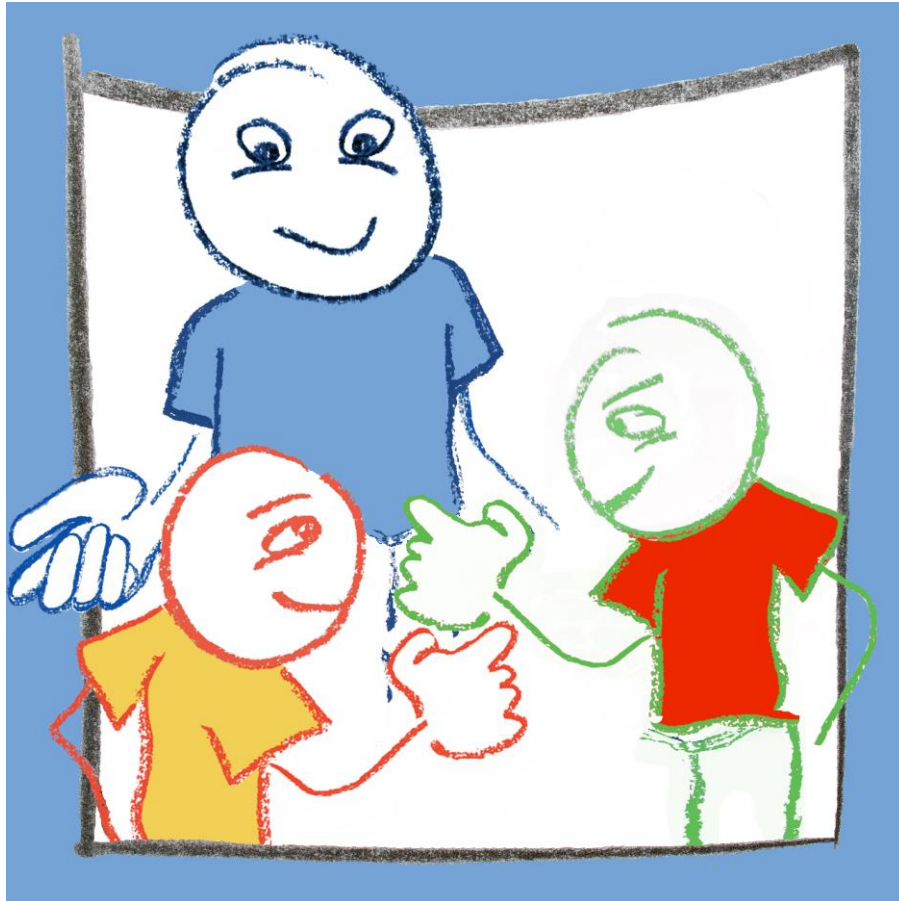


# PEER MEDIATION TRAINING PROGRAMME



## Teacher's Guide

Compiled by Leanne Naidoo



Produced by the GM South Africa Foundation in association with Valerie Dovey

# **Peer Mediation Training Programme**

## **Facilitator Guide**

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## **Leanne Naidoo**

Leanne is in private practice as a Counselling Psychologist. After obtaining a BA degree in English and Psychology as well as a Higher Diploma in Education (University of Stellenbosch), she spent a year travelling around the Eastern and Western Cape, teaching life skills to young people in a wide variety of high schools on a Youth for Christ drama-and-dance team. Subsequent to this, she obtained an Honours degree and a Masters in Counselling Psychology from the Nelson Mandela Metropolitan University. The focus of her dissertation was the development of her therapeutic self, which included an exploration of whether or not training of counselling psychologists in South Africa is adequate, and her passion for the Arts led her also to investigate the relevance and appropriateness of psychodrama in the South African context. After teaching and counselling at a high school for many years, she is currently involved in various projects, ranging from life coaching to personal and professional leadership development. She also does training, assessments and presentations, and is involved in community-based education programmes through the facilitation of life-skills programmes and psycho-education workshops, as well as the writing of training materials.

## **Valerie Dovey**

Much of the material for this publication was sourced from two GMSAF programmes: “Seeds of Peace in Port Elizabeth Schools”, developed and facilitated by Valerie Dovey (2006; 2007; 2007-2008), peace educator and conflict resolution practitioner. The first “Sowing the Seeds” was a long-term process piloted with educators from 12 schools between 2006 and 2008; the second, “Cultivating Seeds of Peace at Cedarberg”, was a whole-school process involving staff, learners and parents, in 2006.

Valerie has been a pioneer in the field of peace education in South Africa, an area in which she has been working for the past 20 years. While employed at the Centre for Conflict Resolution, a Cape Town-based institute associated with the University of Cape Town, she initiated a youth project that sought to take peace education and conflict resolution to young people in school and other settings. The project subsequently received an Education Africa Premier Award (Western Cape) for its contribution to education.

She started her own consultancy in 2003 and currently works with individuals, schools (educators, learners – pre-primary through to high school, and parents), organisations, government departments and tertiary institutions. Besides her work in South Africa, she has conducted workshops and given presentations at international conferences, seminars and events, has had a number of articles published, and networks broadly with practitioners around the world.

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# CONTENTS

Introduction.....	7
Background.....	7
Rationale for the implementation of a peer mediation programme.....	7
Guide to the use of the training materials .....	9
Thoughts on selection of peer mediators.....	9
Links with Representative Council of Learners in high schools .....	10
Suggested process for establishing a peer mediation system .....	10
Unit One: An Introduction to Peer Mediation .....	12
Introduction .....	12
Icebreaker: A peaceable being.....	13
Work Item 1: Describing a Peaceable Being .....	14
Activity 1: Common courtesies .....	15
Discussion: What is peer mediation?.....	16
Work Item 2: What is Peer Mediation? .....	17
Work Item 3: What do Peer Mediators do?.....	18
Activity 2: Feelings alphabet.....	19
Work Item 4: Feelings Alphabet .....	21
Presentation: The role of the peace educator and the way forward .....	23
Conclusion .....	23
Extension Activity: Getting to know yourself .....	24
Work Item 5: Getting to know yourself.....	25
Unit Two: Peer Mediation in Action .....	26
Introduction .....	26
Icebreaker: Word association game .....	26
Presentation: From rage to resolution .....	27
Work Item 6: From Rage to Resolution .....	29
Discussion: From rage to resolution DVD or role-play .....	34
Activity 1: Conflict at my school .....	34
Work Item 7: Conflict at my School .....	35
Conclusion .....	37
Extension Activity 1: Discussion: promoting peace.....	38
Extension Activity 2: Promoting peace .....	38
Unit Three: The Role of the Peer Mediator.....	39
Introduction .....	39
Activity 1: The five steps in the peer mediation process .....	39
Work Item 8: Applying the Steps of the Mediation Process .....	40
Presentation: The role of the peer mediator .....	41

Work Item 9: The Role of the Peer Mediator .....	42
Activity 2: What are my limits? .....	43
Work Item 10: Knowing my Limits .....	44
Conclusion .....	46
Work Item 11: Quick Quiz .....	47
Unit Four: Active Listening .....	48
Introduction .....	48
Icebreaker: More than just hearing.....	48
Activity 1: Listening with my whole body.....	49
Work Item 12: The Good Listener .....	50
Activity 2: Listening for feelings .....	51
Presentation: Active listening – paraphrasing.....	52
Activity 3: Three-way listening.....	53
Work Item 13: Three-Way Listening.....	55
Conclusion .....	56
Extension Activity: Listening role-play .....	56
Work Item 14: Listening Check List.....	58
Unit Five: Speaking Assertively.....	59
Introduction .....	59
Icebreaker: No talking .....	59
Discussion: Good communicators .....	60
Activity 1: I-messages .....	61
Work Item 15: You-messages and I-messages .....	62
Activity 2: Designing I-messages.....	63
Work Item 16: Designing I-messages.....	64
Conclusion .....	66
Unit Six: Understanding Conflict .....	67
Introduction .....	67
Activity 1: How do I see conflict? .....	67
Presentation: What is conflict? .....	68
Work Item 17: What is Conflict? .....	69
Activity 2: My conflict style.....	70
Work Item 18: My Conflict Style .....	71
Work Item 19: Denial, Aggression and Problem-Solving .....	72
Activity 3: Conflict role-play .....	73
Work Item 20: Conflict Role-Play.....	74
Conclusion .....	75
Unit Seven: Approaches to Conflict.....	76
Introduction .....	76
Presentation: Encouraging constructive conflict resolution .....	76

Work Item 21: Encouraging Constructive Conflict Resolution .....	77
Activity 1: What lies beneath? .....	78
Work Item 22: More Complex Conflict .....	79
Activity 2: Mediation role-play .....	80
Conclusion .....	80
Extension Activity: A story with three endings .....	81
Unit Eight: Getting a Grip on Anger .....	83
Introduction .....	83
Activity 1: How do you feel today? .....	83
Work Item 23: Feelings Chart .....	85
Discussion: Levels of anger .....	86
Activity 2: Volcano or sauna? .....	87
Work Item 24: When I'm Angry .....	88
Activity 3: My anger triggers .....	89
Work Item 25: My Anger Triggers .....	90
Presentation: Dealing with anger .....	91
Work Item 26: Dealing with Anger .....	92
Conclusion .....	93
Unit Nine: Generating Options .....	94
Introduction .....	94
Icebreaker .....	94
Activity 1: Creative options in a mediation situations .....	95
Work Item 27: Trouble with Talking and Taking .....	97
Conclusion .....	98
Extension Activity: The problem with eggs .....	99
Work Item 28: The Problem with Eggs .....	100
Unit Ten: Skills for Interacting with Others .....	101
Introduction .....	101
Icebreaker: Detective work .....	101
Activity 1: Clues and conclusions .....	102
Work Item 29: Clues and Conclusions .....	103
Activity 2: Putting people in boxes .....	104
Work Item 30: What do you see? .....	105
Presentation: RCL Training .....	106
Conclusion .....	106
Work Item 31: Reflecting on the Training Sessions .....	107





# Introduction

## Background

The GM South Africa Foundation is involved with the piloting and implementation of a number of training programmes in the Eastern Cape. These programmes range from school-leader training and teacher training to curriculum-based programmes directed at school learners. Through these programmes the Foundation has received a number of requests to provide assistance to schools in the area of discipline and the building of harmonious teaching and learning environments. In response, a peace-education programme, called "Seeds of Peace", was initiated in 2006. One of the outcomes of the "Seeds of Peace" initiative has been the development of a peer mediation programme.

This training manual has been prepared to guide teachers as they prepare peer mediators to provide effective assistance to learners involved in conflict situations in a school environment. The training has been divided into ten workshops or units. The first workshop begins by introducing learners to the idea of peer mediation. Concepts and skills dealt with in the remaining workshops are: the steps involved in peer mediation; communication skills (listening and speaking); understanding conflict; various approaches to conflict; anger management; problem solving, and respecting diversity.

## Rationale for the implementation of a peer mediation programme

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*We have come to realise that we must take collective responsibility for the security of our communities. We cannot educate, nor can we contribute to the realisation of a prosperous future for our country, if we attempt to do so without ensuring a safe and nurturing environment for educators and learners.*

*Signposts for Safe Schools, 2002*

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Children have the right to a safe and secure environment. Unfortunately, in every school, children face small or large threats to their sense of security. It is not possible for each single one of these threats to be solved by teachers or other staff members. Children need to learn skills and strategies that will help them resolve their daily problems and conflicts effectively and without the use of violence (Gilhooley and Scheuch, 2000).

Peer mediation is a programme in which learners are trained to facilitate mediation of conflict

situations amongst their peers. This training helps learners to: (a) deal with their own conflict situations constructively, and (b) assist other learners to resolve their conflicts peacefully.

In peer mediation, learners are trained to:

1. View conflict as a normal, natural part of life.
2. Understand that conflict can be regarded as positive, because it offers opportunities for growth and development.
3. Encourage learners who are in conflict to voluntarily make use of the peer mediation process.
4. Provide an opportunity for each learner involved in a specific conflict to tell their side of the story.
5. NOT offer their own suggestions on how the conflict should be solved, but instead to help learners to identify their own solutions.
6. Give each learner a chance to discuss and agree to a common solution.
7. Keep the results of the mediation process confidential.

Through their peer mediation training and practise, learners are able to develop listening, paraphrasing and problem-solving skills. These skills will be of assistance to learners not only while they are at school, but also in the world of work.

Valerie Dovey (2006) provides the following advantages of a peer mediation programme:

- Peer mediation provides a system of problem-solving that is suitable for the handling of conflicts that are typical of young people. Issues that they may not have the freedom to address with an adult (because of feelings of discomfort) can be addressed through peers.
- Peer mediators understand their peers. They have a lot in common with them, including needs and concerns, and they speak the same language. Because they are on the same level, they are less threatening to work with than adults.
- Peer mediation works best when it forms part of a school-wide programme which aims to familiarise members of the school community with conflict resolution strategies and skills.

The ultimate goal of having a peer mediation system in a school is to contribute to the building of more peaceful school communities and to empower learners to deal with their own conflicts in a manner that is constructive and restorative.

## Guide to the use of the training materials

The training materials consist of a facilitator's guide and a learner's manual. The learner's manual consists of all the worksheets that the learners will need for the duration of the training programme. These worksheets have been built into the facilitator's guide for easy referencing. The worksheets are referred to as **work/information items** (WIs) because at times they will involve some work, and at other times they will provide the learner with information.



Each WI will be indicated by the symbol shown here. The WIs should be photocopied and given to the learners at the relevant training session. The WIs are numbered for easy referencing. In addition to the WIs, learners should be encouraged to take notes of any important or interesting ideas that arise during the sessions. They should also be encouraged to keep all their work in a folder or file that can be kept as a resource for future

reference.

The training manual consists of 10 workshops or units, and the duration of each is 1 hour 15 minutes. These workshops are further divided into activities which vary from 15 to 30 minutes. A learner-centred approach forms the basis of all workshops. It is recommended that facilitators give learners a break of about 15 minutes at a halfway point in each session. Workshops can be adapted to the unique needs of the schools involved. Extension activities have been included for learners who have time available to tackle additional topics. These activities can be used at the teacher's discretion.

## Thoughts on selection of peer mediators

Learners should either volunteer or be elected by class mates, or be identified by teachers and asked to participate in a peer mediation programme with the view to becoming peer mediators.

Learners should be encouraged to look for the following in potential peer mediators (Bendle, 2007):

- Good communication skills (speaking and listening).
- Leadership potential (sometimes "difficult" children have great leadership potential that just needs to be channelled correctly).
- Respect amongst peers.
- Commitment for the duration of the process (usually one year or more).
- Initiative.
- A willingness and openness to learn new things.

It would be very useful to have a group of peer mediators that is to some extent representative of the learners in the school with regard to gender, culture and age.

## **Links with Representative Council of Learners in high schools**

At the outset, learners involved in the peer mediation training programme should be made aware of the many benefits of their skills and knowledge in this area. Building an understanding of, and ability to deal effectively with conflict, will stand them in good stead not only during their school career, but also as they enter the world of work. In addition, once they enter high school, learners can be elected on to the Representative Council of Learners (RCL) where their mediation skills will be of great value. The final workshop (or unit) in this training manual provides an opportunity for teachers to make learners aware of the RCL body and its role in the school community.

Should learners be exposed to the training materials for RCLs that were developed by the GM South Africa Foundation, they will discover clear and definite links in terms of peer mediation training and RCL training. Although the RCL modules stand alone, they reinforce the development of many of the skills that are introduced in this peer mediation programme.

## **Suggested process for establishing a peer mediation system**

Each school should have one or more "peace educators" or staff members who undertake to train and mentor the peer mediators. These teachers should have a passion for youth and youth development, and should be willing to undertake the necessary training and facilitation sessions.

For schools that do not already have a peer mediation system in place, the Project for Conflict Resolution and Development (Bendle, 2007) suggests that the following steps be followed:

1. Meet with the principal (and, if possible, school governing body) to discuss the idea.
2. Meet with the staff to discuss the idea and to invite staff volunteers to be co-ordinators and helpers.
3. Meet with staff volunteers to establish a training schedule, including dates, topics and times.
4. In this meeting, decide how to adapt the Peer Mediation training programme to suit the needs of the learners.
5. Where needed, consult with RCL liaison teacher and members to establish agreement and co-operation between RCL and peer mediators.

6. Make a presentation to the learners, and either invite selected learners to participate or request volunteers to come forward as possible peer mediators.
7. Ask parents to sign and return permission slips to the school.
8. Undertake initial training of peer mediators (the ten modules in this manual).
9. Draw up a code of conduct for peer mediators, and develop a peer mediator duty timetable for breaks and before-and- after school monitoring.
10. Establish an area in which mediation can take place.
11. Introduce mediators to teachers and learners.
12. Start the peer mediation system at your school.
13. Monitor and evaluate the process.
14. Regularly provide additional training, feedback and motivation sessions to peer mediators.
15. Conduct a survey amongst learners and teachers to determine the impact.

# Unit One: An Introduction to Peer Mediation

Mediation has changed my life. I was a fighter, but now I am a fixer. I fix problems instead of walking away. On our playground there is less fighting.

Children like playing with each other.  
Grade 7 Peer Mediator, Cape Town

## Introduction

(5 minutes)

- Welcome the learners to the training session and thank them for their willingness to be a peer mediator for their school. Emphasize that it is going to take commitment and sacrifice on their part.
- Introduce yourself to the learners for the benefit of those who do not know you. Provide some personal information to help the learners feel comfortable with you. It is important to set the right tone during this session because it will determine how easily learners confide in one another and in you during the activities.
- Ask learners to have a quick round of introductions. They should just state their name and grade.
- If possible, learners should wear name tags in the beginning until they all know one another's names.
- Explain that in this session they will:
  - Get to know one another.
  - Describe a peaceable being.
  - Draw up some common courtesies for each session.
  - Discuss what peer mediation is.
  - Begin talking about feelings.
  - Determine their level of skill as a peer mediator.
  - Learn about the role of the peace educator, and about the way forward in terms of the training and mediation.
- Explain that the second unit will provide a broad outline of what peer mediation entails as well as the skills involved. The remaining 8 units will focus on listening and communication, conflict, how to resolve conflict, and other important skills that are needed by peer mediators, such as the ability to solve problems.



## Icebreaker: A peaceable being

(15 minutes)

- Explain to the learners that the following activity serves two purposes: getting to know one another better and to learn what is meant by a "peaceable being".
- If possible, learners should be seated in a circle for this activity, or in such a way that they can see one another.
- Ask them to listen carefully to what you say, and to stand up if the statement is true for them.
- Depending on how much time you have, you could ask the following people to stand up:
  - All those who are the first/second/third born child in their families.
  - All those who love the colour blue/yellow, etc.
  - All those who love sport/play a musical instrument/sing.
  - All those who believe that they are patient.
  - All those who believe they are able to listen carefully when someone speaks to them.
  - All those who are able to control their anger.
  - All those who take care not to hurt the feelings of others.
  - All those who would describe themselves as a peaceable being.
  - All those who would like to learn how to be a peaceable being.
- Thank the learners for their participation in this activity and ask them what they have learnt about peaceable beings.
- Refer learners to **WI 1: Describing a Peaceable Being**.
- Ask learners to spend a few minutes drawing what they think a "peaceable being" is.
- Ask for a few volunteers to share their ideas with the group.
- Explain to the learners that a peaceable being is somebody who is committed to working actively to promote peace through:
  - mutual respect
  - effective communication
  - appreciation of differences and
  - healthy conflict resolution.
- These are some of the skills that they will be looking at in greater detail during the course of the training.



## Work Item 1: Describing a Peaceable Being

Draw a peaceable being in the space below. Use labels to describe what the peaceable person will do with his or her \* mind \* ears \* eyes \* heart \* hands \* legs.

A large, empty rectangular box with a thin black border, intended for drawing a peaceable being. The box occupies most of the lower half of the page.





## **Activity 1: Common courtesies**

(10 minutes)

- Explain to the learners that it is important to agree on a set of rules (they might want to call them "I-Care-Rules" for example) for a group that meets regularly. This way they avoid tension, and understand what expectations each member has of the group and of the others.
- Learners will know how to behave appropriately, and will have to endure the consequences when they do not adhere to these agreements.
- For these rules to be effective, there has to be a forfeit or form of punishment that will dissuade learners from breaking the rules.
- To illustrate, use punctuality as an example of a rule. Perhaps latecomers to meetings should have to provide some form of entertainment like a song or a dance, etc.
- Divide learners into buzz groups, and ask them to think of two rules or common courtesies for their meetings. They should include reasons for the rules, as well as suggested penalties. Once learners have decided on rules, there should be a plenary discussion considering all the suggestions. Learners must finalise a set of rules under the guidance of the peace educator.
- The peace educator should write the rules down on paper including reasons for the rules and penalties for not following them and stick these to the wall for learners to refer to on an ongoing basis.
- Whenever learners begin a new workshop or resume a session after a break, check who has adhered to the rules. Ask those learners to stand up, and praise them for their common courtesy. If anyone has overstepped any of the ground rules, allow a little time before enforcing penalties.
- Learners should understand that these rules are there for their protection. By obeying them, learners demonstrate their respect and value for others. Respect for others is an important quality of a peer mediator.



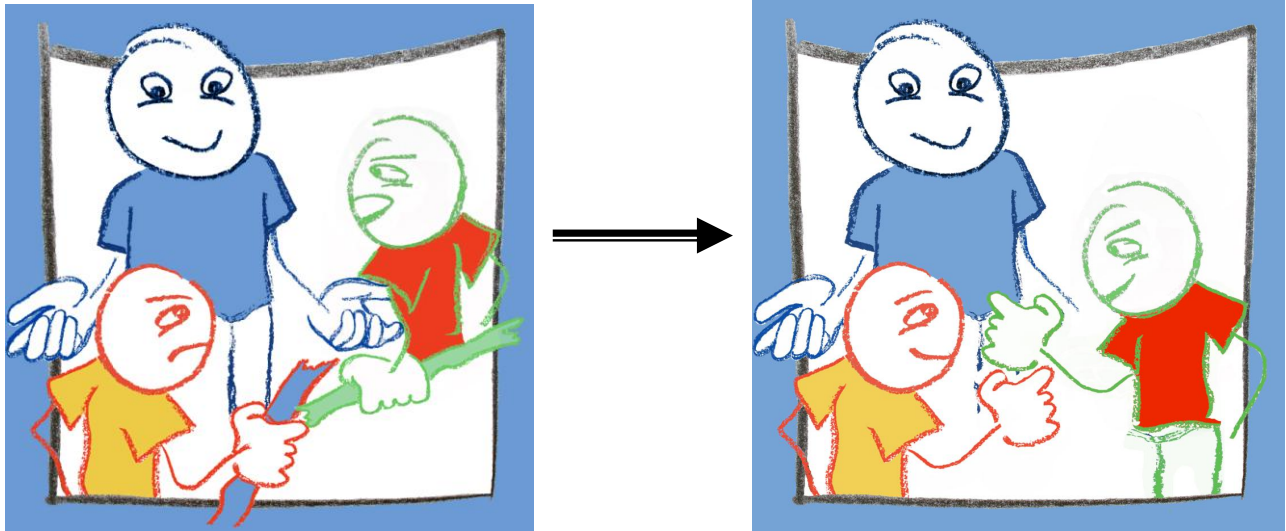
## **Discussion: What is peer mediation?**

(15 minutes)

- Remind learners that they have been selected to become peer mediators.
- Ask them to spend time thinking about tasks and responsibilities of peer mediators.
- Write up their ideas on the board.
- Refer learners to ***WI 2: What is Peer Mediation?***
- Go through these ideas and definitions with the learners.
- Ask them to think about the steps peer mediators can take to help learners solve their differences.
- Refer learners to *WI 3: What do Peer Mediators do?* See *WI 6* for the steps and the order in which they should occur.



## Work Item 2: What is Peer Mediation?



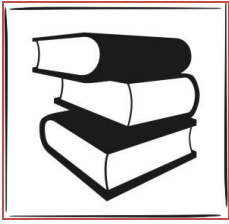
### Definitions of peer mediation:

Peer mediation takes place when people of the same age group help to solve conflict between two people or small groups  
(National Children's Bureau, 2003)

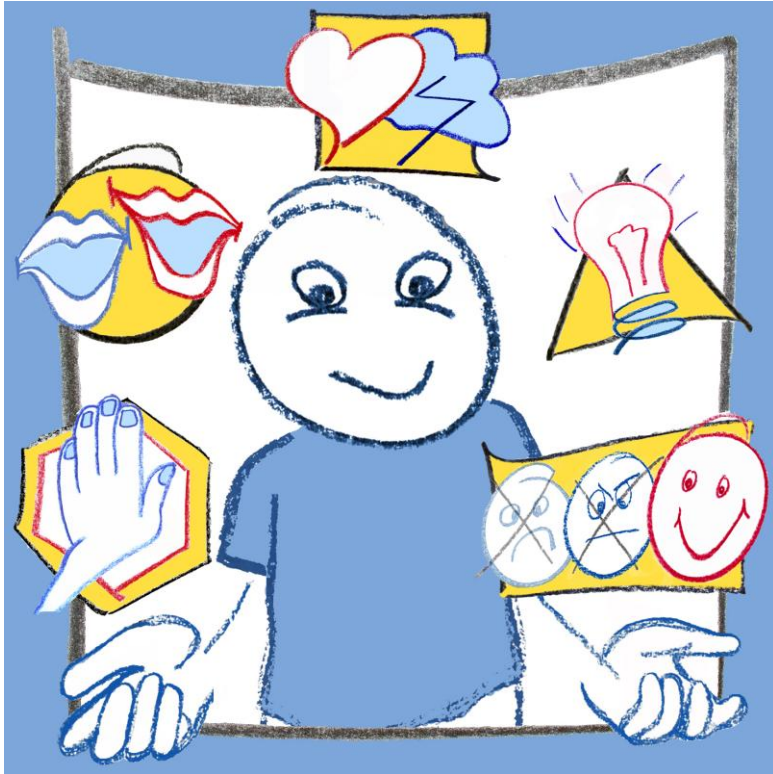
Peer Mediation is a programme in which people trained as mediators help their peers reach a solution. What is unique about this form of conflict resolution is:

- (1) The mediators do not solve the problem; they help the disputants reach an agreement,
  - (2) The process is voluntary,
  - (3) The resolution of the problem is confidential
- (Gilhooley and Scheuch, 2000)

Peer Mediation is a way of involving young people in managing conflict using non-threatening and co-operative methods that encourage respect and self-esteem  
(Education Today, 2010)



### Work Item 3: What do Peer Mediators do?



- Listen to feelings!
- Stop!
- Selection of best solution
- Listen to stories!
- Listen to possible solutions

Look at the picture above and tell your friend what five steps a peer mediator can take to help people solve their differences. Use the words given in the textbox to help you.

- 1.
- 2.
- 3.
- 4.
- 5.



## Activity 2: Feelings alphabet

(20 minutes)

- Explain that:
  - Having feelings and being able to recognise our feelings is an essential part of what makes us human.
  - Understanding how you and other people feel can help you deal with conflict.
  - So we all need to become more aware of our feelings.
- Tell learners that:
  - Good peer mediators are able to identify and respond to the feelings of the people they are working with.
  - They are now going to practise being able to recognise their own feelings as well as the feelings of others.
- Ask learners how **they feel** when (note the different feelings on the board):
  - they are about to write a test.
  - they are given an ice-cream to eat.
  - they are in a thunderstorm.
- Show learners pictures from a newspaper or magazine. Ask learners what they think **the people in the pictures are feeling**.
- Explain that:
  - Not everyone feels the same about different situations/events. The way we feel about things depends on our past experiences, our culture, and our personality.
  - Conflict often happens because people feel that their feelings are being ignored.
  - To be a good peer mediator, one needs to be able to identify as many different feelings as possible. This helps one to recognise and respond appropriately to the moods and emotions of learners participating in a mediation process.
  - In step 3 of the mediation process, peer mediators give people a chance to talk about how they feel about the conflict they are in. This is then used to develop **empathy** between learners involved in a conflict, and is an important part of conflict resolution.
  - **Empathy** means the ability to share and understand the feelings of someone else.
- Refer learners to **WI 4: Feelings Alphabet** .
- Divide learners into groups of 3 to 4.
- Ask each group to identify feeling words that begin with 5 letters of the alphabet (e.g. A to E).
- Ask learners to fill their feeling words in on Work Item 4, or to create a big "Feelings Alphabet" for the mediation venue.

- An "ABC of Feelings" has been included to help facilitators guide learners in this activity.
- Explain to the learners that in every training session they will spend a few minutes adding to their Feelings Alphabet chart. This will help them grow their feelings vocabulary.



## Work Item 4: Feelings Alphabet

Use the table below to list as many "feeling words" as you can.

FEELINGS ALPHABET			
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

# Feelings Alphabet

<b>A</b>	angry; apologetic; awful; afraid; apathetic; ashamed; awkward; annoyed; astonished.	<b>N</b>	negative; needed; nervous; nauseous; nostalgic.
<b>B</b>	bitter; batty; blessed; beautiful; bored; bad; betrayed; bewildered; broken hearted; belittled.	<b>O</b>	open minded; obligated; optimistic; overwhelmed; old; oppressed.
<b>C</b>	confused; criticized; crying; careful; curious; content; cautious; crazy; confident; charitable; comfortable; cold; conscientious.	<b>P</b>	privileged; pride; peeved; pained; pleased; perplexed; positive; passionate.
<b>D</b>	determined; disgusted; devoted; depressed; delighted; disappointed; distracted; dull; disrespected; dreadful; dissatisfied.	<b>Q</b>	queer; quizzical; quiet.
<b>E</b>	elated; excited; enthusiastic; energized; exhilarated; exhausted.	<b>R</b>	ready; rested; radiant; relief; restless; responsible.
<b>F</b>	free; fabulous; fantastic; fresh; fearful; frustrated; frightened.	<b>S</b>	silly; stupid; scared; sorry; sympathetic; surprised; secure.
<b>G</b>	grateful; good; guilty; good.	<b>T</b>	traumatized; tired; triumphant; tense; terrified.
<b>H</b>	happy; hungry; humbled; hurt.	<b>U</b>	understanding; unity; unclear; useless; unloved; uncomfortable; unhappy; unwanted.
<b>I</b>	irritated; interested; inquisitive; important; insecure; innocent; inferior.	<b>V</b>	valued; vexed; violated; vulnerable; virtuous.
<b>J</b>	jolly; joyful; jealous.	<b>W</b>	worried; wonderful; wanted; wow!; weary; wacky; warm.
<b>K</b>	kindness; keen.	<b>X</b>	'xcited; xenophobic.
<b>L</b>	loving; lucky; loved; lethargic; lonely.	<b>Y</b>	yearning; yucky; young.
<b>M</b>	miserable; mislead; mindful; motivated; merciful; marvellous.	<b>Z</b>	zany; zealous.



## Presentation: The role of the peace educator and the way forward

(5 minutes)

- Remind learners that you are there to guide and support them. Remind them that they are not alone on this journey.
- Tell the learners that even adults have to work constantly on sharpening the skills involved in mediation. Encourage them to take up the challenge to learn and grow as much as possible through this unique opportunity of becoming a peer mediator.

## Conclusion

(5 minutes)

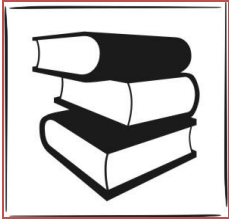
- Tell the learners that the rest of the sessions will focus on the following:
  - Unit Two: Peer Mediation in Action
  - Unit Three: The Role of the Peer Mediator
  - Unit Four: Active Listening
  - Unit Five: Speaking Assertively
  - Unit Six: Understanding Conflict
  - Unit Seven: Approaches to Conflict
  - Unit Eight: Getting a Grip on Anger
  - Unit Nine: Generating options
  - Unit Ten: Skills for Interacting with Others
- Wrap up the session by asking learners
  - How they **feel** about becoming peer mediators.
  - What has been the most useful thing they have learnt in this session.
  - Do they have any questions about peer mediation or about the peer mediation training programme. Emphasise that each unit is aimed at helping them to be better peer mediators.
- Thank the learners for their participation, and remind them of the date and time of the next session.



## Extension Activity: Getting to know yourself

(15 minutes)

- Tell the learners that they are going to answer a questionnaire that will help them to understand themselves better in terms of their own peer mediation skills.
- Refer learners to **WI 5: Getting to Know Yourself**.
- Go through the instructions with the learners and make sure they understand what is expected of them. Go through the items on the questionnaire and explain any words that they do not understand.
- Explain to the learners that the point of this exercise is to find out their areas of strength and areas of weakness so that they can use this training to improve their skills and knowledge. No-one can be a perfect Level 3 throughout, and neither should anyone mark themselves as Level 1 throughout
- Once learners have completed the questionnaire, ask them to add up the numbers they have circled to get their total score.
- Explain to the learners that the closer their score is to 54, the more they value and possess skills that are important in peer mediation.
- Praise learners who do not have a very high score – tell them that honest evaluation of their abilities is the first step that must be taken in order to become effective peer mediators.
- Tell learners that this peer mediation training programme offers them an opportunity to develop and improve their abilities and competence in peer mediation.



## Work Item 5: Getting to know yourself

Read items 1 to 18 below. Rate yourself by circling the number that best describes you. Use this scale:

**1 = HARDLY EVER**

**2 = SOMETIMES**

**3 = MOST OF THE TIME**

- |    |  |   |   |   |
|----|--|---|---|---|
| 1  | I am able to share my ideas with confidence.                       | 1 | 2 | 3 |
| 2  | I like to learn new skills.  | 1 | 2 | 3 |
| 3  | I am comfortable sharing my concerns with other people.            | 1 | 2 | 3 |
| 4  | I am able to identify and change my own bad habits.                | 1 | 2 | 3 |
| 5  | I am able to make good decisions by getting the right information. | 1 | 2 | 3 |
| 6  | I try to balance my lifestyle by relaxing and talking to friends.  | 1 | 2 | 3 |
| 7  | I like to set goals for myself.                                    | 1 | 2 | 3 |
| 8  | I feel concerned when others are struggling.                       | 1 | 2 | 3 |
| 9  | I know what I am good at.  | 1 | 2 | 3 |
| 10 | I don't let anger get the better of me.                            | 1 | 2 | 3 |
| 11 | I am a positive person.  | 1 | 2 | 3 |
| 12 | I care about other people's feelings.                              | 1 | 2 | 3 |
| 13 | I listen carefully when others are sharing.                        | 1 | 2 | 3 |
| 14 | I don't give up if I don't get it right the first time.            | 1 | 2 | 3 |
| 15 | I am able to spur others on to achieve success.                    | 1 | 2 | 3 |
| 16 | I overcome my fears and try out new things.                        | 1 | 2 | 3 |
| 17 | I like to hear other people's ideas.                               | 1 | 2 | 3 |
| 18 | I enjoy making new friends and meeting new people.                 | 1 | 2 | 3 |

**TOTAL SCORE:**

## Unit Two: Peer Mediation in Action

I think that peer mediation should be placed in every school because it has really helped our school and taught everyone not to solve their problems with violence. It has also helped me as a mediator at home and with my friends.

Grade 7 Peer Mediator, Cape Town

**Resources:** A ball to be used for role-play (preferably a soccer ball)

### Introduction

(5 minutes)

- Welcome learners to the second training session. Find out if everybody is ready and excited to tackle Unit Two, *The Peer Mediation Process*. This will help them to understand what happens during peer mediation.
- Explain to the learners that in this session they will cover the following:
  - how peer mediation works
  - the role of the peer mediator
  - steps in the mediation process.



### Icebreaker: Word association game

(10 minutes)

- Tell the learners that they are going to begin the session by playing a word-association game.
- Learners should be seated in a circle. The game begins with one person saying a word (any word) that comes to mind.
- The next person should say a word that immediately comes to mind when they hear the word they've just heard. In other words, the second person says a word that s/he associates with the word said by the first person.
- And so it continues; each person has a chance to say a word that s/he associates with the word that the previous person said.
- Depending on how much time you have, you can have one or two (or more!) rounds of associations.
- Ask the learners what words they associate with the word "peace". Write these up on the board.
- Refer learners to **WI 1**, where they drew a peaceable being. See if there are any links here.

### Note to facilitators:

- This next section is dealt with either using a DVD or through role-play. If a facilitator uses the role-play, it will take longer than 10 minutes to work through this section.
- Facilitators are encouraged to read through the section below to give them a good idea of what we would like the participants to learn from the DVD/script. The narrator presents this section on the DVD.

## Presentation: From rage to resolution

(10 minutes)

Anger or rage is a normal emotion to feel when things don't go the way we'd like them to, or when people don't treat us the way we want them to. Because we're all different, people often disagree, and that's when we can become angry and frustrated. We all get angry at some time or another.

We need to focus on how to cope with our anger so that we don't end up hurting other people, damaging things, or getting ourselves into trouble.

- Tell the learners that they are going to watch a DVD called "From Rage to Resolution".
- Learners must watch carefully, because there will be some discussion based on the DVD afterwards. If they want to, they may take notes whilst watching and listening.
- If the school doesn't have the necessary facilities for viewing a DVD, refer to **WI 6: From Rage to Resolution** and role-play the story.
- Ask different learners to act out the roles of
  - Peer mediator
  - David
  - Sibongile
  - Cedric
  - William
  - Other boys playing soccer.
- If you have a learner who reads very well, have him/her undertake the role of the narrator. If none of your learners are good readers, then you should take on the role of narrator.
- Before doing the role-play, get the entire group needs to memorise the five steps of the mediation process. In this way the entire group can be more involved in the role-play. Remind them that the five steps can be used in any situation where they may find themselves getting angry around other people.

- These steps are listed in **WI 6**.
- Once learners are familiar with the steps, explain to the role players that where they see an ellipsis (...) in the script, they are to fill in their own words.
- Facilitators should provide guidance and ideas where necessary. Try to make it fun for the learners.
- Beneath **WI 6** is the complete version of the script to give the facilitator some idea of what is expected.



## Work Item 6: From Rage to Resolution



**First:** Stop what you are doing. Think about what is happening.



**Second:** Explain to yourself or to a friend exactly what the problem is.



**Third:** Let everyone involved have a chance to say how they feel about it.



**Fourth:** Come up with ideas about what can be done to solve the problem.



**And finally:** Choose a fair solution that makes everyone as happy as possible.

FACILITATOR TALKS WHILE THE LEARNERS ACT OUT THE SCENARIO

Let’s watch what happens when things go wrong on the playground at this school...  
Boys are playing soccer on the school playground.  
David comes along and wants to join in, but the other boys won’t let him.  
David takes the ball and refuses to give it back.  
There is pushing and shoving. David and Sibongile wrestle over the ball!

DAVID

Hey, let me play! You guys never let me play with you!

SIBONGILE

No way! You don’t play the way we do!

DAVID

Fine! If I can’t play, no one’s going to!

SIBONGILE AND OTHER:

Hey!!! Give the ball back! Come on!!



NARRATOR

The peer mediator sees this fight and comes over to see what is happening

PEER MEDIATOR (grabs the ball):

Hey, boys! Calm down!

I can see you are all angry. Let’s try to solve this problem without anyone getting hurt or getting into trouble. Everyone stop shouting and pushing. Let’s be quiet for a moment and think about what is happening.

FACILITATOR TALKS WHILE THE LEARNERS ACT OUT THE SCENARIO

The boys listen to the peer mediator and quieten down.

PEER MEDIATOR

Now, David, what’s the trouble here?

DAVID: .....

PEER MEDIATOR

Sibongile, what do you have to say about it?

SIBONGILE: .....

PEER MEDIATOR

David?

DAVID: .....

PEER MEDIATOR

Anyone else?

OTHER LEARNERS: .....



NARRATOR:

Let's try to find a solution that works for everyone. What do you think we can do to solve this problem?

SIBONGILE .....

2<sup>ND</sup> LEARNER .....

DAVID .....

NARRATOR

Okay, the first suggestion was .....  
The second suggestion was .....  
And the last suggestion was .....  
Which suggestion do you think is the fairest?

SIBONGILE

I think ..... suggestion is best

2<sup>ND</sup> LEARNER

I think ..... suggestion is the fairest

DAVID

I think ..... suggestion is the best one.

PEER MEDIATOR

Most of you think ..... solution is the best. Will you all agree to follow this solution?

SIBONGILE

Yes .....

2<sup>ND</sup> LEARNER

Yes, .....

DAVID

Yes, .....

FACILITATOR:

Now, that was an angry situation that could have ended up with someone getting hurt. We ended it peacefully by following the five steps to resolution.

Remember, disagreements will always be part of our lives. But if we learn to cope with anger, these disagreements needn't end badly.

**Full Script Version for the Teacher:**

DAVID

Hey, let me play! You guys never let me play with you!

SIBONGILE

No way! You don't play the way we do!

OTHER BOYS

You hog the ball,  
You never pass,  
You play too rough!

DAVID

Fine! If I can't play, no one's going to!

SIBONGILE AND OTHER:

Hey!!! Give the ball back! Come on!!

NARRATOR

The peer mediator sees this fight and comes over to see what is happening

PEER MEDIATOR (grabs the ball):

Hey, boys! Calm down!

NARRATOR TALKS WHILE THE BOYS ACT OUT THE SCENARIO

All the boys are shouting and yelling. Each of them is trying to tell their side of the story. Listen to the noise!

PEER MEDIATOR:

OK! OK! I can see you are all angry. Let's try to solve this problem without anyone getting hurt or getting into trouble. Everyone stop shouting and pushing. Let's be quiet for a moment and think about what is happening.

NARRATOR TALKS WHILE THE BOYS ACT OUT THE SCENARIO

Look how the boys listen to the peer mediator and quieten down

PEER MEDIATOR

Now, David, what's the trouble here?

DAVID

They won't let me play with them! I love soccer and they never give me a chance!

PEER MEDIATOR

Sibongile, what do you have to say about it?

SIBONGILE:

He cheats and he plays dirty! He spoils the game for everyone! That's why we don't let him play.

PEER MEDIATOR

David?

DAVID

I just get so excited playing that I sometimes forget the rules.

PEER MEDIATOR

Anyone else?

CEDRIC

It's no fun playing with someone who doesn't play fair.

NARRATOR

Let's try to find a solution that works for everyone. What do you think we can do to solve it, David?

WILLIAM

I don't think David should play soccer this term. He should watch us play so that he can learn the rules.

CEDRIC

Let's give David another chance to play with us. But he must promise to play by the rules. And if he forgets then he must go to detention!

DAVID

No, no, I don't want to go to detention! Let's say that I can have a chance to play like everyone else. If I forget the rules then I'll sit out for the rest of the match.

NARRATOR

Okay, one suggestion was that David does not play soccer for the rest of the term. Another suggestion was that David goes to detention if he breaks the rules. And the last suggestion was to let David play, but if he breaks the rules he is not allowed to continue the match. Which suggestion do you think is the fairest?

WILLIAM

I suppose the last one, where David can play, but will be kicked off the field if he cheats is the fairest.

CEDRIC

Yes, you're right.

SIBONGILE

Okay, we'll let David play if he plays by the rules. But David, if you cheat again, you're out.

DAVID

(sticks out his hand): Deal!

SIBONGILE

(shakes hands with David) Deal! Let's play!

(They run off happily.)

NARRATOR

Now, that was an angry situation that could have ended up with someone getting hurt. We ended it peacefully by following the five steps to resolution.

Remember, disagreements will always be part of our lives. But if we learn to cope with anger, these disagreements needn't end badly.



## Discussion: From rage to resolution DVD or role-play

(20 minutes)

- Use some of the following questions to engage learners in a discussion on what they have just seen:
  - Do learners fight at your school? (i.e. is there conflict at the school?).
  - What do learners fight about? Where do they fight?
  - What is the meaning of "From rage to resolution"?
  - What point does the DVD/role-play make?
  - What might have happened if there hadn't been any mediation in the scenario with the boys playing soccer?
  - In order to move from rage to resolution, what are the five steps that need to be taken?
  - What have you learnt about anger?
  - How would you describe the peer mediator? What qualities did he/she display?
  - Why did the boys respond well to the peer mediator?
  - If the principal or another teacher had intervened (i.e. tried to mediate) instead of the peer mediator, what might have happened?



## Activity 1: Conflict at my school

(25 minutes)

- Tell the learners that they are going to spend some time reflecting on the kinds of fights/conflicts that take place at their school.
- Refer learners to **WI 7: Conflict at My School**.
- Read through question 1 with the learners and give them a few minutes to draw and label their pictures.
- Ask them to reflect on questions 2 to 5, writing their answers in the spaces provided. If time is restricted, the teacher could just have some discussion around these questions instead of getting learners to write down their responses.
- Once learners have completed their drawings and answers, have a time of sharing responses with one another.
- Wrap up the discussion by asking what a peer mediator's response should be when other learners fight on the playground.



## Work Item 7: Conflict at my School

1. In the space below, draw a picture of your school and its playground as if you were looking down on it from a helicopter. Indicate the places where conflicts / fights take place.

A large, empty rectangular box with a thin black border, intended for a student to draw a top-down view of their school and playground, marking areas of conflict.

2. What do older learners at the school do when they have a fight?

3. What do younger learners do when they have a fight?

4. What do your teachers do when learners fight?

5. What do you do when you see fights/conflicts taking place?

6. What should a peer mediator do if he/she sees a fight taking place?

## Conclusion

(5 minutes)

- Thank the learners for all their contributions and suggestions. Remind them that although peer mediation isn't an easy task, they have you and one another for support. They will also learn a number of other useful skills for peer mediation in the weeks that lie ahead.
- If time permits, ask them to write down some more feeling words in their Feelings Alphabet (**WI 4**).
- Remind learners of the date and time of the next session.



## **Extension Activity 1: Discussion: promoting peace**

- Ask the learners whether they feel it would be necessary to promote "peace" in the school. Would it be a good idea, for example, for them as a group of peer mediators to make a stand against bullying, name-calling, bad-mouthing and violence in the school?
- If learners feel that they could and should do something to promote peace in the school, ask them for some suggestions on how to go about this.
- Write up the list of options generated by the learners. If they don't have any ideas, suggest the following:
  - Create a big poster with a declaration on it, boldly stating that they as peer mediators are working towards a more peaceful learning environment.
  - Draw up a contract and invite learners to sign it, committing themselves to resolving issues in acceptable and peaceful ways.
  - Do something in an assembly meeting to promote peace/sound conflict resolution strategies.
  - Write an article for the school magazine on peer mediation/what the peer mediators are doing in the school.
  - Invite learners to share thoughts, suggestions and problems with the peer mediators by writing them down on pieces of paper and placing them in a special post box somewhere in the school. This could even be done anonymously if learners would feel more comfortable with this.



## **Extension Activity 2: Promoting peace**

- Remind the learners that their role as peer mediators is also to promote peace in the school, and to help create a more peaceable learning environment for everybody.
- Ask them to have a look at the list of possible projects they generated in the previous session.
- Ask if anybody would like to add anything to this list before a decision is made.
- Let the learners choose one project that they could realistically tackle at school.
- Allow them to begin planning and working on this project in the time that remains.
- Learners might want to elect a sub-committee to be in charge of the peace promotion project.



# Unit Three: The Role of the Peer Mediator

Peer mediation programmes have never failed in a school due to lack of enthusiasm by students.  
-Fred Stern, Peer Mediation Trainer

## Introduction

(5 minutes)

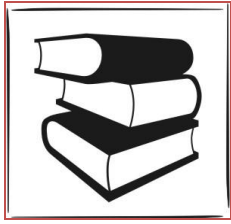
- Welcome learners to the third training session. Ask them what they can remember from the previous session, *Peer Mediation in Action*.
- Recap on the five steps in the peer mediation process as covered by the DVD they watched in Unit 2..
- Explain to the learners that in this session they will cover the following:
  - Application of the 5 steps in the peer mediation process.
  - The role of the peer mediator.
  - When to tackle a situation and when to refer it to somebody else.
- Tell the learners that a large part of the role that they play at school will involve an application of the 5 steps in the peer mediation process. This is the starting point of today's session.



### Activity 1: The five steps in the peer mediation process

(20 minutes)

- Divide the learners into groups of 3 to 4, depending on the size of the group you are working with.
- Refer learners to ***WI 8: Applying the 5 Steps of the Mediation Process***.
- In their groups, the learners are to apply the 5 steps to the scenario of girls playing hopscotch towards the end of the DVD.
- If learners were unable to watch the DVD, explain the scenario to them as follows: Two girls are playing hopscotch. They begin arguing about whether or not the one stepped on the line.
- Tell learners they have 10 minutes to come up with ideas, after which they must present them to the rest of the group.
- The educator should go from group to group while they are working on this, to ensure that they are on the right track. Even when groups are presenting their ideas, the educator should provide guidance and alternative suggestions if groups go off track.



## Work Item 8: Applying the Steps of the Mediation Process

Here's a reminder of the 5 steps in the mediation process:



**First:** Stop what you are doing. Think about what is happening.



**Second:** Explain to yourself or to a friend exactly what the problem is.



**Third:** Let everyone involved have a chance to say how they feel about it.



**Fourth:** Come up with ideas about what can be done to solve the problem.



**And finally:** Choose a fair solution that makes everyone as happy as possible.

Instructions:

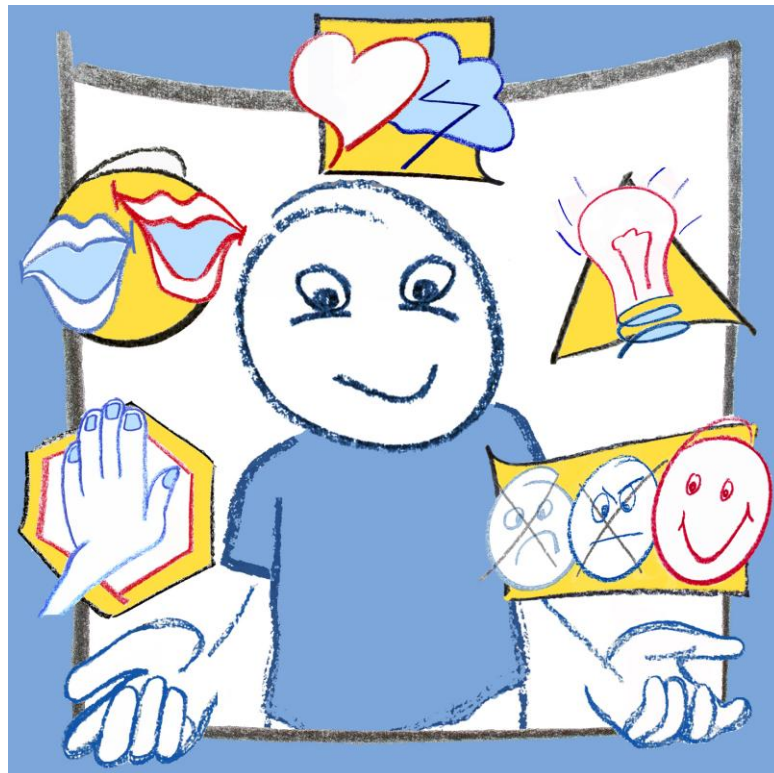
Try to resolve the conflict below using the five steps of peer mediation:

*A group of girls are playing hopscotch. Two girls are arguing over whether or not one of them touched the line.*

## Presentation: The role of the peer mediator

(15 minutes)

- Refer learners to **WI 9: The Role of the Peer Mediator**.
- Go through this with the learners, ensuring that they understand this information.
- Ask if there are any questions regarding the role of peer mediators in schools.

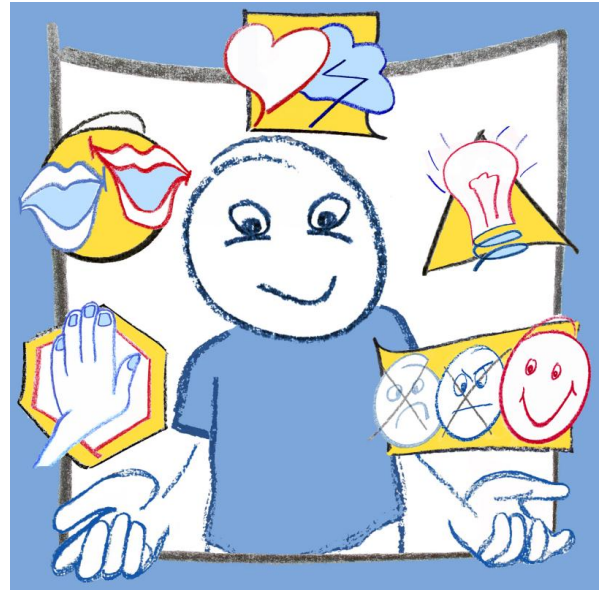




## Work Item 9: The Role of the Peer Mediator

The role of the peer mediator is to:

- Guide conflicting parties through a problem-solving process.
- Facilitate a process of healthy communication.
- Help parties to talk about problems and tell their stories.
- Help parties to say what their needs, interests, feelings and issues are.
- Help parties to understand different points of view.
- Help parties to take responsibility for what they do and say.
- Help parties to explore solutions.
- Negotiate an agreement that all parties are okay with.



A peer mediator DOES NOT:

- Take sides.
- Speak out about what has taken place during mediation.
- Make the parties' problems his/her own.
- Take responsibility for coming up with solutions.
- Give advice.
- Make decisions for the parties.
- Act as a judge.
- Act as a disciplinarian.
- Try to figure out who is right and who is wrong.

Learners involved in a peer mediation process  
should be encouraged to  
move beyond the point of conflict and  
towards a positive future.  
(Wandberg, 2002)



## Activity 2: What are my limits?

(15 minutes)

- Remind the learners that many situations could arise that would be beyond the scope of a peer mediator.
- If they stumble upon a situation that they find too daunting, chances are they should not try to handle it themselves.
- A very important aspect of the role of peer mediator is to know when to refer a situation to someone else at the school (e.g. teacher, counsellor, principal, etc.).
- Refer learners to ***WI 10: Knowing my Limits***.
- Ask the learners to work with a partner for this activity.
- Learners should go through each scenario as described, and tick the person whom they deem the best person to handle the situation.
- Go over the answers with the learners afterwards. If necessary, discuss some of the scenarios that seemed a bit tricky.
- Ensure that learners know that they can also approach you or a peace educator when in doubt about how to handle a situation.
- The suggested answers are provided below. Remind learners that if peer mediation has failed to rectify a situation, they should also consider referring the matter to a teacher.



## Work Item 10: Knowing my Limits

Read through the following scenarios with a partner. Put a tick in the column to indicate which person you would consider the best person to handle the situation.

SCENARIO	PEER MEDIATOR	TEACHER	PRINCIPAL
1 Some gangsters are armed with knives and are approaching learners at the school fence.			
2 A group of girls are laughing at and teasing another girl in their class.			
3 Two boys are fighting – one has a very bloodied face and the other appears to have a serious leg injury.			
4 Two girls are fighting about whose turn it is to jump with the skipping rope.			
5 A learner has sworn at a teacher and has threatened to take him/her to court.			
6 Two learners are fighting because the one has broken a tap in the bathroom.			
7 A boy has physically attacked a girl and stolen her lunch.			
8 Two girls are arguing about who was first in the queue at the tuck shop.			
9 A boy has caught another boy stealing chemicals from the science laboratory.			
10 Two boys are fighting because they accidentally bumped into each other in lines.			

**Suggested answers to Work Item 10: Knowing my Limits**

<b>SCENARIO</b>	<b>PEER MEDIATOR</b>	<b>TEACHER</b>	<b>PRINCIPAL</b>
1 Some gangsters are armed with knives and are approaching learners at the school fence.			√
2 A group of girls are laughing at and teasing another girl in their class.	√		
3 Two boys are fighting – one has a very bloodied face and the other appears to have a serious leg injury.		√	√
4 Two girls are fighting about whose turn it is to jump with the skipping rope.	√		
5 A learner has sworn at a teacher and has threatened to take him/her to court.		√	
6 Two learners are fighting because the one has broken a tap in the bathroom.	√	√	
7 A boy has physically attacked a girl and stolen her lunch.		√	
8 Two girls are arguing about who was first in the queue at the tuck shop.	√		
9 A boy has caught another boy stealing chemicals from the science laboratory.		√	√
10 Two boys are fighting because they accidentally bumped into each other in lines.	√		

# Conclusion

(10 minutes)

- Refer learners to **WI 11: Quick Quiz**. If time has run out, learners could be asked to complete the quiz at home.
- Ask them to complete the questionnaire by ticking the appropriate blocks after deciding whether each statement is true or false.
- Go over the answers with them. Spend some time in discussion and debating some statements if the need arises.
- Ask learners if there are any questions they want to ask about the mediation process as outlined in the DVD, or about their role as peer mediators.
- Spend a few minutes updating the Feelings Alphabet if there is time (**WI 4**).
- Explain to the learners that the rest of the sessions will focus on developing some of the special skills needed for peer mediation. They will spend the next two sessions looking at conflict and how to resolve it. This will be followed by a session on dealing with anger; two sessions on effective communication; and sessions on leadership, problem-solving and appreciating differences. All these sessions involve skills that will sharpen the learner's ability as a peer mediator.
- Thank the learners for their active participation in the session, and make sure that they know the time and place of the next meeting.





## Work Item 11: Quick Quiz

Look at the following statements about peer mediation and decide if they are TRUE or FALSE. Tick the appropriate block to indicate your answer.

STATEMENT		TRUE	FALSE
1.	A peer mediator needs to be a strict person.		
2.	A mediation session is similar to a trial in court.		
3.	Mediation involves problem-solving.		
4.	It's okay to take your anger out on somebody else.		
5.	Peer mediation can be used even for violent conflicts.		
6.	One of the aims of peer mediation is to restore a relationship.		
7.	Peer mediators should be ready to give good advice.		
8.	It's useful to identify who is right and who is wrong when mediating.		
9.	A peer mediator should try to be a "peaceable being".		
10.	Girls shouldn't mediate for boys and vice versa.		

# Unit Four: Active Listening

You can listen to so much more than I can say...  
You go with me where the words I say can't carry you.  
- Kahlil Gibran

## Introduction

(5 minutes)

- Welcome learners to the session, and explain to the learners that today's session focuses on a very important aspect of communication: listening.
- Ask the learners if they know any good listeners. If they can give some examples, ask them what makes those people good listeners.
- Tell the learners that listening is a very important aspect of peer mediation, and this session will help them develop their listening skills so that they can be more effective peer mediators.



## Icebreaker: More than just hearing

(10 minutes)

- Ask the listeners to think of a time when they had a problem and they wanted to talk to someone. Who did they choose to tell their story to and why?
- List the qualities that the learners identify on the board. E.g:
  - Trustworthy
  - Friendly
  - Approachable
  - Kind
  - Confidential
- Now think about a time when you began talking to someone and within a short period of time you realised they were not listening to you
- What was it about the person's behaviour that indicated they were not listening to you? List the behaviours identified by the learners on the board.
- Ask learners to work in pairs: Learner A tried to talk to Learner B BUT Learner B acts as a bad listener.
- Swop roles.
- Ask learners (a) how they knew their friend was not listening and (b) how it made them feel.



## Activity 1: Listening with my whole body

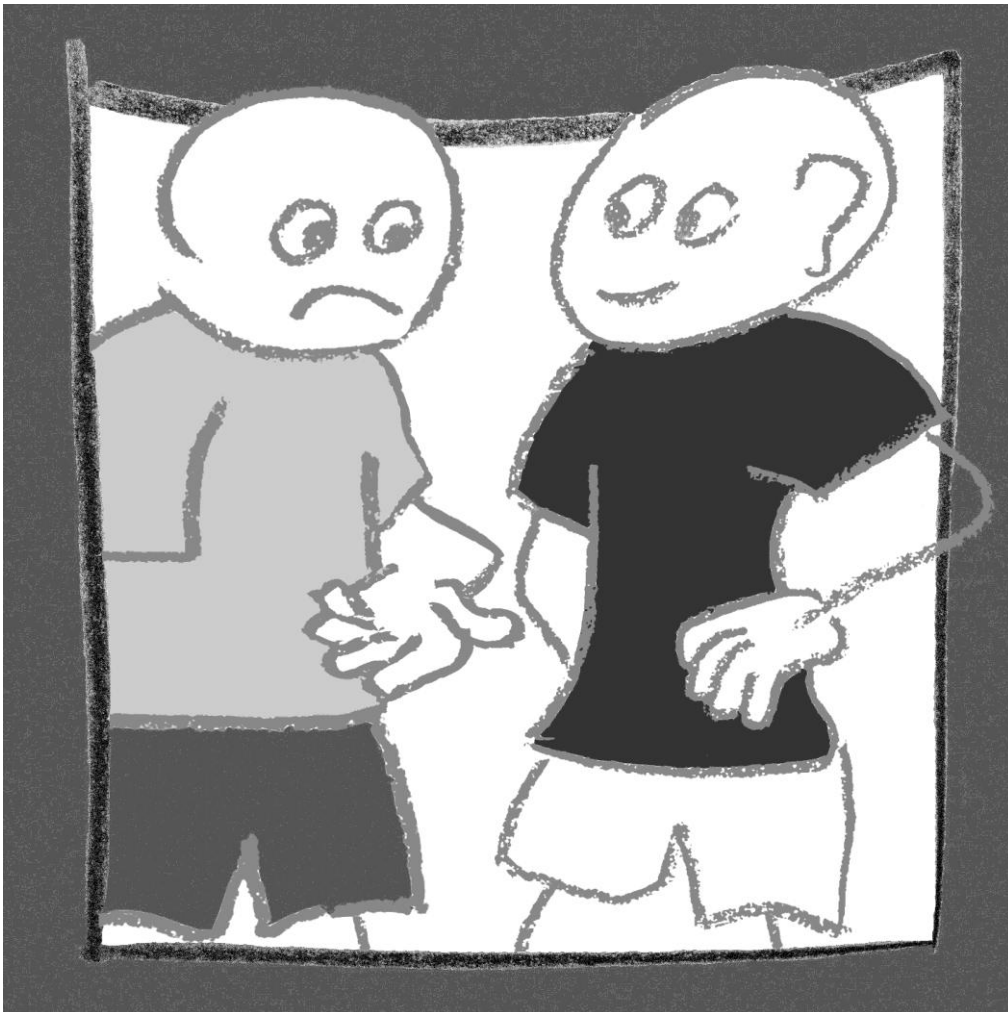
(15 minutes)

- Ask the learners to strike a pose that indicates listening. In other words, they should try to indicate with their entire body that they are listening to somebody.
- Ask them to look around and identify someone who has done a good job in this regard.
- Have some discussion around what made them identify these particular peers as having clearly shown that they were listening.
- Refer learners to **WI 12: The Good Listener**. Ask them to circle all the different body parts that are important when it comes to listening and showing somebody that one is listening carefully to what is being said.
- Once they have completed this activity, ask the learners what they have circled.
- Engage in some discussion with them, emphasising the importance of the following when listening:
  - Eye contact (there needs to be eye contact, but be careful not to make the other person feel uncomfortable);
  - Facial expression (trying not to look bored, looking interested, etc.);
  - Body language (leaning in towards the person, facing the person, etc.);
  - Head movements (nodding could indicate listening, for example).



## Work Item 12: The Good Listener

Circle the body parts that you think are important when it comes to listening and showing somebody that you are listening carefully to what is being said:





## Activity 2: Listening for feelings

(10 minutes)

- Remind the learners of the activity that they did in **Unit 1** that involved identifying feelings (refer them to **WI 4** as a reminder).
- Remind them that as peer mediators it is important for them to be aware not only of their own feelings, but also the feelings of others.
- Tell them that a skill which is very useful in any mediation situation is the ability to identify what the other person is feeling.
- Ask the learners if they have any idea why this might be an important skill in a peer mediation situation.
- Listen to some of their suggestions. If they don't come up with the answer, explain to them that as human beings we tend to feel much better when our feelings have been understood by somebody else.
- By listening carefully and trying to identify what another person is feeling we can help him/her to feel better. They will then be in a better position to solve their own problems.
- Tell the learners that many people struggle to put their feelings into words. Sometimes we have to ask them how they are feeling, and sometimes we have to guess how they are feeling by the words they are using and also the way in which they use them.
- Test the following few examples on the learners and ask them to guess how you are feeling:
  - “He’s always teasing me! I’m so tired of being teased.” (you are feeling frustrated or angry or irritated)
  - “They gang up on me and all I can do is fight back to defend myself.” (you are feeling helpless or furious or lonely)
  - “I had to get her back for scratching me... I wasn’t going to let her get away with it.” (you are feeling vengeful or angry)
  - “The teacher is so boring. I didn’t mean to be rude – I was just being honest when I said we’re tired of listening to her voice.” (you are feeling bored or mischievous or frustrated)
  - “My mom is always nagging me to do the dishes... I’m sick of doing chores! I want my freedom.” (you are feeling frustrated or annoyed or irritated)
  - “I’m the one who is always left out. Even at home, my mom spends more time with my sister than she does with me.” (you are feeling rejected or lonely or disappointed)

- “I can’t wait to get my test results! I worked really hard and I’m expecting to do very well.” (you are feeling excited or hopeful)
- “I couldn’t believe it when my teacher shouted at me like that in front of the whole class! I don’t like her anymore.” (you are feeling embarrassed or humiliated or disappointed)
- “I wish I could be like Sam. He seems to be so popular with the girls.” (you are feeling envious or jealous or inadequate or inferior)
- “I’m not sure why I’ve been asked to see the principal. I hope he hasn’t found out about the time I copied Thandi’s homework.” (you are feeling anxious or concerned or worried)
- Help the learners if they struggle with some of these and let them practise more examples if necessary.

## Presentation: Active listening – paraphrasing

(10 minutes)

- Explain to learners that
  - Good communication is not only about being able to send messages, but also about being able to listen to messages sent to you.
  - It takes skill to be a good listener, but we can all learn to be good or active listeners.
  - To be an active listener you need to –
    - pay attention;
    - be patient;
    - keep an open mind;
    - **paraphrase** what the person has said to you.
- **Paraphrasing** involves repeating what the speaker has said to you in your own words.
- **Active listeners** paraphrase the speaker's words in order to:
  - show that they understand what the speaker has said (listening).
  - help the speaker think about his/her feelings on the matter.
  - help the speaker identify the main message of their conversation.
- Refer learners to **WI 13: Three Way Listening** and explain that active listeners listen with their:
  - Heads (for the facts and the content of the story);
  - Hearts (for how the speaker is feeling about the story and to show empathy);
  - Hands (for the main message of the speaker’s his conversation).
- When **paraphrasing**, you do NOT give your opinion or ideas – you only repeat in your own words what the speaker has said.

- **Paraphrasing** helps the speaker to know that the listener has understood what he/she has said.
- Use the list that appears under Activity 2 to begin practicing paraphrasing. For example:
  - “He’s always teasing me! I’m so tired of being teased.”  
So you are saying that you are tired of being teased.
  - “They gang up on me and all I can do is fight back to defend myself.”  
So you are saying that everyone is always ganging up and picking on you and you are fighting to defend yourself.



### Activity 3: Three-way listening

(25 minutes)

- Tell learners that they are now going to practise being active listeners.
- Divide learners into groups of 4, and allocate tasks referring to **WI 13: Three-way listening**
- Explain to learners that they will be listening to their friend telling a story about a problem s/he is facing. They must listen to their friend and then paraphrase (repeat what their friend has said in their own words).
- Tell learners to listen carefully to the instructions as each member of the group is going to paraphrase a different aspect of the friend’s story.
- Instructions:
  - The first member of the group will talk on a given topic for two minutes.
  - The second member will paraphrase the facts and content of the story (**listening with his/her head**).
  - The third member will paraphrase the speaker’s feeling (**listening with his/her heart**).
  - The fourth member will paraphrase what speaker is indicating s/he needs to deal with the matter (**listening with his/her hands**).
- After two minutes, the speaker must stop speaking and the listeners must each have a chance to paraphrase what they heard.
- Once the groups have finished the paraphrasing exercise, ask the speakers how they felt when they peers paraphrased their conversation.
  - Positive responses can include statements such as the following:
    - I felt important.
    - They recognized my feelings.

- They have empathy.
  - They listed the good points AND the bad points.
  - They have contributed to decision about where to go from here.
  - There is support for me.
- Negative response can include statement such as the following:
  - They did not understand how I felt.
  - They got the facts wrong.
- If any negative comments are made, use this as an opportunity to explain the need to (a) listen deeply and (b) practice paraphrasing because it can be difficult to do at first.
- After the discussion, rotate tasks so that by the end each learner had an opportunity to both speak and paraphrase the facts (listening with the head), the feelings (listening with their heart) and main message (listening with the hands).
- In a plenary session, allow learners to discuss:
  - How they felt about being listened to so carefully?
  - How they felt when someone correctly paraphrased what they said? (to their satisfaction)
  - How they felt when someone incorrectly paraphrased what they said?
- Explain that as peer mediators, they will be:
  - listening to people's stories with their heads (for content information), their hearts (for feelings) and their hands (for the main message) as well as
  - paraphrasing what people have said, in order to help people reach solutions to their problems.





## Work Item 13: Three-Way Listening



1. Listening with the head  
(listening for content)



2. Listening with the heart  
(listening for feelings)



3. Listening with the hands  
(listening for what is needed)

### TOPICS FOR DISCUSSION:

1. How I feel about school.
2. Sometimes a friend does not want to talk to me.
3. When I have lost something valuable ...

## Conclusion

(5 minutes)

- Conclude the session by asking the learners to use every opportunity they get to practise good listening skills. Remind them to also be more aware of their feelings and the feelings of those around them. These are important skills in peer mediation. Go back to the Feelings Alphabet and see if any additional feeling words can be added (**WI 4**).
- Remind the learners that when in doubt in a peer mediation situation (or any other situation for that matter), they could always politely ask people how they are feeling if it will help.
- Thank the learners for their active participation in this session, and remind them of the date and time of the next training session.



### Extension Activity: Listening role-play

(20 minutes)

- Ask each learner to find a partner for the next activity.
- Learners will now get an opportunity to practise their listening skills with a partner.
- Each learner will have an opportunity to be a listener and also a speaker.
- Refer learners to **WI 14: Listening Check List**. Explain to the learners that they will be assessing their partner's listening skills by using this check list once they have completed their role plays.
- Go through the check list with the learners so that they can be clear about what is expected of them, and what to look out for when assessing the other person.
- Ask the learners to speak for a minute or two on how they have benefited from the peer mediation training. They can decide who will go first.
- The listener should listen attentively, keeping in mind body language, eye contact, facial expression, and use of words that could indicate listening.
- After two minutes, learners should swap roles so that the other person has a chance to practise being a good listener.
- Once both partners have had a chance to listen, they should complete **WI 14** thereafter they should swap sheets with their partners to see what was observed by the other person. They could spend a few minutes discussing this with their partners.

- Ask the learners for some feedback once they have all had an opportunity to look at their check lists.
- Use the following questions as a guide to prompt a discussion:
  - What was that activity like?
  - How did it feel to be in the role of listener?
  - How did it feel to be in the role of speaker?
  - Were there any listeners who did extremely well in this activity?
  - Were there any listeners who slipped up during this activity?
  - What can one learn from this activity?
- Tell the learners that “active listening” means that one is successfully using one’s entire body to indicate that one is listening.



## Work Item 14: Listening Check List

Name of Learner: \_\_\_\_\_

Name of Partner: \_\_\_\_\_

Watch your partner carefully while he/she is listening to you. Tick off the behaviours that you observed while your partner was listening.

DID YOU OBSERVE THE FOLLOWING?		TICK
1.	Good eye contact (not too much, but not too little)	
2.	Good posture (i.e. sitting in a way that indicates listening)	
3.	Facial expressions that showed interest	
4.	Nodding of head to show understanding	
5.	Words that indicated that he/she was following the conversation	
6.	Comfortable distance between speaker and listener	
7.	Did you get the overall impression that you were being listened to by the other person?	

# Unit Five: Speaking Assertively

The strong man is the man who can stand up  
for his rights and not fight back.  
- Martin Luther King, Junior.

## Introduction

(5 minutes)

- Welcome learners to the session and explain that today's session focuses on a skill that will be of great value, not just in peer mediation situations, but also in many real-life situations that they might find themselves in.
- The focus for today is on communicating with others in a clear and assertive way.
- Tell the learners that being assertive means being honest and expressing our thoughts in a straightforward manner. It involves telling others how we feel, but also taking into account how they feel (Dovey, 2006).
- Conflict can often be avoided through open and honest communication. Even if conflict can't be avoided, it can certainly be resolved through good communication. Assertive communication is a skill which demands practise. Today the learners will get an opportunity to practise communicating assertively.

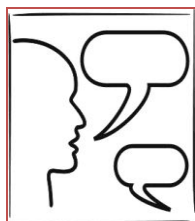


### Icebreaker: No talking

(10 minutes)

- Learners can do the following activity as one big group or can be divided into two groups.
- Take them to a venue where there is enough space for them to stand in a big circle.
- Ask them to arrange themselves according to their dates of birth – just day and month, not year. They may not speak at all for the duration of the activity.
- Once you have given the instruction, they have 5 minutes in which to arrange themselves.
- Stop them after 5 minutes, no matter how far they have gone with the activity.
- Debrief the activity by asking learners the following questions:
  - Did they manage to follow the instruction not to talk?

- Did they achieve what they set out to do? In other words, did they manage to arrange themselves according to their dates of birth? (One might want to go around the circle to verify.)
- What does it feel like to do an activity like this without speaking?
- What can one learn about communication from this activity?
- Try to get learners to see how valuable and necessary it is to talk to one another. Communication has a powerful impact on our lives and we can use it to build up or to break down; the choice is ours. By choosing to communicate assertively, we can avoid a lot of unnecessary conflict and anger. Anger is easily increased or decreased simply by the ways in which people communicate with one another (Dunne, 2003).



## **Discussion: Good communicators**

(15 minutes)

- Write the following heading on the board: "Good communicators do..." and "Good communicators do not..."
- Spend some time brainstorming ideas with the learners under each of these headings.
- Once you have a substantial list, ask the learners to look at how many of the items listed involve body language, and how many involve the actual words or content being communicated.
- Point out to the learners that when we speak about good, assertive communication, we have to consider both the verbal and non-verbal aspects. Explain that "verbal" means using words. Non-verbal communication is everything else, apart from the actual words. For today, we are focusing on the VERBAL aspect of communicating assertively.



## Activity 1: I-messages

(20 minutes)

- Tell the learners that this activity is going to teach them how to speak to people when they are very cross or frustrated with them, and when they want people to know how they feel, and hear what they have to say.
- Refer the learners to **WI 15: You-messages and I-messages**.
- Ask two volunteers to be the two characters – Thandi and Mary - in the role-play. Let them read through the role-play entitled "You-messages".
- Once they have finished reading through this scenario, ask the following questions:
  - What happened in this scenario?
  - How did Thandi approach Mary?
  - How did Mary respond?
  - How do you think Thandi felt? (Add additional feeling words to the Feelings Alphabet **WI 4**).
  - How do you think Mary felt? (Add to the Feelings Alphabet)
  - Do you think Mary is going to stop spreading rumours about Thandi? Why or why not?
- Refer learners back to **WI 15**. Ask another two volunteers to read through the second scenario, entitled "I-messages".
- Once they have finished reading through this scenario, ask the following questions:
  - What happened in this scenario?
  - How did Thandi approach Mary?
  - How did Mary respond?
  - How do you think Thandi felt?
  - How do you think Mary felt?
  - Do you think Mary is going to stop spreading rumours about Thandi? Why or why not?
- Ask learners what the biggest difference was between the two approaches.
- Point out that the first scenario depicted "you-messages" which involve blaming the other person.
- The second scenario depicted "I-messages" which involve assertive communication: clearly and honestly stating how you feel about something.
- Learners will have an opportunity to design their own I-messages in the next activity.



## Work Item 15: You-messages and I-messages

### Scenario 1: You-message approach

Thandi: Mary, you're a lousy friend. You're always gossiping. You just can't keep things to yourself. I told you that Siphos and I had an argument. Now it's all over school that we're going to have a fight. We spent half the morning straightening things out, then your gossiping messed things up all over again. You're a blabbermouth! I'll never tell you anything again!

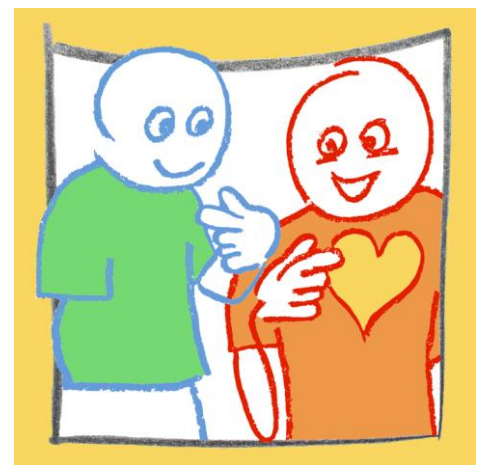
Mary: Why don't you just shut up! Who cares what you think anyway? I was just trying to get you some back-up. You don't appreciate anything. You're not worth having as a friend.



### Scenario 2: I-message approach

Thandi: **I feel** very hurt and angry **when** I heard that you told people I had a fight with Siphos after school **because** I spoke to you in private and believed that you would not gossip about my personal life. I want to be your friend, but now I feel that I can't trust you. **I would like to know** that whatever I tell you will stay between the two of us.

Mary: I'm sorry, Thandi. I feel really bad about messing things up because I made a mistake. I don't want to lose you as a friend, and I promise I won't do anything like that again. If you ever tell me anything in private, I'll keep it to myself. If you want, we could go and talk to Siphos together, and I'll tell everyone else that the two of you have settled everything.







## Activity 2: Designing I-messages

(20 minutes)

- Refer learners to **WI 16: Designing I-messages**.
- Read through the first section with the learners, entitled "What are I-messages?"
- Ask learners if they understand the concept of I-messages, and allow for questions if they are still uncertain.
- Then take learners to the second section entitled "How do we design I-messages?" and the example provided.
- Once they can see and understand the four aspects of an I-message, they should be ready to practise designing an I-message.
- Ask learners to read through the scenario provided. They must put themselves in Ronald's shoes and write an appropriate I-message for him.
- Have a few volunteers share their answers once everybody has finished. Guide the learners as necessary.
- Ask the learners to practise this for homework, even if it is just in conversation with a friend or a parent.
- Remind the learners that I-messages are powerful, but that mastering them will take some practise.



## Work Item 16: Designing I-messages

### 1. What are I-messages?

- I-messages are ways of helping us to communicate assertively and to stand up for ourselves.
- I-messages help us to express our feelings and to say how we have been affected by others.
- I-messages allow us to talk about our needs and concerns, and to suggest what could make things better.
- I-messages help us focus on the problem and not on the person.
- I-messages can be very useful when one is angry, irritated, hurt or upset. They can also be useful if we want to apologise to someone.

### 2. How do we design I-messages?

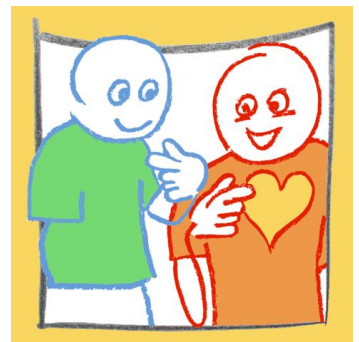
- I-messages are designed in a special way, a bit like a recipe. The stages link and flow with each other. There are four parts:
  - i. The feeling response (**I feel or I felt...**)
  - ii. The action (**when...**)
  - iii. The reasons/effect (**because...**)
  - iv. The preferred outcome (**and I would like.../ and what would make it better...**)

### 3. An example of an I-message:

- Sandiswa was disappointed in the marks she received for her science project, so she approached Mr Khumalo about it in the following way:

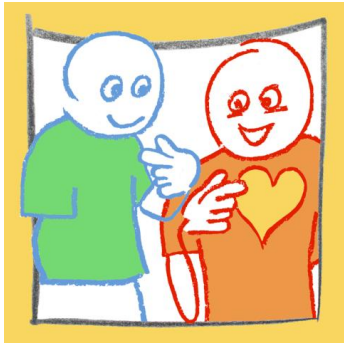
**"I felt** very disappointed... **when** I got my science project back yesterday and I saw my marks... **because** I had tried really hard and spent a lot of time on it... **Please could**

**you** tell me where I lost marks and how I can improve next time?"



**4. Your turn to design an I-message**

- Ronald’s mother is constantly on his case about doing homework. He knows that he is a responsible person and that he does get his homework done on time. He wishes that his mother could stop nagging him, and decides to approach her...



Mom, may I speak to you please...

I feel

---

when

---

because

---

and in future

---

## Conclusion

(5 minutes)

- If time allows, have another practise-round with I-messages.
- Remind learners that as peer mediators, it is essential to develop the skill of assertive communication. Encourage them to practise this in their daily dealings with others, but particularly in their role as peer mediator.
- Review Feelings Alphabets (**WI 4**), and see what can be added.
- Thank the learners for their keenness and willingness to attend and participate in these training sessions.
- Remind them of the date and time of the next workshop.

# Unit Six: Understanding Conflict

I believe that it is important for young people to have mediation,  
because it's part of building peace in the world.  
It starts with young people.  
- Grade 7 Peer Mediator, Cape  
Town.

## Introduction

(5 minutes)

- Welcome learners to the session and find out how they are doing.
- Ask learners if they can remember what they learnt about last time. Recap the 5 steps of the mediation process with them.
- Remind learners that for this session and the next session will focus on conflict and conflict resolution. The reason for this is that the need for peer mediation arises out of conflict situations. Resolving conflict lies at the heart of peer mediation.
- Ask learners what the word "conflict" means to them.
- Allow for some responses before moving into the next activity.



## Activity 1: How do I see conflict?

(10 minutes)

- Use a piece of masking tape to make a line in an area where there's enough space for all the learners to move around.
- Tell them that the next activity challenges them to think about whether they see conflict as positive or negative or somewhere in between.
- The line in the middle marks a neutral view of conflict – neither positive nor negative. The extreme right indicates a positive view of conflict and the extreme left, a negative view.
- Learners are to locate themselves in terms of how they feel about conflict. Ask them to be honest, and to stand in a position which indicates whether they view conflict positively, negatively or somewhere in between.
- Once everybody has taken up a position, ask them to take a look around. What do they notice?

- Try to bring across the point that we all see conflict differently. It depends on our life experience and upbringing.
- Ask if a few volunteers would be willing to share where they think their view of conflict comes from. If they aren't willing to share, don't push them – there could be a very personal reason for their points of view.
- Conclude that it's normal for people to have different views about conflict.

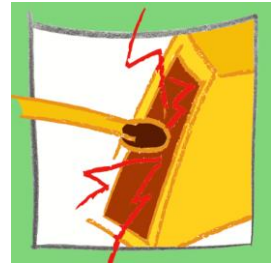
## **Presentation: What is conflict?**

(15 minutes)

- Tell the learners that they are now going to spend some time exploring some quotes and definitions of conflict.
- Refer learners to **WI 17: What is Conflict?**
- Go through the work item with them. Encourage them to comment and ask questions if they would like to do so.
- Before looking at the last section, "Moving from the negatives", ask if anybody can share a story of a conflict situation that ended on a positive note.
- After reading through the last section, challenge the learners to try to see the potential good that could result from conflict.
- Remind them that one of the goals of peer mediation is to move beyond conflict towards building a more positive future. Good can come from a conflict situation, but it often depends on how the conflict is handled.



## Work Item 17: What is Conflict?



- Conflict will always happen. It is part of life.
- The word "conflict" comes from a Latin word that means *to strike together*. Striking together implies clashing of some kind. Striking together (or clashing) causes friction. Friction involves energy. Think of rubbing (striking) sticks or stones together. Remember the friction, energy and sparks this causes if our rubbing is effective!
- Webster's dictionary defines conflict as: "A clash, competition or mutual interference of opposing or incompatible forces or qualities; Disagreement between two or more people."
- Chamber's 20<sup>th</sup> Century Dictionary defines conflict as: "A violent collision; A contest; A mental struggle."
- Conflict is what happens when one or more people can't agree on something.
- Conflicts happens because we think differently and have different opinions. These differences are part of what makes us human.

### Kinds of conflict:

- A personal conflict: conflict within ourselves (E.g. should I play with my friend or should I study for the test?).
- A conflict between two or more people (E.g. One person says: "Football is the best game in the world." The other person says "Cricket is the best game in the world.") .
- A conflict within a group. (Some members of the group believe that hosting the Olympic games will be good for our country. Other members of the group believe that hosting the Olympic games will be bad for the country.)
- A conflict between two or more groups (e.g. Members of one group say: "Lets build a dam here". Members of another group say: "Building a dam will damage our natural environment")
- A conflict between two or more countries (e.g. one country says: "This land belongs to us." The other country says: "No, the land belongs to us!").



**Moving from the negatives...** Consider the following quote from Thomas Crum's "The Magic of Conflict":

Nature uses conflict as its primary motivator for change, creating beautiful beaches, canyons, mountains and pearls.

Conflict can be seen as a flight of energy, in which neither side loses and a new dance is created.

It's not whether you have conflict in your life.  
It's what you do with it that makes a difference.



## Activity 2: My conflict style

(15 minutes)

- Ask learners to think about the last time that they were involved in a conflict, or a fairly recent conflict situation that they experienced.
- How did they handle the conflict? Did they walk away feeling hurt? Did they get aggressive? Did they shout and swear? Did they pretend not to be hurt? Did they manipulate the other party?
- Refer the learners to **WI 18: My Conflict Style** and ask them to write up their conflict situation in the space provided. They must include some description of how they responded to the situation.
- Explain to them that we all have different ways of handling conflict. This can be referred to as a "conflict style". Some people use many different conflict styles, depending on the situation and the people who are involved.
- Three common styles of conflict resolution are: **denial**, **aggression**, and **problem-solving**.
- Refer learners to **WI 19: Denial, Aggression and Problem-Solving**. Go through this information with them.
- Ask learners to go back to **WI 18** and try to identify whether their own style of handling conflict in the situation they described was a form of denial, aggression or problem-solving.

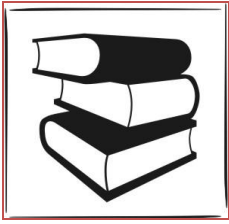




## Work Item 18: My Conflict Style

Think of a conflict that you were involved in recently. Write down what happened and how you responded to the conflict.

My conflict style: \_\_\_\_\_

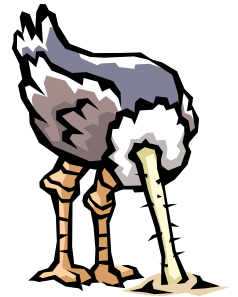


## Work Item 19: Denial, Aggression and Problem-Solving

There are many different styles that can be used to try and solve a conflict. Three such styles are described below:

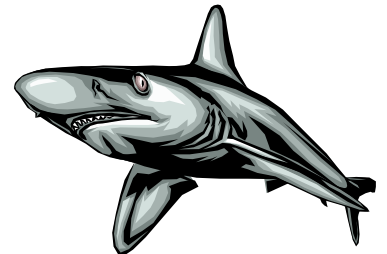
### Denial (Ostrich Style)

The word 'denial' comes from the word 'deny'. To deny there is a conflict or to act like there is no conflict when in actual fact there is conflict – this is an approach that some people take to conflict because it feels 'safer'. When things are bothering them, they don't talk about it with the person involved. Instead they choose to ignore it and nothing is resolved, so the anger and ill-feeling towards the other person tends to grow.



### Aggression (Shark Style)

This is an attacking style – the attacker tries to overpower the other person through being rude, nasty, angry and sometimes even physically attacking the other person or shouting at them. There is no real listening going on and things don't get solved because there is too much offensive talk / actions going on.



### Problem Solving (Owl Style)

This style is applied when two or more people involved in a conflict choose to sit down and have a conversation with one another that is free of attack and blame. The parties to the conflict share openly and move towards a solution by really listening to one another and brainstorming suggestions on how to solve the problems. They tackle the problem and not each other, in an attempt to find the solution that best suits everybody.

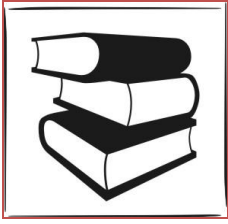




### Activity 3: Conflict role-play

(30 minutes)

- Divide the learners into role-play groups of 3 or 4.
- Refer learners to **WI 20: Conflict Role-Play**.
- Assign one of the conflict situations in the Work Item to each of the 3 groups. Once each group has a situation to work with, determine which of the 3 groups is going to demonstrate denial, which is going to demonstrate aggression, and which is going to demonstrate problem-solving. The facilitator can adapt these scenarios at his/her discretion.
- Select scenario's that are most suited to your school environment (or adapt scenario's appropriately).
- Give the groups 10 minutes to prepare their role-plays. Ensure that each group understands what they must do.
- If your peer mediation class is very big and you need to save time:
  - Create clusters (as many as is needed for your class).
  - Each cluster will consist of three role-play groups (each one highlighting a different approach to dealing with conflict).
  - The groups can then role-play their approach within their cluster.
  - The cluster role-plays can happen simultaneously.
- The idea is to clearly illustrate the 3 different styles of handling conflict – denial, aggression, and problem-solving.
- Once each group has made their presentations (in a plenary or in their clusters) ask the rest of the learners which style they think was portrayed in each role-play?
- If time permits, ask the learners who role-played what it felt like to be in that situation. Hopefully the learners will get the message that one generally doesn't feel good after handling a conflict with denial or aggression. The learners who role-play the problem-solving style should have more positive feelings after their role plays.



## Work Item 20: Conflict Role-Play

The following conflict situations can be used for role-plays. Each group should be assigned one of these conflict situations, as well as a style of handling the conflict.

1. Siyabonga is busy eating his sandwiches during break when a classmate (John) comes up and asks him to lend him his maths homework because he forgot to do it the night before. Siyabonga refuses to give John his maths book and John gets very angry.
2. Samantha gets accused by Shameema of gossiping about her behind her back. She denies this, and an argument develops.
3. Themba gets into trouble with a teacher because Miriam told the teacher that he did not contribute towards the group project that they were supposed to complete. Themba shouts at Miriam during break.
4. Alicia trips Ruan while walking to class. Ruan gets angry.
5. Pat accuses Molefe of being the teacher's pet. He always seems to get away with talking in class, while the teacher always seems to be picking on Pat.
6. Siyasanga is teased by other children because she doesn't have the proper school tracksuit. She comes from a poor family, and the children get really nasty with her.
7. Jenny and Coleen are fighting over a boy. They used to be good friends, but now...
8. Jack and Faizel are fighting about whose turn it is to use the computer.
9. Julia is angry with Zanele because she was not invited to Zanele's party.
10. Robert is late for class. Zack slams the classroom door in his face.

## Conclusion

(5 minutes)

- Conclude the session by asking learners what they have learnt from this unit, or what stood out for them.
- Ask them if they can see the link between conflict and peer mediation. Remind them that good conflict resolution skills are essential when it comes to peer mediation.
- Spend a few minutes updating the Feelings Alphabet (**WI 4**). Ask the learners if they are becoming more aware of how they feel, and where these feelings come from.
- Thank them for their active participation, and remind them when the next training session will take place.

# Unit Seven: Approaches to Conflict

It (*peer mediation*) looked easier than it is. I found that it's not just a packet of peanuts.  
- Grade 7 Peer Mediator, Cape Town

## Introduction

(5 minutes)

- Welcome learners to the session, and ask if any of them have had interesting conflict experiences or witnessed interesting conflicts since the last session.
- Allow time for sharing if there are volunteers. Also allow for sharing of peer mediation experiences if any of the learners have had any to date.
- Explain to the learners that today they will focus on the following:
  - Constructive conflict resolution.
  - Recapping on conflict styles.
  - More complex conflict scenarios.
  - Getting to the core of the conflict.
  - Practising the 5-step peer mediation process.

## Presentation: Encouraging constructive conflict resolution

(10 minutes)

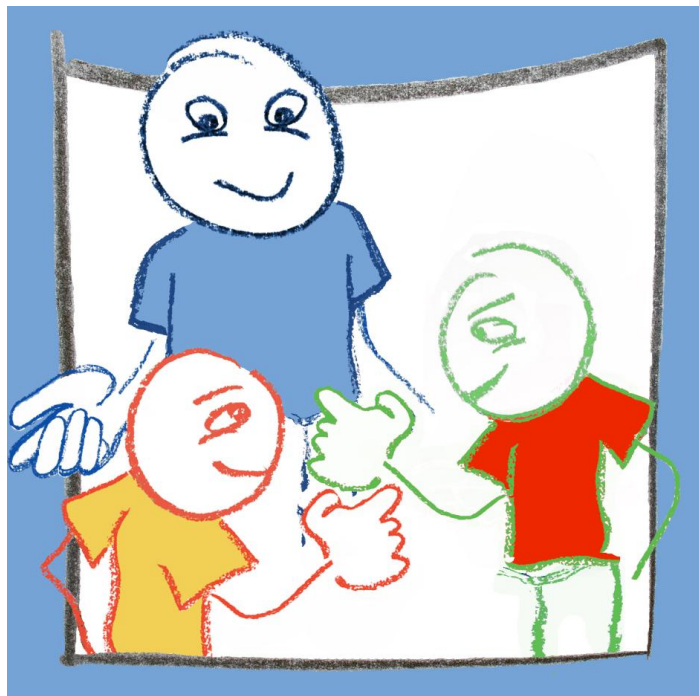
- Remind learners that if conflict is handled well, it can have a positive outcome in the lives of those involved in the conflict.
- Tell them that as peer mediators, they will be expected to have good conflict-resolution skills. This is a fancy way of saying that they need to be good at solving problems in a way that has a positive outcome for all the parties involved.
- Refer learners to **WI 21: Encouraging Constructive Conflict Resolution**. This was adapted from one of Valerie Dovey's worksheets.
- Go through this with the learners as a way of trying to inspire them to be positive about the way they will handle conflicts as peer mediators. Take time to explain the points that the learners might not understand.



## Work Item 21: Encouraging Constructive Conflict Resolution

As peer mediators:

- Let's commit to trying to solve the problem.
- Let's use the five peer mediation steps in trying to help solve the problem.
- Let's adopt a discovery approach instead of a know-it-all approach.
- Let's attack the problem and not the person.
- Let's encourage peers to talk about what has happened for them – what their concerns, needs, and feelings are.
- Let's be assertive without being aggressive, and encourage peers to do the same.
- Let's give everyone a chance to talk.
- Let's not interrupt.
- Let's listen to others when it's their turn to speak.
- Let's not "put people down", call them names, or laugh at them.
- Let's be honest.
- Let's keep it confidential.
- Let's assume good faith.





## Activity 1: What lies beneath?

(20 minutes)

- Explain to the learners that when one is in a conflict situation, there are often other issues that might be making the conflict worse than it should be.
- In other words, when people argue, there might be more than one reason why they are angry with each other. One reason is normally quite obvious, but there may be other reasons that aren't so easy to see.
- Here's an example: Joy's father tells her to share her dolls with her little sister, Dawn. Joy shouts, "No way!" pushing Dawn out of the way. Joy's father thinks that the reason for her behaviour is that she doesn't want to share with her baby sister. He doesn't know that earlier that day, Joy allowed Dawn to play with her favourite tea set, and Dawn broke one of the cups. So there was another reason for the argument: Joy didn't want to share, but she was also upset because one of her teacups had been broken.
- Ask a few volunteers from amongst the learners to do a role-play with you.
- Learners should watch the role-play and explain to you afterwards what the conflict was all about.
- They should look for the obvious reason for the conflict and also for what lies beneath the conflict.
- Refer to **WI 22: More Complex Conflict**. This is the scenario that should be used for the role-play. Don't let the learners look at the work item questions until after the role-play.
- Once learners have watched the play, refer them to the questions at the bottom of the Work Item.





## Work Item 22: More Complex Conflict

The role-play you just watched was based on the scenario described below. Read through it and see if you can answer the questions based on it.

*"I wish my baby sister would just grow up," thought Lindiwe on her way to school that morning. "I hardly had a wink of sleep this past week because she cries all through the night."*

*Later at school that day, Lindiwe's friends were making jokes about children's names. Someone made a joke about Lindiwe's name. She got furious and started a fight.*



1. At first sight, what seemed to be the more obvious reason for the conflict?
2. What other, less obvious reason was there for the conflict? (A reason that was harder to see?)
3. How was Lindiwe feeling?
4. How were Lindiwe's friends feeling?
5. What did each person in the conflict need in order to feel better?
6. How could this conflict be resolved so that everyone would feel good?

(Sadalla, Holmberg and Halligan, 1990)



## Activity 2: Mediation role-play

(15 minutes)

- Learners need to work in groups of 3 for this activity.
  - Two of the three learners should be involved in a conflict with an underlying issue.
  - The third learner should act as the peer mediator and should try to get to the underlying issue by using the method taught in the "Rage to Resolution" DVD.
  - In other words, the peer mediator should go through the 5 steps with the aim of getting to the bottom of the conflict. He/she may have to ask some questions in order to do this...
  - The two learners in conflict should be allowed 2 minutes to think about what their conflict is all about and what the underlying issue is (for example Lindiwe's sister who cries all night), before the role-play begins.
  - While they are doing this, the person acting as the mediator might want to refer to
    - **WI 8** to recap on the 5 steps in the peer mediation process.
    - **WI 12** and **13** to recap on good listening skills and paraphrasing.
- Conflict scenarios can be selected from **WI 20** on Conflict Role plays.
- If time allows, get some feedback on this experience from the various groups. Ask them how difficult or easy it was to get to the bottom of the conflict.

## Conclusion

(5 minutes)

- Ask learners to recap on what they have learnt about conflict today. Once again check if they can see the links between peer mediation and conflict resolution. Remind them that becoming a good peer mediator is a process – they will find themselves learning far more about conflict resolution and peer mediation in practice!
- If time permits, revisit the Feelings Alphabet to see if there is anything they can add at this stage (**WI 4**).
- Praise them for their eagerness and participation, if appropriate.
- Remind learners of the time and venue of the next training session.



## Extension Activity: A story with three endings

(20 minutes)

- Tell the learners that you are going to read them a story with three different endings. They must listen carefully because you are going to ask them some questions after each different ending.
- Read through the first version of the story as given below.

Abdul and Ben are playing soccer on the school playground. Pieter comes over and asks if he can play with them.

Abdul agrees to let him play with them, but Ben doesn't say anything because he doesn't like Pieter. Ben gives him a 'whatever' look and doesn't put any effort into the game. He passes to Abdul, ignoring Pieter and gets irritated with Pieter when he makes minor mistakes. Pieter picks up that something is wrong with Ben and asks him what's wrong. Ben walks off saying, "Just forget it."



- Ask learners the following questions:
  - What is the solution to the conflict in this ending? Is it really solved?
  - Were the boys listening to each other?
  - Did the boys understand how the others were feeling?
  - Did anybody's feelings get hurt? Whose? How do you know?
  - Who was happy at the end of the story? Who wasn't?
  - Can you tell what kind of conflict resolution style was being used in the story?
- Ask learners to listen to the second version of the story.

Abdul and Ben are playing soccer on the school playground. Pieter comes over and asks if he can play with them. Abdul says that it's fine with him, but Ben says that there is no way he is playing with Pieter. They then have the following conversation:

Pieter: Why don't you want me to play soccer with you?

Ben: I can't stand playing soccer with you because you always hog the ball and I never get to touch it.

Pieter: Liar! You're jealous because I'm a better player than you! You just can't handle playing with somebody who's really good at the game!

Ben: (*Ben is really angry*). Beat it, man! I don't need to listen to you bragging about how

good you are – find someone else to play with!

Pieter: Just you try and make me... (*his fists are up and he's ready to fight*).

- Repeat the questions you asked after the first version of the story.
- Read the third and final version of the story to the learners, and then get them to answer the questions for the third time.

Abdul and Ben are playing soccer on the school playground. Pieter comes over and asks if he can play with them. Abdul says that it's fine with him, but Ben says that there is no way he is playing with Pieter. They then have the following conversation:

Abdul (to Ben): Why don't you want Pieter to play soccer with us?

Ben: Last time he played with us, he didn't really pass the ball to me so I didn't really get much time with the ball. The game got boring for me and I felt frustrated.

Pieter: Okay, so you don't want me to be part of this game because you think I keep the ball to myself? I guess I can get a bit carried away with excitement when I play soccer – I don't mean to.

Abdul: How about we all agree to pass to the others and make sure all 3 of us get enough time with the ball?

Ben: And whoever hogs the ball is out of the game.

Pieter: Agreed.

Abdul: Agreed.

Ben: Agreed. Let's play.

- The idea behind this exercise is to reinforce what they learnt in the previous session about 3 styles of handling conflict – denial, aggression, and problem-solving. Hopefully learners will agree that the first version of the story illustrates denial, the second, aggression, and the last version with problem-solving. Remind learners of these styles should they have forgotten.

# Unit Eight: Getting a Grip on Anger

If I calm my mind, my tongue will follow.  
- Tenzin Palmo, Tibetan  
Buddhist Nun

## Introduction

(5 minutes)

- Welcome learners to the session and ask them to recap on what they learnt about conflict in the previous session.
- Explain to the learners that today's session focuses on feelings – angry feelings in particular.
- Ask learners why they think it might be important to include something about anger in a peer mediation training programme.
- After hearing some of their responses, point out that in most conflicts there are strong emotions, particularly anger. Peer mediators will inevitably find themselves dealing with angry learners. They need to know something about how to work with anger in order to be successful peer mediators.
- But like many things in life, dealing with anger begins by dealing with one's own anger. This is the starting point of today's training session.







































### Activity 1: How do you feel today?

(10 minutes)

- Refer learners to **WI 4: Feelings Alphabet**.
- Ask learners to look at the different feelings on the chart and to identify ones that they have learnt about during their peer mediation training sessions.
- Ask learners to try and identify different feelings that they have had during the course of today.
- Allow for a few volunteers to share, if they are willing to do so.
- Ask the learners if it is possible to feel more than one thing at a time. Ask for some examples if learners agree that this is possible. Give some examples if they don't have any, for instance, if somebody one loves treats us badly, we might feel both love and anger towards him/her.
- Remind learners that feelings are very complex, and people differ tremendously in terms of what they feel. Some people have clear facial expressions that give away what they are feeling. Others don't. Sometimes one has to ask to find out how a person is feeling.

- Feelings play an important role in conflict situations and how they are handled. Identifying feelings is therefore also very important in peer mediation.
- Challenge the learners to become more aware of their own feelings.
- An example of how people look when they are experiencing different feelings is given in **WI 23**.
- This can be shared with your learners if time allows.

## ***How Do You Feel Today?***

			
Angry	Anxious	Apologetic	Bored
			
Cautious	Confident	Curious	Disappointed
			
Disgusted	Ecstatic	Envious	Exasperated
			
Frightened	Frustrated	Grieving	Guilty
			
Happy	Hurt	Innocent	Irritated
			
Joyful	Lonely	Lovestruck	Mischievous
			
Miserable	Motivated	Pained	Puzzled
			
Regretful	Relieved	Satisfied	Shocked
			
Scared	Thoughtful	Undecided	Withdrawn



## Work Item 23: Feelings Chart


- Angry
- Anxious
- Apologetic
- Bored
- Confident
- Curious
- Cautious
- Disappointed
- Disgusted
- Envious
- Excited
- Exasperated
- Frustrated
- Frightened
- Grieving
- Guilty
- Happy
- Hurt
- Innocent
- Irritated
- Joyful
- Lonely
- Lovestruck
- Mischievous
- Miserable
- Motivated
- Pained
- Puzzled
- Regretful
- Relieved
- Satisfied
- Shocked
- Scared
- Thoughtful
- Undecided
- Withdrawn



## **Discussion: Levels of anger**

(15 minutes)

- Explain to the learners that they are now going to look at anger in a bit more detail.
- Ask them if they would agree that anger can be experienced at different levels of intensity.
- There are also many different words and phrases that can be used instead of "anger".
- Ask learners to think of as many words as possible for "anger" or "angry" or phrases that describe anger.
- Write their responses up on the board. Responses could include (but should not be limited to) the following:
  - Irritation
  - Fury
  - Rage
  - Frustration
  - Cross
  - About to explode
  - Red in the face
  - Temper tantrum
  - Wrath
  - Passion
  - Ferocity
  - Mad
  - Annoyed
- Ask learners some of the following questions:
  - Which words can be used to describe just a little bit of anger?
  - Which words can be used to describe a lot of anger?
  - Which words describe a level of anger that is in between the two extremes?
  - What can we learn from this?
- Remind learners that some people explode when they are angry, while others keep things inside and let their anger eat at them. Some people get boiling hot and some people get ice cold. From one extreme to the other, it is important for learners to look at themselves and recognise how they handle their anger. This will help them to help others deal with their anger effectively. Dealing with anger effectively could help defuse a potentially explosive situation when it comes to peer mediation.





## Activity 2: Volcano or sauna?

(15 minutes)

- Explain to the learners that in the next activity they will have an opportunity to explore their own angry responses.
- Refer learners to **WI 24: When I'm Angry...**
- Ask learners to complete the first two questions and allow some time for feedback. Praise any interesting metaphors that they come up with. Encourage them to justify their responses.
- Allow them to give examples of when they were angry or what makes them angry if they can and if they want to.
- Before doing question 3, label the corners of your training venue a, b, c or d.
- Read through the scenarios with the learners and ask them to decide which of the four responses is most likely to be the way in which they would respond.
- Ask them to then stand in the corner that depicts their response.
- Point out once again that we all react differently in different situations. We all have different anger triggers and thresholds... More about that in the next activity.



## Work Item 24: When I'm Angry...

1. When I'm angry I am most like \_\_\_\_\_ (complete the sentence by comparing the 'angry you' to something like a volcano, hungry rhinoceros, etc.)
  2. It takes a (long time / short time) for me to get angry. (Underline the correct response.)
  3. Choose the option that best fits your most likely response to the scenario described.
- 3.1. When somebody swears at me and is rude to me I ...
- a. Swear back at them.
  - b. Ignore them.
  - c. Politely tell them that I don't like their language.
  - d. Ignore them and avoid making contact with them again.
- 3.2. My good friend tells me that my pants are really ugly. I've been saving for months to buy these pants and I really feel hurt when she insults my pants like this. I:
- a. Pretend her comment doesn't really bother me.
  - b. Tell her that her shirt looks like it came off Noah's Ark (i.e. it's really old fashioned).
  - c. Tell her that her comment is hurtful because I really like these pants.
  - d. Make a joke of it and tell her to just shut up.
- 3.3. Somebody takes my brand new calculator without my permission. I:
- a. Threaten to kill the person if I find him / her.
  - b. Politely ask the class if anybody has seen my calculator.
  - c. Go and have a good cry in the bathroom because I know I'll never get it back.
  - d. Ask the teacher to help me find the person and to ensure that the person is punished.



### Activity 3: My anger triggers

(15 minutes)

- Explain to the learners that it can be very useful to know what triggers their anger.
- In this way one could anticipate an angry response and explore alternative responses before one responds in a way that could get one into trouble.
- Tell the learners that an anger trigger is like a lightning bolt that sets off angry feelings.
- Refer learners to **WI 25: My Anger Triggers**.
- Go through the questions with the learners to ensure that they understand what is being asked of them.
- Allow them to spend some time working on this.
- Once they have completed the Work Item, ask each person to find a partner with whom they can share answers.



## Presentation: Dealing with anger

(10 minutes)

- Explain to the learners that there are ways of dealing with anger that are helpful, and there are ways of handling anger that are not helpful.
- Ask if anybody would like to share a way of dealing with their own anger that they have found to be helpful.
- Ask if anyone has learnt a way to deal with the anger of other learners when undertaking their task of peer mediation.
- If there are any ideas/suggestions, write them up on the board.
- Refer learners to **WI 26: Dealing with Anger**. Go through these suggestions with the learners and make sure that they understand them.



## Work Item 26: Dealing with Anger

Here are some ideas on what to do with anger.

- Punch a pillow.
  - Tear a newspaper.
  - Kick a pillow or a can.
  - Run around the block.
  - Hit a bed with a tennis racquet.
  - Yell in the shower or scream in your pillow.
  - Write all the bad words you can think of on a piece of paper.
  - Write about the anger or write a song or a poem.
  - Draw the angry feelings.
  - Blow all your anger into a balloon and then burst it or throw the balloon out of the window.
- Do something to symbolise letting go of angry feelings.
- Get sticky balls and throw them against the wall.
  - Create a volcano using red modelling clay, bicarbonate of soda and vinegar.
  - Talk about your angry feelings with a friend.
  - Act out an angry person, or pretend to be the person you are angry with in a role-play with a friend. Then swap roles.

You can use these suggestions for yourself and you might want to share them with learners who are in need of peer mediation.

## Conclusion

(5 minutes)

- Thank the learners for their active participation in the session. Give praise and acknowledgement to those who have attended all the sessions thus far.
- Ask if anybody has a question or a comment that they would like to make.
- Ask the learners if it has been useful to talk about anger. Emphasise once again that they can expect to be dealing with angry people when they engage in peer mediation. Diffusing anger will become a vital skill that they will need to practise when mediating conflict situations.
- Remind the learners of the day and time of the next training session.

### **Note to the facilitator:**

Keep in mind the following when dealing with learners and anger:

1. Anger is one of the most misunderstood of human emotions.
2. It is an expression of the self and it helps one to protect boundaries.
3. Anger is a normal, honest feeling. It's the body's natural response to the release of chemicals in our body. It's what we do with the feelings and how we express them that sometimes causes trouble.
4. Young people often get double messages as far as anger is concerned: adults get angry, but youngsters may not. Heaven help them if they should throw a tantrum or sulk, etc.
5. We deny children the expression of the true self if they may not express anger.
6. Learners need to be taught practical methods for expressing angry feelings.
7. Antisocial behaviours may result when youngsters suppress their true feelings. There are often hurt feelings underlying the angry feelings.
8. Anger can prevent concentration, learning and functioning normally.
9. On the up side, anger can be a motivating force for change when used constructively.

# Unit Nine: Generating Options

Shoot for the moon.  
Even if you miss, you will land among the stars.  
- Les Brown

**Resources:** An item to be used for the icebreaker. This item could be a pipe cleaner, a paper plate, a paper clip, a water wing (arm band), a bucket, or a paper cup

## Introduction

(10 minutes)

- Welcome learners to the session and ask them to recap on what they learnt in the previous session.
- Explain to the learners that this will be their second-last training session, and thank them for their commitment thus far. They should be well on their way to becoming skilled peer mediators!
- Tell them that this session focuses on Step 4 of the peer mediation process – identifying different ways in which the problem could be solved. They will do some exercises that will help them sharpen their skills in generating options / identifying possible solutions.



### Icebreaker

(30 minutes)

- Ask the learners to form groups of about 4 for this activity.
- Once they are in groups, give them the following instructions.
- Each group will receive an object from the facilitator, such as a pipe cleaner, a paper plate, a water wing (arm band), a bucket, or a paper cup. The facilitator can decide whether to give each group the same object or whether each group will get a different object. Try to make it something interesting – the aim of this activity is to help learners generate different options.
- Once the groups have received their objects, they should brainstorm all the possible uses one could find for the object. Groups should write all their ideas down.
- Give the groups exactly 5 minutes in which to do their brainstorming.



- Encourage them to think creatively. If possible, one could award prizes for the longest list and/or the most creative ideas, etc.
- Once 5 minutes are up, each group should get a chance to share their ideas with the other groups.
- Give praise to those who have done particularly well.
- Spend time after the completion of the icebreaker to get feedback from the learners:
  - How did they feel doing this activity? (link to words generated in the Feelings Alphabet)
  - What made this activity work?
  - What made the activity difficult?
- Hopefully comments such as those below are generated in this discussion:
  - I looked at the object in different ways.
  - I realize it is important to consider other opinions.
  - I had to be willing to contribute ideas.
  - I had to be willing to share and communicate ideas.
  - I had to be open to all ideas and then considering feasibility of each.
  - I must invite all voices to participate – to give ideas.
- Stress that peer mediators will spend a lot of time encouraging people in conflict to identify possible solutions and they need to practise doing so in their everyday lives.

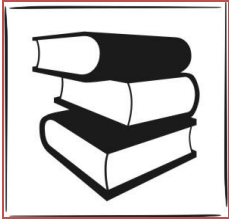


## Activity 1: Creative options in a mediation situations

(30 minutes)

- Explain to the learners that they are now going to put their problem-solving skills to the test in a peer mediation situation.
- Refer the learners to **WI 27: Trouble with Talking and Taking**.
- Ask the learners to work in groups of 3 for this activity. Each group will consist of the two learners in conflict and a peer mediator.
- Read through the scenario with the learners and give them time to generate possible solutions for Scenario 1.
- Circulate amongst the groups and guide them where necessary. Ensure that they persevere with the brainstorming and generate a substantial list of options – perhaps set a minimum of at least 10 options per group, for example.

- Once the groups have completed the activity, allow each group to explain to the rest of the learners what options they had on their list, which one they chose, and why.
- If time permits ask learners to identify additional conflict scenarios at school and possible solutions to these situations.
- Ask the learners what it was like to do this activity. Do they feel more confident about being able to handle the problem-solving aspect of peer mediation? Remind them that the onus is on the parties in conflict to generate the options and to select the best one. The mediator's job is largely to guide the process – NOT to make the decision.
- Check if the learners have any questions in this regard.



## **Work Item 27: Trouble with Talking and Taking**

### **Scenario 1**

Two friends have detention after school for the fourth week in a row. They are not speaking to one another because each one blames the other for their having detention. The one friend is very talkative, and this love for talking often gets them into trouble with the teachers. Whether or not the other friend responds, they both get into trouble and have to do detention after school.

They decide to approach another friend to mediate. The mediator gives them both a chance to share their side of the story. They both share their needs, feelings and concerns. After listening carefully, they reach an agreement about what the main issue is – being punished for talking in class.

### **Scenario 2**

In the middle of the lesson Siya discovers that his sandwiches have been removed from his bag. This is the second time this week and he is really angry. He feels that if somebody is hungry, the person should ask if they want some of his lunch and not to help themselves to it. He looks around and notices that Slndy is happily munching away on his sandwiches. He decides to take it up with her and approaches a peer mediator to assist him.

## Conclusion

(5 minutes)

- Conclude the session by asking the learners what they have learnt about problem-solving.
- Remind them that the more they practise this skill, the better they will get at it.
- As a final attempt to get peer mediators to complete their Feelings Alphabet by filling in as many feelings as possible, the facilitator might want to offer a prize for the person who has the most feelings filled in on their Alphabet Chart (**WI 4**).
- Thank them for their keen participation, and remind them of the time and date of the last session.



## Extension Activity: The problem with eggs

(45 minutes)

It is recommended that you use this fun activity as a team-building exercise when you have sufficient time available, for example, at a leadership camp.

- Tell the learners that they will now get an opportunity to generate options in another context.
- Ask learners to get into groups of 4.
- Refer learners to **WI 28: The Problem with Eggs** and go through instructions so that everyone is clear about what is required.
- Once instructions have been clarified give each group the following items: 3 sheets of newspaper, 2 balloons, 3 straws, 2 A4 sheets of paper, a long piece of cellotape - about a metre in length - and an egg.
- Each group should try to make a package for the egg that will protect it and prevent it from breaking when dropped from the height of a door.
- Give the groups about 20 minutes to build their packages.
- Once all the packages have been tested out and prizes awarded and everyone praised for their contribution, ask learners to spend a few minutes in their groups to consider the following questions:
  - How did you **feel** at the start, middle and end of this activity?
  - What contributed to your team's success in generating options and choosing the best option?
  - What made it difficult to generate options and select the best one?
  - What did I learn that I can use in the peer mediating process?
- Allow for a time of sharing in a plenary session afterwards.



## Work Item 28: The Problem with Eggs

### Instructions:

- Your task is to work as a team to devise a package for your egg so that your egg can be dropped from the height of a door without it breaking
- To assist you with this task, you will be given the following items:
  - 3 sheets of newspaper,
  - 2 balloons,
  - 3 straws,
  - 2 A4 sheets of paper,
  - a long piece of cellotape.
- Time frame:
  - discuss & generate options (5 mins)
  - decide on a solution and implement (10 mins)
  - presentation (5 mins)
- Rules
  - No other props to be used
  - Keep to time!

Prizes will go to the group with an unbroken egg and the most creative design solution.

# Unit Ten: Skills for Interacting with Others

There was a person who made a circle to keep me out,  
so I made a circle to include us both.  
- Edwin Markham

## Introduction

(5 minutes)

- Welcome learners to the session and ask them to recap on what they learnt about in the previous session.
- Have a quick round of sharing feelings. Ban feelings like "fine", "good" and "bad". Encourage learners to be as descriptive as possible when stating how they feel; if they are left with more than one feeling, let them share accordingly.
- Remind the learners that this will be their last training session, and congratulate them for having seen their commitment through to the end. Thank them for all their efforts with regard to peer mediation training and implementation in the school.
- Tell them that this session focuses on skills that will help them to interact comfortably with different types of people. They will also have an opportunity to reflect on the training, and they will get a sneak preview of what to expect should they be trained up as members of the Representative Council of Learners (RCL).



## Icebreaker: Detective work

(20 minutes)

- Tell the learners that they have to pretend to be detectives for the next activity.
- If possible, try to bring to the training session a bag filled with the list of items below. If it is not possible, simply write the list of items on the board or on flipchart paper, and explain that these items were found together in a bag.
- Here is the list of clues. It can be any list of everyday items, adapted according to what your group of learners can relate to.
  - A penknife
  - Two 20-cent pieces
  - A used bus-ticket
  - A necklace
  - A pack of chewing-gum
  - A baby's dummy.
- Explain to the learners that these are the clues to help identify a mystery person.

- They have to use all the clues to try and build up a picture of who the owner of the bag might be.
- Encourage them to examine each clue carefully – perhaps present them with one clue at a time.
- Ask the learners to work in pairs. Each pair should give feedback to the rest of the class in terms of how they would describe this person and why.
- Once everybody has had a turn to share their ideas, point out to them how quick we are to jump to conclusions about other people. Often, many possibilities might exist (such as in this activity – there are many feasible ideas one could have about this person based on the contents of the bag) and yet we choose to believe the one possibility that seems most likely from OUR OWN POINT OF VIEW.
- Tell the learners that in a mediation situation it becomes particularly important NOT to jump to conclusions, but to listen carefully to everything that the person has to say, and ask questions to fill the gaps if necessary.



## Activity 1: Clues and conclusions

(15 minutes)

- Refer the learners to **WI 29: Clues and Conclusions**.
- As the learners discovered in the previous activity, we often find ourselves jumping to conclusions about people based on small bits of evidence and this activity is designed to challenge this kind of thinking. For example, a teacher doesn't wear a wedding ring – we assume that the teacher must be single. Ask the learners what other possibilities might exist. Point out that there are often many different possibilities, and yet we are quick to make judgments based on small clues.
- Go through the remainder of the work item with the learners, getting them to first express the conclusions they immediately make and then to explore what other possibilities exist.
- Having completed the work item, ask learners what they have learnt from this activity.
- Conclude by reminding them that we do people a huge disservice when we judge them on what we see or what we hear about them. We all need to challenge ourselves to think beyond the assumptions we make about others and rather seek to get to know others better and build relationships with them. There is so much we can learn from one another if we would only make that effort. As peer mediators, they need to try and work on having an open mind and not judging others, but rather guiding them into being open and honest about themselves so others can learn from them.





## Work Item 29: Clues and Conclusions

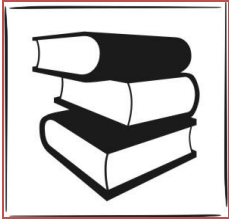
<b>I NOTICE (THE CLUE)</b>	<b>I DECIDE (THE CONCLUSION)</b>	<b>WHAT OTHER POSSIBILITIES EXIST?</b>
1 Muslim girl – always wears a scarf.		
2 Boy is absent often.		
3 A fat girl watching children running on the playground.		
4 A boy who loves ballet.		
5 Pretty girl walking by herself.		
6 An old lady wearing a torn dress		
7 A girl is very quiet in class.		



## Activity 2: Putting people in boxes

(15 minutes)

- Refer learners to **WI 30: What do You See?** Ask them to look at the work item and tell you what they see.
- Write up their responses on the board or on flip chart paper.
- Ask them to take a closer look and tell you what they see.
- The aim of the exercise is to illustrate how quickly we tend to group things together that we think belong together. Most people automatically see a bunch of O's and a bunch of X's because their brains automatically create these two distinctions only.
- Tell the learners that it's okay to do this when sorting toys or books, but when it comes to people it is wrong to put people in boxes. We can't assume that all girls are the same and that all boys are the same, for example. We can't expect all Indians to be the same and all whites to be the same.
- When we make generalisations like this it is called stereotyping. The problem with stereotyping is that we overlook the small differences that make us unique. We assume that if people are alike in ONE way, they must be alike in EVERY way.
- As peer mediators they should strive to overcome this problem of stereotyping by not jumping to conclusions about other learners based on their race, gender, how rich or poor they are, etc.
- Now ask learners to look at **WI 30: What do You See?** again and to move beyond merely seeing O's and X's, e.g.
  - Light and dark
  - Big and small
  - Different fonts



**Work Item 30: What do you see?**

oOOOxoOxOxXXooXoXOxxoOOOxoOxOxXXooXoXo

ooxXOxoooooxXXXxxXxoOOOxoOxOxXXooXoXOOX

oOOOxoOxOxXXooXoXoOOOxoOxOxXXooXoXxxxxO

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## Presentation: RCL Training

(10 minutes)

- Spend some time recapping what has been covered in the 10 sessions you have had with the learners. Remind the learners that all the skills they have learnt are skills that one needs to be an effective peer mediator.
- Remind the learners that from Grade 8, they stand the chance of being elected onto the school's Representative Council of Learners. This is a body that consists of representatives from every class in the school and that plays an important role in terms of leadership and promoting a safe and happy learning environment for all the learners at the school.
- If they are elected to be a part of the RCL, they could expect to undergo some training. The training would include topics like the following:
  - How the RCL works: the executive committee and subcommittees; RCL constitution and conduct; managing meetings.
  - Developing the "inner" leader: an exploration of values, positive relationships and decision-making; confident and assertive behaviour and personal growth.
  - Team work: leading together, leadership qualities and styles, criteria for successful teams.
  - Supporting a peaceful learning environment: communication skills, managing conflict; maintaining and restoring relationships.
  - Action planning, time management, and making a difference.
- Ask the learners if they can see the link between being a peer mediator and being a member of the RCL. Point out the similarities in terms of the training.

## Conclusion

(10 minutes)

- If you have decided to award a prize for the best/longest list of feelings, now would be a good time to do that. Try to praise/reward all learners who have made an effort in this regard.
- Tell the learners that in conclusion, you would like them to spend some time reflecting on the training, and writing down some feedback for you.
- Refer the learners to **WI 31: Reflecting on the Training Sessions**.
- Go through the questions with the learners and then ask them to spend some time answering them.
- Thank the learners for all their hard work and dedication. Remind them that you are there to support them as peer mediators – they should not hesitate to ask if they need help with something.



## Work Item 31: Reflecting on the Training Sessions

Please spend some time thinking about the training you have undergone as a peer mediator, then answer the following questions:



1. What has been helpful or good about the training?
2. Have you grown as a result of this training? Explain why you say "yes" or "no".
3. How could this training be improved? What could be added, changed, or taken away to make this training better?
4. Have you implemented something that you've learnt from the training in an actual mediation session? Please describe what you implemented and how you did it.