

Miramonte Peer Mediation Conflict Resolution Training Handbook for Students



Presented by: Clovis East Peer Counselors

Name_____

Mediator Vocabulary Terms:

CONFLICT = A problem between two or more people.

There are three styles of conflict. The styles are:

- 1) **Denial** — you pretend there is no problem
- 2) **Confrontation** — you fight with the other person
- 3) **Problem Solving** — you talk together about the problem and together find a way to solve it that is good for both of you

SOLUTION = A way to solve a problem

RESOLUTION = A way to solve a conflict

DISPUTANT = someone who is having a conflict or argument (from the word “dispute”)

MEDIATOR = A specifically trained student who can help other students talk about their conflicts and find a good way to resolve them.

ACTIVE LISTENING = A special way to listen to other people that helps us hear better what someone has to say and how they feel.

OPEN-ENDED QUESTIONS = Questions that begin with how or what (and sometimes why) and encourage fully thought-out responses.

CLOSED QUESTIONS = Questions that are answered usually by yes, no, or simple answers and are NOT fully thought-out responses.

Ways of Approaching Conflict

DENIAL:

- This style of dealing with conflict happens when someone is angry.
 - Instead of saying what is making them mad, they deny there is a problem.
- Trying to end a conflict this way is difficult.
 - The second person never really knows what is wrong or why the first person is angry.
- The conflict may never be resolved.

CONFRONTATION:

- Confrontation happens when there is a conflict and one person verbally or physically attacks the other.
- The two people involved may not be willing to listen to each other.
- No mutually satisfying resolution is found.
- Hard feelings continue.

PROBLEM—SOLVING:

- Problem-solving is when people talk about the problem without insulting or blaming each other.
 - They know they have a problem and try to think of many ways to solve it.
 - They choose the solution that is the best for both persons.
- Conflicts can be resolved in mutually satisfying ways.
- Sometimes, relationships are even improved.

A Peer Mediator.....

Is.....

Isn't.....

A Peer Mediator

Is.....	Isn't.....
● A good listener ● A good team worker (they take their job SERIOUSLY!) ● A fair person (does NOT take sides) ● A helper ● A dependable person ● A friendly person (they are approachable) ● A person you can trust ● A guide ● A facilitator ● Neutral ● Invested (in the process) ● Direct (knows the process)	● A police officer ● A boss or teacher ● A person who interrupts or focuses attention on themselves ● A judge or disciplinarian (doesn't hand out consequences) ● A person who gives orders or advise ● A person who talks about other students' conflicts (doesn't gossip) ● Disrespectful ● Doesn't solve the problems for the disputants

Peer Mediators are UP-Standers instead of By-Standers!!

PEER MEDIATION PHILOSOPHY:

The Peer Mediation program believes that conflict is a normal and natural. The Peer Mediation program helps students find peaceful, fair, and meaningful ways to solve problems. This is based on the idea that students are responsible people who are often able to resolve their own differences. Conflicts can be resolved peacefully. The goal is to stop small disagreements from getting larger and resulting in a student being referred to the office.

ACTIVE LISTENING STEPS

1. Put yourself in the other person's place to understand what that person is saying and how they feel.

EXAMPLE:

2. Show understanding and acceptance by nonverbal behaviors:

- tone of voice
- facial expressions
- gestures eye contact
- posture

EXAMPLE:

3. Restate the person's most important thoughts and feelings. Try to do this in your own words.

EXAMPLE:

4. Do not interrupt, offer advice, or give suggestions. Do not bring up similar feelings and problems from your own experience.

EXAMPLE:

5. Remain neutral. Don't take sides.

EXAMPLE:

6. Ask open-ended questions to help you understand better what's bothering the other person.

EXAMPLE:

Active Listening Skills

Statements that help someone else talk.

Statement:	Purpose:	Do this...	Example:
Encouraging	- To convey interest... - To encourage the other person to keep talking...	- Don't agree or disagree - Use neutral words - Use a variety of tones in your voice	"Can you tell me more?"
Clarifying	- To help you clarify what is said... - To get more information... - To help the speaker get other points of view	- Ask questions - Restate wrong interpretation to force the speaker to explain further	"When did this happen?"
Restating	- To show you are listening and understand what is being said - To check the meaning and what is being said	Restate basic ideas and facts	"So you would like...., is that right?"
Reflecting	- To show that you understand how the person feels - To help the person evaluate their own feelings after hearing them expressed by someone else	Reflect the speaker's basic feelings	"You seem very upset."
Summarizing	- To review progress - To pull together important ideas and facts - To establish a basis for further discussion	Restate major feelings expressed, including feelings	"These seem to be the key ideas/feelings you've expressed/ stated..."
Validating	To express the worthiness of the other person	Acknowledge the value of their	"I appreciate your willingness to resolve this issue."

		issues and feelings • Show appreciation for their efforts and actions	
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I-Message Worksheet

Pretend you are in a Peer Mediation session with students and design an I-Message for each of the following situations.

1. The two disputants keep interrupting each other. You have reminded them of the ground rules on several occasions. Give them an I-message.
 - I feel...
 - when you...
 - because...
2. You hear two opposite stories from the disputants. Give them an I-message.
 - I feel...
 - when you...
 - because...
3. Your partner didn't give you a chance to participate in the resolution process. After the session is over, you both take a few minutes to discuss how you worked together. Give them an I-message.
 - I feel...
 - when you...
 - because...
4. One of the disputants is really angry. They snap at you and say, "Get off my back and go do your goodie work with someone else!" Give them an I-message.
 - I feel...
 - when you...

- because...

5. After some hard work, the two disputants seem much more relaxed and are sharing responsibility for the problem. Give them an I-message.

- I feel...
- when you...
- because...

Peer Mediator Helpful Hints:

- Make sure that it does not appear that your partner is working for one of the disputants and you for the other.
- Use eye contact and state names frequently.
- Look at your partner from time to time to be sure you are sharing the process facilitation.
- Model respect for disputants and your partner.
- Trust the process to get you through. Be patient and “feel” the parts of the process as they happen.
- It’s OK to show excitement when the disputants start making process...
“Great, now we’re getting somewhere!”

- When you have said, “Congratulations, you have solved your problem”, disputants will want to go... ***don’t forget signatures on written agreements.***
- Keeping good data supports your program. All agreements should be kept in the confidential binder and given to the mentor or teacher at the end of recess.
- If disputants feel like quitting, remind them of how far they’ve come in the process and that there’s just a little bit more to go.

MORE HELP FOR CHALLENGING MEDIATIONS

“Miracle” Questions:

Use these questions when you think that the disputants are not moving toward a solution.

1. What will happen if you don’t solve the problem?
2. Can you restate what he/she just said?
3. Did you know how he/she felt?
4. Does knowing this make some difference to you? How many possible solutions can you come up with?

ABOUT BULLYING

Examine the Information on Bully Behavior below. Mediators can mediate cases of “*potential bullying*”, but if it is on-going or chronic, this is a matter for staff to deal with. If a mediator is not sure about this, they should ask the Mediator Facilitator.

WHAT IS BULLYING?

● Intentional ● Threatening and/or shunning... committed by one or more children against another	● Repeated (chronic) hurtful acts ● Words or other behavior, such as name-calling
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TYPES OF BULLYING:

- **Verbal Bullying:** Chronic, hurtful name-calling, teasing, and gossip.
- **Physical Bullying** — punching, hitting, hair pulling, biting, and excessive tickling.

- **Emotional Bullying** — chronic intimidation through gestures or social exclusion.
- **Cyber Bullying** — sending messages by phone or computer.

Peer Mediators Duties and Responsibilities:

1. Always report to your duty ON TIME on the day you have duty!
2. Always wear your Peer Mediation shirt when on duty.
 - a. Put it away NEATLY when you are finished.
3. Fill out a report, COMPLETELY, on each conflict the day it happens.
 - a. Do NOT pre-write on the forms, doodle on them, or waste them, please!
4. When you are on duty, you are NOT at recess to play.
 - a. Walk around and make sure you're looking for any possible conflicts to help with.
5. Attend ALL meetings with the Peer Mediation Facilitator.
6. Be a Peer Mediator until the end of the school year. Remember, this is a one-year commitment!

7. Make up any class work you may have missed.

Peer Mediation Conflict Resolution Process Steps

INTRODUCTION:

1. Hello, my name is _____. My name is _____. We are Peer Mediators.
2. Do you want us to help you solve this problem? Let's move to a different area to talk.
3. Can you tell us your names?

GROUND RULES:

4. There are 4 rules that you each need to agree to for us to be able to help you:

TO PERSON #1:

TO PERSON #2:

Do you agree to not interrupt?

Do you?

Do you agree to no name calling
or put downs?

Do you?

Do you agree to be as honest as
you can be?

Do you?

Do you agree to work to solve the
problem?

Do you?

DEFINING THE PROBLEM:

5. *Choose someone to talk first.*

6. TO PERSON #1:

TO PERSON #2:

Can you tell us what happened?

Can you tell us what happened?

Restate what is said

How did you feel?
Why?

Restate what is said

Restate what is said

How did you feel?
Why?

Restate what is said

FINDING NEEDS:

7. TO PERSON #1:

What do you need to have this
problem solved?

Restate what is said

TO PERSON #2:

What do you need to have this
problem solved?

Restate what is said

FINDING SOLUTIONS:

8. TO PERSON #1:

What can you do now to help
solve this problem?

Restate what is said

TO PERSON #2:

What can you do now to help
solve this problem?

Restate what is said

TO PERSON #2:

Is that O.K. with you?

TO PERSON #1:

Is that O.K. with you?

9. TO PERSON #1:

If this problem happens again,
what can you do differently so
there won't be conflict again?

TO PERSON #2:

If this problem happens again,
what can you do differently so
there won't be conflict again?

10. TO PERSON #1 and #2:

Is the problem solved? (*If yes, finish the process. If no, go back to step 7*)

11. Will you tell your friends that the problem has been solved, but promise to not discuss the details of the mediation with them?

12. Thanks for doing a good job!!

13. Fill out the Peer Mediation Conflict Resolution Report Form.

Peer Mediation Conflict Resolution Report Form

Rules:

Date: _____

1. Agree to solve the problem
2. No name-calling
3. Do not interrupt when someone else is speaking
4. Tell the truth

Peer Mediators:

_____ and _____

Who had the conflict?

_____ and _____
(disputant #1) (disputant #2)

Type of conflict:

_____ - Argument/Disagreement _____ - Rumor/Gossip
_____ - Fight _____ - Other: _____

How did you find out about the conflict?

_____ - Student _____ - Yard Duty
_____ - Teacher _____ - Yourself, walking around

What was the conflict about?

Was the conflict resolved? _____ - Yes _____ - No

Resolution:

Student #1 agrees to:

Student #2 agrees to:

Notes: _____

This image shows a full page of white paper with horizontal black lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.
