peer mediators

A Complete School Curriculum

Grades 6-8

Implementation Guide

www.PeerMediators.org

Peer Mediators: A Complete School Curriculum (Grades 6-8)

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CURRICULUM DEVELOPMENT TEAM

The Asian Pacific American Dispute Resolution Center (APADRC) has been offering its award-winning school-based peer mediation program in the greater Los Angeles area for over 15 years. In the last few years, schools have been unable to afford peer mediation programs due to severe budget cuts. So an idea was formed to develop a peer mediation start-up kit that would allow teachers to take the kit and develop their own program. The goal was to have everything in the kit that the teacher would need to start and manage their own peer mediation program. So APADRC connected with the National Association for Community Mediation (NAFCM), the umbrella organization for community mediation centers and Wendy E.H. Corbett, an experienced peer mediation consultant to develop the idea. Funding to develop the kit was provided by the JAMS Foundation and the kit was finished in September 2012.

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Wendy E. H. Corbett has been involved in the field of mediation since being trained as a peer mediator at the age of nine. She currently serves as a conflict resolution consultant with 3rd Party Advisors, LLC and as the Program Director of Solve-It! Community Mediation Service, both located in Mesa, Arizona. She additionally serves as a Faculty Associate in the School of Social Transformation at Arizona State University, where she is also pursuing a Ph.D. in Justice & Social Inquiry. Since 2003, Wendy has trained over 2,800 Arizona residents in mediation skills through workshops, seminars, peer mediation modules and 40-hour courses. She is active in several professional associations, including the National Association for Community Mediation, where she formerly served as Co-Chair of the Board of Directors and currently serves as a contributing researcher.

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Justin is the Executive Director of NAFCM: the National Association for Community Mediation, where he works to connect the broad network of local dispute resolution programs, their staffs, and volunteer mediators. He previously founded and led a community mediation program serving the Indianapolis metropolitan area. While in Indiana, he further served the state ADR community by serving as the Project Manager for the Indiana Supreme Court's Mortgage Foreclosure Mediation Program, as well as an Associate Professor of Negotiations and ADR with Indiana University. He received graduate degrees from Pepperdine University's Straus Institute for Dispute Resolution, Indiana University in nonprofit management, and the University of Cambridge in cross-sector partnerships. He previous leadership roles with the ACR Community Section, ABA Section of Dispute Resolution, as well as numerous local, state, and national ADR agencies. Learn more and connect with Justin at http://Go.NAFCM.org/Justin.

TABLE OF CONTENTS

Editor's Note

Peer Mediation and Schools
- So, what is Mediation?
- Principles of Peer Mediation

Overview of Peer Mediators: A Complete School Curriculum (Grades 6-8)
- Program Implementation Guide
- Online "Train the Trainer" Course
- Trainer's Manual
- Student Workbook
- Learning DVD
- Website Support

Getting Started
- Conducting a School Conflict Needs Assessment
- Assembling a Program Team
- Garnering Support from Faculty/Administration
- Identifying and Securing Funding Sources/Sponsorships

Building a Program Strategy
- Developing a Program Implementation Timeline
- Adapting/Supplementing School Disciplinary Policies
- Defining Policies Concerning Peer Mediators
- Defining Case Types the Program will Mediate
- Designing a Case Referral/Request System
- Developing Intake/Pre-screening Procedures
- Developing Program Forms and a System of Case Processing
- Developing Guidelines for Mediation Scheduling
- Developing Procedures for Mediation Session Preparation
- Determining Procedures for Dealing with Difficult Situations
- Designing a Preliminary School-Wide Promotional Campaign
- Defining Peer Mediator Training Requirements
- Recruiting/Selecting Peer Mediators

Training Students
- Curriculum Delivery
- Training Logistics
- The Trainer's Role

Evaluation & Sustainability
- Evaluation
- Sustainability

Appendices
- Appendix A: Sample Administrative and Program Forms
- Appendix B: Additional Resources for Peer Mediation Information

EDITOR'S NOTE

When I was nine years old, I was nominated by my 4th grade teacher to be a peer mediator with a program in our Virginia school district called "Conflict Managers." Curious, but willing, I was trained in mediation skills along with 15 other third and fourth graders, given a clipboard and an armband with my name and the Conflict Manager logo on it, and sent forth onto the playground with the responsibility to intervene in any fights that I saw during recess. I would ask the squabbling children if they were interested in solving their problem in a way that wouldn't get them in trouble with the "grown-ups." They were usually very quick to agree, and we would go to the mediation hall, go over some ground rules, and simply talk through the problem within the parameters of those rules, with the ultimate goal of conflict resolution and peace. In our school, it was an honor to be chosen by our teachers as a mediator, because it was a sign of trust—not only that they believed in our capabilities as students and mediators, but also that we could handle our own conflicts.

At a very young age, I was given the task of helping generate very real solutions to very real problems. I liked having this measure of responsibility and the confidence of the adults who trained my team. Their confidence, in turn, gave me confidence in my own communication skills and made me feel like an important member of my school community, like I had something worthwhile to give. This was my "It" moment: the moment that I understood that "community" is every bit as much a sense of yourself and your own worth as it is awareness of others and the political, economical and social environment that you live in together. I was no longer just a "receiver" in my surroundings, I was a contributor…and I was hooked.

It's been almost twenty years since my initial induction into peer mediation, and I don't believe that I have ever removed that armband with my name and "Conflict Manager" written across it. Every day that I get to serve the community and to contribute to the social and human capital of others is another night when I go home with a real sense of purpose. My personal experience with peer mediation programming is the primary impetus that drives the work I do now and the work I hope to accomplish, and my ultimate goal is to pave the way for many other students to learn what I have learned during my years of wearing the mediation armband... and perhaps, in some very small way, make a difference. It is my honor to work with the APADRC, NAFCM and our large group of collaborators nationwide on this comprehensive toolkit project--may you find it useful in your program pursuits!

--Wendy E. H. Corbett

PEER MEDIATION & SCHOOLS

Conflict is... how you handle it makes all the difference!

Conflict is a natural occurrence in our daily lives. Sometimes, it is unexpected and has the power to knock us off of our guard. Other times, we see it coming and prime our defenses. It may come in the form of a family member, a friend, a colleague, or even a neighbor, and is usually involves the perception that someone or something is a block or an obstacle in achieving a goal, no matter how minor. Conflict often occurs as a result of real or perceived differences in values, beliefs or priorities or as a manifestation of a physical or psychological need not being met. It has the power to expose people at their most vulnerable, and to uncover truths much deeper than the surface implies.

In our world today, conflict is surrounded by negative connotations. When asked what words come to mind when they hear the word "conflict," K-12 students often report words like "fight," "anger," "fear," "sadness" and even "war." This is alarming, but--given our widespread socialization to competition, aggression, and win-lose outcomes--perhaps not surprising. Our challenge to all who experience conflict is therefore this: rather than immediately assigning a negative skew to conflict when it arises, try to view it as an *opportunity for change.*

Mediation is a tool that helps facilitate such an opportunity. Conflict is inherently wrapped up in social interactions, and the concept of mediation thrives upon critical reflection and problem-solving interaction with the possibility of social transformation. It incorporates into conflict the notion of win-win collaboration, or deliberation in which all parties work together to come to a mutually satisfactory agreement that is deemed equitable and fair. This constructive form of conflict has great potential benefits for both human and social capital, including increased use of higher-level cognitive and moral reasoning, increased healthy cognitive and social development, focused attention on problems and an increase in the energy dedicated to solving them. Mediation, at its core, promises that those who utilize it in good faith and an open mind will emerge, on the other side, with a more positive perception of a traditionally negative conflict situation.

So, What is Mediation?

Mediation is a voluntary and confidential process in which a neutral third-party facilitator helps people discuss difficult issues and negotiate an agreement. There are several styles of mediation, but the most widely utilized models are *evaluative* (in which the mediator is often an expert in the issue at hand and offers an evaluation of the issue as assists in determining the best resolution), *facilitative* (in which the mediator serves as guardian of a collaborative process, not

a decision-maker, and guides the participants through structured stages that allow them to generate their own options and build their own agreement), and *transformative* (in which process is loosely defined, and the mediator focuses on empowering the participants and encouraging them to refining their understanding of all perspectives, including their own). With many mediation models to choose from constantly being developed, mediation can now be used to help resolve almost any type of dispute from interpersonal and family issues such as divorce, custody, and elder care issues, to large-scale international policy or environmental disputes. Mediation has now been integrated into many professional fields, including labor/management, health care, psychology, law, technology and education. Mediation can be beneficial for situations in which:

- There is an ongoing relationship between the parties.
- Parties are interested in resolving their dispute.
- Parties are requesting something other than money damages.

This toolkit focuses on the *facilitative* mediation model, the basic process steps of which include establishing procedures and ground rules, gathering information and framing the issues, developing and evaluating options and formalizing agreements. Parties in mediation create their own solutions and the mediator does not have any decision-making power over the outcome. Mediation allows parties to think creatively about how to resolve problems. The process fosters understanding, cooperation, and agreements that work for both parties. Another primary benefit is privacy. The process is confidential, allowing parties to avoid public disclosure of sensitive information. People in disputes who are considering using mediation as a way to resolve their differences often want to know what the process offers. While mediation cannot guarantee specific results, there are trends that are characteristic of mediation. Below is a list of some of the benefits of mediation, broadly considered. Mediation generally produces or promotes:

Rapid Settlements. In an era when it may take as long as a year to get a court date, and multiple years if a case is appealed, the mediation alternative often provides a more timely way of resolving disputes. When parties want to get on with business or their lives, mediation may be desirable as a means of producing rapid results.

Mutually Satisfactory Outcomes. Parties are generally more satisfied with solutions that have been mutually agreed upon, as opposed to solutions that are imposed by a third party decision-maker.

High Rate of Compliance. Parties who have reached their own agreement in mediation are also generally more likely to follow through and comply with its terms than those whose resolution has been imposed by a third party decision-maker.

Comprehensive and Customized Agreements. Mediated settlements are able to address both legal and extralegal issues. Mediated agreements often cover procedural and psychological issues that are not necessarily susceptible to legal determination. The parties can tailor their settlement to their particular situation.

Greater Degree of Control and Predictability of Outcome. Parties who determine their own settlements have more control over the outcome of their dispute. Gains and losses are more predictable in a mediated settlement than they would be if a case is arbitrated or adjudicated.

Personal Empowerment. People who negotiate their own settlements often feel more powerful than those who use advocates to represent them or have resolutions handed to them by other parties. Mediation negotiations can provide a forum for learning about and exercising personal power or influence.

Preservation of an Ongoing Relationship or Termination of a Relationship in a More Amicable Way. Many disputes occur in the context of relationships that will continue over future years. A mediated settlement that addresses all parties' interests can often preserve a working relationship in ways that would not be possible in a win/lose decision-making procedure. Mediation can also make the termination of a relationship more amicable.

Workable and Implementable Decisions. Parties who mediate their differences are able to attend to the fine details of implementation. Mediated agreements can include specially tailored procedures for how the decisions will be carried out. This fact often enhances the likelihood that parties will actually comply with the terms of the settlement.

Better Agreements Than Simple Compromises or Win/Lose Outcomes. Interest-based mediated negotiations can result in settlements that are more satisfactory to all parties than simple compromise decisions.

Decisions That Hold Up Over Time. Mediated settlements tend to hold up over time, and if a later dispute results, the parties are more likely to utilize a cooperative forum of problem solving to resolve their differences than to pursue an adversarial approach.

Principles of Peer Mediation

The premise of peer mediation is simple: to take the fundamental principles that mediation offers (as described above), and apply them to the benefit of youth and the conflicts that they experience in their own daily lives. Because educational institutions are often the primary locus of youth social interactions, and hence, the locus of much conflict, peer mediation finds a natural home within schools. For the purposes of this toolkit, peer mediation is therefore conceptualized as facilitated deliberation that helps students in conflict resolve their disputes and create their own solutions, using shared problem-solving within a school setting. Trained peer mediators serve as neutral third parties to help participants reach an agreement that is both mutually fair and reasonable. Though there is no set standard for the steps involved in a single peer mediation case from start to finish, most programs utilize a process model that requires: 1) An agreement to mediate and a foundation of ground rules, 2) the sharing of perspectives, 3) generating and evaluating potential solutions, focusing on interests, rather than positions, and 4) composing and signing a written agreement. The peer mediation process is voluntary, confidential, informal, respectful and impartial. Most importantly, peer mediation puts conflict back into the hands of the students, giving them a sense of ownership of their problems, and creating within them an investment in collaborative resolution processes. Peer mediation is "service-oriented experiential learning." Conflict resolution education is more than skill development; it is built upon real social relationships and on values that are culturally bound. Programs such as peer mediation can provide students with opportunities to test the consequences of their own decisions as implemented in their school community. Some of the most commonly identified benefits of peer mediation at the school level are:

- The resolution of minor disputes that interfere with the education process.
- A stronger sense of cooperation and school community is achieved and school climate is improved through decreasing tension and hostility, and reducing the time that faculty and administration spend settling disputes.
- Peer mediators and students who participate in peer mediation programming have been shown to demonstrate improved self-esteem and improved positive status amongst their peer group, as well as improved academic confidence.
- Peer mediators develop communication and leadership skills, as well as practical life skills. They often carry these skill sets beyond the school doors and into their families and communities as well, helping to resolve problems more effectively than before.

Perhaps the most beneficial aspect of Peer Mediation programming, however, is the individualized, empowering experience that it offers to each student who utilizes it to resolve a conflict. Students are empowered to resolve their conflicts independently and responsibly, without adult intervention, which is a significant milestone for youth development. For students, peer mediation is:

Voluntary. Participants can leave at any time for any reason. If a participant is thinking of leaving, they are encouraged to speak up and let the peer mediators know why. The reasons that they are thinking of leaving can become conditions for their continued participation.

Collaborative. Participants are encouraged to work together to solve their problem(s) and to reach what they perceive to be their fairest and most constructive agreement.

Controlled. Participants have complete decision-making power. Each participant has input in each and every provision of any mediated agreement. Nothing can be imposed on them during this process, although allowances must be made for safety concerns and school rules. A peer mediation coach or program coordinator may sit in on the mediation session to assist with special concerns, if needed.

Confidential. Peer Mediation is confidential. In order to foster an open and honest environment, students must agree to confidentiality prior to mediating. In order to preserve reputations and prevent rumor mills, students are bound not to discuss the session proceedings outside of the session walls.

Impartial, Neutral, Balanced and Safe. The peer mediator has an equal and balanced responsibility to assist each mediating party and cannot favor the interests of any one participant over another, nor should the peer mediator favor a particular result in the mediation. Peer mediators are obligated to acknowledge any bias they may have on issues in discussion. The peer mediator's role is to ensure that participant reach agreements in a voluntarily and informed manner, and not as a result of coercion or intimidation. If a participant ever feels that a peer mediator is favoring one party over another, or any particular result over another, or if a participant should ever feel intimidated or otherwise unsafe, they are encouraged to speak up. The mediation should not continue unless all participants come to be satisfied in all these regards.

Self-Responsible and Satisfying. Based upon having actively resolved their own conflicts, participant satisfaction, likelihood of compliance and self-esteem are found by research to be dramatically elevated through peer mediation.

OVERVIEW OF *PEER MEDIATORS: A COMPLETE SCHOOL CURRICULUM (GRADES 6-8)*

Peer Mediators: A Complete School Curriculum (Grades 6-8) serves as a valuable and extensive collection of peer mediation training tools and resources. We have compiled common program and training objectives from over a dozen peer mediation curricula nationwide and have drawn from various standards of training, evaluation and best practices guidelines in order to establish a thorough program package. This curriculum represents the collected hours, expertise and efforts of dozens of peer mediation trainers, practitioners and researchers nationwide, brought together for the first time to design a comprehensive peer mediation training curriculum that can be used, customized and applied in nearly any school in the country. *Peer Mediators* consists of six elements to help you develop, train and maintain a successful peer mediation program in your school:

Program Implementation Guide

This guide provides you with an overview of the quintessential questions to consider, resources to identify and strategies to put in place as you develop your peer mediation program. Some programs may be starting from the ground, up, others may already have some of the suggested mechanisms in place, and still others may even be building upon a currently existing program. This guide serves as a quality assurance mechanism for your program, regardless of its stage of development.

Online "Train the Trainer" Course

With the intent of increasing the program coordination team and trainer's level of comfort with the *Peer Mediators* core concepts and materials, we also offer a five-week online "Train the Trainer" course, which is 75% self directed and 25% participation in online group presentations, panels, and networking activities with other program participants nationwide. This course is designed to closely parallel the content of the student training, in order to best assist the program team in effectively teaching and modeling the principles and skills sets of mediation to their students. Course topics are broken down by week:

- Week 1: Conflict Theory
- Week 2: Skill Sets—Listening, Finding Interests, I Messages & Neutrality
- Week 3: Skill Sets—Culture & Identity, Emotions, Difficult Situations
- Week 4: Skill Sets—Brainstorming, Decision-Making and Agreement Writing
- Week 5: Training with the *Peer Mediators* Curriculum

Information regarding the online course schedule and registration can be found by visiting our website, www.peermediators.org.

Trainer's Manual

Our *Peer Mediators* Trainer's Manual is broken down into several sections. We provide the trainer first with the same valuable training tips that are outlined in this guide, including information about curriculum delivery, training logistics, the trainer's role, and follow up after the initial training is complete. The training curriculum itself is presented to you in twelve modules. The first three Modules are designed to introduce students to each other, to conflict and to the peer mediation process, while Modules 4-12 are focused on very specific skill sets within peer mediation. These modules are designed for a 12-20 hour peer mediation training window and contain over one hundred training activities that support our comprehensive set of learning objectives. An overview of the training objectives of each module of the *Peer Mediators* program is included in Appendix A for your convenience.

Student Workbook

Our *Peer Mediators* Student Workbook is a collection of all of the handouts corresponding to each training module's specific activities. We encourage the trainer to select the custom training activities that best suit your group, and to add in any additional worksheets or pages that he/she feel would assist students in the learning process.

Learning DVD

Accompanying this curriculum is also a helpful DVD that outlines the program itself and provides visual vignettes that will aid your peer mediation program coordination and training team in both developing and training the curriculum in your school. Vignettes include:

- Introduction to the *Peer Mediators* Curriculum and DVD
- "Pitching" the Program and Building Allies
- Setting Up and Debriefing Role Plays
- Setting Up the Mediation Space/Preparing to Co-Mediate (to show students during training)
- A Sample Mediation Session (to show students during training)
- A Sample Mediation Session Debrief

Website Support

Our curriculum website, www.peermediators.org, serves as an accessible, evolving clearinghouse of resources for the *Peer Mediators* initiative, as well as a networking hub for those engaged in implementing the program. The site houses each of the core publications comprising the Peer Mediators curricula, instructional video demonstrations, and crowdsourced supplementary materials to ensure the Peer Mediators package contains a continually fresh set of activities, role plays, and school experiences.

It is our sincere hope that your school is able to navigate the process—and promise—of setting up a peer mediation program seamlessly and with a large, comprehensive support network. As such we always welcome your feedback--as well as your own contributions of activities, role plays or even "lessons learned"--so that we can constantly improve the Peer Mediators program experience!

GETTING STARTED

When first starting a peer mediation program within your school, the "To-Do" list can seem very daunting. The key to successfully moving forward is to begin by identifying the school needs and the program allies early on. Once you have a specific programmatic goal and the resources—namely, people-power—to support that goal, you will find the rest will be much more manageable.

Conducting a School Conflict Needs Assessment

It is essential to be informed about the conflict resolution needs of the school prior to attempting to implement a Peer Mediation program. A needs assessment, for our purposes, is a systematic exploration of the way conflict is currently handled within a school, and helps program leaders and supporters strategically plan a peer mediation program that best suits the school environment. Needs assessments can serve multiple purposes, including:

- Gauging the current school conflict climate and receptivity to mediation programming
- Evaluating current conflict resolution methods in place in terms of efficacy: both preventative and proactive
- Identifying specific gaps in conflict resolution methods in order to customize your peer mediation program to address and/or fill in those gaps
- Identifying potential allies, as well as those who may be opposed to or unconvinced about peer mediation programming within the school
- Identifying costs and benefits of peer mediation programming for the school and for stakeholders

Please see Appendix A for a Sample School Conflict Needs Assessment containing several fundamental questions for potential peer mediation program leaders to consider prior to bringing peer mediation into a school. These questions should be evaluated closely in order to ensure that the need for a peer mediation program is apparent, and that allies and resources--both existing and needed--are identified and explored realistically. A Sample Stakeholder Survey is also provided in Appendix A for your reference. Stakeholders are those who have the most vested interests in how conflict is handled within the school system, and should include faculty, administration, parents and, most importantly, students themselves. The information that these stakeholders share can be very revealing and helpful in both program development and in garnering support. Stakeholder surveys may also be administered periodically throughout the years to help measure program success and to target areas for improvement.

Assembling a Program Team

Program Coordinator

The Peer Mediation Program Coordinator works with school administration, staff, parents and the broader community to implement, maintain and sustain the peer mediation program in both the short and long term. Fundamental responsibilities of the Program Coordinator include, but are not limited to:

- Supervising the peer mediation program operations, including:
    - Coordinating peer mediators and schedules
    - Serving as a resource for students during mediation sessions
    - Managing intake and follow-up procedures
    - Continued program evaluation and reporting
- Coordinate and assist with the continued training and enrichment of the peer mediators throughout each academic year
- Create a comfortable and nurturing conflict resolution training/practice environment for all students
- Cultivate and support student independence in peaceful problem solving, while remaining aware of, and responsive to, student needs.
- Support students so that they may uphold the standards of Model Conduct of Peer Mediators (recommended by the Association for Conflict Resolution).
- Work closely with students to develop and implement new programming and promotion ideas
- Coordinate school-wide events promoting conflict resolution and raising awareness for the program
- Champion for the widespread use of peace-making and problem-solving principles in each individual classroom—extend support for teacher development
- Cultivate family and community support
- Cultivate long-term financial support

Ideally, program coordinators should prepossess knowledge of and experience with mediation processes, so that they can most effectively serve as peer mediator mentors and case developers. It is highly recommended that in order to best serve the student peer mediation groups that will utilize this toolkit, the Program Coordinator should complete the online training course included herein, and should participate in the entire student training process. Additional qualifications for a program coordinator include:

- Ability to engage in cross-cultural communication with students
- Ability to effectively model collaborative principles in daily school schedules
- An abiding interest and previous training in peaceful problem-solving through conflict mediation
- Fundraising initiative and follow-through
- Ability to effectively organize, manage and evaluate large quantities of data
- Comfort with enforcing and applying rules
- Comfort with conflict and the handling of sensitive, personal information

A Peer Mediation Program Coordinator should expect to spend 10 or more hours every week actively working with or on the peer mediation program. It is a position that requires commitment, but the rewards are plentiful!

Advisory Committee

A Peer Mediation Program Advisory Committee will function much as a working board of directors would for a business or other organization. The Advisory Committee should consist of five or more members, and should be a diverse group of individuals who each understand the

practices and premises of conflict resolution and have a commitment to improving school climate through peer mediation. Advisory Committees may be comprised of school administrators, teachers, parents, and even select students (what better way to really reach out to the students and keep their interests at heart than by including them in essential program decision-making?), and each member should demonstrate the ability to:

- Provide expertise, experience and backgrounds that will best propel the peer mediation program forward using best practices
- Guide the program through effective development and actively contributing to its sustainability
- Assist with connecting the Program Coordinator to appropriate resources
- Participate in program events and, possibly, trainings
- Customize, confirm, and help enforce the program's rules and procedures
- Strive to meet the interests of the students, administration and school
- Provide support for the position and initiatives of the Program Coordinator
- Model collaborative problem-solving skills in their own interactions

Advisory Committee members may be recruited, may volunteer for the committee on their own, or may apply to school administration (or other designated entity) to serve. They should plan to attend regularly scheduled meetings several times a year, if not once a month. The Program Coordinator should also attend every meeting in order to report the program's activities to the committee and to submit questions or ideas for consideration or approval.

Garnering Support from Faculty/Administration

In order for a peer mediation program to succeed, it is essential that faculty and administration both understand the value of mediation and understand how the program itself will fit into their daily exercises and communications with students. In the preliminary stages of program development and implementation, the task of the program team should be to campaign for the peer mediation program amongst these essential allies.

Administrative support is needed in order to

- Build the capacity of the program
- Facilitate access to staff, students and resources
- Ensure that all students and staff have access (physical, language, cultural, procedural) to the program
- Refer students to mediation and encourage staff to refer
- Allocate time for mediations, program coordination, on-going training and promotion
- Allocate location/space for training and mediations to occur
- Assistance in setting program goals
- Define the role of mediation as separate from discipline or counseling

One of the best ways to garner support from your colleagues and administrators is have your research prepared ahead of time. We suggest that you put together a "program pitch" that consists of the following:

- The results of your school conflict needs assessments and stakeholder surveys, along with some recent examples of conflict between students in your school that may have had less than optimal outcomes
- A brief explanation of what peer mediation is and how it can address some of the conflict needs of the school (i.e.—how might the conflict you discussed above have had different, more positive outcomes as a result of peer mediation?)

- An overview of the Peer Mediators curriculum (provided in the previous section of this guide), including a discussion of peer mediation training objectives (included in Appendix A of this guide)
- An excerpt of a training activity or clip from the Learning DVD to help allies visualize the student experience in training or mediation sessions
- Your ideas as to the impact of a peer mediation program on your school and students

Please see the Learning DVD in this curriculum for a sample opening to a "program pitch" vignette that you may find useful.

Identifying and Securing Funding Sources/Sponsorships

One potential challenge that you may face in the initial peer mediation program planning stages is securing financial support to get the program on its feet and sustain it throughout its lifetime in your school. While some schools will be able to support a peer mediation program line item in their annual budgets, we understand that others will not. We have, therefore, tried to eliminate much of the typical program training/development cost by providing *Peer Mediators: A Complete School Curriculum (Grades 6-8)* for free or a nominal fee, but you may incur some expenses in the daily operations or promotions of the program.

Begin by thinking about what resources or connections that you may already have in place in the school system that will help to provide for some of these expenses. Next, identify where the financial needs will be (you may wish to use the Sample Program Implementation Timeline in Appendix A to help you conceptualize your potential program needs). Then, you can begin to develop a specific, customized program budget that will allow you to begin identifying local, state and federal funding sources. Ideas for funding sources are provided to you in Appendix B, but this is not an exhaustive list. Remember to think of both traditional and non-traditional allies when you are considering businesses, organizations or grant foundations that could potentially help to subsidize your program. Your program pitch to these entities can closely reflect your pitch to school administration and faculty.

BUILDING A PROGRAM STRATEGY

Once you have an overall program goal that meets your school's particular conflict needs on site and the allies in place to support the development and growth of the program in your school, you can then begin developing an effective strategy for implementation. We suggest that you consider the following as you conceptualize and enact your strategy:

Developing a Program Implementation Timeline

Essential to the proper start up of a school peer mediation program is an organized and thorough implementation plan that includes identifiable goals, designated and assigned tasks, time frames set for completion and materials/resources needed. Please see Appendix A for a Sample Program Implementation Timeline that you may customize to your own program goals and needs. Doing this towards the beginning of your planning can help you to anticipate, identify and meet/overcome potential barriers to progress moving forward.

Adapting/Supplementing School Disciplinary Policies

In 2011, the Association for Conflict Resolution released *Recommended Standards for School-Based Peer Mediation Programs,*[1] including suggestions for school policy. According to ACR's standards:
"School disciplinary policies should include peer mediation as an option for resolving incidents brought about by interpersonal disputes and a clarification of the types of disputes that are and are not appropriate for mediation. Peer mediation is appropriate for discussion to increase communication and understanding, improving relationships, and facilitating the negotiated resolution of behavior related to an interpersonal conflict. Mediation programs can accept conflicts dealing with difficult topics such as race, religion, sexuality or personal beliefs, as well as the more typical issues such as relationships and property. However, for mediation to be a viable option for resolving student disputes, certain circumstances are necessary. These include voluntary participation, a safe and respectful environment, a balance of power between the disputants, and the willingness of both parties to take responsibility for resolving the dispute. Incidents involving drugs, weapons, other illegal behaviors, abuse, harassment or bullying do not meet these criteria, are not appropriate for mediation and need other types of interventions."

"When student disagreements and disputes do not need disciplinary intervention, they may be referred to the school mediation program. In the case that an interpersonal dispute involves

[1] Publication available for free download at http://www.mediate.com/acreducation/docs/Recommended%20Standards.pdf

behaviors that violate the school's disciplinary policy, the school administrator determines the consequences. In addition, the interpersonal issues that caused the dispute may be mediated. Even though students may be referred to mediation by administrators, the principles of voluntary participation, self-determination and confidentiality still apply.
School policy regarding mediation should determine if an adult presence is required in the room or nearby to monitor mediations involving only students. Well-qualified adult mediators may mediate, or co-mediate with a peer mediator, a student/student dispute involving difficult issues."

"Mediation can be an appropriate strategy for resolving issues between a student and a teacher or other adult in the school, if both parties agree to the mediation. A co- mediation team of a qualified adult and qualified peer mediator may mediate adult/student disputes. Qualified adult mediators mediate disputes between adults in the school setting, such as those involving administrators, teachers, other staff, and parents. Peer mediators do not mediate disputes involving only adults (pages 12-13)."

Defining Policies Concerning Peer Mediators

Policies that deal with peer mediator behavior should be clearly articulated to the peer mediators. They include adherence to the Association for Conflict Resolution's "Model Conduct for Peer Mediators" (found in Appendix A), adherence to the Peer Mediator Contract (a Sample Peer Mediator Contract is also found in Appendix A), and any other issues/policies deemed necessary and responsible by the school or school district. Peer mediators should be held accountable to the principles of conflict resolution that they are taught. Any issues that may potentially arise with peer mediator conduct should be addressed, if appropriate, through a mediation process or skill-building workshop.

Defining Case Types the Program will Mediate

School-based peer mediation is most commonly used to help resolve issues that directly affect student relationships, such as:

- School rumors/ gossip
- Social networking and other Internet-based provocations
- Dissolution of friendships or romantic relationships
- Minor bullying/harassment
- Cheating on schoolwork
- Property theft
- Vandalism
- Confrontations that result from differences in race, culture, sexuality, religion, status, etc.

Not all conflict cases are appropriate for peer mediation. Case types that should be immediately referred to school counselors, administration and/or outside authorities, as each individual school's policies dictate, include:

- Drug abuse/possession
- Weapon use/possession
- Sexual, physical or emotional abuse/assault
- Suicide threats or attempts
- Any issue that might interfere with current or pending legal action or judicial rulings (such as restraining orders, etc.)

Additionally, if evidence or threats of abuse or any other indication of eminent danger to the safety of either participants or peer mediators emerges during the mediation session, students

must be trained to immediately report such threats to the Program Coordinator or other designated school representative for proper handling. Part of Module 10 in the training curriculum ("Skill Set – Dealing with Difficult Situations") focuses specifically on training the students in calling off mediation when necessary and reporting to the proper school representative. This subject is also outlined in the Association for Conflict Resolution's "Model Conduct for Peer Mediators," included in this guide.

Designing a Case Referral/Request System

Referrals or requests for peer mediation may come from administrators, staff/faculty, other students, or as self-referrals. Case request forms are meant to gather a basic knowledge of the case, including a description of the conflict, the students involved, and if any action has been taken thus far to resolve the issue. Please see Appendix B for an example of a Peer Mediation Request Form that can be used efficiently by anyone in the school. Many schools choose to have a stack of forms and a locked "drop box" at a few designated high traffic areas throughout campus, such as the teacher's lounge, the cafeteria, the school counselor's office, and the library, to ensure referral forms are accessible to all.

There is debate among peer mediation practitioners as to whether referrals should, in fact, be anonymous. The advantage of anonymity is that it often encourages more students to safely make referrals without the perceived stigma of being a "tattletale." Disadvantages to using request/referral forms with no name include no initial stakeholder to contact for follow up about the form during the case development process, and there is also increased risk of forms being filled out as pranks or jokes. Choose the collection method that best fits with your program philosophy. If you choose to have forms available throughout the school, be sure that the Program Coordinator or a peer mediator checks the boxes regularly and that cases are followed up on as promptly as possible. Sample case referral forms are included in Appendix A of this guide.

Developing Intake/Pre-screening Procedures

Intake refers to the process of following up on case referrals, including collecting necessary details and determining the appropriateness of the case for mediation. Intake procedures should be uniform, accessible and well publicized to the school community, as well as parents. Sample intake forms are included in Appendix A of this guide.

Developing Program Forms and a System of Case Processing

You'll find an extensive sampling of case intake and session forms included in Appendix A of this guide. Please use these as a starting place for your own program forms. As you choose and develop the forms that your program needs, please remember to take into account school disciplinary and reporting policies, so that no conflicts of interest are created or established rules/laws overlooked during case processing. In addition to the forms in this guide, you will find electronic versions online at www.peermediators.org, as well as a growing database of forms that other Peer Mediators program participants are using nationwide. Please feel free to share any new/modified forms with your peer mediation community, and to visit our website regularly to engage the community in any questions that you may have about program development, case processing, or any other matter of concern.

Developing Guidelines for Mediation Scheduling

Mediation scheduling can take several forms:

- Holding regular mediation office or "patrol" hours (ex: 1:00PM-3:00PM on Tuesdays and Thursdays) with peer mediators rotating duty
- Offering mediation sessions according to the class schedules of both the peer mediators and participants (i.e. different teams of peer mediators are "on call," rotating days and time frames)
- Scheduling the mediation sessions as needed, matching the case with the most appropriate team of peer mediators

At the Junior High School level, conflicts can range from quick escalation needing quick/immediate resolution to long-term conflicts that should be scheduled with care. We suggest that you draw from the results of your school conflict needs assessment and stakeholder surveys to determine the scheduling model that will work best with your school's conflict climate. We also suggest offering the student body conflict "safety zones" (perhaps during teacher study halls or student lunch/break/recess periods) where they can meet with a teacher or administrator to talk about conflict during the mediation program's off-hours, or where they can refer or request mediation in privacy. More about safety zones can be found the *Peer Mediators* training curriculum, in Module 10.

Developing Procedures for Mediation Session Preparation

This aspect of peer mediation program operation is often overlooked in both training and in program development, but is critical to the success of the mediation sessions, as it focuses on the comfort of both the peer mediators and the participants. In general, we suggest that you take into account:

The Physical Environment

- Choose a space that's comfortable to allow for agreements
    - Ensure that the room is private
    - Ensure that the room is quiet
    - Pick a time of day that will facilitate maximum energy and attentiveness in all students
    - Ensure that attention is paid to the safety of all involved
- Arrange the seating to best suit the mediation (with everyone sitting at the same table, facing each other)
- Position the mediators nearest to the exit

The Available Materials

- Provide the peer mediator team with a packet, notebook, file or clipboard that includes (samples of all included in Appendix A):
    - Peer mediation case information
    - Peer Mediation Process Checklist (for easy reference)
    - Peer Mediation Agreement to Mediate Form
    - Peer Mediation Session Notes Page
    - Peer Mediation Brainstorming Worksheet
    - Peer Mediation Agreement Form
    - Peer Mediation Session Evaluation Form for Participants
    - Peer Mediation Session Evaluation Form for Mediators
    - Peer Mediator Case Logs
- Pens, paper, markers

- Flip chart or whiteboard for brainstorming, if necessary

Team Planning

- Allow time for the student co-mediation team to discuss the case details provided by the program coordinator
- Encourage them to go over their team strategy (i.e. how they will share duties, who will lead the introduction, who will write the final agreement, etc.) before the participants come in

Determining Procedures for Mediation Session Follow-up

Mediation session follow-up should generally begin with the Peer Mediation Session Evaluation forms (provided in Appendix A) turned in by both student mediators and participants. Program coordinators should carefully review each evaluation and look for any issues of concern that may need to be addressed. Program coordinators should also conduct individual case follow-ups with the participants one to two weeks after the mediation session occurs, to make sure that there are no further issues that need to be addressed and that terms of the agreement (if there is one) are being met. A sample case follow up form is included in Appendix A of this guide. If issues or agreements need to be revisited, offer another mediation session (using different mediators, if possible) or connect the participants to the school office, administrator or representative that is most appropriate to their particular issue.

Another aspect of session follow-up lies in the recording and accounting of general case details via peer mediator and program case logs. Peer mediator logs are useful as personal records for each peer mediator (a Sample Peer Mediator Log can be found in Appendix A). A log will track each student's general case details such as conflict type, resolution reached, co-mediators, etc. When paired with the Peer Mediation Session Evaluation Form for Peer Mediators (please see Appendix A), this can be a valuable learning tool that helps students process their own growth and progress as peer mediators over time. Program Case Logs are a useful tool for the Program Coordinators to keep track of basic case statistics, and can be a valuable asset in reporting out for funding or other support, particularly when presented in conjunction with participant Peer Mediation Session Evaluation Form statistics and periodic peer mediation program and training assessment reports. Samples of a Peer Mediation Program Case Log Form, as well as Peer Mediation Session Evaluation Forms and Training Evaluation Forms can be found in Appendix A, and ideas for evaluation and reporting can be found in the Program Evaluation & Sustainability section of this guide.

Determining Procedures for Dealing with Difficult Situations

It is important to consider that peer mediation processes may not always run fluidly, without incident. Anticipating and having procedures for potential difficult situations that may arise could help you to prevent looking for solutions on-the fly. Some of the more common difficult situations (drawn, in part, from the work of Schrumpf, Crawford and Bodine, 1997) that may arise include:

Misuse of the Process by Peer Mediators or Participants

There may be occasions when participants or peer mediators use mediation as a means to get out of class, to chat with friends, or to further "escalate" a conflict situation using confrontational methods. This can often be avoided during the intake and screening of cases by the Program Coordinator or other program personnel, who should properly identify if the case is appropriate for peer mediation and should go over the principles of peer mediation with each potential participant to ensure understanding and capacity/interest to follow through with the process.

Knowing that everyone is fallible and that participant's actions are often unpredictable, schools should have a procedure in place that outlines the consequences that students may face for misuse of the peer mediation program.

"Repeat Offenders"
When students are given proper training, mediation works. You rarely see repeat offenders, students that are referred or request mediation over and over again, because mediation deals with the issues and needs of a student, not just the actions/conflict behaviors they choose to manifest them as. If there is a repeat offender in your school, it is likely that his or her true needs have yet to be addressed during the mediation process. This person may benefit from a session that includes a school counselor, or perhaps one-on-one peer conflict coaching. It may even be helpful to "recruit" the repeat offender into the peer mediation program, so that they might learn productive conflict resolution techniques. In the meantime, consider preventing peer mediation recidivism by ensuring that continuing mediation education for the peer mediators includes consistent and advanced techniques for getting people past positions and into interests--past the surface manifestation of conflict and to the true root.

Confidentiality Violations
Confidentiality is tricky business in any mediation situation, and particularly tricky when the immediate aftermath of a resolution session generally includes placing students right back into their school peer groups--in hallways, on playgrounds, at the lunch table, in classrooms, etc. In the best of circumstances, participants and peer mediators may wish to tout their conflict resolution successes to their friends. In the worst of circumstances, they may repeat things that were said during the mediation session that spark new rumors and new iterations of old problems. It is important not only that peer mediators understand the value of confidentiality and adhere to it according to the Model Conduct for Peer Mediators, but that they demonstrate this importance to the session participants.

In the unfortunate event that confidential mediation information is shared outside the session walls, procedures need to be in place to provide the affected student(s) an outlet to express any resulting concerns. In many schools, this may mean another peer mediation session between the original parties, with discussions focused on "damage control." If peer mediators are the ones who break confidentiality, special training sessions are often used to help reinforce the importance of confidentiality in mediation. For more egregious circumstances in which a student's emotional or physical well-being suffers extensive damage as a result of a breach of confidentiality, other disciplinary actions may be necessary--this will vary by school policy.

Once again, when developing procedures for dealing with difficult situations, take into account your particular school's conflict climate and try to plan accordingly. If situations come up that you do not anticipate or that throw you off-guard, please feel free to ask questions of the *Peer Mediators* administrative team or of colleagues in the peer mediation field by visiting www.peermediators.org. We are here to support you!

Designing a Preliminary School-Wide Promotional Campaign

While several student-led promotional campaign ideas are presented in the "Evaluation & Sustainability" section of this guide, it bears stating that in order to attract attention to your school's new peer mediation program, you will need to devote quite a bit of time to designing an initial promotional campaign that will attract potential peer mediators to the program. There is a wealth of promotional ideas to be found online, including at www.CREducation.net. One of the most effective initial promotional tactics is to recruit students to perform abbreviated mediation role-plays in classrooms or during general school assemblies or PTA/O meetings. You

might refer to the Learning DVD provided as part of the *Peer Mediators* curriculum for a sample mediation session vignette that you can use to train your initial student recruits.

Remember that it is important--both during training and during program promotion-- to use peer mediator "language" in your materials and presentations. Champion phrases like "win-win," "sharing perspectives," "collaboration," and "self-determination," and avoid phrases with negative connotations such as "disputants," "sides to the story," and "compromise." Start educating the school body in a new way of viewing conflict right out of the gate!

Defining Peer Mediator Training Requirements

It is suggested that Junior/Middle School Peer Mediation Program training should consist of 12-20 initial training hours at the beginning of the school year, and 12 or more continuing education hours throughout each academic year. Our Sample Training Agenda, found in Appendix A, offers an outline of a two-and-a-half day (sixteen-hour) initial training, as well as ideas for extracurricular trainings, offered module by module. Students should demonstrate a firm grasp of all twelve core concepts presented in the Peer Mediators training curriculum prior to serving as peer mediators in practice, but should also be offered numerous refresher and continuing education opportunities as they move through the program.

Recruiting/Selecting Peer Mediators

A vast majority of successful peer mediation programs make a conscious effort to train a balanced, diverse group of peer mediators. Peer mediators should ideally represent the student body in terms of gender, race, ethnicity, socio-economic status, sexual orientation, academic standing and ability levels, so that all students feel comfortable, accepted and safe using the program. As such, the ACR recommends that a selection committee be used to handle recruitment and nominations of peer mediators. This selection committee might consist of current peer mediators, teachers/faculty, administration, parents, and/or the program coordinator. Prior to beginning the peer mediator selection process, the committee should set criteria that each potential peer mediator should ideally meet in order to ensure that both the student him/herself AND the student body will be best served by his/her participation in the program. The ACR suggests that selection criteria include measures for communication and problem solving skills, responsibility, honesty, commitment, enthusiasm, flexibility and ability to maintain confidentiality.

Many mediation programs combine student nominations with adult/faculty insight to ensure all perspectives are represented. Because students trained as peer mediators often benefit exponentially from the mediation experience, extending the pool of peer mediators to be as inclusive as possible is ideal. There are a variety of ways in which peer mediators can be chosen: a) the student body nominates their peers, b) the faculty and staff nominate students, c) student volunteers are solicited/self-nominate, or d) some combination of the first three approaches. Please see Appendix A for example of peer mediation nomination and application forms. The selection committee may choose to follow up the nomination/application process with student or teacher interviews, to further aid selection.

Once students are selected, it is important to obtain parental/guardian consent and classroom release forms for each student to both participate in peer mediation training and to serve as a peer mediator throughout the school year. Please see Appendix A for an example of a Parental Permission Letter and Form. If a student is nominated or applies to be a peer mediator and is not selected, let them know in a way that does not alienate them or preclude them from participating in the program as a whole. Sample peer mediator nomination and application

forms, as well as sample parent permission and classroom release forms, are included in Appendix A of this guide.

TRAINING STUDENTS

A significant part of conducting a cohesive and supremely effective peer mediation training is to have a well-prepared trainer who anticipates the needs of the students, is adaptive to the tone of the training, the diversity of learning styles, and the flow of discussion, and who is cognizant of both training logistics and their own role as the facilitator of learning. Please find below a collection of valuable tips to help you offer up a stellar peer mediation training that will well equip student mediators to handle conflicts within the school.

Curriculum Delivery (Adapted with permission from the *Conflict Workshop Series: Customizable Community and Continuing Education Courses,* edited by Wendy Corbett, 2012, The National Association for Community Mediation Press)

The modules outlined in the training curriculum of *Peer Mediators* are based on an experiential learning methodology: the idea that trainers can facilitate the most effective learning by involving the students actively in the learning process. In other words, students learn mediation best by practicing the techniques right away. We have included in this section several tips to help facilitate experiential learning.

Setting the Tone

Trainers set the tone for effective learning even before students walk in the door. Students should feel welcome and clear about what they will acquire at this training session. Here are some elements for establishing a welcoming and supportive atmosphere that is conducive to learning:

1. *Create an informal tone.* This helps the participant relax and become more open to new skills and concepts. For example:

    a. *Names.* Ask students what they prefer to be called. Nametags allow students and trainers to call each other by name more easily.

    b. *Seating.* Set up a seating arrangement where all students and trainers can see each other's faces (e.g., a circle). This applies both to large group and small group activities.

    c. *Icebreakers* (verbal, non-verbal, or physical) can provide stimulation, laughter, and energy at different parts of the day.

2. *Value the experience of the learner.* Students come to a training session with a wide variety of experiences, values, and perspectives. They will leave the training and go

back to their own particular circumstances. The trainer must, therefore, acknowledge the validity and usefulness of the learner's experience and circumstances in the learning process. In a sense, each participant is the expert on his/her own experience and circumstances. The trainer's role is to *facilitate* learning in a way that will *make sense* to the participant; those lessons will come from the participant, not the trainer. For example:

a. *Encourage questions*. Discussions generated from students' questions are often more informative than formal lectures.

b. *Reflect students' responses* so they know they have been heard and to clarify information for other students.

c. *Writing down students' responses* on paper may give them an additional sense of validation or value, and posting the pages on the walls may provide a sense of the group's progress.

d. *Involve everyone in some way.* Some students feel uncomfortable speaking in the large group: pair or small group activities can allow for more comfortable participation.

3. *Respect other perspectives*. In order to establish and maintain trust and openness, the students and trainers should agree to respect opinions and experiences which may be different from their own:

   a. Trainer(s) should help the group set *norms or guidelines* at the beginning of the training session (a "ground rules" activity is included as part of Module 1 below)

   b. Trainer(s) must also *model respect* for differing opinions. It may be tempting to try to "enlighten" someone who thinks conflict resolution as a concept is dumb, or a certain activity is pointless, but the more effective way for a trainer to handle such comments is to acknowledge (truly, and not in a patronizing way) that the point of view is true for that person, and to gather more information about why the person feels that way. The trainer can also throw negative or inappropriate comments back to the group, and ask for other points of view.

4. *Model, model, model.* As stated previously, the trainer(s) must model the attitudes and behavior s/he is promoting, not just demonstrate them at the appropriate time in a particular activity, but in real life throughout the training, in every interaction with the group or individuals in the group.

Providing Cognitive Instruction

Cognitive instruction (i.e., lecture or providing information) at the beginning of an activity should provide a framework for the experience to follow: purpose or intended goal of the activity, the theory or rationale of the concept and how the concept or activity fits into the bigger picture. Any presentation of information should be very short; generally, learners do not absorb information after the first 10 minutes. Visual aids (newsprint, board, overhead, or handouts) can help reinforce the learning. Encouraging students to ask questions involves them more actively in absorbing information.

People process cognitive information in different ways. Some people understand better when they can see a general overview (the "big picture"). Others do better when offered information

in pieces, one step at a time. To reach both kinds of learners, trainers should introduce a new concept or skill with a holistic overview, and follow up with detailed pieces of the whole, step by step.

People also process and remember information through visual, auditory, and kinesthetic modes. Research indicates that many people use predominantly one or two of these modes, so it's best to use a variety of all three modes, to reach all kinds of learners. *Visual* mode includes writing key words, drawing diagrams, using gestures and facial expressions, and presenting videotapes. *Auditory* learners will be helped by opportunities to talk, trainer lecture, and the use of music. Writing, drawing, and movement activities promote *kinesthetic* learning.

Trainers will notice that the module activities in this series range from the introspective or theoretical to the physical and artistic. Every activity may not suit every group! Therefore, again, we emphasize that knowledge of the group in advance will help trainers pick activities the group will respond well to. Trainers must also be prepared to *make changes during the training* if they find the group moving more quickly or slowly than expected, or needing more physical engagement at a certain time of day than originally planned.

Activity/Experience

Through practical activities and skill set applications, students are involved in an experience that helps them to associate the material with the world beyond the "lecture." These experiences may take the form of discussions, playing a role, writing, drawing or movement; they may be an individual learning experience or best for pairs, small or large groups. The activities presented in this toolkit are designed to produce information or understanding and lead to a sense of discovery. The trainers' primary responsibilities with activities include setting up the activity clearly and thoroughly, being available during the activity to answer questions or offer guidance, and debriefing the outcomes as well as the applied objectives with the group.

<u>Role Plays</u>

Several of the modules offered in this toolkit call for practice role plays based on real student conflicts/disputes. Role plays present an opportunity for students to practice skills in an informal, low-risk setting. But every trainer has encountered students who say that performing in role plays is uncomfortable and/or that they are "not good" at them. Overcoming such reluctance and ensuring that students get the most out of the role play requires careful preparation and sensitivity on the part of the trainers. Some tips for preparing students for role plays include:

1. Give clear directions about the purpose, task, and logistics of the role play. Remind students that they are learning a co-mediation model and will be working as a team with another student, either as practice mediators or as practice disputants.

2. Students should have specific, realistic, relevant characters and situations to portray. They should be given strips of paper with their "role" on it, and asked to play that character as true as they can. Students playing "disputants" may feel free to add to the information on the paper and embellish the part, but--at least in the initial learning phases of the peer mediation process—they must remember that the role-playing mediators must get good practice in and not go too overboard with the dramatics!

3. Provide supervision or support during the role play by having co-trainers or volunteer mediators assigned to groups or circulating.

4. Ask students to debrief/process in their role play group after the role play is finished, to share what they did well and what they might improve on.

5. Continue the debriefing in the large group.

For your convenience, Appendix A of this manual provides you with an array of role plays to choose from. Please take time prior to the training to read over the role plays and select 4-6 of them that you feel are the most appropriate for your student group, based on their interests, school climate and other current issues. Feel free to modify these role plays to suit your needs, as well. We suggest that when selecting role plays to include in your training, begin with simple issues to help ease the students into the process, and then work up into more complex conflicts with more details as the students become more advanced in their skills. We have presented the role plays in this manual in order from simple to complex, for your convenience.

Should you choose to customize the role plays you use, be sure to include the following elements:

- 2 or more "disputing" parties with neutral or androgynous names

- Conflict situations that the students can easily identify with (note: be careful to avoid pigeonholing a specific race, ethnicity, religion, orientation or gender into a conflict "type")

- A difficult situation, but the willingness of the disputants to resolve the issue

- A brief synopsis of the issue for the student mediators

Alternatively, you might also choose to allow students to write role plays for the training or continuing education workshops based on their own experiences and observations. If you choose this option, take care to work with students to distinguish between a role play and real life. The purpose of a role play is to practice certain skills or processes in a safe, non-threatening environment. This is different from resolving a real-life conflict. Students should understand that the training is an educational experience, not a problem-solving session. Therefore, role plays can be based on real life experiences, but should not mirror them exactly. If the group role plays the very situations that the students are presently experiencing, some may feel that their privacy has been invaded or that they have been ambushed.

Debriefing
After an activity/experience has concluded, students should have a chance to process, analyze and identify applications for what they just experienced, felt, or observed. This is also known as debriefing. The trainer can begin facilitating debriefing by asking:

- "How did this activity go?"
- "What was your experience?"
- "Did you notice anything that stood out to you?"

Initial debriefing can take place on several levels:

1. The individual can be given an opportunity to process the experience silently, without having to share;

2. Members of pairs or small groups can process the activity together in their unit. At this level, students will get a chance to hear what the experience was like for others; often, different students will report very different perceptions or feelings about the activity;

3. The entire group can also share their observations and experiences together, and in this setting, the trainer can facilitate an analysis of the activity.

Processing. In processing the activity, the trainer helps the students look for shared patterns, themes, and explanations. For example, the trainer may ask:

- "What does that suggest to you about yourself/the group?"
- "How do you account for that?"
- "How do those fit together?"
- "What do you understand better about yourself/the group?"

Analyzing. At this stage of debriefing, the trainer wants the students to answer the question, "So what?" We want students now to make the broader connection between this particular experience and the experiences they and others may encounter in the "real world." The trainer can assist the group in generalizing by asking:

- "What did you learn/relearn?"
- "Does that remind you of anything else you've seen or experienced?"
- "What does that help explain?"
- "What principle or generalization seems to be at work here?"

Here the trainer may also bring in additional theoretical information or data relevant to the topic.

Applying. This stage of the learning should bridge the present activity to future experiences by understanding and/or planning how generalizations can be tested in a new place in the students' lives. This could be done in several ways:

1. Students can consider and plan how they could potentially use the information they learned or relearned from the activity, should an appropriate occasion arise (e.g., "the next time I'm in a conflict with my supervisor, I could...").

2. Students can try out new skills or concepts in a subsequent activity, such as a role play.

3. Students can create a plan to test the new learning (not waiting for a situation to arise, but creating an opportunity to practice the skill or concept), such as in specific service or community activities ("OK, in our next group meeting, I will tell Fred politely that....")

The stages of processing, analyzing, and applying are outlined above as separate, sequential units, but in an actual training, the trainers should tailor a post-activity discussion process to the pace, experience, and level of a particular group. Sample debriefing suggestions are included with each activity for your convenience, but please feel free to tailor the debrief to your group's experiences, as necessary.

Training Logistics

Sometimes it's easy to overlook basic training logistics when focusing so much on module content and delivery. Therefore, please find below some helpful reminders that will increase both training efficiency and participant satisfaction.

Schedule Considerations

1. Students will be more open to learning if the training session schedule feels reasonably comfortable to them, and if they and the trainers share the same understanding in advance about the training schedule. Make sure that everyone gets clear, consistent information about when the training is and how long it will last, and remember that parental/guardian consent is required prior to a student participating in the training.

2. Schedule regular breaks during the training session. The students will probably want more breaks than the trainer wants, but if students are getting stiff or antsy, it's likely that little learning will be taking place. (Note: the greater the variety of activities, including ones with physical movement, the longer students can go without breaks.)

3. Be realistic and flexible about the agenda schedule. If you plan for a realistic amount of time for each activity, and if you can make changes to the schedule according to the group's needs and pace, you won't have to rush through an activity or cut it short just to stay on schedule.

4. If you choose to bring in co-trainers, volunteer role play coaches, or guest speakers from outside the school community, please provide them with all pertinent schedules and logistical information (including where to park, sign in, etc.) ahead of time. Additionally, make sure that any extra trainers or volunteers that will be working with youth adhere to any state, regional or school standards/regulations (such as fingerprinting, etc.) that may be in place prior to joining you in the training.

Environment

Physical comfort does affect learning! As much as possible, create a training environment that is conducive to learning, including:

- Adequate materials for all students,
- Comfortable chairs,
- Tables for students to set materials/write on,
- Access/accommodation for those with disabilities,
- Comfortable room temperature,
- Good lighting and acoustics,
- Adequate bathroom facilities,
- Privacy and freedom from outside distractions, and
- Healthy refreshments

Materials

Effective materials management can make a surprising impact on the effectiveness of the session flow and clarity. A small investment of time to prepare and gather basic materials in advance can prevent a large amount of frustration for the trainer and the students.

Find out in advance what media/amenities that the training room already has or will allow.

For a room/space with limited to no media (just chairs, tables), materials may include:

- Flipcharts (either the sticky-backed kind that can adhere to walls, or the kind that can be propped up on an easel)
- Tape
- Washable markers

For a room/space with basic media (white boards, projectors), materials may include:

- Dry erase markers and erasers
- Power Point presentations (including a laptop with compatible projector power connector)

For a room/space with advanced media (computers with internet, classroom media units including large screens, DVD and music players), materials may include:

- Dry erase markers and erasers
- Power Point presentations (on a portable thumb drive or CD)
- CDs, MP3 Players, DVDs or linked media presentations that can be pulled up online

Remember that keeping a visible reminder of points covered throughout the session provides a shared group memory that the trainer and students can refer back to readily, so please mix, match and customize materials according to the parameters of your space. *Please note that each training activity in each module of the Peer Mediation Curriculum contains additional suggestions for specific materials to have on hand, so please read ahead and plan accordingly.*

Shared Expectations

Before the training session even begins, communication between the trainers, staff, and the students about the content and goals of the training should be clear and consistent. The training session itself should begin by orienting students to the materials and the agenda, getting acquainted, and establishing the training atmosphere (covered in Module 1: "Welcome & Introductions").

Trainers should post or hand out a written agenda and objectives for the session. When the trainer reviews them with the students at the beginning of the session, s/he is asking for the group's permission to proceed, in essence saying, "This is the session I am prepared to lead -- will that work for you?" If group members suggest changes in the content or agenda, the trainer should decide how much flexibility s/he can incorporate and still feel comfortable about providing a high-quality session.

Norms/ "Ground Rules"

Trainers should get clarity about and group agreement to guidelines or norms for the session; that is, how people are going to work together and treat each other during the session to insure that everyone feels as safe and comfortable as possible.

We suggest that the trainer has the group participate in creating a list of common ground rules. For example, the trainer can explain the definition and purpose of ground rules, give an example or two, then ask the students what ground rules they would like to have for the session. After the group has brainstormed ideas, the trainer can ask for a show of hands to indicate which ground rules the whole group can commit to (this is also covered in Module 1: "Welcome & Introductions").

It is useful for the trainer to re-word any negative implications in the suggested ground rules into positives: i.e., instead of creating a list of "Don'ts," create a list of "Do's." It's also useful to post the written list of agreed-on norms in full view of the group. The trainer may ask everyone in the

group to be "groundskeepers" -- to politely point out when the ground rules are not being followed. This way, the group takes some responsibility for monitoring its own behavior and the trainer doesn't end up being the "disciplinarian". Examples of some ground rules are:

- One speaker at a time.
- Turn off cell phones, iPads, iPods, laptops, etc. and put them under your chair for the training.
- Be open to new ideas, and willing to try them.
- Different perspectives are welcome; it's OK to disagree.
- Treat each other with respect.
- Maintain confidentiality; personal information shared here stays in here.
- Allow everyone equal opportunity to participate.
- Be responsible for your own needs and considerate of others.
- Honor time limits.

Concluding the Training

Trainers should plan both a closing activity that honors the hard work of the students and an evaluation of the training session. Concluding remarks can be as simple as reviews of the main objectives of the training, how you approached them, and answering any outstanding questions that students may have. Concluding remarks should also include an impetus for moving forward with their newly acquired skill set—a challenge, a suggestion for further education, etc.

Evaluation is an equally important part of concluding a training session. The more honest the feedback acquired, the more you can potentially improve for future training groups. For this curriculum, students can fill out a formal, written evaluation form (a sample is included in Appendix B) at the very end of the session. These training evaluations ask for specific feedback on what worked well for students and what could have been done differently. Many evaluation forms ask the students to critique the performance of the trainers, but in keeping with the emphasis in this curriculum on personal empowerment and responsibility, you may want to include questions such as, "What specifically did *you* do that helped make this session successful for you?" or "What could *you* have done differently to make the session more effective for you?"

The Trainer's Role

The trainer is responsible for establishing an open learning environment, sharing information and facilitating the students' exploration and learning. The trainer's behavior and attitude certainly affect how or what the students learn, and effective facilitation of learning requires several qualities: flexibility, clarity, competence, helpfulness, sensitivity, warmth, and the ability to acknowledge and value the experiences students bring to the session. Most importantly, trainers are models for the concepts and skills that are the basis of the training. Thus, it is imperative that trainers be able to integrate effective conflict resolution and communication skills into every interaction they have with the group or individual students.

Training Teams

Co-training, or panel training, can be a very valuable tool when teaching a conflict resolution curriculum. Not only do the students get the advantage of 2 or more teaching styles and perspectives, the trainers themselves get the advantage of being able to rely on each other to help move the training along in the most informative and productive manner. Some key considerations for the creation of a training team include:

- After the training is over, the students will need encouragement and reinforcement of the concepts and skills on a regular basis.

- The training team should reflect the social/cultural demographics of the group to be trained, particularly in regard to age, gender, race, and ethnicity. It's also helpful to have a stimulating diversity in the trainers' own perspectives and experience.

- Using a training team reduces responsibility on any one person and can enhance the preparation process. Co-trainers can explore with one another various attitudes, values, and reactions about the training content. They can share expectations, learning goals, and areas of perceived strength and vulnerability. They can rehearse lectures, practice exercises, and develop ways to support one another during training.

- During training, the team can provide variety to the students by switching up-front and support roles, helping to clarify points, giving more attention to group dynamics, offering differing sets of experience and examples for the training content, and more easily monitoring small group activities.

- Following the training session, the training team can provide valuable feedback to one another.

Trainer Qualifications

Trainers for successful conflict resolution trainings must not only possess professional knowledge, experience, and expertise, but also certain personal characteristics. The professional knowledge needed by trainers for this material and subject matter within this toolkit includes:

- Familiarity with concepts, skills, and processes presented in the curriculum.

- Actual experience in using these concepts, skills, and processes (it can often be useful for a trainer to tell a story about how this material worked in his/her own life).

- Experience in leading group training and knowledge of group dynamics. It's also helpful if trainers have experience in training a variety of kinds of groups, and especially groups who are not particularly motivated -- the real trial by fire for a trainer.

- Methodological knowledge: in this case, knowledge of the steps and concepts of experiential learning.

The personal qualities of an effective trainer include:

- *Flexibility.* Things rarely go exactly as planned, and the effective trainer will be able to make adjustments in response to the unexpected, calmly and with good humor.

- *Personal openness to change*. The trainer must be willing to look at her/himself, question the things s/he does and has always taken for granted, and at every moment be open to learning a new perspective or way of doing things. This is exactly what we are asking the students to do.

- *Sensitivity to groups and individuals*. The effective trainer notices things that are going on, whether a group dynamic or an individual behavior. The trainer takes steps to address the dynamic if it seems to be interfering with the learning of the group or the individual.

- *Respect for co-trainers.* Training teams often include people with very different perspectives and training styles. The effective trainer acknowledges and honors the strengths of his/her co-trainers, especially when they are different from his/her own.

- *Desire to help/perception of helpfulness.* These can be two different things. Not only must the trainer want to help students learn, s/he must make that evident to the group in a way that they can accept. Students may be thinking, "What does this person know about my situation?" or "Who does he think he is, coming in here, telling me what to do?" So the trainer's help must again be in a form that values the experience of the group and each individual, and emphasizes the trainer in the role of facilitator rather than expert.

Follow Up and Continuing Education

The peer mediation training curriculum presented in this manual is intended to be only the beginning of an ongoing relationship between the peer mediation trainer and the students. Trainers should plan to meet with students several times throughout the academic year to continue to practice and hone their conflict resolution skills. Reinforcement of the peer mediation process and essential skill sets should be an ongoing goal for continuing education workshops. Suggestions for continuing education workshops include student-written role-play sessions, follow-up on "Conflict Detectives" conflict observation projects, or conflict-coaching sessions based upon the information assessed from student and mediator evaluation forms. We encourage you to use any activities that you were not able to include in the primary training curriculum for continuing education, as well.

EVALUATION & SUSTAINABILITY

One of the most critical elements of peer mediation program success, beyond the conflict resolution competencies of the peer mediators themselves, is the quality of the program infrastructure. Your program should constantly be evolving to fit the needs of the school conflict climate, and consistently remain on the conflict resolution "radar" of the student body, faculty, administrators and parents. It is essential to have solid strategies in place for both evaluation (to support quality assurance and program development) and program sustainability (to create and maintain stakeholder and supporter buy-in).

Evaluation

Peer Mediation programs should be regularly involved in evaluating and assessing a variety of things such as the knowledge and skills of peer mediators, participant satisfaction and the effectiveness of both training and programmatic services. In 2011, the Association for Conflict Resolution released *Recommended Standards for School-Based Peer Mediation Programs,*[2] and recommended a three-pronged evaluation scale: program evaluation, training evaluation, and peer mediator competence evaluation.

Program Evaluation

According to the ACR's *Recommended Standards,* evaluation begins with the initial needs assessment (sample form included in Appendix A) and is ongoing. Data may be collected (for example, via Program Case Logs, as included in Appendix A) to answer the following evaluation questions and to provide measurable outcomes:

- How many cases were referred to mediation?
- How many were mediated?
- How many mediations resulted in agreement?
- How many agreements were kept?
- Where do referrals come from?
- Did the program meet its goals?
- What are the demographics of peer mediators and disputants?
- How satisfied are people (peer mediators, disputants, other students, faculty, staff, administrators, parents) with the program?
- How many mediations did each peer mediator do?
- What was the frequency of peer mediator participation?

[2] Publication available for free download at http://www.mediate.com/acreducation/docs/Recommended%20Standards.pdf

- Have referral patterns changed?
- What percentage of the student population used the program?
- How many and in what ways were parents involved?
- What did the program cost?
- How many staff hours did it use?

According to the ACR's *Recommended Standards,* educational research may also examine the impact of peer mediation programs by correlating program data with other school information such as changes in numbers of fights, disciplinary referrals, test scores, academic achievement, attendance, school climate, truancy, dropout patterns and impact on relationships. Because of the many variables in school settings, experienced educational researchers should do this type of analysis.

Training Evaluation

In addition to regular program evaluation, it is essential to keep track of how the students are responding to the peer mediation training. ACR's *Recommended Standards* suggest that methods for training evaluation may include the following:

- Pre and/or post test (a Sample Pre- and Post- Training Survey is included in Appendix A)
- Skills checklist or rubric to assess performance readiness (a comprehensive list of Peer Mediators Training Objectives is included in Appendix A, which could be used as a model for a student skills checklist/rubric)
- Trainee feedback on training and instructor effectiveness (a Sample Peer Mediation Training Evaluation is included in Appendix A)
- Trainer self-assessment (which can be reflective of and based upon the answers received from the students' Training Evaluation forms)

Peer Mediator Competence Evaluation

According to the ACR's *Recommended Standards,* peer mediators should be evaluated on an ongoing basis to determine capability to mediate and needs for skill development. Methods for evaluating peer mediators can include the following:

- Peer mediator self assessment and mediation debriefing (sample forms included in Appendix A, and sample mediation debrief is included on the Learning DVD provided with this curriculum)
- Observation of skills, performance and commitment
- Core knowledge test (such as the Sample Pre- and Post- Training Survey included in Appendix A or the student Conflict Response Survey or Conflict Styles Assessment included in the Trainer's Manual)
- Feedback from disputants (sample form included in Appendix A)

Reporting

We recommend that you gather and analyze evaluation data several times during the academic year. One you identify relevant evaluation information, it important to report your findings to both current and potential funders/supporters, to keep them engaged in the progress of your program. In addition to providing your supporters with regular check-ins on the program's successes and areas of need, please also consider reporting your training and program evaluation data to the *Peer Mediators* program administrators on www.peermediators.org so that we can learn from you and continually expand and improve upon our curriculum offerings. Drawing upon your ideas and lessons learned, we can provide a greater support network to you and your colleagues in the peer mediation field.

Sustainability

If training students to be capable and confident with the skill sets of peer mediation is the most important step to creating a sustainable peer mediation program in the school, the next logical step is to create a school community that is aware of and embraces the option of mediation for their disputes and will default to mediation and dialogue when conflict arises. Therefore, promoting the program and educating and engaging the student body in the principles of conflict communication are essential to program sustainability.

> ***"Like many new ideas, peer mediation can be greeted with skepticism. Students may be reluctant to try a new approach. Many students may feel as if they are backing down or losing face if they talk problems through. Promoting the program among the student population is crucial to its success, but the campaign activities must be revived periodically and continue through the life of the program."***
> **—Donna Crawford and Richard Bodine, *Conflict Resolution Education,* commissioned by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.**

Below, you'll find some student-led ideas that might inspire your peer mediation program to spread the word!

Develop a Club Mission Statement, Tag Line/Slogan and Logo
One effective way for peer mediation programs to promote themselves is through the use of catchy, one-line slogans/tag lines and logo that encapsulate the organization's mission. These slogans and logos may be used on posters, flyers, brochures, pencils, t-shirts, wristbands, ID lanyards, or any other types of promotional materials that are displayed by the program and its members or passed out to the student body.

To begin, have the students develop a student version of the program mission statement, based on their "Program Definition of Conflict" student handout from Module 2. Their mission statement should be one or two sentences and clearly define what the program wishes to accomplish in its service to the school and who its target audience is. A slogan or tag line can easily evolve out of a mission statement. Encourage students to be very creative and brainstorm for several ideas for catchy, fun lines that they can use to promote their services. Once you have a list of ideas, have the students practice their mediation skills by coming to consensus on a "winning" line.

Once you have a slogan, put it into pictures! Recruit artistic students, both in and outside the program, to help design a logo for the peer mediation program. You might consider even making it the logo design a contest with a small prize—this could create even more awareness of the peer mediation program within the school and involve more students right from the beginning**.**

Create a Nonviolence Pledge for the School
A nonviolence pledge, based upon Dr. Martin Luther King, Jr.'s "*Pilgrimage to Nonviolence,"* may be a great way to promote school unity and mediation all at once. According to Dr. King, the six principles of nonviolence are:

1. Nonviolence is a way of life for courageous people.
2. Nonviolence seeks to win friendship and understanding.
3. Nonviolence seeks to defeat injustice, not people.
4. Nonviolence holds that suffering can educate and transform.

5. Nonviolence chooses to love instead of hate.
6. Nonviolence holds that the universe is on the side of justice.

Your peer mediation program may wish to develop a school-wide nonviolence pledge and create a campaign around gathering signatures, perhaps during the week leading up to Dr. Martin Luther King, Jr. Day each year, or during another school-wide anti-bullying campaign. An example of a school nonviolence pledge could be:

"Making peace must start within ourselves and in our school. Each of us, students of _____ (name of school), on this day, _____ (date), commit ourselves as best we can to becoming nonviolent and peaceful people.

We pledge to:

- **Acknowledge and Respect Self and Others**
  To respect ourselves, to affirm others and to avoid uncaring criticism, hateful words, physical attacks and self-destructive behavior.
- **Communicate Better**
  To try to think before we speak, to look for safe ways to express our feelings honestly and to work at solving problems peacefully.
- **Listen**
  To listen carefully to one another, especially those who disagree with us, and to consider others' feelings and needs.
- **Forgive**
  To make amends when we have hurt another, to forgive others, and to keep from holding grudges.
- **Be Courageous**
  To practice nonviolence at home, at school and in the community, to stand with others who are treated unfairly or disrespectfully, and to speak out against injustice.

When we have trouble keeping true to any of these principles, or when we find ourselves in conflict that we are unable to move past, we will seek the support and assistance of others, such as the trained peer mediators of the _____ (program name).

Signed:

_____ (student names)"

Allow students in the peer mediation program to tailor the wording of the nonviolence pledge to suit their school climate and age group. Peer mediators can set up a table during lunch or other breaks to gather signatures, or the pledge might be a part of a larger program or celebration put on for the school. Be creative!

Create School-Wide Peace Celebrations:

September 21, Annually: The United Nations International Day of Peace
Conceived of in 1981 by the United Nations, the International Day of Peace or Peace Day falls each year on September 21, and was designed to provide an opportunity for individuals, organizations and nations to create practical acts of peace on a shared date. According to the United Nations, "Anyone anywhere can celebrate Peace Day. It can be as simple as lighting a candle at noon, or just sitting in silent meditation. Or it can involve getting your co-workers, organization, community or government engaged in a large event. The impact if

millions of people in all parts of the world, coming together for one day of peace, is immense."

Getting your peer mediation students involved in a meaningful project for Peace Day will not only put your program on the school radar, but will hopefully inspire the student mediators to use their conflict resolution skills outside school walls, for help create dialogues in their homes, communities, and beyond. For more information on how to create a Peace Day event in your school, please visit http://internationaldayofpeace.org/your_peace_day.html.

Third Thursday of October, Annually: Conflict Resolution Day
Have your peer mediation program join the Association for Conflict Resolution, the National Association for Community Mediation, Conflict Resolution Education Connection, the American Bar Association and many other national, state and local organizations in celebrating Conflict Resolution Day! Held annually on the third Thursday of October, this special day was conceived of by the Association for Conflict Resolution (ACR) in 2005 to:

- Promote awareness of mediation, arbitration, conciliation and other creative, peaceful means of resolving conflict
- Promote the use of conflict resolution in schools, families, businesses, communities, governments and the legal system
- Recognize the significant contributions of (peaceful) conflict resolvers
- Obtain national synergy by having celebrations happen across the country and around the world on the same day.

For more information about Conflict Resolution Day, including information and history, activity suggestions, posters, resources and ideas, please visit http://www.acrnet.org/crday.

February 18, Annually: Youth Mediation Day
Join our international friends at Eagles Mediation and Counselling Center in Singapore on February 18 of each year in celebrating Youth Mediation Day! Conceived of in 2006 by the Community Mediation Center, an agency of the Ministry of Law in Singapore, Youth Mediation Day is a time for students to come together to participate in interactive skits, role plays, and campaign development, along with inspiring guest speakers who serve as leaders in local, state or national governments, educational systems, peace initiatives, or other relevant organizations. Have your peer mediators develop their own Youth Mediation Day program and activities that they can present to the student body in honor of Youth Mediation Day, or take the opportunity to develop your program from within by connecting your program with other schools nationally or internationally to create a virtual "conference" of peer mediators in which they can learn from one another directly.

Other Celebrations to Consider:
National Stop Bullying Day—learn more at
http://heyugly.org/NationalStopBullyingDay.php

National Youth Violence Prevention Week—learn more at
http://www.nationalsave.org/main/YVPC.php

Develop Role Plays and Skits for Classroom Performance or PTA/O Meetings
A great way to get students and parents interested in the process of mediation is to simply show them what it looks like. Role-playing helps eliminate some of the process questions that people may have, helps them to better understand the purpose and role of a mediator, and helps make conflict situations and resolution more relatable. Have the peer mediation program

members conduct a role-play brainstorming session, using the suggested guidelines provided in the "Curriculum Delivery→ Activities/Experience" section of this trainer's manual. They can construct a student-written "stash" of role play presentations that can be used to help spread the word about their program and its benefits to the school body via classroom presentations or even at parent-teacher association/organization meetings. Remember, in order for a peer mediation program to be successfully utilized, it is important to take a holistic approach in informing not only the students about the program, but also informing the teachers, administrators and parents, who can encourage the students to seek the mediation option in conflict.

Other Development and Promotional Ideas

- Have students make announcements about the peer mediation program during morning announcements.
- Film a promotional video or "commercial" that can be played in classrooms.
- Make a YouTube channel of peer mediation videos as a resource for the school.
- Create a program Facebook page or Twitter account to keep students updated about program activities and events.
- Become part of the school calendar, newsletter and/or email blasts—perhaps recruit several students to write regular "conflict tips" blurbs that can easily be included in communications sent out to student, parents and community members.
- Ask for bulletin board space and make a peer mediation program board that students pass in the hallway frequently. Have an intake form station or mediation "Safe Place" nearby.
- Recruit teachers to display the peer mediation program info (website, room number, intake form locations, etc.) at the front of the class (on a board or as a bulletin) for one day each week or month.
- Take the peer mediation program out to the community by securing radio, TV or newspaper exposure for your school program events and services. Bring the community into the school by holding a "peer mediation open house"

APPENDIX A

Sample Administrative and Program Forms

This section provides you with helpful forms and handouts that will assist you with the implementation and maintenance of your *Peer Mediators* program. Please feel free to use them as templates for your program, or customize them to suit your program needs. Forms in this Appendix include:

- Sample School Needs Assessment
- Sample School Conflict Stakeholder Survey
- Training Objectives of the *Peer Mediators* Program (by Module)
- Sample *Peer Mediators* Program Implementation Timeline
- Sample Peer Mediator Nomination Form (Students)
- Sample Peer Mediator Nomination Form (Faculty/Staff)
- Sample Peer Mediation Application
- Sample Parental Permission Form
- Sample Peer Mediator Classroom Release Forms: Teachers
- Sample Training Agendas
- Sample Pre- and Post-Training Conflict Survey
- The Association for Conflict Resolution's "Model Conduct for Peer Mediators"
- Sample Peer Mediator Contract
- Sample Peer Mediation Training Evaluation Form
- Sample Training Completion Certificate
- Sample Peer Mediation Request Form
- Sample Case Flow Chart
- Sample Peer Mediation Session Checklist
- Sample Peer Mediation Agreement to Mediate
- Sample Peer Mediation Session Notes Page
- Sample Peer Mediation Session Brainstorming Worksheet
- Sample Peer Mediation Session Agreement Form
- Sample Peer Mediation Session Evaluation Form: Participants (two examples)
- Sample Peer Mediation Session Evaluation Form: Mediators
- Sample Peer Mediator Case Log
- Sample Peer Mediator Record: Program Case Log
- Sample Case Follow-Up Form

Sample School Needs Assessment: Peer Mediation Program

*(From **Peer Mediation: Conflict Resolution in Schools Program Guide**, by Schrumpf, Crawford & Bodine, 1997)*

Before beginning to implement a peer mediation program in your school, consider and explore the following questions:

- To what extent are conflicts interfering with teaching and learning processes within the school?

- What percentage of conflicts is attributable to:
  - The competitive atmosphere of the school or classroom?
  - An intolerant atmosphere in the school or classroom?
  - Poor communication?
  - Inappropriate expression of emotion?
  - Lack of conflict resolution skills?
  - Adult misuse of authority in the school or classroom?

- To what extent are diversity issues manifested as conflicts in the school community?

- To what extent is representation in decision making an issue manifested in the conflicts observed in the school?

- What percentage of the conflicts arising in the school is:
  - Between students?
  - Between teachers and students?
  - Between teachers?
  - Between students and school expectations, rules, or policies?
  - Between teachers and administrators?
  - Between school staff and parents?
  - Between other groups specific to the school?

- What procedures are followed when conflicts cause disruption of teaching and learning processes? Who administers which procedures?

- What conflict resolution processes currently exist within the school? Within the school community?

- Who are the sources of referrals to these procedures?

- How effective are these procedures according to the perceptions of students? Parents? Teachers? Administrators? Others?

- What existing attitudes or behavior will facilitate the implementation of a conflict resolution program in the school? Who exhibits these? How can we garner involvement, commitment and support from them?

- What existing attitudes or behavior will impede the implementation of a conflict resolution program in the school? Who exhibits these? How can we appeal to such attitudes and behaviors and gain their support?

- Which foundation skills for conflict resolution are now included in the school curriculum? When are they developed? Who provides the training in these skills? Which students receive this training?

- Which staff members have training in conflict resolution? How many hours of training?

- What staff development opportunities in conflict resolution are available? What opportunities are desired?

- What present and future monetary resources are available to support implementation of a conflict resolution program?

- What community resources exist to assist the school in designing and implementing a conflict resolution program?

Sample School Conflict Stakeholder Survey

(For students, teachers and parents)

I am a:

☐ Student Grade: _____
☐ Teacher
☐ Parent

What is the most common type of student conflict that you see happening around the school campus?

How are student conflicts like this handled in school? Who handles them?

Do you believe that student conflicts are effectively resolved this way? Why or why not?

What do you think could be done to encourage problem solving among students?

Training Objectives of the *Peer Mediators* Program (by module)

Module 1—"Welcome & Introductions"
"Welcome & Introductions" serves as your training starting place with the student mediators. This module includes basic icebreakers to help students who may not know each other get better acquainted with one another and begin learning about the diversity of their group which will also be a great foundation for Modules 6 ("Finding Interests"), 9 (Culture & Identity) and 12 (Co-Mediation & Teamwork). This module will also provide students with a perfunctory introduction to peer mediation and their role as a new peer mediator, as well as the goals, expectations and ground rules of the training process, itself.

Objectives:

- **Objective 1:** Conduct a Pre-training Survey.
  Purpose: To gather an understanding of the base line of conflict management from which students operate. This survey will also be administered to students after training to help gauge their learning progress on conflict management issues.

- **Objective 2:** Club Member Introductions.
  Purpose: To help students become familiar with one another and begin to find common interests or discover new ideas.

- **Objective 3:** Review Training Components & Establish Ground Rules.
  Purpose: To give students a sense of the purpose of the training, what to expect, and to set guidelines for behavior during the training.

- **Objective 4:** Introduce students to what peer mediation is and what their roles/ responsibilities are as members of the club/program.
  Purpose: To provide students with a sense of the purpose and intent of your peer mediation program and to go over their roles as peer mediators (these points can be made again at any point of the training).

Module 2—"Understanding Conflict"
"Understanding Conflict" is the first step to being an effective problem-solver. In this module, students will begin to identify the reasons for and sources of conflict, recognize the cyclical nature of conflict if it is not addressed properly, and reflect upon their own reactions to different conflict circumstances. Students will also be given a brief conflict resolution role-play activity to help them better understand how important their approaches to conflict are. This module serves as a great foundational preparation for Module 3, which begins to immerse students into the peer mediation process and the value of collaborative problem solving.

Objectives:

- **Objective 1:** To help students define conflict.
  Purpose: To begin removing negative connotations from conflict, and help

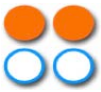
students understand that it is a natural part of life and an opportunity for change.

- **Objective 2**: To help students understand conflict and where it comes from.
  Purpose: To help students begin thinking about conflict as it relates to them (i.e.— how does it manifest itself in their lives? What does it look like and where does it come from?).

- **Objective 3:** To help students understand conflict styles and contexts.
  Purpose: For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying groundwork for thinking about how approaches might be modified to be more productive.

- **Objective 4:** To help students understand that conflict is cyclical.
  Purpose: For students to know that conflict can continue in a cyclical nature until broken by productive problem-solving techniques.

- **Objective 5:** To give student preliminary practice in conflict resolution.
  Purpose: For students to begin understanding the starting place of their own personal conflict resolution skill set, and to learn the value of role-playing.



Module 3—"The Peer Mediation Process"
"The Peer Mediation Process" equips students with an introduction to collaborative conflict resolution processes and gives students education and practice in each of the five steps of peer mediation: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, and Agreement. This module also reviews with students their roles as peer mediator and familiarizes students with several of the forms that they will need to use for mediation sessions with the school peer mediation program.

Objectives:

- **Objective 1:** Discuss the value of collaboration in conflict and define mediation
  Purpose: To review collaboration as a viable approach to conflict, and to help students make the connection between collaboration and mediation processes.

- **Objective 2:** Provide students with an overview of the peer mediation process
  Purpose: To familiarize student with the 5 steps of the peer mediation process: Opening Statements/Introductions, Perspective Sharing, Defining the Problem, Brainstorming Solutions, Agreement) and learn the objectives/value of each stage

- **Objective 3:** Acquaint students with qualities Peer Mediators should model
  Purpose: To ensure that students are clear as to the role of peer mediators within a mediation session and beyond.

- **Objective 4:** Introduce students to the program process from referral to session (no agreement forms yet)
  Purpose: To familiarize the students with the forms that they will need to fill out each mediation session with the peer mediation program, as well as to provide them with some helpful checklists that will not only aid them in their training role plays, but when

they performing actual mediations with the student body.

Module 4—"Skill Set - Listening"
"Skill Set – Listening" is designed to target students' understanding and practice of active and empathic listening skills necessary for an effective mediation. Students will explore techniques for good listening, and be able to identify the characteristics of poor listening. They will learn how active listening is a "full body" practice, and understand how body language and nonverbal communication speak volumes in any interaction. Students will also learn to enhance the quantity and quality of information that they receive from others by asking appropriate questions and paraphrasing for clarification.

Objectives:

- **Objective 1:** Help students understand and practice active listening techniques.
  Purpose: Ensure that students are aware of their approach to listening in conflict situations, and are equipped to modify their listening behaviors when necessary.

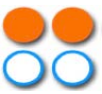
- **Objective 2**: Help students understand some of the challenges of effective communication.
  Purpose: To create an awareness of things that may stand in the way of receiving the correct message in communication.

- **Objective 3:** Raise awareness of good and poor listening habits and how they affect the speaker, and to introduce the idea of active listening.
  Purpose: To help student know the importance of active listening in a conflict communication situation.

- **Objective 4:** Help students learn how nonverbal communication and body language effect messaging.
  Purpose: To emphasize that nonverbal communication and body language is a key aspect of communication—up to 90%--and that listening is a "full body" skill that goes beyond simply hearing.

- **Objective 5:** Help students learn how and why to ask questions.
  Purpose: To encourage students to get the "full" story from those they are listening to.

- **Objective 6:** Help students learn about paraphrasing and encouraging discussion.
  Purpose: To aid students in clarifying information they are presented with, for the benefit of themselves and their participants.



Module 5—"Skill Set – Finding Interests"
"Skill Set - Finding Interests" focuses on equipping students to discover the true heart of the conflict at hand. By recognizing and addressing the interests of both parties, rather than

becoming entrenched in the surface-level positions, conflicts can often be resolved more thoroughly, more permanently, and more to the satisfaction of all involved. This module walks students through the distinguishing characteristics of both positional standpoints (which are usually signified by the phrase "I want", as well as qualifying statements such as "You never" or "I always") and standpoints grounded in interests (which are usually signified by the phrase "I need" and are often grounded in an essential personal or emotional "stake" for the individual expressing them). Students will learn where needs come from, and why addressing them is so essential to conflict resolution. Students will also learn how to navigate parties in conflict away from such positions--which often prolong the cycle of conflict--and begin to ask the necessary questions and exhibit the qualities of behavior that encourage others to speak true to their interests and needs.

Objectives:

- **Objective 1:** Help students learn where needs come from.
  Purpose: When students can recognize the sources of needs, they can best understand those needs and appeal to them in the conflict resolution process.

- **Objective 2**: Help students understand the difference between a "want" (position) and a "need" (interest).
  Purpose: To lay a foundation for underlining the importance of needs being met in the conflict resolution process.

- **Objective 3:** Help students learn how to ask appropriate questions to get from positions to interests.
  Purpose: Just like with active listening, asking clarifying questions is essential to getting to the interests behind the surface issues.

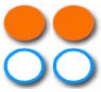
Module 6—"Skill Set – I Messages"
"Skill Set - I Messages" equips students to begin the often-challenging task of neutralizing conflict language by encouraging students to speak from their own perspectives and feelings, rather than focusing on accusing the other of misdeeds. I Messages generally follow the formula of "I feel....when you....because..." in order for all involved in the resolution process to get a more complete sense of the nature of the issue. Education in I Messages is a logical follow-up to Module 5: Finding Interests, as I Messages help to affirm and, in some cases, identify underlying needs and interest in a conflict situation.

Objectives:

- **Objective 1:** Teach "I" Messages as a communication skill through the use of the phrase "I feel...when you...because..."
  Purpose: This phrase is valuable, as it helps re-direct the locus of conflict onto the feelings that are involved and might be repaired, rather than on circumstances or actions that cannot be un-done.

- **Objective 2**: Assist students in effectively speaking to others when they are angry or want to express a need, and to show them how to guide others in this direction.
  Purpose: A large part of effectively sharing an "I" Message is being able to do so without

letting proximity to the other intimidate, resulting in enhanced frustration or avoidance. Practice skits help students identify important individual facts and feelings in conflict situations, and equip them to respectfully help parties state such back, to make sure that all understand.



Module 7—"Skill Set – Neutrality"

"Skill Set - Neutrality" equips students to approach conflict resolution communications without judgment. Neutrality, also known as impartiality or "not taking sides," is a very important skill set for student mediators to develop, because success in mediation often depends on the level of trust established by mediators. Participants' perceptions of fairness are intrinsically linked to trust, and feeling as if they can be open about their concerns and perspectives without risking the mediator taking sides with the other student(s) can mean all the difference to the good faith and honesty with which they proceed. Realistically, all students have feelings and beliefs that might be challenged when trying to guide others through conflict. Knowing what their—and others'-- reactions are to such challenges, and being ready to manage such reactions in a positive and productive way, is paramount to a student mediator's skill set.

Objectives:

- **Objective 1**: Help students understand that there are at least two sides to every story.
  Purpose: Two people can see the same thing/conflict/situation very differently—broadening students' concept of perspective is key to conflict resolution training because they can begin to welcome the idea of "sides to the story" that they might not have thought of before.

- **Objective 2:** Help students understand that biases can affect our decision-making processes.
  Purpose: For students to identify their own biases and those they might feel/experience during a mediation session, and for them to begin to prepare to manage those biases in the interest of neutrality.

- **Objective 3:** Give students practice in observing how values, perceptions, assumptions and communication styles interfere with effective communication when they are not discussed.
  Purpose: Taking the idea of biases one step further, this objective is meant to equip students to think about even more ways that their "fairness" might be viewed as compromised in a mediation session.

- **Objective 4:** Practice reframing judgmental statements.
  Purpose: Often, conflict perspectives are framed in a way that can be perceived as judgmental—it become the role of the mediator to remove the judgment and "neutralize" the frame through which the perspective is presented.

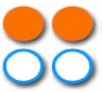
- **BONUS: TAKE-HOME Objective 5:** To help students begin to seek the sources of conflict that they observe everyday, and to think about how they could approach such conflicts neutrally.

Module 8—"Skill Set – Culture & Identity Awareness"
"Skill Set - Culture & Identity Awareness" is designed to help students begin to understand their own identities, how identity shapes and is shaped by their feelings and experiences, and that every person has a unique identity. Students will discuss how culture influences both communication and conflict, and further emphasis will be placed on the importance of understanding different perspectives and finding the interests in conflict situations.

Objectives:

- **Objective 1:** Help students explore various facets of their own identities and cultures and to understand that our identities affect our values, perspectives and how we communicate with one another.
  Purpose: To help the students make the connection between the things that they value the most about themselves and how they approach communication and conflict

- **Objective 2:** Help students understand that conflict can be caused by cultural and social differences and misunderstandings.
  Purpose: To teach students to be culturally aware and sensitive in a mediation setting.



Module 9—"Skill Set – Emotions in Conflict"
"Skill Set - Emotions in Conflict" equips students to recognize the manifestations and influences of emotions in conflict, and to handle them in the most appropriate and empathic ways. Emotion is what makes most conflicts so intensely personal, and when it goes unaddressed, it tends to leave conflicts unresolved. In this module, students will draw from their developing skill sets in listening and finding interests to practice distinguishing between emotions and thoughts, to explore empathic behaviors, and to defuse tensions when emotions run high and threaten the peacefulness or productivity of a mediation session.

Objectives:

- **Objective 1:** Increase each student's emotional intelligence and help students recognize how people are feeling by the way they look and act.
  Purpose: Sometimes what people say and what they mean are two different things—this objective is meant to help students distinguish between the two by listening for key words and keeping watch for behaviors that indicate how someone is really feeling.

- **Objective 2:** To help students understand that their own personal emotions are relevant and meaningful to their conflict communication and that messages they receive about emotions may be mixed.
  Purpose: To equip students with aware of their personal emotions and the ability to handle them in healthy ways.

- **Objective 3:** To help students understand how conflicts can enhance/inflate emotions,

and to brainstorm constructive ways to approach volatile emotions such as anger.
Purpose: To teach students effective calming techniques.

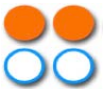
Module 10—"Skill Set – Dealing with Difficult Situations"
"Skill Set – Dealing with Difficult Situations" prepares students for the more challenging situations that may present themselves during mediation sessions, including difficult personality types, stonewalling and impasse, and power imbalances (such as bully relationships). This module also reviews with students when to call off a mediation or report problems to the program coordinator/administration. This module should contain a custom element that reviews with students your particular school's reporting and safety procedures—the protection of all students is paramount; make sure that they are aware of any options/requirements that your school has in place for them.

Objectives:

- **Objective 1:** Prepare students for challenging situations that may arise in conflict.
  Purpose: Mediation sessions may not always turn out as we expect—sometimes, a lack of cooperation, collaboration, or adherence to mediator roles can temporarily derail resolution proceedings. This objective is meant to give students tools to handle difficult personality types, the impasse that they can often perpetuate in mediation, and the challenges of confidentiality.

- **Objective 2:** Help students understand how power can be used in conflict.
  Purpose: To teach students common types and sources of power and to equip students to deal with conflict situations where there is clear intimidation taking place.

- **Objective 3**: Ensure that students are aware of and understand how/why to report certain issues to the program leader or administrator.
  Purpose: To ensure the safety of both the mediators and the mediation participants, and to practice polite but firm ways to conclude a mediation session early, if necessary.



Module 11—"Skill Set – Brainstorming & Decision Making"
"Skill Set - Brainstorming & Decision Making" is often one of the most difficult, but most rewarding and critical aspects of peer mediation. This module aims to leads students through a series of brainstorming exercises to give them extensive practice with gathering a wide variety of options, and then to critically assess those options for viability in resolution. Once options have been assessed and details have been worked out, students are then given practice in the complete process of agreement writing, using the Peer Mediation Program's official agreement forms.

Objectives:

- **Objective 1**: Help students gain the skill of assisting disputants in finding a solution that will solve the problem.
  Purpose: To review with students how to identify the true problem in a conflict (i.e.—what

are the needs/interests of each party?) that will lead into brainstorming/generating solutions.

- **Objective 2**: To review and practice the technique of brainstorming for ideas/solutions.
  Purpose: To get students to think "outside the box" for resolutions, and to empower them to help others do the same in a mediation session.

- **Objective 3:** Introduce students to consensus decision-making.
  Purpose: To place special emphasis on the value—and difficulty—of gaining the mutual consent of all parties to a decision.

- **Objective 4:** Help students learn to guide parties through a written agreement, and how to overcome agreement obstacles.
  Purpose: Familiarize students with their program's agreement forms and let them get through an entire mediation role-play, unfettered by lessons and time constraints.

Module 12—"Skill Set – Co-Mediation & Teamwork"
"Skill Set - Co-Mediation & Teamwork" is a critical element to the success of the peer mediation program. Students have already been practicing their role plays in mediator pairs, and this module serves to strengthen those co-mediator bonds, providing the students with tricks for sharing responsibility and playing on one another's strengths and skill sets. This module also focuses on deepening the core connection of the entire peer mediation team by offering fun activities in creative team building.

Objectives:

- **Objective 1**: Assist students in understanding the advantages (and disadvantages) of working as a team to solve problems.
  Purpose: One of the great advantages of co-mediating is that students can rely on their partners for help when they might know the steps or directions to take next in the mediation session. This objective will help students recognize this advantage, as well as some of the pitfalls of partnership that should be avoided.

- **Objective 2**: Help students learn how to share responsibility.
  Purpose: This objective reveals how to best divide the mediation responsibilities, playing to each mediator's particular strengths.

- **Objective 3:** Have the group work together to build their own program team.
  Purpose: A fun way to get the students to cooperate with one another and think creatively and critically about their own role in a team setting.

Sample Peer Mediation Program Implementation Timeline

(*Submitted by the Asian Pacific American Dispute Resolution Center, Los Angeles, CA—originally attributed to and adapted from the Conflict Manager Program of San Francisco Community Boards, 1987, 2003.)*

DATE & PERSON RESPONSIBLE	TASKS	MATERIALS/RESOURCES NEEDED
Date: **Person:**	Review the Learning DVD included in the *Peer Mediators* curriculum to familiarize yourself with the program. Arrange for a meeting with your principal and other relevant administrative staff to express your interest in starting a *Peer Mediators* program in your school. Obtain permission to conduct a school conflict needs assessment, drawing from a sample of teachers, students and parents.	A copy of the Learning DVD, a copy of your chosen needs assessment questions and stakeholder survey questions (please see Appendix A of the *Peer Mediators* Program Implementation Guide for sample forms). Other(s):
Date: **Person:**	Arrange a meeting with the principal and other relevant administrative staff to discuss the results of the needs assessment and to discuss the current conflict climate of the school. Situate *Peer Mediators* into the framework of need, reviewing training objectives and your expected impact of the program on the school (see the Program Implementation Guide for tips).	A "Training Objectives" handout (please see Appendix A of the *Peer Mediators* Program Implementation Guide) and the results of your school conflict needs assessment. Other(s):
Date: **Person:**	Gather the program coordination and training team to discuss all tasks necessary to implement the peer mediation program. Determine the number of peer mediators the school will need and how many teachers or trainers are necessary to carry out the student training. Schedule and assign all activities necessary to carry out the peer mediation program.	*Peer Mediators* Program Implementation Guide, Program Implementation Timeline Other(s):
Date: **Person:**	Introduce the *Peer Mediators* curriculum to teachers and administrative staff at a faculty meeting.	Any pertinent handouts from the *Peer Mediators* Program Implementation Guide, Trainer's Manual, or Student Workbook; clips from the *Peer Mediators* Learning DVD. Other(s):
Date:	Have the peer mediation coordination and	Access to the Online "Train the

Person:	training team complete the *Peer Mediators* online "Train the Trainer" course (register via www.peermediators.org).	Trainer" course Other(s):
Date: **Person:**	Send information to all parents describing the peer mediation program that is starting at the school. At this time, a short (1-2 hours) skill-building/information session can be offered to parents who are interested.	
Date: **Person:**	Introduce the peer mediator program to students at a student or school assembly or through individual classroom presentations.	
Date: **Person:**	Arrange for a peer mediator nomination/ application process in your school and advertise it (we suggest leaving it open for at least a week).	Nomination/Application forms (please see Appendix A of the *Peer Mediators* Program Implementation Guide for sample forms) Other(s):
Date: **Person:**	Select peer mediators from nominated students. Keep in mind that the social, cultural and language groupings of the school should be represented as well as positive and negative leaders. Keep a balance between male and female peer mediators, if at all possible.	
Date: **Person:**	Gather parent permission forms and obtain classroom release forms for each peer mediator. Create a peer mediator file (paper or electronic, depending on your available technology) for each student in the program where you will preserve their permissions, releases, peer mediator logs and self-evaluations.	Parent permission form, a training agenda to present to parents, faculty and students (please see Appendix A of the *Peer Mediators* Program Implementation Guide for samples). Other(s):
Date: **Person:**	Hold a planning meeting with program trainers who will take part in the peer mediation training. Decide as group which activities that you will use for your training, depending on the timeframe that you have, the resources available, and the needs/interests of your students. Review the Learning DVD and decide which (if any) vignettes you would like to use in the training, and make arrangements for media in the training room.	*Peer Mediators* Trainer's Manual provided as part of this curriculum, *Peer Mediators* Training Activity Checklist, (in the Training Manual), *Peer Mediators* Learning DVD provided as part of this curriculum. Other(s):
Date:	Customize and prepare student workbooks	*Peer Mediators* Student Workbook

Person:	for the peer mediation training.	template provided as part of this curriculum. Other(s):
Date: **Person:**	Get names and correct spelling of peer mediators to make certificates.	Training Certificates (please see Appendix A of the *Peer Mediators* Program Implementation Guide for sample)
Date: **Person:**	Conduct *Peer Mediators* student training	Copies of Student Workbooks for each student; extra copies of peer mediation program session forms for students to practice with as they perform role plays. Other(s):
Date: **Person:**	Conduct a training evaluation meeting with all trainers to identify areas of success/improvement. Please report training evaluation data to the *Peer Mediators* program administrators on www.peermediators.org so that we can learn from you and continually improve our program offerings.	
Date: **Person:**	Inform staff and entire student body that the Program is starting, creating awareness of the intake process, how to make referrals and requests, the "hours of operation," where mediation "safety zones" are located, and who the peer mediators are.	
Date: **Person:**	Create a regular schedule of program coordination team meetings and assignments, and a schedule for continuing education workshops/ mediator meetings and school outreach initiatives throughout the academic year.	
Date: **Person:**	Plan for and schedule a bi-annual program evaluation process, identify and report relevant evaluation information to both current and potential funders/supporters. Please report program evaluation data to the *Peer Mediators* program administrators on www.peermediators.org so that we can learn from you and continually improve our program offerings.	

Sample Peer Mediator Nomination Form (Students)

Date: _____

Your name: _____ Your Grade: _____

Who would you like to nominate to be a peer mediator?

Name: _____ Grade: _____

Peer mediators help assist other students with conflict on a daily basis. Please list three reasons why you think this person would make a great peer mediator for our school:

1. _____

2. _____

3. _____

Please provide an example of a time this person demonstrated to you the ability to help others resolve problems (you do not need to use names of other students):

_____

_____

_____

Thank you for your nomination! Please submit this form to:

_____, in Room #_____, by _____.

Sample Peer Mediator Nomination Form (Faculty/Staff)

Date: _____

Your name: _____

Who would you like to nominate to be a peer mediator?

Name: _____ Grade: _____

Please list any classes or activities in which you have worked with this student:

Peer mediators help assist other students with conflict on a daily basis. They must be trustworthy and dependable, must demonstrate potential in leadership, and possess the ability to effectively balance academics with extra-curricular activities. Please explain how your nominee fits these requirements, and why you think this student would make a great peer mediator for our school:

Thank you for your nomination! Please submit this form to:

_____, in Room #_____, by _____.

Sample Peer Mediator Application

Date: _____

Your name: _____ Your Grade: _____

Why would you like to be a peer mediator?

_____

_____

Peer mediators help assist other students with conflict on a daily basis. Please list three personal qualities that you have that will help you be a great peer mediator for our school:

1. _____

2. _____

3. _____

Please list any extra-curricular activities (i.e. sports, clubs, etc.) that you are involved in:

_____

Are you available to attend Peer Mediation Training during the dates/times below? (Please check one)

YES _____ NO _____

Date(s): _____

Time(s): _____

Thank you for your application! Please submit this form to:

_____, in Room #_____, by _____.

Sample Parental Permission Form

Date: _____

Dear _____,

It is with great pleasure and pride that I inform you that _____ was nominated and selected by peers and/or school faculty to be trained to be a peer mediator for our school during the upcoming academic year.

Peer mediators are students who are trained in conflict resolution skills such as open communication, active listening, brainstorming, and teamwork, and then apply these skills to facilitate problem solving amongst their fellow students. Research indicates that students who are trained and serve as peer mediators:

- Develop leadership skills
- Enhance language and verbal skills
- Improve academic performance and achievement
- Experience increased self-esteem and positive status among peers
- Learn lifelong communication skills that are useful in all relationships
- Learn and apply an effective problem solving technique that is applicable to a wide range of issues and situations

Training will take place on

Date(s): _____

Time(s): _____

Location(s): _____

Snacks and materials will be provided. We welcome parent observers with advance notice and will have copies of training materials available so that you can follow your student's mediation curriculum as they learn.

Please give permission for your student to participate in this vital peace-building program by signing the attached permission slip and returning it to my office by _____. If you have any questions, please feel free to contact me at _____. Thank you for your support!

Best Regards,

Peer Mediation Parental Permission Slip

I hereby give my consent that my student, _____, may participate in peer mediation training, and is available to meet on the above dates and times.

Name: _____ Date: _____

Sample Peer Mediator Classroom Release Forms: Teachers

Peer Mediation Training Release: Teachers

I consent to release _____ (name of student) from my class, _____ (name of class), during the following time slot(s) to attend peer mediation training:

_____(Date(s) _____(Time(s)

Teacher's Signature: _____

Today's date: _____

==========

Peer Mediation Service Release: Teachers

I consent to release _____ (name of student) from my class, _____ (name of class) , during the following time slot(s) to serve as a peer mediator:

_____(Date(s) _____(Time(s)

Teacher's Signature: _____

Today's date: _____

Sample Training Agendas

Three Day/Sixteen-Hour Training (Students released from class)

Day 1 (Full Day)

8:00AM-9:00AM:	Module 1 – Welcome & Introductions
9:00AM-10:30AM:	Module 2: Understanding Conflict (with 5 minute break)
10:30AM-12:00PM:	Module 3: The Peer Mediation Process (Part 1)
12:00PM-1:00PM:	Lunch (you may choose to make it a "working lunch" by providing food to the students and continuing the module training after a break—in order to get more activities in--or continue after lunch, as in this sample agenda)
1:30PM-2:00PM	Module 3: The Peer Mediation Process (Part 2)
2:00PM-3:00PM	Module 4: Skill Set – Listening (with 5 minute break, as needed)

Day 2 (Full Day)

8:00AM-8:10AM:	Brief Training Recap/Review
8:10AM-9:10AM:	Module 5: Skill Set – Finding Interests
9:10AM-11:40AM:	Module 6: Skill Set – "I" Messages
9:40AM-10:40AM:	Module 7: Skill Set – Neutrality (with 5 minute break)
10:40AM-12:00PM:	Module 8: Skill Set – Culture & Identity Awareness
12:00PM-1:00PM:	Lunch (you may choose to make it a "working lunch" by providing food to the students and continuing on with Module 9 training after a break—in order to get more activities in--or continue after lunch, as in this sample agenda)
1:00PM-3:00PM:	Module 9: Skill Set -- Emotions in Conflict (with 5 minute break, as needed)

Day 3 (Half Day)

8:00AM-8:10AM:	Brief Training Recap/Review
8:10AM-9:10AM:	Module 10: Skill Set – Dealing with Difficult Situations
9:10AM-11:00AM:	Module 11: Skill Set – Brainstorming & Decision Making
11:00AM-12:00PM:	Module 12: Skill Set – Co-Mediation & Teamwork
12:00PM-1:00PM:	Special celebration lunch to congratulate student mediators, award training completion certificates and have them plan next steps, such as program promotion in the school or the next peer mediator meeting or workshop.

Extracurricular/Modular Training

After-school or modular training might take the form of a series of 2-3 hour workshops on individual (for longer) or paired (for shorter) modules. This series can be held each day for approx. two school weeks (ten days), or may take place over a more extended period of time. Saturday training sessions are also an option.

Sample Pre- and Post- Training Conflict Survey

Directions:

Read each statement carefully.

Circe "T" if you think the statement is true and "F" if you think it is false.

Conflict is a natural part of life.	T F
All conflicts end in violence.	T F
There are at least two sides to every conflict.	T F
It is possible to eliminate conflict.	T F
Behavior can be either appropriate or inappropriate depending on where it happens.	T F
Inappropriate behavior can cause conflict.	T F
Behavior cannot be changed.	T F
People all over the world have the same basic needs.	T F
Unmet needs can cause conflicts.	T F
There are many non-violent alternatives.	T F
It is not possible for everyone to win in a conflict	T F
Calling someone a name is a form of violence.	T F
Frustration always leads to violence.	T F
It is important to learn not to get angry.	T F
Adults never have conflicts.	T F
Conflict can be constructive as well as destructive.	T F
Conflict can escalate.	T F
Fighting fair means respect for others and for ourselves.	T F
In resolving a conflict it is not important to embarrass or humiliate the other person.	T F
Learning to handle conflict constructively takes a lot of practice and skill.	T F

Model Conduct for Peer Mediators

The Association for Conflict Resolution's peer mediators are responsible for following these model standards of conduct in order to maintain the integrity of mediation. They must conduct themselves in a way that instills confidence in the mediation process and the competence of peer mediators.

These model standards of conduct serve three primary goals:

a. To guide the conduct of peer mediators;
b. To inform the disputants; and
c. To promote confidence in peer mediation as a process for handling disputes.

These standards are to be read and considered as a single document. There is no significance to the order in which the standards appear.

The use of the term "mediator" is meant to imply co-mediator models.

Some of the matters covered by these standards may be affected by school regulations, policies and procedures that may create conflicts with, and may supersede these standards. A mediator is still required to make every effort to comply with the spirit and intent of these standards.

I. Self – Determination

a. A mediator is required to conduct a mediation based on the principle of self-determination of the disputants. Self-determination means the disputants participate voluntarily and make voluntary choices for themselves in mediation without pressure from administrators, mediators or others. A mediator should not interfere with party self-determination for any reason, including getting the parties to reach agreement.

II. Impartiality

a. A mediator is required to mediate in an impartial manner. Impartiality means freedom from favoritism, bias or prejudice.
b. A mediator should agree to mediate only if he or she can mediate in an impartial manner**.** The mediator should avoid doing anything which gives the appearance of taking a side or showing favor to one of the disputants, including action based on the disputants' personal characteristics, background, values, beliefs or the way they act during the mediation.
c. If at any time the mediator is unable to conduct mediation in an impartial manner, the mediator must withdraw.

III. Conflicts of Interest

a. A mediator is required to avoid a conflict of interest or the appearance of a conflict of interest during or after mediation. Conflicts of interest occur when a mediator has a personal connection with a disputant or the conflict that causes an impression of partiality.
b. Before agreeing to mediate, a mediator is required to tell the program coordinator about any past, present or possible future relationship or connection the mediator may have with any of the disputants or the conflict. Some connections are so close that the mediator cannot mediate impartially, and the mediator should decline the mediation. Recognizing that there may be different situations or cultural expectations in which a relationship is not seen as a conflict of interest, the mediator may mediate if the disputants agree.
c. If the mediator is not aware of the relationship or connection until after the mediation has already started, the mediator should tell the coordinator and the disputants as soon as the mediator becomes aware of the connection. The mediation may proceed if all of the disputants agree and if the integrity of the mediation will not be compromised.
d. After mediation, a mediator should not do anything that gives the appearance of partiality to any of the disputants.

IV. Competence

a. Mediators have the obligation to maintain competence and to refuse a case if they believe it would require skill that exceeds their expertise. Mediator competence involves training, cultural understanding, mediation skills and experience.
b. If a mediator realizes during mediation that she or he does not have the skills required to mediate the case, the mediator should let the coordinator know so that steps can be taken to provide assistance to the mediator or bring in a new mediator.
c. *Mediators are role models for other students, and as such, are expected to observe school rules, codes of conduct and disciplinary policies. Mediators are expected to follow mediation program policies and procedures and to bring their own interpersonal conflicts to the mediation program when needed.*
d. The role of the peer mediator requires specific training. Students should not confuse their role as mediator with any other student leadership role (e.g. peer helper, peer counselor, hall monitor).

V. Confidentiality

a. A mediator must keep confidential everything said, done and written during the mediation, unless required by school policy and mediation procedures or as agreed to by the disputants.
    i. A mediator should not tell administrators or other referring parties what was said or done in mediation, but they may report whether the disputants came to mediation and whether they reached an agreement.

ii. If an exception to confidentiality arises during a mediation, the mediator takes appropriate steps, including reporting it to the coordinator and, if necessary postponing or ending the mediation.

iii. *A mediator may discuss with the coordinator and other mediators what happened during the mediation for training and debriefing so long as the mediator respects the disputants' privacy and preserves the confidentiality of the mediation as much as possible.*

b. The mediator is required to explain confidentiality and the exceptions to confidentiality to the disputants at the beginning of the mediation.

c. A mediator who meets in private session with any disputant during mediation, must not disclose directly or indirectly information to any other disputant without the agreement of the first disputant.

VI. Quality of the Process

a. A mediator must conduct mediation fairly, respectfully and in a timely manner consistent with these standards. *A mediator should strive to conduct an equitable process in which all disputants have the opportunity to speak, to be heard, and to propose, evaluate, reject or accept potential solutions to their conflict.*

b. A mediator should encourage honesty among all disputants and the mediators. If a mediator believes that the actions of a disputant make it impossible to conduct mediation consistent with these standards, the mediator should postpone, withdraw from or end the mediation.

c. *A disputant may have difficulty understanding the dispute, the process of mediation or agreement options, or may have difficulty participating in the mediation. In this case the mediator should consult with the co-mediator and/or program coordinator to determine if something different can be done to help the disputant or if the mediation should be ended.*

VII. Advertising and Promotion

a. A mediator must be truthful in advertising and promoting the mediation program. A mediator should not make any promises as to specific results of mediation.

b. A mediator shall keep confidential the names of disputants and not use them in advertising the program without their permission.

VIII. Advancement of Mediation Practice

a. A mediator should demonstrate respect for differing points of view within the field of mediation, seek to learn from other mediators and work with other mediators to better serve people in conflict.

b. *A mediator shall act in a way that advances the practice of mediation. A mediator promotes this standard by engaging in some or all of the following:*

I. *Fostering diversity within the school-based mediation program.*

II. *Assisting newer mediators through training and mentoring.*

III. *Networking or meeting with fellow mediators.*

Sample Peer Mediator Contract

PEER MEDIATOR CONTRACT

Mediator Name: _____ Grade: _____

I understand that being a peer mediator is a role of responsibility. As a peer mediator, I will:

- **Complete all required training sessions throughout the school year**
- **Serve as a mediator during my scheduled time slots**
- **Make up any and all class assignments that might be missed during training session or peer mediation duty.**
- **Model peaceful conflict resolution skills for others, and refer students to mediation if I see the need**
- **Respect privacy and keep all information shared in conflicts that I mediate confidential from other students**
- **Mediate according to my training and follow all ground rules**
- **Report to our faculty sponsor immediately if mediation reveals that someone or something may be in danger**

Student Signature: _____

Date: _____

Sample Peer Mediation Training Evaluation Form

Dates of Training: _____

Name of Trainer(s): _____

1. Did you enjoy training in peer mediation? (Circle one)

   Yes Ok No

2. What parts of the training did you like the most?

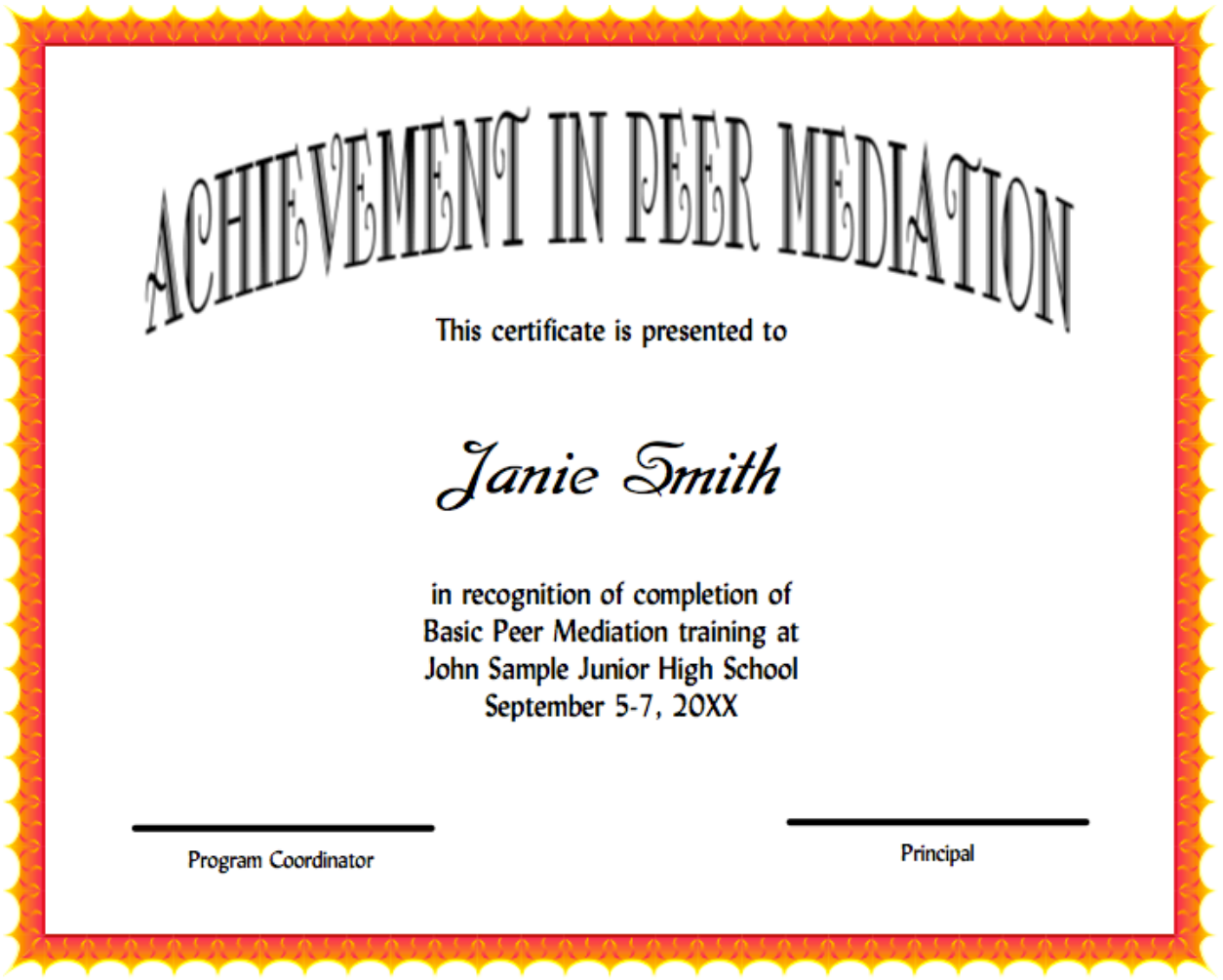
3. What parts of the training did you like the least?

4. What would like to see changed to make the training better?

5. Did the trainers address your questions and concerns?

6. Please make any other comments about the training that you would like us to know. We read these and find suggestions very helpful!!

Sample Peer Mediation Training Completion Certificate



Sample Peer Mediation Request Form

Date: _____

Who would you like to refer to mediation?

Student Name: _____ Grade: _____
Student Name: _____ Grade: _____
Student Name: _____ Grade: _____
Student Name: _____ Grade: _____

Are these parties aware that you are referring them to mediation? ___ YES ___NO

Please briefly describe the conflict:

To your knowledge, has anything been done in attempt to resolve this conflict before?

- ☐ YES
- ☐ NO
- ☐ I'M NOT SURE

If YES, please explain:

Are you (please check one):

- ☐ Student
- ☐ Staff
- ☐ Faculty

Your name: _____ Position or Grade: _____

For Program Coordinator Use Only:

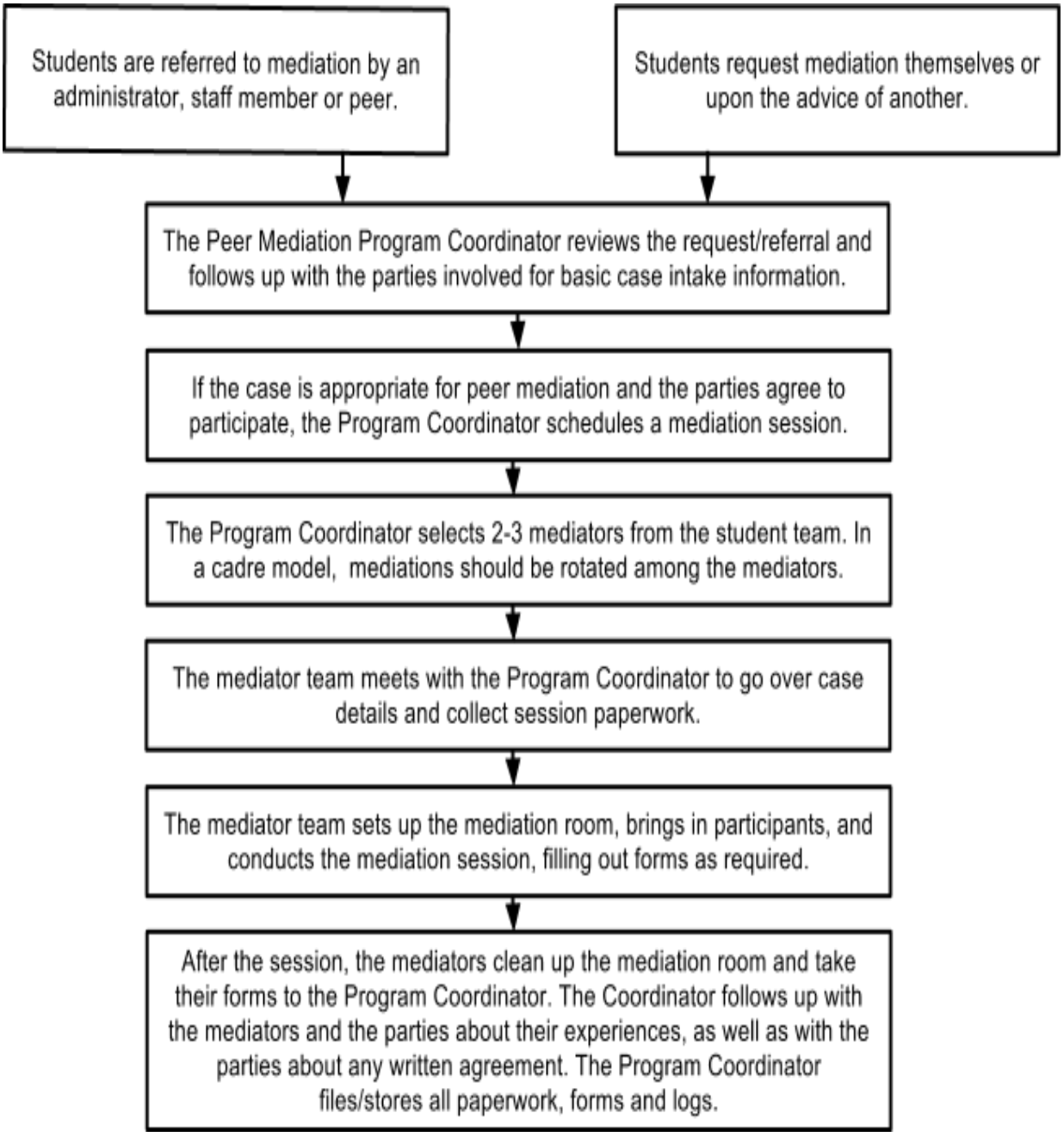
Date of follow-up: _____

Did follow-up result in mediation being scheduled? YES NO

If yes, please list the case number here, for reference: _____

Additional comments:

Sample Case Flow Chart



Sample Peer Mediation Session Checklist

Date: _____

Peer mediators:

_____

Case #: _____

Please check the boxes below as you complete each session component.

Step One: Introduction/Ground Rules

- ☐ Welcome the participants
- ☐ Explain the mediation process and your role as a peer mediator
- ☐ Have participants sign the agreement to mediate and go over the Ground Rules
    - o No phones or other mobile devices
    - o Be respectful and honest
    - o No insults or threats
    - o Work hard to resolve the problem

Step Two: Perspective Sharing

- ☐ Listen to each person's perspective of the conflict
- ☐ Paraphrase what they say and ask clarifying questions
- ☐ Identify the interests of each person

Step Three: Defining the Problem

Step Four: Finding and Evaluating Solutions

- ☐ Brainstorm for win-win options, asking each participant for ideas for each part of the problem
- ☐ Ask participants to combine ideas or parts of ideas
- ☐ For each idea generated, ask:
    - o Is this option fair to both of you?
    - o Is it realistic?
    - o Do you think it will help resolve the issue?

Step Five: Final Agreement

- ☐ Help participants talk about a plan of action: WHO, WHAT, WHEN, WHERE, HOW?
- ☐ Write the plan down on the agreement form
- ☐ Ask the participants if they feel the problem is resolved
- ☐ Ask each person to review the agreement and sign the form
- ☐ Close the mediation session, congratulate the participants on their hard work
- ☐ Ask the participants to tell their friends that the problem is resolved to prevent rumors from spreading
- ☐ <u>If an agreement is not reached,</u> conclude the mediation on a hopeful note.

~REMEMBER~

*Remain neutral * Avoid making suggestions * Listen actively * Work with your co-mediator*

Sample Peer Mediation Agreement to Mediate

I understand that all statements made during the mediation session and any notes produced in the course of the mediation are to be held confidential, to protect my privacy. I understand that confidentiality must be honored by all parties present at the mediation session, including disputants, peer mediators, and observers. I understand that confidentiality may be broken, however, with the uncovering of information of potential harm to oneself or to others.

I understand that peer mediators are neutral parties who may not act as advocates for any party during the course of the mediation. Neutral means that peer mediators cannot take one side over another. If a peer mediator is found to have a conflict of interest during the course of the case, new peer mediators will be assigned to the case.

I understand that the peer mediators will guide the mediation process and assist with evaluating solutions, but will not suggest solutions or solve the problem for me.

If I become concerned with the process or outcome of the mediation session, or have comments or suggestions that I wish to share with someone directly, I will direct them to the Peer Mediation Program Coordinator, _____ (name), in Room # _____.

I have read the above and understand the conditions, and I agree to proceed with peer mediation.

SIGNED:

_____ Party 1

_____ Party 2

_____ Party 3

_____ Party 4

_____ Peer Mediator 1

_____ Peer Mediator 2

_____ Date

Sample Peer Mediation Session Notes Page

(Borrowed with permission from the peer mediation curriculum of Creative Mediation in San Luis Obispo, CA)

Sample Mediator Notes Page		
	Party 1	**Party 2**
Expand		
Story Notes:		
Feelings:		
Position(s):		
Narrow		
Issues: *What are the "business" items that must be addressed?*		
Underlying Interests: *What are the <u>needs</u> and <u>values</u> that are most important to the parties?*		

Sample Peer Mediation Session Brainstorming Worksheet

Participants: What are some ideas for resolution that might benefit both of you?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

~REMEMBER~

Try to generate options for ALL parts of the problem--
the more complete the solution, the more people will follow through with the agreement!

Sample Peer Mediation Session Agreement Form

Date: _____ Case #: _____

Participant names:

_____

_____

We voluntarily participated in a mediation session today, and have reached an agreement that we believe is fair to both of us and that resolves our conflict:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In the future, if we have problems that we cannot resolve on our own, we agree to seek out peer mediation for assistance.

Participant Signatures:

_____

_____

Peer mediator Signatures:

_____

_____

Sample Peer Mediation Session Evaluation Form: Participants

Name: _____

Date: _____

Please check the boxes that best reflect your honest thoughts and feelings.

Have you ever participated in a mediation session before?

- ☐ Yes
- ☐ No

If yes, how many times? _____

Do you think that the peer mediators listened to you?

- ☐ Yes
- ☐ No

Do you think that the peer mediators understood your interests?

- ☐ Yes
- ☐ No

Do you think the peer mediators acted fairly?

- ☐ Yes
- ☐ No

Describe your relationship with the other person before this conflict occurred:

- ☐ Friend
- ☐ Relative
- ☐ Acquaintance
- ☐ Boyfriend/Girlfriend
- ☐ Stranger
- ☐ Other, please specify: _____

What were your feelings about the other person when you came into the mediation session?

How do you feel about the other person now?

If you reached an agreement, are you satisfied?

- ☐ Yes
- ☐ No

If you did not reach an agreement, what will you do next to deal with the problem?

Sample Peer Mediation Session Evaluation Form: Participants (2)

Borrowed from the SchoolMentalHealth.org web piece entitled,
"Resources for School Mental Health Clinicians: Conflict Resolution/Peer Mediation,"
accessed on 12/11/11 at http://www.schoolmentalhealth.org

Name _____ **Grade** _____ **Date** _____

Please **circle** the statement that best describes your thoughts and feelings for each of the questions

1. I feel that the problem has been worked out.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

2. I helped to find a peaceful solution to this problem.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

3. I had the chance to tell my side of things and share my opinions.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

4. I am happy with the outcome of the mediation.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

5. I would recommend this program to my friends.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

6. I learned skills today that I can use again in other disagreements.

Completely Agree	Somewhat Agree	Undecided	Somewhat Disagree	Completely Disagree

7. Do you have any suggestions about how we could make mediation better (please explain)?

Thank you!

Sample Peer Mediation Session Evaluation Form: Peer Mediators

Date: _____ Peer mediator Name: _____

Case #: _____

Please answer the following questions as honestly as possible.

Did the parties reach agreement (circle one)? Yes No Partially

What do you feel you did well during this mediation session?

Did you have any difficulties during the mediation session? How did you overcome them?

If you could do this same mediation again, what would you do differently?

Did you work well with your co-mediator? Do you have any concerns about mediating with that person again in the future?

Please list one thing you learned from this mediation session:

Do you have any other questions or concerns that the Program Coordinator can review with you?

For Program Coordinator Use Only:

I reviewed this evaluation form and promptly addressed, to the best of my ability, any and all concerns brought up by the student:

_____(signature) _____(date)

Additional comments:

Sample Peer Mediator Case Log

Peer mediator Name: _____ Grade: _____

Date	Case Number	Co-Mediator	Conflict Type	Agreement Reached?

Conflict Types:

Rumors
Bias/Prejudice
Property Loss/Damage
Harassment/Threats
Relationship
Insults
Other (Specify)

Sample Peer Mediation Record: Program Case Log

Month: _____ Year: _____ Page: ____ of ____

Date	Case Number	Requested by:	Conflict Location	Disputants, Grades	Mediators, Grades	Conflict Type	Agreement Reached?	Agreement Kept?

*Optional categories if data will be used for reporting or grant writing: gender, age and race of disputants/peer mediators, etc.

Sample Case Follow-Up Form

To be Completed by the Peer Mediation Program Coordinator

Case Number: _____

Today's Date: _____

Date of Mediation: _____

Parties: _____ _____

_____ _____

Was the case effectively resolved and the agreement kept? Please explain:

Do the parties have any further issues regarding this particular conflict?

Are further mediation services needed? Please explain:

Are further school disciplinary measures needed for any part of the issue? Please explain, detailing the issue and the disciplinary route that the issue is being referred to:

APPENDIX B

Additional Resources for Peer Mediation Information

Mediation and Peacemaking Resources

Alternatives to Violence Project (AVP)/USA
http://www.avpusa.org

AVP/USA is an association of community-based groups and prison-based groups offering experiential workshops in personal growth and creative conflict management. The national organization provides support for the work of these local groups

American Bar Association (ABA), Section on Dispute Resolution
http://www.americanbar.org/groups/dispute_resolution.html

The Section of Dispute Resolution, established in 1993, is one of the ABA's newest and fastest growing Sections with over 19,000 members. The Section's objectives include maintaining the ABA's national leadership role in the dispute resolution field; providing information and technical assistance to members, legislators, government departments and the general public on all aspects of dispute resolution; studying existing methods for the prompt and effective resolution of disputes; adapting current legal procedures to accommodate court-annexed and court-directed dispute resolution processes; activating state and local bar involvement in dispute resolution, conducting public and professional education programs such as the Multi-Door Dispute Resolution Courthouse Centers Project and conducting a program of research and development including programmatic and legislative models.

Association for Conflict Resolution
http://www.acrnet.org

The Association for Conflict Resolution (ACR) is a professional organization enhancing the practice and public understanding of conflict resolution. Their multicultural and multidisciplinary

organization offers a broad umbrella under which all forms of dispute resolution practice find a home.

Association of Family and Conciliation Courts (AFCC)
http://www.afccnet.org/

The AFCC membership network provides timely access to information and resources. Members come together to exchange information, share perspectives and work collaboratively on projects. AFCC's Web site, members and staff can quickly help identify resources and information that benefit the busy professional.

Center for the Study and Prevention of Violence (CSPV)
http://www.colorado.edu/cspv/

CSPV offers technical assistance for the evaluation and development of violence prevention programs, and maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.

Community Relations Service (U. S. Department of Justice)
http://www.justice.gov/crs/

The Community Relations Service is the Department's "peacemaker" for community conflicts and tensions arising from differences of race, color, and national origin. Created by the Civil Rights Act of 1964, CRS is the only Federal agency dedicated to assist State and local units of government, private and public organizations, and community groups with preventing and resolving racial and ethnic tensions, incidents, and civil disorders, and in restoring racial stability and harmony.

Conflict Resolution Education Connection
http://www.creducation.org

The goals of this network include (among many others): to promote best practice in the field of CRE (conflict resolution education) by defining the field, its components, and accomplishments; serve as a clearinghouse of information on state-of-the-art developments in the CRE field including policy and legislation, current research, service delivery initiatives and organizations, and developments in related fields; and to provide CRE instructional materials to formal and informal educators working in K-12 learning.

Conflict Resolution Information Source (CRInfo)
http://www.crinfo.com

CRInfo is a free service funded by the William and Flora Hewlett Foundation. As a "linking" site, their staff of editors maintains a keyword-coded catalog of over 20,000 Web, print, and organizational resources, as well as event listings and other conflict resolution-related resources.

International Association of Facilitators
http://www.iaf-world.org

The IAF encourages and supports the formation of local groups of facilitators to network and provide professional development opportunities for their members. Regional groups from around the world are invited to become affiliated with the IAF to help promote the profession of facilitation as a critical set of skills in the global society of the 21st century.

Meditate.com—Mediators and Everything Mediation
http://www.mediate.com

With over 5,000 articles and videos, and over 4 million annual visitor sessions, Mediate.com is the world's leading mediation web site. Mediate.com serves as a bridge between professionals offering mediation services and people considering mediation services.

National Association for Community Mediation (NAFCM)
http://www.nafcm.org

In communities around the globe, programs and volunteers share their expertise to help others constructively engage, transform, and resolve conflict. NAFCM supports these peacemakers by aggregating their wisdom, amplifying their voice, and advancing their critical work. NAFCM's resource clearinghouse for community mediators and community mediation programming is constantly expanding through the collaborative efforts of crowd sourcing, as is the useful YouTube Channel, found at http://www.youtube.com/CommunityMediation.

National Coalition for Dialogue and Deliberation
http://ncdd.org

The National Coalition for Dialogue and Deliberation (NCDD) promotes the use of dialogue, deliberation and other innovative group processes to help people come together across differences to tackle our most challenging problems. The NCDD serves as a gathering place, a resource clearinghouse, and a facilitative leader for the dialogue and deliberation community and beyond.

National Peace Foundation
http://www.nationalpeace.org

The focus of NPF is on providing resources, networking and effective programming to support citizens involved in peace building activities at home and abroad, focusing on the following values: respect, basic opportunities, dialogue, collaboration, mutual understanding, individual leadership, and citizen/community action as a tool of peace building.

Victim-Offender Mediation Association (VOMA)
http://www.voma.org

VOMA, an international membership association, supports and assists people and communities working on models of restorative justice. VOMA provides resources, training, and technical assistance in victim-offender mediation, conferencing, circles, and related restorative justice practices.

Peer Mediation Program Content Resources

beyondintractability.org

Conflict Resolution Education Connection
An online resource for peer mediation trainers, administrators, researchers and policy makers.
http://www.creducation.org/

Public Broadcasting System: A Primer on Peer Mediation
This resource includes an enlightening video entitled "School Violence: Answers from the Inside" as well as useful links to other anti-violence and healthy child development resources.
http://www.pbs.org/inthemix/educators/lessons/schoolviol1/index.html

tolerance.org

Words Work
http://www.americanbar.org/content/dam/aba/migrated/2011_build/dispute_resolution/words_work.authcheckdam.pdf

Funding Resources

Institute of Education Sciences Social and Behavioral Context for Academic Learning research program
http://ies.ed.gov/funding/ncer_rfas/socbeh.asp

Kids in Need Teacher Grants
http://www.kidsinneed.net/grants/index.php

McCarthey Dressman Education Foundation Academic Enrichment and Teacher Development Grants
http://www.mccartheydressman.org/

www.apadrc.org

www.nafcm.org

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