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CONFLICT MANAGER PROGRAM

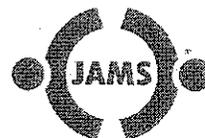RESEARCH BASED • PROVEN EFFECTIVE

The Conflict Manager Program

Peer Mediation for Elementary Schools
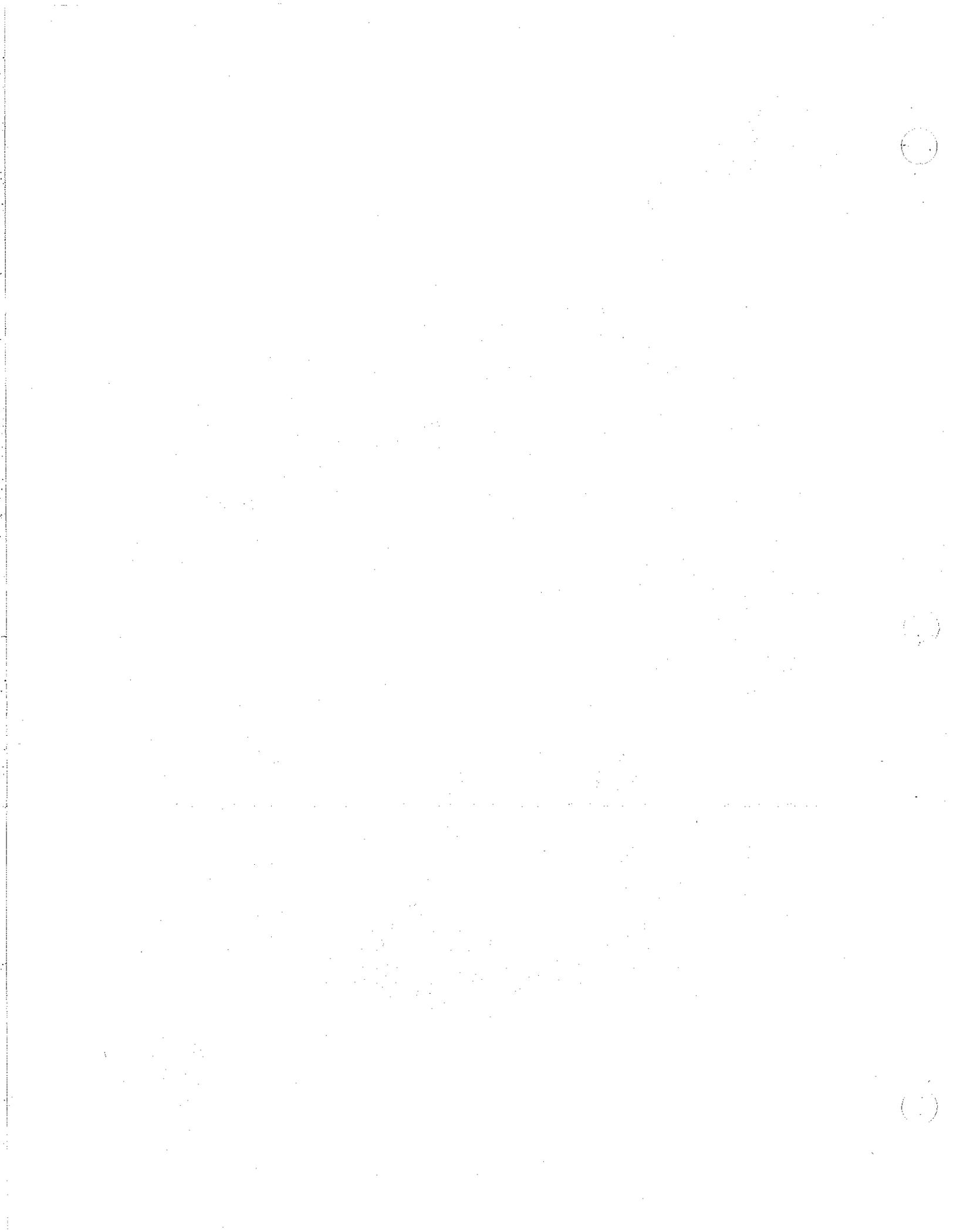
An Implementation and Training Guide

Community Boards

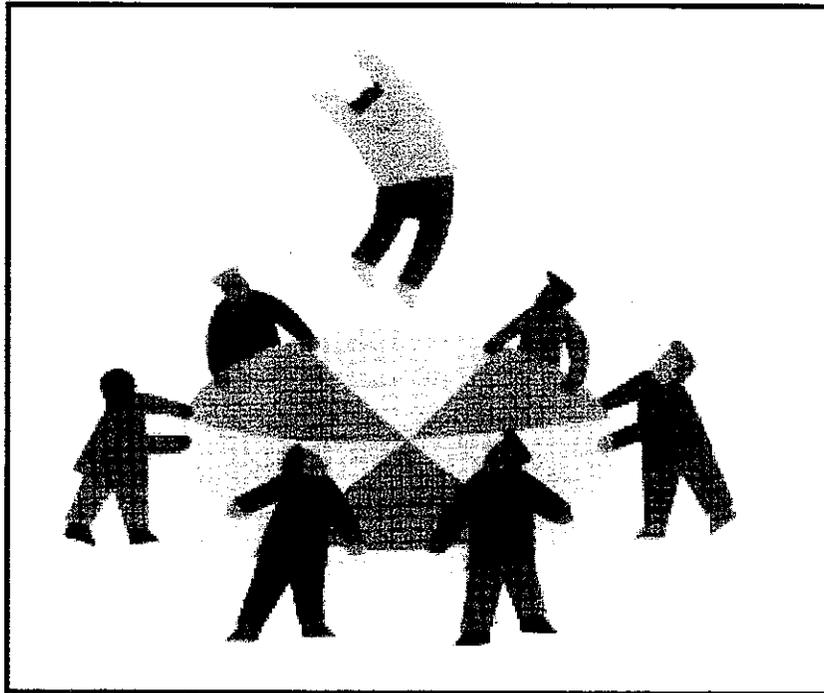PUBLIC SERVICE SINCE 1976

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THE CONFLICT MANAGER PROGRAM
PEER MEDIATION FOR ELEMENTARY SCHOOLS
An Implementation and Training Guide

Jim Halligan ▪ Lead Author
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Iverson ▪ Halligan ▪ Peterzell ▪ Sanders

COMMUNITY BOARDS

Community Boards empowers individuals, groups, schools and communities with the skills and resources to manage conflicts creatively, collaboratively and constructively.

PUBLIC SERVICE SINCE 1976

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TABLE OF CONTENTS

INTRODUCTION

SECTION I

Needs Assessment • Securing Administration Support and Commitment • Staff
Presentation, Discussions and Training • Planning for Implementation • Role of Program
Coordinators • Training Tasks and Timeline

Training Preparation • Training Approaches • Training Techniques and Ideas • How to Run
Role Plays • Brainstorming Guidelines

Identifying Conflict Managers • Keeping Records • Forms • Scheduling • Other Program
Coordinator Responsibilities • Bimonthly Meetings

SECTION II

Chapter 4 – Conflict Manager Training Activities

APPENDIX 1
Forms, Questionnaires, Parent Information Pieces, Evaluations, Role Plays, Refreshers

APPENDIX 2
Proven Effectiveness and Research Basis for Community Boards' Programming

APPENDIX 3
Training Handouts for Students

APPENDIX 4
Copyright Guidelines and Additional Resource Materials

PREFACE

Since 1982, Community Boards has been a leader in the development and establishment of school-based conflict resolution programs. As a peer mediation model, Community Boards' Conflict Manager Program has been widely and successfully implemented in the United States, Canada, Europe and Latin America, and quickly became a popular and effective means of addressing conflict and violence at many schools. Most schools implementing programs have seen a reduction in disciplinary referrals and fighting.

When we took on the task of updating all our peer mediation and conflict resolution materials, we were fortunate to have our own years of experience and the insights of hundreds of teachers, practitioners and trainers who have used Community Boards' material. The result is a separate and complete training and implementation guide for Conflict Manager programs at each of the three school levels. This introductory curriculum for grades 3-5 is a further refinement and expansion of *Classroom Conflict Resolution Lessons for Grades 3-6*. Its intent is to prepare younger students for identifying and managing conflicts as a precursor to implementing an elementary-level peer mediation program.

Over the years we have collected a great deal of information regarding what youth can do as Conflict Mangers at certain ages. Therefore, we have tried to create material that meets students' developmental needs in two ways. First, we have shaped the conflict resolution processes at each school level to fit the general abilities of peer mediators at those ages. The process used for grades 3-5 is comprised of relatively simple and linear steps, and fits elementary students' level of maturation and skills.

Secondly, we have tried to base the training designs and activities on the same developmental information, choosing formats and approaches that will engage and appropriately challenge students at each level.

In this era of increased focus on standards and testing, and more cuts in funding for non-academic programs, it is important to note the huge amount of territory a conflict management program—especially a comprehensive one—can cover. Aside from the direct benefits that will be discussed in this guide, a comprehensive conflict management program includes and reinforces aspects of:

- Asset Development
- Social and Emotional Learning

■ Character Education

We hope teachers using this introductory curriculum—with or without a peer mediation program as a goal—will find many other opportunities to employ it in fostering the critical life skills all students need for navigating the challenges they face in their future years.

DEDICATION

There are many people whose generous efforts contributed to the completion of this guide. First and foremost we extend enormous gratitude to the JAMS foundation for providing funding for this important project. They have literally made this exciting endeavor possible.

A lion's share of appreciation for these new guides goes to those adults and students who have been advocates and practitioners of the conflict management programs. Your feedback has helped us immensely in making the changes required to meet the current needs in schools. Since we value you, our colleagues-in-the-field, we appreciate any further feedback you wish to provide on (a) what works (b) variations that you develop, and (c) challenges to the premises on which we base our guides.

The Community Boards writers and editors of the manuals that preceded this guide and the current support staff have pulled together a diverse team to make this guide a reality. The support received from everyone working together has been essential and sustaining.

The experienced and talented team of writers of these guides includes:

Rebecca Araiz Iverson, Executive Director of Community Boards and current Director of Training, who has had the great pleasure and honor to work with the other members of this team over the years in helping schools around the world implement comprehensive school conflict resolution programs.

Jim Halligan, former Director of Training at Community Boards, author of a number of conflict resolution curricula, and a veteran trainer and consultant.

Marcia Peterzell, coordinator for many years of a very successful high school Conflict Manager program, and an experienced trainer and consultant in the conflict resolution and peer resources models.

Meg Sanders, coordinator of the CREST (Conflict Resolution Essentials for School Transformation) Program of the Dispute Resolution Program Services in the office of Human Relations, County of Santa Clara County.

A key figure in the creation and production of these guides is **Jim Garrison**. As project manager he has played multiple roles in this project—editor, designer, researcher,

consultant, production manager, and cheerleader. Jim's efforts, creative talent and patience were the glue that held the project together and moved it forward.

The current authors must gratefully acknowledge the past contributors who laid the groundwork for formulating the overall model and who authored the original manuals. Helena Davis and Lynn Fingerman, whose initial work with Conflict Managers, provided the invaluable foundation for today's program. Gail Sadalla and Manti Henrequez prepared, organized and wrote the original training design. Judy Drummond, Adele Brainard and Inge Khoury added important contributions. A special thank you goes to Elenie Opffer, who, as one of Community Boards' original staff trainers, developed critical input and field tested new components as the Program grew and matured. Irene Cooper-Bash played an important role as project manager for the first major revision of these materials in the mid-1990s.

Finally, we remain most grateful to the students, faculty and principal of Paul Revere Elementary School in San Francisco, where the Conflict Manager Program was first piloted in 1981-82. Through their hard work, dedication and recommendations, the Program blossomed from an idea on paper to the current, vibrant model. In a single year, the first Conflict Managers at Paul Revere proved beyond a doubt that youngsters can do an excellent job of resolving their own conflicts and can assist their peers to do the same without direct adult supervision.

We hope the fruits of our collaborative effort will serve you, our colleagues, well, and that you will enjoy using them as much as we have enjoyed creating them.

SPECIAL ACKNOWLEDGEMENTS

The JAMS Foundation provided the critical funds and resources for this major revision of Community Boards' peer mediation materials. For this support, we wish to offer our deep and heartfelt gratitude.

JAMS Foundation
The mission of the JAMS Foundation

JAMS, its neutrals and associates have established the JAMS Foundation, a non-profit corporation, to provide financial assistance for conflict resolution initiatives with national impact, as well as to share its dispute resolution experience and judicial expertise for the benefit of the public interest. The Foundation encourages the use of alternative dispute resolution, supports education at all levels about collaborative processes for resolving differences, promotes innovation in conflict resolution, and advances the settlement of conflict worldwide.

Sharing our dispute resolution successes and expertise

JAMS is the nation's premier provider of private dispute resolution services. JAMS created the JAMS Foundation to broaden its contribution to the field of ADR and further its commitment to public service. In addition to providing grants, the JAMS Foundation marshals the experience and expertise of the people who comprise JAMS to help non-profit organizations and educational institutions make a difference in the way the world prevents, manages and resolves disputes.

For more information, contact:
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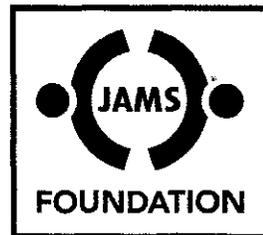
One final thank you to **Cheryl Kohler**. Cheryl is the graphic artist and designer who developed the logo for the Conflict Manager Program and produced the covers for the new guides. She also provided ongoing technical and production input and recommendations. We have come to appreciate her professionalism and dedication to working with nonprofits, as well as her keen sensitivity to Community Boards' mission and a wonderful sense of humor.

REPRODUCTION GUIDELINES FOR
CLASSROOM MATERIALS

The entire contents of this introductory curriculum are protected by U.S. and international copyright laws. No parts of the **Preface**, **Introduction**, **Section I**, or **Section II** may be reproduced without authorized written permission from Community Boards. All exceptions are described below.

"Restrictions apply for reproducing this page."

Community Boards designed this guide to be a self-contained and complete training resource. We have included all necessary handouts, worksheets, forms, etc. These contents may be reproduced in limited quantities to meet the training needs of the immediate end-user. These items carry the notation, "Restrictions apply for reproducing this page." The entire contents of **Appendix 1** and **Appendix 3** may photocopied and distributed only within the confines of the of the school, organization, or agency site that has purchased the guide(s).

Currently, Community Boards has not authorized any third-party delivery of its program and training services. Individuals who have received training and preparation for implementing its Conflict Manager Program, for which they received a certificate, may not identify themselves as "Community Boards" or "certified" Community Boards trainers. We encourage the dissemination of our mission and programs, but they must fall within the guidelines stipulated below:

1. All end-site schools, organizations and public/private agencies must purchase necessary materials.
2. Adequate numbers of materials must be purchased to meet the scope of the end-user's goals and needs.
3. Entities outside the end-user site—parents, community members and groups, local law enforcement, etc—must be trained within the sponsorship of the end-user. Outreach and community asset development (integral to *The Whole School Approach*) are encouraged, but each entity must purchase individual training materials adequate to its need.
4. Contract with Community Boards directly for training and program services.

For any additional questions or requests, please contact our offices: telephone (415.920.3820, ext 104) or www.communityboards.org.

FOR TRAINERS
Training Activity Format and Procedures

Each training activity in Section II has been designed to make the training user friendly for new trainers. Trainers are given suggested time limits per activity [**DURATION**], which handouts or props are needed [**MATERIALS**], as well as the developmental goal(s) and outcome(s) expected [**OBJECTIVES**].

The activities' procedures [**PROCEDURES**] are intended to be used as core guidelines. Adapted from Community Boards' time-tested training publications, instructions are presented in clear, step-by-step increments. Teachers are encouraged to adapt the activities—change the examples, make them easier or more challenging, use actual incidents, etc—as he or she thinks appropriate.

Additionally, follow up and reinforcement recommendations [**REINFORCEMENT**] complete each section. The reinforcements cited in this guide refer to lessons and activities found in Community Boards' own *Conflict Resolution: An Elementary School Curriculum.* (See the *Appendix 4* for more information on all of Community Boards' products and how to purchase them.) In some instances, later exercises and lessons build on earlier ones. For these, the selected lesson will indicate which previous one it builds on [**PREREQUISITE**]. Teachers may want to review these earlier lessons with their students as a warm up or refresher activity.

Some concepts or goals have been emphasized to stress their importance. Trainers should read these carefully [**NOTE**] and, in turn, be aware of their actions as trainers or stress their significance to the trainees.

INTRODUCTION

THE WHOLE SCHOOL APPROACH
TO CONFLICT MANAGEMENT

SCHOOL STAFF
- Support of program
- Staff training
- Modeling skills & practices
- Implementing CR curriculum
- Infuse CR into teaching practices
- Regular referrals to mediation

PARENTS & GUARDIANS
- Regular information about program
- CR skills building workshops
- Using and modeling skills at home
- Refer conflicts to mediation

CURRICULUM

All students regularly receive lessons in:
- Communication skills
- Anger management
- Emotional learning
- Problem solving
- Conflict resolution

SITE LEADERSHIP TEAM
- School Administration
- Teachers
- Classified Staff
- Students
- Parents & Guardians
- Community Members

COMMUNITY INVOLVEMENT
- Youth service agency trainings
- JVORP
- Community policing
- Public information & outreach
- Community networking

MEDIATION
- Student-to-student [Conflict Managers] grades 3-12
- Student-to-adult (MS/HS only)
- Staff & parent involvement & support
- Student role play demos for adults

ADULT CONFLICT RESOLUTION
- Teacher-to-teacher
- Teacher-to-administrator
- Teacher-to-parent
- Administrator-to-parent
- Parent-to-parent

THE WHOLE SCHOOL APPROACH
COMPREHENSIVE CONFLICT RESOLUTION

BACKGROUND & OVERVIEW

During Community Boards' twenty-plus years of working with schools, the field of Conflict Resolution Education (CRE) has undergone significant changes. By the late 1980's practitioners began to realize that, although helping students resolve conflicts peacefully was a positive outcome, we were interested in a much larger goal. We needed to impact the climate of the *whole* school if we were going make schools safer and more nurturing places for students to learn and teachers to teach. Stand-alone peer mediation programs definitely helped some students resolve their conflicts, but, unfortunately, seemed to have a marginal impact on the overall climate in most schools.

In response, Community Boards developed elementary and secondary classroom curricula that focused on communication skills, problem solving, anger management, and social and emotional learning. The idea was to reach more students and teachers, and to place emphasis on the prevention and early intervention of conflicts. Teaching these skills and approaches to students prepared and encouraged them to address conflicts in the early stages and to solve many of them without third-party intervention.

Classroom curricula fostered more support for the Conflict Manager programs by spreading understanding and use of conflict management skills to more of the students. However, with the primary focus of conflict resolution in the schools remaining on the students, school-wide environments still were not being impacted significantly. CRE practitioners noted two major reasons:

1. Many of the policies and practices in schools run contradictory to the values of conflict management programs.
2. Some of those policies and practices needed to be re-evaluated if conflict management programs were going to realize their full potential.

Two key areas Community Boards targeted were the environments created:
1. In the **CLASSROOM** and
2. By the **SCHOOL-WIDE NORMS** for managing students' behavior

At Community Boards we began to call this larger vision of our work in schools *The Whole School Approach*, and over the years we have developed a clear sense of what comprises this approach to developing comprehensive conflict management programs.

THE COMPONENTS OF A WHOLE SCHOOL PROGRAM

What makes up *The Whole School Approach* may look relatively complex on paper. However, upon assessment, many schools find that—directly or indirectly—they already have more pieces of the puzzle than they had assumed. We urge teachers to read this section with an eye open for what their school already does, and the areas of focus they may want to add or strengthen. Our general purpose is not to prepare schools to launch a full-fledged *Whole School Approach*. We do hope to give schools a solid overview and a renewed sense of inspiration and direction for developing a more comprehensive program.

In order to make this discussion of *The Whole School Approach* as useful as possible we will focus on two general areas, the classrooms themselves and the school wide environment.

1 - THE CLASSROOM ENVIRONMENT

In a comprehensive approach to establishing conflict management programs in schools, the

most important building blocks are the classrooms. When more classrooms in a given school are consistently caring and collaborative, the climate in the whole school will feel much more peaceable. We have had the privilege to be in many "peaceable" classrooms over the years. Depending on the school level, the students, and the teacher's individual style, they all look slightly different, but they all contain many common elements.

Elements of *The Peaceable Classroom*
- ■ Non-punitive discipline and classroom management
- ■ Direct skill instruction in conflict resolution, communication, social and emotional skills, and intercultural understanding,
- ■ Use of cooperative learning formats
- ■ Integration of CR and SEL into the standard curriculum,
- ■ Classroom practices and teaching strategies that foster students' sense of belonging and community, such as regular class meetings
- ■ An active appreciation of diversity, and ability to work together
- ■ Collaborative approaches to conflict management & problem solving
- ■ Opportunities for appropriate expression of emotions
- ■ Students making responsible decisions themselves, with each other, and with teachers

There are a number of strong curricula available at all school levels for teaching conflict resolution and communication skills, including Community Boards' curricula for elementary, middle and high school levels. The Community Boards curricula also include sections on implementing a conflict resolution curriculum, as well as guidelines for integrating the conflict resolution material into other elements of the district's or school's standard curriculum.

2 - THE SCHOOL-WIDE ENVIRONMENT
School wide policies and practices have a powerful effect on the school environment. For conflict management work in a school to truly take root and become part of the school culture, the peer mediation program's values must be reflected in the policies and practices that govern the school. Since this is a long, winding path, remember that your school has probably traveled some distance down this path. The most important areas to consider are:

■ **School wide behavior management:** The goals of *The Whole School Approach* are best supported by a discipline approach that is non-coercive, non-punitive, logical, instructive, and focused on cooperation and problem solving. Although many staff members may include some of these aspects in their approach to discipline, this approach is probably not consistent or intentionalized across the staff.

Two good first steps for assessing the school's approach to discipline:
1. Revisit the goals of the discipline approach

2. Discuss a discipline approach focused on:
   - building relationships
   - increasing sense of community
   - building students' self-esteem
   - modeling and reinforcing problem solving skills
   - helping students choose skillful behavior consistently
   - modeling caring communication
   - self-responsibility

■ Adult modeling of conflict management skills and values

This is a critical and usually overlooked area of concern. It doesn't mean that everyone handles conflict perfectly (no such thing), or that everyone approaches conflict in the same way. It means that finding a collaborative approach to dealing with differences is a shared value among the adults. The goal is to help the adult constituencies, including parents and community partners, develop and model strategies for working more effectively and peacefully with each other. This is the only way that this value will become ingrained in the students.

Developing the capacity to model, teach, use and reinforce the skills and approaches that students are learning in school builds a strong foundation of support for the peer mediation program. But staffs can't assume that this will take care of itself. It requires training for all the adults, if possible, including administrators, counselors, certified and classified staff, parents, and interested members of the community.

CONCLUSION

A successful peer mediation program has the capability to positively affect the school environment and the climate in individual classrooms, but not all by itself. Without consistent modeling of the skills and values by adults, and the intentional infusion of these skills and values into students' daily lives, the program's potential for success is greatly reduced. If students see the adults around them operating as a community, trying to manage conflict constructively, they are much more likely to learn to function that way themselves.

We recognize that no school has the time or resources in this day and age to implement an entire "whole school approach" all at once. However, any aspect of *The Whole School Approach* that a school can include with their peer mediation program will increase the benefits to school environment (safety, sense of community), and enhance the long-range success of the peer mediation program. The first additional pieces that most schools choose are classroom-based skill instruction in communication and conflict resolution skills. We have included a summary of the implementation steps for *The Whole School Approach*. (See *Appendix 1*, p. 27.)

SECTION 1

CHAPTER ONE
PREPARING ADULTS FOR CONFLICT MANAGEMENT

OVERVIEW

This chapter will provide a detailed description of how to prepare the adults (school community) for a peer mediation program. When a group of staff members at a school become excited about starting a peer mediation program, it is common for them to immediately start choosing their Conflict Managers and planning their training. Of the many peer mediation programs that last only a short time or fail get off the ground, many do so because of inadequate planning and preparation with the staff before training and employing conflict managers. Our experience has taught us that preparation and planning are part of the implementation process and crucial to the success of the program. This aspect of the implementation process should be given at least a semester, especially if it includes any curriculum work at the classroom level as discussed later in this chapter. A timeline with all the possible implementation tasks is included at the end of this chapter to help with planning.

Though not necessary but if logistically possible, the early preparation process for those initiating the program should include visiting and observing an existing Conflict Manager Program. Try to allow at least half a day, including lunchtime, so you can see the Conflict Managers at work, and speak with teachers, other students, paraprofessionals, yard teachers, and administrators about the program. This will help cultivate the belief that this program works and can benefit all students and the entire staff. It will also make it easier for your staff and students to buy into and actively support the goals of the program. What is learned during this visit should be part of the staff presentation described below. If there are no schools to visit, a videotape or demonstration can be presented.

CONFLICT MANAGEMENT PROGRAM PREPARATION STEPS

1) Needs Assessment
2) Securing Administration Support and Commitment
3) Staff Presentation, Discussion and Training
4) Planning for Implementation

What follows are discussions of the above four steps. Following these guidelines is crucial to the success or failure of a strong and effective Conflict Manager Program.

NEEDS ASSESSMENT

It is important to enter into the implementation process with a clear sense of the staff's general, perceived need for a peer mediation program. Many staffs decide to pursue a program because informal discussions have shown that several staff members see a need for it. If staff opinion runs high in that direction, a formal assessment may not be necessary. If not, we have found that information gathered from the staff about conflict in the school and how it is normally handled will help the school decide if they should move forward with the program and, if so, how.

The appendix includes a simple needs assessment questionnaire that you can amend according to the needs of your particular school. (See *Appendix 1*, pp. 1-2.) Extensive knowledge of the basics of peer mediation isn't necessary for staff members to fill this out. The questionnaire explores topics such as numbers, kinds and seriousness of conflicts in the school, when and where most conflicts occur, what teachers are currently doing with conflict management, and what form staff members think a conflict management program in their school should take.

If very few of those people surveyed don't see any need for peer mediation, it doesn't necessarily mean that a program shouldn't be pursued. Support for the program usually increases as understanding of peer mediation and its benefits increase among the staff.

SECURING ADMINISTRATION SUPPORT AND COMMITMENT

No program comes into a school with 100% support from the staff, but the more general support there is, the greater the program's chances for success. We have found that the implementation process itself, how decisions are made and how the program is put into place, greatly affect how staff members react to any new program. Program support, and staff participation will increase significantly if the preparation process includes the following:

- Active support from the principal
- Staff-wide understanding of program's purpose and goals
- Adequate opportunities for ongoing staff input
- Training of staff in the basics of peer mediation, conflict management skills, and how the principles of conflict management can be applied in their work with students.

What follows are some steps and ideas for building support for the program across the staff. Materials located in the appendix support each step. We urge you to remember the power of informal conservations, and to have patience. The support and participation needed to go forward will not just appear over night. Your openness towards staff concerns and issues about the program will create dialogue and more open-mindedness across the staff about the program.

■ Initial Presentation to the Principal

The goal of this meeting is to help the principal understand the Conflict Manager Program, to gain his or her support for it, and outline ways the principal can participate in building staff support. The three pages immediately following this section summarize the bulk of the content that will be covered in the conversation. They can also be used as handouts for presentations to staff, parents and community groups. Briefly, the content of the meeting with the principal should include:

1) Your sense of the need for the program
2) How the Conflict Manager Program works
3) The principal's vision of peer mediation at his/her school
4) How the school will benefit from the program
5) What the school must provide to implement the program
6) What the school should NOT expect from the program
7) Discussion of the principal's and your view of what is needed for the program to succeed

This meeting is also a good time to discuss the current school environment and disciplinary procedures related to conflicts at the school. Regardless of the extent of the program you are planning, this discussion will help you plan a program better suited to the specific needs

of the school. The school's general philosophy of discipline should be as closely aligned with the values of the Conflict Manager Program as possible. Also, be sure the principal has an opportunity to relate his or her experiences and thoughts about how it would work best at their school.

NOTE: Although it is important to allow time in this meeting for some discussion of concerns and potential obstacles, it's best to save those issues for later in the discussion. This will help set and preserve a positive tone in the meeting, and show that you are realistic about the implementation process.

THE CONFLICT MANAGER PROGRAM
AN INFORMATION OVERVIEW

WHO CONFLICT MANAGERS ARE

Conflict Managers are specially chosen and trained students who help other students get along with each other. These selected students often reflect the racial, ethnic and academic diversity of the school.

WHAT CONFLICT MANAGERS DO

When students become involved in a non-physical dispute, they are asked if they would like Conflict Managers to help them solve their problem. If the disputants agree, the Conflict Managers assist them by using a problem solving process—mediation—that helps to clarify the nature of the dispute and to reach a solution satisfactory to all disputants.

WHAT CONFLICT MANAGERS LEARN

- Leadership
- Communication skills
  - Expressing personal feelings and needs
  - Listening without taking sides
- Problem solving strategies
- How to improve school climate
- Responsibilities for their own actions
- Experience civic participation in their school community

HOW CONFLICT MANAGERS PROFIT

- They gain confidence in their ability to help themselves.
- They learn how to get along better at home, in school, in sports and in other youth groups and associations.
- They improve their school work and grades.
- They become role models for their peers.
- They contribute to an enhanced school environment.

CONFLICT MANAGER PROGRAM BENEFITS

BENEFITS FOR CONFLICT MANAGERS

☑ Their academic performance, grades, and test scores often improve.
☑ They improve their self-esteem.
☑ They develop leadership.
☑ They enhance their language and communication skills.
☑ Their positive status among their peers is increased.
☑ They learn a problem solving technique applicable to many situations.
☑ They exhibit a strong positive influence for their peers.

BENEFITS FOR THE STUDENT BODY AT-LARGE

☑ Students become active in the problem solving process.
☑ They assume greater responsibility for their own problems.
☑ The program leads to a greater commitment in achieving solutions that work.
☑ Students learn to share ideas and feelings more openly.
☑ Students come to recognize that adult supervision is not always necessary.

BENEFITS FOR SCHOOL STAFF

☑ Teachers and staff spend less time settling disputes among students.
☑ Teachers can better focus on teaching.
☑ The program decreases pressures to be referees and disciplinarians.
☑ The program reduces tensions between staff and student body.
☑ The overall school climate improves through better student/staff relationships.

BENEFITS FOR FAMILY

The problem solving process and communication skills carry over to families, both for the Conflict Managers and the general student population. Parents have reported that conflicts at home are resolved more peacefully and effectively.

BENEFITS FOR THE COMMUNITY

As schools teach their students positive, peaceful ways to resolve conflicts, they're aiding in the general reduction of violence. Trained youth bring their skills into other organizations and settings—athletics, scouting, band, church groups, camps, etc. These skills become life skills carried into adulthood.

WHAT THE SCHOOL MUST PROVIDE

☑ At least two staff members must volunteer or be selected to serve as Program Coordinators. This commitment requires approximately two to four hours per week once the program has started.

☑ Time at a staff meeting to present a complete overview of the program and to allow for questions and answers.

☑ Two to four school staff members must attend a six-hour training-of-trainers workshop.

☑ These teachers need to be released from classroom teaching for approximately twelve hours to serve as trainers for the Conflict Manager Program once or twice a year.

☑ The program coordinators serve as trainers of students and coordinate the training program.

☑ Conflict Managers need to be released for 12 hours to receive this training. They are required to make up any work they miss during training or while serving as peer mediators.

STAFF PRESENTATION, DISCUSSION AND TRAINING

■ STAFF PRESENTATION AND DISCUSSION
The purpose of this presentation and discussion is to generate enthusiasm and support among staff members for the program. This is done by building staff understanding and providing a significant opportunity for staff input about how the program will work best. Ample time should be allowed for staff members to voice their issues, concerns, support for, and ideas about the program. If a program existed in the school in the past, it is important for this to be acknowledged. The inception of the new peer mediation program is an opportunity to assess what happened the first time, and to understand how it can be successfully implemented this time.

Frame the discussion with **a brief description of the peer mediation program**, emphasizing that the model is adaptable to a variety of school environments. Discuss with the staff the potential benefits of the Conflict Manager program to the school and the school community. Discuss the need for students to learn problem solving skills, to make their own decisions, and to settle problems without adult intervention. It's important to emphasize that these skills will help both teachers and students create a more positive and peaceful school climate. Teachers and other speakers who know about the program and its successes are an excellent resource for this presentation and discussion. It's also useful to show a videotape of the Conflict Manager process. (*See Appendix 4 or our website at www.communityboards.org for a list of Community Boards' conflict resolution products.*)

Stress that general staff participation is minimal once the program is underway. However, it is essential to the success of the program that the entire faculty understand the program and support the work of the Conflict Managers. A key point to make is that nothing supports the program like modeling by the adults of the values, concepts, and skills of constructive and peaceful conflict management.

Open the discussion for questions, concerns, and ideas about the program at your school. It is important to focus on listening openly to all comments and to validate concerns as well as positive comments. It is a good idea to record concerns and suggestions for making the program successful. Although there may be different views expressed, a full, rich discussion has the potential to create the support the program will need to succeed and last.

After these discussions explain that staff members can be actively involved in two ways. 1) They can be trained and serve as facilitators for the student Conflict Manager training, and 2) they can join the program coordination team. This group is usually comprised of 2-4 staff and is responsible for coordination of the student training and for ongoing maintenance of the program, including bimonthly meetings with the Conflict Managers. The coordinators tasks and the bimonthly meetings are discussed in detail in

Chapter Three, *Program Implementation and Maintenance.*

Staff Presentation Outline
1. Describe basic program model (See Chapter 1, pp. 7-9.)
2. Discuss the program's goals and benefits
3. Openly discuss staff feedback, issues, and concerns
4. Discuss how staff can support and contribute to the program
5. Recruit staff members to be actively involved

■ STAFF TRAINING

Training is a key aspect of preparing the staff for a conflict management program. It builds understanding and enthusiasm, helps place more of the staff on the same page regarding the program's goals and logistics, and helps standardize approaches to managing conflict used in the school.

Benefits of Staff Training
- ■ It is a teambuilding experience for the staff.
- ■ It increases the level of staff support for the peer mediation program.
- ■ It helps spread the values and skills of conflict management across the staff.
- ■ The communication and mediation training will help staff manage conflict more effectively in and out of the classroom.
- ■ They will be able to model the communication and conflict resolution skills the students will be learning.
- ■ It's fun and interesting.

There are **three types** of training that can be done with staff depending on their availability of funds and the staff's needs and desires regarding conflict management training:

1) The optimum choice would be the full amount of training (about six hours) with as many staff as possible, certified and classified. Given today's increased pressures on staff development time and budgets, this is difficult for many schools, particularly larger ones. However, training in the program can greatly increase staff support, increase the program's sustainability, and provide other important benefits for the staff.

2) The next choice would be a full day (six hours) of training for prospective program coordinators, trainers of Conflict Managers, and staff members. If this is the optimum choice, it should take place after the staff presentation and discussion described above. This one-day training gives an overview of the program, discusses the implementation steps, what is needed from the school, and solicits staff volunteers for planning and training.

3) The minimum choice would be the staff presentation discussion and then a training/planning session for those who volunteer to be coordinators and/or trainers. This allows the training time to be shortened, if necessary, but you should still allot a total of at least three hours. When proceeding with this option, be sure adequate time is given to the staff presentation and discussion (two-three hours.) All of the trainings and in-services discussed here can be conducted by previously trained staff members, or by outside consultants.

All of the options for training require similar content and should cover:

- ■ Conflict Theory
  - ▪ Understanding conflict
  - ▪ The kinds and causes of conflict
  - ▪ The positive value of conflict
  - ▪ The definition of conflict
  - ▪ Common conflict resolution styles
  - ▪ The Conflict Management Process
  - ▪ Emotions and conflict
  - ▪ Facilitating mediation role play practice

- ■ Communication skills
  - ▪ Active Listening
  - ▪ I-Messages

- ■ Implementation discussion and planning
  - ▪ Logistics
  - ▪ Responsibilities
  - ▪ Timelines

During the student training, the conflict management process will be practiced several times. Since each teacher/trainer will facilitate a small group, the conflict management process is an essential part of the teacher training. Adults need an understanding of the process in order to help young students learn and practice it. Important communication skills will also be practiced and discussed. Since modeling is such a powerful training tool, teacher/trainers will demonstrate the use of active listening, I-Messages, and constructive feedback during student training sessions. If time allows, discussion of applying these skills in the classrooms and throughout the building can be extremely valuable.

If possible, allow enough time in the training design for teachers to practice delivering lessons they will later present at the student training. It also gives the trainers an opportunity

to help teachers understand the objective of each lesson and how each relates to the conflict management process.

■ THE ROLE OF PROGRAM COORDINATOR

Program coordinators are crucial to the implementation of a Conflict Manager Program. The coordinators oversee all aspects of the program, from initial planning to daily operations and bimonthly meetings. Additionally, the coordinators encourage teacher and student participation and act as liaison between the program, faculty, and parents. This is a significant amount of work to be added to an already full schedule. It should not be done alone. The most successful and long-lasting programs have 2-4 coordinators working together.

Responsibilities include:
- Coordinate student assemblies or classroom presentations to introduce the program to all students and recruit potential Conflict Managers.
- Schedule and make presentations to staff, parents, and community groups to introduce them to the program and encourage their support.
- Coordinate the nomination process of student Conflict Managers.
- Coordinate and co-lead the Conflict Manager training, including evaluation.
- Conduct bimonthly meetings with Conflict Managers.
- Develop and maintain a Conflict Manager duty schedule.
- Maintain an effective record keeping system for all Conflict Management sessions and compile necessary statistical reports.
- Hold at least one recognition event for Conflict Managers.
- Keep staff regularly informed about the Conflict Manager Program.

PLANNING FOR IMPLEMENTATION

■ WHAT WILL CONFLICT MANAGERS DO?

Conflict Managers serve their school by helping other students resolve conflicts. They work in pairs and are scheduled for duty by the Program Coordinators. When they are on duty, Conflict Managers assist disputing students in the peaceful expression and resolution of their conflicts by using a prescribed problem solving process. Disputants may be referred to Conflict Managers by the principal, dean, counselor, teachers, other students, or themselves. **NOTE:** The process is voluntary—NO students should ever be REQUIRED or FORCED to see Conflict Managers to resolve a dispute. The heart of the program is that it is voluntary. Conflict Managers are facilitators, not judges nor disciplinarians. They help students express their conflicts and find their own best resolutions.

■ PROGRAM MODELS

The Playground Model

In this model pairs of Conflict Managers watch the playground during lunchtime. At least two pairs of students are on duty at once and wear bright T-shirts with "Conflict Manager" on the front. When the Conflict Managers see students in conflict, they offer them assistance. If the disputing students agree, Conflict Managers take them to a quieter part of the playground to work through the process. Having a designated place for this, such as an entrance to the building, is helpful.

It is recommended that students from the upper three grades (3rd–5th or 4th–6th) serve as Conflict Managers for their peers. Only Conflict Managers with experience and special additional training should help younger students resolve their disputes. When assisting K-2 students, for example, Conflict Managers should use a simpler, three-step problem-solving process. Also, this step is not recommended in the first year of the program.

The In-school Model

In recent years many elementary schools have experimented with an in-school model of peer mediation, similar to what is used in most middle and high schools. A cadre of trained peer mediators, usually about 20 from the upper grades, is available to help students resolve disputes throughout the school day. Although this model requires more adult time to maintain, it is more flexible and creates more control over what kind of disputes are handled and by which student mediators. It also eliminates several of the flaws often experienced in the playground model, such as dead time for Conflict Managers, Conflict Managers giving up play time, lack of privacy for the mediation sessions, and potential disputants avoiding the Conflict Managers.

Requests for Mediation: Any staff member can encourage disputing students to use the Conflict Manager program to help them resolve their conflict, and students themselves can

request a mediation session.

Staff Supervision: While it is strongly recommended that one of the coordinators or another adult be nearby to provide assistance if necessary, adults should resist the temptation to intervene unless it is absolutely necessary. Those instances would include physical fighting or complete lack of cooperation by the disputants during the session.

Scheduling: Program coordinators are responsible for scheduling the Conflict Managers and conflict management sessions. Conflict Managers may be scheduled for duty:

1. At specified times (recess, lunch periods, before or after school, during certain periods of the day only) in a special conflict management room or in the coordinator's office.

2. On an as-needed basis when sessions are scheduled by appointment by one of the program coordinators. Conflict Managers will need to be called out of class, and sessions take place in the conflict management room or the coordinator's office.

Some schools have combined both of these scheduling approaches. In this way the program can respond appropriately to conflicts that don't require immediate attention, and those that do.

■ QUALIFICATIONS, RECRUITMENT AND SELECTION OF CONFLICT MANAGERS
Qualifications for Conflict Managers

- Leadership potential, whether negative or positive
- Respect of peers or the ability to gain this respect
- Good verbal skills
- Initiative
- Willingness to try new things
- Ability to sustain a commitment to the program for the school year
- Willingness to attend bimonthly meetings

The students selected should reflect the school's population as closely as possible with regard to race/ethnicity, gender, social grouping, scholastic performance and grade levels. Review these qualifications with the principal and all teachers participating in the program.

The students selected should reflect the school's population as closely as possible with regard to race/ethnicity, gender, scholastic performance, social grouping and grade levels. Review these qualifications with the principal and all teachers participating in the program.

While the number of Conflict Managers selected depends on the size of the student body

and the number of playgrounds and play times to be covered, we recommend no more than thirty students. Larger groups than that are difficult to train and manage. Most elementary schools concentrate on the lunch period, because that's when the most students are outside for the longest period of time. Train enough Conflict Managers so that students are scheduled for duty only once a week. If students are scheduled for duty too frequently, they lose too much playtime and may get bored, tired, and lose interest.

Try to select more Conflict Managers from the middle (4th or 5th) grades. This selection process will leave your school enough trained Conflict Managers for the following year to keep the program going while you select and train new ones. Experienced Conflict Managers can also assist with training of new mediators by demonstrating the Conflict Management process and helping the adult trainers with role play groups.

Program and Recruitment Assembly
After staff members have been trained (and classroom lessons conducted, if applicable), plan and conduct an assembly or make classroom presentations to inform all students about the Conflict Manager Program. This is essential to generate interest, show how the program will work, how it can help students, and to recruit potential Conflict Manager trainees. A sample agenda has been included in this guide. (See *Appendix 1*, p. 3.)

A videotape, a skit by experienced Conflict Managers, or a skit by the teacher/trainers is useful to demonstrate the process, and show faculty support for the program. One of the program coordinators then leads a discussion of the qualifications for effective Conflict Managers and explains how students will participate in choosing the Conflict Manager trainees. The overall effectiveness of this step in the implementation process can be significantly enhanced by the participation of the principal and associate principal.

SAMPLE TRAINING OUTLINE – TWO HALF-DAYS
DAY ONE
1. Name tags & Start up
2. Get Acquainted
3. Establishing Group Guidelines
4. What is a Conflict?
5. The Conflict Management Steps
6. Conflict Management Practice
7. Active Listening Skills
8. I Love My Neighbors
9. Additional conflict management practice
10. Closing of the Day

DAY TWO
1. Review & Preview

2. Concentric Circles
3. Conflict Management Practice
4. Conflict Manager Report Form and Duties
5. Review I-Messages
6. Helping Students Make Good Resolutions
7. Small Group Practice
8. Large Group Practice
9. Training Evaluation
10. Wrap-up and Celebration

Nomination/Selection

The selection process for Conflict Mangers varies widely from school to school. While schools should develop a process that fits their specific needs, our experience, and that of many schools we have worked with, has taught us that involving teachers and students in the selection of Conflict Managers will yield a diverse group of student mediators more likely to be supported by the school community.

The Recommended Selection Process

After the assembly or classroom presentations, give students in their classrooms the opportunity to nominate potential Conflict Managers. Provide a form for each student with space for two or three names, depending on the number of Conflict Managers to be selected. Ask students to nominate people who they think would be good Conflict Managers, not necessarily the best-behaved students, but those they respect. Students are also encouraged to nominate themselves. They may nominate from their class, their homeroom, or their grade, depending on the number of Conflict Managers needed and the size of the student body. Sample nomination forms have been included in this guide. (See *Appendix 1*, p. 4.)

Have teachers collect and tabulate the forms and return them to the Program Coordinators. The Coordinators and the teachers participating in the program will evaluate the nominees, and narrow the list to the twenty to thirty students nominated the most. Staff members should then have the opportunity to review and comment on the list. They can express reservations about certain students on the list, and nominate students that may not have been mentioned. At this point, you may wish to interview prospective Conflict Managers before making the final selection. Taking all factors into consideration, including the previously agreed upon qualifications and guidelines, the program coordinators and participating teachers will make the final selection.

Permission letters must be signed by the parents of selected students and returned before the student can participate in the Conflict Managers training. Samples of parent permission

letters in English, Spanish and Chinese have been included in this guide. (See *Appendix 1*, pp. 8-10.) A student who does not return a signed permission slip should not be allowed to participate in the program.

The tasks and timeline form that follows (pp. 21-23) will allow coordinators to identify and assign all necessary training duties prior to the actual training.

STARTING A CONFLICT MANAGER PROGRAM
TIMELINE & TASKS

Date & Person Responsible	Tasks	Materials
Date: **Person:**	Meet with Principal and other school staff, (e.g., people who will coordinate the program at school). Discuss their needs and program implementation.	Program literature
Date: **Person:**	Program Coordinators discuss all tasks necessary to implement program. Determine the number of Conflict Managers the school will need and how many teachers or trainers are necessary to carry out the student training. Schedule all activities necessary to carry out the Conflict Manager Program.	Provide Coordinators with Parent Permission forms, Student Nomination forms, and Student Interview Questionnaires if necessary
Date: **Person:**	Introduce Conflict Manager Program to teachers and administrative staff at a faculty meeting.	Teacher surveys and Program literature
Date: **Person:**	Conduct adult training, usually six hours of training.	Implementation manual for Coordinators only. Student training manual to all trainers. All other necessary handouts.
Date: **Person:**	For Elementary Implementation Method #1 - conduct classroom lessons.	One *Conflict Resolution Lessons for Grades 3-5* per teacher **or** selected lessons from *Conflict Resolution: An Elementary School Curriculum.*
Date: **Person:**	Mail letter to all parents to describe the Conflict Manager Program that is starting at the school. At this time, a short (2-3 hours) skill-building session can be offered to parents who are interested. English, Spanish and Chinese letters in *Appendix 1*.	Sample parent information letter.

STARTING A CONFLICT MANAGER PROGRAM
TIMELINE & TASKS

Date & Person Responsible	Tasks	Materials
Date: **Person:**	Introduce Conflict Manager Program to students at a student or school assembly or by doing individual classroom presentations.	Sample assembly agenda.
Date: **Person:**	Arrange for students to nominate two or three of their peers.	Sample Nomination Forms.
Date: **Person:**	Selection from nominated students. Keep in mind that the social, cultural and language groupings of the school should be represented as well as positive and negative leaders. Keep a balance between male and female Conflict Managers.	
Date: **Person:**	Mail parent permission letters.	Sample parent permission letters.
Date: **Person:**	Prepare *Training Handout* folders for the student Conflict Manager training.	*Training Handouts* section in *Appendix 3.*
Date: **Person:**	Hold planning meeting with adults who will take part in the student training. (Option: Make this meeting a part of the Adult Training.)	Student training agenda.
Date: **Person:**	Get names and correct spelling of Conflict Managers to make certificates.	

STARTING A CONFLICT MANAGER PROGRAM
TIMELINE & TASKS

Date & Person Responsible	Tasks	Materials
Date: **Person:**	Conduct student Conflict Manager training.	**All** materials and handouts necessary for each activity.
Date: **Person:**	Conduct a post-training evaluation meeting with all adult trainers.	
Date: **Person:**	Inform staff and entire student body that the Program is starting.	
Date: **Person:**	Implement Program: scheduling, coordination responsibilities, and bimonthly meetings.	

CHAPTER TWO
TRAINING STUDENT CONFLICT MANAGERS

Training Conflict Managers is one of the most rewarding and exciting aspects of coordinating a peer mediation program. Elementary school students, with practice and support, take to the process amazingly well. They often wind up teaching the adult trainers an important lesson or two about managing conflict. Beyond training in communication skills and a mediation process, the participants get to learn about the importance of and ability to keep confidentiality. We find consistently that when Conflict Managers are well trained, they are able to assess what they can and cannot do.

TRAINING PREPARATION
Careful planning and preparation will help make the training even more successful for both students and teachers. This chapter will detail the necessary preparation for a student Conflict Manager training, including implementation methods, developing schedules, and extensive planning information. The chapter ends with an important section on training skills and techniques. Chapter 4—*Conflict Manager Training Activities*—includes basic logistics, such as length of the training, and the training design itself.

Elementary Training Implementation Methods
There are two ways to implement the Conflict Manager training at the elementary level.

Training Approach #1 – The Curricular Approach*
The ideal approach is to have the 3rd - 5th grade teachers first teach the communication and problem solving skill-building activities in their classrooms. To begin this approach, we have produced *Conflict Resolution Lesson for Grades 3-5, An Introductory Curriculum*. This curriculum guide contains seventeen activities that average about 25 minutes in length that should be taught. The 3rd - 5th grade teachers together determine a reasonable timeline in which they will be able to teach all the activities—most allow about two months. Once the activities have been presented in the classroom, nomination, selection and training of Conflict Managers take place.

Two important benefits of this implementation method is that all 3rd - 5th grade students learn communication and problem solving skills, and more staff members become directly involved in the program and the skills. However, this method is more time consuming and the teachers must be willing to make room in their schedules to conduct the classroom activities.

Training Approach #2

The second approach to implement the training is to simply select Conflict Managers and conduct the 6-hour training, following the guidelines in Section II.

While this method of implementation is a faster and easier method of getting the program started, it can make the Conflict Manager's job more difficult because the disputing students may be lacking the communication skills necessary to be good problem solvers (define the problem, express their feelings, brainstorm solutions). Also, classroom skill instruction strengthens the mediators' base of communication skills, making the peer mediation process easier for them to learn.

In either approach, during the Conflict Management training, the students practice the Conflict Management process in small groups of four to five. Each small group needs the supervision and guidance of a trained adult. The adults can be teachers, yard supervisors, administrators, classroom aides, or parents who are willing to participate in the Conflict Manager training. The school will need to make special coverage arrangements for the classes of teachers who participate in the student training.

For those interested in obtaining more information regarding the conflict resolution curricular approach, please contact Community Boards, 415.920.3820, ext. 105, or www.communityboards.org. Community Boards can provide materials and onsite needs assessment/training for staff on how to successfully implement a school-wide curriculum component. Complete contact information is located in Appendix 4.

Develop a Training Schedule

The same training implementation method applies for both training approaches.

1. Start training at least two weeks after either the teachers have completed the classroom lessons, or if the lessons are not being taught, two weeks after the adult trainers have been trained to allow for Conflict Manager nominations, interviews and training preparations.

2. These sessions are usually held every other day to give students time to absorb the information and to maintain partial attendance in their regular school classes. Also, we suggest mornings, when students and trainers alike are more alert and focused. Although some schools have tried training their mediators in one day, a full day of conflict resolution training is more than almost all elementary students can absorb. The only way we've seen it work (and not every time) is in a special setting, such as a retreat away from the building. Whatever schedule is chosen, it's helpful to give the group at least their regular breaks for recess and lunch.

Prepare for Training

The Program Coordinators are responsible for overseeing the planning of every aspect of

training, including set-up and post-training tasks.

Those tasks include:

1. Set training dates and have them reviewed by all school staff.

2. Select a training site. If the training is to take off-site, the space should be secured well in advance of the training.

3. Recruit enough adults to assist in the student training. This process will begin immediately following the initial staff presentation and discussion, and should be complete at least two weeks before the training. Try to recruit one adult for every four or five students for the conflict management process practice. If teachers are not available, yard supervisors, parents, or other volunteers who could help with the training should be identified. Include these adults in any relevant training meetings.

4. Collect and prepare training materials.

5. Finalize assignments with other trainers.

Training Preparation Timeline
■ At Least Two Weeks Before Training
1. Plan student training with a committee of teachers who have been trained as trainers and:
   a) Review student training agenda
   b) Determine who will do what
   c) Review the trainers' work with small groups
   d) Discuss trainers' needs and teamwork issues
   e) What's next: confirm dates of student training, assembly, student interviews, selection, and parental permission
   f) Discussion: scheduling Conflict Managers for duty, where will the mediations take place, how requests and referrals will be made

2. Assign a substitute for each training session, in case a trainer is late or absent.

3. Duplicate all materials that will be needed. As well as any handouts, this includes creating a Certificate of Completion and making copies.

4. Be sure whiteboard and color markers are available or prepare all chart paper agendas, lists, etc, or assign such tasks to other trainers.

5. Decide training site logistics. Arrange for a location that is spacious, well-ventilated and interruption-free, with room for a circle of up to thirty chairs, and space for up to six role play groups. Designating these areas with signs is helpful. Make sure all school personnel know the times, places, and lengths of the training sessions.

6. Gather materials:
   ■ Name tags
   ■ Pencils

■ *Training Handouts* (See *Appendix 3.*)
■ Chalk, erasers
■ Blank chart paper
■ Printed charts/transparencies and overhead projector if necessary
■ Masking tape
■ Markers

7. Have a *Training Handouts* packet or workbook, a pencil, and nametag for each student. Students or experienced Conflict Managers can be asked to photocopy and assemble the training handbooks.

8. Hold a final meeting with all trainers to clarify tasks, discuss teamwork, and make sure they are prepared.

9. Decide about the last day's celebration, and assign trainers to bring needed food and materials.

10. Ask trainers to attend a daily briefing fifteen minutes before actual training starts.

■ During Training

1. Arrange the site and materials needed for each day's session.

2. Brief the trainers.

3. Put up chart paper if needed.

4. If students choose their own seats, it may be necessary to make changes in the seating arrangements. Try to seat a quiet student next to a more talkative one—they tend to bring out the opposite qualifies in each other.

5. Arrange a twenty-minute break after each one and a half hours of work.

6. If a time conflict means a lesson must be left out, do not eliminate the process practice. Trainers and trainees repeatedly said this activity was the most useful part of the day.

7. Set a box near the door where the folders and pencils can be placed at the end of each training session. Arrange for four or five students to help put the room back in order.

8. Debrief with the other trainers after each session. Discuss the progress and the effectiveness of each activity, and what might be changed to improve the next training session. If anyone feels that things did not go well, she or he must have the opportunity to say so. Both positive and negative comments should be expressed. Use the communications skills and feedback techniques learned in training.

9. Remind trainers what to bring for the celebration on the last day. A party with food, certificates, and a celebration gives the students an opportunity to express pride in their accomplishments.

■ **After the Training**

1. Help trainers evaluate their own preparation for training Conflict Managers and their assessment of the Conflict Manager training just completed by the students. (See *Appendix 1*, pp. 17 & 18.) Hold this meeting soon after the training session, so ideas and information are still fresh. Use this time for constructive criticism about preparation, participation, and other aspects of the training. Be supportive, and thank all the trainers for their work.

2. The program should begin as soon after the training as possible, while information is still fresh in students' minds and excitement is high. Timing is an important factor in building support for the program.

3. Announce the beginning of Conflict Manager program to the whole school.

Training Techniques and Ideas
■ **Ensuring a Successful Training**

Aside from the thorough and organized planning we have just described, there are some additional insights we have gained from years of Conflict Manager training experience that should help you create a successful training:

1. **Know your process:** Whether you've had formal training or not, it's extremely helpful to practice the C.M. process a couple of times with your co-trainers before the student training. You will have much more confidence guiding the student role plays.

2. **Practice the Conflict Management Steps demonstration:** Teachers know that kids do what adults do more than what they say, and the "Steps" demonstration is a key part of the training. Practicing will ensure that the demo is realistic, natural-looking, and complete, but succinct.

3. **Practice your presentations:** Particularly for your first training, this will also boost your confidence and help you focus on the material itself. Rely on your teaching experience and style.

4. **If possible, hold the training off-site:** You will remove yourselves and the students from the load of distractions you all would be susceptible to at your school site. We've found that the best on-site choice usually is the library.

5. **Include enough energizers:** Energizers and team builders are great for keeping the group focused, building community, and making the training playful and fun. (See *Appendix 1*, pp. 25-26.)

6. **Don't cut role plays:** If time is short and something has to go from your agenda, try not to cut role plays; the more practice time the students get, more effective they will be as Conflict Managers.

7. **Don't expect a perfect group of Conflict Managers after the training:** Their

learning process (and yours) will continue for as long as they're involved in the program. That's why bimonthly meetings are so essential to the program's success.

■ Feedback

While your teaching experience will certainly help you be an effective trainer, teaching and training are not the same activity. What follows are some training techniques and concepts that should help your training team be even more successful.

Giving feedback is a key responsibility for trainers of student mediators. Feedback should encourage students to take risks, so that they can learn from their experiences in the role play exercises. Also, if trainers consistently model effective feedback techniques, students will learn to constructively critique and encourage each other's efforts. Here are some ideas to keep in mind:

1. Focus on what was done well first, then point out what could be improved.

2. Always be specific, and avoid judging.

3. Talk about what is observed, rather than interpreting behavior.

4. Discuss ideas and information instead of giving advice.

5. Avoid statements beginning with "you should."

6. Focus feedback on the needs of the recipient rather than on your own needs. What information will allow the student to benefit the most from the exercise?

7. Help students explore other ways to accomplish the task at hand. Example: "What other questions could you have tried in that situation?"

8. Offer feedback in usable and understandable amounts. Even too much positive information can overwhelm some students.

9. Provide students the opportunity to evaluate themselves. Your observations are important and so are theirs. Encourage students to use these guidelines.

ROLE PLAYS

Facilitating Role Plays

Role playing is used frequently throughout Conflict Manager training as a tool to help students practice the conflict management process. When students break into small groups to practice the Process, there should be an adult to facilitate the practice of each group. Thus, you should be thoroughly familiar with each of the four parts of a role play:

- ■ Preparation (done by the trainer before the session)
- ■ Introduction/Briefing
- ■ Monitoring the Role Play
- ■ Processing

Preparation

1. Determine the purpose of the role play.
2. If the role play is written, be sure it is suitable for the group
3. To create a role play, take the following steps:

   a. Develop a description of a realistic conflict situation.

   b. Define the problem or issues in the situation that the role players will be addressing.

   c. Develop the specific roles for each disputant. You can develop the scenarios and roles orally with the students or use a prepared, written role play. Several sample role plays have been included in this guide. (See *Appendix 1*, pp. 22-24.) In those role plays developed with students, they should be briefly written, no longer than a short paragraph. What should the person be like? What characteristics and background should he or she have? How does this person feel about the other person(s) and the problem?

4. Have a clear set of process questions to guide the discussion after the role play.

Introduction/Briefing

1. Describe the purpose of the role play to students. Tell them what skills to concentrate on during the practice.

2. Assign students and trainers to small groups.

3. Tell trainers how much time that they will have for the practice. This shouldn't be the students' concern.

4. Ask students to select roles. Usually students decide on a conflict to be enacted. Allow the two disputants to briefly discuss the details to avoid contradictions. Adults may need to help them fill in details.

5. The disputants play a very important part in the role play because they can make the

experience feel real and challenging, dull, or unreal by the way they portray their roles. Encourage the disputants be realistic and not overly difficult.

6. While the disputants are being briefed, the Conflict Managers can review the process and discuss how they will work as a team.

7. If your small group consists of five students, rather than four, the fifth student is the observer and is briefed on what to look for as she or he watches.

Remember, most of the common problems in managing role plays can be avoided with a carefully prepared and delivered introduction.

Monitoring the Role Play
1. Start the action.
2. Stay out of role players' lines of vision and observe quietly.
3. Coach or intervene **ONLY IF ABSOLUTELY NECESSARY**. Students need to use as much time as possible to practice. Interventions should only occur if students are completely bogged down or off the track and cannot correct the situation themselves. Interventions should be short, clear and concise. Various types of interventions are outlined below.

Role Play Intervention Techniques
■ **Stopping and Processing**
To use this technique, you stop the role play, ask the students to step out of their roles briefly, and help the group evaluate and reflect on what has been happening. Stopping and processing allows you to capture an important learning moment as it occurs. This technique helps the group evaluate the effectiveness of its own work.

How to do it:
A. Gently stop the role play and ask the disputants to step out of role.

B. Ask the group what they have been trying to accomplish during that particular period of time. If they can tell you, continue, but if they cannot, review material from the presentation or process. Once the group is clear, move on.

C. Once the group is clear about the immediate goal, ask them if they think they're accomplishing it. As you help them discuss the problem, and what else they could try, avoid giving them all the correct answers. Attempt to draw ideas, strategies and solutions from the trainees.

■ **In-Role Sharing**
This technique enables you to focus on in-role feelings to give the group a deeper understanding of how their behavior, attitude, or process is affecting an individual.
How to do it:

A.   Stop the role play.
B.   Ask the individual in question to explain how they feel in their role, and how they are being affected by the role play. Use open-ended questions to help draw out the material.
C.   Based on the information provided by the in-role sharing, discuss with the group what attitude, process, or behavioral change needs to be made.

■ Modeling

This intervention teaches by demonstrating a particular skill or behavior, and is a quick way to help trainees understand what you want them to do. Use this technique sparingly to avoid "taking over" the role play from the trainees. Instead of stopping the role play, step in close to the Conflict Managers as if you were a Conflict Manager and deliver the question or statement you think is appropriate. Then step back and allow the role play to continue.

Important: During the briefing, let the students know that you might intervene in the way described above, so that they are not surprised when it occurs.

■ Processing the Role Play

Everyone should have a chance to contribute to the discussion after the practice is completed.

How to do it:
A.   Allow the disputants to step out of role. If they used different names, ask them to remove nametags. Ask them what the Conflict Managers did that was effective and helpful.
B.   Next, work with the Conflict Managers. Ask them what went well. Ask them if they saw any problems and what they could do to avoid the problem next time.
C.   Ask the student observer what s/he thought went well. Then, ask him/her if there was a problem and how it could be corrected.
D.   Finally, give your POSITIVE comments on the practice. Discuss the areas that could use improvement. Use an open-question approach to help students discuss ways to improve.

Thank all the students and give them some encouraging feedback, such as, "This is not an easy process to remember, but you are learning it very well." Then quickly and quietly escort them back to the large group area for the next training activity.

■ Sample Process Questions

The following processing questions are intended as a guide to maximize trainees' learning from discussions, structured experiences and role plays. As you prepare activities or presentations, this guide will help you formulate questions that are most likely to aid learning. Under each heading there are a number of questions you can choose from.

Sharing Information

To bring out information gained from the experience, ask:

- What went on/happened?
- How did you feel about that?
- Who else had the same experience?
- Who reacted differently?
- Were there any surprises/puzzlements?
- How many felt the same?
- How many felt differently?
- What did you observe? What were you aware of?

Interpreting

To make sense of the experience for both individuals and the group, ask:

- How did you account for that?
- How was that important?
- How was that good/bad?
- What struck you about that?
- How do those fit together?
- How might it have been different?
- What does that suggest to you about yourself/the group?
- What do you understand better about yourself/the group?

Generalizing

To help students understand what has been learned from the experience:

- What might we draw from that?
- What did you learn or relearn?
- What could we do differently or change next time?
- How could you make it better?

BRAINSTORMING GUIDELINES

Brainstorming is one of the most important skills for teachers and trainers. The conscientious use of brainstorming and its guidelines produces a versatile, creative way of thinking. It builds students' enthusiasm and ownership for the ideas being explored. The rules should be reviewed often and modeled consistently.

■ Rules of Brainstorming

1. All ideas are accepted.
2. Be respectful of others' ideas, feelings, and values.
3. The longer the list of ideas, the better.
4. Expand on each other's ideas wherever possible.
5. Record each idea, at least by a key word or phrase.
6. Set a time and hold strictly to it.

■ Rationale

Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop. It turns group problem solving away from a competitive atmosphere towards a truly collaborative venture.

Brainstorming also reinforces the community building goals of the Conflict Manager training and the program itself.

■ Practice Brainstorming

1. The rules should be reviewed before each brainstorming session and may be posted on the blackboard or wall.

2. Brainstorming is a time when raised hands and other formalities can be ignored.

Begin with warm-up brainstorms that are on playful subjects to encourage and show acceptance of all ideas. These are designed to free the mind from practical considerations and to encourage flights of fancy. Examples include: ways to improve the bathtub; uses for a fire hydrant; new kitchen appliances, and other zany topics for warm-up brainstorming sessions.

CHAPTER THREE
PROGRAM IMPLEMENTATION AND MAINTENANCE

Once the staff has been fully prepared through presentations, discussions, planning and the desired training (Chapter 1), and the Conflict managers have been trained (Chapter 4), the job of the program coordinators is to set the program in motion and ensure that it runs smoothly. This chapter details everything that must be done to effectively maintain a peer mediation program.

ONGOING PROGRAM COORDINATOR RESPONSIBILITIES
■ Identifying On-Duty Conflict Managers
T-shirts are a good way for on duty Conflict Managers to be highly visible. If you decide to use T-shirts, choose a bright color that can be seen from across the yard. Armbands, hats, badges, and buttons are other good ways for Conflict Managers to identify themselves. Money may be available for the T-shirts or other items in the school budget. Or, the students can have a fund-raising activity, such as a bake sale.

A fund-raising event also serves as a team-building experience for Conflict Managers and a promotional event. Plan this fundraiser early, and your Conflict Managers can begin their new jobs with their brand new, self-earned, custom-made shirts.

If you are choosing the in-school model, the T-shirts are optional; however,, the students will probably want something to identify themselves as Conflict Managers. Some of the alternatives coordinators have chosen include buttons (a favorite), armbands and sashes.

■ Keeping Records
Accurate records of a student's activities as a Conflict Manager are helpful for year-end evaluations; they can also provide a valuable way for students, teachers, and other staff to chart progress and spot potential trends. Much of the information collected on the forms (especially the report forms) can be useful when compiling a year-end assessment of the program's effectiveness. An easy way to keep track of various forms, scheduling, meeting attendance, compliments, and concerns is to list Conflict Managers' names on a piece of graph paper, followed by appropriate spaces to check off actions.

■ Forms

The forms described below are the most commonly used forms and are designed to make the logistical aspects of the coordinators' jobs easier. There are samples of each form in the guide.

- *Parent Permission Forms* (Discussed on page 14. See *Appendix 1*, pp. 5-7.)
- *Nomination Forms* (Discussed on pages 13-14. See *Appendix 1*, p. 4.)
- *Request Form* (*See Appendix 1*, p. 12.)
- *Conflict Manager Report Form* (See *Training Handouts*, p 5.)

Request Forms

Programs using the in-school model will need "request forms" to make requests for conflict management. (See *Appendix 1*, p. 12.) Requests can come from the principal, counselors, teachers, playground supervisors, security and hall guards, and others. These forms also serve as a record of conflicts referred to the Conflict Managers and their sources. Students requesting sessions themselves or other students requesting sessions for friends do not need to complete this form. **NOTE:** Labeling these as "request forms" rather than "referral forms" makes them less threatening to the students, and eliminates confusing the Conflict Manager Program with the school's overall discipline system.

Conflict Manager Report Forms

Regardless of the model, these report forms are filled out by the Conflict Managers each time they work with disputing students. (See *Training Handouts*, p. 5.) Keep an adequate supply and have clipboards and pencils readily available. The Conflict Managers fill out and turn in the Report Forms right after each Conflict Manager session. The Program Coordinators can review completed forms a day or two before each biweekly meeting, record the types of conflicts on a chart, and select two or three for discussion. All conflicts are discussed without mentioning names.

Make sure the Conflict Managers know why it is essential for them to fill out the forms quickly and accurately. Discuss the idea that information on the forms is confidential and must not be shared with anyone. If the forms are not being completed correctly, find out why and review how to fill them out. Remind students to fill out forms after, NOT DURING, the Conflict Manager process, so they can listen attentively to the disputants.

Conflict Manager sessions and records are confidential. The Conflict Manager report forms are only for the use of program coordinators to keep track of key information, such as numbers of sessions, kinds of conflicts being mediated, and the quality of resolutions. Anyone wishing access to these records must obtain permission from a program coordinator. Anyone making requests for peer mediation will be notified if it was accepted, whether a resolution was reached, or of any other disposition of the case. Teachers will not, however,

be informed of the specific resolution by the disputants.

■ Scheduling

For the playground model coordinators should always have a current schedule posted in the office, in the hands of each Conflict Manager, and other appropriate places. Otherwise, Conflict Managers' teachers, and yard teachers will be understandably confused. Setting up a two week schedule is helpful. (See *Appendix 1*, p. 10.) You may want to revise it every few weeks, in case of field trips, students moving, disciplinary actions, or team (partner) changes, but make sure it is always done before the biweekly meeting so it can be discussed with the students.

For the in-school model, you may schedule Conflict Managers to be available for duty during certain periods or you may choose to select Conflict Managers on a case-by-case basis to more closely match the needs of disputants or the nature of the case. Be sure to keep track of how often you use each Conflict Manager and the class from which s/he was taken. A simple chart or calendar is an effective way to keep track of your Conflict Managers' work. Also note any considerations specific teachers have about Conflict Managers missing class time for conflict management. This system will allow you to choose Conflict Managers for a specific session who are available, appropriate, and haven't worked recently. Make sure to give each Conflict Manager a chance to participate in a Conflict Manager session. Post a roster of Conflict Managers in the office so that Conflict Managers can see it and other faculty members can use it in your absence, if necessary.

OTHER COORDINATOR RESPONSIBILITIES
■ Disciplinary Actions with Conflict Managers

Even though adult expectations for Conflict Manager's behavior can be high, students who are chosen to be Conflict Managers do not suddenly become perfect students. Teachers and other adults who have concerns about the behavior of individual Conflict Managers, should be encouraged to speak with the coordinators. Tell them that the bimonthly meetings are designed to address discipline problems and explain the system you have created with the Conflict Managers. (See *Bimonthly Meetings*, p. 43.) Listen to their concerns and ideas and let them know how you will follow through. This is one of the aspects of the program that will help build staff support as time goes on.

Also, remind adults that Conflict Managers will still experience conflicts of their own. Ensure staff members that Conflict Managers will be coached to handle those conflicts peacefully and constructively, and that they will also be encouraged to use peer mediation themselves to resolve disputes if it is necessary.

■ Ongoing Relationships with Faculty and Staff

Working with staff members to manage the behavior of the student mediators is one way to

build the relationship between the program and the rest of the staff. The Program Coordinators must always be willing to talk with other teachers, staff, or administrators if they have issues or concerns about the Conflict Manager Program. Keep an ongoing dialogue with administrators about the progress, successes, and needs of the Conflict Manager Program.

Ask the principal for time on the agenda at regular staff meetings. Use this opportunity to inform your colleagues of the progress of the program, discuss problems, and correct any misconceptions about its nature, scope, or operation.

If problems arise between staff members regarding the program, suggest a mediation process be used to resolve the dispute. Your willingness as program coordinator to participate in such a process, if appropriate, is essential. If this method is unsuccessful, the problem can be referred to your administrator.

■ Parent Participation

At the very least, parents should be fully informed about the program, including how it will work, how it can benefit their children, and how their children can be involved. This can be accomplished by mailings (See sample parent information letters, *Appendix 1*, pp. 8-10.) or with a presentation at a parent meeting or open house. When the program is running, schedule a mediation demonstration with the trained Conflict Managers at a similar parent meeting or open house.

Offering communication skill-building modules could build further their enthusiasm for the program. If parents express a desire to participate, they can become involved in any and all phases of the program, from support activities such as fund-raising or Conflict Manager "uniform" (T-shirts, vests, etc) washing, to assisting with training coordinating. Parents participating at the latter level should receive training with the staff.

EVALUATION

To know if the program is meeting its goals and objectives, conduct evaluations at different stages of program development. Program coordinators can use the initial assessment questionnaire to gather impressions and to guide observations. (See *Appendix 1*, pp. 1-2.) This process is not time-consuming and will provide important evaluative information.

Assessment questionnaires can be used at the following stages:

1. A week or so after the student training, meet with the adult trainers to evaluate the steps that have been implemented in the program. (See *Trainer Evaluation of Student Conflict Manager Training, Appendix 1*, p. 18.) This questionnaire gathers teacher/trainer feedback about student training logistics, their individual presentations, and whether they feel their own training prepared them to train students. These questionnaires will determine when, where and how well the skills are being used as well as the impact on behavior and on the school environment resulting from the Conflict Manager Program.

2. At different stages of program implementation, the *Conflict Manager Playground Observation Form* (See *Appendix 1*, p. 13.) and the *Biweekly Meeting Observation Form* can be used. (See *Appendix 1*, p. 15.)

3. After the program has been in operation for at least six months, evaluations with Conflict Managers and school site staff can be done. (See *Appendix 1*, pp. 19-20.) The time available and the number of persons to interview will determine whether to distribute the questionnaire to a large number of people or to select a smaller sample and conduct detailed personal interviews.

BIMONTHLY MEETINGS

Bimonthly meetings, held to discuss the work of the Conflict Managers, are an essential part of the Conflict Manager Program. They offer critical opportunities for teambuilding, additional skill instruction, and ongoing evaluation of Conflict Managers' successes and challenges. The next section of this guide is a detailed description of the bimonthly meeting goals and process.

The program coordinators and Conflict Managers jointly make an agenda for the meeting. Items might include problems and successes in their work, scheduling difficulties, disciplinary actions, and skill building or refinement exercises. Discuss everything the students suggest; it is vital that they feel that this is their meeting.

Each Conflict Manager is encouraged to discuss every agenda item. The coordinators facilitate by setting time limits, keeping the discussion moving, and encouraging student participation. A log can be kept of the outcome of each agenda item for evaluation and future references.

Parents, district administrators, teachers, and funders may visit a meeting. Introduce them, and then continue with the meeting. Set a soft-spoken and respectful tone for the meeting, and the students will follow your example.

Special meetings may be arranged as a forum to show Conflict Managers in action. Parents, yard staff, media or other interested people may be invited to these special meetings.

Objectives of Bimonthly Meetings
1. To provide a time for Conflict Managers and the faculty coordinators to share information:
   a. Successes
   b. Problems and possible resolutions
      - Logistics
      - Conflict Manager process
      - Behavioral concerns
      - Skills

2. To provide additional training:
   a. To reinforce and refine skills learned in initial training
   b. To provide training in new skills

3. To build cohesion and community among Conflict Managers

4. To provide a forum for discussing and resolving disciplinary problems involving Conflict Managers

5. To hold ongoing evaluation of the Program so improvements and corrections can be made quickly

6. To plan:
    a. Outreach
        - Assemblies
        - Classroom presentations
        - Fundraising
    b. Recruitment for future Conflict Manager training

Logistics

Hold bimonthly meetings for approximately one hour. Get consensus from other teachers and the principal to make sure that no special events such as field trips or assemblies will conflict with the meetings. if necessary, find a substitute teacher to cover the coordinators' classes during the meetings. The coordinators must be able to give undivided attention to the Conflict Managers while meetings are in progress.

If possible, hold the meetings in a large, comfortable, quiet room such as the library. There needs to be enough space for everyone to sit comfortably in a circle.

One of the program coordinators facilitates each bimonthly meeting. If they wish, they can enlist the help of another teacher, resource specialist, aide, or student teacher. As the Program progresses, ask students who show leadership potential and good problem-solving skills to facilitate meetings or take notes.

Facilitating Bimonthly Meetings
■ The Role of Facilitator

The bimonthly meeting facilitator is an enabler, a catalyst, and a sounding board for participants, rather than a teacher. The facilitator's job is to support the work of participants, rather than to initiate, or direct it. The facilitator helps participants succeed by offering an organizational structure, making sure everyone who wants to be heard is heard, and encouraging and supporting participation.

■ Set the Tone

One of the primary tasks of the facilitator is to set a tone that encourages trust and fosters the self-confidence of Conflict Managers. Here are some suggestions:

1. Sit in a circle to encourage open communication.

2. Sit where you will not be seen as the "leader." It will help if you change your seat from meeting to meeting.

3. Value whatever students say. Even if you think a comment is inappropriate, do not judge

it. Thank the student for his/her contribution and move on.

4. Praise students and encourage them to participate. If a few monopolize discussions, ask quiet students if they would like to add something. However, never force a student to speak if s/he does not want to do so.

5. Give students responsibility for:
   - Helping prepare the agenda
   - Setting rules
   - Making decisions about the program or individual Conflict Managers who are discipline problems
   - Performing tasks, such as maintaining charts, folding T-shirts, and organizing and running fund-raising efforts
   - Offering suggestions

■ Encourage Student Participation
Several techniques can be used to encourage open participation in biweekly meetings:

1. **Role Modeling:** If you, the facilitator, support and respect the students, they, in turn, will support and respect one another. This atmosphere will help students feel free to say whatever is on their minds.

2. **Open-ended Questions:** Questions which begin with how, what, when (and sometimes why) encourage more thoughtful responses. Open-ended questions encourage participation better than those that require only "yes" or "no" responses.

3. **Reflective Responses:** Validate the speaker's feelings. These responses give the speaker permission to explore and express what s/he is feeling:
   - "You really feel strongly about that."
   - "So you're finding it difficult to make a decision."
   - "You're really excited about it."
   - "It's scary to take a risk."

4. **Reality-testing Questions:** Guiding students to make sound decisions without imposing your own opinion requires special care. If students make a decision that seems off base, help them explore the consequences and reevaluate the alternatives. Some questions might include:
   - "What do you want to happen?"
   - "What will happen if you do this?"
   - "What are some other ways this might be handled?"
   - "How do you feel about that idea?"

5. **Praise:** Praise should be given as often as is honestly possible. Praise validates students' work and encourages them to continue it. Praise may be oral, or recognition

can be given in the form of certificates, prizes, or surprise treats.

BIMONTHLY MEETING PROCEDURES

■ Ground Rules

At the first bimonthly meeting, ask students to decide on basic ground rules that will keep meetings running smoothly and establish a climate of trust. Some rules might include:

- Speak one at a time
- Respect each other's ideas and feelings
- Raise your hand and wait to be called
- Keep the contents of meeting confidential

■ Meeting Format

Before each meeting, plan a tentative agenda and timeline. Leave time for other items that students may suggest. At the beginning of each meeting, post the agenda for students to review and add items. Ask students to help decide how much time will be devoted to each new item.

Integrate some sort of team building activity into each meeting. Community building is a key goal of the bimonthly meetings, and it won't occur by itself. It has to be made intentional. The stronger the sense of community among the Conflict Managers, the more effective each pair of Conflict managers will be when helping resolve problem. Effective team building activities:

- Help participants get to know each other better
- Encourage and teach cooperation
- Encourage acceptance and mutual respect
- Are fun and interesting

Encourage students to share successes, such as a compliment from principal or playground supervisor, or recognition for successfully resolving a difficult conflict. Discuss problems, such as filling out report forms correctly, putting away T-shirts, or unresolved conflicts. Keep the meeting pace fairly rapid, so that all items can be discussed without the students becoming restless. Encourage students to do most of the talking, and avoid taking too much airtime yourself. It won't be the students' meeting if you do more talking than they do. At each meeting, set aside time to evaluate the Program and to decide if revisions must be made. Leave a few minutes at the end of each meeting for evaluation of the meeting itself.

As the program evolves, bimonthly meetings should include activities that reinforce previous training, help students acquire new skills, and allow them to brainstorm and practice new approaches to difficulties they are encountering in their work as Conflict Managers.

■ PROBLEMS AND SOLUTIONS

At one of the first bimonthly meetings, lead an open-ended discussion of appropriate for conflict managers, both on and off duty. Then help the group develop a set of guidelines they all feel they can follow. All Conflict Managers should understand and agree to these guidelines. The group must also decide on a process for dealing with Conflict Managers who misbehave, break rules, abuse their power, do not take their responsibility seriously, or have difficulty following the group's guidelines. Help the group develop a process that is instructive, supportive, and humane.

One possibility is:

1st infraction:	A warning and discussion of how to address problem
2nd infraction:	A plan of action to address the problem
3rd infraction:	Suspension from program for one week
4th infraction:	Expulsion from the program (for either a specified amount of time, such as the semester, or forever)

Potential Problems

■ Not Fulfilling Responsibilities

Elementary students may become bored while on duty and fail to pay attention, play while on duty, or refuse to show up for duty. Review expected behavior for Conflict Managers on duty. Discuss that while the job may not always be fun, it is rewarding and useful. If a student is really unhappy, let him or her drop out.

■ Lack of Teamwork

Teamwork problems include: Elementary Conflict Managers who do not stay with their partners while on duty; Conflict Managers who have conflicts among themselves while working together, such as one partner dominating, one partner giving negative rather than constructive criticism, or one showing off at the expense of the other.

If teamwork problems exist among the Conflict Managers, a structured activity that reinforces the values of teamwork may be helpful. To deal with individual teamwork issues, devote part of a bimonthly meeting to role plays that resolve individual conflicts with open communication and problem solving. Discuss the consequences of not using teamwork to the Conflict Managers, the program, and the students they help. If a conflict between partners is so heated that they cannot work through it constructively, ask two other Conflict Managers to help resolve it.

■ Scheduling

Scheduling problems usually center around Conflict Managers being absent on their day or period of duty or forgetting their scheduled time. Have substitutes available if someone is absent. The program coordinators or the Conflict Managers themselves might decide who will substitute if the absent Conflict Manager is from their class.

Forgetting about duty is another matter. Each Conflict Manager, the program coordinators, and the office staff have copies of the duty roster. Each Conflict Manager is responsible for knowing when s/he is on duty and for being there on time. Each Conflict Manager knows his/her partner for the day. If one member of the team does not appear, the second member should remind him/her. If chronic forgetting of duty is a problem, discuss it at a bimonthly meeting, and use the process the group has decided upon for handling problems.

■ Conflicts with Other Students

If other students try to harass or interrupt Conflict Managers while they are working, or at any other time, assertive communication will usually solve the problem. To help Conflict Managers improve their assertiveness, conduct some role plays about the problems that have occurred and let Conflict Managers practice various assertiveness techniques. Bimonthly meetings provide a safe environment for Conflict Managers to learn and practice new behaviors.

If a conflict with another student turns physically violent, a Conflict Manager has several options: remind the student that fighting is prohibited at school; try to talk the student out of fighting; or walk away from the situation, thus ending the Conflict Manager session.

■ Training Activities

Since Conflict Managers can't learn everything they need to know in the initial training, bimonthly meeting time can be used to help students refine acquired skills or learn new ones.

Ask students to brainstorm what they need to learn and areas of weakness and ask them to prioritize the list. Assess what you think Conflict Managers need to learn based on feedback from faculty and your own observations. Devise biweekly meeting activities, which provide this training, applying the activity formats from the Conflict Manager training that were effective and enjoyable for the students.
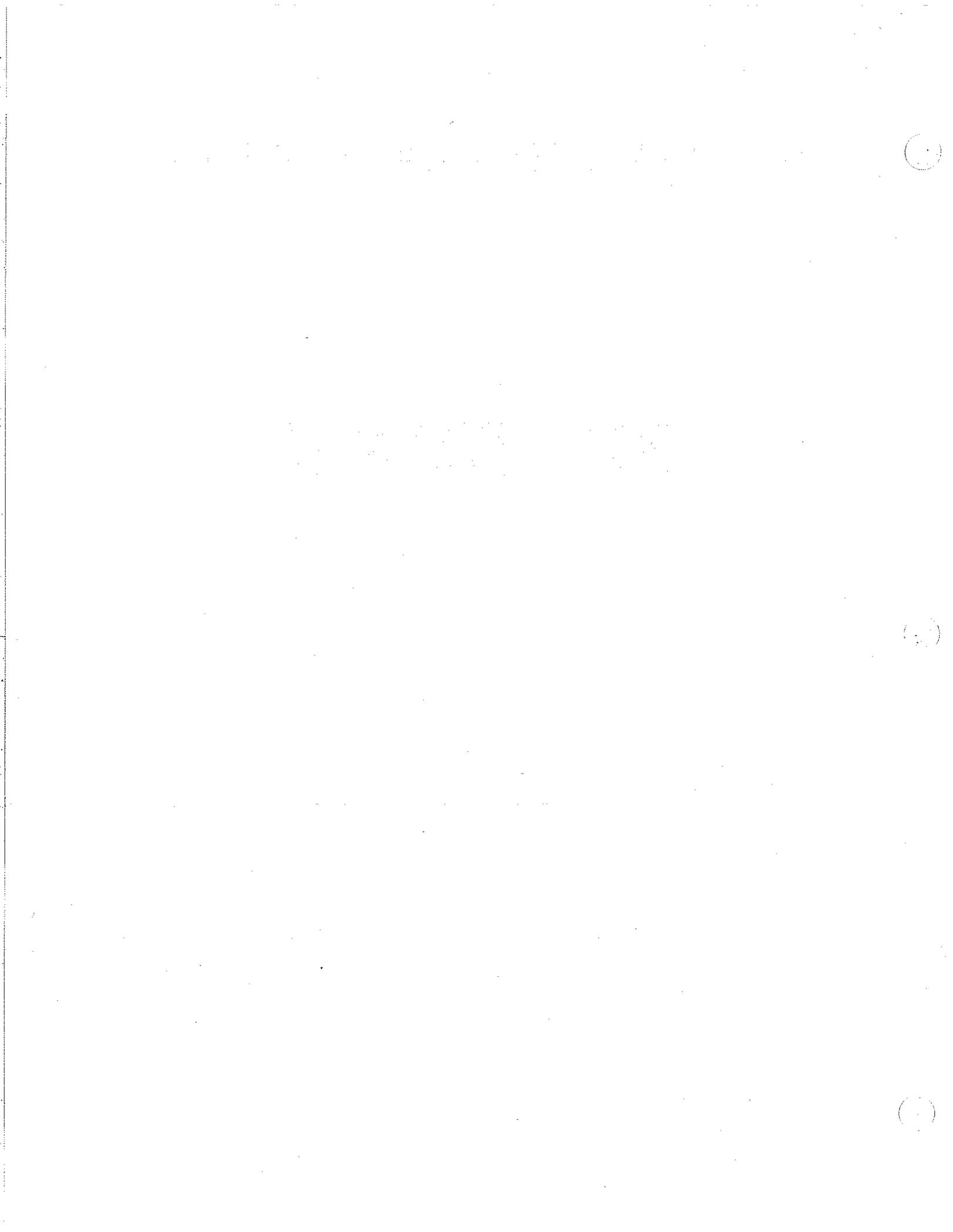
SECTION II

CHAPTER FOUR
CONFLICT MANAGER TRAINING ACTIVITIES

INTRODUCTION

We've tried to create this section to allow teachers and trainers to enhance the design as they feel necessary. These activities are distilled from what has worked best over the years for us, other trainers, and hundreds of teachers we have worked with. The content and formats are based on a strongly held set of educational beliefs that have been built and have proven themselves over our many years of experience working with schools and students. These beliefs include:

- The necessity of responding to a variety of learning styles,
- The power of cooperative learning structures,
- The importance of social and emotional growth to academic success and success in life,
- The need for developmentally appropriate activities.

We hope these activities, as a group, are much like the students for whom they were created: lively, diverse, and adaptable. They are designed to allow students to participate in the ways in which they are most comfortable, and to foster cooperative group skills. While we urge trainers to adapt these activities for the students they will be training, and to fit their personal teaching style, we also hope you will keep the larger goals of this design in mind. Along with creating an effective group of student mediators, who have the skills to help themselves and others manage conflict more effectively, we also want to:

- Build community within the group
- Increase their self-esteem and sense of personal power
- Contribute to their social and emotional growth
- Increase their understanding of people from different backgrounds
- Help them begin to develop positive social and civic values

Of course, all of this can't be done in a six-hour workshop. Student's experiences following the training, as they serve as mediators and help to create the Conflict Manager program, will contribute significantly to meeting these goals. However, the approach taken in the initial training will go a long way to set the tone for the program. The practices, strategies, and

formats used in the training—and the ongoing bimonthly meetings—should be consistent with the values that underlie the program.

What's presented here is 5 to 6 hours of activities that we suggest be spread over two or three days, and includes:

- Communication Skills
- The Conflict Management Process
- The Role of the Conflict Manager

These sessions are usually held every other day to give students time to absorb the information and to maintain partial attendance in their regular school classes. Also, we suggest mornings, when students and trainers alike are more alert and focused. Although some schools have tried training their mediators in one day, a full day of conflict resolution training is more than almost all elementary students can absorb. The only way we've seen it work (and not every time) is in a special setting, such as a retreat away from the building. Whatever schedule is chosen, it's helpful to give the group at least their regular breaks for recess and lunch.

We have included team builders and energizers, which, of course, are essential for elementary students' academic and social growth. We encourage teachers to substitute or add any from their own repertoire that they think would be appropriate. (See *Appendix*, pp. 21-23.) Also, at the end of each activity description you will see listed any activities from *Conflict Resolution: An Elementary School Curriculum* that would reinforce the skills taught in that activity.

SAMPLE TRAINING OUTLINE – TWO HALF-DAYS

DAY ONE
1. Name tags & Start-up
2. Get Acquainted
3. Establishing Group Guidelines
4. What is a Conflict?
5. The Conflict Management Steps
   BREAK
6. Conflict Management Practice
7. Active Listening Skills
8. I Love My Neighbors
9. Additional Conflict Management Practice
10. Closing of the Day

DAY TWO
1. Review & Preview
2. Concentric Circles
3. Conflict Management Practice
4. Conflict Manager Report Form and Duties
5. Review I-Messages
   BREAK
6. Helping Students Make Good Resolutions
7. Small Group Practice with Special Situations
8. Large Group Practice with Special Situations
9. Training Evaluation
10. Wrap-up and Celebration

CONFLICT MANAGER TRAINING

day 1

DAY 1

- ■ Name Tags & Start-up .... 10 minutes
- ■ Get Acquainted .... 10-15 minutes
- ■ Establishing Group Guidelines .... 10 minutes
- ■ What Is Conflict? .... 15 minutes
- ■ The Conflict Management Steps .... 30 minutes

Break

- ■ Conflict Management Practice .... 25 minutes
- ■ Active Listening Skills .... 20-25 minutes
- ■ I Love My Neighbors .... 10 minutes
- ■ Additional Conflict Management Practice .... 20 minutes
- ■ Closing of the Day .... 10 minutes

NAME TAGS AND START-UP

DURATION: 10 minutes

OBJECTIVES: To welcome students and prepare for training session.

MATERIALS:
- Name tags for each student and trainer
- *Training Handouts* workbooks for each student
- Pens and markers
- Whiteboard/chart paper with *Day 1 Agenda*

PROCEDURE:

1. Distribute nametags and pens. Ask students to write their first names and last initials on the nametags and to put them on. (You can have prepared nametags ready.) Names should be printed large enough to be easily seen.

2. Ask students to be seated in a circle. Demonstrate and explain the signal for attention (such as a raised hand).

3. Welcome students and congratulate them for being chosen as Conflict Managers

4. Hand out folders. If you like, give the students a few minutes to decorate their folders. Instruct students to keep their folders under their chairs during the training and to hand them in at the end of each day's training session.

5. Introduce trainers.

6. Review today's agenda.

GET ACQUAINTED

DURATION: 10-15 minutes

OBJECTIVE:
- To ease tension.
- To learn something about each person.
- To begin team building.

MATERIALS: None

PROCEDURE:
1. Explain that the first activity is for each person to begin to get to know one another.

2. Announce that each person in the room will be asked to say his or her name and favorite food. (You may substitute another category if you wish: favorite TV program, song, or let them choose among two or three).

3. Explain that each will speak one at a time and go around the room from left to right.

4. You should begin by saying your name and sharing first.

5. Ask the person on your left to speak next.

6. As the next person speaks, make eye contact, nod, and thank each speaker for sharing. Use the same validating techniques with each speaker.

7. Be sure the activity moves along quickly, so that each person has a chance to participate and there are no interruptions.

OPTIONAL: Before the activity, tell the students that you will do a listening check after everyone has shared. When everyone has spoken randomly, select a few students and see who can remember their favorite item.

REINFORCEMENT:
- *Fingerprints* (2-7)
- *Interview a Friend* (2-17)
- *Friendship Circle* (2-11)

ESTABLISHING GROUP GUIDELINES

DURATION:　　10 minutes

OBECTIVES:　　● To create guidelines for group participation.
　　　　　　● To build sense of belonging and ownership.

MATERIALS:　　● Whiteboard/chart paper to record the guidelines

PROCEDURE:　　1. Explain that having clear guidelines will help the group work together more effectively. Tell the group that you have two or three guidelines that you think are important and that you would like them to suggest a few more. Yours should be guidelines that are important to you, and should be written on the chart paper headed, "Group Guidelines."

2. Explain your guidelines and ask the group for more suggestions. Help the students to phrase the guidelines in positive terms. For example, "speak one at a time," rather than "no interrupting."

3. Record the new guidelines on the chart paper, ensuring that everyone understands each one. The list of guidelines should not be too long.

4. Post the list prominently in the training room.

NOTE: If a suggested guideline is in general terms, such as "treat each other with respect," have the group brainstorm briefly what that looks and sounds like.

REINFORCEMENT:
None.

WHAT IS CONFLICT?

DURATION: 15 minutes

OBJECTIVE:
- To help students define conflict.
- To explore the positive aspects of conflict.

MATERIALS:
- Whiteboard/chart paper

PROCEDURE:

1. Ask students to recall a conflict they experienced, or one they observed. Have them brainstorm words that they associate with being in conflict.

2. Record their responses on whiteboard/chart paper. Many trainers like to record the responses in a web with the (circled) word conflict in the middle of the chart.

3. Discuss the list with them, asking what they notice about the list. If no one mentions it, point out the high percentage of negative words.

4. Have them discuss with a partner what they think could be positive about conflict. Have a few students share their responses with the group.

5. Conclude by saying that conflict is a natural part of life, and that this training will help us see how conflict can be expressed more constructively.

REINFORCEMENT:
- *Conflict Collage* (1-8)
- *Family interview* (1-13)

THE CONFLICT MANAGEMENT STEPS

DURATION:　　30 minutes

OBJECTIVE:　　● To introduce students to the philosophy and role.
expectations of the *Conflict Manager Program*.
● To carefully demonstrate the *Conflict Management Steps*.

MATERIALS:　　● *Conflict Manager Beliefs* (See *Training Handouts*, p. 1.)
● *Conflict Management Steps* (See *Training Handouts*, pp. 2-3.)

PROCEDURE:

1. Announce to students that they will see a role play of a conflict. Tell them to watch and listen carefully to what the helper does and how the disputants respond.

2. Three trainers (or one trainer and two students) will demonstrate a scenario of one person helping two disputants with a conflict. The helper will take sides, give advice, make judgments, not listen carefully, and impose solutions. **(No more than 5 minutes.)**

3. Discuss the role play with students by asking the following questions:
   ■ What things did you see the helper doing?
   ■ How did the disputants respond?
   ■ How did the disputants seem to feel as a result of the help they received?
   ■ What might the helper have done differently?
   ■ Was the problem solved?

4. Announce to students that they will now see a role play of a conflict, with Conflict Managers following the *Conflict Management Steps*. Refer them to pages 2-3 in the *Student Folder Pages*. Ask them to listen carefully to what the Conflict Managers do and how the disputants respond.

5. To demonstrate, choose two volunteers to act out a playground disagreement. Two adults will be the Conflict Managers and will demonstrate the steps. Be sure to follow the *Conflict Management Steps* closely.

6. Discuss the role play with students by asking the following questions:

- What things did you see the Conflict Managers doing?
- How did the disputants respond?
- How did the disputants seem to feel as a result of the help the Conflict Managers gave them?
- Was the problem solved?
- What was different about the way the Conflict Managers acted as compared to the helper in the first role play?

7. Discuss with students:
   - What do you think a Conflict Manager is?
   - What do you think a Conflict Manager isn't?

8. Make two columns on the blackboard, as illustrated below, and list the students' responses. Add any ideas of your own that they don't mention.

IS	ISN'T

9. Refer students to *Conflict Manager Beliefs* (See *Training Handouts*, p 1). Read *Beliefs* aloud and discuss briefly with students.

REINFORCEMENT:

- *If I Ran the School* (6-16)
- *Identify the Problem (6-22)*
- *Resolve the Conflict* (6-37)
- *Conflict Resolution Skills* (6-53)

Conflict Manager Beliefs

The Conflict Manager Program believes:

1. Conflict is natural.

2. Students can solve their own problems.

3. Students are responsible people.

4. Conflicts can be resolved peacefully.

Conflict Managers help other students find peaceful solutions to their problems.

CONFLICT MANAGEMENT STEPS - PAGE 1

INTRODUCTION

1) Hello, my name is _____. My name is _____.

2) Do you want us to help you solve this problem? Let's move to a different area to talk.

3) Can you tell us your names?

GROUND RULES

4) There are four rules you each need to agree to for us to help you.

TO PERSON #1	TO PERSON #2
Do you agree not to interrupt?	Do you?
Do you agree to no name calling or put downs?	Do you?
Do you agree to be as honest as you can?	Do you?
Do you agree to work to solve the problem?	Do you?

DEFINING THE PROBLEM

5) *Choose someone to talk first.*

TO PERSON #1	TO PERSON #2
6) Can you tell us what happened?	Can you tell us what happened?
Restate	*Restate*
How did that make you feel? Why?	How did that make you feel? Why?
Restate	*Restate*

CONFLICT MANAGEMENT STEPS - PAGE 2

FINDING NEEDS

TO PERSON #1

7) What do <u>YOU</u> need to have this problem solved?

Restate

TO PERSON #2

What do <u>YOU</u> need to have this problem solved?

Restate

FINDING SOLUTIONS

TO PERSON #1

8) What can you do now to help solve this problem?

Restate

TO PERSON #2

What can you do now to help solve this problem?

Restate

TO PERSON #2

Is that O.K. with you?

TO PERSON #1

Is that O.K. with you?

TO PERSON #1

9) If this problem happens again, what can you do differently?

TO PERSON #2

If this problem happens again, what can you do differently?

TO PERSON #1 AND PERSON #2

10) Is the problem solved?
(*If* **YES***, finish the process. If* **NO***, go back to* **Step #7***.*)

11) Will you tell your friends that the problem has been solved?

12) Thanks for doing a good job!

13) (*Fill out the Conflict Manager Report Form.*)

CONFLICT MANAGEMENT PRACTICE

DURATION: 25 minutes

OBJECTIVE: ● To practice the *Conflict Management Steps.*

MATERIALS: ● Whiteboard/chart paper with *Conflict Management Steps*
● *Conflict Management Steps* (See *Training Handouts*, pp. 2-3.)

PROCEDURE: 1. Brainstorm a list of typical school conflicts to be used for role plays.

2. Divide players into small groups to practice being Conflict Managers. (There should be four or five students and one trainer per group.)

3. In each group, students will quickly decide which two will be conflict managers and which two will be disputants. Choose one of the conflicts generated in the brainstorm. Try to choose a realistic situation. The disputants will use the *Conflict Management Steps* and practice using each step in helping resolve the conflict.

4. Next, students should switch roles, choose another conflict situation, and practice again. Students will continue practicing until they are called back to the large group. Total practice time will be twenty minutes.

5. After each role play, small group trainers should briefly process the work. (Refer to *Processing the Role play* and *Feedback Techniques* discussed in Chapter 3).

REINFORCEMENT:
● *Take Me Out To The Ball Game* (6-45)
● *Work It On Out Now (6-49)*

ACTIVE LISTENING SKILLS

DURATION: 20-25 minutes

OBJECTIVE: ● To emphasize the importance of good listening.
                   ● To help students understand the active listening steps.

MATERIALS: ● Whiteboard/chart paper with *Active Listening Steps*

PROCEDURE: 1. Ask the group to brainstorm answers to the following question: "If you couldn't hear for 24 hours what would you miss?" Record their responses on chart paper.

2. After the discussion summarize the group's view of why listening is important.

3. Describe in your own words Active Listening and its importance. Here is some suggested language:

"Active Listening is a special way to listen to other people. It helps us to hear better what someone has to say and how he or she feels. It helps us understand better and remember what is important. Active Listening also helps the speaker feel good because she or he really knows someone is listening and understands."

4. Direct the students to *Active Listening Steps*. (See *Training Handouts*, p. 4.) Have volunteers read the *Steps* aloud one at a time, and:

Step 1: Discuss with students how this is done. Ask, "How do you know when someone understands what **you** are saying?"

Step 2: Briefly describe the process of nonverbal communication and give one or two examples. Ask the students to think of some ways in which they communicate without words. Ask them to act out their responses in front of the group

Step 3: Demonstrate restating and give several students the opportunity to practice. Emphasize the importance of using one's own words when paraphrasing.

Step 4: Ask students why this is important, especially for conflict managers.

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Step 5: This self explanatory.

5. **Stand up/Sit down Activity.** Ask a series of questions that are either closed or open-ended. After each students should stand if they think it is a closed question (yes or no answer) or stay seated if they think it's open-ended. If the question is closed ask a few students to rephrase the question so that it is open-ended before they sit down.

Example
- Weren't you mad when he hit you? (closed)
- How did you feel when he hit you? (open-ended)

6. Conclude the discussion by saying:

From now on, when we practice being Conflict Managers, remember to practice the *Active Listening Steps.* It is very important. To be a good Conflict Manager, you must hear and understand the students who want your help.

NOTE: Keep this activity moving by avoiding lecturing and keeping the discussions brief. Emphasize the students' responses and participation.

REINFORCEMENT:
- *Introduction to Feelings* (3-5)
- *Feeling Clusters* (3-11)
- *Body Language and Feelings* (3-21)
- *Why Listening is Important* (5-8)
- *Robbery Report* (5-12)
- *Good and Poor Listening* (5-17)
- *Nonverbal Communication of Feelings* (5-23)
- *Spend a Buck* (5-32)
- *Recognizing Feelings* (5-39)

I LOVE MY NEIGHBORS
TEAM BUILDER/ENERGIZER

DURATION: 10 minutes

OBJECTIVE:
- To continue to build group cohesion.
- To improve group's focus.

MATERIALS: None

PROCEDURE:
1. Seat group in circle if they aren't already. There should be one fewer chair than participants with the extra person (one of the trainers) standing in the middle.

2. The person in the middle starts the game by saying, "I love my neighbors, especially those who..." including a description or category, such as a color worn, or a preference (favorite food or TV program).

   Example
   "I love my neighbors, especially those who watch *The Simpsons.*"

3. Everyone who fits the description has to get up and find a new seat, while the person in the middle tries to sit in one of the empty chairs. The person left standing is now "it." That person repeats the phrase with a new description or category.

4. Before starting it is helpful to have the group suggest a couple of rules they think would help the game go smoothly.

   NOTE: The placement and frequency of the energizers will depend on your training style, the group you are training, and the training time frame. We urge teachers to draw from their repertoire. This is one of our favorites, loved by groups of all ages, including adults.

REINFORCEMENT:
- Any energizers in your repertoire, especially those that build community and help students get to know each other better.

ADDITIONAL CONFLICT MANAGEMENT PRACTICE

DURATION: 20 minutes

OBJECTIVE: ● To acquire skills as a Conflict Manager.

MATERIALS: ● Whiteboard/chart paper with *Conflict Management Process Steps*
● *Active Listening Steps* (See *Training Handouts*, p. 4.)

PROCEDURE: 1. Announce to students that they will continue practicing the *Conflict Management Process*, and divide them into small groups. Direct students to play a role they have not yet practiced (i.e., Conflict Managers, disputants, observers).

2. Ask students to try to remember more and more of the process without looking at the whiteboard/chart paper. Remind them that if they forget something, their partners should help them out. (This models good teamwork.)

3. Conflict Managers should also practice active listening and non-verbal cues. Refer them to *Active Listening Steps*. (See *Training Handouts*, p. 4.)

4. To begin the role play, disputants decide on a conflict situation to enact. Students practice role playing twice, changing roles for the second scenario.

5. After each role play, small group trainers should briefly process the work. (Refer to *Feedback Techniques* and *Processing the Role Play* in Chapter 2, pp.19-24.)

REINFORCEMENT:
● *Scrambled Squares* (6-9)

CLOSING OF THE DAY

DURATION:　　10 minutes

OBJECTIVE:
- To support students' hard work at learning new skills.
- To help students apply what they have experienced to their roles as Conflict Managers.

MATERIALS:
- *Conflict Management Process Steps* (See *Training Handouts*, pp. 2-3.)

PROCEDURE:　Ask students questions to help them process their first experience in the role of Conflict Manager:
- What happened in your small groups?
- What was it like to be a Conflict Manager?
- What were some conflicts and some resolutions you worked on?

2. Ask students what they liked about the day's training session.

3. Ask students what they didn't like about the day's training session.

4　Be sure to validate students' feelings and work.

OPTIONAL: Homework assignment - Ask students to take the *Conflict Management Process Steps* home and study the steps before the next training session. (See *Training Handouts*, pp. 2-3.) Suggest that students have their parents help them in learning them.

REINFORCEMENT:
- *Thanks a Lot* (2-14)
- *Who Is It?* (2-12)

CONFLICT MANAGER TRAINING

day 2

DAY 2

- Review & Preview .... 5 minutes
- Concentric Circles .... 10-15 minutes
- Conflict Management Practice .... 20-25 minutes
- Conflict Manager Report Form & Duties .... 10-15 minutes
- Review I-Messages .... 20 minutes

Break

- Helping Students Make Good Resolutions .... 25 minutes
- Small Group Practice with Special Situations .... 20 minutes
- Large Group Practice with Special Situations .... 30 minutes
- Training Evaluation .... 15 minutes
- Wrap-up & Celebration .... 15 minutes

REVIEW AND PREVIEW

DURATION: 5 minutes

OBJECTIVES: ● To prepare students for second day of training.

MATERIALS: ● Whiteboard/chart paper with *Day 2 Agenda*

PROCEDURE: 1. After students have their folders and nametags on, get them seated in a circle and give the signal for attention.

2. Welcome them to today's session and validate their hard work in the previous session.

3. Go over the agenda for the day.

REINFORCEMENT:
None.

CONCENTRIC CIRCLES
TEAM BUILDER/REVIEW

DURATION:　　10-15 minutes

OBJECTIVES:　　● To continue with the group building process.
● To give students opportunity to reflect on the previous day's experiences.

MATERIALS:　　None

PROCEDURE:　　1. Divide students into two equal groups.

2. Ask one group to form a tight circle facing outward. Then ask the second to form another circle around the first one, facing inward. Each person should be facing a partner in the other circle.

3. Decide which circle will go first, and explain that each person will have about 45 seconds to answer the question you will ask. All pairs will talk simultaneously.

4. Signal when it is time for the first circle to finish and ask the second circle to answer the same question.

5. When both circles have had a chance to talk, ask one circle to move 1, 2, or 3 people to the right and ask another question. Ask the circle that went second the first time to go first this time. Students change partners for each question.

6. Ask three to five questions that help students get to know each other better, and reflect on the training so far. We invite trainers to form their own questions. Here are some examples:

   ■ What do think makes a good friend?
   ■ Share two things you learned in the previous session.
   ■ How do you think could make the school a better place for all students?
   ■ How do you think the Conflict Manager Program will help the school?
   ■ What is your favorite thing to do by yourself?
   ■ What qualities or skills do you think make someone a good conflict manager.

7. When the students have been seated ask for some of the responses to a key question, such as the last one from the above list.

NOTE: This format can be used with a variety of topics, and is a great way to review material, and help students get to know each other better.

REINFORCEMENT:

None.

CONFLICT MANAGEMENT PRACTICE

DURATION: 20-25 minutes

OBJECTIVE: ● To build additional skills as a Conflict Manager.

MATERIALS: ● Whiteboard/chart paper with *Active Listening Steps*
● *Conflict Management Steps* (See *Training Handouts,* pp. 2-3.)

PROCEDURE: 1. Briefly review the *Conflict Management Steps*.

2. Announce that today, during practice, students should try to remember all the steps of the process without using their sheets. Conflict Managers should also help one another if they forget a step. Teamwork is important. Also, those playing the role of Conflict Manager should concentrate on all the steps of Active Listening, especially listening for feelings.

3. Remind students to discuss each role play and give feedback to the participants.

4. Count off and divide into small groups.

REINFORCEMENT:
● *Scrambled Squares* (6-9)

THE CONFLICT MANAGER REPORT FORM & DUTIES

DURATION:　　　10-15 minutes

OBJECTIVE:
- To learn how to fill out *Conflict Manager's Report Form.*
- To understand a Conflict Manager's duties.

MATERIALS:
- Whiteboard/Chart paper with *Conflict Manager's Report Form*
- *Conflict Manager's Report Form* (See *Training Handouts*, p. 5.)
- *Conflict Manager Duties* (See *Training Handouts*, p. 6.)

PROCEDURE:
1. As you review the *Report Form* step-by-step, make sure students understand what information is needed. Define any words students may not understand.

2. Ask students if they know why the reports might be important. Their answers should include:
   - To help evaluate the work of the Conflict Managers.
   - To see if disputants are able to live up to their resolutions or if they are continuing to have problems.
   - To know if the Conflict Manager Program is really making a difference. For example, as more students ask Conflict Managers for help, do less students get citations.

3. Have students use their copies of the *Report Form* and fill it out for the last role play they participated in.

4. Inform students that each time they intervene in a conflict, they should complete a form, even if the conflict does not get resolved.

5. Explain where blank forms will be located and what to do with complete forms.

6. Talk with students about when they fill out the forms. Explain that should fill it out immediately after they have completed a conflict management process, NOT during it. This helps them keep their attention on the disputants.

7. Review *Conflict Manager Duties.*

CONFLICT MANAGER REPORT FORM

RULES

1) Agree to solve the problem.
2) No name calling or put downs.
3) Do not interrupt.
4) Tell the truth.

Conflict Managers: _____   _____

Students with the conflict: _____

Describe what the conflict was about:

How did you find out about it: ☐ Student   ☐ Aide   ☐ Teacher   ☐ Yourself

Was the conflict resolved: ☐ YES   ☐ NO

RESOLUTION

STUDENT #1 AGREES TO: STUDENT #2 AGREES TO:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

CONFLICT MANAGER DUTIES

1 - Wear your Conflict Manager T-shirt or gear only when you're on duty. Put it away when you are through.

2 - Report for duty on time.

3 - Make up any missed class work.

4 - Fill out a report for each conflict on the day it happens.

5 - Attend all meetings with Conflict Manager coordinator.

6 - Be a Conflict Manager until the end of the school year.

REVIEW OF I-MESSAGES

DURATION: 20 minutes

OBJECTIVE: ● To practice expressing wants and needs in an assertive, non-threatening manner.

MATERIALS: ● Whiteboard/Chart paper with I-Message formula
● *Design an I-Message* (See *Training Handouts*, p. 7.)

PROCEDURE: 1. Show the students the I-Message formula on chart paper/chalkboard and go over the steps:

■ **I feel** (state the feeling)

■ **when you** (state the behavior)

■ **because** (state the consequence).

EXAMPLE: **I feel** frustrated **when you** don't listen **because** I don't want to repeat these instructions.

2. Briefly describe the effects of "You-Messages" and how they differ from "I-Messages."

You-Messages: When you send a You-Message, the listener feels judged, blamed, or criticized. He or she feels like you think he or she is a bad person. When a You-Message is sent, the listener thinks about defending himself or herself. This is not helpful for the speaker or the listener.

I-Messages: With an I-Message, the speaker expresses her or his own feelings, needs, or concerns to the listener. I-Messages are a clear and non-threatening way of telling people how you feel about their behavior without blame or judgment. They give the listener the option of deciding whether or not to do what you want her or him to do.

3. Divide students into small groups with an adult trainer in each group. Direct them to the *Design an I-Message* worksheet.

For each example (except # 5), and have students model You-messages people might make in that situation. Then have them practice I-messages for the same

situation.   Trainers should feel free to add a few examples not from the peer mediation context.

4. Be sure to have students practice I-messages for Example # 5 on the worksheet.

REINFORCEMENT:

- *Robot Walk* (4-7)
- *Design an I-Message* (4-20)
- *Say "I"* (4-25)
- *"When You…I"* (4-37)
- *"Because"* (4-42)
- *Desert Island* (4-47)
- *I-Letters* (6-36)

DESIGN AN I-MESSAGE

Pretend you are in a Conflict Management session. Design an I-Message for each of the following situations.

1 The two disputants keep interrupting each other. You have reminded them of the ground rules several times already. Communicate an I-Message.

I feel _____

when you _____

because _____

2 You hear two opposite stories from the disputants.

I feel _____

when you _____

because _____

3 Your partner didn't give you a chance to participate in the process. After the session is over, you both take a few minutes to discuss how you worked together.

I feel _____

when you _____

because _____

4 One of the disputants is very angry. This disputant snaps at you and yells, "Get out of my face and mind your own business!"

I feel _____

when you _____

because _____

5 After some hard work, the two disputants seem much more relaxed and are sharing responsibility for the problem.

I feel _____

when you _____

because _____

HELPING STUDENTS MAKE GOOD RESOLUTIONS

DURATION: 25 minutes

OBJECTIVE: ● To identify characteristics of good resolutions.

MATERIALS: ● Whiteboard/chart paper with *Checklist for a Good Resolution.*
● *Checklist for a Good Resolution* (See *Training Handouts,* p. 8.)

PROCEDURE: 1. Explain that a good resolution to a problem between two people:
■ Is fair to both people.
■ Has each person doing something to help solve the problem.

To be a really good problem solver, you need to be able to know what makes a good resolution and how to find the best resolution to a conflict. This activity will help work on these two things.

2. Ask students to list some things that will make a good resolution. Their answers should include:
■ Is it realistic?
■ Will it prevent the problem from happening again?
■ Is it something the disputants are really willing to do?
■ Is it balanced?

Refer students to *Checklist for a Good Resolution.* Discuss any items students did not suggest or which may need clarification.

3. Discuss this example (or one of your own) with the class or have two students act this or another conflict:

"Susie comes back to her desk and her pencil is gone. She sees Calvin walking away with a pencil, and she hurries over to him and grabs him, saying, "You stole my pencil!" Calvin pushes Susie and says that it is his pencil. Susie tells the teacher."

4. Ask the class, "What is the problem for Calvin? For Susie?"

---

5. Ask the class, "What are some ways to solve this problem?" List suggestions on the board.

6. Select two resolutions from the scenario, one good and one poor. Label them A and B. Ask students to fill out a *Checklist for a Good Resolution* for each according to the information they have just reviewed and to tell why they think each resolution is good or bad.

REINFORCEMENT:

- *Making Good Resolutions II* (6-28)
- *What Might Happen Next?* (6-30)

CHECKLIST FOR A GOOD RESOLUTION

YES	NO	
☐	☐	1. Can both disputants really do what they promise?
☐	☐	2. Will the resolution solve the problem?
☐	☐	3. Is the resolution specific enough? Does it tell:
☐	☐	When?
☐	☐	Where?
☐	☐	How?
☐	☐	Who?
☐	☐	4. Is the resolution balanced? Do both disputants share responsibility for making it work?

SMALL GROUP PRACTICE WITH SPECIAL SITUATIONS

DURATION: 20 minutes

OBJECTIVE:
- To practice working out special situations and teamwork problems.

MATERIALS:
- Whiteboard/chart paper with list of special situations and teamwork problems

PROCEDURE:
1. Announce that today during practice, students will work with the following special situations and teamwork problems:

   - A Conflict Manager loses neutrality and takes sides.
   - A Conflict Manager tells disputants what to do and gives advice.
   - One Conflict Manager does all the talking.
   - Disputants interrupt each other a lot.
   - Disputants don't have a resolution when asked.
   - **OPTIONAL:** A disputant agrees to something, but the Conflict Managers feel that this person may not be able to carry out the agreement.

2. Ask students to count off for small groups and assign a special situation to each one.

3. Tell students they will have fifteen minutes for practice. Let them know that after the practice, each group will show the others how they dealt with their special situation.

4. Send students and trainers to small group areas.

REINFORCEMENT:
- *Choose A Fortune* (6-34) (This might be a good way to some interesting conflict scenarios.)

LARGE GROUP PRACTICE WITH SPECIAL SITUATIONS

DURATION:　　30 minutes

OBJECTIVE:　　● To work through special situations with input from the large group.

MATERIALS:　　None

PROCEDURE:　　1. Each small group will demonstrate its special situation role play for the rest of the students. Two students will play disputants and two students will play Conflict Managers.

2. Process each role play by asking:
   - ■ What was their special situation?
   - ■ How did they address the situation?
   - ■ What did they do well?
   - ■ What, if anything, could they have done differently?

3. Thank all the students who participated.

NOTE: Student's generally love this opportunity. It's good to ask for groups to volunteer, and do as many as time allows.

TRAINING EVALUATION

DURATION: 15 minutes

OBJECTIVE: ● To obtain feedback from students on Conflict Manager training.

MATERIALS: ● *Training Evaluation Form* (See *Appendix 1*, p. 16.)

PROCEDURE: 1. Explain that the purpose of the evaluation is to find out how good a job the trainers did in deciding what and how to train the Conflict Managers.

2. Explain that students' comments are very important to improve the training and the Conflict Manager Program. Each evaluation will be carefully read and the information will be used in planning the next training.

3. Ask students to complete the *Evaluation Questionnaire* in their folders in about 10 minutes. They do not have to write their names on the forms unless they want to do so.

4. Advise students that if they need help in reading the form, they can ask other students or raise their hands and a trainer will come to help them.

5. Collect the evaluation forms.

WRAP-UP AND CELEBRATION

DURATION: 15 minutes

OBJECTIVE: ● To acknowledge the students' hard work and to celebrate their accomplishments.

MATERIALS: ● *Certificates of Completion* for each student
                     ● Snacks and beverages

PROCEDURE: 1. Ask students what questions they may have about being a Conflict Manager.

                     2. At the end of the session, thank all students for their hard work during the training sessions and give them support for their first days as Conflict Managers. They will feel a little nervous at first, but they know what to do and each time they do it, they will improve and feel better. Remind them that their teammates will help them.

                     3. Celebrate by giving students their *Certificates of Completion* and by having snacks and beverages.

APPENDICES

APPENDIX 1

CONFLICT MANAGER PROGRAM
NEEDS ASSESSMENT

1)　　How much class time do you spend on discipline?

　　　☐ Less than 20%
　　　☐ 20%-40%
　　　☐ 40%-60%
　　　☐ 60%-80%
　　　☐ More than 80%

2)　　Where do most conflicts at this school occur?

　　　☐ In the yard
　　　☐ In the lunchroom
　　　☐ In the classroom
　　　☐ In the hall

3)　　When do most conflicts occur?

　　　☐ Before school
　　　☐ During lunch
　　　☐ After school
　　　☐ During passing periods

4)　　What are most conflict between students about?

　　　A.
　　　B.
　　　C.

5)　　How do you usually deal with conflicts between students?

　　　☐ Refer to counselor, dean, principal
　　　☐ Give detention
　　　☐ Let students work it out themselves
　　　☐ Act as mediator between students
　　　☐ Other (specify)_____

(continued)

Please check whether you agree or disagree with these statements.

1)   The Conflict Manager program sounds like a good idea.
   ❏ Agree   ❏ Disagree   ❏ Don't know

2)   The Conflict Manager program could work at this school.
   ❏ Agree   ❏ Disagree   ❏ Don't know

3)   Students and staff would benefit from a Conflict Manager program.
   ❏ Agree   ❏ Disagree   ❏ Don't know

4)   I would be willing to release students from my class for Conflict Manager training (they would make up any work missed).
   ❏ Agree   ❏ Disagree   ❏ Don't know

5)   I would be willing to attend a training session to learn conflict management skills.
   ❏ Yes   ❏ No   ❏ Undecided

6)   I would be interested in becoming a trainer for the Conflict Manager program.
   ❏ Yes   ❏ No   ❏ Undecided

       If you answered yes to either 5 or 6, please give us your name:

       _____

7)   What problems to you foresee implementing the Conflict Manager program at your school?

8)   If you have had previous experience with peer mediation programs, please describe below.

SAMPLE OUTLINE - PROGRAM AND RECRUITMENT ASSEMBLY

INTRODUCTION [10 MIN]

A. Describe the program

B. Describe training

C. Discuss benefits to participating students:
1. Learn new skills that can be used with friends and family as well as classmates
2. Help make school more peaceful
3. Be trained, have a graduation ceremony, and receive a certificate
4. Help other students resolve conflict constructively

ROLE PLAY [10-15 MIN]

A. Create these skits that illustrate typical school conflicts

B. **Skit # I** will show two students beginning a conflict. With no solution one student will walk away from the situation (AVOIDANCE). Discuss with audience:
1. What has happened and why?
2. How will this conflict end?
3. What could each student have done to make the situation end differently?

C. **Skit # 2** will show two students in the same conflict that, with no intervention, escalates (AGGRESSION).. Discuss with the audience:
1. What has happened and why?
2. How will this conflict end?
3. What could each student have done to make the situation end differently?

D. **Skit # 3** will show the same dispute, but this time, a pair of Conflict Managers will help the people resolve their problem (PROBLEM SOLVING). After the skits, discuss with the audience:
1. What has happened and why?
2. How did this conflict end?
3. How did the Conflict Managers help the disputants work out their problem?

WHAT IS A CONFLICT MANAGER? [5 MIN]

A. Who would be good Conflict Manager?
1. Someone who likes to try new things
2. Someone interested in helping other students
3. Someone who will stay in the Program all year
4. Someone who would like to make school more peaceful
5. Someone you can trust
6. Someone who is a good listener

B. What a Conflict Manager must do
1. Take a special training program
2. Be on duty when scheduled
3. Attend Conflict Manager meetings
4. Make up class work missed while on duty or at meetings
5. Stay in the Program all year

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ELEMENTARY SCHOOL NOMINATION FORMS

NOMINATION FORM FOR CONFLICT MANAGERS

ROOM: _____

I nominate the following students to serve as Conflict Managers from my room:

1)

2) _____

3) _____

_____

NOMINATION FORM FOR CONFLICT MANAGERS

HOMEROOM: _____

I nominate the following students to serve as Conflict Managers from my homeroom:

1)

2) _____

3) _____

_____

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PERMISSION LETTER - ENGLISH

Dear Parents:

We are pleased to offer your son/daughter the opportunity to participate in the Conflict Manager Program at _____ School.

The Program is designed to allow specially chosen students and trained as Conflict Managers, peer mediators, who will help other students find positive ways to solve disagreements.

Your son/daughter was recognized by his/her classmates and teacher as a leader in school and was chosen to participate.

I hope you will give your son/daughter permission to participate in the Conflict Manager training and program. Please sign the form below and ask your child to return it to his/her teacher by _____.

Sincerely,

Principal

— —

PERMISSION FORM

_____ has my permission to participate in the Conflict Managers Program.

_____
Parent or Guardian Signature

_____
Date

PERMISSION LETTER SPANISH
CARTO DE PERMISO

Estimados Padres,

Tenemos el gusto de ofrecerle a su hijo o hija la oportunidad del participar en el programa de Mediadores Estudiantiles. Los mediadores ayudan a sus compañeros de escuela a buscar maneras positivas de resolver sus desacuerdos.

Su hijo o hija _____ fue uno de los alumnus nombrados por sus pares de clase y maestros como líder en al escuela.

Si usted le otorga permiso para participar en el programa y la session de capacitación, por favor firme este formulario y pídale a su hijo a hija devolver esta varta a su maestro mañana.

Atentamente,

Principal de la Escuela

▬ ▬

FORMULARIO DE PERMISO

_____ tiene mi permiso de participar en el Programa de Gerentes de Conflicto.

_____
(Firma de uno de los padres **or** guardianes)

_____
(fecha)

PERMISSION LETTER - CHINESE

各位家長

　　我們很高興爲你　貴子女 ＿＿＿＿＿＿ 安排參與 ＿＿＿＿＿＿

學校的解決糾紛課程 (Conflict Managers Program)

　　這課程是爲一群特別挑選的學生而設，學生們會受特別訓練，

然後會與其他學生找出有建設性的方法去解決糾紛。

　　貴子女是由同學或老師推薦出來代表學校的，他/她是 ＿＿＿

位學生中之一。

　　若你准許　貴子女參與這個課程，請填寫下列回條，交由

貴子女于明天交回學校老師。

　　　　　　　　　　　　　　　　　　　　校長啓

＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿ ＿

　　　　　　　　　　　　回條

　　我准許 ＿＿＿＿＿＿＿＿ 參與解決糾紛課程 (Conflict Managers

Program)

＿＿＿＿＿＿＿＿＿＿＿　　　　　　　＿＿＿＿＿＿＿＿＿

家長簽名　　　　　　　　　　　　　日期

SAMPLE PARENT INFORMATION LETTER

Dear Parents,

We are pleased to announce that our school is initiating a student Conflict Manager Program. A cross section of students will be selected and trained to help peers resolve certain non-physical disputes. If your child is chosen to be trained as a Conflict Manager, you will receive a permission slip to be signed and returned before your child can participate.

In training and while serving as Conflict Managers, students learn leadership skills and communication skills such as clearly expressing feelings and needs, and how to listen well without taking sides. They assume more responsibility for their actions, and learn problem solving skills and other ways to help improve the school environment. Potential benefits to students involved in the program include increased self-confidence and improved grades. The school benefits because the level of student conflict decreases thus allowing students more time for learning and teachers more time for teaching.

As a staff we are excited about the potential this program holds for the entire school community. If you would like more information, or are interested in knowing how you might participate in the program, please feel free to contact us at the school.

Sincerely,

Principal

Program Coordinators

SAMPLE PARENT INFORMATION LETTER
CARTA DE INFORMACION PARA LOS PADRES

Estimados Padres,

Tenemos el gusto de anunciar que la escuela está iniciando un programa de mediadores estudiantiles. Algunos alumnos serán seleccionados y capacitados para que puedan ayudar a sus compañeros de escuela a manejar sus conflictos mejor. Si eligen a su hijo a hija, Ud. tendrá que firmar una carta de permiso para que él o ella pueda participar.

Por medio de este programa, su hijo o hija aprenderá habilidades de la buena comunicación tanta como estrategias para resolver desacuerdos sin recurrir a la violencia. Además los meidadores, por medio de la ayuda que brindan a sus pares, contribuyen a la paz y seguridad del ambiente escolar.

Las ventajas para los mediadores mismos son: el autoestima crece; las calificaciones mejoran; son percibidos como líderes; y, aprenden destrezas sociales que les servirán para toda la vida.

Los maestros de la escuela están entusiasmados por el potencial de este programa para beneficiar a la escuela entera. Si desea mayor información, o si tiene interés en participar en este programa, les invitamos a ponerse en contacto con nosotros.

Atentamente

Director o Directora de las Escuela

SAMPLE PARENT INFORMATION LETTER - CHINESE

給家長們的通知信 (樣本)

各位家長:

我們很高興宣佈本校欲首次舉辦學生協調大使計劃，全校各班學生都會被考慮挑選接受訓練，去幫助各同學解決一些非暴力糾紛。如您的子弟被選出接受訓練為協調大使，閣下會收到通知，並請簽妥同意回條以便貴子弟能接受訓練。

參加計劃的學生會學到領導及溝通的技能，如清楚表達人們的感受，需要及怎樣能中立地聽取他人的說話，對他們的行為負責及學到解決困難的能力和怎樣去幫助改進學校環境。

參加計劃的學生會對他們的自信心加強及得到較高的學分，同時校方亦因同學們之間的磨擦減少而令教師們多用心去教導同學，因而互相得益。

校方教職員對這計劃給整個學區的貢獻感到鼓舞。如閣下欲知詳情或有興趣參加這計劃，請與校方聯絡。

校長啟

計劃協調員

BI-MONTHLY CONFLICT MANAGER SCHEDULE FORM

WEEK OF:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LOWER YARD					
RECESS					
UPPER YARD					
LOWER YARD					
LUNCH					
UPPER YARD					

WEEK OF:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LOWER YARD					
RECESS					
UPPER YARD					
LOWER YARD					
LUNCH					
UPPER YARD					

CONFLICT MANAGEMENT REQUEST FORM

DATE: _____

TEACHER: _____

GRADE: _____

ROOM #: _____

STUDENTS: _____

_____

TYPE OF CONFLICT
☐ Rumor/Gossip   ☐ Personal Property
☐ Harassment   ☐ Other:

RESULTS
Was the conflict resolved? ☐ Yes ☐ No

If problem was not resolved, what action was taken or will be taken if problem reoccurs?

CONFLICT MANAGEMENT REQUEST FORM

DATE: _____

TEACHER: _____

GRADE: _____

ROOM #: _____

STUDENTS: _____

_____

TYPE OF CONFLICT
☐ Rumor/Gossip   ☐ Personal Property
☐ Harassment   ☐ Other:

RESULTS
Was the conflict resolved? ☐ Yes ☐ No

If problem was not resolved, what action was taken or will be taken if problem reoccurs?

**CONFLICT MANAGER
PLAYGROUND OBSERVATION FORM**

DATE: _____
TIME: _____
YARD: _____

CONFLICTS

1) Number of conflicts during recess: _____
2) Number of conflicts where Confict Managers intervened: _____
3) Number of times that disputants agreed to Conflict Managers assistance: _____
4) Number of successful resolutions reached: _____

CONFLICT MANAGERS

OVERALL	CM#1	CM#2
1) Stayed in role	_____	_____
2) Remained alert	_____	_____
3) Stayed with partner	_____	_____

WHEN MEDIATING	CM#1	CM#2
1) Used teamwork	_____	_____
2) Was neutral	_____	_____
3) Appeared to use listening skills	_____	_____
4) Appeared to know Conflict Manager steps	_____	_____

DISPUTANTING STUDENTS

1) Respected Confict Managers　　☐ Yes ☐ No
2) Respected Conflict Manager Process　　☐ Yes ☐ No
3) Appeared to be listening　　☐ Yes ☐ No

YARD SUPERVISOR

1) Referred students to Conflict Managers?　　☐ Yes ☐ No
2) Understood role of Conflict Managers?　　☐ Yes ☐ No
3) Didn't intervene during Conflict Manager process?　　☐ Yes ☐ No
4) Yard supervisor's comments/observations about Confict Managers:

1) What refreshers or additional trainings seem needed?

CONFLICT MANAGER ROSTER / RECORD OF CONFLICT MANAGER SESSIONS

MONTH:

STUDENT	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	AFTER SCHOOL	TOTAL #	COMMENTS

BIWEEKLY MEETING OBSERVATION FORM

Date: _____

Site: _____

Facilitator(s): _____

SIP Staff: _____

Agenda:

Conflict Managers' Problems/Concerns:
1.
2.
3.

Planned Resolutions for Problems/Concerns:
1.
2.
3.

Conflict Managers' Successes:
1.
2.
3.

During meeting Conflict Manager participation was: ☐ Low ☐ Moderate ☐ High

The meeting pace was: ☐ Too slow ☐ Moderate ☐ Too fast

List any skill development activities for this meeting:

Facilitator: _____ 1. _____

Facilitator: _____ 2. _____

Facilitator: _____ 3. _____

Things done well:
1.
2.
3.

Suggestions:
1.
2.
3.

Comments:

TRAINING EVALUATION FORM

1) Did you enjoy the training? ☐ YES ☐ NO

2) Write **3** things you learned in the training:

3) What was your **FAVORITE** part of the training?

4) What would you change to make the training **BETTER?**

5) Was the training: ☐ TOO LONG ☐ TOO SHORT ☐ OK

6) Write any other comments or suggestions that you have.

TRAINING OF TRAINERS EVALUATION

1)   The training moved at a good pace.

Disagree ○————————○————————○————————○————————○ Agree
       1   **2**   **3**   **4**   **5**

2)   The day's agenda was well organized.

Disagree ○————————○————————○————————○————————○ Agree
       1   **2**   **3**   **4**   **5**

3)   The information was presented in a clear, understandable way.

Disagree ○————————○————————○————————○————————○ Agree
       1   **2**   **3**   **4**   **5**

4)   For you, what was the MOST valuable section of the training? Briefly explain.

5)   For you, what was the LEAST valuable section of the training? Briefly explain.

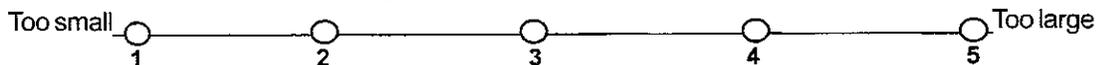6)   What one personal or professional goal was fulfilled by this training?

7)   What could you or the training facilitators have done to assist you in getting more out of the training? We always appreciate direct recommendations, if you have any.

If you have anything additional to share, please use the reverse
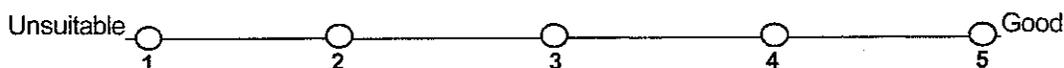side of this page. Thank you.

TRAINER EVALUATION OF STUDENT CONFLICT MANAGER TRAINING

LOGISTICS

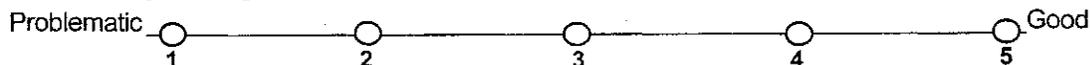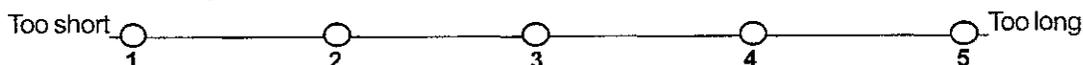1) The number of students being trained was:

Too small $\underset{1}{\bigcirc}$————$\underset{2}{\bigcirc}$————$\underset{3}{\bigcirc}$————$\underset{4}{\bigcirc}$————$\underset{5}{\bigcirc}$ Too large

2) The training space used was:

Unsuitable $\underset{1}{\bigcirc}$————$\underset{2}{\bigcirc}$————$\underset{3}{\bigcirc}$————$\underset{4}{\bigcirc}$————$\underset{5}{\bigcirc}$ Good

Why? _____

3) The time day during which the training took place was:

Problematic $\underset{1}{\bigcirc}$————$\underset{2}{\bigcirc}$————$\underset{3}{\bigcirc}$————$\underset{4}{\bigcirc}$————$\underset{5}{\bigcirc}$ Good

Why? _____

4) Individual training sessions were:

Too short $\underset{1}{\bigcirc}$————$\underset{2}{\bigcirc}$————$\underset{3}{\bigcirc}$————$\underset{4}{\bigcirc}$————$\underset{5}{\bigcirc}$ Too long

Why? _____

5) The total length of the training was:

Too short $\underset{1}{\bigcirc}$————$\underset{2}{\bigcirc}$————$\underset{3}{\bigcirc}$————$\underset{4}{\bigcirc}$————$\underset{5}{\bigcirc}$ Too long
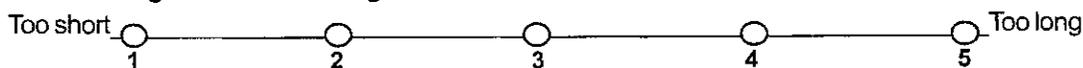
Why? _____

ADDITIONAL COMMENTS

PROGRAM EVALUATION FOR CONFLICT MANAGERS

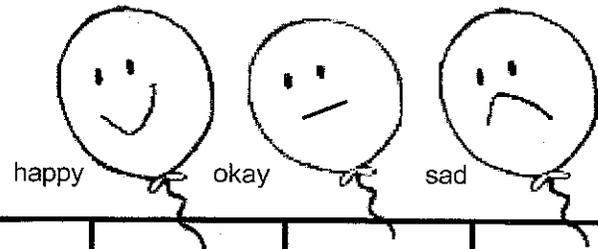For Questions 1-7, mark the square
that shows how you feel.

happy   okay   sad

	happy	okay	sad
1) Being a Conflict Manager.			
2) Going through the training.			
3) Onduty during lunch and recess.			
4) Attending bi-weekly meetings.			
5) Helping students at your school.			
6) Staying in the program next year.			
7) Helping train new Conflict Managers next year.			

8) What do you like about the program?

9) What don't you like about the program?

10) How has the program helped students at your school?

11) How has the program helped YOU, both at school and out of school?

12) What do you think would make the program better?

SCHOOL-WIDE EVALUATION OF CONFLICT MANAGER PROGRAM
A SCHOOL STAFF QUESTIONNAIRE

1) Staff Position: ☐ Principal ☐ Resource Teacher ☐ Classroom Teacher
   ☐ Para Professional ☐ Other:_____

2) I was adequately informed when the Conflict Management Program was introduced.
   Disagree ___O_____O_____O_____O_____O Agree
              1   **2**   **3**   **4**   **5**

3) I have been kept informed of the Conflict Management Program during the school year.
   Disagree ___O_____O_____O_____O_____O Agree
              1   **2**   **3**   **4**   **5**

4) The Conflict Manager Program has enhanced the sense of community at the school.
   Disagree ___O_____O_____O_____O_____O Agree
              1   **2**   **3**   **4**   **5**

5) The Conflict Manager Program has provided students with a positive way for resolving their conflicts.
   Disagree ___O_____O_____O_____O_____O Agree
              1   **2**   **3**   **4**   **5**

6) Have you requested that students take their disputes to the Conflict Managers? ☐ Yes ☐ No

7) If yes, how would you rate the effectiveness of the Conflict Management session(s)?

8) If no, can you briefly explain why not?

9) Please list some ways students who work as Conflict Managers have benefitted:

   1.

   2.

   3.

10) Please list some ways the entire student body has benefitted from the Program:

   1.

   2.

   3.

(CONTINUED)

---

11)   How have staff benefitted from the Program?

12)   I think the most successful aspects of the Program are:

    1.

    2.

    3.

13)   I think the following aspects of the Program need to be changed:

    1.

    2.

    3.

14)   Would you like to participate in the Confict Manager Program next year?   ☐ Yes   ☐ No

COMMENTS:

Name: _____ (Optional)

ROLE PLAYS

"NOW NO ONE CAN PLAY!"

Miguel won't let Joey play kickball on his team. Joey feels left out so he steals the ball away. Miguel gets angry shouts at him to give it back. Miguel says, "Now no one can play!"

Joey: You like Miguel, but he's not a very good kicker. You want your team to win so you told Miguel he couldn't play. Now you think he's a bad sport too.

Miguel: You want to be on Joey's team because you want to be his friend and you just like to play. You don't care if your team wins or not. The Principal said students aren't supposed to leave others out—they're supposed to include anybody who wants to play. If Joey's not going to let others play, no one should play.

- -

"YOUR SWEATER IS UGLY!"

Marissa and Tanya make fun of Danielle's sweater. It's homemade and funny looking. Nobody wears sweaters like that. Danielle is embarrassed to wear the sweater, but her grandmother made it for her and likes her to wear it to school.

Marissa and Tanya: You're the popular kids because you wear the "right kind of clothes." You might not be popular anymore if you're friends with girls like Danielle who wear the "wrong kind of clothes." You make fun of her sweater so that she'll stop wearing it. Then you can be her friend again.

Danielle: You don't want to wear the sweater. You want to be friends with Marissa and Tanya and you know that to do that you have to wear "the right clothes." Your grandmother knitted the sweater especially for you. You live with your grandmother and she takes good care of you. It makes her happy to see you wear the sweater.

ROLE PLAYS

"IT'S MY BALL—I CAN PROVE IT!"

Two students, Kenny and Nguyen, each bring a soccer ball to school to play with at recess and after school. The balls look exactly alike. During class, they put the balls on the floor at the back of the room. When it's time for recess, one of the balls is missing. Each claims the ball. Kenny says he can prove it's his.

Kenny: You put a mark on your soccer ball before leaving the house in case it got lost. You show Nguyen the mark to prove it's yours.

Nguyen: You're sure the ball belongs to you. The mark Kenny says he put on the ball just looks like dirt to you. You think he's lying.

"YOU DID IT ON PURPOSE!"

Amelia is walking behind Tony carrying her lunch tray. Somebody in the line behind Amelia pushes her and she accidentally bumps into Tony. Then Tony drops his lunch tray and it spills all over Rachel's clothes. Rachel starts crying and insists Tony did it on purpose. Tony tells Rachel it's Amelia's fault—she started the problem.

Amelia: Somebody pushed you. You didn't mean to push Tony. It was an accident, but you did laugh when Tony spilled his lunch on Rachel. It seemed kind of funny.

Tony: You think Amelia pushed you on purpose because she's jealous that you like Rachel better. If she didn't mean to do it, why did she laugh?

ROLE PLAYS

"HE'S KICKING ME!"

Kim is very quiet in class. She sits next to Jay who kicks her legs under the table. He thinks it's funny, but it hurts. One day, she gets angry and tells him in a loud voice to stop. The teacher scolds Kim for yelling at Jay. Jay laughs at Kim and keeps kicking her legs. Kim is really embarrassed that the teacher scolded her and doesn't want to get in trouble again, but she also wants Jay to stop kicking her.

Kim: Your parents would be very upset if your teacher told them that you had yelled at someone. You don't want to disappoint them, but you need to get Jay to stop kicking you. Ever since the teacher scolded you, he's been kicking you more and harder.

Jay: You like Kim. You show her you like her by kicking her. She only talks to you when you kick her.

— —

"HE'S MY BROTHER, BUT..."

Denisha's brother Zeke is always embarrassing her at school. She's a fifth grader and he's in the third grade. When she's talking to her friends on the playground, Zeke comes over and says dumb things and makes weird noises. Yesterday he filled his mouth with water and spit it out at them.

Denisha: It's bad enough that your little brother attends the same school, but then he has to embarrass you in front of your friends. Your friends are starting to make fun of him and you don't like that either because you don't want your brother to get his feelings hurt. You told him to stop but he keeps bothering you and your friends.

Zeke: You don't understand why you can't play with your sister at school just like you do at home. Why does she just play with her friends? She acts like she doesn't even know you. You started doing and saying funny things to get her attention and because your feelings are hurt. Now she won't even talk to you at home. She slams her bedroom door and says, "Go away brat!"

ICE BREAKERS & ENERGIZERS

■ ANIMAL TOSS

1) Stand in a circle. Toss a plush animal (underhand since the object is for the person to catch it easily) across the circle, saying the name of the person you throw it to. Make sure everyone gets it only ONCE and it returns to the first person. Remember who you toss it to and who you get it from. Repeat this same pattern. Names must always be said before the toss.

2) Practice a second time. After the animal gets going, add a second animal, then a third, up to four or five.

3) See if the group can keep all the animals going without a miss. See how fast the group can do it.

4) Try to reverse the pattern.

5) Have the group rearranges themselves, but the animal must always pass in the same person-to-person order.

6) To end the exercise, the leader just starts dropping the animals back into the bag until there are none left.

■ I LIKE MY NEIGHBOR

1) Everyone sits in chairs that have been arranged in a circle with the facilitator standing in the middle.

2) The person in the middle is looking for "neighbors" who identify with a statement s/he will make. Everyone who "identifies" with the statement must then stand up and find a recently vacated chair. The person in the center is also looking for a vacant chair. The goal is that someone will be without a chair, and she/he goes to the middle and finds some new "neighbors."

3) To start, the person in the middle makes a statement like, "I like all my neighbors who are wearing white tennis shoes." At this, everyone who is wearing white tennis shoes jumps out of her/his seat and looks for an empty seat. The odd person out goes to the middle.

4) In choosing statements, start with clothing and physical characteristics. As the students get to know each other better, they can go deeper.

NOTE: This is not a contact sport. Try to move to a new chair without touching anyone else. Slow down before you get to the chair so you don't knock it over.

■ WHO'S THE LEADER?

1) Sit in a circle. The person who is IT goes out of the room. The people in the room pick a leader who will start a series of physical movements (clapping, then jumping, then whistling, etc). The group watches the leader and then follows his/her lead on the sequence of actions.

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2) Upon returning, IT tries to guess who the leader is by observing the group. IT has three guesses. If She or he chooses the right person, the leader then becomes IT. If IT doesn't guess after 3 guesses, she or he chooses a new IT to begin again.

■ FOUR UP

Everyone starts by sitting down. Anyone can stand up whenever she or he wants to but cannot remain standing for more than five seconds at a time before sitting down again. Anyone can get right up again if she wants to. The object for the group is to have exactly four people standing at all times.

Variation: The group attempts to say the alphabet, one letter per person, but there can be no prearranged order. It must be spontaneous call out. See how far they can go. Try this with numbers.

■ HA

The first person in a circle says "Ha!" The next person repeats what the first said and adds one more "ha". The object is to get around the circle Without cracking up. It's a hard one.

Variation: Have people lie down on the floor with their heads on the stomachs of the person next them. Now try to say "Ha!" Have FUN

■ THUMPER

1) Lie down on your stomach in a circle, head toward the middle. Rest on your forearms, crossing your hand/arm over or under the persons on both sides of you.

2) Now, try to pass a "Thump" on the floor in order of the hands going around the circle. If someone thumps twice, you reverse the order.

■ AH - SO - KU

1) Each sound has a hand/arm movement.
    AH = salute to forehead either with right or left hand
    SO = salute at chest line with either right or left ham
    KU = clasp palms together with index fingers pointing, bring arms over head and then extend them out in front of you pointing to someone across the circle.

2) Stand in a circle. Leader starts by saying "Ah" and saluting with right hand (pointing to the left) or with left hand (pointing to the right). Whomever the leader's fingers are pointing to will be the next player, who then says "So" and salutes to the chest. Again, whomever the player's fingers are pointing to will be the next player, who then says "Ku" and the name of the person he or she will be pointing to across the circle after making the appropriate movement.

3) Continue this sequence as everyone in the circle gets a chance to practice. Gradually, speed up the game. This is the practice

4) Now, to play the game: The first person pointed to should take 3 seconds to respond with the appropriate sound and movement. If the person says the wrong thing or gestures in the wrong way, she or he is out. However, those who are out can walk behind the circle of players trying to distract them in anyway without touching them. The game continues until there is only one player left. Good for concentration!

IMPLEMENTATION STEPS FOR
A SCHOOLWIDE CONFLICT RESOLUTION PROGRAM

1) Develop support onsite (administration, faculty, staff, students and parents), at the district level, and in the broader community.

2) Form an adult conflict resolution implementation team: teachers, counselors, peer services, coordinators, administration, aides, and parents.

3) Develop a 3-5 year, long-range strategic plan for implementation of school-wide conflict resolution with: conflict resolution for adults, meeting facilitation skills, large group conflict resolution, classroom lessons and curricula, and peer mediation.

4) Conduct adult trainings.

5) Implement conflict resolution curriculum for students.

6) Identify and select students for a student conflict management team.

7) Train student conflict managers.

8) Implement student-to-student conflict management: *The Conflict Manager Program* as peer mediation.

9) Maintenance of *The Conflict Manager Program* with bimonthly meetings, remedial training and coaching, and ongoing information sharing and outreach in the school and wider community.

10) Conduct evaluations of changes in school climate, program effectiveness and areas for improvement.

11) Revisit the strategic plan on a regular basis to build additional support, renew plans and work on continued refinements.

APPENDIX 2

DEMONSTRATIONS OF PROVEN EFFECTIVENESS

BACKGROUND: In 1994-95, Congress amended the Elementary and Secondary Education Act with Title IV, instituting the Safe and Drug-Free Schools and Communities Program. One key requirement of Title IV demanded that any violence prevention programming using Safe and Drug-Free Schools grants be research based and have demonstrations of proven effectiveness. Today's "No Child Left Behind" federal program similarly requires empirical demonstrations of effectiveness for programs, services and materials.

Community Boards' initiated one of the United State's first K-12 violence prevention and conflict resolution programs in 1981-82. This program has two key components: a peer mediation program (Conflict Manager Program) and two curriculum guides (*Conflict Resolution: An Elementary School Curriculum* and *Conflict Resolution: A Middle and High School Curriculum*). An essential strength of Community Boards' programming is the immense flexibility found within its comprehensive scope. Schools may opt to train peer mediators without using the curricula, or to integrate lessons and activities from the curriculum guide, for example, into their broader health curriculum.

The information below testifies to the measured and demonstrated effectiveness of Community Boards' materials (curriculum guides) and its programming (Conflict Manager Program). Educators can confidently purchase Community Boards' publications or contract for its training services, while satisfying federal requirements and guidelines.

ELEMENTARY LEVEL STUDY SUMMARY
Clark County Social Service Study

John N. Carpenter, Ph.D., Program Evaluator, Federal Programs with Clark County School District, in collaboration with Maureen A. Parco, Management Analyst with Clark County Social Service, conducted an evaluation of school mediation programs at two elementary schools in Clark County, Nevada, during the 1992-93 school year.

METHODOLOGY: The evaluation process began in January 1993 and concluded in June 1993. The evaluator conducted three formal observations and interviewed "key personnel" during the project to assess how the programs were running at each school. At Gilbert, exit interviews were conducted with two counselors, two student Conflict Managers (CMs) and the principal. At Booker the evaluator conducted exit interviews with two assistant principals.

Conflict Managers filled out *Conflict Managers Report Forms* for each of the 145 disputes they handled at Gilbert and 18 disputes they handled at Booker. At Gilbert, pre- and post-test attitude change surveys were completed by most CMs (n=22) and less than half of the teachers (n=24-29). These attitude change surveys were completed by a small percentage of Booker CMs (n=8) and about half of the teachers (n=20-23). Pre- and post-test surveys assessing time spent on discipline was also completed by less than half of the teachers at Gilbert (n=17-29) and about half of the teachers at Booker (n=19-22). Two-thirds of the students at Gilbert (n=781-796) and almost all of the students at Booker (n=645-666) completed a survey to assess their attitudes about the school mediation program at the end of the school year. (See pages 10-16 and Tables

4-9 of enclosed study.)

RESULTS: Overall, the evaluators found that the School Mediation Programs reduced the amount of conflict among students in the two schools and helped prevent fights among students. At the two schools, 163 conflicts were mediated and 138 (85%) were resolved.

"The peer mediators performed mediation using a structured process that successfully reduced the amount of conflict that occurred between students at the two schools. The counselors who managed the program at Gilbert stated that they spent considerably less time dealing with student conflicts than they did when the program was not in place. This allowed them to help students and other staff with more pressing problems. Administrators and staff at both schools indicated that the program promoted a safer and more secure environment. All of the primary participants agreed that the peer mediators received significant increases in their conflict management skills, their self-esteem, and their assertiveness at school. There was also evidence that these skills and attributes were displayed at home and away from school." (p. 16, Clark County study)

The Gilbert Sixth Grade Center's School Mediation Program showed greater success than did Booker Sixth Grade Center's program. Gilbert's implementation of the program more closely resembled what Community Boards outlines in *Starting a Conflict Manager Program* and *Conflict Managers Training Manual for Grades 3-6* by doing the following things that Booker did not:

MIDDLE & HIGH LEVEL STUDY SUMMARY
Whole Schools Conflict Resolution Project Report (WSCRP)

Harder+Company Community Research, a research consulting firm located in San Francisco, was contracted by Community Boards (Community Board Program) and San Francisco Peer Resources to conduct an evaluation of the third year of a project—Whole Schools Conflict Resolution Project—aimed at implementing comprehensive conflict resolution programming into several San Francisco schools.

This report evaluated the success in implementation and effectiveness of programs in two schools participating in the project, A.P. Giannini Middle School and Mission High School, during the 1996-97 school year.

METHODOLOGY: The Harder+Company evaluation explored the following questions:

■ What are the perceived impacts of the Whole Schools Conflict Resolution Project in terms of school safety and culture as reported by students, faculty and administration in the two schools?

■ What are the "keys" and barriers to successful program implementation as perceived by program staff and school faculty who have been involved in implementing both peer mediation and the conflict resolution curriculum? (p. 5, Harder+Company report)

Focus groups, key informant interviews, and a student survey were conducted at both schools.

At Giannini Middle School, qualitative evaluation findings were gathered through three focus groups: one with eight student Conflict Managers (CMs), one with six Core Faculty Leadership Team members and one with three parents of Giannini students. Interviews with the Peer Resource Coordinator, Dean of Students and the Principal were also conducted. A survey was completed by a sample of 171 students, grades 6-8.

At Mission, a focus group was conducted with eight of the CMs and an interview was conducted with the one teacher implementing the curriculum. Interviews were conducted with the Principal, Dean of Students and Peer Resources staff. A survey was completed by a sample of 139 students, grades 9-12.

Interviews were also conducted with two San Francisco Unified School District (SFUSD), district-level personnel, two trainers from Community Boards and two individuals from two school conflict resolution programs (one middle school and one high school) outside of SFUSD.

For an overview of the evaluation design, including a further description of the assessment methods used, when the assessments occurred and the limitations of the evaluation, please see pages 5-7 of the Harder+Company study. For the demographics of the student survey respondents, see page 21 of the report. The assessment instruments used, including the student surveys, the focus group questions and the key informant interview questions are appended.

RESULTS: Harder+Company summarized their conclusions as follows:

IMPACT ON PREVALENCE OF STUDENT VIOLENCE

■ 56% of Giannini and 48% of Mission students surveyed reported finding it easier than before to talk things out instead of fighting.

■ 56% of students at each school felt that the amount of the time spent handling fights between students in class had not increased.

■ One school administrator felt that the WSCRP had a positive impact on student violence, noting, *"If it wasn't here, the level of violence and conflict would be higher."*

■ Student Conflict Managers at both schools felt the Project reduced fights and suspensions by providing students with an additional option for resolving disputes.

IMPACT ON GENERAL SCHOOL ENVIRONMENT

■ 41% of Giannini and 36% of Mission students surveyed reported feeling **safer** while at school than before.

■ 80% of Giannini and 64% of Mission students surveyed had favorable opinions of their school.

■ As described by teachers and administrators, the WSCRP made significant contributions to creating and supporting positive school environments. Teachers and students had begun to use a common vocabulary and had a shared understanding of more effective strategies for handling conflicts.

■ Faculty and staff at each school agreed that teaching students conflict management techniques gave students essential social skills that they could use in their daily lives and into adulthood.

■ Faculty and staff at each school felt the Project had enormous potential for improving student attitudes, conduct and school safety. Teaching conflict resolution in the classroom gave students the skills to communicate as an alternative to fighting.

"The San Francisco Community Boards was one of the most prominent examples of a form of community mediation deeply rooted in community life. Its ideology focused on the capacity of popular justice to embody community power and to express community values. This vision captured the attention of idealistic program developers, foundations, government policymakers, and countless eager volunteers. It has inspired numerous programs and training models."[1]

Research Basis for Community Boards' Conflict Resolution Practices & Programming

The theoretic bases for Community Boards' programming, publications, and services for youth, educators and youth serving agencies, originated in the groundbreaking work of its parent organization, Community Boards of San Francisco (SFCB).

Scholars and researchers have recognized that SFCB made significant contributions to mediation and conflict resolution theory and practices in the United States.[2] In 1981 SFCB initiated the Community Board Center for Policy and Training[3], which took on the responsibility for adapting Community Boards' mediation principles and practices for a number of venues. The Center, in its years of existence, received substantial and on-going foundation support.[4] From the Center's dynamic work arose the *Conflict Manager Program* This peer mediation program is supported around the training materials for implementing it, the conflict resolution classroom curriculum guides, and the other trainings and services for professional educators. Today these various components make up Community Board's *Whole School Conflict Resolution* model.

In the design of its programming for youth, the Center's researchers adapted the recognized strengths of its own community-based mediation practices. The initial goal was to adapt, field test, revise and refine program resources for students and the adults who nurture and educate them. Each training agenda, lesson, activity, handout and worksheet has been field tested in thousands of classrooms and school sites. Over twenty years of hands-on experiences—with classroom teachers, school counselors, nurses, social workers, principals and their professional staffs—have led to one of the United States' oldest nonprofit providers of violence prevention and conflict resolution materials and services.

MEDIATION THEORY AND PRACTICES

In relation to the groundwork it provided for the development of the *Conflict Manager Program* and conflict resolution curriculum guides, three main areas of SFCB's work are of note:

1. Recognizing that community- and neighborhood-based empowerment could be strengthened through the training of nonprofessional volunteers, who then mediate disputes as peers.[5, 6]

   IMPACT ON PROGRAMMING: In the *Conflict Manager Program* (peer mediation), students are trained in skills that will prepare them to work as peer mediators. These trained youth negotiate and manage a range of conflicts without immediate or direct adult involvement. Youth receiving the classroom lessons and activities from the classroom curriculum guides learn to understand and use one-to-one communication and negotiation skills, which again removes direct adult participation from the common and frequent types of conflicts youth engage in on a daily basis.

2. Developing these volunteer trainings into a broader skill-building program for individuals and groups to foster increased communication, self-confidence, empathy, cooperation, fairness, compromise, and assertiveness. [7, 8, 9]

   IMPACT ON PROGRAMMING: Community Boards' *Conflict Manager Program* is directly

descended from this proven mediation training program, developmentally adapted into separate elementary, middle and high school components. The curriculum guides expand on the key concepts and skills essential for preventing and managing conflicts: communication, empathy, tolerance, emotional learning, and multicultural awareness.

3. Expanding accepted mediation practices to include a multi-member panel process, while concurrently creating and refining its "Four Phase Mediation Process."[10, 11]

> **IMPACT ON PROGRAMMING**: Again, the *Conflict Manager Program* is structured around the concept that multiple-mediator mediations (pairing students) are more effective and rewarding for both the disputants and mediators alike. It allows for shared problem identification and solving. Community Boards' innovation of its "Four Phase Mediation Process" is identical (yet again developmentally appropriate per school level) to that found in the *Conflict Manager Program* process.

BRIEF ORGANIZATIONAL BACKGROUND

Community Boards of San Francisco (SFCB) was created in 1976 and played an active role in the national community justice movement. SFCB became a west coast participant and leader in community mediation as part of the efforts arising from President Jimmy Carter's Neighborhood Justice Centers project.[12] Its founders were inspired by a "citizen's approach" to conflict, crime, and the alienation that most people felt towards the country's judicial system.

Funded by seed money from the U.S. Department of Justice, SFCB modeled its neighborhood mediation program on current conflict resolution standards set by the Community Relations Service [13] (U.S. Department of Justice) and the American Arbitration Association. This program was further modified by the active involvement of Philip Zeigler, a psychologist and therapist, who expanded the mediation process to include the emotional and expressive needs that arise when people are in conflict.[14]

"SFCB has had a profound ideological impact on the subsequent development of the alternative dispute-resolution movement. The SFCB ideology provided legitimacy for a community focus during the early years of the alternative dispute-resolution movement. Long after many other community-mediation programs in the United States downplayed aspirations toward broader social change, SFCB continued to claim that it provided better conflict-resolution services as well as contributing to a regeneration of civic responsibility and neighborly helpfulness in American community life..."[15]

ENDNOTES

[1] Merry, Sally Engel and Neal Milner, "Introduction." *The Possibility of Popular Justice*. Ann Arbor: University of Michigan Press, 1995, p. 11.

[2] Community Boards of San Francisco (SFCB), founded in 1976, is the subject of *The Possibility of Popular Justice, A Case Study of Community Mediation in the United States*, published by The University of Michigan Press in 1995 as part of its "Law, Meaning and Violence" series. Its sixteen essays analyze SFCB's historical role in the birth and growth of alternative dispute resolution theory and practice both in the United States and internationally.

[3] Shonholtz, Raymond, "Justice from Another Perspective: The Ideology and Developmental History of the Community Boards Program." *The Possibility of Popular Justice*. Ann Arbor: University of Michigan Press, 1995, pp. 228-229:

"The Center for Policy and Training served as the laboratory for many new conflict-resolution projects and institutes, including the School Conflict Managers Program, Community Justice Planning and Development Institutes, Native American Conflict Resolution Institutes, conflict resolution in housing projects, youth employment and training programs, conflict-resolution programs for incarcerated youth, and conflict-resolution models for corporations and transportation industries...Several of the center's projects, most notably the School Conflict Manager Program, have been replicated in thousands of schools in the United States and abroad...

"The School Conflict Managers Program was one of the nation's earliest primary and secondary school conflict resolution training initiatives. Now in dozens of San Francisco's public and parochial schools (grades K-12), the Conflict Managers Program brought the entire organization closer to the city's schools and to many youth-serving organizations. Under the leadership of Gail Sadalla, the two initial school experiments expanded to several dozen through an innovative teachers' training-for-trainers with the mission to train teachers how to establish conflict-manager programs and train the youth as conflict managers...

"The success of the Conflict Managers Program encouraged the Johnson Foundation to give a grant for the development of communication and conflict resolution curriculum grades K-12."

[4] William and Flora Hewlett Foundation, James Irvine Foundation, Aetna Life and Casualty Foundation, Walter S. Johnson Foundation, Ford Foundation, Fireman's Fund, Sachem Foundation, Best Products Foundation, Gerbode Foundation, Gannett Fund, Charles Mott Foundation, Mary Crocker Trust, Babcock Foundation, Haigh Scatena Foundation, and Primerica Foundation (American Can).

[5] Harrington, Christine, "Community Organizing through Conflict Resolution." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp. 425-426.

[6] DuBow, Frederic and Craig McEwen, "Community Boards: An Analytic Profile." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, p. 127.

[7] Thomson, Douglas and Frederic DuBow, "Organizing for Community Mediation: The Legacy of Community Boards of San Francisco as a Social Movement Organization." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp.182-183.

[8] Rothschild, Judy, "Dispute Transformation, the Influence of a Communication Paradigm of Disputing, and the San Francisco Community Boards Program." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp.266.

[9] Shook, Vicki and Neal Milner, "What Mediation Training Says—or Doesn't Say—about the Ideology and Culture of North American Community-Justice Programs." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp. 242-243.

[10] Yngvesson, Barbara, "Local People, Local Problems, and Neighborhood Justice: The Discourse of 'Community' in San Francisco Community Boards." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp. 388.

[11] Shonholtz, Raymond, "Justice from Another Perspective: The Ideology and Developmental History of the Community Boards Program." *The Possibility of Popular Justice.* Ann Arbor: University of Michigan Press, 1995, pp.210-211.

[12] Johnson, David W. and Roger T. Johnson, "Conflict Resolution and Peer Mediation Programs in Elementary and Secondary Schools: A Review of Research." *Review of Educational Research*, (Winter 1996) Vol. 66, p. 460.

[13] Community Relations Service is "a federal conciliation agency established n 1964. Born out of the human and civil rights movements, the CSR developed to help communities to achieve amicable resolutions to racial and ethnic disputes. The idea of mediating such conflicts would not have come into place without the...Civil Rights Act of 1964." Adler, Peter, "The Future of Alternative Resolution: Reflections on ADR as a Social Movement." *The Possibility of Popular Justice*. Ann Arbor: University of Michigan Press, 1995, p 71.

[14] Shonholtz, Raymond, "Justice from Another Perspective: The Ideology and Developmental History of the Community Boards Program," *The Possibility of Popular Justice*. Ann Arbor: University of Michigan Press, 1995, pp. 210-211.

[15] Merry, Sally Engel and Neal Milner, "Introduction." *The Possibility of Popular Justice*. Ann Arbor: University of Michigan Press, 1995, p. 13.

APPENDIX 3

Conflict Manager Beliefs

The Conflict Manager Program believes:

1. Conflict is natural.

2. Students can solve their own problems.

3. Students are responsible people.

4. Conflicts can be resolved peacefully.

Conflict Managers help other students find peaceful solutions to their problems.

CONFLICT MANAGEMENT STEPS - PAGE 1

INTRODUCTION

1) Hello, my name is _____. My name is _____.

2) Do you want us to help you solve this problem? Let's move to a different area to talk.

3) Can you tell us your names?

GROUND RULES

4) There are four rules you each need to agree to for us to help you.

TO PERSON #1

Do you agree not to interrupt?

Do you agree to no name calling or put downs?

Do you agree to be as honest as you can?

Do you agree to work to solve the problem?

TO PERSON #2

Do you?

Do you?

Do you?

Do you?

DEFINING THE PROBLEM

5) *Choose someone to talk first.*

TO PERSON #1

6) Can you tell us what happened?

Restate

How did that make you feel? Why?

Restate

TO PERSON #2

Can you tell us what happened?

Restate

How did that make you feel? Why?

Restate

CONFLICT MANAGEMENT STEPS - PAGE 2

FINDING NEEDS

TO PERSON #1

7) What do <u>YOU</u> need to have this problem solved?

Restate

TO PERSON #2

What do <u>YOU</u> need to have this problem solved?

Restate

FINDING SOLUTIONS

TO PERSON #1

8) What can you do now to help solve this problem?

Restate

TO PERSON #2

What can you do now to help solve this problem?

Restate

TO PERSON #2

Is that O.K. with you?

TO PERSON #1

Is that O.K. with you?

TO PERSON #1

9) If this problem happens again, what can you do differently?

TO PERSON #2

If this problem happens again, what can you do differently?

TO PERSON #1 AND PERSON #2

10) Is the problem solved?
   (If **YES**, finish the process. If **NO**, go back to **Step #7**.)

11) Will you tell your friends that the problem has been solved?

12) Thanks for doing a good job!

13) (*Fill out the Conflict Manager Report Form.*)

ACTIVE LISTENING STEPS

1. Put yourself in the other person's place to understand what that person is saying and how he or she feels.

2. Show understanding and acceptance by nonverbal behaviors:
- ➜ Tone of voice
- ➜ Facial expressions
- ➜ Gestures
- ➜ Posture

3. **RESTATE** the person's most important thoughts and feelings. Try to do this in your own words.

4. Do **NOT** interrupt, offer advice, or give suggestions. Do **NOT** bring up similar feelings and problems from your own experience.

5. Remain neutral. Don't take sides.

6. Ask open questions to understand better what's bothering the other person.

CONFLICT MANAGER REPORT FORM

RULES
1) Agree to solve the problem.
2) No name calling or put downs.
3) Do not interrupt.
4) Tell the truth.

Conflict Managers: _____ _____

Students with the conflict: _____ _____

Describe what the conflict was about:

How did you find out about it: ☐ Student   ☐ Aide   ☐ Teacher   ☐ Yourself

Was the conflict resolved: ☐ YES   ☐ NO

RESOLUTION

STUDENT #1 AGREES TO: STUDENT #2 AGREES TO:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

CONFLICT MANAGER DUTIES

1 - Wear your Conflict Manager T-shirt or gear only when you're on duty. Put it away when you are through.

2 - Report for duty on time.

3 - Make up any missed class work.

4 - Fill out a report for each conflict on the day it happens.

5 - Attend all meetings with Conflict Manager coordinator.

6 - Be a Conflict Manager until the end of the school year.

DESIGN AN I-MESSAGE

Pretend you are in a Conflict Management session. Design an I-Message for each of the following situations.

1 The two disputants keep interrupting each other. You have reminded them of the ground rules several times already. Communicate an I-Message.

I feel _____

when you _____

because _____

2 You hear two opposite stories from the disputants.

I feel _____

when you _____

because _____

3 Your partner didn't give you a chance to participate in the process. After the session is over, you both take a few minutes to discuss how you worked together.

I feel _____

when you _____

because _____

4 One of the disputants is very angry. This disputant snaps at you and yells, "Get out of my face and mind your own business!"

I feel _____

when you _____

because _____

5 After some hard work, the two disputants seem much more relaxed and are sharing responsibility for the problem.

I feel _____

when you _____

because _____

CHECKLIST FOR A GOOD RESOLUTION

YES	NO	
☐	☐	1. Can both disputants really do what they promise?
☐	☐	2. Will the resolution solve the problem?
☐	☐	3. Is the resolution specific enough? Does it tell:
☐	☐	When?
☐	☐	Where?
☐	☐	How?
☐	☐	Who?
☐	☐	4. Is the resolution balanced? Do both disputants share responsibility for making it work?

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VOCABULARY

CONFLICT

A PROBLEM between two or more people. There are three styles of conflict. The styles are:

1) AVOIDANCE - You pretend that there is no problem.

2) AGGRESSION - You fight with the other person.

3) PROBLEM SOLVING - You talk together about the problem and work together to find a way to solve it that is good for everybody.

SOLUTION

A way to solve a problem.

RESOLUTION

A way to solve a conflict.

DISPUTANT

Someone who is having a conflict or argument. (This word comes from "dispute.")

CONFLICT MANAGER

A specially trained student who can help other students talk about their conflicts and find good ways to resolve them.

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APPENDIX 4

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RESOURCE MATERIALS

Please visit www.communityboards.org for more information, current prices and ordering information on the resource materials listed below. Online orders will be processed with either a credit card or purchase order number.

■ CURRICULUM GUIDES
Conflict Resolution: A Middle and High School Curriculum

With more than 80 activities, this curriculum offers secondary school students (grades 6-12) the opportunity to develop their communication and conflict resolution skills. Topics include: understanding conflict, conflict styles, skills for effective communication, managing strong emotions and resolving conflicts. Chapters contain background reading for teachers and classroom activities. Additional sections focus on special concerns and values in teaching about conflict resolution, infusing conflict resolution into the curriculum and communicating effectively across cultures. Ideal for use as an independent curriculum or to augment other courses.

Conflict Resolution: An Elementary School Curriculum

With 81 activities and numerous illustrations for preliterate and younger students, this curriculum offers elementary school students (grades K-5) the opportunity to develop their communication and conflict resolution skills. Topics include: understanding conflict, appreciating differences, understanding feelings, talking and listening to others and resolving conflicts. Chapters contain background reading for teachers and classroom activities. Additional sections focus on special concerns and values in teaching conflict resolution integrating conflict resolution into other subjects.

■ NEW ELEMENTARY CLASSROOM RESOURCE
Conflict Resolution Lessons for Grades 3-5, An Introductory Curriculum

■ NEW IMPLEMENTATION AND TRAINING GUIDES
The Conflict Manager Program, Peer Mediation for Elementary Schools
This guide provides the step-by-step methods and means for implementing a Conflict Manager program in elementary schools.

The Conflict Manager Program, Peer Mediation for Middle Schools
This guide provides the step-by-step methods and means for implementing a Conflict Manager program in middle schools.

The Conflict Manager Program, Peer Mediation for High Schools
This guide provides the step-by-step methods and means for implementing a Conflict Manager program in high schools.

■ VIDEOS
Conflict Managers in Action / Mediadores Estudiantiles en Accion (VHS Video)
This video features national TV coverage of the Conflict Manager Program in elementary, middle and high schools. Its short length makes it ideal for introducing the Program to staff, students, parents and others. *Mediadores Estudiantiles* video is a dubbed version of the English. 13 minutes, 1987

Peacemakers of the Future (VHS Video)
Peacemakers demonstrates how the peer conflict management process works at all levels in

---

schools. This video explains the foundation of a successful peer mediation program and presents examples of such in elementary, middle and high schools. Includes comments from teachers and administrators. Produced by Phyllis Bankier, Lloyd Street School, Milwaukee, WI. Distributed by The Community Board Program. 23 minutes, 1996.

■ POSTERS
CONFLICT PICTURES POSTER SERIES
Bring classroom discussions about conflict resolution to life with our poster series. Each set contains 10 vivid 17" x 22" posters depicting everyday school conflicts from the classroom to the playground. Designed to be used with Conflict Resolution: An Elementary School Curriculum, these posters make an excellent aid while training peer mediators.

"THERE IS AN ANSWER, MEDIATE" POSTER SET
Promote school mediation with There is an Answer poster. This 17" x 22" poster, in shades of purple and teal, presents a diverse group of high school students encouraging the use of mediation to resolve conflicts. Space is available to write in the location of your mediation center. Sold in a set of five. Created by the New York State Dispute Resolution Association.

"EVERYONE WINS" POSTER SET
Inform your school about the benefits of mediation with Everyone Wins poster. In shades of purple and teal, this 17" x 22" poster conveys the positive effects of using mediation versus using the ineffective ways to resolve disputes. Space is available to write location and contact person of mediation center. Sold in a set of five. Created by the New York State Dispute Resolution Center.