



Peer mediation as a conflict
resolution tool

Scenario 2 for 4 clock hours

People build too many walls and too few bridges.
Isaac Newton

TIC TAC – Peer mediation as a conflict resolution tool
Scenario 2 for 4 clock hours

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I. INTRODUCTION

Duration:

4 hours

Workshop recipient

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are pupils of care and educational institutions, youth educational centres, foster families, educational centres, schools. The scenario can be used by all other people interested in the topic of group relationships.

Number of participants

Workshop group for 12 people of both sexes. You can also conduct a workshop in a smaller group of at least 8 people depending on the housing conditions.

Proposed working methods

- Drama
- Brainstorm
- Active ways of conducting classes: work in groups
- Active ways of conducting classes: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

Example materials needed for the workshop

- Worksheets,
- Pens
- Crayons
- Markers
- Sticky notes
- Flipchart paper
- Bristol
- A3, A4 cards,
- Adhesive tape
- Pens,
- Certificates
- Evaluation survey

Workshop goal - Information for the lecturer

The main goal is to strengthen competences in dealing with conflict situations that young people face in everyday life, with particular emphasis on disputes that occur in peer groups.

The method involves expanding knowledge and skills in the field of group integration, communication, conflict resolution and behaviors that have a negative impact on the group.

The workshops enable young people to diagnose conflict situations, look at their own model of response and learn techniques and methods of dealing with these situations. Participants will be equipped with knowledge about peer mediation, youth attitudes, acceptance of otherness, and self-acceptance. They will be able to take on the role of mediator.

Participants are expected to achieve the following results:

- increasing knowledge of areas related to the concept of conflict,
- increasing knowledge of conflict resolution techniques and methods,
- acquiring competences in recognizing emotions and their impact on the conflict resolution process,
- acquiring knowledge about the role of communication in conflict resolution,
- acquiring skills in the use of relaxation techniques,
- acquiring the competence to use mediation as a tool to resolve peer conflicts,
- acquiring the skills to play the role of a mediator.

II. Course of classes

The change of the teacher (s).

Welcome (5min.)

- first name Last Name,
- education,
- experience,
- interests

Group rules (10 min.)

The instructor gives the participants two sticky notes and asks them to write on one of them what we do and on the other what we do not do during the workshop to ensure a pleasant and safe atmosphere. It informs you that the time allocated for this task is 2 minutes.

Example:

What we do	What we don't do
We are kind to each other	We do not criticize each other
We respect each other	We do not use cell phones
We communicate breaks	We do not evaluate other people's statements

The teacher collects the cards, reads them aloud, asks if everyone agrees to the principles presented. He sticks them in a visible place or one of the participants asks for it.

Then he proposes to write his name on a second piece of paper and stick it on a visible place on the chest.

Questions what we expect from the program.

Verification of expectations (5 min)

The instructor gives the participants one sticky note and asks them to write their expectations for the Tic-Tac program. It gives participants three minutes. Then he collects cards, reads questions / statements and discusses them.

Garage (5 min.)

The instructor pulls out a previously prepared A4 card / flipchart with the inscription "GARAGE" and a marker and informs participants what the garage is: "garage - during breaks in the garage each of you can anonymously write a question about the content and course of the workshop. We will answer them after the break.

III. Substantive part

Introduction (10 min.)

Information part. The lecturer talks about the assumptions of the workshop program using the text below. Welcomes the participants.

Conflicts are in our lives. We experience them every day in various relationships and environments. Conflicts are common, as researchers and practitioners in this field point out. There are various causes of conflicts. Some of them have roots in negative interpersonal relations in the family, work, peer group, etc. Disputes are the result of communication disorders, inability to manage one's own emotions, lack of competence in self-confidence, assertiveness, self-esteem or the use of relaxation techniques.

It should be emphasized that conflict is a natural phenomenon even in healthy, well-functioning groups. It usually appears when the parties pursue different, incompatible goals. Real problems are not necessary for the conflict to arise. Sometimes it is enough to believe in the hostile intentions of the parties involved.

Conflict is defined as the existence of conflicting, conflicting interests. This approach, however, does not fully exhaust the essence of the discussed issues. The conflict may result from differences in roles, gender, beliefs, emotions, intentions mismatch, disrespect, acceptance or tolerance.

The concept of “conflict” has its Latin origin, where it means collision, antagonism, disagreement, dispute, discussion. In a human environment, conflict means the fight or clash of two (or more) people that occur when:

1. the behavior of one party interferes with meeting the needs of the other or
2. when they have incompatible value systems.

In the last few decades, the view of conflict has evolved. In the traditional concept, it was treated as harmful, unnecessary and destructive. Currently, its positive side is noticed. Attention is increasingly being drawn to the fact that conflict can be constructive. It increases the activity and involvement in the group, promotes change, searching for creative solutions, increases motivation.

The TIC - TAC method focuses on working with young people who have problems in making friends and integrating with peers. He assumes working with a group in which difficulties in integration have been noticed, which are manifested by a lack of cordiality, camaraderie, cooperation, insults, the isolation of peers, unhealthy competition, lack of acceptance, and aggression.

TIC-TAC is a program that equips young people with the knowledge and skills to see the positive sides of conflict situations. By implementing this program, young people acquire practical skills in coping with difficult, contentious situations.

Among conflict resolution techniques, special attention is paid to peer mediation.

Peer mediation is an alternative method of resolving disputes that occur among children and adolescents at school or other care and educational and resocialization facilities in the presence of a mediator.

Mediation is a voluntary and confidential process in which a neutral, independent person, called a mediator, with the agreement of the parties, helps to resolve the dispute. It is important that the mediator does not impose solutions, but supports participants in finding them.

A candidate for a peer mediator should be a student who enjoys peer trust and whose age, independence and degree of psychosocial maturity will allow him to understand the essence of the conflict, mediation, and the other person’s point of view.

Mediation allows you to define what is the essence of the dispute, what areas and issues it covers. It enables overcoming communication barriers, developing possible and acceptable solutions and concluding a satisfactory agreement if the parties so desire. The strength of mediation is the conversation of conflicting parties about what divides, joint search for solutions, and conscious acceptance of responsibility for the agreement. Mediation protects the rights and interests of the parties to the conflict. It is conducive to building relationships and introduces a culture of dialogue and co-responsibility for shaping the climate in the group and the environment.

Ice breaker- introduction of class participants (20 min.)

The instructor asks participants that the willing person started a round entitled Let's get to know each other. Each participant finishes his or her sentence. The round lasts until all participants, including the lecturer, tell about themselves according to the formula. The teacher can prepare a flipchart and write the following on the card. It can also print text on A4 sheets and give one sheet to each participant.

Finish the sentence:

My name is.....
I Like.....
I do not like.....
My strengths are.....
Friends like me for.....
In the group I feel.....
The conflict is.....
My favourite colour.....

Mini lecture: Conflicts in peer groups (20 min.)

The host thanks the participants for introducing themselves. He starts with a mini-lecture by saying:

The ability to handle conflict situations has become a necessity in today's world. Conflicts are part of everyday life. And its quality largely depends on what knowledge we have about conflicts and what are our competences in applying techniques to resolve them.

Peer conflicts

Young people function in various social groups (school, sports team, circle of interests, music band, etc.). Peers are part of not only the public space of the school, where intimacy is difficult, but also private space, largely constructed "with participation" or "due to" peers.

Peer contacts serve the needs of affiliation, prestige, recognition and achievement. In a peer group, a young man learns to read his and other people's emotions, learns to express and manage them. Meets the interests of peers, their needs, values, talents and behavior patterns. Meets with different points of view. He learns how to function in a group, acquiring qualities such as femininity and readiness to help. If the contacts are harmonious, the young man has the support of the group and satisfaction with its relations.

Often, however, there is an awakening desire to dominate among members of the group, a strong need for recognition, a desire for achievement and a focus on maximization in meeting their own needs and ambitions. These are one of the most frequently mentioned causes of conflicts with colleagues.

During the workshop we will attempt to understand the essence of the conflict. We will look at models of functioning in conflict situations and learn how to deal with them.

The facilitator starts a discussion in order to recognize the level of knowledge about the conflict and methods and techniques of dispute resolution.

Helpful in conducting brainstorming will be the answers to the following questions:

- When do we deal with the conflict?
- What types of conflicts do you know?
- Who can be a party to the conflict?
- What are the reasons for the conflict?
- Is the conflict positive or negative?
- What benefits can conflict bring?
- What losses can the conflict bring?
- What emotions accompany conflict situations?
- What are your ways of dealing with conflict?

Summarizing the discussion, participants jointly create a definition of conflict. The host writes it on a flipchart.

Task No. 1. Which helps resolve conflicts (20 min.)

The teacher informs participants that the next task consists of 4 stages. Each of them is intended for 3 minutes. Then the instructor gives the participants small pieces and asks them to write down four words (associations) that come in response to the question about factors, attitudes, features that promote conflict resolution.

After the allotted time has elapsed, the teacher asks the participants to form teams of three. Each of the groups from among 12 previously saved words selects four.

Similarly, after 3 consecutive minutes, the three get together into sixes and choose four words again.

In the last stage, the participants form one group whose task is to select four words.

After completing the task, participants share their insights and reflections.

The moderator moderates the discussion by asking questions:

- Was it difficult or easy to reach agreement?
- How did the group size affect the decision-making process?
- Are you satisfied with the result achieved?

- What emotions accompanied the decision-making process?
- What helped / encouraged reaching agreement?
- What hindered the agreement?
- Were there conflicts? When?

Task No. 2. Parties to the conflict (20 min.)

The leader asks the participants to pair up. It informs that the task of each pair is to play a role play as described on the cards that will be distributed immediately. Time to complete the task is 5 minutes.
(Trainer uses work card number 1)

After 5 minutes the lecturer asks the participants to play the role by switching roles once again. Spends another 5 minutes on it.

After the allotted time has expired, the trainer invites you to start the discussion by asking the following questions:

- What did you notice doing this task?
- How did you feel playing the scenes?
- How do people react in conflict situations?
- What were your needs in relation to the situation you are playing?
- How did the needs change during the task?
- What changed when you switched roles?
- How have your beliefs changed?
- How have emotions changed?
- How did the cutscenes end?
- What was easy?
- What was hard?
- What causes the conflict?
- What helps solve it?
- What makes it difficult?

The facilitator summarizes the discussion by pointing out that different people can react in different ways in conflict situations. So let's show empathy and understanding for the other party. He draws attention to the role that emotions and skills in managing them play in the conflict resolution process.

Task No. 3. Communication in conflict (25 min.)

The instructor sticks on the flipchart the card that was previously prepared in accordance with work card No. 2. Asks participants for knowledge of recorded active listening techniques and briefly explains each of them.

Then he asks the participants to pair up. The task of each participant is to remember the conflict situation in which he participated as a party (quarrel with a friend, sister / brother).

One person in a pair tells the whole situation to the other. He tries to present the details as accurately as possible within 5 minutes.

The other person's task is to listen, present their perspective and suggest a solution. It uses techniques recorded on a flip chart. 5 min is also dedicated to this stage.

After the time elapses, the participants swap roles in pairs and perform the task as above.

Finally, the teacher invites you to the discussion by asking questions:

- What do you notice?
- What made your conversation difficult and what made it easier?
- At what point did the problem / difficulty appear?
- How did you feel?
- What have you learned?

The teacher sums up paying attention to the importance of communication in social relations, including in the conflict resolution process.

Task No. 4. Conflict resolution methods (25 min.)

The leader asks the participants to count to three. Then he informs that "ones" form the first group, "two" - the second and "three" - the third.

Each group receives one flipchart, markers and crayons.

The teacher explains that the first group writes everything they know about arbitration on a piece of paper. The second group records information about negotiations and the third group mediates. Time to complete the task is 10 minutes.

After the time elapses, each group presents its work, and then the group discusses and adds conclusions from the discussion.

Finally, the guide attaches the sheets with adhesive tape in a visible place.

Task No. 5. Mediation (25 min.)

The instructor starts the exercise by giving each participant previously prepared work cards 3 and 4. It informs you that the next 5 minutes are time to learn about the principles and stages of mediation.

After the time elapses, the leader encourages discussion by asking:

- What's unclear to you?
- What needs clarification?
- What would you like to add?
- What new did you learn about mediation?

When the discussion is over, the teacher informs about the start of the task, asking for three volunteers to play the role play. The other participants will remain observers.

After selecting those willing, the leader informs that they will play the following roles:

1. one side of the conflict
2. other party to the conflict
3. M - mediator

Volunteers share their roles according to their own preferences.

The instructor gives each of the 3 people instructions using work card 5. These people play the scene in accordance with the instructions. (5 min.)

After the time runs out, the teacher invites to the discussion by asking people who played roles:

- What are your thoughts?
- Are you satisfied with the mediation process?
- How did you feel?
- What was easy and what was difficult in this process?
- What helped and what hindered the solution?
- What would you do differently?
- What was missing?

When the participants answer, the leader asks the same questions to the other participants who observed the process.

Task No. 6 Relaxation

Like yourself

Sit or lie down comfortably (approx. 10 seconds). Close your eyes. Feel all parts of the body that touch the ground. Relax all muscles in the body and smile to yourself. Feel how the ground carries you with the world around you. Feel good and safe.

Now put your right hand on your stomach and think about the meadow and the forest, birds singing joyfully. (about 15 seconds). Now put your left hand on your stomach and imagine the river flowing quietly and the forest surrounding it.

Recall now a situation that has embarrassed you, that upset you and angered you. Put your hand on the place on your body where you feel discomfort. Feel it and accept this feeling. Let him flow freely, recognize them. This is fine. You can now forgive everything and smile at yourself.

Tell yourself in your mind now that you like yourself and love yourself. Start loving and accepting everything that is within you, whether it is good or not. Learn your pros and cons. Be proud of who you are.

You breathe in slowly. Hold the air in your lungs for 5 seconds and let it out slowly. Focus now on making friendships relate to everything within you. Be grateful to yourself for everything you give yourself and others. Fill your body with a golden light, feelings of love for yourself and for the world.

Remember how nice to love yourself. I will now count from 5 to 1. When I get to 1, you will open your eyes and be refreshed and full of strength.

IV. END OF WORKSHOPS (15 min.)

Task No. 7

The instructor asks participants to sit down in a circle and everyone answers the question:

- What did you like the most about today's workshops?
- What will you take for yourself?
- What are you going out with? What's your plan?

After the participants' statements, the teacher thanks for participating in the workshop.

After completing all sentences for completing the program, the teacher asks you to complete evaluation questionnaires. After taking the surveys, the teacher distributes diplomas.

EVALUATION QUESTIONNAIRE

„TIC TAC” „Peer mediation as a conflict resolution tool”

Dear participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time in completing the following survey.

The survey is anonymous.

1. Has the workshop allowed you to answer the questions that have arisen in your life?

Definitely yes yes no Definitely no

2. Did the workshop provide you with useful tips and techniques on how to deal with various situations in everyday life, especially when it comes to strengthening your competences related to contacts with the group?

Definitely yes yes no Definitely no

3. Did the workshop provide you with useful tips that can be helpful in overcoming the fright associated with contacts with the group?

Definitely yes yes no Definitely no

4. Which part of the workshop did you like the most and why ?

5. Where the topics discussed interesting?

YES NO

6. If you answered YES, then please write down the topics which were interesting.

.....

7. Additional comments

.....

Thank you for completing the questionnaire!





Competences and framework for social system youth workers.

CERTIFICATE

This is to certify that

(Full name of the participant)

Has participated in the workshops titled:
„Peer mediation as a tool for conflict resolution”
TIC TAC Program

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
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