



First **ADR** Kit

# Ready to Mediate? Direction: Youth!

---

Workshop scenarios and educational tools on conflict management for youth workers



## EDITORIAL NOTE

Published in 2020

Stowarzyszenie Rozwoju i Integracji Młodzieży STRIM

ul. Pawlikowskiego 5/5, 31-127 Kraków, Polska

tel./fax +48 12 422 55 64

strim@strim.org.pl

Copyright © Stowarzyszenie Rozwoju i Integracji Młodzieży STRIM

This publication is available under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International Licence (CC BY-NC-ND 4.0)

This publication is available also at: [www.firstadrkit.org/intellectual-outputs/](http://www.firstadrkit.org/intellectual-outputs/)

Project coordinator: Marzena Ples

Editor: Paulina Opiełka

Trainers: Paulina Opiełka, Virginia Vilches Such

Proofreading: Marzena Ples

Lay out & graphic design: Karolina Czyżewska

Photo on the cover: designed by Freepik

Printing: Mellow Sp. z o.o.

### Contact us:

[www.firstadrkit.org](http://www.firstadrkit.org)

[adr@strim.org.pl](mailto:adr@strim.org.pl)

[www.facebook.com/firstadrkit/](http://www.facebook.com/firstadrkit/)

This publication has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## TABLE OF CONTENTS

INTRODUCTION .....	4
WORKSHOPS .....	10
1. Team-building .....	11
2. Communication in action! .....	14
3. Understanding conflict .....	17
4. The art of active listening .....	20
5. Introduction to mediation .....	23
6. In mediator's shoes .....	26
7. Positions, Interests and Needs .....	30
8. Discovering the needs .....	34
9. Creativity in conflict .....	37
10. Mediation in practice .....	39

# INTRODUCTION

Are you ready to Mediate?  
Direction: Youth!  
Teaching mediation in youth projects  
How does it work?

## Are you ready to Mediate?

Conflict is an inevitable part of our lives. Each human interaction, each limited resource that is craved by different parties, each opposing viewpoint, may bring about conflict, misunderstanding or even aggression. But conflict can also be a motor of change. It helps people overcome barriers, confront ideas that lead to new discoveries, transform societies and strengthen human relations. However, if not well managed, conflict will produce destructive outcomes and lead to violence. That is why **conflict management competencies** are such powerful tools for reducing the negative consequences of conflict and improving both personal and social wellbeing.

One of the tools that can help manage conflict is **mediation**. Mediation is a process where two or more parties decide to reach an agreement with a support of a third, neutral party: a mediator. A mediator is not a judge or counselor, but a facilitator – he helps the parties to communicate and find common ground instead of giving them advice or proposals for solving their dispute. The final agreement is solely the result of discussions between the parties to the conflict. And if agreed upon it can be equally binding as a court's decision.

Mediation is based on five fundamental principles:

1. **Voluntarism** – only those who want to mediate enter into mediation.
2. **Impartiality** – a mediator has to remain impartial to the parties during mediation; he cannot take sides.
3. **Neutrality** – a mediator cannot have any interest in the final outcome of a mediation, he has to remain neutral towards its subject.
4. **Acceptability** – the solution, the process and the mediator himself must be accepted by all the parties.
5. **Confidentiality** – whatever happens in mediation "stays" in mediation and parties can be sure that information they share remains confidential.

Following these directions, each person that finds themselves in the position of a mediator, whether during official mediation or at work, school, assembly or between friends, can help to manage conflict and support the parties in finding a solution that satisfies them all.

## Direction: Youth!

Mediation is claimed to have the power to change attitudes through interactions throughout the process. The parties would be empowered and spread this knowledge within their close group and eventually society could be transformed<sup>1</sup>. Therefore it is crucial to work on developing conflict resolution competencies among young people, who are more vulnerable to destructive approaches to conflict and violence. At the same time, a high level of communication, social and conflict resolution skills is crucial for young people's development and success. It is necessary to help them build valuable human relations and stand out in the job market. Currently many employers value more so-called "soft skills" that allow them to perform well in a team, instead of a university degree. It is only one more reason to invest in teaching young people how to use mediation as a tool to manage conflicts in their everyday lives.

## Teaching mediation in youth projects

Teaching conflict resolution competencies is not a piece of cake. It requires a safe learning environment, committed participation and space for practice. Unfortunately, these elements are not so often found in public education systems which tend to lack time and space for learning directed towards practical conflict resolution skills<sup>2</sup>. The scope of activities related to conflict management and mediation, to a large extent, depends on the teacher or facilitator. The workshops will often be held after class or outside formal education. They could bring about strong emotions and value conflicts between participants. However, with sufficient preparation and a good toolbox of learning methods, all of these elements can be turned into a valuable and enriching experience for young people.

The workshops presented in this toolkit were inspired by the project *ReMeDy - Ready to Mediate? Direction: Youth!* training course for youth workers. The project was held in Rustavi, Georgia between 23<sup>rd</sup> November and 1<sup>st</sup> December 2019 and hosted participants from eleven countries: Poland, Georgia, Greece, Spain, Armenia, Croatia, Moldova, Ukraine, Italy, Russia and Azerbaijan. The aim of the project was to raise awareness among youth workers and youth groups

1 | How Mediation Works: Theory, Research and Practice, S. Goldberg, J. Brett, B. Blohorn-Brenneur, N. Rogers, 2018

2 | See more: First ADR Kit research on Alternative Dispute Resolution in Estonia, Italy, Norway, Poland and the UK: <http://firstadrkit.org/intellectual-outputs/>

about mediation and conflict transformation as a constructive and peaceful approach to managing conflicts and equip them with tools and methods that can be useful in a future conflict management process. During seven intensive days of training, youth workers learned the basics of effective communication, discovered the origins of conflict, studied different types of Alternative Dispute Resolution methods and established interests and needs of conflicted parties. They practised many different methods and strategies originating from mediation that can later support them in facilitating conflicts in youth groups.

ReMeDy was a follow-up to a bigger mediation-and-youth-orientated initiative: First ADR Kit strategic partnership and several other training courses held throughout Europe (DECODE: Decoding Conflicts Through Dialogue, 2014 Poland; Step into the dialogue, 2015 Estonia; Intermediate, 2016 United Kingdom; Connectors, 2017 Spain; Learning Academy - Mediation in volunteering, 2018 Poland, Let's mediate - Training Course on Alternative Dispute Resolution in EVS, 2018 United Kingdom). During all these projects we studied, practised and developed methods of teaching mediation to youth in an engaging and practical way. Even though it can be challenging and hard sometimes, it is definitely not impossible! We would like to share with you the best practices and examples of exercises that can be useful for implementing these topics in your daily life as a youth worker, teacher, trainer, facilitator, professional or beginner in this field.

## How does it work?

On the following pages you will find scenarios of ten workshops that should help you run an extensive training course on the topic of mediation and conflict resolution, both for youth workers and young people. They were designed to fit a target group aged 18+, with no previous knowledge about conflict and conflict resolution methods. The workshops are developed using Non-Formal Education approach (NFE). Non-Formal Education is a method of learning that involves practical exercises, learning by doing and then reflecting, elements of gaming, self-evaluation and peer-to-peer exchange of knowledge and skills. It is regarded as one of the most immersive, practical, learner-centred approaches in education, allowing participants to learn not only the theory, but also practise their skills and work on attitudes. The goal of the workshops is not to train professional mediators but rather to equip participants with basic skills that can be helpful in facilitating conflict situations in their everyday lives.

The most important elements of Non-Formal Education include:

1. focusing on gaining practical competences, such as communication skills, leadership, planning, problem-solving, teamwork, self-confidence, responsibility;
2. providing a shared process of learning, designing and creating an environment in which the participant is an architect of the skill development;
3. flexible form, based on the needs of participants, allowing participants to be actively involved in the learning process;
4. development of practical skills but also human capabilities and motivations;
5. participatory and learner-centred approach;
6. it is based on experience and action.

The group of participants in NFE can be different every time, depending on their background, age, level of confidence, how the group works together, the skills and abilities of the participants and many other different factors. This means that workshops run in the style of NFE can be different every time, even if performed in the exact same space for the same duration.

One of the distinctive elements of Non-Formal Education is the role of a facilitator. In NFE there is no strict teacher or trainer figure. The process of sharing knowledge and competences is not vertical, but rather horizontal, with the facilitator guiding participants through the process, giving them guidelines and allowing them to experience different problems and solutions

by themselves. The person running the workshop should therefore not be regarded as a material specialist in a given field, but rather a moderator, who provides the participants with different learning opportunities (exercises), guides them through them and later encourages them to come up with their own conclusions. At the same time, NFE is not simply a "wild chase": all exercises should be well-thought through beforehand and have a clear goal. Each learning session should end with a structured debriefing.

Another important role of the facilitator is to make sure that all participants are involved and comfortable during the exercise. As NFE provides opportunities for many types of activities (including simulation, theatre and role-play) it also allows the participants to experience more extreme conditions and emotions than they would in a regular, formal learning course. In these circumstances, facilitators should in the first instance ensure that the environment is safe and that any emotions caused by the exercise will be later acknowledged and evaluated. It is crucial that participants leave the exercise only after having worked through their emotions (or even frustration!). The role of the facilitator is to recognise those feelings and allow for space and time to recognise and discuss them.

The workshop scenarios below consist of the following elements:

1. Title
2. Aim
3. Objectives
4. Duration
5. Materials needed
6. Step by step instruction
7. Additional suggestions

If you have any questions or would like to learn more about mediation in youth work, don't hesitate to contact us at [adr@strim.org.pl](mailto:adr@strim.org.pl) or [www.facebook.com/firstadrkit/](https://www.facebook.com/firstadrkit/)

Team-building  
Communication in action!  
Understanding conflict  
The art of active listening  
Introduction to mediation  
In mediator's shoes  
Positions, Interests and Needs  
Discovering the needs  
Creativity in conflict  
Mediation in practice

# WORKSHOPS

## 1. TEAM-BUILDING

<b>Aim:</b>	To learn how to work in a team during the training course.
<b>Objectives:</b>	To learn the principles of communication in a group. To observe origins of conflict in a group. To experience work under stressful conditions. To encourage participants to listen and support each other.
<b>Duration:</b>	1 hr 45 mins
<b>Materials needed:</b>	A4 paper (as many as participants); Chairs (as many as participants);
<b>Step by step instruction:</b>	<p>The team-building should be preceded by some ice-breaking exercises and name games in order to allow participants to feel more comfortable with each other.</p> <p><b>The line of life (1 hr)</b></p> <p>Give each participant an A4 piece of paper. Mix them up and ask them to form a line and stand in a "U" shape. Participants should get as close to each other as they feel comfortable (although the closer they get the easier it will be for them to complete the exercise). Once they do, ask them to put their papers underneath their feet horizontally and stand on them. The paper is now their personal space.</p> <p>The task for participants is to create a line, starting with participants with the least experience in youth work to the most experienced (or according to other criteria at your preference). The rules of the exercise are the following:</p> <ol style="list-style-type: none"><li>1. Participants can discuss how to perform the exercise, how long they want, but they are not allowed to move from their A4 paper while discussing.</li><li>2. Once they start moving, they are not allowed to talk.</li><li>3. When they move, they can stand only on the papers, their feet cannot touch the floor.</li><li>4. If any of these rules are broken, they have to return to their initial positions and start again from the beginning.</li></ol>

Once the group feels ready, they can start the exercise. Most probably it will take them a few turns before they succeed. The facilitator should not engage in any way aside from checking if the rules are not being broken. You can be as strict as you need about the rules and make participants repeat the exercise in order to encourage them to focus more on their teamwork.

Once the line is shaped, ask each participant to give you some input about the years of their engagement in youth work and name some interesting things from his/her experience that they can later share with the group. If the group is satisfied with the outcome of the exercise, applaud them and ask them a few debriefing questions:

1. How did you feel?
2. Who felt satisfied/happy and who felt frustrated/angry? Why?
3. What happened?
4. How did you communicate?
5. What barriers did you find?
6. What can you do better next time?
7. How does it link to your real life?

If the group is happy with the results, you can move on to the next, more challenging exercise.

### **The chair chain (45 mins)**

Ask participants to form a circle of chairs (one chair per participant). Each chair should face outwards, so the back of each chair forms the "middle" circle and the front of each chair forms the "outward" circle. Each participant should then stand in front of one chair (outside of the outward circle). Ask all of them to turn right, so they are standing in a circle themselves, one behind the other, facing the same direction. Each participant should then lay their right hand on the headboard of his chair and pull it towards him, so the chair stands solely on its two frontal legs (creating the outward circle). The left hand goes behind each participants' back. This is their starting position.

The goal of the game is for the participants to move full circle around the chairs without allowing any chair to fall down full on four legs. If it happens, they need to come back to their initial position and start anew. They are allowed to touch the chairs only with their right hand. Once the participants complete the first circle, you can challenge them by asking if they can bet how quickly they can do it again. In 5 mins? 2 mins? After they complete it once or twice more you can congratulate them and then move on to the debriefing, where you can focus on the following questions:

1. How did you feel?
2. Who felt satisfied/happy and who felt frustrated/angry? Why?
3. What happened? Was there any stress or tension?
4. Was this exercise any different from the previous one?
5. How did you work as a team?
6. Did you see different team roles? Did you fit into your role?
7. What kind of roles do they know in a team?
8. How does it link to conflict in real life?

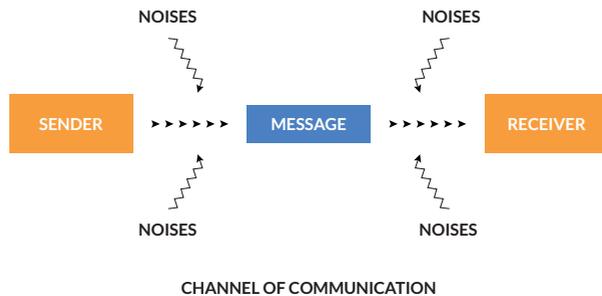
## 2. COMMUNICATION IN ACTION!

<b>Aim:</b>	To explain the rules of effective communication.
<b>Objectives:</b>	To understand better elements of communication and its barriers. To reflect on the pros and cons of communication online. To improve the ability to form understandable messages in communication.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Pictures of different emojis and memes (you can substitute that by asking participants to show them on their mobile phones).
<b>Step by step instruction:</b>	<p><b>Broken phone (30 mins)</b></p> <p>Divide participants into two lines and ask them to stand behind each other. The first person should face you while all the others should face in the other direction. Now participants will be asked to pass a message from one to another, without repeating it and see what will be the message that reaches the last person. In the first two rounds, give the participants an oral message and ask them to repeat it. When the last person hears it, they should say it out loud and see if they are correct.</p> <p>Next two rounds would be sending messages by writing symbols on your back with your finger. Write an easy symbol on participants back and ask them to pass it to the person furthest away. In the end, ask the last person to write it on a flipchart to see what is the result.</p> <p>During the final rounds participants will be sending emotional messages. Tell the participant the names of three different emotions (for example happiness, anger, fear, sadness or surprise). They have to explain them to the other person using only their body language. At the end, ask the groups about the names of those emotions.</p>

For debriefing, ask participants to gather in a circle. Ask them what happened. Was communication difficult or easy? Why? Was the message delivered without changes? Which way of communication was the easiest/the most difficult? Which one was the most effective one? Why? What does it mean to communicate "well"?

Explain the elements of communication:

### COMMUNICATION



Ask participants to list:

1. Channels of communication;
2. Possible Noises that they can identify.

### The art of good communication (50 mins)

In this exercise participants will learn what it means to communicate well. Divide them into two groups. One group will be able to communicate using words and the other only using pictures. These should preferably be pictures widely used on the internet: emojis or memes. Participants who can communicate only using pictures should be equipped with those, along with their mobiles for faster communication.

Once everyone knows their role, ask participants to mingle. They should approach one another and try to communicate and hold conversation. This could be about plans for the evening, literature, values, anything they want! However,

participants can use only their designated means of communication. They should try and talk as long as they feel comfortable and interested and then change to another person. Give them ten minutes to experience communicating with words vs. pictures.

Once participants are back in the circle ask them about the experience. How was the process of communication? Did they enjoy it? Which parts? Was it easy to communicate with people using different "language"? How did they create the "message" they wanted to communicate? Which conversations were more meaningful? Did they feel that the communication helped them create any bonds? When can we experience these two different "languages" of communication? Do they use them? In which contexts?

Divide participants into four groups. Each group should discuss one of the following topics:

1. How should the perfect "message" be constructed and communicated? How to communicate in order to be understood?
2. How to communicate in order to build a relationship with the other person?
3. Where it is useful to use the "picture-type" (memes, emojis) communication and where you cannot do that?
4. What does it mean to be an effective "communicator"?

Give participants 10 minutes for the discussions. Write the "DO's" and "DON'Ts" of good communication on a flipchart.

While debriefing, focus on the following topics:

1. The importance of sending a clear message;
2. Adjusting your style of communication to the context (formal/non-formal, family, work);
3. Good communication can lead to building stronger bonds between people;
4. Communication needs time and engagement;
5. Checking if communication is understood (question loop).

### 3. UNDERSTANDING CONFLICT

<b>Aim:</b>	To understand the reasons behind conflict and conflict dynamics.
<b>Objectives:</b>	To learn about different understanding of conflicts. To name different reasons for conflict. To recognise what you can and cannot change in a conflict.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Flipcharts, markers; Chairs; Projector or a TV;
<b>Step by step instruction:</b>	<p><b>Conflicted chairs (40 mins)</b></p> <p>Divide participants into three groups. Each group will be given a short task on a piece of paper. Only the group can know the text on the paper. They cannot share it with the other groups.</p> <p>The tasks are the following:</p> <ol style="list-style-type: none"><li>1. Put all chairs in the room in a circle.</li><li>2. Put all chairs in the room upside down.</li><li>3. Put all chairs in the room in a corner.</li></ol> <p>Once every group has its task, ask them to perform it without speaking to other groups. They can stop only when the three groups are satisfied with their results. Most probably in the beginning, chaos will ensue and participants will start fighting over the chairs. Allow them to figure out the situation on their own unless you see the exercise is becoming dangerous, then you should intervene immediately. Hopefully, participants will realise that all three tasks can be performed simultaneously and all of their goals will be reached.</p> <p>Debrief, focusing on the following questions:</p> <ol style="list-style-type: none"><li>1. How did you feel?</li><li>2. Did you feel safe?</li></ol>

3. Why was there a conflict?
4. What are the reasons for conflict?

Introduce different types of conflicts: (conflict of: Relations, Interests, Values, Power balance, Access to information). Ask participants for examples from real life.

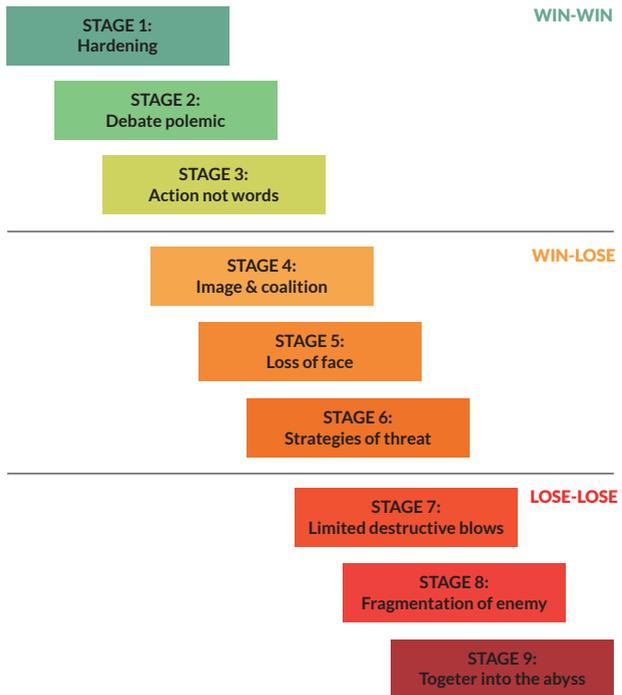
### **Neighbours (40 mins)**

Start by showing the participants the movie "Neighbours": [https://www.youtube.com/watch?v=e\\_aSowDUUaY&t=116s](https://www.youtube.com/watch?v=e_aSowDUUaY&t=116s)

Afterwards, ask participants the following questions:

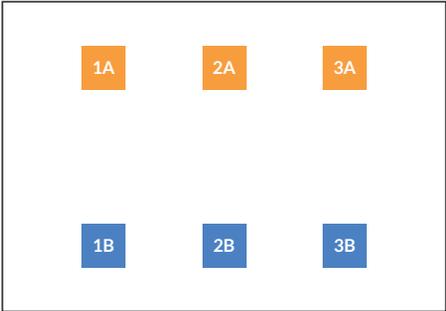
1. What did you see?
2. What was the conflict about? When did it start?
3. What made it worse? (violence)
4. What was the outcome of the conflict?
5. Can you recall any similar situation?

Introduce the TORNADO model of conflict escalation (Glasl's).



Comparing the two exercises you can see what is the difference between being in a conflict (chairs) and seeing a conflict from the outside (movie).

## 4. THE ART OF ACTIVE LISTENING

<b>Aim:</b>	To learn how to be an active listener.
<b>Objectives:</b>	To learn techniques of active listening. To learn about different types of questions and how they can influence communication.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Questions sheets from First ADR Kit handbook, pages 76-77 ( <a href="http://firstadrkit.org/intellectual-outputs/">http://firstadrkit.org/intellectual-outputs/</a> ). Colourful shapes cut from paper (different shapes and colours, there should be four sets of shapes in the end), six tables.
<b>Step by step instruction:</b>	<p><b>Architects, messengers, builders</b></p> <p>Divide participants into two teams (A and B). Each team should choose among themselves three smaller groups:</p> <ol style="list-style-type: none"><li>1. Architects</li><li>2. Messengers</li><li>3. Builders</li></ol> <p>Arrange the room in a way that there are in total six separate tables, two at the front, two in the middle and two at the back. They should be as far away from each other as possible. The three tables on the left will belong to team A and the three on the right will belong to team B.</p> 

Ask the architects to sit around tables 1A and 1B. Messengers should occupy tables 2A and 2B and builders 3A and 3B.

On tables 1A and 1B you should have placed beforehand sets of colourful shapes arranged in one bigger shape (like origami). Before the start of the exercise they should be covered so the architects cannot see them. On tables 3A and 3B put the same shapes but mixed. The goal of the game will be for the builders to reconstruct the same shape on tables 3 as architects can see on tables 1. If you work with an international group with different mother tongues, make sure that all participants understand vocabulary regarding shapes (e.g triangular, rectangular, square, circle, hexagon etc.). The rules of the game are as follows:

1. The game consists of rounds. Each round lasts 30 seconds.
2. During the first round architects observe the shape on their table 1A and 1B.
3. During the second round they run to tables 2A and 2B and tell the messengers about the shape. Once the round is over, they come back to their tables.
4. During the third round builders run to tables 2A and 2B and try to learn from the messengers about the shape.
5. Then the rounds repeat. Each time that the builders "rest" at their tables they try to arrange the shapes to create the proper figure.
6. The team that reconstructs the shape faster (A or B) wins.
7. Drawing is not allowed, participants can communicate only by speaking.
8. None of the groups should have "sneak-peaks" at what is happening on other tables.

If you see that participants struggle with the task, you can give them more time per round (i.e. one minute). Finish the exercise once one team has done it or you see that participants are getting frustrated. Check the results

together with them and see if they've managed to get the final shape.

During the debriefing focus on the following questions:

1. How was the exercise?
2. How did you communicate?
3. What was helpful?
4. What did you do to understand the message?
5. What techniques did you use?
6. What would you do differently if you took part in the exercise once again? Why?

Ask participants to brainstorm around the topic of "active listening". What does it mean? Do they know how it works? What active listening techniques can they name? These can be for example:

1. Asking confirmatory questions (such as: *Do I understand correctly that you said...? So you meant that....?*);
2. Using your body language (nodding, frowning, showing interest, open position, maintaining eye contact);
3. Paraphrasing (*So in other words what you meant is...*);
4. Asking questions to clarify points or learn details;
5. Paying attention;
6. Giving feedback;
7. Summarising.

If time allows, share with the participants question sheets that can give them an idea of different questions that can help in active listening.

Divide participants into groups of three and ask them to each tell a story from their lives while the other two will try to use active listening techniques in order to understand better. Allow enough time for each participant to have a go both as the talker and the listener. After the exercise, complete the flipchart with active listening techniques with new recommendations.

## 5. INTRODUCTION TO MEDIATION

<b>Aim:</b>	To learn the principles of mediation.
<b>Objectives:</b>	To discuss the fundamentals of mediation and its role as one of the ADR (Alternative Dispute Resolution) methods. To understand different steps in the process of mediation.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Paper tape; Printed Mediation YES/NO questions, printed principles of mediation (preferable on coloured papers). Printed process of mediation sheets (cut so each element is a separate piece of paper) x 6 (or as many groups you will have). One big process of mediation sheet (preferably to hang on a wall later).
<b>Step by step instruction:</b>	<p><b>Yes or No? (40 mins)</b></p> <p>Use the paper tape to divide the workshop room in halves. On one side of the room put a "YES" sign, on the other "NO". Stand on the line and explain to the group that you will give them different statements. Those who agree with the statement should go to the YES side, those who do not agree will go to NO. Those who are not sure about their answer should stay in the middle; they can also mingle in between.</p> <p>Read each statement below to the participants and wait for them to take up their positions. Ask them their opinion and reasoning. Once everyone who wants to has spoken, give the proper answer to the statement and explain it to the group.</p> <p>Statements:</p> <ol style="list-style-type: none"> <li>1. Mediation = negotiation with a facilitator's support.</li> <li>2. The mediator decides about the solution to the conflict.</li> </ol>

3. The mediator can have a private relationship with one of the parties.
4. Mediation is confidential.
5. The mediator can be engaged in the conflict.

At the end of the exercise explain the following five mediation principles:

1. Voluntarism
2. Impartiality
3. Neutrality
4. Acceptability
5. Confidentiality

### **The process of mediation (50 mins)**

The aim of this exercise is to help participants understand what the stages of the mediation process are, what happens at each stage, what techniques should be used then and what challenges can be faced.

The proposed process of mediation is the following:

#### **Phase 1: Information session:**

- a. Principles of mediation.
- b. Explaining the role of the mediator.
- c. Rules of the game.
- d. Introduction from the parties.
- e. Setting the agenda.

#### **Phase 2: Exploring the conflict:**

- a. Positions vs. Interests.
- b. Interests, needs and values.
- c. Dealing with emotions.
- d. Private interviews.
- e. Active listening.
- f. Conflict escalation.
- g. Violence.
- h. Deciding what to mediate /or not.

#### **Phase 3: Creating options:**

- a. Brainstorming.

- b. Creativity.
- c. Openness.
- d. Not evaluating (don't say "no").

**Phase 4: Selecting Options:**

- a. Matching options with interests, needs and values.
- b. Reality check.
- c. Distributive issues.

**Phase 5: Agreement:**

- a. Looking to the future.
- b. Writing down the conclusions.
- c. Follow up.

Divide participants into groups and give each group an envelope containing the aforementioned elements of the process of mediation – but cut into one sentence into parts and mix. The task for the participants will be to work in a group for around fifteen minutes and try to decide which elements follow which phase and what should be the general order of the process.

After the group work, try to reconstruct together with participants the correct process of mediation. Some elements may fit into different phases so be open to participants' suggestions. You can construct the process by using bigger cards and hanging them on the wall. Once you have the whole process, explain to the participants which elements they already know and which they will learn in the future.

## 6. IN MEDIATOR'S SHOES

<b>Aim:</b>	To learn about the role of the mediator in the mediation process.
<b>Objectives:</b>	To gain first-hand experience in the role of a mediator. To try and perform the "Information Session" as mediators. To understand the importance of a mediator's neutrality and impartiality.
<b>Duration:</b>	2 hrs
<b>Materials needed:</b>	Flipcharts, coloured pencils, markers; Post-its;
<b>Step by step instruction:</b>	<p><b>The perfect mediator (40 mins)</b></p> <p>Divide participants into groups. Each group should be given a flipchart and some colourful pencils and markers. The task for the groups is to describe by drawing a perfect mediator. Next, each group should present their drawing to the rest of participants and gather their feedback. While discussing the drawing, focus on features and characteristics that would be useful for any person if they have to act as mediators to a conflict.</p> <p><b>Information session (40 mins)</b></p> <p>During this exercise participants will work in groups of four where each one of them will subsequently take up the role of a mediator and will try to run his/her first information session. This is a simulation therefore participants will adopt different roles. After their performance, they will give each other feedback and try to improve for the future.</p> <p>Before the exercise, explain to the participants the importance and rules of feedback, such as:</p> <ol style="list-style-type: none"><li>1. Feedback should be organised and facilitated. There should be no discussion, just expressing opinions.</li><li>2. Feedback should be given only if the other person wants to hear it.</li></ol>

3. The person who is receiving feedback should be allowed to express his/her thoughts and feelings.
4. The observations should be as specific as possible and should include recommendations for improvement.
5. Use non-judgmental language from "I" perspective, such as: *I think..., I observed..., In my opinion...*

Once everyone is ready, ask each group to come up with some brief examples of a conflict. Once they have it, they should divide roles in the group. One person will be a mediator, two persons will be the parties to the conflict and one person will be the observer. They will have a few rounds for the exercise and after each round the roles should rotate. The role of the mediator is to lead the information session and explain to the parties: the principles of mediation, their role and the process. The mediator should also hear introductions from the parties and establish an agenda. The role of the observer is to monitor if the mediator explains all important points and remains neutral and impartial the entire time.

Debrief using the following questions:

1. How did you feel in the role of mediator? Was it easy for you?
2. Did you feel impartial towards both parties?
3. Do you think you acted impartially?
4. Did parties reporting to you to act partial or impartial? Did their report match your feelings?

### **Me against me (40 mins)**

This exercise helps to verify the real impartiality of a mediator towards a party.

At the beginning of the exercise, each participant should write on a post-it a sentence which he/she highly believes that represents his/her values, for example:

*Men and women are equal.*

*Everyone should have free access to healthcare.*

*Killing in self-defence should be allowed.*

*Everyone should have a right to practise his chosen religion.*

Divide participants into pairs and ask them to exchange the post-its. Now, in pairs, one person will act as a mediator who is trying to understand the opinion of the other person in the pair, the party. The opinion of this other party should be the **opposite of** what he or she received on the post-it from the mediator. For example, if the mediator wrote *Men and women are equal* then the other party should fiercely claim that *Men and women are not equal*. The ultimate goal for the mediator is to remain impartial and respectful through the whole process and ensure that the mediator does not act in a biased way against the other person. Every time the mediator says or asks something that makes the other party think that they are not impartial, they should take a step back. This will give the mediator immediate feedback. Once the exercise is finished, participants can measure the distance between them and discuss it.

If necessary, perform one exemplary "mediation interview" for all participants to see.

Example:

*I believe that men and women are not equal.*

*Why do you think that?*

*Because men and women differ physically. They have different strengths and weaknesses and are more capable of doing different things.*

*So if a woman was fit and strong, she would deserve to be treated better? – This is a biased question, implying that the mediator disapproves of the statement and has his/her own strong opinions about it.*

**Instead try:**

*Do physical differences influence also how we should treat men and women within their groups?*

*What circumstances would need to be fulfilled in order to treat a man and a woman equally?*

*Can you imagine a situation when men and women would be equal? What would be that situation?*

**These are open and exploratory questions** that allow you to discover what the person thinks instead of judging them.

At the end of the exercise, ask participants about their feelings and observations. Was it easy for mediators to remain impartial? Could they distance themselves from their values? If this was a real mediation, should they take up the role of a mediator? Which questions were the most helpful in remaining impartial? (open questions)

Note down the "DO's" and "DON'Ts" for the mediator suggested by the participants on a flipchart.

## 7. POSITIONS, INTERESTS AND NEEDS

<b>Aim:</b>	To understand how to address positions, interests and needs in conflict.
<b>Objectives:</b>	To learn which elements influence conflict and how to look for internal and external motivations within a conflict. To understand the difference between Positions, Interests and Needs in conflict.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Flipcharts and markers or coloured pencils;
<b>Step by step instruction:</b>	<p><b>The elements of conflict (50 mins)</b></p> <p>Divide participants into five groups. The task of each group will be to draw something on their flipchart and then to pass it to the next group (clockwise) which will draw the next elements and so on. The exercise consists of five rounds of five minutes each. During each round, every group draws on another flipchart and therefore can see all of them.</p> <p>The tasks for each round are the following:</p> <ol style="list-style-type: none"><li>1. Draw a conflict. The drawing should be understandable to the other groups. It should show the behaviour of the parties.</li><li>2. Draw internal elements that influence conflict from within the parties.</li><li>3. Draw external elements that influence conflict.</li><li>4. Remove one internal and one external element from the conflict that in your opinion can be removed.</li><li>5. Draw the changes in the conflict that resulted from removing those elements.</li></ol> <p>Ask participants to present the last flipchart they have worked on and discuss their findings. Ask them the following questions:</p> <ol style="list-style-type: none"><li>1. Which elements of the conflict were most influential and which were the least?</li></ol>

2. Was it easier to remove external or internal influences? Which one of those were easier to notice?
3. How did the conflict change when some of those elements were eliminated?
4. Do you think it is easy to discover the real motivations behind the conflict?
5. How does it link to real life?

### **Positions, Interests and Needs (40 mins)**

Introduce the participants to the concept of PINs: Positions, Interests and Needs in conflict. You can use the following explanation:

Positions are the external statements and behaviours that people demonstrate when they enter into a conflict. They are usually demands, expressed in a closed and defensive way, they are not flexible. They often start with *I want...* (new clothes, more free time, special treatment, a gift etc.) or *I don't want / I will not...* (do this, run a marathon, help you, change myself, resign from this opportunity etc.).

Interests are what lies below positions. They show what a person is really trying to achieve by expressing a given position. They usually answer the question: *What do you want that for?*

#### **Example 1:**

*I want new clothes!* (position)

*What do you need them for?*

*To look cool for my friends so they will like me.* (interest)

#### **Example 2:**

*I will not help you with this extra work. I want my free time* (position)

*Why not? What do you need it (your free time) for?*

*So I can spend more quality time with my family, I rarely see them.* (interest)

Interests are usually broader, easier to understand and, most importantly, more flexible. There is only one way to satisfy a position: give them what they want. But there

are many ways to satisfy the other person's interests. If, according to the example, they want to "look cool" for their friends, maybe they can do it another way with new clothes? Maybe inviting friends over or organising a trip together will work just fine? And if your employee needs to spend more time with his/her family, maybe they would take the extra workload if they had more flexible working hours or could work from home? Reaching the level of interests always gives more flexibility and opportunities for new solutions.

Needs lie even beneath the interests. They relate to basic human needs, as described on Maslow's pyramid. Every time someone tries to satisfy their interests, they are driven by some more basic needs. In conflict, the needs that are present the most are:

1. Appreciation - do I feel valued?
2. Affiliation - am I free to make my own choices?
3. Autonomy - do I feel like I belong?
4. Status - what is my position compared to others?
5. Role - am I happy with who I am?

In the aforementioned examples the needs would be:

**Example 1:**

Appreciation (by peers)

**Example 2:**

Role (in my workplace and family)

When in conflict, we should always try to discover the interests and needs of the parties involved. Knowing the interests will allow for more flexibility in looking for solutions. And establishing needs will help to understand what are the priorities of each party and how far they can go (and even what emotions they will show!).

Here are two short exercises you can perform with the group in order to make the concept of PINs easier to understand (focus on positions and interests, you can delve into needs later):

**Positions**

Participants think of family and friends and statements they make when they have strong feelings - these are often position statements.

**Interests**

Participants share these statements in pairs and talk about what that statement is trying to achieve. What is it for?

## 8. DISCOVERING THE NEEDS

<b>Aim:</b>	To learn how to discover the needs of parties in the conflict.
<b>Objectives:</b>	To learn practical methods in order to discover interests and needs hidden behind positions in conflict. To learn to recognise needs hidden behind conflict. To practise mediation in simulation.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Flipchart and markers;
<b>Step by step instruction:</b>	<p><b>How much do I need? (30 mins)</b></p> <p>Start by summing up participants' knowledge about the needs. Underline the most important human needs that can be discovered within conflict: appreciation, autonomy, affiliation, status and role.</p> <p>To make it easier to understand by participants, you can play some of the short games regarding needs from First ADR Kit Handbook<sup>3</sup>, i.e.</p> <p><i>The AUTONOMY Scale: How independent are you?</i> Ask a series of questions about independence: do you decide what to eat/wear/do in your own free time/ who to hang out with/what to create/think? Every time you ask a question participants award themselves points depending on their answer - one point for "sometimes", two points for "most times", three points for "always". After ten or more questions check to see how "independent" people are on your "independence scale".</p> <p><i>The AFFILIATION Activity: How much do you belong?</i> Get everyone into a circle and say the name of various groups, e.g. Englishmen, students, football supporters, scouts, rich people, locals. Participants come into the middle and join the group if they belong. Ask participants for their own group examples.</p>

3 | [www.firstadrkit.org/intellectual-outputs/](http://www.firstadrkit.org/intellectual-outputs/)

## The Onion of Questions (1 h)

The aim of this exercise is to practise a special technique, which can be traced as far back as the Socratic Method, that will allow the participants to discover the needs hidden behind any given position. The Onion of Questions consists of four questions that should be asked in the given order. Each question relates directly to its predecessor:

0. An *I want* statement
1. What do you want 0 for?
2. If you get 1, what would it give you?
3. If you don't get 2, what would it take from you?
4. How would 3 affect you?

Example:

0. I want to work only six hours a day!

Questions:

1. What do you want working only six hours a day for?  
*So I can spend more time at home, focusing on my hobbies.*
2. If you got to spend more time at home, focusing on your hobbies, what would it give you?  
*I would be able to pursue my true passion: drawing.*
3. If you couldn't pursue your passion for drawing, what would it take from you?  
*I would not be able to fulfil my artistic dreams and would always be stuck with a boring office job.*
4. How would forsaking your dreams and staying with an office job affect you?  
*I would be miserable, lose motivation and feel that I have accomplished nothing in my life.*

As you can see from the exercise above, the Onion of Questions allows you to discover both the interest (more interesting and artistic tasks at work) and needs (self-accomplishment) of the party. Knowing both of those things will certainly help to find a solution to a conflict with an employee who suddenly demands a shorter working day. Maybe more flexibility would suffice? Or changing projects to more challenging and creative? You can discover that yourself!

Explain the method to the group. Make sure they understand it. It is crucial to follow the line of questioning only the preceding answer. A lot of people at the start tend to direct all four questions towards the "statement zero". This is a mistake and will not allow you to discover the whole spectrum of somebody's needs.

Once the method is clear, divide participants into pairs and ask them to practise. Within each pair, one person should give the statement and the other should try and question him or her. After that participants change positions. Once they feel more comfortable, you can switch the setting a little, for example by creating bigger groups or even giving a mediation case to practise on.

Debrief all together, gathering feedback and recommendations from participants. Ask them how they can use the Onion of Questions in their daily life, note down some examples.

## 9. CREATIVITY IN CONFLICT

<b>Aim:</b>	To understand the importance of creativity in resolving conflicts.
<b>Objectives:</b>	To learn different, creative ways on how to approach conflict. To understand the importance of brainstorming without evaluation. To acknowledge the proper moment for generating options in mediation.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	Post-its; Flipchart and markers; Five different work stations (preferably in different spaces, rooms or outside);
<b>Step by step instruction:</b>	<p><b>Solving the unsolvable</b></p> <p>After a funny energiser (you can find many examples of them online), ask participants to collect one post-it and write on it an issue that they currently feel really passionate or concerned about. It can be everything, from climate change to social injustice of being forced to not wear pyjamas to work. Once they are ready, divide them into five groups. Within each group, give them five minutes to decide one common issue that they will be now working on.</p> <p>Once the groups are ready, tell them that there will be five different stations where they will be required to work on the solutions to their problems. Each stations has a given theme:</p> <ol style="list-style-type: none"><li>1. The perfect solution.</li><li>2. The most environmentally friendly solution.</li><li>3. The solution that requires the least financial support.</li><li>4. The solution that engages the biggest amount of people.</li><li>5. The craziest / most controversial solution.</li></ol>

Each group will start at one of the stations and will have five minutes to brainstorm the solution to their problem according to the given theme. When the time is over they should all move clockwise so they can change station and work on a different type of solution to their problems. They should write or draw their ideas on a flipchart that they will carry with them.

After all the stations have been visited, gather all the groups in one place and give them the last theme:

6. The best solution (ten minutes).

Once the work is finished, ask each group to present their ideas. Ask them about the process, which stations were the most challenging, the most inspiring, the funniest? Were they open to any ideas or did they automatically eliminate some of them? Did changing themes encourage them to look at the problem from another perspective?

Together with the participants list on a flipchart the best recommendations for being creative in conflict. They can include:

1. Being open.
2. Not judging, writing down all ideas.
3. Changing perspective.
4. Stepping in other person's shoes.
5. Looking for inspiration outside.

In conclusion, link the exercise with the process of mediation. Emphasise that creativity and generating options comes in the second part of mediation (phases three and four: generating and selecting options). If you start to generate options earlier, while you still work on discovering the real interests and needs of the parties to the conflict, you may go too fast and not be able to satisfy everybody's interests. On the other hand, if you go into "selecting options" too fast, without giving enough space to putting different ideas on the table, you may never find the perfect solution which often is different from what you initially think!

## 10. MEDIATION IN PRACTICE

<b>Aim:</b>	To practise mediation techniques.
<b>Objectives:</b>	To learn how to behave as a mediator in conflict. To experiment with different techniques, approaches, behaviours. To combat initial stress of being a mediator in conflict.
<b>Duration:</b>	1 hr 30 mins
<b>Materials needed:</b>	A big space (or several spaces, rooms) with chairs that will allow for conducting several mediation sessions simultaneously with a bigger group.
<b>Step by step instruction:</b>	<p><b>Role-playing mediation</b></p> <p>Once you've worked through different topics and techniques related to mediation, it is time to practise real mediation in a simulation exercise. This workshop scenario is very flexible and should be adjusted to your group and their expertise. The exercises can be longer or shorter, the amount of people given each role can be bigger or smaller, the scope of the topics can be adjusted.</p> <p>The goal of the simulation exercise is to role-play a case scenario and ask participants to act out the roles of mediators and parties to a simulated conflict. You can do that either by using ready mediation scenarios (examples of such scenarios can be found in First ADR Kit handbook<sup>4</sup>) or by asking participants to provide you with some examples of conflicts they face in their everyday lives or work. We suggest the second method especially if you are working with a more experienced group that wants to focus on specific cases and issues.</p> <p>The mediation practice should be based on the following principles:</p> <ol style="list-style-type: none"><li>1. Participants work in groups of at least four. The roles in the group are:<ul style="list-style-type: none"><li>- mediator</li></ul></li></ol>

4 | <http://firstadrkit.org/intellectual-outputs/>

- party one
- party two
- observer

If the case so requires, you can have more mediators, parties or observers.

2. The mediator will facilitate the whole process, parties will act out as the conflicted parties and the observer will remain passive and note down all good and bad behaviours of other participants, together with recommendations for improvement.
3. When assigning the roles, focus on participants' preferences. Most probably the majority of people during the exercise will be a little afraid of acting as mediators, so choose those who feel confident enough. However, if you are running a longer training course and have more time for simulations, try to give the opportunity to act as mediators to everyone during the course. If you are working with international groups, consider creating groups based on the preferable language of their participants.
4. Groups should be spread out enough in the working space so they do not interrupt each other. Try to arrange some chairs (and if possible tables) for them.
5. If you do not give participants your own prepared case scenario, the conflict which the parties will mediate should be proposed by the observer.
6. Each simulation should last around twenty to thirty minutes. Encourage participants to not focus on finding the solution but rather exploring the process of mediation. They should devote enough time to:
  - Explaining the principles of mediation;
  - Discovering Positions, Interests and Needs of the parties;
  - Trying out different techniques;
  - Being creative and open-minded.

Finding the solution is not the goal of this exercise. If you see that participants are skimming through the task too fast, you can always suggest to the parties that they act more troublesome!

7. Before the role-play begins, give the parties enough time to familiarise themselves with the case. They should know who they are, what are their starting positions and hidden interests and needs. How far will they go in mediation? Mediators should not be present during that part. Ask them to work separately on their opening statements and agendas. You can give them some tips and tricks about how to approach the role-play.
8. During the exercise, observe each group and note down your comments. If you see that participants are stuck somewhere, you can intervene and give them direction.
9. Once the time lapses, gather everyone in a circle. Perform a short exercise in order to get them "out" of their roles - it can either be taking some deep breaths or turning around or shouting out their name - anything! Debrief by asking everyone about their initial feelings and impressions. Then move to asking questions separately to mediators, parties, observers. Focus on methods and techniques, try to work out recommendations.
10. Compliment the best behaviours and congratulate the whole group for a great and challenging exercise!



## Ready to Mediate? Direction: Youth!

Workshop scenarios and educational tools on conflict management for youth workers



STOWARZYSZENIE  
ROZWOJU I INTEGRACJI  
MŁODZIEŻY



Erasmus+