

Resolving Conflict with a Peer Mediation Program

A Manual for Grades 4-8

By Maureen F. Block and Barbara Blazej

2005

A collaborative project of the Peace Studies Program, University of Maine, and
Maine Law & Civics Education, University of Southern Maine,
with support from the Division of Family Health, Maine CDC,
Department of Health and Human Services

Resolving Conflict with a Peer Mediation Program

A Manual for Grades 4-8

This peer mediation handbook for grades 4-8 will provide you with materials and resources we hope will be helpful in designing, building, implementing and sustaining a peer mediation program.

Peer mediation offers important strategies for critical thinking and productive problem solving, and fosters an empowered sense of self in students as well as rich opportunities for contributing to the overall school climate.

Included in this manual are what we consider to be seven essential skills that students need to learn as they train to become mediators, as well as some resources to support your efforts.

We hope you find this handbook useful and would appreciate your feedback. Please send comments and suggestions to: peace.studies@umit.maine.edu.

(Please note: The pages in this online version of this manual have a wider left margin than right so they can be printed and used in a binder.)

Contents

	Page
• Introduction	3
• Goals and Objectives of Mediation	5
• Essential Components of a Peer Mediation Program	6
• The Role of the Coordinator	7
• The Role of the Mediator	8
• The Mediation Process	10
• Helpful Mediator Questions	11
• Mediator Training	
Seven essential skills and practices	12
Sample scenarios, role-plays, and scripts	29
Sample two-day training agenda	35
Highlighted activities for two-day training	38
• Program Essentials	41
Recruiting and the application process	
Promotion and publicity for your program	
Sustaining your efforts	
Evaluation of the program	
• Sample Forms	45
Applications, referrals, reports, etc.	
• Beyond Mediation	53
Conflict Resolution Education	
Dialogue Circles	
Curriculum integration opportunities	
• Peer Mediation & Conflict Resolution Organizations & Resources	55
• Funding Sources	62

Introduction

Conflicts are a normal and inevitable part of our lives. Students are bound to have conflicts with peers over the course of their school careers. But it isn't inevitable that these conflicts have to be unproductive, ruin relationships, take time away from academics, or lead to violence. A peer mediation program is an effective way for schools to decrease violence and empower students to better deal with the difficult situations they experience at school, and later as members of society.

Peer mediation is a voluntary process in which a student trained as a neutral third party helps other students in conflict get clear about their concerns, better understand one another, and come to a mutual agreement about how they want to handle their issues. Using conflict resolution skills and the peer mediation process, students can begin to see conflict as an opportunity for growth and learning, rather than something that fuels anger, frustration or even violence.

During mediation, a student (or pair of students) listens to other students present their side of a disagreement and then helps them find common ground. Many school disputes have to do with rumors or misunderstandings between friends. Listening well to understand each other better provides a framework for empowering students to reconnect as human beings and teaches appreciation for different perspectives.

Peer mediation helps students develop the conflict resolution skills of understanding conflict, confidentiality, effective communication, and intentional listening. The process invites practice in applying those skills in real life situations and helps them learn to settle potentially explosive situations in a positive and constructive manner.

Mediation can help alleviate the sense of disenfranchisement and powerlessness that some students feel and can help turn a difficult situation into a time of mutual growth and understanding for disputants.

It is important to note that mediation is not an appropriate choice for all disputes. Any dispute that involves violence of any kind, weapons, drugs, or physical or sexual harassment or abuse is a case for administrative intervention. However, mediation can sometimes be useful in these types of conflicts after administrative intervention to help students understand the underlying issues and explore different ways of relating.

Research tells us that a sense of belonging is a very important factor in preventing violence in our schools. Traditionally, punitive systems, suspensions, and expulsion offer schools few choices other than to push students further away from their learning

communities. A school peer mediation program promotes critical thinking and builds decision-making skills, develops healthy standards of relationship within the school community and supports student self-determination--all valuable tools in an increasingly violent and disconnected world.

Having a solid peer mediation program in place helps schools become safe and respectful learning environments. The mediation process allows students to become actively involved in transforming school climate by becoming agents of change. Peer mediators become models of peacemaking wherever they go, helping to make their homes, their schools and their world a better place to live.

Goals and Objectives of Mediation

The goal of peer mediation is to help a school become a more healthy, positive, and safe learning environment by empowering students to manage conflict, transform relationships and enhance school climate. Program objectives can include: reducing the rates of office referrals, suspensions and expulsions; creating a stronger sense of community by bridging differences; and instilling valuable, lifelong skills that prepare students to become productive citizens.

Specifically, peer mediation:

- Empowers students with the skills and strategies for dealing with conflict;
- Develops communication and decision-making tools that influence choices in the future and increase leadership potential;
- Helps students gain perspective and understanding of themselves, others and their issues;
- Improves school climate by building relationships;
- Reduces the alienation, disenfranchisement and powerlessness that many students feel;
- Builds a strong sense of cooperation within the school community in order to address disputes that interfere with learning.

Essential Components of a Peer Mediation Program

A Readiness Checklist

This checklist can be used to help ensure that your peer mediation program will get off to a good start by identifying where your school stands with regard to need, readiness and support within the system. It will clarify areas of strong support as well as those where you may need further development.

- Our school community experiences conflicts that interfere with learning.
- Our school philosophy supports programs that include students in efforts to create a healthier school climate.
- We have the support of the principal to initiate a peer mediation program.
- We have the support of the disciplinarian (if other than the principal).
- The staff generally agrees that this type of undertaking is important and useful for the school and is willing to cooperate with these efforts.
- The school board is aware of and supportive of these efforts.
- The broader school community is aware of the value we see in introducing this program.
- We have a core group that includes faculty, administration, parents and students that will design and implement a peer mediation program.
- A person(s) is willing to coordinate the program.
- Funding is available, if needed (for stipends, conferences, trainings, or materials).

The Role of the Coordinator

The coordinator plays a central role in the success of any peer mediation program, by ensuring the smooth operation of the program. This person would need to have a strong interest in mediation as a way of resolving conflict and the time and commitment to build and maintain a successful program. Often times, a co-coordinator model helps to spread the responsibilities between two people.

Specific responsibilities of the coordinator include the following:

- Recruit students to be mediators;
- Select the student mediators;
- Organize and participate in student training sessions (arrange for outside trainers or do the training with help from others);
- Set up a roster of mediators so that the program works efficiently;
- Establish a referral process and monitor the selection of appropriate cases for mediation;
- Set up regular meetings of the student mediators to bring the group together, support their efforts, review their progress and do training updates;
- Observe student mediators in their first few mediation sessions to ensure they are capable of carrying on the process on their own;
- Help students mediate when they are having difficulty (this should be done only when absolutely necessary);
- Debrief mediators after each case;
- Manage the record keeping of mediation cases;
- Work with student mediators to address any program challenges;
- Maintain communication with school administration about program progress;
- Act as spokesperson for the program within the school and wider community.

The Role of the Mediator

Students usually have to apply and/or are recommended to become mediators, and must participate in several hours of training, during which they learn and practice communication skills and specific steps of the mediation process. Student mediators may facilitate mediations alone or with another student as a co-mediator. Mediators are often seen as role models and leaders within their school, and as such, there is an expectation that they act with integrity and honesty towards others.

A mediator acts as a neutral third party to guide conversations between peers in conflict. Specifically, a peer mediator:

1. **Listens** well to understand better.
2. **Avoids** trying to fix, tell, suggest or give advice.
3. **Clarifies** in order to deepen understanding by:
 - Restating
 - Asking open-ended questions
 - Reframing
 - Being silent
 - Looking and listening for cues to return the power to the parties.
4. **Invites** each disputant to respond to what the other has said.
5. **Repeats** these steps as often as necessary.

The Peer Mediator as an Active Listener

Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't listen with their full attention. They are often distracted, half listening, half thinking about something else.

When people are engaged in a conflict, they are often busy figuring out a response to what is being said. They assume that they have heard what their opponent is saying many times before, so rather than paying attention, they focus on how they can respond to win the argument.

Active listening is a structured form of listening and responding that peer mediators use to focus the attention on the speaker. The mediator takes great care to give the speaker their full attention, remain neutral, and then repeat--in their own words--what they think the speaker has said. This enables the speaker to determine if the mediator has really understood what they were saying. If the mediator does not completely understand, the speaker can explain further.

Peer mediators are also encouraged to restate or reframe the speaker's words in terms of *feelings*. Instead of just repeating what happened, the mediator as active listener might say, "It sounds like you felt *angry* (etc.) when (the described event happened)." In doing this, the mediator allows the disputant to also confirm that the mediator has heard and understood the disputant's *emotional* response to what happened.

The Mediation Process

Introduction

- Mediators introduce themselves to the disputants, ask for the disputants' names, and explain the process, including confidentiality.

Sharing Perspectives

- Each disputant tells his/her story of what happened.
- Disputants share their interpretation of what happened and how the conflict made them feel.

Getting More Information

- Mediators ask open-ended questions to clarify and verify.
- Mediators ask, "Is there anything else that we need to know?"

Defining the Problem

- Mediators paraphrase and restate each disputant's account.
- Mediators guide disputants to come to an agreement about what the problem really is.

Brainstorming Solutions

- Disputants brainstorm possible solutions.
- Mediators ask disputants to talk about which solutions the disputants are willing to agree on and which ones are not agreeable.
- Mediators ask disputants to talk about how each possible solution will affect the disputants' relationship with each other.

Choosing Solutions

- Disputants decide together how they will proceed.
- Disputants come to an agreement on which solutions are the best.
- Mediators ask if the disputants are satisfied and if they need anything else from the mediation.

Closing

- Mediators thank the disputants for participating and remind them, if necessary, of confidentiality.
- Mediators mention that if the disputants need help in the future, the mediation process is always available to them.

Helpful Mediator Questions

(For use during the mediation process and for role-play practice)

1. What would you like to talk about?
2. Can you say more about that?
3. How does this make you feel?
4. Can you tell us what's happening here?
5. What do you need or want?
6. What is it that bothers you most about this?
7. What ideas do you have about this?
8. What would you like to see happen?
9. Is there anything else you'd like to talk about?
10. What would you find helpful right now?
11. So that we can understand each other better, can you repeat for us what you heard _____ say about the situation and how he/she is feeling about it?
12. What would you like _____ to understand about this situation?
13. What needs to change for you to feel better about this situation?
14. Is there anything you could do to make this situation better?
15. I'm not quite clear about this. Could you help me get a better understanding?
16. What could you do differently if this conflict happens again?
17. Do you feel this conflict is resolved?
18. How would you like to see this mediation end?

Seven Essential Skills & Practices for a Peer Mediator Training

These are seven essential skills and practices that students need to learn as they train to become peer mediators. Each of these skills includes an activity as a reproducible handout that can be used during the “skill centers” part of a peer mediation training (see sample training on page 35).

1. Feelings Charades

Mediators practice identifying the feelings expressed through body language and verbal cues in mediation.

2. Listening and Paraphrasing

Mediators practice active listening and reflecting back what they have heard.

3. The Beginning Says it All

Mediators practice getting comfortable with the beginning of the mediation process, which is essential to setting the tone.

4. Tip of the Iceberg

Mediators practice learning to identify the underlying issues and needs that drive a conflict.

5. Asking the Right Questions

Mediators gather information for clarity and understanding. This exercise gives mediators practice in asking open-ended questions.

6. Getting Your Buttons Pushed

Mediators reflect on situations in mediation that might make it difficult to remain neutral, and how to deal with their own emotions during mediation.

7. Perspective Taking Mediators recognize that multiple points of view exist and practice seeing different perspectives of specific conflict situations.

Feelings Charades

Mediators practice identifying the feelings expressed through body language and verbal cues in mediation.

- **Students will each be given a card with a word to act out and the other students will try to guess what feeling they are trying to show.**

(You will find a page of “feeling” words [here](#) which can be copied onto heavy paper and cut into feeling cards.)

Listening and Paraphrasing

Mediators practice active listening and reflecting back what they have heard.

Students pair up and do the following:

- **Student #1: Talks for two minutes about a favorite place, something they are afraid of, or another topic.**
- **Student #2: Reflects back for one minute about what student #1 has said, including their feelings.**
- **Students switch roles and repeat the activity.**
- **Take a moment to debrief the activity.**

The Beginning Says It All!

Mediators practice getting comfortable with the beginning of a mediation, which is essential to setting the tone.

Each student is asked to practice an opening statement in a mediation. Students can use one of the following scripts or try this on their own.

The opening should include:

- An introduction of the mediators and disputants;
- An explanation of how mediation is useful;
- Asking if the disputants need or want ground rules;
- An explanation of confidentiality;
- Asking who would like to begin.

A Sample Opening Statement

(Option 1)

Hello and welcome to mediation. We are your mediators today: _____ and _____, and we'd like you to be as comfortable as possible. Mediation is a useful process to help you get clear about the issues and to try to understand each other better. We are not here to solve your problems for you, but to help guide you in deciding how you would like to deal with them.

We need to assure you that anything that is said during this mediation is confidential and will not leave this room except if it involves issues of drug or gun use or involves threats of any kind. In that case we have to report it to our coordinator or another adult.

Are there any ground rules that you feel are needed for this mediation? Anything else? Great. Who would like to begin?

Opening Statement Checklist

(Option 2 from Maine Law & Civics Education)

- Introductions** Hello, my name is _____, and this is _____, and we are your mediators. Thanks for coming. What are your names?
- Voluntary** Mediation is voluntary. We congratulate you for choosing mediation to resolve your conflict.
- Purpose** The purpose of mediation is for the two of you to talk about the conflict and to listen to each other. We will help you to understand each other better, and to decide how you both want to resolve the conflict.
- Role** We are here to listen. We do not take sides or judge.
- Confidential** Mediation is confidential. Nothing you say here in mediation will leave this room, except if we discover that you or someone else is in danger. Then we let our coordinator know.
- Safe Space** In mediation we create a safe space for people to talk. We ask that you please:
- * Take turns talking and listening.
 - * Be respectful.
 - * Make an effort to cooperate.
- Are there any other guidelines you would like to suggest?
- Questions** Do you have any questions before we begin?

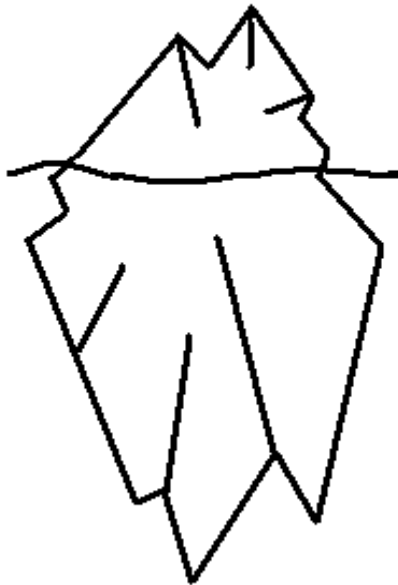
Tip of the Iceberg

Mediators practice learning to identify the underlying issues and needs that drive a conflict.

- The group reflects on the iceberg as a metaphor for what happens in mediation, briefly noting what kinds of feelings are typically revealed at first and which are often driving the conflict (but hidden) and need to be brought to the surface.
- Read the “Orange Story” aloud and then have the group reflect on how this relates, in terms of underlying feelings and needs in a conflict.
- The group then brainstorms a familiar folklore villain (i.e., Cinderella’s stepmother, The Wicked Witch of the West, the Giant that Jack met, etc.) and tries to imagine the hidden feelings and needs that explain their negative behaviors and actions.

Iceberg as Metaphor

For this activity, use chart paper to draw an outline of an iceberg something like the one below. Explain that only a small part of an iceberg is visible to us, while most of it is hidden below the water. Brainstorm and write down on the iceberg the kinds of emotions that are more easily revealed in conflict (i.e., sadness, anger, frustration, etc.) above the water line, and those that are usually hidden or “underlying” the conflict (i.e., fear, distrust, pain, isolation, powerlessness, etc.) below the waterline.



The Orange Story

A brother and sister are fighting over an orange.

“I want this orange,” the boy yells.

“Give me the orange,” the girl yells back.

They argue back and forth until their mom comes over, takes the orange, cuts it in half and gives each child one of the halves.

“There,” says Mom. “That should settle this fight.”

BUT, the children are still not happy. Why?

(ask students to guess)

The children are not happy because the boy needed all of the orange juice for something he was cooking, and the girl needed all of the orange peel for a project she was working on.

Mom did not try to find out what their real, underlying needs were so she wasn't able to solve the problem in a satisfactory way.

Asking the Right Questions

Mediators gather information for clarity and understanding. Unlike “closed” questions that have only a yes or no answer, “open-ended” questions invite the disputants to tell how they are feeling and what they are thinking instead of the mediators guessing. This exercise gives mediators practice in asking open-ended questions instead of closed questions that are answered only with a yes or no.

- **Each student will be given a closed question and will be asked to reframe it as an open-ended question.**

Sample Closed Questions

For this activity, photocopy the following questions onto paper or card stock, cut into strips, and hand out to students. We have also included the same questions with open-ended ways to reframe them.

Are you sad about that?

Did you freak out when you heard that?

Did that upset you?

Did you want to hit him?

Does that surprise you?

Are you telling the truth?

Did that make you mad?

Were you scared?

Do you remember that?

Are you sure it happened that way?

Do you believe that?

Closed Questions with Open-ended Ways to Reframe them

- **Are you sad about that?**
(How do you feel about that?)
- **Did you freak out when you heard that?**
(How did you feel when you heard that?)
- **Did that upset you?**
(How did that make you feel?)
- **Did you want to hit him?**
(How did that make you feel?)
- **Does that surprise you?**
(How do you feel hearing that?)
- **Are you telling the truth?**
(Can you say more about that?)
- **Did that make you mad?**
(How did that make you feel?)
- **Were you scared?**
(How did that make you feel?)
- **Do you remember that?**
(What do you remember?)
- **Are you sure it happened that way?**
(Can you say more about how it happened?)
- **Do you believe that?**
(What do you think about that?)

Getting Your Buttons Pushed

Mediators reflect on situations in mediation that might make it difficult to remain neutral and how to deal with their own emotions and other challenges during mediation.

- **Discuss why it is important to remain neutral in mediation:**

[to be trusted to be fair to be helpful]

- **Students share insights about how they might respond in the following situations:**

- If a disputant says something that the mediator knows is an obvious lie. [The mediator might say, “I’m still feeling confused (unclear) about what you’re saying. Please say more about that.”]

- If a disputant says something mean and hurtful to the mediator during a mediation. [The mediator could say, “That kind of statement hurts. Perhaps we should take a break and cool down a bit so we can return to working on the issues.”]

- If a disputant laughs inappropriately at what another disputant says. [The mediator might say, “That response sounds inappropriate to me and I’m asking that we keep the mediation respectful.”]

Perspective Taking

Mediators recognize that multiple points of view exist and practice seeing different perspectives in specific conflict situations.

- **Using the image of the Old Woman/Young Woman as an example, students share thoughts about seeing things from different perspectives.**
- **Students learn to recognize different points of view by imagining what each of the different characters would think and feel in various conflict situations.**

Young or Old Woman?



Conflicts with Different Points of View

1. A group of students eats lunch together everyday. One day, a student new to the school, who dresses very differently from the group, attempts to join them for lunch. The students in the group intentionally turn their backs on the new student. What would be some of the different points of view of this situation from: the new student; a student in the group; the principal who sees what happens; another student sitting nearby.
2. Three students are assigned a group project: John, Pete and Mark. The students split up the work evenly and plan to bring their assigned pieces together in a week. When they meet again, John hasn't done the work but still wants to get credit for the project. Pete agrees, but Mark doesn't. Talk about the points of view of: John; Pete; Mark; the teacher.
3. Sally and Meg have been best friends for many years. When the new school year starts, Meg begins spending a lot of time with a popular new student, Jennifer. Soon after, Sally learns that Meg is telling hurtful stories about her that are not true. Talk about the different points of view of: Sally; Meg; Jennifer.
4. You become friends with a new student Pat. After a few weeks, Pat cheats on a test by copying your paper. The teacher finds out and gives both of you a failing grade. Imagine the viewpoints of: Pat; yourself; the teacher; Pat's younger sister; your parents.
5. Everyday at lunchtime, you see a large, tough student picking on a younger, smaller student. Others see this as well, but no one intervenes. What are some of the different perspectives on this situation from: the bully; the student being picked on; yourself; a teacher on lunch duty; another student sitting near the smaller student; a friend of the bully.
6. At the science fair, Hannah and Kevin, who are good friends, share a table for their projects. A mutual friend, Morgan, has a table space across from Hannah and Kevin. The science teacher walks up and down the aisles inspecting the projects. Hannah notices Kevin drinking a bottle of water, and she decides to leave her project for a few minutes to get one for herself. When she returns, she finds some water spilled on her side of the table. Talk about the different points of view of this situation from: Hannah; Kevin; Morgan; the science teacher.

Sample Scenarios, Role-Plays, and Scripts

(For peer mediation training and practice)

1. The disputants, Jimmy and Kate, have been arguing over kickball teams out on the playground and have been referred for mediation. Jimmy wants it to be boys against girls. Kate thinks mixed teams would be fairer.

2. Sally lends Peter her new box of colored pencils. When he returns them, there are several that are broken. Peter says they were like that, Sally says they weren't. They have been referred for mediation.

3. Leslie brings a new CD player to school and finds that at recess time it is missing. Later, she sees that Ben has it in his backpack. He claims it is his. They have been referred for mediation.

4. Kyle doesn't want to have any younger students be allowed to play soccer. Andrea, a fourth grader, wants to play. They haven't been able to work it out and have been referred to mediation.

Student 1a: You had made plans with your best friend to sleep over at their house on Friday night. When some other kids ask you to go to the movies that night, you decide that you want to do that instead because you'd like to get to know them better. Your best friend is now really mad at you.

Student 1b: You were very excited because your best friend was going to sleep over at your house on Friday night. The two of you used to sleep at each other's house almost every week. Now, it has been a long time since you've had the chance. Then suddenly, your friend tells you that he/she has decided to go to the movies with some other kids instead. You feel really mad, but mostly, disappointed and hurt.

Student 2a: You recently got a new CD player and use it all the time. When a friend asks to borrow it overnight, you don't really want to, but decide one night would be OK. You ask them to be really careful with it. They give it back to you in the morning but then later in the day you realize that one of the buttons is broken. You're really upset, not just because it's broken and you had asked them to be careful, but also because they didn't say anything about it.

Student 2b: You borrow your friend's new CD player overnight. You've wanted one but can't afford to buy one. They ask you to be really careful with it. While you're upstairs doing your homework, your little brother takes it out of your backpack and ends up dropping it. One of the buttons breaks. You feel really bad about it, but you're worried because you know that you can't afford to fix it or buy a new one. When you give it back the next day, you don't say anything about what happened.

- - - - -

Student 3a: You have been friends with most of your classmates throughout elementary [or middle] school. However, now you are finding that you are uncomfortable with some of the choices they are making. You really don't want to lose their friendship, especially because you will be heading to the Jr. High [or high school], but you are afraid of how those choices will affect you.

Student 3b: Your good friend has started to act very aloof with you and since you've been together all during elementary [or middle] school it feels rather sad. On one hand, you want to get ready for Jr. High [or high school] and the new adventures that await you, but on the other hand, you're not ready to let go of your old friends just yet.

- - - - -

Student 4a: Several of your friends have started to hang out with some of the older kids that live in your neighborhood. You are aware of the fact that they are into things that you should be avoiding, but it's hard not to want to hang with your friends. You vaguely remember your oldest brother going through the same thing but can't remember how it turned out.

Student 4b: You've started to enjoy hanging out with some of the older kids in your neighborhood. Several times you've been with them, though, they've been smoking and talking about drinking. You don't really want to do those things, but you do want to be part of the group.

Student 5a: You have had a lot of stress going on at home lately and often feel tense and cranky at school around your friends. The other day you even snapped at your favorite teacher and ended up in trouble. Nobody seems to understand what's going on.

Student 5b: One of your friends has been having trouble getting along with everyone at school. She/he even ended up in trouble the other day, which is really unusual. You feel like you want to help, but can't figure out what to say.

- - - - -

Student 6a: The kids in class are all into playing soccer at recess. You just received a new soccer ball for your birthday from your dad and now everyone wants to use it. You don't really mind but you're a little bit afraid it may get ruined.

Student 6b: Your whole class has been playing a lot of soccer and a classmate has a new soccer ball but keeps making a big deal out of being careful with it when you use it. You don't mind being careful but what you don't like is that they don't seem to trust you.

A Fairy Tale Mediation Role Play

Goldilocks and Baby Bear

Goldilocks and Baby Bear have requested mediation because they can no longer figure out how to get along. They have been friends for a long time but recently something happened that changed their relationship.

Mediators: Welcome
Confidentiality
Ground Rules (be honest, no interrupting, no name-calling)
Who would like to begin?

Baby Bear: I want to begin because she's the one who broke into my house and broke my chair.

Mediator 1: **Goldilocks, how do you feel about Baby Bear beginning?**

Goldilocks: **I didn't break into his house!**

Mediator 2: **You both have important things to say and I assure you that we will get to hear from each of you. Do either of you have strong feelings about who should start?**

Baby Bear: **Oh, it doesn't really matter as long as I can tell my side of the story.**

Goldilocks: **Yeah, he can start as long as I can talk next.**

Mediator 1: **OK, so why don't you tell us what is going on for you, Baby Bear?**

- ◆ Baby Bear feels that he and Goldilocks have been good friends for many years. A couple of weeks ago while Baby Bear and his family were out for a walk, Goldilocks broke into their house and made herself at home. Baby Bear acts as if this is an awful thing, like she violated his home and that his friend has broken his trust. After all, she ate their food and walked all around the house, even finally sleeping in their beds! Worst of all, and he doesn't say this at this point, is that she broke his favorite chair that his grandfather made for him!

Mediator 1: **So, ... (reframe). Is that right? (to Baby Bear)**

Mediator 2: **Goldilocks, what would you like us to know about what is going on?**

- ◆ Goldilocks is crushed that Baby Bear thinks she “broke” into their home. She has been going over there for years and feels like a part of the family, so when she got there and the door was unlocked and no one was home, she just figured they’d be right back and she decided to wait.

Baby Bear: **(Interrupting) But you ate our porridge and slept in our beds!!**

Mediator 1: **Please, you have agreed not to interrupt. We will give each of you a chance to respond to what the other has said.**

Goldilocks: **You’re right, I did eat some of your porridge. I was starving and it smelled sooooo good.**

Mediator 2: **So...(reframe). Is that right?**

Mediator 1: **Baby Bear, can you tell us how this makes you feel?**

- ◆ Baby Bear says that it’s true that Goldilocks has been a friend of the family for a long time and that she’s always been welcome, and if they were home, it wouldn’t have been odd at all to have her walk right in. He also adds that his mother’s porridge does smell and taste terrific. BUT...he still feels like she has broken his trust.

Mediator 1: **(Reframe)**

Mediator 2: **Goldilocks, is there anything else you’d like to add?**

- ◆ Goldilocks is still upset that he thinks she has broken his trust. Why is he so upset about such stupid stuff? She always walks into their house and often eats with them and they have been friends for a long time.

Mediator 1: **(Reframe and add), It sounds like you’re still confused and hurt about how Baby Bear is treating you.**

Goldilocks: **That’s right. I didn’t think it was wrong and I would never do it if I thought they wouldn’t like it.**

Baby Bear: **But you should have just waited in the kitchen and not gone all over the house.**

Mediator 2: **Goldilocks, can you respond to what Baby Bear has said?**

Goldilocks: **Well, I’m sorry. You’re probably right. I should have just waited in the kitchen.**

Mediator 1: **So... (reframe). Is there anything else you would like to add?**

Goldilocks: **No.**

Mediator 2: **Baby Bear?**

Baby Bear: **Yeah but...I thought I could trust her.**

Mediator 1: **Can you say a little more about that?**

Baby Bear: **(Still upset) Yeah, I can. I thought she was my good friend and now I just can't trust her. I know she always just comes into our house, but this time when we got back she had gone all over the house, eaten our food and then... I find my favorite chair broken; the one my Grandfather made for me. It breaks my heart because it can never be replaced!**

Mediator 2: **So what I'm hearing is that this chair was an especially important part of your life and that you are heartbroken because it will never be replaced.**

Baby Bear: **That's right! My grandfather is gone now and that was the one thing he made just for me. How could I ever replace it?**

Goldilocks: **Oh, Baby Bear, I am so sorry. I didn't realize how special that chair was. I thought it was just a left over baby toy or something. I really am sorry.**

Mediator 1: **So to be clear, what you're saying is that when you went into Baby Bear's house you did eat some porridge and sleep in his bed but also that you broke his favorite chair. Is that right?**

Goldilocks: **Yes, I'm really sorry that it happened and I had no idea how special a chair it was. Maybe I can try to fix it for Baby Bear.**

Mediator 2: **Baby Bear, is there anything else you need from this mediation?**

Baby Bear: **No. I believe that Goldilocks broke my favorite chair by accident and she didn't know how special it was to me. I'm not mad at her anymore.**

Mediator 1: **Goldilocks, do you need anything else from this mediation?**

Goldilocks: **No. I hope Baby Bear and I can be friends again and try to fix his chair together.**

Mediator 2: **I want to thank both of you for coming to mediation.**

Sample Two-Day Peer Mediator Training

For New and Returning Students (“returnees”)

This sample schedule for a two-day peer mediator training includes opportunities to learn the mediation process, practice and review skills, practice mediation role-plays, and build community among students. This particular schedule accommodates a large number of students from one or more schools being trained together. A single school can adapt this training agenda for a small group of new and returning student mediators or a group of new mediators only. **Highlighted activities are available in this manual.**

Day One

- 3:30-3:45** Students settle in and fill out nametags.
- 3:45-4:00** Brief introduction and welcome. Break into pairs or small groups for a fun community-building activity of your choice.
- 4:00-4:20** **Goldilocks Conflict Role-play** (or other scenario).
- 4:20-4:45** Facilitated debriefing of the mediation process with the whole group (the **Steps of Mediation** can be a useful guide for this debriefing).
- 4:45-5:00** Closing whole group activity.

Day Two

- 8:30-8:45** Introduction and welcome.
- 8:45-9:00** Begin with a fun, whole group activity of your choice.
- 9:00-9:15** Show a video of a student mediation (see resource pages for some possible titles). Another option would be to invite some experienced high school student mediators to present a mediation role-play.
- 9:15-9:30** Break into pairs or small groups and do the **Steps of Mediation Activity**
- 9:30** New mediators and returning students (“returnees”) separate for the rest of the morning. See the following Schedule A for new mediators and Schedule B for returnees.

Day Two Morning Schedule A for New Mediators

- 9:30-9:45** Snacks.
- 9:45-10:00** **Mediation Word Web Activity.**
- 10:00-10:15** Give directions for **Skill Centers Activity.**
- 10:15-11:45** **Skill Centers Activity** (12 minutes per center and 1 minute to move between centers and get settled).

Day Two Morning Schedule B for Returning Mediators

- 9:30-9:45** Snacks.
- 9:45-10:00** Reflective activity: *“What I have learned as a mediator.”*
- 10:00-10:30** Roundtable question and answer session about successes and difficulties in being a peer mediator.
- 10:30-11:45** **The Returnees Challenge:**
- ◆ Review what a mediator is and does.
 - ◆ Go over this activity together.
 - ◆ Break into groups of four mediators.
 - ◆ Students create their presentations.

“The Returnees Challenge”

It is your challenge, as returning peer mediators, to create a role-play, an artistic or a dramatic presentation that will demonstrate for new mediators some or all of the following:

- The steps of mediation
- Specific skills of being a mediator
- What a mediator does or says.

You may be as creative as you wish and as time allows. You will have approximately one hour to plan and practice your presentation. You will be asked to present this for a group of new mediators learning the process.

Day Two Afternoon Schedule for Whole Group

- 11:45-12:15** All students gather together for lunch.
- 12:15-12:30** Introduce “The Returnees Challenge.” Break into groups of new mediators and four returnees.
- 12:30-1:30** Returnees share their presentations with their small group of new mediators for approximately 30 minutes. For the second half hour, new mediators are given scenarios to practice the mediation process.
- 1:30-1:55** **Fishbowl Activity.**
- 1:55-2:00** Closing.

Steps of Mediation

1. Welcome and introductions
2. Establish needs or ground rules
3. Confidentiality
4. Invitation to begin
5. Disputants tell stories
6. Reframing and restating
7. Ask open-ended questions
8. Summarize
9. Brainstorm options
10. Conclusion

Steps of Mediation Activity

In this activity, students can learn and demonstrate an understanding of the mediation process, specifically the different steps used during a mediation. Students work in pairs or small groups for this activity. You will find the ten steps of mediation [here](#). Copy the pages onto colored paper or card stock, and make one of these sets for each pair or group. Before handing out the sets, mix up the steps in each set so they're not in the correct order. Have students work together to put the steps in the correct order, using the floor or tables. When students are finished, show them and/or explain the correct order for the Steps of Mediation.

Mediation Word Web Activity

This activity helps students become familiar with the vocabulary of mediation while building a “web” that connects all of them as a community.

Everyone stands in a circle.

Someone begins by holding the end of a ball of yarn and tossing the ball to another person. As that person catches the yarn, he/she says a word associated with peer mediation. Then that student holds the yarn and tosses the ball to someone else, who says a new word. Continue tossing the ball until everyone has participated. The group has now created a “Mediation Word Web.”

Skill Centers Activity

During this activity, students will learn about and practice the Seven Essential Skills and Practices for a Peer Mediator Training (pages 12-28).

In a large room, set up the seven skill areas in a wide circle, if space allows, and spread out as far as possible from each other (for noise control). Each area will need a small circle of chairs and possibly a flip chart with markers (see description for each skill activity). This activity requires an adult (or older student) to facilitate each center, as well as one timekeeper.

Divide the number of participating students by seven, which gives the number for each center. Assign each small group to one center to begin. Allow 12 minutes for the first skill activity, then have the timekeeper notify everyone to stop (a horn or bell works well), and move clockwise to the next center in one minute. At the end of the time period, students will have been introduced to all seven skills.

Fishbowl Activity

In this activity, students (or adults) role-play a mediation and intentionally make numerous mistakes in the mediation process. Students watching are asked to point out the mistakes as they happen in order to highlight the proper steps of the mediation process.

Some types of mistakes to make include:

- Forgetting to mention confidentiality;
- Telling one disputant to begin (instead of asking who wants to begin);
- Taking sides with one disputant or the other;
- Telling the disputants how to solve their problem;
- Not listening (being distracted);
- Interrupting a disputant who is speaking.

Program Essentials

Recruiting and the Application Process:

- Have mediators from other schools or districts come into your school for a demonstration of the skills and process.
- Ask returning mediators to design and present role-plays or skits about mediation (for specific classes or a whole-school assembly).
- Student volunteers make posters announcing the program and the application process.
- Ask teachers to recommend students to be mediators.
- Have an open information session for any students who are interested in hearing more about being a mediator.
- Invite potential mediators (identified by staff) to a gathering to discuss mediation.

Promotion and Publicity for your Program:

- Mediators make posters announcing they are “open for business.”
- Write an announcement for the school paper or newsletter.
- Make posters that highlight mediator availability and outcomes.
- Publicize in morning announcements.
- Organize a whole-school assembly to promote mediation as a way to solve conflicts.
- Present role-plays in each classroom.
- Have mediators make a presentation to the staff at a faculty meeting, and/or to the school board.
- Have mediators present to parents and community members during an evening event.

Sustaining Your Efforts:

- Develop opportunities for student-led demonstrations of the mediation process so students can become familiar with both the process and the ways it can be used to help resolve their conflicts.
- Continually update and involve the administration in program details.
- Use student and teacher anecdotal testimonials to spread the word around school about the effectiveness of the program.
- Encourage ongoing training and financial support.
- Build in ample time for effective mediation sessions.
- Bring mediators to conferences to meet peers from other schools, network, hone skills, deepen their understanding of conflict resolution, and celebrate their efforts.

Evaluation of the Program:

- Inquire of all stakeholders about the impact of the program. This would include the principal, staff, students, and parents or other members of the community.
- Gather any evaluative information, which might include discipline referrals, numbers of suspensions, behavioral reports, teacher anecdotes, surveys and mediation program data.
- Tally the number of mediations and compare that to the number of office referrals, taking note of the reasons and the outcomes.
- Have the mediators and coordinator assess the program either with a previously crafted evaluation form or anecdotally.
- Bring the stakeholders or representatives together to have a roundtable discussion about the successes and challenges of the program.
- Use the scan sheets found [here](#) to assess different aspects of peer mediation and have the UMaine Center for Research and Evaluation generate a report from the data (see following page).

Peer Mediation Evaluation Forms

Memo to: Peer Mediation Coordinators

From: Pam Anderson, Maine Law & Civics Education, University of Southern Maine
Barb Blazej, Peace Studies Program, University of Maine

Re: Peer Mediation Evaluation Forms

We have included [here](#) several copies of evaluation forms for peer mediation programs. You can choose to purchase official scan forms of these evaluations from the Center for Research and Evaluation at UMaine in Orono, in which case the Center will generate a report from your survey responses (see [cost sheet](#)). Or you may use photocopies of the survey forms and tabulate the results on your own. Schools may build the evaluation cost into their funding proposals as an allowable expense.

State and federal agencies providing grants for peer mediation programs (e.g., Safe and Drug Free Schools) are requiring “outcome assessments” in order to provide funding to schools. These grade-appropriate, user-friendly survey forms are available for assessing:

- ❖ Skills and attitude changes in peer mediators;
- ❖ Effectiveness of mediation for the disputants; and
- ❖ School conflict climate.

In 2000, we conducted a pilot project using the following questions, among others:

- ❖ Does peer mediation have a positive impact on how participants perceive one another?
- ❖ Do participants gain clarity for themselves and understanding of the other’s point of view?
- ❖ Are participants satisfied with the mediation process?
- ❖ Do peer mediators benefit from mediation training and conducting mediations?
- ❖ What is the conflict climate in the surveyed schools?

The pilot sample was small, but a summary of findings (next page) showed positive outcomes. Reports were also prepared on the climate survey results, available by request. If you have any questions about these survey forms, please contact Barb at 581-2625 or Pam at 780-4991.

Peer Mediation Survey Findings - 6/23/00

- 27 cases from 5 schools involving 51 students in grades 1-8.
- Data from exit surveys from 40 students.
- 18 out of 24 students had been involved in prior mediation.
- Only in one case was race identified as other than white.
- Factors identified in conflicts by coordinators were:
 - * Name-calling (11)
 - * Rumor (7)
 - * Harassment (5)
 - * Friendship (4)
 - * Bullying (3).
- The type of conflict was identified as verbal in 18 cases and both verbal and physical in 5 cases.
- 18 students were very satisfied with the chance to tell their side of the story and 19 were satisfied.
- 20 were very satisfied with the fairness of the mediation and 18 were satisfied.
- 16 were very satisfied with the amount the other person listened to them and 18 were satisfied.
- There were different understandings among the parties about the outcome of the mediation.
- Many individuals moved at least a point on the scale toward more favorable feelings about the other party.
- When asked what they liked most about peer mediation, many mentioned the fact that they were listened to.

Sample Mediation Forms

Peer Mediator Application Cover Letter

Peer Mediator Application

Peer Mediator Reference Letter

Peer Mediator Responsibility Agreement

Mediator Playground Report

Peer Mediation Referral

Peer Mediation Agreement Form

Peer Mediator Application Cover Letter

For School Year: _____

The Peer Mediation Program at _____ uses student volunteers to help guide students in conflict toward a greater understanding of both the issues and the personalities involved. Being a peer mediator is an important job that requires commitment and reliability. Mediators are expected to keep up with their schoolwork and to model appropriate behavior at all times.

If you are interested in applying to become a mediator for next year, please fill out the *Application* and the *Peer Mediator Responsibility Agreement*, ask one friend and one adult to fill out *Reference Letters*, and bring all four pages back to _____ by _____.

After the completed applications are received we will schedule a brief interview for each applicant. Selection of next year's peer mediators will be announced on the last day of school.

If you have any questions, please see _____.

Peer Mediator Reference Letter

Peer Mediator applicant name: _____

Your name: _____

Relationship to applicant: _____

1. What qualities do you feel this student has that would make him/her a good peer mediator?

2. Describe how you feel this student reacts to his/her own conflicts.

3. How well do you feel this student can accept the responsibility of being a role model for our school community?

4. Have you found this student reliable and committed to activities she/he has chosen to participate in?

Additional comments:

Thank you!

Peer Mediator Responsibility Agreement

Student: _____

I am interested in learning the skills to become a Peer Mediator in our school. I understand the responsibility of this job includes keeping up with my class assignments and being a positive role model. I am willing to contribute my time and ideas to do this job to the best of my ability.

Student Signature

Parent: _____

My child has talked to me about the role of a mediator. I am willing to support her/his efforts and understand the responsibilities of the student.

Parent Signature

Peer Mediation Coordinator: _____

The above-named student has talked with me about being a Peer Mediator and we have agreed on the responsibilities of the job.

Coordinator Signature

Mediator Playground Report

Guiding students in getting clear about issues
and understanding each other better.

Date: _____

Mediators on duty: _____

Disputants (those in conflict): _____

Describe the conflict:

- Teasing/Bullying
- Property issue
- Pushing or shoving
- Threats
- Unkind behavior
- Unsafe behavior
- Other

Did talking with the mediators help the disputants:

Get clear about their issues?	Yes _____	No _____
Understand each other better?	Yes _____	No _____
Decide together what they wanted to do?	Yes _____	No _____

Are you making a referral for a sit down mediation?

Yes _____ No _____

Additional comments:

Peer Mediation Referral

Students:

and

Need help with a conflict:

Immediately

Scheduled

This incident happened:

On the playground

On the bus

In the classroom

In the cafeteria

Other _____

Requested by: _____

Date: _____

Peer Mediation Agreement Form

Date: _____

Disputant: _____

Mediator: _____

Disputant: _____

Mediator: _____

Type of Conflict:

- Fighting
- Rumor
- Threat
- Name-calling
- Property
- Teasing
- Friendship
- Pushing
- Other: _____

We have participated in mediation and have agreed to the following:

I, _____, agree to: _____

_____.

I, _____, agree to: _____

_____.

(Signature, disputant)

(Signature, mediator)

(Signature, disputant)

(Signature, mediator)

Beyond Mediation

Conflict Resolution Education: Teaching conflict resolution skills and strategies to the whole school.

Safe and caring learning environments are essential to promoting high standards for ensuring that all children have the opportunity to develop to their fullest potential. No teacher should ever fear to walk into a classroom, and no child should ever stay home from school because he or she is afraid. Too often, however, young people face conflicts before, during, and after school. They are subjected to bullying, teasing, harassment and even violence. Many of these conflicts either begin at school, or they are brought into school from the home or the community.

We are not powerless to prevent these destructive behaviors. We can intervene successfully to prevent conflicts from escalating into violent acts by providing young people with the knowledge and skills needed to settle disputes peacefully. Conflict resolution education can help bring about significant reductions in suspensions, disciplinary referrals, academic disruptions, playground fights, and family and sibling disputes. Conflict resolution education is a critical component of comprehensive, community-based efforts to prevent violence and reduce crime.

Community Circles: Expanding peacemaking skills beyond mediation to include working with larger groups.

Community Circles can help foster connection between individuals in conflict or between those with no previous connection by offering an open, safe space for sharing personal truths. By using a structured circle dialogue process, which includes the ritual of opening and closing, a talking piece, specific agreements, and intentional listening, participants have an opportunity to see issues with new clarity. Through shared storytelling, circle participants work to develop trust and understanding and bridge differences. Contact the Peace & Reconciliation Studies Program, 581-2625, for more information on their “Community Circles” structured dialogue process or visit their website [here](#).

Classroom and curriculum integration: Finding opportunities to use communication and perspective-taking skills as an avenue for exploring the different content areas.

In all content areas there are times when using the learned communication and perspective-taking skills of the mediation process can provide valuable opportunities to deepen student understanding through practice. An example might be when a history lesson uses a role-play mediation or dialogue between warring factions to help illustrate their different perspectives or students brainstorm different possible outcomes of an historical event. In math and science, it may be useful at times to ask students to look at the same problem from different angles or perspectives. This could help sharpen their critical thinking skills and give them an opportunity to try other ways of exploring issues and brainstorming solutions. Literature and language arts are rich in opportunities to look at issues and differences from multiple perspectives. Teachers could foster students' understanding of complex issues and relationships by using a mediation model to explore a specific event or conflict.

By drawing on opportunities from within the framework of the daily classroom to highlight good listening, clear communication and shared decision-making, teachers provide a model that will help students develop confidence and give them valuable tools for lifelong living and learning.

Peer Mediation & Conflict Resolution Organizations and Resources

Maine Organizations:

- **Peace & Reconciliation Studies Program**

Since 1994, the Peace & Reconciliation Studies Program at the University of Maine has been offering a wide range of services to address K-12 conflict resolution education, peer mediation and school climate concerns around the state. Services include trainings, conferences, consultation, courses in mediation, the *Changing Ways Newsletter*, school climate initiatives, and library resources. Our newest offering is the Community Circles dialogue process for improving school climate, problem solving, dealing with difficult issues or conflicts, and building community. Our work is supported in part by a grant from the Maine Department of Health and Human Services.

University of Maine
5725 East Annex, Rm. 211
Orono ME 04469-5725
Barbara Blazej, Director, Youth Violence Prevention Project
Phone: 581-2625
Fax: 581-2640
Email: Peace.Studies@umit.maine.edu
Website: <http://www.umaine.edu/peace/>

- **Maine Law & Civics Education**

Maine Law & Civics Education conducts on-site training for staff and students in conflict management and peer mediation. Our program is statewide for K-12 schools. We advise school administrators on developing an effective peer mediation program, train the school's coordinating committee, conduct staff workshops and train student mediators. Training is provided on a fee for service basis, partially supported by a grant with the Maine Department of Health and Human Services, Division of Family Health.

University of Maine School of Law
246 Deering Ave.,
Portland, ME 04102
Pamela Anderson, Director
Phone: 780-4991
Fax: 780-4239
Email: pamelaa@usm.maine.edu
Website: <http://mainelaw.usm.maine.edu/mlce/>

Other Maine Resource Organizations:

- **Advocates for Children (Androscoggin County)**
Tel. 783-3990
Email: info@advocatesforchildren.net
- **Community Mediation Center (Cumberland and York Counties)**
Tel. 772-4070
Email: cmcl@maine.rr.com
- **Community Mediation Services (Androscoggin, Franklin, Kennebec, Knox, Lincoln, Sagadahoc, Somerset, Oxford and Waldo Counties)**
Tel. 621-6848
Email: mediate@gwi.net
- **Penquis Dispute Resolution Center (Eastern Maine)**
Tel. 973-3587 or 1-888-497-3500

National Organizations:

- **Association for Conflict Resolution (ACR)**

The Association for Conflict Resolution is a professional organization dedicated to the practice of conflict resolution. Within the national and international arenas, ACR promotes the field of conflict resolution to the general public and offers many resources for mediators, facilitators and educators.

Association for Conflict Resolution
1015 18th Street, NW, Suite 1150
Washington, D.C. 20036
Phone: 202-464-9700
Fax: 202-464-9720
Email: acr@ACRnet.org
Website: www.acrnet.org

- **Educators for Social Responsibility (ESR)**

Educators for Social Responsibility is a national, non-profit organization that provides professional educators with resources in student skill development, school and classroom climate issues, as well as social crises and world events. Preschool–high school.

ESR National Center
23 Garden Street
Cambridge, MA 02138

Phone: 617-492-1764
Fax: 617-864-5164
Email: educators@esrnational.org
Website: www.esrnational.org

- **Peace Education Foundation**

The Peace Education Foundation seeks to educate children and adults on the dynamics of conflict and to promote skills of peacemaking in schools, homes and communities. The foundation offers many training and curricula resources, as well as motivational products for the classroom.

Peace Education Foundation
1900 Biscayne Boulevard
Miami, FL 33132
Phone: 800-749-8838
Fax: 305-576 -3106
Website: www.peace-ed.org/

Peer Mediation and Conflict Resolution Education Resource Lists

Selected Titles in the Peace & Reconciliation Studies Library, University of Maine

To borrow these resources or receive a complete list of titles available, contact the Peace & Reconciliation Studies Program, University of Maine by email, peace.studies@umit.maine.edu or telephone, 581-2625.

Conflict Resolution for Grades 5-12 (Staff Development for Teachers of Grades 5-12). VHS video, 24 minutes. Featuring a middle school and a high school with peer mediation programs, this video draws on the expertise of educators with hands-on experience in conflict resolution and peer mediation training. Includes handouts and a leader's guide.

Conflict Resolution in the Middle School: A Curriculum and Teacher's Guide. William J. Kreidler. 1997. This guidebook, specialized for issues that are particular to middle school students, presents over 150 activities to help students (and teachers) effectively handle conflicts that accompany this developmental stage.

Coordinator's Student Mediation Training Manual: Middle School. Colorado School Mediation Project. 1995. A training manual that focuses on resolving student conflict in productive ways, turning stressful situations into possibilities for learning and growing. This manual clearly outlines the benefits of a peer mediation program in the middle school.

Creative Conflict Solving for Kids (Grades 5-9). Fran Schmidt and Alice Friedman. 1985. This handbook challenges students to deal creatively and constructively with conflict, and supplies educators with forty worksheets, which can easily be incorporated into social studies, science and/or language arts curriculums.

Fistful of Words (Student Version). VHS video, 13 minutes. A video in which students share how they feel about being peer mediators and role-play the steps involved in mediation. Grades 3-9.

Mediation: Getting to Win Win: A Teacher's Guide. Fran Schmidt. 1994. A functional book that presents teachers with the basics of peer mediation, including program purpose and process, attention to conflict resolution and communication, as well as numerous outlines for mediation role-plays.

Mediation Role-plays: Middle School. Colorado School Mediation Project. 1997. Role-playing is a useful tool for general learning processes, but is especially helpful for

practicing skills as mediators. This effective book describes the basic methods and benefits of role-playing and gives numerous role-play examples that are tailored to the middle school environment and its students.

Mediation Skills, Grades 5-9. VHS video, 30 min., with teacher's guide and handouts. This student workshop leads students through the mediation process: opening the mediation session; gathering information to define the problem; facilitating communication, brainstorming and problem-solving; helping disputants reach an agreement; and closing the session.

Peacemakers of the Future. VHS video, 23 minutes. This video demonstrates the mediation process as it begins in elementary school and as it changes as the students move to middle school and to high school. The video shows how mediation is set up in the elementary school and how the students use it. Several teachers and administrators describe the value of having such a program at their school. An excellent way to learn about peer mediation. Grades K-12.

Peer Mediation: Finding a Way to Care. Judith M. Ferrara. 1996. This book describes the story of a successful peer mediation program that was started in an urban elementary school – how it was designed, implemented, and maintained. Included are various strategies that may be used to implement and maintain a peer mediation program, as well as personal vignettes from students and educators, suggestions for handling problems, and numerous forms, checklists and standards for preparing and assessing peer mediation programs.

Productive Conflict Resolution: A Comprehensive Curriculum and Teacher's Guide for Conflict Resolution Education (Grades 6-8). Colorado School Mediation Project. 1997. This book is an exhaustive resource for educators. The Colorado School Mediation Project explains the fundamental philosophies behind conflict resolution and peer mediation, and provides practical information on curriculum development and implementation.

Ready-to-Use Self-Esteem & Conflict-Solving Activities for Grades 4-8. Beth Teolis. 1996. A resource for teachers and counselors, this book provides complete curricula (handouts, lesson plans, and activities) for dealing with anger, mediation, and conflicts; attention is paid to student' self-esteem, as well as to community-building and interpersonal communication.

Student Mediator Manual: Middle and High Schools. Mediation Network of North Carolina. 1995. This concise manual for students presents the basic processes and goals of peer mediation and conflict resolution, specifically for use in middle and high schools.

Tools for Living: Peer Mediation and Conflict Resolution Training Manual and Curriculum. Faye Wampler, et al. 1996. Another complete resource on peer mediation and conflict resolution, this manual contains a training agenda for student mediators, as well as lessons, activities, role-plays and handouts for educators.

Selected Titles in the Maine Law & Civics Education Library, USM

If you are interested in borrowing any of these items, please contact Maine Law & Civics Education at 780-4991; email at pamelaa@usm.maine.edu; or write to us at Maine Law & Civics Education, University of Maine School of Law, 246 Deering Ave., Portland, ME 04102. Contact us for an extended list of curriculum library resources.

Conflict Resolution: A Middle and High School Curriculum, by Jim Halligan, Community Boards, 1998, Revised Edition. This curriculum guide offers secondary school students (grades 6-12) the opportunity to develop their communication and conflict resolution skills. Chapters include background reading for teachers plus classroom activity lesson plans and handouts.

Conflict Resolution: An Elementary Curriculum, Community Boards, 1987. With 81 activities and numerous illustrations for preliterate and younger students, this resource offers elementary school students (grades K-6) the opportunity to develop their communication and conflict resolution skills. Community Boards also publishes training guides for elementary, middle and high school peer mediators. For more information: www.communityboards.org.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings, by Donna Crawford and Richard Bodine, Office of Juvenile Justice & Delinquency Prevention, Washington, D.C., 1996. This excellent program guide may be obtained from OJJDP at no charge. Check the OJJDP website at <http://ojjdp.ncjrs.org/pubs/pubs.html>; search for the title, and download the report in Adobe Acrobat. Also available in a printed version.

Conflict Resolution in the High School, by Carol Miller Lieber, Educators for Social Responsibility, 1998. This comprehensive, sequenced curriculum will help secondary educators address conflict resolution, social and emotional learning, and has a section on peer mediation. For more information: www.esrnational.org.

Kids Working It Out: Stories and Strategies for Making Peace in Our Schools, by Tricia S. Jones and Randy Compton, editors, Jossey-Bass, 2003. This book tells the stories of how students--and the teachers who have worked with them--have learned to deal with conflict and create safe and caring learning environments.

The School Mediator's Field Guide, by Richard Cohen, School Mediation Associates, 1999. This is a guide to mediating challenging disputes, including prejudice, sexual harassment and large group conflicts. For more information: www.schoolmediation.com.

Students Resolving Conflict: Peer Mediation in Schools, by Richard Cohen, GoodYear Books, 1995. This is a comprehensive guide to designing and implementing a peer mediation program in grades 6-12. For more information: www.schoolmediation.com.

Teaching Students to be Peacemakers, 3rd Edition, by David and Roger Johnson and Edythe Holubec, Interaction Book Co., 1995. This comprehensive program is intended to train students to negotiate constructive solutions to their conflicts, and to mediate the conflicts of their classmates. Lesson plans are included. Our Mediation Notebook, 3rd Edition, by David and Roger Johnson and Judy K. Bartlett, Interaction Book Co, 1995. This companion student workbook includes worksheets for learning how to negotiate and mediate.

We Can Work It Out! Problem Solving Through Mediation -- for Secondary School, by Judith A. Zimmer, Social Studies School Service, 1993. Let's Say: "We Can Work It Out!" Problem Solving Through Mediation -- for Elementary School, by Judith A. Zimmer, Social Studies School Service, 1998. These are classroom manuals for teaching conflict resolution and mediation skills for students in elementary and secondary schools. Street Law, Inc. developed the program materials. For more information, visit Street Law's website: <http://www.streetlaw.org/wcwio.html>.

What Can We Do? This is a short video on middle school peer mediation created by the South Portland Public Schools and the Maine National Guard.

A Sampling of Electronic Resources

www.nafcm.org/pg201.cfm (National Association for Community Mediation)

www.mediate.com/

www.schoolmediation.com/

Possible Funding Sources

- **No Child Left Behind: TITLE IV--21ST CENTURY SCHOOLS**

Part A: “The Safe and Drug-Free Schools and Communities Act”

The Office of Safe and Drug-Free Schools (OSDFS) administers, coordinates, and recommends policy for improving quality and excellence of programs and activities that are designed to provide financial assistance for drug and violence prevention activities and activities that promote the health and well being of students in elementary and secondary schools, and institutions of higher education. Activities may be carried out by state and local educational agencies and by other public and private nonprofit organizations.

“The purpose of this federal grant is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement, through the provision of federal assistance”

Contact: Linda Phillips, SDFSCA Coordinator

Email: linda.phillips@maine.gov

Phone: 287-8904

Fax: 287-8910

<http://www.mainesdfscsca.org/resources.html> (on the principles of effectiveness)

- **Communities for Children and Youth**

Communities for Children and Youth is a statewide initiative of the Maine Children's Cabinet designed to create a partnership between state government and local communities as they work to promote positive child and youth development.

170 State House Station

Augusta, Maine 04333-0170

Phone: 287-4377 or 800-780-6230

Fax: 287-4375 or 287-7233

<http://www.communitiesforchildrenandyouth.org>

- **Local businesses and service organizations, such as Rotary and Kiwanis**
- **School parent/teacher organizations**
- **Local community/youth partnerships or coalitions**