



Education &
Communities

Public Schools NSW



Peer mediation for secondary schools

Helping students to resolve conflict in peaceful ways

Overview

How to use this resource

This resource contains three sections:

1. *Peer mediation for secondary schools overview*

The overview provides an outline of peer mediation and the program for secondary 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.

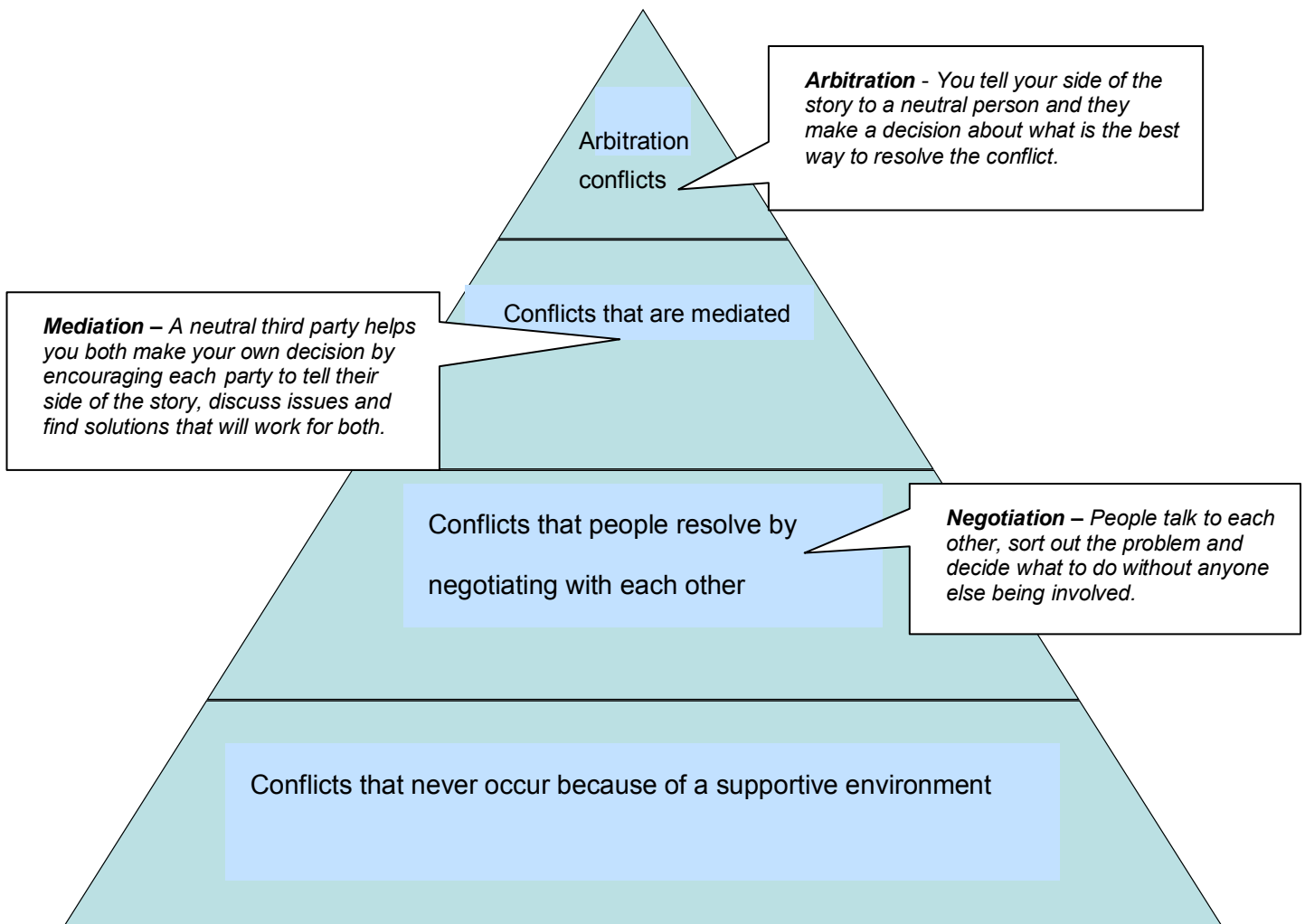
Peer mediation program coordinators may wish to print the *Student training guide* and *Student workbook* separately, for use in delivering the training.

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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.

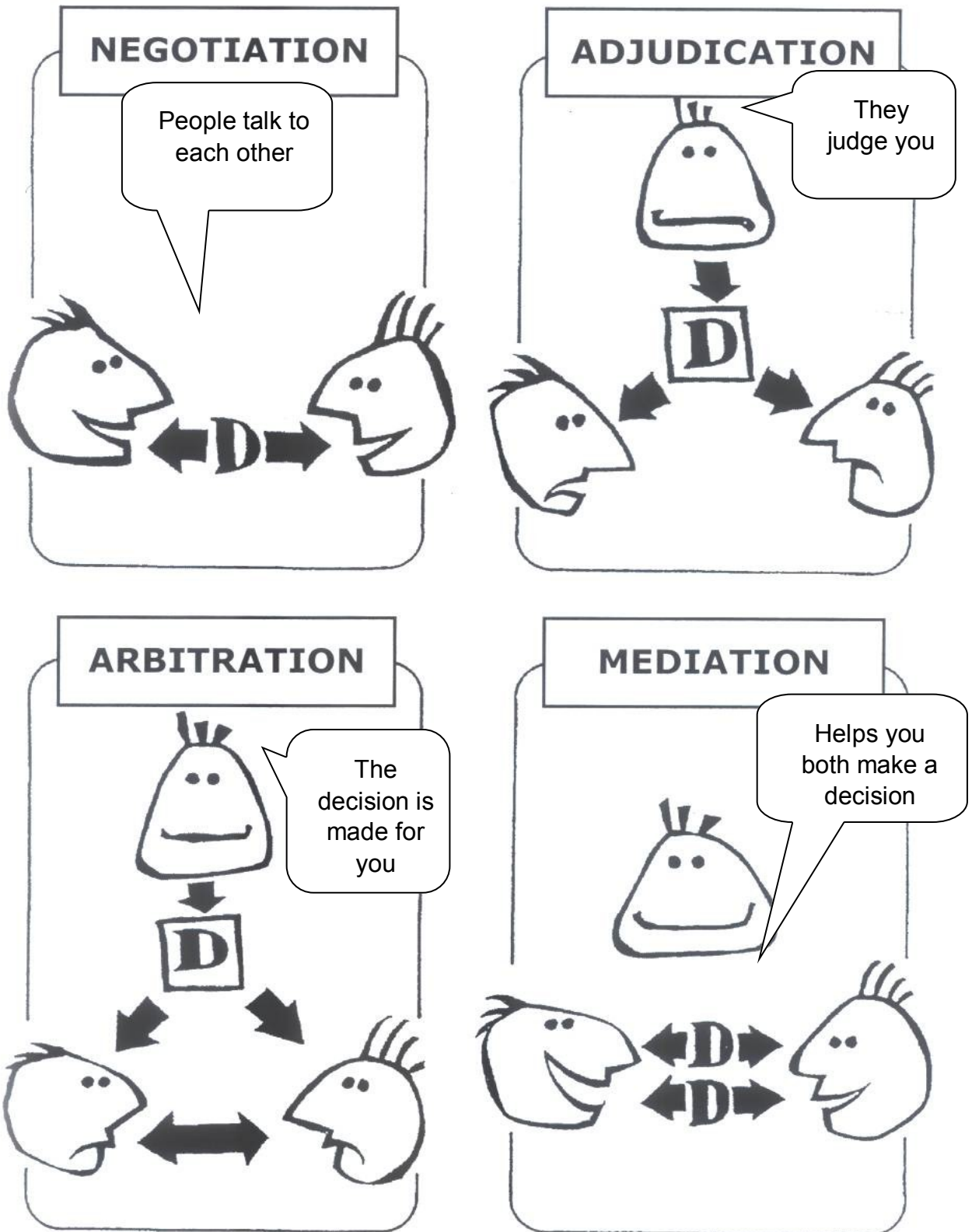
The ideal system of conflict resolution



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

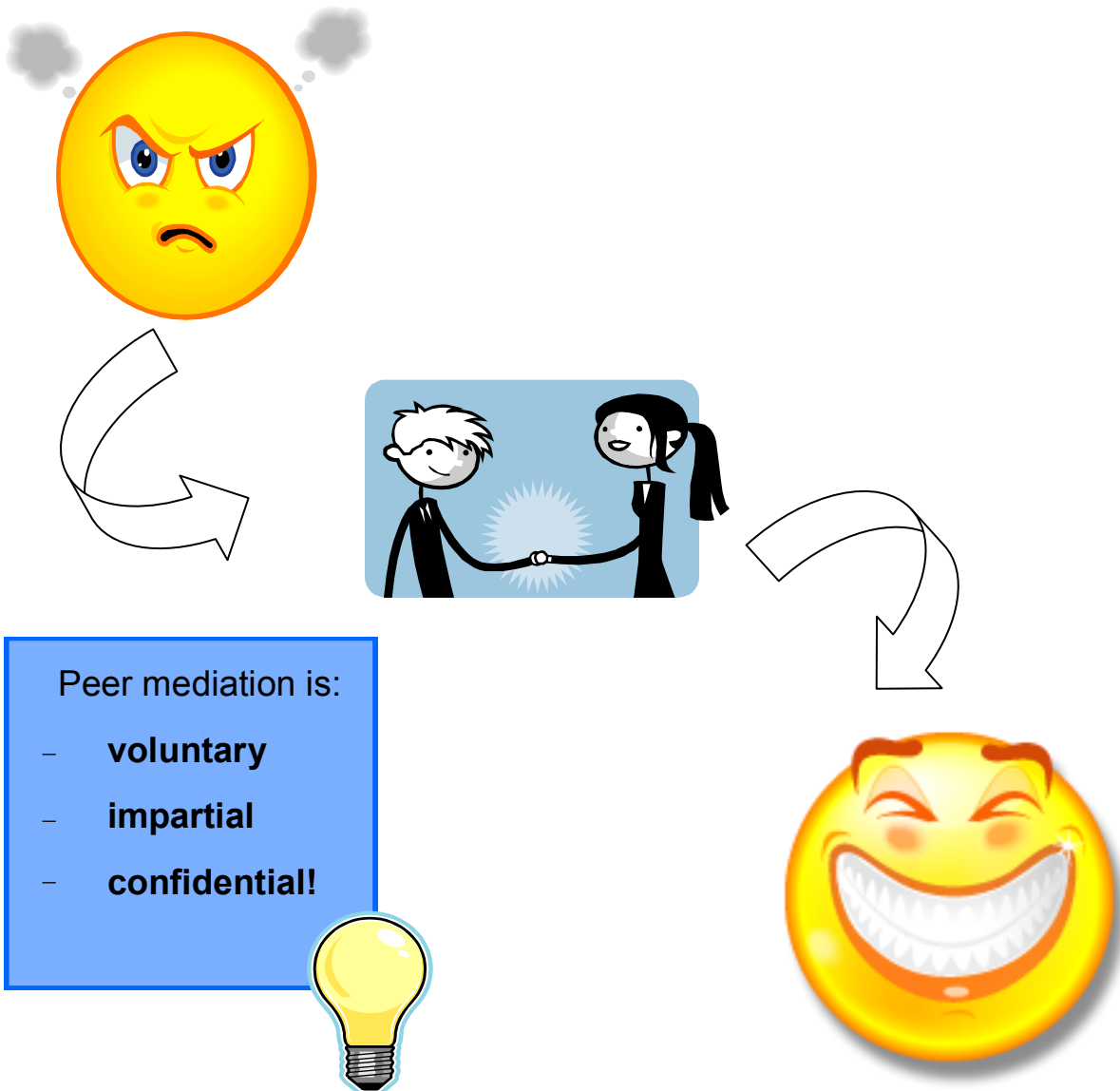


What is peer mediation?

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



Peer mediation program for secondary 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 one or 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 secondary 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

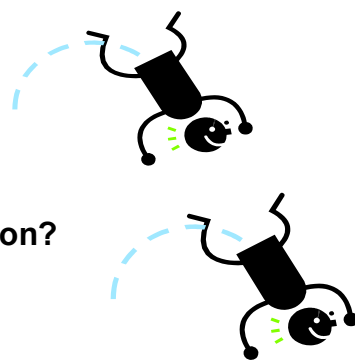
Benefits for whole school

- 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

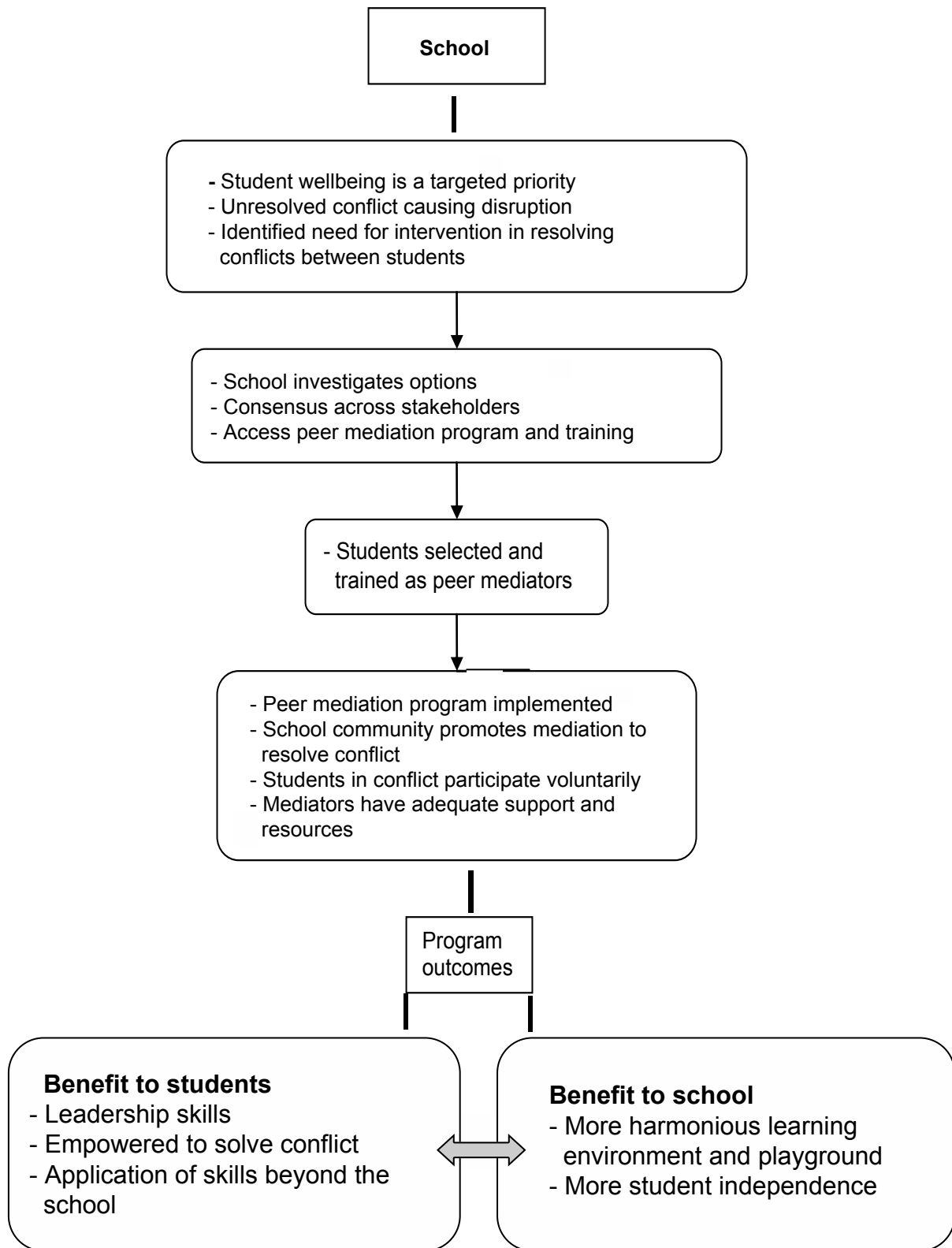


What types of disputes are not suitable for peer mediation?

- Sexual assault
- Physical violence
- Racism
- Weapons/drugs

Peer mediation is suitable for minor disputes only. Major disputes, 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 considering 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 an existing program.
- 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 being 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?



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.

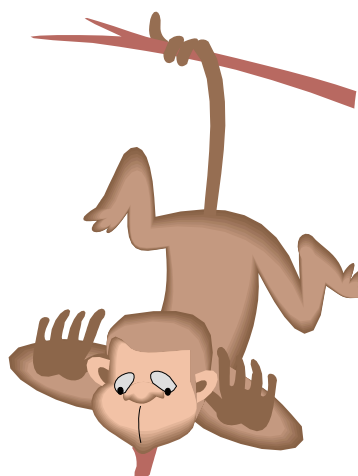
- How many mediators do you train?
- What qualities do you look for in a mediator?
- What year level do you need your mediators to be?
- How many mediators do you need on duty at any one time?
- Who will be the program coordinators?
- What disputes are suitable for mediation at your school?

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 assault
- 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?



Qualities of a mediator

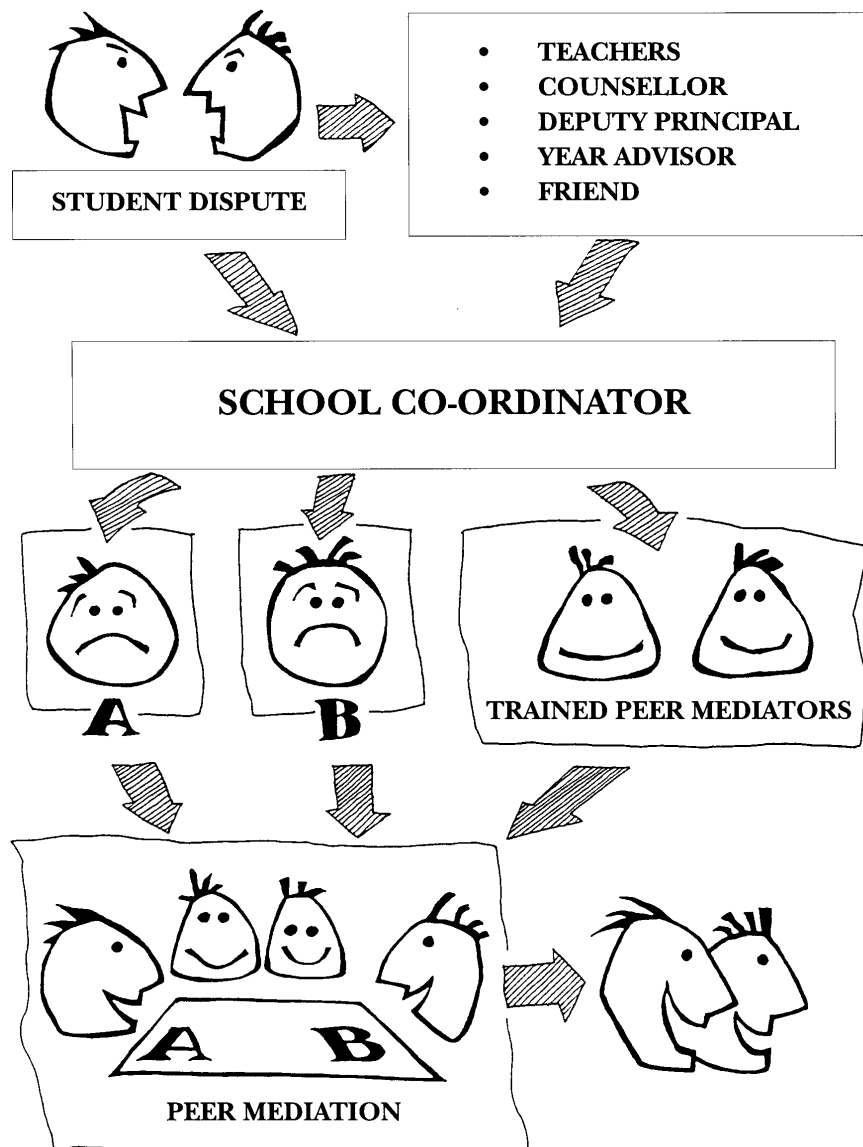
- Effective communication
- Active listening and reframing
- Understanding feelings and empathy
- Assertiveness
- Conflict resolution skills



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 student leadership	<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 peer 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 are 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"> • Assessment of 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 Wellbeing, Anti-bullying, Student Discipline, 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 mediators 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 secondary schools student training guide



Outline of student training	Page
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PEER MEDIATION FOR SECONDARY SCHOOLS

STUDENT TRAINING – Day One: Learning about peer mediation

Purpose

- Define peer mediation and raise awareness of dispute resolution processes
- List qualities of a good mediator
- Understand conflict resolution
- Identify types of disputes suitable for peer mediation
- Inform mediators about boundaries and confidentiality issues
- Identify and practise communication skills
- 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
- Video: *We can work it out*
- Spare paper (one A4 blank sheet for each mentor)
- Butcher's paper/textas

Rules for the day

Brainstorm rules that the group will use 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 | • Keep on task |
| • Volunteer yourself only | • Don't argue |
| • Treat people with respect | • Put your hand up |
| • Listen to each other | • Respect others' belongings |
| • Be cooperative | • Treat things seriously |
| • Follow the rules | |



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 younger students. As well, it will be a great personal achievement for them.

Tell mediators that 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 secondary students 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.

Peer mediation involves two trained students assisting other students through a structured process to reach a resolution of a dispute.

Question: From this definition what do you think are the significant features of mediation as a form of dispute resolution?

Ensure that the following issues are raised:

- a structured process
- mediators in control of process
- parties in control of the outcome
- parties taking responsibility for the past and the future
- the impartiality of the mediators
- why does mediation work?
- mediation encourages people to change the way they negotiate by moving from positional bargaining to principled negotiation based on issue and interests.

Conflict resolution

What is conflict about ? (on whiteboard/butcher's paper)

Let's start by looking at some of the ways conflicts arise and some of the ways people deal with conflict.

We assume conflict is about:

- **Facts** but really it is about **EMOTIONS**
- **Content** but really it is about **RELATIONSHIPS**
- **Reality** but really it is about **PERCEPTIONS**

Brainstorm ideas, such as:

- wars
- fighting
- family arguments
- gangs
- racism.

Conflict is about:

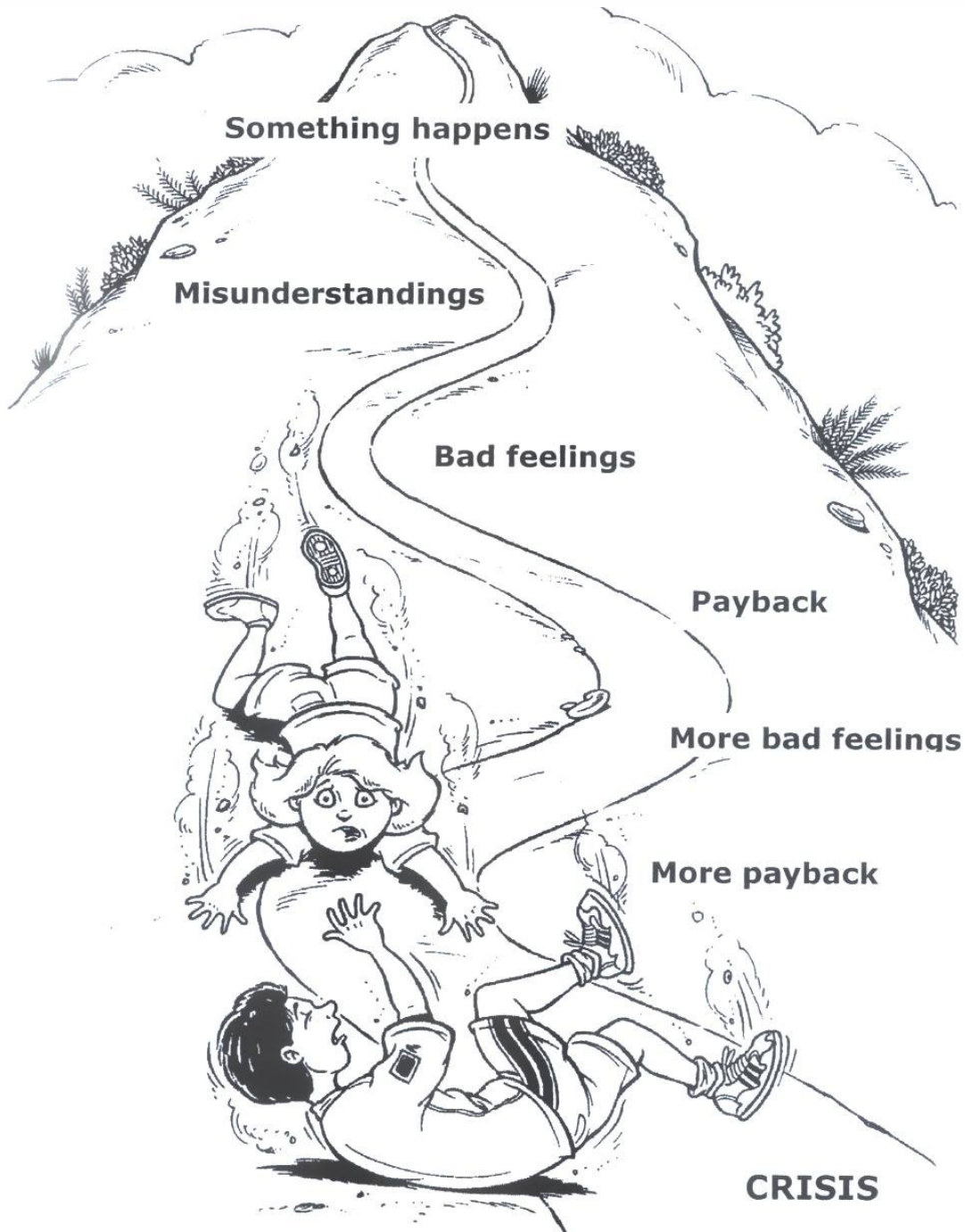
- emotions
- relationships
- perceptions.

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

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?

Levels of conflict



Heaton & Lynch (2003) Managing Conflict with Confidence .

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.

For example:

- Something happens
- Misunderstandings: a number of incidents with the same person can lead to misunderstandings and increase bad feelings
- Bad feelings: this is a feeling that something is not quite right
- Payback
- More bad feelings
- More payback: 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 about the other person
- Incident: an incident is often unintentional but may be seen as deliberate
- Crisis!

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

- conflicts 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
- you can see that conflict can be a clash of wishes, needs or interest between people.

Response to Conflict

Worksheets: *Negotiating styles - Student workbook*, Pages 6-10

Fill out the three sheets of the exercise (Allow ten minutes for this).

Put the completed sheets aside for the moment.

When conflicts arise, people respond in a variety of ways.

Some of the ways people handle problems include:

Avoiding

For example, when a person runs away or won't talk about it.
When avoiding is used, whose needs are met?

Compromising

For example, when both people have to give up something and nobody gets exactly what they want. Whose needs are met?

Accommodating

For example, when one person gives in to the other person. Whose needs are met?

Competing

For example, when both people try to get what they want through fighting. Whose needs are met?

This will depend on who wins.

Collaborating

When people work through a problem together, both parties' needs may be satisfied.

These five styles for managing conflict all have advantages and disadvantages.

Let's look at what the advantages and disadvantages might be.

Managing conflict

Strategy	Needs met	
	My needs	Their needs
Avoiding		
Compromising	✓	✓
Accommodating		✓
Competing-if I win	✓	
Competing- if they win		✓
Collaborating	✓	✓

Question: What are the advantages and disadvantages of the different styles?

Worksheet 2 - Analysis sheet (Student workbook, pages 9 - 10)

Now, please go back to the *Negotiating style* worksheets you filled out.

Collate your responses on the analysis sheet to see which of the conflict handling styles you used in the different situations.

This is for your own interest, of course.

Question: What factors might have influenced the answers on the sheet?

Discussion points which might arise could include:

- the context of the conflict, that is, whether in the work place or the home
- past relationships with the person
- power in relationships
- how you are feeling about life at the time.



The role of a peer mediator

The mediator has a role which is determined by the nature of the process and the philosophical principles which underlie it. This role is different from that of other dispute resolvers, such as arbitrators or adjudicators.

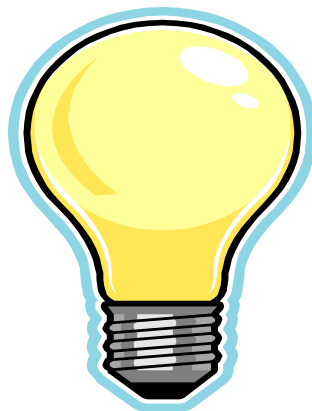
Record the different roles of a peer mediator on butcher's paper.

Conclusions:

Ensure that the following points are covered.

- Stays neutral (that is, doesn't take sides)
- Treats people with respect
- Treats problems with respect (confidentiality)
- Doesn't give advice (tell them what to do)
- Guides parties through a process of resolution
- Facilitates communication between parties
- Assists parties to generate options for mutual gain
- Acts as an agent of reality in helping parties to test the feasibility of their options

Question: Given that this is the role of the mediator, what do you think are the attributes and skills we would expect mediators to possess?



Qualities of a peer mediator

What qualities and attitudes would you want the person to have? ie, what makes a good mediator?

Exercise: *Qualities of a peer mediator* (*Student workbook*, page 11)

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 (Truthful/tolerant/academic/cool/interested/judgmental/understanding/creative/smart/friendly/kind/helpful/empathy/ability to be impartial/high level of communication skills/respect/patience).

Discuss the responses as a group.

Question: Are these skills innate, or can they be developed?

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 12)

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

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:

Confidentially 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 assault, 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?

Suggested response:

If during mediation any disputant reveals information about any of the situations relating to sexual assault, physical violence, racism, illegal drugs or the use of weapons the mediation must be terminated and the Program Coordinator contacted **immediately**.

Activity: Identifying boundaries

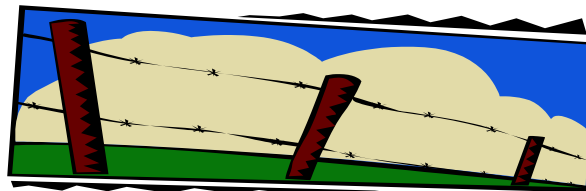
Read the following scenarios and discuss with the whole group

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? ie 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?

Peer mediation *dos and don'ts* (*Student workbook*). Ask students to turn to '*dos and don'ts of peer mediation*' in their workbook on pages 13 - 14 and discuss.



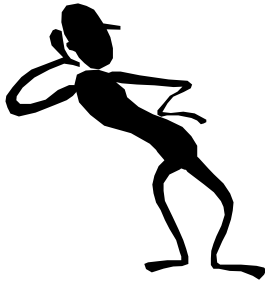
Discuss and invite questions or comments

Peer mediation dos and don'ts

(Student workbook, page13)

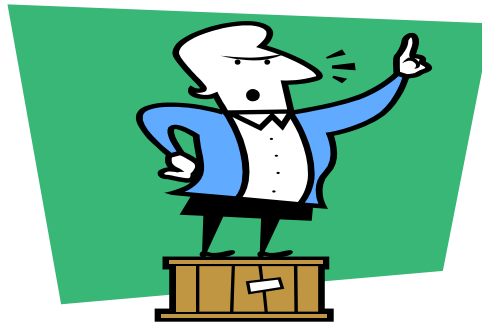
How a mediator does NOT behave

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

(Student workbook, page 14)

How a mediator DOES behave

A mediator ...



... listens to both sides of the dispute

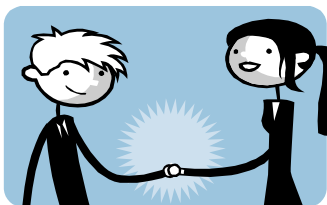


... is fair and just



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

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

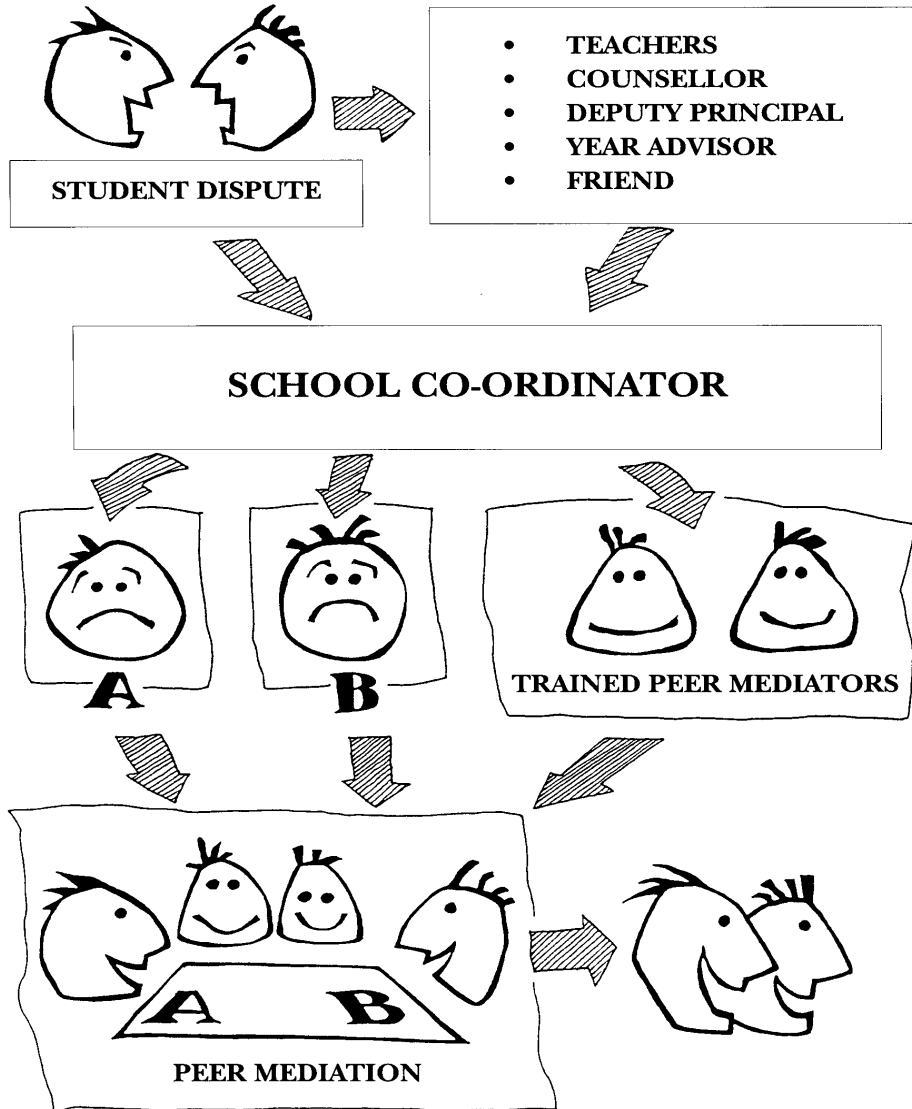


Adapted from Stern, F. (1998) *Mediation in Schools Training Manual*, Peer Resource Consulting: Northcote.

Session Two: How does peer mediation work?

Referral process (Student workbook, page 15)

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.

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

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

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

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*

Ask students to complete this exercise in their *Student Workbook*, page 16.

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

INCIDENT	YES/NO (correct responses)
<i>He wont let me play</i>	Yes
<i>They took my ball</i>	Yes
<i>He is calling me "names"</i>	Yes
<i>He held me down on the field and kicked me</i>	No
<i>She hid my bag</i>	Yes
<i>He threw his sandwich at me and it hit me on the shoulder</i>	Yes
<i>My friend doesn't like me anymore</i>	Yes
<i>He threatened me with a pocket knife!</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, summarising, clarifying 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 17)

Tell the group to look at the Chinese symbol for listening in the 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”

Discuss: *A guide for active listening* (Student workbook, page 18)

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.

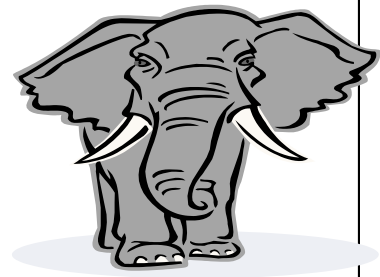
Say the following to the first student

- 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 the characteristics of effective and ineffective listening, as a group

Exercise: Effective and ineffective listening (*Student workbook*, page 19)

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 <i>How did you feel (when that happened)?</i>	✓	
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 20)

Re-word the following statements, using different words.

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

Summarising statements

Summarising means bringing all the information together.

In summarising it is important to both restate the facts and reflect the feelings of the person speaking. Summarising can assist with reviewing what is being discussed and give a sense of progress.

For example:

- *So what's we're saying is.....*
- *You're saying....*
- *...and you're saying.....*
- *...and we're up to here.* (pointing to checklist or stages of the process)
- *You've told us about.....and.....,*
- *Would you like to talk about.....?*

Clarifying

Clarifying means clearing up any confusion. It means understanding more about the problem. Asking questions is good for clarification.

Questions are either closed questions or open questions.

Questions which require a yes or no answer are closed questions

For example:

- *Did you think he was picking on you?*
- *Were you upset when she threw the paint on the wall?*

Questions which allow you to get more information and to make sure you understand are open questions.

For example:

- *What did you think about.....?*
- *How did you feel about.....?*
- *What was it like when.....?*
- *Now that you've heard....say..., how do you feel about that?*

Exercise: Exploring fears, needs and feelings (*Student workbook, page 22*),

Divide the group into pairs.

Using the scenario ask each pair to work out what each character is worrying about, what their needs are 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 mediators (*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.

What is empathy?

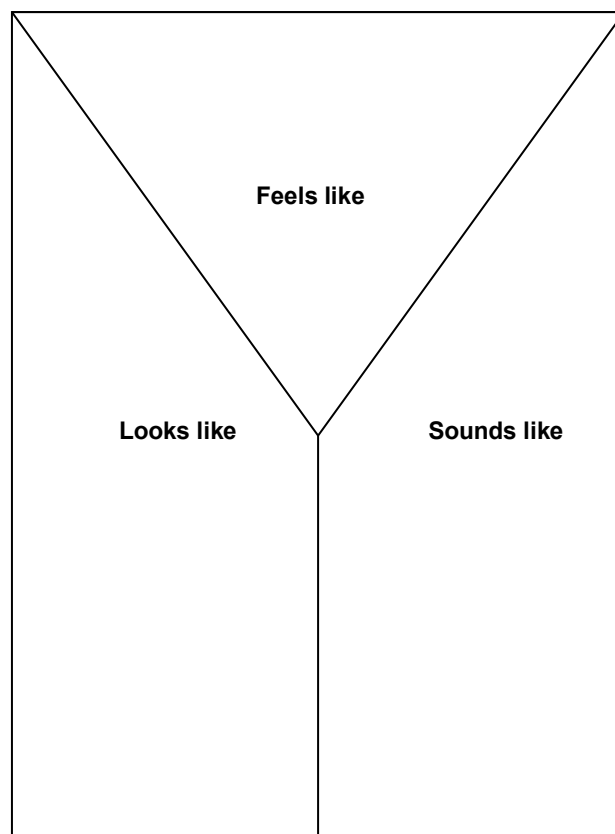
Exercise: Brainstorm Y chart – What is empathy?

(Student workbook, page 22)

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. Difference between empathy & sympathy: Empathy refers to the intellectual identification of a person's thoughts and feelings. It is the capacity of a person to understand another person's point of view. Whereas, sympathy refers to the feeling of pity or sorrow to the sufferings and distress of others.

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



Peer mediation for secondary schools

Day Two: Let's practice!

Session Four: Stages of peer mediation

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 on which both sides can agree
- 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.

Ask students to turn to the *Stages of mediation* flow chart in their workbooks on page 23 and discuss what is involved in each stage of the mediation process.



Mediators need to make the following preparation:

- setting up the room
- checking the physical environment
- preparing and checking documentation
- discussing who will be Mediator 1 and who will be Mediator 2.

Keep in mind the underlying principles/philosophy:

- parties attend voluntarily
- parties should be encouraged to take responsibility for what is going to happen in mediation and afterwards
- mediators are impartial third parties.

Question: What could be some implications about the way the room is set up, for example proximity to other parties?

Stages of mediation



Introduction

Peer mediators introduce themselves and ground rules

Setting the scene:
What happened?

Defining the issues: Why?

Exploring the issues: Which?

The outcome: How?

Confirm what has been agreed and ask parties to sign an agreement

Closing:

Congratulate the parties and remind them that mediation is confidential



Stage One: Introduction, explanation and ground rules: Who?

Peer mediators introduce themselves

Parties introduce themselves

Establish the ground rules:

- emphasise confidentiality
- be willing to solve the problem
- agree to tell the truth
- listen without interrupting
- show respect for all parties - no put downs.

Questions:

How can mediators establish rapport?

Why is it important to establish parties' willingness to participate in mediation? How can mediators establish their authority and impartiality?

Stage Two: Setting the scene: What happened?

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

Questions:

How can the mediators relate back the concerns without appearing to be biased or judgmental?

Stage Three: Defining the issues: Why?

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

Questions:

What sort of language should be used in writing up the options?

What are the benefits of writing the options where everyone can see it?

Stage Four: Exploring the issues: Which?

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

Questions:

Why this phase critical to the process?

What sort of questions and reframing can the mediators use in this phase?

How can the mediators ensure the parties communicate as much as possible with each other and not with the mediators?

Stage Five: The outcome: How?

- Mediator leads *So you both agree to.....*
- Disputants state *I agree to.....*

Question: What sort of language should be used in writing up the outcome?

Stage Six: Closing

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

Sample script

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

Sample script: Ask students to refer to pages 24 - 29 in their *Student workbook*.

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

Go through the sample script with the whole group and then divide students into groups of four for the role play. Tell students that in their group of four, two will act as mediators, called 'Mediator 1' (who asks questions) and 'Mediator 2' who takes notes).

The other two will act as students, called 'Student 1' and 'Student 2', who have been in a disagreement.

After one role play change roles so everyone gets a turn of being a mediator and a student.

Scenarios

Use the scenarios on pages 48 - 53 for practice. Give each group a scenario. They should follow the practice script provided (*Student workbook*, pages 32 - 35), 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 36 - 37 in their workbooks.



Sample script (Student workbook, page 25)

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, explanation and ground rules

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. OK?*

Student 1: Maria *OK*

Student 2: George *Yes.*

Mediator 1: Amy *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.*

Take turns being mediator!

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

Setting the scene: What happened?

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	<i>George, please tell us what happened?</i>
Student 2: George	<i>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.</i>
Mediator 1: Amy	<i>How did you feel when that happened?</i>
Student 2: George	<i>Describe how you think George would have felt, eg: I was really disappointed and upset.</i>
Mediator 1: Amy	<i>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?</i>
Student 2: George	<i>Answer yes, or no and make corrections, eg: Yeah, that's right.</i>
Mediator 1: Amy	<i>Thanks George for telling us your story and thanks Maria, for listening. Now Maria, it is your turn to tell us what happened please?</i>
Student 1: Maria	<i>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.</i>
Mediator 1: Amy	<i>How did you feel when that happened?</i>
Student 2: Maria	<i>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.</i>

- Mediator 1: Amy** *Summarise and clarify what Maria said, eg: So you're saying that you got bumped and didn't mean to knock into George? Ask: 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.*

Defining the issues: Why?

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

Student 1: Maria Answer no.

Student 2: George Answer no.

Mediator 2 (the mediator taking notes) can support/prompt mediator 1 anytime throughout the mediation.

Exploring the issues: Which?

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

Remember to support each other!

Mediator 1: Amy Summarise the options discussed above, eg:

OK, you've both come up with three 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.*

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

The outcome: How?

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 and won't be told to anyone. You need to sign here.

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



Peer mediation School agreement

(Student workbook, page 30)

Date: _____

Mediator/s: _____

Students seen: _____

Main points of conflict:

AGREEMENT

Student: _____
(Name)

I agree to the following:

Signature: _____

Student: _____
(Name)

I agree to the following:

Signature: _____

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

Debriefing form*(Student workbook, page 31)*

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 32-35)

Use the five scenarios on pages 48 - 53 to give students the opportunity to practice mediation.

Introduction, explanation and ground rules: Who?

- Mediator 1:** *Lets introduce ourselves, I'm _____ and I'm a trained student mediator. I will be asking questions today.*
- Mediator 2:** *Hi, my name is _____. I will mostly be taking notes today. What are your names?*
- Student 1:** *My name is _____.*
- Student 2:** *My name is _____.*
- Mediator 1:** *I'd like to explain what mediation is and what you can expect. First, we are not here to tell you what to do or to decide who is wrong or right. We won't take sides and everything that you say will be treated as a private conversation.*
- Student 1:** *Okay.*
- Student 2:** *Yes.*
- Mediator 1:** *We are going to ask you to follow the mediation process and we want you to follow some basic rules.*
- Mediator 2:** *I'll explain the steps to you. First , tell us what happened. Each of you will be able to explain in turn. Mediation means people respect each other. By that we mean one person speaks at a time, no interruptions, no name calling or put downs.*
- Mediation means that you agree to try and work together to solve the problem and to look at what you want to do in the future. We can write down what you decide and you can take that agreement with you. Do you agree with these rules?*
- Student 1:** *Yes.*
- Student 1:** *Do you agree to these rules ?*
- Student 2:** *Yes.*

(Gain a positive response from each student before proceeding)

Mediator's checklist!

Look at disputants.

Speak clearly and confidently.

Be fair, don't take sides.

Setting the scene: What happened?

Mediator 1: _____ (Student 1) would you like to tell us what happened? While you are talking _____ (Mediator 2) will take notes, so we can be sure that we've heard you properly. Remember, no interruptions.

Student 1: Describe what happened ,using your group's role play scenario

Mediator 1: Thanks _____ (Student 1) for telling us about the problem and thanks to _____ (Student 2) for listening.

Now, _____ (Student 2) we'd like you to tell us about what happened?

Student 2: Describe what happened , using your group's role play scenario

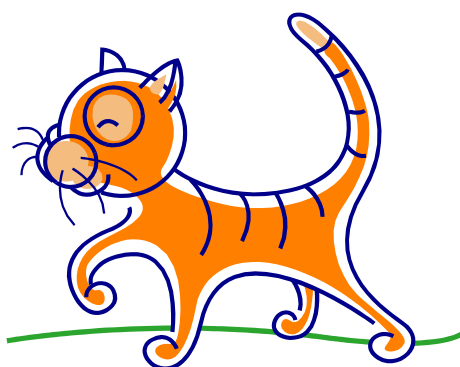
Mediator 1: Thanks _____ (Student 2) for telling us about the problem and thanks to _____ (Student 1)for listening.

_____ (Mediator 2) will read back the notes.
We just want to be sure that we understand what is important for you.

Mediator 2: Read Student's 1 account Is this correct?

Read Student's 2 account Is this correct?

Clarify any misinterpretations and adjust notes where necessary.



Defining the issues: Why?

- Mediator 1:** *Let's look at what happened and why it was important for each of you. Let's look at how you felt.*
- Now that you know how (student1) _____ felt, is there anything you may have done differently?*
- If _____ had done that differently, how would you have felt about that and how would you have responded?*
- Repeat for student 2:** *Now that you know how _____ felt, is there anything you may have done differently?*
- If _____ had done that differently, how would you have felt about that and how would you have responded?*
- Mediator 1:** *This is what you've said so far.*
- This is where we are up to (refer to chart). We have come along way.*
- What would you really like?*
- How would you like things to be in the future?*

Exploring the issues: Which?

- Mediator 1:** *It seems that you both want to get on without any further problems, so let's look at ways for this to happen.*
- Let's look at all the options. We'll write up your ideas before we start to choose.*
- When we've done that, we can see which of them would work best for both of you.*
- Summarise the ideas discussed....*
- Student 1:** *Pick the option you think works best....*
- Mediator 1:** *How does that sound? Which option works best for you?*
- Student 2:** *Pick the option you think works best....*
- Mediator 1:** *How does that sound? Which option works best for you?*

The outcome: How?

Mediator 1: *Do you think that we can write down what you have decided to do? Remember its your agreement. We want you to feel happy with it so it will work.*

State what they agreed to and when they agreed to do it.

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

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

Agreements must be:

- easy to read
- impartial
- balanced
- non blaming
- positive.



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 (next page). This is confidential and won't be told to anyone. You need to sign here.*

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



Peer mediation Practice school agreement form

(Student workbook, page 36)

Date: _____

Mediator/s: _____

Students seen: _____

Main points of conflict:

AGREEMENT

Student: _____
(Name)

I agree to the following:

Signature: _____

Student: _____
(Name)

I agree to the following:

Signature: _____

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

*(Student workbook, page 37)***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:

Role play

(Student workbook, pages 38 - 43)

Role play 1: Gossip and rumour-spreading

Scenario:

Karen is a very image conscious Year 9 student. She is proud of the fact that her friends all wear trendy clothes, are popular with boys and are in the 'cool' music scene. One of her friends Louise, has been inviting Susan to join the group. Susan is a quiet, serious student with little time for fashion or music. She is different from the girls in Karen's group and Karen feels that she is not really part of her scene. She wishes Susan would go away.

One day Karen notices that Susan hasn't been bringing her lunch. Karen comments to some of her friends that Susan may be anorexic. Soon the whole class is talking about Susan's 'problem' and she has become embarrassed and distressed.

Susan was given a project to do with Louise, a member of Karen's group. At first, Susan was cautious, but as she got to know Louise more, she began to like her and girls became quite friendly. They spent a couple of afternoons watching DVD's and completing the projects at each other's house. Susan tends to rush in the mornings and sometimes has no time to make her lunch for school. Compared with the other girls, Susan is rather thin and this embarrasses her. When she heard the rumours circulating about her 'anorexia' she was devastated and began to dread facing school each morning.

Karen says: *Susan is a bit weird. She's not like us. She is strange. She doesn't even go out. You should see her daggy clothes! I don't know what the fuss is about. Susan's the one with the problem. I don't spread rumours. I was only being helpful. I think Susan has a serious problem and she needs help.*

Susan says: *I really like Louise and had hoped to become part of her group, but Karen makes it pretty clear that she can't stand me. I feel that everyone is talking about me as if I've got some major problem. I can't help being skinny. I'd do anything to have a figure like Karen or Louise. Anyway, I'm getting to hate school.*

During the mediation, you tell Karen how hurt you feel because of her behaviour towards you. You ask Karen why she is so awful to you and why she says these things about you.

Role play 2: Name calling and loss of property

Scenario:

Ellio is a quiet person who doesn't argue but prefers to walk away from confrontations. He likes to keep the peace. He does very well at school and spends a lot of time studying. He enjoys going on family outings because his family is very close. Ellio has had to put up with offensive comments directed at him from time to time because he seems to be a little different from the others.

The attacks escalated when he turned up one day with a new school bag from a bargain store. He doesn't worry about name-brand tags as he doesn't see the value in them. He did not think a school bag could be a problem. But a group of boys keep taunting him about it. They have begun hiding his bag which makes him late to class because he has to look for it. This gets him into trouble with his teachers.

He feels like he can't take it any more.

Ellio says: *I would like these guys to stop annoying me and calling me names.*

All I ask is that they leave me alone. I've done nothing to any of them and I don't know why they keep after me.

They used to rip me off every now and then. The other week I got a new school bag and, of course, it wasn't one of their favourite brands, so they ripped me off over that.

Now it just gets worse, they keep hiding my bag and I have to go and look for it, which makes me late to class.

Pablo is a strong character. He thinks other students look up to him. He has an image to maintain. He enjoys having an audience. Pablo has been having fun with Ellio because he is easy game and won't fight back. He calls Ellio names and pushes him in the corridor. Pablo's mates have been encouraging him to fight Ellio.

Pablo and his mates have been hiding his bag. This started as a warning to Ellio to keep his bag away from theirs but it has continued as a joke. Pablo feels the whole thing has probably got out of hand but he doesn't know how to stop it while keeping face with his mates.

Pablo says: *Yeah, we're only fooling around having a joke with him, it's not only me though other kids rip into him,too. What's the big deal, everyone gets ripped into now and then. Hey, in primary school, I used to get picked on because of my name, but I learnt to deal with that. He's just gotta get tough, he's a wimp!*

And about his bag, he dumped his bag near ours outside the science labs. We don't want a woolies bag near ours, get real! So, we kicked it out of the way.

(You don't really want to admit hiding his bag but will have to if pressured. It started as a joke but now got out of hand).

You know he is weak and that you could hurt him.

You'd probably get suspended and you really don't want that to happen because it involves your parents and they get angry about being called up to the school all the time. You and your mates did hide his bag as punishment for putting it near yours.

Role play 3: Teasing

Scenario:

Maria is a Year 8 student in the same class as Julie. Both have been at the school since year 7. Maria is an independent person. She has had a difficult time at home. She feels her parents aren't interested in her and let her do whatever she likes. Although this gives her freedom that many students envy, she would prefer to have some parental influence. Over the years she has overcome this by not conforming and keeping to herself.

She has 'way out' hairstyles. Her hair is sometimes brightly coloured or shaved. She wears dark clothes, mainly jeans and T shirts, leather necklace and wristlets. She has her nose pierced and many earrings in each ear lobe.

She is very artistic and creative and involves herself in community drama activities. Maria feels she has the right to dress the way she wishes. She is just wanting to leave school and go to Art school.

She is sick of the snide comments of the other students and having to tolerate the name calling in the corridors. She used to strike back physically but that only got her into trouble. She now minds her own business. She can't understand why other students ridicule her. It does hurt. She wants to be left alone. She enjoys her own company and is happy listening to her iPod during breaks. She wonders why people can't mind their own business.

Maria says: *I came to mediation as I want to stop the teasing by students in my class. Ok I might dress differently compared with the others but that's just me. I feel the school uniform is repressive and boring. I am sick and tired of the immature behaviour of these students. It's been going on ever since I came to this school. In the beginning they used to write terrible things about me. I would yell back at them but this only got me into trouble. So I taught myself to ignore them. That's why I sit by myself and listen to music. I don't like the way they treat me and I'm sick of pretending the teasing doesn't happen. Just tell them to mind their own business and leave me alone.*

Julie is a Year 8 student in the same class as Maria. She is the leader of a group of girls and she likes to have plenty of followers. She doesn't like Maria because she is different and doesn't fit into her group. Julie and her friends feel that Maria is an embarrassment to their class and have started teasing her.

Julie and her friends are trying hard to get Maria to leave school. They enjoy teasing her. They have called her names such as 'weirdo' and 'dope head'. It annoys them that Maria does not react to their comments.

Julie says: *I don't know why I agreed to come here. Its Maria they should sort out, not me. Just look at it! Short green hair, Nose rings!*

We don't like that. It's disgusting!

She looks like a weirdo in those clothes and it makes us sick! Why can't Maria just leave? Maria does nothing of importance at school, just sits alone with her headphones on. She won't talk to anyone. No wonder we cant stand it!

I admit we say what we think about Maria. After all, we've got freedom of speech and Maria doesn't seem to care. It's not only me that picks on Maria, most of our class does, so we must be right!

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:

Jason and Shane are caught yelling at each other near the basketball court, by a teacher. They are usually friends.

Jason says: *Shane is such a cry baby. Just because we wouldn't let him in on our game at lunchtime he grabbed the ball and ran off. When I told him to give the ball back he started yelling at me.*

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

Peer mediation code of conduct

Discuss: *Peer mediation: code of conduct* (Student workbook, page 44)

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 and sign 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.

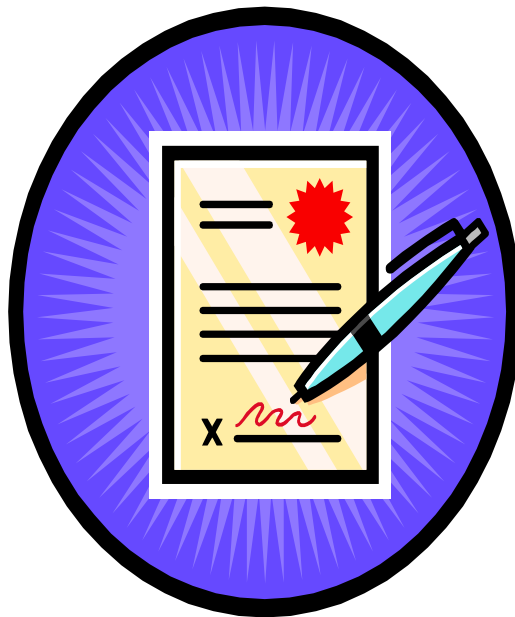
Print name: _____ Signature: _____

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

Closing

Thank mediators for their attendance today. Tell them that if they feel after the day that this program is 'not for them' they should notify the coordinator.

Peer mediation coordinators should sign certificates of achievement in the students' workbooks before they leave. (*Student workbook*, page 45)



*Certificate of
achievement*

*Peer mediation
training*



Education &
Communities

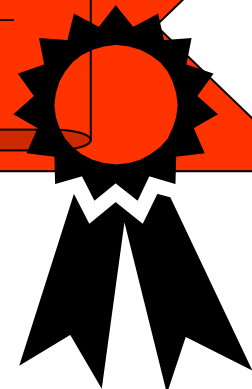
Public Schools NSW



This award goes to

Peer mediation program coordinator

Date





Peer mediation for secondary schools student workbook

Student's name

What's in this book?	Page
Find someone who....	3
Personal reflection sheet	4
Levels of conflict	5
Negotiating styles	6 - 10
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Benefits of being a peer mediator	12
Peer mediation dos and don'ts:	
How a peer mediator does not behave	13
How a peer mediator does behave	14
Referral process	15
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Active listening: Chinese character for listening	17
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Peer mediation school agreement form	30
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Practice script	32 - 35
Practice school agreement form and practice debriefing form	36 - 37
Peer mediation role plays	38 - 43
Peer mediation: Code of conduct	44
Peer mediation certificate of achievement	45

Find Someone Who...

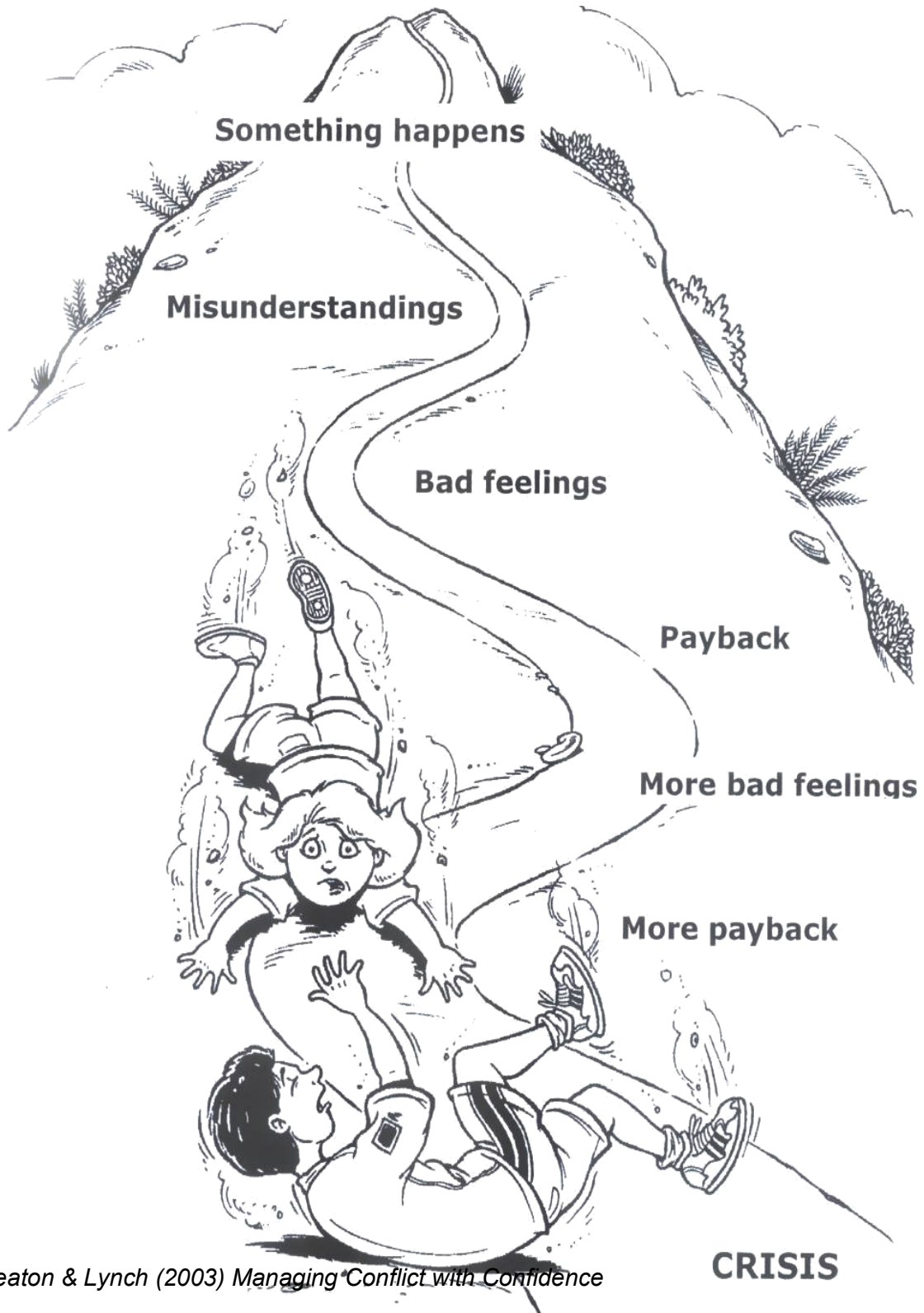


Likes going to the beach	Was born in another country	Can play a musical instrument
Likes to read	Has the same eye colour as you	Is a good artist
Was born in the same month as you	Put your name here	Ate breakfast this morning
Has a pet	Is left-handed	Rides a bike
Has a Myspace	Likes pizza	Plays a sport

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*

Negotiating styles

Consider situations in which you find your needs differing from those of another person. What form of negotiating style would you use?

On the following pages are several pairs of statements describing possible responses. For each pair, please circle the 'A' or 'B' statement, which is nearest to your own style.

1. A. There are times when I let others take responsibility for solving the problem.
 B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
 B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.
 B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
 B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
 B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
 B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.
 B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
 B. I attempt to get all concerns and issues immediately out in the open.

9. A. I feel that differences are not always worth worrying about.
 B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
 B. I try to find a compromise solution.

Negotiating styles (continued)

11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feeling and preserve our relationship.
12. A. I sometimes avoid taking positions, which would create controversy.
B. I will let him/her have some of his/her position if he/she lets me have some of mine.
13. A. I propose middle ground.
B. I press to get my points made.
14. A. I tell him/her my ideas and ask him/her for his/hers.
B. I try to show him/her logic and benefits of my position.
15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.
16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.
17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.
18. A. If it makes the other person happy, I might let him/her maintain his/her views.
B. I will let him/her have some of his/her positions if he/her lets me have some of mine.
19. A. I attempt to get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have time to think it over.
20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.
21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
B. I always lean towards a direct discussion of the problem.

Negotiating styles (continued)

22. A. I try to find a position that is intermediate between his/hers and mine.
B. I assert my wishes.
23. A. I am very often concerned with satisfying all our wishes.
B. There are times when I let others take responsibility for solving the problem.
24. A. If the other's position seems very important to him/her, I would try to meet his/her wishes.
B. I try to get him/her to settle for a compromise.
25. A. I try to show him/her the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.
26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all our wishes.
27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes the other person happy, I might let him/her maintain his/her views.
28. A. I am usually firm in pursuing my goals.
B. I usually seek the other's help in working out a solution.
29. A. I propose a middle ground.
B. I feel that differences are not always worth worrying about.
30. A. I try not to hurt the other's feelings.
B. I always share the problem with the other person so that we can work it out.

Analysis sheet - negotiating styles

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodation
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		

Analysis sheet - negotiating styles (continued)

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodation
21		B			A
22	B		A		A
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

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.



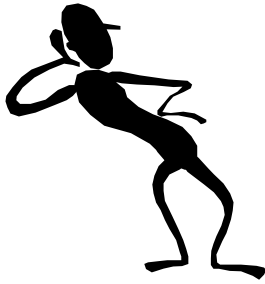
Benefits of being a peer mediator

What will I gain from being a peer mediator?

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

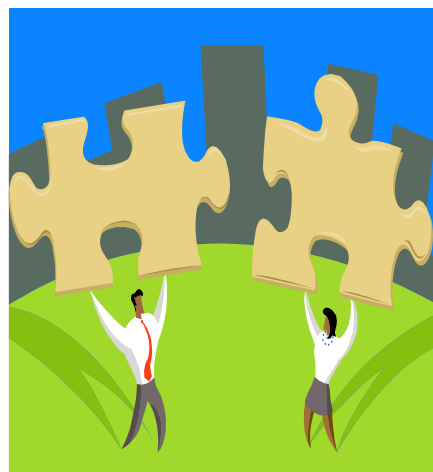
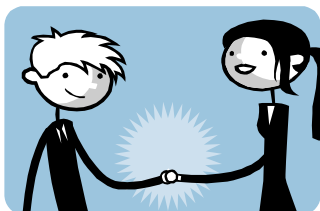


... is fair and just



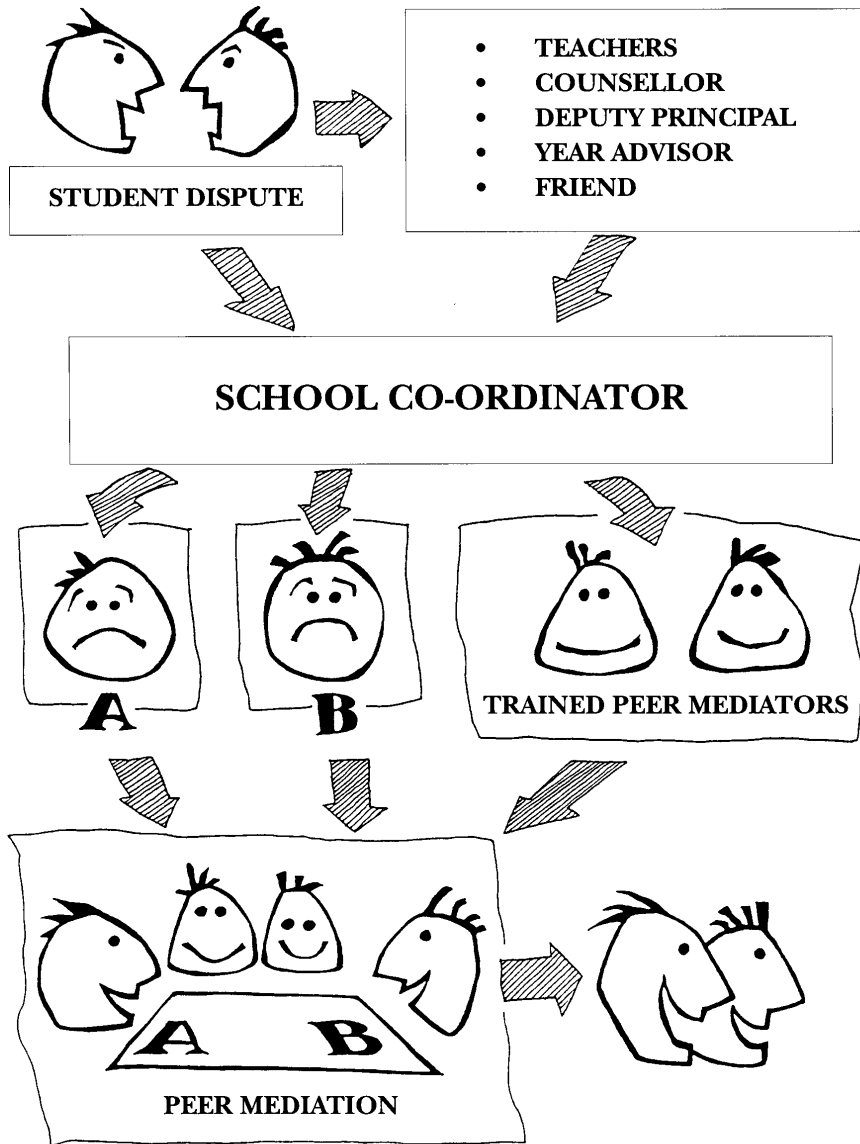
... helps both sides work towards a WIN/WIN solution

... encourages disputants to solve their own problems .



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

Referral process



Student Training Module – Peer Mediation

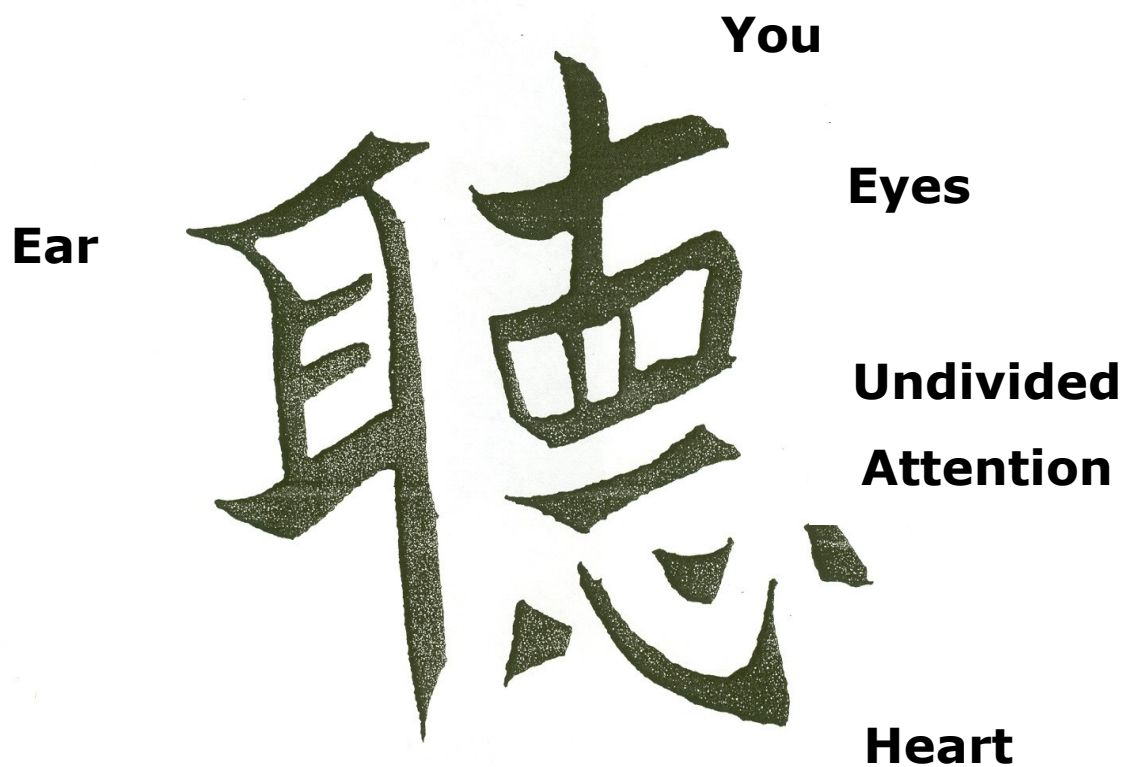
Types of disputes suitable for mediation

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 held me down on the field and kicked me</i>	
<i>She hid my bag</i>	
<i>He threw a sandwich at me and it hit me on the shoulder.</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>	

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 <i>How did you feel (when that happened)?</i>		
Be judgmental		
Interrupt the disputant, or finish their sentences		

Practise reframing

Exercise: *Practice reframing*

Re-word the following statements, using different words

Statement	Response (suggested responses)
Today I have my maths 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 mediators.

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?

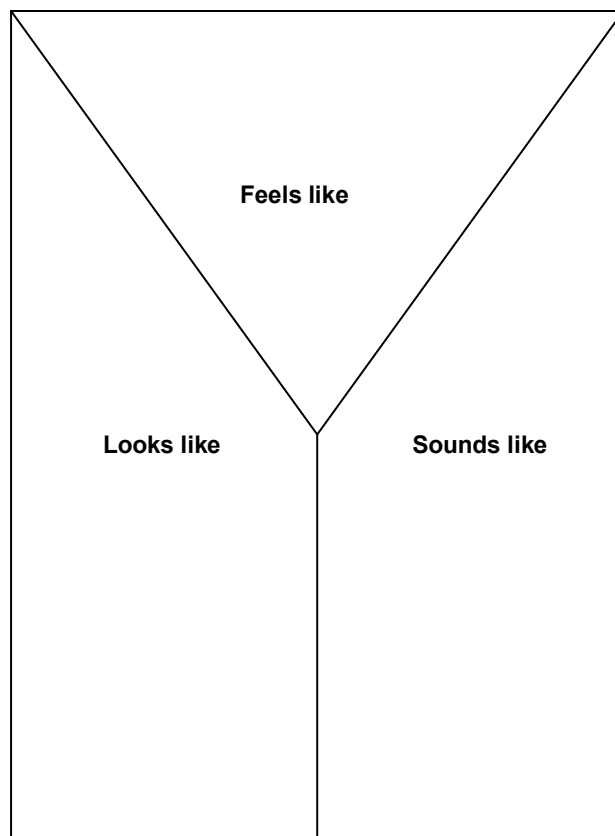
Y charts are used to examine what we really mean by a term, such as 'empathy'. The Y chart has three sections so that we can understand what the term feels like, looks like and sounds like. Difference between empathy and sympathy.

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.

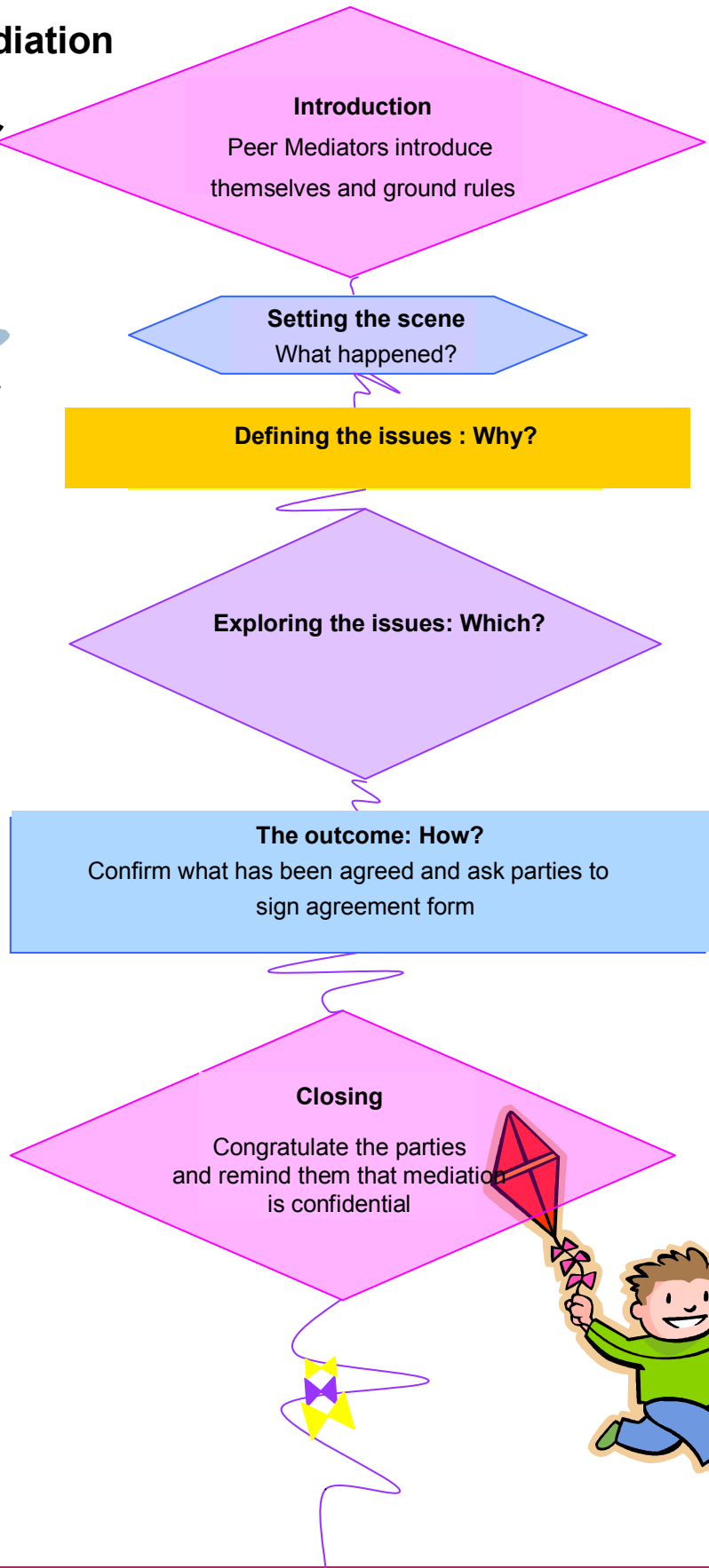
Empathy refers to the intellectual identification of a person's thoughts and feelings. It is the capacity of a person to understand another person's point of view.

Whereas, sympathy refers to the feeling of pity or sorrow to the sufferings and distress of others.

During conflict and mediation, feelings are very important



Stages of mediation



Let's practise! - Sample script

The sample script on pages 26 - 30 is an example of how two peer mediators carry out a mediation session with two students who have been in a disagreement.

Mediator: Amy (Who asks questions)

Mediator: Stefan (Who takes notes)

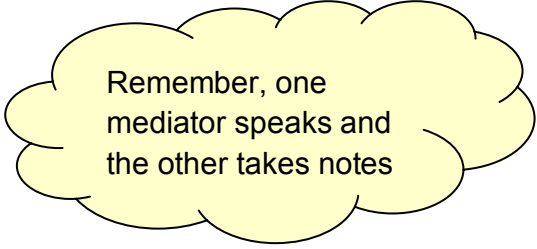
Student: Maria

Student: George

After you have read the sample script, the practice scripts on pages 32 - 35 are for you to practice in groups of four, with each person playing one of the characters:

Each group will be given a role play which sets out the facts of a conflict between two students. 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 (*student workbook, page 25*)**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, explanation and ground rules

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.*

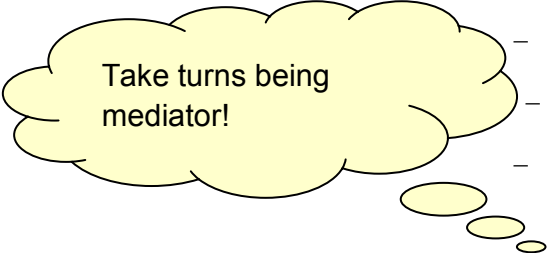
Mediator 1: Amy *Coming to mediation means you are both willing to solve your problem. Mediators don't take sides. Our role is to help you solve your problem, but we can't solve it for you. OK?*

Student 1: Maria *OK.*

Student 2: George *Yes.*

Mediator 1: Amy *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.*



Take turns being mediator!

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

Setting the scene: What happened?

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	<i>George, please tell us what happened?</i>
Student 2: George	<i>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.</i>
Mediator 1: Amy	<i>How did you feel when that happened?</i>
Student 2: George	<i>Describe how you think George would have felt, eg: I was really disappointed and upset.</i>
Mediator 1: Amy	<i>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?</i>
Student 2: George	<i>Answer yes, or make corrections, eg: Yeah, that's right.</i>
Mediator 1: Amy	<i>Thanks George for telling us your story and thanks Maria, for listening. Now Maria, it is your turn to tell us what happened please?</i>
Student 1: Maria	<i>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.</i>
Mediator 1: Amy	<i>How did you feel when that happened?</i>
Student 2: Maria	<i>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.</i>

- Mediator 1: Amy** *Summarise and clarify what Maria said, eg: So you're saying that you got bumped and didn't mean to knock into George? Ask: 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.*

Defining the issues: Why?

- 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

Mediator 2 (the mediator taking notes) can support/prompt mediator 1 anytime throughout the mediation.

Exploring the issues: Which?

Mediator 1: Amy

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

Remember support each other!

Summarise the options discussed above, eg: *OK, you've both come up with three 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.*

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

The outcome: How?

- 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 and won't be told to anyone. You need to sign here.

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



Peer mediation School agreement form

Date: _____

Mediator/s: _____

Students seen: _____

Main points of conflict:

AGREEMENT

Student: _____
(Name)

I agree to the following:

Signature: _____

Student: _____
(Name)

I agree to the following:

Signature: _____

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:

Practice script

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

Introduction, explanation and ground rules

- Mediator 1:** *Lets introduce ourselves, I'm _____ and I'm a trained student mediator . 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:** *My name is _____.*
- Mediator 1:** *I'd like to explain what mediation is and what you can expect. First, we are not here to tell you what to do or to decide who is wrong or right. We wont take sides and everything that you say will be treated as a private conversation.*
- Student 1:** *Okay.*
- Student 2:** *Yes.*
- Mediator 1:** *We are going to ask you to follow the mediation process and we want you to follow some basic rules.*
- Mediator 2:** *I'll explain the steps to you. First , tell us what happened. Each of you will be able to explain in turn. Mediation means people respect each other. By that we mean one person speaks at a time, no interruptions, no name calling or put downs.*
- Mediation means that you agree to try and work together to solve the problem and to look at what you want to do in the future. We can write down what you decide and you can take that agreement with you. Do you agree with these rules?*
- Student 1:** *Yes.*
- Student 1:** *Do you agree to these rules ?*
- Student 2:** *Yes.*

(Gain a positive response from each student before proceeding)

Mediator's checklist!

Look at disputants

Speak clearly and confidently

Be fair, don't take sides.

Setting the scene: What happened?

Mediator 1: _____ (Student 1) would you like to tell us what happened? While you are talking _____ (Mediator 2) will take notes, so we can be sure that we've heard you properly. Remember, no interruptions.

Student 1: Describe what happened, using your group's role play scenario

Mediator 1: Thanks _____ (Student 1) for telling us about the problem and thanks to _____ (Student 2) for listening. Now, _____ (Student 2) we'd like you to tell us about what happened?

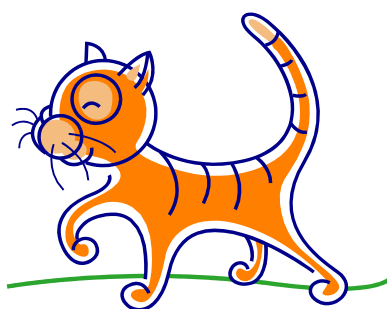
Student 2: Describe what happened, using your group's role play scenario

Mediator 1: Thanks _____ (Student 2) for telling us about the problem and thanks to _____ (Student 1) for listening. _____ (Mediator 2) will read back the notes. We just want to be sure that we understand what is important for you.

Mediator 2: Read Student's 1 account Is this correct?

Read Student's 2 account Is this correct?

Clarify any misinterpretations and adjust notes where necessary.



Defining the issues: Why?

Mediator 1: *Let's look at what happened and why it was important for each of you. Let's look at how you felt.*

Now that you know how _____ felt, is there anything you may have done differently?

If _____ had done that differently, how would you have felt about that and how would have you responded?

Repeat for student 2: *Now that you know how _____ felt, is there anything you may have done differently?*

If _____ had done that differently, how would you have felt about that and how would have you responded?

Mediator 1: *This is what you've said so far.
This is where we are up to (refer to chart). We have come a long way.*

What would you really like?

How would you like things to be in the future?

Exploring the issues: which?

Mediator 1: *It seems that you both want to get on without any further problems, so let's look at ways for this to happen.*

Let's look at all the options. We'll write up your ideas before we start to choose.

When we've done that, we can see which of them would work best for both of you.

Summarise the ideas discussed....

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

Mediator 1: *How does that sound? Which option works best for you?*

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

Mediator 1: *How does that sound? Which option works best for you?*

The outcome: How?

Mediator 1: *Do you think that we can write down what you have decided to do? Remember its your agreement. We want you to feel happy with it so it will work.*

State what they agreed to and when they agreed to do it.

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

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

Agreements must be:

- easy to read
- impartial
- balanced
- non blaming
- positive.



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 (next page). This is confidential and won't be told to anyone. You need to sign here.*

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



Practice school agreement form

Date:

Mediator/s:

Students seen:

Main points of conflict:

AGREEMENT

Student:

(Name)

I agree to the following:

Signature:

Student:

(Name)

I agree to the following:

Signature:

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:

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

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Stage 4: Exploring the issues: which?

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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:

Karen is a very image conscious Year 9 student. She is proud of the fact that her friends all wear trendy clothes, are popular with boys and are in the 'cool' music scene. One of her friends Louise, has been inviting Susan to join the group. Susan is a quiet, serious student with little time for fashion or music. She is different from the girls in Karen's group and Karen feels that she is not really part of her scene. She wishes Susan would go away.

One day Karen notices that Susan hasn't been bringing her lunch. Karen comments to some of her friends that Susan may be anorexic. Soon the whole class is talking about Susan's 'problem' and she has become embarrassed and distressed.

Susan was given a project to do with Louise, a member of Karen's group. At first, Susan was cautious, but as she got to know Louise more, she began to like her and girls became quite friendly. They spent a couple of afternoons watching DVD's and completing the projects at each other's house. Susan tends to rush in the mornings and sometimes has no time to make her lunch for school. Compared with the other girls, Susan is rather thin and this embarrasses her. When she heard the rumours circulating about her 'anorexia' she was devastated and began to dread facing school each morning.

Karen says: *Susan is a bit weird. She's not like us. She is strange. She doesn't even go out. You should see her daggy clothes! I don't know what the fuss is about. Susan's the one with the problem. I don't spread rumours. I was only being helpful. I think Susan has a serious problem and she needs help.*

Susan says: *I really like Louise and had hoped to become part of her group, but Karen makes it pretty clear that she can't stand me. I feel that everyone is talking about me as if I've got some major problem. I can't help being skinny. I'd do anything to have a figure like Karen or Louise. Anyway, I'm getting to hate school.*

During the mediation, you tell Karen how hurt you feel because of her behaviour towards you. You ask Karen why she is so awful to you and why she says these things about you.

Role play 2: Name calling and loss of property

Scenario:

Ellio is a quiet person who doesn't argue but prefers to walk away from confrontations. He likes to keep the peace. He does very well at school and spends a lot of time studying. He enjoys going on family outings because his family is very close. Ellio has had to put up with offensive comments directed at him from time to time because he seems to be a little different from the others.

The attacks escalated when he turned up one day with a new school bag from a bargain store. He doesn't worry about name-brand tags as he doesn't see the value in them. He did not think a school bag could be a problem. But a group of boys keep taunting him about it. They have begun hiding his bag which makes him late to class because he has to look for it. This gets him into trouble with his teachers.

He feels like he can't take it any more.

Ellio says: *I would like these guys to stop annoying me and calling me names.*

All I ask is that they leave me alone. I've done nothing to any of them and I don't know why they keep after me.

They used to wind me up every now and then. The other week I got a new school bag and, of course, it wasn't one of their favourite brands, so they gave me a hard time over that.

Now it just gets worse, they keep hiding my bag and I have to go and look for it, which makes me late to class.

Pablo is a strong character. He thinks other students look up to him. He has an image to maintain. He enjoys having an audience. Pablo has been having fun with Ellio because he is easy game and won't fight back. He calls Ellio names and pushes him in the corridor. Pablo's mates have been encouraging him to fight Ellio. Pablo and his mates have been hiding his bag. This started as a warning to Ellio to keep his bag away from theirs but it has continued as a joke. Pablo feels the whole thing has probably got out of hand but he doesn't know how to stop it while keeping face with his mates.

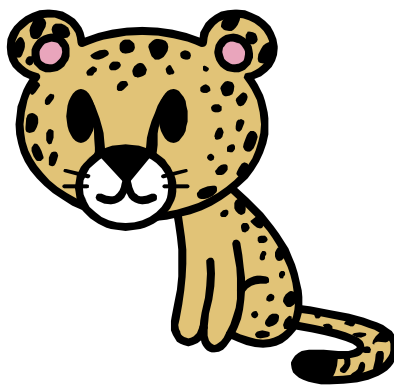
Pablo says: *Yeah, we're only fooling around having a joke with him. It's not only me though, other kids do it, too. What's the big deal, everyone gets wound up now and then. Hey, in primary school, I used to get picked on because of my name, but I learnt to deal with that. He's just gotta get tough, he's a wimp!*

And about his bag, he dumped his bag near ours outside the science labs and we don't want a woolies bag near ours! So, we kicked it out of the way.

(You don't really want to admit hiding his bag but will have to if pressured. It started as a joke but now it is out of hand).

You know he is weak and that you could hurt him.

You'd probably get suspended and you really don't want that to happen because it involves your parents and they get angry about being called up to the school all the time. You and your mates did hide his bag as punishment for putting it near yours.



Role play 3: Teasing

Scenario:

Maria is a Year 8 student in the same class as Julie. Both have been at the school since year 7. Maria is an independent person. She has had a difficult time at home. She feels her parents aren't interested in her and let her do whatever she likes. Although this gives her freedom that many students envy, she would prefer to have some parental influence. Over the years she has overcome this by not conforming and keeping to herself.

She has 'way out' hairstyles. Her hair is sometimes brightly coloured or shaved. She wears dark clothes, mainly jeans and T shirts, leather necklaces and wristlets. She has her nose pierced and many earrings in each ear lobe.

She is very artistic and creative and involves herself in community drama activities. Maria feels she has the right to dress the way she wishes. She is just waiting to leave school and go to Art school.

She is sick of the snide comments of the other students and having to tolerate the name calling in the corridors. She used to strike back physically but that only got her into trouble. She now minds her own business. She can't understand why other students ridicule her. It does hurt. She wants to be left alone. She enjoys her own company and is happy listening to her iPod during breaks. She wonders why people can't mind their own business.

Maria says: *I came to mediation as I want to stop the teasing by students in my class. Ok I might dress differently compared with the others but that's just me. I feel the school uniform is repressive and boring. I am sick and tired of the immature behaviour of these students. It's been going on ever since I came to this school. In the beginning they used to write terrible things about me. I would yell back at them but this only got me into trouble. So I taught myself to ignore them. That's why I sit by myself and listen to music. I don't like the way they treat me and I'm sick of pretending the teasing doesn't happen. Just tell them to mind their own business and leave me alone.*

Julie is a Year 8 student in the same class as Maria. She is the leader of a group of girls and she likes to have plenty of followers. She doesn't like Maria because she is different and doesn't fit into her group. Julie and her friends feel that Maria is an embarrassment to their class and have started teasing her.

Julie and her friends are trying hard to get Maria to leave school. They enjoy teasing her. They have called her names such as, 'weirdo' and 'dope head'. It annoys them that Maria does not react to their comments.

Julie says: *I don't know why I agreed to come here. Its Maria they should sort out, not me. Just look at her! Short green hair, nose rings!*

She looks like a weirdo in those clothes and it makes us sick! Why can't Maria just leave? Maria does nothing of importance at school, just sits alone with her headphones on. She won't talk to anyone. No wonder we can't stand her!

I admit we say what we think about Maria. After all, we've got freedom of speech and Maria doesn't seem to care. It's not only me that picks on Maria, most of our class does, so we must be right!

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: Jason and Shane are yelling at each other near the basketball court. They are usually friends.

Jason says: *Shane 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.*

Shane says: *James is not fair. He asks me to play when there aren't enough other players. Just because I'm not as good as they are he leaves me out sometimes, like today, and he makes fun of me, so I took the ball. Anyway, he 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 and sign 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 it 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

