



SCHOOL MEDIATION BOOKLET.

EDUCATING TO COEXIST



TEXT AND DESIGN

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PRESENTATION

This booklet aims to be a pedagogical aid for the resolution of conflicts in the classroom, Through the use of the tools proposed below in favor of promoting educational mediation.



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Conflict

2

Communication

3

**School
mediation**

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**Conflict
parties**

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**Negotiation
tools**

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Agreements



"Sow in children good ideas, even if they don't understand them; the years are they will decipher them in their understanding and make them flourish in his heart"

-María Montessori-

CHAPTER 1

CONFLICT



CONFLICT

It can be filed due to disagreements to certain situations in which it arises a confrontation between the interests of the people.

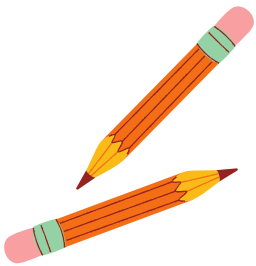
For there to be a conflict this is due give between two or more people, if only we participate, we wouldn't meet in a conflict, but faced with a problem.



DIFFERENCES

PROBLEM

My pencil tip broke on a test.

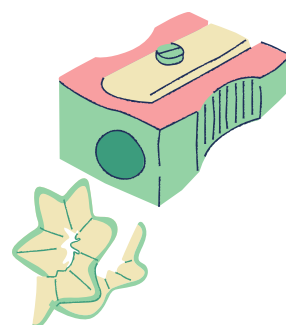


It is a situation that I myself can solve, I'm the only one involved.

CONFLICT

There is only one pencil sharpener available, and both my partner like me want to use it.

In this situation, the interests of two people, by the use of a same school item.



DIFFERENCES

POSITION

Want to use the pencil sharpener.

It is the claim that generates the conflictive situation.

INTERESTS

Person A: Follow drawing.

Person B: Use the pencil sharpener residue for a craft.

Desirable benefit, that the person really looking get.



CONFLICT SITUATIONS

Conflicts can damage relationships or help us improve coexistence, this It depends on how we deal with it.

Among the college students present conflicts such as:

- Theft of objects
- Verbal or physical aggression
- Disrespect to teachers
- Denial of the faults committed

Among others



COMMON TRAITS OF THE CONFLICT



Start with a disagreement

One part begins to impose
the other her interests

They stagnate, neither wants to give up
their interests

The parties become aware that need to
cooperate to resolve the conflict

ELEMENTS OF THE CONFLICT

PEOPLE → People involved.



PROBLEM

The situation that led to discord between the parties.

PROCESS → How they manage the search for the solution.

ATTITUDES TOWARDS CONFLICT

Don't face the
conflict,
ignore, do
as if not
existed.

EVASION

Fear to face
conflict your
interests or side
for satisfy
those of other.

SUBMISSION

Wrestling match
interests,
try prevail over
the other.

COMPETITIVE

Available
negotiate is a
win - win,
Between both
they build a
agreement.

COOPERATION

It changes the
conflict of
Positive way,
I even know
can improve
the
relationships.

TRANSFORMATIVE

"Conflict is light and shadow, danger and opportunity, stability and change, strength and weakness, the drive to advance and the obstacle that opposes.

All conflicts contain the seed of creation and destruction. "

(Sun Tzu: "The art of war", 480-211 a.c.).





COMMUNICATION

CHAPTER 2

Communication is the ability to transmit messages and receive them.

In the midst of a conflict it is very important knowing how to listen to the other, most of conflicts are created by not knowing how to listen.



**“If we all listen to each other
little more and better, we can
transform any relationship”**

William Ury.

COMMUNICATION



The diagram illustrates the communication process. At the top, a green arrow points right and contains the word 'INFORMATION'. Below this, two light green rounded rectangles are positioned on the left and right. The left rectangle contains 'TRANSMITTER' and 'speaker / writer'. The right rectangle contains 'RECEIVER' and 'listener / reader'. Between these two rectangles, the text 'Channel → message' is written in green, with '(Noises)' below it. At the bottom, a green arrow points left and contains the word 'COMMUNICATION'. The entire diagram is set against a white background with a green wavy line at the bottom, above a solid green area containing the word 'ITEMS'.

INFORMATION

TRANSMITTER
speaker /
writer

Channel →
message
(Noises)

RECEIVER
listener /
reader

COMMUNICATION

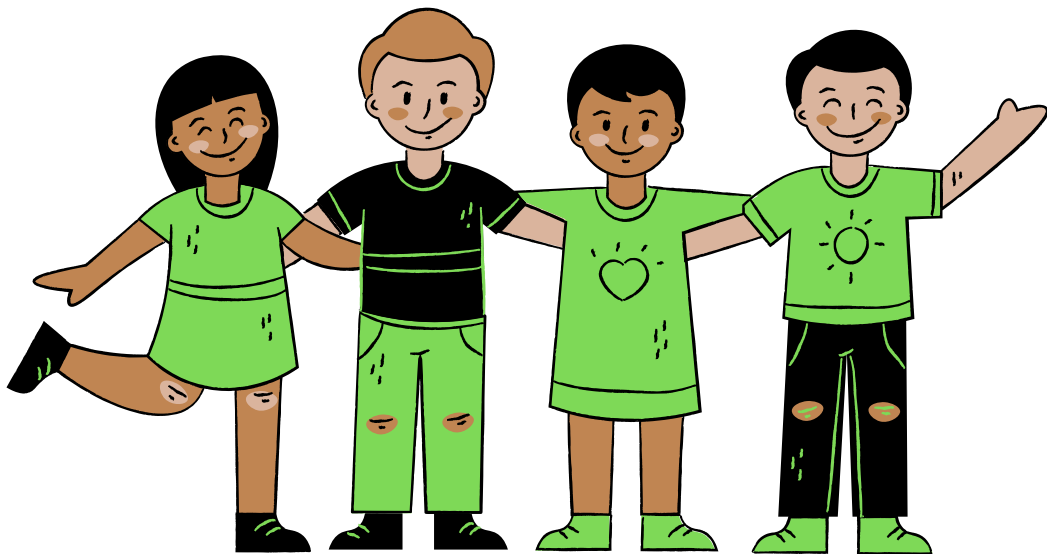
ITEMS

Listening does NOT mean...

Agree with everything the other person says.

Listening means...

Understand what the other communicates to us, respect and take it into account.



COMMUNICATION

There are five listening levels:

- 1 To ignore
- 2 simulate listening
- 3 selective listening
- 4 Listen carefully
- 5 listen empathetically



COMMUNICATION

EMPATHIC LISTENING

Ability to grasp the message of our interlocutor, without prejudice.

Empathy: Ability to perceive and assimilate that another person feels, with the aim of capture what they want to convey to us.

ASSERTIVE LISTENING

Treat feelings with respect thoughts of each person.

It takes into account their points of view, their opinions and concepts.

Assertiveness: Attitude to express your point view in a clear and respectful manner before the interlocutor.

COMMUNICATION

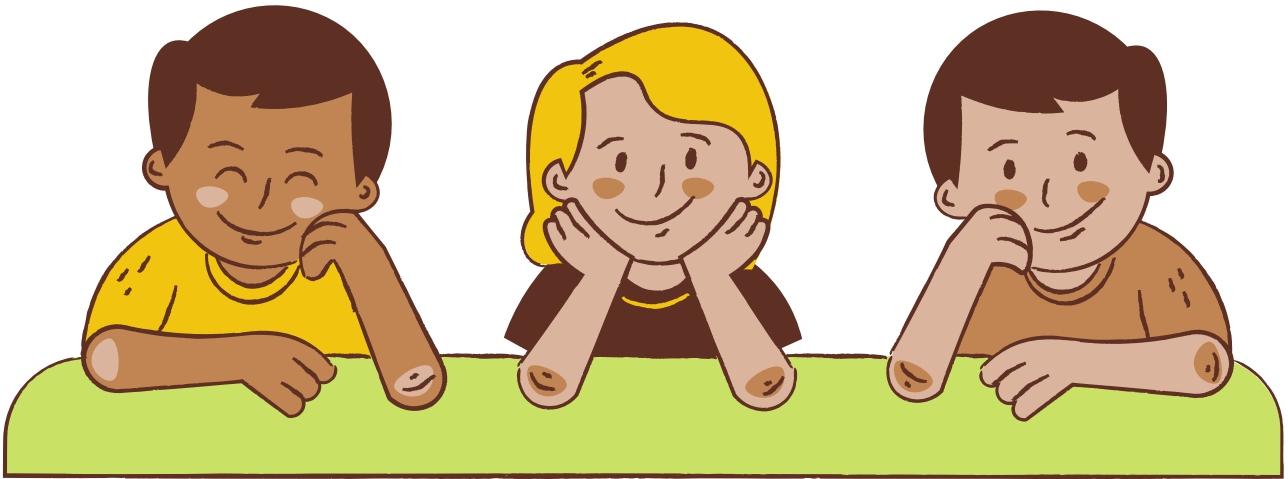
ACTIVE LISTENING

When we think of negotiation with first we assimilate it is with the dialogue, but must understand beyond this, specifically in **active listening**, that will allow us to have a successful negotiation.

Because it's no use talk but we really understand what the other wants us to transmit.



COMMUNICATION



ACTIVE LISTENING

Ability to listen properly, correctly.

It makes us aware of what they try to us (really) communicate.

We give feedback: because we give information to our interlocutor what it is trying to convey to us.

COMMUNICATION

Errors that do not allow you to have a active listening...

- Interrupt the other.
- Get distracted easily.
- Immerse yourself in your own thoughts.
- Judge what the other says.
- Believing that your opinion is superior to the other.
- Talk more than you listen.



COMMUNICATION

"Put yourself in the place of the other, develop in part the habit to give real importance to the other. I know try to value his person, recognize that he has the right to exist, to think in a way autonomous to be happy"

-Pope Francisco-

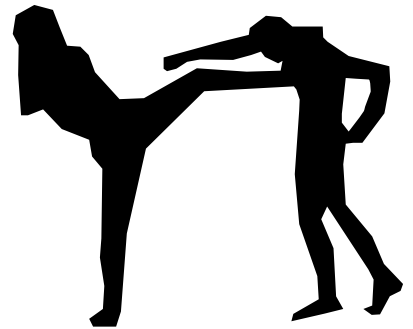
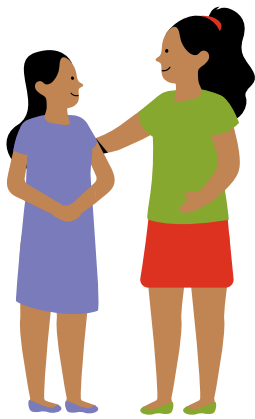


COMMUNICATION

Below you will find some images, match them with the indicated word:

COMMUNICATION

NO COMMUNICATION



EXERCISE

Next, the students will form a round, the teacher will choose an object the which he will give to one of the students, who will have a time limit set by the teacher to speak. The teacher can ask questions or assign a specific topic.

This game seeks to stimulate fluency verbal, critical thinking and imagination.



COMMUNICATION GAME

CHAPTER 3

SCHOOL MEDIATION



MEDIATION

It is a method of conflict resolution, which consists in resolving the conflicts of two or more people peacefully with the help of a neutral third party, known as mediator.



SCHOOL MEDIATION

It is a form of mediation, which takes place in educational institutions, which seeks create a communication space between those involved (students, teachers, parents of family, etc.) with the intervention of a mediator, trying to manage positive the conflict, transforming it.



SCHOOL MEDIATION



School mediation is a method of peaceful resolution of conflicts between schools, based on dialogue and respect, that allows the students involved take responsibility for their conduct, protagonism in the process and in one's own peaceful resolution of the conflict.

Source: <https://www.promediacion.com/mediacion-escolar/>

COEXISTENCE



School coexistence is built through the relationships that produce among all the people who are part of the community educational. It will be positive if Construction is done from respect, acceptance of differences and the opinions of all on an equal footing. Is construction should promote resolution of possible conflicts, disagreements, tensions or disputes of peaceful way.

-General Subdirectorate for Cooperation Territorial and Educational Innovation-



COEXISTENCE



Source: tira de prensa argentina "Mafalda" (Quino)

IMPROVES THE SCHOOL ENVIRONMENT

- Transforms the conflict achieving satisfaction the interests of the parties.
- Promotes empathy.
 - Non-violent solutions are sought to resolve conflicts.
- Personal relationships are enriched.
 - Promotes communication among the educational community.
- Acceptance and respect for differences.
- Personal growth.



BEGINNING SCHOOL MEDIATION

Willingness of the parties.

**Neutral and impartial
mediator.**

Confidential.

**The parts are always
presents.**



SCHOOL MEDIATION PROCESS

Detect the conflict



What happened?

What caused the conflict?

Who are those involved?

Establish views and interests



What do you want to achieve?

What do you need it for?

Present solution formulas



Brainstorm

What do the parties propose?

How do we solve the conflict?

Establish an agreement



Pact of wills where undertake to give, do or not do a stuff.



UBUNTU, AFRICAN LEGEND

An anthropologist visited an African village. he wanted to meet their culture and find out what their values were fundamental. So he came up with a game for the kids.

He put a basket full of fruit near a tree. Y he told them the following:

- The first to reach the tree, will keep the basket with fruit.

But when the man gave the signal for the race, something unusual happened: the children took from the hand and started running together. When you get to the same time, they all enjoyed the prize. They sat and the fruits were distributed.

The anthropologist asked them why they had done this, when one could only have kept all the basket. One of the children replied:

- 'Ubuntu'. How can one of us be happy if the rest is sad?

The man was impressed by the sensible answer of that little Ubuntu, is an old African word which in the Zulu and Xhosa culture means **'I am because we are'**. **It is a philosophy of life, which consists in believing that by cooperating harmony is achieved that everyone's happiness is achieved.**

Source: <https://www.guiainfantil.com/articulos/ocio/leyendas/ubuntu-leyenda-africana-sobre-la-cooperacion/>

CHAPTER 4

PARTIES OF THE

CONFLICT



PARTIES OF THE CONFLICT

First of all, it must be clear that educational institutions can be part of the conflict any person of the educational community, which means that the role of mediator can be taken by a teacher, manager, parent, or the students, as well as the parties in conflicts are not only students, but also can occur between a student and a teacher, between teachers, between students and managers, etc.



PARTIES OF THE CONFLICT

THE MEDIATOR

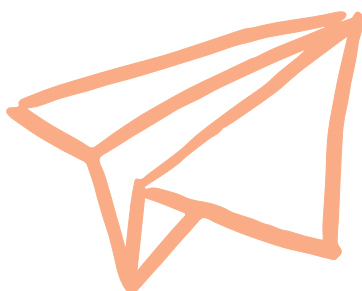
It is the neutral third party that creates a space of effective communication so that the parties can be felt in an environment of confidence where they can solve their conflicts with the guidance of an outsider the same.



PARTIES OF THE CONFLICT

FUNCTIONS OF THE MEDIATOR

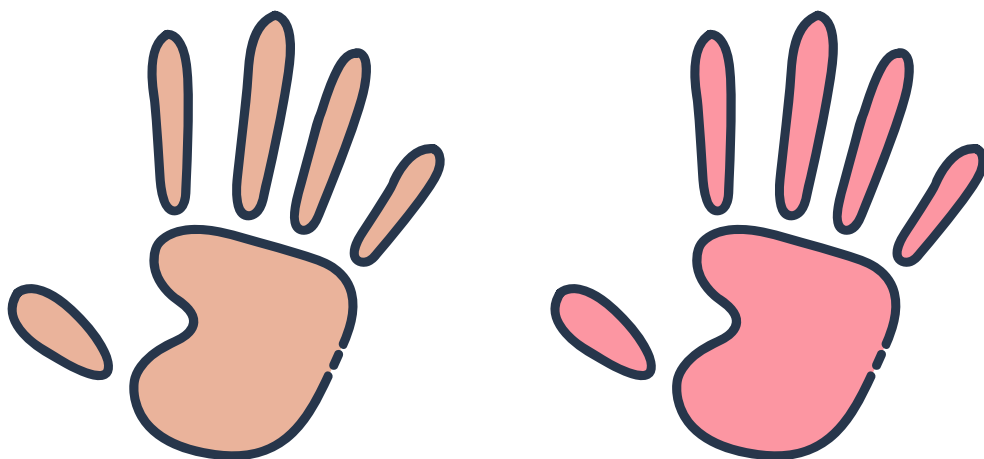
- Facilitate dialogue.
- Support in the identification of the conflict.
- Provide spaces for each person to share her position and interests.
- Avoid stagnation in the process.
- Motivates the proposal of solutions and takes of decisions.
- Encourages the parties to negotiate and reflect on common ground and nonviolent disagreement.



PARTIES OF THE CONFLICT

THE PARTIES

The parts may be composed of one (individual) or more people (collective), that is to say that a part can be made up of a group of people who have the same interests against person or another group of people.

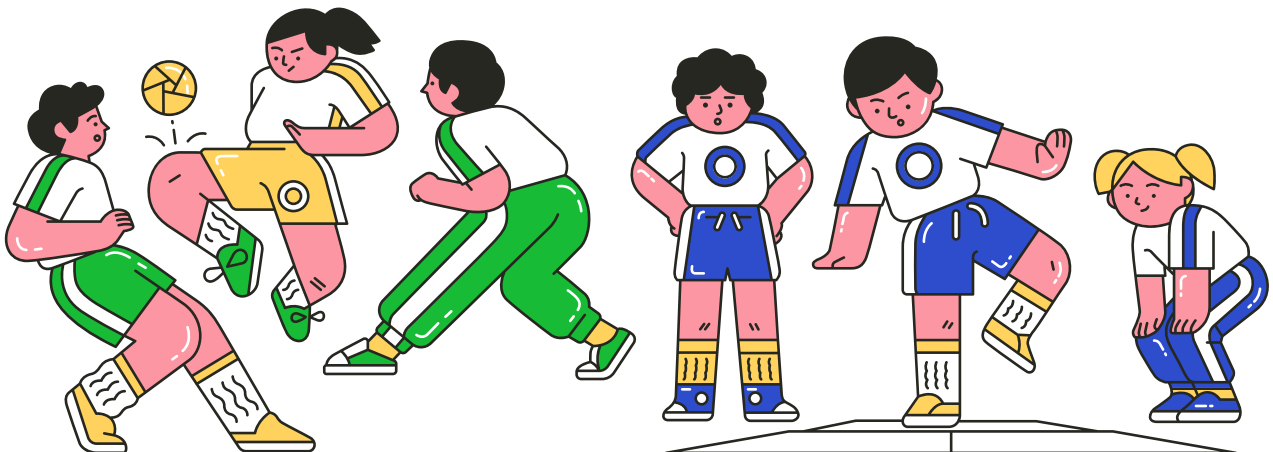


PARTIES OF THE CONFLICT

COLLECTIVE PART

An example would be:

4-A grade students meet in conflict with 4-B grade students, because both groups want to use the school field, the first to play soccer and the seconds to rehearse a choreography.

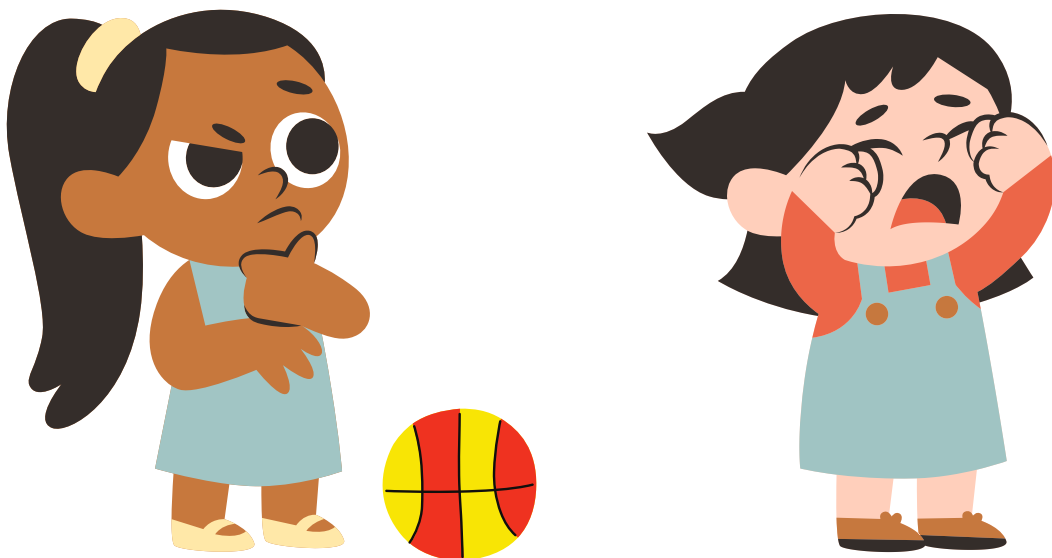


PARTIES OF THE CONFLICT

SINGLE PART

An example would be:

María does not want to lend him the ball to play Louisa.



THE MEDIATION BETWEEN PEERS

Peer mediation consists of a collaborative strategy involving mostly educational institutions means of which are strengthened conflict resolution skills the students so that among themselves implement mediation between their companions.

LA MEDIACION ENTRE PARES

The process to follow after present a conflict would be to select to a student after training in school mediation to fulfill the role of mediator, can be chosen by the parties in conflict or by the teacher in charge, and among these they will generate arrangement formulas to culminate in an agreement, and continues providing support and follow-up.



CHAPTER 5

TOOLS OF

NEGOTIATION



TOOLS OF NEGOTIATION

SILENCE

This allows us to listen carefully to what that the other has to say, keeping our opinions for when our turn to speak, so the other person she feels heard and we can assimilate the information.



PARAPHRASE

Repeat with our words the message that we have received from the other party, this It helps to clarify doubts and to verify if really got the message that the another wanted to transmit.

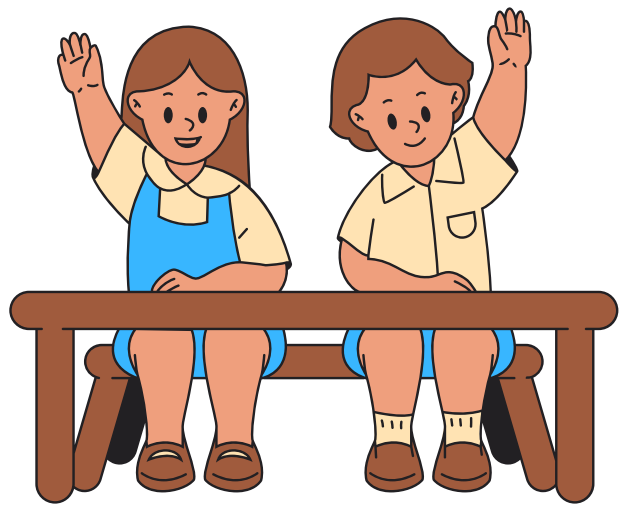
ABSTRACT

Let us understand the points principals of the message that they want us transmit, put in a few words what the other has said help to get information Necessary for solve the conflict.



TO ASK

Asking is the way more effective than clear the doubts that we have about certain parts of message from the other part that doesn't we understand or we require more information.



HUMOR



When between the parts feels a atmosphere of tension, you can divert attention doing some funny comment.

ACTIVITY FOR MEDIATE

The activity consists of presenting students a situation real or imaginary conflict, make a role play interpreting the papers on behalf of conflict and finally between all the students will create formulas of arrangement.

This activity helps promote discussion, listening and problem solving conflicts.



AGREEMENTS

CHAPTER 6

As stated in previous chapters, agreement is a pact of wills where the parties undertake to give, do or not do a thing. It is the product of a process of negotiation, which in this case would be the result of the mediation, it reflects the arrangements reached, the agreement. It can be total or partial, depending on whether managed to negotiate on the whole conflict or only about some parts.



AGREEMENTS

The idea of agreements is that through cooperation is achieved get benefits for both parties, as well as achieve identification of your real interest in of the conflict.



AGREEMENTS



Each party must propose
your formulas of
arrangement.

It goes into discussion
about them and to be the
case is modified until that
both parties find satisfied.

AGREEMENTS



Once you have a formula arrangement, the parties shall put it in writing detailed, committing to its fulfillment.

AGREEMENTS

After establishing the agreement must keep track of ensuring its compliance and in case of non-compliance, apply the corresponding sanctions.



AGREEMENTS



CONCLUSION

The creation of programs conflict resolution in educational institutions is an impact directly in the integral development of the student, this due to its function preventive and rehabilitative school life.

We hope this booklet will help to harmony, collaboration between peers and the strengthening of core values of a peace culture.

INSPIRED BY

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