edumed

Mediation in Education

IO3: Design and development of a training program for educational mediators ProEM

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Introduction

EduMed – "Bridging the gap between educational stakeholders through mediation" is an Erasmus+ Strategic Partnership in School Education project, financed by the European Commission with a duration of 24 months (01-11-2020 - 31-10-2022).

The project aims to consolidate in a multilingual framework legal requirements, knowledge and skills, qualities and personal traits of educational mediators, and elaborate training programmes for mediation and peer mediation, as well as a collection of working practices in educational mediation.

The gained knowledge of the EU legislation framework in the sphere of educational mediation will strengthen the collaboration among all actors within schools, as well as with families and other external stakeholders. All the project results and the whole impact will be focused on encouraging the establishment of sustainable links among all stakeholders' activities in education and training by promoting collaborative approaches to the learning process.

The training programme for educational mediators (ProEM) will enable learners to acquire professional knowledge, skills, and competences to create and maintain a calm and tolerant educational environment for everyone engaged through the use of educational mediation tools. After acquiring this specific knowledge and skills, learners will be able to actively participate as educational mediators in mediation procedures between the parties in educational conflicts, namely: student-student, teacher-student, parent-student, teacher-teacher, teacher-school leadership, teacher-school leadership, parent-parent, and local communities-educational environment. The training course will help in the formation of the so-called soft skills among the involved participants in the educational process such as teamwork skills, leadership, positive communication, emotional restraint and self-control, development of specific language culture, tolerance, etc.

The training programme consists of five modules, following the same structure including learning objectives and outcomes, key elements, methods used, theoretical part followed by practical activities.

All modules are available in English and will be translated into partners' languages: Bulgarian, Greek, Portuguese, Romanian, and Spanish. All materials are accessible for free usage at the project's website: https://www.edumed-initiative.eu/

1. Fundamentals of Conflict

Conflict can be defined as an expressed struggle between interdependent parties who perceive incompatible goals, scarce resources, and interference.

Many people grow uncomfortable or apprehensive at the mere notion of conflict, preferring to avoid it. It is important to understand that disagreement is a natural, healthy, and even necessary part of every relationship. Conflict is a manifestation of our own wants, and when both parties' needs are understood, it may help the relationship develop and strengthen.

This module aims to teach the learners about the basic aspects of the conflict.

In this part of the training, participants will learn about the following:

- causes of conflict
- types of conflict
- basic approaches to conflict and ways to resolve the conflict through alternative methods.

Through the use of educational mediation tools, learners will be able to gain professional knowledge, abilities, and competencies in order to build and maintain a peaceful and tolerant educational environment for all involved.

After completing this module, learners will be able to:

- Understand and define the concept of “Conflict”
- Identify different causes of conflict
- Identify different stages of conflict
- Use different approaches to manage conflict.

The key elements addressed are:

1. **About conflict. Causes and types**

2. **Stages of conflict**

3. **Can conflict be constructive?**

4. **Conflict management. Styles and solutions.**

Methods used:

- Worked examples

1.1 About conflict. Causes and types

Before we begin our discussion of conflict, we need to have a good working definition.

Conflict can be defined as an expressed struggle between interdependent parties who perceive incompatible goals, scarce resources, and interference.

In order for conflict to be considered present, there must be an expressed struggle. This is more than a mere disagreement. It is a behavior. Sometimes our disagreements are expressed verbally, and sometimes through a mean look or a harsh tone of voice. Conflict occurs between interdependent parties or people who depend on each other in some way. That is if the actions of one person affect the well-being of the other, interdependence exists. As you have noticed, conflict is particularly common in relationships with high degrees of interdependence, such as close friends, family members, colleagues, and co-workers.

In addition to the conflict being natural, as discussed above, the conflict has additional characteristics worth consideration. It can be direct or indirect, harmful or beneficial. Many people communicate their dissatisfaction directly through their words. When there is a dispute, it generally manifests itself in the form of an argument. It can also manifest itself indirectly, or passive-aggressively, in the form of vindictive or hurtful activities directed against the other.

Conflict arises between interdependent parties or those who are in some manner reliant on one another. Interdependence arises when one person's behaviors have an impact on the well-being of another. Conflict is more likely in relationships with high levels of dependency, such as those between close friends, family members, and co-workers, as you have observed. Interpersonal conflict does not exist when two individuals are not dependent on each other, even if they disagree. With contradictory aims, there is conflict. Incompatible objectives are more than just a dispute or a difference in aims; they cannot both be met. If your roommate wants to watch a movie, but you want to watch baseball, a difference in objectives arises.

Note that the definition includes a perception of goal incompatibility. Sometimes both can, in fact, be achieved. Conflict arises in the perception that resources are scarce. If you have an abundance, there is no need to fight about something. Commonly perceived scarce resources are money, time, power, and space. Conflict also includes interference. Even if you disagree and have opposing goals about something, you only have genuine conflict when you act in ways that prevent each other from achieving your goals.

Reflect

With whom do you have the most troublesome conflict? What are your conflicts with this person about?

1.2 Stages of conflict

Conflict can be structured in different phases. In order to identify the progress of conflict, we need to identify the current stage by analysing some characteristics.

1) Discussion

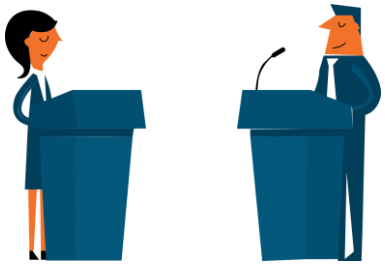
This occurs when both parties are curious about the other's point of view and are willing to communicate their thoughts, views, and feelings. This stage is merely a meeting of minds with no attempt to persuade the other person to believe or feel otherwise.

Characteristics include:

- respect for each other's viewpoint
- acceptance of the other's values
- broadening of perspectives

2) Debate

This is when there are different viewpoints and I would like you to see things my way, but only if it is right for you.



Characteristics include:

- openness to your ideas
- respect for your viewpoint

3) *Argument*

I want you to 'buy' my ideas, regardless of what you may be thinking. I am right' and you are 'wrong'. You should be doing it my way.

Characteristics include:

- disregard for others viewpoint
- arguing from own perspective only
- polarization
- lots of 'yes, but …'

4) *Conflict*

Not only do I feel I am "right" and you are "wrong," but I also demand that you act in accordance with my ideals and views.

Characteristics include:

- demands that you behave, as I want
- highly personalized arguments
- lots of 'shoulds'
- blame, accusation, put-downs

5) *Breakdown*

The relationship is now so painful that I need to protect myself or recover from the pain. I act as if you don't exist.

Characteristics include:

- silence
- 'cold war'
- separate lives

Reflect

Can you identify how you and your friend/colleague behave during the conflict?

1.3 Conflict outcomes

Conflict does not have to be a nasty or counterproductive experience. In fact, it has the potential to be beneficial. Conflict can aid in the implementation of important reforms in the workplace. When confronted with a problem, there are five possible approaches to take.

• **Ignore** - We could put off doing anything at all

• **Win-Lose** - We may choose to exert control and "win" over our opponent

• **Lose-Win** - We may choose to acquiesce and "give in" to the other person

• **Lose-Lose** - We could agree on a compromise, where both parties give something up

• **Win-Win** - We could choose an option where those involved in the conflict work together to discover a win-win solution - a collaborative solution

A conflict is constructive only if as a result:

- the relationship is stronger
- you understand each other more
- there is greater willingness to meet each other's needs
- there is greater trust
- you have resolved the source of future conflicts

Reflect

If you could change one thing about the way you handle conflict, what would it be? Why?

1.4 Conflict management. Styles and solutions

Conflict can be approached in many ways and can lead to multiple outcomes. In this part we will try to focus on three styles of managing a conflict and to provide some tips on how to generate a positive result.

Styles of Conflict Management:

Aggressive: A dominating style that does not allow the other person to share their opinions

Passive: A submissive style of conflict management that does not share opinions or act as a leader

Assertive: A balanced style that uses active listening, is open-minded, and shows respect for the persons in conflict. The preferred method

Reflect

Can you think of anyone you deal with regularly who exemplifies one of these styles, and uses it as their main way of dealing with conflict? Which style is more likely to generate a positive outcome?

Why assertive communication makes sense

Assertiveness is a successful and diplomatic communication style since it is founded on mutual respect. Because you are prepared to stand up for your own interests and voice your opinions and feelings, being assertive demonstrates that you value yourself. It also shows that you respect other people's rights and are prepared to cooperate to resolve disagreements.

Of course, it is not just what you say - your message — that matters, but also how you say it. Direct and courteous communication is assertive communication. Being assertive provides you the best opportunity of getting your point through. If you communicate in a passive or aggressive manner, your message may be lost because others are too preoccupied with reacting to how you communicate it.

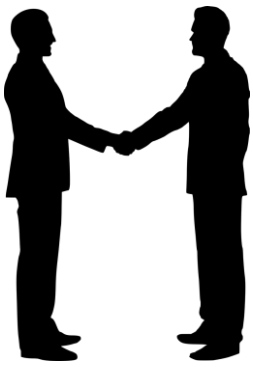
How to communicate assertively

1. Make use of "I" statements

Without resorting to remarks that criticize the other person, present your position as your opinion or interpretation. "You made me furious," for example, is aggressive, but "I felt angry" is assertive.

2. Concentrate on your actions

Avoid the temptation to make assumptions about the other person, such as labelling them as nasty or insensitive. Comment on their actions or statements without putting them in a box.



3. Keep your answers to a minimum

The more time you spend talking, the more likely you are to use passive or aggressive approaches.

4. Keep an eye on your tone of voice and nonverbal cues

You may say the perfect thing and then spoil it with a harsh tone or forceful stance.

5. Listen

Pay close attention to what they have to say as well. If you do not listen, you will become aggressive.

6. Maintain appropriate eye contact

If you do not make enough eye contact, you could appear to be as untrustworthy. You could come out as hostile if you make too much eye contact. In most cases, maintaining fairly constant eye contact with minor pauses every few seconds is typically sufficient.

Description of the module

This module aims to provide a better understanding of the concept of "Conflict". It provides a perspective on what conflict is and shows different outcomes and ways to approach and solve a conflict. It combines different theoretical aspects with practical activities over specific areas of "Conflict".

Total duration: 4h - (1h/key content)	| 1 key content = 20 min of theoretical content + 40 min activity |		
Setting:	**Classroom / online**		
Outcomes:	➢ **Understand the concept of "Conflict"** ➢ **Understand how to manage a conflict**		
Contents	1. About conflict. Causes and types 2. Stages of conflict 3. Can conflict be constructive? 4. Conflict management. Styles and solutions	**Duration for each activity:**	**1. ~ 60 min** **2. ~ 60 min** **3. ~ 60 min** **4. ~ 60 min**
Activities description (step by step)	**1. How Do You See It?** Have participants pair up. Provide each person with a copy of the handout. Allow 15 to 20 minutes for partners to interview each other. Follow with a group discussion of the interviews and then go over the discussion questions. ***Variations*** Have team members switch partners every three questions to increase the level of trust within the team. ***Follow-up discussion question*** • Were your partner's perspectives different from your perspective? • What were some things you learned by considering another's perspective? • Does discussing conflict like this make it "less scary"? In what ways? • Is conflict good or bad? • What are some ways in which conflict is detrimental to the team? • What are some ways in which conflict enriches the team? **2. Positive Spin** Split large groups into smaller teams of four to seven (having at least three teams is desirable). Tell the teams that they are to write their definition of conflict. Their challenge is to define conflict without using negative terms. Once team members agree on a definition, have them write it on their flip-chart paper along with an illustration. Before the group presentations and discussion, have each team answer the debriefing questions. After all teams are finished, have the teams present their ideas to the group. Hang up the flip-chart pages on the wall of the room for the duration of the training day. This activity can be easily performed online using a platform that allows dividing the participants in separate break-out rooms (Zoom). Flipchart can be replaced with common working boards (Miro, Google Jamboard). **Debriefing Questions** • How does the definition of conflict affect the way we think about the conflict? • What are some negative consequences of conflict? • What are some positive outcomes of conflict? • List four potential positive outcomes of conflict in an organization. **3. Step by Step** Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room. Ask each team to write the word "***Conflict***" on one sheet of paper and the word "***Resolution***" on another. Instruct them to tape the sheets of paper about six feet apart on a nearby wall. Invite the teams to brainstorm the specific steps necessary to get from "***Conflict***" to "***Resolution***." **Tip**: If participants are having trouble, you may suggest that they reverse-engineer the step.	**Type of activity:** 1.Asking Questions /Discussion (possible online) 2.Problem solving (possible online) 3. Problem solving 4.Role play	

	As the steps are agreed upon, have team members write them on sheets of paper and place them on the wall between the "***Conflict***" and "***Resolution***" sheets. **Debriefing Questions** • What has to happen right before "**Resolution**"? • Is there an additional step after "**Resolution**"? What could be added? • How does it benefit us to have a step-by-step approach to conflict? • How can we remember these steps in conflict situations? **4. Make it assertive** *Watch a conversation in a soap opera and convert it to assertive communication.* *Example: https://www.youtube.com/watch?v=O2h3INkHWDQ* Show the chosen part of the soap opera. Divide the students to as many groups with members equal to the number of characters in the scene. For example, if the scene has 3 characters, divide the delegates to groups of 3. If 1 person was left, let him join another group as an observer. If 2 people were left, ask them to role-play only two characters (if possible). Ask each group to choose who in their group role-plays each character. **The person nominated for the main character in the soap opera should only respond assertively**. Other characters can respond as they like; assertively, passively, or aggressively. They can imitate whatever style was used in the soap opera, though as the role-play goes on they should respond based on what they hear from the other characters. Allocate 20 minutes for this role-play. Bring everyone back together and ask all groups to share their experience. ***Follow-up discussion question*** • Was your role-play conversation better that the one in the soap opera? • How did it develop over time? • How did you feel while you were going through it? • What does this suggest about the importance of assertive communication? • Did this exercise change the way you look at assertive style of communication?		
Materials/Supplies:	**Activity 1: Handouts, pens** **Activity 2: Sheet of flip-chart paper, some assorted markers, pens** **Activity 3: Paper, markers, painter's tape** **Activity 4: Carefully selected parts of a soap opera containing a serious and emotionally charged conversation where various characters disagree with each other in a heated conversation.**		

Worksheets[1]

Each topic follows the same structure, it includes a theoretical part and an activity.

5.1 About conflict. Causes and types

- **Begin by presenting the theoretical part about conflict**
- **Ask the question and give a couple of minutes for reflection**
- **Follow the instructions and implement the activity**

[1] Note: Handouts can be found in the Appendix 1 at the end of the training program.

5.2 About conflict. Causes and types

- Begin by presenting the different stages of conflict
- Ask the question and give a couple of minutes for reflection
- Follow the instructions and implement the activity

5.3 Stages of conflict

- Follow the instructions and implement the activity
- Present the possible outcomes of a conflict
- Ask the question and give a couple of minutes for reflection

5.4 Can conflict be constructive?

- Begin by presenting the different styles of conflict management
- Follow by presenting the different tips for assertive communication
- Follow the instructions and implement the activity

2. General & Specialized Mediation

The main learning objective is to understand the basic principles of general and specialized mediation in terms of:

- Subject and principles of general and specialized mediation
- Function and role of educational mediator
- Personal and professional characteristics of the educational mediator
- Ethical rules for mediator's behaviour and the boundaries of involvement in conflict resolution and prevention.

By the end of this module, the participants will:

- Understand the main principles of general and specialized mediation
- Identify the main roles of an educational mediator
- Know what the main characteristics of an effective educational mediator are
- Identify the ethical principles and boundaries during a mediation process.

The key elements addressed are:

1. Mediation
2. Role of the educational mediator
3. Characteristics of an educational mediator
4. Ethical principles in mediation

Methods used:

- Theoretical exposition and practical exercises.

2.1 Subject and principles of general and specialized mediation

Mediation **can be defined** as the process where an impartial person - the mediator - facilitates and encourages communication to promote resolution and agreement between both parties of a dispute (Law Council of Australia, 2018 and Texas Court, 2011). In its simplest form, mediation is a process in which a neutral third party assists parties to reach a voluntary, negotiated settlement of the issues in dispute. The mediator facilitates communication between parties so they can more clearly understand their differences and craft a mutually acceptable settlement. However, the mediator does not have the power to impose a decision upon the parties.

The mediation process can be an excellent method to resolve some of the conflicts because it can be faster and cheaper than other available alternatives, and it is also a process that allows interested parties to find their solution, instead of being forced to make a decision. It improves interpersonal relationships, promotes dialogue, and communication skills and helps in recognizing and valuing the needs, feelings, and values of others, promoting respect for others (Aguiar, 2013). Mediation can be a positive problem-solving process that can prevent conflicts and misunderstandings from becoming extended in time and destructive. It aims to help people resolve their differences and it helps the disputing parties to assess their options realistically and reach mutually acceptable solutions (Victorian Association for Dispute Resolution, n.d.).

2.2 The Mediation Process

A mediation process can be structured using the following steps (Block & Blazej, 2005; Macmillan, 2016) (Figure 1):

1. **Introduction:** after all parties agree to mediate, the mediator establishes a positive and constructive atmosphere, setting ground rules and guidelines for a respectful and productive interaction between the parties; the mediator introduces himself to the parties, ask for the parties' names, and explain the process, including confidentiality; the mediator explains that the process is voluntary, being possible to renounce the process at any time.
2. **Sharing perspectives:** each of the parties explain to the other party and the mediator its account of the facts, its goals and its perspectives on the matter; and how the conflict made them feel.
3. **Defining the problem:** mediators ask open-ended questions to clarify and verify (e.g.: "Is there anything else that we need to know?"); Mediators paraphrase and restate each party's account and guide the parties to come to an agreement about what the problem really is and what are the interests of both parties.
4. **Brainstorming solutions:** the parties, enlightened by a deepened understanding of their needs and the options before them, negotiate with each other with the assistance of the mediator; Parties brainstorm possible solutions; mediators ask parties to talk about which solutions the parties are willing to agree on and which ones are not agreeable; mediators ask parties to talk about how each possible solution will affect the parties' relationship with each other.
5. **Choosing solutions:** Parties evaluate the options and decide together how they will proceed; parties come to an agreement on which solutions are constitutes a win-win situation. Mediators ask if the parties are satisfied and if they need anything else from the mediation. When possible, the parties reach and sign an agreement and thereby settle their dispute.

6. **Closing:** Mediators thank the parties for participating and remind them, if necessary, of confidentiality; mediators mention that if the parties need help in the future, the mediation process is always available to them.

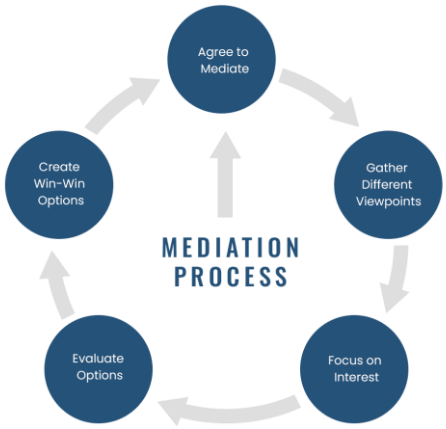


Figure 1 - Depiction of the mediation process

2.3 *Effective mediation process*

In terms of the mediation theory, Moore (2003; 2012) has argued that all parties will be more inclined to settle in mediation if their needs and interests have been addressed and satisfied. This author proposed a model – The Triangle of Satisfaction – which stipulates that people have **three interdependent needs and interests** that must be considered in order to achieve agreements and decisions that will last: 1) procedural; 2) psychological/relational; and 3) substantive (Figure 2)

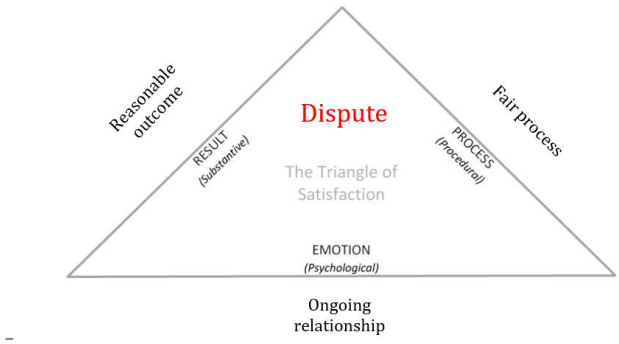


Figure 2 - The Triangle of Satisfaction adapted from Furlong (2005)

According to this model, to be satisfied with the way a dispute or problem has been resolved, people need to feel that:

- **The process was fair** (**Procedural Satisfaction**) - this refers to whether, at the conclusion of the mediation process, the parties perceive it to have been a fair and suitable process for everyone.
    - Their issues were heard and understood, there was an opportunity to put forward their own point of view and to both listen and be listened to.
    - The process was clear, the goals were established, articulated and widely understood and acceptable by all parties.
    - The process enabled direct participation and raising questions and concerns.
    - There is confidence in the information, protocols and meetings.

- **The outcome or decision reached was reasonable (Substantive Satisfaction)** – this refers to tangible outcomes or benefits that a party wants to have satisfied, received or be exchanged as a result of the mediation process.
    - There was a discussion of what all parties want to achieve out of the mediation, i.e., the material things or personal issues people are negotiating about. The outcome can be tangible (material goods, time, rights) or intangible (respect, consideration).
    - Questions as 'what is it that's really important to you?' and, 'what are you really needing out of this mediation to be able to move on with your life?' are asked.

- **The relationship between parties has been helped by the process (Emotional Satisfaction) -** relates to the thoughts and feelings parties have throughout the start of a conflict to the negotiation process and how people feel about what is being negotiated for.
    - They can manage their relationship in the future.
    - They perceive that they have been respected and heard, and had their feelings and experiences acknowledged.
    - Personal and emotional aspects were considered during mediation (how people feel about what is being negotiated for, how people feel about themselves during and after the negotiations).

3. Educational Mediation

Educational or School mediation is usually associated with interpersonal conflict resolution in which the process of communication is established by the mediator and mediated student through a set of predefined steps. However, this is a very limited view of mediation, since its effects and benefits can reach the entire school. School mediation process can promote emotional, socio-cognitive, and socio-moral development. While other methods of conflict resolution in schools may involve a solution or decision being imposed upon the parties by someone in authority, **mediation invites parties to formulate their own solution, and to take responsibility for their actions**. Mediation is a conflict resolution process that can be applied across

the school community. As such, it is an ideal process to integrate into the whole school community policies and procedures.

3.1 Function and role of educational mediator

Regarding the function and role of the mediator, their wide function is to re-establish the relational ties between students, between the school and the families, the school with the community institutions, and between the different groups existing in the educational environment (Figueiredo, 2011; Silva & Machado, 2009).

Who can deliver educational mediation?

Portugal	There is no specification in terms of an educational mediator. Nevertheless, it provides information on socio-cultural mediator - an individual who promotes intercultural dialogue, stimulating respect and better knowledge of cultural diversity and social inclusion. According to Article 3 of Law No. 105/2001 preference should be given to individuals belonging to ethnic groups or immigrants who reveal socio-cultural mediation skills and knowledge of the socio-cultural characteristics of the target communities.
Spain	There is no professional category of school mediator, although there are many professionals from other sectors such as psychology or social work who are dedicated to this field. To be an educational mediator, you must take a training course for mediation voluntarily. A mediation professional is the one who will train future mediators who can be both teachers and students.
Greece	Both public sector and private sector actors can deliver officially recognized educational mediation services. It must be clarified that in the of case of public sector, the permission to deliver educational mediation services is justified on specific governmental decisions, whereas in the case of private sector actors, the mediators must ask for permission from the Ministry of Education on an ad-hoc basis. Thus, there is no law that enables all private sector actors to deliver such services. Regarding the public sector, as established in Circular no. 4077/28-4-2014 with the title “Development and Operation of Network for the Prevention and Management of school violence and intimidation phenomena”, since 2014 in each school two responsible educators are assigned the task of addressing school violence, as integral part of the institutionalized school mediation practices. Insofar the Coordinators of Educational Activities of Regional Centers for Educational Planning are concerned, the Government Gazette Issue (ΦΕΚ) with no. 158733/ΓΔ4 does not formally authorize them to deliver educational mediation services themselves. However, some services that they deliver have a strong supportive activity to teachers regarding conflict resolution, so

	indirectly they contribute to the overall process of educational mediation (where the latter is practiced). Moreover, several private sector actors can deliver educational mediation services (as informal actors), often indirectly, through support to public school personnel. For instance, "Dialogos – Company on Trade and Family Mediation" has a dedicated service on educational mediation, through which it has developed and delivered personalized programmes on mediation in public schools that are tailored for the needs of each school. These services are offered in primary and secondary schools and have been officially approved by the Greek Ministry of Education and Religious Affairs, and more specifically from Institute of Educational Policy in 2013. In addition, the private agency "The Mediation Lab" offers services on school peer mediation, targeting especially students as potential agents of peer mediation on a voluntary basis. Usually, the geographical scope of the private services is limited in Athens (capital) and Thessaloniki. S
Bulgaria	According to article 15 of Ordinance No. 15 of 2019 on the status and professional development of teachers, school headmasters and other pedagogical specialists, defines the positions of psychologists and pedagogical advisor, who can deliver educational mediation in their practice, as follows: Psychologist in the pre-school and school education as an educational mediator: • Participation in preparation and implementation of school programs to prevent dropping out of school and to reduce the number of early school leaving; • Work on cases that have arisen in the kindergarten or school in cooperation with community institutions and services; • Interaction and consulting with teachers, other pedagogical specialists and parents for dealing with a problem connected with education, upbringing and socialization of children and students or to decide on a case; • Conflict mediation. Pedagogical advisor in the system of the pre-school and school education as an educational mediator: • Counseling and support of students, teachers, parents and school principals in implementing and maintaining the links between family, school and community; • Participation in the development and implementation of school policies in the field of upbringing, socialization and the protection of children and students; • Counseling of children and students, pedagogical specialists, parents and other stakeholders to overcome problems concerning the educational process; • Mediation in resolving conflicts;

	• Participation in activities to motivate children and students to overcome their problematic behavior and school dropout; • Making the connection between the parents and institution during in case work; • Cooperation with the competent child protection authorities' organs for child's protection and participation in inter institutional team meetings.
Romania	School mediation services are the duties of the school mediator and are part of a comprehensive program and project for school and social inclusion of children, as provided in the Education Law. School conflict mediation services may be subject to a mediation process as provided by the Mediation Law. The mediator authorized under this law may mediate a school conflict at the request of the educational institution, or at the request of the parties to the school conflict, in all cases with the consent of all parties to the conflict. Conflict mediation can take place at the request of the mediator by the parties to the conflict. Mediation of school conflicts can be requested by the parties (students, teachers, other persons) in the conflict, and if the parties to the conflict are minor students, mediation can be requested by their parents, or by the director of the institution, with the parents' consent. As mediators in the school can be teachers, psychologists, specially trained students.

Table 1 - Results from the Edumed's project IO2 "Collection of practices on Educational Mediation"

According to the general literature, the mediator should look for the various opportunities that emerge throughout the process, understand the different existing perspectives of the conflict, seek mutual recognition of all parties involved, explore the resources, enhance dialogue and sustain the various perspectives, opinions, and experiences to solve the problem together (Suárez Basto, 2008). The mediator also has the role of identifying problems, supporting communication, helping the parties to focus on their interests, optimizing the exploration of the various alternatives, helping the parties to find voluntary solutions, and promoting and maintaining good relations between both parties of the conflict (Ministry of Labour, Industrial Relations, Tourism & Environment, 2007).

To summarize, although mediators may have different styles of mediating, and despite this role can differ from country to country, a mediator may be called to play **several roles** in the process, such as:

- ✓ Setting the tone for joint problem-solving by establishing and maintaining a rational and productive atmosphere for negotiation
- ✓ Assisting the parties to understand each other's perspectives (needs, concerns, fears, goals, etc.)
- ✓ Trying to build empathy between the parties
- ✓ Facilitating communication between the parties by keeping the discussions "civil"

- ✓ Deal with angry statements by, for example, reframing them in a neutral way or in a way that reveals the underlying interest
- ✓ Maintaining balance in the process by ensuring that the parties have an equal opportunity to speak
- ✓ Assist the parties to overcome miscommunication, misunderstanding and confusion by helping them clarify what is agreed and disputed, and identifying the underlying issues
- ✓ Develop awareness of the real needs of those who are involved by drawing out information and probing each party for their underlying interests
- ✓ Identifying and seeking clarification of misunderstandings, assumptions, and discrepancies
- ✓ Probing for interests underlying positions taken by the parties in order to expand the opportunity for creative solutions
- ✓ Assisting parties to identify common interests, explore and assess their alternatives to a negotiated resolution
- ✓ Acting as a "reality check" by challenging parties on their positions and by reminding them of the costs of not settling
- ✓ Assisting the parties to generate options for settlement, evaluate the advantages and disadvantages of each option and encouraging the selection of an option that maximizes satisfaction of both of their interests
- ✓ Keeping the parties focused on the future and their goal of resolving the dispute
- ✓ Maintaining optimism that an agreement can be reached and sustaining commitment to assist parties to achieve resolution

3.2 Personal and professional characteristics of the educational mediator

The personal and professional traits of an educational mediator may differ from country to country and depend on the legal contextualization. The following table summarizes the traits and profiles of an educational mediator.

Portugal	In 2000, with the approval of Joint Order No. 1165/2000 of the Presidency of the Council of Ministers, the Ministry of Labour and Solidarity and the Ministry of Education, a working group was set up to assess the role of mediators in schools. As a result, is defined as the professional profile of the socio-cultural mediator to be over 18 years old, to have at least the 6th grade of compulsory schooling and demonstrate availability and capacity for intercultural dialogue with citizens of different origins. Law No. 105/2001 states that the sociocultural mediator must attend training courses with common contents, enabling the promotion of intercultural dialogue among all citizens, with the inclusion of specific training modules which take into account the specificities of each community. The law states that the

	sociocultural mediators training courses are equivalent to the ninth grade of school education, giving the Level 2 of professional qualification and be certified by ANEFA. This law has the underlying intention to enable a relationship between training, certification and labour market, through the signing of protocols between the Institute of Employment and Professional Training and entities accredited to provide training in this field.
Spain	Among the personal qualities of mediators, the following are important: Not judging, actively listening, attitudes of solidarity and capacity for dialogue are important, being available, willing and prepared, knowing how to paraphrase, patience, being neutral and not pressuring. In school mediation, the mediator may be a teacher, a student, or the principal. In order not to incur a conflict of interest, it is recommended that the mediator be a person from outside the center.
Greece	With respect of the professional traits and requirements for educational mediators, the School Counsellor (who is responsible for the mediation activities in the Greek context) should – as minimum requirement – be a regular educator (i.e. not deputy) and he/she must be part of the teachers' association in the school. Moreover, he/she must have a bachelor's degree in education, or pedagogical studies, or must have master's degree or PhD in the same related fields. In addition, the School Counsellor should receive constant training, in cooperation with the Coordinator of Educational Activities and the Institute of Educational Policy. In case the School Counsellor lacks the abovementioned minimum requirements, he/she could be appointed based on having previous certified participation in educational seminars and programmes of at least 300 hours on socio-pedagogical activities or on related field. Regarding the process of becoming a Coordinator of Educational Activities, according to the Governmental Gazette no. Φ.351.1/5/102172/Ε3 issued on 20 June 2018, all the candidates must be already certified educators (Article 1) and undergo a formal process of application and then evaluation according to certain criteria such as language skills, publication record, studies, etc. (Article 2). Regarding the personal characteristics, school mediation actors (irrespectively of whether they are school counsellors, students or school teachers) should possess some basic personal skills that can be summarized as follows: (i) risk management skills, (ii) tolerance, (iii) active listening, understanding and empathy, (iv) mutual respect and tolerance, (v) communication skills, vi) confidentiality and impartiality, through which the subject who is trained as a mediator can promote more easily the

	important and effective role of peaceful resolution, deflecting in parallel any kind of stereotypes or preferences that may favour one of the conflicting parties. These personal traits are not stipulated by a formal state law. Nevertheless, they are foreseen by the Association of Conflict Resolution, and embraced officially by the web-portal www.diamesolavisi.gov.gr of the Greek Ministry of Justice, which the state web-portal on mediation.
Bulgaria	In accordance with the Decision №373 of 2017 of the Council of Ministers of the Republic of Bulgaria and the regulations for the application of the national classification of professions and positions the newly established position 'Educational mediator' is registered with code 5312 3004. Some of the listed requirements for educational mediators include a desirable level of education - secondary; proficiency in the mother tongue (s) of children and students from vulnerable communities who are being educated, brought up and socialized in the given school. Knowledge of the value system, holidays, traditions and other characteristic cultural features of the communities' mediators work with. The necessary personal qualities: loyalty to the institution; discretion; tolerance; ability to work in teams; communication and motivation skills; conflict management skills as well as computer literacy.
Romania	According to the national education law, the school mediator is part of the auxiliary teaching staff and for the position of school mediator the following study conditions must be met graduation with a bachelor's degree with specialization in social assistance or graduation with a baccalaureate diploma from the pedagogical high school, school mediator specialization, or graduation with a baccalaureate diploma from any other high school profile, followed by a professional training course with specialization school mediator, recognized by the public authority. It is recommended that the school mediator should be a person who knows the language and culture of the local community for which school mediation services are needed. School conflict mediation is required where conflicts escalates and degenerate into other conflicts. In small everyday misunderstandings, the "service mediator" is the teacher or school counsellor. In case of a professional mediator, this should have the following attributes: - he must understand very well the nature of the problem - has the obligation to give any explanations to the parties regarding the mediation activity - must lead the mediation process impartially - The mediator is obliged to maintain confidentiality Other competences required are: activity planning, teamwork,

	professional development, PC usage, communication, conflict resolution, development of the school-community partnership.

Table 2 - Results from the Edumed's project IO2 "Collection of practices on Educational Mediation"

In a nutshell, being a good mediator does not mean having a list of skills. Instead, it's often the combination of different skills in concert that creates reliable results. An effective and skilled mediator should consider the following characteristics that can be inherent to the mediator's personality or that can be learned (Macmillan, 2016; Goldberg & Shaw, 2007; Hon & Fung, 2014):

- **Empathetic.** The mediator will have to adapt to various personalities, maintaining a non-judgmental character and try to understand the problem from the different points of view. Mediators should handle the knowledge of parties' underlying interests with empathy and consideration. They are willing to ask emotionally difficult questions and do so in a fair and respectful manner.
- **Alertness.** The mediator must be alert on several levels while mediating and must concentrate on the information being provided by the source, constantly evaluating the information for both value and veracity. Simultaneously, the mediator must be alert not only to what the party says but also to how it is said and the body language.
- **Patience.** The mediator must have patience and tact during the mediation process, enhancing the success of the process. Displaying impatience may encourage a difficult party to be more unresponsive in order to end the process and the parties may lose respect for the Mediator, thereby reducing the Mediator's effectiveness.
- **Credibility:** The mediator must provide a clear, accurate, and professional outcome and an accurate assessment of his capabilities. The mediator must present himself in a believable and consistent manner, and follow through on any promises made as well as never to promise what cannot be delivered.
- **Objectivity**: The mediator must be totally objective in evaluating the information, maintaining an objective attitude. Remain objective when experiencing an emotional reaction during a session and self-control to avoid displays of anger, irritation, and sympathy or become emotionally involved with the party.
- **Flexibility.** A mediator must adapt to the many and varied personalities which he will encounter and environments. By being adaptable, he can smoothly shift his questioning and approach techniques according to the operational environment and the personality of the party.
- **Perseverance and resilience**. A mediator who becomes easily discouraged by opposition language or behaviours, non-cooperation, or other difficulties will not pursue effectively the matter to a successful conclusion or exploit leads to valuable information that can be important to the solution.

- **Impartiality**. A mediator should never give an impression that she/he is leaning in favour of any of the parties, rather paying equal attention to both the parties. Therefore, the mediator is not extraordinarily respectful to one of the parties, extraordinarily chatty with one of the parties and so on.
- **Trustworthiness.** A good mediator inspires trust, that keep all discussions confidential and use any information they receive to reach a mutually acceptable, without trust, the parties won't talk openly. When the mediator's attitude reflects sincerity and fairness, both sides may be more cooperative and receptive to the mediation process.
- **Good communication skills**. The mediator must not only be a good communicator, but also understand the process of communication. Understanding how to communicate well and read the communication dynamics of those involved is absolutely vital to the process. One of the most important communication skills is **active listening.**
    - **How to listen actively?**
        - ✓ Listen more than talk; you cannot listen if you are talking; ask questions.
        - ✓ Put the talker at ease and have an environment they feel comfortable in, smile and use positive body language such as nodding.
        - ✓ Show them you want to listen, look and act interested, use verbal indicators to show that you are following what they are saying.
        - ✓ Focus your mind on what is being said and stay in the present moment, avoid doing other things while listening (e.g. shuffling papers).
        - ✓ Do not rush them to finish, a pause does not always mean that the speaker has finished what they are saying.
        - ✓ Observe the tone, volume and the message not just words, you want to get the whole picture, not just bits and pieces.

How a mediator does NOT behave	***How a mediator DOES behave***
× Gossip or tell other people what happened in mediation × Tell other people how to solve their problems × Judge whether other people are right or wrong × Take sides in a dispute × Allow witnesses and hangers-on to take part in the mediation	✓ Listens to both sides of the dispute ✓ Is fair and just ✓ Helps both sides work towards a win/win solution ✓ Encourages parties to solve their own problems and does not jump in with the answers

Table 3 - Adapted from NSW DEPARTMENT OF EDUCATION AND COMMUNITIES - Peer Mediation Program for Secondary Schools (n.d.)

4. Ethical rules for mediator's behaviour and the boundaries of involvement in conflict resolution and prevention

In order for the mediation process to be effective, it must respect several principles and ethical rules, as well as boundaries when solving conflicts. Therefore, according to several sources, the following ethical principles must be met during the mediation process (Law Council of Australia, 2018; Hoffman, 2000; Code of Conduct for Mediators[2]):

- **Voluntary** - The mediation process is voluntary. Even when the process is mandatory, the parties involved have the right to leave at any time. Mediators must remember that the final agreement must be the product of the decision and will of the parties involved.
- **Confidentiality** - The mediator must always maintain confidentiality about the entire process and information shared with it unless the parties agree to share. Any information disclosed in confidence to mediators by one of the parties must not be disclosed to the other parties without permission.
- **Self-determination** - Support and encourage the parties involved to make their own decisions about the conflict. The mediator cannot impose his ideas on the process.
- **Conflict of interests** - Before starting the process, the mediator must reflect on this and must communicate possible conflicts of interest that could jeopardize the impartiality of the process. The relationships established with the parties must be transparent.
- **Competence** - Mediators must be competent and knowledgeable in the process of mediation. Relevant factors include proper training and continuous updating of their education and practice in mediation skill.
- **Impartiality** - Mediators must always act with impartiality towards the parties and be committed to serve all parties equally. The mediator must always conduct the process impartially, and without stigma, when he is unable to do so, he must withdraw from the process.
- **Procedure** - The mediator must ensure that the parties to the mediation understand the characteristics of the mediation process and the role of the mediator and the parties in it. The mediator must ensure that prior to the beginning of the mediation the parties have understood and expressly agreed the terms of the mediation (e.g. confidentiality).
- **Fairness of the process** - The mediator must ensure that all parties have adequate opportunities to be involved in the process.

[2] Available at: https://euipo.europa.eu/tunnel-web/secure/webdav/guest/document_library/contentPdfs/law_and_practice/mediation/adr_ec_code_conduct_en.pdf

- **Termination of mediation** - The mediator may terminate the mediation process at any time if he considers there is no prospect of an agreement or if one or more parties are no longer involved in the process.

Description of the module, step by step

Total duration: 4h

Setting:	**Face to face or Online (according to your needs)**		
Outcomes:	**Understand the basic principles of mediation, the educational mediator role, and its characteristics; Identify the ethical principles in the mediation process.**		
Contents	1. Mediation 2. Role of the educational mediator 3. Characteristics of an educational mediator 4. Ethical principles in mediation	Duration for each activity:	**1. 1h10** **2. 20 min** **3. 1h10** **4. 1h20**
Activities description (step by step)	**1.Mediation** - Explain what is mediation and provide the main definitions - Explain the mediation process and each of the steps – use figure 1 to explain the process **Practical Activity 1 "Brainstorming"** **Face to face option:** Do a brainstorming activity with the participants: ask them what can be considered an effective mediation process. If you have a big group form groups and then compare and discuss results. Let each group write down on a flipchart the results. **Online option:** use Mentimeter (see more at: https://www.mentimeter.com/) for this brainstorming and do a word cloud The aim of this activity is to introduce the Triangle of satisfaction model **1.2. Effective mediation process** - Explain the Triangle of Satisfaction Model, and all the interdependent needs (relational, substantive and procedural), incorporating the results of the brainstorming **2. Educational mediation** - Define school mediation and discuss the impact of mediation in school context **2.1. Role of the educational mediator** - Explain the several roles of the mediators **2.2. Characteristics of the educational mediator** **Practical activity 2 "Characteristics of mediators"** **Face to face option** – All participants have to write on a paper 3 main characteristics of e effective mediator and 3 traits that a mediator should not have. In the end the trainer writes all of the words on a board / flipchart. The group discusses the results. **Online option:** All participants have to write on mentimeter 3 main characteristics of an effective mediator and of an ineffective one; In the end, the group discusses the results. - After the activity, the trainer lists some of the roles of an educational mediator and compares them with the characteristics provided in the activity 2 and 1. - Before introducing the active listening, conduct activity 3. **Practical Activity 3 "Active listening" – The Bus ice-breaker** Ask participants to listen to a story that you will tell. *"Imagine that you drive a bus. In the beginning the bus is empty. In the first stop five people get in the bus. In the next stop 3 people get down*	Type of activity: Brain-storming Discussion	

	and 2 get in the bus. In the next stop 10 people get in and 4 get out. Finally, at the end 5 more passengers get down. The question is: what is the driver's shoe size?" Usually, participants start taking notes and doing calculations. Participants will say it's impossible to know the shoe size. In this case you will read the story again until the participants realize that they are the driver and that they should know their own shoe size. **3. Ethical rules** - Explain the main ethical rules and boundaries in the mediation process **Practical activity 4 " Identifying boundaries"** Divide our participants on 3 or 4 groups. Provide them with scenarios that could simply reflection on the ethical and limits of the mediation process. Some examples that you can use: 1- Sofia is a teacher with over 20 years of work. Oliver is a new boy in Sofia's class. Oliver's parents have been going to school several times to check if everything is ok with the children, making some demands to the teacher. At first, the Teacher accepted some of these requests, however over time, the parents continue to go to school and interfere with the teacher's work. So, the teacher asked the school's mediator, if she could step in. However, Oliver's parents are not interested in participating in the process, continuing to interfere with the Teacher's work. What the mediator should do? 2- Marta is mediating a conflict between two students, Ana and Fred. Ana threw a book over Fred's head which sent the student to the school medical centre. Before the mediation process begins, Ana speaks privately with Marta and tells her that Fred has being harassing her during months and that's why she became aggressive towards him, but asks the mediator to keep that a secret since Ana doesn't want her classmates and parents to know. What the mediator should do? Does she keep the secret? 3- You are a mediator in a middle of a mediation process and one of the parties starts to explain their misbehaviour as a consequence of his parents' divorce. When you were his exact age, your parents also divorced and you struggled with this in the same way as this student. Do you share your experience? Ask the groups to share their reflections and discuss them with the whole group.	Reflection	
Materials/Supplies:	**Pens, blank sheets, flipchart, flipchart markers, Power Point, Mentimeter**		

3. Tasks of Educational Mediation & Educational Mediator

The aim of this module is to familiarize the trainees with the tasks involved in educational mediation and offer them an alternative to traditional problem-solving in schools. In this module, learners will learn about the role of educational mediators and the mediation approach used by schools as voluntarily involved in the dispute resolution process. The role of the mediator is to assist and guide the parties towards their own resolutions. So, that the parties understand and focus on the important issues to reach a resolution.

After the completion of this module, learners will be able to know:

- goals and results of conducting mediation procedures in an educational environment;
- types of participants and types and models of mediations;
- methods, techniques and skills of alternative conflict-solving;
- organization of mediation sessions and their documentation.

The key elements addressed are:

1. Goals of educational mediation
2. Benefits of mediation in schools

Methods used:

- The mediation approach is used as the voluntary involvement of parties.

Before defining, mediation, it is important to highlight **what mediation is not.**

- *Mediation is not therapy.*

A mediator interacts with healthy people who are capable of being held accountable for their actions and behaviour. He or she is not trained to address intrapersonal conflicts and to provide psychological help in case the client needs it.

The goal of mediation is to find a mutually acceptable solution to the problem for the parties, not to offer therapy for psychological trauma.

- Mediation is not counselling. A mediator cannot give clients advice or counsel them on how to act in a particular situation.

- *Mediation implies negotiation skills but is not identified with negotiation. An important goal is to achieve dialogue between the parties, but the mediator is not involved in the solution.*

- *Mediation is not conciliation.* Conciliation is based on different values and the conciliator is not required to be impartial, but the mediator is required to be.

- *Mediation should also be distinguished from arbitration in its objectives and procedures for its implementation*. Arbitration implies the participation of an arbitrator who, after examining the evidence, may render decisions that are advisory or binding on the parties involved. While the mediator cannot make decisions.

3.1 What is school mediation?

Mediation is a process of communication between parties to a conflict, carried out with the help of an impartial mediator, through which a neutral third party helps two or more parties to resolve a particular conflict.

The mediator's aim is to motivate people to participate in this process so that they themselves can draw up a mutually beneficial agreement that will help them to restore good relations with each other and with other people.

Mediation in school is a form of a meeting in which teacher mediators and/or student mediators help other members of the school community, often students, to resolve disputes between them. Mediation requires *students to be voluntarily involved in the dispute resolution process*. The mediation approach used by schools requires students to be voluntarily involved in the dispute resolution process.

3.2 Goals and results of conducting mediation procedures in an educational environment

Mediators are skilled at sifting through the facts, emotions and individual interests of the parties involved to determine what the issues are and what a fair outcome could be for the parties. The mediator's securities expertise helps the mediator clarify the issues and assess the strengths and weaknesses of each party's case. The mediator also offers creative approaches and innovative solutions, while maintaining an unbiased perspective.

Mediators do *not* make *any* decisions; they help the parties *to* come up with a win-win option that avoids future problems. *In other words, m*ediation is voluntary. It takes place if the participants in the conflict wish. In meetings, students can calmly tell their real concerns without being blamed for what they have done. Everything they share is

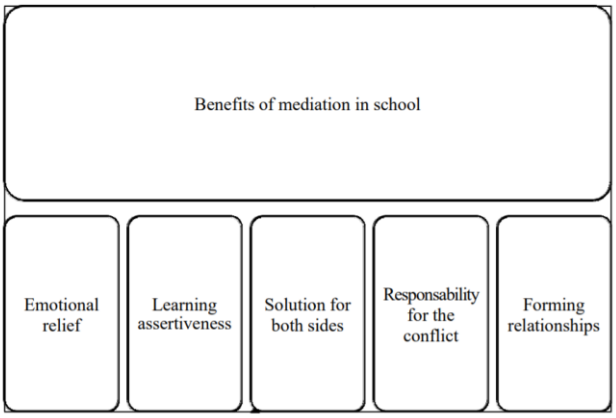
kept confidential by the mediators. *In this way, parties* have the opportunity to find their own solutions.

School mediation aims to:

- support all participants in the learning process in case of conflict with other students, teachers, parents;
- gain a clearer understanding of themselves, their differences, and their relationships with others;
- encourage the resolution of disputes in a constructive way;
- contribute to participants' mental health and natural responsibility and lasting satisfaction that they have independently found a solution.

The **impact of school mediation** programmes is usually associated with indicators such as verbal aggression, number of offenses, or discipline records, more specifically, school mediation (Ibarrola-García & Iriarte, 2012):

- encourages the individual to put themselves in the other person's position, understand the other's perspective, and accept that it may differ from their own, promoting empathy development
- favours the assumption of one's own responsibilities
- encourages a commitment to improving the school environment and relationships
- promotes students' active participation and an active role in solving conflict
- gives them a voice, changes nonconformity into positive actions
- can establish a bridge between students of different cultural backgrounds, to be used as a strategy for resolving potential cultural conflicts



Picture 1. Essential advantages of mediation as an alternative method for resolving conflicts in the school environment as perceived

3.3 Types of participants and types of mediations

Each party - principal, teacher, parent, student or any other participant in the educational process - may approach a mediator and invite the other party to participate in a mediation procedure, either alone or through the mediator. This means that mediation process involves different participants such as student to student, parent to school, student to teacher, teacher to teacher, teacher to administrator. It is important to note that school conflicts do not affect only the school, but a larger community to an extent. During the first meeting, the parties sign a declaration that they are willing to voluntarily participate in the process, which ensures that they will work of their own free will and willingness to clarify the case.

3.3.1 Facilitative Mediation

One of the most known mediation practiced in 1960's and 1970's is called "facilitative mediation". The mediator structures a process to assist the parties in reaching a mutually agreeable resolution. In this type, the mediators asks questions; validated points of views; searchers for interests the positions taken by the parties; and assists the parties in finding and analyzing options for an agreement. Here, the mediator's role is not to make recommendations, give his/her own advice or opinion or predict the outcome. The mediator is in charge of the process, while the parties are in charge of the resolution. The main goal is for parties to come to agreements based on understanding. The parties have the major influence over the decision processes.
Facilitative mediation has been practiced by volunteers and there were no requirements for expertise concerning the area of arouse conflict. Today facilitative mediation is practices with and without substantive expertise.

3.3.2 Evaluative Mediation

Evaluative mediation is a process in which an evaluative mediator assists the parties by predicating what jury would be likely to do. An evaluative mediator can make formal or informal recommendations to the parties and evaluate based on legal rights of the parties. In this type of mediation, the evaluative mediator structures the process and has a direct influence on the outcomes of mediation. Normally it emerges in court-mandated or court-referred mediation. In evaluative mediation the mediator has substantive expertise or legal in the relevant are of the dispute, thus most evaluative mediators are attorneys.

3.3.3 Transformative Mediation

Transformative mediation is the newest, named by Floger and Bus in the book “The promise of mediation”. The concept is based on the values of “empowerment” and “recognition” of each of the parties and the parties’ needs, interests, values and points of view. The core is that any of all parties may be transformed during the mediation. The transformative mediators allow and support the parties to determine the direction of their own process. Here, the parties play an active role for structuring both the process and the outcome of mediation, and the mediator follow their direction.

Overall, the facilitative and transformative mediation empower parties, and help them to take responsibility for their own disputes and outcomes. It is common for these two time to take place for a long time resulting in no agreement. The evaluative mediation seems to gain the most popularity showing that it is more supported on the market. Each has its usefulness and its place in the dispute resolution processes.

3.3.4 Peer Mediation

One type of widely spread mediation in school is so-called peer mediation, it is highly inspiring for the students and teachers themselves, because they feel themselves "carriers of the frequency of peace". It differs from classical type of mediation, where a neutral and established professional, external to the school, with extensive experience, is invited to mediate and can act in co-mediation with a trained psychologist/teacher/student/parent from the school.

In this type of peer mediation as well, it is advisable for the trained psychologist, students and teachers to have a mentor-mediator coming from the outside, with experience in different schools, cases and cultures. The most common working formula is trained school psychologist + external mediator + student/teacher mediators (+ other external professionals as needed). The work of the school psychologist is different from that of the mediator. At best, they work together and so the process is

holistic. Furthermore, in a violent situation the impartial presence and perspective of the specialist mediator can give a whole new perspective and support to all.

The term “mediators of learning” refers to agents of learning that use meditated learning experience (MLE) strategies to enhance their learning capacities (see *mediated learning and cognitive modifiability* for definition of MLE strategies). Mediators of learning are typically parents, siblings, teachers, caregivers, peers, and grandparents.

Special education mediation is *a process in which a mediator helps to resolve a dispute between a parent and school district personnel* over a child's special education program. A mediator is a neutral person who will help the participants arrive at a mutually satisfactory agreement.

3.3.5 School mediation approach

The mediation approach used by schools requires students to be voluntarily involved in the dispute resolution process.

The rationale behind this approach is that by engaging a trained mediator, students can:

- Participate in a successful problem-solving activity to address cases of bullying.
- Take responsibility for their behavior and explore the underlying reasons for the conflict or grievance.
- Be helped to reach an agreement on solutions that are reasonable and fair, even if it has involved compromise on both sides.
- Devise solutions that are better and more sustainable than if they were coerced.
- Participate in a mediation session that is a valuable learning experience that can help one in resolving interpersonal problems later.

Application

Application Mediation can be appropriately and most successfully implemented as follows:

1. Students are informed about the mediation service within a school and invited to seek its help if they so wish.

2. Suitably trained mediators (staff members and/ or peers) meet with interested students who are seeking help over a dispute that could involve bullying. Mediation

may occur on the spot where the conflict is taking place or may be scheduled for a later time. If the issue is more complicated or serious it should be in a private place where there will be no interruptions.

3. The purpose and ground rules of mediation are discussed.

4. Both sides are enabled to tell their story in turn and without interruption.

5. Concerns are clarified and an agenda is set by the mediator together with participants.

6. A solution is reached through discussion and agreed to by the parties, commonly through a process of compromise and without apportioning any blame for the dispute.

7. A shared agreement is confirmed and sometimes written down.

8. At any stage, students have the right to walk away from the mediation process if they feel it is not being constructive.

9. The situation is then carefully monitored. Techniques may be refined and improved when necessary.

The concept of mediation training is the participants' understanding of the mediation method and the goal is to spread mediation to more students, not to specifically select only certain students. This aims to increase the overall emotional intelligence of students and reduce aggression in school, students develop their communication and social skills. When conflict situations arise and put students at risk of physical or verbal aggression, it is possible, through the widespread use of the method, to enable, to act at the time the situation arises to avoid putting students at risk.

The purpose of introducing the mediation method is:

1. Understanding conflict, causes of conflict, stages through which a conflict develops and ways to resolve it;

2. Different ways and systems of conflict resolution;

3. Mediation, as a concept and as a procedure for dispute resolution;

4. The logical stages of the mediation procedure;

5. Which are the obligatory and possible participants in the mediation procedure;

6. What are the different strategies in conflict;

7. What are the different communication techniques of the mediator;

In this method, it is important that all students are introduced to mediation by an external mediator or an educational specialist from the school familiar with the method. Dissemination of the method to a large number of students will help:

- To seek a resolution to the conflict that satisfies both parties equally well. This strategy is based on the principle of cooperation. Pupils can be trained in 'Class Hour'.

When a student-teacher conflict arises, in some cases a mediator is needed. Elements of mediation have been used in an attempt to find more effective interventions, psychologically it can be said that there is a state of subjective urgency in the teacher, and psychosocially a disconnect between teacher and student. In this case, the school psychologist steps into the role of mediator between the teacher and the student in order to take the place of the "hole" in the communication between them and to support the social bond between them. Interventions are implemented in a situation of urgency, at the first possible moment. The meetings are not long and follow the natural organisation of the learning activity - for example, in the break time. There is a high level of emotional intensity in the meetings. The psychologist tries to listen to difference and disagreement, and to 'translate' each person's rules and responsibilities into words that are manageable. At the end of the meeting, a suggestion is made to both participants to keep the psychologist informed of developments, as the removal of a student from class is a serious problem for the entire school institution. The results of such an intervention are that no need for a second meeting has been observed so far. There has also been a significant reduction in such requests to the school psychologist. A third effect is a greater number of teachers who, instead of "taking" a student directly to the psychologist, hold a preliminary meeting in a similar problem situation. Such an effect can be seen as positive in terms of teachers' actions, as the reaction is not first-signal, which enables the appropriate intervention to be planned.

When communicating with parents, teachers many times find themselves stymied and unable to convince the parent that their child has problem behaviors, socialization difficulties, and that the school has directed efforts to help the child. In this case, an external mediator is needed to help the teachers talk to the parents and show the parents the right direction regarding their child's education and adjustment. In many cases the parents trust an external representative, in this case a mediator. It is possible to overcome the breach of trust between school and parent by using a mediator who can present to the parent in an accessible way the possibilities offered by the school. Through the mediator, the parent understands the need to assist the school team in order for their child to make progress in their learning and behavior. Teachers can be trained by mediators and in follow-up conversations with parents, be prepared by

trying to assist the parent, with the focus of the conversation being to help the child if they have a problem behavior. The goal is for the teacher to convince the parent that the child's positive development is most important to everyone in the process. Poorly chosen words from teachers, to parents, is one reason the parent may lose trust in the school. That is why the training of teachers by mediators is itself a priority in the education system. Teachers are trained at the beginning of the school year to be prepared when communicating with parents.

3.5 Organisation of mediation sessions and their documentation

Students can go to trained mediators for mediation, or teachers can suggest that a case to be resolved by a trained mediator.
Typically, a trained mediator or a team of two mediators meet at a pre-scheduled time and place with the disputants.
Sessions may vary in length depending on the conflict and some may last several days. Sessions can take place during school hours, between classes, lunch break, after school hours.
During the first meeting, the parties sign a declaration that they are willing to voluntarily participate in the process, which ensures that they will work of their own free will and willingness to clarify the case. All participants in the mediation sign a declaration of confidentiality of the information shared during the mediation. If an agreement is reached, the parties decide whether to sign a written agreement or have a verbal agreement. The agreement reached is usually respected because it is voluntary and clear.
In cases where the school has a mediation office, documentation may be established to document the organization, conduct and finalization of the mediation process.
Practice has shown that this activity should be advertised to the school community through brief publicity. It should explain what mediation is, the purpose for which it is organised, how the mediation office functions and, in the event of a request for mediation, the procedure to be followed.
An application/request form to be submitted to the mediation office by a member of the school community, disclosing the applicant's wish to have a mediation session, as well as details of the other party (ies) and his/her/their contact(s) and the conflict to be resolved by the parties.
An invitation to mediate to be addressed to the parties named in the application by the mediator, informing the parties of the application received and scheduling a date and time for a mediation session if they agree to participate in the process. The parties shall agree in advance.
An agreement between the parties certifying the agreements reached in the course of the mediation to be signed by the participants.
A mediator's report which includes information on the qualitative and quantitative aspects of the work carried out. It shall record information on each application received and worked, the results achieved, the number of sessions, etc.
A similar record may also be kept on a monthly basis, especially in the case where the mediation office is staffed by more than one person.

In order to facilitate the activity, each school may create template documents containing the necessary information tailored to the specificities of the school community.

Mediation can solve the following problems:
- Misunderstandings;
- Brief physical altercations;
- Gossip;
- Insults/teasing;
- Slander - including on social media;
- Theft;
- Problems between friends;
- Problems between teacher and student.

Description of the module, step by step

Total duration: 4h – 4.30h			
Setting:	**Classroom/ Online**		
Outcomes:	**Understand the concept of "mediation"** **Understand how to take part in mediation procedures**		
Contents	1. Goals of educational mediation 2. Benefits of mediation in school	Duration for each activity:	1. 60 min 2. 120 min 3. 60 min

Activities description (step by step) 	**1. Understanding what a conflict is, and how to manage it.** After explaining in detail what is a conflict we will reunite all the participants in one room, and we will give them a blank paper where they will type (in an anonymous way) a current conflict they may be having now. *Expose this situation with the group.* Typing on the board the conflicts shared by the participants making everyone see what conflicts other people have; proceeding to ask to the participants who have passed from one of these situations before and how they fixed those conflicts. (This will be fundamental at the end of the session when we make the people who passed this conflict help the people that are currently struggling) **2. Role play creates a fake conflict.** This activity will be focused on teaching how to control our emotions in a conflict, how relevant and how much they can affect us in the try of solute a conflict *Make the conflict with the examples already given by the participants* Randomly create fake conflicts between the participants and each one of them will expose it in form of a monologue at the time we do a socialization of how we can fix that conflict from the critical emotional way and what will be the correct way of acting; searching with this help, them see how shall we act in this kind of situation and get to an assertive solution between all parts involved. **3. The socialization.** After all the activities the last activity will be to socialize between all the partners about their internal conflicts, and the people who had lived or passed through to help and mediate these conflicts with people that have lived these conflicts in first hand, letting to better compression and helping to assertive communication and problem fixing.	Type of activity: 1. Open Sharing of internal conflicts. 2. Conflict Role Play 3. Sharing experience
Materials/Supplies:	Activity 1: Blank paper sheets, Pencils, Pens, Markers Activity 2: Markers, Pencils, Sheets of paper	

4. Psychological Skills in Educational Mediation

This module focuses on the promotion and cultivation of psychological skills in the area of educational mediation. Its primary goal is to offer both theoretical knowledge and inspirational training activities on the following specific thematic areas:

- Communication **skills** and **styles** in mediation
- Self-control management based on Social and Emotional Learning (SEL) and emotional intelligence
- Structures for dealing with a disagreement and the role of constructive dialogue within a conflict
- Learn how to **separate facts from opinions** (objectification of facts) in a dispute

Today students, teachers, and other agents of an educational community (such as head teachers, parents, etc.) need to practice and evolve not only their academic knowledge but also their emotions and social skills, as the interpersonal relationships in the modern societies they live intend to become more and more complicated.

The role of mediation as facilitating approach and conflict resolution method is increasing in popularity and often helps the resolution of a problem among such stakeholders in a more collaborative way. In the sphere of education, mediation and positive communication practices can help not only to resolve multiple conflicts/ disputes more effectively but also to protect the interests of children and their state of mind[3].

Regarding the learning outcomes of this module, it will first support multiple learners and individuals of the educational community to develop positive communication, enhance their emotional intelligence and build a sense of constructive dialogue and self-control. As such, the end-users of the module will be able to improve their personality and resolve any difficult situation in a more creative and smooth way while they will learn how to act with positive feelings, without reacting with peer pressure or aggressive attitude when they experience a disagreement or dispute. Moreover, both the theoretical knowledge and the practical activities provided by this module will help any involved participant to exercise and foster, with the help of educational mediators, essential social and emotional competencies in order to manage effectively several types of disagreements or unpleasant incidents.

Specifically, the learners and end-users of the module's activities will gain new knowledge and develop a good understanding in how to:

[3] Usmanova, E., Khokhlova, E., & Fedoseev, R. (2021). Mediation and communication practices in education. Revista Tempos e Espaços em Educação, 14(33), e16562. Retrieved from: https://seer.ufs.br/index.php/revtee/article/view/16562/12222

- Practice positive communication with themselves, students and colleagues, and share it concretely once back to school;
- Create a positive, pleasant environment in and outside the classroom through facilitating techniques for dealing with disagreements;
- Cultivate and adopt key elements of emotional intelligence (e.g., students with their classmates) as a way to exercise their social awareness;
- Immerse themselves in an environment of empowerment that will enable participants to continue generating a culture of SEL in their own schools;
- Convert a negative, disruptive, ineffective communication into a sustainable set of effective communication and social awareness of learners;
- Separate facts from opinions as a way to avoid bias and unfair behavior once a disagreement arises in the school setting.

Moreover, in the long-term the training activities of this module will help the relationships among participating educational stakeholders even more constructive and will ameliorate the quality of life of both students and teachers, thus rendering the educational process more efficient. Young learners will be well-prepared to manage creatively and smoothly their emotions and exercise effectively the ability of self-control for dealing with any conflicts and disagreements inside and outside the school classroom. Being able to communicate gently and productively is perhaps one of the most important of all life skills and this is what this module strives for all stakeholders of the educational community: to improve their personal development and well-being and support them create positive change for themselves and become the change makers of their society through a peaceful and positive way.

The key elements addressed are:

1) Activities for the communication skills and active listening
   - Active listening exercises
   - “I messages” and positive communication activity

2) Activities for emotional intelligence and self-control
   - ‘The Shoe’s on the Other Foot’ exercise for practicing empathy and self-control
   - Dealing with emotions (for identifying, analysing, and controlling emotions)

3) Dealing with disagreement
   - Role playing scenarios

4) Activity for separating facts from opinions
   - Subjective views vs. objective facts

Methods used:

- Storytelling (Activity 1)
- "I messages" scenarios (Activity 2)
- Brainstorming (Activity 2)
- Reflective writing (Activity 3)
- Body language techniques (Activity 4)
- Role playing (Activity 5)
- CUSDA model (Activity 5)
- Group discussion (Applicable to all activities)
- Reflective discussion (Applicable to several activities)

4.1 *Communication skills in mediation and communication styles*

The term communication is connected to an action that is undertaken with the aim to share information to all those involved in the process of exchanging information. The goal of communication is to '*be understood and to understand each other*'[4]. Communication is vital in sustaining human relationships and is regarded as the ability to interact appropriately with others. At the same time, it is at the heart of the teaching profession in terms of teacher-student relationship[5].

Generally speaking, communication can be expressed in various types. For example, it can be **verbal** or **non-verbal**. The first type (verbal) of communication refers to the transmission of information or message through spoken words. On the other hand, the second type (non-verbal communication) is considered as the process of conveying a message through gestures, written words or an attitude. Another significant variation between the two previous types is that usually the non-verbal communication is move impulsive than the verbal communication because it can offer more accurate information as it is expressed under less conscious control[6].

Communication is most effective when people are able to exchange in accurate way information about facts and feelings, while in contrast, poor communication is often hidden behind misunderstandings, causing conflicts. There are many possible reasons why people are unable to communicate effectively: poor body language, poor

[4] IREX and Foundation for Tolerance International (FTI). (2013). Conflict Resolution and Peer Mediation Toolkit. Retrieved from: https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf

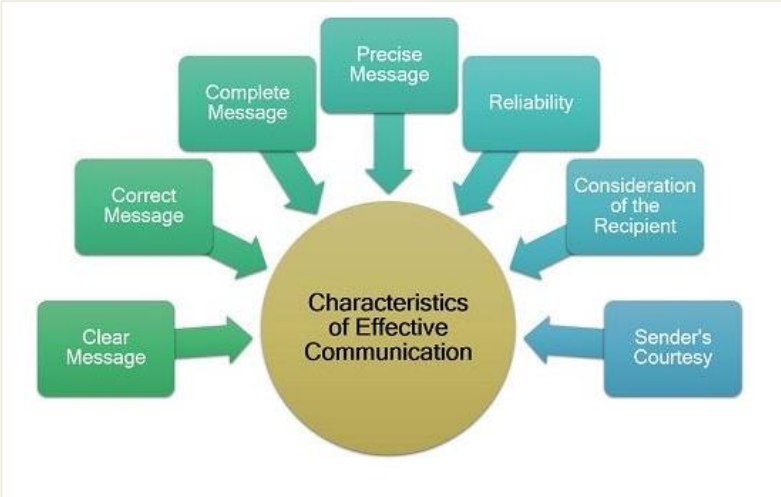
[5] Kavrayıcı, C. (2020). Communication Skills and Classroom Management Competency: The Mediating Role of Problem-Solving Skills. Journal of Teacher Education and Educators Volume 9, Number 1, 2020, 125-137. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1254681.pdf

[6] Sehgal Riya. (2022). Significance Of Communication In Mediation. VIA Mediation Centre. Available at: https://viamediationcentre.org/readnews/MzY5/Significance-of-communication-in-mediation

listening, usage of "you" statements and "loaded" words, as well as inability to acknowledge deeply different perspectives. [7] Phenomena of ineffective communication can be present everywhere; a typical space in which unproductive communication can be observed among individuals is the school environment. In this context, there are many different opinions, expressions and interactions among students, teachers, head teachers, parents. The appearance of a conflict, dispute, or disagreement in the school setting is often attributed to low levels of communications skills. Improving the communication skills of people can offer multiple benefits for the whole educational community, as it paves the way for resolving arising problem in a constructive way.

To have better relationships, we need to learn how to communicate positively and effectively inside the school area. Positive communication implies the ability to convey messages in a soft and positive frame, even in the case where the very message has a negative connotation. This can be achieved in various ways: e.g., opt for positive wording, resort to soft language to ease the message, etc. For instance, instead of saying to anyone "you should do (whatever)", it is preferable to say "maybe it would be better to…"[8]. Effective communication skills can be exercised in each school, as they have a catalytic role in terms of managing interpersonal conflicts and building emotionally healthy societies.

At this point, it is critical to focus on the meaning and characteristics of effective communication. More specifically, the concept of effective communication is defined as a process of exchanging ideas in such a way that the purpose is achieved in the best possible manner. Understanding well the essence of effective communication is not sufficient to just remember a typical definition. It is also essential to keep in mind the features that contribute to effective communication, depicted in the following image:



[7] IREX and Foundation for Tolerance International (FTI). (2013). Conflict Resolution and Peer Mediation Toolkit.
[8] London School of English (2019). The Power of Positive Communication. Retrieved from: https://www.londonschool.com/nordic/blogg/power-positive-communication/

Conveying a message effectively is a skill that can be developed through practice. Since some core elements of effective communication have already been displayed, now the set of skills that structure an effective communication process are next presented (image in the right)[9].

Among all these displayed skills that are part of effective communication, this module pays specific attention to those of active listening and emotional intelligence. With regard to active listening, it is related to a set of skills that includes body language, listening, asking questions, summarizing feelings, and expressing empathy[10]. During a mediation process, the person who has the role of a mediator is required to be a good listener as the parties who participate in mediation often have a varying degree of optimism, anger, distress, confusion, fear, etc. If the parties understand that they will be carefully listened by the mediator without being judged, they can share the responsibility to resolve the dispute and be in turn good listeners in another potential conflict and disagreement they may experience in their life. Active listener practices their listening skills by considering both what is said and what is not said[11]. Moreover, a **good active listener** is someone able to reduce internal and external distractions, avoids making assumptions, and abstains from unnecessary remarks. Conflicts are considered to be resolved through active listening because during the process of listening each other, one or both parties can realize that the conflict is just the outcome of a misunderstanding, and they are given the chance to understand more deeply the emotions of the persons during a conflict resolution/ mediating process. In cases where there is a true disagreement and a clash of needs, values, or resources, it has been observed that people who have been given an opportunity to have their perspective heard are more likely to achieve a win-win solution because they are able to empathize with the other party[12].

Therefore, during the resolution of a conflict where disputants are often asked to communicate with each other, it is important for them to master how to be active listeners. Especially in an educational setting, it is important for a mediator to implement some essential rules, as follows[13]:

- clarify and ask a lot of questions, without embarrassing the participants;

[9] In the Annex, the set of displayed skills for effective communication are further analysed.
[10] IREX and Foundation for Tolerance International (FTI). (2013). Conflict Resolution and Peer Mediation Toolkit.
[11] Sehgal Riya. (2022). Significance Of Communication In Mediation. VIA Mediation Centre.
[12] IREX and Foundation for Tolerance International (FTI). (2013). Conflict Resolution and Peer Mediation Toolkit.
[13] Ford, J. (2021, last accessed in 12/12). Key Communication Skills for the Mediator. Retrieved from: https://www.resologics.com/resologics-blog/2016/7/26/key-communication-skills

- summarize facts and feelings;
- make sure that the speaker has been given a chance to be heard;
- manage the flow of discussion and of listened arguments;
- constantly reframe what they hear to discharge unnecessary negativity; it is also used as a technique by a mediator to help the parties move from position to interests.
- practice empathic listening to reflect the other person's emotions accurately.

Furthermore, as complementary to the previous useful tips, there are some additional techniques that are considered really helpful for a mediator when they use active listening:

- Reflecting: it is used for confirming that the feelings two parties in a mediation have adequately been understood by each other.
- Re-framing: it is used to help the parties move from position to interests. Also, it is a tool that is used to change the view of something. Through reframing, it is recognized that the frame we place to make sense of an event, situation or relationship is not neutral.
- Acknowledging: it is used from a mediator to verbally recognize what the speaker has said **without agreeing or disagreeing**.
- Deferring: through this strategy, the mediator postpones the discussion until the initial negative feelings of the two parties are evaporated.
- Encouraging: under this technique, the mediator tries to encourage more the parties if they feel upset.
- Restating: it is used by a mediator to confirm the statements expressed by the two parties.
- Silence: it is used by a mediator to understand the silence of parties[14].

Apart from the active listening skill, other key communication skills in mediation are the following:

1. ***Listening with Empathy***: Empathic (or reflective) listening is central to the work of a mediator. It is considered as one of the best tools to build trust and confidence, by enabling mediators to demonstrate that they can grasp what is going on and understand the participants' perspective and mainly their needs, thoughts, and feelings. This kind of listening builds on 'closed-loop communication', which requires that the listener be able to demonstrate understanding of what has been said by reflecting the essence of the message back to the speaker. As empathic listeners, mediators do not simply focus on

[14] Sehgal Riya. (2022). Significance Of Communication In Mediation. VIA Mediation Centre.

the factual content of what is being said. They also give emphasis on the underlying and often unstated emotional content. It is this latter emphasis that gives empathic listening more significance. Hence, a mediator should empty their mind and listen to the speaker with their whole being so that they can show that they have a sense of what that the person are experiencing and feeling during a conflict.

2. ***Body Language***: the suitable body language of a mediator who is simultaneously an active listener indicates to the speaker (i.e. the two parties in a mediation process) that he/she is really attentive. Examples of a body language expression: symmetry of posture, smiling face, inclining their body gently towards the parties for listening the problem/ the conflict without being felt distracted.
3. ***Asking the right question***: a mediator must gather a good quality of information by asking relevant questions. The appropriate amount of timing of questions is very important, while the right questions help the parties and the mediators to understand more easily the core of an incident/ conflict/ disagreement. Mediators need to ask a lot of questions, but they should not interrogate, humiliate, and embarrass the participants. Asking questions is not an opportunity to make a statement or express an opinion nor is it a way to communicate how you feel. Instead, they are a way to discover information that will help a mediator to understand more clearly the needs, beliefs or feelings of the participants. Mediators can ask questions in a variety of ways – some useful examples are displayed below:
   - ❖ Open-ended questions: a question that requires a more open expression by a participant such as "*How do you see things*?" is a great way to get them talking more openly and sincerely, especially at the outset of the mediation when they are sharing their perspectives of what has happened.
   - ❖ Closed-ended questions: usually such kinds of questions expect a 'yes' or 'no' answer, or a short phrase. They are helpful when a mediator seeks confirmation by asking for example: "*Is this helping*?". After the question has been answered, the mediator has an opportunity to influence what happens next.
   - ❖ Probing questions: these kinds of questions help a mediator to understand the deeper issues, but they may involve some risks.

Examples of probing questions: 1) "*Why*?" is a powerful probing question that mediators use to uncover underlying needs; 2) "*What will you do if you do not agree?"* is a question that forces participants to consider the consequences of not agreeing.

- Leading questions: they are useful when a mediator tries to confirm something, or tests a hypothesis: "*Am I correct in assuming that changing your initial behavior can help the problem's resolutions with your classmate?*". [15]

Since the basic types and set of communication skills have been analysed, this part of module 4 closes with several communication styles and how they can be leveraged by a mediator for helping the two opposing parties to communicate effectively with each other.

In more detail, understanding the style of the person you are communicating with can make the difference between getting your message across and getting it across well. Also, this understanding allows a mediator or a person that is involved in a mediation process to create harmony and avoid confusion. Therefore, a mediator should be able to recognize which communication style can be used in one or another case so as to effectively support the involving parties to resolve their differences/ disagreement. The more comprehensively a mediator understands the disputants with whom they work, the better equipped they are to provide support and match disputants' needs. By identifying and comprehending the different communication styles, the mediator can adapt their own (communication) style to match or complement opposing parties' style.

Below, a variety of some indicative communications styles that were explored through literature review are displayed:

1) Direct: this approach relates to the process of asking questions, making statements, and providing answers that are to the point. Direct communicators usually do not have a filter in their words, but a mediator should pay more attention to the way a person is expressed or communicates something, especially when there is a direct statement or questions that come at the expense of a person's feelings, or a disputant interprets the directness as aggressive or disrespectful.
2) Indirect: an indirect approach also entails questions, answers and statements that are not directly to the point. However, it is not always easy for an indirect communicator to interact with a direct communicator, as it might lead them to feel that their in-between conversation does to come anywhere. In such a case, a mediator can help the direct communicator to restructure their message by expressing it more directly so as to prevent further confusion or misunderstanding during a mediation process.

[15] Ford, J. (2021, last accessed in 12/12). Key Communication Skills for the Mediator. Retrieved from: https://www.resologics.com/resologics-blog/2016/7/26/key-communication-skills

3) Visual: this communication style is often used by disputants who communicate visually and prefer the addition of a graphic or written component. Also, the disputants using this style tend to have a difficulty to transform the words into concepts. It is recommended that a mediator take into account that sometimes the more complex a situation may be, the more beneficial the inclusion of graphic components can be in general for both parties, as a drawing or graph can provide more clarity in the narration of an incident or can illustrate specific points from a conflict.
4) Auditory/Cognitive: This style gives much emphasis on the listening. For the people who use this type of communication hearing the words of an incident or a disagreement constitutes a pathway for them to comprehend what really happens in a story or experience. An auditory communicator enjoys and at the same time requires extensive communication and detailed conversation, is curious for additional information and might ask questions about details that other might not ever notice. A mediator should be engaged with these communicators in such a way that there is a focus on further explanation of some details and circumstances. This means that most probably through this communication style the mediator may need to reiterate what has already been said or to devise additional ways to provide more clarity to the discussed subjects.
5) Passive/aggressive: these communicators might seem direct in their style but simultaneously passive especially when they build anger or internal resentment that do not often remain suppressed. Passive-aggressive messages and actions tend to be interrupted in a deeper way, but they may have a longer lasting impact comparing to other styles. The hidden resentment that this style may entail do not necessarily and always manifest by an aggressive outburst – sometimes it may be expressed indirectly, embedded in statements or questions that may be related to a completely different topic. With regard to the management and understanding this style by the side of mediator, it is really important for them to pay very close attention to the way the disputants ask and answer questions, display their emotions and express body language, because identifying such kind of communicators is not always an easy task. As such, a mediator should go from a micro- to a macro-approach by shifting from simply discussing conflict details or possible resolution options to comparisons between mediation and litigation, by using the BATNA (Best Alternative To a Negotiated Agreement) and WATNA (Worst Alternative To a Negotiated Agreement) approach.

6) Assertive: this style is found at the intersection between open, forthcoming communication and consideration of listening parties. An assertive communicator represents themselves, their needs and their interests in a way that they do not disrespect the needs and interests of anyone else. Additionally, such a communicator understands the benefit and importance of speaking from the place of descriptive "I" statements instead of "you" blaming statements, by saying for example "I feel upset" instead of "you upset me". Since assertive communicators tend to be expressive communicators as well a mediator could take advantage of a disputant who is willing to express and also hear facts, interests, needs and intentions as possible. This can function as a foundation to develop a trusting relationship.

Overall, it seems that the last described communication style is likely the most beneficial one, as it can produce conversations through which the speakers feel comfortable and familiar to each other, while at the same time it is respectful, inclusive and encouraging to all parties to present their position and interests. [16]

4.2 Emotional intelligence and self-control management

"*Educating the mind without educating the heart is no education at all*" (Aristotle)

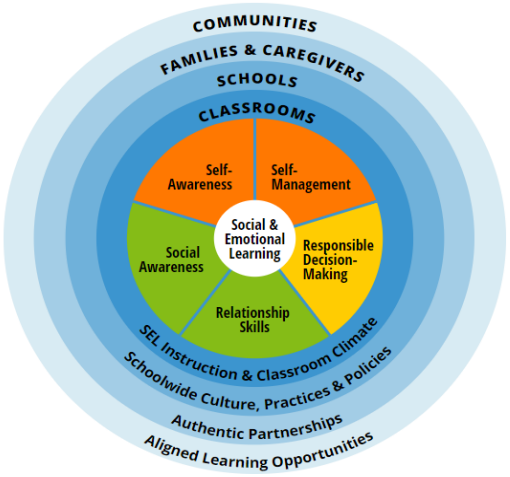
It is widely supported that a cornerstone to a peaceful school environment is the creation of a school community that enhances the ability of emotional intelligence of all educational stakeholders and most importantly of teachers and students. Today, students face complex relationships that require them to manage their emotions, interact constructively with others, understand healthy boundaries, and learn how to practice the skills of their self-control towards a negative and difficult situation.

A key component in students' emotional development is the process of Social and Emotional Learning (SEL). This approach supports the well-being of young learners' ability to connect more deeply with others. SEL is defined as the '*process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others […] and make responsible and caring decisions*'[17]. Some of significant advantages of SEL are:

[16] Paniz, L. (2022). Inside the mind of a mediator: Strategic Conflict Intervention. Aspen Publishing. Retrieved from: https://books.google.gr/books?id=oPJbEAAAQBAJ&pg=PA69&lpg=PA69&dq=communication+styles+ina+mediation&source=bl&ots=xOv4gwhctR&sig=ACfU3U0uTIkR_83ntG4_KyfFI7m-ODV53A&hl=el&sa=X&ved=2ahUKEwiurZDY4-b2AhVmSPEDHc2lAtkQ6AF6BAhFEAM#v=onepage&q=communication%20styles%20ina%20mediation&f=false

[17] CASEL. (2021). Fundamentals of SEL. Retrieved from: https://casel.org/fundamentals-of-sel/

- advances educational equity through authentic school-family-community partnerships to establish environments that feature collaborative relationships;
- helps address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities;
- fosters children and adults acquire the knowledge and skills they need to recognize and manage their emotions and demonstrate caring and concern for others;
- enhances positive relationships, by encouraging all stakeholders and learners make responsible decisions and handle challenging situations constructively.[18]



It is worth mentioning that there are five interrelated cognitive, affective, and behavioral competencies that can be transformative in students' social and emotional development:(i) Self-awareness; (ii) Self-management; (iii) Social awareness; (iv) Relationship skills; (v) Responsible decision-making. Based on these competencies, the 'CASEL (**C**ollaborative for **A**cademic, **S**ocial, and **E**motional **L**earning) framework' has been developed to integrate the competencies that form the SEL process in a unified structure. The image depicts these competencies in the form of a 'CASEL wheel'. Around these skills, four key settings (classrooms, schools, families, communities) are displayed, where students live and grow. School-family-community partnerships coordinate SEL practices across all of these contexts[19].

It has been demonstrated that SEL skills can be instilled in students of all ages, especially through a variety of participatory methods that range from mentoring to problem-solving modelling. Moreover, it has been observed that embedding SEL programs through the establishment of a formal school-family partnership increases

[18] Committee for children. (n.d). How Social-Emotional Learning Helps Children Succeed in School, the Workplace, and Life. Retrieved from: https://www.cfchildren.org/wp-content/uploads/mission-vision/what-is-sel/docs/sel-e-book.pdf

[19] CASEL. (2021). What Is the CASEL Framework? Retrieved from: https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

the opportunities for learning so that young people effectively apply their social-emotional skills in school, at home, and in the community[20].

Moreover, an integral part of SEL process is what is known as 'emotional intelligence'. Emotional Intelligence (EI) is a more modern concept and was only fully developed in the mid-1990s. It has been defined as the '*measure of an individual's abilities to recognise and manage their emotions, and the emotions of other people, both individually and in groups*'.[21] Some of the benefits of someone's EI can generate are:

- being more well-prepared to build positive interpersonal relationships;
- understand better their own psychological state;
- identify and manage more easily their own and others' emotions.

The EI has also been considered as one of the core skills that a mediator needs to have for understanding the emotions of people involved in a conflict[22]. Teaching emotional intelligence to students means teaching them conflict resolution skills. They learn better how to control their anger and manage the difficulties in a peaceful manner[23]. Aside from the importance of understanding the emotions of disputants or parties involved in a conflict, it is necessary for a person who acts as educational mediator to learn how to help two or more parties manage their emotions not only during a mediation process but also and mainly in the post-incident phase where there is an attempt to find a common solution for the resolution of a problem/ conflict. Below, a list of useful steps both for free expression of a person and for relieving tension between disputants is presented to help every educational mediator to facilitate the management of strong emotions in a way that can benefit all parties involved during a mediation process:

- ***Cultivate an environment for safety and trust for all involved parties***: Creating an environment focused on parties' needs encourages them to express their emotions in a more constructive way. By encouraging them to speak freely and confidentially in front of a neutral party, parties can express emotions more freely. This not only helps parties better understand their own emotions and needs, but it also fosters them to consider more carefully one another's interests. Below there are some basic steps to apply as mediators for a safe environment:

[20] Committee for children. (n.d). How Social-Emotional Learning Helps Children Succeed in School, the Workplace, and Life.

[21] Skills you need. (2021). Emotional Intelligence. Retrieved from: https://www.skillsyouneed.com/general/emotional-intelligence.html

[22] Skills you need. (2021). Mediation Skills. Retrieved from: https://www.skillsyouneed.com/ips/mediation-skills.html

[23] Bright Hub Education. (2009). Emotional Intelligence in the Classroom: Activities and Conflict Resolution Skills. Retrieved from: https://www.brighthubeducation.com/classroom-management/24672-emotional-intelligence-and-conflict-resolution-skills/#conflict-resolution

1) Start by being sensitive to decisions like seating arrangements (e.g., inviting parties to sit across from each other, face-to-face, or side-by-side)
2) Cultivate an environment on a deeper level, by clarifying that it is essential for all parries to keep what is discussed in the mediation confidential and to maintain their neutrality. We also encourage agency in mediation by inviting the parties to speak up if they have concerns that we aren't fulfilling our commitment to being neutral.

- ***If it becomes detrimental, return back to the main process***: during a mediation process, it is likely at some point that some parties get frustrated and start repeating themselves, calling each other names, or speaking loudly, leading to a tenser atmosphere. It is significant for an educational mediator to start asking parties how the conversation is going for them. This will not only allow them to regain control of the conversation, but it also gives them the agency to decide whether the conversation is productive for them. In addition, a mediator can also summarize what they have heard and seen so far to deescalate an existing or potential tension, and they can name the source of their disagreement/ conflict. For instance, a mediator can mention to the involved parties that they recognise what they feel and what is the reason behind their disagreement: "*Obviously, you both care very much about this topic, and right now, you disagree about how to resolve it*". In addition to such a statement, a mediator can choose to take a break, giving each side a chance to cool down, and move into private sessions with each party.
- ***Recognize the emotions of disputants as a new opportunity***: If you observe, as mediator, that a party (a teacher, a parent, a student within a mediation process) has a difficulty to express themselves, there are ways to help them open up (in other words to promote their free expression for the problem they are experiencing or the conflict they are involved in). Research demonstrates that mediators can elicit emotional communication from parties in a few ways. Every disputant's continuing emotional expression can be used for the benefit of the whole process and the following techniques can contribute to this expression:

1) Grant legitimacy to their emotions by saying "*I hear you are upset. This sounds like a really difficult situation*".
2) Encourage emotion identification, by asking the parties "*How are you feeling right now?"*
3) Deal directly with the avoidance of emotion, by mentioning "*I notice that you get very upset when you talk about this topic. Could you share why this happens?"*

4) Try to paraphrase emotions, by adding "*so when that happened, you felt taken advantage of and very angry".*
5) Encourage emotional perspective-taking for both parties: "*It sounds like this conflict has impacted both of you deeply and has been difficult for everyone involved*".[24]

4.3 Dealing with disagreements and role of constructive dialogue

The role of dialogue in mediation is considered a tool for regaining the self-esteem of the persons involved in mediation and a means of inquiring into the situation with a clear mind. Some of the functions of the dialogue for dealing with a disagreement are:

- to ensure a positive atmosphere for mediation between conflicting parties;
- to obtain background information about the content of the existing conflict;
- to determine the level of participants' dialogue maturity and possible barriers;
- to discuss options for mutually solving the conflict;
- to reach a final agreement between the participants in the conflict[25].

The power of dialogue among the people who are involved in a conflict is catalytic in a specific type of mediation, called the 'transformative mediation' process. During this process, the role of dialogue is critical, as it fosters de-escalation of negative emotions. Some steps that could be followed by a person **acting as mediator** are the following:

- intervene into participants' dialogue only when the discussion is out of control;
- allow for enough heat from emotions to keep things moving;
- keep an eye for transformative moments (i.e., apologies, feelings, core needs, etc.) during dialogue and pay attention to them;
- restrain yourself from trying to control completely the situation[26].

Conflicts within the educational community can happen every day, even in the most supportive, positive, and open classrooms. Not every conflict has the same level of tension, and therefore, not every tension can be resolved in the same manner. Nevertheless, there is always the other side of the coin: this side considers the process of arguing as a way to facilitate the expression of the opponents' perspectives. A lot of information can be emerged during a conflict, as several thoughts, feelings, and even possible solutions are shared by disputants. This requires from disputants to embrace and view the conflict from a productive viewpoint. The following steps

[24] Doran, C. and Goldberg D. N. (2022). Mediation Techniques for Managing Emotions. MWI. Available at: https://www.mwi.org/mediation-techniques-for-managing-emotions/
[25] Portere, V., Morevs V. (2020). DIALOGUE IS A SIGN OF CONSTRUCTIVENESS IN MEDIATION. RESEARCH FOR RURAL DEVELOPMENT 2020, VOLUME 35. DOI: 10.22616/rrd.26.2020.043. Available at: https://www2.llu.lv/research_conf/proceedings2020/docs/LatviaResRuralDev_26th_2020-296-302.pdf
[26] Search for Common Ground. (2013). MEDIATION & DIALOGUE GUIDEBOOK. Retrieved from: https://www.sfcg.org/wp-content/uploads/2014/03/IFS-Guidebook-English-Mediation-and-Dialogue.pdf

constitute a pathway for the disputants to learn how to achieve an integrative negotiation[27]:

1. The opposing parties should aim at **finding a solution by considering each other as teammates**, not as enemies.
2. The disputant should remind at their counterpart another two golden rules: i) **be specific,** that is to say to focus only on the current problem, by avoiding terms like "always" and "never", and ii) to **analyse the problem**: when a situation becomes complicated, it is suggested to deal with it in fragments.
3. The conflicting parties should try to **clarify the problem**. Rather than being stuck to one-sided solutions, the goal is to ensure a continuous understanding as soon as the discussion starts. The more information each disputants has, the clearer the problem becomes.[28]
4. The conflicting parties should **look beyond their own triggers**. Many disagreements stem from someone being triggered by something that has been said. Disputants should have to find a way to control their emotions caused by their triggers and **take responsibility of their own feelings**.
5. A final advice for disputants is to **be a good listener**. In any disagreement, it is essential for both parties to be heard. A good listener usually gives their full attention and can listen to different opinions without becoming defensive.[29]

Apart from the suggested steps that each disputant can follow during the management of a conflict, there is another dimension related to the behavioral styles that someone may adopt, as this style/ approach can extra information for the way they interact and communicate with others. Understanding behavioral styles can really provide a basis for delving into the disputants' weaknesses and strengths, and it is a way to analyse how a person behaves in a conflict (through their words and actions). According to Darling and Walker, there four basic behavioral styles: 1) the Analyzer, 2) the Director, 3) the Relater and 4) the Socializer, as displayed below[30]:

[27] **Integrative negotiations** encourage individuals to reach a mutually acceptable agreement through open communication, trust, cooperation, and problem solving, in contrast to *distributive approaches* that maximize their own gain at the expense of others. The last strategy often leads to deception, threat, coercion, and competitiveness. (Source: Junkermeier A. 2001. Addressing peer mediation: conflict resolution in schools. Available at: https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1960&context=grp)

[28] Nabil Alouani. (2020). How to Turn a Fight into a Constructive Dialogue. Retrieved from: https://nabil-alouani.medium.com/how-to-turn-a-fight-into-a-constructive-dialogue-9658300d1531

[29] Inc. LOLLY DASKAL. 2016. 7 Simple Ways to Deal With a Disagreement Effectively. Available at: https://www.inc.com/lolly-daskal/7-simple-ways-to-deal-with-a-disagreement-effectively.html

[30] Darling, J., R. & Walker, W, E. (2001). Effective conflict management. Use of the behavioral style model. Retrieved form: http://spartan.ac.brocku.ca/~bwright/4P68/Darling_Walker_Behavioral%20Style.pdf

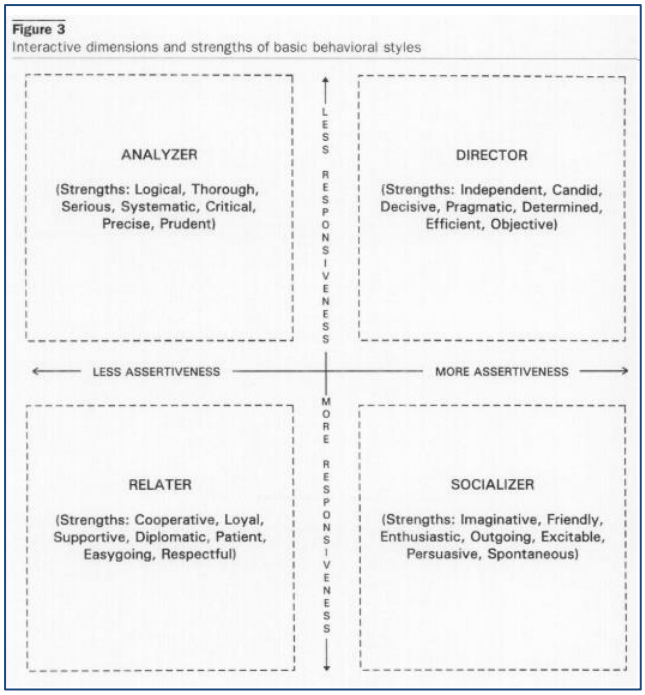


Figure 3
Interactive dimensions and strengths of basic behavioral styles

Depending on the characteristics of the disagreement and the personality of the disputed parties, the latter's attitude in the conflict can be unpacked through these behavioural styles so as to explore strengths that can be leveraged for reaching efficiently a mutual solution for the conflict.

In addition to the aforementioned behavioral styles, another interpretation for the way a behavior is communicated by someone focuses on stress and emotions that manifest during a conflicting situation. More specifically, some conflict management scholars use J.R. Gibb's supportive and defensive climates. According to Gibb, on the one hand there are behaviors leading to supportive climates, where individuals feel trust, openness and are willing to cooperate with each other to resolve a problem. On the other hand, there are also those behaviours that usually lead to defense-provoking/ defensive climates where persons may feel threatened and aggressive and when they start to have such defensive feelings, they often stop listening. What is essential for the mediator to follow as strategy is to be alerted to adopt more supportive alternatives, by promoting a less defensive pattern and a climate that is conducive to mutual problem solving.[31]

[31] Essential skills for mediators. Sage Publications. Available at: https://us.sagepub.com/sites/default/files/upm-assets/93562_book_item_93562.pdf

4.4 *Separating facts from opinion*

To effectively resolve a conflict, the opposing parties must learn how to separate facts from opinions: i.e., how to distinguish between our personal opinions from the incident itself. To achieve this, it is important to understand the meaning of the fact (on the one hand) and the opinion (on the other hand). This is one of the core skills that should be learnt in a school environment so as to learn appropriately what causes a conflict and what are the intentions of each involved person in an intense situation. Regarding the meaning of these two concepts, a fact is a *statement that can be verified*, whereas the opinion is an *expression of belief about something*. Facts rely on **observation** and generally involve the use of empirical data. Opinions are based on **assumptions** that cannot be proven and reflect somebody's views or values[32].

The importance of separating facts from opinions during a conflict lies in the fact that it can help and both diagnosing the nature of the conflict. Various disagreements involve disputes about facts and values and despite their important differences, facts and values are likely to be confused: a conflict of values may be thought to be a conflict of facts, or vice versa. In any case, due to their differences, factual issues and value issues will contribute to different kinds of problems in a conflict. As a result, the opposing parties must be able to distinguish between the actual incident and their own opinion about the incident and therefore to constructively address any emerging conflict. This is something that should be taken into consideration by all stakeholders within the educational community that may be involved in various conflicts, as their different opinions and values may influence their judgment about a conflictual case.

Description of the module, step by step

[32] Wojcicki, E. (2021). Teaching Fact vs. Opinion: Tips, Activities, and Resources. Retrieved from: https://www.hmhco.com/blog/teaching-fact-versus-opinion

<table>
<tr><td colspan="4">Total duration of the module: 4 – 4.30h</td></tr>
<tr><td>Setting:</td><td colspan="3">Face to face setting: spacious classrooms with tables and chairs; creative spaces, such as performance stage
Virtual setting: mainstream platforms (e.g., Zoom, Google meet) and online collaborative spaces (e.g., Jamboard, Miro, Mural)</td></tr>
<tr><td>Outcomes:</td><td colspan="3">1. Increased active listening and positive communication skills
2. Higher emotional intelligence levels and better self-control management
3. Higher capacity to deal with disagreement under constructive dialogue
4. Enhanced ability in distinguishing facts from personal opinions</td></tr>
<tr><td>Contents</td><td>Activities for the communication skills and active listening
Activities for emotional intelligence and self-control
Dealing with disagreement
Activity for separating facts from opinions</td><td>Duration for each activity:</td><td>1) 60’
2) 75’
3) 15’
4) 60’
5) 30’
6) 30’
Total duration: 270’</td></tr>
<tr><td>Activities description (step by step)</td><td>• Active listening exercises
• “I messages” and positive communication activity
• ‘The Shoe’s on the Other Foot’ exercise for practicing empathy and self-control
• Dealing with emotions (for identifying, analysing, and controlling emotions)
• Role playing scenarios
• Subjective views vs. objective facts</td><td>Type of activity:</td><td>• Storytelling (Activity 1)
• “I messages” scenarios (Activity 2)
• Brainstorming (Activity 2)
• Reflective writing (Activity 3)
• Body language techniques (Activity 4)
• Role playing (Activity 5)
• CUSDA model (Activity 5)
• Group discussion (Applicable to all activities)
• Reflective discussion (Applicable to several activities)</td></tr>
<tr><td>Materials/Supplies:</td><td colspan="3">Flipchart, whiteboard, colored markers, notebooks/a pack of A4 papers, handouts, pens or pencils, whiteboard, computers, internet connection, the necessary handouts per activity (presented in part 7 in detail), printed copies of conflict scenarios (e.g., for activity 5)</td></tr>
</table>

5. Educational Mediation between Peers

Conflict resolution and peer mediation programmes benefit both children as individuals and schools as institutions. They are said to improve pupils' self-esteem and relationships, give children a greater sense of responsibility, reduce conflicts, promote academic achievement, develop life-skills, allow teachers to focus on teaching, and create an environment in which pupils can learn and socialize safely and constructively (Kelsi, n.d.)

The aim of this module is training participants in peer mediation, incorporating approaches, skills, teaching methods for students in communication and mediator skills to help them to participate effectively in preventing and resolving problems at school, at home and outside home:

- Appropriate/Unsuitable types of conflicts between peers for resolving through mediation
- Mediator models and sessions
- Algorithm for selecting mediator students
- Appropriate place to perform the procedure

Using educational mediation tools, learners will be able to gain professional knowledge, abilities, and competencies to build and maintain a peaceful and tolerant educational environment for all involved.

After completing this module, learners will be able to:

- Describe the main phases of a peer mediation process
- Design their own peer mediation programme
- Apply dynamics to select a "Pupil Helper"
- Support students through this process

The key elements addressed:

1. Peer Mediation: What is it?
2. Mediator models and sessions
3. Algorithm for selecting mediator students
4. Appropriate place to perform the procedure

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Methods used:

- Case studies
- Brainstorming and discussions
- Written activities

5.1 What is peer mediation?

"Mediation, which can be used in a variety of contexts, is a process whereby people involved in a dispute enter voluntarily into an arrangement to resolve the problem collaboratively" (Baginsky, 2004). A neutral mediator enables the participants to identify the issues by talking about the situation from their own point of view, to be heard by the other participant(s), and to say what their preferred outcome would be. It is important to know that the mediator does not give advice or impose a solution; the responsibility and control lie with the participants.

Peer mediation programmes base their power in the importance of the group, especially relevant during the teenage years, when the family support network loses relevance. These programmes are characterised by:

a) being built based on the resources that peers can offer, create opportunities to have an active role as responsible members of their centres by helping others who are having a bad time (Cowie, et al., 2008a; Sellman, 2011).

b) being able to adopt different possibilities, from offering their friendship to those peers who may appear lonely during recess, which is usually the format in primary education, to different support options for Secondary Education, such as groups that get together at lunch, offering aid with schoolwork or acting as a conflict mediator (Cowie, Hutson, Oztug y Myers, 2008b).

5.2 Mediator models and sessions

Types of mediation programmes:

- Peer mediation or horizontal model: process by which trained students help their peers to resolve conflict in a constructive way (Scottish mediation, 2021).
- Playground model: when students have a conflict during break or during lunch, they can ask a peer mediator or a teacher for assistance in the conflict. This

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mediation is shorter and more informal, and it happens at that exact moment. This type of mediation is more common in Primary education and can be vertical or horizontal. In the last case, peer mediators are identified with a scarf or bandana in their arm and are organised by turns.

- Derived model: this model is most suitable for Secondary Education. It is a formal intervention in which a series of phases happen for the conflict to be derived to the mediation service. Firstly, the conflict is referred to the mediation service by a student or teacher; then, the coordinators of the mediation service meet separately with the parties, to inform them and offer the chance of going to mediation: if both parties agree, mediators are assigned to that case and the process is organised.

Phases of peer mediation:

1. Premediation: the peer mediator introduces him/herself, speaks with both parties separately and checks that they are willing to collaborate voluntarily.

2. Presentation of the rules: the mediation team and the parties involved introduce themselves. The mediation team will explain how the process will be (voluntary, confidential, unbiased, respectful, and collaborative), the rules that will be followed and the role of mediators, who will not force any agreement but supervise the process.

3. Tell me: all parties involved are invited to tell their version of what happened, as well as their feelings, concerns and how the relationship may have changed. The mediator team must show interest and impartiality and apply active listening techniques.

4. Clear the problem up: mediators should ask questions to clarify those aspects that were not as clear in the previous phase. It is important to discover the feelings, interests, values, and positions that are at stake. At the end of this phase, mediators should summarize both positions in the conflict.

5. Solution proposals: All parties are asked about the way in which they could find a solution and what they would be willing to do, their needs and proposals.

6. Reaching agreements: Mediators help all parties to clearly define their agreement, which is then written, read, and signed by all parties. A copy will be given to them, and the original will be filed. It is important to congratulate the parties for what they have achieved and to fix a deadline in the future to evaluate if the agreement was fulfilled.

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5.3 Algorithm for selecting mediator students

Those students who offer help when there is a problem are called “Pupil Helpers”. They will be peers to whom other students can access whenever they have a conflict. They will receive support from a teacher who will guide them and meet with them periodically. In each meeting, teachers will oversee outlining the most prominent traits that the selected students must have.

The student must not become a representative of those who he/she aims to help, but with his/her support and listening tries to help them clear their ideas so they can decide the way they want to go. This relationship will occur when it is requested or when they observe that someone is going through a rough time, this does not mean that the students must be best friends in the future. The attitude of the pupil helper must be neutral to try and find a satisfactory solution based on their needs.

Educators must be careful when selecting these students since they must compromise to accept the responsibilities of this role and its functions. It is not advisable to select a student with conduct issues or sever emotional problems, since they can provoke discomfort in the group.

No student is obliged to accept the role of “Pupil Helper”.

The first step is introducing the programme in class with a description of the programme, of the mediation training and the benefits of being a peer mediator (peer mediator help others to constructively solve their problems, they learn problem solving techniques that can be used at home or with their friends…).

Then we will prepare two role-plays that show a typical conflict between students. In the first one, the conflict will end with an argument and with no solution. This will be analysed with the class through questions such as:

a) What happened and why?

b) How will this conflict end?

c) What could each party have done to end this conflict in a different way?

Afterwards, we will redo the role-play but involving a pair of mediators to help the parties solve the conflict. We will once again analyse this scene with the classroom:

a) What happened and why?

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b) How did this conflict end?

c) How have the mediators helped solved the problem?

After this introductory session, teachers will move on to nominate the mediators.

1. Raise awareness and teach students about the different types of conflict that exist within the school environment.

2. Once they are motivated, we move on to use the "Secret" technique to select the peer mediators: students are asked to think about a secret they have in a low voice (this may be being sad for failing an exam that your parents were not aware of, being aware of having hurt someone and being afraid of telling others…). Once they have the secret in mind, they are asked to reflect about the two or three persons from their surroundings to whom they would confess (mother, father, siblings…).

3. Afterwards, they are given a piece of paper and asked to write three qualities that these persons have in common (e.g., they are trustworthy) with no names on it, this is anonymous.

4. We write on the blackboard the qualities that they have selected, creating in this way the profile of the person who we would tell the secret to. The last step is to ask them to think of two classmates who they think have these qualities and write it in a piece of paper.

5. Finally, we will conduct interviews with the most voted candidates to see if they are interested and to assess their reliability for the programme. They will be aware of the need for their parents' or guardians' authorisation to participate in the programme.

5.4 Basic training for peer mediators (Geuz, n.d.)

The training should have a minimum duration of 16 hours in Primary Education and 18 to 20 hours in Secondary education, and it must include the following topics:

1. Introduction to conflict: definition, positive and negative aspects, types and causes of conflicts, and styles for conflict solving.

2. The process of conflict mediation: objectives, principles, and characteristics

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3. Mediated and non-mediated cases
4. Analysis of conflict
5. Effective communication techniques: communication barriers, active listening, assertive messages, adequate questions…
6. Techniques for the management of intense emotions
7. Process of conflict mediation: phases and tasks
8. Co-mediation
9. Strategies to overcome blocks in the mediation process
10. Ethics of the mediator
11. Implementation of the programme: functions and responsibilities of mediators.

The programme will start with an orientation session. The training should be divided into two-hour sessions, and they must not be taught daily, but leave free days so that students can process the new concepts. All those attending the training will receive a certificate proving their training.

5.5 Appropriate place to perform the procedure

5.5.1 Space

A calm and cosy space in which there are no interruptions, and no other activity happens during the mediation process is recommended. The room should have a table, preferably a round one, and four chairs. We will also have ready the necessary documents as well as the files to store them.

5.5.2 Schedule

It is advisable that mediations interfere the least possible with classes, but we cannot ask peer mediators to dedicate a big part of their free time to mediation. Thus, we need to assume, especially in Secondary Education, that mediation will most likely imply not assisting to some classes, for both mediators and the parties involved.

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5.5.3 Documents checklist

The essential documents for the mediation process are:

- ☐ Mediation application form
- ☐ Agreement form
- ☐ Evaluation questionnaire of the mediation session
- ☐ Final report of the mediation
- ☐ Follow-up form

Description of the module, step by step

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Total duration: 4h - (1h/key content) | 1 key content = 20 min of theoretical content + 40 min activity |			
Setting:	**Classroom / online**		
Outcomes:	➢ **Design their own peer mediation programme** ➢ **Apply dynamics to select a "Pupil Helper"**		
Contents	**1.** Appropriate/Unsuitable types of conflicts between peers for resolving through mediation **2.** Mediator models and sessions **3.** Algorithm for selecting mediator students **4.** Appropriate place to perform the procedure	**Duration for each activity:**	**1. ~ 60 min** **2. ~ 60 min** **3. ~ 80 min** **4. ~ 40 min**
Activities description (Step by step)	**1. Analysing conflicts** Provide each person with a copy of the handout. Participants will have 5 minutes to read all cases. Then they will discuss with their peers if those cases are appropriate for peer mediation or who should oversee the mediation for those conflicts (15 minutes). Afterwards, participants will be divided in groups to try and see the phases of a peer mediation case (20 minutes).	**Type of activity:** Brainstorming and discussion through case studies (possible online)	
	2. Mediator sessions Participants will watch the following video showing a peer mediation session (https://www.youtube.com/watch?v=ynBhMQDT7Kw). Afterwards, they would divide in groups of 3-4 persons to discuss if all phases mentioned during the theoretical part were included in this mock session, advantages, or disadvantages of (not) having included them, what they think it is missing. After 15 minutes, all groups will gather and briefly discuss their thoughts. Participants will now be given the previous case studies solved, to analyse all phases and see if it matches their previous thoughts.	Watching a video and discussion through case studies (possible online)	
	3. Creating your own selection process for peer mediators Taking into the account the knowledge you have just received; create a shortlist of the main characteristics a peer mediator should have. Afterwards, create your own selection process for peer mediators (10 minutes). Now you will create a training programme with the most important information that peer mediators should know, considering the knowledge from previous modules (30 minutes). Participants will briefly share their programmes and will give feedback on others (20 minutes).	Written activity and discussion	
	4. Analysing your centre Participants will be asked to think about the characteristics of the mediation room and to select one in their own centre. Then, they will present and justify their choice to their peers who will give feedback (20 minutes). Considering the circumstances of their centre and their acquired knowledge. Students will have to create their mediation programme structure, including the schedule for mediation sessions and the process through which students can access it (20 minutes).	Written activity and discussion	

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6. Appendixes

6.1 Appendix 1 to Module 1

HANDOUT

Conflict—How Do You See It?

1. How do you define conflict?

2. What is your typical response to conflict?

3. What is your greatest strength when dealing with conflict?

4. If you could change one thing about the way you handle conflict, what would it be? Why?

5. What is the most important outcome of the conflict?

6. In what ways have you seen your team benefit from conflict?

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7. How can conflict be determined to a team?

8. What do you do when someone avoids conflict with you?

9. What are some reasons you choose to avoid conflict?

10. What can you do to promote a healthy attitude toward conflict within your call?

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6.2 Appendix 2 to Module 4

Activities for the communication skills and active listening

1. Active listening through storytelling[33]

Objectives and outcomes: (i) to foster active listening skills in the area of mediation; (ii) to practice the components of active listening: attending, body language, summarizing facts and acknowledging feelings, asking clarifying questions.

Duration: around 1 hour

Materials: Flipchart or whiteboard, markers, notebooks/a pack of A4 papers

Setting: A quiet and spacious room.

Note: In case the activity is carried out virtually, the organizer can employ virtual tools like the Google Jamboard (as an online collaborative whiteboard). The main online platform can be chosen by the organizer (e.g., Zoom, Google meet).

Description of activity (steps):
1) Ask for three volunteers. Two of the them will leave the room, while one will stay in the room together with other participants.
2) You narrate the following story (or a similar one):

"Two women were going to visit relatives in another community to the west of their own village. They both carried food for their relatives and one woman had her baby with her. As they were traveling, they received a message from their own village that the first woman's child was ill and needed to be taken to the hospital. They turned north and stopped in a nearby village where they left the food, and the second woman left her baby with some friends. Then they turned back to their own village. When they arrived, the child had a very high fever so they took her quickly to the hospital. The mother wanted to stay with her child who was being treated, so the second woman went back to the village in the north. On the way she met an old man who was in need of help. She stopped to help him, giving him water and supporting him to the village. When she arrived at the village she found that all the food had been eaten by the villagers there and so she was angry. But her friends had looked after her baby so she was grateful for that. Because as she no longer had any food to take to her relatives,

[33] This activity is based on the training section "Active Listening". Source: IREX. Conflict Resolution and Peer Mediation Toolkit. Available here: https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf

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she decided to go home. When she arrived home, her friend and the sick child were home and the child was slowly getting better".

3) Ask one of the two volunteers who wait outside to return to the room. The first volunteer, who heard the story, is tasked to retell the story the person who was outside.

4) The process is repeated, with this time the third volunteer entering the room, and the second volunteer retelling him/her the story.

5) Upon completion of procedure, the following questions must be considered:
- Were the stories accurate?
- Were there changes in the retelling?
- Was anything left out in the story, and if so, was important?
- Were new elements added to the story, and if so, why?
- Did any new characters or events intoduced during retelling?
- Do these changes lead to misunderstandings and confusion?

6) On a flipchart sheet or whiteboard, put the heading "Active Listening Skills", under which you must write down the following (after Steps 7-9):
i) A summary of the answers to questions in Step 5
ii) The emotions and feelings of participants
iii) Questions for clarification
iv) Listening through body language

7) Proceed with saying to participants that: "*we are now going to practice our active listening skills by summarising for facts and acknowledging emotions, asking clarifying questions, and demonstrating that we are listening with our body language*".

8) Tape three flipchart sheets to the wall with the headings "Summarising for Facts and Acknowledging Emotions", "Asking Clarifying Questions", and "Body Language".

9) Ask the participants how they understand the word "summarising". Use the "Summarising" to have the participants practice summarising by identifying facts and emotions in every statement.
Note: the facilitator should clarify that summarizing is a way of condensing what you hear. Thus, the aims is not to repeat what you hear word-for-word by simply providing the basic facts and reflect on them.

10) On the 'Asking Clarifying Questions' worksheet you proceed with closed questions (answer with yes/no), and open-ended questions (which collect in-depth information). Ask participants to give examples of both closed and open-ended questions.
Some examples of open-ended questions are:
- *Can you tell me more about […]?*

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- How would you feel in that situation?
- If you were one of two persons of the story, would you change someting in your reaction [...]?

11) On the 'Body Language sheet', you must ask participants to think and provide some examples of body language that shows that they were listening during story telling. Such examples may include (but not limited to):
• Facial expressions
• Posture (leaning in)
• Eye contact
• Gestures (nodding)

... while on the other hand, examples that show that someone was not listening may include:
• Looking away
• Arms crossed
• Focuing on other things (e.g., cellphone)
• Tapping the legs

12) You must ask participants to form two concentric circles, in such a way so the inner circle faces out and the outer faces in. In that position, each person will face another one. The person sitting in the inner circle will talk for 5 minutes, while the person sitting in the outer circle will exercise their active listening skills. While talking, some examples might be:
- "If I could do anything I wanted, I would…"
- "My hero is…"
- "The best gift I ever gave/received was…"

However, the speaker should talk about how they feel and not merely describe the events. The listener should summarise, while asking for clarifications. After five minutes are up, everyone in the inner circle rises and moves one seat to the left. The process is repeated, with the person in the outer circle talking and the one in inner circle listening.

13) In the final step of the activity, you bring the group together to discuss how they all felt during the practice, and collectively reflect.

End of activity! Smile and keep going! ☺

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2. 'I' messages and effective communication[34]

Objectives and outcomes: (i) help participants communicate with "I messages" so as to train their brain to make smarter choices that help deflate barriers to communication; (ii) to support participants on how they can communicate successfully their needs and concerns when it is important to be heard.

Duration: 1 hour and 15 minutes

Materials: 4 handouts in number ("I Messages", Feelings Chart, Active Listening & Positive Messages, "I Messages" Scenarios, notebooks or A4 papers.

Setting: A spacious classroom

Note: In case the activity is carried out virtually, a mainstream interactive platform, such as Miro, suffices.

Description of activity (steps):

"I" Statements – a way of expressing ourselves when we are using our "active listening" skills in order to take responsibility for our feelings and expresses our needs. As mediators, we try to help disputants use "I" statements in order to deescalate the conflict and promote healing communication.

1) The facilitator explains to all participants that when confronting someone and planning to be very clear with communication, the conflict can easily escalate when the conversation starts like "You said you would fix the lock on the door." It is important for participants to understand that when we have strong feelings in conflict, especially anger, we often use "You" statements. "You" messages generally irritate people and can derail the conversation very quickly. As such, the facilitator explains that it is possible to express strong feelings without increasing the conflict, by using "I messages." They help keep the conversation moving in the right direction. "I messages" help you take responsibility for your own ideas and feelings instead of blaming the other person.

2) The facilitator distributes to all participants the printed Handouts 1, 2, 3, and 4. Then, the facilitators write on board the following phrase:

When _____
I feel _____
Because _____
Would you please _____

3) The facilitator(s) divide(s) participants in groups of two persons and put each pair to practice writing "I Messages" (Handout 1). In each pair, the participant fills in the "I

[34] This activity has been inspired by University of Wisconsis-Madison. Retrieved from: https://fyi.extension.wisc.edu/rentsmart/modules/module-e/activity-3-formulating-and-using-i-statements/

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Messages" handout, without however using the word "you", while focusing on how to use the word "I". While filling in Handout 1, the participant should put emphasis on the importance of identifying their feelings (Handout 2) and the facts.

Handout 1 - *I Messages**:

When……
(Just state the facts: What needs repaired or changed? Avoid using the word YOU here.)

I feel ……
(One must state a feeling here: Angry, disappointed, frustrated, confused, happy, sad…)

Tip: You can use the ***Feelings chart*** (handout 2 for choosing feelings)

Because ……
(State the consequences of the behavior and/or facts: How is it affecting you/your family? What have you already done to fix it?)

Would you please……..?
(What do you want to happen? What do you wish or hope will happen? Can we please… I'd like it if…)

*Inspired by the original source, available here

Handout 2 – *Feelings Chart**:

List of feelings:

Happy	**Sad**	**Angry**	**Other feelings**
Calm	Ashamed	Annoyed	Afraid
Cheerful	Awful	Bugged	Anxious
Confident	Disappointed	Destructive	Bored
Delighted	Discouraged	Disgusted	Confused
Excited	Miserable	Frustrated	Embarrassed
Glad	Unhappy	Fuming	Jealous
Loved	Unloved	Furious	Moody
Proud	Withdrawn	Irritated	Scared
Relaxed		Mad	Shy
Satisfied		Mean	Uncomfortable
Thankful			

*Inspired by the original source, available here

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A list of potential responses to these scenarios are presented in Handout 4 ("I messages scenarios") below. This is an indicative list that the facilitator can briefly present to participants, to familiarise them on how they will fill in their own Handout 1.

Handout 4: "I Messages" Scenarios – examples*

Scenario 1: When you got up this morning, you found water dripping into your bathroom from the rental unit above. In addition to the mess and the fact that the water has made the floor slippery, it is causing damage to the ceiling tiles. You haven't spoken with the landlord for several months, but you have heard other tenants complain that he doesn't fix things. You call him and say…

Scenario 2: Chris is a single parent of three children, ages 5, 8, and 10. Chris has just returned from work and picking up the children from school. Chris works from 6:30 a.m. to 3:00 p.m. It is a rainy day. The three children are playing games in the hallway, chasing each other, and screaming. To you, the next-door neighbor, the children seem to be getting louder and louder. You work from 11:00 p.m. to 7:00 a.m. and you just want to sleep. You knock on Chris's door and say…

Scenario 3: You are responsible for paying the electric company for heat and electricity. When you moved in three months ago, you were working 40 to 50 hours per week. You were just keeping up with the rent and other bills. The electric bill is usually $60-$70 each month. Now you've lost work and work only 30 to 35 hours each week. You did not pay the electric bill last month. This month's bill just came. You owe $160 and do not have the money to pay it. You call the electric company and say…

Scenario 4: When you moved in two months ago, you noted on the check-in form that two windows did not have screens on them. This is in violation of local housing code. When you submitted the check-in form to the landlord, you mentioned the need for these screens. She said, "I'll have to order them." Nothing has happened since then. The weather is warming up and you'd like to open your windows. You do/ say this to address the issue… Scenario 5 When you moved in with your friend, you both signed the lease. For the first seven months things went reasonably well. Now, the two of you rarely speak to each other and have started locking your food in separate rooms. Your roommate has recently threatened to move out. You do/say this to address the issue…

*Inspired by the original source, available here

4) Once both participants in the paired group have compiled their Handouts, then one of them starts presenting to the other (the listener) what they have written (check the steps in Handout 3). The listener faces the person speaking, paying attention to the description, and does not ask questions before the speaker finishes. Once the speaker has finished, the

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listener tries to rephrase in their own words what they have heard, and then asks the speaker if the way they have restated the description is accurate. The process is repeated, with the listener becoming the speaker, and viceversa. The goal is to practice active listening and reflect on the descriptions.

Handout 3: Steps for active listening and tips for positive messages

Active Listening

- Face the person who is speaking.
- Focus your attention on what she/he is saying.
- Let the person finish speaking before asking questions or responding.
- When the person finishes, restate in your own words what you heard him or her say.
- Ask the person if she or he thinks you heard what he or she said correctly.
- Respond to what the person said.

Positive Messages

- Own the message.
- Use the word "I," not "you," "they," or "we."
- Discuss one issue at a time. Don't use the "laundry list" approach.
- Describe the facts: 1. What needs to be repaired or changed? 2. What you have already done to fix it? 3. How it is affecting you and your family/household? 4. What you want/hope will happen?
- Don't call the other person names or tell him what he/she has done. This will put the other person on the defense and meet your negative expectation.
- Start a conversation in a conflict situation only when you are, and can remain, calm.

Handout 3: Available here

End of activity! Smile and keep going! 😊

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Activities for emotional intelligence and self-control

3. 'The Shoe's on the Other Foot'

Objectives and outcomes: (i) to reflect on other perspectives, even if we are opposed to them; (ii) to understand and empathize with someone who disagrees with us.

Duration: between **10 and 15 minutes** (dependig on the number of participants or group size of potentail disputants).

Materials: One copy of the activity's handout (provided after the steps of activity) for each person; pens or pencils.

Setting: A room with tables and chairs.

Note: In case the activity is carried out virtually, the organiser can use virtual tools like the Google Jamboard or Mural (as online collaborative whiteboards). The main online platform for the beginning and closing can be a mainstream one (e.g., Zoom, Google meet).

Description of activity:

1) Distribute the handout below to each participant and given them between 5 and 7 minutes to complete it on an individual basis.

Handout for step 1 of exercise ***'The Shoe's on the Other Foot'***[35]:

Think back to a situation where you were in conflict with another person. Carefully consider the other person's perspective while answering these questions. Remember to look at the situation only from the other person's viewpoint and answer to the questions below:

1. In your opinion, what is/was the issue?
2. What caused it?
3. What are you feeling?
4. How would you describe the event?
5. What would you like to have happen to resolve the conflict?

[35] This activity was inspired by the source "The big book of conflict resolution games", Mary Scannell. (2010). Available at: https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf

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2) Once the participants compile their handouts, a reflective discussion, as brainstorming, follows to stimulate interactive exchange. The discussion will last for approximately 8 minutes.

3) The facilitator supervises the discussion and encourages it by explaining to participants in their own words that one way to improve their Emotional Quotient or Emotional Intelligence is to become more aware of other people's emotions and the role these emotions play in our interactions.

Indicative questions that the facilitator can ask to participants are the following:

- How did it feel to be in another person's shoes?
- In what sense did your understanding of the other person's perspective change?
- How can we interpret the emotions of the other accurately and in a non-confrontational manner? (e.g., understand if the other person was under pressure, what were their anxieties, etc.)
- How can we transform the conflict into a beneficial situation? (e.g., uncovering the factors of anger and try to address them)
- How does this activity benefit the team?
- What will you do differently the next time you're involved in a conflict? (e.g., think more before you speak, listen the other side's perspective and take some seconds/ minutes before you answer/react to the disagreement/ conflict, etc.).

Some tips for the faciliator:

✓ Try to be open to a diversity of opinions: knowledge and ideas come from everywhere

✓ Offer an open and transparent environment where people feel welcome to contribute with their ideas.

End of activity! Smile and keep going! 😍

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4. 'Dealing with emotions'[36]

Objectives and outcomes: (i) To understand the significance of detecting and recognizing our own and others' difficult emotions, such as anger, fear, frustration, etc.; (ii) To identify some of our own "emotional triggers"; (iii) to develop a plan for handling or dealing with our own triggers (or provocation) if they happen during mediation.
Duration: Around 1 hour
Materials: 'Feelings Inventory' from the Center for Nonviolent Communication, which is presented in step 1 '*Identifying emotions*'
Setting: A small to medium-size classroom (depending on the number of participants).
Note: In case the activity is carried out virtually (due to pandemic restrictions), the organizer/facilitator can use virtual tools and whiteboards (like the Google Jamboard, Miro, Mural, Storyboard, etc. For more information, the facilitator can consult the following link.

Description of activity[37]:
In the preparatory phrase, the facilitator will explain to participants that they will begin the activity by spending some time together, talking and thinking about emotions. The way we choose (even spontaneously) to handle our own and others' emotions and to express them to others can either encourage or block us from achieving constructive communication.

First part: "Identifying emotions" (15 minutes)

1) The facilitator asks participants to name some positive emotions (joy, happiness, hope), and some negative (anger, fear, frustration, sadness). Participants can be inspired by the following feelings' inventory[38]:

Feelings when your needs are satisfied	Feelings when your needs are **not** satisfied
Affectionate	Afraid
Confident	Confused
Grateful	Embarrassed
Peaceful	Tense

[36] This activity is based on the training section "Dealing with Emotions Part 2". Source: IREX. Conflict Resolution and Peer Mediation Toolkit. Available here: https://www.irex.org/sites/default/files/node/resource/conflict-resolution-and-peer-mediation-toolkit.pdf
[37] This activity is divided into 3 parts: 1) "Identifying emotions" (15-20 minutes), 2) "What is behind a negative feeling"? (35-40 minutes), 3) "Being more aware of our emotional triggers".
[38] This activity is inspired by the following online inventory: https://www.cnvc.org/sites/default/files/2018-10/CNVC-feelings-inventory.pdf

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Engaged	Annoyed
Excited Inspired	Disconnected Exhausted
Joyful	Horrified
Hopeful	Shocked
Exhilarated	Devastated
Refreshed	Vulnerable
Enthusiastic	Jealous

2) The facilitator asks for 3 volunteers and gives them 5 minutes to come up with a story about disagreement that involves many different emotions. Next, the volunteers are kindly invited to act out the conflict scenario in front of other participants.

Alternatively, the facilitator can give each participant a feeling taken from the inventory and ask them to act it out with body language[39] without revealing the name of the emotion.

3) The facilitator instructs participants to try and identify as many emotions as possible while the 3 volunteers perform the scenario and to write them down as they watch the role-play.

4) The facilitator asks first from participants to share some of the emotions that they identified and then asks the volunteers whether the participants correctly identified the emotions they were trying to communicate.

Second part: "What is behind a negative feeling?" (35 minutes)

1) The facilitator explains to participants that while at the first part they have practiced identifying emotions in general, they are going to discuss about specific negative and intense feelings, such as anger or irritation. As introduction, the facilitator informs participants that how we handle our own or others' anger determines to big extent whether a conflict is resolved successfully or escalates to a more serious level. It is important to realize that anger is a secondary emotion – if we look more deeply, we almost always find an underlying feeling, such as fear or insecurity.

2) The facilitator splits participants into groups of 3-4. Each group will be offered a flipchart (or a piece of paper) and sit in a circle. Participants are asked to create a list of between 5 and 10 situations in which they have experienced anger or irritation and to list these situations in the form of phrases on the flipchart.

[39] **Body Language**: it can include a posture, body positions or looks while listening and speaking that reveal much information about how we feel and what we are thinking.

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3) The facilitator directs the groups to return to the top of their lists and attempt as a group to identify fears that could underlie the anger and any other negative feeling they listed in each situation.

Tip: keep in mind that each of the situations is real to a group member, and hence we should be careful to be sensitive and tactful. After discussing possibilities, the operator will ask the owner of the situation what the underlying fear might be.

4) After several situations that have been discussed, group members are asked to think about whether there are common themes or fears that were experienced.

Tip: Stress the idea that the first step in anger management is understanding your own fears and the fears of others.

5) Finally, each group of 3-4 are invited to join another group of 3-4 to discuss examples and trends that they have identified in the smaller group with each other. This step functions as brainstorming among groups to enable participatory discussion.

Third part: "Being more aware of our emotional triggers" (20 minutes)

1) The facilitator first invites the groups to rejoin in a larger group and introduces the term "emotional trigger." The participants are asked if they know or can guess what emotional triggers are.

2) After the facilitator listens the participants' opinions, she/he will explain them that an emotional trigger is a situation that creates a sudden rush of feelings. It can be anything that makes someone upset very quickly ("pushes their buttons" or "ruffles their feathers"[40]) – but this sudden and impulsive expression of feelings can often overtake a person and leave him/her feeling 'emotionally hijacked'*. It might be a particular word that you don't like, a personality type that clashes with your personality type, or a smell that brings back memories of your childhood. Ask the participants if any of this sounds familiar.

*Tip: explain briefly what emotional hijacking means. Here is an example about meaning and useful steps to avoid this situation:

"*When someone is put into a stressful situation, their brain function is actually altered, and their response can quickly turn from reasonable and rational to primal and reactive.*

[40] 'Push (one's) buttons' means to do things that create a very strong emotional reaction in one, especially anger, irritation, or exasperation. 'Ruffle (one's) feathers' means to annoy, irritate, or upset someone. Retrieved from: https://idioms.thefreedictionary.com/push+your+buttons and https://idioms.thefreedictionary.com/ruffle+your+feathers

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Emotional hijacking is a term that anyone in the workforce needs to understand, be aware of, and act to keep under control. Emotional hijacking is often referred to as "amygdala hijacking" since that is essentially what happens in the brain during these times of crisis. The amygdala is the emotional part of the brain which regulates the flight or fight response. In flight or fight, our brain senses imminent danger and blasts adrenaline into our bodies to cope with the perceived danger at hand. Also, during emotional hijacking, the stressors that we react to actually make the higher cortex of the brain not effectively work, consequently preventing us from making sound, rational decisions. A person suffering from emotional hijacking may become extremely reactive, defensive and lash out at the stressor."

Steps to follow when we experience an 'emotional hijacking':

1) **Take a deep breath**. Before saying a word, immediately take a breath to calm yourself.

2) **Change the setting.** If possible, get up and move around. Do anything possible to change your environment. This will make your brain reactivate some of the pathways it had shut off to handle the emotional hijack. Secondly, it buys time to calm down and begin to think rationally.

3) **Turn a negative into a positive**. Try to transform the cause of your emotional hijacking into a positive feeling, instead of lashing out at the person who angered you or staying mad and in sullen mood[41].

Closing phase: The facilitator draws attention to the fact that when we are aware of our emotional triggers and can more easily identify them, it becomes easier for us to respond to them in a more positive way. Next, the participants are asked why they think it is important to be aware of their emotional triggers when they act as mediators. It is critical that participants understand the value of being conscious of their emotional triggers and therefore not let these triggers distract their non-partisan role.

End of activity! Smile and keep going! ☺

[41] TTISI (2017). Reduce Emotional Hijacking with Emotional Intelligence. Available at: https://blog.ttisi.com/emotional-intelligence-prevents-amgydala-hijack

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Activities for dealing with disagreements and promoting costructive dialogue

5. 'Resolving peacefully a conflict through role plays'

Objectives and outcomes: (i) to learn how to deal with uncomfortable situations of disagreement with peers in a constructive way; (ii) to learn how to prioritise dialogue over negative and reactionary disagreement.

Duration: Around 30 minutes

Materials: printed copies of conflict scenarios, pens and A4 papers (for taking notes if needed)
Setting: Ideally, a simple performance space. Alternatively, a classroom can be used.

Description of activity (steps):

1) The facilitator reads the conflict scenarios (provided below). Modifications of the scenarios can be done on an individual basis.

"There is a new child in your class at school. Your best friend is suddenly ignoring you and spending all of their time with the new child. Sitting in the cafeteria at lunchtime, you overhear the new child saying mean things about you to your best friend. Your best friend looks at you uncomfortably, but then just laughs. You feel angry and you talk to your best friend some minutes but he/she shows an indifference to your annoyance. However, you don't want the incident to escalate in a conflict between you and your friend or the newcomer in the school. How would you address the situation?"

"There is a new classmate in your class at school. You like them a lot and have been trying to be friendly with them. At lunchtime they whisper insulting things to you about your best friend. What would you do to prevent a potential conflict?"

2) To make all participants feel equal, the facilitator order their chairs in a semicircle around the performance space.

3) The facilitator explains to participants that they have the possibility to solve a conflict peacefully, with no violence.

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4) Some participants are volunteered to act out the scenarios (this is a repeated process until all participants have acted out). They should end a role play when a conflict has been resolved peacefully. If a conflict gets stuck without resolution, the facilitator may ask new volunteers to try resolving the conflict, or they can broaden the scenario for a group discussion.

5) When acting the scenarios out, participants are encouraged to use the C.U.S.D.A. model[42], which the facilitator explains to them. Given that the scenario is usually consists of two central characters, the model, which is usually deployed in conflicts that involve two persons, can be easily applied.

   The model is composed of the following steps:
   C - confront the conflict
   U - understand each other's position
   D - define the problem
   S - search for solutions and evaluate
   A - agree upon and implement the best course of action

Tip 1: additional information about the model can be found in the following video presentation by Durham University (39':30'').

Tip 2: To help participants return to reality after the role playing, invite the players to spin in a circle one time and return to their true selves.

6) Once the process is finished, the facilitator stimulates a live discussion among all participants by asking the following questions:

- ✓ What helped resolve the problem in the scenario?
- ✓ In case a solution was hard to find, which attempts were unsuccessful and why?
- ✓ Were elements that made the situation worse, and if so, why?
- ✓ Were there solutions that were not tried by the role players?
- ✓ Has any of the participants experienced a similar situation, and how did they cope with it?

[42] NHS Foundation Trust. Conflict resolution training material. Available here: https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Conflict-Resolution-Workbook-2016.pdf

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Activities for separating facts from opinion

6. 'Subjective views vs. objective facts'[43]

Objectives and outcomes: 1) to help learners understand the difference between facts and opinions, 2) to practice how to avoid being judgemental when they are involved in conflictual situation.

Duration: 25-30 minutes

Materials: A4 papers, pens or pencils, markers for distinguishing facts and opinions with distinct colour, whiteboard to write steps and guide learner for the activity.

Setting: a classroom with a whiteboard. In case of a virtual activity, the facilitator can use Jamboard or Google Meet to conduct the exercises.

Description of activity (steps):

Part 1: warm-up activity (10 minutes)

1) Explain to students the difference between facts and opinions.

2) Using a simple worksheet, write several facts and opinions that refer to conflictual situations in the educational setting. Some examples are:
   - *Peter started yelling at John in front of everybody.*
   - *Peter seemed to be quite nervous when John approached him.*
   - *John is one of the most arrogant kids in my class.*
   - *Peter received a bad evaluation in the maths test today.*
   - *Professor Miller is quite severe with Peter during the last weeks.*

3) Present to participants the list of examples and ask them to identify which ones are facts and which ones are opinions.

4) Ask them to justify their answers, by making follow-up questions, such as: "Can the given statement be proven?" or "Can the given statement be argued?"

Part 2: core activity (20 minutes)

[43] This activity has been inspired by Shvidko, E. (2015) "Distinguishing Facts From Opinions: 3 Activities". Available here: http://blog.tesol.org/distinguishing-facts-from-opinions-3-activities/

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1) In a white board, write a factual statement. For instance: “Peter and John had an altercation today”.

2) Ask participants to write each of them a personal opinion that is related to this fact (as a hypothetical scenario). For example, they can write something that witnesses elements of this dispute like “Peter should not have shouted to John” or “John seemed to be quite embarrassed by the dispute” or “The results of the maths test made both quite nervous prior to the dispute”.

3) Ask each participant to read to other participants their opinions. After all participants have talked, open a reflective and participatory discussion on the variety of opinions heard, and explain to participants that people may have various beliefs about the same objective fact. Explain to participants that they should be aware of this when dealing with a disagreement.

From part 4.1 (*Communication skills in mediation and communication styles*)

Set of effective communications skills – description (part of communication skills - first key concept of module 4)[44]:

- **Observance**: A person must possess sharp observing skills to gain more and more knowledge and information.
- **Clarity and Brevity**: The message must be drafted in simple words, and it should be clear and precise to create the desired impact over the receiver.
- **Listening and Understanding**: The most crucial skill in a person is he must be a good, alert and patient listener. He must be able to understand and interpret the message well.
- **Emotional Intelligence**: A person must be emotionally aware and the ability to influence others from within.
- **Self-Efficacy**: Also, he/she must have faith in himself and his capabilities to achieve the objectives of communication.
- **Self-Confidence**: Being one of the essential communication skills, confidence enhances the worthiness of the message being delivered.
- **Respectfulness**: Delivering a message with courtesy and respecting the values, believes, opinions and ideas of the receiver is the essence of effective communication.
- **Non-Verbal Communication**: To connect with the receiver in a better way, the sender must involve the non-verbal means communication too. These include gestures, facial expressions, eye contact, postures, etc.

[44] Source: https://theinvestorsbook.com/effective-communication.html#Significance

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- **Selection of the Right Medium**: Choice of the correct medium for communication is also a skill. It is necessary to select an appropriate medium according to the situation, priority of the message, the receiver's point of view, etc.
- **Providing Feedback**: Effective communication is always a two-way process. A person must take as well as give feedback to bring forward the other person's perspective too

6.3 Appendix 3 to Module 5

6.3.1 Analysing conflicts

Read the following cases and discuss with your peer if they are suitable for peer mediation or not. If not, please select the person who should oversee this mediation. After the discussion, you will be divided in groups of 3-4 persons to discuss what the different phases of a peer mediation case should be and who should be involved.

Case 1

There has been a conflict between two students in 3rd course of Compulsory Secondary Education in Spain (14-15 years old). One of them -Juan- has broken the glasses of the other -Enrique- in a clash in the corridors during a change of classes.

When Enrique arrives home, his family contacts Juan's family to pay for his glasses. They agree, but when they are told that the glasses cost 600 euros because they are special, they say that it is a lot of money and that they cannot afford them.

Enrique's family contacts the school to find out what has happened and to ask for a solution.

The Headmistress of the school tells the Board of the parents' association to see how the conflict that has arisen between these families can be solved.

Case 2

During the course of a 3rd year ESO class, Carmen drops a note on the floor that was in one of her notebooks that she uses for personal confidences.

This note speaks ill of another classmate, Sonia, who is given the note by a classmate who picks it up without Carmen seeing it.

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At the end of the class, Sonia confronts Carmen, who loudly and nervously denies that it is hers. Sonia then slaps Carmen when she admits that the note is hers, but that it is from a long time ago.

Case 3

Javier and Manuel have been friends since they started school. This year they have mixed classes and have been assigned new classmates.

Manuel is very open and has immediately made friends with the new students, which doesn't please Javier, who is a rather closed boy.

The teacher has asked them to form groups of five to work on an art project. The new students have asked Manuel to join their group, as they need one more. Javier finds out and gets angry

During class, Javier hands Manuel a note in which, as well as insulting him, he tells him that he will no longer be his friend because he has betrayed him by going to the other group, which he calls "freaks and geeks". On reading this, Manuel gets very angry and starts arguing with Javier.

The teacher notices and asks what is going on, to which Manuel tells her that Javier has given him a note in which he has insulted him.

The teacher then asks Manuel to show her the note, to which Javier pounces on Manuel, knocking it out of his hands, breaking it, and a fight breaks out between the two, which ends with both of them being expelled from the class and both being reprimanded by the Headmaster.

6.3.2 Mediator sessions

You will watch the following video showing a peer mediation session (https://www.youtube.com/watch?v=ynBhMQDT7Kw). Afterwards, you will be divided in groups to discuss the following questions:

- What phases of peer mediation have you identified in the video?
- Do they correspond with the phases seen in the theoretical part? How?
- What are the advantages or disadvantages of (not) having included them?

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- Do you think there is something missing in this sessions?

After 15 minutes, gather together and briefly discuss your thoughts and any ideas that may have arisen during the group discussion.

You will now be given the previous case studies solved to analyse the different phases and to see if they match your previous thoughts.

You betrayed me - Case solved

Javier and Manuel have been friends since they started school. This year they have mixed classes and have been assigned new classmates.

Manuel is very open and has immediately made friends with the new ones, which doesn't please Javier, who is a rather closed boy.

The teacher has asked them to form groups of five to work on an art project. The new students have asked Manuel to join their group, as they need one more. Javier finds out and gets angry.

During class, Javier hands Manuel a note in which, as well as insulting him, he tells him that he will no longer be his friend because he has betrayed him by going to the other group, which he calls "freaks and geeks". On reading this, Manuel gets very angry and starts arguing with Javier.

The teacher notices and asks what is going on, to which Manuel tells her that Javier has given him a note in which he has insulted him.

The teacher then asks Manuel to show her the note, to which Javier pounces on Manuel, taking it out of his hands, breaking it, and a fight breaks out between the two, which ends with both of them being expelled from the class and both being reprimanded by the Headmaster.

Case of mediation betrayal between students

Let's take a look at some moments of the mediation process between a pupil and a pupil from the Mediation Team:

- Good morning! Our names are Cristina and Pablo; we are the mediators.

- You have voluntarily decided to come to mediation to solve the problem you had.

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- Your names are?

- Javier and Manuel.

- In order to be able to help you better, we have to establish a set of rules for this session, which we all have to respect. The rules are as follows.....

The mediators explain the basic rules and the functioning of the mediation process, seeking the understanding and acceptance of these rules by the people in conflict.

Afterwards, they move on to another part of the process, which consists of each party telling their version of the conflict in the presence of the other party, who must listen and not interrupt, as explained in the rules.

- Please Manuel, can you tell us what happened the other day in art class?

- Well, Asier's group asked me to join them in the art group, Javi found out and didn't want to play with me at recess. On the way back, in class, he sent me a note telling me that he was an asshole, a sucker, an asshole and a backstabber and that he was never going to be my friend again. So I told him what he was saying that about and he replied that I was a geek and a prick because I was hanging out with pricks, so I told him to go fuck himself. Then the teacher called our attention and asked us what was going on, when I was going to give him the note, Javi threw himself at me like a beast, tore up the note and started punching me and I, of course, punched him back because I had to defend myself. Then the teacher kicked us out of class and took us to the principal's office, all because of him!

- Please Javier, can you tell us your version of what happened the other day in Art class?

- I asked him long before Asier to join our group, because we are very good friends and he always joins us. But at the last minute, Asier, Carlos, Daniel and Jaime asked Manuel to join them and he left and left us hanging. So we had to go with one of them who was left over and we didn't like it. To get revenge, I sent him a note saying that he had betrayed us, but it wasn't serious, it was a joke. What happened is that later in class he told the teacher and that was the last straw, and then we started to argue and they threw us out of class and then the headmaster.

The process would now continue with a phase of analysis of the conflict in order to clarify it and also to try to see the feelings it has produced in order to look for moments of empathy between the parties, a very complicated task for mediators. Let's look at a brief summary of this moment:

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- Manuel, could you tell us a little more about the fact that you left at the last minute with the other group?

- I went with them because I wanted to, I didn't think I was obliged to go with Javier in all the groups, I wanted to change a bit.

- What you mean is that you wanted to change groups and not always go with Javier, is that what you mean, Manuel?

- Yes, that's what I mean.

- How did you feel when you got the note?

- I felt very angry because I didn't think he was capable of insulting me like that and saying those things to me.

- So, at that moment, did you feel angry with Javier because of what the note said?

- Yes, I felt very angry because I couldn't do whatever I wanted with whomever I wanted.

- How do you think Javier felt when you left with the other group at the last minute?

- I don't know, I imagine he was counting on me and seeing that I was going with Asier's group didn't make him feel very happy.

- Javier, could you tell us more about the fact that you were counting on Manuel in the group but at the last minute he went to Asier's group?

- Well, we had already made the group but then I saw him talking to Asier, who was asking him something and Manuel was nodding his head, and then I also saw him with Carlos, Jaime, Daniel and Asier talking about work. I went to ask him why he was with them and he ignored me.

- So, what you mean is that you counted on Manuel from the beginning and then he left with the other group without telling you anything or giving you any explanation, is that right?

- Yes, that's right.

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- How did you feel when you saw Manuel talking about the work with Asier and his group?

- I felt betrayed and that he had left me hanging.

- And how do you think Manuel felt when he received the note you sent him?

-I imagine he felt bad.

- How would you feel if you received a note like that from Manuel?

- I would feel depressed and sad

Finally, an agreement is reached between the parties, which, however simple it may seem, may be enough to prevent the conflict between these two people from recurring. The important thing is that the two students have gone through the mediation process and have been able to listen to each other and talk to each other in a relaxed and appropriate atmosphere in order to understand each other, and to look for a positive and non-violent solution together.

- Manuel, how do you think this conflict could be resolved?

- Well, when they tell us to form groups, we could go with a different group each time.

- What else can you think of?

- Well, that instead of not saying anything to Javier, I should have told him that I was going with Asier's group or I should have told Asier when he asked me that I was already in Javier's group and that next time I would go with him.

- And you, Javier, how do you think this conflict could be resolved?

- Well, before sending him a note telling him all that, to talk it over with him more calmly.

- So, Javier, would you be willing to stop sending Manuel notes every time something doesn't go your way?

- Yes, of course, but he would have to let us know in advance that he's going to go with another group so as not to leave us in the lurch.

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- And you Manuel, will you be able to think first who you prefer to go with and say it clearly before standing anyone up?

- Yes, of course.

- Does anyone want to add anything else?

-No, nothing else.

- So you, Manuel, would you be willing to tell your colleagues in advance who you will go with in the working groups and not to change at the last minute

- Yes, I agree.

- And you, Javier, would you be willing to stop sending notes with insults every time the people you want are not in your group?

- Yes, I won't do it again.

- With this, do you think the problem could be solved?

- For my part, yes.

- On my side too.

- So you're both happy with this solution?

- Yes, I'm fine with it.

- Yes, I'm fine with it.

- Well, the process has turned out very well and we congratulate you for having chosen mediation to solve your problem and for having chosen us to help you. Do you think it is appropriate for us to draw up the agreement and sign it?

- Yes, we agree.

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I wrote it before we became friends – Case solved

During the course of a 3rd year ESO class, Carmen drops a note on the floor that was in one of her notebooks that she uses for personal confidences.

This note speaks ill of another classmate, Sonia, who is given the note by a classmate who picks it up without Carmen seeing it.

At the end of the class, Sonia confronts Carmen, who loudly and nervously denies that it is hers. Sonia then slaps Carmen in the face when she admits that the note is hers, but that it is from a long time ago.

Case solved mediation note for a friend. We see some moments of the mediation process between a student and a student from the Mediation Team.

- Good morning! Our names are Cecilia and Aitor, we are the mediators.

- You have voluntarily decided to come to mediation to solve the problem you had.

- Your names are?

- Carmen and Sonia.

- In order to be able to help you better, we have to establish a set of rules for this session that we all have to respect. The rules are as follows.....

The mediators explain the basic rules and the functioning of the mediation process, seeking the understanding and acceptance of these rules by the people in conflict. Afterwards, they move on to another part of the process, which consists of each party telling their version of the conflict in the presence of the other party, who must listen and not interrupt, as explained in the rules.

- Please Carmen, can you tell us what happened the other day at the changeover in Maths class?

- Well, Sonia slapped me in class because she was given a note I had written about her a long time ago, before we got along.

- Please Sonia, can you tell us your version of what happened?

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- They gave me a note that insulted me and threatened me and I saw that the handwriting was Carmen's and they told me, so I went to tell her and she shouted at me and said it wasn't hers, but then she said it was, so I slapped her.

We are preparing an online mediation course which will be released in the next few months. If you are interested in training as a mediator, subscribe to our newsletter and we will write to you when we have news.

The process would now continue with a phase of conflict analysis in order to clarify the conflict and also to try to see the feelings that it has produced in order to find moments of empathy between the parties, a very complicated task for mediators. Let's look at a brief summary of this moment:

- Carmen, what were the reasons for writing the note?

- I didn't get along with Sonia before and I didn't like her, so I wrote that note, but I never used it or showed it to anyone and I left it in my notebook. But now we are fine and I didn't want her to see it.

- How did you feel when Sonia read the note?

- I got scared because I didn't want to get hurt again and I started shouting that it wasn't mine, but everyone said it was, so I told her.

- Sonia and you, how did you feel when you read the note?

- I got very angry and when she told me it was hers and shouted at me, I slapped her to defend myself.

- You mean you felt threatened?

- If that's what it is

It would be necessary to continue trying to clarify the conflict by asking more questions about this past unfriendliness. It would also be interesting to put the one in the place of the other in the case of finding a note like that or receiving an aggression, what would their reaction and feelings be?

Once the structure of the conflict is clear, we can look at possible solutions and agree on one that is achievable.

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- Carmen, how do you think this conflict can be resolved?

- I don't want to get on badly with Sonia and I'm sorry I wrote the note and I would have been very upset to find a note from Sonia about me. I apologise. When she hit me, I was blocked and the teacher separated us. Later at home I told my mother about it*.

* I digress here because it is important to realise that the case has gone back to the story-telling phase, when we were already starting to work on the solutions. This is quite normal because people in conflict open up to dialogue as the process unfolds, and the phases can be back and forth. It is very important that mediators know how to detect these moments and go back to further clarify the conflict. Patience, creativity and mediation training will give us these skills.

- Sonia, how do you see your reaction to the note now?

- I felt very hurt and it was an out of control moment, I got carried away by anger. I'm sorry I did it and I apologise, I'm not like that.

- So how do you think we can solve it?

- I think that having a polite relationship and even if it's not like before, being able to count on his help as a partner.

- For me to be able to have a polite relationship and the forgiveness that has already been asked for helps to solve the problem.

Finally, an agreement is reached between the parties, which, however simple it may seem, may be enough to prevent the conflict between these two people from recurring.

The important thing is that the two students have gone through the mediation process and have been able to listen to each other and talk to each other in a relaxed and appropriate atmosphere to understand the other, and to seek together a positive and non-violent solution.

- Well, the process has turned out very well and we congratulate you Carmen and Sonia for the agreement you have reached. Thank you for choosing us as mediators and we hope we have helped you. Do you think it is appropriate for us to write the agreement and sign it?

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- Yes, I agree.

6.3.3 Creating your own selection process for peer mediators

Taking the account the knowledge you have just received; create a shortlist of the main characteristics a peer mediator should have. Afterward, create your own selection process for peer mediators (10 minutes).

Now you will create a training programme with the most important information that peer mediators should know, considering the knowledge from previous modules (30 minutes). Participants will briefly share their programmes and will give feedback on others (20 minutes).

6.3.4 Analysing your centre

Think about the characteristics of the mediation rooms and select one in your own centre. Present and justify your choice to your peers. Be prepared to give feedback on your peers' choices.

You have to create the structure of your mediation programme, including the schedule for mediation sessions (e.g. will they happen du6.2ring or after classes) and the process to access this programme.

6.3.5 Transcript "Mock Peer Mediation Session"

Student A: So I gotta get you hip to what Eric was saying about you

Brittany: To me?

Student A: Yeah you

Brittany: What did he say?

Student C: You sure you wanna know?

Brittany: Yeah I want to know

Student D: Man he was talking crazy on Twitter about that conflict you had in class the other day

Student C: Calling you some name and all that

Student D: Saying you was dumb, stupid and did not know what was talking about at all

Brittany: For real? He was talking about me? I'm about to get my brother son

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Students A, C, D: nooo

Student C: You do something better like go to peer mediation so you can resolve your conflict with Eric

Brittany: Peer mediation? Well I'm gonna get my brother we can handle this right now.

Student C: Would you rather get suspended?

Student D: You need to handle this right the first time so you squash it

Student A: We're just looking out for you, listen for once

Brittany: All right, I'll go

Student C: You sure you wanna go, for real?

Brittany: Yeah I'll go

Student D: I'm gonna make sure you go, c'mon

Brittany: Sure, you better do something.

[Phase 1]

Peer mediator 1: So here at peer mediation we have a couple of ground rules that we need a verbal yes or no whether you agree or not. So Brittany, I'll start off with you. Do you agree to speak to me, a mediator?

Brittany: Yes

Peer mediator 2: Eric do you agree to speak to me, a peer mediator?

Eric: Yeah

Peer mediator 1: Brittany, do you agree to solve the conflict?

Brittany: Yes

Peer mediator 2: Eric, do you agree to solve the conflict?

Eric: Yeah

Peer mediator 2: You gotta say yes

Eric: Yes

Peer mediator 1: Brittany do you agree not to interrupt anyone while they are talking?

Brittany: What if they say something that I don't like?

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Peer mediator 1: Well, we keep it fair here in peer mediation, so we'll let him talk and then we'll also give you your chance. So just let him say what he needs to say and we can address it later. So yes?

Brittany: Yes

Peer mediator 2: Eric do you agree not to interrupt anyone while they are talking?

Eric: Yes

Peer mediator 1: Do you agree to no fighting?

Brittany: Yes

Peer mediator 2: Eric, do you agree to no fighting?

Eric: Yes

Peer mediator 1: Brittany, do you agree to no cursing?

Brittany: Yes

Peer mediator 1: The only time is when you are using a direct quote. So, say Eric called you something or you called Eric something, that's the only time, but any other time it's prohibited.

Brittany: Okay

Peer mediator 2: Eric, do you agree to no cursing with the exception of direct quotes?

Eric: Yes

Peer mediator 1: Okay, so keeping everything fair, we use the alphabet to see who goes first in telling their side of the story. So Brittany and then Eric, so B comes before E. So Brittany, tell us your story.

[Stage 2]

Brittany: Okay. So, we was in class talking about female rappers and male rappers. He said they better, I said about the same. So, he go on Twitter talking about it. And I'm like why do you go on Twitter. I didn't know. But my friends in the hallway, we was walking and they tell me they has to get me hip on what he said about me on Twitter. So then man, they tell me that he talked all that's crazy, talking about something oh I'm dumb, I don't know what I'm talking about. So I'm like yeah, I'm gonna go my brother's gonna squash it. Then they stop me, you just solve it at peer mediation. Peer

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mediation for pops man. But since they're my friends, they don't looking up for me. So I came here to solve this.

Peer mediator 1: So, what you are saying is that the conflict started in class when you guys were having like a debate over rappers, and he was mad about what you were saying, so he went onto Twitter and he started tweeting different things about you, so he was calling you dumb and you know, different things like that. And then you know, your friends, you don't have twitter, but your friends actually came up to you telling you what Eric said. So this is angering you, so you are about to get your brother involved to fight them.

Brittany: Yeah

Peer mediator 1: Okay.

Peer mediator 2: Okay Eric, it's time for your side of the story.

Eric: So me and Brittany got the same class together right? So you know me and her arguing you know about female rappers and male rappers, we're going back and forth. And then I was mad you know cause you know she kept trying to argue with me right, fellas man. And I know I tweeted some couple tweets, but I mean it wasn't a big deal and I'm just like man she don't know what she talking about. She needs some factory, she's trying to argue with me. And then I hear that she's trying to get her brother into this, trying fighting for no reason so, yeah.

Peer mediator 2: So what you are saying is you had a dispute in class, you didn't think it was that serious. She kept trying to argue with you and you took it to Twitter and said a few things, and she wants to get her brother to fight you.

[Stage 3]

Peer mediator 1: Okay so now we are gonna fill out the agreement form so Brittany I'm gonna start off with you. What can you agree to, to help solve this conflict?

Brittany: I agree not to listen to the he-said she-said, I agree to not bringing my brother or anyone else into the situation and to you know let it go and come to him calmly.

Peer mediator 1: Okay

Peer mediator 2: Eric what can you do to solve this situation?

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Eric: What I can do is don't let the situation escalate, just drop it in class, you know, go to social media like on Twitter and no disrespect. And Brittany I do apologise for disrespecting you.

Brittany: that's okay

Peer mediator 2: Okay, so now we are gonna read you all that you agreed to and then actually read it again and sign it.

Peer mediator 1: Okay, so Brittany you agreed to keep contents of this mediation confidential, to not listen to he-said she-said from your friends and to not involve your brother to fight Eric

Brittany: Yes

Peer mediator 1: So read that and sign.

Peer mediator 2: and Eric you agree to drop it in class and not take it to Twitter, and you also apologise to Brittany. Read it and sign it. So we ask that you guys tell your friends and the class that this situation is over, that you solved the conflict.

Peer mediator 1: and also I want to remind you all to keep everything that we talked about here at this table confidential, okay? Again Khalil (Peer mediator 2) and I will not tell anybody so we ask that you do the same.

Peer mediator 2: Thank you guys for choosing peer mediation to solve your conflict.

Peer mediator 1: And last but not least they will be a follow up okay? So if you all see our sponsor, the peer mediation sponsor in the hall. Just let her know how things are going, okay?

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7. Additional recourses for self-learning

Here is a list of additional resources for self-learning

https://www.scritub.com/stiinta/stiinte-politice/Metode-i-tehnici-de-management13432322.php

http://stiintasiinginerie.ro/wp-content/uploads/2014/01/20-MANAGEMENTUL-CONFLICTULUI.pdf

https://www.youtube.com/watch?v=DdM-yI9DJKw

https://www.youtube.com/watch?v=e25GBvzr71M

https://www.youtube.com/watch?v=e25GBvzr71M

https://www.youtube.com/watch?v=0I4exDNU3Kg

https://www.peermediationnetwork.org.uk/resources

https://www.schooltools.info/conflict-resolution-resources

https://oie.umich.edu/discrimination-and-harassment-resolution-process/mediation-services/mediation-education-and-resources/

https://bestaccreditedcolleges.org/articles/become-a-mediator.html

https://coiduem.mon.bg/2018/02/01/%D0%B4%D0%BB%D1%8A%D0%B6%D0%BD%D0%BE%D1%81%D1%82%D0%BD%D0%B0-%D1%85%D0%B0%D1%80%D0%B0%D0%BA%D1%82%D0%B5%D1%80%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B0-%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0/ - in Bulgarian

https://www.bgmediation.com/novini/profesiya-mediator/ - in Bulgarian

https://amalipe.bg/obstnostno-razvitie/obrazovatelni-mediatori/ - in Bulgarian

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Conflict in interpersonal and corporate communication: Strategies and tactics Iryna Alyeksyeyeva, published April 2018

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