

CREATE YOUR OWN CONFLICT MANAGEMENT PROGRAM

ACTIVITIES FROM CHAPTER ONE

ACTIVITIES FROM CHAPTER FOUR

ACTIVITIES FROM CHAPTER TWO

ACTIVITIES FROM CHAPTER FIVE

ACTIVITIES FROM CHAPTER THREE

ACTIVITIES FROM CHAPTER SIX

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CREATE YOUR OWN CONFLICT MANAGEMENT PROGRAM

• SAMPLE I

ACTIVITIES FROM CHAPTER ONE

Mountains and Valleys
Me and the Mirror
The Two Sides of Me

ACTIVITIES FROM CHAPTER TWO

The Evening News
What's the Stereotype?
The Bargots and the Rooters!
Prejudice's Many Sizes and Shapes
Friend or Foe

ACTIVITIES FROM CHAPTER THREE

Watch Your Step
Tangled
Body Talk
The Guessing Game
The Feeling List

ACTIVITIES FROM CHAPTER FOUR

My Picture of Conflict
The Roots of Conflict
Where is Violence?

ACTIVITIES FROM CHAPTER FIVE

My Pounding Heart
Mind and Heart
The Milk Bottle
Bottle Caps
The Right Choice
Climbing the Ladder

ACTIVITIES FROM CHAPTER SIX

My Protective Shield
Stepping Across the Line

• SAMPLE II

ACTIVITIES FROM CHAPTER ONE

Mountains and Valleys
The Feel-Good Chair
Me and the Mirror
The Two Sides of Me

ACTIVITIES FROM CHAPTER TWO

The Evening News
The Bargots and the Rooters!
What's the Stereotype?
Prejudice's Many Sizes and Shapes
The Same Side of the Road
Friend or Foe

ACTIVITIES FROM CHAPTER THREE

Watch Your Step
The Mirror
Body Talk
The Feeling List
The Guessing Game
Susan Says
Why Ask Why?

ACTIVITIES FROM CHAPTER FOUR

My Picture of Conflict
The Roots of Conflict
The Conflict Dictionary
Where is Violence?

ACTIVITIES FROM CHAPTER FIVE

My Pounding Heart
Mind and Heart
The Milk Bottle
Bottle Caps
The Right Choice
Climbing the Ladder
The Factory

ACTIVITIES FROM CHAPTER SIX

My Protective Shield
Stepping Across the Line
Same Script, Different Play
Creating a Conflict Management Activity



THOUGHTS ON CONFLICT MANAGEMENT

1. What is conflict?
2. When I think of the word *conflict*, I think of...
3. What types of conflicts have you experienced in your life?
4. Pretend that you are having a conflict with a friend of yours. What are some different ways the conflict can be resolved?
5. When you are in a conflict situation with a friend, how can you show your friend that you are listening?
6. Do the words “conflict” and “violence” mean the same thing to you? Explain.



The people I care most about in my life are...

I feel proud of myself when I...

I am a likable person because...

The people I admire most in my life are...

The qualities I admire most about them are...

Two of my outstanding qualities are that I...

One of the kindest things I ever did was...



ACTIVITY SHEET

IN TRUST WE TRUST

DEFINE TRUST:

The people I trust are:

The reason I trust them is because:

The people who trust me are:

The reason they trust me is because:



THE FEEL-GOOD CHAIR

Student 1: I have a sister. She is angry with me and said that I am stupid. I think that I am stupid, too, but I don't tell anyone that. My parents say that I don't study hard. I do try, but not hard enough, I guess. I just found out that I failed my mathematics test. I am not very happy now.

Student 2: I have a sister. She thinks I am very smart. I think I am smart, also. I study hard and am proud of myself, even though I don't get very good grades. I know that I have always tried my hardest. My parents are happy that I study so much. I did well on a history test today.

Student 3: I am the best football player on the team. My brother got married yesterday, and my family is very happy. The teacher told me that I am a very good student. Last week, I won an award for drawing beautiful artwork.

Student 4: I love to read and had a lot of time last week to read my favorite book. My best friend and I are getting along with each other very well. I failed a mathematics test, but I realize that I am simply not good at math. Although I failed the test, I still like myself.

Student 5: Everyone makes fun of me. My friends say that they care about me, but I don't think they really like me—not at all. My parents always ask me why I don't get grades as good as my older sister. I try as hard as I can, but even if I get good grades, they're never as good as my sister's grades. I don't think that I am very good at anything.

Student 6: Last week I was told that I was the best-looking student in the entire class. But I don't think I am attractive. I think I am ugly. My parents always tell me how smart I am. But even though I do well in school, I never get the best grades in the class. Friends sometimes tell me that they wish they were me, but I don't know why they would want to be me.



THE SAME DIFFERENCES

In the following columns, list at least three similarities and three differences that you have for each of the categories.

CATEGORY	SIMILARITIES	DIFFERENCES
FAMILY MEMBERS	Three similarities between the members of my family and me are: 1. 2. 3.	Three differences between the members of my family and me are: 1. 2. 3.
FRIENDS	Three similarities between my friends and me are: 1. 2. 3.	Three differences between my friends and me are: 1. 2. 3.
ANIMALS	Three similarities between animals and me are: 1. 2. 3.	Three differences between animals and me are: 1. 2. 3.
PEOPLE BORN INTO OTHER RELIGIONS	Three similarities between people born into other religions and me are: 1. 2. 3.	Three differences between people born into other religions and me are: 1. 2. 3.
PEOPLE FROM OTHER COUNTRIES	Three similarities between people from other countries and me are: 1. 2. 3.	Three differences between people from other countries and me are: 1. 2. 3.



WHAT'S THE STEREOTYPE?

Stereotyping is supposing that all of the members of a group have the same qualities. When people stereotype, they assume no one in that group is at all different from anyone else.

We encounter people being stereotyped every day.

What is the stereotype of:

A smart student?

An unintelligent student?

A teacher?

A parent?

A rock star?

A religious fanatic?

A poor person?

A rich person?

An old person?

A boy your age?

A girl your age?

DISCUSSION QUESTIONS

1. Were everybody's stereotypes the same? If not, why not? If yes, why?
2. What is the effect of stereotyping on that individual? On the community?
On the person believing that stereotype?



SAMPLE NEWS BROADCAST

State belief: Girls are not good athletes.

Reporter A: Good evening. This is the *Eight O’Clock News*. In today’s news, we discovered that there are girls who cannot play soccer. They are not as strong as guys. (Sorry Girls!) That is all that is in the news today. Good night.

Reporter B: Good evening and hello! This is the *Six O’Clock News*. Today in the news, Satellite Television News made an exciting discovery. We discovered that many girls are very good at sports. As a matter of fact, some girls can run faster than some guys and some girls can lift more weight than some guys. Some girls can play soccer as well as some boys. Go Girls! And that’s the news. Good night.

STATE BELIEF:

REPORTER A:

REPORTER B:

STATE BELIEF:

REPORTER A:

REPORTER B:



THE BARGOTS AND THE ROOTERS!

The Bargots and the Rooters!

(written by a Bargot)

The Bargots live in a country called Bargonia. This country is on the other side of the world and is located between the islands of Zether and Treebonia. The people of Bargonia are very wonderful people. The children rarely fight with one another, and the adults all work in peace. The main food of Bargonia is rice, but the plates of the Bargots are never empty. The weather in Bargonia stays the same throughout the year: slightly breezy and always warm and sunny.

The Rooters are from a country called Rutris. This country is on the other side of the world, too, and is located between the islands of Bilbo and Treblin. The people of Rutris are very mean people. The children always yell at one another, and the adults often hit one another. Nothing ever gets accomplished when the adults are at work because everyone is always sleeping or screaming instead of working. The days in Rutris are always very cold, windy, and rainy.



ACTIVITY SHEET (B)

THE BARGOTS AND THE ROOTERS!

What do they look like ???

A TYPICAL BARGOT

A TYPICAL ROOTER



PREJUDICE'S MANY SHAPES AND SIZES

1. What is prejudice?
2. There are many different kinds of prejudice. Some of the different kinds are explained below. Underneath each kind of prejudice, write a situation in which someone may express that type of prejudice.

Age Prejudice: When someone prejudices others because of how old they are.

Religious Prejudice: When someone prejudices others because of what their religious beliefs are.

Ethnic Prejudice: When someone prejudices others because of what ethnic group they belong to. Others are prejudged because of their culture, language, customs, dress, food, or social structure.

National Prejudice: When someone prejudices others because of their family's country of origin.

Physical Prejudice: When someone prejudices others because of the way they look.

Disability Prejudice: When someone prejudices others because of a physical limitation such as blindness, deafness, learning disability, or use of a wheelchair.

Gender Prejudice: When someone prejudices others depending on whether they are male or female.

Economic or Class Prejudice: When someone prejudices others depending on how rich or poor they are.

Racial Prejudice: When someone prejudices others because of the color of their skin or other identifying features of their group.



THE PROPAGANDA PARTY

The following are common propaganda techniques:

1. **Bandwagon:** Everybody's doing it, so you should, too!
2. **Picking Facts:** Let's advertise the facts that make our idea or product seem good! But let's not tell about the bad aspects of our product or idea.
3. **Expert Opinion:** A famous person or an expert claims that the product is good, so it must be good!
4. **Playing with Emotions:** If you are in love or sad or happy, then this is the product or idea for you!
5. **Repeating the Product Name or Idea:** This is the best product or idea! This is the best product or idea!
6. **Saying Negative Things About the Competition:** They lie and try to persuade you that their bread is fresh, but ours is the freshest by far.



PROPAGANDA FIGHT

	TYPE OF PROPAGANDA USED
Liz: Hey, Peter, did you do your math homework? It's due today, isn't it? Peter: Yeah, I did it. Liz: Let me copy it. I don't want to get a bad grade in that class. Peter: No way! I worked all night on my homework.	
Liz: Come on. Everybody copies everybody's homework all the time. Peter: I don't care.	a.
Liz: If you are really my friend, if you really care about me and like me as a friend, you'd let me copy your homework. Please... Peter: Look, you're really starting to annoy me. I said no.	b.
Liz: But it's not bad to let me copy your homework. I read in a magazine that copying someone's homework is just as good as doing it yourself. Peter: Yeah, right. If you don't stop talking to me now, I'm going to tell the teacher about this.	c.
Liz: What's so bad about me copying your homework? Think about it. You will still get a good grade in math. And I would get a good grade, too. Peter: But what if the teacher catches us? What if our parents find out that you and I cheated?	d.
Liz: Peter, don't be silly. We won't get caught. So let me copy your homework, ok? Let me copy your homework. Just let me copy your homework! Peter: No.	e.
Liz: You're acting just like Michael, and we both know what a loser he is. Peter: You're not going to convince me by insulting Michael.	f.
Liz: I thought we were friends. Peter: I thought you were honest.	



ACTIVITY SHEET

WALK OF TRUST

Write about an experience or situation in which you had to rely on someone else for help.

Imagine you have been fighting with your best friend for two weeks, and you don't even trust your friend anymore. But you are tired of arguing, you miss talking with your friend, and you want to make peace. How can you and your friend learn to trust each other again?

Why is trust so important when trying to resolve a conflict?



ACTIVITY SHEET

BODY TALK

Positive Body Language

List some ways that you can show others you are listening to them.

Negative Body Language

List some ways that you can show others that you are NOT listening to them.



Finish the story. Make sure that every time Mitko talks, he reflects either the feelings or information that Melissa has said. As an example, Mitko's first reflective statement is done for you.

Melissa: I am so angry with you, Mitko. I can't believe you did that! You were supposed to meet me yesterday.

Mitko: It sounds like you are angry.

Melissa: Yes, I am angry. You were supposed to meet me yesterday so we could do our homework together. But you weren't there. I was so sad.

Mitko:

Melissa:

Mitko:



I FEEL

The way you say an “I Statement” is:

“I feel [an emotion] when you [do something] because [of this reason].”

Directions: While reading the following story, change every sentence in bold into an “I Statement.” Write the “I Statement” in the parentheses. The first one is done for you.

Violeta and Sonia are sitting outside. It is a sunny day. “Let’s go to the lake today,” says Violeta.

“We always go there, and the lake is so dirty! I hate it there,” says Sonia.
(“I feel frustrated when you say where we should go because I would like to choose where we go sometimes.”)

“**You don’t have to be so mean. I think that you are just jealous that I have so much fun at the lake,**” says Violeta.
(“I feel __ when you _____ because _____.”)

“**The only reason you have fun at the lake is because you think the guys there are cute! I hate how they all smile at you and talk with you. No one ever looks at me,**” says Sonia.
(“I feel __ when you _____ because _____.”)

“**I hate when you say that! It’s not true at all! I saw a few guys looking at you. Actually, I think they all look at you,**” says Violeta.
(“I feel __ when you _____ because _____.”)

“**You hate when I tell you my true feelings? I thought you were my friend, Violeta, but I guess not. Go to the lake by yourself. Goodbye!**” yells Nicole.
(“I feel __ when you _____ because _____.”)



METHODS FOR BALANCING POWER

What can you do when someone has power over you? You could:

1. **Speak honestly about your thoughts and feelings.** Even if someone is more powerful, openly express your thoughts and feelings. Do not let the person's power awe you into silence. However, try not to lose your temper.
2. **Be a good listener.** Carefully listen to what the more powerful person says. Use positive body language.
3. **Ask! Ask! Ask!** If you want something from a high-powered person, continually and politely ask until the request is granted.
4. **Gain the support of a person with a lot of power.** For example, if a classmate continually steals your belongings, you could seek help from a teacher, parent, or police officer.



THE ROOTS OF CONFLICT

WHAT DO WE WANT?

What do we have conflicts about? There are six different sources of conflict. Most of our conflicts relate to these six sources:

1. Basic Needs are the things that we need in order to survive, such as food, water, and air.
2. Differing Values occur when people have different beliefs. For example, people of different religions may have differing values.
3. Differing Perceptions occur when people have different thoughts about something. For example, two people may argue about the color of a friend's shirt. They each may perceive the color of the shirt differently.
4. Differing Interests occur when people have different concerns. For example, two students may disagree about whether to go to a party or to the movies.
5. Limited Resources refers to a limited amount of something. Not every person in the world is rich, because money is a limited resource.
6. Psychological Needs are the things that we need in order to feel capable, responsible, accepted, important, and healthy. For example, we all have the need to be loved.

Now write a short story about a conflict. Use at least one of the six sources of conflict to help you write the story. Specify which source(s) you use. For instance, you could write a story about two brothers fighting over a book. They each want to read the book now, but there is only one book. The source of the conflict is a limited resource—there is only one book that they both want.



IS THIS A CONFLICT?

Directions: Read and decide whether or not each of these situations is a conflict. Write down reasons to explain your decisions.

1. Andreea, Veronika, and Irena talk during their biology class. They whisper and write notes to each other. The biology teacher gets angry with them one day, yells at them, and sends them out of the classroom. He tells them to clean the blackboard every day for one month.
2. Jelena and Eva are good friends. Last week they both took a history test and received good grades. Jelena thinks that Eva received her good grade because she is the teacher's favorite student. Eva says that she studied and honestly deserved the grade. The two girls now argue and shout with one another.
3. Andris loves a nighttime radio show. It is on now, and he wants to listen to it. But his father wants him to go to sleep. Andris refuses to turn off the radio. His father becomes very angry, unplugs the radio, and tells him he is not allowed to listen to the radio all weekend.
4. A lot of kids like to play games in the schoolyard at night, but recently, a few stray dogs bit three kids there. Now many parents do not allow their children to play in the schoolyard at night.
5. Students divide into two separate groups at a school party. Marius is the leader of one of the groups, and Donna is the leader of the other. Each group laughs and has a lot of fun but ignores the students in the other group.



MOST CONFLICTS

Directions: Place a check by every statement that you agree with.
When there is a conflict, most people:

- argue**
- try to understand each other**
- help one another**
- yell at one another**
- cooperate**
- trick one another**
- listen carefully to each other**
- are suspicious of each other**
- try to win**
- forgive each other**
- try to help both people win**
- fight**
- trust one another**
- lie to each other**
- smile**
- compete with one another**
- hit each other**
- work together to resolve the conflict**
- try to understand how the other person is feeling**
- blame one another**
- ask other people for help**
- try to end the conversation**
- get angry at each other**



WHERE IS VIOLENCE ?

Directions: Answer the following questions with the help of everyone in your small group.

1. What do you think violence is?

2. Is it violence when someone punches and hurts someone else?

Yes ___ No ___

Why or why not?

3. Is it violence when someone calls someone else mean names?

Yes ___ No ___

Why or why not?

4. What if the other person's feelings are hurt?

5. Is it violence if someone accidentally hurts someone else? For instance, if you accidentally step on someone else's foot and break the bones, did you commit a violent act?

Yes ___ No ___

Why or Why not?

6. Name at least four places where violence can be seen or heard. (For example, violence can be seen on television when people shoot each other.)



SPOTTING VIOLENCE

INSTRUCTIONS: Carry this sheet with you everywhere you go. Every time you witness any kind of violence, write it in the column titled *Violence Seen*. You could see violence at home, at school, on television, on the playground, or anywhere else. In the column titled *The Person/Circumstance*, describe what the reasons for the violence appeared to be and how the person seemed to be feeling. In the column titled *How the Situation Was Managed*, describe how the violence affected the conflict situation. In the column titled *Other Ways of Handling the Situation*, write other ways the situation could have been managed without the use of violence. When describing other people's violent acts, do NOT write their real names. Change the names or refer to them as a man, a woman, or a child.

Violence Seen	The Person/Circumstance	How The Situation Was Managed	Other Ways of Handling The Situation



MY POUNDING HEART

DIRECTIONS: List physical responses to conflict in Column 1. Ask four classmates how they respond physically in a conflict situation. Put a checkmark in the appropriate box for each response.

Physical Response to Conflict	Student 1	Student 2	Student 3	Student 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



DON'T SAY THAT TO ME

Directions: Answer the following questions honestly and completely.

1. **Write down three things that someone might say to you that would get you angry enough to start an argument.**
 - A.)
 - B.)
 - C.)

2. **Write down three things that someone might do to you that would get you angry enough to start an argument.**
 - A.)
 - B.)
 - C.)

3. **How do I act when I am very, very angry?**

4. **Write down three things that you might say to someone that could get him/her angry enough to start an argument.**
 - A.)
 - B.)
 - C.)

5. **Write down three things that you might do to someone that would get him/her angry enough to start an argument.**
 - A.)
 - B.)
 - C.)

6. **How do you feel when someone you are arguing with is very, very angry?**



WHAT WOULD YOU DO ?

Directions: Read the following situations one at a time. Then discuss each situation with the others in your group. Write your group's thoughts in the space provided or on a separate sheet.

1. The older students often tease Pedje for no reason at all. Occasionally, they even yell at him. Pedje can't understand why they always tease him and not anyone else. In the school hallways, if another student even looks at him, he starts to shake, sweat, and feel angry. Today, an older student walked up to him and teased him. Pedje felt more angry and bitter than ever before. **Imagine some ways in which Pedje might react to the older student today.**
2. A group of children was playing handball. Immediately after Madelyn scored a goal, Stuart kicked her in the leg. **What might Madelyn have felt and thought the moment after she was kicked?**
3. Emil and Tomas do not like each other because they are both in love with Solvita. Today the science teacher assigned the two boys to work together on a project, forcing them to spend a lot of time with each other. **What are some of the ways that the two boys might act?**
4. Maja is a good student, but today the teacher yelled at her in class. **What could have influenced the teacher to act that way? What might the teacher have been thinking and feeling? What are some of the thoughts and feelings Maja had in reaction to the teacher's actions?**



ACTIVITY SHEET

THINK AND FEEL

Situation	What you think	What you feel
1		
4		
7		
10		



MILK BOTTLE

MILK

A brother and sister were sitting at the kitchen table. A milk bottle rested at the center of the table.

“I want the milk bottle!” yelled the boy. He picked up the bottle.

“I want the milk bottle!” screamed the girl. She grabbed the bottle from her brother.

“Hey, give that back to me!” he yelled.

“No, I want it!” hollered the girl.

The children’s mother walked into the kitchen. “I am tired of the two of you fighting all the time,” the mother said. She took the bottle from the girl, got out two glasses, and poured milk for each of them. She placed the empty milk bottle outside for the milkman to take in the morning.

The brother and sister looked at each other. Neither of them was satisfied, because neither of them got what he or she really wanted. The brother wanted the milk to feed the neighbor’s cats. And the sister wanted the empty bottle: she was going on a hike with her friends and she wanted to fill the bottle with water.

Both of them drank their milk unhappily.

QUESTIONS:

1. What was the girl’s position during the argument?
2. What did she really want?
3. What was the boy’s position during the argument?
4. What did he really want?
5. How did the mother resolve the children’s conflict?
6. What could the mother have asked the children so that both of their underlying interests would have been met?
7. How could the brother and sister have resolved the conflict without their mother’s help?



THE SPACESHIP

Read the following story and answer the question afterward.

The Spaceship

The year is 2100. School has ended for the day. You have a lot of homework and you are tired. You walk home, go to your room, and lie down. You turn on the radio and listen to the music. The soft guitar and the slow rhythm cause your eyelids to slowly close. You are almost asleep. Suddenly the music stops. You hear someone on the radio screaming something. You sit up and listen.

The voice on the radio says, “There is going to be a very bad tornado in 15 minutes. The tornado is going to be so bad that it will destroy everything on the land. Everyone must leave their homes now and fly toward the Moon. Hurry!”

Your father runs into your room. He is very nervous because he wants to save you and the rest of the family. He tells you that your family is going to take a spaceship to the Moon.

Your father says that you can only take five things with you (besides your family members). It doesn't matter how big or small the five things are, but everything else will be destroyed. What five things would you bring onto the spaceship with you?

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



DECISIONS, DECISIONS, DECISIONS

Directions: A moral dilemma occurs when you face a difficult decision. Read each of the following moral dilemmas and write exactly what you would do in these circumstances.

1. You are at the market buying fruit for your family. The saleswoman puts the fruit on the scale to see how much it costs. You notice that she presses her finger on the scale, making the fruit cost more than it should. You are not sure whether she is trying to cheat you. I would...
2. A classmate receives a new cell phone case as a birthday present. You witness another student take the cell phone case and put it in his bag. You are not sure whether the student stole the case or took it as a joke. I would...
3. Your family always warned you not to talk to the family across the street. They said that the people were very mean. As you walk home from school today, the son of the family across the street approaches you. He has tears in his eyes and asks if you would mind helping him with his family problems. He says that he has no one else to talk to. I would...
4. You and your friends are playing football in the schoolyard. A friend kicks the ball very hard and breaks a school window. The teacher asks who broke the window. I would...



Brainstorming is a simple way of generating ideas. There are four rules to brainstorming:

- 1. Write down every idea you can think of.** Some ideas may sound impossible or silly, but that's okay. Sometimes the most outrageous ideas cause us to think of other, good ideas.
- 2. Think of as many ideas as possible.** The more ideas you think of, the greater the chance you have of finding good ideas.
- 3. Don't judge any idea as good or bad.**
- 4. Don't talk or think about the ideas.** Just write them down.



ACTIVITY SHEET

THE RIGHT CHOICE

Directions: Answer all questions on this sheet. Be specific.

1. What is the conflict about?
2. Who is involved in the conflict?
3. How does each person in the conflict feel?
4. What does each person want to get from the conflict?
5. Brainstorm possible resolutions to the conflict and write all your ideas here:
6. Which solution(s) will make both people in the conflict feel good?



CLIMBING THE LADDER

Think about how it feels when you are in a conflict with someone else. Your heart pounds, your hands are sweaty, your muscles are tight. When you are in a conflict situation, you may feel as if you are stuck at the bottom of a deep hole. You want to get out of the hole. You want to breathe the fresh, calm air outside. But the only way you can do that is by climbing up a ladder. Each step you take in resolving a conflict gets you and the others in the conflict one step closer to the fresh air outside. The good news is that there are not hundreds of steps to climb. There are only five. Here they are:

THE FIVE STEPS FOR CLIMBING OUT OF A CONFLICT:

1. RECOGNIZE CONFLICT

You may think to yourself, “Hey, something doesn’t feel right!”
Recognize when you feel hurt, anger, shame, or some other uncomfortable feelings and ask yourself, “Does this have to do with a conflict?”

2. OUR FEELINGS

If you think you are in a conflict, ask yourself:
“How do I feel? (Name the feeling.) Why?”
“How does the other person feel? Why?”

3. WHAT WE WANT

Recognize what you and the other person want from the conflict by asking yourself:
“Why is there a conflict? What do I want from this?”
“What does the other person want from this?”
“How is the other person stopping me from getting what I want?”

4. OUR IDEAS

Think of ideas so that you both can get what you want at the same time.

5. OUR PLAN

Find the solution that makes you both feel good. Act on that solution. Take time to talk with the other person and strengthen your relationship.



STEPPING ACROSS THE LINE

Directions: Discuss and answer the following questions.

1. Describe the human right your group is discussing.
2. What is a conflict situation that relates to that human right?
3. List three ways the people in the conflict might behave if there were no human rights violation. Be specific.
 - A.
 - B.
 - C.
4. List three ways the people in the conflict might behave if there were the human rights violation you described above. Be specific.
 - A.
 - B.
 - C.
5. How are the people's choices limited by the human rights violation?
6. How can the people in the conflict express their feelings and resolve the conflict without violating human rights?



DIFFERENT STAGES, SAME PLAY

Imagine the following: Last week, you had an exam. You were very nervous about it because you wanted to do well. The night before the exam, you reached in your book bag to get the book to study. The book wasn't there! You became very nervous. You searched your room for the book. You couldn't find it anywhere. You searched your book bag again and found a note from one of your friends. The note said: "I lost my book, so I borrowed yours. I'll return it tomorrow." Your friend took the book without asking you. Now you cannot study for your exam!

The following day you see your friend. Describe what you would say and how you would act if you approached your friend in each of the following locations:

1. An empty classroom?
2. At the park with a police officer nearby?
3. Alone on the street that evening?
4. While he/she was talking to your parents?



ACTIVITY SHEET

REFLECTIONS OF MYSELF

My most serious conflicts are...

Some positive things that I have always done to try and solve my conflicts are...

Some positive things that I have recently changed due to the lessons are...

I can resolve conflicts more successfully in the future if I...



ACTIVITY SHEET

THE PARTY

1. My name is:
2. My hobbies are:
3. After school, I:
4. My favorite food is:
5. The funniest thing that ever happened to me was:
6. One of the people I love most in the world is:



BEFORE WE FIGHT

1. I think that conflict is

2. Everyone encounters many conflicts daily. List three conflicts you have experienced. Put a star (*) next to each conflict that you feel you have resolved successfully.
 - A.
 - B.
 - C.

3. When I argue with someone, I feel:

4. When I can't decide whether to read a book in the house or to play outside, I feel:

5. You are in a fight with your best friend. Your best friend shouts and calls you rude names. What are some things you could do or say in response?
 - A.
 - B.
 - C.
 - D.
 - E.



DID YOU SEE THAT ?

Carry this paper with you everywhere you go this week. Write down every conflict you see or are involved in. Make sure to write who was involved and what the conflict was about. Also write any “trigger words” you hear. Don’t write people’s names, though. Instead, use words like *boy*, *girl*, *man*, or *woman* to describe people. If you describe your family, you can use *sister*, *brother*, etc.

Who was involved ?	What was the conflict about :
Example: my sister and I	I argued with my sister about who can ride the bike faster. She used “trigger words,” calling me a grouchy, mean brother.
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



STUDENT MEDIATION COMMITMENT SHEET

I fully understand that by training and becoming a school mediator, I am volunteering to commit time, energy, and excitement to learning and applying mediation skills.

Sign your name here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.



THE FIVE KEYS

It is very difficult—almost impossible—to open a locked door (unless you are very, very strong). But if you have a key, you just fit it into the keyhole, turn the key, and the door swings open. Sometimes when friends fight, they are very similar to locked doors: they won't listen to anybody and they won't open up. If you have keys to your friends' thinking, you might be able to help them unlock their problems. Luckily, there are keys to help you help your friends. You cannot touch these keys, but you can learn them and use them. They are very helpful in allowing your friends and classmates to feel comfortable in talking about their conflicts. The five keys are:

1. **Do not judge.** Mediators are unbiased. They do not take sides, even when they think that one disputant is right and the other is wrong.
2. **Do not give advice.** Sometimes mediators might think of solutions to the disputants' conflicts, but they should not suggest them. This is the disputants' conflict: let them resolve it themselves; only then will they feel responsible for the solution.
3. **Be equally empathetic.** An empathetic mediator attempts to understand what the disputants feel by imagining what it would be like to be in their shoes—to experience conflict from their perspective. Avoid taking sides, but try to understand how each person views the conflict.
4. **Keep confidentiality.** Disputants feel more comfortable honestly expressing their feelings and problems when they know that the mediators will not tell anyone about their conflict.
5. **Show that you care.** Mediators care about the process of mediation and about the people. They try their hardest to help the disputants reach their goal of understanding each other and resolving the conflict. If the mediators respect the mediation process, the disputants will trust that mediation can help them solve their problem.





Roxandra and Lily are sitting across from each other. They just finished eating lunch.

Rox: That meal was so good!

Lily: Yeah, and the fish tasted so fresh I'd bet they just caught it today.

Rox: Hey! I heard you're going fishing this weekend.

Lily: Yeah, with my family. We're going to the lake.

Rox: I heard that you invited Vikki to go also. Is it true?

Lily: Well...yes.

Rox: I thought that I was your best friend. Why did you invite her instead of me?

Lily: Vikki always invites me to her house. I thought it would be nice of me to invite her somewhere for once.

Rox: But I always invite you to my house. I thought we were best friends.

Lily: Well, I can have more than one friend, can't I?

Rox: But don't favor them over me. I'm your best friend.

Lily: Well if that's the way you want to treat things, you're a jerk!

Rox: You're a jerk! I don't need a friend like you.

Lily: I hate you and am glad I didn't invite you to go fishing!

Rox: I hate you more!!!



STUDENT MEDIATION GUIDE

THE 10 STEPS OF STUDENT MEDIATION

The 10 Steps of Student Mediation	Brief Description of Each Step	Your Notes and Things to Remember
1. Prepare the Area	<ol style="list-style-type: none">1. Find a quiet place.2. Make sure the area is private so no one can overhear the conversation.3. Set up the room.	
2. Welcome	<ol style="list-style-type: none">1. Welcome everyone to the mediation session.2. Have everyone introduce themselves.	
3. Explain the Rules	<ol style="list-style-type: none">1. Say, "Mediation will give both of you the opportunity to work together and understand more about each other. Through this process, you can try to find a solution that improves your situation. Mediation can make it possible for both of you to win."2. Explain ground rules. Say, "Before we start, we want to tell you about a few rules that will be followed during the mediation. Two rules that we, as mediators, will follow are:<ol style="list-style-type: none">a. We don't take sides or judge either of you;b. Everything said here is confidential.Now there are ground rules we would like you to agree to:<ol style="list-style-type: none">a. No name-calling, insults, or blaming;b. No interrupting;c. Be honest and respectful;d. Work hard to solve the problem;e. Everything said here is confidential."3. Ask each student, "Do you agree to the rules?"	
4. Listen To the Conflict	<ol style="list-style-type: none">1. One mediator asks one of the students to explain what happened and how he/she feels. The mediator summarizes what was said and asks the student if the summary was accurate. If anything is still confusing, the mediator should ask questions to clarify details.2. The other mediator repeats this process with the second student.3. If new information is revealed by either of the students, ask them how it affects their view of the conflict.4. Say, "In this part of mediation, we want you to talk with each other."5. Say to each student in turn, "Please describe to the other student what he/she said." Ask the other student if the description was accurate. If he/she says yes, continue on. Otherwise, have the student repeat or clarify what he/she said.	

The 10 Steps of Student Mediation	Brief Description of Each Step	Your Notes and Things to Remember
5. Discover Shared Interests	Ask questions like: a. If you were the other student, how would you feel right now? b. What do you want to get out of this conflict? c. What are some things you both agree on?	
6. Think of Possible Solutions	1. Say, "We are now going to see how we understand things differently than at the beginning of the session. Let's think of possible solutions to the conflict." 2. Explain guidelines: Things to do: * Say every idea that you can think of. * Think of as many ideas as possible. Things to avoid: * Don't judge any idea as good or bad. * Don't talk about the ideas yet. Just say them. 3. One of the mediators writes all ideas on the Ideas Sheet (page 248).	
7. Find a Resolution	1. Have students evaluate possible solutions. Ask: * What are the positive and negative consequences of choosing each solution? * What solutions address both of your interests? 2. Have them choose one that they both agree on. Make sure the solution is: * realistic and possible * specific 3. If students cannot agree on a solution, you can: * Encourage each person to think of more ideas and variations. * Ask them to list what new information they have learned about the conflict and about each other.	
8. Put It All on Paper	1. If there was an agreement, summarize it aloud and write it down on the Mediation Resolution Form (page 252) 2. With the students, always fill out the What Disputants Learned Mediation Form (page 253). Have each student sign it. 3. Congratulate them! 4. Give each student a Mediator Evaluation Form (page 254) Ask them to fill it out and return it to the adviser. They do not have to put their names on the form.	
9. Do the Office Work	1. File the agreement in the proper place. 2. Fill out a How Did the Mediation Go? form (page 255). 3. Talk with your group adviser about the mediation (positive and negative points of your performance).	
10. Give Yourself a Hug.	1. Congratulate yourselves on doing a great job in the mediation! 2. If you feel tense, you can do a stress-relieving activity.	



RULES OF THE GAME

1. After you welcome the disputants, you need to explain the rules of mediation to them. What is the purpose of having rules in mediation?
2. When someone calls someone else names, how does the other person feel?
3. Imagine that you are mediating a fight between two students, Laura and Florin. Laura is trying to tell you her side of the story, but Florin keeps interrupting. You have already explained that interrupting is against the rules. Fill in the mediator's lines by writing what you could say to Florin after he interrupts.
Laura: Well, I was sitting in the park yesterday. It was quiet and I was doing my homework. I was concentrating very hard and...
Florin: THAT'S NOT TRUE! You weren't doing your homework.
You were. . .

Mediator: _____

Laura: So, anyway, I was at the park doing my mathematics homework. Florin appears out of nowhere, grabs my homework, and runs off with it. I couldn't believe he would do that!

Florin: I ASKED YOU FOR IT!

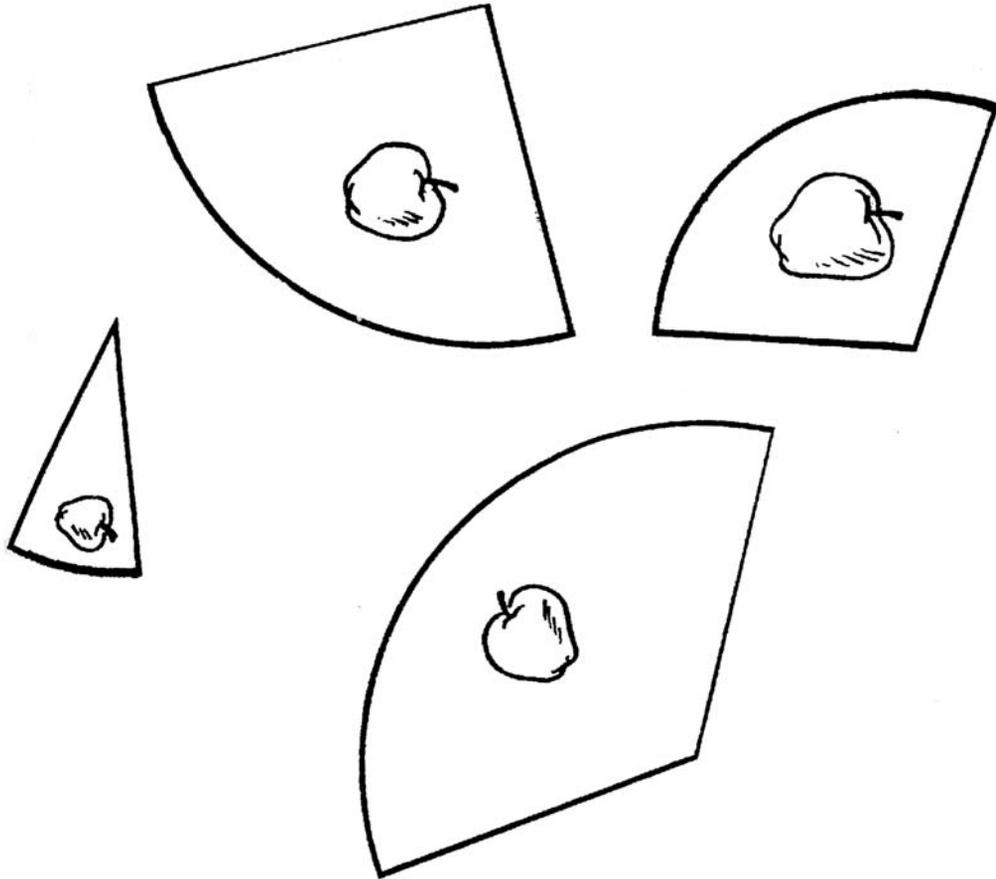
Mediator: _____

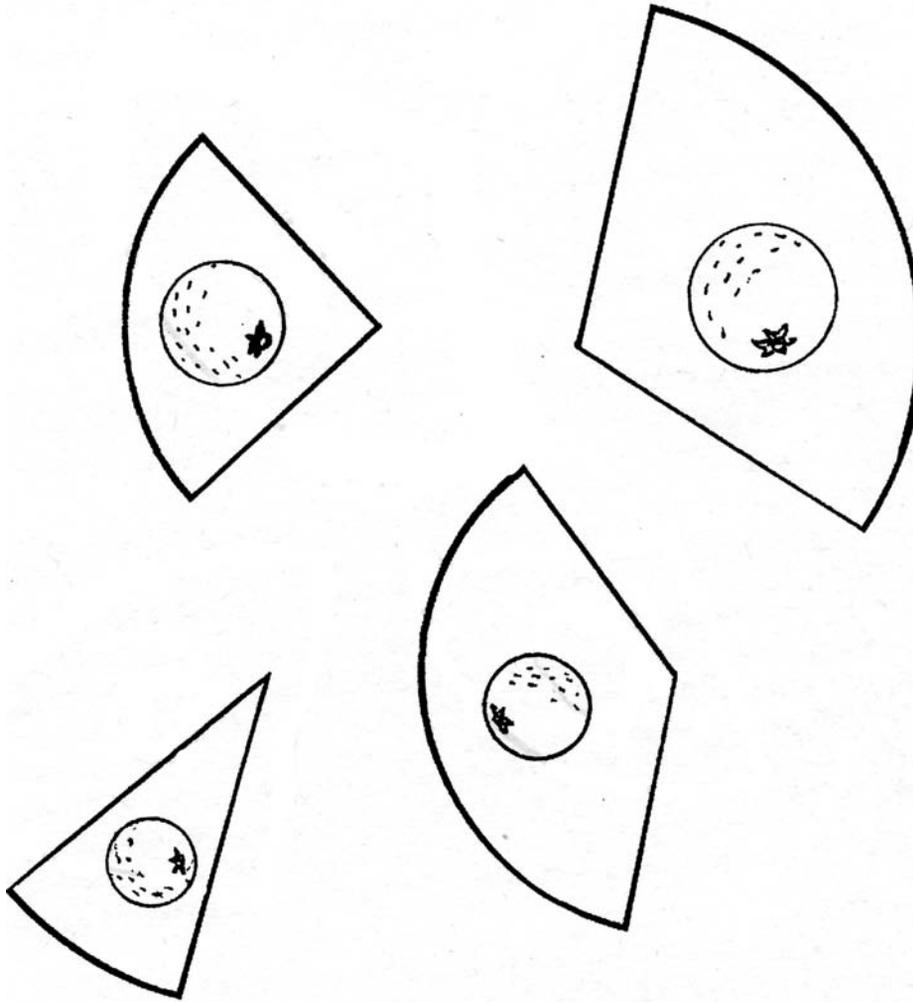
Laura: You didn't ask me for my homework, Florin! You just took it and ran off. It's your fault that I was tired in school today. I stayed up so late last night working on the homework that I had already done. But the problem is that. . .

Florin: You had hardly completed any of your homework!

Mediator: _____

4. Why is it important that no one blames anyone else in mediation?
5. Circle one sentence in both Laura and Florin's arguments in which someone blames someone else.







The disputants walk to the center of the circle.

Mediator 1: Hello and welcome to this mediation session. Please sit down.

Anthony: Okay.

Zina: Thanks

Mediator 2: Welcome. Let's introduce ourselves. My name is Jerry.

Mediator 1: I'm Samantha.

Anthony: Hi. I'm Anthony.

Zina: Zina.

Mediator 1: Now, before we begin, I would like to explain a few things. Mediation will give both of you the opportunity to work together and understand more about each other. Through this process, you can try to find a solution that improves your situation. Mediation can make it possible for both of you to win.

Mediator 2: Before we start, we want to tell you about a few rules that will be followed during the mediation. Two rules that we, as mediators, will follow are:

* We don't take sides or judge either of you.

* Everything said here is confidential.

Now there are ground rules we would like you to agree to:

* No name-calling, insults, or blaming

* No interrupting

* Be honest

* Work hard to solve the problem

* Everything said here is confidential

Anthony, do you agree to follow the rules?

Anthony: Yes.

Mediator 2: Do you agree to follow the rules, Zina?

Zina: Well...yes.

Mediator 1: Good. Then let's begin. Zina, can you tell us what happened and how you feel?

Zina: Sure. This morning I was walking to class. I was in the hallway, and I was in a hurry. There weren't many kids in the hallway. I thought I was going to be late for class. I had a lot of books in my hands. So I'm running down the hallway now. Then Anthony bumps into me! And I could tell he did it on purpose!

Anthony: THAT' S NOT TRUE!

Mediator 2 (turning to look at Anthony): Remember that we all agreed not to interrupt.

Anthony: Sorry.

Mediator 2: Okay. Continue telling us your story, Zina.

Zina: Well, after Anthony bumped into me, all my books fell on the floor. I was so late for class then because I had to pick them all up. I was so mad.

Mediator 1: So you were in a hurry for class. Anthony bumped into you and your books fell. You then became mad at Anthony. Do you have anything to add?

Zina: No.

Mediator 1: Then Anthony, tell us what happened and how you feel.

Anthony (acting very angry): This is all so stupid. I'm innocent. This is all Zina's fault.

Mediator 1: Please, no blaming. Let's concentrate on the problem.

Anthony: I was running to class. My mother forgot to wake me up on time. So I was late. Just like Zina. And I was running to class so I wouldn't get in trouble. I've been late two other times, and the teacher would have been mad at me if I was late again. I accidentally bumped into Zina. I didn't do it on purpose. I'm so frustrated that she thinks that I did it on purpose.

Mediator 2: So you were in a hurry to get to class. You accidentally bumped into Zina. You are frustrated that she thinks that you did it on purpose. Is there anything else you would like to say?

Anthony: Well...Zina gets me so mad. She thinks that I don't like her. I don't know why she thinks that way. Truthfully, she's normally a nice person and I like her. But not now.

Mediator 2: So you sometimes get mad. You think that Zina doesn't think you like her. But you normally do like her. Do you have anything else to add?

Anthony: No. That's all.



MEDIATION ROLE PLAYS

This activity sheet will guide you through the steps of role plays.

1. Choose the roles.

Decide which two students will pretend to be disputants and which two students will mediate.

2. Select a problem to role play.

The mediators should not know what the problem is until the role play begins.

3. Mediators explain the scene.

Mediators decide where they will pretend that the mediation takes place. In a school room? On the playground? Or where else?

Mediators explain how the available props are being used. Is the school chair really a sofa? Is the ceiling really the sky?

4. Do the role play!

The disputants and mediators role play.

5. The rest of the students observe the role play.

During the role play, the other students observe. Things for students to think about include:

- * What are the mediators doing that is very good?
- * What things can the mediators do to improve the mediation?
- * What is each disputant's argument?
- * What is each disputant's underlying interest?
- * In what ways can the argument be resolved?

6. Discuss the role play after it has ended.

Ask each disputant:

- * In what ways did the role play go well?
- * What was difficult about this role play?
- * How did the mediators help you resolve the conflict?
- * What else could the mediators have done or said to help you resolve the conflict?

Ask each mediator:

- * How did you feel about this role play?
- * What was most difficult about the role play?
- * What was easiest?
- * What was the argument about?
- * What do you think each disputant's underlying interests were?

Ask the students who observed:

- * Discuss answers to the questions in step 5.

Ask the teacher:

- * What made this role play successful?
- * In what ways can the mediators mediate even more effectively?



OBSERVATION SHEET

ANSWER THE QUESTIONS ABOUT EACH MEDIATOR

	Mediator 1	Mediator 2
1. Describe how the mediator showed he/she was listening.		
2. Describe what gestures and facial expressions the mediator used.		
3. Describe how the mediator looked at the person.		
4. What parts of the mediation process did the mediator follow correctly?		



LIST OF COMMON STUDENT CONFLICTS

Role play ideas:

- A student neglects or doesn't complete homework assignments.
- A student does not complete chores.
- A student is scared to tell his/her family about poor school grades.
- A student tries hard in school and still does poorly.
- One student forgets to do something for another student.
- A student has conflicts with parents, who drink, quarrel, or are involved in a divorce.
- A student is resentful about others that have more money or prettier things.
- A student has a fear of teachers.
- Students lie or gossip about one another.
- Students have no money and encounter conflicts.
- Students fight with sisters, brothers, friends, mothers, fathers, or grandparents.
- A child/parent fight continues even though the parents sometimes "finish" the conflict, refusing to deal with it anymore.
- A student finds it hard to study at home because of distractions.
- A student cheats and gets caught.
- Two friends are attracted to the same boy or girl.
- A student continually teases another student.
- A student's father says that another student is not good enough to be his child's friend.
- A teacher says a student cheated; the student claims he/she did not.
- A friend borrows something and returns it broken or dirty.

The best role play ideas are those you think of on your own!



ACTIVITY SHEET
ALCOHOL

The disputants walk to the center of the circle.

Mediator 1: Hello and welcome to this mediation session. Please sit down.

Harry: Okay.

Maria: Thanks.

Mediator 2: Welcome to mediation. My name is Theodore. What are your names?

Maria: I'm Maria.

Harry: I'm Harry.

Mediator 1: I'm Thomas. Now, before we begin, I would like to explain a few things. Mediation will give both of you the opportunity to work together and understand more about each other. Through this process, you can try to find a solution that improves your situation. Mediation can make it possible for both of you to win.

Mediator 2: Before we start, we want to tell you about a few rules that will be followed during the mediation. Two rules that we, as mediators, will follow are:

- * We don't take sides or judge either of you.
- * Everything said here is confidential.

Now there are ground rules we would like you to agree to:

- * No name-calling, insults, or blaming
- * No interrupting
- * Be honest
- * Work hard to solve the problem
- * Everything said here is confidential

Maria, do you agree to follow the rules?

Maria: Yes.

Mediator 2: Do you agree to follow the rules, Harry?

Harry: But Maria's being a jerk.

Mediator 1: Harry, to be involved in this mediation, you have to agree to follow the rules. Now do you agree?

Harry: Fine, I agree.

Mediator 1: Good. Then let's begin. Maria, can you tell us what happened and how you feel?

Maria: Are you sure that no one will find out about what I say?

Mediator 1: Everything in the mediation session is confidential.

Maria: Okay. I don't really know where to start. This is hard to say. Not many people know about it, but my mother is an alcoholic. Ever since I was young, my mother has been an alcoholic. She just can't stop drinking. And it hurts me to see her in such a bad condition.

Mediator 1: You feel hurt seeing your mother drinking all the time.

Maria: Yes. And I have all of these different feelings. I'm so sad sometimes. My mother drinks and then yells at me all the time. It's so hard to live in my house. I find it helpful talking to someone about my mother. So I talked a lot with Harry. He is my best friend. Well... he was my best friend until now. Yesterday I found out that he told his mother about my mother. I can't believe he would do that! I told him never to tell anyone about my mother's alcoholism. I don't want the whole school to know about her problem. Everyone will think I'm strange then. I'm so mad at Harry!

Mediator 1: You feel sad when your mother yells at you. So you used to talk about your problems with Harry. You told Harry never to tell anyone about your mother's problem. But you are mad at Harry because he told his mother. Is there anything you would like to add?

Maria: I am just so upset that my best friend would do that to me. I don't think I should ever talk to Harry again!

Mediator 1: You are upset that Harry told his mother about your mother's problem. Anything else?

Maria: No. That's it.

Mediator 2: Then, Harry, please tell us what happened and how you feel.

Harry: Like Maria says, she tells me everything about her mother. Her mother really has a bad drinking habit. Recently, Maria's mother started yelling at her more and more. I told my mother about Maria's mother. Yes I did. Because I feel so sad for Maria. I feel so helpless, as though there is nothing I can do except listen to Maria's pain. I had to do something! So I told my mother.

Maria: I can't believe you did that!

Mediator 1: We agreed not to interrupt each other.

Maria: Sorry.

Mediator 2: Harry, Maria tells you everything about her mother's alcoholism. You felt sad and helpless, and you felt the need to tell your mother about Maria's mother. Do you have anything else to add?

Harry: No. That's it. Except that I hoped my mother would have some idea about how I could help Maria.

Mediator 1: In this part of mediation, we want you to talk with each other. Harry, can you please describe to Maria what she said?

Harry: Sure. She is mad at me. She talked about how I told my mother about her mother. She doesn't want all the people at school to find out about her mother's problem. That's it.

Mediator 1: Maria, is that an accurate description of what you said?

Maria: Yes.

Mediator 2: So Maria, can you please describe to Harry what he said?

Maria: Harry talked about how he wants to help my mother. So he told his mother about my mother's problem.

Mediator 2: Harry, is that an accurate description of what you said?

Harry: Not exactly. I do care about Maria's mother. But the real reason I told my mother is because I care about Maria. I feel sad for her. I want to be a good friend. I want to help her. That's it.

Mediator 1: Maria, what are some things you and Harry agree on?

Maria: Nothing. I can't trust him anymore.

Mediator 2: Harry, what are some things you and Maria agree on?

Harry: Difficult question. I think that we both care about Maria's mother. I want Maria not to feel so sad, and I think Maria doesn't want to feel sad, either.

Mediator 1: It seems as though you and Maria agree about a couple of things. You both care about Maria's mother and you don't want Maria to be sad.

Maria: And we both want to be friends with each other.

Mediator 2: So it seems as though you both also agree that you want to be friends. Is that right?

Harry: Yes.

Maria: Yes.



ACTIVITY SHEET

THE PRISON CELL

John is in a small prison cell. The walls surrounding him are very tall. There is no ceiling, so he can see the blue sky above him. The room beside his cell is the king's bedroom. John wants to escape somehow, but the only things he has in the cell are two bottles, tape, and twenty pencils. How can he escape?

When thinking of solutions, remember to think of as many as possible. Don't criticize anybody's suggestions. Just say them. Write all ideas on the Ideas Sheet.



IDEAS SHEET

Possible Solutions	Beneficial Consequences	Harmful Consequences

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Activity sheets may be downloaded from www.idebate.org/conflictandcommunication.htm



MEDIATION RESOLUTION FORM

This form is to be filled out when disputants reach an agreement.

Mediators' names: _____ Date: _____

What is the conflict about?

The Agreement

The disputants have resolved their conflict. They each agree to the following:

_____ agrees to _____
(Disputant's full name)

_____ agrees to _____
(Disputant's full name)

Both students feel that their conflict has been resolved. They sign their names below, showing that they each agree to fulfill the conditions of their agreement.

Student's signature: _____ Date: _____

Student's signature: _____ Date: _____

Witnessed by:

Student Mediator's signature: _____ Date: _____

Student Mediator's signature: _____ Date: _____



WHAT DISPUTANTS LEARNED MEDIATION FORM

This form is to be filled out at the end of every mediation session.

Mediators' names: _____ Date: _____

What is the conflict about?

List what _____ learned about:
(Disputant's full name)

1. The conflict: _____
2. The other student: _____
3. How he/she now understands the conflict differently than before the mediation session began:

List what _____ learned about:
(Disputant's full name)

1. The conflict: _____
2. The other student: _____
3. How he/she now understands the conflict differently than before the mediation session began:

Both students feel that they have learned about the conflict and about each other today. They sign their names below, showing their increased understanding.

Student's signature: _____ Date: _____

Student's signature: _____ Date: _____

Witnessed by:

Student Mediator's signature: _____ Date: _____

Student Mediator's signature: _____ Date: _____



HOW DID THE MEDIATION GO ?

This form is to be filled out after the disputants have left. Each mediator fills out a separate form.

1. In what ways did the mediation go well?

2. Some things that I can do to improve the mediation are:

3. What was difficult about this mediation?

4. Here are some questions that I had while mediating:
 - A.
 - B.
 - C.

5. Give yourself a hug. You did a great job in the mediation!



STUDENT MEDIATION CERTIFICATE

This certificate has been granted to

for successful completion of the
Student Mediation Training.

Adviser's signature

Date

Adviser's signature

Date

STUDENT MEDIATION GUIDE CARD

- 1. Prepare the area**
- 2. Welcome**
- 3. Explain the rules**
- 4. Listen to the conflict**
- 5. Recognize shared interests**
- 6. Think of solutions**
- 7. Find a resolution
(or list information learned)**
- 8. Put it all on paper**
- 9. Do the office work**
- 10. Give yourself a hug**



STUDENT MEDIATION REQUEST FORM

My name is: _____ and I'm involved in a conflict with _____

Here is what the conflict is about:

The best times for me to participate in a mediation session are:

Here is how Students Mediators can contact me: _____

I would like to learn more about the conflict and try to solve it by meeting with mediators and the other person involved.

Student's signature

Date



STUDENT MEDIATION REFERRAL FORM

Student names: _____

Referred by: _____

Conflict description: _____

Where conflict occurred: (check one)

Classroom Hall Lunch Schoolyard Other

Teacher / Administrator signature

Date



STUDENT MEDIATION ACCEPTANCE NOTIFICATION

Dear Parent(s) or Guardian(s):

Congratulations! Your child has been chosen to be a Student Mediator. He / she will be taking part in ____ hours of training. The program will be supervised by _____

Student mediators are students trained in facilitating discussion between two disputing students or groups as they search for a solution. We would appreciate if you would sign the permission slip at the bottom of this page and have your child return it to school.

Again, congratulations!

Mediation Advisor's signature

Date

Student mediators should return this permission slip to the mediation adviser.

I give _____ permission to become trained
(Student's Name)
in student mediation.

Signature of Parent/ Guardian

Date