

# SCORE

## Coordinators' Manual

### 2007-2008

STUDENT CONFLICT RESOLUTION EXPERTS



COMMONWEALTH OF MASSACHUSETTS

OFFICE OF ATTORNEY GENERAL

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## SECTION 1: SCORE OVERVIEW

AN EFFECTIVE PEER MEDIATION PROGRAM can be a valuable tool for schools in their effort to minimize conflicts and support positive behavior in students. Peer mediation programs benefit both the students who use the mediation process to resolve their conflicts and the students who participate in the program as peer mediators. These programs can sensitize, educate, and empower students to deal effectively with the difficulties and conflicts that are a natural part of life.

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### INTRODUCTION TO SCORE

The **Student Conflict Resolution Experts** (SCORE) program is a nationally-recognized violence prevention program, created and funded by the Attorney General's Office in collaboration with local community mediation programs and school communities.

SCORE is a program for middle and high schools in which students use the principles and techniques of mediation to resolve conflicts among their peers. School mediations address conflicts that may involve rumors, threats, name-calling, theft, or damage to personal property. These conflicts can lead to verbal arguments and, sometimes, physical fights. The SCORE program shows participants methods for working through conflict and disagreements, without violence and with respect.

Mediation empowers youth to find appropriate solutions to dealing with the immediate conflict and allows them to develop a repertoire of life skills, such as communication techniques, problem-solving strategies, and consensus building.

Historically, thousands of students have been trained as peer mediators who have mediated tens of thousands of conflicts in schools across Massachusetts. Schools report the overwhelming majority of mediations are successful, with success defined as the mediation concluding with a written agreement acceptable to all parties and there being no further negative incident among the parties post-mediation.

## SCORE GRANTS

Since 1989, the Attorney General's Office has provided direct grant support for SCORE programs to schools through a competitive "Request for Proposals" process. There are two SCORE grant opportunities available as of 2007, including grants for program support and grants for training purposes. Pending available funding, the grant announcements are usually made each year in March and the deadline for submission of proposals is in mid-June.

### **PROGRAM GRANTS**

The SCORE program grant provides funds (which must be matched dollar-for-dollar by the receiving school/community) to hire a full-time coordinator, located in the school building. This coordinator is trained by and works closely with a local community mediation program and implements the program for the school, recruiting students as mediators, training the students, and overseeing the student mediation.

### **TRAINING GRANTS**

The SCORE training grant is in its first full year of implementation after a half-year pilot in the Winter/Spring of 2007. The training grant is a smaller dollar amount and does not require a school/community match. The grant provides funds for the school to contract with the local community mediation program to receive training and support for students and school staff in implementing a program. Once the training is completed, school staff maintain the program, train student mediators, and monitor or supervise student mediations.

## TECHNICAL SUPPORT FOR SCORE PROGRAMS

The Community Information and Education Division (CIED) of the Attorney General's Office provides consultation, technical support, and troubleshooting to all SCORE programs. The CIED also conducts program site visits and assessments, convenes regional meetings, collects and analyzes program data, and provides oversight and quality control for the administration of SCORE grants.

New for the 2007-2008 school year will be a series of SCORE grantee conference calls which will provide the opportunity to connect those in the field with their colleagues to encourage the exchange of best practices, mentorship and peer support, and timely problem-solving.

In addition, this SCORE manual includes an overview of the SCORE model and sample exercises and role-plays which you may find helpful as you prepare for your training of peer mediators. The manual also contains related forms and documents needed to run and evaluate the effectiveness of a SCORE program.

## KEY ELEMENTS FOR A QUALITY PROGRAM

The Attorney General's Office defines a successful peer mediation program as one that has the competency to mediate even the most challenging disputes (e.g., racial or multi-party disputes), and that has the capacity to mediate a high volume of conflicts. The program must adhere to the principles of best practices in mediation, and it should be trusted by and used by all demographics of students within the school and fully accepted by and integrated into the school community.

## GOALS OF PEER MEDIATION

Every peer mediation program is developed under unique circumstances, within diverse communities and in response to different needs. However, according to the Alliance for Conflict Transformation (2005), numerous studies and extensive research have noted that successful programs utilizing best practices possess these common goals:

**GOAL:** To decrease violence and discipline problems in school, specifically:

- to decrease incidents of aggression, violence, and other anti-social conflicts or behavior in the school;
- to provide alternative peaceful methods for conflict resolution within schools;
- to reduce the time adults spend on disciplinary issues; and
- to decrease suspension and detentions.

**GOAL:** To improve attitudes and behaviors regarding conflict, specifically:

- to decrease positive attitudes towards aggression and violence in the schools;
- to increase positive attitudes toward addressing and dealing with conflict in nonviolent ways;
- to decrease biases towards other students based on age, race, gender, religion, sexual orientation, or physical or mental ability; and
- to increase the use of positive conflict resolution strategies which can be applied to resolving one's own conflicts.

**GOAL:** To improve school climate, specifically:

- to increase cooperative and caring, positive attitudes toward school and pride in school; and
- to increase feelings of safety in school.

**GOAL:** To improve academic achievement, specifically:

- to increase attendance rates, reduce absenteeism, and drop out rates; and
- to increase academic performance.

## TIMELINE FOR SCORE PROGRAMS

This sample school year timeline is provided as an overview of the tasks involved in the implementation of your SCORE peer mediation program. The sections to follow provide more detailed information about each of these tasks.

### AUGUST

Coordinator(s) meets with school administration to begin orientation, logistical and planning process.

Complete all grant-related documentation regarding setting up your contracts as SCORE grantees (samples in **Appendix C**).

### SEPTEMBER

Set up referral and record-keeping systems (see **Section 2**).

Introduce the concept of peer mediation to school faculty/staff through meetings and outreach (see **Section 2**). Provide an overview of peer mediation, the referral process, and who will be involved in implementing the program.

Recruit students to apply to be peer mediators, and solicit nominations of students by faculty/staff.

Collect student applications and recommendations, conduct interviews, and select student mediators (samples in **Section 2**).

Make all training arrangements with community mediation program.

### OCTOBER

Conduct a 20-hour training of your selected mediators.

Begin promoting the peer mediation program to students by planning and implementing your marketing strategy (see **Section 4** for ideas).

Begin mediating cases.

### JANUARY

Complete mid-year reports.

### JUNE

Complete end-of-year reports.

In addition to the tasks listed above, the administration and supervision of SCORE is ongoing. This includes: promoting the availability of mediation services, responding to requests for information, supervising peer mediators, receiving and scheduling referrals, supervising and troubleshooting mediations, and completion of required financial and data reports.

## SECTION 2: SETTING UP YOUR PROGRAM

BEFORE YOU SCHEDULE your first peer mediation, it is important to take the time to create the infrastructure necessary to support your program. This infrastructure includes a plan for staffing, office space, student involvement (as mediators, referrers and disputants) and systems for collecting and managing information.

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### STAFF STRUCTURE FOR THE SCORE PROGRAM

The SCORE program requires sufficient staffing to run the program, including compiling and completing all reporting documentation for the grant (i.e., completion of required financial and statistical reports), and to be available to promote awareness of the program, receive referrals and supervise the mediators. This usually consists of a SCORE coordinator, a SCORE supervisor, a mediation trainer and, if resources permit, a portion of the time of an administrative assistant. In some cases, one person may take on multiple roles (i.e., the coordinator may also be the person who conducts the training) to implement the program.

#### SCORE COORDINATOR

The SCORE coordinator is responsible for overseeing all components of the program and for communicating with school administrators, faculty and staff. This individual (or, in some cases, co-coordinators) recruits, selects and trains peer mediators, schedules mediations, tracks data and, in general, is the “go-to” person for SCORE.

A SCORE coordinator should have excellent verbal and communication skills, as well as experience as a mediator, a trainer, and a program coordinator, and experience and aptitude for working with youth.

In some settings, there is a full- or part-time SCORE coordinator who is based in the school yet remains an employee of a local community mediation program, while in others an existing school-based staff member (often someone from guidance) serves in a coordinator capacity. In any case, the responsibilities are the same:

**TRAINING:** Recruit and screen a cross-section of potential student mediators; make all arrangements for training (dates, space, food, materials, notices to teachers and parents).

**OUTREACH:** Develop a working relationship with all potential sources of referrals (principal, vice principal, counselors, teachers, students); set up a system for referrals, including a mechanism for communicating with referral sources; develop a marketing plan to promote the program.

**INTAKE:** Interview parties using intake form; explain mediation and confidentiality; set a date for mediation.

**COORDINATION OF MEDIATION SESSIONS:** Be present in or outside the room during mediation; provide assistance to the mediators and parties as needed; assist in writing agreements.

**MONITORING AGREEMENTS:** Conduct follow-up with parties at designated intervals after mediation session.

**SUPERVISION OF MEDIATORS:** Meet regularly with student mediators; provide on-going training.

**COLLABORATION WITH ATTORNEY GENERAL'S OFFICE:** Attend meetings; provide access to program records and statistics.

## **SCORE SUPERVISOR**

The SCORE supervisor is a senior staff person from the mediation program who is responsible for assisting the SCORE coordinator with ongoing program management, supervision and support. It is recommended that at a minimum, the SCORE supervisor meet on site with the coordinator once a month in order to review student and/or programmatic issues. In case of crisis, the supervisor should be available to consult with the coordinator, either in person or by telephone.

In addition, the SCORE supervisor should facilitate individual and/or group supervision meetings for all coordinators working in schools to provide further support and professional development. The intensity and frequency of supervision may vary with the experience and skill of the coordinator.

## **MEDIATION TRAINER**

The mediation trainer may be the SCORE supervisor, coordinator or another experienced individual brought in to facilitate the training. In any case, the trainer should be an individual with demonstrated proficiency and experience as both as mediator and trainer who will design and conduct trainings based on best practices. The mediation trainer should have completed coursework in mediation and conducted mediations, and should continue to receive advanced training (such as graduate-level coursework, workshops, conferences, or other forms of professional education) in peer mediation, conflict resolution, or adult mediation.

## **SECURING YOUR WORKING SPACE**

While office space is notoriously in short supply in schools, it is vital that the SCORE coordinator have access to space which is private and welcoming, preferably not too closely-connected to administration offices, and suitable for confidential meetings. This may be a challenge, but is one of the elements to a successful program. If students do not feel that they can be assured of privacy, they will be reluctant to participate.

## **SURVEY YOUR SCHOOL CLIMATE**

Before you begin implementing your peer mediation program, you should assess the current school climate to establish a baseline for evaluating the success of the SCORE program. In addition to the required data submitted with the SCORE grant application (such as school disciplinary reports), you should consider conducting surveys of your school community, asking staff, students, and others their opinions on the climate of their school.

Conducting these surveys may be an early activity to get mediators involved. Consider your target audience for the survey – do you want responses from teachers, or students, or administrators, or some combination thereof? Which questions are appropriate for each particular stakeholder? You must also consider whether you will survey the whole school or just a sample, and determine the best method for reaching your target group. For example, student surveys could be administered during homeroom or in a particular health or social sciences class.

Even if you have used the SCORE program over a number of years, this data collection is still valuable. It can provide you with a “big-picture” snapshot of trends and general needs to address in the area of school climate. We strongly recommend that schools conduct school climate surveys at both the beginning and the end of each year.

Sample pre-program surveys have been provided in this section. Post-program surveys are discussed in greater detail, and samples are provided, in **Section 4: Final Steps**.

## RECRUITING PEER MEDIATORS

Your mediation team should be representative of the student population. Important demographic factors to consider are age, race and ethnicity, gender, religion, sexual orientation, culture, socio-economic status, and individuals with physical disabilities.

In order to develop a broad cross-section of student applicants, it is helpful to solicit a large number of applications, particularly if this is the first year offering SCORE in the school. There are many ways to solicit applications, including: sending home information about the program, setting up a table in the cafeteria that both advertises the program and encourages students to apply to be mediators; asking teachers and counselors to give their recommendations; making announcements over the intercom; and presenting the program in a school assembly.

If you are familiar with the school in which you will be working, you may find that you already know some students that would make good mediators. It is important to remember that becoming a mediator can provide a positive outlet for the leadership abilities of young people whom some may describe as rebellious or negative leaders in their schools. SCORE coordinators have found that, given the opportunity and the training, these students can become successful and skilled mediators because they understand what it is like to be in conflict, and they value helping other young people like themselves.

Most training sessions include between 16 and 20 participants, and many schools with a SCORE program report interviewing 30 to 100 students before selecting the final group. If your pool of applicants does not represent a good cross-section of the student body representative of the factors discussed above, it is important to continue your recruitment efforts until you have achieved a diverse pool of applicants.

Sample forms related to peer mediator recruitment (**MEDIATION RECRUITMENT QUESTIONNAIRE**, **TEACHER RECOMMENDATION FOR PEER MEDIATOR**, and **PERMISSION SLIP TO PARTICIPATE IN SCORE**) have been provided in this section.

### INTERVIEWS

Once you have developed your list of prospective mediators, the next step in recruitment is to schedule interviews. The purpose of the interview process is to meet the students to get a sense of who they are, to give them an idea of what to expect from the training, and to explain what their responsibilities will be as mediators.

In addition to asking questions that give you a sense of whether or not a student would make a good mediator, it is also important to ask practical questions such as: Will the student be able to attend the full training? Does the student feel that that he or she can make up any missed schoolwork, as the training and subsequent mediations may be held during school hours? Can the student balance his or her commitment to mediation with other extracurricular activities?

It is important to include any other questions that are relevant to their attendance in the training and their ability to make time to mediate. Interviews generally take no longer than 15 minutes, but may vary depending on your preferred technique and set of questions.

It is very helpful to have an interview partner who works with you, as your partner may have a different viewpoint and recognize different characteristics as the candidates present themselves during interviews.

### **DIVERSITY IN SELECTION**

You will need a diverse pool of mediators in order for a peer mediation program to be successful. Students must believe that the mediators are their peers and that they reflect the cultures and diversity represented within the student body. Participants must also believe that the program will maintain confidentiality and will not reveal information to school officials or others, and that student mediators and staff will avoid judgment and blame.

Peer mediation programs that are unable to establish and maintain the trust of the student body often end up underutilized, at best, handling only minor disputes rather than the full range of conflicts arising in the school.

Often, schools have a variety of cliques, or groups of students that band together because of shared interests. Some groups may be involved in a significant number of the conflicts that occur in the school. It is usually helpful to consider these groups as part of your cross-section and recruit some of these students. As mediators, their presence will encourage their peers to use mediation to resolve their disputes.

When considering the makeup of your mediation team, you should also consider the impact of grade level on the program. If too many younger students are recruited, they may lack the maturity and experience to understand the issues of older students for whom they mediate, and older students may not respond to them as mediators. On the other hand, if you recruit a large number of older students, you will have a very limited time to use them as mediators. Your team should reflect a good mix of older and younger students, to find a balance of experience and retention.

### **SETTING UP YOUR REFERRAL SYSTEM**

Before you conduct your first training or schedule your first peer mediation, you will need to create a referral system for your program. You will need to know the following:

- How will disputes be referred to the program?

- How will you encourage referrals from the students, teachers, counselors, administrators?
- What system will you use to communicate with to the referral source?

Best practice guidelines would suggest that referrals can be made by anyone in the school community, including students seeking mediation on behalf of themselves or a peer, and faculty, staff and administrative referrals, as well as referrals from parents. Participation in mediation is voluntary and the coordinator will screen referrals for appropriateness, but ideally there should be no restrictions on making the initial request.

Mediation in general and peer mediation in particular also needs to be constructed in such a way that supports the safety and well-being of all participants. It is for that reason that certain types of conflicts are not appropriate for the peer mediation model. These are cases in which the parties are not equal in terms of their power in relationship to the other or when violence has already occurred between the parties. These cases need to be screened out of mediation and addressed via the school's disciplinary and safety planning protocols. Occasionally students will ask to mediate a conflict with an adult at the school (teacher, staff person). Although these cases need intervention, they are not cases of conflict among peers and cannot be referred to peer mediation.

In summary, situations would should be screened out and referred instead to the school administration include:

- Dating violence situations
- Bullying situations
- Conflicts among adults and students

Any adult working in a school is mandated reporter and therefore, all situations of suspected abuse or neglect must be reported to the Department of Social Services by filing a 51A (report of suspected child abuse or neglect). For information about the mandated reporting requirement and the filing process, visit the Massachusetts Department of Social Services website at [www.mass.gov/dss](http://www.mass.gov/dss), and view the "Reporting Child Abuse and Neglect" page.

Members of the school community should have multiple (including anonymous) ways to make a referral. These may include: email, completing a referral sheet and placing it in drop boxes placed throughout the school, by way of an intermediary, or face to face.

The coordinator should be the central person responsible for checking all methods of making a referral and responding to referrals in a timely fashion. In addition, the coordinator should respond to third-party intermediaries (if known) with a brief acknowledgment, thanking them for their referral, and informing them of the intention to follow up with the parties involved. A sample referral form and a sample form for tracking the status of referrals is shown in **Appendix C**.

## SAMPLE FORM

### GENERAL STAFF SURVEY (pre-SCORE)

The purpose of this survey is to collect your opinions about our school and our school's peer mediation program. This survey is anonymous.

1. How long have you been at our school?
2. How do you define conflict in school?
3. What types of conflict have you observed in our school?
4. Have your observed instances of conflict increased or decreased during your time here?
5. How do you view our school's climate, on a scale of 1 (very negative) to 10 (very positive)?
6. Since coming to this school, do you view the climate in the school as growing more positive, more negative, or staying the same?
7. Do you know that we have a peer mediation program? If so, how do you know about it?
8. Have you ever made a referral to the program? If no, do you plan to make referrals?



## SAMPLE FORM

### GENERAL STUDENT SURVEY (pre-SCORE)

The purpose of this survey is to learn more about how everyone gets along in this school and how a peer mediation may help students reduce conflicts here. This survey is anonymous.

1. How do you define conflict in school?
2. What types of conflict have you observed in our school?
3. Have your observed instances of conflict increased or decreased during your time here?
4. In your view, how do students in this school get along?
5. How do you view our school's climate, on a scale of 1 (very negative) to 10 (very positive)?
6. Since coming to this school, do you view the climate in the school as growing more positive, more negative, or staying the same?
7. Do you know that we have a peer mediation program? If so, how do you know about it?
8. Have you ever made a referral to the program? If no, do you plan to make referrals?
9. If you were facing a conflict, would you consider using the peer mediation program? Why or why not?
10. Is there anything that needs to be done improve the peer mediation program? If yes, what?



## SAMPLE FORM

### MEDIATION RECRUITMENT QUESTIONNAIRE

Thank you for your interest in applying to be a peer mediator. Peer mediation has been shown to reduce conflict and improve safety in schools. Please respond to the questions below so that we may learn a little more about you, your knowledge of mediation, and your interest in helping to make our school a safer place.

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

1. Have you ever found yourself in the middle of a disagreement between two people? If so, what did you do? How did it work out?
2. What kinds of conflicts take place in our school? Please describe.
3. Name or describe some of the groups in our school.
4. Are there particular groups that tend to get involved in conflicts? If yes, please explain.
5. What issues do you think cause the most tension in our school?
6. Why do you want to be a mediator?
7. Have you ever received training about mediation or conflict resolution?
8. Mediators have to keep confidential all the information they hear during a mediation session. Why do you think this is important?
9. How difficult would it be for you to not give advice or your opinions to the parties who come to mediation?
10. Is there anything else that you would like to say or think is important to know about you?



# SAMPLE FORM

## TEACHER RECOMMENDATION FOR PEER MEDIATOR

Thank you for completing this recommendation on behalf of the student listed below who has applied to be trained as a peer mediator. Peer mediation has been shown to reduce conflict and improve safety in schools. We are looking for individuals who are strong leaders, who are mature, and who are responsible.

This is a confidential form. Please return to \_\_\_\_\_

Name of applicant \_\_\_\_\_

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT OBSERVED
Is responsible					
Demonstrates a good rapport with peers					
Leader among his or her group					
Attends class on a regular basis					
Would make a good peer mediator					

Any additional comments regarding this student that would be helpful::

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## SAMPLE FORM

### PARENT/GUARDIAN PERMISSION SLIP TO PARTICIPATE IN SCORE

\_\_\_\_\_ has expressed interest in participating in our school's SCORE (Student Conflict Resolution Experts) peer mediation program. SCORE trains students to act as neutral mediators in helping fellow students resolve conflict by nonviolent means. Mediation empowers youth to find appropriate solutions to dealing with the immediate conflict and allows them to develop a repertoire of life skills, such as communication techniques, problem-solving strategies, and consensus building

A 20-hour comprehensive training is required for students to become mediators. The training takes place at \_\_\_\_\_. In order to attend the training, students will miss \_\_\_\_\_ days/hours of school. The dates and time of the training are listed below. Students will be required to make up all missed class work and homework in a timely manner. Students are informed that their academic status school attendance and behavior may affect their ability to participate in the SCORE program. Students must attend all training sessions in order to be mediators.

If you have any questions about the SCORE program, please feel free to contact me directly at \_\_\_\_\_.

Thank you,

\_\_\_\_\_  
Peer Mediation Coordinator

#### Dates and times of the SCORE training:

**STUDENT:** I agree to participate in the SCORE program. I will attend all required training sessions listed above and may up any missed class work and homework in a timely manner.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT/GUARDIAN:** I have read the above information and give my consent to have my child participate in the SCORE program.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## SAMPLE FORM

### TEACHER/GUIDANCE COUNSELOR PERMISSION SLIP TO PARTICIPATE IN SCORE

\_\_\_\_\_ has expressed interest in participating in our school's SCORE (Student Conflict Resolution Experts) peer mediation program. SCORE trains students to act as neutral mediators in helping fellow students resolve conflict by nonviolent means. Mediation empowers youth to find appropriate solutions to dealing with the immediate conflict and allows them to develop a repertoire of life skills, such as communication techniques, problem-solving strategies, and consensus building

A 20-hour comprehensive training is required for students to become mediators. The training takes place at \_\_\_\_\_. In order to attend the training, students will miss \_\_\_\_\_ days/hours of school. The dates and time of the training are listed below. Students will be required to make up all missed class work and homework in a timely manner. Students are informed that their academic status school attendance and behavior may affect their ability to participate in the SCORE program. Students must attend all training sessions in order to be mediators.

If you have any questions about the SCORE program, please feel free to contact me directly at \_\_\_\_\_.

Thank you,

\_\_\_\_\_  
Peer Mediation Coordinator

#### Dates and times of the SCORE training:

**STUDENT:** I agree to participate in the SCORE program. I will attend all required training sessions listed above and may up any missed class work and homework in a timely manner.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TEACHER/GUIDANCE COUNSELOR:** I have read the above information and give my consent to have student participate in the SCORE program.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# SAMPLE FORM

## SCORE REFERRAL SHEET

Referring person: \_\_\_\_\_ Date: \_\_\_\_\_  
(not required)

Students referred:	Gender	Age
_____		
_____		
_____		
_____		

**Relationship**

*(circle one)*

1. Student/Student
  - a. Friends
  - b. Dating
  - c. Acquaintances
  - d. Strangers
  - e. Enemies
  - f. Relatives
2. Student/Teacher
3. Student/Other staff
4. Other \_\_\_\_\_

**Type of Dispute**

*(circle one)*

1. Physical fight
2. Harassment
3. Name-calling
4. Stealing
5. Property damage
6. Bullying
7. Rumors
8. Threats
9. Other \_\_\_\_\_

Brief description of the dispute: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# SAMPLE FORM

## SCORE REFERRAL STATUS SHEET

Referring person: \_\_\_\_\_ Date: \_\_\_\_\_  
(not required)

Students referred:	Gender	Age
_____		
_____		
_____		
_____		

Referral status:  
\_\_\_\_\_ Mediation completed successfully resolved  
\_\_\_\_\_ Intake still in progress  
\_\_\_\_\_ Successfully resolved without mediation

Situation not resolved because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other services that could assist the student(s) involved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCORE Coordinator: \_\_\_\_\_  
Date: \_\_\_\_\_



**SAMPLE FORM, PAGE 1 OF 2****SCORE INTAKE FORM**

Case # \_\_\_\_\_ Intake Date \_\_\_\_\_

Mediators \_\_\_\_\_

Med. Date(s) \_\_\_\_\_ Length of Mediation \_\_\_\_\_

Was the referral appropriate for mediation? Yes \_\_\_\_\_ No \_\_\_\_\_

Was an agreement reached? Yes \_\_\_\_\_ No \_\_\_\_\_

Did the mediation involve a private session? Yes \_\_\_\_\_ No \_\_\_\_\_

PARTY 1 (NAMES)	Gender	Age	Grade	Race*	Homeroom
-----------------	--------	-----	-------	-------	----------

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

PARTY 2 (NAMES)	Gender	Age	Grade	Race*	Homeroom
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a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

*\*B-Black, W-White, H-Hispanic, A-Asian, O- Other (Specify)*

REFERRAL SOURCE <i>(circle one)</i>	RELATIONSHIP <i>(circle one)</i>	TYPE OF DISPUTE <i>(circle one)</i>	SPECIAL ISSUE <i>(circle all that apply)</i>
1. Vice Principal	1. Student/Student	1. Physical fight	1. Racial
2. Principal	a. Friends	2. Harassment	2. Sexual harassment
3. Counselor	b. Dating	3. Name-calling	3. GLBT
4. Teacher	c. Acquaintances	4. Stealing	4. Parent/Child
5. Student	d. Strangers	5. Property damage	5. Special class/economic
6. Self-referral	e. Enemies	6. Bullying	6. Other _____
7. Disciplinarian	f. Relatives	7. Rumors	
8. Other staff	2. Student/Teacher	8. Threats	
9. Relative	3. Student/Other staff	9. Other _____	
10. Other _____	4. Other _____		

## SAMPLE FORM, PAGE 2 OF 2

1. Was coming to the mediation program something the each party chose to do, or something they were required to do?

**PARTY 1:** Chose \_\_\_\_\_ Required \_\_\_\_\_ Both \_\_\_\_\_  
By whom? \_\_\_\_\_

**PARTY 2:** Chose \_\_\_\_\_ Required \_\_\_\_\_ Both \_\_\_\_\_  
By whom? \_\_\_\_\_

2. Did a teacher or administrator at school ever say that the parties would face some form of punishment unless they go to mediation?

**PARTY 1:** Yes \_\_\_\_\_ No \_\_\_\_\_

**PARTY 2:** Yes \_\_\_\_\_ No \_\_\_\_\_

3. Did both parties initially agree to mediate (circle)? Yes No

4. If no, which side needed more persuading to mediate (circle)? Party 1 Party 2 Same

5. Which side is more upset by the dispute (circle)? Party 1 Party 2 Same

6. How upset is:	<b>PARTY 1</b>	<b>PARTY 2</b>
Very upset	_____	_____
Somewhat upset	_____	_____
Not upset	_____	_____

7. Do you think racial/ethnic issues play a part in this dispute?

**PARTY 1:** Yes \_\_\_\_\_ No \_\_\_\_\_

**PARTY 2:** Yes \_\_\_\_\_ No \_\_\_\_\_

8. Do you think drugs played a part in this dispute?

**PARTY 1:** Yes \_\_\_\_\_ No \_\_\_\_\_

**PARTY 2:** Yes \_\_\_\_\_ No \_\_\_\_\_

9. Do you think alcohol played a part in this dispute?

**PARTY 1:** Yes \_\_\_\_\_ No \_\_\_\_\_

**PARTY 2:** Yes \_\_\_\_\_ No \_\_\_\_\_

10. As part of this dispute, have there been any incidents between the two sides that involved hitting, pushing, or slapping? Yes \_\_\_\_\_ No \_\_\_\_\_

Describe the dispute. Attach additional sheets if needed. \_\_\_\_\_

## SAMPLE FORM

### SCORE CONSENT TO PARTICIPATE

We agree to participate in this mediation process in order to resolve our conflict.

We understand that this process is voluntary and that at any time we can stop the mediation.

Our policy requires that peer mediators agree to hold confidential all information entrusted to them except when a student reveals information such as: there is concern that a person is a threat to his/her own safety; there is a concern that a person is a threat to the safety of others; there is a concern that a student is a victim of abuse.\* Peer mediators are required to inform the coordinator who will take the responsibility for handling such issues.

We also understand that the process is private and confidential, within the limits of our confidentiality policy. Only the mediators and the coordinator may be in the room with us and that no information shared here, other than what is described as exceptions to confidentiality, will leave the program. The mediators have signed a **CONFIDENTIALITY AGREEMENT**.

We understand the nature and purpose of mediation.

Signature:

Date:

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*Note: Schools may wish to provide more specific information in their confidentiality policy. This language is the Attorney General's Office baseline standard for limitations to confidentiality.*



# SAMPLE FORM

## SCORE AGREEMENT FORM

In order to resolve our conflict we have taken part in a mediation session on \_\_\_\_\_. We agree to and will honor the following:

- 
- 
- 
- 
- 
- 

We understand that mediation sessions are confidential and should not be discussed with our peers. We understand that we can return to mediation if further issues arise.

Signature:

Date:

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## SAMPLE FORM

### SCORE FOLLOW-UP FORM

Case # \_\_\_\_\_ Intake Date \_\_\_\_\_

Party name \_\_\_\_\_ Med. Date(s) \_\_\_\_\_

1. How much of your agreement has been lived up to?  
All or most \_\_\_\_\_ Some \_\_\_\_\_ None \_\_\_\_\_
2. If some or none, who has broken the agreement?  
My party \_\_\_\_\_ Other party \_\_\_\_\_ Both \_\_\_\_\_
3. How often do you see the people in the other party?  
Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Every day \_\_\_\_\_
4. If you do see them, do you usually:  
Talk to each other \_\_\_\_\_ Ignore each other \_\_\_\_\_
5. Did attending the mediation make this relationship:  
Better \_\_\_\_\_ Worse \_\_\_\_\_ No change \_\_\_\_\_
6. If worse, have you had an argument that involved hitting, pushing, or slapping?  
No \_\_\_\_\_ Once \_\_\_\_\_ More than once \_\_\_\_\_
7. Have you ever suggested to other students at school that they contact the mediation program because of a dispute they were having?  
No \_\_\_\_\_ Once \_\_\_\_\_ More than once \_\_\_\_\_
8. Have you ever contacted the mediation program directly because of a dispute you were having (with different people than the dispute that was mediated)?  
No \_\_\_\_\_ Once \_\_\_\_\_ More than once \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## SECTION 3: TRAINING YOUR MEDIATORS

TRAINING IS AN ONGOING component of your SCORE program. It provides the framework for all that you will be asking your peer mediators to do. In addition to teaching the process of mediation, your training program will build a sense of trust, teamwork and support and will allow you the opportunity to clearly communicate your expectations about confidentiality, safety and knowing when to ask for help.

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### SCORE TRAINING PREPARATION

When beginning to plan for training, it is important to keep the big picture in mind, even when working on the finer points of mediation. Help the students understand where all the pieces fit into this big picture, so that they can understand why they are doing things in a certain way. This will also help them internalize the skills more quickly.

Mediators in training need to understand the context in which they will be mediating. Keep the results of the school climate survey (completed by both staff and students) in mind and discuss particular areas of conflict that may exist in our school.

All agencies providing mediation training for SCORE programs are required to develop and conduct training in accordance with the following standards:

#### TRAINERS

The SCORE model requires that the following qualifications be met.

1. There should be a minimum of one mediation trainer per five trainees.

2. All mediation trainers must be experienced mediators, meeting the criteria of their local community mediation programs.
3. Apprentice or new mediation trainers may conduct exercises or lead discussions. They should not conduct small group role-plays unless supervised or mentored by an experienced mediation trainer.
4. Experienced mediation trainers who have never trained young people should receive special training to do so.

### TIMELINE OF TRAINING

Training should be a minimum of 20 hours in length, and ideally should be completed within a three-week period.

1. A significant portion of training time should be spent working on role-plays (sample role-play scenarios are included in **Appendix B**).
  - a. Role-plays should have real substance and be based on true-life situations occurring at your school. Refer to your school climate survey results for examples of situations occurring at your school.
  - b. Role-plays should increase in difficulty over the course of the training.
  - c. Role-plays should include sensitive or difficult content such as racial issues, homophobia, and sexual harassment.
  - d. Time spent practicing mediation skills in role-play groups should increase over the course of training.
  - e. All role-plays should use the co-mediation model and include the use of private sessions.
2. Skill-building exercises and interactive discussions should be incorporated throughout each training lesson.
3. Topics and skills covered by exercises and interactive discussions should include all of those discussed in the training manual: principles of mediation, qualities of a mediator, jobs of a mediator, confidentiality and neutrality, building trust, listening, information gathering and sharing, problem solving, stages and steps of mediation, dealing with angry parties, and managing conflict.
4. Each trainee should have at least three opportunities to practice as a mediator under the supervision of an experienced trainer.

## PREPARING FOR THE TRAINING

Before conducting your training, ensure that all parties involved in the training - any SCORE staff, student trainers, other school staff, etc. - are on the same page. It is helpful to plan and gather any necessary materials well in advance.

### PLANNING MEETING

It's important that the SCORE coordinator(s) and trainers meet at least three to four weeks prior to the scheduled training. In this meeting the following items should be discussed:

- Training logistics, including dates and location
- Roles during training
- Agenda
- Role-plays and exercises to use during training

### AGENDA FOR TRAINING SESSIONS

We encourage trainers to create an appropriate schedule for the 20-training hours, which include agendas for each training session (refer to **Appendix A** for sample agendas). When creating the agenda, be sure to note each lesson contained within the **COORDINATORS' LESSON PLAN (Appendix A)**, which include mediation exercises and mediation processes.

### GATHERING MATERIALS FOR THE TRAINING

The materials noted below should serve as a guideline as you prepare for training sessions. We recommend preparing folders of materials ahead of time for each trainer and trainee, including all relevant materials (such as agendas, exercises, handouts, role-plays, etc.).

You should prepare and gather the materials needed for each training session separately and have them ready for the corresponding day.

#### GENERAL TRAINING SUPPLIES:

- Contact list for trainers and mediators
- Signs to direct students to training room
- Folders for trainers and trainees
- Multicolored markers
- Flip chart

- Masking tape
- Post-its
- Pencils and pens
- Extra blank name tags
- Copies of all handouts
- Certificates of participation
- All the necessary materials for the games and exercises

**MATERIALS NEEDED FOR EACH TRAINEE:**

- Copies of the student manual
- Agenda for each training session
- Name tag
- Agreement to participate form
- Blank paper
- Pen or pencil
- Evaluation form

**MATERIALS NEEDED FOR EACH TRAINER:**

- Agenda for each training session
- Name tag
- Copies of games and exercises, in order of their use
- Copies of role-plays
- Notepad
- All the necessary materials for the games and exercises

**FOOD**

If your training will last a full day or overlap with a meal period, you should plan to provide food or allow for a meal break for the participants. This may include breakfast and/or lunch, as well as snacks or refreshments to enjoy during break periods. The SCORE coordinator should be responsible for coordinating the details of ordering food, as well as having a plan for set-up and clean-up. Be sure to think about what supplies (paper products etc.) are needed for these breaks.

## SAMPLE ICE BREAKER EXERCISES

In order for students to begin feeling comfortable with each other and their trainers, you may wish to start off with ice breaker games on the first session. These ice breaker games have been provided as a way for student mediators to begin to build trust among each other and to lay the foundation for building strong peer mediation skills. Coordinators are encouraged to try other favorite ice breaker exercises in line with these goals as well.

### INTRODUCTION EXERCISES

1. In pairs, participants take approximately 10 minutes to tell each other four or five non-obvious things about themselves which they are willing to share with others. Examples might include: family composition, places lived or visited, pets, hobbies, etc. Listeners need to summarize to be sure they have heard correctly and remember what was said. Then each pair joins another pair and introduces their partner, telling these interesting facts about their new friend.
2. Each participant selects a person from anyone in the room that they believe to be most different from them. Students then have 10 minutes to discover how many things they have in common. These similarities may be shared with the group.
3. Go around the room and have each person explain, "Something about me which you cannot tell just by looking at me is..."

### FIVE WORDS THAT DESCRIBE ME

**PREPARATION:** Create cards (3" by 5") with adjectives written on them. Create a minimum of six times the number of participants to give students many adjectives to choose from. This exercise will take approximately 20 minutes, depending on the size of the group.

**INSTRUCTIONS:** Give each participant five adjective cards at random. Place extra cards on a table to provide additional options. Have the group stand and exchange cards with each other (and the extra cards on the table) until they each have five cards that best describe them. Invite the group to sit in a circle. One student at a time, each participant should share with the group the five cards that they have chosen to describe themselves. Then they should pick out one card of the five that best describes them. Let the students share how that adjective would make them good mediators, or why it might be something they need to be careful of so it does not interfere with being a good mediator.

## COORDINATORS' LESSON PLAN

The **COORDINATORS' LESSON PLAN** (located in **Appendix A**) contains five training topics to help support the coordinator and train student mediators. Each of the training topics provides a number of exercises that will help illustrate each lesson and prepare the trainee for mediation. Use your discretion when including these exercises in training.

The **COORDINATORS' LESSON PLAN** is divided into the following sections:

- Introduction to Mediation
- Building Trust
- Listening, Information Gathering and Communicating
- Mediation Step-by-Step
- Troubleshooting

## UTILIZING ROLE-PLAYS

Role-plays are a significant part of the training, helping student mediators practice being neutral third parties and become aware of their role in seeking to resolve a range of disputes. The role-plays should be selected based on the climate surveys given out in the earlier stages of “Setting Up the Program” (refer back to **Section 2**). Role-plays should also be selected based upon your observations of current trends or issues in your school’s environment.

For students’ first role-play, stick to a few global principles, such as: using non-accusatory language, not making suggestions, and looking for solutions as opposed to finding fault.

For their second role-play, you might focus more on: practicing each step in the mediation process, encouraging expression of understanding, and showing empathy.

By the last role-play, you should be working on the principles of building mutual understanding, saving face, and perfecting their sense of timing.

### **PREPARING FOR ROLE-PLAYS**

Make sure that the area is ready, including chairs and required materials and forms.

### **READ THE ROLE-PLAY IN ADVANCE**

Read the role-play, and decide whether you are using it to examine or practice a specific skill (e.g., active listening). Be prepared to underscore important information for the role

players. Distribute the role-play sheets to the participants (Mediator, Disputants) and to the observers. Invite all parties to take notes.

When introducing students to the role-play, emphasize the importance of playing the role realistically, i.e. not being overly agreeable or overly stubborn. Encourage students to show real emotion and to respond naturally to the correct and incorrect things the mediators do.

Distribute the role-play sheets to all participants and to the observers. Invite all parties to take notes, emphasizing the importance of their feedback to the mediators at the end of the role-play, asking them to be specific about what and when things were said.

### **PREPARE THE DISPUTANTS**

After everyone has had an opportunity to read their material, review the role-play information with the students playing disputants, underscoring important facts, offering guidance on expression of emotions, and reminding them the goal is to provide the mediators with an opportunity to practice. Disputants should provide a “real-life” challenge, but not make the scene impossible.

For each role player, briefly talk through the following statements:

- You are...
- You are upset that...
- You feel...
- You want...
- You are willing to...

### **PREPARE THE MEDIATORS**

Ask mediators if they have any question. Consider offering a quick review of early basics (open prompts, slow down to stay with full process of defining the issues and, co-mediation considerations, etc.) or with each new role-play session, briefly reviewing the earlier presentations and new material.

Give the mediators information about:

- Parties’ names
- Type of dispute
- How the case was referred

### PREPARE THE OBSERVERS

Remind the observers that they have an important role and the unique opportunity to observe without involvement. Distribute copies of the **OBSERVER'S QUESTION FORM** (located at the end of this section) and remind them that you may be asking for their comments during the role play, as well as in the debriefing. Instruct them to take clear notes about things that go well and things that go poorly, and to be specific about when in the process things happened and what exactly was said.

### DURING THE ROLE-PLAY

As the role-play progresses, help role players keep their stories straight. Make a note of any new facts they make up in private sessions and be sure they share these facts with the other party.

Ensure the role players are playing their roles appropriately. Pay close attention to whether they jump in and out of character, play to the audience, try to constantly "outsmart" the mediators, or act too agreeable or too kind to the mediators.

### EMPHASIZE THE PRINCIPLE OF "ASK VERSUS TELL"

Helping people to find the answers themselves tends to be more effective than giving them the answers. Whenever possible use questions that help the mediators think about what they are trying to do and how it is working, usually by asking the parties how they are reacting to a question or a statement. Sample questions could be:

- As a mediator, are you giving fair amount of time for each party to tell their side of the story?
- As a mediator, are pulling out the significant points from each party's story?
- As the participating party, how are the questions the mediator is asking making you feel?
- As the party, what would you like to see happen in order to solve this problem?

Depending on the responses from the parties, ask the observers for others questions that won't leave the either party feeling defensive.

### POSSIBLE COACHING INTERVENTIONS

Frequency and type of intervention will depend on the individual needs of the students and the stage in the training. You may need to intervene to coach the role players in a

more productive direction. Note to all the participants that during the course of the role-play, action may stop for a number of reasons:

- The trainer may call a “freeze frame” or a “stop action”
- Mediators may call a timeout for quick guidance
- The trainer may lean in and consult a mediator without stop action
- A mediator may choose to stay in role and call for a mediator’s break, and get feedback and guidance from the trainer and observers during the break.

Trainers should intervene when:

- Mediators are struggling, floundering or appear to not be learning from the given role-play.
- Mediators are not tuned into or on the same page as the parties.
- There is a significant teaching point that is clearly better noted or explained in the moment.
- The mediators have taken an action with significant negative consequences.
- The mediators need assistance to extend a line of questioning.

Be supportive, constructive and brief when stopping action of the role-play. You need to maintain responsibility for the length and direction of the intervention and feedback. You may need to frame a question or issue for an observer or disputant and assure them you will return to this in the debriefing or later in training for further discussion. As the role-play is occurring, there will be natural breaks, such as a change in the process (joint to private to joint or the Mediator’s break). These will often be natural opportunities to give feedback, help the mediators to process and plan fully, or solicit the comments of the observer or disputants.

### **DEBRIEFING AFTER THE ROLE-PLAYS**

The debriefing period should include time for the observers to share their feedback, the disputants to share their experience and reflections, and for the mediators to reflect on their process. At this time, the trainer should give specific feedback, as well as guide and support the learning process among the trainees.

### **GIVING FEEDBACK**

It is important that feedback is honest but constructive, expressed in such a way that does not hurt the receiver and helps him or her become a skilled mediator. In giving feedback, suggest that participants begin with a positive comment first. Note to the students that they should receive their feedback by listening with an open mind, not

attempting to defend or explain their actions, and remembering that the suggestions are there to help them become experienced mediators.

Create a positive learning atmosphere by modeling supportive, direct, clear and useful feedback. Share your feedback and reframe or rephrase less constructive feedback from others to the mediators. Make note of suggestions that may be useful across other role-play exercises.

The debriefing session should note the feedback given during the role-play. It is important that each person gets a chance to offer their observations and experience. Begin with the mediators, asking them what they found difficult or easy, and if there were any surprises as they went through the role-plays. Continue with the disputants and the observers, asking each person to give the mediators at least one thing they did well and then one thing the mediators should be aware of or work on.

#### **HOW TO GIVE FEEDBACK**

Always ask the mediator in training to reflect and self-evaluate first. Ask them about what went well for them and what they feel could have been better or what they found to be difficult. Then ask the parties and observers to evaluate the mediators, asking what the mediators did that was helpful, if they kept with the qualities of a mediator (staying neutral, listening, etc.), and what the mediators should be aware of or try to work on.

Trainers should give feedback last, always noting both positives and challenges to work on.

#### **POST-TRAINING**

When training is complete, it is important to solicit feedback on the entire training from all participating students. This feedback, whether positive or negative, will help you see what your successes and setbacks were. This will also illustrate what improvements and adjustments you may need to consider for ongoing training throughout the year to support the mediators, and future introductory trainings in the years to come. Ask participants to fill out the following **EVALUATION OF TRAINING FORM**, to evaluate the training as a whole, and the **SELF-EVALUATION FORM**, to evaluate their learned mediation skills.

## SAMPLE FORM

### OBSERVER'S QUESTION SHEET

1. Write down questions that you think were:
  - a. helpful
  
  
  - b. not helpful
  
2. Did the mediators show that they were listening and trying to understand each party? How?
  
3. What were the underlining interests behind each of the parties' demands?
  
4. What did each of the parties want?
  
5. Did the mediators try to help each side understand the other side's point of view? How?
  
6. What positive information should be shared from one party to the other?
  
7. Did the mediators encourage the parties to think of different options?
  
8. Did the mediators transmit information in a way that helped the parties progress toward agreement?
  
9. What went well? What needs more work?
  
10. Other comments:



# SAMPLE FORM

## EVALUATION OF TRAINING

1. What did you like best about the training?
  
2. What did you like least about the training?
  
3. What would make this training better?
  
4. Based on this training, do you feel you were appropriately trained to mediate?
  
5. Please rate on a scal of 1-5 (with 1 being very poor and 5 being very excellet):

1, VERY POOR      2, POOR      3, NO OPINION      4, GOOD      5, VERY GOOD

Coach's knowledge					
Exercises					
Role-plays					
Educational pieces					

Brief description of the dispute: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# SAMPLE FORM

## SELF-EVALUATION FORM

1. Circle the word that best describes your response. I am able to:

Make the introduction comfortably	USUALLY	SOMETIMES	NOT YET
Listen well and maintain eye contact	USUALLY	SOMETIMES	NOT YET
Give equal time to both sides	USUALLY	SOMETIMES	NOT YET
Understand what the conflict is about	USUALLY	SOMETIMES	NOT YET
Ask open-ended questions	USUALLY	SOMETIMES	NOT YET
Paraphrase	USUALLY	SOMETIMES	NOT YET
Avoid making suggestions	USUALLY	SOMETIMES	NOT YET
Help the parties find their own solution	USUALLY	SOMETIMES	NOT YET
Write a clear agreement	USUALLY	SOMETIMES	NOT YET
Work well with co-mediator	USUALLY	SOMETIMES	NOT YET

2. Based on your answers, do you think you are ready to mediate?

3. What more training do you think you may need?



## SECTION 4: FINAL STEPS

AFTER YOU HAVE TRAINED your student mediators and begun accepting referrals to the SCORE program, you will need to take the steps to ensure that your program is utilized by the school community, you must create and implement a marketing plan to raise awareness about SCORE. In addition, you should begin evaluating the program and the impact it has had on your school.

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### OUTREACH: MARKETING YOUR PROGRAM

To build support for your program, you must educate the school community about what mediation is and how the program will operate. You should explore a number of different outreach strategies to communicate to students, teachers, administration, and parents.

#### DEVELOP YOUR MARKETING STRATEGY

The survival of any peer mediation program is dependent upon participation. A key consideration in the development of your SCORE program should be your plans to market the program, to make the school community aware that it exists and to encourage participation both by future mediators and by those seeking mediation.

The basic principles of marketing are focused on the recruitment of new customers, combined with the retention and expansion of relationships with existing customers. In this case, the SCORE program participants can be viewed as your “customers” – those who you would like to know about the services provided by SCORE, to utilize these services, and to continue to utilize these services over time. Mediation “must be trusted by and used by all demographics of students within the school, and fully accepted by and integrated into the school community” (see **Section 2**, “Key Elements for a Quality Program”).

## MESSAGE

The first step is to prepare your message. What do you want your audience to know about your SCORE program? Some important highlights that you may consider:

- Mediation empowers youth to find appropriate solutions to dealing with immediate conflicts.
- Mediation allows youth to develop a greater repertoire of life skills, such as communication techniques, problem-solving strategies, and consensus building.
- Mediation is confidential.

When preparing the message to highlight important points about the SCORE program, you should also prepare answers for common concerns. For example:

- How will mediators ensure that violent conflict doesn't occur within a mediation?
- Does the program weaken the disciplinary code? How do these two co-exist?
- Why do students have to miss class? Can't training be done after school hours?

An additional consideration relating to your message is the creation of your brand. Branding provides a uniform look and feel to your program, and will provide you with instant recognition. Select specific colors, fonts, and layouts for any collateral material that may represent your program. Make sure that the content and writing style appears consistent in any material as well – inconsistency takes away from a group's credibility, which is important to the involvement in a SCORE program.

## AUDIENCE

When your message is established, the next consideration is the audience. Are you trying to reach teenagers? Parents? Consider what might be the best medium by which to reach your target audience. For example, teenagers might respond well to Web-based communications, while parents might respond to a letter from the superintendent. Explore how other extracurricular groups reach their various audiences and what has worked in the past.

**NOTE:** Marketing studies have shown that teenagers respond to other teenagers who are slightly older than they are, and that they tend to listen more closely to a message from someone between the ages of 18-21. If your program has been in place for any number of years, you should consider recruiting recent graduates and alumni of the SCORE program to come back at the beginning of the school year and help with a school assembly or other outreach.

## MARKETING STRATEGY

Over the years, schools who have been involved with SCORE have marketed their program through a number of creative ways. Some suggestions:

- Create collateral materials, such as posters, brochures, or bookmarks. Host a design contest for the entire student population, inviting them to create these materials.
- Send letters home to parents inviting students to apply to be mediators.
- Host a swearing-in ceremony. Invite parents, city officials, public safety officials, and other community members.
- Include notes in morning announcements or news broadcasts, and encourage articles about the program to be featured in the school newspaper or newsletter.
- Host a school-wide assembly, and organize external presentations by the student mediators to PTO and community groups. In these presentations, mediators can present a mock conflict to display their skills.

Once you have your SCORE program underway, you will need to continue market the availability of mediation, problem-solve and trouble-shoot as you progress throughout the school year and offer ongoing training and support for mediators. In time, your efforts will bear fruit in terms of providing a much needed resource for the school. SCORE programs report the vast majority of cases referred to mediation come to agreement and the school climate is significantly improved with the reduction of student to student conflict on campus.

## EVALUATION

Evaluation can provide information needed to modify or improve peer mediation programs. Administrators, funders and program planners often seek quantitative information regarding the effectiveness of the program to support the need for funds associated with developing and maintaining your peer mediation program. Ongoing evaluation helps program coordinators better manage programs, measure the impact of programs, and plan for the future. Evaluations also illustrate trends and help administrators understand their school climate.

Before starting any evaluation process, you need to define the purpose of your evaluation, specifying what you are evaluating and what the process will involve. Any evaluation should include information from all stakeholders, including staff and student mediators, administration, and the school community as a whole. When preparing your evaluation plan, consider the depth of program results to be evaluated, and ask the following:

- What statistics will you track? Will you keep note of anecdotal information also?
- How will you collect data? Will you create forms? Will you create an online survey?

- Will you share the data? With who? By which method? Will you create a published report? Post it on your school's website?
- How will you use the information obtained to improve your program?

Before the first evaluation response comes in, establish a clear data collection system. Identify who the information will be given to, and which method will be used for keeping it together (i.e., a spread sheet, a database). We recommend using a computer spread sheet program to store your evaluation results. This which will allow you to recall it quickly and generate statistics based on your responses.

### **SURVEY YOUR SCHOOL CLIMATE, POST-SCORE**

After your program has been implemented and running for some length of time (a semester, a full school year, etc.), you should again survey your school climate and compare to the responses received pre-SCORE (as noted in **Section 2**).

Like the pre-program surveys, these post-program surveys could be an end-of-the-year activity for your peer mediators. You should again consider your target audience for the survey – do you want responses from teachers, or students, or administrators? Which questions are appropriate for each particular audience? You must also consider whether your target audience should be the entire school community or a smaller sample, and which is the best method for reaching your audience. For example, student surveys could be administered during homeroom or in a particular health or social sciences class. In any circumstance, your audience should be identical or very similar to that of your pre-program surveys, to ensure that your results will measure the progress over the year.

By comparing your answers to those statistics generated pre-SCORE, you will have quantitative evidence to justify the need for the SCORE program, and communicate the positive impact the SCORE program has had on the climate of your school.

There are many schools who have used the SCORE program over a number of years, but this data collection is still valuable. It can provide you with a big-picture idea of trends and general needs to address in the area of school climate. We strongly recommend beginning these school climate surveys and continuing them over the end of each year or semester.

Sample surveys have been provided at the close of this section.

### **CONCLUSION**

The AGO will be in communication with all SCORE programs which have received grant funding in order to provide the technical assistance needed to help grantees complete all required

reports and to assist you in your efforts to make peer mediation a successful and sustainable “tool in your tool box” of violence prevention activities.

We hope your program is a success and are very interested in hearing your comments regarding the usefulness of this manual and suggestions for the future.

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## SAMPLE FORM

### GENERAL STAFF SURVEY (post-SCORE)

The purpose of this survey is to collect your opinions about our school and our school's peer mediation program. This survey is anonymous.

1. How long have you been at our school?
2. How do you define conflict in school?
3. What types of conflict have you observed in our school?
4. Have your observed instances of conflict increased or decreased during your time here?
5. How do you view our school's climate, on a scale of 1 (very negative) to 10 (very positive)?
6. Since coming to this school, do you view the climate in the school as growing more positive, more negative, or staying the same?
7. Do you know we have a peer mediation program? If so, how do you know about it?
8. Have you ever made a referral to the program? If no, do you plan to make referrals? If yes, has the program met your expectations?
9. What changes, if any, have you seen since the peer mediation program started in the school? What has been the impact on the trained students, students in general, staff, violence, school climate?
10. What factors do you think have contributed to the success of the program?
11. What needs to be done to improve the program?



## SAMPLE FORM

### GENERAL STUDENT SURVEY (post-SCORE)

The purpose of this survey is to learn more about how everyone gets along in this school and how a peer mediation may help students reduce conflicts here. This survey is anonymous.

1. How do you define conflict in school?
2. What types of conflict have you observed in our school?
3. Have your observed instances of conflict increased or decreased during your time here?
4. In your view, how do students in this school get along?
5. How do you view our school's climate, on a scale of 1 (very negative) to 10 (very positive)?
6. Since coming to this school, do you view the climate in the school as growing more positive, more negative, or staying the same?
7. Do you know that we have a peer mediation program? If so, how do you know about it?
8. Have you ever made a referral to the program? If no, do you plan to make referrals?
9. If you were facing a conflict, would you consider using the peer mediation program? Why or why not?
10. What changes, if any, have you seen since the peer mediation program started in our school?
11. Is there anything that need to be done improve the program? If yes, what?



## APPENDIX A: COORDINATORS' LESSON PLAN

IN THIS SECTION, you will find examples of comprehensive lesson plans encompassing the following five areas of training:

LESSON 1, Introduction to Mediation

LESSON 2, Building Trust

LESSON 3, Listening, Information Gathering, Communicating

LESSON 4, Mediation Step-by-Step

LESSON 5, Troubleshooting

We have included a sample training agenda as well as exercises and role-plays which other SCORE programs have used to train their mediators in these five areas. They are included here for your reference. You are not required to use any of these particular exercises.

We encourage you to develop or adapt exercises and role-plays that are reflective of the diversity of your school and which are informed by knowledge of the particular “hot spots” in your school climate (as determined in your data collection and surveys).

This lesson plan reflects the content of the **PEER MEDIATION GUIDE FOR STUDENTS**, a copy of which is included in your coordinator materials. We encourage you to familiarize yourself with the content of the student guide prior to conducting your training. Additional copies for your student mediators will be made available from the Attorney General's Office, upon request (see **SECTION 4** for contact information).

**NOTE:** Much of this guide is written with direction to your students. Many of the lessons can be read as instructions to the mediators you are training.

## SAMPLE FOUR-DAY PEER MEDIATION TRAINING

Please note that this is only a sample. Your agenda should be created according to the order in which you plan to cover particular topic areas and the length of each training. This is provided as a guideline.

*Adapted from a sample training agenda from the Silvio Conte Middle School, in North Adams, Massachusetts.*

### MEDIATION TRAINING, DAY I

9:15-9:25	Introduction, Welcome, SCORE Overview
9:25-9:35	Ice Breaker Exercise
9:35-9:55	What is Conflict?
9:55-10:05	Principles of Mediation (Neutrality, Self-Determination, Confidentiality, Voluntary Consent)
10:05-10:25	Characteristics of a Model Mediator
10:25-10:35	Active Listening
10:35-10:45	Paraphrasing
10:45-11:00	BREAK
11:00-11:30	Mediation Demonstration
11:30-11:50	Steps of the Mediation Process
11:50-12:05	Intro to Mediation (practice intro in pairs)
12:05-12:30	LUNCH
12:30-2:05	Role-play and Debrief #1
2:05-2:15	Closing (one thing I liked about today)

### MEDIATION TRAINING, DAY 2

9:15-9:25	Ice Breaker Exercise
9:25-9:35	Review from Day 1
9:35-9:45	What Escalates or De-escalates Conflict?
9:45-11:00	Role-play and Debrief #2
11:00-11:10	BREAK
11:10-11:30	Role-play and Debrief #3
11:30-11:45	Mediators Break and Private Sessions
11:45-12:15	LUNCH
12:15-1:10	Role-play and Debrief #4
1:10 -2:10	Role-play and Debrief #5
2:10-2:15	Closing (peers share a favorite book or movie)

### MEDIATION TRAINING, DAY 3

9:15-9:25	Ice Breaker Exercise
9:25-9:35	Review from Day 2
9:35-10:05	Wants and Needs
10:05 – 11:05	Role-play and Debrief #6
11:05-11:15	BREAK
11:15-11:25	Reframing
11:25-12:00	Challenging Situations
12:00-12:30	LUNCH
12:30-2:05	Role-play and Debrief #7
2:05-2:15	Closing (if I could change one thing about the world)

**MEDIATION TRAINING, DAY 4**

9:15-9:25	Ice Breaker exercise
9:25-10:05	Stereotyping
10:05-10:20	Agreement Writing
10:05-12:05	Role-play and Debrief #8
12:00-12:30	LUNCH
12:30-1:30	Role-play and Debrief #9
1:30-1:45	Evaluations
1:45-2:15	Graduation

## LESSON 1, INTRODUCTION TO MEDIATION

This lesson includes the following exercises:

- **CONFIDENTIALITY AGREEMENT.** This exercise provides students with information about the SCORE Confidentiality Policy, which they must read and sign before taking part in any mediation.
  - **THE IMPORTANCE OF CONFIDENTIALITY.** The goal of this exercise is to emphasize the importance of confidentiality and to illustrate to students how difficult it may be to keep sometimes.
- 

### INTRODUCTION

Conflict is everywhere – in homes, in communities, in schools, in places of work, and in government.

We usually think of conflict as something bad. We think of angry words, thrown punches, slashed tires, violence, weapons, or war. However, conflict can be something good. A loud argument can clear the air and help people see new ways of making things better. A community can rise up to fight City Hall and succeed in getting a toxic waste dump cleaned. Citizens can revolt against a dictator and insist on democracy. And one person, like Rosa Parks, can, by refusing to sit in the back of the bus, help move a country to acknowledge every individual's civil rights.

There are many ways to handle conflict. We can walk away from a fight because it's not worth the trouble it would cause. We can decide to fight, even if it means the consequence may be the end of a friendship or that we might end up in trouble. Or we can try to talk it out, one-on-one, with the other person.

We can also look for outside help by asking someone, a friend for instance, to act as a go-between. Sometimes we get outside help we did not ask for from a principal, a boss, a police officer, a judge, a parent, or an older sibling who steps in and decides for us what will happen. We can also get outside help from someone called a mediator.

## MEDIATION

Today around the world, mediation is an accepted way of handling conflict.

- World leaders use mediation to resolve disputes between neighboring countries. Communities and governmental agencies use mediation to settle disputes about issues that cause conflict.
- People who know each other – such as neighbors, landlords and tenants, friends, and co-workers – use mediation to resolve their differences instead of going to court.
- Families use mediation to deal with the conflicts that arise between parents and their teenage children. Divorcing couples use mediation to work out an agreement to present to the court.

Even schools – elementary, middle and high schools – have programs that use trained students (peer mediators) to mediate school-based conflicts. The **STUDENT CONFLICT RESOLUTION EXPERTS (SCORE)** program is one of these programs.

## THE QUALITIES OF A MEDIATOR

There are many qualities and skills that are part of the personality of a mediator. The successful mediator is:

### **NEUTRAL:**

- Does not take sides and does not know the parties or their dispute.
- Does not let personal feelings about the parties affect the mediation work.

### **A GOOD LISTENER:**

- Gives the parties physical signs to let them know that he or she is listening, such as looking the parties in the eyes, sitting facing the parties in an open posture, nodding his or her head occasionally.
- Finds out relevant information.

### **ABLE TO CREATE TRUST:**

- Makes the parties feel like he or she understands their thoughts and feelings.
- Makes the parties feel comfortable.
- Give the parties the chance to make their own decisions.
- Is truly interested in helping the parties resolve their dispute.

### **SELF-AWARE:**

- Pays attention to how he or she feels about different things so that he or she does not treat the parties unfairly without realizing it.

**PROFESSIONAL:**

- Takes his or her work seriously.
- Is prepared and on time.
- Is respectful to the parties at all times.

**CREATIVE:**

- Can help the parties brainstorm possible solutions to help them resolve their dispute.

**PERSUASIVE:**

- Is able to convince parties to be flexible and compromise.

**NON-DEFENSIVE:**

- Does not let personal attacks by the parties affect his or her work.

**PATIENT:**

- Is willing to continue to help the parties even though the session may seem to be taking a long time or parties are inflexible.

**FLEXIBLE:**

- Is able to adjust the mediation process in order to meet the needs of each situation.

All peer mediators are expected to accept and practice the following guidelines to the best of their abilities:

- Uphold the confidentiality of all mediation sessions.
- Follow the rules and regulations of the school.
- Attend all training sessions, on time, fully prepared and ready to participate.
- Treat all people with respect.
- Attempt to work up to his or her potential in all classes.
- Refer a situation involving child abuse, substance abuse, suicide, or physical violence to the SCORE coordinator.

Remember, peer mediators can be role models. The actions of one person can reflect upon the entire peer mediation program, so mediators should exercise good judgment in and outside of school.

## THE JOB OF A MEDIATOR

A mediator is a neutral person, someone not involved in the dispute, who helps people come to their own decision about how they want to resolve their conflict. A mediator listens to people talk about what went wrong between them and then helps them figure out ways to put things right again.

When mediators work with people, there are four principles they always follow:

**NEUTRALITY.** This means that mediators will treat each person equally and fairly. They will not take sides, play favorites, or decide who is right or wrong.

**SELF-DETERMINATION.** This means that mediators will respect the parties' right to decide for themselves how to settle their differences. Mediators do not give advice or make suggestions, nor do they decide what the agreement will say.

**CONFIDENTIALITY.** The promise of confidentiality guarantees that mediators will not share information about what happened or what was said in mediation except with their mediation staff person. In addition, during a mediation session, mediators will not tell one party what the other party said unless they are given permission to do so. We will discuss confidentiality more in depth later in this lesson, and throughout all lessons.

**VOLUNTARY CONSENT.** Voluntary consent is the principle that people should not be forced to come to mediation and, when they get there, should not be forced to sign an agreement.

While conducting mediations, a student mediator must:

**BUILD TRUST.** The first job, and one that continues throughout the mediation session, is to build trust with the parties so that they will let the mediators help them work out their differences.

**COLLECT INFORMATION.** The second job for mediators is to collect information that will give them clues as to how to help the parties.

**SHARE INFORMATION.** The third job is to encourage the parties to share information to help them understand the other's perspective.

**PROBLEM-SOLVE.** Once the mediators and the parties have all the necessary information, the last job is to help the parties problem solve different ways their conflict could be resolved, until they reach an agreement.

We will discuss these tasks more in-depth in lessons to come.

## **CONFIDENTIALITY POLICY**

All mediators must adhere to the following confidentiality policy:

Peer mediation is a form of conflict resolution in which trained student leaders help their peers work together to resolve everyday disputes. Participation in peer mediation is voluntary, and with the exception of information about conduct that is illegal or life-threatening or in cases of suspected abuse or neglect, all matters discussed in mediation sessions remain confidential.

Peer mediators discuss the information related to a mediation with the SCORE coordinator (only) for the purpose of receiving guidance and support to successfully and safely resolve the dispute.

All information regarding people who use, request the use of, or are referred to the program must be treated as private and confidential. Peer mediators may not divulge any such information to anyone outside the program in any way.

Peer mediators do not talk about the mediation with any of the following: faculty, staff and administration of the school (with the exceptions noted above); their friends; their parents; or with the disputants outside of the mediation process.

Student mediators do not make judgments or offer advice, and they have no power to force decisions upon their peers.

Before receiving a certificate of completion of the mediation training, all mediators must read this policy and sign the **CONFIDENTIALITY AGREEMENT**, found on the following page. Copies of this policy and agreement are also contained in the **PEER MEDIATION GUIDE FOR STUDENTS**.



## **EXERCISE I. CONFIDENTIALITY AGREEMENT**

### **PAGE 1 OF 2**

All mediators must adhere to the following confidentiality policy:

Peer mediation is a form of conflict resolution in which trained student leaders help their peers work together to resolve everyday disputes. Participation in peer mediation is voluntary, and with the exception of information about conduct that is illegal or life-threatening or in cases of suspected abuse or neglect, all matters discussed in mediation sessions remain confidential.

Peer mediators discuss the information related to a mediation with the SCORE coordinator (only) for the purpose of receiving guidance and support to successfully and safely resolve the dispute.

All information regarding people who use, request the use of, or are referred to the program must be treated as private and confidential. Peer mediators may not divulge any such information to anyone outside the program in any way.

Peer mediators do not talk about the mediation with any of the following: faculty, staff and administration of the school (with the exceptions noted above); their friends; their parents; or with the disputants outside of the mediation process.

Student mediators do not make judgments or offer advice, and they have no power to force decisions upon their peers.

Before receiving a certificate of completion of the mediation training, all mediators must read this policy and sign the **CONFIDENTIALITY AGREEMENT**, found on the following page. Copies of this policy and agreement are also contained in the **PEER MEDIATION GUIDE FOR STUDENTS**.

### **INSTRUCTIONS:**

After completing the peer mediation training have the students stand and raise their right hand. Ask them to repeat after you, filling in the blank with their name.

I, \_\_\_\_\_, understand the Confidentiality Policy and understand the limits of confidentiality. I promise to keep confidential, within the bounds of the confidentiality policy, all information entrusted to me during mediation. I also promise that during the mediation, I will not share information from either party without the other's expressed consent. I accept the responsibility of trying to be the best mediator that I can be in order to ensure the success of my school's program.

Have all students complete the **CONFIDENTIALITY AGREEMENT HANDOUT** (next page) and sign. This must be turned in to coordinators before any mediation takes place.

## EXERCISE I. CONFIDENTIALITY AGREEMENT

PAGE 2 OF 2

### CONFIDENTIALITY AGREEMENT HANDOUT

**CONFIDENTIALITY POLICY.** All mediators must adhere to the following confidentiality policy:

Peer mediation is a form of conflict resolution in which trained student leaders help their peers work together to resolve everyday disputes. Participation in peer mediation is voluntary, and with the exception of information about conduct that is illegal or life-threatening or in cases of suspected abuse or neglect, all matters discussed in mediation sessions remain confidential.

Peer mediators discuss the information related to a mediation with the SCORE coordinator (only) for the purpose of receiving guidance and support to successfully and safely resolve the dispute.

All information regarding people who use, request the use of, or are referred to the program must be treated as private and confidential. Peer mediators may not divulge any such information to anyone outside the program in any way.

Peer mediators do not talk about the mediation with any of the following: faculty, staff and administration of the school (with the exceptions noted above); their friends; their parents; or with the disputants outside of the mediation process.

Student mediators do not make judgments or offer advice, and they have no power to force decisions upon their peers.

**INSTRUCTIONS:** Print your name on the line below. Read and sign and date on the lines at the bottom of the page, to note that you have read and understand the confidentiality policy.

I, \_\_\_\_\_, understand the Confidentiality Policy and understand the limits of confidentiality. I promise to keep confidential, within the bounds of the confidentiality policy, all information entrusted to me during mediation. I also promise that during the mediation, I will not share information from either party without the other's expressed consent. I accept the responsibility of trying to be the best mediator that I can be in order to ensure the success of my school's program.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **EXERCISE 2. THE IMPORTANCE OF CONFIDENTIALITY**

### **PAGE 1 OF 2**

#### **PURPOSE:**

The goal of this exercise is to emphasize the importance of confidentiality and to illustrate to students how difficult it may be to keep sometimes.

#### **INSTRUCTIONS:**

Photocopy the following sheet of paper (**page 2 of this exercise**) and cut at the dashed lines. Each slip of paper should have a role (parent/guardian, teacher, principal, best friend, school police officer) and corresponding statements.

Select five student volunteers. Hand each a different slip of paper and explain that this is their role for this exercise, and that they will be trying to get the mediators to break their confidentiality agreement. Ask them to step outside of the room.

Explain the following scenario to the remaining students:

Jenny and Susan have been best friends since middle school, and are in math class together. Susan was invited to a party last Saturday, and asked Jenny to come along. Susan's cousin drove them to the party. Susan met a boy at the party. Jenny left the party early. The next day, the girls got into an argument about the party and haven't spoken since.

Bring the five student volunteers back in the room. Have each approach one of their remaining classmates, acting like their assigned role and using the statements on their slip of paper as a guide, and try to get the other mediators to break confidentiality.

#### **DISCUSSION POINTS:**

How do mediators tell others about confidentiality in a polite, respectful way?

Who is the hardest person to keep information about the mediation from?

When can you talk to someone about the mediation? Who can you talk to about a particular mediation?

**EXERCISE 2. THE IMPORTANCE OF CONFIDENTIALITY**

**PAGE 2 OF 2**

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**PARENT/GUARDIAN:**

Hi, dear. How did your mediation go today?

I know you're not supposed to tell, but I'm your parent. I won't tell anyone.

I want to know how you're spending this time and if you're being told things you shouldn't be hearing.

I have a right to know if you're in the middle of bad situation.

---

**TEACHER:**

What happened with those two kids I referred to mediation?

Look, what good is this program if I can't find out what happened?

I let you leave my class for this and now you won't tell me?

I need to know if these kids are likely to get into another fight.

---

**PRINCIPAL:**

I need some information about that mediation today.

I'm meeting with one of the parents this afternoon and I need to be able to tell them what happened.

These parents need to have confidence in the program and me.

I need to show them I know what's going on and that I have things under control.

The school wouldn't even have this program if it wasn't for me. I need to know!

---

**BEST FRIEND:**

I can't wait to find out what happened in the mediation today.

At least tell me if they're still going to be friends

I need to know because I was going to invite both of them to my party.

If they're still fighting it will ruin my party. I've been planning this for weeks!

Please! You're supposed to be my best friend! How can you not tell me?

---

**SCHOOL POLICE OFFICER:**

I'm going to need to know some things about your mediation.

My job is to keep the students in this school safe.

I can't do my job if I don't know who the troublemakers are and what they're doing.

No one will get in trouble if you tell me.

I may be able to stop trouble if you tell me.

You'd be doing the right thing for your friends in this school.

---

## LESSON 2: BUILDING TRUST

This lesson includes the following exercises:

- **BIAS IDENTIFICATION.** The goal of this exercise is to help trainees identify some of their own sensitivities and look at how these might affect their mediating.
  - **NEUTRAL LANGUAGE.** The goal of this exercise is to have trainees understand the principle of “neutral language” and to practice reframing statements to reflect neutrality.
  - **REVISITING NEUTRALITY.** The goal of this exercise is to have trainees practice using neutral language when presented with a biased statement.
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### INTRODUCTION

The foundation of any successful mediation is building trust. There are many ways to build trust throughout each step of the mediation process. Direct your student mediators to follow these techniques for building trust with the parties they mediate.

### STAYING NEUTRAL

One of the most important ways to build trust is to stay neutral, which can be a very difficult thing to do. When the parties start to tell you what happened, it is natural to have opinions about who is right or wrong and it is not unusual to like one person more than another. It is often easier to tell people what you think they should do than it is to keep your opinions and your advice to yourself. However, if you want the parties to trust you, you have to fight these instincts and find some way to let the parties know that:

- You will listen to each side;

- You will work equally hard for everyone involved;
- You will work for a solution that the parties – not you – think is fair;
- You will not take sides;
- You will not decide who is right or wrong;
- You will not tell people what to do; and
- You will not be affected by differences in race, ethnicity, gender, age, disability, sexual orientation, religion, culture, or economic status.

Neutrality can be expressed through your tone and word choices as you communicate with each party.

### **USING NEUTRAL LANGUAGE**

The language used when asking questions, making comments, or summarizing can have a significant impact on trust and cooperation when working towards an agreement. Some guidelines for using neutral language:

1. Try not to ask questions that sound like you are placing blame. Avoid asking, “Why did you...” or “Why didn’t you...” Instead, if you need to know why, try asking, “Could you tell us more about...”
2. Try not to tell people what you think they should or should not have done, because this may sound like you are judging them. For example, “Friends shouldn’t treat each other that way.” Instead, try asking an open-ended question like, “How do you think your friend feels about what happened?”
3. Try not to sound like a lawyer in a courtroom. Interrogating a party may make them feel defensive. For example, “Where were you when Missy’s locker was broken into?” Instead, remember that you do not have to prove what each side did, and neither do they.

Remember, you are not being neutral if you tell people how you think they should solve their problems. It’s important for the disputants to have ownership in their solutions. Avoid questions like, “Why don’t you give her back the iPod?” Instead, give the parties the responsibility and opportunity to solve the problem by asking, “How do you think this could be resolved?”

### **LISTENING CAREFULLY**

One of the most direct and basic ways to build trust and confidence in the mediation program is to listen as the parties are speaking to you. When they come to mediation, each party is

often very upset and needs to talk. To encourage the parties to speak freely, show that you are listening by:

- Looking at them while they speak;
- Nodding your head or giving verbal prompts to encourage them to continue; and
- Trying not to interrupt or ask a question until they are finished.

When a person is finished talking, ask questions to clear up anything you do not understand. This shows that you are paying attention and want to get it right.

When one party has finished describing his or her side of the story, briefly summarize what you heard before moving on to the next person. Reiterating aloud the points just stated to you illustrates that you heard and understood their words.

### **SHOWING UNDERSTANDING**

People often come to mediation full of emotions like anger, hurt, or frustration, and they are often seeking someone who can understand how they feel. When a party expresses these emotions, try to show your understanding by saying something like, “So, it sounds like it really hurt when he did that, because you thought he was your friend.” A statement like this does not mean you are taking one side or that you agree with one party’s point of view; it just means that you understand their expressions of emotion.

### **BEING HONEST AND OPTIMISTIC**

To maintain trust, always be honest with the parties and do not mislead them about what you are doing or about what will happen. When sharing information from one party to another, do not exaggerate what people say they will do. For instance, you should not say, “John is really sorry for what he did,” unless John said that he is “really sorry.”

Try to be positive. It should not surprise you that people think mediation will not work or that one party doubts the other party will do what she or he agreed to do. But you can tell parties that mediation does work.

### **BEING RESPECTFUL**

One of the things participants tend to appreciate most about mediation is how the mediators treat each person with respect. Mediators show respect by:

- Standing and shaking hands when parties enter;
- Being calm and polite;

- Explaining everything that will happen;
- Understanding people's need to be heard; and
- Allowing people to make their own decisions.

### MAINTAINING CONFIDENTIALITY

As discussed in **Lesson 1**, confidentiality in mediation means not sharing information that a party wants you to keep private with anyone other than the adult SCORE coordinator.

Maintaining confidentiality is very important in gaining and keeping the trust of parties, but there are limits to confidentiality. It is important that, when mediating, you let the parties know about these limits at the beginning of the mediation, so that they do not feel betrayed later on if you need to share information with the adult SCORE program coordinator.

In general, limits to confidentiality include situations where a party shares information that causes you to be concerned about the person's safety or someone else's safety. If you have these types of concerns during mediation, you must share them with your SCORE coordinator. The coordinator might then be required by law to pass along the information to adults outside of the mediation program.

## **EXERCISE I. BIAS IDENTIFICATION**

### **PAGE I OF I**

#### **PURPOSE:**

The goal of this exercise is to help trainees identify some of their own sensitivities and look at how these might affect their mediating.

#### **INSTRUCTIONS:**

Ask the students to quickly write five things which would tend to make them side with a person (bias them towards a person). Explain that their lists are private and they will not have to share them if they do not want to.

When they have finished, ask them to quickly write five things which would tend to prevent them from siding with a person (bias them against a person).

Invite students to share the items written on their lists. As the students volunteer their answers, write them on a board or large sheet of paper so the entire class can see.

#### **DISCUSSION POINTS:**

Which list was more difficult to develop? Do your lists overlap?

Are there any patterns to the items listed? Do items fall into categories (are they based on appearance, attitudes, behaviors)? Do the items on the positive list tend reflect their own personalities or characteristics? Vice versa?

What would happen if a mediator were to walk into a mediation to find that one party had every quality on their negative list? How might a bias be shown (particular tone, body language, etc.)? How could a mediator guard against this? How do you prepare for events that push your buttons?

Is there something on your list that you did not feel comfortable sharing? Is there something you could not even put in writing that really should be there?



## **EXERCISE 2. NEUTRAL LANGUAGE**

### **PAGE 1 OF 2**

#### **PURPOSE:**

The goal of this exercise is to have trainees understand the principle of “neutral language” and to practice reframing statements to reflect neutrality.

#### **INSTRUCTIONS:**

Photocopy the following sheet of paper (**NEUTRAL LANGUAGE HANDOUT**), making enough for each trainee to have one copy. Distribute and instruct the students:

The following are statements made by mediators during mediation session. Rework them to make them neutral and open-ended.

Give students approximately 10 minutes to complete their answers. When they have finished, invite volunteers to share their answers with the class.

**EXERCISE 2. NEUTRAL LANGUAGE**

**PAGE 2 OF 2**

**NEUTRAL LANGUAGE HANDOUT**

**INSTRUCTIONS:** The following are statements made by mediators during mediation session. Rework them to make them neutral and open-ended.

1. Don't you feel bad about having done that?
2. Why did you make the racist comment?
3. You're really this upset over a pair of stockings?
4. I'd be mad at you too. Can you be polite from now on?
5. Why can't you just do what she wants and she'll forget the whole thing?
6. Did you really call him a liar?
7. Stop interrupting me. I can't hear anyone.
8. Did you do it on purpose?
9. If you keep yelling do you know what will happen?
10. Can you tell your friends to leave her alone?
11. Can't you see her point?
12. Don't you want to be friends again?

### EXERCISE 3. REVISITING NEUTRALITY

#### PAGE 1 OF 1

#### PURPOSE:

The goal of this exercise is to have students practice using neutral language when presented with a biased statement.

#### INSTRUCTIONS:

Explain to the class of students that you will read them the following scenarios, made in private sessions. The students must explain their reaction and what the next question from the mediator might be.

#### SCENARIO 1

The mediator asks, "Could you tell us a little more about what happened?"

Karen responds, "Well, they said that I started rumors, but I didn't. I just repeated some things, but I didn't start any rumors. It's not my fault that he was seeing some other girl."

#### SCENARIO 2

The mediator asks, "Could you tell us what happened in the hall?"

Jake responds, "When I went through the door it closed on him. He thinks that I slammed the door in his face! I was just walking through ahead of him. I don't have time to hold the door for everybody. He just wasn't looking."

#### SCENARIO 3

The mediator says, "Jenny said during the joint session that she felt you took the gold earrings. How do you feel about what she said?"

Paula responds, "I did take them! She borrowed my earrings two weeks ago and I had to find out from someone else that she lost them. So I took hers. Now we're even."

#### SCENARIO 4

The mediator says, "Tara mentioned earlier that she was uncomfortable with the way you looked at her when you both passed in the hall. How do you feel about what she said?"

Elsa responds, "I can't help it if I happened to look at her in the hall. It's a free country. Besides, she really looks different from everybody else. I can't help that."



## LESSON 3, LISTENING, INFORMATION GATHERING, COMMUNICATING

This lesson includes the following exercises:

- **ACTIVE LISTENING.** The goal of this exercise is to illustrate listening – what it feels like to not be heard, and what it feels like when the mediators are listening.
- **SUMMARIZING.** The goal of this exercise is to engage the students in active listening, absorbing the statements said to them and understanding the underlying need of the speaker.
- **SHOWING EMPATHY AND SHARING INFORMATION.** This exercise walks trainees through part of a scenario, giving them opportunities to practice communicating (showing empathy and understanding) and share information between parties.

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### INTRODUCTION

Previous lessons have discussed how to listen. Students must also know what to listen for, and what information they need to collect. Direct your student mediators with the following points.

### WHAT YOU NEED TO KNOW

Begin your mediations with the following questions in mind:

**WHAT HAPPENED?** You need to know what happened from each person’s point of view.

**WHY DID IT HAPPEN?** You need to try to find out why it happened. What really caused this dispute? Mediators try to get to the bottom of what happened and get out all the issues, so that everything can be talked about and resolved.

**WHAT DO THE PARTIES NEED?** Try to help the parties identify what has to happen in order for the parties to put this conflict behind them. What do they need from each other? What does each person need to see in the agreement?

**WHAT ABOUT THE RELATIONSHIP BETWEEN THE PARTIES?** How do they know each other and for how long? How well did they get along? If they were good friends once, they may want to be friends again, and if you can get them to say that, you will have helped them to take a big step towards an agreement. (But do not try to force them to be friends if that is not what they want.)

As you are gathering the information you need, make note of:

- 1) What are the positive things that each party has said? Keep track of positive things people say, such as, “I know I shouldn’t have yelled at Cynthia like that,” or, “Melissa really is a nice person.” When you can tell one side some of the positive things the other side said, it often helps everyone feel less angry and more willing to agree. Remember confidentiality – you may only share information that a party has agreed to share.
- 2) What are parties willing to do? Besides finding out what parties need, you also want to find out what the parties are willing to do in order to get what they need. A mediator uses questions like, “What do you want?” and, “What are you willing to do?”

## TIMING

There will be times when you meet with everyone together in joint sessions and times you meet with each side alone in private sessions. This means that some of your attempts to get information will take place when both parties are in the room, while others will happen when you are talking to the parties individually.

When deciding which questions to save for the private sessions, keep in mind many people have difficulty resolving conflict because they resist being the first party to compromise. Each person needs a way to save face. Sometimes it is easier for people to admit they did something wrong and to agree to do something about it when the other side is not in the room. All decisions about when to ask questions are up to you.

## TAKING NOTES

You should let the parties know why you are taking notes (to ensure that you have a record of important points, so as not to rely solely on your memory later), and that you will destroy them after the mediation session. Try to write down all the important things you hear, not necessarily word-for-word, but at least some key words to help you remember what was said. Keep in mind

that you do not want to be writing all the time, because it is important to keep eye contact with the person who is speaking.

Some mediators take notes by dividing their paper in two, lengthwise, keeping notes about one person on the left side and the other on the right side of their paper. Other mediators develop a shorthand system, using abbreviations for frequently used terms. Still other mediators prefer to use a formal outline format. Use whichever note-taking technique is comfortable for you.

### SHARING INFORMATION

It is often helpful for a mediator to let each party know the positive things the other party said, such as, “Cynthia said she knows she shouldn’t have yelled at you the way she did.” It is even better if the parties share the information themselves; try a statement such as, “Would you be willing to tell Melissa what you told us about how you enjoyed being in the play with her?”

Remember to adhere to the confidentiality policy when deciding what and when to share. Below you will find a list of some of the types of helpful information to share and some advice about when to share information:

- 1) Share positive things that are said: “He told us he was sorry that you’re not friends anymore.”
- 2) Share explanations. For example, if you find out why someone is behaving the way he or she is, share it: “Danielle was upset at what you said about her and she said that’s why she wrote on your locker. She wants to know why you said what you did.”
- 3) Share feelings that people express about what happened: “She said it hurt her when you did that because she was hoping you could be friends.”
- 4) Share ideas for solutions. It helps to show that the other side is trying to work it out with a statement like: “He has agreed to most of what you asked for.”

**HELPFUL HINT:** If you have information to share with someone, be sure to pick the right moment to do it. Wait until that person is calm enough to really hear the information. Sometimes if you let parties talk about their issues and their feelings first, they are much more willing to listen to the information you have to share about the other side afterward.

### PROBLEM SOLVING

Reaching an agreement between two people who come to mediation can require a lot of problem-solving. They may need help looking at new and different ways to settle their dispute. While you should not suggest solutions, there are many other things you can do to help.

**ENCOURAGE FLEXIBILITY.** Try not to let the parties get locked into thinking that their way is the only way to resolve the dispute. Let them know that there will have to be some give and take: “We’ll talk to her about your ideas, but we need you to keep an open mind and listen to her ideas too.”

**ENCOURAGE MULTIPLE CHOICES.** Help the parties come up with several different ways to resolve things: “Is there any other way this could be resolved?” You can try brainstorming a list of solutions and have them pick the best ones.

**ASK “WHAT IF” QUESTIONS.** “What if” questions help people to:

- Think about trade-offs: “What if he does what you want, will you do what he wants?”
- Compromise: “What if he can’t pay you all the money but is willing to give you some of it?”
- Come up with new ideas: “What if she won’t agree to this, is there something else she could do?”

**TEST REALITY.** There may be times when you think someone is asking for something unrealistic or you feel it is possible that things did not happen the way a person thinks they did. If so, you might try to question his or her point of view by carefully asking: “Do you think she is going to agree with this?” or, “Is it possible that someone else took your jacket?”

## EXERCISE I. ACTIVE LISTENING

### PAGE I OF I

#### PURPOSE:

The goal of this exercise is to illustrate listening – what it feels like to not be heard, and what it feels like when the mediators are listening.

#### INSTRUCTIONS:

Split the class into two groups. Ask one group to leave the room. Instruct the remaining group to prepare something to talk about for three different parts of the exercise. First might be their favorite holiday, second could be where would they like to go on vacation if they could go anywhere, and third may be if they could change anything in the world what would it be and why. (These topics are optional, and you may substitute with others if desired.)

Instruct the group that has left the room in three methods that they will illustrate:

- 1) **NOT LISTENING, NOT SPEAKING** – During the first topic they are not to not listen or speak. They should show visible signs of not listening, such as looking around the room, tying their shoes, playing with their hair, etc.
- 2) **NOT LISTENING, SPEAKING** – During the second topic they are not to listening and to talk. They can illustrate this by asking nonsense or unrelated questions, talking about their weekend plans, standing up and talking to another classmate, etc.
- 3) **LISTENING, SPEAKING** – During the third topic, they should listen and respond appropriately. This can be shown by making eye contact, nodding their heads, leaning forward, etc. (They should be warned that at this point, the other party may not want to continue, and that they should try and engage the party again.)

#### DISCUSSION POINTS:

What did the listeners do during the first story? The second story? The third story? How did each response make you feel?

How did you know you were being listened to?

Do you remember a time when you were speaking and knew the other person wasn't listening? How does this make you feel?



## EXERCISE 2. SUMMARIZING

### PAGE 1 OF 2

#### PURPOSE:

The goal of this exercise is to engage the students in active listening, absorbing statements the said to them and understanding the underlying need of the speaker.

#### INSTRUCTIONS:

Photocopy the following sheet of paper (**SUMMARIZING HANDOUT**), making enough for each student to have one copy.

Read the following statements aloud to the class. Invite them to try and summarize the statements into a concise and direct point (to identify the underlying problem).

#### STATEMENT 1

I can't believe that she told everyone at school about Jim breaking up with me. She had no right to do that. I told her not to tell anyone else, and she went and told everyone. It's bad enough that I got dumped. Now I can't even walk around school without everyone looking at me and talking about me.

#### STATEMENT 2

No one comes up to my face like that and gets away with it, not when it's in front of everyone in the cafeteria. What's her problem? She doesn't even know who I am. Now I'm suspended for five days, I'm going to miss my next ball game, and my parents are furious with me.

#### STATEMENT 3

I want my iPod back. I wanted one for a long time and had to save a lot of money to buy it, and then he goes and takes it. I don't care if he says he didn't. I know he did. He better give it back, or he's going to be in big trouble.

After discussing the above statements, distribute the handout (**SUMMARIZING HANDOUT**), and instruct the students:

Rewrite these sentences to identify the underlying need of the speaker.

**EXERCISE 2. SUMMARIZING**

**PAGE 2 OF 2**

**SUMMARIZING HANDOUT**

**INSTRUCTIONS:** Rewrite these sentences to identify the underlying need of the speaker.

1. If you wear my sweater one more time you're going to get it.
2. If you two continue talking and making all that noise I'll tell the teacher.
3. I'm not going to lend you money again. You never pay me back on time.
4. You flirt with him one more time and you're dead.
5. Why should I believe you now? You never tell me the truth.
6. Either you stop putting me down, or you can consider our friendship over.

### EXERCISE 3. SHOWING EMPATHY AND SHARING INFORMATION

#### PAGE 1 OF 1

#### PURPOSE:

This exercise walks students through part of a scenario, giving them opportunities to practice communicating (showing empathy and understanding) and share information between parties.

#### INSTRUCTIONS:

Read the following parts of a scenario and ask the corresponding questions to the class:

##### PART 1

Joe and Kendra got into a fight because he keeps calling her cell when she's told him she doesn't want to talk to him. In a private session, he tells you, "I know I shouldn't keep calling her like this, but I really miss her. I really care about her, and if she'd give me a chance, I could explain it to her. I just don't want to lose her."

What might you say to let Joe know that you are listening and notice his feelings?

##### PART 2

During the private session with Kendra, she reveals to you, "Joe is really a good kid, but he's driving me crazy with the phone calls! He was really nice to me, and everything. I know he is calling because he still wants to go out with me. But...I've met someone else and I don't know how to tell him. I really don't want to hurt, Joe. I need time away from him to think this through." She adds, "Don't tell him I met someone else."

What might you say to Kendra to empathize with her situation?

##### PART 3

In a later private session with Joe, you share with him some of the things that Kendra said.

What positive things can you think to share?

##### PART 4

After you have shared positive information with Joe, he asks you, "Did she say she was seeing someone else?"

What might you say?

##### PART 5

Later in the session, Joe breaks down and starts crying. You can see that he is struggling not to, and that he is uncomfortable and embarrassed.

What might you say or do?



## **LESSON 4, MEDIATION STEP-BY-STEP**

This lesson includes the following exercises:

- **PIECES ON THE WALL.** The goal of this exercise is to review the stages and steps of mediation.
  - **DIALOGUE FOR AGREEMENT.** The goal of this exercise is to present trainees with a scenario and have them practice their listening and note-taking skills, and write an agreement.
  - **LUIS AND ARETHA.** The goal of this exercise is to present students with a scenario involving assumptions parties have made about one another, and to encourage them to place themselves in the shoes of these parties and understand their points of view.
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### **INTRODUCTION**

When mediators sit down to work with the parties, there are certain steps they follow while they are doing the jobs we talked about earlier.

This lesson explains step-by-step through each stage of a typical mediation session, and points out which of the skills discussed in the last chapter are most helpful at each step. Please keep in mind that mediators are encouraged to be flexible – sometimes they will decide to do things somewhat differently than we describe. Direct your mediators with the following points.

## STAGES OF MEDIATION

In general, the stages of mediation are:

- The Introduction
- The First Joint Session
- The Mediators' Break
- The First Private Sessions
- Later Private Sessions
- The Last Joint Session
- The Written Agreement

First, mediators meet with everyone together in what is called the first joint session. You will have a partner, a co-mediator, when you mediate. Later, the mediators meet with each person individually in private sessions. After the private sessions, people usually come back together for the last joint session to work out the final details of their agreement. In between the joint and private sessions, mediators meet by themselves in the mediators' break to plan what they are going to do next.

If we look at the four jobs we discussed in **Lesson 1** and think about at which step each job is done, we would see the following:

- Most of the **TRUST BUILDING** takes place during the introduction and first joint session and continues throughout the process;
- Most of the **INFORMATION COLLECTION** takes place during the first joint session and the private sessions;
- Most of the **INFORMATION SHARING** between the parties takes place in the private sessions (when mediators do it) and the last joint session (when the parties do it); and
- Most of the **PROBLEM SOLVING** happens in the private sessions and the last joint session.

## THE INTRODUCTION

The introduction is your first opportunity to build trust. The purpose of the introduction is to explain to people what mediation is and what will happen during the mediation session. The way you present your introduction – your tone of voice and the words you use – can set the stage for the entire mediation.

The steps of the introduction are listed below. These are the points you should include in your introduction; please practice saying them in your own words.

**STEP 1, WELCOME.** Thank everyone for coming. Introduce yourselves and ask others to do the same.

**STEP 2, DESCRIBE MEDIATION.** Explain that:

- Mediation is a way for people to resolve conflict.
- In mediation, the parties decide what will happen, not the mediators
- When the parties agree on how to settle their dispute, you will help write an agreement for them to sign.

**STEP 3, DESCRIBE YOUR ROLE.** Explain that:

- Mediators are not judges and that you do not decide who is right or wrong.
- Your job is to listen to them and to help them think of many different ways to settle their dispute until they can agree on one way.

**STEP 4, DESCRIBE THE STEPS OF MEDIATION.** Explain that:

- Each person first tells what happened from his or her point of view and also might give some ideas for resolving the conflict.
- Later you might speak to each person alone.

**STEP 5, EXPLAIN CONFIDENTIALITY.** Explain that:

- Confidentiality in mediation means not sharing information that a party intends for you to keep private.
- There are limits to confidentiality and identify those limits (as listed in **Lesson 1**).
- You will take notes to keep track of what is said and that you will tear up your notes at the end.

**STEP 6, DISCUSS THE GROUND RULES.** Discuss how the ground rules help the mediation to move forward. Identify the basic ground rules and ask both parties if they agree to them, and ask if there are others they should include. Some suggestions for ground rules:

- Please listen to one another.
- Please speak one at a time.
- Please talk respectfully to and about one another.
- Please be flexible and open to finding an agreement.

**STEP 7, ANSWER QUESTIONS.** Some common questions are: “How long will this take?” and “What if he doesn’t do what he says?” Answer all the parties’ questions to the best of your ability.

If you’re unsure or don’t know the answer, respond with, “I don’t know the answer to your question right now, but I will check with the coordinator and get back to you.” Be sure to follow up – ask the coordinator and respond in a timely manner. Following through on your promise of more information helps to build trust.

*In terms of how long mediation will take, it is important to let the parties know that there is no set amount of time, and that you will work with them for as long as they need to come to a resolution of their conflict. You could let them know that you will meet with them over several different sessions to help them resolve the conflict if necessary.*

*In the event that one party breaks an agreement, it is important to let the parties know that they can return to mediation to try to work out another agreement.*

## THE FIRST JOINT SESSION

The purpose of the first joint session is to give each party a chance to say what is on their minds. People are often angry and upset at the beginning of mediation, so it is important that they get things off their chest and feel they have been heard.

Your job will be to continue to build trust and begin to collect information, and you will need your listening and communication skills to do it. It is especially important at this stage to remain neutral, allowing each person the time they need to talk, and using neutral language in your questions. Be sure to go through these exact steps with each party, one at a time. The steps of the first joint session follow.

**STEP 1, ASK FOR THE PARTIES’ STORIES.** Let the parties tell you what happened from their points of view. Listen carefully without interrupting: “Tell us what happened.”

**STEP 2, ASK QUESTIONS.** Ask questions to get more information if you need it:

- “Can you tell us more about...?”

Ask questions to clear up anything you do not understand:

- “I’m confused, what did you mean when you said...?”

Ask questions to learn about the relationship between the parties:

- “How long have you known each other?”
- “How did you two get along before this?”

**STEP 3, SUMMARIZE WHAT EACH PARTY SAID.** When you and your co-mediator are finished with each person, repeat back to them the important points and any positive things you heard. You do not have to use their exact words – especially if they were negative – but make sure you get it right: “Let me go over what I heard...”

**STEP 4, ASK HOW THE CONFLICT CAN BE RESOLVED.** At some point during the first joint session, you will want to get an initial sense of what each party wants out of the mediation and how each party wants the conflict resolved. Remember our lesson on timing – be careful when you ask, because upset parties may make unrealistic demands that might just make the conflict worse. One way to explore solutions is to do it after the parties have heard each other’s stories. At this point, go back and ask them, one at a time, how the situation could be resolved: “How do you think you two can settle this?”

**STEP 5, DECIDE ABOUT THE MEDIATORS’ BREAK.** If the parties are not too angry and if the issues are not too sensitive, you might decide to continue working in a joint session. If, however, you think it would be better to work with each person in private, or if you are just not sure what to do next, now would be a good time to take a mediators’ break.

### MEDIATORS’ BREAK

Before you meet with the parties again, either alone or together, take the time to plan with your co-mediator exactly what you want to do in the mediation session. Be sure to listen to each other’s ideas and try to come up with a plan that both of you think will work. The steps of the mediators’ break are listed below. Ask yourselves:

**STEP 1, WHAT DO WE KNOW?** Review your notes to be sure you both heard the same thing.

**STEP 2, WHAT DO WE NEED TO ASK?** Try to think of open ended questions that will get the party to talk. Develop questions to get out what the party is feeling. Questions regarding the parties’ shared history will be helpful.

**STEP 3, SHOULD WE SEE THE PARTIES ALONE OR TOGETHER?** We highly recommend the use of private sessions in mediation. By using private sessions, you will allow yourself the opportunity to gather additional information that the parties may not feel comfortable sharing in a joint session. Often parties are more likely to share their true sentiments about

the conflict and their ideas for resolving it in a private session, and this information will help you to better assist the parties.

If you decide to move into private sessions, you will have to decide who to see first. Here are two ways to think about this:

- Usually, you choose to see the person who can give you the information you need most.
- Sometimes you choose a person who was very quiet in order to find out more; or conversely, choose a person who was very upset to help calm him or her.

**STEP 4, WHICH MEDIATOR WILL DO WHAT?** Make sure to divide up the work that has to be done. If you are having any problems or disagreements with your co-mediator, talk about them now. Never argue in front of the parties. This is also a good time to talk with your co-mediator about how you are feeling about the parties and/or about the issues they are raising in the mediation.

### **FIRST PRIVATE SESSION**

The purpose of the first private session with each of the parties is to give them a chance to say the things they might have been uncomfortable saying in front of the other side. Take this opportunity to remind them about confidentiality, saying that if they ask you not to repeat something they tell you in private, you will honor that request within the limits you explained. The steps of the first private session follow.

Be sure to follow the same steps with the second person you see in private. Do not start the private session by telling the second person everything the first person said, because he or she might feel that you have taken sides.

**STEP 1, REVIEW NOTES FROM THE FIRST JOINT SESSION.** By summarizing the statements made in the first joint session and restating them to the party, you are illustrating that you have listened and understood up to this point. It provides a good starting point to get back into the mediation.

**STEP 2, ASK IF THEY HAVE ANYTHING TO ADD FROM THOSE STATEMENTS MADE IN THE JOINT SESSION.** This question gives the parties a chance to let off more steam, if this is what they need. It also opens the door for them to say anything they did not want to say in the joint session.

**STEP 3, FIND OUT HOW THE PARTIES ARE FEELING.** Sometimes people are very angry or very hurt and it is helpful to let them talk about it. Meanwhile, you might learn that the real problem is not the fight that happened yesterday, but some misunderstanding that happened a year ago that the parties never resolved.

Consider other ways to ask than, “How did that make you feel?” Sometimes you may want to try something else more prompting, like, “You sound really angry right now,” or, “What I’m hearing you say is that the fight really upset you. Is that right?”

**STEP 4, ASK YOUR QUESTIONS.** In your mediators’ break you listed the questions you wanted to ask. Now is the time to ask them.

**STEP 5, ASK – AGAIN – HOW TO RESOLVE THE DISPUTE.** In private sessions people are sometimes more open to compromise than they were in the joint session when the other side was present. Always ask again, “How do you think this can be resolved?”

**STEP 6, ASK WHAT THE PARTIES CAN DO.** If the answer to the last question only mentions things the other side should do, ask them, “What can you do to help resolve this?” This also helps the parties to realize that there will have to be some give and take on their part to resolve the conflict.

**STEP 7, ASK THE PARTIES IF THEY WILL SHARE INFORMATION.** If a party said something positive that you believe is important for the other side to hear, ask if he or she is willing to share it in the next joint session. Or, ask the person if you can share it.

**STEP 8, SUMMARIZE THE PRIVATE SESSION.** When you are ready to end the private session, summarize:

- Brief statement of conflict;
- History of relationship;
- What people want; and
- What they are willing to do.

**STEP 9, CHECK FOR CONFIDENTIALITY.** Before you end the private session, ask if there is anything you should not repeat to the other side.

## LATER PRIVATE SESSIONS

If at the end of your first private session with each party there are still some strong disagreements or angry feelings, you may need to have more private sessions before bringing the parties together. The steps of the later private sessions are listed below. In these later private sessions you should:

**STEP 1, SHARE INFORMATION.** First, you want to bring the person you are with up to date on what you have learned from the other party. Start with the positives:

- Regrets the other party has about what happened;
- Comments made about a good past relationship;
- Explanations of why things happened the way they did; and
- Feelings the other party expressed about what happened.

**STEP 2, CHECK FOR AGREEMENTS.** After you share any positives, you should note the parties' reactions. It is not unusual for people to change their mind about what they said they want once a mediator has skillfully shared information learned in private sessions.

**STEP 3, PROBLEM SOLVE.** Work on any remaining disagreements. Keep encouraging flexibility. Try doing some reality testing or ask the parties to brainstorm other possible ways of settling the dispute.

**STEP 4, PREPARE FOR LAST JOINT SESSION.** Help the parties think about what they want to say to each other when they come together at the end of the mediation.

## THE LAST JOINT SESSION

The purpose of the last joint session is to give the parties a chance to say things to one another that they may have been too upset to say before and to work together to write down the agreements they have made. The steps of the last joint session follow.

**STEP 1, SUMMARIZE PROGRESS MADE.** Usually some of the issues have been resolved and you should start out by letting people know this.

**STEP 2, SHARE INFORMATION.** Encourage the parties to share with one another some of the positive things they said to you in private (or, if they prefer, you do it).

**STEP 3, DISCUSS CONFIDENTIALITY.** Ask them what they will say to others when asked what happened in mediation.

**STEP 4, WRITE THE AGREEMENT.** Write down everything they have agreed to, letting the parties help you with the wording. This is discussed in depth later in this lesson.

**STEP 5, CLOSE THE MEDIATION.** Thank everyone for their hard work and wish them good luck.

## THE AGREEMENT

While you are helping people work towards an agreement, remember two things:

- 1) No one should ever feel forced into signing an agreement. Mediators should always respect people's right to make decisions for themselves, including decisions about how and if they want to settle their dispute. Do not start arguing with the parties when they cannot reach an agreement.
- 2) It is not important for the mediators to think the agreement is fair. As you learn in mediation training, people can have values that are very different from yours, and if they do, they may also have different ideas about what is fair, and what they need to resolve their dispute. Your responsibility is to be sure that both the parties think the agreement is fair and likely to work.

There are a number of guidelines for writing an agreement:

- 1) **KEEP IT SHORT AND SIMPLE.** You do not need to use big words or long rambling sentences. Number and separate each item in the agreement.
- 2) **MAKE IT EXACT.** Write in dates, times, and places if they are needed. Use the parties' names and not pronouns, for example: "Vanessa agrees to pay Julia \$25 by Saturday, June 6th."
- 3) **MAKE IT POSITIVE.** Continue using the same kind of neutral language you have been using all along. Sometimes it is nice to put in something like, "Cathy and Laurie both feel sorry about what happened."

- 4) **MAKE IT CLEAR.** People need to know exactly what is expected of them. Make sure parties agree to definition of terms. For example, you would not want to write something like, “Carlos agrees to stop annoying Tina,” because “annoying” may mean one thing to Carlos and something entirely different to Tina. The agreement should be clearer, such as, “Carlos agrees to stop waiting by Tina’s locker.”
  
- 5) **KEEP IT BALANCED.** Try to avoid writing the agreement in such a way that one person seems to be doing a lot more than the other. You can try saying, “Both Carlos and Tina agree...” You can also take turns like this:
  - “Carlos agrees...”
  - “Tina agrees...”
  
- 6) **KEEP IT NEAT.** We recommend that you type the agreement, to ensure that it can be read by the parties. Be sure to spell names correctly, to use proper grammar, and to organize it in a logical order.

## **EXERCISE 1. PIECES ON THE WALL**

### **PAGE 1 OF 2**

*Adapted from the Urban Community Mediators, in Dorchester, Massachusetts.*

#### **PURPOSE:**

The goal of this exercise is to review the stages and steps of mediation.

#### **INSTRUCTIONS:**

On construction paper, make two sets of signs, using a different color paper for each of the sets.

**SET 1:** Make one sign for each of the STAGES in the mediation process.

**SET 2:** Make one sign for each of the STEPS that fall under each STAGE.

The steps and stages are listed on **page 2** of this exercise.

Before the training session begins, tape each of the **SET 1** signs high up on a large wall, side by side, in the order they occur in mediation. Leave some space between each sign.

Deal out all the **SET 2** signs to the students until they are all gone. Some students will end up with more than others. Tell the students that each of their signs belongs on the wall under one of the **SET 1** signs.

Give students 10 minutes to place their signs on the wall in their correct order. They may not reference their manual. Be sure to help students place signs high up on the wall, and do not let students climb or risk getting hurt when placing their signs.

## EXERCISE 1. PIECES ON THE WALL

### PAGE 2 OF 2

#### STAGE 1, THE INTRODUCTION

- Step 1**, Welcome parties.
- Step 2**, Describe mediation.
- Step 3**, Describe your role.
- Step 4**, Describe the steps.
- Step 5**, Explain confidentiality.
- Step 6**, Discuss the ground rules.
- Step 7**, Answer questions.

#### STAGE 2, THE FIRST JOINT SESSION

- Step 1**, Ask for their stories.
- Step 2**, Ask questions.
- Step 3**, Summarize what each party said.
- Step 4**, Ask how the conflict can be resolved.
- Step 5**, Decide about the mediators' break.

#### STAGE 3, THE MEDIATORS' BREAK

- Step 1**, What do we know?
- Step 2**, What do we need to ask?
- Step 3**, Should we see the parties alone or together?
- Step 4**, Which mediator will do what?

#### STAGE 4, THE FIRST PRIVATE SESSIONS

- Step 1**, Review notes from the first joint session.
- Step 2**, Ask if they have anything to add from those statements made in the joint session.
- Step 3**, Find out how the parties are feeling.
- Step 4**, Ask your questions.
- Step 5**, Ask – again – how to resolve the dispute.
- Step 6**, Ask what the parties can do.
- Step 7**, Ask the parties if they will share information.
- Step 8**, Summarize the private session.
- Step 9**, Check for confidentiality.

#### STAGE 5, LATER PRIVATE SESSIONS

- Step 1**, Share information.
- Step 2**, Check for agreements.
- Step 3**, Problem solve.
- Step 4**, Prepare for the last joint session.

#### STAGE 6, THE LAST JOINT SESSION

- Step 1**, Summarize progress.
- Step 2**, Share information.
- Step 3**, Discuss confidentiality.
- Step 4**, Write the agreement.
- Step 5**, Close the mediation.

## EXERCISE 2. DIALOGUE FOR AGREEMENT

### PAGE 1 OF 2

#### PURPOSE:

The goal of this exercise is to present students with a scenario and have them practice their listening and note-taking skills, and write an agreement.

#### INSTRUCTIONS:

Make two copies of the following page of dialogue between two characters, Calvin and Peter (DIALOGUE FOR AGREEMENT HANDOUT).

Ask for two student volunteers to play the roles of Calvin and Peter. Read the following instructions to the remaining trainees:

You are now in the last joint session in the mediation between Calvin and Peter. Most of the anger they expressed in the first joint session is now gone and they are ready to work on the details of their agreement. Listen to the following dialogue and then try to write up their agreement.

Have the two volunteers read the dialogue aloud. Have the remaining students take notes, as though they were in a mediation.

As a class, have the students write an agreement for these parties.

## EXERCISE 2. DIALOGUE FOR AGREEMENT

PAGE 2 OF 2

### DIALOGUE FOR AGREEMENT HANDOUT

**CALVIN:** The mediators told me you sold my watch to pay back debt. You've been going overboard with online poker. Now I want you to get it back for me.

**PETER:** Okay. I told them I could get it back. I just have to wait until I get paid.

**CALVIN:** Good. Can you get it by next Friday?

**PETER:** Yeah, no problem. Listen, I still think you were wrong to come up in my face like that with all the other guys around. It made me look bad.

**CALVIN:** I know. I was just so frustrated. I'm sorry if I embarrassed you.

**PETER:** Okay.

**CALVIN:** Will you get some help now? I think you're really getting out of control. Why don't you go see the guidance counselor? He's supposed to be good to talk to and he's helped people with all kinds of problems. Even serious problems, like gambling.

**PETER:** I don't know...

**CALVIN:** I'll go with you if you want.

**PETER:** Yeah? Well, maybe.

**CALVIN:** It can't hurt to try it.

**PETER:** Yeah. Okay, I'll go.

### **EXERCISE 3. LUIS AND ARETHA**

#### **PAGE 1 OF 3**

#### **PURPOSE:**

The goal of this exercise is to present students with a scenario involving assumptions parties have made about one another, and to encourage them to place themselves in the shoes of these parties and understand their points of view.

#### **INSTRUCTIONS:**

Photocopy the following sheets of paper (**LUIS HANDOUT** and **ARETHA HANDOUT**), making enough for each trainee to have one copy.

Divide the students into two groups. Give the members of one group copies of “Luis” (**LUIS HANDOUT**), and give members of the other group copies of “Aretha” (**ARETHA HANDOUT**).

Instruct individuals in both groups to read their page and answer the questions at the bottom of their sheet individually. Answers should be in the form of one word descriptors/adjectives, such as: dependent, disrespectful, hardworking, etc. After completing the sheets individually, invite the students to consult with their groups and discuss their answers (for approximately 10 minutes). When the groups have finished discussing, bring both groups back together to share their answers.

#### **DISCUSSION POINTS:**

Luis’ group – what do you think about Aretha? Aretha’s group – what do you think about Luis?  
Luis’ group – how do you feel about Aretha’s statements? Aretha’s group – how do you feel about Luis’ statements?

How do you describe yourself (Luis, Aretha)?

What do you notice about the list? Why are they different?

What do both Luis and Aretha feel in this situation? What is surprising about how they feel?

Why do you think Luis and Aretha have their particular point of view?

How often do we make assumptions? Are they always conscious? When are assumptions destructive? What skills do people need to resolve conflict, especially in the face of assumptions being made unconsciously?

**EXERCISE 3. LUIS AND ARETHA**

**PAGE 2 OF 3**

**LUIS HANDOUT**

**INSTRUCTIONS:** Read the statement below from Luis' perspective. Answer the following questions based on this statement.

**Luis:**

I'm in the library club and it was my day to help at the front desk. It was a busy day because the 5th graders were coming in for their tour of the school library. I'd come in feeling really tired from a long, sleepless night of being up with my grandpa. Since grandpa came to live with us three months ago it has been difficult to sleep because he is up during the night, bumping into things. Last night I even tried to help him get up after he fell and I lost my balance and hit my eye on the corner of a chair.

So in comes Aretha. She's always hanging around the library during her free period. She wears thick glasses and clothes that don't match. One thing I hate about her is she's always asking me and the other club members to go find her books for her. I always try to help out 'cause that's what we're supposed to do, but I wasn't about to fill out a raffle ticket for her.

I admit it, I was pretty heated, but she really overreacted when I said I didn't have time to fill out her raffle ticket. She really made me mad when she went to the librarian about this and told on me for being rude.

List five words to describe what you think about Aretha:

List five words that describe what you think of yourself:

### EXERCISE 3. LUIS AND ARETHA

PAGE 3 OF 3

#### ARETHA HANDOUT

**INSTRUCTIONS:** Read the statement below from Aretha's perspective. Answer the following questions based on this statement.

Aretha:

It's really hard to do my schoolwork at the library these days. My eyes are getting worse and worse. I'm really scared about having surgery and really embarrassed to have to ask for help. With all of the pressure to finish my algebra project in two weeks, I don't have much patience for Luis's attitude. He's irritable and rude, even when I try to be really nice. I wouldn't ask for his help, but I can't read the titles on some of the books even when I use my magnifying glass.

The other day when I came in he had a black eye and could hardly stop yawning. I asked him for a couple of the books and he hardly even looked at me. Usually he's at least polite when I ask him to get me a book.

Later I decided I wanted to support the library by buying a raffle ticket but when I got the ticket I realized the print was way too small for me to read it. When I asked for help he just snapped at me to do it myself! I was just trying to avoid the embarrassment of using my magnifying glass. I was very angry and I had no choice but to tell on him.

List five words to describe what you think about Luis:

List five words that describe what you think of yourself:



## LESSON 5, TROUBLESHOOTING

This lesson includes the following exercise:

- **ON THE SPOT.** The purpose of this exercise is to place the mediators in difficult, but typical, situations they may face in mediation, and to begin thinking about how to address these “tight spots.”
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### WARNING

When people are in conflict, there are some situations which have the potential to be explosive. Peer mediators, regardless of their experience and training, should always seek out and rely on the support, guidance and direction of the SCORE coordinator in any situation which makes them feel uncomfortable.

In almost all cases, the coordinator should remain in very close proximity to the mediation room (typically sitting right outside the door) and be available to consult with student mediators whenever an actual mediation is in session. In some cases, the SCORE coordinator may determine that it is necessary to sit in to directly observe a mediation and offer the necessary guidance and support to ensure the safety of all parties.

## DEALING WITH ANGRY PARTIES

Sometimes, especially in the first joint session, emotions can run so high and people can be so angry that they start yelling back and forth and interrupting one another. While you want people to express their feelings, you do not want things to get out of control.

If you think you need to step in, try to stay calm and keep an even tone to your voice. You do not want to sound as though you are yelling or trying to force the parties to keep quiet.

Here are some ideas you can try when working with angry parties:

- Keep your voice calm and low.
- Tell the parties that you understand how upsetting it can be to hear things they disagree with and that this is normal at the beginning of mediation.
- Explain that it is hard for you to hear when they both speak at once. Tell them you want to understand what happened.
- Tell them to write down what they want to say and that you will get back to them.
- Gently remind them of the ground rules you established at the beginning of the mediation.
- Ask someone a question to distract him or her from yelling.
- Ask them to look at you and speak to you rather than to one another.
- Call them by name to get them to focus on you instead of each other.
- Continue to encourage the parties to share stories out and keep summarizing what you have heard, especially those things the parties have in common.

If you are concerned about safety or that the situation will get out of control, tell your SCORE coordinator immediately.

## STRATEGIES FOR MANAGING CONFLICT

When someone is very upset with you, there are some basic techniques you may use to help defuse rather than inflame the situation:

- Be respectful, no matter how angry you are.
- Listen intently, without attitude and without interrupting.

- Take a time out, if needed, to cool off and plan how you want to respond to what was said.
- Summarize what you've heard. Be sure to include the feelings and concerns that were expressed, and summarize in a neutral manner (don't repeat any name-calling or other disrespectful statements).
- State your feelings and concerns without placing blame on either party. Begin your statements with, "I wish," and, "I feel," instead of, "You did," or "You are."
- Emphasize needs rather than complaints. Look for shared needs among parties.



**EXERCISE I. ON THE SPOT**  
**PAGE I OF I**

**PURPOSE:**

The purpose of this exercise is to place the mediators in difficult, but typical, situations they may face in mediation, and to begin thinking about how to address these “tight spots.”

**INSTRUCTIONS:**

Read the following scenarios aloud to the class, one at a time. After reading each scenario, ask the students, “What should the mediators do?”

**SCENARIO 1**

Joe and Frank are in mediation. The mediators start the first joint session with Joe. When Joe finishes telling his side of the story, the mediators ask Frank to tell his side. Frank says nothing, gets up and stomps out of the mediation room.

**SCENARIO 2**

After the private session with Sue and the mediator’s break, the mediators ask Amy into the room for her private session. The mediators realize that they did not ask Sue if they could share what she said with Amy.

**SCENARIO 3**

The mediators are in the first joint session with Eric and Patrick. Eric talks a lot and is very loud. Patrick is very quite and says nothing. Eric insists that he conflict is over and everyone can go home.

**SCENARIO 4**

Sara tells the mediators during a private session that she kissed Beth’s boyfriend but does not want you to say anything to Beth. Beth comes in for her private session and asks, “So did Sara admit she kissed my boyfriend?”

**SCENARIO 5**

Tom gives the mediators important information during his private session but does not want the mediators to say anything to David.



## APPENDIX B: SAMPLE ROLE-PLAY SCENARIOS

THE ROLE-PLAYS IN THIS APPENDIX are samples which you may use in your trainings and in your ongoing work with your student peer mediators. We are grateful to the mediation programs which have shared these examples with us.

It is strongly encouraged that you also write new role-play scenarios which represent the types of disputes that have been mediated in your school and which are reflective of the diversity of your community. We would welcome receiving copies of any new scenarios that you create for your school. We would like to include them in future editions of this manual.

Please refer to **SECTION 3: TRAINING YOUR MEDIATORS**, for a refresher on how to incorporate role-play scenarios into your training.



## JENNY AND SUSAN

### PAGE 1 OF 2

*Thanks to Emma Zayas and Laura Carroll, Boston English and Brookline High School, in Boston, Massachusetts.*

#### BACKGROUND

Jenny and Susan have been best friends since middle school, and are in math class together. Mr. Smith, their teacher, noticed they were not speaking to each other and thought something was wrong. He suggested they try mediation and they agreed.

Susan was invited to a party last Saturday, and asked Jenny to come along. Susan's cousin drove them to the party. Susan met a boy at the party. Jenny left the party early. The next day, the girls got into an argument about the party and haven't spoken since.

#### JENNY

One of Susan's friends invited her to a party last Saturday and she really wanted me to go with her. My mother didn't want me to take the train, so Susan's cousin drove us.

When we got to the party, Susan completely ignored me and she was all over this guy who she hardly knew. I got upset because I didn't know anyone there and I was having a lousy time. I asked her if we could go home and she told me to lighten up and go have fun. I just left and her cousin drove me home. If it wasn't for her cousin, I would have had to stay – like she even cared what happened to me.

The next day, Susan came over to my house like nothing happened and rubbed it in about how much fun I had missed out on. I couldn't stand it any longer and I just flipped out, trying to tell her how upset I was. She didn't want to hear it and she ran out.

We didn't have any problems until we got to high school. Now Susan hangs out with the most popular crowd and always has a ton of guys hanging around her.

Susan owes me an apology for inviting me to the party then making me sit around with no one to talk to. She said she really wanted me to go and then she doesn't introduce me to anyone and leaves me hanging alone.

I want us to be friends again.

## JENNY AND SUSAN

### PAGE 1 OF 2

*Thanks to Emma Zayas and Laura Carroll, Boston English and Brookline High School, in Boston, Massachusetts.*

#### BACKGROUND

Jenny and Susan have been best friends since middle school, and are in math class together. Mr. Smith, their teacher, noticed they were not speaking to each other and thought something was wrong. He suggested they try mediation and they agreed.

Susan was invited to a party last Saturday, and asked Jenny to come along. Susan's cousin drove them to the party. Susan met a boy at the party. Jenny left the party early. The next day, the girls got into an argument about the party and haven't spoken since.

#### SUSAN

I really wanted Jenny to come to this party with me. I don't understand what her problem is – I invited her to a great party and even got us a ride both ways to make her mom happy.

When we got to the party, I met this guy who I really liked and we started to talk and have a really good time.

I thought Jenny was having a good time too, but all of a sudden she came up to me and said she wanted to leave. It was really early and the party was just getting started, and I was having a great time. I didn't want to leave yet. I asked my cousin to take Jenny home because I didn't want her to have to wait if she wasn't having fun, and I knew I could get a ride home from this guy. So Jenny left with my cousin.

The next day I went over to Jenny's house because I wanted to tell her all about this new guy and about the rest of the party. She just started screaming at me out of nowhere so I walked out.

It wasn't my fault she wasn't having a good time, and if she was having a problem at the party she should have told me. We're in high school now and I can't be holding her hand.

Jenny owes me an apology for screaming at me. We've been best friends for a long time and if she has a problem she needs to talk to me like an adult.

I don't want this to happen again if we go to another party, but I don't know what she was so upset about. I want us to be friends again.

## LISA, TANYA, DAWN, AND KATE

### PAGE 1 OF 4

#### BACKGROUND

Lisa and Tanya grew up on the same street and have been best friends since they were little.

Over the summer while Lisa was away at camp, Tanya became friendly with a new group of girls who live a few blocks away. In this new group of friends, Tanya became very close with Dawn. This year in school, Tanya has spent a lot of time with her new friends, although she does still see Lisa occasionally.

Tanya and Dawn spend the most time together out of the whole group of friends. Dawn used to spend the most time with Kate, one of the girls in Tanya's new group.

Two days ago, Kate came to Lisa and said, "Tanya told Dawn that you are too stuck up." Lisa approached Tanya and Dawn after school, and told Tanya what a jerk she was. Dawn stepped between the two girls and pushed Lisa away. Lisa pushed Dawn back and a fight broke out.

The next day at school, Dawn approached Kate at her locker and threatened to break her arm if she didn't keep her mouth shut and mind her own business. This time a teacher overheard the threat and sent the girls to the mediation program.

#### LISA

Tanya has been treating me like crap since I got back from camp this summer. It's been especially bad since school started – I never see her anymore! Tanya did sort of try and get me to hang out with her new friends, but I don't really like them. Dawn is too loud and wild, and that's not really my thing.

I can't believe Tanya talked about me behind my back like that to these girls. I was so upset to hear her call me a snob. She couldn't even say it to my face – Kate told me.

I don't think I can be close with Dawn and Kate and those girls, but I don't want us to hate each other. I don't want them to be talking behind my back every time I'm not around.

I wish I could spend time with Tanya again. We were best friends and I really miss her.

## LISA, TANYA, DAWN, AND KATE

### PAGE 2 OF 4

#### BACKGROUND

Lisa and Tanya grew up on the same street and have been best friends since they were little.

Over the summer while Lisa was away at camp, Tanya became friendly with a new group of girls who live a few blocks away. In this new group of friends, Tanya became very close with Dawn. This year in school, Tanya has spent a lot of time with her new friends, although she does still see Lisa occasionally.

Tanya and Dawn spend the most time together out of the whole group of friends. Dawn used to spend the most time with Kate, one of the girls in Tanya's new group.

Two days ago, Kate came to Lisa and said, "Tanya told Dawn that you are too stuck up." Lisa approached Tanya and Dawn after school, and told Tanya what a jerk she was. Dawn stepped between the two girls and pushed Lisa away. Lisa pushed Dawn back and a fight broke out.

The next day at school, Dawn approached Kate at her locker and threatened to break her arm if she didn't keep her mouth shut and mind her own business. This time a teacher overheard the threat and sent the girls to the mediation program.

#### TANYA

I don't understand why Lisa won't give Dawn a chance. I tried to get Lisa to hang out with us and include her in the group, but she keeps making up excuses and saying they're not her type of people. It feels like she wants me to choose.

Dawn and Katee and all of my new friends are really fun and I like spending time with them. I still want to be friends with Lisa but it keeps getting harder and harder to balance.

I did say Lisa was being stuck up, and I'm sorry that I said it. I was frustrated and I didn't mean it.

I'm not that close to Kate, but I thought I could trust all of the girls. Kate never should have told Lisa what I said. She's such a backstabber and I don't think I can be friends with her.

LISA, TANYA, DAWN, AND KATE

PAGE 3 OF 4

BACKGROUND

Lisa and Tanya grew up on the same street and have been best friends since they were little.

Over the summer while Lisa was away at camp, Tanya became friendly with a new group of girls who live a few blocks away. In this new group of friends, Tanya became very close with Dawn. This year in school, Tanya has spent a lot of time with her new friends, although she does still see Lisa occasionally.

Tanya and Dawn spend the most time together out of the whole group of friends. Dawn used to spend the most time with Kate, one of the girls in Tanya’s new group.

Two days ago, Kate came to Lisa and said, “Tanya told Dawn that you are too stuck up.” Lisa approached Tanya and Dawn after school, and told Tanya what a jerk she was. Dawn stepped between the two girls and pushed Lisa away. Lisa pushed Dawn back and a fight broke out.

The next day at school, Dawn approached Kate at her locker and threatened to break her arm if she didn’t keep her mouth shut and mind her own business. This time a teacher overheard the threat and sent the girls to the mediation program.

DAWN

I’m so mad at Lisa for being such a bad friend to Tanya. We’ve tried to include her in our group but she won’t even try to get to know us. It’s like she looks down on me – who does she think she is?

Tanya is my friend and I don’t appreciate when anyone gets in my friends’ faces and yells like that, so I pushed Lisa away. She started it by getting in Tanya’s face. I only fought back.

Kate had no business running her mouth about what Tanya said to us in confidence. I wasn’t about to let Kate get away with that, even if it meant I was going to get into trouble. She does that kind of thing all the time.

I wish Tanya would just forget about being friends with Lisa. I have fun with Kate, but I can’t trust her. She doesn’t respect me or our friendship, and that hurts my feelings and makes me angry.

## LISA, TANYA, DAWN, AND KATE

### PAGE 4 OF 4

#### BACKGROUND

Lisa and Tanya grew up on the same street and have been best friends since they were little.

Over the summer while Lisa was away at camp, Tanya became friendly with a new group of girls who live a few blocks away. In this new group of friends, Tanya became very close with Dawn. This year in school, Tanya has spent a lot of time with her new friends, although she does still see Lisa occasionally.

Tanya and Dawn spend the most time together out of the whole group of friends. Dawn used to spend the most time with Kate, one of the girls in Tanya's new group.

Two days ago, Kate came to Lisa and said, "Tanya told Dawn that you are too stuck up." Lisa approached Tanya and Dawn after school, and told Tanya what a jerk she was. Dawn stepped between the two girls and pushed Lisa away. Lisa pushed Dawn back and a fight broke out.

The next day at school, Dawn approached Kate at her locker and threatened to break her arm if she didn't keep her mouth shut and mind her own business. This time a teacher overheard the threat and sent the girls to the mediation program.

#### KATE

I've been friends with Dawn off and on for a long time, but we fight a lot. I don't really like Tanya and I wish she would stop hanging out with our friends.

I got mad at Dawn because she keeps breaking plans with me to hang out with Tanya. She promised me she would go to the mall and went to Tanya's house instead, and came up with some lame excuse about how she'd forgotten about our plans. When I saw Lisa, I thought I could get even with Tanya and told her that Tanya called her stuck up. It wasn't a lie, but I know I wasn't supposed to say anything.

I have fun with Dawn and I want us to stay friends. I'm sorry for hurting Lisa's feelings, but Tanya had it coming. She can't just start hanging around out of nowhere and try and force me out of our group.

## LORI AND MAURA

### PAGE 1 OF 2

#### BACKGROUND

Maura just moved in to a new town. At the beginning of the school year, she met Lori and they quickly became close friends. Lori told Maura that she had a crush on Bill. Maura then told Bill's best friend that Lori liked him. The girls got into a screaming match in the cafeteria and the Vice Principal sent them to the mediation program.

#### MAURA

I feel terrible. I knew Lori had a crush on Bill and that she wanted him to ask her to the homecoming dance. I suspected that Bill had a thing for her, so I thought if he knew she liked him, he would ask her to go. I told his best friend so he would tell Bill, but only because I thought it would help.

Now none of them will talk to me. Lori won't believe me that I was only trying to help her. We just started being friends and she's the first person I met here that I became really close with. At my old school, my friends there would have thanked me for telling Bill's best friend, and would have known I was trying to do the right thing.

It's hard being the new girl and meeting all new people. Lori is really popular and now all of the kids here are taking her side. They won't even give me a chance because Lori is so mad at me. I never meant for Lori to be embarrassed.

## LORI AND MAURA

### PAGE 2 OF 2

#### BACKGROUND

Maura just moved in to a new town. At the beginning of the school year, she met Lori and they quickly became close friends. Lori told Maura that she had a crush on Bill. Maura then told Bill's best friend that Lori liked him. The girls got into a screaming match in the cafeteria and the Vice Principal sent them to the mediation program.

#### LORI

Maura told Bill's best friend about my crush on purpose, just to ruin my chance with him. Now everyone knows about your crush on Bill because his friends all have big mouths. I'm so embarrassed that I can barely walk down the hall without someone talking about it or laughing at me.

I was hoping Bill was going to ask me to the dance but Maura messed everything up. He's never going to ask me out now.

Maura's new here and I went out of my way to try and include her and make her feel welcome here. I really liked her and I thought I could trust her, but she completely betrayed me. I told some of my other friends not to speak to her because she's a backstabber.

## AMANE AND MARIA

### PAGE 1 OF 2

*Thanks to Polly Adamoyurka, Northeast Metropolitan Regional Vocational School, in Wakefield, Massachusetts.*

### BACKGROUND

Amane and Maria have grown up in the same town, known each other for years, but they are not friends and never really have been.

Earlier in the week, Maria ran out of the cafeteria and into Amane, knocking her over. Then rumors began, saying that the two girls were going to fight after school. A guidance counselor heard about the rumors and sent the girls to the mediation program.

### MARIA

I had a fight with my boyfriend at lunch and I was so angry I couldn't even talk. I wasn't going to let him see me cry, so I ran out of the cafeteria and bumped into Amane on the way out. I didn't even realize it was her until I was already out the door, and I would have said I was sorry but I was too upset and trying to run out quickly.

I know Amane doesn't like me, but I never really knew why. We just hang out with different groups. But because she never liked me, I know she wouldn't understand. I never really paid any attention to her before.

She didn't have to make such a big deal out of this. Now all I keep hearing is that she and all her friends are after me and they want to fight me after school. I think this is stupid and I don't need this, but I'm not afraid to fight her.

I'm still willing to apologize because I didn't mean to knock her over. I don't want to be friends with her, but I want her friends to leave me alone and stop harassing me.

## AMANE AND MARIA

### PAGE 2 OF 2

*Thanks to Polly Adamoyurka, Northeast Metropolitan Regional Vocational School, in Wakefield, Massachusetts.*

#### BACKGROUND

Amane and Maria have grown up in the same town, known each other for years, but they are not friends and never really have been.

Earlier in the week, Maria ran out of the cafeteria and into Amane, knocking her over. Then rumors began, saying that the two girls were going to fight after school. A guidance counselor heard about the rumors and sent the girls to the mediation program.

#### AMANE

Maria ran out of the cafeteria and completely ran me over and knocked me to the ground. Do you know how embarrassing that was? She didn't even stop to apologize or to see if I was okay. She did look upset but she could have at least acknowledged I was there.

Maria thinks she's all that and thinks she owns the school. She's always looked right through me because I'm not exactly like her friends. She has an opinion about everyone and is always whispering and talking behind people's backs. I don't need her rude comments to be about me – she's not better than me.

Maria had better watch her back. If she wants to start something, she has no idea what she's getting herself into. I don't really want to fight because I don't want to get into trouble, but I'm not afraid of her. If I don't get her back my friends will think I'm a loser.

I want Maria to apologize for running me over and being a snob. I'll tell my friends to stop harassing her if we can just leave each other alone.

## YVETTE AND CHARISSE

### PAGE 1 OF 2

#### BACKGROUND

Yvette and Charisse have been friends for a long time. Recently Charisse started dating Luis. She and Luis saw each other last Friday night, and last Saturday night, and have been hanging out together a lot at school.

Yvette keeps telling Charisse that Luis has another girlfriend and that he is just using her. Last week, the girls began arguing in the hallway and Charisse walked away. Yvette grabbed her arm and the two girls got into a shoving match. A teacher broke up the fight and referred them to the mediation program.

#### YVETTE

Charisse has been completely forgetting about me for this jerk. We had plans over the weekend and she blew me off to hang out with Luis again.

If she doesn't want to be friends and would rather hang out with Luis all the time, fine by me.

I like Luis alright, but he's taking up all of Charisse's time. I know how much Charisse likes him and in the beginning I was happy for her. But now it just seems like she never has time for me.

I shouldn't have lied about Luis dating other girls, but I couldn't get Charisse to listen to me. I thought it would get her attention. I grabbed her because I didn't want her to just walk away and ignore me again.

I understand that Charisse has a new boyfriend and they want to spend time together, but I want her to spend some time with me too. I barely even know Luis – can't we try all hanging out together sometime?

## YVETTE AND CHARISSE

### PAGE 2 OF 2

#### BACKGROUND

Yvette and Charisse have been friends for a long time. Recently Charisse started dating Luis. She and Luis saw each other last Friday night, and last Saturday night, and have been hanging out together a lot at school.

Yvette keeps telling Charisse that Luis has another girlfriend and that he is just using her. Last week, the girls began arguing in the hallway and Charisse walked away. Yvette grabbed her arm and the two girls got into a shoving match. A teacher broke up the fight and referred them to the mediation program.

#### CHARISSE

Yvette knew how much I liked Luis and she seemed happy for us, but now she keeps telling me all of these lies about Luis having another girl and using me. I know she's lying, and I couldn't stand it anymore.

I can't figure out what Yvette's problem is. I don't understand why she would lie to my face to try and deliberately ruin things between me and Luis. We just started dating and it's not unfair for me to want to spend time with my new boyfriend.

I'm sorry I pushed her, but I tried to walk away and she got physical. I had to defend myself.

I want Yvette to stop telling me lies about Luis and to apologize for trying to ruin things. She owes Luis an apology too.

I miss hanging out with Yvette, and I wouldn't mind if she hung out with me and Luis sometimes. I know I need to try and still make time for her too. I want my best friend back.

## EMMA, AVA, AND ANTHONY

### PAGE 1 OF 3

*Thanks to Tevonne Ellis and Lauren Kesner, Boston English and Brookline High Schools, in Boston, Massachusetts.*

#### BACKGROUND

Last week, Emma and Ava got into a physical fight in the cafeteria over a boy. The boy, Anthony, tried to break up the fight. The girls don't really know each other, except through Anthony.

Emma and Anthony are dating, and Ava is Anthony's best friend. He has a relationship with both girls and asked them to go to mediation with him.

#### EMMA

I've been going out with Anthony since the beginning of the school year. I know he and Ava have been best friends for a long time, but lately it seems like there's something more going on. I started to hear rumors around school and my friends started approaching me, telling me that Ava and Anthony were "more than friends." He denies it, but I can tell how much he cares about her.

I confronted Ava at lunch and she just rolled her eyes. She completely ignored me and turned away, so I pushed her and we just started to fight. Anthony jumped in the middle to break it up, and then he started yelling at me! I was so angry at him.

Ava doesn't even know me and wouldn't even give me a chance. She doesn't like me taking up Anthony's time and she's completely jealous that he's paying attention to another girl besides her.

Anthony owes me an apology for yelling at me like that. We have a relationship and Ava just gets in the middle. I want him to drop her.

## EMMA, AVA, AND ANTHONY

### PAGE 2 OF 3

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#### BACKGROUND

Last week, Emma and Ava got into a physical fight in the cafeteria over a boy. The boy, Anthony, tried to break up the fight. The girls don't really know each other, except through Anthony.

Emma and Anthony are dating, and Ava is Anthony's best friend. He has a relationship with both girls and asked them to go to mediation with him.

#### AVA

Anthony and I have been friends forever, and all of a sudden he starts dating Emma – this girl that I don't even know. She hated me from day one because Anthony and I are so close. I never really had anything against her, until she kept trying to pull Anthony away from me every time we were hanging out. She's totally jealous of us. We're just friends!

She came up to me in front of everyone in the cafeteria and snapped at me. She got all in my face and accused me of messing around with Anthony, and she has no idea what she's talking about. She was so rude that I ignored her and she started pushing me.

I know Anthony wants to spend time with her, but she can't get mad at him for still spending time with his friends. He can't spend every second with her. And I was his friend first – doesn't that count for something?

She needs to apologize for accusing me and starting this whole fight. She needs to get over this and stop buying into the rumors about me and Anthony. We're best friends and I'm not giving that up.

**EMMA, AVA, AND ANTHONY**

**PAGE 3 OF 3**

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**BACKGROUND**

Last week, Emma and Ava got into a physical fight in the cafeteria over a boy. The boy, Anthony, tried to break up the fight. The girls don't really know each other, except through Anthony.

Emma and Anthony are dating, and Ava is Anthony's best friend. He has a relationship with both girls and asked them to go to mediation with him.

**ANTHONY**

Ava and I have been good friends since we were little, but never anything more. I just started dating Emma and I really like her. She wants to spend a lot of time with me, which is okay, but she gets really mad when I spend any time with Ava.

When I heard about the fight and came over to find the two of them going at it, I was so angry at both of them. When I pulled Emma away, she kept kicking and trying to swing at Ava, even though Ava stopped. I yelled at her to cool down because she was the only one still fighting, and she just walked away crying.

I care about both girls, and I don't want to choose between them. I don't want them to fight anymore. I can't stop the rumors, but I keep telling Emma that they're all lies and she won't believe me. If she can't trust me, how are we supposed to have a good relationship? I want them to give each other a chance, and if they can't be friends then fine, but stop putting me in the middle.

## DANNY, SOPHIA, AND MADISON

### PAGE 1 OF 3

#### BACKGROUND

Sophia and Madison were fighting in front of their lockers. Danny tried to break up the fight, but the school police officer came in and brought all three to the principal's office.

Sophia and Danny dated for a year, and broke up a few months ago. At the time, Sophia was 8 months pregnant, and the two now have a baby girl together. Danny began dating Madison 2 months ago – just after the baby was born.

#### DANNY

Sophia and I broke up when she was pregnant because the relationship wasn't working. It wasn't working before she got pregnant, and I tried to stick it out but it just wasn't going to work. I'll always share a special bond with Sophia, but now I'm dating Madison.

Sophia brought me a picture of our baby and I gave her a hug to say thank you. Madison saw us hugging and lost it, and just started yelling and swinging at Sophia.

Sophia shows up at my house without calling and harasses me all the time. I want her to realize we're not a couple anymore, but we can be friends and need to be civil for the sake of our baby. I want to spend time with my baby and have a relationship with her, but I don't like Sophia just showing up. I want us to make a schedule and work out something together.

I'm willing to pay child support, but I don't have a job yet. I'm looking, and as soon as I have something I'll start giving Sophia money out of every check.

I really care about Madison, but my baby is the most important thing. Madison needs to understand that Sophia and I are both parents to this baby, but that's all.

## DANNY, SOPHIA, AND MADISON

### PAGE 2 OF 3

#### BACKGROUND

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Sophia and Danny dated for a year, and broke up a few months ago. At the time, Sophia was 8 months pregnant, and the two now have a baby girl together. Danny began dating Madison 2 months ago – just after the baby was born.

#### SOPHIA

Danny broke up with me because “it just wasn't working” and I was weeks away from having his baby. I thought we were going to get an apartment together and he was going to get a job and we would raise our daughter together. Before we broke up, I kept trying to get him to spend more time with me and my family, and then one day he blindsides me. I still don't understand what happened. I think he just got scared with the responsibilities of a baby to care for, and that's a coward's way out.

I was devastated when we broke up, and then not even a month later he's dating Madison. She keeps giving me these looks in the hallways and then she comes out of nowhere and just attacks me. I just had a baby – what was she thinking? She could have really hurt me.

The most important thing is our baby. I want our daughter to have a relationship with her father, and I want us to be a family. Our baby deserves that. He needs to be a man and help support us, financially and emotionally. I want him to see our baby and I've always encouraged him to spend time with her. He needs to make more of an effort to come to see her.

I want Madison to get it through her head that we have a baby together. We're not together anymore, and I don't like it but I'm dealing with it. This is about our baby. I'll leave Madison alone if she'll leave me alone.

## DANNY, SOPHIA, AND MADISON

### PAGE 3 OF 3

#### BACKGROUND

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#### MADISON

Sophia keeps trying to break up my relationship with Danny. She completely harasses him and comes over to his house when she knows I'm going to be there. She just yells at him and tells him what a bad father he is, when she's the one who makes it hard for him to be there for the baby. She won't get over him and get that they're not a couple anymore.

This has been going on from the first day of our relationship. I know Danny still cares for Sophia and she uses that to try and get him back. When I saw her hugging him, I lost my temper. I shouldn't have come after her, but this has been going on for months and I couldn't take it anymore.

I want Danny to have a relationship with his daughter. I know he's trying but Sophia makes it impossible. If she was reasonable, Danny and I would take her out and visit.

Sophia needs to leave me alone. She needs to realize that she might be the mother of Danny's child, but I am the one he's with now. She needs to stop dropping by without calling first and try and work something out with Danny. I want him to spend time with his baby. I'll leave Sophia alone if she'll leave me alone.

## JENNIFER AND BRAD

### PAGE 1 OF 2

#### BACKGROUND

Jennifer is president of the junior class, and Brad is treasurer. They have been working together on a junior class trip planned for the spring, both collecting names and money from the students.

The deadline for submitting names was Thursday at 1:00 p.m., and Jennifer was going to be absent that day. On Wednesday morning, Jennifer asked Brad to drop off the list of names to their advisor.

On Friday morning, the class advisor approached Jennifer, very upset because he had received the list of names only that morning – almost 24 hours late. The names were needed to make transportation arrangements and the trip would now be delayed. The advisor told Jennifer he was very disappointed in her.

Later that day, Jennifer saw Brad at lunch and they got into a heated argument. They traded insults and stopped speaking to each other. Another student council member was concerned about the tension between them since then, and, afraid it would ruin the trip, referred them to the mediation program.

#### JENNIFER

I don't really dislike Brad, but I can't stand his leadership style. He reacts far too slowly and takes entirely too long to get things done. It makes me crazy!

I was so embarrassed when our advisor blamed me for the delay. It effected my reputation for being a disciplined worker, and Brad didn't even care.

Brad has been late for projects before and I'm sick of his irresponsibility. I was counting on him – not to mention our entire class – and he completely dropped the ball and let us down. If he won't take student council seriously, he needs to step down. I think he got elected because student council can be such a popularity contest, but I take it really seriously.

I want him to explain to our advisor why the names were late, and to take responsibility for his mistake. It's not fair for me to take the heat when he was the one who screwed up. I want Brad to start living up to his responsibilities as class treasurer. We need to work together.

He really hurt my feelings when he insulted me in the cafeteria. I shouldn't have said things back, and I'm sorry for losing my cool. But I want him to apologize for calling me names.

## JENNIFER AND BRAD

### PAGE 2 OF 2

#### BACKGROUND

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#### BRAD

Jennifer isn't a bad president, but I'm so fed up with her attitude. She always tries to make it seem like she's the only one working on the whole student council, and routinely puts my style down to other members.

The fact of the matter is that I did turn the names in to our advisor before the deadline (I dropped them off at 12:30 p.m. that day), but he didn't pick up his mail until Friday morning. The school secretary told me. I know that if I'd dropped the names off earlier than a half-hour before the deadline, he would have gotten them in plenty of time. I meant to do it, but I forgot. Jennifer doesn't need to know that though.

I take my job on student council seriously, but it's not the only thing on my plate at school. I should have said something to our advisor, but I didn't know about this until Jennifer came up to me in the cafeteria and started lecturing me. I shouldn't have called her names, but I couldn't take her attitude anymore. I'll tell our advisor what happened, but she owes me an apology for losing it without bothering to find out the whole story.

We have different styles of working, but we were both elected by the whole student body and we both want what's best for the class.

## LUKAS AND MARC, SUSAN AND TEREZA

### PAGE 1 OF 5

#### BACKGROUND #1

Lukas and Marc are juniors in high school. Marc is new to the school. Lukas is dating Susan.

After school yesterday, Lukas was in a chat room with some friends when someone wrote they had heard Susan was cheating on him with Marc. Someone else asked what he was going to do about Marc stealing his girlfriend. Other kids joined in and challenged Lukas to do something about Marc, and offered to help if he needed it. Lukas told everyone he would take care of it the next day.

The next morning in front of the school, Lukas approached Marc and started yelling and shoving him. Marc began fighting back and a security officer stepped in and escorted the boys to the principal's office. Neither boy responded when the principal began questioning them, so he sent the boys to the mediation program.

#### BACKGROUND #2

Susan and Tereza have been best friends since second grade. After school they often go on the Internet and join a chat room with their classmates. Susan is now dating Lukas, but Tereza dated Lukas last year.

Yesterday afternoon, Tereza sent Susan a private message and asked if she had seen the new kid in school, Marc. Both girls said they thought he was pretty cute, and Susan said if she wasn't already dating Lukas, she would be interested in Marc.

Tereza copied the message and sent it to another classmate in the chat room, who sent it to another classmate, who sent it to another classmate, and so on. One of Lukas' friends caught word of what Susan had said, and immediately emailed the conversation to Lukas, saying Susan was cheating on him with the new kid.

The next morning, the two boys – Lukas and Marc – got into a fight in front of the school. Word had spread that Susan was dating Marc behind Lukas' back and they had gotten into a fistfight because of her. When Susan saw Tereza, she asked how the rumor could have started because she hadn't told anyone else that she thought Marc was cute. Tereza denied sending the conversation around, and Susan started yelling at her and hitting her. A teacher broke up the fight and sent the girls to the mediation program.

**LUKAS AND MARC, SUSAN AND TEREZA**

**PAGE 2 OF 5**

**LUKAS**

I'm sick of new kids coming to this school and starting trouble.

I thought Marc was an okay guy, but when people started saying he was messing around with Susan, I had to step up to him. If he thinks he can get away with stealing someone's girlfriend and he's looking for a fight, I'm not afraid to give it to him.

I've been dating Susan for a while now and I thought things were going great. When I confronted Marc, he acted like I was crazy and I lost my temper and started shoving him. I know he's new to the school so I figured I could just straighten him out and keep my reputation. I did tell everyone I would do something about it – they were expecting us to fight.

I'm willing to hear his side of the story, but who was I supposed to believe – my friends, or this kid I barely know?

Not to mention, how could Susan say something like that? I thought we were great together, and she's been checking out other guys behind my back. Susan might as well have been cheating on me. If Tereza hadn't said something, I never would have known.

LUKAS AND MARC, SUSAN AND TEREZA

PAGE 3 OF 5

MARC

I met Lukas in the neighborhood and I thought we could be friends. Susan's a pretty girl, and maybe I checked her out, but I never messed around with her. I don't know what he's heard but it's not true.

I'm new here and I'm just trying to get along. I didn't even realize Susan was his girlfriend until he got up in my face and started yelling at me. Lukas needs to get his facts straight before he starts running his mouth and threatening me. No one here knows me and I'm not going to start out the year having everyone think I'm afraid to stand up for myself.

I don't even know what Lukas heard. I didn't even know about this chat room until I was the subject for the rumors it spreads. I heard that this girl Tereza started this whole thing – she owes all of us an apology.

I don't want any more problems. I shouldn't have shoved Lukas, but he just assumed all the rumors were true and didn't even give me a chance. I'm not interested in Susan.

LUKAS AND MARC, SUSAN AND TEREZA

PAGE 4 OF 5

SUSAN

I can't believe Tereza would break my trust and start these rumors about me. She knows I'm happy with Lukas and that I would never cheat on him, and what's the harm in just looking at another guy if he's cute? Guys check out girls all the time.

Tereza completely set me up because she knew Marc looked like my type. I think she's jealous that Lukas and I are together now and that they never worked out, and now she's trying to ruin it for me.

If I had wanted the whole class to know I thought Marc was cute, I would have said it in the chat room. I even confronted her and she lied straight to my face. I can't trust her and now I feel like I have to watch my back. She completely betrayed me, and I don't even know if an apology will fix our friendship.

I can't believe that Lukas didn't trust me and he immediately believed what Tereza was saying to him. He didn't even bother to ask me about it before he went after Marc. Lukas owes me an apology for jumping to conclusions. I don't need to be with someone who doesn't trust me.

**LUKAS AND MARC, SUSAN AND TEREZA**

**PAGE 5 OF 5**

**TEREZA**

I didn't mean for all of this to happen. When Susan told me she thought Marc was cute, I told one of our other friends who I thought I could trust because she thought he was cute too. I never said Susan was cheating, and I never meant for it to get back to Lukas.

I might have told one of our other friends too because I didn't think it was right for Susan to be checking out other guys while she's dating Lukas. She's my best friend, but sometimes I think he's too good for her and she treats him like crap.

When Susan confronted me, I panicked because I knew I wasn't supposed to tell anyone and I denied it. I didn't really lie, because I wasn't the one who sent it to Lukas.

I'm willing to apologize for betraying Susan's trust and for hurting Lukas. I just want this whole thing to go away.

## MAYA AND NOAH

### PAGE 1 OF 2

#### BACKGROUND

Maya and Noah were dating until two weeks ago. They still have several classes together, and have acted very hostile towards one other when they are in the same room.

Yesterday during gym class, Maya approached Noah and told him to stop calling her house and hanging up, and to stop saying mean things behind her back. Noah walked away, but as they were leaving class Noah called Maya a slut in front of their classmates. Maya ran to Noah and shoved him and began screaming at him, while Noah yelled back at her. The gym teacher overheard, broke up the argument, and sent both to the mediation program.

#### NOAH

I was so angry when Maya came up to me in front of the entire gym class. She's doing everything she can to try and make me look stupid in front of everyone, so I wanted to get her back and do the same thing.

Look, I still like Maya and I still want us to go out. I have no idea why she broke up with me all of a sudden and now she won't talk to me at all. I call her at home because I want to know what happened and every time I try and talk to her at school she ignores me. Even when I call, she just hangs up on me.

Even if we can't date, I'd still like to try and be friends.

## MAYA AND NOAH

### PAGE 2 OF 2

#### BACKGROUND

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#### MAYA

Noah just won't leave me alone. It's not that I don't like him – because I really do – but I just needed a little space and that wasn't good enough for him. He won't listen to me and he doesn't get it. Now he's calling me horrible names and I don't understand why he's acting this way.

I didn't tell him this, but Noah started to act jealous of every boy I talked to. I started feeling smothered and when I broke up with him I told him I just needed space.

After all that's happened, I don't even think we can be friends again, which is too bad because I really like him and miss being with him.

## URI AND JILL

### PAGE 1 OF 2

#### BACKGROUND

Uri and Jill are in the same English class. A few months ago, Uri asked Jill out in their classroom, but she said no. Since then, Jill has complained to her friends that Uri has been bothering her. Yesterday, Jill was walking down the hall between classes when Uri brushed past her, touched her back and snapped her bra straps in front of all of his friends. Jill went to the mediation program.

A friend told Jill to go to the mediation program for help because they would keep things confidential.

#### JILL

Before Uri asked me I out, I already knew that he liked me and I thought he was pretty cute. Everyone said he was a heartbreaker, so when he did ask me out I said no. Plus he asked me out in front of all of my friends and it was really awkward, with everyone whispering and giggling.

Ever since then Uri has been completely harassing me. He keeps giving me dirty looks and whispering things about my body and my reputation. I can barely walk down the hallways without getting looks and feeling totally uncomfortable.

I was so embarrassed when he snapped my bra in front of everyone – so many people saw what he did! I cried for hours when I got home, and that night boys kept calling me, asking me out and saying they thought I was easy.

I can't talk to anyone about this. I just wish I could leave school. I don't know what to do.

## URI AND JILL

### PAGE 2 OF 2

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A friend told Jill to go to the mediation program for help because they would keep things confidential.

#### URI

I don't even know why I'm here, and I don't know what Jill is making such a big deal about.

I asked Jill out in front of everyone because I thought she was going to say yes. She acted weird and all of her friends were laughing at me, and I felt like such a jerk. I thought she liked me, but maybe she's just a tease.

Everyone knew I was going to ask Jill out and they've been on me constantly since she said no. They kept saying they'd been out with her and that she let them touch her. That's why I snapped her bra strap – she let everyone else touch her, so I figured I'd show them what's up. It's not like I raped her.

Look, Jill hurt my feelings when she said no, out of nowhere. Since then, I've been staring at her and saying things about how sexy she is just to make her feel as uncomfortable as she made me feel.

## DANTE AND AIDAN

### PAGE 1 OF 2

#### BACKGROUND

Dante and Aidan have been attending the same school for a few years. Dante spends his time playing on the school's baseball and soccer teams, while Aidan belongs to the drama club and school band. Dante is getting C's and D's in classes with no plans to go to college, while Aidan is in the National Honor Society and is applying for Ivy League schools.

Their groups of friends have little to do with each other and tend to be wary of kids in the other group. The only connection between Dante and Aidan is Dante's younger sister, who is friendly with Aidan.

Yesterday afternoon, there was a scuffle in the hallway and a teacher intervened. Each boy claimed that the other pushed him. The teacher sent them to the mediation program.

#### DANTE

This nothing kid came around the corner and slammed into me. He's a huge loser and he and his friends look down their noses on us. He thinks he can go anywhere and do anything he wants to.

I was already in a bad mood when Aidan knocked into me and he didn't even bother apologizing. It was worse when I realized who he was. He's got a huge attitude and he thinks he's better than me, so I thought I'd bring him down a notch and shove him back. Plus I heard this kid wanted to ask out my sister.

He needs to stay away from me and my sister, and stick with his own kind of people – freaks and nerds. He thinks he's better than anyone else because he does well in school and is going to college, but I don't think any of his friends has any idea what real life is like. They think they have everyone fooled, but I know they drink and smoke more than my friends and I do.

He needs to apologize for slamming into me. I basically want the kid to leave me alone, and I'll leave him alone. He started this mess.

## DANTE AND AIDAN

### PAGE 2 OF 2

#### BACKGROUND

Dante and Aidan have been attending the same school for a few years. Dante spends his time playing on the school's baseball and soccer teams, while Aidan belongs to the drama club and school band. Dante is getting C's and D's in classes with no plans to go to college, while Aidan is in the National Honor Society and is applying for Ivy League schools.

Their groups of friends have little to do with each other and tend to be wary of kids in the other group. The only connection between Dante and Aidan is Dante's younger sister, who is friendly with Aidan.

Yesterday afternoon, there was a scuffle in the hallway and a teacher intervened. Each boy claimed that the other pushed him. The teacher sent them to the mediation program.

#### AIDAN

There's not a lot we can do here, because Dante is never going to change his attitude towards me and my friends.

He came around the corner and slammed into me. I didn't run into him. He started this whole thing.

He and his buddies think they run the school because they play sports. They're so full of themselves and don't think anyone else matters, but they're just a bunch of idiot jocks. All they do is party and play sports.

His sister is nice to me, and we get along really well. I like her but Dante doesn't think I'm good enough for her and he doesn't even know me. His sister treats me like a person. She can make up her own mind, and if we decide to go out Dante won't be able to stop us.

He owes me an apology for slamming into me. I want him to just leave me alone, and let me talk to his sister. It's not like I'm going to disrespect her.

## TIAGO AND CALEB

### PAGE 1 OF 2

#### BACKGROUND

Tiago and Caleb have grown up together and are close friends. Caleb recently broke up with his girlfriend. Tiago has been dating a new girl for a few weeks, and the boys haven't seen as much of one another.

Yesterday they had a fight at Caleb's locker, shouting and swinging at each other. The vice principal broke the fight up and brought the boys to her office. In the office, Caleb accused Tiago of stealing his iPod, and Tiago denied the charge. The vice principal sent them to the mediation program.

#### TIAGO

Caleb is out of his mind. He came at me like a maniac, swearing and shoving me around and accusing me of stealing his iPod out of his locker. We've been friends for a really long time and he accuses me of something like that? That's messed up.

Caleb gave me his locker combination a while ago, and I did go into his locker to get a book that belongs to me without asking, but only because I asked him to return it a hundred times. Caleb knows I would never steal from him. I'm pretty sure I know what happened to the iPod (I think he left it on the bus – one that looks just like his was found this morning), but I'm not sure I'm going to tell after this whole thing.

There's no way this is about the stupid iPod. He barely even uses the thing. I want to know why he flew off the handle like that. Whatever his problem is, we should work on it like adults.

He'd better apologize for attacking me. This might be the end of our friendship.

## TIAGO AND CALEB

### PAGE 1 OF 2

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#### CALEB

I'm so angry at my so-called friend Tiago. My iPod is always in my locker and when it went missing I knew Tiago was the only other person with my combination. I thought I could trust him with it but obviously I can't.

Tiago is just a lousy friend. I haven't seen him in weeks because of this new girl, and I didn't treat him like this when I had a girlfriend. Now I'm alone and he's nowhere to be found. Then my iPod goes missing. You do the math. Whatever, I don't even care if I never see him again, but I want my iPod back.

Look, I don't know for sure that Tiago took the iPod, but I do know he's been ignoring me. He was supposed to be there for me when my girlfriend and I broke up. Not only was he not there for me, but we haven't even hung out.

I know I shouldn't have started the fight. But if he knows anything about the iPod, he needs to tell me.

**IMRAN AND CONNOR (TEAM A) AND RICARDO AND LIANG (TEAM B)**

**PAGE 1 OF 4**

**BACKGROUND**

Team A and Team B are in a very close basketball game. The referee is calling a lot of fouls and the pressure is mounting, with each team pushing to win the game.

The referee makes a tough call against Imran, on Team A. Ricardo (Team B), who really made the foul, mocks Imran. Imran turns and shoves Ricardo, and they begin to fight. Their teammates pull them apart.

Team B wins the game. Ricardo and Imran continue to make remarks to each other and when another fight breaks out, Connor (Team A) and Liang (Team B) jump in.

**RICARDO (TEAM B)**

I knew the foul should have been called on me, but it wasn't. I could see how mad Imran was and I just couldn't help making a smart comment. He's the one who came after me and I just defended myself. He's supposed to accept the call and if the referee made a mistake it's just too bad.

I hate being pushed. I've been pushed around my whole life and I won't let anyone get away with that. He owes me an apology for getting physical.

The only reason I even agreed to come to mediation was because I like playing basketball and I don't want to get kicked off the team.

## IMRAN AND CONNOR (TEAM A) AND RICARDO AND LIANG (TEAM B)

PAGE 2 OF 4

### BACKGROUND

Team A and Team B are in a very close basketball game. The referee is calling a lot of fouls and the pressure is mounting, with each team pushing to win the game.

The referee makes a tough call against Imran, on Team A. Ricardo (Team B), who really made the foul, mocks Imran. Imran turns and shoves Ricardo, and they begin to fight. Their teammates pull them apart.

Team B wins the game. Ricardo and Imran continue to make remarks to each other and when another fight breaks out, Connor (Team A) and Liang (Team B) jump in.

### IMRAN (TEAM A)

I was so angry at the referee's terrible call. Everyone knew that the foul should have been called on Ricardo, and even he did and he couldn't just keep his mouth shut. The entire game we'd been battling back and forth and he's got a smart mouth. That was it for me – I just jumped on him.

I'm still mad. We should have won that game. Every time I see Ricardo, it's just a reminder of how unfair the game was. They made it worse by being poor sports.

I don't want to get kicked off the team. A basketball scholarship is my best chance to go to a good college, and I don't want to screw this up. We might face each other again in the play-offs, and this can't happen again.

**IMRAN AND CONNOR (TEAM A) AND RICARDO AND LIANG (TEAM B)**

**PAGE 3 OF 4**

**BACKGROUND**

Team A and Team B are in a very close basketball game. The referee is calling a lot of fouls and the pressure is mounting, with each team pushing to win the game.

The referee makes a tough call against Imran, on Team A. Ricardo (Team B), who really made the foul, mocks Imran. Imran turns and shoves Ricardo, and they begin to fight. Their teammates pull them apart.

Team B wins the game. Ricardo and Imran continue to make remarks to each other and when another fight breaks out, Connor (Team A) and Liang (Team B) jump in.

**LIANG (TEAM B)**

Ricardo and Imran are way too tense with each other and it ruins the game every time our teams play against each other. They both need to knock it off.

Ricardo is definitely a smart mouth and he needs to cool down. I think he takes his anger out on the court, and when Imran pushed him I knew he would lose it.

I jumped in and helped Ricardo out because he's my teammate and I'm not going to let the other team gang up on him. But I don't plan on getting kicked off the team because he's a knucklehead.

**IMRAN AND CONNOR (TEAM A) AND RICARDO AND LIANG (TEAM B)**

**PAGE 4 OF 4**

**BACKGROUND**

Team A and Team B are in a very close basketball game. The referee is calling a lot of fouls and the pressure is mounting, with each team pushing to win the game.

The referee makes a tough call against Imran, on Team A. Ricardo (Team B), who really made the foul, mocks Imran. Imran turns and shoves Ricardo, and they begin to fight. Their teammates pull them apart.

Team B wins the game. Ricardo and Imran continue to make remarks to each other and when another fight breaks out, Connor (Team A) and Liang (Team B) jump in.

**CONNOR (TEAM A)**

Everyone, including me, knows the referee made the wrong call, but you know what? That's the breaks. You win some, you lost some.

Imran can play a little rough and we keep trying to get him to lighten up, but he takes it so seriously. I can't figure out why he's so tense all the time. I love basketball, but it's just a game.

They're both good guys, but they need to grow up and play the game instead of messing with each other. I'm willing to help out but I'm not going to jeopardize my place on the team. I hate fighting and I don't want to do it anymore.

## SÉLAVI AND MICHAEL

### PAGE 1 OF 2

#### BACKGROUND

A small suburban town has always been characterized as working-class with a large white population. Recently, a number of Haitian families have been moving in. Over the summer, tension has built between the two communities, with tension over “turf” in some neighborhood parks. This tension is now appearing at the town’s schools.

Sélavi is a Haitian student who moved to the town last June. He became friends with his classmate Michael, a lifelong resident of the town, and the two boys spent the summer hanging out.

Yesterday morning at the school, a fight broke out between Sélavi and Michael. They called each other names and shoved and hit one another, and by the end Sélavi’s science project was ruined. A teacher broke up the fight and the boys were sent to the mediation program.

#### SÉLAVI

It was hard to move to a new town and start at a new school with almost no friends. Michael and I were buddies all summer and I thought he was my friend, but when school started everything changed. Michael just started ignoring me.

The white kids at school don’t like me and make fun of the way I talk. I thought Michael was different but now he’s acting just like everyone else.

I was showing my science project to someone, and Michael came over and called me a racial slur and pushed me. I was so angry and hurt that I turned around and punched Michael in the face.

I’m not proud of hitting Michael, but I had no choice with the way he spoke to me.

I can’t believe he broke my science project too. I was counting on the extra credit to help me pass.

In spite of everything, I wish there was some way Michael and I could still be friends.

## SÉLAVI AND MICHAEL

### PAGE 2 OF 2

#### BACKGROUND

A small suburban town has always been characterized as working-class with a large white population. Recently, a number of Haitian families have been moving in. Over the summer, tension has built between the two communities, with tension over “turf” in some neighborhood parks. This tension is now appearing at the town’s schools.

Sélavi is a Haitian student who moved to the town last June. He became friends with his classmate Michael, a lifelong resident of the town, and the two boys spent the summer hanging out.

Yesterday morning at the school, a fight broke out between Sélavi and Michael. They called each other names and shoved and hit one another, and by the end Sélavi’s science project was ruined. A teacher broke up the fight and the boys were sent to the mediation program.

#### MICHAEL

Sélavi and I met over the summer and I thought he was a pretty cool guy. We got along pretty well. But everyone kept harassing me about hanging out with a Haitian, and how they were taking over the neighborhood. Even my parents didn’t seem happy about us being friends.

It feels like everything is changing. The whole neighborhood is really tense, but things are especially bad at school. My white friends keep saying things are stolen from their lockers and the Haitian kids are doing it.

Just before I shoved Sélavi and called him a name, my friends wouldn’t stop teasing me and said I was a Haitian-lover and probably stole things too. I don’t have a problem with Sélavi being Haitian, but my friends wouldn’t let it go. I’d kept my distance from Sélavi because I didn’t want to get in the middle of this racial stuff, but even that wasn’t good enough. I had to show them they were wrong.

I feel bad about what happened. I don’t know what got into me and I wish there was some way to get out of this mess without hurting Sélavi and without getting more teasing from my friends.

## ALYSON AND MARISA

### PAGE 1 OF 2

#### BACKGROUND

The prom is approaching and this year for the first time, a senior girl, Alyson, planned to bring another girl as her date. When the prom committee heard, there were many different opinions – some were angry and refused to attend, while others said it didn't matter to them one way or another.

The committee chair, Marisa, strongly opposed gay couples at the prom and went to the principal. He explained the school's discrimination policies and suggested that she and Alyson attend the mediation program to try and settle the disagreement without ruining the prom.

#### ALYSON

It's really hard being gay in high school. I'd kept it hidden for a long time and since I came out, I've been threatened, called names, and assaulted in and out of school. Even with all that, it was a relief to come out and stop pretending I was someone I'm not.

I have a wonderful girlfriend and our relationship has made my life so much better and made me feel much less isolated. She goes to a different school, but there is no rule about students from other schools coming to our prom.

I'm not the only gay student here, but other kids are afraid to go through what I've been through. We are in relationships too and would like to have the same prom experience as everyone else in the class. What's it to anyone else anyway? People here are so closed-minded. It isn't fair that I should miss out on my high school because of being gay – because of who I am.

I know what my rights are. I know if the prom committee refuses to let us go, I can take this to court. Students in other states have done it and won. I don't want to do that. I don't want the publicity or to turn into a symbol for anything. I just want to go to the prom, dance, and have fun.

## **ALYSON AND MARISA**

### **PAGE 2 OF 2**

#### **BACKGROUND**

The prom is approaching and this year for the first time, a senior girl, Alyson, planned to bring another girl as her date. When the prom committee heard, there were many different opinions – some were angry and refused to attend, while others said it didn't matter to them one way or another.

The committee chair, Marisa, strongly opposed gay couples at the prom and went to the principal. He explained the school's discrimination policies and suggested that she and Alyson attend the mediation program to try and settle the disagreement without ruining the prom.

#### **MARISA**

I'm a pretty reasonable person. Most of the students here say they don't want gay couples at the prom. I don't mind if they come, but they shouldn't bring dates and be dancing together or making out. For most of us, that makes us sick.

My mother says that homosexuality goes against God's will, and that gays have a lot of political power in this state and the school is afraid of getting into trouble. She said regular people don't have rights anymore.

A couple committee members have gay people in their families and say it's no big deal, so maybe that's why they think we should let this go. But maybe they're used to seeing gay people and most of us aren't.

Proms have always been for "normal" kids that like people of the opposite sex. What would it look like – two girls in prom gowns holding hands, or two guys in tuxes dancing together? It's too weird. I mean, I don't believe in beating them up or being mean, but it's not natural.

I hope we can work it out, so that I don't have people mad at me about the whole thing.



## **APPENDIX C: SCORE PROGRAM FORMS**

**SCORE GRANTEES ARE REQUIRED** to complete documentation regarding their agreement to adhere to certain programmatic and fiscal standards set forth by the Attorney General's Office (AGO) as a condition of receiving grant funding. These include having senior representatives from the school district (typically the Superintendent) and the local community mediation program (typically the Executive Director) sign a Memorandum of Understanding along with the Chief of the Community Information and Education Division of the AGO.

In addition, the school and community mediation program also certify their agreement to follow AGO requirements regarding various operating procedures and to submit accurate and timely fiscal and statistical reports.

Samples of these documents are included in this appendix, including:

**Memorandum of Understanding Among Office of Attorney General Martha Coakley, Public Schools, and Local Mediation Program**

**Criminal Offender Record Information (CORI) Check Certification**

**Program Grant, Certification of Required Policies**

**Program Fiscal Standards**

**SCORE Annual Financial Report, Fiscal Year 2008**

**SCORE Statistics, Fiscal Year 2008**





THE COMMONWEALTH OF MASSACHUSETTS  
OFFICE OF THE ATTORNEY GENERAL  
COMMUNITY INFORMATION AND EDUCATION DIVISION  
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**STUDENT CONFLICT RESOLUTION EXPERTS (SCORE), FISCAL YEAR 2008**  
**MEMORANDUM OF UNDERSTANDING AMONG OFFICE OF ATTORNEY GENERAL MARTHA COAKLEY,**  
**PUBLIC SCHOOLS, AND LOCAL MEDIATION PROGRAM**

GOALS OF THE SCORE PROGRAM

The Office of the Attorney General (AGO), \_\_\_\_\_ Public Schools, and \_\_\_\_\_ Mediation Program are pleased to work in collaboration to develop and implement the SCORE program at \_\_\_\_\_ School. SCORE is a nationally-recognized peer mediation and youth violence prevention program designed to improve school climate in schools across Massachusetts. The SCORE program uses trained student mediators to resolve conflict between and among their peers.

MINIMUM REQUIREMENTS FOR ALL SCORE PROGRAMS

All schools and their community mediation partners must operate their SCORE programs in accordance with the AGO Administration and Fiscal Standards for the SCORE program incorporated into this Memorandum of Understanding as Attachment A. Failure to conduct the SCORE program in accordance with these standards may result in the termination of funding.

By signing this Memorandum of Understanding, \_\_\_\_\_ Public Schools, and \_\_\_\_\_ Mediation Program certify that they have read, understand, and agree to follow the AGO Administration and Fiscal Standards for the SCORE program.

SPECIFICS OF THE COLLABORATION

To achieve the goals of the SCORE program, the Office of the Attorney General shall:

1. Award \$ \_\_\_\_\_ to \_\_\_\_\_ School, for the sole purpose of funding the SCORE program in accordance with the approved budget included as Attachment B. SCORE grant awards are disbursed to schools in semi-annual payments and are subject to the availability of continued funding from the Commonwealth of Massachusetts in Fiscal Year 2008;
2. Assign a Community Information & Education Division staff person to provide technical assistance in the implementation and development of the peer mediation program; and
3. Conduct site visits to the school and community mediation program to evaluate the success of the program and to provide technical assistance.



MARTHA COAKLEY  
ATTORNEY GENERAL

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To achieve the goals of the SCORE program, \_\_\_\_\_ School shall:

1. Provide \_\_\_\_\_ School in cash matching funds as indicated in the approved budget to support the program;
2. Contract with the \_\_\_\_\_ Mediation Program for SCORE grant administration services, including a program coordinator whose exclusive duty shall be to work at the designated school to operate a SCORE program; and
3. Provide office space for the exclusive use of the SCORE program coordinator, with access to a telephone and use of appropriate office equipment. Office space must include provisions for the secure maintenance of program files and space for confidential mediation sessions.

To achieve the goals of the SCORE program, the \_\_\_\_\_ Mediation Program shall:

1. Hire and supervise a SCORE program coordinator whose exclusive duty shall be to work at \_\_\_\_\_ School to operate a SCORE program. The \_\_\_\_\_ Mediation Program must hire the coordinator and he/she must be working in the position no later than the first week of school,
2. Submit statistical reports to the AGO and \_\_\_\_\_ School in a format prescribed by the AGO:
  - First day of the school year - December 31, 2007 due January 15, 2008
  - January 1, 2008 - June 30, 2008 due July 15, 2008
3. Submit financial reports to the AGO and \_\_\_\_\_ School in a format prescribed by the AGO:
  - July 1, 2007 - December 31, 2007 due January 31, 2008
  - July 1, 2007 – June 30, 2008 due July 31, 2008

This agreement may be modified only upon the agreement of the AGO, \_\_\_\_\_ Public Schools, and \_\_\_\_\_ Mediation Program. All parties agree to comply with the terms of this MOU.

AGO Signature	Date
Superintendent of Schools Signature	Date
Executive Director of Mediation Program Signature	Date



MARtha COAKLEY  
ATTORNEY GENERAL

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**STUDENT CONFLICT RESOLUTION EXPERTS (SCORE), FISCAL YEAR 2008**  
**CRIMINAL OFFENDER RECORD INFORMATION (CORI) CHECK CERTIFICATION**

Massachusetts General Laws, Chapter 71, Section 7A, authorizes schools to conduct criminal background checks on those persons who may have direct and unmonitored contact with children. The Attorney General's Office (AGO) considers SCORE coordinators to be persons having the potential for direct and unmonitored contact with children. In the interest of protecting children, each school hosting a SCORE program must certify to the AGO that it has conducted a Criminal Offender Records Information (CORI) check, as authorized under M.G.L. Chapter 71, Section 7A, for the SCORE coordinator. The AGO must receive this certification by \_\_\_\_\_.

By signing this form, I certify that \_\_\_\_\_ School has a policy for conducting CORI checks as authorized under M.G.L. Chapter 71, Section 7A; has applied to the Massachusetts Criminal History Systems Board for extended access for CORI checks; complies with all the requirements of the Criminal History Systems Board; and has conducted a CORI check for the person holding the position of SCORE Coordinator.

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School Principal Name (please print)

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Signature

---

Date





MARATHA COAKLEY  
ATTORNEY GENERAL

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## STUDENT CONFLICT RESOLUTION EXPERTS (SCORE), FISCAL YEAR 2008 PROGRAM GRANT, CERTIFICATION OF REQUIRED POLICIES

In the interest of child protection, the Office of Attorney General Martha Coakley (AGO) requires each SCORE program to establish: a clearly articulated policy for confidentiality in mediation, including the AGO baseline exceptions to confidentiality; a policy that identifies SCORE coordinators as mandated reporters of child abuse and neglect; and a policy that the SCORE program will not use mediation as a means to address teen dating violence. Schools and local community mediation programs (CMP's) participating in the SCORE program must certify that these policies exist and that they gave notice of these policies to the SCORE coordinator.

By checking the appropriate boxes and signing this form in the space provided below, we certify that the \_\_\_\_\_ School has the following policies and has provided the SCORE coordinator with copies of the policies:

- A clearly articulated policy for confidentiality in mediation, including the AGO baseline exceptions to confidentiality;
- A policy that identifies SCORE coordinators as mandated reporters of child abuse and neglect; and
- A policy that the SCORE program will not use mediation as a means to address teen dating violence.

---

School Principal Name (please print)

---

Signature

Date

---

Name of Local Mediation Program

---

Local Mediation Program Representative Name (please print)

---

Signature

Date





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**STUDENT CONFLICT RESOLUTION EXPERTS (SCORE), FISCAL YEAR 2008**  
**PROGRAM FISCAL STANDARDS**

1. Grant recipients shall use funds only for expenses directly related to the development and operation of a Student Conflict Resolution Experts (SCORE) program in accordance with Office of Attorney General Martha Coakley (AGO) Program Fiscal Standards.

Eligible expenses are limited to:

- Salary and fringe benefit costs for the SCORE coordinator and program administrator designated by a local community mediation program (LCMP);
- Fees for trainers;
- Workshop and conference fees or expenses for events that develop the mediation and coordination skills of the SCORE coordinator and/or student mediators;
- Training supplies and materials;
- Space rental for training events;
- Indirect costs associated with administering a SCORE program; and
- In-state travel for SCORE coordinators or supervisors that is directly related to the operation of the SCORE program. Travel charged to AGO funds is limited to the state rate of \$.40 per mile.

Ineligible expenses include, but are not limited to:

- Out-of-state travel;
- Food; or
- FY 2008 SCORE grant preparation costs.

2. Grant recipients shall not commingle SCORE funds with any other agency funds.

3. Grantees shall accept grant funds by Electronic Funds Transfer (EFT). EFT is the Commonwealth's preferred payment method.

4. Pursuant to M.G.L. Chapter 29, Section 34, grant recipients shall forward all interest received on deposits of public funds, including the SCORE grant, to the Commonwealth. Grant recipients must return any interest to the AGO each year by a check payable to the Commonwealth of Massachusetts by July 31, 2008.

5. Once the AGO has approved a SCORE program budget, grant recipients may not spend the funds except as specified in that budget without the prior approval of the AGO. For budget revisions up to a total of \$500 per year, programs may contact their AGO program manager orally for approval of the revision. For revisions in excess of \$500 or involving transfers of any funds from one budget category to another (e.g., Personnel to Training), the AGO requires a written request and



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communicates approval in writing. The AGO will not accept budget revisions received after May 15, 2008. Failure to comply with the budget revision date may result in a loss of funding or return of grant funds to the Commonwealth of Massachusetts.

6. If the grantee partnership receives any outside support, the grantee shall notify the AGO of the source, nature, and amount of the outside support. The AGO will review the outside support to determine whether it is consistent with the SCORE program. If the additional funding is not consistent with SCORE, this financial support may jeopardize continued AGO funding to the partnership.

7. The grantee partnership will maintain books and records that reflect and describe each receipt and expenditure of grant and matching funds, along with copies of receipts, invoices, payroll records, and other documents that verify expenditures.

8. As a condition of the grant award, the grantee partnership agrees that representatives of the AGO may review the books and records of the local SCORE program to ensure compliance with the terms of the grant award. An inspection, review, or audit by AGO representatives may occur at any time, with or without advance notice to the grantee partnership.

9. The LCMP administering the SCORE program must submit financial reports to the AGO and the partnering school:

- Beginning of the school – December 31, 2007 due January 31, 2008
- Full year period, beginning of school year – end of school year due July 15, 2008

10. Pursuant to M.G.L. Chapter 12, Section 8F, all charitable organizations, except those organized exclusively for religious purposes, must register, and file annual financial reports with the Division of Public Charities of the AGO. All organizations that are eligible for tax exempt status under 26 U.S.C. Chapter 501 (c) (3) are charitable organizations and must file such reports. Failure to do so may result in the loss of AGO funds and eligibility to participate in the SCORE program.

11. SCORE grant recipients should choose the contributory rather than the payments in lieu of contributions method of financing unemployment benefits as allowed under the Employment Security Law (M.G.L. Chapter 151A, Section 14A). SCORE funds may be used for the quarterly contributions to the unemployment insurance fund. However, under no circumstances, can SCORE grant funds be used to pay unemployment benefits.



MARTHA COAKLEY  
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SCORE ANNUAL FINANCIAL REPORT, FISCAL YEAR 2008  
FOR THE PERIOD SEPTEMBER 1, 2007, TO JUNE 30, 2008

School: \_\_\_\_\_ LCMP: \_\_\_\_\_

Name of Person Preparing Report: \_\_\_\_\_

Matching Source: \_\_\_\_\_

PERSONNEL	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
SCORE Coordinator Salary Name: _____ # of Hours per Week: _____				
SCORE Coordinator Fringe at: _____ %				
LCMP Supervisor Salary Name: _____ # of Hours per Month: _____				
SCORE Coordinator Fringe at: _____ %				
<b>PERSONNEL TOTAL</b>				

TRAINERS	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
Trainer 1 Name: _____ Hourly Rate: _____ Hours, Dates: _____				
Trainer 2 Name: _____ Hourly Rate: _____ Hours, Dates: _____				
Trainer 3 Name: _____ Hourly Rate: _____ Hours, Dates: _____				
<b>TRAINERS TOTAL</b>				



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SCORE ANNUAL FINANCIAL REPORT, FISCAL YEAR 2008  
FOR THE PERIOD SEPTEMBER 1, 2007, TO JUNE 30, 2008

**TRAVEL**

*(Note, to calculate mileage, multiply number of miles by \$.30.)*

	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
SCORE Coordinator Travel				
LCMP Administrator Travel				
<b>TRAVEL TOTAL</b>				

**PROGRAM SUPPLIES**

*Include description (itemized supplies by type with costs for each).*

	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
<b>PROGRAM SUPPLIES TOTAL</b>				

**INDIRECT/ADMINISTRATIVE COSTS**

*Include description (itemized by type with costs for each).*

	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
<b>INDIRECT/ADMINISTRATIVE TOTAL</b>				



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SCORE ANNUAL FINANCIAL REPORT, FISCAL YEAR 2008  
FOR THE PERIOD SEPTEMBER 1, 2007, TO JUNE 30, 2008

**OTHER EXPENSES**

*Include description (itemized supplies  
by type with costs for each).*

	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
<b>OTHER EXPENSES TOTAL</b>				

<b>TOTAL PROGRAM EXPENSES</b>	Beginning Total	AGO Funds	Match Funds	Unexpended Funds
<b>TOTAL</b>				





MARtha COAKLEY  
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SCORE STATISTICS, FISCAL YEAR 2008

	Sept-Jan	Feb-June	Match Funds
<b>GENERAL INFORMATION</b>			
# of referrals			
Cases that did not go to mediation			
# resolved prior to mediation			
# involved bullying			
# involved sexual harassment			
# referred to other services			
# in which at least one party refused mediation			
<b>TOTAL</b>			
Referred cases that were mediated			
# of mediations			
# of agreements reached			
# of broken agreements			
# of female parties			
# of male parties			
average # of parties per mediation			
<b>TOTAL</b>			
<b>REFERRAL SOURCE (FOR CONFLICTS MEDIATED)</b>			
Disciplinarian			
Principal			
Counselor			
Teacher			
Student			
Self-referral			
Other (please specify)			
<b>TOTAL</b>			



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SCORE STATISTICS, FISCAL YEAR 2008

	Sept-Jan	Feb-June	Match Funds
<b>RELATIONSHIP OF PARTIES (MEDIATED CONFLICTS)</b>			
Friends			
Boyfriend/Girlfriend			
Acquaintances			
Strangers			
Enemies			
Relatives			
Other (please specify)			
<b>TOTAL</b>			
<b>TYPE OF DISPUTE</b>			
Physical fight			
Harassment			
Name-calling			
Stealing			
Threats			
Rumors			
Other (please specify)			
<b>TOTAL</b>			
<b>SPECIAL ISSUES (# OF DISPUTES INVOLVING...)</b>			
Race/Ethnicity			
Religion			
Sexual orientation			
Parent-Child			
Other (please specify)			
<b>OTHER INFORMATION</b>			
Average length of mediations			
# of mediations conducted by SCORE coordinator, with or without student mediator			
# of mediations requiring a private session			

