

# Mediation - helping each other

## 3 steps to the activity realisation



### Step 1 – preparation phase

Having faith in the abilities and judgement of young people is one of the key factors of this exercise. The idea is that young people listen and are receptive to the issues of their friends, fellow class mates or colleagues etc., develop empathy and good judgement.

Participants have to be informed about the methodology, the setting and their role. The participants should not be, by no means, co-dependent and all should agree discretion.

This exercise should be done in groups of 5 to 8 participants and participants should be prepared to describe a case or situation, they might need help or advice and be ready to listen and give unsolicited advice or suggestions, what can be done to solve the issue/problem. It should be considered to choose a different location than school, e.g. a café, a park etc.

All “cases” are important and should be treated accordingly. Cases can be of a personal nature (family, friends etc.) or conflict with others, etc. A potential case giver, can call for an advisory meeting.

### Step 2 – activity phase

One participant is the Case giver and the rest of the group is the advisory group. Members of the advisory group don't have to be familiar with the case, the topic or even the background of the case giver.

- ✓ The group should select a moderator (could also be offered by the pedagogical staff)
- ✓ Case giver presents the case in much detail as necessary
- ✓ The advisory group only listens and does NOT give feedback or opinions during the presentation
- ✓ The advisory group can ask questions for clarification
- ✓ The advisory group retreats for working on the case and collecting advice, suggestions for possible solutions. A possible scenario could be:
- ✓ The participants of the advisory group try to take on the role of the persons involved in the case and paraphrase suggestions, feedback etc. e.g. I think/feel/would, being (person x), that ...
- ✓ Role play the situation, so that the case giver can reflect as an outsider and brainstorms, elaborates suggestions, solutions etc. with the advisory group
- ✓ Feedback of the case giver, what was most important for him/her and announcing, if the suggestions, suggested solutions etc. were helpful and which if he/she gained new perspectives and knowledge from the process



Type of activity:  
Mediation

Value of the activity:  
using mediation and feedback techniques for problem solving and crisis management

 Timing:

preparation: 1h  
implementation: 1-2h.  
checking learning progress: 1h.



Activity follow-up:

Talk about this activity as a positive example and best practice and suggest similar activities for the future



Other value case box components:

Flipchart



Value quoted:

It worked.

The team helped my finding a solution for a very personal problem.

### Step 3 – wrap up phase

The young people reflect on the activity.

Guiding questions could be:

- ✓ How did you feel, when presenting the case?
- ✓ How did you feel about the advice/suggestions ... given?
- ✓ Did you feel valued in the group?
- ✓ What feedback would you like to give to the advisory group?

Your notes:

- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...