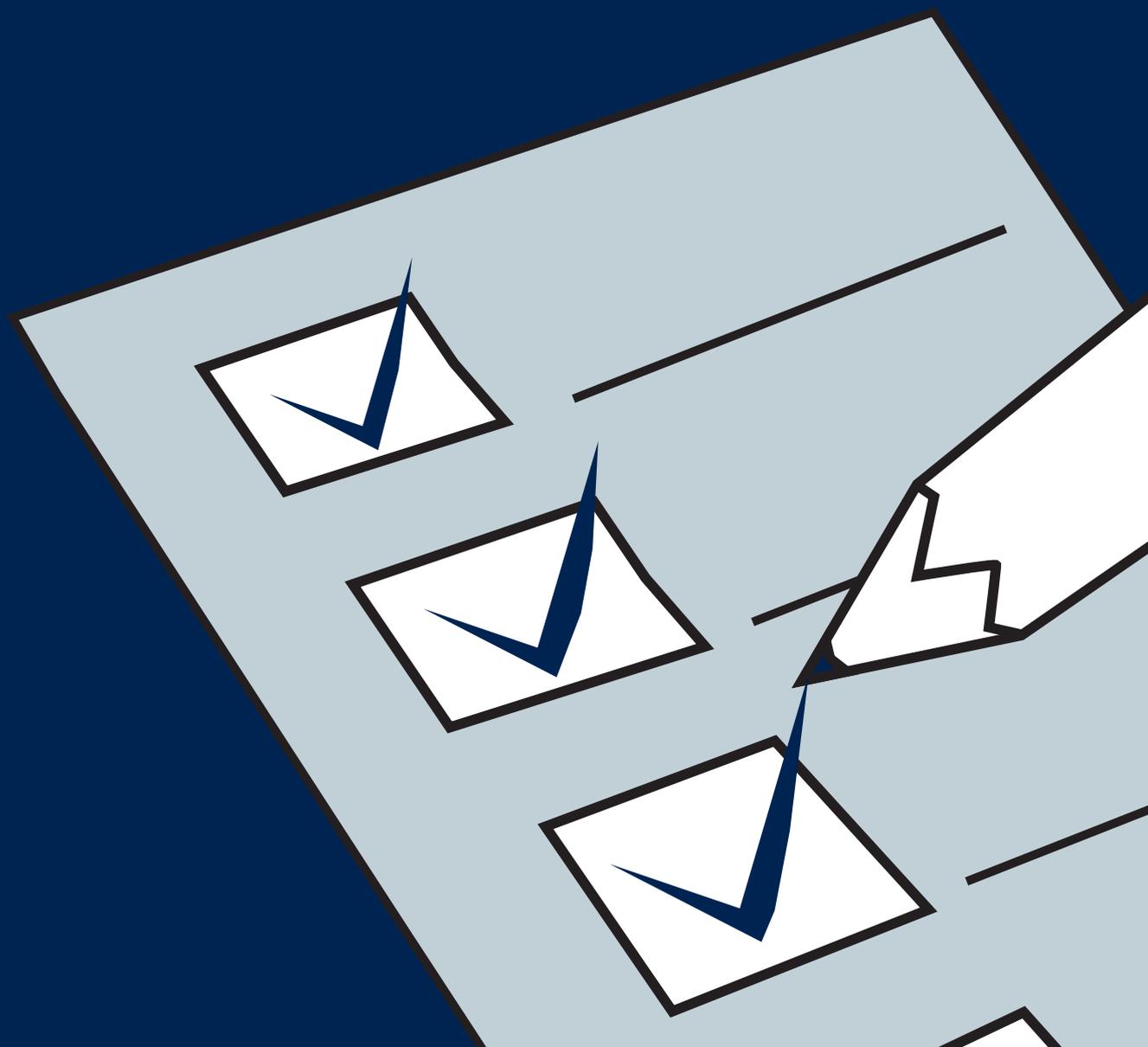


TRAINING MATERIALS

ON SCHOOL MEDIATION



TRAINING MATERIALS

ON SCHOOL MEDIATION

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Preface

Dear Reader,

We are happy that you are interested in school mediation! We share that interest and passionately encourage you to take a step towards attaining an essential skill that achieves far more than the resolution of conflicts. As with any skill, mediation requires practice to be fully learned and understood. Simply reading about it will not suffice. Even becoming a certified mediator is just the beginning of the journey. Perhaps you have a driving license - remember when you obtained it? You were certified to drive a car, but were you really good at it and did you feel secure? Probably not. The same holds true for mediation. Only by mediating many sessions can you become competent mediator. Therefore, this publication can serve as one building block in your preparation towards becoming a mediator, but even learning it by heart and practicing all its exercises will not be enough to make you a mediator, nor a certified school mediation trainer. Nonetheless, we hope you will enjoy this publication and that it will help you in your endeavor!

What is school mediation?

School mediation is the practice of mediation between peers within the school context (for this reason, it can also be referred to as “peer mediation”). As with other Alternative Dispute Resolution (ADR) methods, the goal of school mediation is to non-violently and sustainably resolve conflicts. It is a voluntary process, with defined steps and practices, that guide an impartial third party, the mediator, in his or her conduct. In the school context, students and teachers can act as mediators to resolve conflicts among students, but also between themselves and teachers, principals and parents. Moreover, beyond being a technical process, mediation also promotes a positive spirit based on its core values. As a result, the effect of mediation is often further reaching than merely the resolution of conflicts. Within the school context, it is regularly reported that a school’s atmosphere changes positively once mediation is introduced: towards a more cooperative and optimistic spirit, empowering students, teachers and parents to feel responsibility for the school as a whole. Several studies have proven that school mediation programs have made a positive impact in dozens of countries around the world.

Why in Kosovo?

To a varying degree, school mediation has been successfully implemented in countries across the world, which greatly differ in their economic development and conflict history. It seems that peer mediation is widely accepted as adding value to school systems of any kind.

In Kosovo, several studies indicate that violence in schools is relatively common¹. Almost half of the students interviewed in the framework of the development of the platform on security in schools within the

¹ Petkova, D. and UNICEF Kosovo (2005). Research into Violence against Children in Schools in Kosovo. Pristina: UNICEF; CRDP (2015). Country Report on Human Security: Kosovo. A project of the Cross-Border Citizens' Network for Peace, Inter-Communal Reconciliation and Human Security. Pristina: Center for Research, Documentation and Publication (CRDP); Save the Children (2012). Research on Violence against Children in Schools in Kosovo. Draft. Pristina: Save the Children/Social Research Kosova (SRK).

Municipality of Pristina, reported to have witnessed corporal punishment by teachers, and almost four fifths have witnessed violence between peers – be that physical, psychological or emotional.

Causes for the acceptance and normalization of violence against children may be found in the traditional application of corporal punishment as part of raising children and in the legacy of the violent oppression during the nineties and the conflict of 1999. Whatever the root causes may be, their investigation is not needed for peer mediation to be effective. Many of the same studies list conflict resolution trainings in their recommendations for the improvement of the situation.

How was this publication developed?

For several years, school mediation has been implemented in Macedonia by *forumZFD* and in Albania by the Albanian Foundation for Conflict Resolution and Reconciliation of Disputes. In regional conferences, experiences were shared and participants from Kosovo voiced the need for the introduction of mediation in Kosovo schools. Consequently, CSSP Kosovo, the Albanian Foundation for Conflict Resolution and Reconciliation of Disputes and Kosova Education Center (KEC) rose to the task. They trained the first ten school mediation trainers between January and April 2015 as part of the “Prevention Violence in Schools” project, which was developed by KEC and funded by UNICEF. Besides a school mediation training, this project included the development of the *Protocol for Prevention and Referral of Violence in Pre-University Institutions of Education*, and trainings on the protocol’s content. In it, peer mediation was recognized as one of the conflict management strategies every school is obligated to implement.

In order not to double efforts and use synergies, *forumZFD* joined the project in June 2015, as it was seeking to transfer its experiences and best practices in school mediation from over seven years of practice in Macedonia to Kosovo. *forumZFD* organized further training on facilitation and advanced mediation for the school mediation trainers and guided them during their trainings and in the development of the training materials. Thus, the first ten school mediation trainers became the authors of the publication in front of you. Over the course of six months, each training conducted by school mediation trainers was evaluated, and the training materials were accordingly adapted several times with the trainers’ support and inputs. The first edition of the training materials was used for training a second group of school mediation trainers in the summer of 2017. Based on their feedback, the materials were improved once more, resulting in this present edition. Finally, the training materials and training program were accredited by the Ministry of Education, Science and Technology in August 2018.

Overall, the project has been implemented in 70 lower-secondary schools, in 12 municipalities, throughout Kosovo. Nineteen trainers were trained to provide school mediation trainings for teacher mediators and student mediators. On average, two teachers and five students (age 13-16) were trained from each participating school. In addition to the training, the targeted schools were supported through mentoring and monitoring, as well as in setting up mediation corners and initiating additional activities closely related to school mediation.

For whom is this publication?

This publication was developed as PowerPoint® presentation for **school mediation trainers** conducting two-day trainings on school mediation for teachers and students (aged 13-16). In order to conduct such trainings, school mediation trainers should be first trained on the use of these materials and certified. The core training (usually two weeks in length) covers more topics, exercises and simulations, and prepares the user of this publication to utilize it to its fullest extent and to further disseminate school mediation.

However, this publication may also be used by other users and for different purposes:

1. **Teachers and students who were trained** with these materials during a two-day training by a certified trainer, may use this publication to refresh their knowledge about school mediation. This will help them institutionalize a school mediation club and train future generations of school mediators at their school.
2. **Teachers** who are neither trained school mediators nor school mediation trainers, may still use this material to address issues related to conflict and conflict transformation in their lessons, linking it to the curricula they follow.
3. **Youth workers, social workers and NGO-representatives** who consider using school mediation within their institution/organization, work or projects, may use this publication to gain an overview of school mediation and determine whether it is the right approach for their work.
4. **All educators and interested people** may use it to learn about or teach conflict, conflict transformation, mediation, violence, communication, or other topics covered in this publication.

If you wish to learn more about school mediation, we encourage you to research online for more materials and to contact *forumZFD* Pristina and Kosova Education Center (KEC) for further information. Please also notify us if you want to assist with the wider institutionalization of school mediation or the dissemination of this publication.

What can be found in this publication?

This publication consists of three main components, which shall support you in the planning, implementation and evaluation of a complete training on school mediation:

1. Part: Preparation materials
2. Part: Training materials
3. Part: Evaluation materials

In the first part, we collated some useful sheets that will guide you through the preparation of a training session: a **provisional agenda**, a **checklist of needed materials** and a **participants list**.

The second part is a printed version of the PowerPoint® **presentation's slides**, the **supplementary commentary** to each slide that guides you through the presentation, and the **handouts** for the participants appropriate to each slide. The PowerPoint® presentation required for the training, which completes this publication, will be soon available for download on KEC website.

The third part provides tools to evaluate your training, namely: an **evaluation sheet** for your participants to complete at the end of their training, to evaluate your performance as a trainer and to provide you with feedback to learn from; plus a **training report template**.

How to use this publication?

As mentioned above, this publication may be used by different people for different purposes. Either:

A

You want to use this publication to conduct a two-day training on school mediation:

In this case you should be either a trained and certified school mediation trainer, or a former participant of a two-day school mediation training and should use this publication in combination with the PowerPoint® presentation. This publication was designed precisely for this purpose:

1

My experience with conflict



Think of a recent conflict, in which you were one of the conflict parties:

- What was it about?
- How well did you know the other party?
- What about it was important to you?
- How did you feel when you were in conflict?

3

TRAINING MATERIALS
ON SCHOOL MEDIATION

CHECK LIST ON TRAINING PROGRAM QUALITY ASSURANCE ON PEER MEDIATION

Date and the venue of the training: _____

Requirement	Fulfilled	Comment/additional information
Training schedule is set	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Trainers are informed regarding the schedule, including its possible changes etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Trainers confirmed their attendance in the training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Participants are informed regarding the training schedule, including its possible changes etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Official authorities are informed about the organization of the training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Necessary means for concretization of the training are ensured	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Attendance record is prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Training evaluations sheets are prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Logistical arrangements for food and drinks as well as payment of the transport are ensured.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Information officer is informed regarding the training and, if necessary, information regarding training is drafted.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

2

Instructions:

1. Explain that conflicts can be classified according to various properties (e.g. number of people involved, issue that is disputed, etc.).
2. Explain the types of conflict according to the violence that is involved in them and describe the scale of violence depicted on the slide.
3. Point out that the Manual for Implementation of Regulation GRK No. 21/2013 for Protocol for the Reference of Violence in Institutions of Pre-University Education classifies three levels of violence to be treated by different interveners.
4. Underline that mediation can be applied to all types of conflict, but that for the peer mediator's safety, we **INSIST** that cases that involve a higher degree of physical violence must be referred to a teacher or the school director. Additionally, to mediate cases that involve a high degree of violence, the mediator has to have a lot of experience, which the participants in the training lack.

Optional:

- If participants doubt that mediation can be applied to all types of violence, mention the following examples:
 - Anton Geta and his colleagues and assistants mediated long lasting blood feuds in Kosovo.
 - The United Nations Organization recommends the use of mediation in civil wars and inter-state wars and has a special unit to provide mediation.
 - "Victim Offender Mediation" exists in Canada and the U.S. since the seventies. It brings convicted criminals and the victims of their crimes to mediation. Sometimes, this includes mediating between convicted murderers and the relatives of the victim.
 - Amazon uses online mediation to settle disputes surrounding sale contracts. So, mediation can be adapted to circumstances where the conflict parties do not even meet in person.
 - There are many more applications for mediation. To each application, mediation is specifically adapted. A mediation process can take more than one session, and more than one mediator, more than one person per conflict party and more than two parties can be involved.

Teaching materials needed:

- For demonstration, at least one (digital) copy of the Manual for Implementation of Regulation GRK No. 21/2013 for Protocol for the Reference of Violence in Institutions of Pre-University Education.

Learning goals:

- The participants understand that conflicts can be categorized in different ways – one way being: by degree of violence involved.
- **IMPORTANT:** The participants are 100% clear about the need to protect themselves by not mediating in cases that involve a higher degree of physical violence. Such cases should be referred to a teacher or the school director.

On each page you see one slide of the PowerPoint® presentation **1** for your orientation. Each time you move to the next slide in the presentation, turn the page.

Below the slide **1**, is the supplementary commentary **2**, printed in large font to allow you to read it while standing and presenting the slides during a training session. The commentary is divided into 3-4 sections:

1. "Instructions": This section will give you clear guidelines on how to introduce each slide to the training participants.
2. "Optional": In case you have enough time, or you feel that the participants need additional exercises to understand the content of a certain slide, you can use the exercises mentioned in this section.
3. "Teaching materials needed": In this section you will find a list of materials that you will need for introducing the slide and conducting its exercises, such as markers, flip chart paper, etc.
4. "Learning goals": This section defines the learning goals for each slide, each module or the whole presentation.

Some slides are accompanied by handouts **3**, which you should copy in sufficient numbers for all participants before the training. Each handout is located next to the slide it should be used for.

B

You want to use this publication to learn more about school mediation:

In this case you can treat the training materials' seven modules as chapters on their various topics:

1. Understanding Conflict
2. Understanding Conflict Transformation
3. Understanding Mediation
4. Mediation Steps
5. Simulation of a Mediation Session
6. Mediation at Your School
7. Evaluation of the Training

When reading this publication as a book with chapters, focus on the content of the slide on each page and the comments that explain the content of the slide. You do not necessarily need the PowerPoint® presentation for this purpose. You can use the handouts and some of the supplementary comments as exercises. However, in order to assess your own performance, you require feedback from a trained trainer.

What is your task as trainer?

If you are a teacher, you are used to conveying knowledge to children and standing at the front of a class room. This potentially makes you quite comfortable with the idea of being a trainer. However, there are some differences between a teacher and a trainer. As a trainer you have to:

- create a comfortable setting and pleasant atmosphere: in this way participants will feel free to express themselves and actively participate;
- be close to the participants, help and support them as much as possible: you are there for them and will not assess their knowledge and skills at the end of the training and
- be creative in terms of training methods and tools: interactive and dynamic learning processes are more effective than classical approaches when it comes to learning school mediation.

Moreover, crucial to your success as trainer, is your ability to translate the language of the training materials into the language of the participants. They are written in a professional vernacular and not in the language of children. In order to make them more easily understood by students:

- you need to paraphrase into simpler words,
- constantly check-in with the participants if they understood the content of the slide or the task of the handout,
- give many concrete and relevant examples and
- use as many exercises and handouts as possible to convey the content of the training through practical experience, rather than learning by heart.

Last but not least, we hope that you will enjoy using this publication! We encourage you to learn more about mediation and to eventually become a school mediator or even a school mediation trainer. If you are interested in becoming a certified trainer of school mediation, please contact Kosova Education Center, *forumZFD* Pristina or one of the authors of this publication to inquire about training opportunities for you, your school or your institution!

Petrit Tahiri
Kosova Education Center

Vincent Lungwitz
forumZFD Kosovo

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Introduction:

How to conduct a two-day school mediation training?

To conduct a two-day training on school mediation, you may follow these steps:

1. **Promote school mediation:** In order to spread school mediation to more schools and municipalities, you need to help introduce it to decision makers and convince them of its benefits. Often, school directors are in favor of introducing peer mediation to their school if they understand that it helps them save time they usually spend resolving conflicts between students. Municipal Education Directorates may be convinced of supporting the introduction of school mediation to their municipality if you refer to the *Protocol for the Reference of Violence in Institutions of Pre-University Education*, which requires the implementation of conflict management measures at schools.
2. **Find participants:** We usually invited 2 teachers and 5 students from 4 lower-secondary school (grades 6 to 9) to one training, totaling to around 28 participants per training. Remember that you may have to get parents' consent for minors.
3. **Negotiate a time and place:** You need two days (about 8 hours of training per day), and a room that comfortably fits your participants with chairs, tables and a projector to show the presentation.
4. **Cover expenses:** A training costs roughly:
 - Food (lunch and drinks) – free if parents provide it, otherwise 3 to 8 EUR per participant,
 - Location – often free if you get a room at a school or at a pedagogical center, otherwise you have to plan 50 to 150 EUR for rooms at a restaurant or hotel,
 - Transportation – free if the training location can be reached on foot, otherwise you will need to reimburse participants (including yourself) for public transport or fuel,
 - Trainer honorary – free if you volunteer, otherwise 50 to 150 EUR is a common amount per training day,
 - Materials – are sometimes included in the rent for conference rooms, otherwise you may need to buy flipcharts, paper, pens and markers.

As you can see, the costs for a training can vary greatly. *forumZFD* and *KEC* offer their support, but you may have to look for donors or find creative ways to raise the funds needed for trainings. One way could be by asking each participant to contribute through a participants' fee or by asking the schools you cooperate with to provide some contribution.
5. **Find a co-trainer:** if you do not have sufficient experience as trainer or do not feel ready to train alone, ask another trained school mediation trainer to join you.
6. **Prepare the training:** Prepare the room ensuring that you have all materials available, following the

“Pre-training checklist”. Have one copy of the agenda, evaluation forms and handouts ready for every participant. Also prepare a participants list and a training report. Make sure to have the training’s PowerPoint® presentation, a computer and a projector.

7. **Conduct the training:** This publication was designed to assist you during the training. By following the PowerPoint® presentation, you will successfully cover all core elements related to peer mediation. The provided instructions, as well as the handouts, will help you making the training concrete and dynamic. The overall management of the training, however, is in your hands: feel free to adapt the material to the participants, add new exercises or change the used methodology, and alternate the sessions with energizers and team-building activities.
8. **Evaluate the training:** At the end of the training, ask all participants to fill out the “Evaluation Sheet” and collect them. As soon as possible after the training, use the “Training Report Template” to write down some of your reflections on the training and your performance. You may also include some of the feedback from the participants. Please do not evaluate your training for the sake of the donor or some superior authority, but primarily for yourself: use it as an opportunity for you to learn as much as possible from your training experience and to constantly improve yourself!



PART 1

Preparation
material

CHECK LIST ON TRAINING PROGRAM QUALITY ASSURANCE ON
PEER MEDIATION

Date and the venue of the training: _____

Requirement	Fulfilled	Comment/additional information
Training schedule is set	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Trainers are informed regarding the schedule, including its possible changes etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Trainers confirmed their attendance in the training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Participants are informed regarding the training schedule, including its possible changes etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Official authorities are informed about the organization of the training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Necessary means for concretization of the training are ensured	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Attendance record is prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Training evaluations sheets are prepared	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Logistical arrangements for food and drinks as well as payment of the transport are ensured.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Information officer is informed regarding the training and, if necessary, information regarding training is drafted.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

ATTENDANCE LIST

Training program: Peer mediation

Training date: _____

Training venue: _____

No.	Name and surname	School and venue	Personal No.	Phone No.	Email	Day 1 17/11/2018	Day 2 18/11/2018
1							
2							
3							
4							
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TRAINING AGENDA

PEER MEDIATION

Date of the training:

Venue:

Name of the session/module: Peer Mediation

Trainers:

Date of the 1st day:

09.00 – 09.30	Arrival of the participants
09.30 – 10.00	Welcoming and presentation
10.00 – 10.45	Understanding of conflict
10.45 – 11.00	Coffee break
11.00 – 12.30	Understanding of transformation of conflict
12.30 – 13.30	Lunch
12.30 – 14.30	Understanding of mediation
14.30 – 14.45	Coffee break
14.45 – 15.45	Steps of mediation I
15.45 – 16.00	Sum-up and the end

Date of the 2nd day:

09.30 – 10.00	Sum-up of the Day 1
10.00 – 10.45	Steps of mediation II
10.45 – 11.00	Coffee break
11.00 – 12.00	Steps of mediation III
12.00 – 13.00	Lunch
13.00 – 14.30	Mediation in practice I
14.30 – 14.45	Coffee break
14.45 – 15.45	Mediation in practice II
15.45 – 16.00	Evaluation and conclusion of the training



PART 2

Training
material



Qendra për Arsim e Kosovës
Kosova Education Center
KEC



Peer Mediation at School

Instructions for the whole training:

1. Facilitate the training on Peer Mediation using the materials at hand.
2. Explain what the presentation conveys, use simple language so that the participating students understand everything.
3. Throughout the training draw on as many examples and experiences from daily life as possible.
4. Vary the media you use in your training.
5. Use the handouts we provide with these training materials.
6. If you have extra time or feel that the participants have difficulties understanding a topic of this training, use the optional materials.
7. Find a way of conducting this training that suits your own personality. Adapt the agenda (slide 3 and handout) accordingly.
8. Use the handout "Checklist for materials needed for a training" to prepare the training room.
9. Ask every participant to sign the handout "Participants list".
10. Pass out a copy of the handout "Agenda" to all participants.

Optional:

- Give every participant a pen and paper for taking notes.

Teaching materials needed:

- One copy of the handout "Checklist for materials needed for a training" for you.
- One copy of the handout "Participants list" – to be signed by all participants.
- Sufficient copies of the handout "Agenda" for all participants.
- Pens for the participants.
- Paper for the participants.

Learning goal of the whole training:

- The participants learn and understand the basics of conflict, conflict resolution and how to conduct a mediation session.
- The participants practice mediation.
- The participants feel empowered to open a peer mediation group at their school, disseminate information about it and train future generations in mediation.
- The participants understand that school mediation not only resolves conflicts, but also improves the general atmosphere at their school.

Getting to know each other

Who are we?

- Trainers
- Kosova Education Center (KEC)
- forumZFD

Who are you?

- What's your name?
- Where are you from?
- Which school do you go to?
- Why are you interested in this training?

Instructions:

1. Gradually reveal the text on the slide.
2. Introduce yourself.
3. Facilitate an introduction game so that the participants get to know each other. Here are three options:
 - Split up the participants into pairs of two. In every pair, the participants interview each other, using the questions from the slide. Afterwards, all pairs introduce themselves to the whole group of participants.
 - Ask all participants to think of their favorite animal and to introduce themselves to the rest of the group by mentioning basic information (e.g. their answers to the questions on the slide) and by introducing their favorite animal including explaining why they like that animal. In the end, you can mention that the giraffe is the land animal with the largest heart and with the best overview. Therefore, it is the mediator's animal, as mediators too should have a big heart (empathy) and a clear overview over the conflict and the conflict parties.
 - Ask all participants to take an empty sheet of paper, put their hand on it and use a pen to draw the contours of it on the paper. Then tell them to remove their hand and write their name in the space of the palm on the paper. And in every finger, they are supposed to write one characteristic about them. Then, ask all participants to introduce themselves to everyone else/the whole group.

Teaching materials needed:

- For introduction option c): pens and paper for the participants.

Learning goals:

- The participants feel comfortable and trust the hosts.
- The participants practice listening and asking open questions.
- The trainers get an idea of the participants' interests and can address them immediately or during the training.

Agenda of the training

Day 1

09.00 – 09.40: Welcome and introduction

09.40 – 10.30: Understanding conflict

10.30 – 10.45: Coffee break

10.45 – 11.45: Understanding conflict transformation

11.45 – 12.45: Lunch

12.45 – 14.15: Understanding mediation

14.15 – 14.30: Coffee break

14.30 – 16.00: Steps of mediation I

16.00 – 16.15: Reflection and closing

Day 2

09.00 – 09.45: Summary of first day

09.45 – 10.00: Coffee break

10.00 – 11.45: Steps of mediation II

11.45 – 12.45: Lunch

12.45 – 14.15: Mediation in practice I

14.15 – 14.30: Coffee break

14.30 – 15.30: Mediation in practice II

15.30 – 16.00: Evaluation and completion of the training

Instructions:

1. Before the training: adapt the agenda on this slide according to the situation of your training. You may change the time slots, but be aware that you will always be under time pressure as you could fill more than 2 days with these materials!
2. Introduce the participants to the agenda for the training, so that they know what to expect.
3. Make them feel comfortable and give them the opportunity to comment, ask questions and adapt the agenda according to their needs.

Teaching material needed:

- Refer to the handout “Agenda”, which was passed out to all participants.

Learning goals:

- The participants feel
 1. comfortable and know what to expect,
 2. that they are heard and that the trainers accommodate their needs.

Setting ground rules for the training

Our rules are there to help everyone of us to learn during this training:

- Which rules do you suggest?
- What action should be taken if somebody breaks a rule?
- Do all of us agree to these rules and actions?

Instructions:

1. Tell the participants that you suggest setting up some ground rules to ensure the smooth conduct of the trainings.
2. Explain that the rules have to come from the participants, because rules are more likely to be observed by people if they came up with them. (Point out that mediators do the same in mediation sessions.)
3. Ask: “Which rules do you suggest?” – Collect the suggested rules on a flipchart paper.
4. Ask: “What action should be taken if somebody breaks a rule?” – If the participants cannot think of an action, suggest the that the person who broke the rules has to sing a song.
5. In the end, ask all participants: “Do all of us agree to these rules and actions?” – If they do not: make changes until all participants agree to the rules and the actions to be taken in case somebody breaks the rules.

Learning materials needed:

- Flipchart paper
- Marker (for flipchart paper)

Learning goals:

- The participants set their own rules.
- The participants understand that the rules are supposed to help them all create a good learning atmosphere.

Understanding Conflict

Instructions:

- Explain that before you will explain what peer mediation is, you will present some theory about conflict – what it is and which types there are – and about conflict transformation – how people react to conflict and how conflicts end.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

- All participants feel comfortable, have no open questions on their minds and are ready to begin the training.

My experience with conflict



Think of a recent conflict, in which you were one of the conflict parties:

- What was it about?
- How well did you know the other party?
- What about it was important to you?
- How did you feel when you were in conflict?

Instructions:

1. Split up the participants in pairs of two. Check with them if it is okay for them to talk with each other about their emotions. (Do not put teachers and students in the same pairs.)
2. Let the pairs recall a recent conflict that they have been part of and exchange their experiences relating to it.
3. Reveal the questions on the slide and ask the participants to discuss them within the pairs (if they feel comfortable to do so).
4. Afterwards, ask all pairs to share their impressions with the whole group of participants without, mentioning whose conflict it was (in order to keep confidentiality).

Optional:

- Collect the responses for each question on a flipchart paper, on which you draw a table with the rows “issue / importance / feelings / resolution”.
- You could ask each pair to describe the conflicts they discussed on a poster, including their responses to the questions on the slide. Later in the training, you can refer to those posters using their cases as examples.

Teaching materials needed:

- For the optional exercises you need flipchart paper and markers.

Learning goals:

- The participants:
 1. feel comfortable to talk about their emotions and difficult times in a group of trusted people,
 2. recall a recent memory of conflict, so that for the rest of the training everybody has a concrete example on hand,
 3. reflect on their experience of conflict,
 4. understand that there are major similarities of how people feel in conflict, how people perceive conflict and what conflicts are about.

What is conflict?

“Things opposed”

e.g. two soccer teams in a game, a seed in the dirt, my sibling and me, my classmates and I when writing a test, etc.



Conflict...

- occurs everywhere as a natural part of human interaction,
- is **negative** when it leads to negative actions and emotions,
- is **positive** when it leads to learning, positive competition, getting to know each other and becoming better friends.

Instructions:

1. Ask the participants: “What is conflict?” – Note down their responses on a flipchart paper.
2. Mention that there are many different definitions of conflict. The broadest definition is: “things opposed”. Take some time with the participants to contemplate what this definition means.
3. Give them the examples for very different conflicts that are mentioned on the slide. (The conflict between the seed and the dirt is that the seed is in conflict with the surface, because it has to break it to get through to the sunlight.)
4. Ask the participants: “Are all of these conflicts bad?” – No. Conflicts are not negative or positive. However, their consequences might be. Negative consequences can be violence, bad emotions, ending of relationships, etc.
5. Ask the participants what positive consequences could be. – If no correct answers are given, mention: getting to know each other better (as siblings do when they fight), competing with others – which leads to learning and mastery (as in the case of soccer teams or classmates who write a test).
6. Summarize that conflicts are and always will be an integral part of human relations (the same as love and friendship). Many conflicts result in negative consequences, but mediators can help to turn the negative consequences into positive consequences such as a better future relationship between the parties. Later, it will be discussed how to achieve that.

Optional:

- Ask the participants: “What makes a conflict negative and what makes it positive?” – Write the answers on a flipchart paper (positive on one side, negative on the other).

Teaching materials needed:

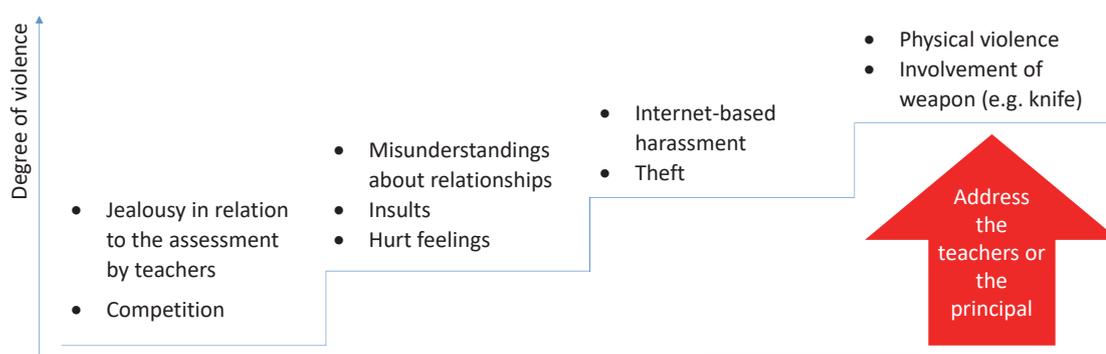
- Flipchart paper
- Marker (for flipchart paper)

Learning goals:

- Participants understand that:
 1. conflict is neither negative nor positive, but that its consequences can be positive or negative,
 2. conflicts can have negative consequences such as negative behaviors and negative emotions,
 3. conflicts can have positive consequences when they make us stronger or wiser, result in new and better ideas and improve communication and enhance relationships.

Types of conflict

Conflicts may be classified by the degree of violence involved:



Your safety is important! Do not intervene in cases involving physical violence! Report such cases to the nearest teacher or the principal!

Instructions:

1. Explain that conflicts can be classified according to various properties (e.g. number of people involved, issue that is disputed, etc.).
2. Explain the types of conflict according to the violence that is involved in them and describe the scale of violence depicted on the slide.
3. Point out that the Manual for Implementation of Regulation GRK No. 21/2013 for Protocol for the Reference of Violence in Institutions of Pre-University Education classifies three levels of violence to be treated by different interveners.
4. Underline that mediation can be applied to all types of conflict, but that for the peer mediator's safety, we INSIST that cases that involve a higher degree of physical violence must be referred to a teacher or the school director. Additionally, to mediate cases that involve a high degree of violence, the mediator has to have a lot of experience, which the participants in the training lack.

Optional:

- If participants doubt that mediation can be applied to all types of violence, mention the following examples:
 - Anton Çeta and his colleagues and assistants mediated long lasting blood feuds in Kosovo.
 - The United Nations Organization recommends the use of mediation in civil wars and inter-state wars and has a special unit to provide mediation.
 - "Victim Offender Mediation" exists in Canada and the U.S. since the seventies. It brings convicted criminals and the victims of their crimes to mediation. Sometimes, this includes mediating between convicted murderers and the relatives of the victim.
 - Amazon uses online mediation to settle disputes surrounding sale contracts. So, mediation can be adapted to circumstances where the conflict parties do not even meet in person.
 - There are many more applications for mediation. To each application, mediation is specifically adapted: A mediation process can take more than one session, and more than one mediator, more than one person per conflict party and more than two parties can be involved.

Teaching materials needed:

- For demonstration, at least one (digital) copy of the Manual for Implementation of Regulation GRK No. 21/2013 for Protocol for the Reference of Violence in Institutions of Pre-University Education.

Learning goals:

- The participants understand that conflicts can be categorized in different ways – one way being: by degree of violence involved.
- IMPORTANT: The participants are 100% clear about the need to protect themselves by not mediating in cases that involve a higher degree of physical violence. Such cases should be referred to a teacher or the school director.

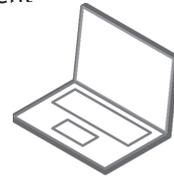
Internet Harassment

What is particular about Internet harassment?

- School fights may continue afterwards: no interruption
- Such fights may happen without the adults knowing : uncontrolled
- Many people may get involved: not just peers
- Someone's public image may be seriously harmed: hard to overcome/repair

Mediators should...

- Know about Internet harassment
- Ask the involved parties if they have used social media in their conflict
- Ask the parties to make a public apology or rectification on social media
- Inform the teachers about disseminated instances of Internet harassment



Instructions:

1. Ask the participants: "What is cyber bullying?" – If no correct answer is given, explain that cyber bullying is a type of violence, where social media is used to insult or ridicule people, which hurts them emotionally.
2. Use the slide to point out the difference between cyber bullying and regular bullying by stressing that cyber bullying can reach a lot more people and that it does not end with school classes but that it impacts all aspects of daily life of the people involved.

Learning goals:

- The participants understand the special case of cyber bullying: this kind of conflicts can have particularly devastating consequences for the people involved and is especially hard to resolve, because the people involved may not all be from the same school.

Understanding Conflict Transformation

Instructions:

1. Summarize the previous section in one of two ways:
 - By yourself (use the points under Learning Goals: see below), or
 - By asking the participants to do so. – Make sure that they cover all the points mentioned under Learning Goals (see below).
2. Tell the participants that they know now the basics about conflict. Hence, they are ready to learn how to deal with conflict and that the next part of the training will be about conflict transformation.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

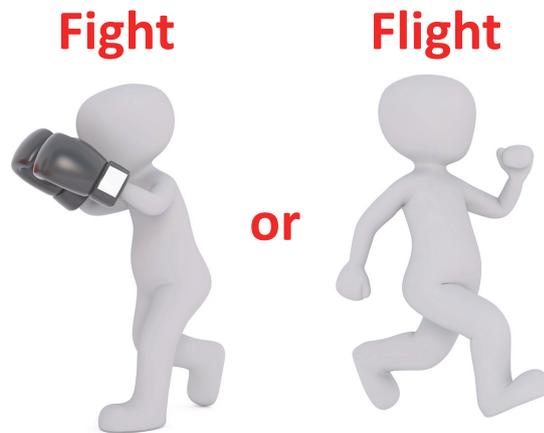
- The participants repeat the most important points regarding conflict:
 1. Conflicts are an integral part of human life and nature.
 2. There is no negative or positive conflict, but there are negative or positive consequences that result from it.
 3. That the peer mediators do not mediate a conflict that involves violence and that those cases need to be referred to a teacher or the school principal.
 4. Participants understand that there is a variety of conflicts and that cyber bullying is one that is hard to mediate, but more and more common among the youth.

The fight-or-flight response

Do you know what the “fight-or-flight” response is?

In high stress level situations, we instinctively react by fighting the person who stresses us or by fleeing from the stressful situation.

How does this relate to conflict?



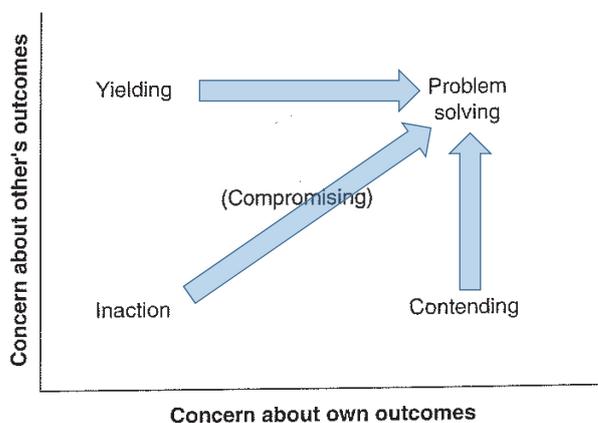
Instructions:

1. Ask the participant the first question mentioned on the slide.
2. Make sure the participants understand, what an instinct is: a behavioral action, which we cannot rationally control, because it is rooted deeply within us (within the oldest parts of our brain, which developed when humans were still animals).
3. Explain that instinctively, we respond to threat through “fight” or “flight”. Point out that this is a heritage from the times humans were living in nature and very often at risk: We either try to fight off the danger (e.g. an attacking animal) or we run away out of fear, to save ourselves from harm.
4. Ask the participants how this relates to conflict. – If no correct answer is given, explain that some conflicts can be perceived as a threat (especially when violence is involved) and that this instinct makes some people fight (i.e. become violent) or run away.

Learning goals:

- The participants understand that:
 1. in conflict situations we often act according to our instinct of “fight or flight”,
 2. sometimes, we can react as we want to, while at other times, we react based on instinct,
 3. we sometimes instinctively react with violence and that mediators must not judge a person for doing so, precisely because it was probably an instinctive reaction.

Conflict resolution and transformation



There are different ways to resolve a conflict, we often have a personal disposition.

- How was your conflict resolved?
- What did you do? What did the other party do? What did an outsider do? (Who was it?)
- As conflict transformers, we try to turn the negative consequences of a conflict into positive consequences: we help the parties come to problem solving and cooperation (not to compromise!)

Instructions:

1. Explain to the participants that there are ways how conflicts can end, other than through an instinctive fight or flight reaction.
2. Explain the “Dual Concern Model” on the slide, which summarizes the possibilities:
 - The x-axis describes the degree to which one party to the conflict cares about the consequences of the conflict to itself.
 - The y-axis describes how much the same party cares about the consequences of the conflict to the other party.
 - Point out that we can only be in conflict, if at least one party cares about it – if both react with “inaction”, there will be no conflict.
 - Sometimes people do not care about the conflict or fear the negative consequences so that they simply yield to the other party so that that party gets its way.
 - Sometimes people care about the issue of the conflict a lot or really want to achieve their goal so much so that they do not care about what this does to the other party. This can lead to the relentless pursuit of their goal (possibly leading to violence).
 - Sometimes people lean towards trying to find a compromise with the party they are in conflict with. This is often the case when the conflict occurs between family members or friends. Also, outsiders to a conflict often react by trying to resolve it through a compromise. (Most calls for mutual apologies are compromises.)
 - Sometimes people resolve their conflicts by finding a solution through which BOTH parties achieve their goal. This is called a win-win solution (because both parties win).
 - The win-win solution is the type of problem solving that mediators help the parties to find. Mediators are neither seeking one side to clearly win, nor finding a compromise. (Mediators do NOT suggest solutions such as: “You [Party A] acknowledge that you made a mistake and apologize to [Party B].”)
3. Make clear that people have individual preferences for how they react to conflict: some tend to yield in most cases, others are mostly leaning to compromise, etc. However, what mediators want to achieve is conflict transformation: turning the negative consequences of a conflict into positive consequences – which means improving the relationship between the parties.

Optional:

- Ask the participants go back into the pairs of two in which they have shared their personal experience of conflict. Have them recall the conflict they shared in the previous session. Propose that they talk about how that conflict got resolved.
- Collect stories from the various pairs and show on the graph on the slide where each resolution fits in.
- Continue working on the posters that were begun at slide 6: add details on how the conflicts were (not) resolved.

Learning goals:

- Participants understand that:
 1. they have a personal tendency towards reacting to conflict in a specific way and that others react differently by default,
 2. we have a tendency to resolve the conflicts of others through compromise,
 3. there is an even better way to resolve a conflict than compromise: cooperation, because in cooperation both sides get what they need,
 4. As conflict resolvers we do not end a conflict, but we help the parties turn its negative consequences into positive consequences.

What is mediation?

Mediation is...

- a method of conflict transformation
- the assistance of a third party that is **accepted by both sides** and **has no or limited power** over the parties
- a process of dialogue that helps the parties solve their problem through **cooperation** and **without coercion**
- a process that tries to **improve the parties' future relationship, trust and communication**

Is a teacher's punishment of a student a kind of mediation?



Instructions:

1. Introduce mediation according to the slide.
2. Underline that mediation is different from arbitration or judging (determining who is right or wrong or finding the truth as teachers, directors, parents, judges, the police and others often do).
3. Make sure to address any questions or insecurities about mediation.
4. Ask: "Is a teacher's punishment of a student a kind of mediation?" – If no correct answer is given, explain that mediators do not punish.
5. Emphasize that the mediator does not have any power over the parties besides their acceptance of him/her as mediator (they voluntarily accept him/her acting as mediator).

Learning goals:

- Participants understand that a mediator:
 1. needs to be accepted by all parties,
 2. has NO power and does not use coercion over the parties,
 3. fosters a spirit of cooperation between the parties and
 4. does not simply want to resolve the conflict, but to transform the parties' relationship.

	A	B	C	D
1	Misunderstanding	Understanding	Collaboration	Third party
2	Violence	Reconciliation	Relationship	Dialogue
3	Feelings	Goal	Communication	Voluntary
4	Cyber bullying	Agreement	Age	No coercion
5	Conflict	Conflict resolution	Peer	Mediator
Conflict transformation				
Final resolution				

Instructions:

1. Explain that the participants now know the theory about conflict and conflict transformation.
2. Tell the participants that before you move on, you want to play a quiz called "association game".
3. Divide the participants into 2-4 groups.
4. Explain the rules:
 - The groups take turns.
 - You determine, which group starts.
 - In each turn, the group members of the group, whose turn it is, pick a field (A1-D4) to be revealed.
 - Each revealed word gives a clue to the word in the 5th row in same column.
 - After a field was revealed, the members of the group who picked the field have to work together to take a guess, what could be the word in the 5th row in same column.
 - If they guessed correctly, that field is revealed, they score 5 points and can continue picking the next field (from other rows) to be revealed.
 - If they did not guess correctly, it is the next group's turn. Once all fields in the 5th row are revealed, the groups can guess the final word at the bottom (largest field). The group that guesses it correctly scores 10 points.
5. Ask if the participants have any questions regarding the game.
6. If everything is clear, start the game and facilitate it. As facilitator of the game, you have to:
 - decide if a guess was correct,
 - keep track of the score and
 - reveal all fields in the column above a word in the 5th row when that word was guessed correctly.
7. In the end: Announce who won and praise all teams – winners and losers.

Learning goals:

- The participants:
 1. revisit some of the main terms from the training till this point,
 2. understand all terms mentioned in this quiz and
 3. have fun and are energized for the next part of the training.

Understanding Mediation

Instructions:

1. Summarize the previous section in one of two ways:
 - By yourself (use the points under Learning Goals: see below), or
 - By asking the participants to do so. – Make sure that they cover all the points mentioned under Learning Goals (see below).
2. Tell the participants that they know now the basics about conflict transformation and that they are ready to learn about a particular kind of conflict transformation: mediation – which will be covered in the next part of the training.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

- The participants or you repeat the most important points regarding conflict transformation:
 1. We often react instinctively to threats – including conflict situations: by fighting (becoming violent) or running away (avoiding the conflict).
 2. There are also other solutions to conflict, such as: compromise and cooperation towards a win-win solution.
 3. We have personal dispositions for reacting to conflict in a specific way.
 4. As outsider to a conflict, we often intuitively look for a compromise. But as mediators, we need to train to help the parties go beyond compromise and find win-win solutions and cooperation with each other.
 5. A mediator:
 - needs to be accepted by all parties,
 - has NO power and does not use coercion over the parties,
 - fosters a spirit of cooperation between the parties and
 - does not simply want to resolve the conflict but to transform the parties’ relationship.

A quick recap

What have we learned so far?

- Conflict is neither good nor bad. Its consequences can be positive or negative.
- There are different ways how conflicts resolve.
- In mediation we want to resolve conflicts by transforming its negative consequences into positive consequences, which improves communication, interaction and trust between the parties.

How do we achieve that?

Think of the example conflict you were in:

- How did you perceive the other side? How did you feel about the other side?
- What was the kind of interaction and communication you had with each other?
- How did you achieve to resolve the conflict? (Why was it not cooperation?)

Instructions:

1. Reveal the first question (“What have we learned so far?”).
2. Ask the participants: “What have you learned about conflict, conflict resolution and mediation so far?” – Collect some answers and check if you achieved the learning goals.
3. Ask: “So, the question now is: How to improve communication, interaction and trust between the conflict parties so that the consequences of their conflict become positive? How do we achieve that?”
4. Reveal the second question (“How do we achieve that?”) and the section below it and ask the participants to respond to the questions that are revealed next:
 - in the whole group or
 - If you have more time: in the pairs, in which the participants shared their conflict experiences.
5. Collect the responses
 - by asking the participants to share their responses with the group
 - If you have more time: by writing the responses on a flipchart paper. Then put the paper on the wall and refer to it during the next parts of the training, whenever one of the responses the participants gave is being discussed

Optional:

- Continue working in pairs on the poster, which was started at slide 6: add the categories “perception of the other conflict party” and “feelings about the other conflict party”, “kind of interaction and communication”, and “how was a resolution achieved” and let the pairs elaborate on these categories.

Learning goals:

- The participants repeat the most important points regarding conflict:
 1. The participants repeat what has been covered by the training so far.
 2. You as trainer understand where you can improve your training by noticing what the participants do not remember.
 3. The participants reflect on how they thought, felt and behaved during conflict.

How do people come to mediation?

Situation: a conflict between two or more students (or teachers) happens.

Case A:

- One (or all) of the conflicting parties approach a trained school mediator to ask for mediation, or:
- One (or all) of the conflicting parties approach a teacher (or the director) to resolve the conflict. The teacher or director refers them to a school mediator.

Case B:

- The conflict is witnessed by a school mediator who then offers to mediate, or:
- The conflict is witnessed by a teacher or the director who then refers them to a school mediator.

Either way: school mediation needs to be known to exist at your school.

Therefore YOU have to make it known to all teachers, students and parents!

Instructions:

1. Tell the participants to imagine a typical conflict at a school.
2. Ask them how this conflict could come to mediation and collect some responses.
3. Reveal the slide and present the two standard cases how people come to mediation.
4. Remark that sometimes students come to mediation after a conflict has been continuing for weeks and sometimes they come a few weeks after a conflict took place.
5. Emphasize that the precondition for students to come to mediation is that students, teachers and parents of a school know that trained school mediators are available to them.
6. Make it clear to the participants that making school mediation known at their schools is up to them and that is an important task that they have to fulfill!

Learning goals:

- The participants:
 1. have a clear picture of how people come to mediation.
 2. know that they have to conduct some sort of awareness raising campaign at their school to inform all people at the school that they have the option of going to mediation and that this option is beneficial for them.

The conflict mindset: emotions

When the parties come to mediation, they are often still in the “conflict mindset”, which means:

- Our thoughts are focused on the conflict and we cannot see a way out.
- Our view on the other party is negative: blame, jealousy, anger, fear.
- We react emotionally and have difficulties to think rationally.
- The longer a conflict lasts and the more important the issue is to us, the deeper we get into this mindset.



Instructions:

1. Relate to the previous slide: when students come to mediation directly after a conflict happened, emotions are often strong. (The degree of escalation also depends on other factors such as the relationship between the two parties and the importance of the issue of the conflict). Sometimes, however, students come to mediation days or weeks after the conflict took place. In those cases, emotions are often less strong as the students have already reflected on it or were distracted.
2. Stress that either way, emotions play an important role in many conflicts.
3. Explain that those emotions often put each conflict party into a conflict mindset.
4. Reveal the slide and explain it to the participants.
5. Ask the participants if they can recall a situation in which they were really angry about something/with somebody. When they have a situation in mind, ask them if they cared about anything else beside the conflict in that moment? – Explain that everybody has experienced such situations: one is fixed on getting a certain object or attaining a certain goal or one is so angry that one only wants to see the other hurt, etc.
6. Explain that these situations are strong examples for what we call “conflict mindset” and for how it impairs our ability to think outside the conflict.

Optional:

- Ask participants to mimic the facial expression from the picture on the slide. While they are doing so, ask them if they can think clearly, without losing the facial expression. – Probably, they will not be able to do so. Explain that the conflict mindset functions in a similar way: while being in it, we cannot think of anything else.

Learning goals:

- The participants understand that:
 1. in most conflicts, emotions play an important role,
 2. conflicts often put us in a conflict mindset in which emotions block us from thinking rationally,
 3. the emotional aspects of the conflict mindset change our way of thinking and behaving.

The conflict mindset: communication

When speaker and listener are in conflict:

- The speaker includes insults and accusations in her/his statements towards the listener – sometimes unconsciously and hidden.
- The listener hears many things as insults or accusations against himself/herself.
- Sometimes communication breaks down completely, because both are afraid to get hurt or because both do not want their relationship to become worse.



Instructions:

1. Continue explaining the conflict mindset by pointing out that it also impacts our communication.
2. Ask the participants how communication works. – If no correct answer is given, explain that communication always consists of a sender of a message (speaker), the message, and the receiver of the message (listener).
3. Reveal and explain the content of the slide.
4. Summarize that when we are in the conflict mindset, this mindset changes the way we communicate:
 - we send messages in an accusative, insulting or other way, which expresses our anger, but hides what we really want to say and
 - we interpret (receive) the messages from the person with whom we are in conflict in a negative way (e.g. by taking it as a personal insult to ourselves).
5. Stress that in EVERY conflict, communication plays a key role.

Optional:

- Pass out handout “4 sides to one message”. Explain to the participants that it illustrates a famous theory of communication, which says that every message has four sides to it that relate on one hand to the sender and on the other hand to the receiver. Explain that when we are in conflict, we unconsciously focus on the “relational” side of a message when sending and receiving it. That’s why we hear things as personal insults and talk to the other conflict party in a mean way.

Teaching materials needed:

- Sufficient copies of handout “4 sides to one message” for all participants.

Learning goals:

- The participants understand:
 1. the basics of how communication works,
 2. how communication changes in conflict and that this results in bad communication as well as misunderstandings and
 3. that people in a conflict mindset tend to talk in an accusative and insulting way and hear each other by perceiving the communicated messages as personal insults to them.

Four sides to one message

EXAMPLE

(italic: His message; normal: Her interpretation)

FACTS	
"I see something in her hair"	<i>"He sees something in my hair"</i>
WE SAY TO OURSELVES	
"I do not know what she has done with her hair"	<i>"He does not like my hair"</i>
REQUEST	
"Please tell me what you have done"	<i>"I only fixed my hair the way he likes it"</i>
RELATIONSHIP	
"I hope you know what I mean"	<i>"He thinks I do not know how to fix my hair"</i>



The goal of mediation: transformation

Get the parties out of the conflict mindset and turn negative consequences of conflict in to positive consequences by:

1. Making them feel heard, taken seriously, acknowledged and recognized.
2. Clarifying their underlying needs, emotions and values for both parties.
3. Creating trust, understanding and empathy between the parties.
4. Helping them let go of their bad emotions and start look at their situation rationally.
5. Empower the parties to think in terms of how to solve their problem and how to cooperate and communicate in the future.



Instructions:

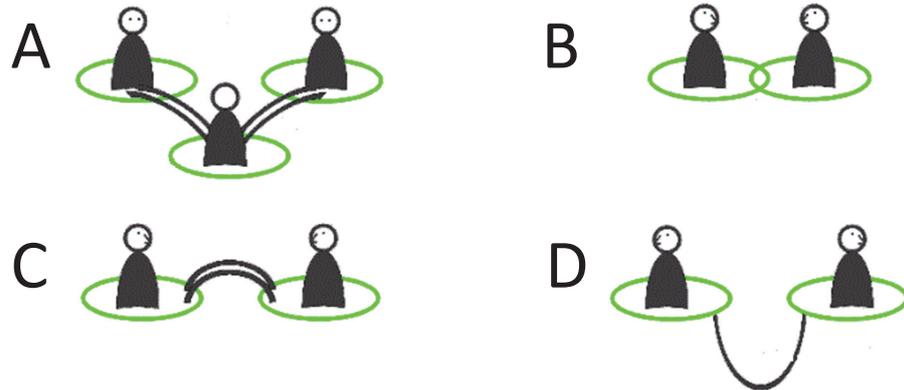
1. Repeat that the conflict mindset means that we experience strong emotions that impair our ability to think and communicate clearly.
2. Explain that in a mediation process, the mediator needs to lift the parties out of this mindset and that only then the parties are able to think clearly, understand each other and move forward by thinking about the future.
3. Tell the participants that we are finally talking about how to achieve this transformation.
4. Reveal the slide explain it to them.
5. Summarize that through the actions on the slide, the mediator turns the negative consequences of a conflict – i.e. negative communication, bad relationships, hurt feelings, etc. – into positive consequences – i.e. positive communication, good relationships, healing, positive outlook on the future, etc.
6. Emphasize that mediators can lift the parties out of the conflict mindset by:
 - making them feel heard, understood and recognized,
 - recognizing the situation they are in and
 - acknowledging the feelings they are experiencing.

Learning goals:

- The participants understand:
 1. which actions need to be taken to lift the parties out of the conflict mindset and
 2. that “transformation” is mostly achieved by making both parties heard/acknowledged/recognized.

The goal of mediation: transformation

What is the right order of the following pictures?



Instructions:

1. Explain that the participants know now the conflict mindset, what we mean by “transformation” and that based on this knowledge, you are playing a little quiz with them.
2. Ask the participants: “What do you see in the pictures on the slide?” – If no correct answer is given, explain that the pictures depict a mediation process in the wrong order.
3. Ask the participants to put the pictures in the right order and collect some responses from them. – If no correct answer is given, explain that it should be D-A-C-B.
4. Emphasize that the mediator builds the bridge between the parties and that the connection remains after the mediation.

Learning goals:

- The participants understand:
 1. the connection between transformation and the mediation process and
 2. the general process of mediation.

The role of the mediator

The mediator DOES NOT

- Judge who is right or who is wrong
- Determine who told the truth
- Investigate the truth
- Assume the role of a therapist
- Force the parties to come to an agreement
- Impose what he/she believes to be the agreement

The mediator DOES

- Create a positive atmosphere and tone so that the parties can open up
- Facilitate a dialogue according to rules and mediation steps
- Elicit all parties' view on what happened
- Offer her/his outside perspective for generating options
- Serve the needs of the parties
- Use the skills and techniques from the mediator's toolbox

Instructions:

1. Explain that it is crucial to understand correctly, what the role of a mediators is.
2. Reveal what "the mediator DOES NOT" do. Tell the participants that experience has shown that students, teachers and school psychologists often misunderstand their role as mediator:
 - Teachers often maintain the approach to conflicts, which they are used to: determining who is the "victim" and punish the "perpetrator"/"aggressor". – As mediators, we do not determine who is right and who is wrong, we do not use labels as "victim", "perpetrator" or "aggressor", and we do not punish.
 - Many students think that being a mediator is like playing a judge, police officer or detective. – Therefore, this slide emphasizes that mediating does not mean to investigate what really happened, what the thoughts and motives were of the conflict parties. It is enough for both parties to agree on a general description of what happened during a conflict.
 - School psychologists often tend to look for reasons that explain the emotions and behavior of the conflict parties and try to solve those issues. – Therefore, this slide emphasizes that as mediators we do not focus on the psychological development of the conflict parties, but that we take them as they are during the mediation session. A mediator's job is not to solve the parties' psychological problem for them, but to help them in solving the conflict between them.
 - Explain that as mediators we believe that the process of mediation has a transformative impact on the parties – if it is conducted correctly. Therefore, it is not so important to arrive at an agreement. If the parties come to an agreement, it must be them who really want it – not the mediator, who must not try to get the parties to an agreement. The mediator helps the parties to find out what they want for the future by asking questions – and if they want an agreement for their future, the mediator helps them develop it.
3. Reveal what "the mediator DOES" and explain that we will look at these points in greater detail for the rest of the training.

Optional:

- Ask the participants for short answers to the question: "Who resolves conflicts in everyday life?" Possible answers could be: teachers, the school director, mom, dad, police officers, judges, referees, etc. Then ask: "What about those people enables them to resolve conflict?" – Some possible answers are: trust in them, their authority, their wisdom, their power, their knowledge, etc. Explain that the role of a mediator is different and that we are not used to the role of mediators.
-

Learning goals:

- The participants understand that:
 1. we are not used to the role of mediators, as we think of different ways how to resolve conflicts,
 2. the role of the mediator is not to be a judge, parent, teacher, police officer, investigator or therapist and
 3. the process of mediation is more important than its outcome (a written or spoken agreement).

The Values of Mediation

As a mediator, **your actions and techniques** should comply with the following values:

- **Impartiality:** The mediator should be impartial and treat parties equally. A mediator should take into consideration and respect the views and opinions of all parties throughout the mediation process. The mediator offers a correct and fair process, inviting parties to express their needs, to communicate openly and to find ways to resolve the conflict.
- **Self-responsibility:** A mediator does not offer a solution; it is the parties themselves who find it. A mediator assists the parties in taking responsibility for the conflict, resolving it and respecting the agreement. He/she is responsible for maintaining his/her credibility and obligations.

Instructions:

1. Explain that the values of mediation serve two purposes:
 - They serve the mediators as guidelines for how to conduct a mediation session.
 - They give the conflict parties an idea of what to expect and how to engage in the mediation process.
2. Explain that learning the values by heart is helpful for the mediation practice and that therefore the handout you are passing out summarizes all values of mediation for the students to study. Pass out the handout "Values of mediation".
3. Explain that first you will take them through the values that guide the mediators and then look at the values that apply to the process of mediation.
4. Reveal and explain each value.

Teaching materials needed:

- Sufficient copies of the handout "Values of mediation" for all participants.

Learning goals:

- The participants understand:
 1. the values of mediation and their purpose and
 2. the importance of impartiality and self-determination for the practice of mediation.

The Values of Mediation

The process you mediate should comply with the following values:

- **Trust:** A mediator helps to resolve a problem by establishing credibility between parties. He/she establishes/creates confidence between parties aiming to reach an agreement. The mediator should help the parties find common values to increase trust between them.
- **Free will:** Mediation is a voluntary process that begins with the free will and ends upon the consent of both parties. (If for any reason the process of mediation is terminated, all parties involved in the process should be notified of the reason for termination).
- **Confidentiality:** The mediator informs the parties in conflict that everything discussed in the mediation session remains between them (confidential). The mediator obtains the consent of all parties in the process for sharing information about the conflict in case of its referral. After the end of the mediation process, the parties are obligated to refrain from using the content discussed against each other. (Keeping a secret.)
- **Safety:** The mediator offers safety throughout the mediation process informing that none of the parties should harm the other party, in any way. She/he offers a safe environment, a positive climate, so that parties involved in conflict feel comfortable. When there are verbal clashes, the mediator intervenes, while in cases of physical clashes the mediator stops the process and asks a teacher or the school director for help.

Instructions:

1. Continue from the previous slide and continue using the handout “Values of mediation”.
2. Explain that we are now looking at the values that apply to the mediation process so that the conflict parties know what to expect from the mediation process.
3. Reveal and explain every value.
4. Stress that the participation of the conflict parties in a mediation process must be voluntarily.

Teaching materials needed:

- Continue using the handout “Values of mediation”.

Learning goals:

- The participants understand:
 1. the values of mediation and their purpose,
 2. the importance of reliability, voluntariness, confidentiality and safety for the mediation process and
 3. that the mediator has to make sure that the mediation session and the participants follow these values.

Values of mediation

IN THE CAPACITY OF A MEDIATOR, **YOUR ACTIONS AND TECHNIQUES** SHALL CORRESPOND TO FOLLOWING VALUES:

Impartiality:

- Mediator shall be impartial and shall treat parties equally. Mediator shall take into account and respect views and opinions of each party involved in the course of the mediation process. Mediator provides fair and just process by encouraging parties to express their needs, have open communication and to find the way to solve the issue.

Self-accountability:

- Mediator does not offer the solution; instead parties involved find it themselves. Mediator assists parties to take accountability in regards to conflict, solve and respect agreement. As well, she/he is responsible over her/his reliability and obligations.

THE PROCESS YOU MEDIATE SHALL CORRESPOND TO FOLLOWING VALUES:

Reliability:

- Mediator shall help over solving an issue by creating reliability amongst parties. She/he creates trust amongst parties with the aim to reach an agreement. Mediator shall ask parties to find common values in order to increase the trust amongst them.

Free will:

- Mediation is voluntary process which starts with the free will and ends with consent of both parties. (Should mediation process be terminated for any reason, all parties involved in the process shall be informed regarding the reason of termination).

Confidentiality:

- Mediator informs parties in conflict that all conversations amongst parties are confidential. Mediator provides consent of parties in the process regarding disclosure of information in case of its referral. Should mediation process is terminated, parties are obliged not to use discussed content against each other.

Security:

- Mediator provides security in the course of the mediation process by making sure to parties that either of them shall damage each other, in any possible manner. Mediator shall offer secure environment, positive vibes, so that parties involved in conflict feel comfortable. When there is verbal fight, mediator intervenes, whereas in case of physical fight, mediator stops the process and asks for help.

	A	B	C	D
1	Closed-minded	Parties feel heard	Impartiality	Credibility
2	High emotions	Understand both sides	Equally	Free will/voluntarity
3	Communication breakdown	Build trust	Self-responsibility	Confidentiality
4	Personally offended	Empower	Parties find the solution	Safety
5	Conflict mindset	Transformation	Actions and techniques values	Process values
MEDIATION				
Final resolution				

Instructions:

1. Explain that the participants now know the theory about conflict and conflict transformation.
2. Tell the participants that before you move on, you want to play a quiz called “association game”.
3. Divide the participants into 2-4 groups.
4. Explain the rules:
 - The groups take turns.
 - You determine, which group starts.
 - In each turn, the group members of the group, whose turn it is, pick a field (A1-D4) to be revealed.
 - Each revealed word gives a clue to the word in the 5th row in same column.
 - After a field was revealed, the members of the group who picked the field have to work together to take a guess, what could be the word in the 5th row in same column.
 - If they guessed correctly, that field is revealed, they score 5 points and can continue picking the next field (from other rows) to be revealed.
 - If they did not guess correctly, it is the next group’s turn. Once all fields in the 5th row are revealed, the groups can guess the final word at the bottom (largest field). The group that guesses it correctly scores 10 points.
5. Ask if the participants have any questions regarding the game.
6. If everything is clear, start the game and facilitate it. As facilitator of the game, you have to:
 - decide if a guess was correct,
 - keep track of the score and
 - reveal all fields in the column above a word in the 5th row when that word was guessed correctly.
7. In the end: Announce who won and praise all teams – winners and losers.

Learning goals:

- The participants:
 1. revisit some of the main terms from the training till this point,
 2. understand all terms mentioned in this quiz and
 3. have fun and are energized for the next part of the training.

Mediation Steps

Instructions:

1. Summarize the previous section in one of two ways:
 - By yourself (use the points under Learning Goals: see below), or
 - By asking the participants to do so. Make sure that they cover all the points mentioned under Learning Goals (see below).
2. Tell the participants that they know now the basics about mediation in general and that they are ready to learn about the concrete steps of the mediation process and that the next part of the training will be about the mediation steps.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

- The participants repeat the most important points regarding mediation in general:
 1. When in conflict, our way of thinking and behaving changes based on the emotions we are feeling in conflict.
 2. Communication changes in conflict so that the involved conflict parties hear each other only in an accusative – and not neutral – way.
 3. The change from negative consequences of conflict to positive consequences is mostly achieved by making both parties feel heard/acknowledged/recognized.
 4. The role of the mediator is not to be a judge, parent, teacher, police officer, investigator or therapist.
 5. The values of mediation are impartiality, self-determination, reliability, voluntariness, confidentiality and safety.

The Mediation process

Step 1: Introducing and hosting the session

Step 2: Hearing the stories

Step 3: Eliciting values, meaning and needs

Step 4: Finding and testing options together

Step 5: Coming to an agreement



Instructions:

1. Tell the participants that on the slide they can see the steps of a mediation process.
2. Explain that the steps are there to guide the mediator in her/his task of assisting the parties in the transformation of the consequences of their conflict. Therefore, the participants should learn the steps by heart. To this end, we have prepared a handout about the steps and tools of the mediation process. Pass out handout “Steps of mediation”.
3. Tell the participants to keep this handout ready and take notes while you are discussing each step and tool.
4. Point out the toolbox on the slide and explain that for each step the participants will learn about specific tools that help the mediator during the mediation process.
5. Explain to the participants that for the next few hours of this training, each mediation step will be discussed in detail.

Optional:

- Discuss the picture on the slide for example by asking the participants what they see in the picture on the slide and how that relates to mediation. – If no correct answer is given, explain that the mediation process is about the parties helping each other to overcome their obstacles.

Teaching materials needed:

- Sufficient copies of the handout “Steps of mediation” for all participants.

Learning goals:

- The participants:
 1. understand that clearly defined steps and tools will guide them in their practice as peer mediators,
 2. feel self-assured and able to learn how to mediate because of the fact that steps and tools will guide them.

Steps of mediation

Step 1: Open the session

Task for the first step: _____

Step 2: Hear the stories

Task for the second step: _____

Step 3: Elicit values, meaning and needs

Task for the third step: _____

Step 4: Find and test options together

Task for the fourth step: _____

Step 5: Reach an agreement

Task for the fifth step: _____

Step 1: Introducing and hosting the session



- Welcome the parties
- Make the parties feel comfortable
- Create a positive atmosphere
- Demonstrate openness, kindness and compassion
- Provide clarity about and trust in the mediation process

Instructions:

1. Take the participants through the slide and explain what the mediator does during step 1.
2. Explain that the general goal of step 1 is setting the right atmosphere and establishing the mediation session: the parties need to feel comfortable and fully familiar with the mediation process.
3. Stress that it is important for the mediator to proceed slowly so that both parties can settle in – especially when the emotions of the parties are strong.
4. While the mediator proceeds as described on the slide, he/she needs to get a sense of how the parties are feeling. This helps her/him see if she/he is achieving the goal of making the parties feel comfortable and establishing a positive atmosphere.
5. Explain that in order for the parties to understand the mediation session, the mediator explains the process to them and asks the parties for any questions they may have.
6. Stress that it is important that the mediator makes sure that the parties are absolutely clear about the mediation process and know what they can expect to happen in the upcoming mediation process.
7. Mention that if the mediator wants to take notes throughout the mediation session, he/she has to ask the parties for permission during this step. In this case, the mediator should announce that he/she will destroy the notes at the end of the mediation session (because of confidentiality).
8. Mention also that if a school decides which cases are not mediated, but referred to a teacher or the school, that this needs to be pointed out by the mediator during this step (e.g. “I need to inform you that if I learn during this mediation that one of you beat the other up, I will stop the mediation and refer you to a teacher.”).
9. Underline that this step is very important for the rest of the process:
 - Only if the mediator creates a positive atmosphere, which makes the parties feel comfortable, the parties will start trusting the mediator and the mediation process and subsequently share what happened during the conflict in step 2.
 - Only if the parties trust the mediator and the process, they will talk about their emotions in step 3.
 - Only if the parties are able to talk about their emotions, they can start letting go of them, which takes them out of the conflict mindset and enables them to look into the future (step 4).

Optional:

- Set up a mediation corner together with the participants: one table and a minimum of three chairs, write the values of mediation on flipchart paper and put it on the wall, prepare water, cups, tissue paper, pens and paper

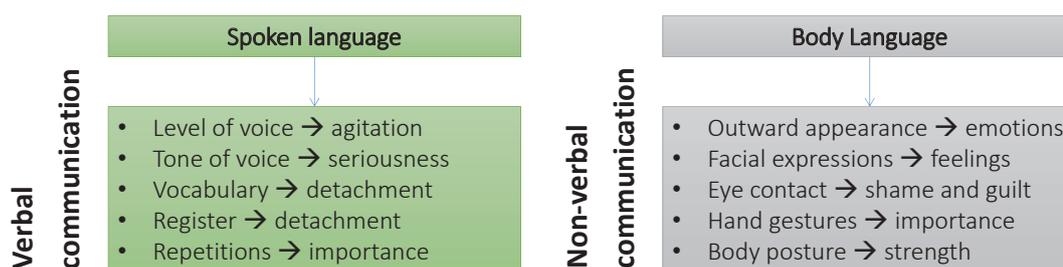
Learning goals:

- The participants understand that the goal of step 1 is:
 1. to create a positive atmosphere, in which the parties trust the mediator and the mediation process so that they are enabled to talk openly and
 2. to familiarize the parties with the mediation process, including special regulations of the mediator and your school, so that they feel comfortable with it and can trust it as well as the mediator.
- The participants understand that achieving the goal of step 1 is important for all steps that follow.

Be sensitive to how the parties feel

From the beginning of the mediation session, be sensitive to how the parties feel. This is important to make them feel comfortable in the mediation session, to make them feel understood and to demonstrate compassion with them.

How do you find out how somebody is feeling?



Instructions:

1. Refer to previous slide: The goal of step 1 is to make the parties feel comfortable with the mediator and the mediation process. To assess if he/she is achieving this goal, the mediator has to notice how the parties are feeling.
2. Reveal the question and ask the participants: "How do you find out how somebody is feeling?" – Collect some responses, but move on with a demonstration:
 - Ask the participants to name an emotion and demonstrate the facial expressions and body posture yourself,
 - Give the participants an emotion for which they have to demonstrate the corresponding facial expressions and body posture and check if they do it correctly or
 - If you have the time: Ask for a volunteer to come and sit down in front of the group to demonstrate the facial expressions and body posture of the emotion that the participants name. In the end, thank the volunteer.
3. Continue revealing and explaining the slide: that we need to "read" two sorts of communication: verbal and non-verbal. Only both together give us a picture of how somebody is feeling. Therefore, a mediator should pay attention to how the parties sit and what their facial expressions are to understand whether they are comfortable participating in the mediation or not.
4. Stress that this is not a conclusive list and that each aspect can indicate more than the examples given.

Optional:

- If you have the time: repeat the demonstration with various emotions and other volunteers.

Learning goals:

- The participants:
 1. comprehend the importance of understanding how the parties are feeling during the mediation process,
 2. learn what to look for in people's facial expression and body posture to assess how they feel and
 3. become aware in their daily life when they are "reading" other people to assess how they feel so that they learn from this experience for the mediation session.

Step 1: Skills and tools



- Prepare the room
- Prepare yourself: self-check
- Use the opening statement
- Set ground rules
- Ask the parties to agree on the dispute they want to talk about
- Check how the parties feel (verbal and non-verbal communication)
- Give time for questions
- Ask who wants to begin

Instructions:

1. Explain that there are a few “tools”, which mediators use during step 1 in order to achieve its goal:
 - Explain that “prepare the room” means that at least a chair for every party and the mediator is available but can go as far as having a mediation room, nice decoration and offering water, snacks, tissue paper, pens and paper. The point is to create a nice atmosphere.
 - Practice the “self-check”: ask all participants to stand up. Wait till all are silent. Ask all participants to close their eyes and take a deep breath. Ask them to breathe in and out and focus on their breathing. Then ask them to search their body and mind to see if anything is bothering them at this moment. If something is bothering them, they shall try letting it go and postpone dealing with it for later. Let them open their eyes. Emphasize that a mediator only mediates if he/she feels ready to do so.
 - Pass out and let the participants read through the handout “Opening statement”. Explain that this is the main tool how to make the parties feel comfortable with the mediator and the mediation process.
 - Refer to the ground rules the participants set for themselves at the beginning of this training and tell them that they can do the same as mediators during the first step of the mediation session.
 - Explain that by asking which of the party wants to start, the mediator maintains neutrality and perhaps builds the first piece of common ground between the parties, as they have to agree who starts describing what happened. (Some mediators replace the term “conflict” with terms like “the event that happened”, in order to avoid the negative connotation commonly associated to the term “conflict”.)

Optional:

- Ask the participants what they or their parents do before they receive guests at their home. This can serve as an example for “preparing the room”.
- Let the participants write their personal, individual opening statement and compare them.

Teaching materials needed:

- Sufficient copies of the handout “Opening statement” for all participants.

Learning goals:

- The participants understand:
 1. that “prepare the room” means preparing a table and chairs as well as creating a nice atmosphere in the space that is used for mediation,
 2. how to conduct a self-check,
 3. the importance of the opening statement for introducing the participants to the mediator and the mediation process and
 4. that mediators can offer setting ground rules together with the parties.

Opening Statement

I would like to welcome you and thank you both/all for coming. My name is _____ and I have been asked to mediate with you this evening. Mediation is a voluntary and informal process where you have the chance to have a conversation about the circumstances that brought you to the mediation center.

You have the opportunity to use this safe space to speak, listen, and make decisions that will meet your needs and hopefully better the relationship between the two of you.

My role is to facilitate this process and assist with opening the lines of communication in a safe and confidential environment. As a mediator, I am an impartial third party. I am not a judge, therapist or lawyer and I will not decide who is right or wrong or interpret the law that may be relevant to your situation. I am not here to make a decision for you, but to help you find your own decision that is adequate to you.

Regarding confidentiality, this mediation is classified confidential, so that nothing said within the mediation sessions will be discussed outside the mediation process; and that neither the work product, nor the mediator can be brought to court. There are two exceptions to confidentiality: I am required to speak with staff of issues regarding child abuse and if imminent threats of harm are disclosed.

Before I go further, do you have any questions?

Step 2: Hearing the stories



- Gather as much factual information as needed to get a full picture of the dispute (When, where, who, what, how)
- Make the parties feel heard, taken serious and acknowledged

Instructions:

1. Tell the participants that at the end of step 1, the mediator asks the parties who wants to start talking about the conflict and that this is where step 2 begins.
2. Explain that the general goal of step 2 is for the mediator to understand what happened and more importantly that thereby the parties feel heard, taken seriously, acknowledged and recognized.
3. Take the participants through the slide and explain what the mediator does during step 2.
4. Ask the participants: "Do you know the difference between 'understanding somebody' and 'hearing somebody'?" – If no correct answer is given, explain that understanding somebody is to understand what a person means by what she/he says. Hearing somebody means making the person feel heard. We make a person feel heard by acknowledging their reasoning for how and why they acted as they did, for what they felt in that moment and for the specifics of the predicament they were in during the conflict. As a result, the person feels heard and thereby RECOGNIZED for who she/he is.
5. Explain that during this step:
 - the mediator listens to the parties carefully and asks clarifying questions to get a clear picture of the things that happened during the conflict,
 - while doing so, the mediator gives the parties the feeling of being heard, which allows them to exit the conflict mindset: they trust the mediator and therefore the parties open up and relax,
 - the mediator makes sure to look in the parties' body postures and facial expressions for clues to know if they are opening up and relaxing,
 - often, this is the first time that each side hears the other side's full story and perspective on the conflict, which sometimes already reveals misunderstandings that lead to the conflict.
6. Stress that at the end of this step, the parties most of the times agree on the basic facts of what happened, while they may remain disagreeing on their interpretation of them. The mediator has to respect their disagreements – even if they cannot even agree on the basic facts. More important than this is that the parties feel heard, trust the mediator and begin to relax.

Learning goals:

1. the mediator gets a picture of what happened during the conflict,
2. the parties may have different interpretations of what happened,
3. the mediator makes the parties feel heard acknowledged and recognized,
4. the parties build trust towards the mediator, can relax and start getting out of the conflict mindset and
5. the mediators observes changes in the facial expressions and body postures of the parties to assess whether that change (relaxing and getting out of the conflict mindset) is taking place within the parties.

Exercise: What color is the dress?



Instructions:

1. Ask the participants if they have seen this picture before (see “Optional” for more instructions in case a participant will explain the background story of this picture).
2. Ask the participants: “What color is the dress?” and collect the responses. Responses may include “blue and gold”, “white and gold”, “black and blue”, etc.
3. Point out that not all participants could agree on the same colors.
4. Explain that this applies to conflict situations as well. The involved people may have witnessed the same objective event – such as a conflict (or in this example: this picture of a dress) – but disagree on what they saw happening (or in this example: the color of the dress). Therefore, this picture serves as a good example for how people’s PERCEPTION of the same thing – be it a conflict or a dress – can differ.
5. Stress that if you were to mediate between the participants who saw one color combination and those who saw a different combination, the goal of step 2 in the mediation process would not be to get all participants agree to one color combination, but to accept the fact that they see different colors.

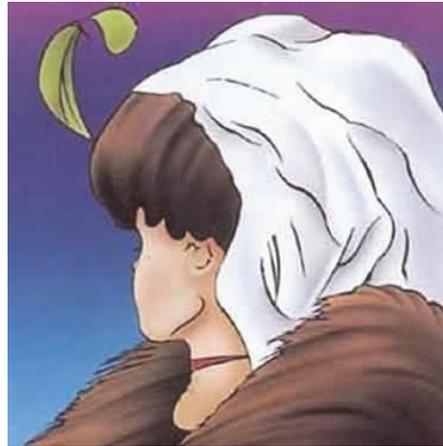
Optional:

- Perhaps, one of the participants will point out that this picture was present in the social media in 2015/16 and triggered a lot of discussion. The participant may also claim to know the true color of the dress and will explain the background story of how the picture was made and what the physical circumstances were that resulted in the confusion. Thank him/her for sharing that information with the rest of the participants, but STRESS that the point of this exercise and of step 2 of the mediation process is NOT to determine the true color, but to agree that people differ in how they PERCEIVE the world and that there is not one right way for how to perceive the world.
-

Learning goals:

- The participants understand that:
 1. people perceive objective things differently,
 2. the “truth” we seek in step 2 is not the “true” color, but the TRUTH that people’s perception of the world differs and
 3. at the end of step 2, the conflict parties have understood that they have different perspectives on what happened during the conflict and that they accept all of those perspectives. (Or in this example: the participants may agree to disagree about the color of the dress but agree that they see different colors.)

Exercise: What do you see in this picture?



Instructions:

1. Ask the participants if they have seen this picture before.
2. Ask the participants: "What do you see in this picture?" and collect their responses. Some see a young lady, others and old woman. Some participants may not be able to see the other figure at first, so ask one participant to outline the old woman and one to outline the young lady.
3. Ask: "Do you know why some of you see different parts of the picture first?" – If no correct answer is given, explain that the difference in perception is due to the fact that the individual state of mind, memories and experiences differ among the participants: e.g. if someone was just (unconsciously) thinking of his/her grandmother, he/she might be more likely to see the old woman first.
4. Ask: "What does this mean?" – If no correct answer is given, explain that our perception is not only formed by the objects and events in the world around us, but also by the world within us (our thoughts, experience, state of mind, hopes, wishes, dreams, etc.). So, in contrast to the example (of the picture of a dress) on the previous slide, people may not only differ in the interpretation of what they see, but in this case also regarding the objective reality of what they see (an old or a young woman): the conflict mindset influences our perception of the world and may literally make us perceive insults, signs of disrespect, threats and conflict, that the surrounding people or the other party involved may not see.
5. Underline that the role of the mediator is to get the parties to realize that they may have different views on what happened during the conflict and accept the differences. The role of the mediator is NOT to lecture the parties about how their perception is influenced by the conflict mindset and other internal factors and the mediator MUST NOT relativize the parties' perception (e.g. by telling them that we perceive things differently when we are in a conflict mindset). This knowledge is only for the mediator to better understand the conflict parties. Remember: you must make the parties feel heard, i.e. their perspective must be acknowledged by the mediator as it is.

Learning goals:

- The participants understand that:
 1. people's perception of the world is influenced by factors within ourselves as well as outside objects and events and
 2. mediators do not relativize the parties' perception or lecture them on why they disagree, but they acknowledge all perspectives on the conflict and get the parties to see that that they have different perceptions.

Exercise: What do you see in this picture?



Instructions:

1. Ask the participants: "What do you see in this picture?" – Collect their responses on a flipchart paper.
2. Go through the list on the flipchart paper and select those responses, that give interpretations of what is going on in the picture. Then ask those participants who gave this response: "How did you come to the conclusion that this is happening in the picture?" – Repeat this for a few of the responses that included interpretations of what happened.
3. Ask all participants: "What does this picture have to do with the previous two?" – If no correct answer is given, explain that this picture is another example for how people can differ in what they see in a picture.
4. Underline that there is one major difference between this picture and the previous ones: it contains people who have their individual perspectives on what is going on in the picture. And the person who took the picture also has his/her perspective on what is happening.
5. Explain that the role of the mediator could be compared to the person who took the picture: the mediator's view is limited (as the picture does not provide a 360° view and as the view is partially blocked by the people in the picture), which means that the mediator's perception is also influenced by a variety of factors (e.g. sympathies for one of the parties may make the mediator believe that this person is telling the "correct" version of what happened).
6. Stress that as mediators the participants need to learn to be as neutral as possible by recognizing their own bias (limited insight into what happened during the conflict, which they did not witness themselves) and by summarizing what the parties tell about the conflict as descriptive as possible – without using their own interpretations of it. Explain that in order to avoid own interpretations and judging the parties, the mediator has to ask a lot of questions about what and how things happened.
7. Go back to the flipchart paper and show that some/many/all of the responses were interpretations or judgments, which mediators should avoid.

Teaching materials needed:

- Flipchart paper
- Appropriate maker for flipchart paper

Learning goals:

- The participants understand that:
 1. our perception of our surrounding often automatically includes an interpretation or judgement of it,
 2. mediators may also feel a preference for one side, but that they are aware of this bias and try actively to be neutral,
 3. mediators avoid telling the parties their opinion, interpretation or judgement of what happened during the conflict.

Observation – Interpretation – Judgement

The parties

- each of them perceives the world a little differently
- each believes his/her perspective to be the true one
- may not agree on a shared description of the conflict
- have a natural impulse to interpret or judge a situation

The mediator

- needs to try to see the situation through the eyes of each party (compassion and multipartiality)
- needs to ask a lot of questions to separate observation from interpretation and judgement
- summarizes each party's view and shows them that both perspectives are valid

Instructions:

1. Explain that this slide summarizes the previous three slides and explain each point on the slide.
2. Explain to the participants that each party will tell a consistent story about what happened that he/she finds to be true. Most of the times, the parties mix observations and interpretations. The job of the mediator is not to correct the parties' views, but to separate observations from interpretations in his/her summary of the stories that the parties told:
 - for himself/herself to understand on one hand what happened (observations) and on the other how the parties think about it (interpretation),
 - for the parties to understand where they observed and where they interpreted what was going on (e.g. "So, you saw [XYZ observation] happening and thought that it meant [XYZ interpretation].")
3. Stress that it might not always be easy to make out the distinction between observation and interpretation of what the parties say and that it is difficult to summarize it in a way that is neutral and at the same time acknowledging the parties' views. This is especially difficult when the mediator on the inside dislikes one of the parties – but also in those cases, the mediators needs to stay neutral on the outside.
4. Explain that in the end of step 2, the parties may or may not agree on what happened on the observational level and disagree, or not, on the interpretation – which could mean agreeing to disagree.

Optional:

- Pass out the handout "Distinguishing observation from evaluation" and explain the examples for how to summarize on an observational level.

Teaching materials needed:

- Sufficient copies of the handout "Distinguishing observation from evaluation" for all participants.

Learning goals:

- The participants understand that the parties in conflict may have very different observations and interpretations of what happened during the conflict.
- The participants understand that mediators:
 1. ask a lot of questions to get a holistic picture of what happened,
 2. distinguish clearly observations and interpretations in their summaries of what the parties say in a way so that the speaker agrees and that the other party understands (and accepts) the speaker's perspective,
 3. do not judge what happened and
 4. do not force parties into a shared view on what happened.

Distinguishing Observations From Evaluations

The following table distinguishes observations that are separate from evaluation from those that have evaluation mixed in.

Communication	Example of observation with evaluation mixed in	Example of observation separate from evaluation
Use of verb to be without indication that the evaluator accepts responsibility for the evaluation	You are too generous.	When I see you give all your lunch money to others, I think you are being too generous.
Use of verbs with evaluative connotations	Doug procrastinates.	Doug only studies for exams the night before.
Implication that one's inferences about another person's thoughts, feelings, intentions, or desires are the only ones possible	She won't get her work in.	I don't think she'll get her work in. Or She said, "I won't get my work in."
Confusion of prediction with certainty	If you don't eat balanced meals, your health will be impaired.	If you don't balanced meals, I fear that your health may be impaired.
Failure to be specific about referents	Minorities don't take care of their property.	I have not seen the minority family living at 1679 Ross shovel the snow on their sidewalk.
Use of words denoting ability without indicating that an evaluation is being made	Hank Smith is a poor soccer player.	Hank Smith has not scored a goal in 20 games.
Use of adverb and adjectives in ways that so not signify an evaluation has been made	Jim is ugly.	Jim's looks don't appeal to me.

Note: The words *always*, *never*, *ever*, *whenever* etc. express observation when used in the following ways:

- Whenever I have observed Jack on the phone, he has spoken for at least 30 minutes.
- I cannot recall your ever writing to me.

Sometimes such words are used as exaggerations, in which case observations and evaluations are being mixed:

- You are always busy.
- She is never there when she is needed

When these words are used as exaggerations, they often provoke defensiveness rather than compassion. Words like *frequently* and *seldom* can also contribute to confusing observation with evaluation.

Observation or Evaluation?

Exercise 1:

To determine your proficiency at discerning between observations and evaluations, complete the following exercise. Circle the number in front of any statement that is an observation only, with no evaluation mixed in.

1. "John was angry with me yesterday for no reason."
2. "Yesterday evening Nancy bit her fingernails while watching television."
3. "Sam didn't ask for my opinion during the meeting."
4. "My father is a good man."
5. "Janice works too much."
6. "Henry is aggressive."
7. "Pam was first in line every day this week."
8. "My son often doesn't brush his teeth."
9. "Luke told me I didn't look good in yellow."
10. "My aunt complains when I talk with her."

Here are some responses for Exercise 1:

1. If you circled this number, we are not in agreement. I consider "for no reason" to be an evaluation. Furthermore, I consider it an evaluation to infer that John was angry. He might have been hurt, scared, sad or something else. Examples of observations without evaluation might be: "John told me he was angry." Or "John pounded his fist on the table."
2. If you circled this number, we are in agreement that an observation was expressed without being mixed together with an evaluation.

Active listening

An active listener does...

- give the speaker full attention,
- look into the speaker's eyes,
- sit in an open posture across from the speaker,
- nod,
- confirm (e.g. "uhm"),
- summarize what the speaker has said,
- ask if she/he has understood everything correctly ("check-in").



An active listener does not...

- display distraction,
- interrupt,
- check his/her phone,
- ask or talk about something unrelated to what the speaker says,
- provide advice,
- express her/his opinion on what the speaker said.

Goal: make the speaker feel heard and acknowledged!

Instructions:

1. Demonstrate active listening in one of two ways (if you have more time, pick option a, if you have less, pick option b):
 - Ask the participants to form pairs. In each pair, the two participants shall sit facing each other. Demonstrate this together with the co-trainer. Then demonstrate the opposite of active listening: the co-trainer tells you something that is important to him/her or about something he/she wants to share with you. You look away, check your phone, roll your eyes, do not pay much attention, ask the co-trainer about something unrelated to what he/she is telling you, etc. After this demonstration, ask all pairs to do the same. After they have done so, ask: "How did the speakers feel?" – If it was not mentioned, add that the speaker could feel bad for not being heard, angry towards the listener, insecure whether the listener is really interested and even lonely. Then repeat the demonstration with your co-trainer but this time demonstrate active listening: pay full attention, look into the co-trainer's eyes, adopt an open body posture and facial expression, confirm what the co-trainer says with "yes" and "uhm", nod and summarize what she/he said. Make sure to always ask "... Did I understand correctly?" at the end of a summary or interpretation. After this demonstration, ask all pairs to do the same. Then ask: "How did the speakers feel this time?" – If it was not mentioned, add that they feel listened to, heard, understood, taken seriously, acknowledged and recognized.
 - If you do not have so much time, let two volunteers do this exercise in front of the whole group and ask them how it felt without active listening and then with active listening.
2. Reveal the rest of the slide and explain to the participants what active listening is.
3. Underline the importance of ALWAYS asking in the end of a summary or interpretation of what the party said: "...Did I understand you correctly?" This way, the mediator makes sure that he/she did not misunderstand the party and gives space to the party to add more information. Mention that this practice is called "check-in".
4. Stress that the goal of active listening is to make the parties feel taken seriously, heard and acknowledged.

Optional:

- Pass out the handout "Active listening" to all participants, ask them to do it in pairs and discuss in the whole group, which the correct answers are and explain why.
- Practice the "check in" (i.e. asking "... did I understand correctly?" at the end of a summary):
 1. Ask for a volunteer to share with the group what they did during the last vacations or on a recent holiday or on a recent birthday or during a recent school day.
 2. Then for a second volunteer to summarize what the first volunteer said and to finish with a "check in".
 3. Ask the first volunteer if the second volunteer summarized everything according to his/her liking and whether she/he wants to add something or correct the summary.
 4. If the first volunteer wants to correct something, repeat steps 1.-4. until he/she does not want to correct or add anything further.
 5. Repeat this exercise as often as you think necessary for all to understand what a "check in" is and according to your time constraints.

Teaching materials needed:

- Sufficient copies of the handout "Active listening" for all participants.

Learning goals:

- The participants feel the difference of feeling heard and acknowledged.
- The participants understand that:
 1. active listening means to pay full attention to the parties, which requires practice, empathy and patience,
 2. the mediator summarizes everything the parties say and finish every summary with a "check in" in order to avoid misunderstandings between the parties and the mediator,
 3. getting the parties to feel heard is crucial to getting them out of their conflict mindset and
 4. feeling heard generates trust towards the mediator and opens the parties' minds towards hearing the other party's views and perceptions.

Exercise listening/reflecting

TASK 1:

Please read the following statements, which were taken from mediation sessions. For each statement, pick one response that you would give as a mediator:

1. Statement:

The whole problem in my life is that no one ever trusts me to do anything. That's why I'm complaining today, but mmh....

Response:

1. Courage! I am sure you will make it.
2. You need to get over it and gain more self-confidence.
3. It seems to make you very sad because you think that no one ever believes in you.
4. You should not whine so much. There are worse things in life.

2. Statement:

Yes, there are many people who don't like me. But they hardly know me. I really don't understand why it is this way.

Response:

1. Try to become friends with the others.
2. Don't worry about that. The others will change their view of you sooner or later.
3. Don't think so much about it. This will only make you feel lonelier. That's the worst thing you can do.
4. You worry much about people rejecting you.

3. Statement:

I can't ever feel truly happy about anything spontaneously. When I'm at a football game and people jump up and cheer, I always ask myself: Why are they going crazy? That's ridiculous.

Response:

1. In these situations you feel excluded.
2. You need to be happy. You can't always hold back.
3. Don't take it so seriously. There are definitely things that make you happy. It doesn't need to be football.
4. Meet up with friends to watch a movie. Happiness is contagious.

TASK 2:

Please describe the character of each response to the statements. In the column for each statement, insert the letter of the response (A-D) in the row of the character that best describes the character of the response:

Character of response:	Responses to 1. statement:	Responses to 2. statement:	Responses to 3. statement:
Giving advice/solutions			
Facilitating a conversation/mediation			
Evaluation/judgement/criticism			
Comforting/soothing/belittling			

Step 2: Skills and tools



- Ask open questions to elicit information
- Ask clarifying questions
- Active listening
- Summarize the view of each party and check in
- Make sure, the rules are being observed
- Give the same attention and time to each party

Instructions:

1. Explain that there are a few “tools”, which mediators use during step 2 in order to achieve its goal:
 - Emphasize the importance of asking questions for the success of mediation processes. As a beginner, it is best to ask many questions. As an experienced mediator, fewer, more carefully formulated questions may suffice.
 - Ask the participants what “closed” questions are. – If no correct answer is given, explain that closed questions can be answered with “yes”, “no” or “I do not know”. “Open” questions begin with a question word like “what”, “who”, “where”, “when”, “how” and “why”.
 - Ask the participants how it feels when their parents ask them “Why did you do that?” after they made a mistake. It feels bad, because it seems as if the parents blame their child for its mistake and that it has to justify its behavior.
 - Explain that therefore mediators try to use the word “why” as rarely as possible. Instead they prefer asking “how comes...?” or “what happened...?”
 - Ask the participants what clarifying questions are. – If no correct answer is given, explain that these are questions that ask for more details and to make sure that the mediators as well as the parties understand correctly what has been said.
 - Pass out the handout “The art of asking questions” and go over it together with all participants.
 - Ask the participants if they are clear about “active listening” and explain in case there are uncertainties.
 - Emphasize that the mediator summarizes observations and interpretations of both parties regarding the conflict and that the mediator follows up every summary with a “check-in”, i.e. words like “...Did I understand you correctly?”, so that the mediator avoids misunderstandings and makes sure that the parties feel heard.
 - Explain that the rules the parties defined during step 1 can help during step 2: e.g. if the parties do not listen to each other, the mediator can remind them of the rule to listen to each other.
 - Explain that in order to remain neutral, it is important that the mediator gives roughly the same amount of time and attention to each party. This can be difficult, if one party tells a very short story about the conflict and the other one a long one. In such a case, the mediator would use a lot of clarifying questions with the party who tells the short story and summarizes simply what the party with the long story said. Here it is important for the mediator to get a feeling for what the parties need to feel heard.

Teaching materials needed:

- Sufficient copies of the handout “The art of asking questions” for all participants.

Learning goals:

- The participants understand:
 1. the difference between “open” and “closed” questions,
 2. what clarifying questions are,
 3. problems with the word “why”,
 4. the importance of asking questions for the success of a mediation process,
 5. the importance of summarizing and the check-in and
 6. The importance of giving the same attention to each party to make both feel heard.

The Art of Asking Questions

TASK 1:

Take a look at the following questions and think what possible responses might be.

Example	Possible responses
Who started the conflict?	
Did you like how he treated you?	
So, she was mean to you. What else did she do?	
What would you like him to do?	
How did this make you feel?	

In general, as a mediator we try to ask questions that:

- generate as much information as possible,
- do not contain blame
- widen the way the responder thinks about the issue you ask about

TASK 2:

Take a look at the following questions and rewrite them so that they are more open and generate more possible responses.

Example	Possible responses
Where did the conflict take place?	
Did you feel uncomfortable in that situation?	
So, you wanted to be treated fairly?	
What did she do wrong that made you feel bad?	
What can he do to make it right?	

TASK 3:

Write questions that give you as much information as possible about something you want to know more about.

You want to know more about...	Questions
The situation in which the conflict took place	
The feelings of the parties involved in the conflict	
The importance of the issue to the parties involved in the conflict	
The needs that the parties have, which need to be fulfilled	
What options could solve the conflict	

Step 3: Eliciting values, meaning and needs



- Make each parties reflect on what is really important to them regarding the conflict
- Help the parties identify the meaning and values attached to the issue at stake
- Identify the deeper interests and needs of the parties
- Get both parties to talk to each other on this level

Instructions:

1. Explain that at the end of step 2, the mediator and the parties often have a shared understanding of what happened during the conflict and how the parties interpret that (differently). The parties also trust the mediator because she/he made them feel heard.
2. Explain that the general goals of step 3 are:
 - The parties open up about their inner feelings towards the mediator at first and then towards each other.
 - The mediator and the parties understand the underlying interests, needs and values of the parties, which are crucial for finding solutions to the conflict.
 - The parties begin to trust each other.
3. Take the participants through the slide and explain what the mediator does during step 3.
4. Explain that you will talk about differentiating what the parties say is important to them (position) and what is really important for them (interests) – a distinction the parties themselves may not be aware of.
5. Explain that values, which underlie conflicts at school can be: being a good student, family, honesty, respect, etc.
6. Explain that when asking for underlying needs and values, the mediator looks for matters that need to be addressed in the future so that the conflict can be sustainably transformed.
7. Stress that because this step deals with sensitive issues, it is so powerful and that therefore it is very important that the mediator engages the parties very carefully so that they do not feel EXPOSED when talking about their feelings. Therefore, the mediator can only proceed when the parties trust him/her and must not push the parties to open up if they do not want to.
 - If they do talk about their feelings, the parties make themselves vulnerable towards each other.
 - If in that situation they experience that the other party does NOT take advantage of this vulnerability (because the mediator makes sure that neither party hurts the other party), the image of the other party as one's enemy is contradicted.
 - This creates the experience of a positive interaction with the other party, which creates trust between both parties.

Learning goals:

- The participants understand that:
 1. step 3 is very important because it reveals underlying feelings, interests, needs and values of the parties, which are crucial for finding options how to resolve the conflict and
 2. it is important that the mediator has created a safe space for each party to talk about its emotions relating to the conflict without being hurt by the other party, which is the first step for them to trust each other.

Identify values and emotions

- People often hide their emotions and what is important to them in order not to be vulnerable to others
- We are only in conflict if we feel strongly about what it is about
- Sometimes we are not aware what about it is important to us
- People attach different values to things
- Outsiders often do not know how important something is to somebody and why
- In a mediation we have to identify what is important to each party and show that to the other, but without exposing them



Instructions:

1. Ask the participants what an iceberg is and what it is known for. – If no correct answer is given, explain that the largest part of an iceberg is under water and therefore not visible from above.
2. Explain that the iceberg serves as metaphor for the fact that the biggest part of a conflict is not the stories that the parties tell about what happened during step 2 (the part above the water), but what they do not tell (the part under water): their values and emotions that play a role in the conflict they describe.
3. Explain that in step 3, the mediator tries to make the part of the conflict that is “under water” visible, by sensing the parties’ emotions and carefully asking about them and by trying to understand what is important to the parties (i.e. their values).
4. Reveal and explain the slide.
5. Explain the importance of emotions: In this step, the mediator carefully asks each party how he/she felt during the conflict and summarizes their feelings empathically (e.g. “You said, you felt bad. But I can imagine that you also felt angry about [name of other party] and lonely, because nobody helped you.”)
6. Explain that “values” in this step refers to the aspect of the conflict that is most important to the parties. Often, this goes deeper than what the parties say during step 2:
 - In the case of a conflict where something got broken, the mediator might ask if the broken thing may have had some value beyond its material value (e.g. if it was a present by a special person or if it was something the student had to take care of and therefore symbolizes the student’s reliability).
 - In case the conflict included name calling, the mediator might try to understand what kind of reputation the student would like to have (e.g. being a good student, a reliable friend, a good son/daughter).
 - In case, physical violence was involved, the mediator would try to find out more about the emotional impact of getting hurt (e.g. insecurity, lack of respect or even humiliation).

Teaching materials needed:

- To understand the values that can underlie a thing that got broken during a conflict, pass out the handout “The conflict around the pen”. Tell the participants that on the handout they find the whole mediation process explained using a tangible example: One student broke another student’s pen. Emphasize that the key in this case is the high value that the owner of the pen attributes to the pen, due to the fact that the pen was a gift from its deceased grandparent. Without the other students and the mediator understanding and recognizing this value and the importance of the grandparent to the student, this conflict cannot be resolved.

Teaching materials needed:

- Sufficient copies of the handout “The conflict around the pen” for all participants.

Learning goals:

- The participants understand:
 1. in step 3, the mediator tries to find out what was really important underneath the story that the parties told about the conflict during step 2,
 2. the mediator proceeds with great caution and empathy when talking with the parties about how they felt during the conflict and
 3. The mediator tries to find out what the parties value highly about the conflict (i.e. what is important to them about it).

The Conflict around the Pen:

an example to illustrate steps and skills of mediation

Step	Skills and tools	Example for question	Example for answer
 <p>Step 1: Present and hold a session</p>	Prepare the room		
	Prepare yourself: self-check		
	Use introduction		
	Set basic rules		
	Ask parties if they agree regarding a particular topic		
	Check how parties feel (verbal and non-verbal communication)		
	Give some time for questions		
	Ask who wants to start first	Who wants to start telling me what brought you to mediation?	Lumi: Arta broke my pen! Arta: Lumi kicked me!
 <p>Step 2: Listen to their stories</p>	Pose open questions in order to gain more information	When did this happen? Where did this happen? What was the situation?	Lumi: One week ago. Arta: During the first short break. Lumi: I was talking with my friends, then I turn around and see Arta throwing my pen from my desk. Arta: No! I was talking with my friends and all for a sudden, Lumi comes to me and kicks me.
	Pose explanatory questions	Have I understood correctly that the two of you are in the same class? Lumi: How far away were you from your desk? What was it exactly you saw Arta doing? Can you imagine that it could have been an accident? Arta: Were you talking to your friends next to Lumi's desk? Were you surprised that Lumi came over and kicked you? You did not know why he did that? So, you had not noticed that you had thrown his pen down? Etj.	Arta+Lumi: Yes. Lumi: I was two rows away. I saw her standing next to my desk, moving her arm, and then I saw my pen falling down. Maybe, but it looked like, she had taken my pen and dropped it! Arta: Yes, I guess. I had not paid attention to that. I was at my friend's desk, which is close to Lumi's desk. Yes. I did not understand what was going on. No. I had no idea. One minute I was talking about something completely unrelated to my friends, the next he comes over and kicks me. No.

Active listening

Summarize point of view of both parties

Lumi: From your perspective, Arta deliberately threw your pen on the ground to break it?

Lumi: Yes, exactly!

Arta: You had not noticed Lumi's pen and were absolutely surprised by what happened then?

(If he wouldn't say that, he would add something and we would do another round of clarifying the situation, until we get it right)

Arta: Yes, exactly!

(If she wouldn't say that, she would add something and we would do another round of clarifying the situation, until we get it right)

Make sure that rules are respected

Give the same attention and time to both parties



Paraphrase the story by focusing on essence of values, interests and needs

Lumi: When you saw that your pen was broken, how did you feel?

Lumi: I felt very sad and angry

How come your feelings were so strong that you kicked Arta?

It was a special present from my favorite teacher.

And losing that pen was not only disrespectful towards your belongings, but also disrespectful to your memory and the achievements for which you received this pen?

Yes.

Arta: Never.

Arta: How often does it happen to you that you get kicked or hurt by others in the class?

Yes.

We are classmates. And last year, he invited me to his birthday and I invited him to mine. So, I considered him a good friend.

So, that was another reason why you were so surprised?

Yes.

Yes.

How would you describe your relationship to Lumi?

So, when he kicked you, you were also surprised, because you consider him a friend?

So, it was not only a surprise which disturbed your sense of safety and security in the class, but also the fear to have lost a friend that made you sad and angry?

If needed: correct their vocabulary if cursing

<p>Separate their interests and needs from their position – confirm with parties whether it is correct</p>	<p>Lumi: For you, it is not just about the broken pen, but about the respect for you and about the honoring of your memory?</p> <p>Arta: For you, it is not only about having been hurt, but also about your sense of security and about you need to be liked as a friend.</p>	<p>Lumi: Yes, exactly!</p> <p>Arta: Yes, exactly!</p>	
<p>Reflect meaning and values of each party and make it clear to both</p>			
<p>If needed: consultancy meeting with one of parties</p>			
<p>Step 4: Find possibilities and test them together</p>	<p>Now since each party sees importance of other party: put yourself in someone else's shoes</p>	<p>Arta: How would you feel if somebody would disrespect you and mistreat your memories or something that is very valuable to you?</p> <p>Can you understand why Lumi was sad about that and angry at you?</p> <p>Lumi: How would you feel if all for a sudden and without you understanding why, you had to feel insecure and threatened at school and feeling that you had lost a good friend?</p> <p>Can you understand why Arta was sad about that and angry at you?</p>	<p>Arta: I would feel bad, sad, angry towards the person who did it</p> <p>Yes, now I understand.</p> <p>Lumi: I would feel scared, insecure, bad, sad and angry.</p> <p>Yes, now I understand.</p>
<p>Ask parties what are their needs and could the same be fulfilled</p>	<p>Lumi: What do you think how your need for respect can be fulfilled?</p> <p>And how your memories can be honored?</p> <p>Arta: What do you think, how your need for safety and security at school can be reestablished?</p> <p>And how your need to be a good friend can be fulfilled?</p>	<p>Lumi: An apology from Arta that she did not mean to insult or disrespect me; she could try to fix the pen; she could tell the teacher who gave it to me as a present about this story – maybe he can forgive me for not taking proper care of the pen; Arta draws a picture of the pen and about its significance, etj.</p> <p>Arta: Lumi could apologize for kicking me; promise to never do it again; promise to explain to me when he feels angry or disappointed by me why that is; etj.</p>	

Stimulate creativity amongst parties when thinking about!

Use paper and pen to create the list together with parties



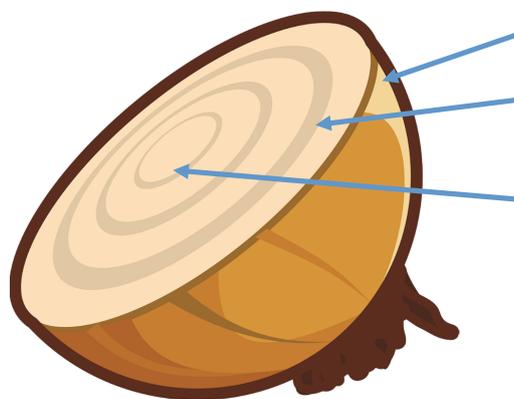
Step 5:
Reach an agreement

Use the "Settlement template"

Per each agreed point, define its exact meaning, who is going to implement what, and how

Check of results: per each point ask parties if it is possible in reality in which they live

Separate position from interest and needs



- **POSITION:** what we publicly SAY we WANT, for all to see and hear.
- **INTEREST:** what we REALLY WANT, what we want to achieve from a particular situation.
- **NEED:** what we MUST HAVE, the most important needs we require to be satisfied.

In most disputes, common ground can be found on the level of interests or needs.

Instructions:

1. Ask the participants: "What are onions known for?" – If no correct answer is given, explain that they have multiple layers and the deeper you cut the more likely you will start to cry.
2. Explain that this is a metaphor for what we are doing in step 3: we cut a bit deeper till we come to the most important issues involved in the conflict (which have emotional importance, i.e. might make us cry).
3. Gradually reveal the slide and explain the difference between position, interest and need.
4. Explain that the parties' "positions" are sometimes revealed already during step 1 or 2: it is what they tell the mediator that they want to get out of the mediation session: e.g. an apology from the other party, replacing a broken item, everything as it was before, etc.
5. Explain that by "interest", we do not mean hobby, but that aspect of the thing they want to get out of the meditation, which makes this thing important to them. This is often not clear to the parties themselves and needs to be revealed during step 3, by asking for example: "What changes if you get [an apology, a replacement for a broken item, everything as it was before, etc.]?" or "For what reason or purpose do you want [an apology, a replacement for a broken item, everything as it was before, etc.]?" or "How it comes that [an apology, a replacement for a broken item, everything as it was before, etc.] is so important for you?"
6. Explain that in daily life, we use the term "need" in many different contexts. In the context of mediation, "needs" refer to the needs mentioned in Maslow's "Hierarchy of needs". Pass out the handout "What are needs?" and explain it to the participants. Emphasize that the point of why we are using Maslow's Hierarchy of needs is because it defines what needs are; we do not mean to put the needs into a hierarchy. Mediators give importance to all needs of the parties (not only to the most basic ones).
7. Explain that in every conflict, there are basic human needs that are not fulfilled. Therefore, in step 3 the mediator tries to identify them, makes them explicit and asks the party whether the mediator understood correctly these needs are what is so important to them about the conflict – e.g. that a party's sense of security was compromised and that restoring it is important to her/him. Only if the needs are correctly identified, the parties can develop options during step 4 for how to transform the conflict.
8. Emphasize that if trust between two parties is low, both will hide their true interests and needs from each other in order not to appear vulnerable to the other side. Underline that this is why creating a good atmosphere and trust are so important and that the mediator will not push the parties to talk about anything they do not want to talk about.
9. Also explain that parties in conflict tend to be unaware of their needs and sometimes even of their interests and act upon publicly only on their positions and expectations.
10. Tell the participants that you will give them examples for how to identify and distinguish positions, interests and needs.

Teaching materials needed:

- Sufficient copies of the handout "What are needs?" for all participants.

Learning goals:

- The participants understand that:
 1. positions are what some parties already share during steps 1 and 2: what they want to get out of the mediation session,
 2. interests are not to be confused with "hobbies", but that they are what the parties really want,
 3. every conflict involves basic human needs that are not fulfilled and need to be identified by the mediator and
 4. the parties are often not aware of the underlying needs and sometimes even not of the underlying interests.

What are needs?

In our daily language we use the term “need” in many ways. For example:

- I need to go to the toilet.”
- I have no need for you to tell me what I have to do!”

In mediation, the needs beneath the parties’ positions and interests are a specific type of needs: human needs.

A human need is something that is necessary for a human to live a healthy and fulfilled life. Needs are universal, which means that all humans have the same needs, regardless of where they come from.

The human needs are:

Physiological <ul style="list-style-type: none">• Breathing• Food• Water• Sleep• Sexuality	Esteem <ul style="list-style-type: none">• Self-esteem• Respect by others• Respect of others• Confidence• Achievement
Safety <ul style="list-style-type: none">• Security of body• Security of family• Security of health• Security of property• Security of resources• Security of morality• Security of employment	Self-actualization <ul style="list-style-type: none">• Morality• Creativity• Spontaneity• Problem solving• Lack of prejudices• Acceptance of facts
Love/Belonging <ul style="list-style-type: none">• Friendship• Family• Intimacy	

Each need can be fulfilled in many ways. The strategies of how to fulfil needs differ between cultures, societies, families, persons, etc.

For example, friendship can mean quite different things to different people.

Example of a case where two people are in conflict over the same need:

For Drini it is a sign of respect to be looked in the eye and greeted when he meets other people; after this ritual, everything else will be fine. For Arta, it is offensive to look into people's eyes and it is not important to greet people she already knows every time she meets them; for Arta, it is a sign of respect when the other person listens to her carefully. So, when Drini and Arta meet, they may get into a conflict when Arta doesn't properly greet Drini and as a result, Drini doesn't listen to Arta, which offends Arta. Both will feel disrespected by the other. Their need for respect was not fulfilled, because their strategies for the fulfilment of that need differed.

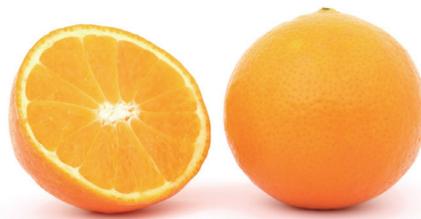
As mediators, we have to help the parties in conflict find more ways to fulfil their needs in a way that the needs of both parties are fulfilled.

Exercise: The orange

A mother comes home. Her two daughters ask her with excitement: "What have you brought us?" She replies: "I have an orange for you!" Both sisters want the orange and start quarreling over it.

How would you resolve the conflict?

After they finally agreed to divide the orange in half, the first child took one half, ate the fruit, and threw away the peel, while the other threw away the fruit and used the peel from the second half in baking a cake.



What was the mistake the mother made?

Instructions:

1. Read the story to the participants.
2. Reveal the question and ask the participants how they would resolve the conflict. – Note their answers on a flip chart paper.
3. Reveal and read the solution to the group.
4. Ask the participants: "What was the mistake the mother made?" – If no correct answer is given, tell them that she did not ask the daughters what they want to do with the orange.
5. Explain that this is the reason why a mediator looks beyond what the parties say they want and tries to identify the underlying interest and need.
6. Draw a table with 3 columns and 4 rows on a flip chart paper: name the 2. row "position", the 3. row "interest" and the 4. row "need" and the 2. column "daughter A" and the 3. column "daughter B":
 - Ask the participants: "What were the sisters positions?" – If no correct answer is given, say that both say: "I want the orange!" and write this sentence into the appropriate cells of the table.
 - Ask the participants: "What were their interests?" – If no correct answer is given, say that daughter A says: "I want the peel for a cake." and that daughter B says: "I want the fruit flesh for an orange juice." and write these sentences into the appropriate cells of the table.
 - Ask the participants: "What were their needs?" – If no correct answer is given, say that for daughter A it was "food" and for daughter B it was "drink" and write these words into the appropriate cells of the table.
7. Point out that the conflict could not be resolved on the level of the positions because both want the same (i.e. these positions are conflicting). But it could be resolved on the level of interests: by finding out that the girls really want different things (the peel and the fruit flesh).
8. Clearly relate this to the mediation process by explaining that it is the job of the mediator to ask the right questions to identify what both parties actually want (i.e. what their interest is) and what they need.

Teaching materials needed:

- Flipchart paper
- Marker (for flipchart paper)

Learning goals:

- Participants understand:
 1. how to separate underlying interests and needs from the explicit positions of the parties and
 2. the importance of asking questions.

Exercise: The open window

It is a hot summer day. Two students are studying in the library. One of them gets up and opens a window. A few minutes later the other one stands up and closes it. The first one is upset and addresses the other student. Both quarrel whether to open or close the window.



How would you resolve the conflict?

Finally a librarian passes by. He asks the first student: "Why do you want the window open?" The student replies: "To get some fresh air." The librarian asks the second student: "Why do you want it closed?" The student replies: "To avoid the draft." So, the librarian opens another window nearby and both of the students' needs are satisfied.

What did the librarian do to solve the conflict?

Instructions:

1. Read the story to the participants.
2. Reveal the question and ask the participants how they would resolve the conflict. – Note their answers on a flip chart paper.
3. Reveal and read the solution to the group.
4. Ask the participants: "What did the librarian do to solve the conflict?" – If no correct answer is given, explain that he asked them why one wanted to open the window and why the other wanted to close it.
5. Explain that this is the reason why a mediator looks beyond what the parties say they want and tries to identify the underlying interest and need.
6. Draw a table with 3 columns and 4 rows on a flip chart paper: name the 2. row "position", the 3. row "interest" and the 4. row "need" and the 2. column "student A" and the 3. column "student B":
 - Ask the participants: "What were the students positions?" – If no correct answer is given, say that student A says: "I want the window open!" and that student B says: "I want the window closed." and write these sentences into the appropriate cells of the table.
 - Ask the participants: "What were their interests?" – If no correct answer is given, say that student A says: "I want fresh air." and that student B says: "I do not want a draft." and write these sentences into the appropriate cells of the table.
 - Ask the participants: "What were their needs?" – If no correct answer is given, say that both want appropriate shelter and write this into the appropriate cells of the table.
7. Point out that the conflict could not be solved on the level of positions nor interests, but on the level of needs: finding a way that serves their mutual need.
8. Clearly relate this to the mediation process by explaining that it is the job of the mediator to ask the right questions to identify what both parties actually want (i.e. what their interest is) and what they need.
9. To practice identifying emotions and needs, pass out the handout "Feelings, needs and creating options". Split up the group into 4-5 groups and give every group 1-2 examples from the first column to work on. Each group has to identify the implicit feeling (2. column) and then the underlying need that is not met (3. column). It might be good if you do the first example together with all participants. When you finished the example and all participants understood it, give them a few minutes to do their task by themselves. Then collect what the groups came up with.
10. Tell the students to keep this handout ready, as you will return to it when talking about creating options (slide 45).

Teaching materials needed:

- Sufficient copies of the handout "Feelings, needs and creating options" for all participants.

Teaching materials needed:

- Flipchart paper
- Marker (for flipchart paper)

Learning goals:

- Participants understand:
 1. how to separate underlying interests and needs from the explicit positions of the parties and
 2. the importance of asking questions.

Exercise:

Feelings – Needs – Options for solutions

Example	Feeling	Need	Options for solutions
The teacher punished me for something my friend did.			
My friend threw a surprise party for me for my birthday.			
My best friend promised to keep a secret, but he told everyone.			
One of my classmate invited all students in the class to his birthday party, but not me.			
My classmate borrowed my favorite pen and promised to return it, but never did.			
The teacher told us to work together, but my partner does not work with me and the teacher gives us a bad grade.			
When the teacher asks a question, I often say the right answer to myself, but the classmate next to me tells it to the teacher and claims credits for it.			
She made the same mistake in the test as me, but she got a better grade than me.			

Reframing

Statement

1. "We have already tried..."
2. "It was an absolute failure."
3. "We have no time to do such thing."
4. "Just ignore him. That child is acting like that just to attract attention"

Paraphrasing

1. So, we have a better idea for what is not working. What can we do differently this time?
2. An absolute failure? Which parts worked? What can we learn from what happened? What can we do next time?
3. What can we stop doing to gain time? Which parts can wait?
4. I wonder what that child is trying to tell us and what we do not understand? What should we do to understand it better?

Instructions:

1. Highlight the importance of reframing for the whole mediation process!
2. Explain that "reframing" is the main tool for identifying the underlying needs (as we did the previous slides). In mediation, "reframing" means that the mediator summarizes each party's view on the conflict by restating its needs in an as positive manner as possible and asking the parties how these needs could be addressed in the future (i.e. what needs to change).
3. Tell the participants to always use this phrase for reframing in a mediation session: "It sounds like [need] is important to you and you would like [concrete action that the party mentioned] to take place to solve this."
4. Reveal and the examples on the slide to the participants step by step. Reveal a statement and then ask the participants to paraphrase it. Then reveal the paraphrase on the slide and continue with the next statement, etc.

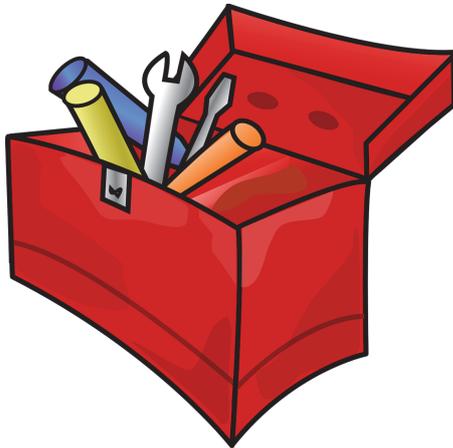
Teaching materials needed:

- Flipchart paper
- Marker (for flipchart paper)

Learning goals:

- The participants understand:
 1. that "reframing" in the context of mediation means summarizing each party's view on the conflict by eliciting the underlying need,
 2. how to use the phrase to reframe and
 3. that they will learn the phrase by heart and use it in future mediation sessions.

Step 3: Skills and tools



- Separate interest and needs from the parties position – confirm with the parties that you did that correctly
- Reframe the stories by focusing on underlying values, interests and needs
- Mirror the meaning and values involved to each side and make them explicit to both parties (put yourself into the other's shoes)
- If needed: detoxify their language
- If needed: caucus with one party

Instructions:

1. Explain that there are a few “tools”, which mediators use during step 3 in order to achieve its goal:
 - Stress the importance of separating interests and needs from the parties' positions, as we have seen in the examples of the orange and the library window.
 - Highlight the importance of reframing as we have discussed on the previous slide!
 - Explain what “mirror the meaning and values” means: It is very similar to reframing but intended for the other party and not for the party whose statements are being reframed. For example: The mediator restates party A's needs and wishes for the future and asks party B if this is understandable for him/her, how she/he would feel if she/he would be in the place of the other party. (The mediator could ask: “Put yourself into the other's shoes.”) Then the mediator repeats the same for party B towards party A.
 - Explain that “detoxify their language” means that a mediator can choose to make the language softer when she/he repeats what a party said. This is especially useful when the party used a derogative word, swearword or slur.
 - Explain that “caucus” refers to an exceptional case in which a mediator talks with each party separately (i.e. without the other party present). This only happens if both parties give their approval. If they do, the mediator always has to do a caucus with each party so that no party feels treated differently. What is said in a caucus is confidential between the party in caucus and the mediator – the mediator discloses it only if the parties agree to it. A caucus can be helpful in situations when one or both parties experience strong emotions in the mediation session or when the mediator feels that one or both parties are hiding something from the other party, which they might tell the mediator in confidence.
2. Ask the participants to take out the handout “Feelings, needs and creating options”, which you passed out previously. Ask the students to fill out the second column on what the needs are that underlie the feelings in the first column. Return to this handout when talking about generating options .

Optional:

- Demonstrate “mirroring”: ask two volunteers to come to the front. One is party A and one is party B:
 1. Explain that both parties are in a mediation session and that it was already clarified, what happened: party A accidentally ran into Party B, who then hit party A.
 2. The mediator tells Party A: “How would you react if somebody ran into you?”
 3. The volunteer who plays party A tries to imagine and tell how he/she would react if somebody ran into him/her.
 4. The mediator tells Party B: “How would you react if an accident happened to you and you got hit for that?”
 5. The volunteer who plays party B tries to imagine and tell how he/she would react if an accident happened to him/her.
 6. Explain that only if both parties understand the other side, the options they will develop are going to be adequate to their needs and situation.
 7. Thank both volunteers – they can return to their chairs.

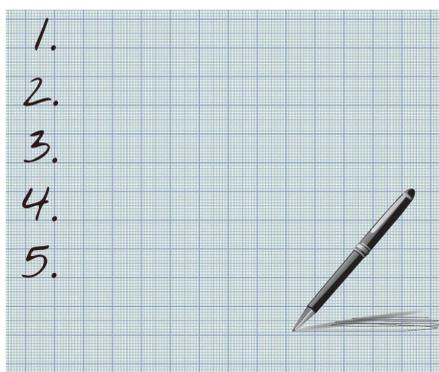
Teaching materials needed:

- Return to the handout “Feelings, needs and creating options”, which was passed out to all participants.

Learning goals:

- The participants understand:
 1. how to separate interests and needs from the parties' positions and understand the importance of doing so,
 2. how to reframe by using the phrase: “It sounds like [need] is important to you and you would like [concrete action that the party mentioned] to take place to solve this.”
 3. that “mirroring” means to clearly restate the meaning and value that are involved for each party towards the other party,
 4. that the mediator can choose to “detoxify” the parties' language by avoiding repeating derogative words, swearwords or slurs and
 5. that a mediator can ask the conflict parties for a “caucus” to talk with each party separately.

Step 4: Finding and testing options together



- Ask the parties to think of possible actions that address the needs, values and emotions of both sides
- Ask if both parties can agree to a option that is put forth by one of the parties

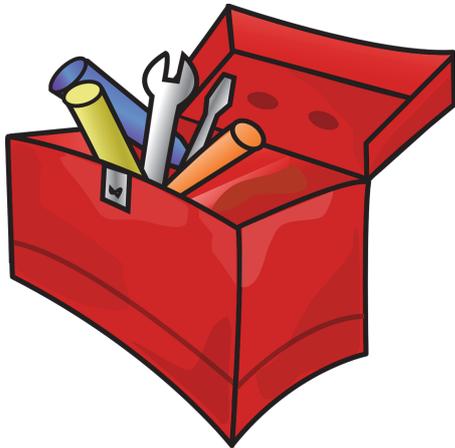
Instructions:

1. Explain that by the end of step 3:
 - The parties have opened up about their inner feelings towards the mediator at first and then towards each other.
 - The mediator and the parties understand the underlying interests, needs and values of the parties.
 - The parties begin to trust each other.
2. Explain that the goals of step 4 are:
 - to get the parties into a future oriented and problem-solving mindset, thinking about how to improve their communication and relationship and
 - to identify the strategy/strategies that is/are most suitable for them.
3. Take the participants through the slide and explain that during step 4, the mediator:
 - uses the information gathered in step 3 (what the parties' unfulfilled needs are and possibly some ideas of what has to change in order to fulfill those needs) to ask the parties for strategies that could fulfill their needs,
 - encourages the parties' creativity to think of options they did not think of before,
 - collects the strategy/strategies that the parties can think of.

Learning goals:

- The participants understand that during step 4 the mediator:
 1. participants understand that during step 4 the mediator:
 2. tries to get the parties into a future oriented and problem-solving mindset, thinking about how to improve their communication and relationship and
 3. guides the parties to find a strategy, that is feasible and that truly addresses the involved values and fulfills the parties underlying needs.

Step 4: Skills and tools



- Ask the parties what they need and how their needs can be fulfilled
- Promote creativity among parties when thinking of options!
- Do the Reality Check: ask for each item if it is feasible in the reality the parties live in
- If you and the parties want: Use pen and paper to make a list of options with the parties

Instructions:

1. Explain that there are a few “tools”, which mediators use during step 4 in order to achieve its goal:
 - Based on the underlying emotions, values, interests and needs, which were identified in step 3, the mediator asks the parties for strategies that fulfill these needs and interests in accordance with the involved emotions and values of each party.
 - Underline that it is not up to the mediators to identify those options, but that through asking good questions, the mediator appeals to the parties’ creativity to develop a variety of different strategies that “repair” the damages that resulted from the conflict.
 - The mediator conducts a “Reality Check” with every strategy that the parties develop. To explain what “Reality Check” means, give the example of the following conflict: student A broke student B’s iPhone. Both came to mediation. The mediator took them through steps 1 to 3. Now, they are thinking about options of how to resolve the conflict. Student A offers to get a new iPhone for student B. In such a case, the mediator should ask: student A: “Can you afford to buy a new iPhone?” And student A replies that he cannot. So, the Reality Check revealed that this is a bad option. Then the mediator has to ask the students to think of other options. The mediator will test all of the other options in a similar way – every time trying to find out if the option is feasible and if it addresses the values and needs involved in the conflict – until both students can agree on one option, that is feasible and that truly addresses the involved values and needs of the students.
2. Ask the participants to return to the handout “Feelings, needs and creating options”, which you passed out previously. Ask the students to fill out the third column on what options could address the previously identified needs .

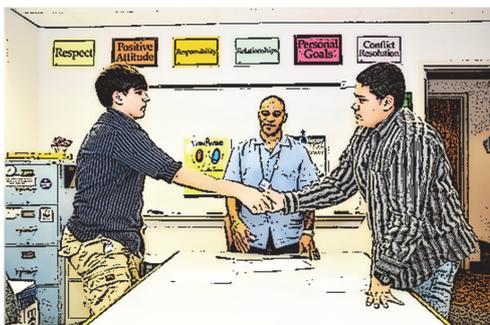
Teaching materials needed:

- Return to the handout “Feelings, needs and creating options”, which was passed out to all participants.

Learning goals:

- The participants understand that in step 4 the mediator:
 1. asks the parties to develop strategies that fulfill the previously identified needs and interests, in accordance with the involved emotions and values of each party,
 2. encourages creative, future-oriented problem-solving thinking when developing those strategies,
 3. conducts a “Reality Check” to see which strategies that the parties developed are feasible in the circumstances that they live in.

Step 5: Coming to an agreement



- Clarify the final option in all its details and ask the parties exactly how it is supposed to be implemented
- For the implementation of the final option, assign clear tasks and obligations to both parties, to which they have to agree

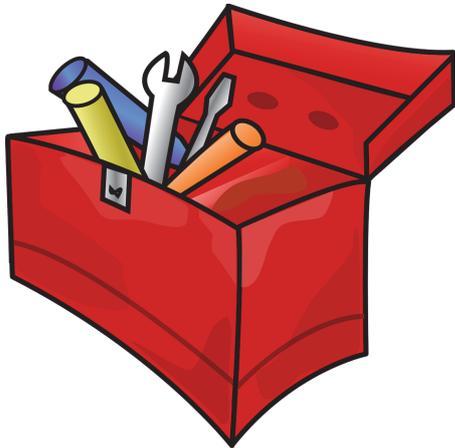
Instructions:

1. Explain that by the end of step 4, the mediator and the parties have at least one strategy/option that both parties can agree upon to solve their conflict according to their needs, interests, values and emotions.
2. Explain that the goal of step 5 is to:
 - come to an agreement among both parties for what to do exactly to resolve the conflict or
 - refer the case to a teacher or the school director in case the parties cannot reach an agreement.
3. Take the participants through the slide and explain that during step 5, the mediator:
 - asks the parties to select the option(s) from among all that were generated in step 4, which they want to use in their future,
 - asks the parties to state each option clearly, precisely and in great details, including what they mean by it, how it should be implemented and by whom,
 - asks the parties to define which of the parties is in charge of which tasks and obligations involved in the implementation of the option(s).
 - concludes the mediation session by formulating the final agreement in written or orally, as both parties agree to, or by referring the case to a teacher or the school principal if the parties cannot agree.

Learning goals that:

- Participants understand:
 1. in step 5, the parties select the option(s) from step 4, which is/are adequate solution(s) for them,
 2. the agreement has to be very detailed and assigns clearly describes tasks and obligations to both parties and
 3. the mediation session ends with step 5 and an agreement or a referral to a teacher or the school principal.

Step 5: Skills and tools



- Define for each option the parties agree upon: what it exactly means, who takes care of its implementation, how and (until) when it is to be implemented
- Attention: Only people present in the mediation session can be assigned tasks and obligations
- If the parties want a written agreement: use the settlement template

Instructions:

1. Explain that there are a few “tools”, which mediators use during step 5 in order to achieve its goal:
 - The mediator asks the parties to define the options in great detail. When formulating each option, she/he has to be very careful to:
 - use the parties’ words,
 - make sure that all parties agree on the option as the mediator formulates it,
 - describe in detail who has to do what and who accepts which responsibility,
 - make sure that the agreement is not one sided by putting blame on or assigning tasks only to one party. Therefore, it is important to assign tasks to both parties (hereby maintaining the mediator’s neutrality).
 - Stress that only people present in the mediation session can be included in the agreement. This includes indirect involvement: e.g. if a party promises to pay back money to the other party but has to ask her/his parents first if she/he gets the money from them, this is option cannot be included in the agreement.
 - Explain that the parties can decide to have a written or oral agreement. However, stress that written agreements have two advantages:
 - People tend to take things more seriously when written in “black on white” and
 - Written agreements make it easier for us to follow up with the parties (i.e. ask them a week after the mediation if the situation has improved and if each of the written items is being observed).
 - Pass out handout “Settlement template” and explain that this template is supposed to help the mediators writing up an agreement. Stress that if there are not enough lines on the paper, more pages can be attached.
2. Underline that an agreement is not automatically about shaking hands and apologizing. If the parties want to do that, it is fine – but this does not signify a successful mediation. The agreement on concrete actions and responsibilities that leads to a noticeable improvement of the parties’ relationship is the sign of a successful mediation.

Teaching materials needed:

- Sufficient copies of the handout “Settlement template” for all participants.

Learning goals:

- Participants understand:
 1. that the agreement has to be very detailed and assigns clearly describes tasks and obligations to both parties in a balanced way,
 2. that the agreement cannot include (indirect) tasks and responsibilities for people who were not present in the mediation session,
 3. that the parties can chose to have an oral or a written agreement, but that the written agreement has a few advantages and
 4. how to use the settlement template.

Agreement/Dispute Settlement

_____ and _____
(name, class) (name, class)

have participated in a mediation session with _____ on _____
(mediator's name) (date)

The parties agree as follows:

In the future, _____
(name)

In the future, _____
(name)

In the future, _____
(name)

(name)

(name)

(name)

After the mediation

If an agreement was reached

- Follow up on the parties' relationship and communication
- Was the agreement kept?
- How do they feel?



If no agreement was reached

- Refer the parties to a teacher or the school director



Instructions:

1. Explain that the mediation session is over after step 5 and one of two things happened:
 - an agreement was reached or
 - no agreement was reached.
2. Explain that the task of the peer mediator does not end here:
 - In case an agreement was reached:
 - The mediator follows up with the parties after 1-2 weeks and asks them whether the agreement was observed and how they feel towards each other. The purpose of this is for the mediator:
 - To assess if the parties' relationship, communication and behavior (towards each other) has improved,
 - To learn from his/her successes and mistakes,
 - To document conflict transformation at his/her school,
 - To offer a follow-up mediation session in case the agreement is not observed, or the relationship has not improved (which indicates that either the agreement was not the right one or that something was not addressed during the previous mediation session).
 - Ask the participants to take out the previously passed-out handout "Settlement template" and explain the second page:
 - The first portion of this page serves to confidentially document mediated cases. This serves the purpose of collecting an overview of the success of mediation and the degree of violence at the school. This documentation can be shared with teachers and the school director.
 - The second portion serves as a space for notes taken after the follow-up talk with the parties. Detach this portion from the documentation piece and keep it with the written agreement in a folder that is not accessible to non-mediators, as it is confidential.
 - Explain that in some cases, it might be necessary to share the agreement with others. In such a case, the mediator has to ask the conflict parties for their permission to do so.
 - In case no agreement was reached:
 - Explain that a case may also not come to an agreement. In that case, the mediator should not feel bad about him or herself and refer the conflict parties to a teacher or the school directors.
 - Remind the participants that mediation sessions can also be interrupted and referred to a teacher or the school director if:
 - the mediation reveals that a lot of violence – or even a crime – was involved in the conflict, or
 - the mediator feels unsafe or threatened during the mediation session.

Teaching materials needed:

- Return to the handout "Settlement template", which was passed out to all participants.

Learning goals:

- The participants understand that as mediators they:
 1. need to follow-up with the parties 1-2 weeks after the mediation,
 2. document the outcome of every mediation session and the follow-up of it,
 3. refer cases, where no agreement was reached, to a teacher or the school director.
- The participants know how to use the settlement template for documentation.
- The participants feel comfortable with cases where no agreement is reached and do not take it as a personal failure as mediator.

Summary: the mediation process

Mediation Steps

- Step 1: introducing and hosting the session
- Step 2: hearing the stories
- Step 3: eliciting values, meaning and needs
- Step 4: finding and testing options together
- Step 5: coming to an agreement

Mediation skills

- Prepare the room
- Self-check
- Opening statement
- Ground rules
- Open questions
- Clarifying questions
- Active listening
- Summarizing
- Reframing
- Detoxifying
- Separating interests and needs from positions
- Mirroring
- Caucus
- Settlement template
- Reality Check



Instructions:

1. Summarize the steps of mediation by asking the participant to name each step in the right order – reveal the slide step by step.
2. Ask the participants to name a few of the mediation skills (or tools) and then reveal them all at once.
3. Pass out handout “Steps 2 to 4 of mediation” and facilitate the group in completing the exercise it contains.

Teaching materials needed:

- Sufficient copies of the handout “Steps 2 to 4 of mediation” for all participants.

Learning goals:

- The participants have practiced the steps of mediation in theory.
- The participants repeat the most important points regarding the mediation steps:
 1. The steps of mediation are:
 - Step 1: introducing and hosting the session,
 - Step 2: hearing the stories,
 - Step 3: eliciting values, meaning and needs,
 - Step 4: finding and testing options together,
 - Step 5: coming to an agreement.
 2. A mediation session can only be successful if the mediator:
 - creates a positive atmosphere,
 - notices the parties’ emotions,
 - asks a lot or very good questions,
 - listens to the parties without judgment (staying on the level of “observation”),
 - makes the parties feel heard through active listening,
 - elicits underlying emotions, values and needs through reframing,
 - identifies and separates the parties’ positions, interests and needs,
 - always checks in with the parties if what the mediator has summarized or interpreted is correct and
 - checks the options, that the parties developed whether they are feasible (Reality Check).
 3. If a mediation is not successfully concluded, the case is referred to a teacher or the school director.

Exercise: Steps 2 to 4 of the mediation process

Task: Read the following story about Lule and what she says. Then, fill in the gaps by writing what you as a mediator would tell her.

Lule is a 13 year old girl who goes to an upper primary school. She is the outsider in her class. She had to switch schools, which complicated her integration into the class. She often disturbs lessons to get attention, which makes the whole class suffer.

Lule: „How should I get noticed? No one wants to talk with me. Everyone thinks that I am stupid. I get insulted although I am just trying to make friends. Sometimes they laugh about my jokes so that I feel good and have the feeling to be part of the group. I would like to be accepted just the way I am. If I could make a wish, I would wish to be invited to my classmates‘ birthday parties, meet with someone of them after school or spend the break together with them.

But how do I do that, when no one listens to me? Maybe I could write a letter to my teacher. Or could you, as a mediator, come with me to talk to them?“

Step 1: (Opening the mediation session – nothing to write)

Step 2: Summarizing the situation: What is the problem?

Did I understand correctly, that _____

 _____ . **Is this correct?**

Step 3: Identifying feelings, values and needs

To me, it looks like, you are feeling _____ **about** _____
 _____ **and** _____ **about** _____

It sound to me that it is very important for you to _____

In other words, you need _____

Step 4: Finding options

You wish, the situation would be like _____

Can you imagine, how this could be achieved?

Simulation of a mediation session

Instructions:

1. Tell the participants that they know now the basics about the mediation process and that they are ready to practice it and that the next section will be about simulating a mediation session.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

- The participants feel confident to simulate a mediation.

Simulation: mediation requires practice

Mediation is a skill. Learning it requires practice. Therefore we ask you to simulate a mediation session:

1. Form groups of 3-6 participants.
2. Decide who of you will play the mediators, conflict party A and conflict party B.
3. Prepare a case of a conflict as it could happen at a school.
4. Prepare to explain the conflict and enact the mediation in front of all participants.

Instructions:

1. Ask the students how it was when they rode a bicycle or swam for the first time. – If it was not mentioned, add that at first, they were not very good at riding the bicycle or swimming. Then ask: “How did you become good at it?” – If no correct answer is given, say: “Through exercise – and just as riding a bike or swimming, mediating requires practice.”
2. Explain that therefore it is important to practice mediation and that this is what the group is going to do during the last part of the training.
3. Reveal and present the tasks as outlined on the slide:
 - Divide the participants into groups of 3-6 persons.
 - Ask the groups to decide: who among them will play conflict party A, conflict party B and the mediator. In case a group has 6 members, each role will have to be played by two participants.
 - Ask the groups to prepare a case of a conflict as it could happen at a school. Check below how much time you will need for the simulations – depending on the number of groups you created at 1. – and calculate the time you have left for the preparation. Pick one of the two options:
 - Assign every group one of the role plays from the handout “Simulation roles” and ask the participants to remember the number of his/her role play (1, 2 or 3).
 - Ask the participants who will play the mediators to prepare themselves in one corner of the room. (They should write an opening statement and revisit all steps and tools.) Tell them that they will not receive any information about the case.
 - Ask the participants who play conflict party A to go into another corner of the room and those who play conflict party B to a different corner.
 - Give the participants who play party A the description of conflict party A’s role from the roleplay number that each participant was assigned.
 - Give the participants who play party B the description of conflict party B’s role from the roleplay number that each participant was assigned.
 - Make sure that each participant receives only the role that she/he is supposed to play, that the participants do not share information about their roles and that all members of one group are working on the same role play case.
 - Ask if everybody knows what he/she has to prepare.
 - Tell the participants that when all groups are done with their preparations, each group gets between 15 (if there are a total of 9 groups) and 25 minutes (if there are a total of 5 groups) to simulate their case in front of all participants, followed by 10 minutes of feedback from the other participants, who watched.
 - Start the clock for the preparation time: a) 20-40 minutes or b) more than 40 minutes.
 - Go around to all participants and check if they need help with anything.

Teaching materials needed:

- Sufficient copies of the handout “Simulation roles” – cut into halves (as indicated on the handout).

Learning goals that:

- Every participant prepares his/her role for the simulation.
- If you selected option b: the participants develop some new cases. Ask the participants if you can use their cases in future trainings (in case their cases were well developed).

Role Play 1: The Stolen Schoolbag¹

Participant A: Edon (or Edona)²

My father came home from the night shift and woke me up by accident. It was hard for me to fall asleep again. In the morning, I left without any breakfast as I slept in. I rushed out forgetting to put my schoolbooks and notebooks into my school bag.

Of course, I got an earful during the first lesson, when the teacher saw that I didn't have my homework, and she was astonished when I didn't even bring my textbook. Even if she had asked me why I didn't have them, I wouldn't have told her as I was too embarrassed. The same repeated during the second lesson. By now, I got two bad marks already for not bringing my homework.

During the break, I felt as if everybody was staring at me. I was so embarrassed, I had to do something. So, I picked up one of the schoolbags that was lying on a heap in the school corridor. The boys and girls from the class next door had a brief meeting with one of their teachers, so I used the opportunity and snatched the schoolbag when nobody was looking. I took out the books and notebooks and put them into my bag. The other school bag I hid under a table nobody was using. Next class was biology and I couldn't afford to get a bad mark there. I took out the textbook and notebook I had snatched and pretended I had the homework. Luckily, the teacher did not ask me to present it. Then I noticed, that the books belonged to Ilir (or: Ilire). I was shocked, because Ilir (or: Ilire) was my best friend and everybody knew it. I didn't say a thing, but after school, I came up to Ilir (or: Ilire) and said right away: "Listen, do you know it was me who snatched your schoolbag?!" I was going to explain everything, but he got very angry and hit me right in the face. I hissed back: "You idiot, I was just kidding!"

I had to explain it to him somehow, but he doesn't want to talk to me anymore.

Trainer: Cut this paper here and hand each participant only his/her role!

Role Play 1: The Stolen Schoolbag

Participant B: Ilir (or: Ilire)³

Yesterday in school after the second lesson, my schoolbag disappeared without a trace. I left it on a heap of things in the corridor while we were having a short meeting with our history teacher. I really don't understand who would want to steal a SCHOOLBAG! It really looks shabby. My parents bought it for me against my will. That day, I had some prescriptions in one of the notebooks my mother had given to me to get some things from the pharmacy on my way home from school. Since my mother really needed those medicines, as she was feeling very sick, I was horrified when I realized that both my things and the prescriptions were gone: I feared my mother's health would get worse and father would punish me for not doing what I was told. Then that idiot Edon came to me after school and said he had snatched my bag. I didn't find it funny at all, as I had worried sick the whole day. So, I hit him right on his nose. I was so angry at him. Otherwise, we hang out together in and outside school.

Today, a guy from the eighth grade approached Edon and me. He said he heard about our trouble and that he was a mediator and could help us, if we agreed.

1 This role play is a modified version of the Croatian "Mali Korak" NGO's handbook "FOR DAMIRS AND NEMIRS: the door to non-violence", by M. Uzelac (2004 – 4th edition).

2 The name depends on whether this role is played by a male or female participant.

3 The name depends on whether this role is played by a male or female participant.

Role Play 2: The School Trip⁴

Participant A: Lir (or: Lirije)⁵

I am a seventh-grade student. At the end of the school year, my class is going on a school trip. We have been discussing the possible destinations for quite some time, but we could not reach an agreement. There had been many suggestions, but after a while, we narrowed them down to two options: visiting Shpella e gadimes or Mirusha waterfalls. Now, the class is split between the two options.

I prefer Shpella e gadimes. That is way more interesting than Mirusha waterfalls. To climb down into the cave and all the different shapes of the stones. It is largely unexplored, so who knows what we will find! Naturally, it can also be a bit dangerous and creepy in the dark, but this makes it an adventure! You can always go to Mirusha, but for Shpella e gadimes you need a guided tour. So, it makes much more sense to go there! The others are just scared cowards who don't care where to hang out as long as they have cell phone reception. They are not really interested in anything, so why should we do what they say?

But the teacher won't help us convincing the others. He says, we have to find a solution ourselves. So, we are stuck and the deadline to book the trip is closing in. If we won't agree, we won't be able to go at all!

Now, my group has chosen me to represent them at the mediation meeting.

Trainer: Cut this paper here and hand each participant only his/her role!

Role Play 2: The School Trip

Participant B: Adrian (or: Adriana)⁶

I am a seventh-grade student. At the end of the school year, my class is going on a school trip. We have been discussing the possible destinations for quite some time, but we could not reach an agreement. There had been many suggestions, but after a while, we narrowed them down to two options: visiting Mirusha waterfalls or Shpella e gadimes. Now, the class is split between the two options.

I want to go to Mirusha waterfalls. I have never been there, but heard many great things about it. It is supposed to be very beautiful – everybody says so! I like trees and the sound of water. What better place to visit! The waterfalls are fascinating to look at. And if we are lucky, the teacher may let us swim! No comparison to climbing down into a dark hole, hardly seeing anything and looking at some boring rocks!

The others are just pretentious and want to make a good impression on the teacher as the idea to go to Shpella e gadimes originally came from him. They are also too lazy to bring their swim wear and towels.

But the teacher won't help us convincing the others. He says, we have to find a solution ourselves. So, we are stuck and the deadline to book the trip is closing in. If we won't agree, we won't be able to go at all!

Now, my group has chosen me to represent them at the mediation meeting.

4 This role play is a modified version of the Croatian "Mali Korak" NGO's handbook "FOR DAMIRS AND NEMIRS: the door to non-violence", by M. Uzelac (2004 – 4th edition).

5 The name depends on whether this role is played by a male or female participant.

6 The name depends on whether this role is played by a male or female participant.

Role Play 3: The Football game⁷

Participant A: Artan (or: Artar)⁸

I'm not particularly good at sports, but I like playing football. Most of the time, I get picked last for the team and my friends tease me that I am not good at sports. Fatmir (or: Fatmire) is a good friend of mine. (He plays football much better than me.)

I got a new pair of sneakers, which are really cool and I like them a lot. Yesterday, while we were playing football, this jerk Drini stepped on my foot and the shoe got dirty. He said, he hadn't done it on purpose, but I didn't believe him. Drini plays very well and knows what he does. So, I wanted to get money from him to give the shoes to a professional cleaner. Instead of being rational, he insulted me, I didn't need sneakers anyway since I don't play that well. Then Drini laughed at me. He said: "We let you play with us only because Fatmir (or: Fatmire) drags you here with him!" Drini said that Fatmir (or: Fatmire) does so, because I help him (or: her) with math and that behind my back Fatmir (or: Fatmire) makes fun of how bad I play football. That got to me. I snapped and hit Drini – although he is much taller than me. He hit me back and I fell. When I was getting up on my feet, I saw Fatmir (or: Fatmire) laughing... So, it was true: Fatmir (or: Fatmire) was not a true friend, but laughing about me behind my back! I ran into the class room and ripped apart one of Fatmir's (or: Fatmire's) notebooks – it was the one we used to practice math together. When Fatmir (or: Fatmire) came in and saw what I had done, s/he didn't say a word. Since then we haven't talked and he has been avoiding me.

Fatmir's (or: Fatmire's) parents and mine are good friends they often talk and sometimes come over to visit. I don't know what will happen if my parents learn about what I did. They might become embarrassed about me. They might become mad at me. I'd better settle this myself, before they find out. So I got in touch with one of the mediators at our school – maybe they can help.

Trainer: Cut this paper here and hand each participant only his/her role!

Role Play 3: The Football game

Participant B: Fatmir (or: Fatmire)⁹

Artan (or: Artar) and I have been good friends. We help each other in many ways, depending who of us is better in that particular area. The other day, when we were playing football, Drini stepped on Artan's (or: Artar's) new sneakers and they had a little fight. I was rather far away and couldn't hear what they were talking about. But it was really funny to see Artan (or: Artar) taking a swing at Drini, who is much taller than him. I could not help it and started laughing and Artan (or: Artar) gave me a furious look. When I came to the classroom afterwards, I saw that Artan (or: Artar) had torn my notebook apart. It had the math homework in it! When the teacher saw that, I would get a 1. But why would Artan (or: Artar) do that? I couldn't understand and became very angry at him. I decided, I wouldn't be friends with him ever again! I still cannot understand how he could do this to me after all that I have done for him in the past. I even got him on the football team so that he could play with us! We spend a lot of time together and even our parents are friends with each other. I have told my mom what happened, but she doesn't believe me. She thinks, I have done it myself because of my grades. Artan (or: Artar) is much better at school than me and mom doesn't believe, that Artan (or: Artar) would do such a mean thing. She told me I had to make up with him. Now, the mediators told me that Artan (or: Artar) approached them and wants to talk with me. I will get them to proof to my mom that he really did this!

7 This role play is a modified version of the Croatian "Mali Korak" NGO's handbook "FOR DAMIRS AND NEMIRS: the door to non-violence", by M. Uzelac (2004 – 4th edition).

8 The name depends on whether this role is played by a male or female participant.

9 The name depends on whether this role is played by a male or female participant.

Simulation: mediation requires reflection

Mediation requires you to learn from your mistakes through receiving feedback from observers and seeing how others mediate. Therefore we practice observing mediation and giving feedback:

1. When your group is not simulating a mediation session, please observe the simulation of the other groups closely.
2. During each simulated mediation session, each group focuses a different aspect of the simulation: one group focuses on the process, one on the role of the mediator and one on values of the mediation.
3. Take notes on the prepared evaluation sheets.
4. Give your feedback to the group that simulated a mediation session – especially to the participant who played the mediator.

Instructions:

1. Once the preparation time is over, ask the participants to return to their chairs and pay attention to the additional instructions, which you need to give before the simulations can begin.
2. Explain that for becoming a good mediator, it is very important:
 - to reflect on one's own performance,
 - to try to improve,
 - to receive feedback from others on how to improve and
 - to learn from other mediators, how they mediate.
3. Explain that during the upcoming simulations, the participants are going to practice observation and giving feedback and present the slide to the participants
4. Pass out 3 handouts to every participant: "Checklist for the Simulation: Process of mediation", "Checklist for the Simulation: Role of the mediator" and "Checklist for the Simulation: Values of mediation".
5. Beware: there must be at least 4 rounds of simulation so that each participant simulates once and gives feedback during three rounds – each time using a different evaluation sheet.
6. Make sure before every simulation round, which group focuses on the process, which on the role of the mediator and which on values of the mediation during their observations. Make sure that every participant focuses on each of these three aspects at least one time!

Teaching materials needed:

- Sufficient copies of the handout "Checklist for the Simulation: Process of mediation"
- Sufficient copies of the handout "Checklist for the Simulation: Role of the mediator"
- Sufficient copies of the handout "Checklist for the Simulation: Values of mediation"

Learning goals:

- The participants:
 1. understand that the need to improve their mediation skills by:
 - reflecting on one's own performance,
 - trying to improve,
 - receiving feedback from others on how to improve and
 - learning from other mediators, how they mediate.
 2. increase their ability to follow and evaluate a mediation session so that they improve their capacity to evaluate their own performance.
- All participants played a role in a simulated mediation session.
- All participants benefit from simulating a mediation session and observing the other simulations.

Simulation Checklist:

Mediation process

How well did the group _____ include all steps and tools of mediation into their simulation?

	Included?	How to improve?
Step 1: Introduce and hold the session		
Prepare the room		
Prepare yourself: self-check		
Use opening speech		
Set basic rules		
Ask parties if they agree on the topic		
Check how parties feel (verbal and non/verbal communication)		
Give time for questions		
Ask who wants to start first		
Step 2: Hearing stories		
Pose open questions in order to get more information		
Pose explanatory questions		
Active listening		
Summarize each parties' view		
Make sure that rules are respected		
Give same attention to each party		

	Included?	How to improve?
Step 3: Elicit values, meaning and needs		
Reformulate stories focusing on the core of values, interests and needs		
If needed: detox their vocabulary from insults		
Separate interests and needs from position of parties – check with parties if you did it correctly		
Mirror meaning and values of each party and let other party know		
If needed: caucus with one of the parties		
Step 4: Finding and testing of options together		
Now each party sees the importance of other party: put yourself in someone else's shoes		
Ask parties what their needs are and how to fulfill those needs		
Elicit creativity amongst parties when thinking of options		
Use paper and pen in order to make list of options together with parties		
Step 5: Reaching an agreement		
Use the "Settlement template"		
For each point parties agreed upon, define exact meaning, who will implement what and how it is going to be implemented		
Reality check: ask each party whether it is possible to realize each point in the reality in which they live		

Simulation checklist:

Role of a mediator

How well did mediators in the group _____ perform their role?

	Check	How to improve?
The Mediator does not:		
Judge who is right and who is wrong		
Establish who is telling the truth		
Investigate the truth		
Impose what she/he thinks the solution might be		
Give emotional therapy to parties in conflict		
The Mediator does:		
Create good atmosphere and positive vibes		
Mediate a dialogue based on adequate rules and steps		
Offer her/his perspective in order to generate options		
Serve to parties' needs		
Use skills and techniques from the mediation toolbox		

Simulation Checklist:

Values of mediation

How well did group _____ include the values of mediation into their simulation?

	Yes/No	How to improve?
Were the actions of the mediator in accordance with these values:		
Impartiality: demonstrating respect for both parties, and not being partial to one of the parties		
Modesty: knowing that you cannot solve a conflict – only involved parties have this possibility		
Reliability: support parties in everything they need in order to find the solution		
The mediation process was in accordance with these values:		
Trust: do not reveal to anybody what was said during the session if parties do not agree upon that		
Voluntarily: participation is voluntary – parties cannot be obliged to come to agreement		
Trust building: create positive atmosphere and to build trust amongst parties		
Security: physical and mental security to all participants in mediation shall be guaranteed – annul mediation session if the security is at stake		

Mediation at your school

Instructions:

1. Congratulate the participants that they have now collected their first experience in mediation.
2. Summarize what the main challenges were during the simulations and how well the participants performed:
 - by yourself (use the points under Learning Goals: see below), or
 - by asking the participants to do so – make sure that they cover all the points mentioned under Learning Goals (see below).
3. Emphasize that in order to become a really good mediator, they need to continue collecting experience in mediation – just like they needed a lot of practice to become good at riding a bicycle.
4. Explain that the next section will be about how to introduce mediation at their schools.

Optional:

- If the participant energy is low, conduct an energizing exercise to “wake up” the participants and to increase attention.

Learning goals:

- The participants:
 1. have a clear understanding of what a mediation process looks like and collected their first mediation experiences.
 2. have a clearer idea what the challenging parts of mediation are.

How to introduce mediation to your school?

To have school mediation at your school, YOU have to introduce it:

- Prepare a mediation corner or room: you need a quiet space with a table and at least 3 chairs.



Podujevo



Vushtrri

Instructions:

1. Underline that the establishment of peer mediation groups at schools is one of the means of violence prevention recommended in the Protocol for Prevention and Referral of Violence in Pre-University Institutions of Education.
2. Ask the participants how mediation will be implemented at their schools. – Collect their responses on a flip chart paper.
3. Emphasize that it is up to the participants to introduce it to their schools. Encourage them and empower them so that they feel up to the task. Perhaps quote Mahatma Gandhi: “Be the change you want to see in the world.”
4. Explain that you are going to give them some ideas how to introduce mediation to their schools and share some experiences that other schools made after they attended previous trainings of this kind.
5. Reveal the slide and explain that the first step is to find a space that will be used for mediation sessions. The space needs at least 3 chairs. It can be a separate room, a corner in a suitable room or any other space that is accessible to the mediators and quiet.

Teaching materials needed:

- Flipchart paper
- Marker (for flipchart paper)
- For demonstration, at least one (digital) copy of the Protocol for Prevention and Referral of Violence in Pre-University Institutions of Education.

Learning goals:

- The participants:
 1. feel empowered and motivated to introduce mediation to their schools,
 2. understand that it is up to them and neither to you as trainers of this training, nor the donors,
 3. look for creative ways of how to find as space for mediation at their schools instead of complaining about the lack of money or institutional support.

How to introduce mediation to your school?

To have school mediation at your school, YOU have to introduce it:

- Awareness raising campaign for students, teachers and parents: e.g. posters, brochures, mediators going to class rooms introducing themselves



Podujevo

Instructions:

1. Continue from previous slide.
2. Reveal the slide and explain that the second step of introducing mediation to the participants' schools is to raise awareness among students, teachers and parents about the fact that school mediation is now available at their school, what school mediation is and who the school mediators are.
3. Clarify that this can be done in a number of different ways: e.g. by using an information board (as in the picture), by drawing posters, by visiting every classroom and presenting school mediation, by drawing a flyer, copying and distributing it, by asking the school principal to mention school mediation during his speeches and meetings with teachers, parents and students, etc.

Learning goals:

- The participants:
 1. feel empowered and motivated to introduce mediation to their schools,
 2. understand that it is up to them and neither to you as trainers of this training, nor the donors,
 3. look for creative ways of how to raise awareness about mediation at their schools instead of complaining about the lack of money or institutional support.

How to introduce mediation to your school?

To have school mediation at your school, YOU have to introduce it:

- Document mediations: you need to collect data on how many conflicts there are at your school, how many of those were mediated and how many of those were resolved – but keep it confidential!
- Inform new students, teachers and parents: at the beginning of every school year, visit the new classes and inform them about the existence of school mediation; teachers inform parents and new teachers about school mediation.

Instructions:

1. Continue from previous slide.
2. Reveal the slide and explain that the third step of introducing mediation to their school is to document the mediated cases, using the follow-up part of the handout “Settlement template”, as it was discussed. Explain that this information is important to check if the participants succeeded establishing school mediation at their school (the more cases are mediated the better) and how well they are doing as mediators (the more cases end in an agreement, the better). This information can be used to convince teachers, parents and the school principal of the usefulness of mediation at their school.
3. Underline that the details of the mediated cases still need to be kept confidential. Only the number of mediated cases and of agreements reached may be shared.
4. Explain that the fourth step of introducing mediation to their school is to inform new students, teachers and parents about the availability of mediation at their school at the beginning of the schools year.
5. Clarify that this can be done in a number of different ways, just as the awareness raising campaign (cf. previous slide), however, at the beginning of the school year there may be special events, during which school mediation could be mentioned by the school mediators, the school principal or the teachers.

Learning goals:

- The participants:
 1. feel empowered and motivated to introduce mediation to their schools,
 2. understand that it is up to them and neither to you as trainers of this training, nor the donors,
 3. understand the importance of documenting mediation cases and outcomes,
 4. look for creative ways of how to inform new-coming students, teachers and parents about the availability of mediation at their schools instead of complaining about the lack of money or institutional support.

How to introduce mediation to your school?

To have school mediation at your school, YOU have to introduce it:

- Train new generations of students and teachers: institutionalize school mediation at your school by training new students and teachers in school mediation every year.



Pristina

Instructions:

1. Continue from previous slide.
2. Reveal the slide and explain that the fifth step of introducing mediation to their school is for the participants to train more students and teachers from their school in mediation. Explain that the participants should do this after they have collected some experiences in mediation and feel more secure in mediating. Once they feel ready to train others (at least one year before they themselves graduate from their school), they can contact the trainers of this training and other school mediation trainers in Kosovo to receive support for the training of a new generation of school mediators.
3. Underline that it is especially important that younger generations of students are trained to ensure that mediation will remain available at the school in the future as well.

Learning goals:

- The participants:
 1. feel empowered and motivated to introduce mediation to their schools,
 2. understand that the introduction of school mediation is up to them and not to you as trainers of this training or the donors,
 3. understand the importance of training younger students,
 4. understand that they can get support in training new generations from the trainers of this training.

Evaluation of the Training

Instructions:

1. Summarize what the participants have to do when they return to their schools:
 - by yourself (use the points under Learning Goals: see below), or
 - by asking the participants to do so. – Make sure that they cover all the points mentioned under Learning Goals (see below).
2. Praise the students again for having completed the training!
3. Pass out the handout “Training evaluation form” and ask all participants to fill it out.
4. Collect the filled-out feedback forms anonymously – for monitoring and evaluation of the project and as documentation for the donor

Optional:

- You can ask for a quick evaluation by having the participants indicate with their thumbs how they liked the training: showing thumbs up = “good”; thumbs in the middle = “mediocre”; thumbs down = “bad”.

Teaching materials needed:

- Sufficient copies of the handout “Training evaluation form” for all participants.

Learning goals:

- The participants:
 1. reflect on the training as a whole and
 2. understand that it is up to them to become good mediators and establish mediation at their schools – and not to you as trainers of this training or the donors.
- You receive valuable feedback on your performance and can learn how to improve for the next training.



Qendra për Arsime e Kosovës
Kosova Education Center
KEC



forumZFD

Thank you very much for
your attention!

Instructions:

1. Thank the participants for their attention.
2. Explain that the participants are now ready to gather experience in mediation and introduce mediation to their school and that they are part of a greater movement to introduce mediation to all schools in Kosovo.
3. Emphasize again that in order to become a really good mediator, they need to collect experience in mediation.
4. Suggest to the participants that it makes sense for them to keep in touch with the participants from other schools in order to help each other and to exchange experiences about mediation and about the process of establishing it at their schools. Ask the participants how they could achieve to stay in touch (e.g. by exchanging contact data between the students and teachers).
5. Offer the participants to keep in touch with you. If you want, share your contact details, create a contact list, Facebook group or whatever you and the participants prefer.
6. Wish them good luck in establishing peer mediation at their school.
7. Fill in the handout "Training report" as soon as possible.

Learning goals:

- The participants:
 1. leave with a good feeling and self-confidence.
 2. understand that it is up to them to introduce school mediation to their school and that they are part of a larger movement and not alone.



PART 3

Evaluation
material

EVALUATION SHEET

Training program: Peer Mediation

Module:

Date:

Venue:

Trainers:

Criteria	Evaluation 1 (poor) – 5 (excellent)
1. Training objectives were clearly defined	
2. Participation and interaction were encouraged	
3. The program was drafted good and its was comprehensive	
4. Distributed materials were useful	
5. The training is relevant for my job	
6. Trainers were cooperative with participants	
7. Trainers were well prepared	
8. Training objectives are fulfilled	
9. Duration of the training was appropriate	
10. Training conditions were suitable	

11. What did you like the most about the training?

12. What you did not like about the training?

13. Recommendations for improvement:

14. Other comments:

TRAINING REPORT

Training/module program:	Peer mediation
Program management:	
Type of report:	Training report
Training day:	
Venue of the training:	
Prepared by:	
Date of the report handover:	

Number of invited participants:

Number of participants (F/M) based on days:

Description of the report:

Attendance of participants:

Working conditions:

Did the training reached its goals:

Description of each training/module day:

Recommendations:

Attached photo and scanned attendance records



The Forum Civil Peace Service (forumZFD, Forum Ziviler Friedensdienst) is a German non-governmental organization that was established in 1996. It trains and deploys peace experts to conflict regions where they work together with local partners to promote peaceful coexistence and non-violent conflict resolution.

In the Western Balkans, the focus is on projects in the field of dealing with the past and on fostering dialogue between opposing parties. This includes peace education projects (including school mediation), the support of civil society, or enhancing media capacities for a more constructive approach to dealing with the past.



Kosova Education Center (KEC) is a non-governmental and not-for-profit organization founded in 2000 with the idea of focusing on provision of in-service teacher training programs. In course of time, KEC has expanded its scope of work in four key areas: 1) Quality of Education, 2) Human Rights; 3) Networking and participation in policy making, and 4) Education research. KEC has a wide range of local and international partners that consist of non-governmental organizations, consulting companies, development agencies and state institutions.

Since 2004, the school "Mileniumi i Tretë" operates within KEC and carries out its activities in primary and secondary education.

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