

ACTIVITY 7

# QUALITIES AND ROLE OF THE PEER MEDIATOR

## STATEMENTS ABOUT ME WORKSHEET

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*Complete the statements by writing the first response that comes to mind.*

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

# Qualities of the Peer Mediator

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The peer mediator is impartial.

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

The peer mediator is an empathic listener.

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

The peer mediator is respectful.

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

The peer mediator is trustworthy.

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

The peer mediator helps people work together.

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

# STEP 4: CREATE WIN-WIN OPTIONS

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

**1. Explain that brainstorming will help disputants find solutions that satisfy both parties.**

**2. State the rules for brainstorming:**

- ▼ Say any ideas that come to mind.
- ▼ Do not judge or discuss the ideas.
- ▼ Come up with as many ideas as possible.
- ▼ Try to think of unusual ideas.

**3. Tell disputants to try to think of ideas that will help both of them. Write their ideas on a Brainstorming Worksheet.**

*Additional questions to help the brainstorming process along:*

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

## SAMPLE PEER MEDIATION AGREEMENT

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Date 11/13/96

We voluntarily participated in a mediation. We have reached an agreement that we believe is fair and that solves the problem between us. In the future if we have problems that we cannot resolve on our own, we agree to come back to mediation.

Name Heather

Name Andrew

Agrees to act calmer and not yell at  
Andrew if a problem happens in the future.

Agrees to talk with the principal today to  
see if he can get Heather's Gameboy.

Agrees to talk with Andrew first to check  
things out and will try not to jump to  
conclusions.

If the principal refuses to return the  
Gameboy, Andrew agrees to ask the  
principal to accept Andrew's Gameboy  
in place of Heather's.

Agrees to return Heather's Gameboy  
to her or give her his Gameboy until such  
time as the principal agrees to release  
Heather's.

Agrees to return Heather's Gameboy  
to her or give her his Gameboy until such  
time as the principal agrees to release  
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Signature Heather

Signature Andrew

Mediator signature Rodney Anderson

Mediator signature Rachel Sharp

# CONFRONTING PREJUDICE

## ABOUT PREJUDICE

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

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

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

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

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



How might you respond in these situations?

## STEPS FOR CONFRONTING PREJUDICE

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1. Stay calm.

2. Summarize what you heard.

▼ “Did I hear you say \_\_\_\_\_?”

3. Seek clarification.

▼ “Can you tell me more about what you meant by \_\_\_\_\_?”

4. Share your point of view and why you believe this.

▼ “Well, the way I think about it is \_\_\_\_\_.”

▼ “When you made that comment, I felt \_\_\_\_\_.”

5. Ask the reasons for the person’s point of view.

▼ “On what do you base your opinion?”

▼ “Is what you believe true for everyone?”

6. Try to find common ground.

▼ “It seems we both think that \_\_\_\_\_.”

7. Thank the other person for listening.