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Guidebook for middle and high school teachers and students in conflict management

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GUIDEBOOK FOR MIDDLE AND HIGH SCHOOL TEACHERS

AND STUDENTS IN CONFLICT MANAGEMENT

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Career and Technical Education

_____

by

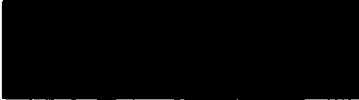Dana Renia Lofton

September 2004

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September 2004

Approved by:

_____   7/8/04
Joseph Scarcella, Ph.D., First Reader   Date

_____
Ronald K. Pendleton, Ph.D., Second Reader

ABSTRACT

Bullying in schools is a nationwide problem that can have harmful consequences for schools and students. Bullying and other Conflicts hinder a safe in safe environment for all involved. Students, teachers and administrators should be able to teach and learn without fear. Bullying can also have negative lifelong outcome -- both for students who bully and for their victims.

The purpose of this project was to develop a curriculum for Middle and High School throughout the State of California. The skills and competencies for this course are based on the latest conflict management information available.

ACKNOWLEDGMENTS

DEDICATION

To Jol and Phylicia

You are my inspiration. Each day, I live to be an example
to both of you. I could never have done this without your
love and support. Love you, MOM!

TABLE OF CONTENTS

CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One presents an overview of

the project. The context of the problem are discussed

followed by the purpose, significance of the project, and

assumptions. Next, the limitations and delimitations that

apply to the project are reviewed. Finally, definitions of

terms are presented.

Purpose of the Project

The purpose of the project was to design a

one-semester core curriculum guidebook for middle and high

school. This curriculum will provide a tool to teach

students to manage conflict in middle and high school

settings. The curriculum, guidebook and materials

developed will establish guidelines that can be used by

middle and high school teachers to teach useful conflict

management skills.

Context of the Problem

The problem is violence, bullying, hatred and

conflict brought out by cultural diversity without

respect. The microcosm of the school reflects the

discordant realities of the world around. Therefore, the

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context of the problem was to address the increasing need for conflict management in Middle and High Schools. In 2001, 764,000 nonfatal acts of violence or theft were reported in schools throughout the United States against children between the ages of 12-18 years old (National Institute of Justice, 1999). Many of these acts were perpetrated in the classroom which teachers and administrators were present. School Administrators, counselors and teachers lack the necessary skills to manage conflict in the classroom or on the school campus.

Significance of the Project

The significance of the project was that almost 20 percent of students in schools had to fight to protect themselves while at school last year (Kenney & Watson, 1999). Students and teachers are increasingly being threatened by students and do not have the resources to resolve the conflict in the beginning stages.

Assumptions

The following assumptions were made regarding the project:

1. Middle and High Schools have no strategy to adequately address bullying, threats and other forms of conflict in schools.

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2. (It was assumed that a uniform curriculum

guidebook is needed for middle and high school

students.)

3. It was assumed that once the guidebook has been

completed, it will be included at part of

teaching curriculum throughout the local school

districts and the State of California.

4. It was assumed that the objectives, and skills

as presented are appropriate for middle and high

school students.

Limitations and Delimitations

During the development of the project, a number of

limitations and delimitations were noted. These

limitations and delimitations are presented in the next

section.

(Limitations

The following limitations apply to the project:

1. The Conflict Management Curriculum Guidebook was

developed for middle and high school students in

California.)

2. Although the curriculum was developed to be

taught in two sections, basic mediation and

advanced mediation, only one section, basic

mediation, is included in this thesis.

Delimitations

The following delimitations apply to the project:

1. The curriculum for middle and high school

    students may be used by any school throughout

    the United States.

2. The curriculum is to be taught in two sections,

    basic mediation and advanced mediation.

Definition of Terms

The following terms are defined as they apply to the

project.

Mediation - An attempt to bring about a peaceful

    settlement between disputants through the

    intervention of a neutral party (Costello, 1997).

Mediator - someone who acts as an intermediate agent in a

    transaction or helps to resolve differences (Pickett,

    1995).

Conflict - A state of disharmony between incompatible or

    antithetical persons, ideas, or interests; a clash

    (Costello, 1997).

Curriculum - a group of related courses, often in a

    special field of study (Costello, 1997).

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Negotiation – is a bargaining relationship between parties

    who have a perceived or actual conflict of interest

    (Moore, 1986).

Technology – The body of knowledge available to a society

    that is of use in fashioning implements, practicing

    manual arts and skills, and extracting or collecting

    materials (Costello, 1997).

School-based mediation – introduces and incorporates the

    concept of collaborative problem solving to students,

    administrators, faculty, staff and parents (Community

    Mediation Services, Inc., 2004).

Fact-finding – involves an investigation by a neutral

    third party, who then recommends a settlement (Girard

    & Koch, 1996).

Organization of the Thesis

The thesis portion of the project was divided into
four chapters. Chapter One provides an introduction to the
context of the problem, purpose of the project,
significance of the project, limitations and delimitations
and definitions of terms. Chapter Two consists of a review
of relevant literature. Chapter Three documents the steps
used in developing the project. Chapter Four presents
conclusions and recommendations drawn from the development

of the project. The Appendix for the project consists of the Conflict Management Guidebook. Finally, the Project references.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, history of conflict, bullying in schooling, conflict in schools and curriculum development.

History of Conflict

What is conflict? Conflict is "a state that exists between two people or groups having goals or objectives that affect each other differently- A clash of ideas" (Folger & Baruch Bush, 2001). Conflict exists in many situations such as conflict between nations, businesses and students in school. One of the most vigorous and destructive forms of conflict is war. War during ancient times was undoubtedly a function of survival of the fittest and a means of preserving social groups and territories (Education for Conflict Resolution, 2003). The resolution of conflicting groups by making war is a long-standing tradition. Durant (2001) stated that, "...in the last 3,421 years of recorded history, only 268 have seen no war" (p. 81), but history also shows examples of conflict resolution and constructive ways of settling disagreements.

Socrates, Plato, Ancient India and China all have recorded examples resolving conflict. Socrates and Plato set in motion the norm for dialoguing to resolve conflict in ancient times. They brought the knowledge of conflict resolution and the act of really resolving conflict together. Prior to this event, conflict resolution was more theoretical than actual.

The Bible identifies Jesus as a mediator: "And to Jesus the mediator of the new covenant, and to the blood of sprinkling, that speaketh better things than that of Abel" (Hebrews 12:24, King James Version). In the early 15th Century, the Catholic Church was the center of mediation and conflict management in the Western Society. This practice continues to this day, in many churches and other place of worship.

School-based mediation is comparatively new, however mediation dates back to biblical times. By the late 1700's and the early 1800's European educators started advocating that teachers develop alternative approaches to manage conflict in their classroom. In the early 1900's community boards were established by groups such as Chinese immigrants, Jewish and Christian organizations to resolve disputes in the community through mediation (Sunburst Communications, 1992). In the 1970's a Quaker started a

program in the New York City Schools to teach nonviolent

means of managing conflict (Moore, 1986).

Many school districts in California have or show

interest in conflict resolution and peer-to-peer mediation

programs. This shift in thinking increased in the early

1990's. Conflict Resolution programs in schools have two

main objectives. First, the program is directed at

students to increase their knowledge of conflict

management skills thereby reducing or managing conflict in

the classroom and on the playground. Second, when other

conflict management skills are not successful, students

are taught to mediate the peer-to-peer conflict (Weeks,

1992).

Conflict Management in Schools

Most educators are not taught useful conflict

management techniques that would increase their

productivity in the classroom and reduce discord among

students (Weeks, 1992). Many times emotions of teachers

and students distort their judgment and their ability to

communicate effectively. Frequently, students involved in

a conflict believe that verbal assaults and in-your-face

attacks are the way to resolve the dispute. This leaves

the other student feeling personally attacked and often

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afraid. Both students feel the need to save face and not be the victim. The need to save face may supercede the importance of following school rules. (Perlstein and Thrall, (1996), identify the following self-help techniques help to teachers and students stay safe:

- Never take it personally - Listening attentively without speaking or judging and allowing the disputing students to speak their mind.

- Allow students the ability to save face - Saving face is necessary for teenage students. The students' fragile egos may need to regain the perceived advantage.

- Never give students an audience to act out - Removing the disputing students from the classroom or group of people will reduce the need of the student to act out.

- Reduce surprises - After the conflict has occurred the student and you the peacemaker should work quickly to defuse the incident. This will reduce the chances of re-escalation of the conflict.

- Win small and wait for future victories - When dealing with disputing students, it may be

necessary to resolve part of the conflict in the

beginning. After reaching a small victory, the

disputing students feel a sense of

accomplishment and are willing to continue the

process of resolving the major issues (Perlstein

& Thrall, 1996).)

Bullying in Schooling

Bullying in schools is a serious problem that creates

harmful consequences for middle and high school students.

Twenty percent of school age children have to defend

themselves at least one time during the school year and

about 15 percent of children say they are bullied on a

regular and on-going basis. The average bullying incident

last about 37 seconds (Bickmore, 2002).

Bullies are often popular, psychologically strong,

viewed by classmates as the "coolest" in their classes and

make up about 7% of students in the classroom (National

Institute of Justice, 1999). Students who witness bullying

often encourage bullies by watching someone getting pushed

around or called names or by helping a classmate spread

rumors about other students. Boys are two times are likely

to be bullies than girls, although girls are more likely

to be bullied than boys. Girl bullies most often bully

only girls and boy bullies victimize both boys and girls (National Institute of Justice, 1999). Children who are targets of bullies are 5 times more likely to be depressed and more likely to commit suicide (Fight Crime: Invest in Kids, 2003).

Almost 60% of boys who are identified as bullies between the ages of 11 and 15 were later convicted of at least one crime before the age of 24, and 40 percent of those boys had committed more the three felonies (Fight Crime: Invest in Kids, 2003). Bullying is not only a problem for the more than 3.2 million students who are victims each year, but a warning sign for future adverse behavior. Additionally the victims of bullies sometimes attack in unpredicted ways. Columbine's Eric Harris and Dylan Klebold's hit list, included people whom they believed had excluded, belittled or ignored them. This resulted in one of the most horrific school shooting incidents in history (CNN.com, 2000).

Conflict in Schools

What is conflict? Conflict is defined as "A state of disharmony between incompatible or antithetical persons, ideas, or interests; a clash" (Costello, 1997, p. 292). Conflict can sometimes foster growth and insight; it more

often causes problems, hurt feelings and can escalate and explode into serious violence.

Managing conflict is one of the most important skills middle and high schools students need to master. Conflicts arise on a daily base in our children lives. Often students are not equipped to deal with or work through the conflict that they are currently experiencing. Few classes are taught utilizing conflict management skills. Therefore, students are often left without the necessary tools to resolve conflict in a non-combative matter.

Educators have increasingly been called upon to manage and mediate conflict in their classrooms, on the playground, in the lunchroom and even on the sport field. Research shows that conflict management in education, when used as a preventative measure, is less costly than expulsion hearings or other litigation (National Institute of Justice, 1999). The increased need for personal safety among teachers and students has increased the need to find alternative means of resolving conflict.

As evidenced by the increased number of school shootings, student conflict has become increasingly violent. This violence manifests itself in the form of physical and verbal aggression, rudeness, and property damage (National Institute of Justice, 1999).

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Student-based problem solving and peer-to-peer mediation is usually a structured process when students assist other students in resolving the conflicts.

The peer mediators do not take sides in or attempt to arbitrate the dispute. Their primary function is to set the ground rules and ensure that they are ovserved (Smith, Daunic, Miller, & Robinson, 2002). The goal of these programs is to provide alternatives to the disciplinary process and to reduce conflict among students and between teachers and students.

(How to Identify Conflict) → *Title*

Conflict is normal and unavoidable in our everyday lives. However, we have the choice as to how we deal with it. Most students tend to deal with conflict in one or two ways, they either avoid the confrontation altogether or they dig their heels in and fight, mentally or physically (Perlstein & Thrall, 1996).

Most characteristics of conflict identification can usually be broken down into the following areas:

- Incomplete Communication – One party does not tell the entire story. This is often done to protect the guilt party or to spare feelings.

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- Misguided Information - One party lies or gives wrong information. This is done to make oneself feel superior and to give them an advantage in the situation.

- Stress - One or both parties are stressed, confused, overloaded or distressed.

- Different Points of View - The parties have different values and/or core beliefs. This often happens because of religious or cultural differences.

- Limited Resources - There are not enough resources to go around and no one person can have it all.

- Unmet Emotional Needs - Ones need to be a part of a group, belong, to receive recognition or to be treated fairly (Perlstein & Thrall, 1996).

Conflict is often caused by an unmet emotional need, we must take time with students to help them understand this connection. Peer mediation allows students to give each other the opportunity to tell their side of the story and to hear the other person's side. Often this is the first chance either party has had to listen to the other person and to have their feelings validated.

In order to properly identify conflict we must first help the student name the problem. These might be large class issues such as cliques and name-calling or they might be smaller conflicts between students such as hurt feelings or borrowing items without permission. Middle and high school students sometimes have difficulty verbalizing the problem and may need to be encouraged to speak out and stay focused on the specific issue.

In order to properly identify the conflict, the student should be asked to talk about how they feel, while reassuring them that they will not be judged for what they say.

Principles of Conflict Resolution

Gilhooley and Scheuch, (2000) recognize that there are five basic emotional needs, that if met, will reduce conflict:

- Identity – who we are, our individuality, our association with others and groups. You may be an African-American female drummer in our high school band. Students fighting over "best friends" are communicating their need for identity.

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- Security – these fighting teenage students may also need security or safety.

- Control – or power is also a vital requirement. The need for power or control is often more difficult to manage than the need security.

- Recognition-the need for acknowledgement.

- Fairness (Gilhooley & Scheuch, 2000)

Gilhooley and Scheuch (2000), affirmed the practice of mediation is founded in four basic principles of conflict resolution. These principles are:

- *Separate the Students from the Trouble or Problem*- Each student in the conflict will have a different point of view of the conflict. In order to come to a meaningful resolution, it is important to understand how each student sees the problem. When students are having a problem, conflict emotions are often part of the problem. Each student has strong feelings and wants to express their feelings. During the expression of feelings it is important for all parties to listen and avoid speaking or acting. Communication is a key component in resolving

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conflicts. Each student should talk about the conflict as well as listen to the other student.

- *Focus on Benefits, Not on Arguments*-Benefits or interest of what the disputing student wants may be told as a possible solution or sometimes as a demand. Arguments are the reason why the disputing student wants or thinks the specific resolution will resolve the issues. Usually each student can support their arguments by explaining the benefits. When the disputing students spend too much time focusing or talking about their position a suitable agreement can rarely be reached. However, if the disputing students focus on what they wish to get out of the mediation, more often a resolution is reached that all involved students can accept.

- *Explore Options for Shared Benefit*-This principle understands that is better for the disputing students to think of ideas that will allow each student to benefit rather than one student win and the other lose. Brainstorming to generate a compromise is beneficial in this process.

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- *Use Objective Standard*-This principle

  acknowledges that using standards allows

  disputing students to agree to a settlement. If

  each student believes that the idea is fair, he

  or she is more likely to adhere to the agreement

  than to go back on it.

Peer mediators help disputing students behave

according to these principles of conflict resolution

(Gilhooley & Scheuch, 2000).

Social and Cultural Diversity

To effectively mediate disputes, student must

understand their own biases. We all have favorite food,

music, clothes, sports, and so on. There are also people

we like or dislike more than others. These are instances

of differences we decide or prefer. Race, gender, skin

color, religion or sexual preferences are differences we

cannot change. Mediators need to understand and consider

individual differences (Weeks, 1992). Diversity includes

culture, skin color, religion, social status, gender as

well as mental and physical abilities.

Why Teach Conflict Resolution in School

Johnson, Johnson, and Dudley (1982) stated that

implementing a peer mediation program in middle and high

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schools improves in self-concept, peer relations, communication abilities, knowledge of problem solving and conflict resolution and commitment/attachment to school. Peer mediation training should be conducted in four stages: a) introduction to conflict training; b) negotiation training; c) mediation training; and d) periodic refresher lessons to refine students' negotiation skills. Once training has been completed, peer mediation will be made available to the students.

Teaching conflict resolution skills may possibly be one of the most important teaching assignments teachers have today. As technology invades our schools, homes and lives, time speeds up and the world gets smaller. We now have high-speed modems; DSL and cable powered Internet access in our homes and schools. Within seconds we can see almost anything happening 6000 miles away, have a teleconference with people in China, California and Africa at the same time. The use of technology and the subsequent stress makes it a challenge to maintain safe families and lasting relationships. Because of this, it is more important than ever before for individuals to sustain interpersonal skills to satisfy the want for valuable relationships.

Simultaneously, the stress of everyday life and the
increased use of technology present new and complicated
problems. In order to survive, we need to explore new
problem-solving skills for people to work together to
solve problem effectively and without litigation,
defensiveness or taking unyielding positions (Johnson &
Johnson, 1994). Technology today requires that we advance
to keep up with the advances.

All of the new technology advances have had an impact
on conflicts and violence in schools. In Washington State
a student was arrested, in 2002, for sending e-mail
threats against fellow student and the school staff (KOMO
Staff and News Services, 2002). Increasingly, schools find
themselves dealing with students who are ill-prepared for
learning. Teachers spend too much time disciplining
students and handling conflicts among students instead of
teaching.

Conflict Resolution skills are needed to handle
school conflicts with violence in the classroom and on the
playground. School districts, schools and teachers need to
understand that setting a common goal of productively
resolving conflicts and working together to learn
mediation skills can make for a better and more productive
learning experience for the students.

Conflict Resolution Curriculum
Integration in School

Once a basic conflict resolution program is
established in a school, administrators, teachers, parents
and students then must incorporate conflict resolution
principles and practices into the schools curriculum.
Conflict resolution skills can be incorporated into life
skills and are used in all areas of thinking and acting.
One of the most suitable and efficient ways of teaching
these skills is to integrate them into other learning
programs. This will help students to make the connection
between different subjects and all brings them a better
understanding of what is being studied and how various
subjects relate to one another.

Recent reports have shown that incorporating
mediation and conflict resolutions skills in current
program of study teaches students much needed skills in
negotiation and helps them to utilize these skills in
everyday life (Meek, 1992). Both the mediators and
disputing parties benefit from mediation training and the
mediation process. Students, teachers, and administrators
are taught the tools to mediate disputes and learn the
necessary supportive skills to mediate in their schools
and classrooms. Student mediators learn how to listen

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without judging, summarize appropriately, and critical thinking. They improve problem solving skills, to act as a leader, how to write a mediated agreement and to promote important dialog between the disputing students.

Summary

The literature important to the project was presented in Chapter Two. A brief history of the practice of Conflict Management was discussed. Bullying in Schools, Conflict Management in School and how to identify and resolve conflict was detailed. The training required for this program and justification for the conflict management curriculum for middle and high school students was clearly identified. The process for developing a curriculum was completed so that all teachers will be able to make use of this guidebook in their classrooms was clearly outlined.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three details the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process including curriculum structure and content validation was presented. The chapter concludes with a summary.

Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum structure and content validation processes are reviewed.

Content Validation

Two methods of validation were applied to this curriculum. First, the final outline, objectives and skills were compared to the curriculums currently used in middle and high schools throughout the State of California, teachers, administrators, parents and students. Second, the Community Action Partnership Dispute Resolution Center Executive Director reviewed and made recommendations for the course. The Community Action Partnership Dispute Resolution Center is comprised of

trained and certified mediators who have more than 100
combined years of mediation experience. Additionally Dr.
Fred Jandt, Dean of the Palm Desert Campus of California
State University San Bernardino is a professor, mediator,
trainer and author who specializes in alternative dispute
resolution, has validated the curriculum.

Curriculum Resources

Numerous workbooks and guidebooks exist to teach
conflict management to middle and high school students.
The purpose of this curriculum was to assemble a
meaningful collaboration of tools and techniques into one
comprehensive guidebook that would be useful for students
and teacher in middle and high school settings.

Curriculum Design

The curriculum was developed for a one-semester
inclusive training course taught in two sections, basic
mediation training and advanced mediation training.

This logically organized curriculum is best taught in
the order outlined in the syllabus. Nevertheless, each
section can be taught individually. Each section contains
lessons and exercises that are self-contained and provide
beneficial information to both the students and teachers.

The first section addressed basic mediation in the
following areas:

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- Welcome and Overview

- Understanding Conflict

- Different Kinds of Conflict

- Dealing with Conflict

- Overview of the Peer Mediation Process

- Joint Problem Solving

- Finding Win-Win Options

- Creating an Agreement & Mediation Follow-up

- Conflict and Culture

The second section addresses the following advanced mediation skills:

- Peaceable School Programs

- Personality and Conflict

- Belonging and Cooperation

- Social and Cultural Diversity

- Bully Busters

- Advanced Communication Skills

Population Served

Riverside County has sixty-one (61) middle/junior high schools and fifty-three (53) senior high schools and more than 349,151 students (Riverside County Education, 2003). This student population is representative of the

entire state of California. The cultural and diversity is similarity to other counties throughout the state of California. ⟍

Summary

Curriculum development was introduced, and then the content validation and curriculum resources were discussed. Next, the curriculum design with an outline was presented. Finally, the population served was reviewed.

Upon completion, this curriculum guidebook was the basis for the requirements submitted to the Riverside County Office of Education for consideration to implement a dispute resolution program. This might be the first course outline required of all County of Riverside middle and high school students and teachers.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary

Conclusions

The conclusions extracted from the project follows.

1. In conducting research for this project, the conclusion was made that since no current comprehensive guidebook exists, the development of a current guideline was necessary.

2. Current programs can be limited by the lack of training of the students and teachers.

3. Programs of this type are needed to prepare teachers and students to resolve and reduce conflict in schools.

Recommendations

The recommendations resulting from the project follows:

1. Further development of the curriculum should include the writing of lessons and comprehension/evaluation materials to keep pace with mediation standards.

2. It is recommended that this course be taught by a mediation professional with at least 4 years experience in conflict management.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX

CONFLICT MANAGEMENT GUIDEBOOK

CONFLICT MANAGEMENT GUIDEBOOK

Safer School by Resolving Conflict

A curriculum for Middle and High School Students

By Dana R. Lofton, MA ED

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Acknowledgements

This conflict resolution guidebook and curriculum is the product of the ideas and insights of many people. I want to express my thanks and gratitude for their inspiration assistance, and support.

God, the father, the author and finisher of my faith.

My Family, who I cherish more than they could ever know.

My very close circle of friends. You know who you are.

To my church, Second Baptist Church Riverside, California Community Action Partnership Riverside County Dispute Resolution Center

Emma L. Crawford, My Mother

Alvin Crawford, My Dad

Frances M. Stranger and Claudia Crawford

Lois J. Carson, Community Action Partnership Riverside Co.

Joseph Scarcella Ph.D.

Fred Jandt, Ph.D.

Ron Pendleton Ph.D.

Timothy Thelander

About the Writer

Dana R. Lofton is the Program Manager for the Community Action Partnership Riverside County Dispute Resolution Center. She has earned a B.S. in Business Management from the University of Phoenix and a Master's Degree in Education from California State University San Bernardino.

She has served as a mediator, facilitator, arbitrator and conflict resolution trainer for several years.

Trainer's Guide

Introduction

Why implement a Conflict Resolution program in our school? Conflict is a natural and unavoidable part of our lives. As long as we live, we will encounter conflict. The following motivate implementing a school based conflict resolution program:

- Conflict is a normal state often associated with changes in our organizations or personal growth. It is healthier managed with conflict resolution skills than avoiding the problem.

- There needs to be a more effective way to deal with conflict in schools. Expulsion, suspension, court involvement and detention are outdated and often ineffective ways of dealing with conflict.

- The use of mediation to resolve school based disputes will improve communication involving students, teachers, parents and administrators. This improved dialog will better the atmosphere while giving individuals an opportunity to address concerns.

- Studies show that the use of mediation to resolve conflict can result in a reduction of

violence, vandalism, school absence and expulsions (Kenney, D. & Watson, S., 1999).

➤ Mediation training helps both teachers and students have a better understanding of themselves and others. It also provides them with dispute resolution skills that can be used for a lifetime.

➤ Mediation training increases students' interest in conflict resolution, justice and the American legal system.

➤ Changing the responsibility for solving student conflicts from adults to the students will free up both teachers and administrators to devote more attention to teaching than on discipline.

➤ Mediation training emphasizes listening to the other person's point of view and assists student to get ready to live in the real world.

➤ Mediation provides a method of problem solving that is suited to the often personal nature of students' problems.

Goals of Training

This guidebook and curriculum is designed to train middle and high school students in new ways of looking at and reacting to conflict in their personal and school lives. The activities in the guidebook will increase knowledge of conflict resolution skills and provide a better understanding of how to resolve the conflicts that are presented to students in their everyday lives.

Particularly, middle and high school students that participate in this training will:

- increase their knowledge of the relationship between conflict and everyday life;

- identify reachable goals to change their attitudes toward conflict;

- identify emotions, benefits and power resources of those in a conflict;

- successfully deal with their own and others' anger;

- provide and obtain information effectively while in conflict;

- identify successful resolution to conflict;

- learn to develop interactions that can survive diversity and conflicts;

Definition of Terms

Mediation - An attempt to bring about a peaceful

    settlement between disputants through the

    intervention of a neutral party (Costello, 1997).

Mediator - someone who acts as an intermediate agent in a

    transaction or helps to resolve differences (Pickett,

    1995).

Conflict - A state of disharmony between incompatible or

    antithetical persons, ideas, or interests; a clash

    (Costello, 1997).

Conflict resolution - settling or solving a disagreement

    between two or more people (Costello, 1997).

Curriculum - a group of related courses, often in a

    special field of study (Costello, 1997).

Negotiation - is a bargaining relationship between parties

    who have a perceived or actual conflict of interest

    (Moore, 1986).

Technology - The body of knowledge available to a society

    that is of use in fashioning implements, practicing

    manual arts and skills, and extracting or collecting

    materials (Costello, 1997).

School-based mediation - introduces and incorporates the

    concept of collaborative problem solving to students,

administrators, faculty, staff and parents (Community
Mediation Services, Inc., 2004).

Fact-finding – involves an investigation by a neutral
third party, who then recommends a settlement (Girard
& Koch, 1996).

Curriculum Delivery

Each section contains one semester of training activities, to be completed one hour per day for a full semester. The times given for each activity are to be used as a guide and are based on a classroom size of 30 or smaller. A section can be broken into time segments that will work best for the instructor and the class.

Teacher Survey

1. What types of conflicts with co-workers, students and/or parents have you experienced in your work at your school?

   (Circle as many as apply)

   a. Disputes over policies and/or procedures

   b. Complaints of discrimination

   c. Disputes over property or possessions

   d. Complaints of sexual harassment

   e. Interpersonal conflicts (i.e. boy/girl relationships)

   f. Disputes over grades or grading system

2. Rate each of the following statements from **1 - 5** using the ratings below to indicate how often you do as the statement says.

   1. **Almost never**

   2. **Occasionally**

   3. **Half the time**

   4. **Usually**

   5. **Almost always**

   A. How often do you children resolve problems in the classroom?   _____

B.   When I resolve a conflict, it improves my
      relationship with students and/or parents.

      _____

C.   When I prepare to meet to discuss a conflict, I
      try to arrange for a mutually acceptable time
      and setting.   _____

D.   In a conflict I strive to distinguish between
      real needs and desires.   _____

E.   When dealing with a conflict, I have
      preconceived notions about the other party that
      I am unwilling to let go of.   _____

3.   Which conflict resolution skills would you like to
     see your students improve upon?

4.   How could conflict resolutions skills be included
     long-term into daily teaching.

Student Survey

1. How often do you experience conflicts with other
    students, teachers or administrators?

    ____ daily ____ weekly ____occasionally ____rarely

2. What do you do when someone is very angry with you?

    _____

    _____

    _____

    _____

3. What would be most useful for you to learn in a
    conflict resolution class, and why?

    _____

    _____

    _____

    _____

Trainer Qualifications

In order to be successful as a conflict resolution trainer, teachers should have not only professional knowledge but experience and expertise in the field of conflict management.

The teacher should have familiarity with the concepts, skills and ability to present the curriculum. Additionally, the teacher should be flexible, open to change, sensitive to individual needs as well as have the desire to help.

Section 1
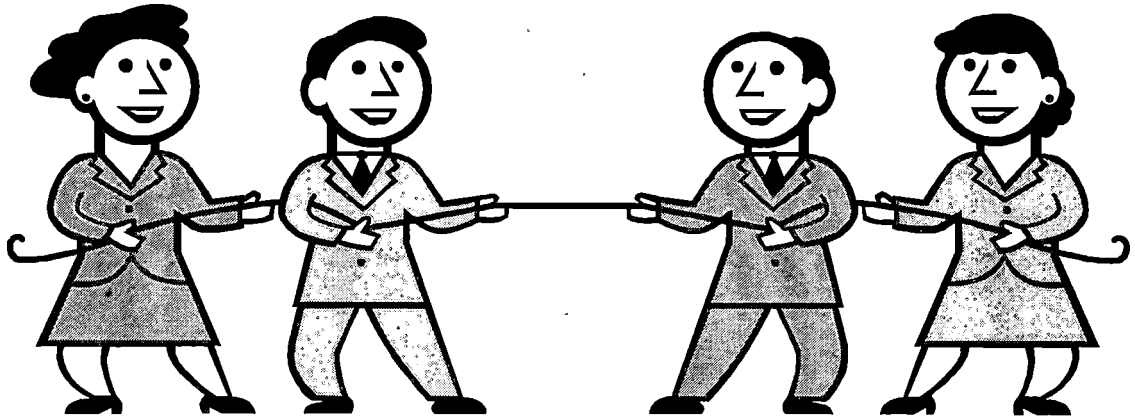
Welcome & Overview

Welcome!

You are here to learn to resolve conflict and work to possibly become a peer mediator. Each of you has your own reason for wanting and needing to resolve conflict in your school and personal life. In order to be a skillful mediator you should have the following skills:

- ✓ Good judgment
- ✓ Be respected by your fellow students
- ✓ Care about your school and want to make it a peaceful place
- ✓ Willing to commit to the necessary training

Understanding Conflict
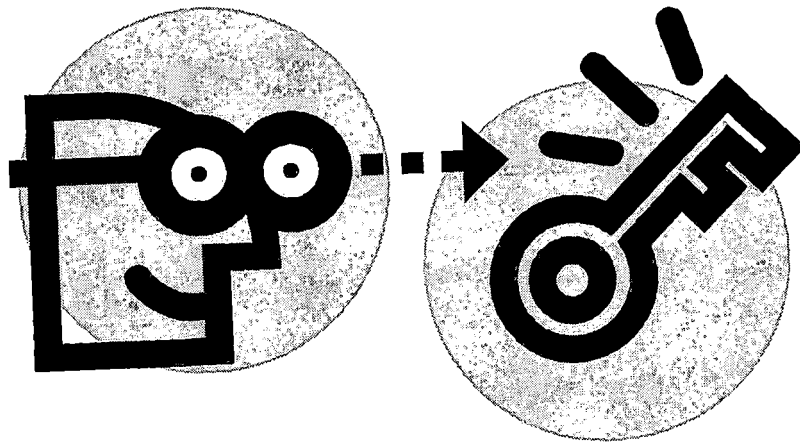
For the teacher: Most conflict is based on an unmet emotional need. The objective is for the students to understand that conflict is often based on this unmet emotional need. The teacher should have an open discussion about each activity and explore opportunities to change. Results can be measured by the students being able to state emotional needs that lead to conflict.

Activities:

1. Conflict Happens Worksheet
2. Conflict Scenarios

Conflict Happens Worksheet

List two or three examples of conflict that you have experienced or know of other people that have experienced for each of the following settings.

HOME (with parents or other adults)

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HOME (with siblings and other kids)

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AT SCHOOL (with peers)

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AT SCHOOL (with teachers & other adults)

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IN THE NEWS

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Source: Schrumf, F., Crawford, D. & Bodine, R., 1977

1. Ask students to remember a conflict they have
    experienced or observed during the last few weeks and
    list them in the worksheet above.

2. Ask for volunteers to offer examples of conflict and
    the unmet needs that caused them.

3. Have students in groups of 3-4, share their responses
    for about 15 minutes.

4. Have a classroom discussion on conflict and conflict
    triggers.

Conflict Scenarios

—The New Team Member—

Marcus, co-captain of the varsity basketball team, is upset with Richard, a new player who transferred in from another state. He is speaking with the other co-captain, Johnny. "And you know what Richard can do with this list of new plays that he brought from *GEORGIA*." yelled Marcus. "A bossy fake Nike wearing SOB from Hicksville. Did you see him trying to tell William how he could improve his jump shot? Who does the think he is, Magic Johnson?"

Johnny understands that Richard did come on a little strong, but once Marcus got something in his head, it was impossible to change his mind. The hostility between Marcus and Richard was bad enough, but half of the team sided with Marcus and the other half with Johnny.

Marcus' needs _____

Richard's needs _____

Possible needs of the other team members_____

_____

—Homework from the New Student—

Sally is a shy, hard-working student who is new to Morningdale High School. Yvonne is a popular well-to-do student that eats at the "trendy" at lunchtime. Yvonne invited Sally to join her and her friends for lunch and included her in their plans to hang-out at the mall that weekend.

Sally sits next to Yvonne in science class. When Yvonne see that the teacher is checking this weeks homework, she whispers to Sally, "Hey, do me a favor, I didn't do the homework, give me the answers before she gets here." Sally is very upset, but gives Yvonne the answers anyway.

Sally's needs _____

Yvonne's needs _____

1. In each scenario, identify the unmet emotional need that the disputants have.

2. Have students in groups of 3-4, share their responses for about 15 minutes.

3. Have students write a short paper describing a conflict they experienced or observed and show how the conflict is based on unmet needs of identity, security, control, recognition, fairness, or any combination of these needs.

Different Kinds of Conflict
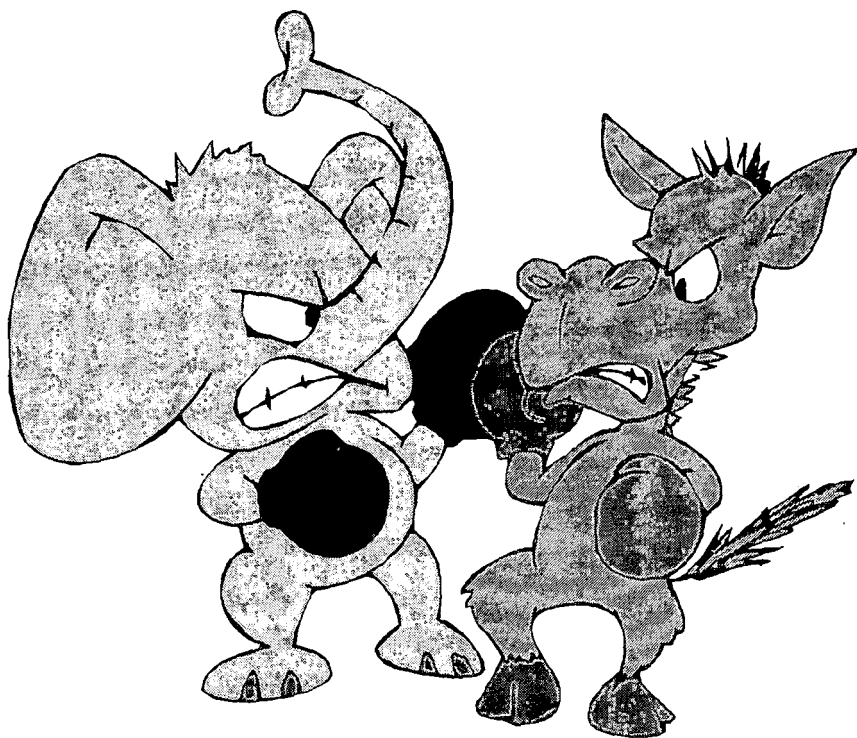
For the teacher: There are different kinds of conflict:

- ✓ Conflict within ones self (intrapersonal conflict)
- ✓ Conflict between two of more parties (interpersonal conflict)
- ✓ Conflict between two or more parties with a group (intragroup conflict)
- ✓ Conflict between groups (intergroup conflict)

Interpersonal conflict can become intragroup conflicts. The conflicts between new and current students within groups such as sports teams, clubs and siblings are instances of conflicts that have to potential to involve others and escalate into conflict between groups.

Intragroup conflicts are often power plays. Conflicts within a group are more likely to be about power. Because of this, they are often problematical to manage because they rapidly become "no-win" situations when the parties continue to argue.

Interpersonal conflicts can spiral into intergroup conflicts. Sometimes groups take on complex dimensions of their own. When groups conflict, especially when group members strong identify with the group, such as race and religion. This sometimes becomes violent.

(

Disputes often intermix different conflicts. Sometimes disputes are a mixture of different types of conflicts. Conflicts are like a ball rolling down a hill. They pick up speed and volume when group members attack each other.

The objective will have the students understand the different types of conflict. The result will be measured by the students' ability to identity types of conflict when presented to them.

Activities:

1.   Conflict Scenarios

Conflict Scenarios

—Clubs and controversy—

Matthew and Louis have been best friends since kindergarten. Now in school, they both decided to join the Key Club. Matthew was elected as President and Louis as Vice-President their senior year.

Matthew as furious. Louis the Vice-President, accused him of stealing club funds to purchase seat covers for his new car. Matthew yelled, "What do you mean you know it for a fact that I stole the money? What proof do you have? Where do you get off accusing me of stealing you know that I have never stolen anything in my life."

"Matthew," Louis calmly answered, "as the Vice-President, I have a responsibility to the Key Club to report any mishandling of funds. I have it from a very reliable source, that you took Key Club money to purchase your new seat covers. I have to report this to the club advisor. You know that stealing will cause you to be kicked out of the club and maybe school as well.

Matthew again exclaimed "BUT I DIDN'T STEAL ANYTHING FROM ANYONE. WHY DON'T YOU BELIEVE ME? I THOUGHT WE WERE FRIENDS!"

Louis looked at Matthew and speculated. He really didn't want to turn in his long time friend. Matthew really appeared as if he was telling the truth, put he had lied in the past about other issues. Louis had to think about the entire Key Club. Most Key Club members had already taken sides, Matthew's or Louis'. The problem was getting worse.

Rumors were spreading fast and students that who not in the Key Club began to talk. It would only be a matter of time before the Key Club advisor would hear about this. Today a few students from the Spanish Club called the Key Club "a brunch of thieves." This caused a shouting match between Key Club and Spanish Club members during lunch.

1. Ask two students to act out the scenario. Use the scenario to show different types of conflict.

2. Ask for volunteers to share different examples of conflict

3. Ask students to write a paper that depicts conflict in current events, movies or their own experience. They should be prepared to discuss the different types of conflict.

Dealing with Conflict

For the teacher: The teacher should be familiar with the Conflict Cycle and materials. The objective is for students to understand the conflict cycle. Results will be measured by their ability to understand how the cycle works in their own lives.

1.   **Beliefs:** One person may believe that conflict should be avoided at all costs. Another person may believe that might makes right.

2.   **Conflict occurs:**   They have a disagreement about borrowing personal property.

3.   **Response**: People's responses is representative of their beliefs. (i.e. someone always fights when in conflict, another will cry)

4.   **Consequences:** Each person walks about for a few minutes to gather their thoughts and then speak about the conflict.

Activities:

1. Conflict Cycle

The Conflict Cycle
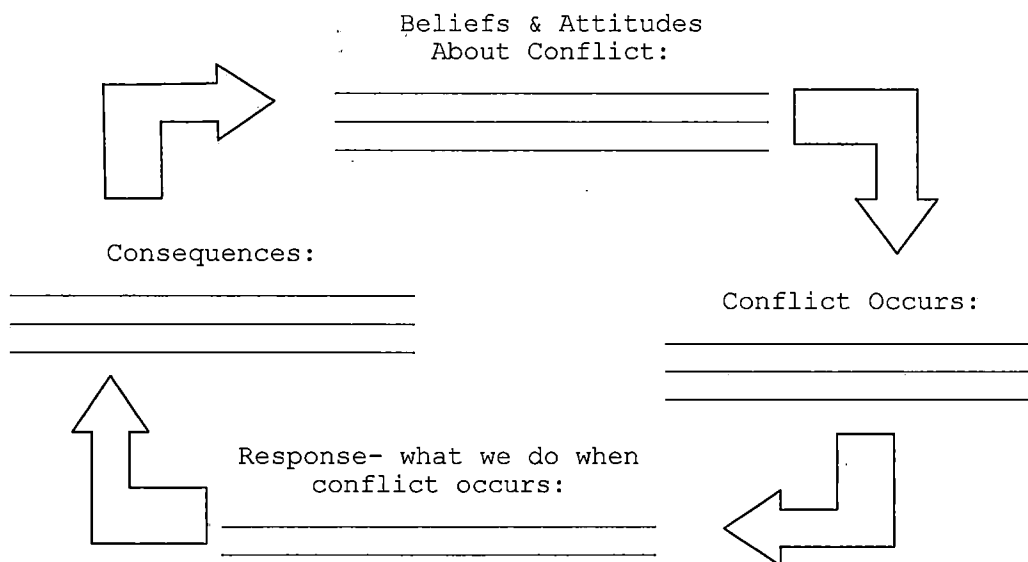
Beliefs & Attitudes
About Conflict:

Consequences:

Conflict Occurs:

Response- what we do when
conflict occurs:

Source: National Association For Community Mediation, 1993

**Beliefs & Attitudes
About Conflict:**

(Reinforces)

Conflict Occurs:

Consequences:
Stress
Resolution
Escalation or De-escalation
Hurt feelings
Better or worst relationship

**Response- what we do when
conflict occurs:**
Pretend nothing is wrong
Just give up
Hit someone or something
Cry
Make jokes, or Kid around
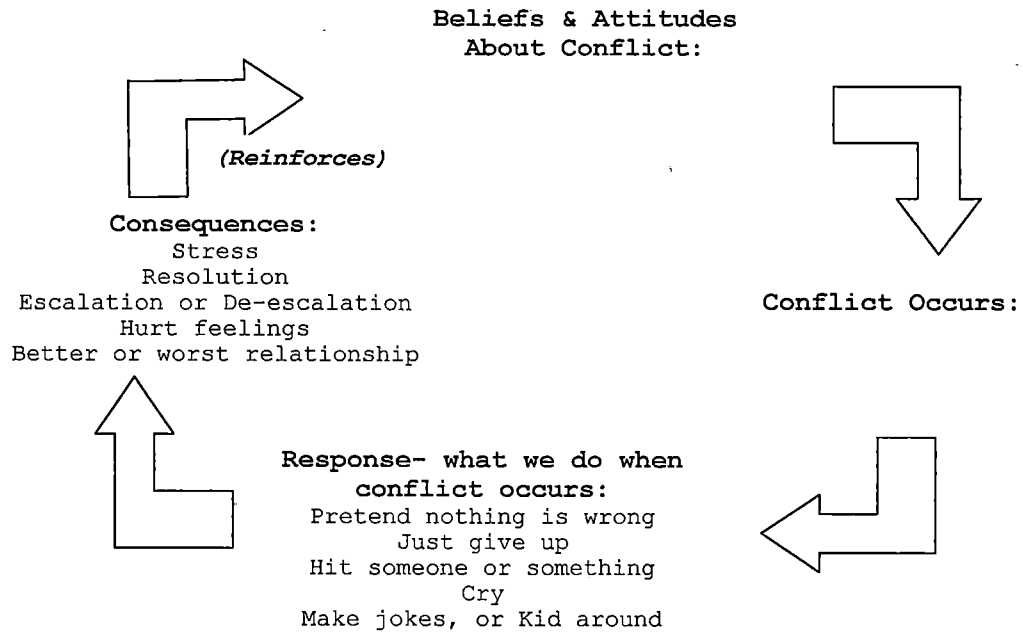
Source: National Association for Community Mediation, 1993

The Conflict Cycle

An individuals experience with conflict works it way
through a series of phases that make an endless cycle.
This cycle can benefit or hurt us. By reviewing the cycle
of conflict, we should be able to understand the part
conflict plays in our everyday life.

Attitudes and Beliefs:

The cycle starts with our beliefs and attitudes about
conflict. Our beliefs and attitudes determine how we
respond to conflict. These attitudes and beliefs result
from:

- ✓ Upbringing (message we received as a child about conflict)

- ✓ Learned (behaviors about conflict learned from our parents, teachers and others close to us)

- ✓ Media (information shown on TV and in the media about conflict)

- ✓ Personal (our own personal experiences with conflict)

The Conflict

The second phase of the cycle occurs when a conflict
arises. The conflict may be over something small or large.

Conflict may occur as a result of something someone said or did. The individual in the conflict may see the other person as being judgmental or overly critical.

The Response

This is the point were action is first taken. Here is where our beliefs and attitudes will come into play. We react in stereotypical ways based on these beliefs and attitudes. Therefore, others can tell a lot about us in this stage by how we respond.

The Consequence

How we respond can lead to more consequences. The outcome often reinforces our beliefs thereby repeating the cycle.

Adapted from: National Association for Community Mediation, 1993

1. Ask two students to act out a role-play. The students should identify the phases of conflict.

2. Ask students to visualize the details of a current conflict they were involved with or know about.

3. In small groups of 3 or 4 students can discuss the conflict and the conflict cycle it took.

Overview of the
Peer Mediaton Process
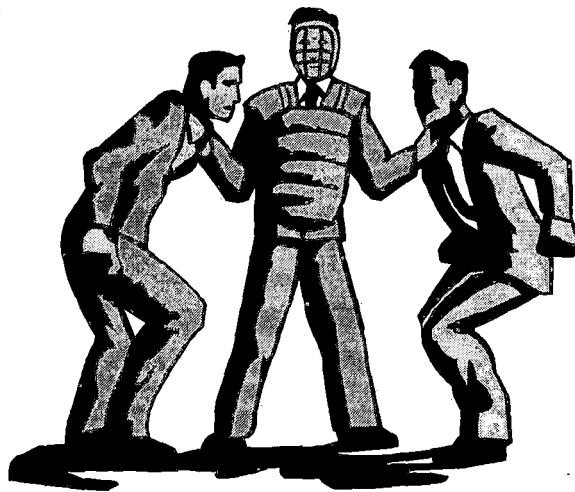
In order for peer mediation to succeed in school,
administrators, faculty, staff, parents and students must
clearly understand the process and the benefits of peer
mediation. Peer mediation:

- ✓ resolves student conflicts.

- ✓ teaches essential life skills to students.

- ✓ builds students' conflict resolution skills
  through real-life practice.

- ✓ motivates students to resolve their own
  conflicts together.

- ✓ empowers students.

- ✓ increases self-esteem.

- ✓ gives students greater insight.

- ✓ expects the best from students.

- ✓ engages all students; even those at risk.

- ✓ creates more time for learning.

One of the major benefits of peer mediation is that
it can effectively resolve student conflicts. Nearly
ninety percent of mediation sessions result in an
agreement that is suitable not only the students, but to
teachers, administrators, and parents as well.
Additionally, when students decide to end a conflict
during mediation, it is more like not to resurface.

Being a good peer mediator requires practice. Furthermore, peer mediation allows students to expand their conflict resolution skills where it can do the most good in the school with actual students and their problems. Mediating actual peer conflicts at school also supports the shift of these learned skills to real life situations outside of school. Being a mediator helps students deal with their own conflict as well as conflict in their families and neighborhoods with better understanding and knowledge.

Students are encouraged and motivated to talk things out instead of fighting. Peer Mediation programs accomplish this in a many different ways. The students are in control of the process, the mediation is confidential, and there is very little to lose. Students learn from other students who are mediators or who have seen that mediation works. Faculty, administrators and teachers encourage students to try peer mediation as an alternative to other forms of conflict resolution.

Peer mediation allows students to learn from the conflict in their lives and teaches them to manage it. Even those students with frequent behavior and performance problems can benefit from mediation. It provides them with a way to save face and resolve their disputes.

Peer mediation can be used before and after a conflict has exploded into violence; it works in many different ways to effectively prevent conflict. Learning conflict resolution skills allows both mediators and the students to resolve more of their own conflicts. Outreach encourages students to come to mediation as soon a conflict occurs and before things get out of hand. Even after a conflict, mediation can help stop further conflict. Most multi-student disputes can be prevented if the interpersonal conflicts, at is usually the real cause of the conflict, are resolved in a timely manner.

Joint Problem Solving

For the teacher: This activity will work with paraphrasing and diffusing anger. The objective is for the student to understand the circumstances needed for joint problem solving. This will be measured by the students' ability to consider alternatives to violence.

Activities–

1.   Conflict Scenarios

2.   Collaborative Problem-Solving Process

Conflict Scenarios

—Mom's Car—

Mary sat sadly in the corner of the classroom, she wished she disappeared right were she sat. Alexandra sat firm and cold as if she just lost her best friend.

Alexandra yelled, "Your big sister hit my mother's car. If she hadn't been driving so fast, she would not have hit her car. It's all your fault, what are you going to do about it?"

Mary replied, "Look, she didn't do it. Why do you keep saying that. Call the police, let them handle it. Why are you and your friends bothering me? I wasn't even in the car?"

"Yeah, right," Alexandra snapped back. "The law…I don't have time for the law. My mother's car need to by fixed, RIGHT NOW and you weren't just sitting there fat, dumb and happy. I ought to…."

Mary then became enraged. "Who are you callin' fat, dumb and happy? I will kick you butt right now."

A fight was about to occur.

1. Ask two students to act out a role-play. The students should identify:

    - What is the problem?

    - If you were Mary, how would you deal with Alexandra?

    - If you could talk to Alexandra, how would you diffuse her anger?

2. Review the following "Collaborative Problem Solving Requirement" with the students:

    - Willingness to deal with the problem

    - Willingness to get beyond the win-lose idea

    - Opportunity to save face

    - Trust

    - Ability to be rational

Finding Win-Win Options

For the teacher: By the end of this lesson the students should be able to find solutions to problem solve using the collaborative problem solving technique.

The collaborative problem solving process is a follows:

Identify the problem-

- What is the problem?

- How difficult is the problem?

  o Can it be divided into smaller separate conflicts?

  o Can it be combined with other problems?

- What is the unmet need that is involved?

Create a "How to" Statement:

- Rephrase the problem and ask "So, what you're saying is…?

- "And you're feeling…?

Brainstorm Possible Solutions:

- Decide what you want to do or do not want to do

- Make a list of ten items each

- Cross out what you both don't agree upon.

- What remains

- Are you happy with your choices?

You should always consider the other person's feelings and what might hurt the other person.

Activities:

    1.   Conflict Scenario

    2.   Conflict Scenario

Conflict Scenarios

Winter Formal

Mike and Tamara are in charge of getting the band for this year's Winter Formal. Mike wants everyone to have a good time and would like to hire Taste of Blood, a local heavy metal rock band well known for their over the top and sometimes distasteful music. Tamara is aware of how many of the students feel about Taste of Blood and the possible backlash that would occur if they were hired. Moreover, DJ Blaze plays all types of music and is well respected in the community. They are both completely certain that their selection is the only one.

What is the problem? _____

_____

What is the problem from Mike's point of view?_____

_____

What is the problem from Tamara's point of view?_____

_____

Write a "How to" statement._____

_____

Brainstorm some possible solutions._____

_____

Choose one resolution and explain why you would choose

this option?_____

_____

Write notes about a possible back-up plan._____

_____

Conflict Scenarios

The Senior Picnic

Sarah, Joseph, Daniel and Emily are senior class officers and are on the committee to raise funds for this year's Senior Trip and the will choose the location. They all think picking a site for the Senior Trip is a dream assignment. Raising funds seems less appealing to everyone.

Sarah couldn't be more upset with the rest of the group. She loves the mountains and would like that to be the best place for the Senior Trip. Sarah thinks the hiking activities and skiing would provide the best place for the Seniors. Daniel and Emily enjoy the beach because the students can swim, ski and play in the sand. Besides, all of their friends want to go there as well. Joseph can see the benefits of both locations.

It will cost $2000.00 to go to the mountains and $1500.00 for all of the seniors to go to the beach. The committee has earned $1600.00 toward the senior trip. They are running out of time and only have one more fundraiser left. If the event is successful they should raised about $500.00. If the event is not successful the would lose the $100.00 deposit they have put on the event center.

The group has to come to a majority decision in the
next 2 weeks or they will lose the Senior Trip altogether.
What can they do?

What are the problems?_____

_____

_____

_____

Write a "How to" statement._____

_____

_____

_____

_____

Brainstorm some possible solutions._____

_____

_____

_____

_____

Choose one resolution and explain why you would choose

this option?_____

_____

Write notes about a possible back-up plan._____

_____

_____

Creating an Agreement
&
Follow-up

For the teacher: In this section the peer mediators will help the disputants make an agreement that both students or groups of students will be able to live with. It is important that the agreement be acceptable to both groups. A positive agreement should be:

- Effective: It should impartially resolve the major issues of the disputants.

- Mutually agreeable: Both disputants must believe the agreement is fair.

- Detailed: Answers the question- who, what, when, where and how.

- Achievable: The agreement must be reasonable and something that both parties can actually accomplish.

- Evenhanded: Each disputant or groups of disputants must agree to something.

Activities-

1. Conflict Scenario

    a. Help the disputants make a plan of action. Get details from each disputant. Who, what, when, where, how. Ask:

      i.   What are you willing to do to help solve this problem?

     ii.   What have you already agreed to do or not to do?

b.   Write the Peer Mediation Agreement. To complete the agreement, each student should recap by asking: "What have you agreed to do?"

c.   Close the mediation:

      i.   Review the agreement with both parties and make necessary changes.

     ii.   Ask both parties to sign the form.

   iii.   Sign the form yourself.

     iv.   Thank the disputants for taking part in the mediation.

2.   Conflict Scenario

a.   Help the disputants make a plan of action. Get details from each disputant. Who, what, when, where, how. Ask:

      i.   What are you willing to do to help solve this problem?

     ii.   What have you already agreed to do or not to do?

b.   Write the Peer Mediation Agreement. To complete the agreement, each student should recap by asking: "What have you agreed to do?"

3.   Close the mediation:

i.   Review the agreement with both parties and make necessary changes.

ii.   Ask both parties to sign the form.

iii.   Sign the form yourself.

iv.   Thank the disputants for taking part in the mediation.

Conflict Scenario 1

Jane found Joel walking Susan to her car. Jane knows that Susan is really Frank's girlfriend and goes to tell Frank right away that something might be up between Joel and Jane. Later after school, Frank finds Joel talking with his friends. He approaches him with the intention of starting a fight. Joel makes a few sarcastic remarks and a whole fight ensues. A vice principal stops the fight and sends them to be mediated.

Conflict Scenario 2

Yvonne and Alice share a locker. There is a chemistry project due in one week. Yvonne decides to place her chemical model in her locker for safe keeping. At third period, she goes back to her locker only to find it gone. She accuses Alice since she's supposedly the only other person who knows the combination. Alice leaves angry and starts spreading nasty gossip around the school to get revenge. After an angry confrontation in the cafeteria, the two are sent to mediation.

Peer Mediation Agreement 1

Date_____

We have willingly agreed to take part in this
mediation. We have reached an agreement that we
can live with and have solved the problem between
us. We agree to return to mediation if this
agreement is broken.

Name_____   Name_____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

 Signature_____   Signature_____

Mediator signature_____

Mediator signature_____

Peer Mediation Agreement 1

Date_____

Mediation between:

And

_____   _____

Agreement:

_____

_____

_____

_____

_____

_____

_____

_____

Signed:

_____
 Disputants

_____
 Disputants

_____
 Mediators

_____
 Mediators

Follow-up

Within the next 10 days, the mediators should hook up with the disputants to ensure that the agreement is suitable and holding. If the agreement is not holding or requires adjustment, the mediators should begin the mediation process again.

Conflict & Culture

For the teacher: This assignment is intended to help students realize the relationship between culture and conflict. The objective of this assignment is for the student to understand that personal attitudes, beliefs, can be influenced by culture.

Activities:

1. Conflict and Culture questionnaire

Conflict Questionnaire

1. What does the word conflict mean to you?

2. From what culture do you most closely identify with?

3. Do you belong to another cultural group that has had a considerable role in shaping who you are? (List them here, but answer the rest of the questions based on your answer in question 2).

4. How do you feel about being in conflict or having disagreements?

5. What messages did you receive about conflict when you were growing up (from parents, teachers, religion, culture, books, etc.)?

6. Based on what you have learned from experience, what is your approach to handling conflict or disagreements?

7. In what way does your cultural identity cause discomfort for others?

8. What other cultures are you most comfortable with? Why?

9. What other cultures are you least comfortable with? Why?

10. How does your culture affect how you handle conflict? Why?

11. What have you learned form conflicts with people from other cultures?

1. Divide students into small group to discuss how culture influences their behavior during a conflict. Do students from the same background or culture react the same? (Give students 25-35) minutes to answer and discuss questions)

2. In the larger group, have students share their understanding and discuss any remaining questions.

Resource Guide
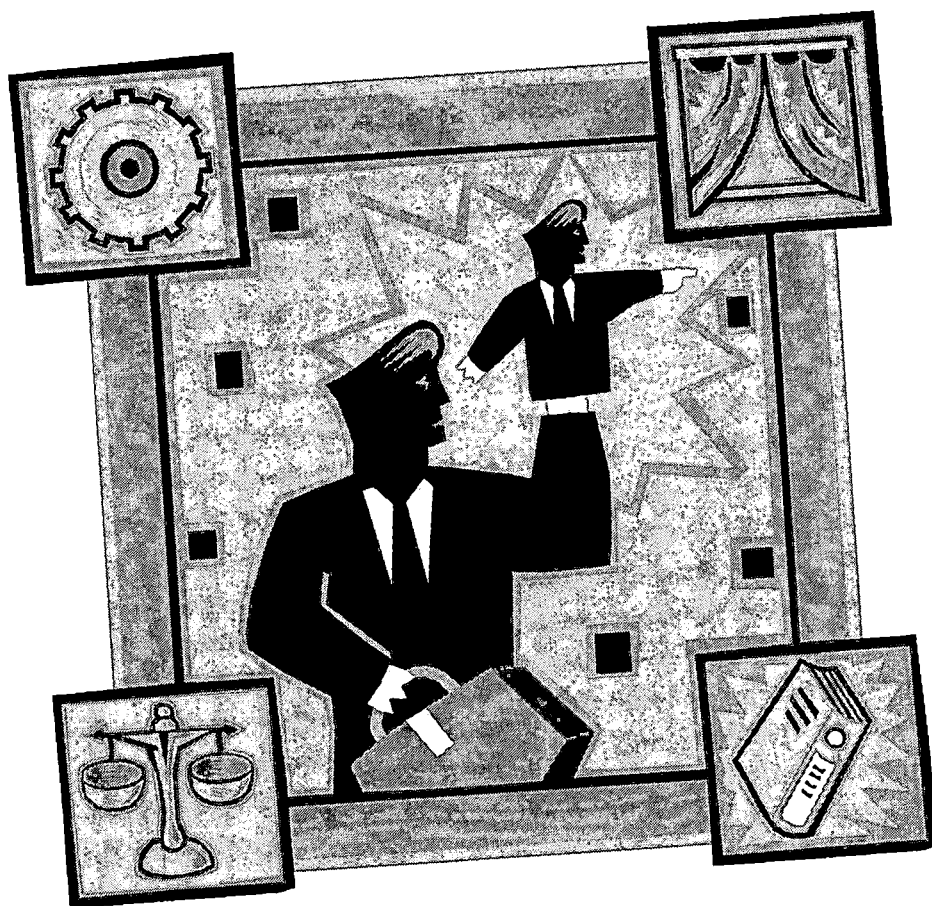
Resource Organizations

American Bar Association (ABA), Dispute Resolution Section

http://www.abanet.org/dispute/home.html

The Section of Dispute Resolution, established in 1993, is one of the ABA's newest and fastest growing Sections with over 7,500 members already. The Section's objectives include maintaining the ABA's national leadership role in the dispute resolution field; providing information and technical assistance to members, legislators, government departments and the general public on all aspects of dispute resolution; studying existing methods for the prompt and effective resolution of disputes; adapting current legal procedures to accommodate court-annexed and court-directed dispute resolution processes; activating state and local bar involvement in dispute resolution, conducting public and professional education programs such as the Multi-Door Dispute Resolution Courthouse Centers Project and conducting a program of research and development including programmatic and legislative models.

National Association for Community Mediation (NAFCM)

http://www.nafcm.org/

The National Association for Community Mediation (NAFCM) is a membership organization comprised of community

mediation centers, their staff and volunteer mediators, and other individuals and organizations interested in the community mediation movement. Membership benefits include funding possibilities, networking, research, publications, a membership directory, and more. From coast to coast and beyond, NAFCM enjoys a unique position as the only national non-profit organization dedicated solely to community-based mediation programs.

National Crime Prevention Council

http://www.ncpc.org/

The National Crime Prevention Council is a national non-profit educational organization that provides resources and services for individuals, communities and governments focused on the prevention of crime.

Association of Family and Conciliation Courts (AFCC)

http://www.afccnet.org/

AFCC is an *international* and *interdisciplinary* association of family, court, and community professionals dedicated to the constructive resolution of family disputes.

Children's Creative Response to Conflict (CCRC)

http://www.planet-rockland.org/conflict/

CCRC conducts workshops for people of all ages in conflict resolution, mediation, problem solving and bias awareness.

Workshops can be adapted for specific age groups and to meet specific needs. Costs are negotiable.

Books to Read

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