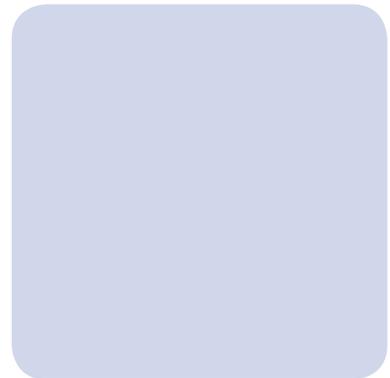
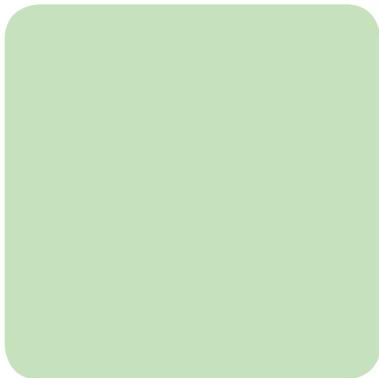
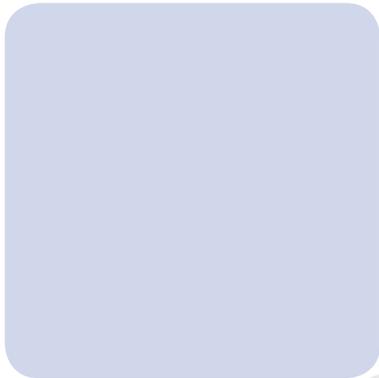


# PeaceBuilders®

## PeaceMediator™ Program



# PeaceMediator™ Program

The PeaceMediator program is a powerful tool used to create a peaceful climate by developing the leadership and conflict resolution skills of young people at your site. Through carefully constructed role-playing and conscious role-modeling, PeaceMediators learn to support their peers in resolving conflicts, in righting wrongs, and in demonstrating PeaceBuilders Principles. Young people learn that they have both the power and the responsibility to positively affect the climate and culture of their surroundings. Once learned, this skill can be transferred to the home, the workplace or any other environment.

The PeaceMediator program is available to PeaceBuilders sites that want to implement an effective next step of development for teens. In addition to training, on-going support from PeacePartners is provided to ensure success.

## **Benefits of the PeaceMediator Program**

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As PeaceMediators learn to work with diverse people in various situations, these young people will develop a sense of personal responsibility; they will experience increased self-assuredness, improved communication skills and a powerful understanding of their own ability to affect change. The PeaceMediator program will assist young people in making smoother transitions in life.

Other young people at your site will experience a reduction in aggressive behavior, more personal responsibility, more time on task, better relationships and increased academic achievement, not to mention a safer, more peaceful environment.

Adults will benefit when young people are doing well, getting along better, and resolving their own conflicts. When less time is spent on discipline, adults can spend more time teaching and mentoring young people and enjoying their work.

## **Selection of Adult Advisors**

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In order for the program to be most effective, a dedicated and committed staff that can inspire and encourage young participants is necessary. These adults will affect the enthusiasm, the dedication, and the eventual success of the PeaceMediator program at your site. They must be well respected by youth. These adults must also be willing and able to model leadership and PeaceBuilders skills at all times. Most of all, they must be committed to the PeaceMediator program, to its goals and ideals, and to the young people they will advise.

While the position requires a commitment of time on the part of the adult, it repays that commitment with a sense of pride and accomplishment, stronger relationships, more happiness at work, and a more peaceful site climate.

## **Selection of PeaceMediator Candidates**

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The process of selecting PeaceMediators involves looking for and discovering young leaders. In order to create a climate of fairness and unity, the candidates and the eventual selected PeaceMediators

should represent the diversity at your site. Candidates should include young people from the two oldest age groups at your site so that when the very oldest move on, there will remain some experienced PeaceMediators to help train newcomers.

Prospective candidates should be selected by your site's teachers, leaders, and/or administrators. When making selections keep in mind that candidates should not be limited to "traditional leaders." (Traditional leaders include high achieving, academically strong, and/or popular children or teens.) In fact, it is beneficial to involve those who may have a history of leading others into trouble and poor choices. These young people are often called "natural leaders" because their peers listen to and follow them. It is these natural leaders who often benefit most from the improved communication skills and positive leadership skills they gain as PeaceMediators. In order to ensure the program's success, it is recommended that a balance of both traditional and natural leaders are selected. All young people benefit when they cooperate with and learn from diverse groups of people and personality types.

### **The Application Process**

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Typically, at the end of the first day's training, some young people will decide they are not ready to make the time or energy commitment necessary to be PeaceMediators. Those who remain interested and enthusiastic, however, are ready to undergo the application process. It should be made completely clear to the young people that they are committing to a specific period of time (a semester, year, term or session), and to a certain number of hours each week. They also need to be reminded that others are counting on them to fulfill their commitment. Once the commitment is made, it must be kept.

A *PeaceMediator Application Form* is provided for you to distribute to young applicants. Filling out an application builds important life skills. In order to complete the form, the young people will need to articulate why they want to be a PeaceMediator and why they would be a good one. These types of questions and this process will help prepare them for future employment opportunities and it will give them a familiarity with the process.

Be sure to give young people ample time and encouragement to compose thoughtful answers to the questions on the application. Once completed, the form should be signed and dated. They will then take the form home to be signed by a parent or guardian as a means to keep adults informed about their children's activities. It is the participant's responsibility to bring the signed form to day two of the training. These forms will be used to conduct the interviews. \*It is a good idea to determine what course of action you will take if it is not possible to get a parent/guardian signature.

### **The Interview Process**

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Requiring prospective PeaceMediators to go through an interview process is important to their development. It allows young people to experience the usual nervousness and to work through it. Once done, they gain a sense of achievement and self-assuredness that comes from overcoming fears and accomplishing a difficult goal.

The questions on the application form are intended to be used when conducting interviews. These questions are open ended, requiring more than a simple "yes" or "no" answer. The answers young people give can provide important insight to their maturity, commitment level, and communication

skills. Of course, you may wish to include other questions along with those provided.

### **Selection of PeaceMediators from Candidate Pool**

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The application form includes a space for the interviewer's comments about the interview. These insights should be considered by the selection team to determine which young people are mature enough to handle the responsibilities and the commitment involved in being a PeaceMediator.

When selecting your PeaceMediators, it is important to keep all things in perspective. If a young person is not strong in a particular area, communication skills for instance, but is very enthusiastic and obviously committed, the selection team should consider whether the young person would be willing and able to strengthen the skills he or she presently lacks. Remember, this program is intended to develop leaders. Every young person will have strengths and weaknesses. Are there enough strengths to create a foundation? Does the participant seem willing to work on his or her weakness?

### **Parent Notification/Permission**

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Since PeaceMediators may sometimes be asked to stay late, come in early, or even to be available on weekends, it is important that parents be made aware of the ongoing commitment and that they consent. We suggest creating a regular schedule so parents will not be left guessing about their child's specific hours of service. Whenever extra time is requested, parents or guardians should be given advance notice. A Parent Notification/Permission form will be provided.

## PeaceMediator™ Commitment

As a PeaceBuilders® PeaceMediator, I promise to demonstrate both the skills and the maturity to be an effective PeaceMediator.

I agree to model the PeaceBuilders Principles™, to support my peers, to appreciate diversity and other people's points of view, to practice active listening, to make positive contributions to a peaceful environment, and to seek wise people when the situation requires (due to the threat of violence or other harmful acts or comments).

Attested to by the signatures below,

on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Adult Advisor signature

\_\_\_\_\_  
Parent/guardian signature

## Active Listening and Inquiry Skills

<p><b>Be Aware of Body Language</b></p>	<p>Sit in a position that communicates you are interested in what is being said. Lean towards the person talking. Observe facial expressions, position of arms and legs, gestures, etc.</p>
<p><b>Focus</b></p>	<p>Keep eye contact with the person to whom you are talking. Listen to the words and respond verbally or with a nod to let the person know you are listening.</p>
<p><b>Ask Probing Questions</b></p>	<p>Dig below the surface issues to find the underlying problem(s) (i.e. How did it make you feel? Can you tell us more about the situation? What do you think caused the problem?).</p>
<p><b>Clarify Details</b></p>	<p>Five W's: What happened? Who was there? Why did it happen? Where did it happen? When did it happen?</p>
<p><b>Paraphrase (restate facts and feelings)</b></p>	<p>Restate the message in your own words. Try to get directly to the point. The purpose of paraphrasing is to communicate that you understand what is being said and what that person is feeling.</p>
<p><b>Summarize (restate key ideas)</b></p>	<p>Bring together, organize and integrate the major points of the discussion and relate them to disputants. Move from discussion to solution.</p>

# Checklist for Effective PeaceMediation™

**1. Is the solution specific enough?**

**Does it tell who will do what, by what date?**

**Does it include where and how the conflict will be resolved?**

- Who
- What
- When
- Where
- How

**2. Is the solution fair and balanced?**

**Do all disputants share responsibility for solving the problem?**

**3. Can all disputants really do what they have promised?**

**4. Will the solutions really solve the problem?**

**5. Will the solution solve the problem for good?**

# Stages of PeaceMediation™

## Stage One: INTRODUCTIONS

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"My name is \_\_\_\_\_. I'm a PeaceMediator. Please tell me your names... . The purpose of PeaceMediation is to allow young people to solve their problems without involving an adult and without anyone getting hurt. Is this what you would like to happen?"

## Stage Two: GROUND RULES (Disputants agree to cooperate)

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"Each of you will get a chance to tell your side of the story. First you must make an agreement that...

1. You will not use put-downs.
2. You will listen without interrupting.
3. One person will speak at a time.
4. You will use "I" statements ("I feel... when... because...").
5. Any participant in the mediation has a right to call for a private meeting.
6. Everything you say will be kept private with the exception of statements about the possibility of serious harm to yourself or others, child abuse, weapons and drugs. "

## Stage Three: HEAR THEIR STORIES

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A PeaceMediator decides which participant will speak first.

The PeaceMediator...

- asks person #1 "What happened?" then paraphrases the story
- asks person #1 how s/he feels, then paraphrases the feelings
- asks person #2 "What happened?" then paraphrases the story
- asks person #2 how s/he feels, then paraphrases the feelings
- asks many questions to bring all issues to the surface, for example:
  - Can you tell us about the situation?
  - How are you feeling about that?
  - Can you tell us more about that?
  - Can you explain more about...?
  - Can you give some examples of... (the way *name* picks on you)?
- continues to listen actively until all issues have been presented

### **Stage Four: IDENTIFY THE PROBLEM(S)**

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- As the disputants talk about their problems, make a list of major issues to resolve. State the issues in a neutral, solvable way.
- Ask disputants if they agree with the list.
- Some examples of other questions to ask:
  - What was it like before?
  - I feel confused when I hear two different stories. Can we clarify again what happened?
  - Is there anything else you'd like to tell us?
  - Is there anything else you think might help us today?
  - How could you have handled it differently?

### **Stage Five: FIND A SOLUTION**

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- Ask disputants to brainstorm ideas on how to solve the problem.
- Allow disputants to brainstorm options without judgment.
- Some examples of questions to ask:
  - Can you suggest a solution that will resolve the problem of... (borrowing, gossiping, etc.)
  - Would you agree to...?
  - Would you also agree to...? (to other disputant)
  - Is this solution really possible?
  - Can you imagine a way to do that?
- Test the solutions. Are they realistic, doable, win/win?
- Choose the best solution.

### **Stage Six: COMPLETE AGREEMENT FORM AND CLOSE MEDIATION SESSION**

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- Fill out the *PeaceMediation Agreement Form*.
- Use the *Checklist for Effective PeaceMediation* to verify the best possible solution has been selected; then sign the agreement.
- Ask disputants how they will deal with problems in the future.
- Thank them for their hard work and honesty.
  - You've been very helpful.
  - Thank you for being patient.
- Have disputants complete the disputants' *Evaluation of PeaceMediation* form.

**Scenario 5: Disputant A**

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**Directions:** Write in the other disputant's name in the blank spaces. When the mediation begins, tell your side first.

**Situation** . . . . . Two students were fighting in the locker room. The principal requested PeaceMediation after the PE teacher sent you both to his/her office.

**Your position** . . . . . You and \_\_\_\_\_ were playing around in the locker room yesterday and \_\_\_\_\_ got mad and started a fight. You still don't know why \_\_\_\_\_ got mad.

**Background information (Underlying problems)** . . . . . You and \_\_\_\_\_ have been good friends the last two years. Joking around and play fighting is how you often act towards one another.

**Scenario 5: Disputant B**

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**Directions:** Write in the other disputant's name in the blank spaces. When the mediation begins, tell your side second.

**Situation** . . . . . Two students were fighting in the locker room. The principal requested PeaceMediation after the PE teacher sent you both to his/her office.

**Your position** . . . . . You have gotten very tired of the way \_\_\_\_\_ has been treating you. \_\_\_\_\_ is always putting you down and using you as a play punching bag. It was time \_\_\_\_\_ got some of his/her own medicine.

**Background information (Underlying problems)** . . . . . You feel everyone is on your case. Your grades were low this semester, you were cut from the basketball team, and your father might be taking a job in another town, so your family might have to move.

**Scenario 8: Disputant A**

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**Directions:** Write in the other disputant's name in the blank space. When the mediation begins, tell your side first.

**Situation** . . . . . One student is upset because another has been spreading a rumor that his/her 16 year old sister is pregnant. The first student has requested PeaceMediation.

**Your position** . . . . . It is true that your sister is pregnant, but you don't think it is anyone else's business.

**Background information (Underlying problems)** . . . . You think \_\_\_\_\_ has a big mouth and loves to gossip.

**Scenario 8: Disputant B**

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**Directions:** Write in the other disputant's name in the blank space. When the mediation begins, tell your side second.

**Situation** . . . . . One student is upset because another has been spreading rumor that his/her 16 year old sister is pregnant. The first student has requested PeaceMediation.

**Your position** . . . . . You told only one person that \_\_\_\_\_'s sister was pregnant, and you told because the person asked about it. You heard the rumor from other people.

**Background information (Underlying problems)** . . . . You know the sister and think of her as a friend. You think that \_\_\_\_\_ doesn't need to be so sensitive about his/her sister's situation – a lot of girls get pregnant.