Peer to Peer Mediation

Course Curriculum

Roscommon LEADER Partnership
Young Community Mediators (YCM)

An Overview

The principle aim of Young Community Mediators is to equip young people with the knowledge and skills to become peer-to-peer mediators and play a greater role in addressing conflict in the community around them. Young people, especially from disadvantaged backgrounds, are often viewed as a cause of societal tension and antisocial behaviour; however, the YCM Erasmus+ project envisages that these young people also have great potential to become internal peacemakers especially if able to develop this role informally amongst their peers. Developing a training course to train young people aged 16 to 30 in social mediation skills will contribute directly to the Erasmus+ priority of “promoting empowerment, participation and active citizenship of young people.”

The project is based on the premise that the most effective way to reach the target group of young people over the long term is through the provision of improved training for the staff of youth services and community organizations that are active in the youth work sector. Such organizations can sometimes struggle to build credibility and social capital among young people where tension exists within the wider community. The field of youth mediation and social mediation in general is relatively new. This course curriculum will be used either individually or as part of group training for youth workers, and so will “strengthen the education and training path of educators and youth workers.”

Finally, the project will make a lasting contribution to “promoting the high quality of youth work”. In the Quality Youth Work framework (2015) the Expert Group on Youth Work Quality Systems recognises that “The quality and success of youth work is highly dependent on its capability to meet and constructively relate to the
knowledge and expectations of society in general”. In a similar way, this project addresses the fact that the quality of youth work depends not only on the operational aspects of the delivery of services to young people by youth work organizations but also on the ability of youth work organizations to ensure the relevancy of their services in a fast-changing society.

Youth work is not carried out in a vacuum – young people are at the centre of societal change, and their personal and professional development, the skills they possess and the challenges they face, have direct implications for all aspects of education strategies, economic development and social cohesion.

Introducing Peer to Peer mediation in youth work as a form of conflict resolution in which trained young leaders help their peers to work together to resolve conflict and disputes has been shown to produce lasting results because mediation is sensitive to the underlying causes of conflict. This course curriculum will enable youth workers to train young people to develop their leadership skill and hone and refine their interpersonal skills in order to build the capacity of their peers to resolve conflict issues which are ultimately impeding their development.

The ultimate aim of this course curriculum is to empower youth workers to develop the capacity of the natural young leaders in society to use these leadership skills in a good way, for the betterment of their peers, making a positive impact with the ultimate aim of fostering a peer to peer mediation mind-set.

The Young Community Mediators Course Curriculum – A Guide

This tutor course curriculum is designed to provide a clear and comprehensive collection of peer to peer mediation training tools and resources for youth workers.
To this end extensive research on peer to peer mediation material and conflict resolution processes has been conducted in addition to focusing on various training and best practices guidelines in order to establish a broad training course syllabus. This resource brings together knowledge from many experts in the field of youth work, community development, social exclusion and disadvantaged youth and communities, education and training, learning and development, mediation, peer to peer mediation and conflict resolution training practices as well as theorist aspects on the subject, in existence today.

The peer to peer mediation approach to addressing disadvantage, conflict and transformative communities looks at conflict as being about how people interactions with each another and about their perceptions, norms, opinions, and traditions. The main focus of conflict transformation is to address the negative interaction between conflicting parties and create a suitable environment for fostering understanding of points of view, respect and reconciliation.

The teamwork module offers a support resource through a youth community circle approach for peer communication and experience sharing to bring about resolution and change. The peer mediator team concept supports the community circle approach as a resource to draw upon for the young community peer to peer mediator to facilitate conflict resolution through mediation and through ongoing learning from one another as they progress and gain experience in the peer to peer mediator role.

This guide initially focuses on the trainer through a training delivery support focused section. Following on from the tutor support guidelines is the Young Community Mediators Peer to Peer Mediation Curriculum which consists of five modules. The
first Module is designed as an introduction module where participants are welcomed on to the programme and facilitated to engage as a group. They are introduced to the area of conflict, mediation and to the peer to peer mediation process. At the initially stage the trainer will conduct an audit of the participant’s level of understanding and knowledge of peer to peer mediation. Modules 2-5 are concentrated on the main themes and skills required to deliver a youth peer to peer mediation resolution process successfully. The modules are;

- Introduction & Welcome
- Understanding Conflict
- Peer Mediation & Listening Skills
- Overview and process involved in the Peer Mediation Event
- Decision Making & Teamwork

The modules are each designed as 4-hour peer mediation training sessions. Each module commences with a tutor module overview containing a module descriptor with the individual learning objectives/outcomes. Learning objectives/outcomes spell out exactly what should be achieved by the learning event.

The objectives are set so that tools can be developed, resources can be allocated and outcomes subsequently measured against them. The learning outcomes are a learner focused outline of what participants need to learn, value and appreciate from participation on the program. Each module commences with guidelines on session suggested duration, content and structure to assist with the lesson plan.

Each partner involved in this Erasmus+ project will select activities conducive with their individual location to ensure best results at an individual partner level.
Learning Methodologies: Understanding and Using Learning Styles:

The modules covered in this guide are based on an experiential learning methodology which is the process of learning through experience and is a powerful mechanism to address individual growth and potential especially in the context of practicing the new techniques involved in the process of mediation to young participants.

The theorist David A Kolb pioneered the concept of Learning by doing. This is the concept of experiential learning or learning by ‘reflection on doing’. Experiential learning is focused on the individual learning process. Kolb describes learning as a circular process with the best learning outcomes and intrinsic learning occurring when going through the whole cycle repeatedly.

Experiential learning is powerful, but does require self-initiative, the willingness to learn and actively engage with the learning, so it is not just theory. Kolb outlines four learning styles demonstrated through his experiential learning model: divergers, assimilators, convergers and accommodators. The diagram (following) demonstrates this concept. Kolb’s learning style is important to assist you to match the participants learning style to your curriculum delivery strategy. This will help you to create an effective learning environment for the participants. Interacting, as far as is reasonably possible, with the way each participant learns and creating mixed learning styles to facilitate the different styles present within the group and outlining the reasoning underpinning this strategy will build confidence in the learners and trust within the tutor/learner and learner/learner relationship.
1. Diverger is a reflective observer. They think intensely about things and are able to see different perspectives. They derive multiple possibilities from one experience. Diversers work best in situations where ideas are needed. Gathering information e.g. through brainstorming is ideal for this type of learner. They have the ability to see a problem from many angles.

2. Converger - Abstract Conceptualiser – experimenter. This type of learner asks why and likes to try out ideas to see if they will work. They like to act alone working out just how things work carefully and concisely. Computer and IT applications work well for the converger learner.

3. Accommodators or the Active Experimenter are those who take action with a
hands-on approach. They do not like routine and will take a calculated risk to see how things will turn out. They learn best by themselves rather than a group with a hands-on approach to problems. Practical learning suits them best rather than class lectures.

4. The Assimilators require concrete experience, organisation and structure to learn. Theory based lectures with demonstration, where applicable, suit this learner. The role play model of learning is not suitable for this serious minded individual. The best approach with this learner is to take highly complex subject matter and drill down to the detail.

To assist the learning process, it is prudent to share Kolb’s theory with learners in order that they can identify their own style and in doing so facilitate everyone to learn. You can then, as mentioned above, use a variety of learning styles for a mixed learning style group and all parties recognise and appreciate the reasoning underpinning doing so.

In summary Kolb’s theory experiential learning process;

- Divergers learn when they feel – inherent understanding
- Convergers learn when they think
- Accommodators learn when they do.
- Assimilators learn when they watch and listen
VAK Theory (Visual Auditory Kinaesthetic)

Following on from the Kolb model we look at the VAK learning styles; Walter Burke Barbe et al (1979) outlined the VAK model which stands for the Visual, Auditory and Kinaesthetic learning styles which classifies students as;

- Visual as they learn when they see or read
- Auditory as they learn when they listen and speak
- Kinaesthetic as they learn when they do.

This may be a clearer model and therefore we have outlined it here as it may be simpler to use.

It has been found that individuals are most effective when they are taught in their personal learning style. While most individuals can learn using any one of these styles, most people have one which they prefer. It is recommended that training will incorporate presentation methods to engage as many of these styles as possible to be effective for any group of diverse participants.

**Visual Learners** – Visual learners are those who generally think in pictures. They often prefer to see things written down in a hand-out, text, on an overhead or PowerPoint slide. They find maps, graphs, charts, and other visual learning tools to be very effective. They remember things best by seeing.

**Auditory Learners** – Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, talking problems through and reading aloud. They remember best through hearing or saying things aloud.
**Kinaesthetic Learners** – Kinaesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

A variety of tools and tests are available online and in print to help individuals understand their best personal learning style. Visual aids (paper, white board, Flipchart, overhead, or hand-outs) can help reinforce the learning. Encouraging learners to ask questions facilitates active embedding of information.

It is a good idea to try, as far as it is possible and reasonable, to accommodate all the learning styles outlined in the Peer to Peer Mediation program by changing styles and strategies and by providing a range of activities to meet the demands of a mixed class of different learning styles. This will insure that all students will have at least, some activities that suit them, based on their learning styles, and therefore are more likely to succeed as accomplished youth peer to peer mediators.

**Multiple Intelligences**

It is important for tutors to be aware of the concept of multiple intelligences. Howard Gardner defined the first seven intelligences in FRAMES OF MIND (1983). He added the last two in INTELLIGENCE REFRAMED (1999). Gardner is a psychologist and Professor at Harvard University's Graduate School of Education, as well as Co-Director of Harvard Project Zero. Based on his study of people Gardner developed the theory of multiple intelligences. Viewing real-life examples, e.g. case studies, show how the multiple intelligence approach to a curriculum looks and operates in actual classroom settings. As a resource through reading about and viewing some real-life examples, you will see how the multiple intelligence approach to a curriculum looks and operates in actual training settings. Real life
examples reveal the unpredictability of real issues, and as such, can stimulate critical thinking. They also highlight the need for a multi-disciplinary approach to problem solving. Using real examples demonstrate that, sometimes, there is no perfect solution, however studying these examples focuses on thinking about solutions instead of just dwelling on problems.

The following image demonstrate the nine multiple intelligences as outlined.
The individual module activities in this curriculum range from the reflective to the creative. These activities may not suit every group. It is important to assess/review the group member profiles in advance in order to choose the most suitable activities for each individual grouping. Trainers should be prepared to make changes during the training event if the group have different needs to those originally planned for and also to take account of group dynamics.

Facilitating New Beginnings

It is paramount that the tutor understands the power of Day 1. Day 1 is the first day that you the tutor will meet the young people in a classroom-type setting and you will set the tone for the learning experience. At this point you should be familiar with the information supplied by the expected participants. The application process should have established e.g. knowledge, skills, attitudes, experience, education/training experience, demographics etc.

On Day 1 class/course boundaries are established. Plan in advance to ensure the venue is inviting and promotes inclusivity. Ensure that you have enough room for the size of the group. Ensure that you leave enough time before the course sessions to prepare all the materials required including photocopying etc. Arrive early to ensure that everything is laid out correctly for your session. Check any equipment including overhead projector, flipchart paper, etc. If using video technology, it is important to ensure that it is cued. Make sure that refreshments are arranged for the planned break-out times. A welcoming new beginnings outlook and format on Day 1 should enthuse the group and show that you are excited about the course delivery. The aim is to have participants leaving the course after Day 1 looking forward to the next session.
Setting the Scene

Creating a supportive and welcoming atmosphere that is conducive to learning is paramount. This cannot be achieved without careful and professional planning and preparation. Also it is important to note and take stock of the psychological and emotional maturity involved in participants engaging on a youth peer to peer mediation program. Let your students know right from the start that active participation is the name of the game. With this in mind;

- Meet and Greet participants as they arrive in an informal relaxed manner. Facilitate introductions and establish any special requirements etc.

- Outline to the participants the significance of the subject. Not all students initially have a clear idea of the importance of the subject matter, the impact this learning can have and the difference peer to peer mediation can make to individuals, groups, clubs and their respective communities. The possibilities are enormous. You may need to help them grasp its importance. The quicker this is done, the faster students will create a vision for themselves and become empowered, putting serious effort and energy into the learning process.

- Establish rapport. The teaching/learning experience will be more rewarding from all perspectives with effective communication. This is a two-way mechanism. The course will be more effective and enjoyable if everyone knows that communication is going to be easy. To this end take time to get to know each other, converse and bond as a group.

- Establish credibility. Inform the participants about your prior experience: work, research, qualifications, and anything else that might be important and that you are comfortable to share. Talk especially about the work that you do with
young people and your perspective, experience and knowledge in the area of conflict resolution and Peer to Peer mediation. You want to instil in the participants a sense of confidence and excitement going forward with an expert in the field.

- Arrange room lay-out and seating pattern where everyone is in plain view of one another e.g. circular, open space, horseshoe style etc.
- Use of Icebreakers to encourage sharing, openness, listening, cooperation and discussion. Icebreakers provide a useful induction and can bring fun into the day
- Recognise individual input when participants share information on prior learning, life skills and experiences. Participants on the training journey may have come together from a mix of different backgrounds, life experiences and cultures etc. They may have different preferences, norms, values, behaviours and outlook. These factors impact on the learning experience for each individual and enrich and enhance the learning experience for all involved especially as the course progresses. It is important therefore to respect expressed life experiences
- Allow for involvement by all participants. Encourage activities to bring the less vocal into the fold
- Facilitate question & answer sessions. Be seen to recognise and take cognisance of all participants to demonstrate that everyone’s voice is being heard
- Use flip-chart pages or story-board exercises to help visualise ideas and give a sense of ownership of the learning to the group. Displaying the pages around the room can also add value and ownership to the learning event
• Respect every point of view and agree to differ while respecting and accepting opinions which are in contrast. The trainer will do this by the following methods.
  o Set out clear guidelines from the beginning
  o Acknowledge, accept and respect differing viewpoints. Do not patronize even in extreme situations. Revert the view back to the entire group for open discussion. Any negative points of view can be discussed and analysed respectfully in the safety of the group
  o The trainer must constantly refer to, use and embed the peer mediation model during the training events and not just during mediation topic engagement

**Course Delivery Support Methods**

Facilitating practical activities to demonstrate the underlying theory underpinning the information is a good support mechanism to embed learning. These sessions may be activities e.g. role-play; debates; brainstorming; large group work; smaller group work; Icebreakers; discussions; flip chart/whiteboard compilation or breakout groups all designed to lead to a sense of understanding. Thought and planning are key elements in setting up any activity. The tutors’ role, if not directly involved, is to be available during the activities to answer questions, monitor activity, offer guidance, facilitate and to review session outcomes with the group.

**Tips for facilitating course delivery**

• Get to know the dynamic of the group

• If people know each other previously you might ask them to work with
someone new

- You should ensure that participants listen to each other and respect all points of view
- Be aware when participants are getting tired and allow for a break to let people recharge
- If something is not working move on or try something new
- If you do not know the answer to a question do not be afraid to say so and revert when you research the answer
- Be clear and concise when outlining activity sessions. Explain clearly what the task entails. If people are wondering what they are supposed to be doing it is probably because you have not outlined the task properly
- Explain that there are no tests or exams
- Encourage questions. Ask participants to seek clarification if they are unsure or require further information
- Emphasise that there are very few right or wrong answers
- Always allow time for review and feedback. Encourage information sharing and participants will learn from each other

**Review** immediately after the training event helps participants connect training and activities they learned in your program to real situations. It is a very important piece of learning in itself. Participants need to reflect on the learning and relate the taught experience to real life situations otherwise much of the learning could be lost.

Including the review process is essential to in-bed learning.
**Role Play** Many of the modules in this curriculum encompass practice role-play sessions. Role-play provides a valuable opportunity for students to practice skills in an informal, safe environment moving the learning out of the theoretical into the practical and gives students simulated type experience and exposure to acted-out peer mediation situations. Role plays are a training resource which, once designed, can be used repeatedly. Reluctance on the part of participants to take part in and to value role play e.g. because of feeling uncomfortable/foolish etc. must be addressed. Overcoming this problem and to ensure that participants engage in and get the most value from role play sessions requires careful preparation and sensitivity on the part of the trainer. It should be outlined to students that having the opportunity to test practical skills in a scenario that is as close to reality as a classroom can be, with the assistance and support of peers, is invaluable facilitating the conversion of theoretical concepts into practical strategies. The following points will assist to encourage role play activities and cajole dissenters:

1. **Be clear; deliver plain and simplified instructions about the purpose and reasoning underpinning the role play.** Remind participants that teamwork is a key element of successful role play activity and everyone is in the situation together.

2. **Be firm.** Role play can go terribly wrong if the role is not enacted willingly and the brief taken seriously by all participants.

3. **Students should have detailed, practical, realistic roles.** They should be given clear instructions about their “role” and asked to act out the part as realistically as possible.

4. **As Tutor and facilitator you must work the room, and ensure all groups are keeping to the plan and are genuine in their efforts**
5. Facilitate review sessions in each individual group after the role play is finished, to share the experience; How did the event materialise? What went well? What did not go so well? Where can improvements be made?
6. Follow through on the review to the entire class. Discuss positives, weaknesses and any pit-falls of each case

**Review Overview** Following training activity, especially a role play situation, it is important to take the time to analyse how it went. To facilitate this process, the trainer can establish the following;

1. What went well?
   - What did not go so well? and
   - Why?
2. What was supposed to happen?
   - What did happen? and
   - Why was there a difference between what we expected to happen and what actually happen?
3. Were there barriers?
4. Were the barriers overcome?
   - How were the barriers overcome?
5. Was there another possible approach to reach the goals more efficiently and effectively?
6. Was the goal always clear?
7. Was the goal always achievable?
8. Were the instructions always clear?
9. Did everyone develop their role or apply themselves to the task?
10. How can we improve for the next time?
The Review Event

Reviewing can take place with an individual; with a section of the group; or at main group, level.

1. Individually: The participant can reflect on the session alone or with the tutor.

2. Individual Groupings: A small group can reflect on the event together. The participants will get a chance to hear what the experience was like for others; often, different participants will have very different perceptions or opinions about the same activity.

3. Main Group: The entire group can also reflect on and communicate their analysis and experience collectively.

Analysing the Review Session

The review tool enables feedback and reflection to take place. It provides a structure for appraisal of the training event in a practical open manner. Garnering feedback is one of the main components of experiential learning through which you will develop within the participants the skills, competencies, understanding and behaviours necessary to grow and eventually become successful peer mediators. Feedback draws upon the experiences of both the trainer and the trainee. It is a tremendous learning tool because it develops the ability to reflect and to develop internal mechanisms for self-regulation in order to stay independent and make difficult decisions when necessary.

Through the review session the participants will critically analyse and evaluate their performance in e.g. the role play exercise; Identify what went well and not so well in the role play event and why; the participants should be facilitated to address each other directly and not through you; Discuss how participants were affected by each other’s roles during the exercise, and why.
**Applying the Lessons Learned** This stage of the learning should connect the activity to future experiences by forecasting and planning:

- How to apply the lessons learned from the activity
- What could be done differently based on experiences from this exercise, and why
- What factors might have a negative influence on the strategies and lessons learned from this exercise
- What actions could participants take to counteract any negativity
- Participants can try new skills or concepts through careful planning of a follow-up activity
- Participants can look to test the new learning in a live situation

The stages outlined above as separate, sequential elements of the review process. However, during a training event, the trainer will tailor a post-session discussion process to the experience and level of each group. It is important to tailor the review session to the group’s experiences.
# Module 1: Introduction & Welcome

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<tr>
<th>LEARNING OBJECTIVE</th>
<th>INTRODUCTION &amp; WELCOME</th>
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<td></td>
<td>This module is designed as an introduction to the course content. It is also designed as a welcome and bonding session for you as tutor with the course participants and for the course participants as peers. The objectives of this module are:</td>
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<td>- to help participants get to know each other</td>
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<td>- to establish a comfortable learning atmosphere</td>
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<td>- to help the participants agree on the ground rules to be followed during the course</td>
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<td>- to assess the participants pre-course knowledge of conflict and mediation</td>
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<td>- to enable participants to share their aims and objectives for participating on the course</td>
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**Required Course Materials**

- Icebreaker matching cards; audit level handouts; flipchart; flipchart paper & markers;
- confidentiality agreement; brainstorming hand-out: participant notebook for reflective notes; tutor material as required
In accordance with the preceding objectives the module has been divided into eight headings as follows:

1. Welcome and opening introduction
2. Tutor & participant introductions Icebreaker
3. Establish ground rules
4. Knowledge survey
5. Participant expected outcomes from the course
6. Confidentiality
7. The concept of mediation & peer to peer mediation an overview

Concluding reflection

### 1. Welcome and Opening Introduction 15 minutes
Welcome the participants and thank them for attending the course. Introduce yourself as tutor and conduct training facility housekeeping regulations. Distribute both the conflict discussion hand-out and the peer mediation hand-out for personal note taking before, during and after the module. Allow time for participants to commence this exercise.

### 2. Tutor & Participant Introductions Icebreaker 40 minutes
To help participants to get to know you as tutor and each other as peers on the course, conduct an icebreaker exercise to smooth the progress of initial communication.

Icebreaker 1 Mix and Match:
1. Distribute cards with pictures or words. Have each participant find his or her partner by matching the cards. Participate in this activity also.
2. Explain that the paired participants will interview each other and following this exercise will introduce their partner to the class.

3. Allow 5 minutes total for the participants to interview each other.

4. Ask the participants to prepare brief introductions of each other (2 minutes per participant).

5. Ask for volunteers to start the introductions. Continue until all of the participants including you, as trainer, have introduced each other.

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3. Establish Ground rules

In order to provide participants with grounding for the training event it is important to set out guidelines on what is expected during the training sessions and give the participants ownership of the process of compiling and agreeing these rules. This exercise can be completed through facilitation of a brainstorming exercise.

Using the flipchart record all the ideas from the participants on how they envisage the training proceeding including all aspects of the training course logistics etc. When complete rewrite the agreed rules on a new flipchart and confirm that each member is prepared to respect these class rules. It may be a good idea to ask each participant to sign the class ground rules sheet individually, confirming in print their willingness to respect this worked through class agreement.

Display the class rules in a prominent place in the training room.

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4. Knowledge Survey

Ask the class to complete the ‘Perception of conflict’ and the ‘Perception of mediation as a process in addressing Conflict’ surveys accompanying this module in
order to assess participant current awareness and understanding of this area. As there will be different levels of knowledge and experiences, this tool will enable you as tutor to tailor the course sessions to the participants needs. Collect the surveys sheets when complete for analysis. The exercise is conducted anonymously, without names attached; therefore, participants should place a personal mark on their survey sheet in order to retrieve their own copy to compare with the questionnaire containing the same questions following the Understanding Conflict module on day 2 of the course.

5. Participant expected outcomes from the course 10 minutes

Brainstorming Exercise: Distribute handout to be completed following the brainstorming exercise on participants e.g.

- expectations from participating on the course
- goals to be achieved by individuals and the group as a whole
- establish the knowledge and skills-set present in the class

(These are facilitation questions only as a guide to assist the brainstorming exercise)

Focus on; what participants need to know and understand; how to hone and refine the skills they already possess; identify the skills they need to develop and embed the ethos of mediation and peer mediation so that participants can help their peers through peer mediation in a peer conflict resolution process. Allow time to facilitate this process giving everyone an opportunity to participate. Following brainstorming exercise allow time for participants to complete the personal goals worksheet.
6. Confidentiality  
10 minutes

During the training sessions, participants may share many experiences. To ensure confidential, all participants and you as trainer will sign a confidentiality promise. Distribute the confidentiality agreement. Collect the signed agreement forms and file safely and securely.

7. The Concept of Mediation & Peer to Peer Mediation an Overview  
90 minutes

Outline of the mediation process. The purpose of this section is to introduce the course concepts to participants providing an overview of the subject matter. Initially you will conduct a Brainstorming exercise on flipchart at the beginning of each topic to get the group thinking about their current knowledge and understanding of the following six areas;

- Mediation
- The Mediator
- Youth Peer to Peer Mediation
- How Peer to Peer Mediation works
- Confidentiality
- Personal Opinion

The brainstorming exercise should be revisited and updated after each topic section. The flipchart sheets will be displayed in a prominent position in the room on each day of the course for reflection as the course develops.
Inspirational Quote: “Mediation… is a without prejudice, voluntary and private dispute resolution process, in which a neutral person (the mediator) helps the parties to reach a negotiated agreement. It is also as confidential as the law will allow.”

-Chartered Institute of Arbitrators, Mediation rules

**Mediation** is a process of conflict resolution which helps people, involved in a dispute, to reach an agreement acceptable to both sides. Through the mediation process people come together to discuss and attempt to solve their differences with the aid of a trusted intermediary called a mediator. Mediation promotes understanding, builds trust, and strengthens groups & communities fostering resolution through negotiation rather than confrontation. Mediation is a transformative and empowering process based on the premise of collaboration rather than conflict. The process is consultative and respectful where nothing happens without everyone’s input and has the potential to resolve any dispute either simple or complex in nature between two or more parties. The decision to mediate is voluntary and a solution focused and confidential process affording the opportunity to open dialogue on the details of the dispute, clear up any confusion, find areas of agreement and working through these areas of agreement to find consensus ultimately incorporating those areas of agreement into resolutions.

**The mediation Model** - The model is taken from Making Mediation Work for You textbook, it shows the cycle of the mediation process.

**The Mediator** The mediator is an impartial and neutral facilitator who guides the parties involved through negotiation and conciliation towards consensus and agreement. The mediator will cultivate good communication skills to progress constructive engagement and develop understanding. The mediator is a good
The mediator uses these skills to help the parties involved to both recognise and articulate their own priorities, perspectives, concerns, and desires to each other. The mediator provides a confidential environment which is a safe place where all parties are comfortable to encourage the capability to ‘see the wood from the trees’ and give all involved the best possible opportunity to resolve their differences.

**Youth Peer to Peer Mediation** Youth Peer to Peer mediation is solution focused interaction by youth with youth. It is a process by which two or more young people involved in a dispute meet in a private, safe and confidential location to work out a solution with the help and support of one of their peers who is a trained peer to peer youth mediator. The peer to peer mediation process will facilitate and develop bespoke communication skills especially developing and embedding new ways of working with one another to address conflict, accept change, embrace difference, resolve disputes and empower young people to positively address and solve their own problems.

**How Peer to Peer mediation works:**

- The parties request mediation intervention
- The peer mediator communicates with the parties
- The peer mediator and the parties involved in the dispute meet in a neutral venue and agree ground rules for the session or sessions
- An ‘agreement to mediate’ agreement is signed with a confidentiality promise
All parties have the opportunity to tell their ‘story’ at their own pace, without interruption, in a respectful atmosphere facilitated by the peer mediator - Party one is given time to tell their story and when finished party two does likewise and party three etc. It is through recognition of perceptions, norms and difference that each party and the peer mediator can gain an increased understanding of all points of view.

- A brainstorming exercise is conducted to find a resolution
- The resolution is evaluated by all sides
- A written agreement acceptable to all sides is drawn up and the parties agree to abide by the terms of the agreement.

Why is Peer to Peer mediation so successful?

- Peer mediation is effective because young people are able to resolve disputes without involving staff or teachers and therefore reducing resources devoted to this by schools, the police and local authorities.
- It is used to address bullying, violence, racism.
- Peer mediators gain valuable skills, they develop their communication skills as well as greater understanding of co-operation and empathy.
- It aims to reduce conflict and violence in young people’s lives and promotes a wider social agenda of living in a more co-operative and peaceful society.

CASE STUDY: Failing School to Peace Leader.

- The Case study examines a South Leeds High School, which went through a merger between a predominantly Asian school and a predominantly White school in an area which had been the home of one of the 7/7 bombers. The
2005 terrorist attack had left the community polarised and as result there was an increase in violence and racism.

- A Peer Leadership model had been introduced in the school. Over 3 years, the Foundation for Peace worked with 198 pupils and trained staff and wider support agencies.
- Training included prejudice and discrimination, identity, and exploring alternative approaches to managing conflict that arose in schools.
- Peer leaders were instrumental in leading focus groups exploring issues of racism and conflict within the school; supporting their peers in cohesion projects; mediating between peers and delivering education sessions exploring those issues threatened to cause negative conflict in their school.
- In addition, projects were introduced in feeder primary schools to promote the values and attitudes that the school wished to promote to younger pupils preparing to start school.
- Pupil led events included pupil take over days promoting anti racism and community cohesion. This enabled the school to increase their capacity and responses to external and internal threats to cohesion, ensuring responses to those threats were consistent and impactful.
- A follow up evaluation with the school found that ‘alternative dispute resolution’ techniques including mediation had been incorporate into school policy and were being practiced by staff and delivered by young people when conflict occurred.
- This was enabling disputants to find meaningful and effective solutions to their conflicts and therefore impacting positively on levels of cohesion within schools.

Confidentiality All aspects of the mediation process is private and confidential and must remain so in all areas i.e. practice, procedure and outcome. The fact that a
mediation event is happening should be known only to the parties involved and to
the mediator. All participants are obliged to keep confidential everything that
transpires during the mediation process and any resulting mediation agreement is
also confidential. This clear rule relating to the privacy of the mediation process
applies not only to verbal negotiation/discussion and written agreements but also
actions e.g. body language which could make others, not involved in the process,
aware of a possible mediation process in operation or having taken place. To be
clear all matters discussed in mediation sessions must be treated as confidential.
The only exception to this rule is with regard to life threatening, abusive or illegal
issues.

**Personal Opinion** It is not the function of the peer mediator to offer advice or to
make judgements. The mediator will remain impartial throughout the process. This
impartiality is the stable foundation that parties in conflict can build their
resolution/agreement on. While the mediator focuses on fair process he/she should
have no view or interest in the outcome of the mediation event other than that the
parties reach an agreement. This agreement must come from the parties
themselves. The use of skilled questioning techniques will assist the mediator to
establish the facts, discover tensions and emotionally charged feelings and to hear
the parties own account of the conflict. Through the use of open questions, the
mediator can assist the parties to find their own common ground and solutions. By
answering an open question, the parties can articulate their grievance and feelings
for possibly the first time. Closed questions can narrow the focus of the grievance.
Probing questions will delve into the issues to a greater degree and can unearth
important pertinent information crucial to getting to the root of the conflict. By using
leading questions, the process can be moved on in a positive direction however
there is a serious danger of the mediator inadvertently introducing personal opinion.
The mediators’ personal opinion is irrelevant and unhelpful and awareness of this pit-
fall is important. Thoughtful, planned questioning facilitates the mediation process
by letting the parties tell their stories. It also reduces the risk of the mediator offering
personal opinion. The result should be a fair process where all parties feel listened to
and have had the opportunity to outline their position without being prompted,
influenced or side-tracked by the mediators’ personal views.

<table>
<thead>
<tr>
<th>Reflection</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

Recap exercise students discuss and start their reflective journal with;

The Three W’s

- What did we learn today?
- Was the learning e.g. relevant, important, useful?
- Now What? i.e. how does what we have learned today fit with our
  expectations of the course, does it affect our understanding of the subject?

Module 1 Resource: Student Handout Material

Mix & Match Icebreaker
<table>
<thead>
<tr>
<th>Sun</th>
<th>Sun</th>
<th>Star</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>King</td>
<td>Queen</td>
<td>Queen</td>
</tr>
<tr>
<td>Funny</td>
<td>Funny</td>
<td>Party</td>
<td>Party</td>
</tr>
<tr>
<td>Batman</td>
<td>Batman</td>
<td>Robin</td>
<td>Robin</td>
</tr>
<tr>
<td>Happy</td>
<td>Happy</td>
<td>Hero</td>
<td>Hero</td>
</tr>
<tr>
<td>Fun</td>
<td>Fun</td>
<td>Beauty</td>
<td>Beauty</td>
</tr>
</tbody>
</table>

**Perception of Conflict Survey**

Read the following statements and answer True/False
1. With enough effort all conflict can be resolved True False
2. Conflict can be a good thing True False
3. Giving in is a sign of weakness True False
4. Saying sorry is a sign of weakness True False
5. It is not possible for all the parties to win in a conflict situation True False
6. Solving conflict starts with problem ownership True False
7. Conflict will go away if left long enough True False
8. The best way is to pretend it is not there True False
9. The best way to deal with a conflict situation is to fight back True False
10. There is more than one side to a conflict situation True False
11. Behaviour can be a source of conflict True False
12. Argue your point is the best way to solve conflict True False
13. I would not involve a third party to help solve a conflict situation True False
14. There are times when conflict is beneficial True False
**Perception of Mediation as a process in addressing Conflict**

Read the following statements and answer True/False

1. The goal of mediation is to resolve conflict fairly
   - True False
2. The mediator can take sides
   - True False
3. The mediation process is conducted in private
   - True False
4. Mediation is compulsory
   - True False
5. Honesty is important in mediation
   - True False
6. You need to know the law to mediate
   - True False
7. The mediator points out who is to blame
   - True False
8. Rumours must be considered in mediation
   - True False
9. Mediation is a casual conversation to broker agreement
   - True False
10. The mediator is not a judge
    - True False
11. The mediator is unbiased
    - True False
12. The mediator gives advice
    - True False
13. The mediator is respectful
    - True False
14. No agreement is necessary to be involved
    - True False
15. The mediator makes the final decision
    - True False
16. The mediator will force a decision
    - True False
17. The mediator can make assumptions
    - True False
18. The mediator will give recommendations from own experience
    - True False
Conflict

Before discussion:

Conflict is.....

During discussion:

Notes:

After discussion:

Conflict is.....
Peer Mediation

Before discussion:

Peer mediation is......

During discussion:

Notes:

After Discussion:

Peer mediation is.....
Confidentiality Agreement

I understand that all matters discussed and all notes taken during this training programme is strictly confidential.

I also understand that it is necessary to protect my own privacy and the privacy of the other participants to ensure this I will not disclose any of the events that take place on this training programme

I have read the above agreement and I understand and agree to abide by these rules.

NAME

___________________________

SIGNED:

___________________________

Block Capitals
Personal Goals

Goal 1

_____________________________________________________
_____________________________________________________
_____________________________________________________

Goal 2

_____________________________________________________
_____________________________________________________
_____________________________________________________

Goal 3

_____________________________________________________
_____________________________________________________
_____________________________________________________

Goal 4

_____________________________________________________
_____________________________________________________
_____________________________________________________

Goal 5

_____________________________________________________
_____________________________________________________
_____________________________________________________

Goal 6

_____________________________________________________
_____________________________________________________
_____________________________________________________
Understanding conflict is the first step in the process of being a solution focused Peer to Peer mediator.

The objectives of this module are:

- review of day 1 and conduct a Q&A session to ensure all participants are ready to move on with the course
- gain an understanding of conflict through brainstorming participants views
- Understanding the importance of conflict styles
- Self-reflection on participants own style for dealing with conflict situations
- Understand the value of identifying conflict styles in others involved in the process

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**Required Course Materials**

Knowledge level hand-outs reviewed, flipchart, flip-chart paper & markers, hand-outs, tutor material as appropriate.

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In accordance with the preceding objectives the module has been divided into eight headings as follows:

1. Review of course day 1
2. What is conflict? Exercise
3. What is conflict - A Class Definition
4. Conflict styles & effects
5. Conflict styles & effects activity
6. Perception of conflict retest
7. Reflection

**1. Review & Questions on Day 1**

Welcome the participants back to day two of the course. Conduct a quick review of day one and allow an opportunity for a Q&A session. Distribute a fresh conflict discussion hand-out for personal note taking before, during and after the module.

**2. What is Conflict? Exercise**

To help participants to flesh out their thoughts on their understanding of conflict, conduct a brainstorming exercise to facilitate the initial thought process. At this stage you will have assessed the ‘perception of conflict’ knowledge survey from day one and should be prepared for the level of knowledge and understanding of the participants.

Facilitate brainstorming using a flipchart. You could ask a volunteer to scribe on this occasion. Invite the participants to call out the words that they associate with conflict and ask the volunteer to write the words on the board. Have a positive connotation side and a negative side to the board. Allow time to discuss the result in small groups. Select groups through a non-natural forming mechanism. Ask the groups to select a volunteer to collate each individual group feedback. Assist the groups by providing sample questions i.e.
1. How did participants find the exercise?
2. Was it difficult to find the appropriate words?
3. Do the words have the same meaning to all in the group?
4. How many in the group have encountered conflict situations?
5. What is the ratio of perception of conflict as a negative to conflict as a positive within the group from the exercise?

Discuss the lowest result which may be the positive aspects of conflict. Special consideration and time should be allocated to discussing the positive aspects of conflict as this facet of conflict can be hardest to grasp for participants new to the subject e.g. conflict and difference of opinion can challenge people to be open to new concepts and ideas which can help people to see things differently. An example could be the outlook of a glass half full compared to the glass half empty attitude. Conflict amongst parties during a decision making process often results in a more balanced and explored decision as people look at the possibilities open to them in greater depth.

Feedback:
Ask for a volunteer to feedback the results from each group. Discuss results.
Has any trend emerged on how participants deal with conflict in their lives?

There are many definitions for conflict, some are as follows
1. A serious incompatibility between two or more opinions, principles, or interests.
2. To come into collision or disagreement; be contradictory, at variance, or in opposition; clash
3. Community **conflict**, is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together.

### 3 What is Conflict - A Class Definition 30 minutes

Ask participants to form the same groups and with the use of the ‘What is Conflict?’ brainstorm results flipchart sheet and the completed individual group exercises ask participants to look at conflict from the position of a group brought together to help resolve conflict – The Peer Mediators. The task is to define conflict as a group going forward in the context of mediation with their peers in a conflict situation. Ask each group to reflect on how they will address conflict as peer mediators. Feedback results through a representative from each group. Hone and refine the results to form at least three statements of action on how the group will address conflict resolution as peer mediators. Showcase the statements in a prominent area of the classroom.

### 4 Conflict Styles & Effects 30 minutes

Conflict Styles and Outcomes:

Explain to the class that there are various ways of approaching and addressing conflict. The way in which participants deal with conflict will directly affect the success of the conflict resolution process for peer mediation. Understanding how participants are predisposed to dealing with conflict situations i.e. their conflict style will provide an insight into how to improve or manage conflict situations with a new awareness which should lead to a more constructive outcome. Looking at conflict styles offers an opportunity to study how participants usually respond to conflict and
to explore the possibility of using a different conflict style in any given situation or indeed a combination of styles as appropriate. Through recognition of personal default style/s participants become self-aware and can identify the strengths and weaknesses of their predisposition and provide awareness to explore other styles.

Introduce the class to the conflict styles model, outlining its main assets including the measuring of assertiveness and cooperativeness in order to identify an individual’s conflict handling style.

Why the Model is so successful.

- **Facilitates** learning to use five practical, situation-specific styles for dealing with conflict effectively (competing, collaborating, compromising, avoiding, accommodating)
- **Helps** trainers, managers, and other professionals open productive one-on-one and group discussions around conflict
- **Reflects** today’s gender, racial, ethnic, age, and job-level diversity in the workplace—based on an updated normative sample
- Is **quick** (30 items, takes just 15 minutes) and **easy** to understand, and requires no special training or certification to administer
- Is backed by **excellent support** and guidance through CPP’s global distributor network.

**Conflict Styles**

- Avoiding
- Accommodating
- Forcing
- Compromising
Collaborating

Distribute the Hand-out on Conflict Styles. Facilitate discussion.

**5 Conflict Styles & Effects Activity  
90 minutes**

Through role play exercise students will see what the styles look like in practice as follows;

- Divide the class into individual groups as appropriate. Ask each participant to share in their group a conflict situation they have been involved with. Ask them to outline how they dealt with it looking at the style they used and how they could have handled the conflict differently using another style.
- Arrange for each group to select one of the shared conflict situations to act out in the role play exercise.
- Randomly allocate each group a conflict style to use in the role play situation.
- Give groups time and space to practice acting out their role play event.
- Facilitate each group to present their conflict role play scenario.
- While each group presents the other groups identify the conflict styles in use.
- Facilitate feedback after each role play including;
  - What worked well?
  - What did not work and why?
  - Reasoning underpinning use of different conflict styles in various situations?
  - Possibility of using more than one style in a situation e.g. moving from accommodating to compromise?
  - Reason for changing style?
 Did this happen in the role play?
 Why is it useful to know what conflict style you use most often?
 How can it be helpful to know someone else’s style?
 Example from current media highlights e.g. political situation of people or groups in conflict resolution and their use of these styles?

The model is ideal for a number of applications, including:

 **Conflict management**—to identify different conflict-handling styles and to learn how to choose the appropriate style for any situation
 **Team building**—improves team functioning by helping members reconcile differences and work together more effectively
 **Leadership development**—enhances leaders’ conflict management skills
 **Performance improvement**—helps eliminate barriers to effective performance
 **Stress reduction**—gives employees the capacity and tools to identify and manage workplace stress
 **Retention**—helps employees be successful, improve morale, and stay engaged to build a stronger organization and retain the best talent

Video of Thomas Kilmann, founder of the model, describing how the model helped resolve conflict in Spain [https://www.youtube.com/watch?v=Tnf1OKoGSys](https://www.youtube.com/watch?v=Tnf1OKoGSys)
6 Perception of Conflict Retest 15 minutes

Conduct a review of the day by distributing a new ‘Perception of Conflict’ hand-out and complete exercise. Ask participants to compare the exercise results with those of the same survey conducted on day 1. Discuss.

7 Reflection on the day 15 minutes

Recap Exercise Students discuss and continue their reflective journal with:

The Three W’s

- What did we learn today?
- Was the learning e.g. relevant, important, and useful?
- Now What? i.e. how does what we have learned today fit with our expectations of the course, does it affect our understanding of the subject?

Module 2 Resource: Student Hand-out Material

Conflict Styles Example

<table>
<thead>
<tr>
<th>CONFLICT STYLE</th>
<th>BEHAVIOURs</th>
<th>USES</th>
<th>DRAWBACK s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoiding</td>
<td>Not letting true opinion show; Neither helping your own or the other party to reach goals</td>
<td>When more time/space is needed; when there is no hope of winning; when the issue may resolve itself</td>
<td>The conflict may remain under the surface and ready to erupt at any given time; Not a good long term strategy</td>
</tr>
<tr>
<td>Competing</td>
<td>Loud; Ignoring</td>
<td>In an emergency or</td>
<td>Can make the situation</td>
</tr>
<tr>
<td>Getting your own way no matter what</td>
<td>Other peoples’ reactions and points of view; Interrupting &amp; superior mannerisms; Getting own way at expense of the other parties</td>
<td>Very urgent situation; When you know that you are right and need action</td>
<td>Worse people distrust and get protective of the situation and their space</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Accommodating</strong></td>
<td>Agreed to end the conflict; actually working possibly against your own goals and objectives; happens often when you are not enough interested in winning</td>
<td>When you want to appear reasonable in decision-making; When the other side may have a better resolution; May facilitate future dealings with the other party; creating goodwill</td>
<td>Accommodate others but not getting your own point heard; allowing the needs of the group to overrule personal needs; may work best in the long term</td>
</tr>
<tr>
<td>Cooperation rather than assertiveness; Giving in to another person’s point of view at your own expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compromising</strong></td>
<td>Solution focused; willingness to engage in dialogue</td>
<td>Need a quick outcome; When nothing else works; Where a temporary result is needed</td>
<td>Immediate problem sorted but underlying issues remain; All parties are not completely happy</td>
</tr>
<tr>
<td>Each party wins something and loses something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating</strong></td>
<td>Listening to others; Assertiveness; problem solving focus</td>
<td>Can make someone who is very difficult agree;</td>
<td>Takes a lot of time and a good level of trust is required from all parties</td>
</tr>
<tr>
<td>Win-Win possibility; Finding a solution that covers all parties goals and pooling resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Perception of Conflict Survey**

Read the following statements and answer True/False

1. With enough effort all conflict can be resolved  
   True False
2. Conflict can be a good thing  
   True False
3. Giving in is a sign of weakness  
   True False
4. Saying sorry is a sign of weakness  
   True False
5. It is not possible for all the parties to win in a conflict situation  
   True False
6. Solving conflict starts with problem ownership  
   True False
7. Conflict will go away if left long enough  
   True False
8. The best way is to pretend it is not there  
   True False
9. The best way to deal with a conflict situation is to fight back  
   True False
10. There is more than one side to a conflict situation  
    True False
11. Behaviours can be a source of conflict  
    True False
12. Argue your point is the best way to solve conflict  
    True False
13. I would not involve a third party to help solve a conflict situation  
    True False
14. There are times when conflict is beneficial  
    True False
Conflict

Before discussion:
Conflict is.....

During discussion:
Notes:

After discussion:
Conflict is.....
Learning Objective Introduction to Peer Mediation, Listening Skills & Negotiation

In this module the process of mediation is outlined together with the key skill of listening.

Understanding the process of mediation is the first step to becoming a successful peer to peer mediator. Through participation on module two the course participants will have gained an understanding of conflict.

This module is designed;

1. To outline the process of mediation as a method of resolving conflict and take the learner through the stages involved in the peer mediation.

2. To develop listening skills as a core skill for a mediator is to be an active listener and developing listening skills is a technique that is vital to develop in the peer mediator.

The objectives of this module are;

- review of day two and conduct a Q&A session to ensure all participants are ready to move on with the course
- overview of mediation through brainstorming participants’ views
- understanding the six stages of peer mediation
listening Skills - improving listening skills, understand the elements of active listening and use of effective listening skills

**Required Course Materials**

Student hand-outs; flipchart; flipchart paper and markers; prepared flipchart sheet with the six stages of mediation listed; Knowledge level survey reviewed from Day one, tutor material as required

In accordance with the preceding objectives the module has been divided into eight headings as follows;

1. Review and questions on day two
2. Overview of mediation & what is peer mediation? Tutor Presentation
3. The six stages of Peer Mediation brainstorm exercise
4. Preparation for peer mediation session: Tutor Outline
5. Perception of peer mediation Retest
6. Listening Skills
7. Mediation V Negotiation
8. Reflection

**1. Review & questions on day Two**  
15 minutes

Welcome the participants back to day three of the course. Conduct a quick review of day two and allow an opportunity for a Q&A session. Distribute a fresh peer mediation discussion hand-out for personal note taking before, during and after the module.
Outline the process of mediation e.g. Mediation is a voluntary process where two or more people take the help of a third person to voluntarily resolve and prevent further conflict, working towards a collaborative solution. Mediation is conducted confidentially in a private setting with a mediator, committed to assist the parties, who will neither judge nor adjudicate. The mediator helps the participants to identify the problem/s and to articulate them while being committed to finding an agreed solution. The Mediator is solution focused always working towards agreement.

Conduct a Q&A session.

Outline the process of Youth Peer Mediation e.g. Youth Peer Mediation is a voluntary process where young people facilitate resolving disputes between young people of same or similar age from the same or similar backgrounds; social groups; young people with similar interests etc. This process can change the way young people understand and resolve conflict in their lives. Changes include improved self-esteem, listening and problem solving skills. Peer mediators do not take sides or make judgments. They work towards a solution agreed by both parties in order to resolve the problem and avoid further trouble.

VIDEO on Peer Mediation [https://www.youtube.com/watch?v=fdkseqmFQHI](https://www.youtube.com/watch?v=fdkseqmFQHI)

Conduct a brainstorm exercise as a follow up on;

- What are participants understanding of peer mediation?
- What are the roles and responsibilities of peer mediators?

Use the flipchart to capture the information:

Brainstorm the definitions with the learners’ example follows in the table below;
# The Peer Mediator Role

<table>
<thead>
<tr>
<th>The role of the peer mediator is to:</th>
<th>The role of the peer mediator is not to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide differing parties through a problem-solving process</td>
<td>Tell others about the mediation event taking place</td>
</tr>
<tr>
<td>Facilitate a process of positive dialogue</td>
<td>Take sides</td>
</tr>
<tr>
<td>Help each side to talk about problems and tell their ‘stories’</td>
<td>Get involved in the issues.</td>
</tr>
<tr>
<td>Assist all participants in the process to say what their needs, wants, feelings and concerns are, at their own pace</td>
<td>Use mediation in place of agreed decisions, rules and regulations</td>
</tr>
<tr>
<td>Help to look at differing points of view</td>
<td>Give advice</td>
</tr>
<tr>
<td>Outline to all involved that they must take ownership for what they do/say</td>
<td>Make decisions for those involved in the process</td>
</tr>
<tr>
<td>Help parties to be solutions focused</td>
<td>Act as a judge</td>
</tr>
<tr>
<td>Negotiate an agreement that all parties agree with</td>
<td>Blame any party</td>
</tr>
<tr>
<td>Remains unbiased</td>
<td>Come up with the solutions</td>
</tr>
<tr>
<td>Is neutral and objective and does not take sides</td>
<td>Tell participants what to do</td>
</tr>
<tr>
<td>An empathic listener</td>
<td>Participate if there is illegal or abusive behaviour</td>
</tr>
<tr>
<td>Is respectful</td>
<td>The magic answer to the problems</td>
</tr>
<tr>
<td>Has ability to treat all parties with respect and understanding</td>
<td>Get advice from others on the issue</td>
</tr>
<tr>
<td>Helps people work together</td>
<td>Offer opinion</td>
</tr>
<tr>
<td>Is solution focused</td>
<td>Makes light of the situation</td>
</tr>
<tr>
<td>Keeps information confidential</td>
<td></td>
</tr>
<tr>
<td>Builds the disputants’ confidence and trust in the process by not discussing their problem with others</td>
<td></td>
</tr>
</tbody>
</table>
3. The six stages of Peer Mediation brainstorm exercise 90 Minutes

Conduct a class brainstorming session on the structure of the mediation event.

The mediation process, as a tool for resolving conflicts, consists of six stages. It is impotent for participants to understand the correct sequence to follow to ensure that the mediation session flows smoothly. Outline the headings, using the prepared flipchart. The six stages of mediation are as follows;

1. Introduction
2. Storytelling
3. Name the issues
4. Focus on common ground: needs, wants feelings, concerns and interests
5. Solution focus brainstorming towards win-win resolution
6. Agreement

Display the prepared flipchart sheet containing the six stages of mediation in a prominent area.

Conduct the following brainstorming exercise to examine each individual stage of the mediation process i.e. six sessions as follows;

Using six flipchart sheets write the individual stages of the mediation process i.e. one on each sheet. Invite a separate volunteer to scribe for each of the six brainstorming sessions. Do not move on from any stage until the participants have established the key points necessary to complete the stage successfully.
Session 1 – Introductions

Ask the participants to outline what they believe the first stage of the process should include. Ensure that the following points are included as key activities;

- all participants in the process introduce themselves – mediator and parties involved in the dispute
- establish ground rules for the sessions
- outline the concept and process of mediation, what is involved, expectations, non-judgmental facilitation
- establish confidence and trust in the process
- Confidentiality agreement

Session 2 – Storytelling

Repeat the exercise asking the participants to outline what they believe the storytelling session should include. Ensure that the following points are included as key topics;

- each party allowed to outline their side of the story at their own pace
- rule - no interruptions allowed while each party is talking
- Rule - no bad language allowed, name calling etc.
- listening skills and questioning
- neutrality

Session 3 Name the issues

Repeat the exercise asking the participants to outline what they believe the session ‘Name the issues’ should include. Ensure that the following points are included as key topics;

- listening skills
- share all conflict issues
- priorities issues
• listening and questioning
• establish where the issues originated

Session 4  Focus on common ground: needs, wants, feelings, concerns and Interests
Repeat the exercise asking the participants to outline what they believe the session, focusing on common ground, should include. Ensure that the following points are considered as key topics;
• undercurrent - what lies beneath the stated conflict issue
• parties’ stories
• uncover concerns and interests that may impede resolution
• common ground

Session 5  Solution focus brainstorming towards win-win resolution
Repeat the exercise asking the participants to outline what they believe the session focusing on win-win resolution should include. Ensure that the following points are considered as key topics;
• Outcomes of conflict resolution win-lose win-win etc.
• conflict styles
• clarifications and perceptions
• problem-solving
• articulate and evaluate options

Session 6  Agreement
Repeat the exercise asking the participants to outline what they understand by an agreement and what an agreement should include. Ensure that the following points are considered as key topics;
• written agreement
• neutral and clear language
• what - content
• who - names of parties
• when – timeframe
• where – location
• how – specific detail
• facilitated by mediator
• agreed by all parties in the conflict

Conclude the session by recapping on the six stages of mediation.
Facilitate a Q&A session.

4. Preparation for peer mediation session: Tutor Outline 15 minutes

Outline the importance of preparation before a peer mediation session. It is very important to prepare well in advance as the process depends on a competent, confident and informed mediator who will instil confidence in the process and put the parties at ease at a very traumatic juncture in their lives. It is important to note that failing to prepare properly for a class delivery session is surely preparing to fail.

Through careful session planning by the mediator, participants will be aware of and be enthused by the serious processes involved in the peer mediation event. This will facilitate the development of a sense of ownership in the process by the participants and establish in all parties a serious and competent outlook which in turn will
manifest as confidence in their own ability and in the ability of the mediation event to work.

Preparation for the session includes assembling the materials required, studying carefully the peer mediation case information and the participant request to mediate application forms, reflecting on ground rules for the mediation sessions and also reviewing the location and physical environment i.e. the mediation session accommodation

Before beginning the session, gather the following materials;

- peer mediation request forms
- case notes
- brainstorming tutor worksheets
- confidentiality agreement
- peer mediation agreement form
- pens / paper etc.

**Accommodation**

Arrange the mediation room so that the perception is that of equality within the mediation environment e.g. no ‘top table’ effect or dominant position for any participant. This helps all parties see that sides are not being taken and will help communication flow from the beginning. It is important to decide who will sit where before a mediation session begins. It is very important to position the disputants next to each other facing the mediator with equidistant between mediator and each participant.
Inspirational Quotation: “One of the best ways to persuade others is with your ears — by listening to them.” Dean Rusk

Facilitate Q&A session.

5. Perception of mediation Retest  
15 minutes

Conduct a review of knowledge by distributing a new ‘Perception of mediation’ hand-out and complete exercise. Ask participants to compare the exercise results with those of the same survey conducted on day one. Discuss.

6. Listening Skills  
45 minutes

To introduce this section, conduct the following activity

Activity: Chinese Whisperers Listening Activity: Ask the class participants to stand in a semi-circle. Conduct the simple ‘Chinese Whisperers’ exercise in the group by whispering a message in the ear of the first participant with instruction to pass on the message through the class until the last participant repeats the message, as it has reached them, to the entire group. It is most likely that there will be a variation in the repeated statement from the original message. It shows how easily information can become corrupted by indirect communication.

Outline to the participants that possibly the most important skill of the peer to peer mediator is that of listening. Listening is key to all effective communication. Without the ability to listen effectively messages are easily misunderstood, communication can break down and parties can become frustrated or irritated. Therefore, the first communication skill participants should aim to master immediately is the art of effective listening skills and this will require effort and practice.
Distribute the Peer Mediation Communication Skill hand-out on Listening skills. Read aloud each section and discuss.

**Facilitate Listening Skills discussion.** Ask the class to divide into four groups. In the groups ask the participants to consider the skill of listening and brainstorm in the groups the characteristics of active listening skills. Allow 5 minutes for exercise. Use a flipchart to record the findings.

**Distribute Good Listening Skills Hand-out** to the participants. Compare the hand-out with result of the learning skills discussion. Facilitating discussion on the importance of listening skills in the peer mediation context.

Allow time for Q&A.

<table>
<thead>
<tr>
<th>7. Mediation V Negotiation Class Discussion</th>
<th>15 minutes</th>
</tr>
</thead>
</table>

While the aim of both negotiation and mediation is to address conflict in a progressive way through a solution focused approach with a view to a win-win outcome, the two methods are different conflict resolution approaches.

As we have seen the mediator is impartial and neutral facilitating, supporting and empowering all parties in a dispute to tell their story and help each party to reach their optimal, win-win resolution.

In negotiation the facilitator can work for one side and can trade off and bargain seeking to find a common ground and resolution.

However, many of the processes in mediation and negotiation are the same in striving to resolve the conflict. Therefore, it is important to look at the common skills
required to support both mediation and negotiating in conflict resolution processes to reach a win-win outcome.


These skills include: –

- listening
- seeing things from other people’s point of view
- checking out beliefs and assumptions (of both sides!)
- identifying areas of agreement
- identifying points of leverage and blockages
- lateral thinking to find other ways of achieving an objective
- flexibility and sensitivity

We will take a more detailed look at this process as the course progresses

8. Reflection on the day                      15 minutes

Recap Exercise Students discuss and continue their reflective journal with;

The Three W’s

- What did we learn today?
- Was the learning e.g. relevant, important, useful?
Now What? i.e. how does what we have learned today fit with our expectations of the course, does it affect our understanding of the subject?

Module 3 Resource: Student Handout Material

Good Listening Skills

A good listener listens to what is said and to what is left unsaid

<table>
<thead>
<tr>
<th>Stop talking</th>
<th>Put other things out of your mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resist the temptation to interrupt</td>
<td>Watch for things that are partially said</td>
</tr>
<tr>
<td>Do not finish sentences for others</td>
<td>Relax</td>
</tr>
<tr>
<td>Clarify what you have heard when the speaker is finished</td>
<td>Be patient. Wait for the speaker to finish.</td>
</tr>
<tr>
<td>Concentrate on what is being said</td>
<td>Watch for what is partially said</td>
</tr>
<tr>
<td>Engage with the speaker to encourage e.g. eye contact, nod etc.</td>
<td>Empathise – try to listen with an open mind</td>
</tr>
<tr>
<td>Avoid distractions – looking through the window, doodling etc.</td>
<td>Be aware of emphases through tone and pitch to get the true meaning</td>
</tr>
</tbody>
</table>
Observe non-verbal communication from the speaker e.g. gestures, posture etc. Avoid letting speakers mannerisms distract – focus on what is being said

Peer Mediation Communication Skill

Listening

1. Attention span
A common trait in communication is to constantly judge what is being said and preempt what is going to be said instead of listening to the entire narrative before coming to a conclusion. Interrupting the speaker with a question or conclusion before the point is made can put the speaker off and interrupt information flow which can result in the point not being made.

2. Body language & listening skills
Positive body language is very important in building rapport and putting people at ease. Eye contact and gestures e.g. smile or nod of the head at key points. Do not patronise. Pay attention and do not make the listening event look forced. Good listening body language will encourage further conversation.

3. Seek to understand before you seek to be understood
Concentrate on listening to understand, rather than to reply.

4. Summarise
Summarising and repeating back to the speaker what you have heard. This checks that you have understood correctly and also demonstrates that you are genuinely interested and have heard what is been said.

5. Acknowledgment:
By acknowledging that you have heard what has been said makes the speaker feel understood and that you are genuinely interested thus encouraging them to provide more information. This does not mean you agree with the person. Acknowledging and understanding are completely different from agreeing.

6. Use silence effectively
In many cases you will learn more by maintaining your silence than asking questions. A silence allows the speaker time to elaborate, helping you recognise the real issues.

7. Asking questions
While maintain silence is important asking relevant questions is also an effective way of enhancing communication, and a key part of listening. Use open questions (what, when, where, why and how) when you want someone to expand and closed questions when you need to narrow the conversation down. Ask open ended questions that give the other person broad latitude in how to answer, such as “Help me understand better...” This means the speaker directs the response towards what is important to them. Never ask more than one question at a time.

8. Empathy
Empathy is a basic skill that an active listener should employ. It is the ability to recognise and share feelings expressed by another. Empathy also allows people in a conversation to build trust.
Peer Mediation

Before Discussion:

Peer mediation is.....

During Discussion

Peer mediation is......

After Discussion:

Peer mediation is.....
**Perception of Mediation as a process in addressing Conflict**

Read the following statements and answer True/False

1. The goal of mediation is to resolve conflict fairly  **True False**
2. The mediator can take sides  **True False**
3. The mediation process is conducted in private  **True False**
4. Mediation is compulsory  **True False**
5. Honesty is important in mediation  **True False**
6. You need to know the law to mediate  **True False**
7. The mediator points out who is to blame  **True False**
8. Rumours must be considered in mediation  **True False**
9. Mediation is a casual conversation to broker agreement  **True False**
10. The mediator is not a judge  **True False**
11. The mediator is unbiased  **True False**
12. The mediator gives advice  **True False**
13. The mediator is respectful  **True False**
14. No agreement is necessary to be involved  **True False**
15. The mediator makes the final decision  **True False**
16. The mediator will force a decision  **True False**
17. The mediator can make assumptions  **True False**
18. The mediator will give recommendations from own experience  **True False**
Following on from the Understanding Mediation session it is now time to move into the Peer Mediation session.

The objectives of this module is to:

- Guide the participants through a mediation session
- Embed the mediation session outline into the peer mediation model
- Prepare the participant through a hands-on model mediation role play
- Review of learning

### 1. Required Course Materials

Flipchart; Flipchart paper & Markers; Handouts; Tutor material as required

### 2. Review & Questions on Day Three

Welcome the participants back to day four of the course. Conduct a quick review of day three and allow an opportunity for a Q&A session.
3. Mediation Session Outline & Role-play  

All Day Event

Inspirational Quote: “Beyond ideas of right and wrong, there is a field. I’ll meet you there.” Rumi

Distribute process handout allowing for a Q&A session after each section.

Sections as follows;

**Introduction to the mediation session, setting the stage for the event and building trust**

- Outline what mediation is about and what will happen during the mediation session. Be mindful of your tone of voice and the language you use.
- Welcome. Thank everyone for coming. Be enthusiastic yet respectful.
- Introduce yourselves and ask all present to introduce themselves.
- Describe what peer mediation is about.
- Describe the mediator’s role - not being a judge and not deciding who is right or wrong.
- Outline the steps of mediation.
- Each person first tells what happened from his or her point of view.
- Explain Confidentiality.
- Set the Ground Rules.
  
  VIDEO: [https://youtu.be/xmZyztC9PCU](https://youtu.be/xmZyztC9PCU)

Discuss with the student the mediation model which outlines the cycle of the mediation process.

VIDEO: [https://youtu.be/Nw5_LJKPQbk](https://youtu.be/Nw5_LJKPQbk)

**The mediation event/s Example of sessions**
• Allow each party a chance to say what is on their mind. It is important that parties articulate their grievance and feel they have been heard
• Remain neutral at all times
• Allow each person time to talk. Let them finish their narrative.
• Use neutral language in any questions being mindful of questioning techniques and not clouding issues by personal opinion
• Ensure to go through these exact steps with each party
• Ask individuals to start from the beginning of the conflict situation, letting participants outline what happened from their perspective in turn without interruption
• Listen carefully again without interrupting while ensuring that no other party interrupts also
• Ensure maintenance of a respectful atmosphere
• Ask questions when appropriate focusing on letting the individual tell their story without leading or offering opinion on your part
• Summarise what each party has said carefully
• Repeat back the important and positive points in summary format
• Question how the conflict can be resolved - Get an initial sense of what each party wants out of the mediation and how each party wants the conflict resolved.
• Before taking mediation event break review the situation and decide on either continuing in a joint session or if perhaps it would be more beneficial to work with each person in a private session. Arrange as appropriate.
• Role of mediator
• Role of advisor
• Role of parties

**During the Mediation Break**

- Plan exactly what you want to do in the next mediation session.
- Look at the information you have gathered reviewing notes and focusing on the information you need to find out.
- Prepare open ended questions to assist dialogue.
- Developing questions on the parties common ground
- Meet the parties again if required alone - Often parties are more likely to share their true feelings about the conflict and their ideas for resolving in private
- If you decide to move into private sessions, you will have to decide who to see first and have an explanation underpinning your decision.

**In Private Sessions**

- ✓ Give participants a chance to say the things they might have been uncomfortable saying in front of the other side.
- ✓ Remind them that if they ask you not to repeat something they tell you in private, you will honour that request
- ✓ Measure what you say as repeating the other side ‘story’ even if appropriate to solution may look like you are taking sides.
- ✓ Recap on the first joint session and by repeating what was said you are showing that you have listened and that you understand what has been said. This can help to resume and progress the mediation
- ✓ Ask if they want to add anything to their outline from the joint Session. This question gives a chance to let off more steam, if needed. It also opens the door for things to be said that they did not want to say in the original session.
✓ Scope out how the participant is feeling. Sometimes people are angry or hurt and it is helpful to let them talk about it. You could find that the real problem is not the current conflict situation but some misunderstanding from the past that was left unresolved.

✓ In private sessions people are sometimes more open to compromise than in joint sessions when the other side is present so ask again how do they think the issues can be resolved

✓ Ask what you can do as a peer mediator to help resolve the situation. This also helps people to realise that there will have to be some give and take on their part to resolve the conflict

✓ Ask the participant if you should share any new information with the other participant especially if something positive has been shared by the participant that is important for the other side to hear.

✓ Summarize the private session at the end by looking again at the outline of what has happened; what has been said; what people want; and what they are prepared to do; ask if there is anything you should not repeat to the other side.

The Last Joint Session

✓ The purpose of the last joint session is to give the parties a chance to say things to one another that they may not have said before and to work together to reach agreement.

✓ Summarize the situation especially positive developments. Any resolved issues should be dwelled upon.

✓ Share new and promising information that could help and clarify the situation
- Repeat the practices from the first mediation session allowing time for participants to find common ground and reach an amicable solution agreeable to both sides.
- Discuss confidentiality.
- Write down the agreement.
- Close the Mediation.

Inspirational Quotation “I enjoy mediation. I think the artist's position is often to mend the things we feel are broken. Whether that's between two cultures or two thoughts. We're always trying to reach, trying to expand something.”

Thomas Kilmann

The Agreement

While you are helping people work towards an agreement, there are two important points

1) No party should ever feel forced into signing an agreement. Mediators should always respect people’s right to make decisions for themselves, including decisions about how and if they want to settle their dispute.

2) It is not important for the mediators to think the agreement is fair. Your responsibility is to be sure that both the parties think the agreement is fair and workable.

Overview:

Facilitate Q&A session.

Conduct role-plays on examples of a conflict resolution peer mediation session.
4. Reflection on the day

Recap Exercise Students discuss and continue their reflective journal with;

The Three W’s

➢ What did we learn today?
➢ Was the learning e.g. relevant, important, useful?
➢ Now What? I.e. how does what we have learned today fit with our expectations of the course, does it affect our understanding of the subject?
Young Community Mediators
Peer to Peer Mediation
Course Curriculum
Module 5

LEARNING OBJECTIVE

TEAMWORK THE DECISION MAKING PROCESS & NEUTRALITY

Following the peer mediation event outline and role-play session in module four, the participants will be aware of the key areas of trust, decision making and the importance of teamwork involved in bringing the peer mediation event to a successful agreed resolution. In this module we look at these key elements in the context of peer mediation in greater depth.

The objectives are;

- Review of day four and conduct a Q&A session to ensure all participants are ready to move on with the course
- Overview of the decision making processes
- Teamwork
- Understanding and remaining neutral
REQUIRED COURSE MATERIALS

FLIPCHART; FLIPCHART PAPER & MARKERS; PARTICIPANT NOTEBOOK FOR REFLECTIVE NOTES; TUTOR MATERIAL AS REQUIRED

In accordance with the preceding objectives the module has been divided into eight headings as follows;

1. Review and questions on day Four
2. Decision Making
3. Teamwork
4. How are Decision Making & Teamwork connected?
5. Self-reflection
6. Share Responsibilities Activity
7. Neutrality
8. Reflection on the day

1. REVIEW & QUESTIONS ON DAY FOUR  15 MINUTES

Welcome the participants back to day five of the course. Conduct a quick review of day four and allow an opportunity for a Q &A session

2. DECISION MAKING TUTOR OVERVIEW SESSION  45 MINUTES

Tutor overview of decision making process e.g. A vital skill of the peer to peer mediator is the ability to understand the decision making process and using this knowledge focus on solution and resolution to broker a mutually agreed amicable settlement to the conflict.
Making decisions is something we do on a daily basis by choosing one solution over another based on conscious and unconscious evaluation of the options. It is vital that all participants have a good understanding of the decision making process taking a proactive approach.

Decision making in problem solving can be divided into the following sections.

1. Identify the issues through information gathering. Focus on the problem and not on the symptoms of the problem. Drilling down to find the root of the problem is key. It is very important to identify interests/needs/wants/desires. Looking to find solutions can mean getting disconnected from individuals’ actual needs. Active listening is important to identify all issues and not become attached to a particular solution.

**Present a story to illustrate:** e.g. two girls were fighting over the only orange in the fruit bowl. Each girl insists on getting the entire orange. Privately the girls mother asks each girl why she wants the orange. One says that she wants the orange to drink the juice. The second girl says that she wants the rind to use in a cookery recipe.

   What each sister wants is her position
   Why she wants it is her interest.

Both interests can be met here by squeezing the juice for one girl and giving the rind to the other. Therefore, interests are the needs to be satisfied and it is easy to overlook the real interest/need when focusing on a solution. Be mindful of the difference in expressing interests and listing solutions.

Therefore, while asking What do they want is very important, why they want it is also as important.
2. Identify alternative solutions to the position expressed by the parties. Many alternative solutions should be found before any are evaluated. Brainstorming is a very useful technique at this stage of problem solving. Ask questions like ‘What would be the best solution for everyone involved? Can you put yourself in the other person/s shoes? This focuses all parties on the problem solving process looking towards a win/win outcome. Compare all information and all alternatives solutions.

3. Evaluate and select the best solution possible. Selecting involves making choices. To do this different options need to weighed up. Can a number of options work together? The decisions chosen will need to solve the problem causing least difficulties to reach the best agreement.

4. Carefully compile the detail of the agreed resolution and draw up the agreement.
   - Allow the participants to discuss this process in small groups and identify their understanding of decision making and the decision making process.
   - Conduct a quick flip chart exercised which describes the decision making process by identifying a decision and writing down all steps in reaching the decision.
   - Conduct a Q&A session to embed the learning.

3. TEAMWORK

The purpose of this section is to establish the group’s definition of teamwork and emphasise the benefits of working as part of a team to make decisions and solve
problems. This module will facilitate the identification of the key components of teamwork.

**Brainstorm Activity**

Facilitate a brainstorming session using groups of three participants. Each group should use two sets of different coloured sticky-note paper. On one colour they should identify the advantages of teamwork and the second colour should be used to identify the disadvantages of working in a team environment. When the groups have completed this activity a member from each group should pin their answers on the flipchart. Where groups have identified the same component the answers should overlap. A detailed discussion should follow to insure all participants understand the concept of teamwork and have recognized the importance of working as part of a team to solve problems.

The groups should each decide on a definition of teamwork and the group definitions should be combined to decide on a class definition of teamwork. The definition should be written on the board.

Facilitate a Q&A Session to embed the learning from the exercise.

**4. HOW ARE TEAM WORK AND DECISION MAKING CONNECTED**

Decision making in a team environment is particularly effective in solving problems as a team is made up of people with different skills which can complement one another. This enables team members to look at problems from many varying perspectives allowing for more options to be explored in order to successfully make
an informed decision. First discuss the pros and cons of teamwork and decision making as a group and establish the groups thoughts by using a flip chart. Exercise Desert Island Dilemma to demonstrate how working as part of a team can help make good decisions. Break the group into smaller groups and give each group a list of 5 random objects such as; soap, thread etc. Ask each group to decide the order of importance in which they would place each object if they were trapped on a desert island. This will allow the groups to work together and conduct the decision making process. When the exercise is complete bring the groups together and conduct a feedback exercise. Facilitate discussion; Each group will identify a new method of selection by listening to the other group members ideas on prioritising to decide on the most appropriate order of choice of the objects.

5. SELF- REFLECT

Self-reflection exercise: Time should be allocated to individuals to reflect on a time when they were involved in a team decision making process and specifically the role they played in coming to the decision within that team. They should identify the positive and negative aspects of being part of the team in relation to the decision making process.

Following reflection any willing participant should be facilitated to share and discuss with the class the decision making process within the team they were involved with and possible actions which may have been more appropriate to use on mature reflection.
Facilitate all participants interested in sharing their experience with the class the opportunity to present their story.

6. **SHARE RESPONSIBILITIES EXERCISE** 30 MINUTES

It is vital that when working within a team, each member takes their fair share of responsibility. The decision making process is a key process to allow each team member to take responsibility for individual tasks.

Team exercise: Break the class into groups giving each of the groups tape and straws. Ask teach group to make a free standing object using all the straws and the exercise must be completed within the 30-minute time frame allocated. Observe the groups and take note of their ability to share responsibility and how the roles such as team leader are formed.

On completion of this task discuss each group’s creation and how they shared the responsibilities and how they decided on the roles that they would take.

Facilitate group discussion.

7. **NEUTRALITY** 30 MINUTES

**Tutor Outline:**

The principle of neutrality is key to the process of mediation and arguably the most important constant valued by all parties in the decision to choose mediation as the preferred method of resolving conflict by parties in dispute. The mediator at all times must remain neutral and free from bias. (To demonstrate this outline to the class the fact that the mediator is frequently referred to as the neutral third party) It is the mediator's responsibility to facilitate the communication flow so that all sides can
outline their grievances with a fair and equitable opportunity to present their side of
the story. Remaining neutral and not taking sides is a key skill to be developed in the
peer mediator in order to build respect and win the trust and cooperation of
participants in the peer mediation process.

Conduct the following exercise to help participants understand the importance of
listening to all sides of the same conflict situation with the different perspectives,
outlook, attitudes and feelings involved.

**Exercise**: Ask the participants to outline generally the story of Cinderella as they
remember it in class. Explain that you have the Cinderella Stepmother story which
you read to the class.

Facilitate general discussion on the new side of the old story;

- Differences in the stories
- Similarities in the stories
- The right for both Cinderella and Stepmother to have their individual side to
  the story
- How would participants feel about remaining neutral
- Ask the class if they can see that both parties are telling very different sides of
  the same story truthfully from their individual perspectives?
- Could the story have turned out differently if both sides had heard each
  other’s story

Facilitate a Q&A Session to embed the learning from the exercise.
8. **Reflection on the Day**

Recap Exercise Students discuss and start their reflective journal with;

The Three W’s

- What did we learn today?
- Was the learning e.g. relevant, important, useful?
- Now What? I.e. how does what we have learned today fit with our expectations of the course, does it affect our understanding of the subject?
Module 5 Resource: Student Handout Material

Decision Making

Before Discussion:

Decision making is......

During Discussion:

Notes:

After Discussion:

Decision making is.....
Teamwork

Before Discussion:

Teamwork is......

During Discussion:

Notes:

After Discussion:

Teamwork is.....