



Education &
Communities

Public Schools NSW



Peer mediation for primary schools

Helping students to resolve conflict in peaceful ways

Overview

How to use this resource

This resource contains three sections:

1. *Peer mediation for primary schools - overview*

The overview provides an outline of peer mediation and the program for primary schools interested in implementing the program.

2. *Student training guide*

The *Student training guide* is for use by the trainer and outlines four sessions, over two days, to train peer mediators.

3. *Student workbook*

The *Student workbook* is to be distributed to all students undertaking peer mediation training. The workbook provides worksheets for students to complete over the two training days.

Peer mediation program coordinators may wish to print the *Student training guide* and *Student workbook* separately for use in delivering the training.

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Student training guide

Day One: Learning about peer mediation

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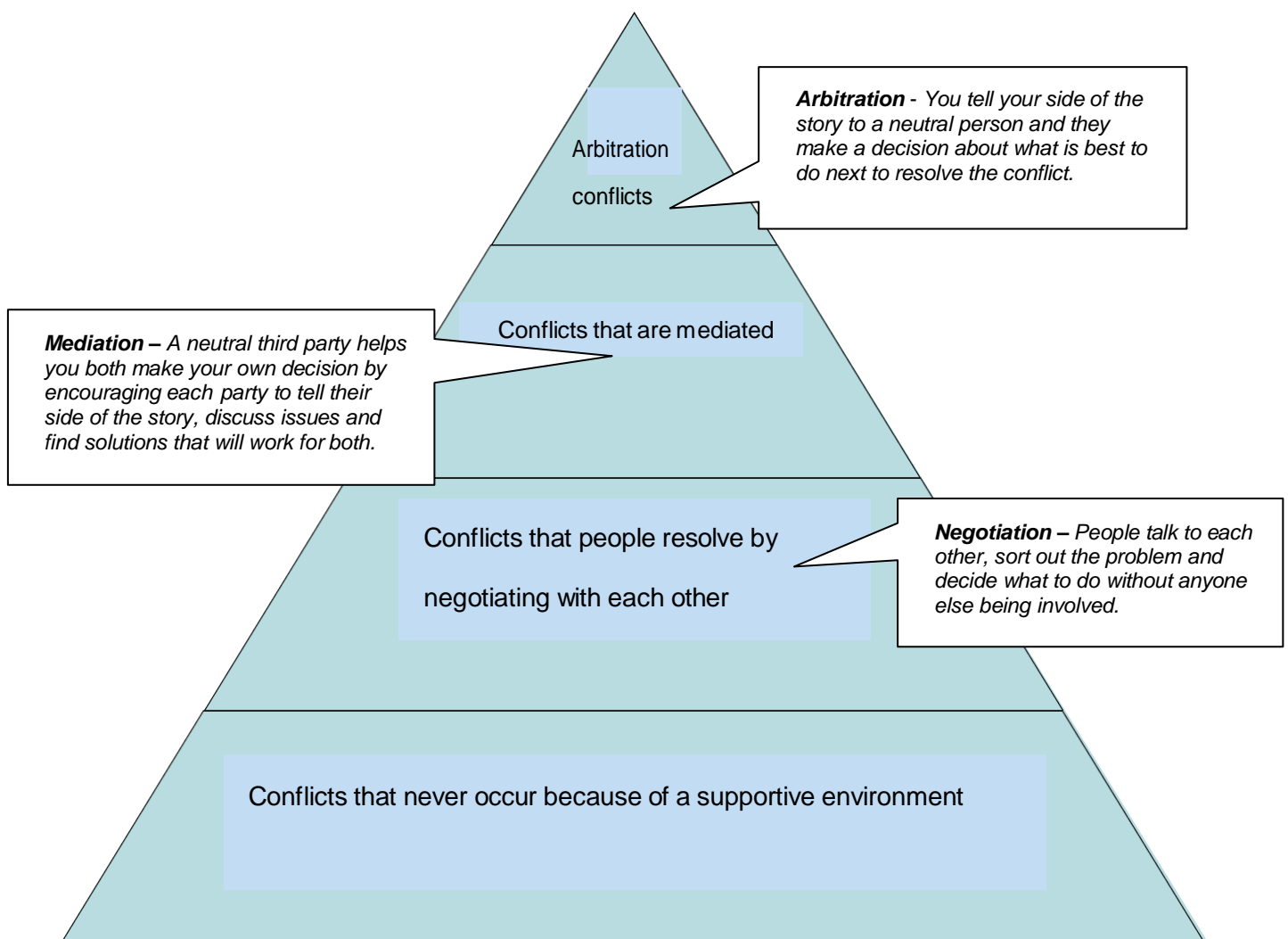
Student workbook

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Conflict resolution

There are a broad range of conflict resolution strategies available to New South Wales schools. Peer mediation is one of these strategies. Conflict resolution is the process of attempting to resolve a dispute. Conflict resolution skills empower, prepare and support students and staff to deal successfully with conflict situations at school, at home and in later life. The range of skills includes listening, negotiation, assertiveness, problem solving and reflecting. Peer mediation helps develop a safe, supportive school community.

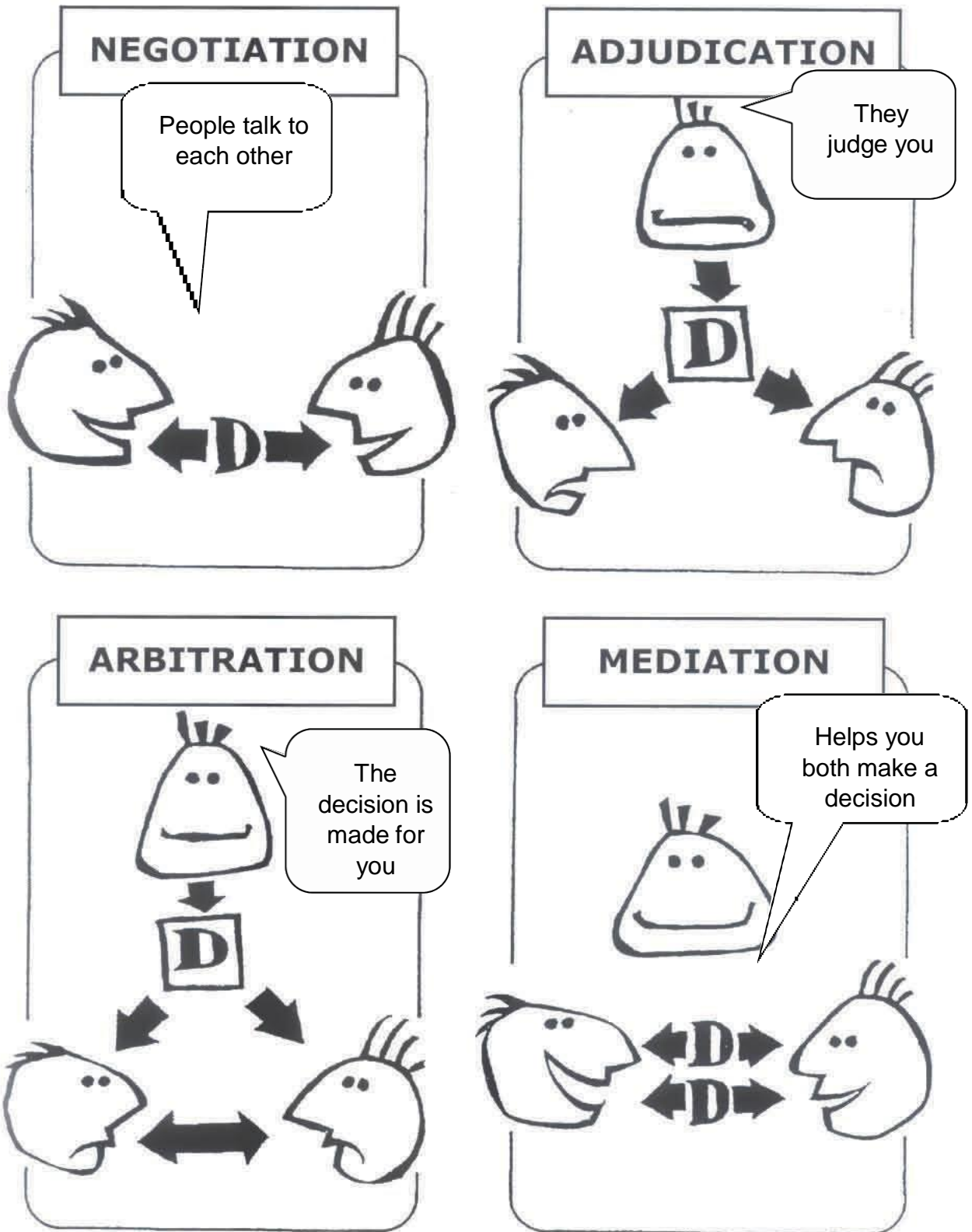
The ideal system of conflict resolution



Adapted from Cohen, R. (1995). *Students resolving conflict: Peer mediation in schools*. Glenview, Illinois: Goodyear Books

Conflict resolution

Note: 'D' refers to 'dialogue' in this diagram

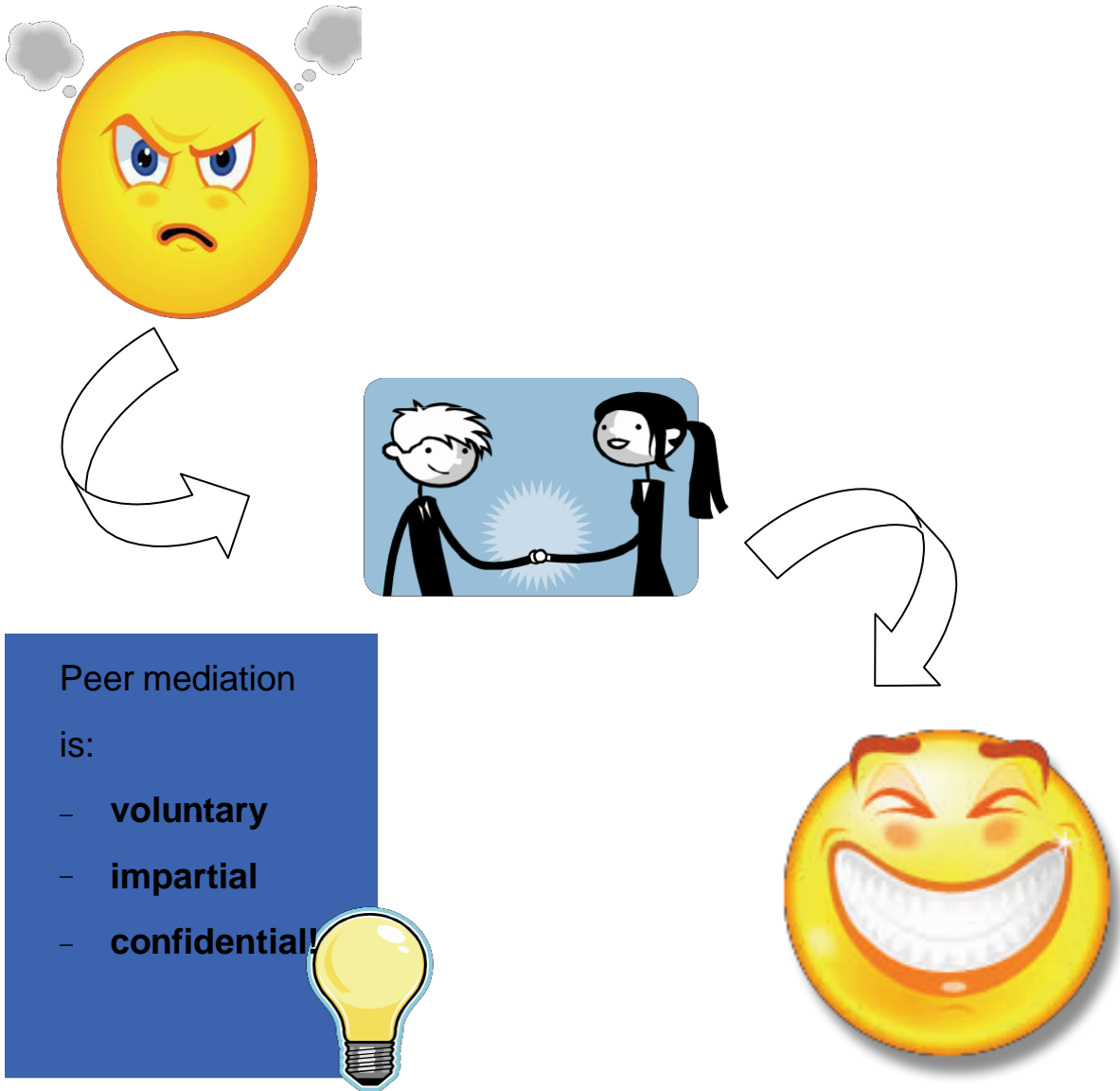


What is peer mediation ?

Mediation can be defined as...

“the process by which the participants, together with the assistance of a neutral person or persons, systematically isolate disputed issues in order to develop options, consider alternatives, and reach a consensual settlement that will accommodate their needs. Mediation is a process that emphasises the participants’ own responsibility for making decisions that affect their lives”.

Peer mediation involves two trained student mediators assisting two disputants through a structured process to reach resolution of a dispute.



Peer mediation program for primary schools

Where does it fit?

It is important that peer mediation sits within the implementation of school policies and programs which support a safe and supportive school environment. Schools should, for example, have clearly articulated student wellbeing policies and guidelines developed consistent with Departmental policies and guidelines. The key Departmental documents include:

Bullying: Preventing and Responding to Student Bullying in Schools Policy (2011)

Bullying: Preventing and Responding to Student Bullying in Schools Guidelines

Bullying: Preventing and Responding to Student Bullying in Schools Planning Document

Anti-bullying Plan Template

All can be found at:

https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/PD20100415.shtml?level

How does it work?

Peer mediation offers a dispute resolution process by which students are actively involved in resolving their own disputes. It is a strategy which many schools find to be very effective. This program involves two trained students assisting other students through a structured process to reach a resolution of a dispute.

Peer mediation programs are coordinated by school staff, trained in mediation, who provide ongoing supervision and support to student mediators.



How might peer mediation be of benefit to a school?

The program is an early intervention strategy which if implemented effectively can offer an effective and suitable method for helping to reduce anti-social behaviour such as violence, truancy and vandalism.

Benefits for primary students

- Students assume greater responsibility for solving their own problems
- May help reduce bullying in schools
- Students gain life time skills including communication, listening and problem solving skills.

Benefits for student mediators

- Develops social, language and leadership skills
- Role of mediator increases self esteem.

Benefits for staff

- Less time spent dealing with minor issues
- Fewer conflicts flowing into classrooms.

Benefits for whole school

- A safer and more harmonious school environment
- Reduced incidents of bullying
- Improves overall school climate through better student relationships.



Disputes suitable for mediation in New South Wales schools

- Gossip and rumour spreading
- Name calling
- Friendship problems
- Teasing
- Loss of property
- Exclusion.



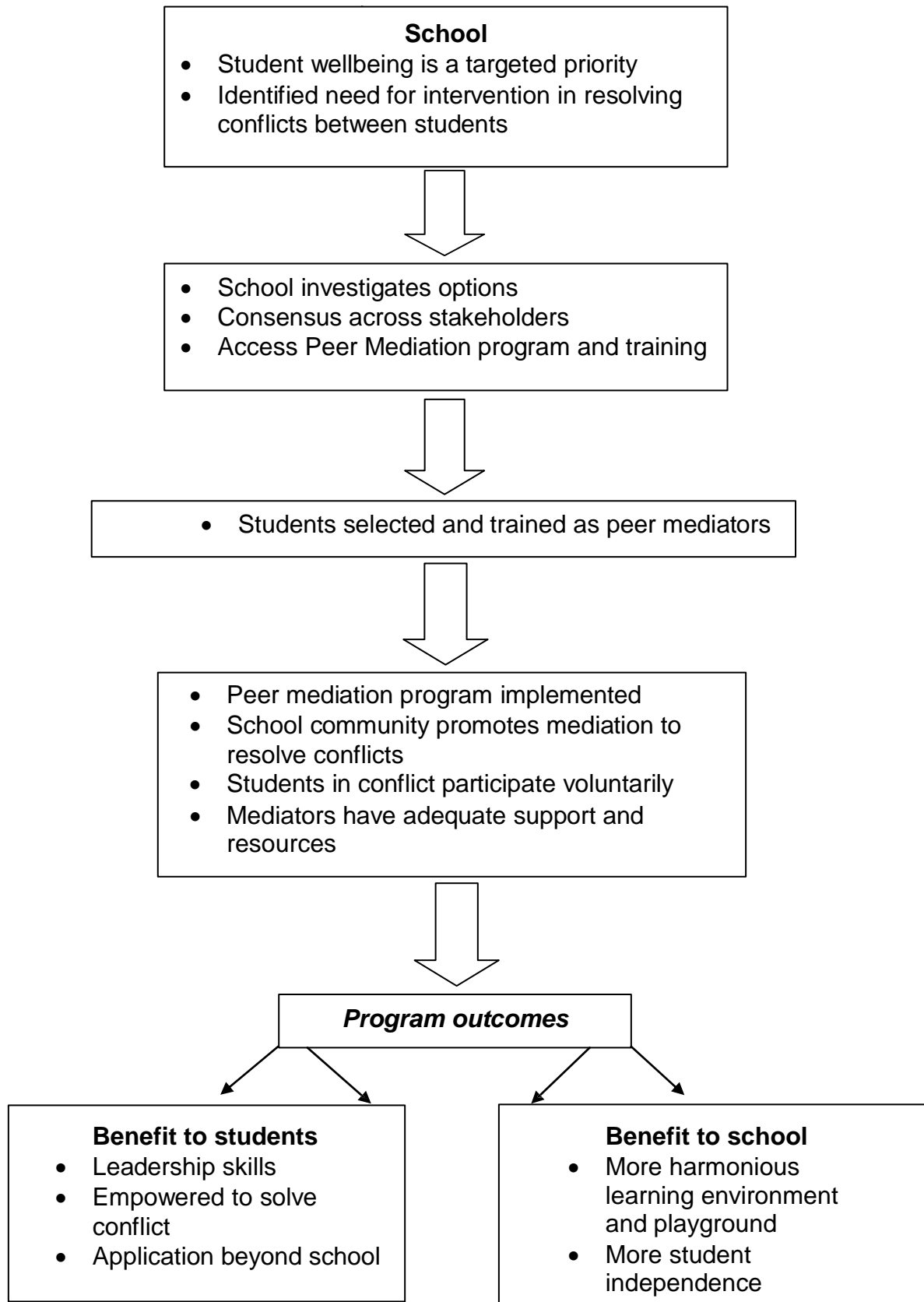
What types of disputes are not suitable for peer mediation?

- Sexual abuse
- Physical violence
- Racism
- Weapons/drugs.



Peer mediation should be used for minor disputes only. Major issues, including assault and serious bullying, are not suitable for this process. Any serious disputes should be reported to a teacher immediately.

Peer mediation program process



Prior to implementing a peer mediation program

Consider the following when thinking about introducing peer mediation.

- What evidence do you have that a program is needed in your school?
- Is there a successful behaviour management program already operating in the school and could peer mediation now be included in it? Peer mediation is designed to augment existing programs.
- Are the school executive, staff, students and parents supportive of change and willing to make a commitment to this long-term program?
- Is there a range of student wellbeing programs currently used in the school which support conflict resolution strategies?
- Does the school acknowledge the importance of student participation in the structure and the organisation of the school, eg school representative council, school parliament, school council, peer support?
- Are staff willing to consider different methods of conflict resolution and to undertake training and development in these areas?
- How will you inform parents about the program?
- Do parents need to give approval for their child dispute to be mediated?
- How will you manage the situation if parents do not wish their child's dispute to be mediated?



Steps for implementing a peer mediation program

Once your school has decided to begin a peer mediation program, you will need to consider the following.

- How many mediators do you train?
- What qualities do you look for in a mediator?
- What year level do you need your mediators to be?
- How many mediators do you need on duty at any one time?
- Who will be the program coordinators?
- What disputes are suitable for mediation at your school?

Disputes suitable for mediation in New South Wales schools:

- gossip and rumour spreading
- name-calling
- friendship problems
- teasing
- loss of property
- exclusion.

Disputes not suitable for mediation:

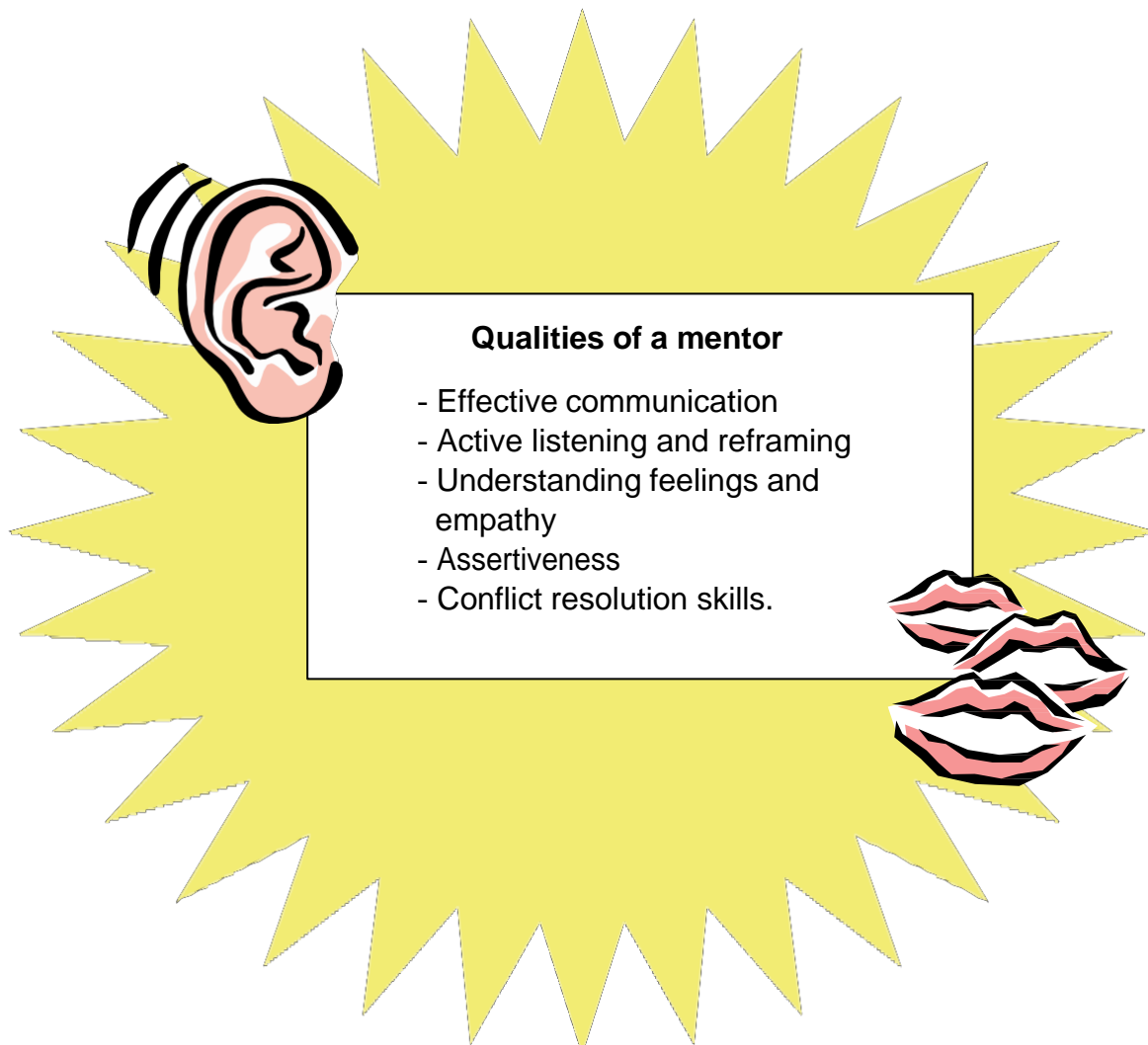
- sexual abuse
- physical violence
- racism
- weapons/drugs
- criminal behaviour.



Please note: If during a mediation any disputant reveals information about any of the situations in the above paragraph, this mediation must be terminated and the program coordinator contacted immediately.

Steps for implementing a peer mediation program (continued)

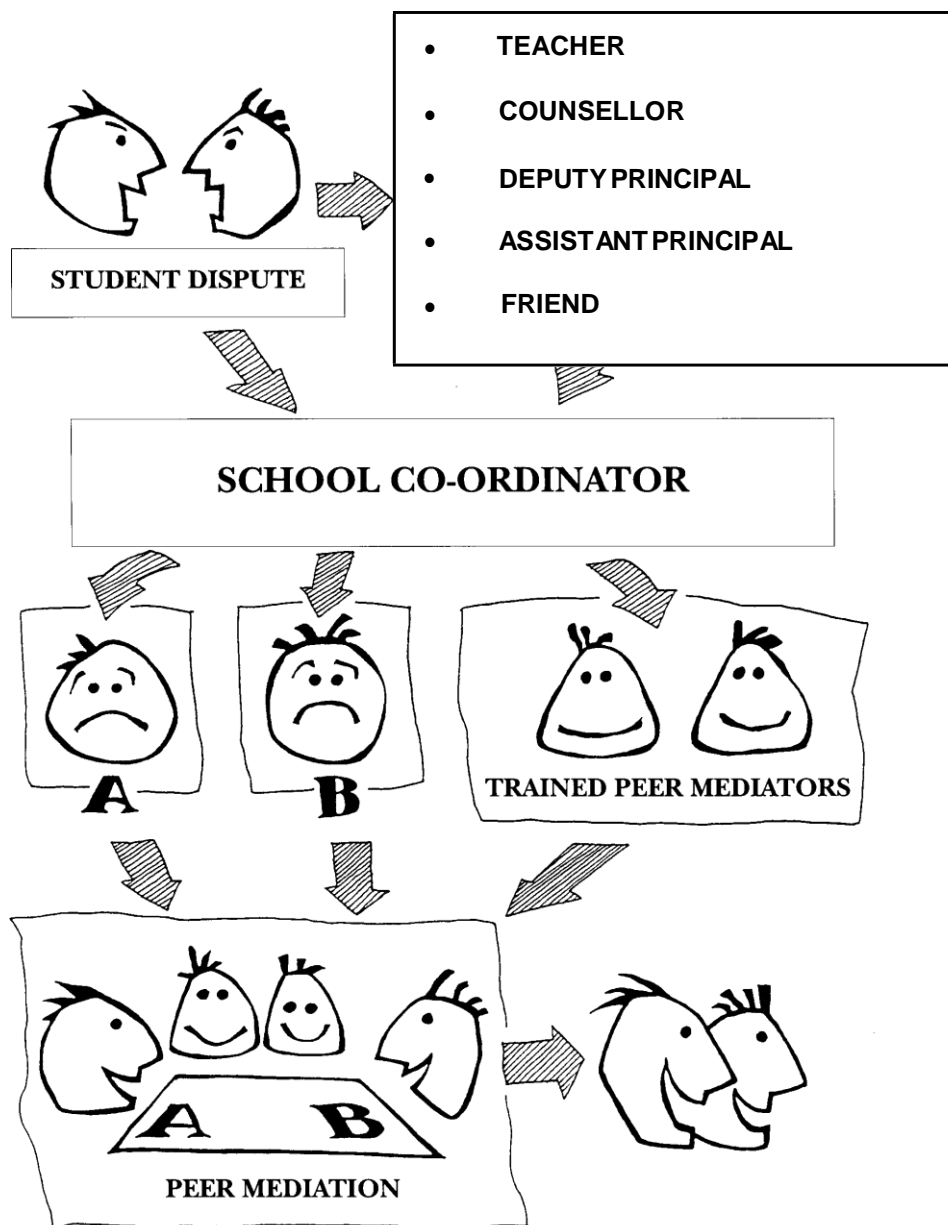
- How will disputes be referred for mediation?
- What locations in your school are suitable for mediations?
- What student training, preparation and materials will you need?
- How will you allocate time to support student training and debriefing?
- What information will you provide to the school, parents and community?
- How will you get support for the program from:
 - school executive
 - staff
 - parents/carers
 - students.
- How will permission be sought from parents/carers regarding their child being trained in peer mediation?



Good practice guidelines for peer mediation

Good practice guideline	Indicators
Program is embedded in the school culture	<ul style="list-style-type: none"> • Successful behaviour management programs already exist at the school, with peer mediation complementing conflict resolution initiatives • Integrated into the curriculum, with conflict resolution being taught as explicit skills • Provides a voluntary and non-punitive option for students to use in resolving conflict
Strong awareness and support for peer mediation in the school community	<ul style="list-style-type: none"> • Teachers support the initiatives and consider peer mediation an option for conflict resolution • Parents are aware of the initiative and support their child's involvement in peer mediation • Students know who the peer mediators are and have trust in them as mediators
Peer Mediation is implemented within an environment of strong leadership and participation	<ul style="list-style-type: none"> • Students are acknowledged as having an important role to play in the structure and decision making process at the school • Student leaders play an active role within the school • Students are represented on school committees
Supportive school executive are willing/ able to commit the necessary resources	<ul style="list-style-type: none"> • An ongoing yearly budget for the initiative, including training for students and teachers, and period allocations for coordinator (s) • A comfortable, private and neutral mediation room • Ongoing promotion of the initiative via assemblies, posters, newsletters, P&C meetings, staff meetings, Learning and Support Team meetings
Adequate training for teachers and students	<ul style="list-style-type: none"> • Teachers, coordinators and students receive specialist peer mediation training • Conduct training in a neutral venue external to the school • Combine with other schools to share training and promote a support network • Utilise a fair and transparent process for selecting mediators
Ongoing support for student mediators	<ul style="list-style-type: none"> • Systematic rostering of mediators to avoid overusing the same mediators • Debrief with student mediators after mediation sessions • Refresher training for student mediators to update skills • Scripts and guidelines provided for student peer mediators
Committed school staff coordinate the initiative	<ul style="list-style-type: none"> • More than one coordinator is committed to making peer mediation work
Regular monitoring and evaluation	<ul style="list-style-type: none"> • Assess the extent to which the initiative achieves the intended "good practice guidelines"

Referral process



Evaluating the peer mediation program

Evaluation is an ongoing process involving the collection of data from a variety of sources.

Use the *Peer mediation data collection sheet* to keep a record of the students accessing peer mediation. This will assist with future planning and evaluation in your school.

School name: _____

Peer mediation coordinator: _____

How many students have been trained in peer mediation? Year level?		
When are peer mediators on duty?	Day of week Mon, Tues, Wed, Thurs, Fri (please circle)	Time of Day
How many times per week are each of the student peer mediators on duty?		
Have behaviour reports in the playground reduced since peer mediation was implemented?		
Have behaviour reports in the classroom reduced since peer mediation was implemented?		

Peer mediation

Helping students to resolve conflict in peaceful ways.

Parent permission form

Your son/daughter has been selected to be trained as a peer mediator. Peer mediation programs are used in schools to teach students the principles and techniques of conflict resolution so that they can solve their own minor disputes.

In both primary and secondary schools, students are trained under the supervision of a teacher to use a systematic mediation process to resolve disputes. Peer Mediation fits into the Department's Student Welfare, Anti-bullying, Anti-racism and Anti-discrimination policies and procedures.

Peer Mediation invites students (disputants) to take responsibility for their actions by working together to find solutions to conflict. It involves two trained students (mediators) leading the disputants through a structured process. The mediators do not take sides and conflicts mediated remain confidential.

The program aims to:

- increase awareness of how conflict affects people's lives
- improve communication between students and between teachers and students
- teach students skills such as listening, critical thinking and problem-solving
- empower students by having them take greater responsibility for resolving their own disputes.

Peer mediation programs are coordinated by school staff trained in peer mediation who provide training, ongoing supervision and support for student mediators.

The trained student mediators will deal with minor disputes such as:

- name calling
- rumour spreading
- friendship problems
- property issues
- teasing
- exclusion.

If you have any concerns about the training, please contact _____ the peer mediation coordinator.

I give permission for my son/daughter _____ to take part in the two day peer mediator training course. I understand that my son/daughter will be paired with another student to provide mediation for students.

Student's name: _____

Parent's/ carer's signature: _____



Peer mediation for primary schools student training guide



Outline of student training

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PEER MEDIATION FOR PRIMARY SCHOOLS

STUDENT TRAINING – Day One: Learning about peer mediation

Purpose

- Define peer mediation and list qualities of a good mediator
- Understand conflict resolution
- Identify types of disputes suitable for peer mediation
- Inform mediators about boundaries and confidentiality issues
- Practise communication skills
- Identify the stages of peer mediation
- Give mediators opportunities to ask questions about the mediator's role
- Peer mediation role plays

Resources

- *Student training workbook* for each mediator
- Spare paper (one A4 blank sheet for each mentor)
- Butcher's paper/markers
- Listening cards – role plays one, two, three

Rules for the day

Brainstorm rules that the group will follow over the training period. Use the whiteboard or butcher's paper to write down student responses. Examples might include the following:

- The right to pass
- Volunteer yourself only
- Treat people with respect
- Listen to each other
- Be cooperative
- Follow the rules
- Keep on task
- Don't argue
- Put your hand up
- Respect others' belongings
- Treat things seriously

It is a good idea to discuss with the group what each of the rules means in practice, giving examples. For example, what does 'respect others belongings' mean?' It means ask others if you want to borrow something and making sure you return borrowed items to their owner.



Session One: What is peer mediation?

Icebreaker activity: *Find someone who ...* (Refer to *Student Workbook*, page 3)

Students talk to as many people as possible to complete their worksheet, *Find someone who...*'

Welcome

Welcome student mediators as a group. Tell them that the program they are involved in will make a big difference to the lives of young children. As well, it will be a great personal achievement for them.

Tell mediators that they will be working with younger students, so it is important for them to reflect back on their own experiences in the early years of primary school and the feelings they had about school at this time.

Show students the *Personal reflection sheet* on page 4 in their workbook. Explain that this sheet can be used to write down any questions or observations they have throughout the day.

There are times when people who are in conflict need help to solve their problems and mediation is a way to assist them

What is peer mediation?

Conflict resolution covers a broad range of processes including mediation which can be defined as:

.....the process by which the participants, together with the assistance of a neutral person or persons, systematically isolate disputed issues in order to develop options, consider alternatives and reach a consensual agreement that will accommodate their needs. Mediation is a process that emphasises the participants own responsibility for making decisions that affect their lives.

Folberg, J. and Taylor, A. (1986) *A Comprehensive Guide to Resolving Conflict Without Litigation*. San Francisco: Jossey-Bass

Mediation is helping other people who are in conflict to find solutions

Discuss the definition and invite questions or comments from the students.

Conflict resolution

Understanding conflict

- Conflict exists in our society
- Most people would prefer to resolve conflicts
- Feelings must be dealt with
- Early intervention is necessary for successful resolution of conflict.

Conflict is about

- Emotions
- Relationships
- Perceptions.

Discuss: *Levels of Conflict* (*Student workbook, page 5*).

Ask students to look at the diagram in their workbooks and discuss as a group. What does the diagram mean?

Recognising levels of conflict

It is important to recognise the level of the conflict. Some conflicts can be very difficult to resolve because of the level of the intensity of the feelings, or the conflict may be attached to particular values, beliefs or expectations.

Discomfort - this is a feeling that something is not quite right.

Incident - an incident is often unintentional. Thoughtless action, an accident, not realised as an upsetting action.

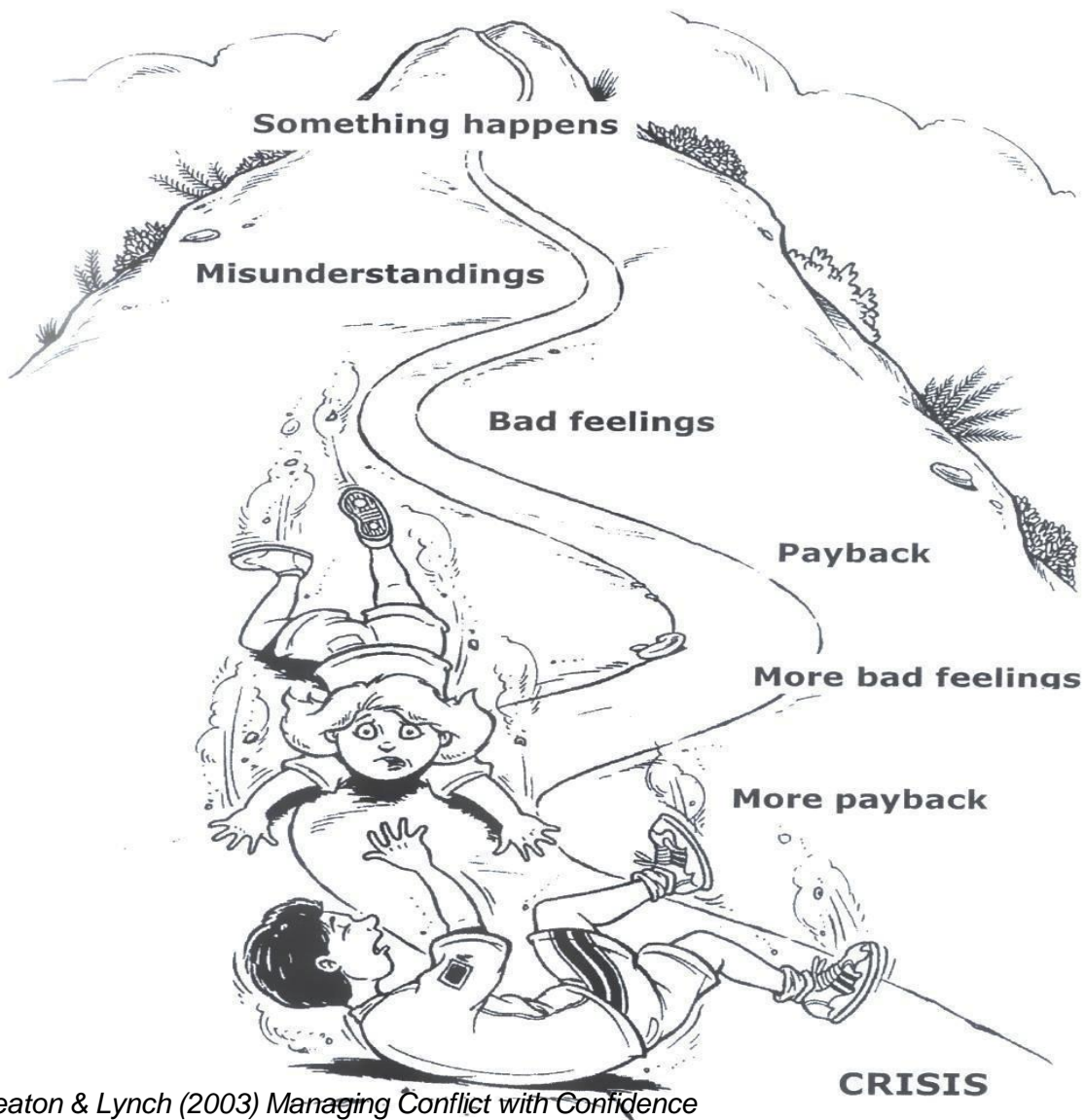
Misunderstanding - a number of incidents with the same person can lead to misunderstandings and increase bad feelings.

Tension - when there is a high level of tension and feeling between students it is possible that the students view each other negatively and this can ignite negative feelings and judgments of the other person.

After the students have discussed the diagram tell students the following points:

- conflicts can occur when people or groups of people have different needs
- conflict can arise between two or more people
- conflict can be negative or positive
- conflict involves differences in attitudes, values, expectations, understandings
- conflict can be destructive if not constructively resolved.

Levels of conflict .



Heaton & Lynch (2003) *Managing Conflict with Confidence*

Exercise: *What a Load of Garbage!* (Student workbook, pages 7)

Split students into groups of three to read out the script from *What a Load of Garbage*. Each student should read out the role of ‘Cindy’, ‘Janette’ or ‘Mother’. They should then complete the table on page 7 of their student workbooks.

Cindy has arrived at her front gate after walking home from school with her friend Janette.

Cindy: *How am I going to tell Mum what happened today? She’s going to freak! Will you come in with me? (Discomfort)*

Janette: *No way! I’m still getting over the last time she raised her voice at me. I’ll see you tomorrow. You’ll be okay. (Incident)*

Cindy: *Oh sure! Some friend you are! (Incident)*

Mother: *Is that you Cindy? You didn’t put the garbage out last night. How many times do you need reminding? You know it’s your job. It’s about time you acted more responsibly. (Incident)*

Cindy: (mutters) *Rave on. (Incident)*

Mother: *What did you say? (Misunderstanding)*

Cindy: *Nothing. Cindy walks into the bedroom, slams the door and turns on her music. (Tension).*

Mother: *You don’t slam doors in this house, my girl!*

Mother enters the room. Above the sound of the music can be heard Cindy and her mother yelling at each other. **(Crisis).**

What could have been done to stop the conflict at each level?

	Mother <i>Suggested responses</i>	Cindy <i>Suggested responses</i>	Janette <i>Suggested responses</i>
Level 1 Discomfort	<i>Annoyed</i>	<i>Worried</i>	<i>Didn’t want to see Cindy’s mother</i>
Level 2 Incidents	<i>Cindy didn’t put the garbage out</i>	<i>Annoyed</i>	<i>Left to go home</i>
Level 3 Misunderstanding	<i>Mother feeling angry because of Cindy’s behaviour</i>	<i>Cindy feeling angry</i>	<i>n/a</i>
Level 4 Tension	<i>Mother reacts</i>	<i>Cindy reacts</i>	<i>n/a</i>
Level 5 Crisis	<i>Mother yelling at Cindy</i>	<i>Cindy screaming at her mother</i>	<i>n/a</i>

Qualities of a peer mediator

Discuss with students: Imagine you are in conflict with someone and you could get a third person to help you. What qualities and attitudes would you want the person to have, ie what makes a good mediator?

Record the qualities on butcher's paper.

Conclusions: (Ensure that the following points are covered).

- Stays neutral (that is, doesn't take sides)
- Treats people with respect
- Treats problems with respect
- Doesn't give advice (tell them what to do).

Exercise: *Qualities of a peer mediator* (*Student workbook*, page 8)

Ask students to complete the *Qualities of a Peer Mediator* exercise in the *Student workbook*, by circling the five qualities they think are most important for mediation.

<i>Truthful</i>	<i>Tolerant</i>	<i>Academic</i>
<i>Cool</i>	<i>Interested</i>	<i>Understanding</i>
<i>Creative</i>	<i>Judgmental</i>	<i>Smart</i>
<i>Friendly</i>	<i>Kind</i>	<i>Helpful</i>

Discuss the responses as a group.



Remind students to use their *Personal reflection sheets* in their workbooks, (page 4) to note any observations or questions they may have



Benefits for student mediators

Benefits of peer mediation for student mediators include:

- develops skills including social, language and leadership skills
- role of mediator increases self-esteem
- students gain life-time skills including communication, listening and problem solving skills.

Exercise: *Benefits of being a peer mediator* (Student workbook, page 9)

Ask students to write down in their student workbook what they think they will personally gain from being a peer mediator.

What will being a peer mediator do for them?

Discuss the responses as a *group*.



Boundaries and confidentiality

Inform mediators that one quality of a good mediator is to have firm boundaries. This means that a good mediator understands the limits of the role. Boundaries let a student know your limits and tolerances. For example, good mediators:

- see themselves as having a different role from a teacher
- let students know what they expect of them
- help the disputants (students in conflict) solve their problem rather than telling them what to do.

Level of involvement (knowing your boundaries)

Ask mediators how they would know if they were getting over involved with a disputant. For example:

- you would find yourself worrying about the disputant at home
- you can't get the disputants problems out of your head.

Explain that one of the reasons there is a debrief after each mediation session is so that the mediator can let go of the disputant's troubles.

Discuss the following issues with students:

What is confidentiality?

Suggested response:

Confidentiality is about privacy, meaning that any information that is told to you is to be kept between you and that person. However, if during mediation any disputant reveals information about sexual abuse, physical violence, racism, illegal drugs or the use of weapons, the mediation must be terminated and the program coordinator contacted *immediately*.

What are some of the difficulties that could arise in mediation?

Suggested response:

- remembering the peer mediation steps
- getting disputants to solve the problem themselves, eg don't give answers
- mediators going too fast and reaching an agreement too quickly with disputants
- making sure that the disputants have equal time to tell their story
- working as a team.

Ask mediators: What types of information must mediators pass on to their Peer Mediation coordinator?

If a mediation session is not progressing well **OR** if during mediation any disputant reveals information about any of the situations relating to sexual abuse, physical violence, racism, illegal drugs or the use of weapons, this mediation must be terminated and the program coordinator contacted *immediately*.

Suggested Response:

Thank the disputants for coming and explain that their situation is not the type of dispute that they are able to take care of. Assure them that their program coordinator will be contacted *immediately*.



Activity: Identifying boundaries

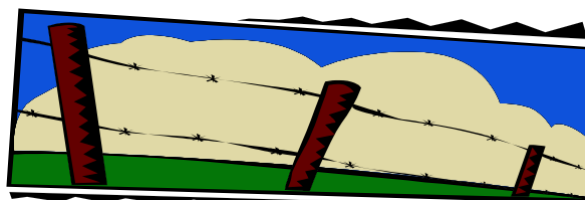
Read the following scenarios and discuss with the whole group.

Invite questions or comments.

- Your disputant asks if you can keep a secret. What would you say/do?
- Your disputant tells you that they have stolen something from another student. What would you say/do?
- Some friends know that you are mediating a student and ask you what sort of things you talk about. What would you say?
- Your disputant tells you something of a personal nature, which is similar to something you have experienced. What would you say/do? i.e. Do you share your experience with them?
- Your disputant tells you that a student at school is bullying them and wants you 'to sort them out'. What would you say/do?

Discuss: Peer mediation: Dos and don'ts of (Student workbook, pages 10 -11).

Ask students to turn to *Peer mediation: dos and don'ts* in their workbook.

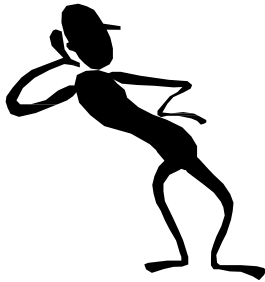


Discuss and invite questions or comments

Peer mediation dos and don'ts

How a mediator does NOT behave

A mediator ...



... does NOT gossip or tell other people what happened in mediation

... does NOT tell other people how to solve their problems



... does NOT judge whether other people are right or wrong



... does NOT take sides in a dispute



... does NOT allow witnesses and hangers-on to take part in the mediation

Peer mediation dos and don'ts

How a mediator DOES behave

A mediator ...



... listens to both sides of the dispute

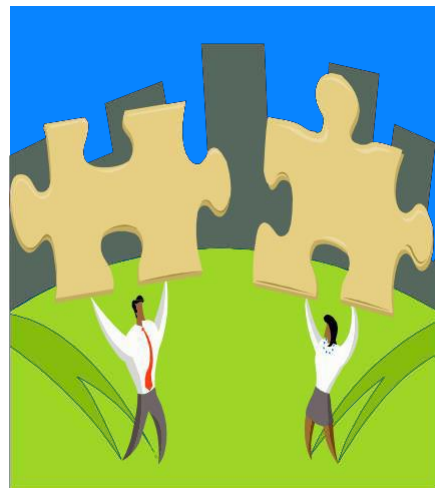
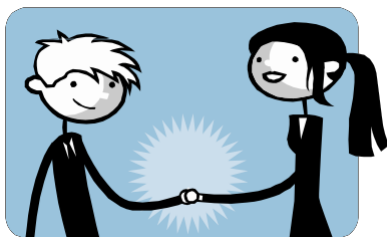


... is fair and just



... helps both sides work towards a WIN/WIN solution

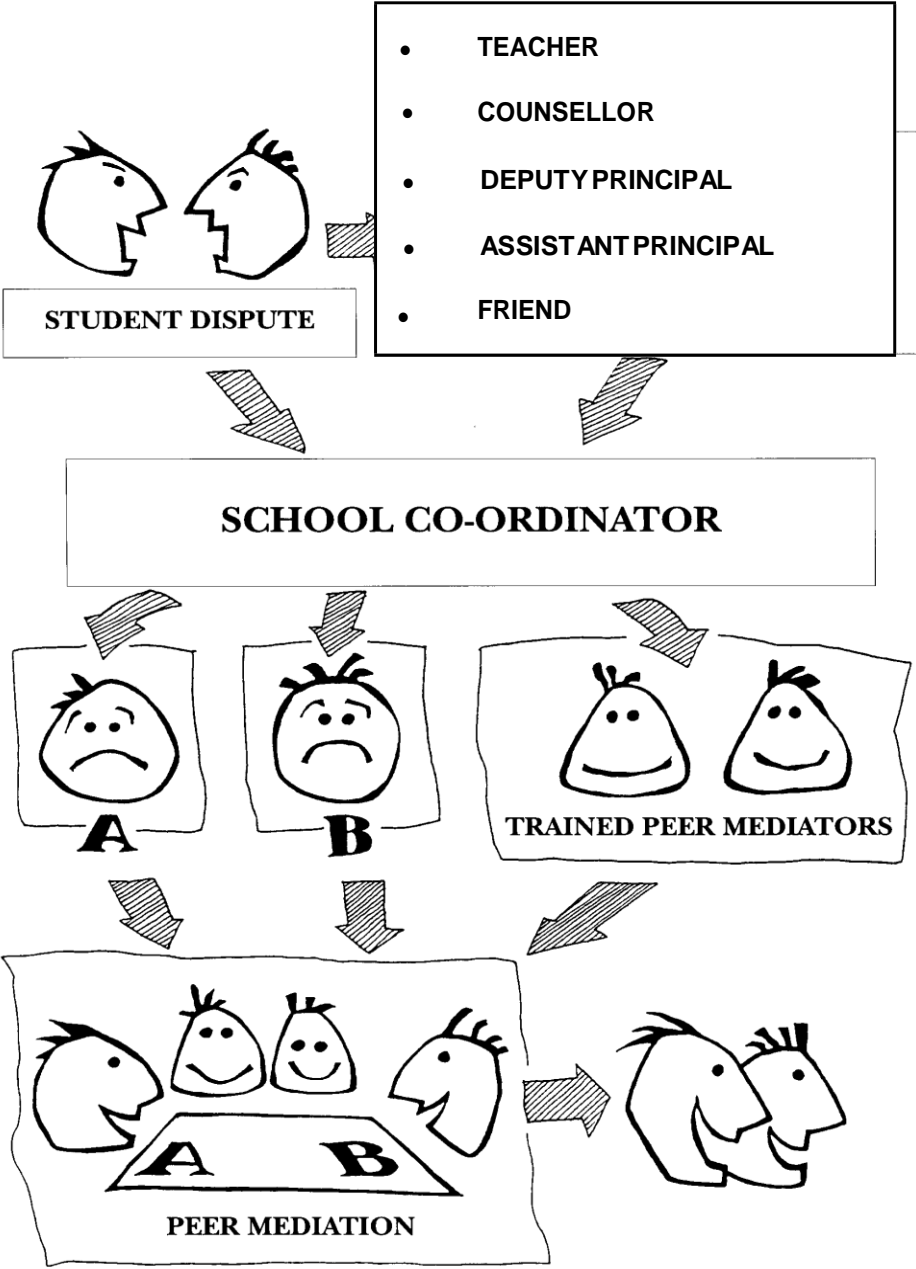
... encourages disputants to solve their own problems and doesn't jump in with the answers.....



Adapted from Stern, F. (1998) *Mediation in Schools Training Manual*, Peer Resource Consulting: Northcote.

Session Two: How does peer mediation work?

Referral Process (Student workbook, page 12). Discuss the diagram below with the group.



Types of disputes suitable for peer mediation

Peer mediation **CAN** be used with the following types of disputes:

- name calling
- gossip and rumours
- friendship problems
- teasing
- loss of property
- exclusion.

Peer mediation should **NOT** be used with these types of disputes:

- physical aggression
- racism
- sexual abuse
- weapons/drugs.

Many of the disputes listed in the exercise below could be resolved through peer mediation.

It has been shown that a majority of minor disputes between students at school can be resolved by using peer mediation.



Exercise: *Types of disputes suitable for mediation* (Student workbook, page 13)

Using the scenarios below, identify which disputes could possibly be mediated by peer mediators.

INCIDENT	YES/NO
<i>That kid won't let me play</i>	Yes
<i>They took my ball</i>	Yes
<i>He is calling me "names"</i>	Yes
<i>He kicked me</i>	No
<i>She hid my bag</i>	Yes
<i>He threw a sandwich at me and it hit me in the ear</i>	Yes
<i>My friend doesn't like me anymore</i>	Yes
<i>He shoved his pocket knife at me!</i>	No
<i>That group of boys pushed me into the toilet and said they are going to get me after school</i>	No

Discuss responses with group.

Session Three: Communication skills

Inform mediators that session three will focus on communication skills such as active listening, reframing and empathy.

Effective communication connects people, allowing for the exchange of thoughts, feelings and ideas, leading to an understanding.

Icebreaker activity - Birthdates. Tell the group to organise themselves in the order of their birthdays, year, month, day, *without speaking*.

Discuss with mediators:

- what methods were used to try to achieve the task?
- why was the task so difficult?
- how would the activity have been achieved more easily?

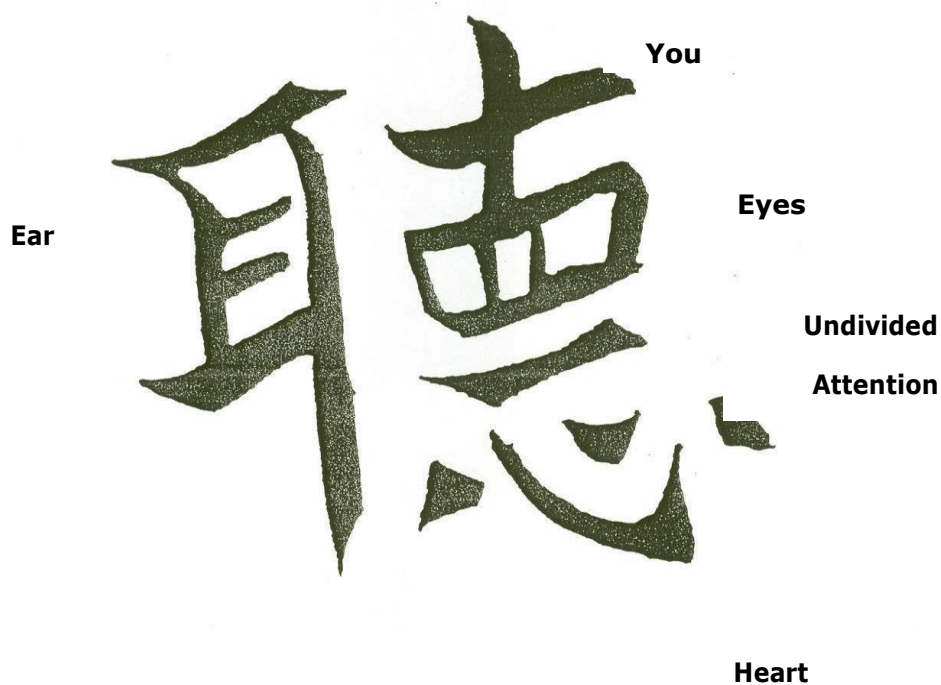


Active listening

Discuss: *Chinese symbol for listening* (Student workbook, page 14)

Tell the group to look at the Chinese symbol for listening in student workbook.

Ask them what they think it may mean.



Question: Why does the Chinese character for listening include the heart, as well as the usual things such as the ear, you, eyes and undivided attention?

Conclusion: Because only when we involve the heart (show real empathy with the person that you are listening to) are we really able to understand the message that is being sent.

We were born with two ears and one mouth so that we can hear twice as much as we speak

Icebreaker activity: Clumps (numbers game)

To be played with the whole group (suitable for 10 students). Call out numbers from 2 – 7. Students need to quickly form groups of that number of people. End the game by calling out three which will leave you with three groups of three and one roving student.

Activity: Listening role play

Instructions:

- In groups of three, allocate each student a letter A, B or C.
- Each letter (A, B, C) is given specific instructions in the role play.
- Each group practices all three role plays, taking turns to be A, B and C.
- When the activity is completed, form a 'Sharing Circle' to debrief the three role plays.
- Discuss how it felt to be listened to and what types of skills are necessary to be a good listener.

Discuss key listening skills:

- Give attention to the listener (look at him or her and maintain eye contact where possible).
- Draw out (use questions that are open-ended, eg *What happened next?* *How did you feel?*).
- Give feedback about content and feelings.

Resources

Listening role play 1, cards for students A, B and C

Listening role play 2, cards for students A, B and C

Listening role play 3, cards for students A, B and C

Photocopy, cut out and distribute the role play cards on the next page so that every student has a card for their role play.



Listening role play: Photocopy, cut out and distribute the role play cards so that every student has a card for their role play.



Listening role play 1

A = Talk to B for one minute about a **frightening experience**

Listening role play 1

B = Listen to A but try to change the topic. Interrupt by saying things like – *that reminds me of the time* and constantly try to bring the conversation back to you.

Listening role play 1

C = Observe A and B and after one minute give feedback about how they were communicating.

Listening role play 2

A = Talk to B for one minute about the **best movie** you have ever seen

Listening role play 2

B = Pretend that you are not interested in A's conversation, eg: look bored, yawn and fidget.

Listening role play 2

C = Observe A and B and after one minute give feedback about how they were communicating.

Listening role play 3

A = Talk for one minute about how you would **spend \$2000**.

Listening role play 3

B = Listen to A and then after one minute reflect back to 'A' two to three things that 'A' said.

Listening role play 3

C = Give feedback about how well B listened.

Discuss: A guide for active listening (*Student workbook*, page 15). Ask students to turn to the page *A guide for active listening* in their workbooks.

Read the points below aloud to the class.

A guide for active listening

Stop talking

You cannot listen if you are talking.

Put the talker at ease

Have an environment they feel comfortable in, smile and use positive body language such as nodding, eg don't hold meetings in the corridors.

Show the talker that you want to listen

Look and act interested. Use verbal indicators to show that you're following what they're saying, eg "Yes", "I see", "tell me more".

Remove distractions

Focus your mind on what is being said and don't doodle, fiddle or shuffle papers.

Empathise with the talker

Remember the chinese character for listening and the role of our "heart".

Be patient

Allow time, don't rush them to finish as a pause doesn't always mean that the speaker has finished what they are saying.

Listen to the tone

Volume and tone both show the person's reactions to what you have said.

Listen for the message – not just words

You want to get the whole picture, not just bits and pieces.

Ask questions

Really helpful for enhancing relationships and understanding what people have to say.

Stop talking

Remember we have two ears and one mouth, a reminder to listen twice as much as we talk.

What is active listening?

Ask mediators how they can tell if someone is listening to them.

Activity: Meet me at the zoo!

Demonstrate that listening can be difficult. Choose three volunteers that think they are good listeners. They leave the room and one at a time come back and receive information which they must memorise and pass on. Tell them that they need to speak slowly and clearly, keeping to the essential information and not adding anything.

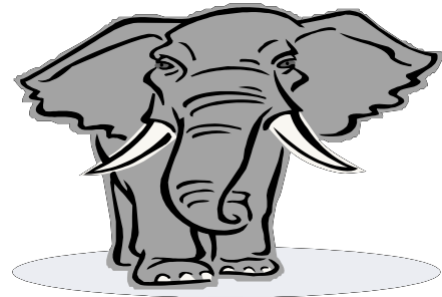
Say the following to the first student

- Meet me at the Zoo
- Go in the front gate
- Walk past the large Gorilla named Charlie
- You will then pass the snake pit, but don't get too close
- Go by the elephants and meet me in front of the bears

Ask the next participant to enter the room and have the first student pass on the zoo directions. Allow the first student to sit down and call in the third student, to whom the second student should now pass on the zoo directions. Ask the third student to tell the whole group the message and then ask the student to sit down.

Questions

- How did the message change?
- What made it hard for the students to remember the directions correctly?
- What could have been done to ensure the directions were heard correctly? (repeated back)?
- If this were a real situation, what might have happened?



Discuss as a group, the characteristics of effective and ineffective listening.

Exercise: *Effective and ineffective listening* (Student workbook, page 16)

Ask the students to complete the exercise (below) in their workbook. For each statement, tick whether it indicates 'effective' or 'ineffective' listening. Upon completion, review the worksheet with students.

Statement	Effective listening	Ineffective listening (correct responses)
Allow the disputant to finish what they are saying	✓	
Reframe (re-state in your own words) what you think the young person has said, to check that you understand	✓	
Ask the disputant to repeat what he/she has said or ask questions when you don't understand	✓	
Feel that you have to give advice or solutions to problems		✓
Get into arguments over what is being said		✓
Respond by nodding and making eye contact	✓	
Be aware of their body language, eg facial expressions, gestures	✓	
Let silences happen as they are a natural part of communicating	✓	
Look distracted or continually stare at the disputant		✓
Focus on feelings, not just facts. Learn to say "How did you feel (when that happened)?"	✓	
Be judgmental		✓
Interrupt the disputant or finish their sentences		✓

Reframing

Reframing is repeating what the speaker has said using different words. It confirms that you have heard correctly.

Exercise: Practice reframing (Student workbook, page 17)

Re- word the following statements, using different words.

Statement	Response (suggested responses)
Today I have my science exam. I hope I pass.	<i>You are worried about your exam today?</i>
I hate it when I am late for school. I wish I could get there early.	<i>You like to get to school early so you are not late?</i>
I never get invited to parties. No one likes me.	<i>You feel that you are not invited to parties because no one likes you?</i>
How come I missed out on being in the school play?	<i>You are disappointed that you didn't get selected for the school play?</i>
I can't believe I won an art award. My parents will be pleased.	<i>You are surprised that you won the art award and happy that your parents will be proud?</i>
I can hardly wait for the holidays to come.	<i>You are excited about the holidays?</i>

Exercise: Exploring fears, needs and feelings

Divide the group into pairs.

Using the scenario (*Student workbook*, page 18), ask each pair to work out what each character is worrying about, needs and how they feel about the problem.

Students should complete the table below.

Share responses within the group.

Scenario:

Jay borrowed some money from Paul. Paul asked Jay to return the money several times. Jay, however, always had an excuse for not giving the money back to Paul. One day, in between classes, Paul got into an argument with Jay when he tried to get his money back. The teacher spoke to them after class and suggested they sort it out by talking with the peer mediator (*suggested responses in italics*).

What is Jay worried about? <i>Running out of excuses as he doesn't have Paul's money to pay him back.</i>	What is Paul worried about? <i>Not getting his money back from Jay</i>
What does Jay need? <i>Jay needs to know how Paul is feeling</i>	What does Paul need? <i>His money returned to him</i>
What is Jay feeling? <i>• Guilt • Indifferent • Intimidation</i>	What is Paul feeling? <i>• Worried • Taken advantage of</i>

Question: What role does emotion play in conflict?

Conclusions:

- People can have problems with emotions.
- People in conflict have strong emotions.
- One person's emotions can provoke another person's emotions.
- Emotions may interfere with problem solving if they are not acknowledged and understood.
- The role of the mediator is to empathise or to enable the disputants to take a walk in "someone else's shoes".

What is empathy?

Icebreaker activity: Shoes

Students are asked to move within the group to find their shoe buddy – that is – the person who has the most similar shoes to the ones that they are wearing.

Exercise brainstorm Y chart – What is empathy? (Student workbook, page 19)

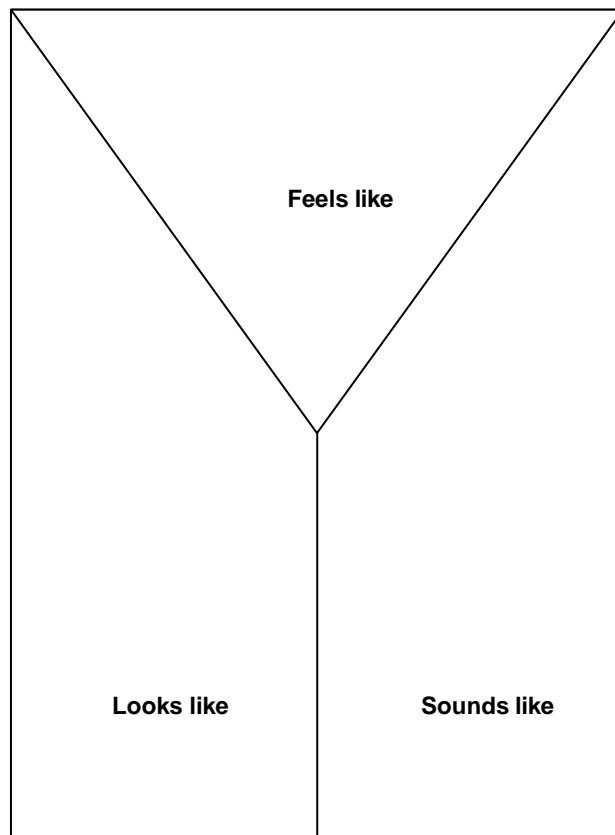
Y charts are used to examine what we really mean by a term, such as empathy. The Y chart has three sections so that we can understand what the term feels like, looks like and sounds like.

Scenario:

to return the money several times.

Jay, however, always had an excuse for not giving the money back to Paul.

One day, in between classes, Paul got into an argument with Jay when he tried to get his money back. The teacher spoke to them after class and suggested they sort it out by talking with the peer mediators.



During conflict and mediation, feelings are very important



Peer mediation for primary schools

Day Two: Let's practise!

Session Four: Stages of peer mediation

Ice-breaker activity: Elephants. Each student stands with a partner. The leader calls out a body part and pairs match that part, keeping them joined until one or two other parts are called out. When the leader calls out 'elephants', the students move on to another partner and the matching starts again.

Review ...

Mediation is...: Revisit the definition of mediation.

Question: What skills do you need as a mediator?

Conclusions: As a mediator you need to:

- listen to both sides of the story or conflict
- be fair and just
- don't take sides
- help each disputant to state their needs, and then to work at finding a solution
- be neutral, not a judge.



Stages of Mediation

There are general stages to peer mediation which can be adapted for individual school needs and the age of the mediators.

Discuss: Ask students to turn to the *Stages of mediation* flow chart in their workbooks on page 20 and discuss what is involved in each stage of the mediation process.

Refer to the Stages of mediation flowchart (student workbook page 20) and explain each stage with the students.

Stage One: Introduction and ground rules

- Peer mediators introduce themselves and the parties introduce themselves.
- Establish the ground rules: Ask the disputants “do you agree to.....”
- Be polite and tell the truth.
- Listen to each other without interrupting.
- Be willing to solve the problem.
- Take responsibility for what you agree to do.

Stage Two: Telling the story

- Decide who will start first.
- What happened?
- How did it make you feel?
- Repeat the procedure with the other student.
- Mediator summarises each issue.

Stage Three: Searching for solutions

- What do you want to happen now?
- Repeat the procedure with the other student (disputant).

Stage Four: Choose the best option

- Which could work best for you?
- Can this work?
- Repeat the procedure with other student (disputant).

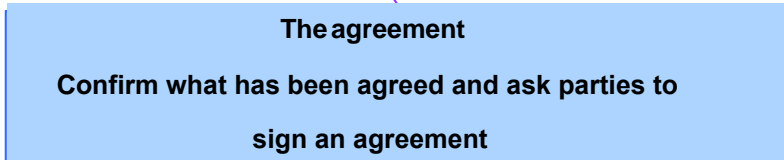
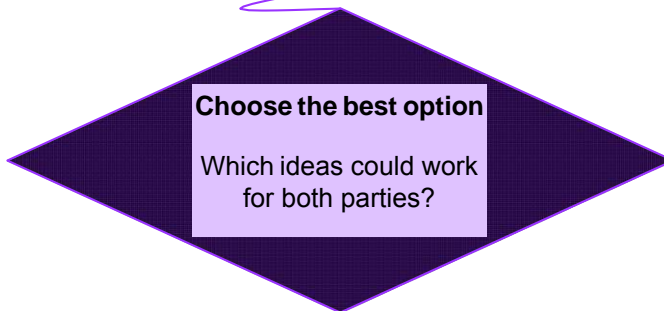
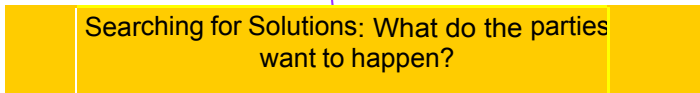
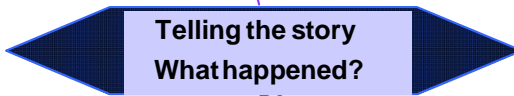
Stage Five: The agreement

- Mediator leads *So you both agree to.....*
- Disputants state *I agree to.....*
- Mediator records the agreement and students sign the *Mediation Agreement* form.

Stage Six: Closing

- Congratulate the students for solving the problem.
- Encourage them to work it out themselves next time or return to mediation.
- The disputants should be reminded that confidentiality will be respected by the mediator.

Stages of mediation



Sample script

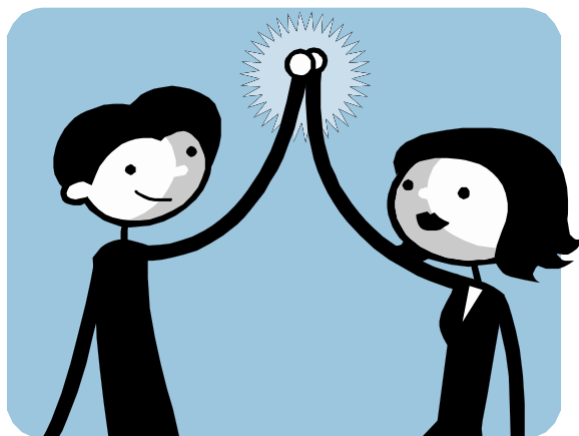
It's time to put what we have learnt into practice.

Sample script: Ask students to refer to pages 21-26 in their *Student workbook*. The sample script is an example of how two peer mediators carry out a mediation session with two primary students who have been in a disagreement. Go through the sample script with the group and then divide into smaller groups of four.

Scenarios

Use the following scenarios to practice. Tell students that in their groups of four, two will act as mediators, called 'Amy' (who asks questions) and 'Stefan' (who takes notes). The other two will act as students called 'Maria' and 'George', who have been in a disagreement.


Give each group a scenario. They should follow the practice script provided, filling in the gaps using the scenario. Repeat the exercise, rotating roles so all students have a turn at speaking. Ask students to practice using the agreement form and debriefing form on pages 27-28 in their workbooks.



Sample Script:

Demonstrate by reading aloud the sample script

Sample Role Play: Friendship problems



Remember, one mediator speaks and the other takes notes

Scenario: George buys a packet of chips from the canteen. Maria bumps into George, who is coming out of the canteen, knocking the chips from his hands. George calls Maria a clumsy idiot. A conflict erupts and they agree to go to mediation. George and Maria are good friends.

Maria says: *George yelled at me and got really angry. It was only an accident and I said sorry but he wouldn't listen. He didn't have to be so mean.*

George says: *Maria deliberately knocked the chips out of my hands! I don't usually get things from the canteen, so I was pretty upset.*

Introduction

Mediator 1: Amy *Hi, my name is Amy. Welcome to mediation. I will be asking questions today.*

Mediator 2: Stefan *Hi, my name is Stefan. I will be taking notes today. What are your names?*

Student 1: Maria *My name is Maria.*

Student 2: George *I'm George.*

Mediator 1: Amy *Coming to mediation means you are both willing to solve your problem. Mediators don't take sides. Our role is to help you solve your problem, but we can't solve it for you. Okay?*

Student 1: Maria *Okay.*

Student 2: George *Yes.*

Mediator 1: Amy *There are some ground rules you have to follow for this mediation to work:*



Take turns being mediator!

- *Be polite and tell the truth*
- *Listen to each other without interrupting*
- *Be willing to solve the problem*
- *Take responsibility for what you agree to do.*

Mediator 1: Amy *Do you agree to these rules Maria?*

Student 1: Maria Yes.

Mediator 1: Amy *Do you agree to these rules George?*

Student 2: George Yes.

Sometimes you will have to decide who goes first!

Telling the story

Mediator 1: Amy Who would like to start first?

Student 2: George I would like to go first.

Mediator 1: Amy Is it ok with you Maria if George goes first?

Student 1: Maria OK

Mediator 1: Amy *George, please tell us what happened?*

Student 2: George Describe what happened from George's point of view, using the role play scenario above, eg: *Well, I hardly ever get pocket money for the canteen but today I did so I bought chips. When I left the canteen, Maria came running up and deliberately knocked them out of my hands so they spilt everywhere.*

Mediator 1: Amy *How did you feel when that happened?*

Student 2: George Describe how you think George would have felt, eg: *I was really disappointed and upset.*

Mediator 1: Amy Summarise and clarify what George said, eg: *So, to summarise, you're saying that you'd just bought chips and Maria purposely made you spill them? Ask: Is that right?*

Student 2: George Answer yes, or make corrections, eg: *Yeah, that's right.*

Mediator 1: Amy *Thanks George for telling us your story and thanks Maria, for listening. Now Maria, it is your turn to tell us what happened please?*

Student 1: Maria Describe what happened from Maria's point of view, using the role play scenario above, eg: *Well, I was walking over to say hi to George when someone bumped me and I accidentally knocked George and he dropped his chips. He started yelling and calling me a clumsy idiot. I said sorry but he wouldn't listen.*

Mediator 1: Amy *How did you feel when that happened?*

Student 2: Maria Describe how you think Maria would have felt, eg: *I felt bad for him losing his chips but I was also really hurt that he was so mean to me, when it was only an accident. I thought we were friends.*

- Mediator 1: Amy** *Summarise what Maria said, eg: So you're saying that you got bumped and didn't mean to knock into George? Is that right Maria?*
- Student 1: Maria** *Answer yes, or make corrections, eg: Yeah, and I said sorry.*
- Mediator 1: Amy** *Thanks Maria for telling us your story and thanks George for listening. Now I'm going to sum up what I've heard you both say.*
- Summarise what Maria and George have told you, eg: George, you feel upset and disappointed about losing your chips because they were a treat. Maria you didn't mean to make George lose his chips and you feel hurt that he yelled at you because it was only an accident and because you said sorry?*
- Is there anything else you would like to tell us George?*
- Student 2: George** *Answer no.*
- Mediator 1: Amy** *Is there anything else you would like to tell us Maria?*
- Student 1: Maria** *Answer no.*

Searching for solutions

- Mediator 1: Amy** *Now we have heard both sides of the story we will ask you to think of some options that will solve your problem and make your time at school happier.*
Record the options on the agreement form.
- Maria, what do you want to happen now? Tell me any idea that comes to mind. Think of things that will be helpful to both of you.*
- Student 1: Maria** *Use your imagination to come up with solutions, eg: Oh, I guess I could buy George another packet of chips next time I have pocket money. And I'd like it if he said sorry for yelling at me.*
- Mediator 1: Amy** *Thanks for that Maria. What about you, George?*
- Student 2: George** *Use your imagination...., eg: She doesn't have to get me more chips. Let's just forget it.*

Student 1: Maria Use your imagination..., eg: *How about we go halves in another packet of chips and both say sorry to each other for fighting?*

Student 2: George Use your imagination..., eg: *Sounds fair.*

Mediator 1: Amy *Thanks both of you. Do either of you have any more ideas to help both of you?*

Student 1: Maria Answer no.

Student 2: George Answer no.

Mediator 2 can share their notes with Mediator 1 and prompt and support when necessary.

Remember support each

Choosing the best option

Mediator 1: Amy Summarise the options discussed above, eg: *OK, you've both come up with 3 ideas: Maria buys George another packet of chips and he says sorry for yelling at her; you both just forget the whole thing; or you go halves in a packet of chips and both say sorry to each other. Which option works best for you Maria?*

Student 1: Maria Pick the option you think works best, eg: *I like the idea that we share a packet of chips and both say sorry.*

Mediator 1: Amy *George, how does that sound? Which option works best for you?*

Student 2: George Pick the option you think works best, eg: *Yeah, that option sounds like the best one.*

The agreement

Mediator 1: Amy State what they agreed to and when they agreed to do it, eg: *So you both agree to buy and share a packet of chips and say sorry to each other. When will you do that?*

Student 1: Maria *Yes, I agree. How about tomorrow?*

Student 2: George *I won't get more money till Thursday, can we do it then?*

Student 1: Maria *Sure.*

Closing

Mediator 1: Amy

It's great that you've been able to reach an agreement that you're both happy with. This is an agreement form (next page). This is confidential. You need to sign here.

Refer to the agreement form and then debrief with your co-mediator.



Mediation agreement form (Student workbook page 27)

Each disputant makes a suggestion which is written and given a face value. Continue until a happy solution on both sides is recorded.

Date.....

Disputants 1:.....



YES

Disputant 2:



NO

Value	Solutions	Value

We have both/all agreed to

Signed:

Mediators:

A copy of this agreement will be seen and kept by the peer mediation coordinator.

Debriefing form

(Student workbook, page 28)

Peer mediators should debrief with each other after each mediation. After the students in dispute have signed their agreement and left the room, ask each other the following questions:

1. Did the disputants attitudes towards the problem change?

2. Circle how you felt about each stage of the mediation?

Stage 1 : Introduction, explanation and ground rules

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 2: Setting the scene: what happened?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 3: Defining the issues: why?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 4: Exploring the issues: which?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 5: The outcome: How? - Agreement form

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 6: Closing

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

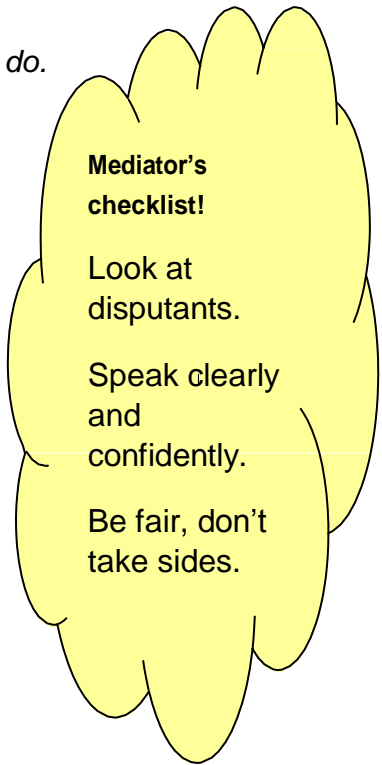
Any comments:

Practice Script (Student workbook, pages 29-32)

Use the scenarios that follow to practice this script.

Introduction

- Mediator 1:** Hi, my name is _____. Welcome to mediation. I will be asking questions today.
- Mediator 2:** Hi, my name is _____. I will be taking notes today. What are your names?
- Student 1:** My name is _____.
- Student 2:** I'm _____.
- Mediator 1:** Coming to mediation means you are both willing to solve your problem. Mediators don't take sides. Our role is to help you solve your problem, but we **can't** solve it for you.
- Student 1:** Okay? Okay.
- Student 2:** Yes.
- Mediator 1:** There are some **ground rules** you have to follow for this mediation to work:
- Be polite and tell the truth.
 - Listen to each other without interrupting.
 - Be willing to solve the problem.
 - Take responsibility for what you agree to do.
- Do you agree to these rules (Student 1)?
- Student 1:** Yes.
- Student 1:** Do you agree to these rules (Student 2)?
- Student 2:** Yes.



Mediator's checklist!

Look at disputants.

Speak clearly and confidently.

Be fair, don't take sides.

Telling the story

- Mediator 1:** *Who would like to start first?*
- Student 2:** *Student 2 says - I would like to go first.*
- Mediator 1:** *Is it ok with you (Student 1) if (Student 2) goes first?*
- Student 1:** *OK*
- Mediator 1:** *Student 2, please tell us what happened?*
- Student 2:** *Describe what happened from student 2's point of view, using the role play scenario*
- Mediator 1:** *How did you feel when that happened?*
- Student 2:** *Describe how you think (student 2) would have felt.....*
- Mediator 1:** *Summarise what (student 2) said, then ask - Is that right ?.*
- Mediator 1:** *Thanks (student 2) for telling us your story and thank (student 1) for listening. Now (student 1) it is your turn to tell us what happened please?*
- Student 1:** *Describe what happened from student 1's point of view, using the role play scenario.....*
- Mediator 1:** *How did you feel when that happened?*
- Student 2:** *Describe how you think (student 1) would have felt*
- Mediator 1:** *Summarise what (student 1) saidThen ask - Is that right ?*
- Student 1:** *Answer yes, or no and make corrections,*
- Mediator 1:** *Thank (student 1) for telling us your story and thank (student 2) for listening. Now I'm going to sum up what I've heard you both say. Summarise what (student 1) and (student 2) have told you.*
- Is there anything else you would like to tell us (student 2)?*
- Student 2:** *Answer yes or no.*
- Mediator 1:** *Is there anything else you would like to tell us Maria?*
- Student 1:** *Answer yes or no.*

Searching for solutions

Mediator 1: *Now we have heard both sides of the story we will ask you to think of some options that will solve your problem and make your time at school happier.*

*(student 1) what do you want to happen now? Tell me any idea that comes to mind. Think of things that will be helpful to **both** of you.*

Student 1: Use your imagination to come up with solutions...Discuss.

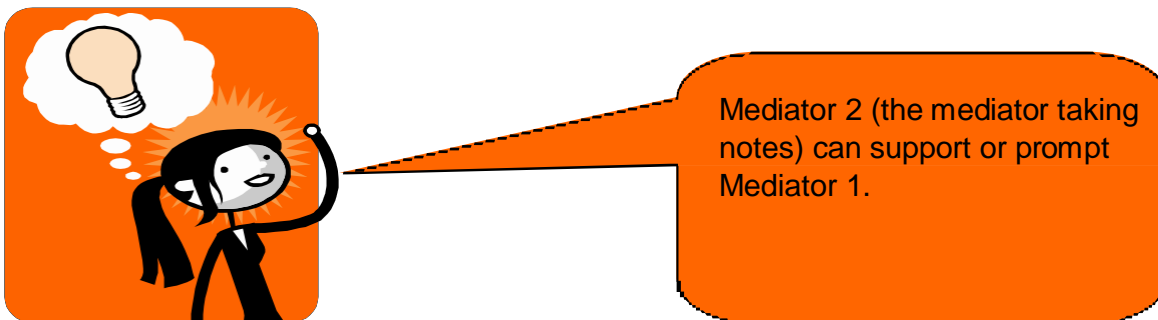
Mediator 1: Thanks for that (student 1). What about you, (student 2) ?

Student 2: Use your imagination to come up with solutions...Discuss.

Mediator 1: Thanks (student 2). Do either of you have any more ideas to help both of you?

Student 1: Answer yes or no.

Student 2: Answer yes or no.



Choose the best option

Mediator 1: *Okay, you've both come up with some good ideas.*

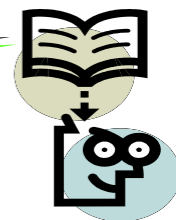
Summarise the ideas discussed on the agreement form.... Which option works for you (student 1) ?

Student 1: Pick the option you think works best...

Mediator 1: *(student 2) how does that sound? Which option works best for you?*

Student 2: *Pick the option you think works best....*

If your disputants cannot come up with any options — end the mediation and report to your Peer Mediation Coordinator.



The agreement

- Mediator 1: Amy** *State what they agreed to and when they agreed to do it.*
- Student 1: Maria** *I agree to.....*
- Student 2: George** *I agree to....*

Closing

- Mediator 1: Amy** *It's great that you've been able to reach an agreement that you're both happy with. This is an agreement form. This is confidential. You need to sign here.*
- Refer to the agreement form and then debrief with your co-mediator.*



Role play

(Student workbook, pages 35-36)

Role Play 1: Gossip and rumour-spreading

Scenario: Maria and George were yelling at each other in the playground.

Maria says: *George has been really nasty to me. He has been going around telling everyone that I kissed one of the boys in my class, Marcus. It's just not true. I told him to stop, but all he does is make fun of me in front of the other kids.*

George says: *Julio told me that he saw Maria kiss Marcus the other day. I didn't start the story, it's just what I got told. Maria gets so upset about it, it must be true. Why else would she get so upset?*

Role Play 2: Name calling

Scenario: A teacher on playground duty sent these two students to see you because George was giving Maria a hard time and teasing her.

Maria says: *George is in my grade and he is always being horrible to me. Just because I got a really short haircut, he calls me baldy. Then he laughs and gets other kids to tease me too. Why can't he leave me alone?*

George says: *It was nothing more than just a joke. I didn't know that Maria would get so upset about it. The other kids laugh when I make fun of her. What's the big deal?*

Role Play 3: Teasing

Scenario: George was crying in the playground and said Maria caused it.

George says: *Maria is horrible to me in class. She is always calling me stupid because she is better in maths than me. She was teasing me in the playground with some other kids.*

Maria says: *George gets upset just because I always do better at maths than him. The other day he said he told his mum on me and his mum said I was stupid. He started it.*

Role play 4: Loss of property

Scenario:

James and George were arguing really loudly at lunchtime. It was suggested to them that mediation may help them work it out.

James says: *Last week I borrowed a book from the library. It was really cool. When I showed it to George, he asked if he could borrow it, so I lent it to him. When I had to return it, I asked him for it back and he said he didn't have it. Now I'm in trouble with the library.*

George says: *I'm really honest. I don't have that stupid book. Someone must have taken it out of my bag. Then James started shouting at me and said I stole it.*

Role play 5: Being left out

Scenario: Maria and George are caught yelling at each other near the basketball court, by a teacher. They are usually friends.

Maria says: *George is such a cry baby. Just because we wouldn't let him play with us at lunchtime he grabbed the ball and ran off. When I told him to give the ball back he started yelling at me.*

George says: *Maria is not fair. She asks me to play when there aren't enough other players. Just because I'm not as good as they are she leaves me out sometimes, like today. And she makes fun of me. So I took the ball. Anyway, she started yelling at me first, I didn't start it.*

Peer mediation code of conduct

Discuss: Peer mediation code of conduct (*Student workbook*, page 37)

Reinforce the serious nature of being a peer mediator.

Go through the *code of conduct* with mediators (see next page), discussing each element as you go.

- Confidentiality
- Neutrality
- Referrals
- Responsibilities (what you have to do as a mediator)
- How to deal with difficult situations



Ask students to sign the code of conduct form if they agree to be peer mediators at the end of this training course.

Peer mediation: code of conduct

CONFIDENTIALITY (what you have to keep to yourself)

The information you get from the students during the mediation will not be repeated to anyone, except for any agreements they reach during mediation. These agreements will be recorded and signed by all participants on the *Peer mediation school agreement form* (a copy of the agreement is given to the peer mediation coordinator).

Exception to this rule

Where a criminal act happens during mediation (eg like someone hitting someone else), mediators must immediately report this to the peer mediation coordinator.

NEUTRALITY (Not taking anyone's side)

- (a) If you know or are friends with one of the people being mediated, then you *cannot* be fair to both sides. In this case you cannot mediate. Also, you *cannot* mediate if you don't like one of the people being mediated.
- (b) Mediators do not decide who is right or wrong or take sides with any student. That means you cannot have a favourite student.
- (c) Mediators help everybody in the mediation equally.

MEDIATORS ON DUTY (What you have to do when on duty)

- (a) Mediators will report to the peer mediation coordinator or follow the Peer mediation roster.
- (b) Mediators cannot accept any money or favours for mediations.

REFERRALS (If a student you mediate needs something)

If a student needs information or assistance, the mediators will refer the student back to the peer mediation coordinator.

RESPONSIBILITIES (What you have to do as a mediator)

- (a) Mediators must participate in training.
- (b) Mediators who do not go by the standards required will be withdrawn from further mediations by the peer mediation coordinator.

Print name: _____ Signature: _____

Adapted from Stern, F. (1998) *Mediation in Schools Training Manual*, Peer Resource Consulting, Northcote.

Closing

Thank mediators for their attendance today.

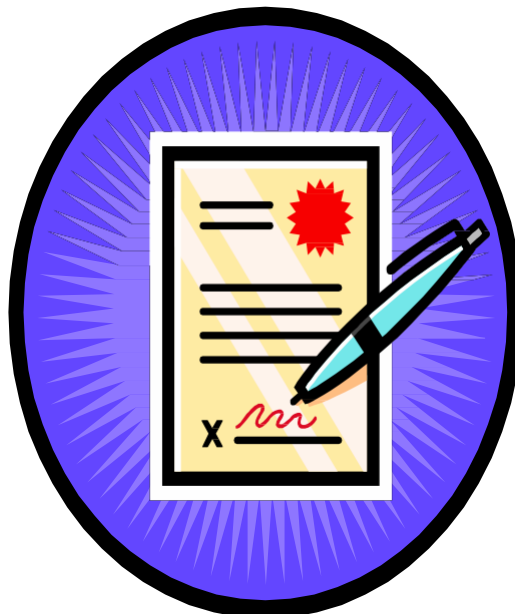
Discuss handling difficult situations, eg friends/parents asking/teachers asking any questions.



Tell them that if they feel after the day that this program is 'not for them' they should notify the coordinator.

You may like to say something positive about each student or get the students to write something positive about each other.

Peer mediator coordinators should sign certificates of achievement in the students' workbooks before they leave (*Student workbook*, page 38).



*Certificate of
Achievement*

*Peer Mediation
Training*



Education &
Communities

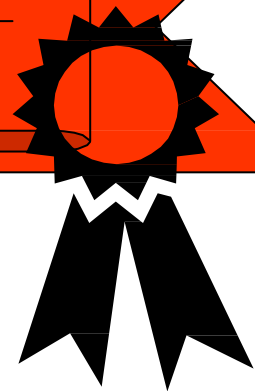
Public Schools NSW



This Award goes to

Peer Mediation Program Coordinator

Date





Education &
Communities

Public Schools NSW

Peer mediation for primary schools

student workbook



THIS BOOK BELONGS TO

What's in this book?	Page
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Find someone who...



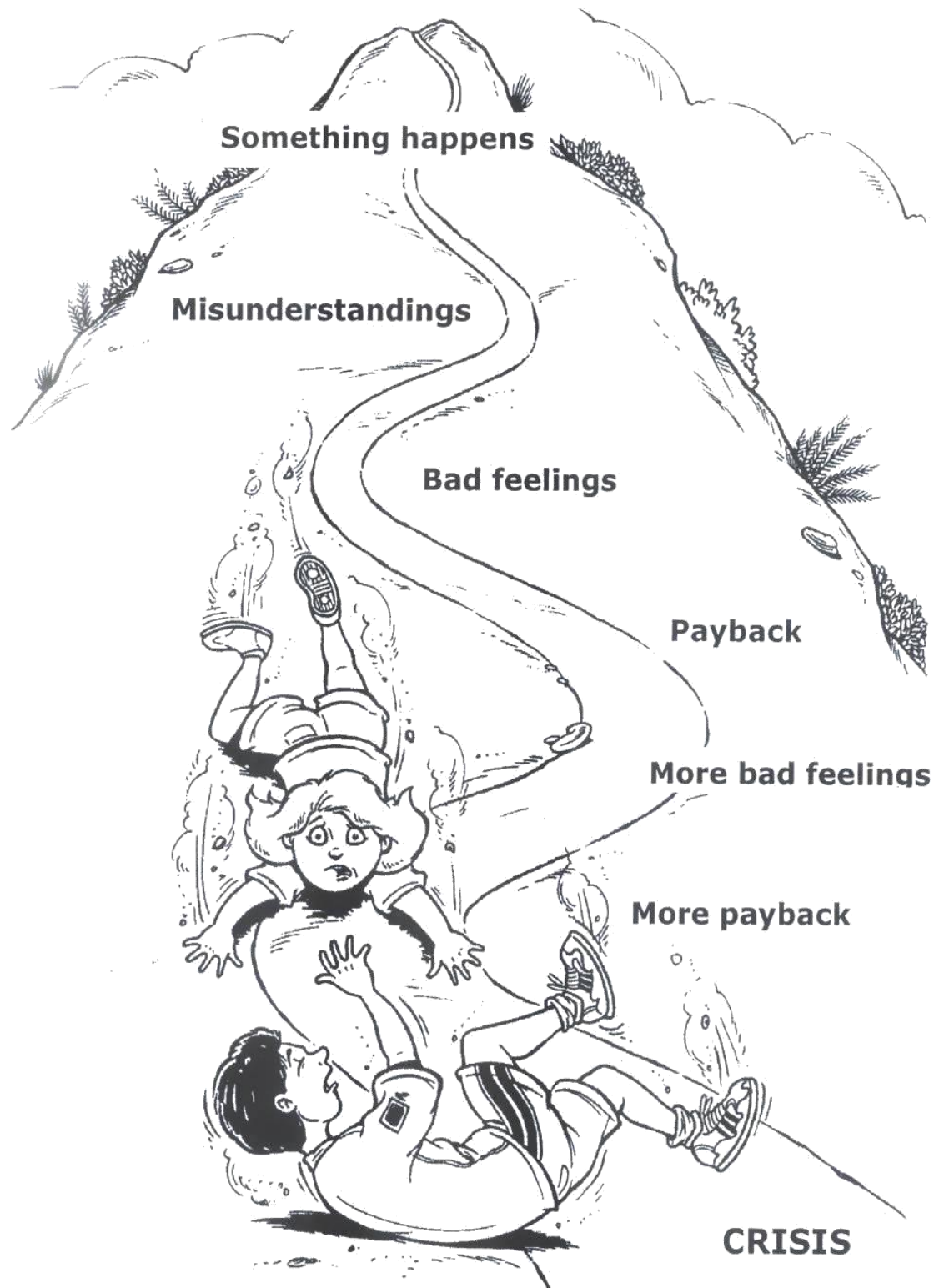
Is a good swimmer	Was born in another country	Can play a musical instrument
Likes to read	Has the same eye colour as you	Is a good artist
Was born in the same month as you	Put your name here	Ate breakfast this morning
Has a pet	Is left-handed	Can ride a bike
Plays board games	Likes pizza	Likes sport

Personal reflection sheet

Use this sheet to write down any questions or thoughts you have during the day.

Levels of conflict

Heaton & Lynch (2003) *Managing Conflict with Confidence*



Conflict resolution

What a load of garbage!

Read through the following script in groups of three, with each person playing the role of 'Cindy', 'Janette' or 'Mother'. Then complete the table on the next page.

Cindy has arrived at her front gate after walking home from school with her friend Janette.

Cindy: *How am I going to tell Mum what happened today? She's going to freak! Will you come in with me?*

Janette: *No way! I'm still getting over the last time she raised her voice at me. I'll see you tomorrow. You'll be OK.*

Cindy: *Oh sure! Some friend you are!*

Mother: *Is that you Cindy? You didn't put the garbage out last night. How many times do you need reminding? You know it's your job. It's about time you acted more responsibly.*

Cindy: (mutters) *Rave on.*

Mother: *What did you say?*

Cindy: *Nothing.*

Cindy walks into the bedroom, slams the door and turns on her music.

Mother: *You don't slam doors in this house, my girl!*

Mother enters the room. Above the sound of the music can be heard Cindy and her mother yelling at each other.

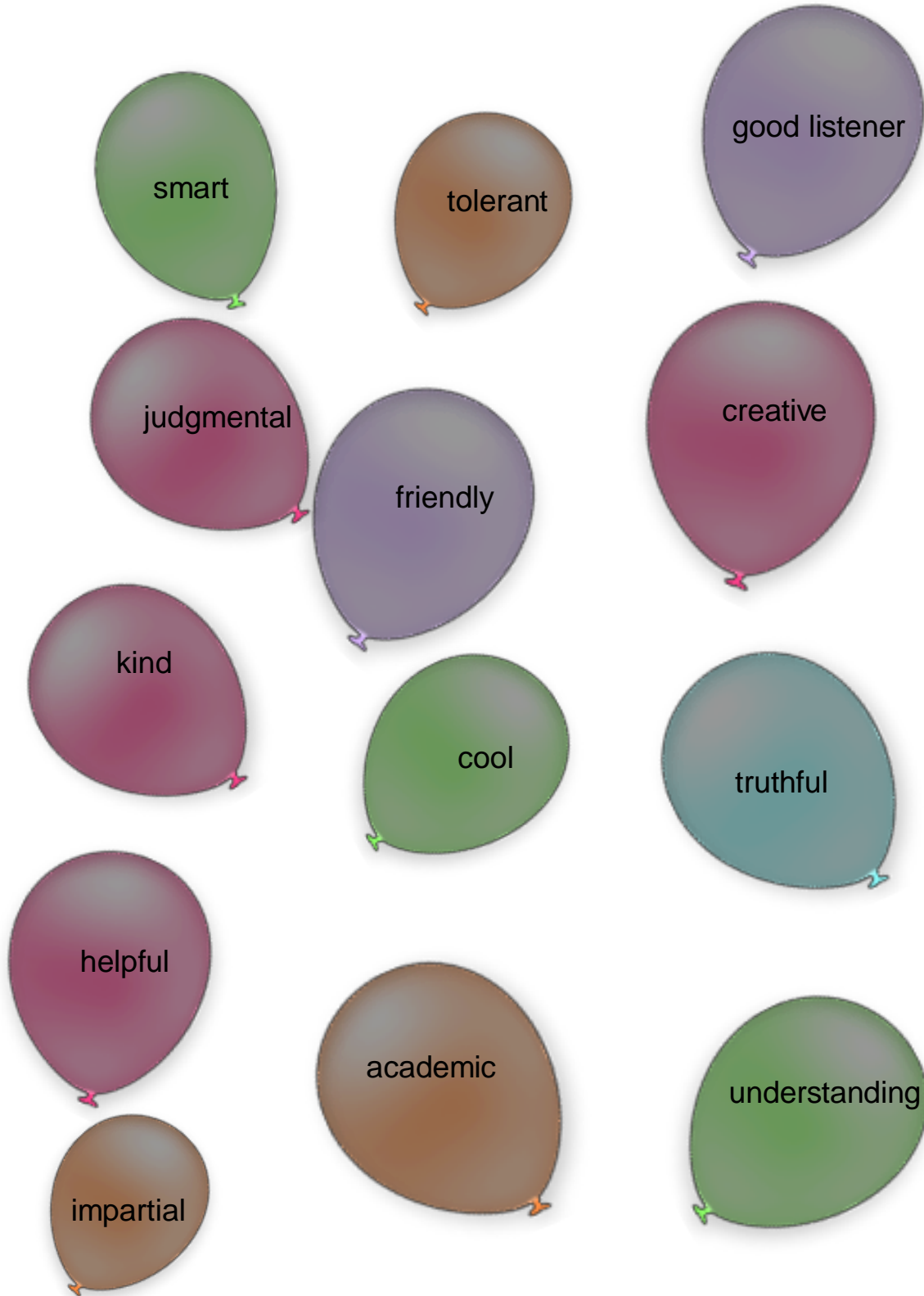


What could have been done to stop the conflict at each level? Fill in the table below how each person is feeling and discuss what could be done differently.

	Mother	Cindy	Janette
Level 1 Discomfort			
Level 2 Incidents			
Level 3 Misunderstanding			
Level 4 Tension			
Level 5 Crisis			

Qualities of a peer mediator

What qualities do you think are most important in a peer mediator? Tick five balloons that you think contain the most important qualities.



Benefits of being a peer mediator

How will being a peer mediator help me?

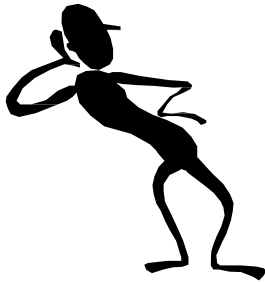
What will it do for me?



Peer mediation dos and don'ts

How a mediator does **NOT** behave

A mediator ...



... does NOT gossip or tell other people what happened in mediation

... does NOT tell other people how to solve their problems



... does NOT judge whether other people are right or wrong



... does NOT take sides in a dispute



... does NOT allow witnesses and hangers-on to take part in the mediation

Peer mediation dos and don'ts

How a mediator **DOES** behave

A mediator ...



... listens to both sides of the dispute

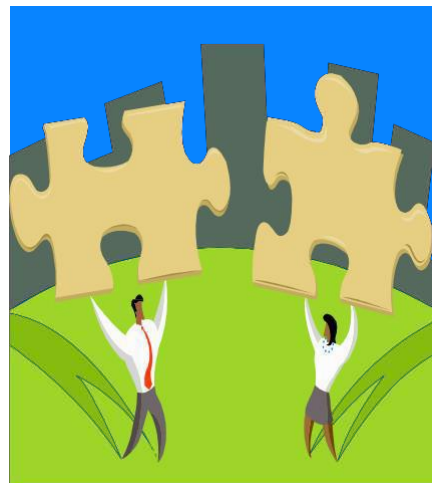
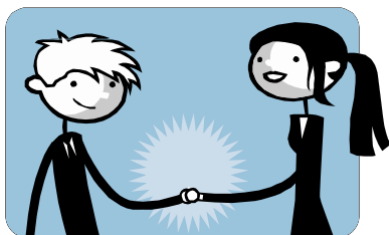


... is fair and just



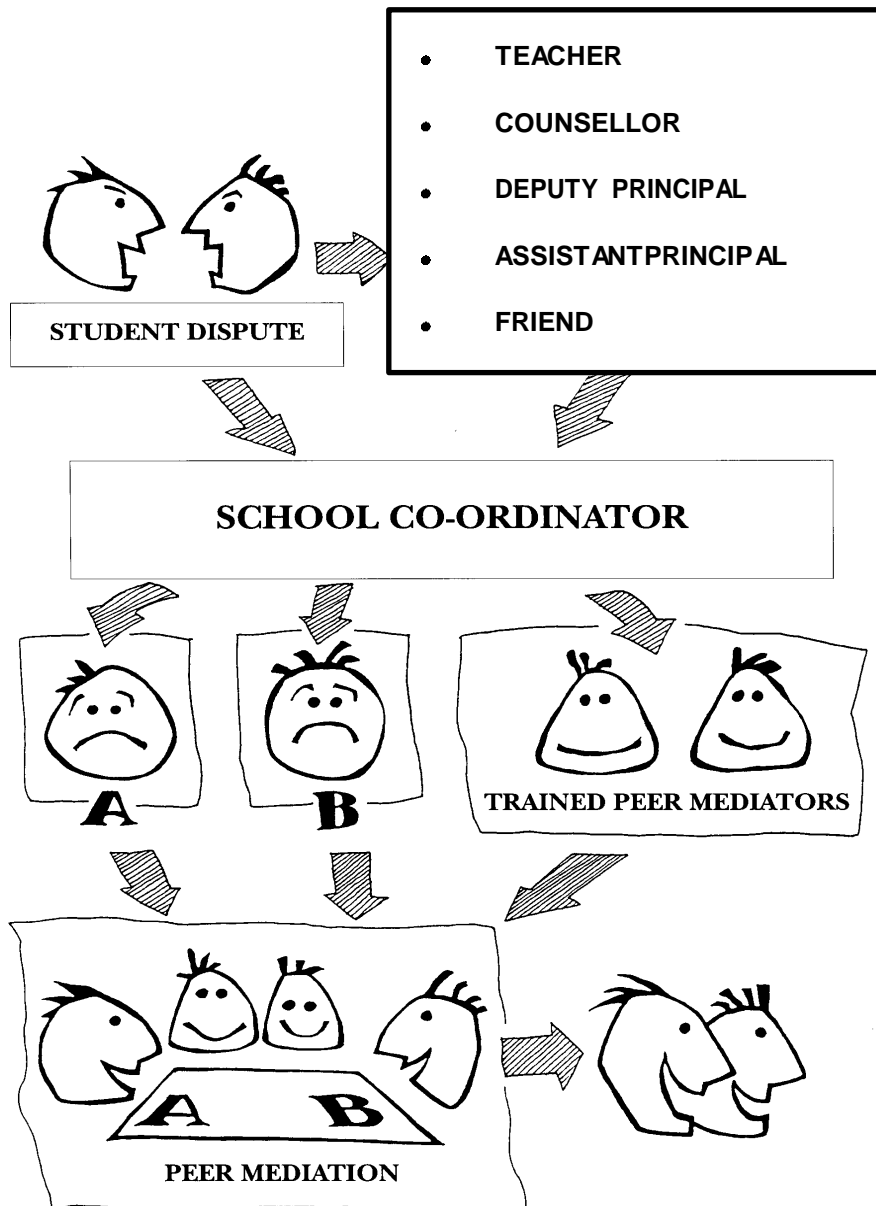
... helps both sides work towards a WINWIN solution

... encourages disputants to solve their own problems ...



Adapted from Stern, F. (1998) *Mediation in Schools Training Manual*, Peer Resource Consulting: Northcote.

Referral process



Types of disputes suitable for mediation

Identify which disputes could possibly be mediated by peer mediators.

Incident	Write YES or NO in the column
<i>That kid won't let me play.</i>	
<i>They took my ball.</i>	
<i>He is calling me "names".</i>	
<i>He kicked me.</i>	
<i>She hid my bag.</i>	
<i>He threw a sandwich at me and hit me in the ear.</i>	
<i>My friend doesn't like me anymore.</i>	
<i>He shoved his pocket knife at me!</i>	
<i>That group of boys pushed me into the toilet and said they are going to get me after school.</i>	



Types of disputes suitable for peer mediation

Peer mediation **CAN** be used with the following types of disputes:

- name calling
- gossip and rumours
- friendship problems
- teasing
- loss of property
- exclusion.

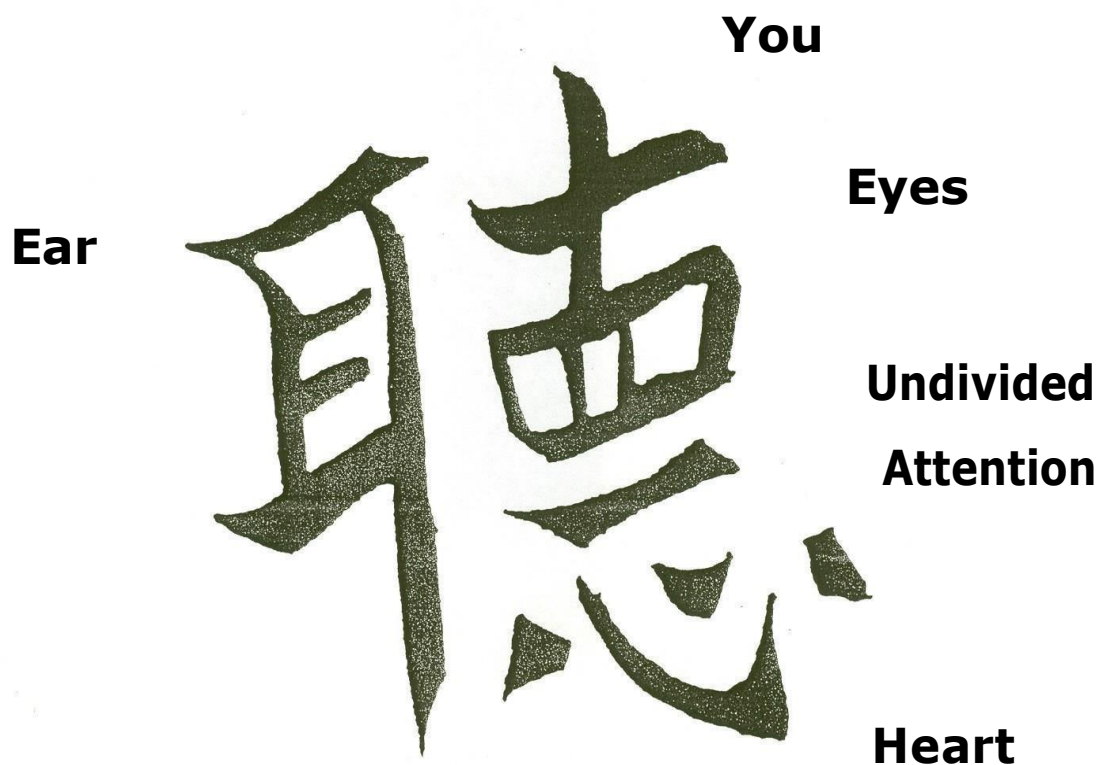
Peer mediation should **NOT** be used with these types of disputes:

- physical aggression
- racism
- sexual abuse
- weapons/drugs.



Active listening: Chinese character for listening

*We were born with two ears and one mouth
so that we can hear twice as much as we
speak.*



The Chinese character for the verb “to listen” gives some insight into what is required in the listening process. It explains the difference between simply hearing and truly listening.

A guide for active listening

Stop talking

You cannot listen if you are talking.

Put the talker at ease

Have an environment they feel comfortable in, smile and use positive body language, eg don't hold meetings in the corridors.

Show the talker that you want to listen

Look and act interested. Use verbal indicators to show that you're following what they're saying, eg *Yes, I see, tell me more*

Remove distractions

Focus your mind on what is being said and don't doodle, fiddle or shuffle papers.

Empathise with the talker

Remember the Chinese character for listening and the role of our heart.

Be patient

Allow time, don't rush them to finish, as a pause doesn't always mean that the speaker has finished.

Listen to the tone

Volume and tone both show the person's reactions to what you have said.

Listen for the message – not just words

You want to get the whole picture, not just bits and pieces.

Ask questions

Really helpful for enhancing relationships and understanding what people have to say.

Stop talking

Remember we have two ears and one mouth, a reminder to listen twice as much as we talk.



Effective and ineffective listening

For each statement, tick whether it indicates "effective" or "ineffective" listening.

Statement	Effective listening	Ineffective listening (correct responses)
Allow the disputant to finish what they are saying.		
Reframe (re-state in your own words) what you think the young person has said to check that you understand.		
Ask the disputant to repeat what he/she has said or ask questions when you don't understand.		
Feel that you have to give advice or solutions to problems.		
Get into arguments over what is being said.		
Respond by nodding and making eye contact.		
Be aware of their body language, eg facial expressions, gestures.		
Let silences happen, as they are a natural part of communicating.		
Look distracted or continually stare at the disputant.		
Focus on feelings, not just facts. Learn to say—How did you feel (when that happened)?		
Be judgmental.		
Interrupt the disputant or finish their sentences.		

Practice reframing

Re-word the following statements, using different words.

Statement	Response
Today I have my Science exam. I hope I pass.	
I hate it when I am late for school. I wish I could get there early.	
I never get invited to parties. No one likes me.	
How come I missed out on being in the school play?	
I can't believe I won an art award. My parents will be pleased.	
I can hardly wait for the holidays to come.	

Exploring needs, fears and feelings

Jay borrowed some money from Paul. Paul asked Jay to return the money several times. Jay, however, always had an excuse for not giving the money back to Paul. One day, in between classes, Paul got into an argument with Jay when he tried to get his money back. The teacher spoke to them after class and suggested they sort it out by talking with the peer mediator.

What is Jay worried about?	What is Paul worried about?
What does Jay need?	What does Paul need?
What is Jay feeling?	What is Paul feeling?

What is empathy?

Icebreaker activity: Shoes

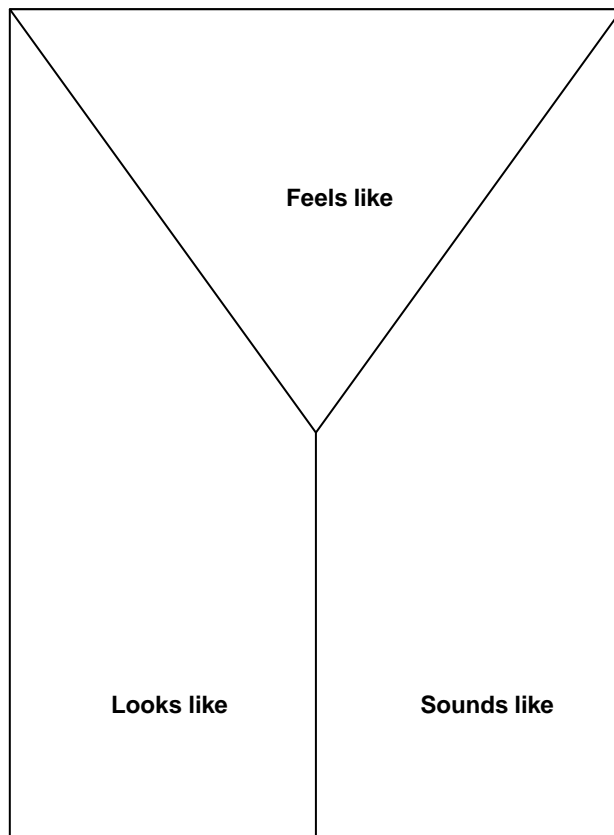
Students are asked to move within the group to find their shoe buddy – that is, the person who has the most similar shoes to the ones that they are wearing.

Exercise Brainstorm Y chart – What is empathy?

Y charts are used to examine what we really mean by a term, such as empathy. The Y chart has three sections so that we can understand what the term feels like, looks like and sounds like.

Scenario:

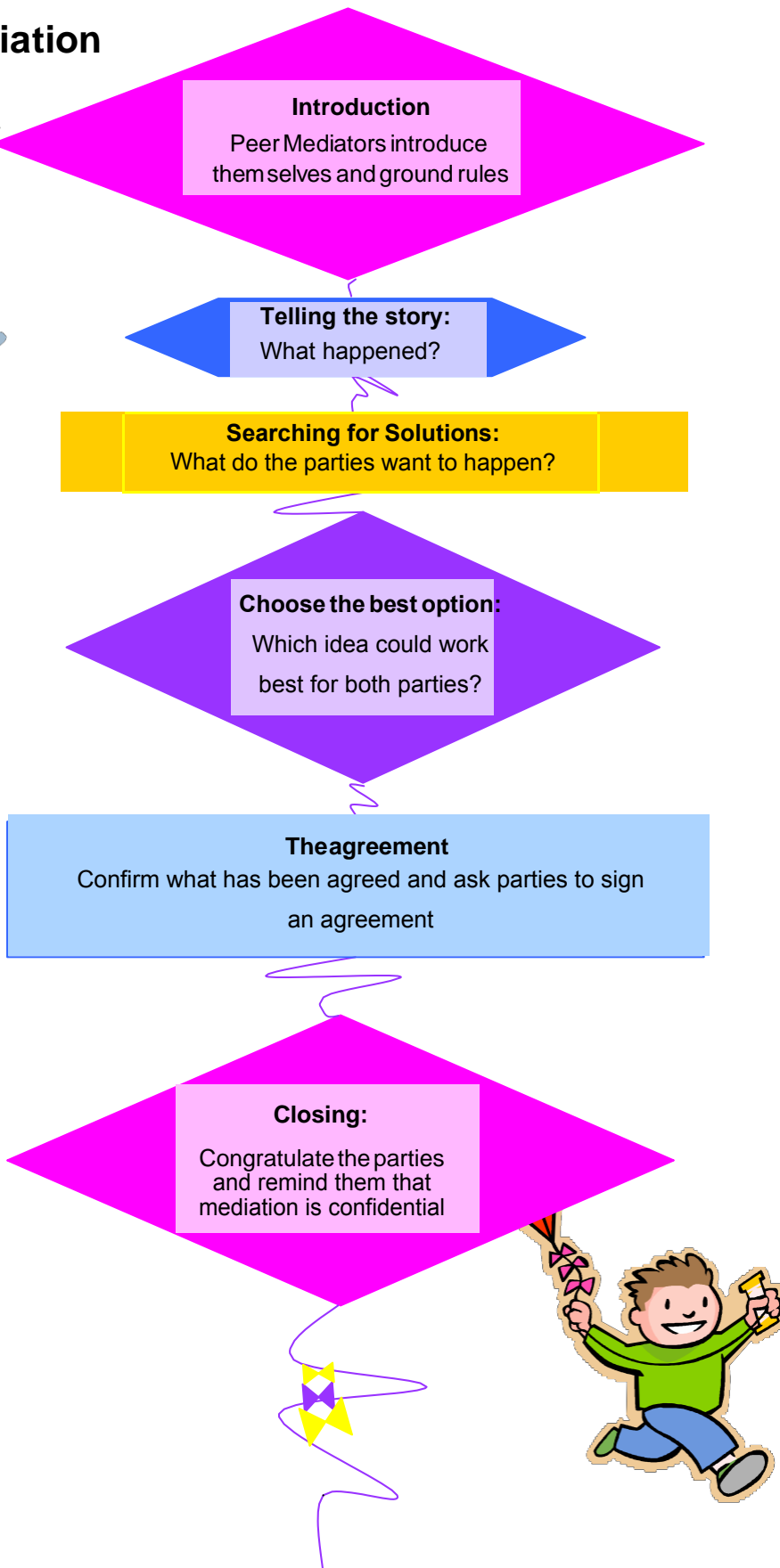
Jay borrowed some money from Paul. Paul asked Jay to return the money several times. Jay, however, always had an excuse for not giving the money back to Paul. One day, in between classes, Paul got into an argument with Jay when he tried to get his money back. The teacher spoke to them after class and suggested they sort it out by talking with the peer mediators.



During conflict and mediation, feelings are very important



Stages of mediation



Let's practise! - Sample script

The sample script is an example of how two peer mediators carry out a mediation session with two primary students who have been in a disagreement.

The scripts are for you to practice in groups of four, with each person playing one of the characters:

Mediator: Amy (Who asks questions)

Mediator: Stefan (Who takes notes)

Student: Maria

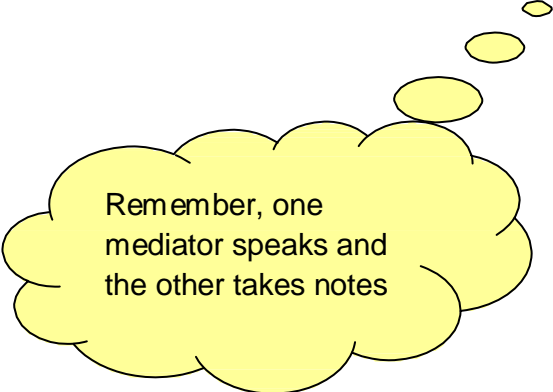
Student: George

Each group will be given a role play which sets out the facts of a conflict between Maria and George. Follow the practice script provided, filling in the gaps using the story from the role play and what you have learnt from this training program.



Sample Script

Sample Role play: Friendship problems



Remember, one mediator speaks and the other takes notes

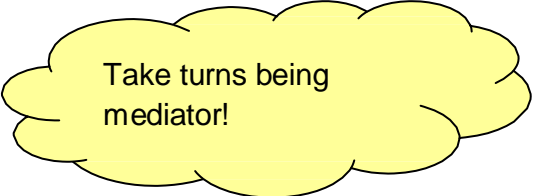
Scenario: George buys a packet of chips from the canteen. Maria bumps into George, who is coming out of the canteen, knocking the chips from his hands. George calls Maria a clumsy idiot. A conflict erupts and they agree to go to mediation. George and Maria are good friends.

Maria says: *George yelled at me and got really angry. It was only an accident and I said sorry but he wouldn't listen. He didn't have to be so mean.*

George says: *Maria deliberately knocked the chips out of my hands! I don't usually get things from the canteen, so I was pretty upset.*

Introduction

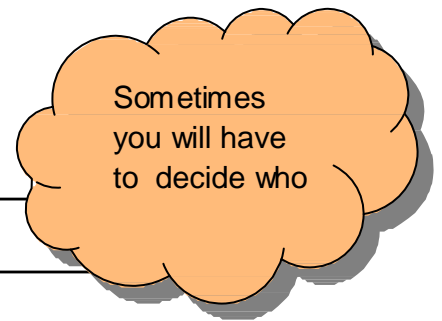
- Mediator 1: Amy** *Hi, my name is Amy. Welcome to mediation. I will be asking questions today.*
- Mediator 2: Stefan** *Hi, my name is Stefan. I will be taking notes today. What are your names?*
- Student 1: Maria** *My name is Maria.*
- Student 2: George** *I'm George.*
- Mediator 1: Amy** *Coming to mediation means you are both willing to solve your problem. Mediators don't take sides. Our role is to help you solve your problem, but we can't solve it for you. Okay?*
- Student 1: Maria** *Okay.*
- Student 2: George** *Yes.*
- Mediator 1: Amy** *There are some ground rules you have to follow for this mediation to work:*



Take turns being mediator!

- *Be polite and tell the truth*
- *Listen to each other without interrupting*
- *Be willing to solve the problem*
- *Take responsibility for what you agree to do.*

Mediator 1: Amy Do you agree to these rules Maria?
Student 1: Maria Yes.
Mediator 1: Amy Do you agree to these rules George?
Student 2: George Yes.



Telling the story

Mediator 1: Amy Who would like to start first?
Student 2: George I would like to go first.
Mediator 1: Amy Is it ok with you Maria if George goes first?
Student 1: Maria OK
Mediator 1: Amy George, please tell us what happened?
Student 2: George Describe what happened from George's point of view, using the role play scenario above, eg: *Well, I hardly ever get pocket money for the canteen but today I did so I bought chips. When I left the canteen, Maria came running up and deliberately knocked them out of my hands so they spilt everywhere.*
Mediator 1: Amy How did you feel when that happened?
Student 2: George Describe how you think George would have felt, eg: *I was really disappointed and upset.*
Mediator 1: Amy Summarise and clarify what George said, eg: *So, to summarise, you're saying that you'd just bought chips and Maria purposely made you spill them? Ask: Is that right?*
Student 2: George Answer yes, or make corrections, eg: *Yeah, that's right.*
Mediator 1: Amy Thanks George for telling us your story and thanks Maria, for listening. Now Maria, it is your turn to tell us what happened please?
Student 1: Maria Describe what happened from Maria's point of view, using the role play scenario above, eg: *Well, I was walking over to say hi to George when someone bumped me and I accidentally knocked George and he dropped his chips. He started yelling and calling me a clumsy idiot. I said sorry but he wouldn't listen.*
Mediator 1: Amy How did you feel when that happened?
Student 2: Maria Describe how you think Maria would have felt, eg: *I felt bad for him losing his chips but I was also really hurt that he was so mean to me, when it was only an accident. I thought we were friends.*

Mediator 1: Amy

Summarise what Maria said, eg: So you're saying that you got bumped and didn't mean to knock into George? Is that right Maria?

Student 1: Maria

Answer yes, or make corrections, eg: Yeah, and I said sorry.

Mediator 1: Amy

Thanks Maria for telling us your story and thanks George, for listening. Now I'm going to sum up what I've heard you both say.

Summarise what Maria and George have told you, eg: George, you feel upset and disappointed about losing your chips because they were a treat. Maria you didn't mean to make George lose his chips and you feel hurt that he yelled at you because it was only an accident and because you said sorry?

Is there anything else you would like to tell us George?

Student 2: George

Answer no.

Mediator 1: Amy

Is there anything else you would like to tell us Maria?

Student 1: Maria

Answer no.

Searching for solutions

Mediator 1: Amy

Now we have heard both sides of the story we will ask you to think of some options that will solve your problem and make your time at school happier.

Maria, what do you want to happen now? Tell me any idea that comes to mind. Think of things that will be helpful to both of you.

Student 1: Maria

Use your imagination to come up with solutions, eg: Oh, I guess I could buy George another packet of chips next time I have pocket money. And I'd like it if he said sorry for yelling at me.

Mediator 1: Amy

Thanks for that Maria. What about you, George?

Student 2: George

Use your imagination...., eg: She doesn't have to get me more chips. Let's just forget it.

Student 1: Maria Use your imagination...., eg: *How about we go halves in another packet of chips and both say sorry to each other for fighting?*

Student 2: George Use your imagination...., eg: *Sounds fair.*

Mediator 1: Amy *Thanks both of you. Do either of you have any more ideas to help both of you?*

Student 1: Maria Answer no.

Student 2: George Answer no.

Choosing the best option

Mediator 1: Amy Summarise the options discussed above, eg: *OK, you've both come up with 3 ideas: Maria buys George another packet of chips and he says sorry for yelling at her; you both just forget the whole thing; or you go halves in a packet of chips and both say sorry to each other. Which option works best for you Maria?*
Record the disputants options on the agreement form.

Student 1: Maria Pick the option you think works best, eg: *I like the idea that we share a packet of chips and both say sorry.*

Mediator 1: Amy *George, how does that sound? Which option works best for you?*

Student 2: George Pick the option you think works best, eg: *Yeah, that option*

The agreement

Mediator 1: Amy State what they agreed to and when they agreed to do it, eg: *So you both agree to buy and share a packet of chips and say sorry to each other. When will you do that?*

Student 1: Maria *Yes, I agree. How about tomorrow?*

Student 2: George *I won't get more money till Thursday, can we do it then?*

Student 1: Maria *Sure.*

Closing

Mediator 1: Amy

It's great that you've been able to reach an agreement that you're both happy with. This is an agreement form (next page). This is confidential.

You need to sign here.



Mediation agreement form

Each disputant makes a suggestion which is written and given a face value. Continue until a happy solution on both sides is recorded.

Date.....

Disputants 1:.....

Disputant 2:



YES

NO

Value	Solutions	Value

We have both/all agreed to

Signed:

Mediators:

A copy of this agreement will be seen and kept by the peer mediation coordinator.

Debriefing form

Peer mediators should debrief with each other after each mediation. After the students in dispute have signed their agreement and left the room, ask each other the following questions:

1. Did the disputants attitudes towards the problem change?

2. Circle how you felt about each stage of the mediation?

Stage 1 : Introduction, explanation and ground rules

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 2: Setting the scene: what happened?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 3: Defining the issues: why?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 4: Exploring the issues: which?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 5: The outcome: How ? - Agreement form

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 6: Closing

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Any comments:

Practicescript

Use the scenario given to your group by your teacher to fill in the gaps.

Introduction

Mediator 1: *Hi, my name is _____. Welcome to mediation. I will be asking questions today.*

Mediator 2: *Hi, my name is _____. I will be taking notes today. What are your names?*

Student 1: *My name is _____.*

Student 2: *I'm _____.*

Mediator 1: *Coming to mediation means you are both willing to solve your problem. Mediators don't take sides. Our role is to help you solve your problem, but we **can't** solve it for you. Okay?*

Student 1: *Okay.*

Student 2: *Yes.*

Mediator 1: *There are some **ground rules** you have to follow for this mediation to work:*

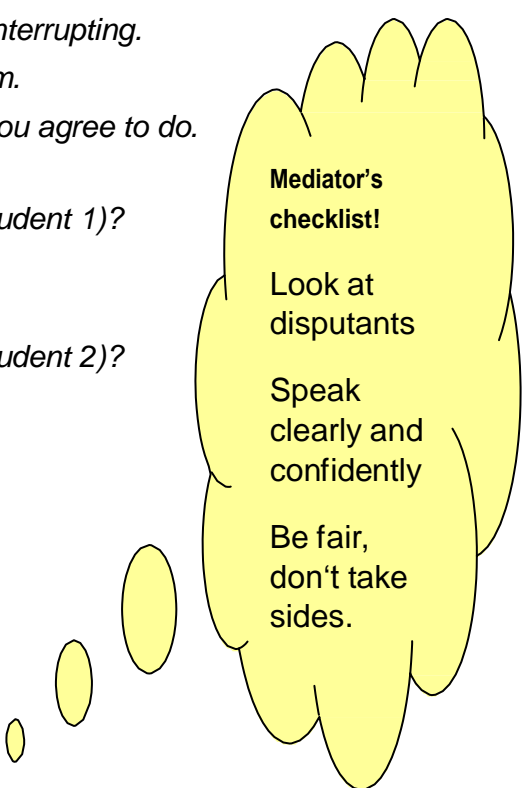
- *Be polite and tell the truth.*
- *Listen to each other without interrupting.*
- *Be willing to solve the problem.*
- *Take responsibility for what you agree to do.*

Do you agree to these rules (Student 1)?

Student 1: *Yes.*

Student 1: *Do you agree to these rules (Student 2)?*

Student 2: *Yes.*



Mediator's checklist!

Look at disputants

Speak clearly and confidently

Be fair, don't take sides.

Telling the story

- Mediator 1:** Who would like to start first?
- Student 2:** Student 2 says - I would like to go first.
- Mediator 1:** Is it ok with you (Student 1) if (Student 2) goes first?
- Student 1:** OK
- Mediator 1:** Student 2, please tell us what happened?
- Student 2:** Describe what happened from student 2's point of view, using the role play scenario
- Mediator 1:** How did you feel when that happened?
- Student 2:** Describe how you think (student 2) would have felt.....
- Mediator 1:** Summarise what (student 2) said, then ask - Is that right ?.
- Mediator 1:** Thanks (student 2) for telling us your story and thank (student 1) for listening. Now (student 1) it is your turn to tell us what happened please?
- Student 1:** Describe what happened from student 1's point of view, using the role play scenario.....
- Mediator 1:** How did you feel when that happened?
- Student 2:** Describe how you think (student 1) would have felt,....
- Mediator 1:** Summarise what (student 1) saidthen ask - Is that right ?
- Student 1:** Answer yes, or no and make corrections,
- Mediator 1:** Thank (student 1) for telling us your story and thank (student 2) for listening. Now I'm going to sum up what I've heard you both say. Summarise what (student 1) and (student 2) have told you.
- Is there anything else you would like to tell us (student 2) ?
- Student 2:** Answer yes or no.
- Mediator 1:** Is there anything else you would like to tell us Maria?
- Student 1:** Answer yes or no.

Searching for solutions

Mediator 1: *Now we have heard both sides of the story we will ask you to think of some options that will solve your problem and make your time at school happier.*

(student 1) what do you want to happen now? Tell me any idea that comes to mind. Think of things that will be helpful to both of you.

Student 1: Use your imagination to come up with solutions. Discuss.

Mediator 1: Thanks for that (student 1). What about you, (student 2)?

Student 2: Use your imagination to come up with solutions. Discuss.

Mediator 1: Thanks (student 2). Do either of you have any more ideas to help both of you?

Student 1: Answer yes or no.

Student 2: Answer yes or no.



Mediator 2 (the mediator taking notes) can support or prompt Mediator 1.

Choosing the best option

Mediator 1: *Okay, you've both come up with some good ideas.*

*Summarise the ideas discussed on the agreement form....
Which option works for you (student 1) ?*

Student 1: Pick the option you think works best....

Mediator 1: *(student 2) how does that sound? Which option works best for you?*

Student 2: Pick the option you think works best....

If your disputants cannot come up with any options— end the mediation and report to PM Coordinator.



The agreement

Mediator 1: State what they agreed to and when they agreed to do it.

Student 1: *I agree to.....*

Student 2: *I agree to....*

Closing

Mediator 1: *It's great that you've been able to reach an agreement that you're both happy with. This is an agreement form. This is confidential. You need to sign here.*

Refer to the school agreement form and then debrief with your co-mediator.



Mediation agreement form

Each disputant makes a suggestion which is written and given a face value. Continue until a happy solution on both sides is recorded.

Date.....

Disputants 1:.....

Disputant 2:



YES



NO

Value	Solutions	Value

We have both/all agreed to

Signed:

Mediators:

A copy of this agreement will be seen and kept by the peer mediation coordinator.

Practice debriefing form

Peer mediators should debrief with each other after each mediation. After the students in dispute have signed their agreement and left the room, ask each other the following questions:

1. Did the disputants attitudes towards the problem change?

2. Circle how you felt about each stage of the mediation?

Stage 1 : Introduction, explanation and ground rules

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 2: Setting the scene: what happened?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 3: Defining the issues: why?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 4: Exploring the issues: which?

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 5: The outcome: How ? - Agreement form

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Stage 6: Closing

Mediator 1 - easy not sure difficult

Mediator 2 - easy not sure difficult

Any comments:

Peer mediation role play

Role play 1: Gossip and rumour-spreading

Scenario: Maria and George were yelling at each other in the playground.

Maria says: *George has been really nasty to me. He has been going around telling everyone that I kissed one of the boys in my class, Marcus. It's just not true. I told him to stop, but all he does is make fun of me in front of the other kids.*

George says: *Julio told me that he saw Maria kiss Marcus the other day. I didn't start the story, it's just what I got told. Maria gets so upset about it, it must be true. Why else would she get so upset?*

Role play 2: Name calling

Scenario: A teacher on playground duty sent these two students to see you because George was giving Maria a hard time and teasing her.

Maria says: *George is in my grade and he is always being horrible to me. Just because I got a really short haircut, he calls me baldy. Then he laughs and gets other kids to tease me too. Why can't he leave me alone?*

George says: *It was nothing more than just a joke. I didn't know that Maria would get so upset about it. The other kids laugh when I make fun of her. What's the big deal?*

Role play 3: Teasing

Scenario: George was crying in the playground and said Maria caused it.

George says: *Maria is horrible to me in class. She is always calling me stupid because she is better in maths than me. She was teasing me in the playground with some other kids.*

Maria says: *George gets upset just because I always do better at maths than him. The other day he said he told his mum on me and his mum said I was stupid. He started it.*

Role play 4: Loss of property

Scenario:

James and George were arguing really loudly at lunchtime. It was suggested to them that mediation may help them work it out.

James says: *Last week I borrowed a book from the library. It was really cool. When I showed it to George, he asked if he could borrow it, so I lent it to him. When I had to return it, I asked him for it back and he said he didn't have it. Now I'm in trouble with the library.*

George says: *I'm really honest. I don't have that stupid book. Someone must have taken it out of my bag. Then James started shouting at me and said I stole it.*

Role play 5: Being left out

Scenario: Maria and George are caught yelling at each other near the basketball court, by a teacher. They are usually friends.

Maria says: *George is such a cry baby. Just because we wouldn't let him play with us at lunchtime he grabbed the ball and ran off. When I told him to give the ball back he started yelling at me.*

George says: *Maria is not fair. She asks me to play when there aren't enough other players. Just because I'm not as good as they are. And she makes fun of me. So I took the ball. Anyway, she started yelling at me first, I didn't start it.*

Peer mediation: Code of conduct

CONFIDENTIALITY (What you have to keep to yourself)

The information you get from the students during the mediation will not be repeated to anyone, except for any agreements they reach during mediation. These agreements will be recorded and signed by all participants on the *Peer mediation school agreement form* (a copy of the agreement is given to the peer mediation coordinator).

Exception to this rule

Where a criminal act happens during mediation (eg like someone hitting someone else), mediators who see this are allowed to report this to the peer mediation coordinator.

NEUTRALITY (Not taking anyone's side)

- (a) If you know or are friends with one of the people being mediated, then you *cannot* be fair to both sides. In this case you cannot mediate. Also, you *cannot* mediate if you don't like one of the people being mediated.
- (b) Mediators do not decide who is right or wrong or take sides with any student. That means you cannot have a favourite student.
- (c) Mediators help everybody in the mediation equally.

MEDIATORS ON DUTY (What you have to do when on duty)

- (a) Mediators will report to the peer mediation coordinator or follow the Peer mediation roster.
- (b) Mediators cannot accept any money or favours for mediations.

REFERRALS (If a student you mediate needs something)

If a student needs information or assistance, the mediators will refer the student back to the peer mediation coordinator.

RESPONSIBILITIES (What you have to do as a mediator)

- (a) Mediators must participate in training.
- (b) Mediators who do not go by the standards required will be withdrawn from further mediations by the peer mediation coordinator.

Print name: _____ Signature: _____

Adapted from Stern, F. (1998) *Mediation in Schools Training Manual*, Peer Resource Consulting: Northcote.

*Certificate of
Achievement
Peer Mediation
Training*



Education &
Communities

Public Schools NSW



This Award goes to

Peer Mediation Program Coordinator

Date

