ACTIVITY 7

QUALITIES AND ROLE OF THE PEER MEDIATOR

STATEMENTS ABOUT ME WORKSHEET

Complete the statements by writing the first response that comes to mind.
1. My peers describe me as
2. I get frustrated with
3. One way I relax is
4. I feel disappointed when
5. My parents describe me as
6. I get angry when
7. A quality I expect in a friend is
8. I trust someone if
9. I feel discriminated against when
10. One way I show respect is
11. I control my anger by
12. I feel best when
13. I am good at
14. I am prejudiced toward
15. I will be an effective peer mediator because

Qualities of the Peer Mediator

The peer mediator is impartial.

A mediator is neutral and objective, a person who does not take sides.

The peer mediator is an empathic listener.

A mediator is skilled at listening with the intent of understanding what each disputant thinks and feels.

The peer mediator is respectful.

A mediator is able to treat both parties with respect and understanding, and without prejudice.

The peer mediator is trustworthy.

A mediator builds the confidence and trust of the disputants in the mediation process by keeping information private. A mediator does not discuss the problem with other peers. Also, a mediator allows the disputants to solve their own problem rather than imposing his or her own favored solution.

The peer mediator helps people work together.

A mediator is responsible for the mediation process, not the solution to the problem. The solution to the problem is the responsibility of the disputants. When the disputants cooperate, they are able to find their own solution.

ACTIVITY 12

STEP 4: CREATE WIN-WIN OPTIONS

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Many possible ideas exist for resolving a conflict. However, when we are upset or frustrated, we often do not consider all of our options. In this step, you will help disputants create, through brainstorming, a number of options that could potentially solve their problem.

- 1. Explain that brainstorming will help disputants find solutions that satisfy both parties.
- 2. State the rules for brainstorming:
 - **▼** Say any ideas that come to mind.
 - ▼ Do not judge or discuss the ideas.
 - **▼** Come up with as many ideas as possible.
 - **▼** Try to think of unusual ideas.
- 3. Tell disputants to try to think of ideas that will help both of them. Write their ideas on a Brainstorming Worksheet.

Additional questions to help the brainstorming process along:

- **▼** What other possibilities can you think of?
- ▼ In the future, what could you do differently?
- **▼** What could be done to resolve this dispute?

SAMPLE PEER MEDIATION AGREEMENT

Date11/13/96	
We voluntarily participated in a mediation. Very is fair and that solves the problem between the cannot resolve on our own, we agree to come	•
Name <u>Heather</u>	Name Andrew
Agrees to act calmer and not yell at	Agrees to talk with the principal today to
Andrew if a problem happens in the future.	see if he can get Heather's Gameboy.
Agrees to talk with Andrew first to check	If the principal refuses to return the
things out and will try not to jump to	Gameboy, Andrew agrees to ask the
conclusions.	principal to accept Andrew's Gameboy
	in place of Heather's.
	Agrees to return Heather's Gameboy
	to her or give her his Gameboy until such
	time as the principal agrees to release
	Heather's.
Signature Heather	Signature Andrew
0	0
Mediator signature Rodney Anderso	on
Mediator signature Rachel Sharp	
0	

ACTIVITY 22

Confronting Prejudice

ABOUT PREJUDICE

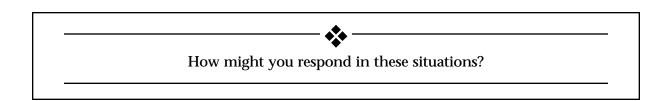
As a trained peer mediator, you have become aware of the **social** and **cultural diversity** that exists in your school. You are aware that differences can be either celebrated or used to separate and isolate people.

Every day, you probably hear remarks and see actions that discriminate and devalue certain people or groups of people in your school. Often you may feel uncomfortable or "on the spot" when you hear a harassing statement.

- **▼** When and how do you confront these statements?
- ▼ How do you communicate with a peer without causing him or her to feel attacked or put down?
- ▼ How do you communicate across differing beliefs without escalating a conflict?

Following are examples of typical statements that might be heard in a school:

- 1. As a group of girls are walking down the hall past your locker, you hear this comment from two guys standing nearby: "Look at Mary—she is definitely a 10, but her friend Andrea is more like a 4."
- 2. After school, while waiting at the bus stop you hear someone say: "That other bus has all those low-life trailer park kids."
- 3. In history class, during a discussion about the presidency someone says: "A woman should never be President of the United States. Women are too emotional and irrational to be President."
- 4. In the cafeteria you hear someone at your table say: "Black students in this school aren't very smart. Hardly any of them make the honor role."



STEPS FOR CONFRONTING PREJUDICE

1. Stay calm.		
2. Summarize what you heard. ▼ "Did I hear you say?"		
3. Seek clarification.		
▼ "Can you tell me more about what you meant by?"		
4. Share your point of view and why you believe this.		
▼ "Well, the way I think about it is"		
▼ "When you made that comment, I felt"		
5. Ask the reasons for the person's point of view.		
▼ "On what do you base your opinion?"		
▼ "Is what you believe true for everyone?"		
6. Try to find common ground.		
▼ "It seems we both think that"		
7. Thank the other person for listening.		