



ELEMENTARY



# IN-PERSON PARTICIPANT WORKBOOK





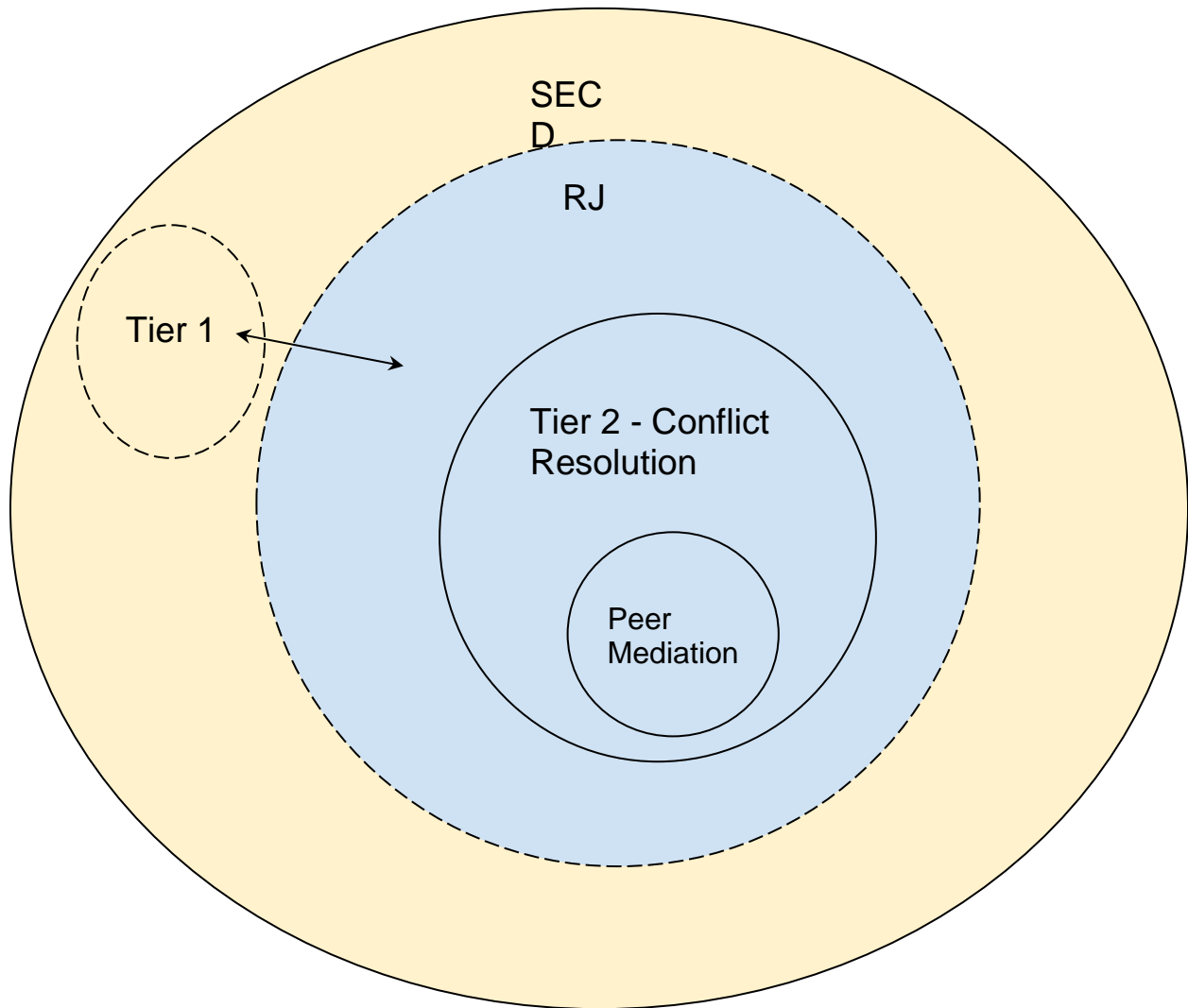
**There is overlap between social emotional character development, restorative justice, conflict resolution and peer mediation. Below we give overviews of each. Social emotional skills are both required for the other three concepts AND learned and strengthened by engaging in them. We also want to remind you to consider equity as you engage in these practices. Equity and justice cannot be “add-ons”. Coping skills are essential for students but our work must also include systems change.**

**SOCIAL EMOTIONAL CHARACTER DEVELOPMENT:** According to CASEL, Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Social Emotional Character Development (SECD) combines the five competencies of SEL: *self-awareness, self-management, social awareness, relationships skills, and responsible decision-making* with the six pillars of character: *responsibility, caring, trustworthiness, respect, citizenship, and fairness*. The skills and qualities taught in SECD are prerequisites to successfully engaging in and facilitating conflict resolution, peer mediation, and restorative justice practices.

**RESTORATIVE JUSTICE:** A mindset, a way of being, and a set of practices that are historically grounded in indigenous communities. Restorative Justice is used to build and strengthen communities, create healthy relationships, and respond to harm and conflict in a way that holds everyone accountable and promotes learning and growth. Restorative Justice began in schools formally to respond to the “school to prison pipeline” that caused students of color and students with disabilities to be disproportionately funneled into the criminal legal system due to punitive school discipline practices. However, it is a universal intervention that can be used with people of all life stages. It includes 3 tiers of practices such as restorative chats, community building circles, harm and conflict circles, restorative language, and peer mediation. Restorative justice can be a trauma-informed practice.

**CONFLICT RESOLUTION:** A concept which includes understanding conflict as an avenue for growth, its sources, how it escalates, and learning things such as communication and discrete embodied skills to de-escalate and problem-solve during and after conflict. Self-regulation, perspective taking, and negotiation are just some of the social emotional skills that are required to successfully engage in conflict resolution practices such as mediations, restorative circles, and one-on-one conversations. Conflict resolution is a framework to deal with tier 2 restorative interventions.

**PEER MEDIATION:** A process wherein the disputants (students in a conflict) are brought together with two student peer mediators to communicate, negotiate, and resolve their conflict in a manner that is satisfactory to the disputants. Participation is voluntary and the disputants decide their own resolution. The mediators are facilitators, not judges. Peer mediation is considered both a conflict resolution practice that is based on student-to-student communication, and a Tier 2 restorative practice. The student peer mediators need to be trained in social emotional, conflict resolution, and peer mediation skills and strategies to be successful.



# 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.

# 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.

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# 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.

# 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.

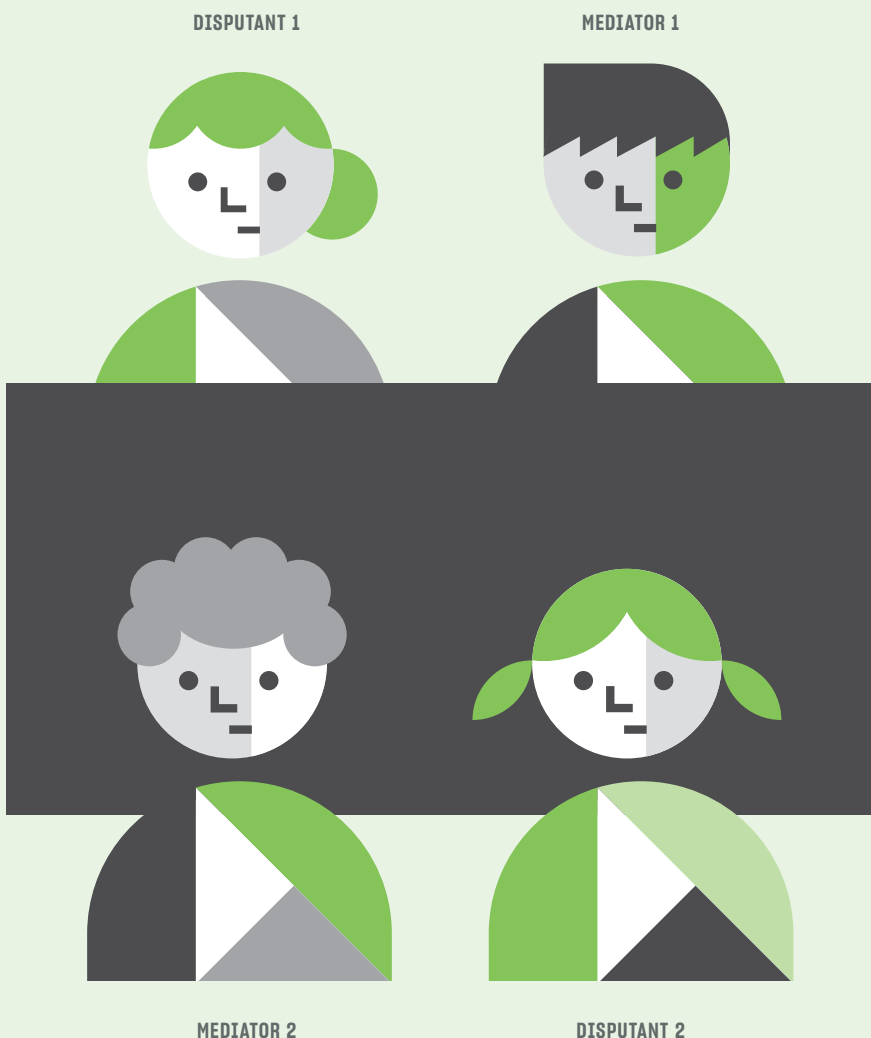
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**14** The mediators return to class.

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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.





## 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.



# 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?**



## A Mediation with Two Mediators

### AVA and ERIC

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. 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.

(The FAQs of Peer Mediation, p. 113, Scenario One)

***Roles Needed for Mock Mediation: Prior to starting, decide who will be each role.***

1. Mediator 1
2. Mediator 2
3. Ava
4. Eric

*Mediator 1:* Welcome to this Peer Mediation session. I'm \_\_\_\_\_. (all parties shake hands).

*Mediator 2:* And I'm \_\_\_\_\_. You both seemed to have cooled off, so let's start. Please introduce yourselves.

*Ava:* I'm Ava.

*Eric:* I am Eric.

*Mediator 1:* Great. Do you both agree to peer mediation?

*Ava:* Yes.

*Eric:* Yes.

*Mediator 2:* We are trained mediators and we will be here to help you solve this conflict. This is how we will conduct the process. We will follow the Win/Win Ground Rules.

*Mediator 1:* The Win/Win Ground Rules are:

1. Everyone will use "I messages."
2. The mediators will not take sides.
3. There will be no interrupting, name calling, or put-downs.
4. Whatever we discuss at the mediation will remain confidential, except issues of substance or physical abuse.
5. At the end, mediators will tear up all notes; except for the Mediation Agreement.
6. Mediation will be discussed with an adult if needed.



7. A caucus will be called if needed. (this is a meeting between both mediators and just one disputant at a time)
8. There will be no verbal or physical abuse allowed.

Do you both agree?

*Ava:* Yes.

*Eric:* Yes, I do.

*Mediator 1:* We will take notes during the mediation to keep track of the conversation but at the end of the mediation we will destroy them. I will now flip a coin to see who tells their story first. (Flip a coin and have one person call heads or tails.)

*Mediator 2:* You will both be given a chance to share your side of the story; please remember to not interrupt the other person. Ava, since the coin toss went to you first, please tell us your story using “I” messages. I would like for you to make eye contact with Eric while you share.

*Ava:* Well, I was at my desk painting, since that was what we were doing in class. I had all of my paint jars lined up so I could use them easily and I would not have to go to the closet if I needed another color. All of a sudden, I saw Eric come running past my desk and then he knocked the green paint jar all over the side of the desk and the floor. I asked him to clean it up, since it was not my fault, and he said no. That made me angry that he would not do that, since he was the one who knocked it over.

*Mediator 1:* So you are concerned that Eric did not clean up the paint jar he knocked over from your desk.

*Ava:* Yes, that is why I was upset.

*Mediator 2:* Eric, now say what happened using “I messages.”

*Eric:* I was running back to my desk from the supply closet with some red paint. I knew that we did not have that much time left to make our paintings, so I was running a little bit. I saw that Ava’s paint jar was spilt over and it was running down the side of her desk. She asked me to clean it up, but I kept running to my desk. I don’t understand why I should clean up her paint mess.

*Mediator 1:* The thing you want to figure out is if you should be responsible for cleaning up the paint.

*Eric:* Yes that is right.

*Mediator 2:* Ava, is there anything you would like to add.

*Ava:* Yes. When the teacher said it was time to clean up, she seemed mad at me about paint on my desk. I told her that I did not knock it over and that Eric did. He claims that he did not, but I saw him with my own two eyes.

*Mediator 1:* So overall you seem to be saying that you know the paint was on your desk but you want Eric to understand that he knocked it over.

*Ava:* Yes.

*Eric:* But, I do not remember knocking over the paint jar. I was only running to my desk.

*Mediator 1:* Could it be that you did not realize that you knocked over Ava's paint while you were running to your desk?

*Eric:* Yes. That could be a possibility.

*Mediator 2:* Ava, how were you responsible for your role in this conflict?

*Ava:* I was responsible for the paint being out on my desk during class, and maybe for putting one too close to the edge so that someone could knock it over.

*Mediator 1:* Now Eric, how did you play a role in this conflict?

*Eric:* I knocked over the paint jar without knowing it while running back to my desk. I also refused to clean it up, since I did not know that I knocked it over.

*Mediator 2:* Do you both have any ideas of how we can resolve this, so you are both happy?

*Eric:* I do. I think that Ava should be more careful about where she puts the paints on her desk in the future.

*Ava:* I agree, but I also think that for the mess, you should have helped me clean up the paint since you did knock it over, even though until now, you did not know you had done that. In the future, I would like you to help me clean up a mess if you helped create the mess.

*Eric:* I think that makes sense.

*Mediator 1:* I think those are both valid ideas. It makes sense to have Ava be more careful with her paints in the future, and for Eric to help clean up any messes he creates in the future. How does that sound?

*Ava:* I think that is okay with me.

*Eric:* I understand.

*Mediator 2:* You have come up with some very good solutions for this conflict. Let's write it down on this Mediation Agreement and then you can both read and sign it. (agreement is written and signed).

*Mediator 1:* We will now rip up all the notes in front of you. (rip up notes)

*Mediator 2:* If you wish, you can shake hands with each other (both shake hands)

*Mediator 1:* Thank you for using peer mediation to solve your conflict today. Just as a reminder, everything we talked about remains confidential.



## 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:



## **Your Peer Mediation Program... What Does it Take?**

### **Support needed from:**

Administration – p. 8, p. 110

Staff/Faculty – p. 18, p. 110

Students – p. 19, p. 110

Parents/Guardians – p. 53

### **Roles to be filled:**

Program Coordinator(s) – p. 15

Peer Mediation Committee – p. 10, p.11

Facilitators – p. 33, 34

Peer Mediators – p. 16, p. 19, p. 23, p. 98

### **Materials to be developed:**

Policies – p. 12-14

Mediation Master Schedule – p. 38

Training Materials – p. 49, pgs. 58-59, pgs. 96-103, 107-112, 113-118

Mediation Materials – pgs. 46, 48, p. 103, p. 107

## Quiz

### How do I train students to be peer mediators?

1. **According to the Association for Conflict Resolution, your students should receive initial training for:**
  - a. 12-18 hours.
  - b. 15-20 hours.
  - c. Two consecutive days.
2. **Student mediator trainings should always take place:**
  - a. Away from the school.
  - b. In a highly visible area in the school.
  - c. On or off site, but in a private setting with moveable tables and chairs.
3. **Who should be present at student peer mediator trainings?**
  - a. Students, trainers, facilitators, coordinators, committee members
  - b. Students and trainers only
  - c. Experienced students, new students and trainers only
4. **Which mediation skills should be taught to student mediators?**
  - a. How to coordinate the location for a mediation
  - b. "I" messages, good listening, patience and more
  - c. How to handle bullying
5. **After mediators are trained, periodic meetings should be held with mediators to:**
  - a. Motivate them and keep them up-to-date.
  - b. Have a contest to determine which students are the best mediators.
  - c. Practice role plays that are exactly like some of the actual mediations that have taken place.
6. **A peer mediation training should:**
  - a. Only focus on mediation skills.
  - b. Spend the majority of time doing role plays so the students get to practice.
  - c. Include conflict resolution skills, mediation skills, forms they will use in mediation and time for students to role play.
7. **When using the *Win/Win Ground Rules* during a mediation :**
  - a. The mediators introduce the rules at the end of the mediation session.
  - b. The disputants have to confirm they will follow the ground rules at the beginning of the mediation.
  - c. Students have to verbally have to repeat each one out loud.

- 8. At the end of the mediator training, peer mediators take a pledge in which they agree to:**
- Make up the work they miss in class.
  - Always get an agreement from the disputants.
  - Always use a caucus in mediation.
- 9. The student trainees are taught that after a mediation has ended, the mediators must:**
- Return immediately to class.
  - Give the facilitator the signed *Mediation Agreement*.
  - Keep their notes for future reference.
- 10. Student trainees sometimes have worries. The *Mediator What-Ifs* teaches:**
- That if disputants can't reach an agreement, the mediators should send them back to class.
  - That if the disputants talk about abuse they should inform the facilitator after the mediation is over.
  - That when they first start mediating, they will have an experienced mediator with them as their partner.



# 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.)

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## 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.

# Reliability and Confidentiality Lesson

## OBJECTIVES

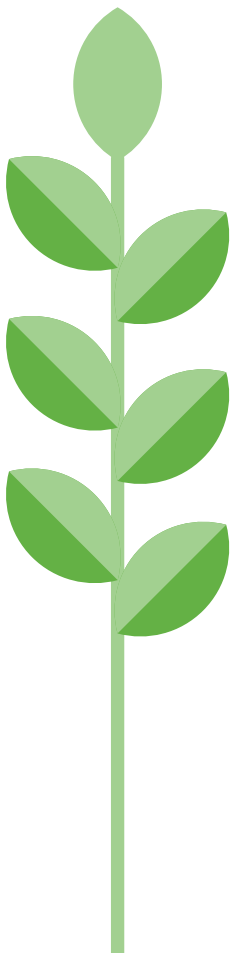
The students will learn definitions of and connections between the concepts of reliability and confidentiality. They will also learn the importance of these concepts for peer mediation.

## 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?

# 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. The first section is a large circle with the word "OPEN" in the center, intended for open-ended questions. The second section is a large square with the word "CLOSED" in the center, intended for closed questions. The two shapes overlap slightly in the middle of the page.

## PEER MEDIATION CHECKLIST & IMPLEMENTATION TIMELINE

Use this timeline as an implementation reference. As the timeline illustrates, implementing a peer mediation program successfully often requires many months of planning. Phase 1: Securing Support and Program Development, for example, can take place during the school year in which you implement the mediation program.

Bear in mind that this is only a guide; schools implement peer mediation programs in various ways. Some schools choose coordinators as soon as they discover this idea, while others wait until after the staff has been trained to select a coordinator. Because all program initiators face unique circumstances, the implementation process looks different in every school.

### Phase 1: Securing Support and Program Development

- |   |            |
|---|------------|
| ➤ Approach the school administration to gauge interest  | Week 1     |
| ➤ Administer Needs Assessment Questionnaire for Teachers if desired   | Weeks 1-3  |
| ➤ Present peer mediation concept at a staff meeting   | Weeks 2-3  |
| ➤ Present peer mediation to students  | Weeks 3-5  |
| ➤ Form a peer mediation committee   | Weeks 3-5  |
| ➤ Meet with peer mediation committee and determine preliminary program design and funding needs   | Weeks 5-10 |
| ➤ Begin discussions with potential training sources   | Weeks 5-10 |
| ➤ Secure necessary funding through grant writing, the school department, state agencies, local businesses, etc.   | Weeks 10+  |
| ➤ Hold regular meetings with peer mediation committee to formulate policies re: confidentiality, voluntariness, issues that are appropriate for mediation, training, scheduling, curricular components and program evaluation | Weeks 10+  |

### Phase 2: Program Implementation

#### A. Pretraining

- |                                       |           |
|---------------------------------------|-----------|
| ➤ Select a peer mediation coordinator | Weeks 1-2 |
| ➤ Conduct optional staff training     | Week 3    |

- Decide upon dates for student training (with approval of administration and teachers) Week 3
- Seek nominations for trainees Week 4
- Organize training logistics (site, transportation, food, press) Week 4-7
- Interview potential trainees Week 5
- Select trainees Week 6
- Inform trainees (as well as their parent and teachers of their selections) Week 6

## **B. Training**

- Develop master schedule Weeks 7
- Train student mediators and facilitators Weeks 7-10
- Have student mediators get permission to miss class if training is held during the school day Week 10
- Begin outreach campaign to student body using the mediators Weeks 10-11

## **C. Casework and Program Maintenance**

- Mediate Cases Weeks 10+
- Follow up on cases Weeks 10+
- Continue outreach and promotion Weeks 10+
- Maintain case records Weeks 10+
- Conduct regular meetings with mediators Weeks 11+
- Continue ongoing program design Weeks 12+
- Conduct evaluation of program Final two months of year
- Plan for the following year Final two months of year
- Plan outreach and expansion of program into other grades or schools within your system Final two months of year