how you feel because I have had that experience too.”
- ◆ “I can imagine that must have been frustrating for you.”
- ◆ “I appreciate you saying that and I know it must be hard to say.”

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## 6

Lead a concentric circles activity. Ask students to form two groups by counting off by two. Have one group form a circle first and ask them to face out. Then have the other group find a partner in the existing circle. If there is an odd number of students, you can fill in.

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## 7

Once the students are arranged in circles with partners, ask them to share their answers to the following questions. Give the pairs two minutes to talk about each question, asking them to alternate speakers halfway through the time. After both students have had a chance to answer the question, rotate the outside circle so that students now have different talking partners. Repeat the procedure for each of the questions below.

- ◆ Name a movie that made you feel empathic for one of its characters. Which movie was it and why were you empathetic?
- ◆ Share a time when you felt empathy for someone in your life. How did you show empathy?
- ◆ Share a time when another person felt empathy for you. How could you tell?
- ◆ Share a time when you wished someone showed empathy for you. How could it have helped?



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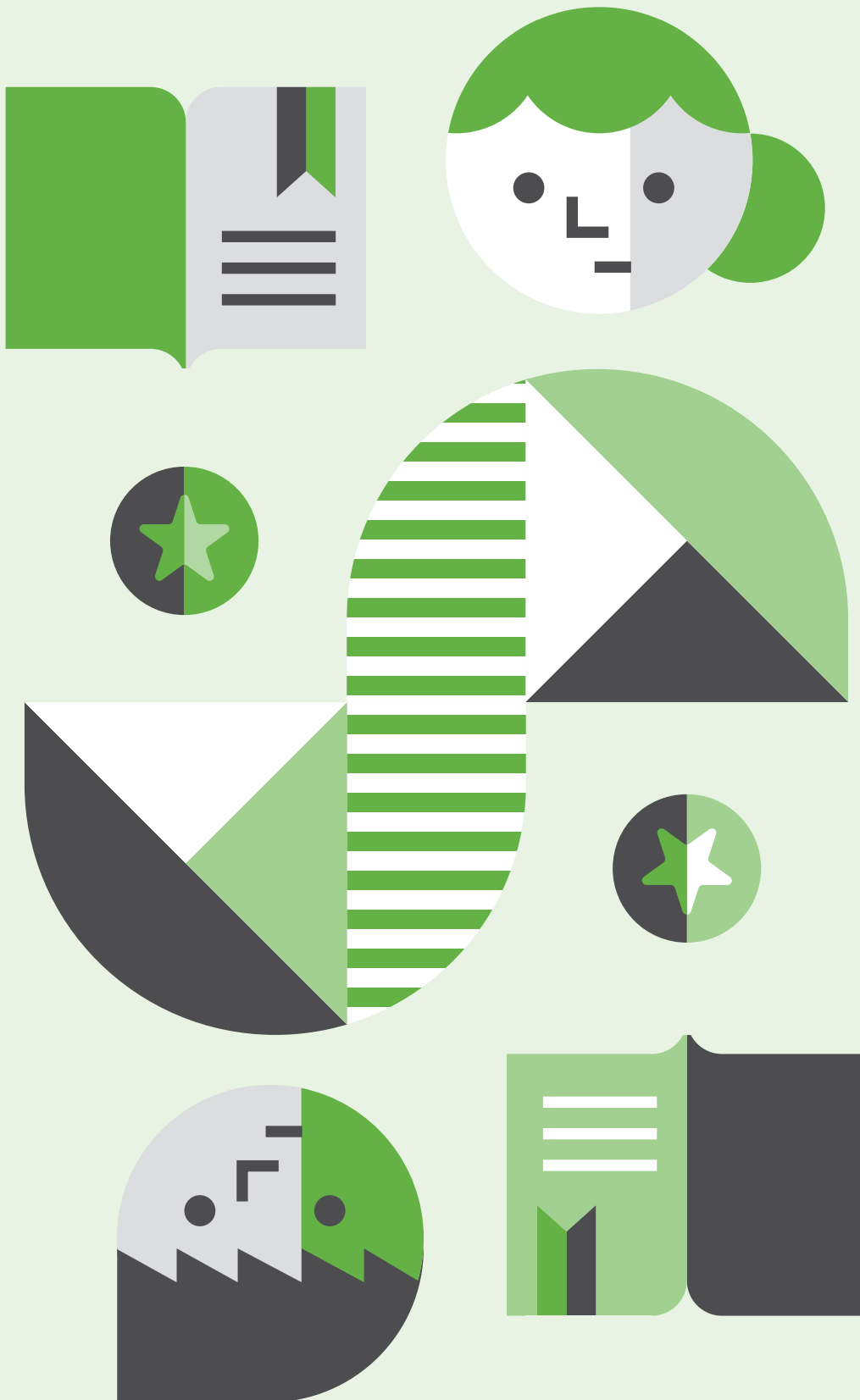
**8**

After concentric circles, use the discussion questions on the left to lead a large group discussion.

### Discussion Questions

- 1** How can you identify what another person is feeling? Guide students to consider body language, words, behavior or facial expressions.
- 2** How can you show empathy for someone if you never had the same experience?
- 3** Why is it helpful in mediation to understand another person's feelings and to empathize with them?
- 4** Why is it important to show empathy towards both disputants during a mediation?







# Materials

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**96**

Caucus

**107**

Peer Mediation Script:  
Middle/High School

**114**

Mediation Role Plays:  
Middle/High School

**98**

Peer Mediator Two-Day  
Training Agenda

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Peer Mediation Assembly  
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**101**

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Session

**111**

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**117**

Getting Unstuck During  
Mediation

**103**

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Qualities and Roles  
of a Peer Mediator

**118**

Complex Role Plays

**104**

Peer Mediation Script:  
Elementary School

**113**

Mediation Role Plays:  
Elementary School





# Caucus

A caucus is used to have private conversations during mediation. The mediators can speak privately if they are having difficulty during the mediation, or both mediators together speak privately with each disputant and then return to the mediation. Anything said in caucus by the disputants is confidential, unless they have given permission to repeat it in open session. Generally, caucusing is not recommended for use with elementary students. If caucusing is a potential part of the mediation process, its use must be mentioned in the opening statement of mediation.

## When is caucusing used?

- 1** When one disputant appears to be more powerful than the other
- 2** When one disputant is more vocal or articulate than the other and is dominating the discussion
- 3** When one disputant seems to be intimidated by the other and might speak more candidly alone
- 4** When the mediation becomes unstable and emotions are running high, calling a caucus provides each disputant time to talk and vent without the presence of the other disputant.
- 5** When the mediators feel that one of the disputants is not telling all he or she wants or needs to disclose to solve the conflict
- 6** When the mediators need to do a “reality check” (Sometimes in mediation, one or both disputants may make unrealistic demands. It can be helpful at times to separate the disputants and help them see that some of what they are expecting and voicing is not possible or is not allowed by the rules.)
- 7** If it seems that the mediators are not working as a team and there is a need to discuss what is going on between them (In this case, the mediators would meet together without the disputants present.)



### How is it done?

When mediators caucus, the stage has been set in the opening statement. The disputants were told in the beginning that it was a possibility; therefore, when it is brought up again, it will not seem strange. Following is one model.

- ◆ Mediators explain that they would like to caucus with the disputants. (They may also caucus alone with each other if they wish to speak privately, but cannot leave the two disputants alone in a room together without adult supervision.)
- ◆ Explain again that a caucus is a time to meet with each disputant individually so each person will be heard.
- ◆ Mediators ask one disputant to leave the room and wait in a designated area, with the facilitator.
- ◆ The angriest disputant may be the person to meet with first, in order to defuse the anger.
- ◆ When caucusing in response to a power imbalance, the intimidated disputant would be called out first to caucus, in order to empower him or her. (Upon resuming the mediation, the intimidated disputant would speak first too.)
- ◆ After speaking to the first disputant, mediators remain together to speak with the second disputant.
- ◆ After hearing from each disputant privately, ask if there is anything he or she does not want shared when the disputants get back together again. Generally, the disputants are willing to disclose information once it has been stated during the caucus, but the question should be asked.
- ◆ Meet with each disputant approximately the same amount of time, to demonstrate fairness.

**Caucusing should be used sparingly.**





# Peer Mediator Two-Day Training Agenda

All recommended lessons come from the *NJSBF Conflict Resolution Guide* unless otherwise indicated.

## Day 1

### CONFLICT RESOLUTION SKILLS

#### 1 Opening

- ◆ Student and staff introductions
- ◆ Review of agenda
- ◆ Icebreaker—"What Do You See?"

#### 2 Understanding Conflict

- ◆ "Defining Conflict"

#### 3 Understanding the Origin of Conflict

- ◆ "Feelings"
- ◆ "Perspectives" or "Sources of Conflict" (choose one)

#### 4 Responsibility for conflict

- ◆ See *Responsibility Lesson* in the Lessons section of this guide

#### 5 Understanding the Escalation of Conflict

- ◆ "Communication Encouragers and Blockers"

#### 6 Conflict Styles

- ◆ "What's Your Style (of conflict)?"

#### 7 Active Listening

- ◆ "Listening to Hear"

#### 8 "I" Messages

- ◆ "How to Use 'I' Messages"
- ◆ "*I*" Messages Lesson in the Lessons section of this guide

#### 9 Brainstorming as a Skill

- ◆ "How to Brainstorm"

#### 10 Closing

- ◆ Closing circle with reflection question, such as "What is one word, concept or sentence about conflict resolution that you learned today?"



## Day 2

### INTRODUCTION TO PEER MEDIATION

#### 1 Opening

- ◆ Questions or thoughts on day one
- ◆ Icebreaker—"Mindfulness" or "Rubber Band Brainstorm"

#### 2 Video of a Sample Peer Mediation

- ◆ An elementary example "Whitmore-Bolles Elementary Peer Mediation Process 2008" at [www.youtube.com/watch?v=KyPT-F6uSZvl&feature=youtu.be](http://www.youtube.com/watch?v=KyPT-F6uSZvl&feature=youtu.be)
- ◆ Two middle school examples "Peer Mediators.m4v" at [www.youtube.com/watch?v=PxCltFWB74E&feature=youtu.be](http://www.youtube.com/watch?v=PxCltFWB74E&feature=youtu.be) or "Peer Mediation" at [www.youtube.com/watch?v=PadnxBjOGIA&feature=youtu.be](http://www.youtube.com/watch?v=PadnxBjOGIA&feature=youtu.be)
- ◆ A high school example "Oak Park High School Peer Mediation Short Film" at [www.youtube.com/watch?v=-ZFix-Rjwrk&feature=youtu.be](http://www.youtube.com/watch?v=-ZFix-Rjwrk&feature=youtu.be)

#### 3 What is Mediation?

- ◆ Define peer mediation for the students. (See "What is peer mediation?" in the Q&A section.)
- ◆ Introduce the *Qualities and Roles of a Peer Mediator* which can be found in the Materials section.
- ◆ Describe the mediation process for the students. (See *Steps of the Mediation Session* in the Materials section.)
- ◆ Explain the *Win/Win Ground Rules* of a successful mediation. (See the *Win/Win Ground Rules* in the Materials section.)

#### 4 Introduce the list of specific mediation skills that peer mediators need to have.

(See *Peer Mediator Skills Sheet* in the Materials section.) Explain to the students that they have learned most of the skills during day one of the training. The following two lessons discuss skills that were not specifically addressed on day one.

- ◆ See *Open-Ended Questions* lesson found in the Lessons section.
- ◆ See *Reliability and Confidentiality* lesson found in the Lessons section.

#### 5 Mediation Agreement

- ◆ Once a mediation is completed, a *Mediation Agreement* needs to be completed by mediators. (See *Mediation Agreement* in the Forms section.)

#### 6 Practice Mediation Role Plays

- ◆ Explain the different roles present during a mediation. (See "What is the mediation process?" in the Q&A section.)
- ◆ Introduce a sample mediation script and model for the students. (See *Peer Mediation Script* in the Materials section.)
- ◆ Teach the students how to take notes during a mediation. (See *Mediation Notes* in the Forms section.)
- ◆ Have students use the *Peer Mediation Script* and appropriate role plays to practice the mediation process. (See *Mediation Role Plays* in the Materials section.)



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## 7 Mediation Concerns

- ◆ Introduce the concept of a caucus to the students. (See the *Caucus* handout in the Materials section.)
- ◆ Allow students to express concerns they may have about mediation.
- ◆ Discuss methods of handling difficult mediations with students. (See *Mediator What-Ifs* in the Materials section.)

---

## 8 Closing

- ◆ Using the *Post-Training Evaluation Rubric* found in the Forms section, have the committee members evaluate each student peer mediator at the end of the training.
- ◆ Have students recite and sign the *Peer Mediator Pledge* which can be found in the Forms section.
- ◆ Ask your administrator to distribute *Peer Mediation Certificates* which can be found in the Forms section.





# Steps of the Mediation Session

## Step 1

### Opening

- 1 Mediators introduce themselves.**
  - ◆ Shake hands with each party.
  - ◆ Welcome disputants to mediation.
- 2 State *Win/Win Ground Rules***
  - ◆ Make sure everyone is cooled off.
  - ◆ Use “I” messages.
  - ◆ Mediators will not take sides.
  - ◆ Do not interrupt, use name calling or put-downs.
  - ◆ Everything is confidential except issues related to physical or substance abuse.
  - ◆ Tear up all notes; the *Mediation Agreement* will be the only record.
  - ◆ Mediation will be discussed with an adult, if necessary.
  - ◆ A caucus will be called if needed.
  - ◆ No verbal or physical abuse is allowed.
- 3 Ask for confirmation that disputants will follow *Win/Win Ground Rules*.**
- 4 Determine who will share his or her story first by tossing a coin.**

## Step 2

### Description of Dispute

- 1 Provide uninterrupted time for each disputant to share his or her description of the conflict.**
  - ◆ Each disputant should use “I” messages.
  - ◆ The mediator summarizes each side after disputant speaks.
- 2 Conduct an open exchange.**

(This is the opportunity for disputants to respond to each other’s comments.)

  - ◆ Questions for mediators to use to open exchange:
    - Does anyone want to respond to something heard?
    - Do you want to say something more about \_\_\_\_\_?
    - The \_\_\_\_\_ is unclear to me. Can you please elaborate?
- 3 Ask each disputant to explain how he or she is responsible for the conflict.**
- 4 Ask each disputant what he or she wants or needs to solve the conflict. List problems and issues for further discussion.**



## Step 3

### Exploring the Issues and Problem Solving

- 1 Mediator notes commonalities between the disputants.
- 2 Call separate meetings/caucus if necessary.
- 3 Brainstorm/prioritize possible solutions.
- 4 Encourage parties to stick to commitments.

## Step 4

### Mediation Agreement/Outcome

- 1 The agreement should state who does what, when and where.
- 2 The agreement should be balanced and non-judgmental.
- 3 Discuss how to handle future problems. What can you agree on today that allows for peace tomorrow?
- 4 All disputants and mediators sign the *Mediation Agreement*.
- 5 Notes get torn up in front of disputants.

## Step 5

### Closing

- 1 Mediators shake hands with each party and congratulate them for reaching an agreement.
- 2 Ask students to affirm each other by saying thank you or shaking hands.
- 3 Mediators thank disputants for choosing mediation.





## Win/Win Ground Rules

- ◆ Make sure everyone is cooled off.
- ◆ Use “I” messages.
- ◆ Mediators will not take sides.
- ◆ Do not interrupt, use name calling or put-downs.
- ◆ Everything is confidential except issues related to physical or substance abuse.
- ◆ Tear up all notes; the *Mediation Agreement* will be the only record.
- ◆ Mediation will be discussed with an adult, if necessary.
- ◆ A caucus will be called if needed.
- ◆ No verbal or physical abuse is allowed.



**Do you agree to cooperate and follow the ground rules?**





# Peer Mediation Script

## ELEMENTARY SCHOOL

Use the *Mediation Notes* form to help you keep track of the mediation. Tear these notes up after the mediation is over.

### 1 Welcome

- ◆ “Welcome to Peer Mediation!”
- ◆ Each mediator shakes hands with each disputant.

### 2 Cool Off

- ◆ Ask if the two disputants have cooled off. If they have not, suggest that they take a deep breath, take a short walk or count to 10.
- ◆ If they continue to be upset, conduct the mediation another day.
- ◆ Remember, both disputants must agree to the mediation. Ask both disputants, “Do you agree to peer mediation?”

### 3 Introduction

- ◆ “Welcome to mediation. My name is \_\_\_\_\_. and my partner is \_\_\_\_\_. We are trained mediators and we will be working with you to help you solve your conflict. This is how we will conduct the process. We follow the Win/Win Ground Rules, which are:”
  - Everyone will use “I” messages.
  - Mediators will not take sides.
  - There will be no interrupting, name calling or put-downs.
  - Whatever we discuss at the mediation will remain confidential, except issues related to physical or substance abuse.
  - Mediators will tear up all notes; the *Mediation Agreement* will be the only record.
  - Mediation will be discussed with an adult, if necessary.
  - No verbal or physical abuse is allowed.
- ◆ Ask disputants if they agree to follow the *Win/Win Ground Rules*.



- ◆ Explain note taking.

*"We will take notes during the mediation to keep track of the conversation but at the end of the mediation we will destroy the notes."*

- ◆ Toss a coin to see who will tell his or her story first.

#### 4 Disputant #1 Shares His or Her Story

- ◆ *"You will both be given an opportunity to share your side of the story, please remember to not interrupt the other person."*
- ◆ Ask the disputant to tell what happened using "I" messages.  
*"Using 'I' messages, please state the conflict as you see it."*
- ◆ Suggest that the disputants look at each other.
  - Do not force them to look at one another if they are not comfortable doing so at this time.

#### 5 Mediator Restates Disputant #1's Version of the Story

- ◆ Select one of the following summarizing phrases:  
*"So you are saying that you are concerned about...."*  
*"So overall you seem to be saying that you like..., but...."*  
*"The things that you want are...."*  
*"You are saying that the problems you want to talk about here today are...."*

#### 6 Disputant #2 Shares His or Her Story

- ◆ *"Disputant #2, please state the conflict as you see it using 'I' messages."*

#### 7 Mediator Restates Disputant #2's Version of the Story

- ◆ Select one of the following summarizing phrases:  
*"So you are saying that you are concerned about...."*  
*"So overall you seem to be saying that you like..., but...."*  
*"The things that you want are...."*  
*"You are saying that the problems you want to talk about here today are...."*



---

## 8 Discussion If Necessary

If more discussion is needed, this is acceptable as long as disputants are listening to each other and not arguing.

---

## 9 Take Responsibility

- ◆ Ask one of the disputants how he or she was responsible for the conflict.

*"How were you responsible for your role in this conflict?"*

- ◆ Ask the other disputant how he or she was responsible for the conflict.

*"How were you responsible for your role in this conflict?"*

---

## 10 Restate If Necessary

---

## 11 Brainstorm Solutions

- ◆ Ask what they can do to solve the problem. This is the time to brainstorm solutions. Encourage them to come up with a few. *"Do you have any ideas of how we can resolve this, so you are both happy?"*
- ◆ Decide which solution they can both agree to use.

---

## 12 Mediation Agreement

- ◆ Write the agreement and ask each disputant to read and sign it. Mediators also sign the agreement.
- ◆ Tear up the notes in front of the disputants.

---

## 13 Affirm

- ◆ Have the students affirm each other. They can shake hands, nod their heads or thank each other.
- ◆ Mediators shake hands with each disputant.

---

## 14 Say "Thank You"

- ◆ *"Thank you for using peer mediation to solve your conflict today. Just as a reminder, everything we talked about will remain confidential."*

Please return the signed  
*Mediation Agreement* to the  
facilitator.

*Adapted from materials provided by F.N. Brown Elementary School, Verona, NJ.*





# Peer Mediation Script

MIDDLE/HIGH SCHOOL

## 1 Mediator #1:

*"Are you both cooled off enough to work on resolving your conflict?"*

If they are not cooled off, suggest they take a deep breath or take a short walk. If they continue to be upset, do the mediation another day. Remember, both disputants must agree to do the mediation.

Use the *Mediation Notes* form to help you keep track of the mediation. Tear these notes up after the mediation is over.

## 2 Mediator #1:

*"My name is \_\_\_\_\_ and I will be helping to mediate your conflict today."*

## 3 Mediator #2:

*"And I am \_\_\_\_\_ and I will also be helping to mediate your conflict. What are your names?"*

## 4 Allow disputants to introduce themselves.

## 5 Mediator #1:

*"Whatever is discussed at the mediation today will remain confidential. Now that everyone is cooled off, here are the additional Win/Win Ground Rules for the mediation:*

- ◆ *Use "I" messages.*
- ◆ *Mediators will not take sides.*
- ◆ *Do not interrupt, use name calling or put-downs.*
- ◆ *Everything is confidential except issues related to physical or substance abuse.*
- ◆ *Mediators will tear up all notes; the Mediation Agreement will be the only record.*
- ◆ *Mediation will be discussed with an adult, if necessary.*
- ◆ *A caucus will be called if needed.*
- ◆ *No verbal or physical abuse is allowed.*

*Can you both agree to these ground rules?" (Both disputants must agree to move forward.)*



---

**6 Mediator #2:**

*"I will flip this coin to see who will speak first."*

(Choose a disputant to call heads or tails.) Designate who will speak first.

---

**7 Mediator #2:**

*"Disputant #1, please explain what happened using 'I' messages. Please also include how you feel about what happened."*

---

**8 Disputant #1:**

Explain what happened from his or her perspective.

---

**9 Mediator #2:**

Paraphrase what was said by disputant #1.

---

**10 Mediator #1:**

*"Disputant #2, please explain what happened using 'I' messages. Please also include how you feel about what happened."*

---

**11 Disputant #2:**

Explains what happened from his or her perspective.

---

**12 Mediator #1:**

Paraphrase what was said by disputant #2.

---

**13 Allow for more discussion if needed.**

If they begin to argue, remind them of the *Win/Win Ground Rules*.

---

**14 Mediator #2:**

Ask disputant #1, *"How were you responsible for your role in this conflict?"* Restate if necessary.



---

**15 Mediator #1:**

Ask disputant #2, *"How were you responsible for your role in this conflict?"* Restate if necessary.

---

**16 Mediator #2:**

Ask both disputants, *"Do either of you have any ideas about how the conflict can be resolved so you are both satisfied?"* Encourage the disputants to brainstorm possibilities by using open-ended questions such as, *"What would you like to see happen?"* or *"How can this conflict end?"*

---

**17 Mediators:**

Help disputants decide which solution they can both agree to use.

---

**18 Mediators:**

Fill out the *Mediation Agreement* and then have both disputants and mediators read and sign the agreement.

---

**19 Mediators:**

Tear up any notes taken during mediation in front of the disputants.

---

**20 Mediators should have the disputants affirm each other.**

Disputants can shake hands, nod their heads or thank each other.

---

**21 Mediator #1:**

*"Thank you for using peer mediation to solve your conflict today. Just as a reminder, everything we talked about will remain confidential."*





# Peer Mediation Assembly Agenda

---

## 1 Welcome

---

## 2 Stage an argument between two students in the audience.

- ◆ Bring the students to the front to perform.
- ◆ Ask the audience what just happened.
- ◆ Explain that this is a call for mediation.

---

## 3 What is mediation?

- ◆ Define conflict.
- ◆ Define peer mediation.
- ◆ Explain benefits of mediation.

---

## 4 Agree to mediation.

Explain that before mediation can take place, both parties in the dispute must agree to participate and cooperate in the mediation process. Also, clarify that mediators are neutral; they do not take sides.

---

## 5 Demonstrate peer mediation.

Use the *Peer Mediation Script* to mediate the conflict that occurred during the opening staged fight.

---

## 6 Explain the role of the facilitator.

Explain the role of the facilitator during mediation. The facilitator is the adult who sits to the side or outside the room as a support if needed.

---

## 7 Explain how students become peer mediators.

- ◆ Describe the responsibilities of being a peer mediator.
- ◆ Explain how you become a peer mediator.
- ◆ Provide the date and time of the introductory meeting for those interested in being trained as mediators.

---

## 8 Discuss the application process to be a peer mediator.

- ◆ Peer Mediator Nomination Form
- ◆ Peer Mediator Application
- ◆ Sign-up form

---

## 9 The administrator speaks in support of the program.

---

## 10 A current mediator explains the personal benefits of being a peer mediator.

---





## PEER MEDIATOR SKILLS SHEET

### 1 Use “I” messages instead of “you” messages.

Using “I” messages helps to avoid blaming another person. Encourage disputants to use “I” messages.

### 2 Know the difference between conflict and bullying.

You can mediate a conflict, but not a bullying situation.

### 3 Restate disputants’ statements.

Be able to summarize what another person has said so he or she feels heard and understood.

### 4 Do not interrupt.

Allow people the time to share their ideas and concerns.

### 5 Be a good listener.

Concentrate on what someone is saying so you can understand differing perspectives and ask appropriate questions.

### 6 Identify and do not allow put-downs or insults.

When you hear a put-down or insult, address it immediately by referring to the *Win/Win Ground Rules*.

### 7 Maintain a neutral facial expression.

If you show too much emotion towards one disputant and not the other, you can be seen as favoring one person over the other.

### 8 Maintain confidentiality.

You must be trustworthy and not share details of the conflict.

### 9 Be respectful and non-judgmental.

Understand that students come to the mediation with different perspectives.

### 10 Problem solve.

Guide disputants in brainstorming solutions to solve their conflict.

### 11 Use communication encouragers to create a comfortable environment.

Empathize, make eye contact and ask open-ended questions for understanding.

### 12 Be empathetic.

Understand the speaker’s feelings and point of view.

### 13 Be patient.

Allow disputants time to explain their viewpoints and come up with solutions. Do not rush the mediation process.

### 14 Demonstrate leadership.

Be a positive role model both in and out of peer mediation. Be the kind of person that other students respect.

### 15 Be responsible.

You are responsible for the mediation process, not for solving the conflict. Guide disputants through the mediation process and follow the *Win/Win Ground Rules* during the mediation.

### 16 Be reliable.

Prove to people that you are dependable and professional.





# Qualities and Roles of a Peer Mediator

*A peer mediator is trained to:*

- 1** Take peer mediation seriously and understand the benefits of solving conflicts.
- 2** Actively listen and comprehend. A mediator needs to provide an opportunity for both disputants to tell their story while listening carefully.
- 3** Communicate with peers both verbally and non-verbally. The mediator also helps the disputants with their communication.
- 4** Be patient and respectful.
- 5** Be empathetic. Be sensitive to the feelings of the disputants and put yourself in their shoes.
- 6** Be non-judgmental and allow for each person to express emotions and personal viewpoints.
- 7** Be a leader. Guide disputants toward resolution, identifying and noting common interests.
- 8** Keep all communication from the peer mediation confidential.





# Mediation Role Plays

ELEMENTARY SCHOOL

## Scenario One

Ava was sitting at her desk in art class working on a painting. She had her paints in jars lined up on her desk. Eric came by and knocked over one of the jars. Ava asked him to clean it up, but he refused. Eric told the teacher he did not do it. Ava told the teacher Eric was to blame. No one wanted to take responsibility. The teacher suggested that they resolve their conflict in a mediation session.

## Scenario Two

The teacher put the class into assigned groups to work on a social studies project. The assignment was to create a clay model of a futuristic city. Each child was given a task to complete for the project. One of the girls refused to accept responsibility for her part of the project. She started to make something else with the clay. The leader of the group tried to get her to cooperate, but she totally ignored him. She got angry and walked away. The teacher recommended that they go to mediation to settle their conflict.





# Mediation Role Plays

MIDDLE / HIGH SCHOOL

## Scenario One

Two students were assigned to write a story together about a topic of their choice. One student wanted to write a story about superheroes, while the other wanted to write a story about baseball. They were seen arguing in the hallway about which story to write. Some of their friends recommended they go to mediation to decide which topic they should use for the story.

## Scenario Two

Jordan and Zion are together as a couple. Everyone in the school knows about their relationship. Jordan posted a meme on social media that referred to Zion as stupid. Everyone saw it. Zion was embarrassed and asked Jordan why it was posted. Jordan said it was just a joke but Zion was angry. Zion could not help feeling that Jordan was not into the relationship anymore. They started fighting about it in gym class. The teacher sent them to mediation to work it out.

## Scenario Three

Two girls are good friends and often study together for tests. When the results of a particularly difficult history test were returned to the students, the teacher asked them both to stay after class. They had gotten the exact same grade and had the exact same problems wrong. The teacher accused them of cheating. They turned to each other and immediately blamed one another for copying. The teacher needed to think about what to do next and dismissed the girls. They went into the hall and immediately started arguing about who cheated. Another teacher saw the argument and suggested mediation.

## Scenario Four

Marc and Abdul had been friends since elementary school. They lived in the same neighborhood and both loved sports. They planned on going to college together when they graduated and talked all the time about where they wanted to go. Recently, when Abdul tried to talk about college, Marc would change the subject and seem not to care. Abdul asked Marc about it numerous times, but Marc shrugged it off and told Abdul to lay off.

One day, Abdul stopped by Marc's house to return some video games he had borrowed and heard Marc's parents arguing forcefully and talking about divorce and their finances. He asked Marc if he was okay. Marc told him it was none of his business, threw the games at him and slammed the door. Initially, Abdul was angry at Marc's response, and sent him a mean text. They sent a few mean texts back and forth and eventually stopped talking. After some time, Abdul realized the argument was stupid and tried to talk to Marc at school. Marc started yelling and Abdul suggested they go to mediation.





# Mediator What-Ifs

## Before the Mediation

- ◆ If a mediator has a history with one of the disputants, then the mediator is excused from the mediation.
- ◆ If one of the mediators is new, then an experienced mediator will be assigned as a partner.
- ◆ If the same disputant repeatedly wants to be mediated as an excuse to miss class, then the student is abusing the peer mediation process, and he or she will not be allowed to continue to seek assistance from the peer mediators.

## During the Mediation

- ◆ If the disputants are unable to come to a resolution, then the facilitator should be called in to have the disputants cool off and sent back to class. Sometimes, just going through the process may enable the disputants to resolve the conflict later on their own. Alternatively, the disputants have the option of returning to mediation with other mediators.
- ◆ If a disputant talks about abuse, either physical or substance abuse, then the mediation is stopped and a facilitator is called in. The disputant may be using the process as a call for help.
- ◆ If the disputants become out of control, do not observe the ground rules, or an emotional outburst occurs, then the mediators should stop the mediation and call the facilitator. The facilitator will help the disputants cool down. If the disputants cannot cool down, they may need to meet with a counselor before being sent back to class.
- ◆ If the disputants become physical, then mediation should be stopped and the facilitator should be called. The disputants are in violation of school discipline policy and will be dealt with by the administration.



- ◆ If a third party is mentioned to be involved in the conflict, then the mediation is paused while mediators consult with the facilitator about the third party. Mediation then continues with the original disputants. At the end, it is determined if a mediation with the third party has to be set up with the disputants.
- ◆ If the mediators believe they are not getting sufficient information from the disputants to help resolve the conflict, then they can call a caucus to meet with each disputant individually. It is hoped that in this more-private session, the disputants would be more willing to share information.
- ◆ If the disputants are not talking, then the mediators can use the open-ended questions from the *Getting Unstuck During Mediation* handout. The mediators can remind the disputants that if they do not settle their conflict during mediation, the issue will be sent to the administration.
- ◆ If the mediators are not working well together, then the mediators, or facilitator, can ask for a caucus to meet without the disputants to discuss how they can resolve their communication issues.

### After the Mediation

- ◆ If the mediator tells another student about a mediation session, then the mediator is in violation of the oath of confidentiality and is suspended from the mediation program.
- ◆ If a mediator's grades and schoolwork are not maintained at the individual student's level of ability, then the mediator is temporarily suspended until his or her grades improve and schoolwork is regularly being completed.
- ◆ If the mediators have questions about a mediation, they should debrief with the facilitator and each other after the mediation.
- ◆ If disputants did not reach an agreement, they should be informed of other in-school services and professionals available to them.





# Getting Unstuck During Mediation

## USING OPEN-ENDED QUESTIONS

The following are open-ended questions that mediators can use, at different points during the mediation, to help the disputants communicate.

### In the beginning of mediation:

- ◆ Why is it important for you to solve this conflict?
- ◆ Tell us what happened, and how long it has been going on.
- ◆ What are your feelings about what happened?
- ◆ What else can you tell us about what happened?

### In the middle of mediation:

- ◆ What could you do to help solve the conflict?
- ◆ Describe how the other disputant sees the situation.
- ◆ What else about the conflict needs to be said at this time?
- ◆ We seem to be stuck. What can you suggest to help us proceed?
- ◆ What do you need right now?
- ◆ Since you are unhappy with that suggestion, what would sound better to you?
- ◆ In what way could you still be friends?

### At the end of mediation:

- ◆ How do you see your relationship moving forward?
- ◆ Is there anything you would like to change about the results of this mediation?





# Complex Role Plays

These role plays are intended to be used with experienced mediators. They can be used during periodic follow-up meetings with trained mediators. It is also recommended that mediators develop their own role plays based on situations that are relevant to their own community.

## Scenario One

Amir and Carl were in music class together. Amir was sitting at his desk working on his assignment. He felt someone kicking the back of his chair. He turned around to Carl, the boy who sat behind him, and told him to stop. Carl pretended he did not do it. This action was repeated several times before Amir got angry. Amir yelled “stop,” loudly, and it interrupted the class. The music teacher got upset by the interruption. He asked both Amir and Carl to step out into the hallway. When he went out to speak to them, he realized the issues were deeper than what was happening in class, and he requested they go to mediation. Mediation started out smoothly but emotions quickly escalated and Carl pushed Amir.

## Scenario Three

After struggling with his English reading assignment, Alex approached Miguel for help. Alex was new to the country and was learning English. Miguel often helped Alex because he was bilingual. One day at lunch, Alex asked Miguel for help on another assignment. Miguel became frustrated with always being asked for help and started telling Alex he was being annoying. Alex had thought they were friends and got really angry. They started yelling at one another in the cafeteria. A lunch aide came over and sent them to mediation. During mediation Miguel was doing all the talking and Alex was barely saying anything. At a few points, Miguel and Alex started speaking Spanish to each other. Neither mediator could speak Spanish.

## Scenario Two

Two students are interested in Evan. Each one believes that Evan is interested in them. At a party one night, one of the people gets in an argument with Evan about him leading her on. Angry words were exchanged. The other person got involved too, both sticking up for Evan and accusing him of being a tease. While the confrontation was broken up by friends, the tension carried over to the next day at school, where a fight threatened to break out during lunch period. Classmates, somewhat tired of the drama and concerned for their friends, suggested all three students go to mediation to resolve the situation.

## Scenario Four

Sam and Casey have been friends since second grade. Sam saw a rumor about Casey on social media. She took a screen shot and sent it to a bunch of other people. Casey got really mad that Sam would spread rumors. They decided to try to work it out through mediation. At the mediation, the two mediators repeatedly interrupted each other and argued about the correct process of mediation.







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One Constitution Square  
New Brunswick, NJ 08901

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