



JROTC Virtual Learning

Conflict Mediation LET 3 [U3C7L3]

May 8, 2020



Lesson: 8 May 2020

Objective/Learning Target

Why this lesson is important:

Anger is a natural human emotion experienced by everyone at some time or another. When an argument or disagreement turns violent, someone has allowed his or her anger to get out of control. Most people can think of situations where they did or said something in anger that they later regret. Learning to manage anger is an important part of growing into a responsible, successful adult. It is also a very important part of managing conflict to avoid tragic outcomes. In this learning plan, you will apply strategies for managing anger.

What you will learn in this lesson:

Determine the common causes and effects of anger in interpersonal relationships

Select strategies for controlling anger

Examine the role of empathy in reducing anger

Define key words: aggression, anger management, assertion, change orientation, deference, empathy

Student Learning Plan

Unit 3: Foundations for Success

Conflict Mediation [U3C7L3]



What you will accomplish in this lesson:

Apply mediation techniques to resolve conflict



Why this lesson is important:

When two or more people are involved in a disagreement or conflict, it often can be helpful for someone outside of the conflict to help the opposing sides come to agreement on ways to solve the conflict without letting it escalate to violence. Conflict mediation is a process for helping people resolve their differences constructively. In this learning plan, you will learn to apply mediation techniques to resolve conflict situations.



What you will learn in this lesson:

- Differentiate between arbitration and mediation
- Determine the role of a mediator and the qualities required to fulfill that role
- Create ground rules for the mediation process
- Facilitate the steps in the mediation process
- Adapt active listening skills to the mediation process
- Define key words: arbitration, empathy, facilitate, mediation



You will have successfully met this lesson's purpose:

- by reflecting on your experience as a mediator in a role play
- when your reflection briefly summarizes a conflict scenario
- when your reflection describes your level of mediation knowledge and skill prior to this lesson
- when your reflection gives a realistic picture of your mediation strengths and weaknesses that is in alignment with the completed Peer Mediation Checklist
- when your reflection identifies strategies for continued improvement
- when your reflection identifies how you will use the new or enhanced skills



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

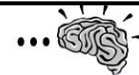
INQUIRE PHASE: What do you already know?



- _____ 1. THINK ABOUT what you know about arbitration and mediation. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
- _____ 2. VIEW Visual #1: Arbitration Versus Mediation Scenarios.
- _____ 3. CREATE a Double Bubble Map to compare Mediation and Arbitration.
- _____ 4. REFLECT on the outcomes of mediation and arbitration. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?


- _____1. VIEW a presentation and CONDUCT RESEARCH about mediation by reading the Conflict Mediation section of your student text.
- _____2. CREATE a Flow Map showing the steps for mediating a conflict.
- _____3. REFLECT on when it is good to use a peer mediator. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?


- _____1. CREATE a chart that presents ground rules for mediation or a Bubble Map describing the characteristics of effective mediators or a Circle Map defining skills needed to facilitate the peer mediation process.
- _____2. REFLECT on the ground rules created. ANSWER the reflection questions presented by your instructor.


Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?


- _____1. PARTICIPATE in a Mediation Role Play in which you act as mediator. PEER and SELF-ASSESS using the Peer Mediation Checklist.
- _____2. COMPLETE the Managing Conflict Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____3. REVIEW the key words of this lesson.
- _____4. REFLECT on what you have learned in this lesson and how you might use it in the future.


Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.



Courtesy of Army JROTC

U3C7L3

Conflict Mediation

Key Words:

Arbitration

Empathy

Facilitate

Mediation

What You Will Learn to Do

Apply mediation techniques to resolve conflict

Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Differentiate between arbitration and mediation
- Determine the role of a mediator and the qualities required to fulfill that role
- Create ground rules for the mediation process
- Facilitate the steps in the mediation process
- Adapt active listening skills to the mediation process

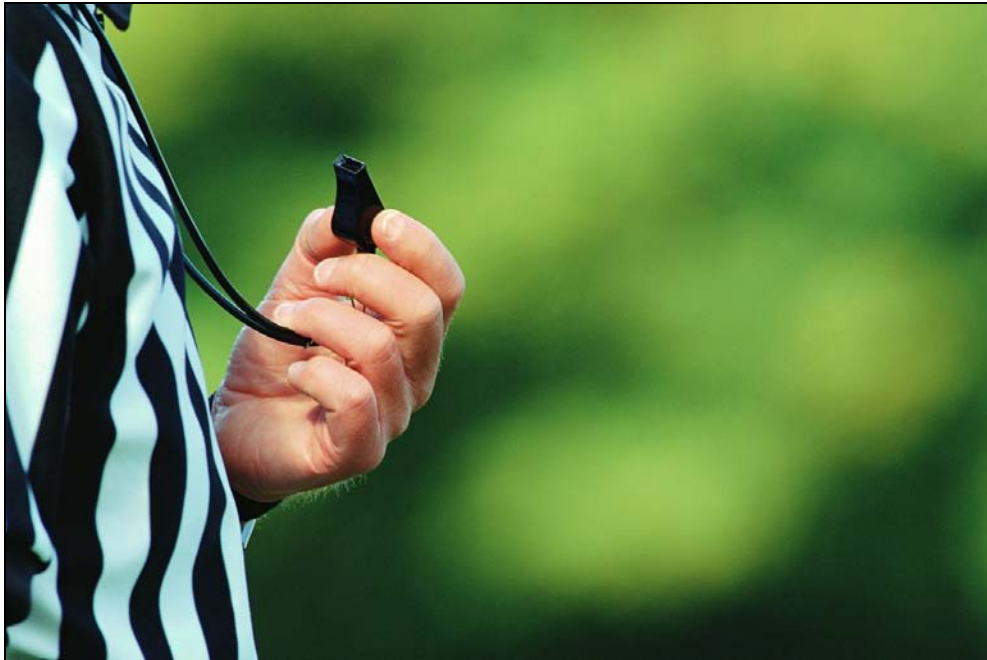
Introduction

The National Center for Education Statistics reports that approximately 37 percent of high school students have been in a physical fight within the last year and 18 percent of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern in what is supposed to be a nonthreatening learning environment.

One of the best ways to handle violence in schools and prevent its spread throughout the community is to defuse disputes and resolve any conflict before it turns violent.

In this lesson, you learn how you can take personal responsibility for violence prevention by acting as a peer mediator to help others resolve conflicts in a nonviolent manner.

Mediation



What would happen if you tried to resolve a conflict yet could not brainstorm any solutions that were acceptable to both parties? Or if the emotions became overheated

to the point where you could no longer continue negotiations? If you fail to resolve a conflict through negotiation, the conflict may need to be resolved through mediation or **arbitration**. Mediation, from the Latin word meaning “middle,” literally means putting another person in the middle of the dispute. The mediator is an independent third party that acts as a facilitator, and can be another student. In fact, studies show that peer mediation programs, where students are trained to resolve disputes of other students, have proven to be relatively successful. The goal of mediation is to help the disputing parties find, and agree on, a win-win solution in which each party’s needs are met.

Mediation is usually contrasted with arbitration, which should be used as a last resort. Arbitration is the submission of a conflict to a disinterested third party, an adult such as a teacher or principal, who makes a final and binding judgment to decide who is right. Typically, arbitration leaves at least one person with anger about the decision and resentment toward the arbitrator. However, both people involved in the conflict should abide by the decision made by the arbitrator, and agree to let go of the conflict with no hard feelings toward either person.

Role of a Mediator

A mediator **facilitates** a discussion between the parties with the dispute by asking open-ended questions that encourage a discussion of solutions. Unlike an arbitrator, mediators will not issue orders, find fault, investigate, impose a solution, or make decisions for the parties. Mediators try to help the people with a dispute reach their own agreement and achieve practical, sustainable resolutions. A mediator, however, cannot enforce agreements after they have been reached. It is up to all parties to enforce and implement their own agreements.

As a rule, mediators should

- ✓ Be honest
- ✓ Remain objective
- ✓ Act in good faith
- ✓ Show **empathy** but avoid becoming emotional
- ✓ Use good communication skills
- ✓ Listen effectively
- ✓ Summarize accurately
- ✓ Think critically

As with any conflict situation, mediators should not get involved in a heated argument that has the potential for turning violent at any moment.

Steps to Mediating a Conflict

Have you ever helped two friends reach an agreement or helped to settle an argument between siblings? If so, you have mediated a conflict. **Mediation** may take place with two students or a larger group. Mediation is a simple, straightforward process. The procedure for a successful mediation includes the following steps:

1. Introductions.

- Explain the mediator's role
- Mediator emphasizes neutrality
- Establish the ground rules such as confidentiality, respect, no name-calling or vulgar language, and no interruption
- Explain the steps of a mediation
- Ask questions

2. Tell the story.

- Both parties tell their side of the story to the mediator
- Mediator summarizes each party's point of view including facts and feelings
- Mediator makes sure that each party understands the conflict

3. Explore possible solutions.

- Ask both parties how they can solve the problem
- Write down all solutions
- Check off only those solutions to which both parties can agree

4. Don't give up.

- Keep trying until you can reach an agreement; you may have to trade something that one side wants for something that the other side has
- Ask the parties to write down the agreement in their own words
- Ask all parties to sign the agreement

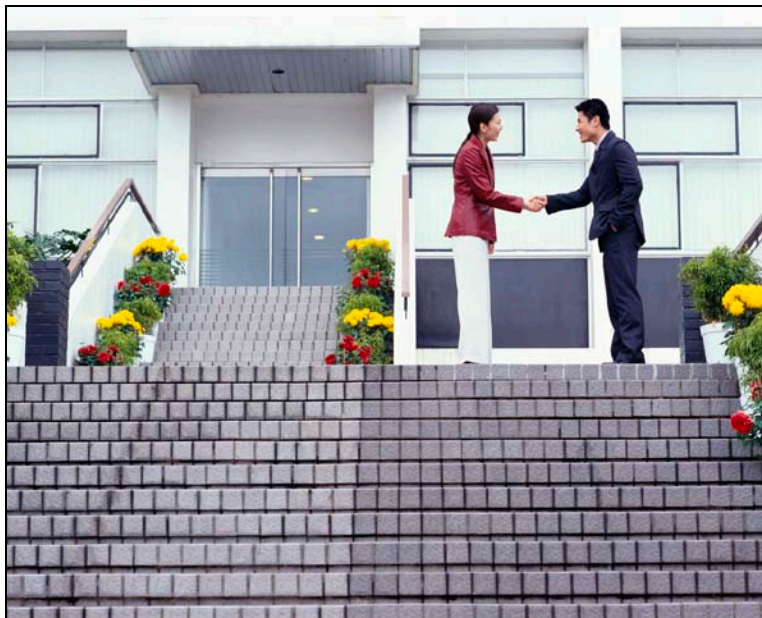
Peer Mediation in Schools

Peer mediation has proven to be an effective tool for conflict resolution in schools. The Troy Police Department of Troy, Mich., working with the local schools and the local Boys and Girls Club created a peer mediation program for schools. This new program provides peer mediation at any time of the year within the city limits. Mediation referrals are passed along by teachers or other individuals to the community services officer who contacts the disputants' parents and with their approval brings the two sides together with two peer mediators and an adult monitor.

The program uses volunteer student mediators. Schools nationwide are adopting peer mediation programs; 8,500 schools currently use youth-led mediation to resolve conflict, according to the National Institute for Dispute Resolution. One 17-year-old volunteer sees his role as getting the disputants to understand their feelings and figure out their own solution. The job of the mediator is to get the parties to understand how each feels; it is not to suggest a solution but to ask questions that lead them to their own solution. A typical mediation is an hour-long session at the Boys and Girls Club and includes the disputants, two volunteer teen mediators, and an adult monitor. The mediation process builds confidence for everyone present.

Another example of a success story is the problem-solving approach taken at West Mecklenburg High School in Charlotte, N.C. In this program, students are asked to identify and help solve problems such as discipline, parking in the school's lot, and smoking in the bathrooms. Student suspensions due to fighting and disruptive behavior decreased by 59 percent.

Steps in the Arbitration Process



Arbitration is usually the last effort to resolve a conflict before going to court. It is an alternative to the court system. It is used in various businesses and between buyers and sellers of various products. For example, the state of California has a binding arbitration process for car buyers who are dissatisfied with the car they purchased.

New York State has a Lemon Law Arbitration in which arbitration services are provided for vehicle owners having disputes with the manufacturer or dealers of a new, used, or leased vehicle. The parties involved in the conflict must accept the appointment of an arbitrator and must accept the arbitrator's decision in order for arbitration to work. A preliminary meeting is held to set the rules for the process; each party submits statements, claims, and information to the arbitrator; the arbitrator reviews all the information provided; a hearing is held where all pertinent information, statements,

witnesses, and claims are presented from both sides; and finally the arbitrator makes a binding decision. The disadvantage of arbitration is that one or both parties in the process may disagree with the decision and may come away from the process with anger and resentment.

Role of a Bystander

Even if you are not personally involved in a conflict as one of the disputing parties or the mediator, you have a responsibility to do your part to prevent violence by:

- Refusing to spread rumors
- Refusing to relay threats or insults to others
- Staying away from potential fight scenes
- Showing respect for people who use good judgment in ignoring insults or other trivial forms of conflict

Appeal to your peers to help control a situation and reduce the potential for violence.

Conclusion

We all have a responsibility to try to resolve conflicts in a productive and nonviolent way. When a conflict occurs, try first to negotiate a resolution. If that fails, involve a classmate or teacher to mediate the conflict. By negotiating and/or mediating conflicts, you are developing valuable anger management, problem-solving, and conflict-resolution skills that you will use throughout your life.



Lesson Check-up

1. What is the role of a mediator?
2. What are the steps to mediating a conflict?
3. Explain why it's important to hear both sides of a story.

Performance Assessment Task

Unit 3: Foundations for Success

Conflict Mediation [U3C7L3]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Apply mediation techniques to resolve conflict



Directions

For this performance assessment task, you will write a reflection that examines your experience in completing the Peer Mediation Role Play and evaluates your skill as a peer mediator. For this assessment you will:

1. Be sure that you have completed Lesson U3C7L3 Apply Phase activity and that you have your completed Peer Mediation Checklist.
2. Complete the Mediation Reflection Worksheet.
3. Write your reflection summary.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

