




Schools without Violence!



A Summer Camp on Peer Mediation
in Jordan September 2017

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Impress

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Introduction

„Schools without Violence!” was the slogan of two summer camps with 18 participating schools in September 2017 in Amman. 24 teachers and over 70 students of the 8th grade interactively learned the basics and methods of conflict transformation and nonviolent education and developed basic knowledge on violence, conflicts and how one can solve them as a peer mediator in the school. Focus of the activities was the concept of peer mediation. Through discussions and role plays, the students learn that they can take over responsibility in solving conflicts.

Conflicts happen everywhere where people live together and particularly on the school yard. There is always the risk that conflicts escalate, but we can learn to solve conflicts without violence. Peer mediation is the general approach of the programme “Schools without Violence”, which aims at reducing violence in schools and increasing the abilities of teachers and students to deal with conflicts in a nonviolent way. This manual for teachers and educational multipliers, gives a basic introduction to the approach of peer mediation and particular methods how to introduce it to students and how to implement it in schools. It is not a comprehensive training programme for peer mediators, but it offers some helping tools, for instance role plays and exercises that enable active listening, a change of perspective and critical reflection – all crucial capabilities of a mediator. The implementation and particularly the training of peer mediators needs time and careful preparation. To achieve a sustainable and long lasting reduction of violence, the whole school, including management and administration need to be involved in the implementation process (see chapter 5).

The Berghof Foundation has been working in Jordan since 2013 closely with local partners and educational experts. The summer camps in 2017 were carried out together with them and the Jordanian Ministry of Education. The interaction between students and teachers from public and private schools during the summer camp was new to the participants and resulted in new friendships and networks. Another important result was the intensive, successful exchange on new methods and an improved understanding of students and teachers about their different perspectives.

All activities have been carried out in the framework of the project “Civic and Nonviolent Education in Jordan” which is supported by the German Federal Foreign office.



1 Understanding conflicts

Objectives:

- ≡ Understanding the basic characteristics of conflicts:
 - They are a natural part of human coexistence.
 - The use of violence can be avoided.
 - Conflicts have different steps and phases of escalation: the use of violence is the last and worst phase of a conflict escalation. At that point no party can win.
 - Conflicts don't have to be negative. If violence is being avoided, they can contribute to a positive change!
- ≡ Reflecting one's own role in a conflict.
- ≡ Creating awareness about possibilities of seeking the help of a third party.

Material:

Cartoon-set for each group, post-it papers or carton paper, markers, pens, poster "culture of conflict".

Time frame:

90–120 minutes.

Advice for facilitators:

A. Introduction

Collect a few ideas in plenary on the following question: What is your understanding of the word "conflict"?

GIVE A SHORT INTRODUCTION:

"Everyone has a conflict with another person from time to time, it is a normal part of our life since we live together with other people – and we all have different needs, opinions, expectations and feelings. Although we all have conflicts sometimes, either with a classmate in school, with a family member or even within ourselves, we tend to avoid talking about them because we usually see them as something negative. Conflicts have negative effects when they resort into violence. But is this a must be? We believe no! And that's why today we are going to talk about conflicts. How they begin and how they develop. Only if we talk about them and get a better understanding of conflicts we will be able to handle them better and hopefully avoid the worst case – the use of violence!"

Don't introduce or explain too much before distributing the cartoons and the tasks to not influence the student's own learning process too much. Let them think on their own and be creative! The steps of the conflict escalation and the model by Friedrich Glasl should be mentioned after the group work.

B. Group work (30–45 minutes)

Divide students into working groups of 4–6 persons.

Distribute materials to the students:

- ≡ Worksheet 1: Understanding conflicts
- ≡ One cartoon set for each group
- ≡ One or two pens
- ≡ Post-it's or carton paper where they write titles, the numbers or their thoughts

Pay attention that the cartoons aren't numbered yet when distributing them to the students! **Don't let them write on the cartoons, so they can be reused.** The working groups should work independently most of the time without much interference of the facilitators. Main objective is to give the participants the space to think and discuss on their own. In case some groups need a little motivation or help, you can go around and ask some questions:

- ≡ How do the persons look in the pictures?
- ≡ What feelings do the persons on the pictures express? And why?

C. Presentation of group work

After the groups have finished their work, they present their results and their personal conflict examples. To make the results transparent and comprehensible to everyone, ask some questions during the presentations:

- ≡ Why exactly did you pick this title? And what did you mean by this?
- ≡ Did you see a particular turning point in this escalation?
- ≡ In your opinion, at what point does the use of violence start – and why here?
- ≡ Regarding your personal conflict example: Did the conflict get solved? Do you think it could have been solved by the conflict parties themselves or with a third party? And why?

Please note that there is no “right” or “wrong” order of the cartoons or of the titles. The aim is, that the participants understand the typical dynamics of a conflict escalation, not that they choose the exact same order or similar titles as Friedrich Glasl did! Encourage an exchange between the different groups of students by highlighting interesting differences.

D. Input after presentation: Background on Friedrich Glasl and conflict escalation

Before your input you can hand out worksheet 2: Glasl's Conflict Escalation Model.

Friedrich Glasl

- ≡ Friedrich Glasl is an Austrian researcher who has analysed conflicts in different settings, and different parts of the world.
- ≡ He found out that conflicts have very often similar dynamics and they escalate in a similar way.
- ≡ So he developed a model of nine steps of conflict escalation.
- ≡ The order can be individually different, some steps might be skipped or do not appear at all.
- ≡ His model of conflict escalation is applicable on several levels: conflicts between individuals, in families, at school, or between large groups in states or on the international level.



Three phases:

The nine steps of conflict escalation are grouped into three phases:

- ≡ Win–Win (step 1–3)
The goal of peer mediation is to guide conflict parties towards win/win solutions!
- ≡ Win–Lose (step 4–6)
- ≡ Lose–lose (step 7–9)

Turning point:

Friedrich Glasl describes an important turning point at step 4. From this point onwards where personal insults are being involved, the conflict parties are less able to solve the conflict peacefully on their own. It becomes very difficult to keep the possibility of a win–win situation for both parties.

They might need the help of a third party, a mediator!

Role of the mediator:

Ask the participants

- ≡ What do you think: What could be the role of a third party?
- ≡ And until what point can he/she interfere?

The mediator can support the parties in finding a solution to their conflict. But the more escalated the situation is, the more power a third has to apply to prevent the parties from using violence. When violence is in place, the chances for mediation become smaller, because a condition for mediation is that both parties agree to it.

E. Conclusion

Sum up the results in plenary:

- ≡ There are different types of conflicts at schools.
- ≡ We have seen that conflicts have different escalation steps and different phases.
- ≡ It is important to reflect our own role in a conflict.
- ≡ We have the ability to influence or avoid a further escalation, for instance by seeking for help of a third party.
- ≡ Conflicts don't have to be something negative. When we solve conflicts without violence, and when we create a win–win situation, we create something new and positive.



F. Optional: group work on conflict resolution (30 minutes):

Introduction:

Go back into your working groups and revive your conflict example. Together, develop concrete possibilities for action and intervention of a third party (the peer mediator) at two different conflict steps ((1) at the beginning and (2) after the conflict has escalated) to prevent further escalation. Brainstorm together:

- ≡ In each case, who should take the initiative?
- ≡ What could be the first steps of action of the mediator, and what reactions to these steps could you imagine?
- ≡ Illustrate them with 2–3 drawings each and give a title to each action or intervention.

Presentation of the drawings and discussion in the plenary.

WORKSHEET 1. Understanding conflicts

In your group, complete the following tasks in the next 30–45 minutes:

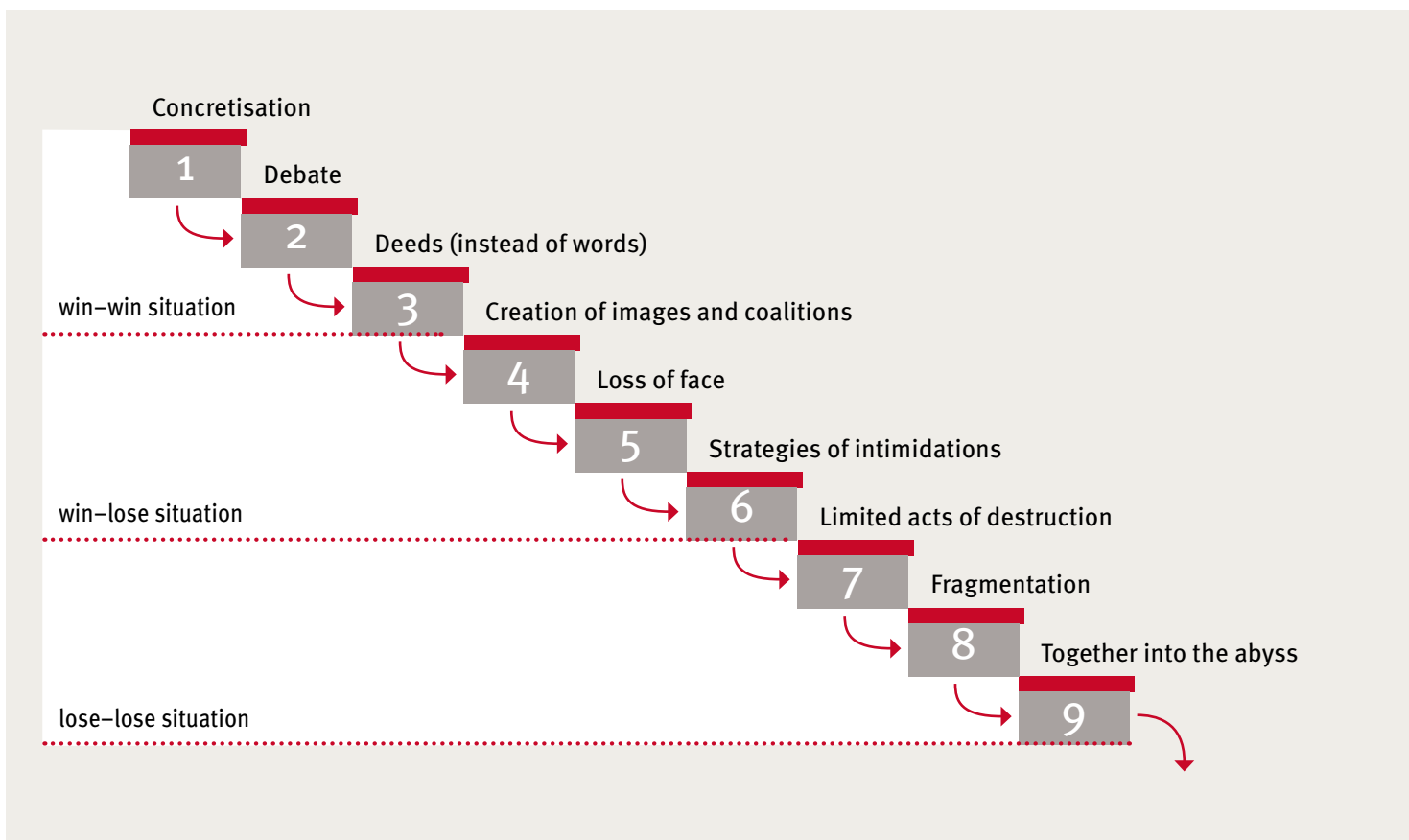
1. Bring the cartoon cards in a meaningful order and formulate a title for every picture.
Find a title for the entire sequence of pictures.

Title			
Title	Title	Title	
1	2	3	...

2. Up to which point are the conflict parties able to handle the conflict by themselves?
When do they need the help of a third party?
Mark the point with a card and explain your decision.

3. In your group, discuss conflict situations that you have encountered in your school or everyday life and agree on one concrete situation.
Discuss which phases you can recognise: did steps get skipped?
Was there a different sequence?

WORKSHEET 2. Glasl's conflict escalation model



Source: Friedrich Glasl

© Graphic: Christoph Lang, 8421medien.

2 Basics of peer mediation

Objectives:

- ≡ Understanding the basic idea of peer mediation, its aims and advantages.
- ≡ Learning about important skills a peer mediator needs to have.

Material:

Papers or carton paper, markers, pens, poster “peer mediation”.

Time frame:

60–70 minutes.

Advice for facilitators:

A. Introduction (30 minutes)

“Conflict emerges everywhere where people live together. They can be found in diverse situations and at different levels, for instance at schools. Dealing with these conflicts is important. In order to prevent conflict at schools to become violent, one possible approach is peer mediation.

Peer mediation is the mediation between conflicting parties by one or more impartial children or youth. Peer mediators are being called for, or offer their services, when conflict parties are unable to solve their fight on their own. With the help of the peer mediator, conflict parties exchange their points of views in a place where they can talk without disturbances. The adversaries then search for solutions to their problems, while the peer mediator supports their search for solutions.

An important goal of peer mediation is, that youth is being motivated to handle a difficult situation on their own or with the help of peers, instead of seeking for a teacher or another authority. This can strengthen their own self-perception, their empathy for others and self-responsible thinking and acting. Moreover peer mediation is an approach to renounce violence in schools.”

Collect some personal experiences from the students: Have you experienced a situation where you helped solving a conflict between other parties? If yes, how did it go?

After this exchange give an overview of aims of peer mediation, features of the mediation process and limits of peer mediation.

Aims of peer mediation

- ≡ Reaching a consensus: Creating a win–win situation (reference to steps 1–3 of the conflict escalation).
- ≡ Empowering students to take responsibility for their own conflict behaviour.
- ≡ Reducing aggressions.
- ≡ Avoid violent escalation of conflicts in school settings.

Features of the mediation process:

- ≡ Presence of the mediating third party (mediator)
- ≡ Inclusion of all conflict parties which are usually present
- ≡ Informal, non-judicial level
- ≡ Voluntary nature of participation
- ≡ Self-determination with respect to the resolution of conflicts

Limits of peer mediation:

Difficult situations can challenge students and adults and show the limits of peer mediation.

These challenges include, for example:

- ≡ Conflict parties that are unable to find solutions
- ≡ Parties that quarrel over again
- ≡ Mental health problems of one conflict party
- ≡ Conflicts between more than two persons and
- ≡ Offender-victim relationships

In these cases peer mediation might not be suitable, it might be necessary to involve the teachers, the principals or another authority to deal with the problem.

**B. Group work (20–30 minutes):
The mediator****Material:**

Papers, flipchart, board, markers, pens.

- ≡ Divide students into groups of 4–6.
- ≡ Ask them to discuss in the group: What personal skills shall a mediator have?
- ≡ They can write them down or draw the shape of a human body and write the skills of a mediator next to the particular body part, for instance “good listening skills” next to the ears.

C. Presentation of group work

- ≡ Collect a few ideas and results from each group.
- ≡ Write them down on a flipchart/board, complete the list if needed (see: worksheet 3: The mediator).
- ≡ Discuss it with the students.
- ≡ Hand out the Worksheet 3: The mediator and let the students add their points to the list.

WORKSHEET 3. The mediator

Read the skills and requirements of a mediator and the mediation process.
Add some points if you miss any.

Personal skills (characteristics)

- ≡ Open, friendly, sociable and outgoing
- ≡ Good verbal expression
- ≡ Concentrated, focused
- ≡ Able to listen to others
- ≡ Empathy
- ≡ Structured
- ≡ Independent and ready to take over responsibility
- ≡ Problem solving competencies

Requirements of the mediator with regard to the mediation process and the conflict parties:

- ≡ Must be accepted and respected by all parties of the conflict.
- ≡ Should have no personal interest in a particular result of the mediation.
- ≡ Advocates the interests and concerns of all parties to the conflict.
- ≡ Does not rate or judge.
- ≡ Takes all points of view, interests and feelings seriously.
- ≡ Ensures that power imbalances are balanced.
- ≡ Is confidential about what he/she has heard during the mediation process.
- ≡ Is responsible for the course of the mediation discussion, the conflict parties are responsible for the content.

D. Optional: group work on active listening & structured dialogue (30 minutes)

Introduction:

“Mediation is a communication-based method of conflict transformation. Active listening and paraphrasing are basic skills for a mediator. They help to create an appreciative and open communication atmosphere. Therefore we would like to do some short exercises how to actively listen and how to paraphrase. Paraphrasing means that in a conversation one person repeats what the other has said in his/her own words.”

Active listening (10–15 minutes)

- ≡ Find a partner and sit opposite of each other.
- ≡ One person is telling a simple story.
- ≡ As a first step, the other person makes a point of not listening: looking at their watch or their phone, looking around the room ...
- ≡ As a second step, the other person makes a point of listening actively: follow the story with your facial expressions and commenting sounds, sit oriented towards the storyteller in an engaging way, don't interrupt ... Switch roles.
- ≡ Reflect afterwards: As the person who is telling a story, how did it feel to not be actively listened to vs. being actively listened to? As the person listening, how much of the story do you remember when you were actively listening and not actively listening? Was it difficult to listen actively?
- ≡ Back in plenary collect 3–5 impressions and reflections, of how the students and teachers felt.

Structured Dialogue (10–15 minutes)

Form groups of three student each.

The exercise has three steps:

Step 1: Storytelling & listening

- ≡ *Person A*: talks about any simple story for 3–5 minutes.
- ≡ *Person B*: listens actively
- ≡ *Person C*: observes

Step 2: Paraphrasing

- ≡ *Person B*: Paraphrases what *Person A* said. (Use lead-ins to assure the other person that you are not telling them something, but that you are simply checking whether you understood correctly what they were trying to express. Lead-ins can be phrases like:

“If I understand you correctly, you ...”,

“What I hear is that ...”,

“It sounds like ...”,

“Is it correct to say that ...”,

“You appear to be angry/sad/hopeful ... about ...”

Be careful not to over interpret, judge or start a discussion! Your role resembles that of a mirror, not a conversation partner).

- ≡ *Person A*: listens without interruption.
- ≡ *Person C*: observes.

Step 3: Reflection

- ≡ *Person A*: gives feedback on how he/she felt, when listening to the paraphrased.
- ≡ *Person B*: gives feedback on how he/she felt, when listening and paraphrasing at the end.
- ≡ *Person C*: gives feedback on how he/she observed the dialogue.

3 Phases of peer mediation

Objectives:

Getting to know and experiencing the different phases in a mediation process.

Material:

Papers, flipchart, board, markers, pens, worksheets 4-7.

Time frame:

75 minutes

Advice for facilitators

A. Introduction: Overview of the phases

In plenary introduce all four phases of the mediation process. You may write them on flipchart or show them on presentation slides and read them out loud.

Phase 1. Introduction

- ≡ Welcome
- ≡ Clarify objectives
- ≡ Identify principles
- ≡ Explain mediation process
- ≡ Illustrate discussion rules
- ≡ Clarify beginning of the discussion

Phase 2. Points of view of the parties

- ≡ Report
- ≡ Sum up
- ≡ Enquire
- ≡ Expressing emotions
- ≡ Articulate own shares in conflict
- ≡ Leading to conclusion

Phase 3. Collecting solutions

- ≡ Think about possible solutions
- ≡ Write down possible solutions
- ≡ Discuss Solutions
- ≡ Agree on solutions

Phase 4. Agreements

- ≡ Write down agreements
- ≡ Sign agreement
- ≡ Saying goodbye

Group work (60 minutes):

Divide students into four groups:

- ≡ Each group shall work on all four phases of the mediation process.
- ≡ Together within the groups they shall read the worksheets 4–7.
- ≡ Within the group they think about possible ways of presenting the different phases of the mediation process in a comprehensive way to the others.
- ≡ Let them be creative:
They can use any material, paper, cards, pens, colours.
They can draw, sing or explain the phases in plenary, but if they want to act in role plays they should do it without words, (pantomime) because role plays are the focus of the next exercise.
- ≡ After 40 minutes each group demonstrates the single phases in the plenary.
(Each group has maximum 5 minutes).



WORKSHEET 4. Introduction (Phase 1)

1. Welcome

Introduce each other. The mediator introduces himself/herself, tells his/her name and asks for the names of the conflict partners.

2. Clarify objectives

The aim of the mediation discussion is clarified. The disputants themselves seek solutions that satisfy both. For this process, the mediator offers assistance.

3. Identify principles

The mediator secures the conflict partners confidentiality and multipartyity.

4. Explain mediation process

The mediator explains the next steps of the process: exchange viewpoints, seek solutions and find understanding, write down the agreements

5. Illustrate discussion rules

The mediator explains the most important rules for the mediation discussion: Do not interrupt each other, if necessary, instead, write down your own thoughts. Do not aggress or call each other bad words.

The mediator shall seek the consent of the conflict parties, that the rules apply during the mediation process, that the conflict parties are willing to follow the rules of discussion, and that the mediator may recall to compliance with the rules when there is non-compliance.

6. Clarify beginning of the discussion

It will be agreed upon who begins to report on the conflict from his/her perspective. Either the conflict partners find an agreement, or it will be drawn who will start.

WORKSHEET 5. Points of view of the parties (Phase 2)

1. Report

The conflict parties successively explain their view of the conflict and of the current situation.

2. Summarise

The mediator repeats the essential points and sums up the views on the conflict (if possible in the words of the conflict partners). “From what I understood, the following has happened ...”

3. Enquiry

If possible, emotions and motives of the conflict partners linked to this concrete conflict should be found out “Why did you ...?”, “What did you think when ...?”.

4. Express emotions

To continue the mediation process or as a form of feedback on the just heard the mediator asks for the mood of the conflict parties “We might progress, if you could tell us how you are doing at the moment.” “What are your feelings right now?”

5. Articulate shares in conflict

Shares in the conflict can be discussed easier if blame can be avoided. “Can you say what you have contributed to the conflict or its escalation? Maybe through certain comments, laughter, threatening or something similar?”

6. Leading to conclusion

At the conclusion of this phase new responses are possible. The key points can be summarised again. The focus should be redirected on identifying next steps and solutions. “Now you should think about how to make up for the damage and how you can improve your relationship.”

WORKSHEET 6. Collecting solutions (Phase 3)

1. Think about possible solutions

The conflict partners collect possible solutions. Each conflict partner writes down his/her proposals. „What am I willing to do? What do I expect from the other?“

2. Write down possible solutions

All possible solutions are being read out and listened to, collected and written down on cards, usually by the mediator. Do not interrupt or judge the solutions at this stage.

3. Discuss solutions

The solutions will be evaluated together. Good solutions are: realistic, balanced and concrete! The mediator asks the conflict parties „Which proposal do you like best? Or may there be a combination of proposed solutions?“

4. Agree on solutions

The possible agreements are named and it is checked whether the conflict partners can agree to these proposed solutions. In case the conflict parties cannot agree on a solution, the meeting can be postponed to the next day, to give the conflict parties some space to reflect about what solutions would be possible.

WORKSHEET 7. Agreement (Phase 4)

1. Write down agreements

The solution must be formulated precisely: Who wants to do something and where and when to resolve the conflict or to repair the damage?

Use simple, neutral words (no accusations). Optionally, it should be noted, what happens if one party does not fulfil its obligations under the contract, for example, to continue the mediation process or to reactivate it.

2. Sign agreement

Once the agreement is formulated, it will be read out loud sentence by sentence, and approved by the conflict partners. When all the details have been accepted, the mediator asks whether the agreement is also approved as a whole or if there are still any questions. The agreement is signed.

3. Say goodbye

Optionally there can be a retrospective of how the conflict partners have experienced the mediation talk and how they see the further relationship at the moment. The interlocutors say goodbye.

4 Role plays on peer mediation

Objectives:

- ≡ Empathising with the role of a peer mediator or of a conflict party.
- ≡ Deepening the knowledge on the different phases of a mediation process.
- ≡ Observing and giving constructive feedback to each other.

Time frame:

90 minutes

Material:

Worksheets 8–10, papers, flipchart, board, markers, pens.

Advice for facilitators

A. Introduction

“We will now train the process of a peer mediation in several role-plays. Please form groups of 5–7 students. You will receive conflict scenarios with typical conflicts in schools. But you are also free to think about other possible scenarios. In your groups you will analyse the conflict and then create a short role play of a mediation process for this conflict.”

B. Group work (30 minutes)

- ≡ Distribute worksheets 8–10 with different scenarios and tasks, one scenario for each group. The participants read the scenario and follow the instructions on the worksheets. They analyse the conflict. After that they create a role play of a peer mediation process. It should be played in a single pass, without interruptions, not longer than 5–10 minutes.
- ≡ After the role play the group reflects jointly: The actors report, how they felt in their roles. The observers give their feedback.

C. Presentation and joint reflection in plenary

Each group presents their mediation role play in front of the plenary.

Facilitate the discussion by asking the observers:

- ≡ Which different phases of peer mediation did you recognise?
- ≡ Did the peer mediator get the confidence of the conflict parties? If yes: How? If no: Why not? What were the difficulties?
- ≡ How could the peer mediator have acted better/alternatively?

Then ask the actors:

- ≡ How did you perceive the situation from your role’s point of view? How did you feel?
- ≡ Why did you play the situation this way? What could have been an alternative action?

Discuss in the plenary: What behaviour leads towards a solution or enables an agreement, and what behaviour might hinder the mediation process?

WORKSHEET 8. Escalation in the schoolyard (Scenario 1)

Situation

Khalid and Mousa, two students of a secondary school in Amman, are sitting next to each other in class. They are friends and they are working together on an exercise during lessons. Suddenly they start having an argument. Mousa shouts that Khalid should give him back his pen. But Khalid is convinced that it belongs to him. The teacher tells them to be quiet and to continue working. They continue working as they were told while they are pinching each other under the table. Later, during break on the schoolyard the situation escalates: Mousa starts to push Khalid, who then pushes back.

Tasks

1. Read the example and discuss in the group, whether this situation seems familiar to you?
2. Answer these questions together in the group:
 - ≡ How would you describe the relationship between Khalid and Mousa?
How do they see each other?
 - ≡ What is the heart of the conflict? What is it really about?
 - ≡ How far is the conflict escalated and what has to happen to avoid a further escalation?
3. A peer mediator gets involved. Develop a short role play with the conflicting parties and the mediator of 5–10 minutes showing what might happen next and how the mediation process could work. The rest of the group are observers.
4. After the role play the actors report, how they felt in their roles and the observers give their feedback to the group.
5. Prepare to show it in front of the plenary.

WORKSHEET 9. Conversation during break (Scenario 2)

Situation

The two classmates Kamil and Mohammed have a conversation during their lunch break.

While observing the ongoing action in the school yard, Kamil suddenly changes the topic and asks Mohammed if he also thinks that there are too many “new faces” coming from everywhere but from Jordan to join their school and overcrowd the school yard. Mohammed only shrugs his shoulders and answers that he doesn’t really care about that. Kamil insists and starts listing different situations in school and daily life where refugees would make local Jordanians’ life more complicated. He starts using swearwords. Suddenly, Mohammed gets angry and tells Kamil that he should stop offending newly arriving persons and indirectly him and his family.

Kamil, reacts very emotionally to Mohammed’s strong opinion and the conversation starts to escalate.

Tasks

1. Read the example and discuss in the group, whether this situation seems familiar to you?
2. Answer these questions together in the group:
 - ≡ How would you describe the relationship between Kamil and Mohammed?
How do they see each other?
 - ≡ What is the heart of the conflict? What is it really about?
 - ≡ How far is the conflict escalated and what has to happen to avoid a further escalation?
3. A peer mediator gets involved. Develop a short role play with the conflicting parties and the mediator of 5–10 minutes showing what might happen next and how the mediation process could look like. The rest of the group are observers.
4. After the role play the actors report, how they felt in their roles and the observers give their feedback to the group.
5. Prepare to show it in front of the plenary.

WORKSHEET 10. Four against one (Scenario 3)

Situation

In a secondary school in Amman school break starts. Alia and her friends walk to the school yard. There Alia starts gossiping with her friends about different class mates and the way they are dressed. When she and her four friends see Aisha standing alone in the schoolyard, eating from her lunch box, they stop close to her. Alia directly starts gossiping about Aisha's clothes, her way of talking, moving and other things that she dislikes about her. All of Alia's friends are laughing. Pretending to accidentally pass by Aisha, Alia is pushing Aisha and gives her the evil eye. The group of friends laughs even louder and applauds Alia. Aisha pretends to not listen to anything being said, but the group around Alia continues.

Tasks

1. Read the example and discuss in the group, whether this situation seems familiar to you?
2. Answer these questions together in group:
 - ≡ How would you describe the relationship between Alia and Aisha? How do they see each other? What role do Alia's friends play in this context?
 - ≡ What is the heart of the conflict? What is it really about?
 - ≡ How far is the conflict escalated and what has to happen to avoid a further escalation?
3. A peer mediator gets involved. Develop a short role play with the conflicting parties and the mediator of 5–10 minutes showing what might happen next and how the mediation process could look like. The rest of the group are observers.
4. After the role play the actors report, how they felt in their roles and the observers give their feedback to the group.
5. Prepare to show it in front of the plenary.

5 Implementation of peer mediation in schools

Checklist for teachers and principals

Schools should consider critically the following aspects before the introduction and implementation of school mediation:

1. Appropriateness of mediation approach with regard to the age structure of the target group

Who should be mediated by whom?

What methods are suitable for which age?

2. Creation of adequate access routes

What incentives must be created so that mediation is adopted?

What encouraging and motivating measures can be used for this purpose?

3. Consideration of the special position of the student mediators and responsible teachers

What are the selection criteria to attend the mediator training and do they make sense?

Who or what should be promoted by the training as peer mediator?

To what extent should assistance and support structures for peer mediators be provided?

4. Ensuring adequate information about the project

Which media can be used for the presentation of the project at the school?

What information do students and teachers need to obtain sufficient knowledge about the project and to understand it?

Source: Sabine Behn et al.: Evaluation of mediation programmes in schools. Hamburg et.al. 2005 (in German)

Ten steps towards implementation of peer mediation in schools

1. Formation of a responsible steering group with principals, counsellors, teachers and students.
2. Development of a peer mediation concept for the school: programme, location and timeframe.
3. Information meeting for the teachers, parents and students about the development of a peer mediation programme.
4. Qualification of responsible teachers to impart basic knowledge about constructive conflict transformation and peer mediation.
5. Definition of work load for the responsible teachers who supervise and coach the peer mediators. Schools should offer capacity of at least two hours per week for this.
6. Selection of students: motivating and recruiting of possible future peer mediators in at least one lesson per year. Information on work load, advantages and disadvantages.
7. Training to become a peer mediator (minimum 40 hours): students have to practice the process of a mediation several times until they will be able to moderate between conflicting parties and to fulfil their multipartial role.
8. Practical implementation in every day school life: providing a mediation room, a lockable cabinet and necessary working material for the peer mediators. The room should be easily accessible. Warm and colourful arrangements and motivating posters or pictures on the walls can add to a positive and welcoming atmosphere.
9. Ensuring continuity: integrating mediation into the school programme and the school's rules. The mediation should be an essential component and a trademark of the school. Informing parents of new students at the beginning of the school year and introduce the peer mediators. Holding at least two trainings per year for all students on the topic of social skills during school hours.
10. Accompanying peer mediators: Critical reflection on a regular basis by peer mediators and responsible teachers. (See "Evaluation of peer mediation" on the next page)

Adapted from Günther Gugel: Handbuch Gewaltprävention, 2008, p. 279. Institut für Friedenspädagogik Tübingen e.V. / WSD Pro Child e.V.

Evaluation of peer mediation

How can we improve our peer mediations?

Regular evaluation and critical reflection on the conducted mediation processes are very important for the personal development of the peer mediators and the long-term implementation of the whole approach in the school. Therefore the peer mediators and the responsible teachers should meet on a regular basis to exchange on their experiences and particular difficulties.

Important: Particular cases should be discussed without giving names in order to maintain confidentiality.

The following questions can be asked by the facilitators or responsible teachers to small groups of 3–5 peer mediators to initiate an evaluation and exchange:

- ≡ What did work out well / did not work out well in your mediation(s)?
- ≡ In which peer mediations did you encounter difficulties?
- ≡ How could you handle comparable difficulties in future mediations?
- ≡ Do you feel sufficiently supported in your roles as a peer mediators, by the teachers and the school?

During the reflection and discussion it is important for the peer mediators and the responsible teachers to give positive feedback, no criticisms, no quick propositions of solutions, but rather examine the situation: How could the conflict parties have felt?

If needed, particular cases and difficult situations can be performed in role plays and then discussed in the groups. In this way the mediator can also try other ways of procedures and ask someone else to play his/her role in order to observe other approaches in the situation. The group members can then evaluate how they felt in their roles and why the mediation has been more or less successful.



WORKSHEET 11. Steps towards implementation of peer mediation

Step/task	Who?	What?	When?
Formation of a steering group			
Development of a peer mediation concept for the school			
Information meeting for teachers, students and parents			
Qualification of teachers			
Definition of work load for teachers			
Selection of students			
Training of peer mediators			
Practical implementation of peer mediation in everyday school life			
Ensuring continuity			
Accompanying peer mediators (evaluation and reflection)			

Adapted from: Günther Gugel: Handbuch Gewaltprävention, 2008, p. 278. Institut für Friedenspädagogik Tübingen e.V. / WSD Pro Child e.V.

WORKSHEET 12. Agreement

Conflict party 1

Conflict party 2

Mediator

Date

We took part in a peer mediation process and voluntarily agreed jointly on following solutions:

Both conflict parties are obliged to comply with the agreement.

Signature conflict party 1

Signature conflict party 2

Signature mediator(s)



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