

Handout 7: Mediation Simulation

Name: _____ Block: _____ Date: _____

We have been learning about ways that families can deal with issues. Mediation can also be used for other disputes as well. Today you will be participating in a mediation between two students who are arguing about who pays for fixing an iPhone that has been damaged. Both students agree to participate in the mediation. You will be divided into groups of three to act out this role-play.

Interests are different from issues and are important beliefs or values that are beneath stated positions. To get at these interests the mediator may ask the parties the question “What about this issue is important to you?”

Items Required: A pen or pencil, note paper, a large piece of poster paper and one large black felt pen.

Step 1: Read the facts in the scenario below. Think/pair/share with your group the key issues that will be raised by the mediation. Record the issues.

Case

Two classmates are in a dispute about an iPhone that was damaged. Joe owns the phone and Sally borrowed it. When Sally returned the phone it did not work. She says it is Joe’s lousy phone and he claims that it is all her fault. Joe wants Sally to pay for the repairs and Sally refuses. Both students have been complaining to their other friends so it is becoming an uncomfortable situation at school with so many people involved. It has led to a break in their friendship and name calling. They decide to participate in the school mediation program to resolve the issue.

Step 2: Review the *Handout 6: A Simplified Mediation Process* and review the role of the mediator and the students.

Step 3: After your teacher has assigned the mediator and the student roles you must prepare for your role:

- As the mediator, write an opening script to set the tone for the opening of the mediation process. Also prepare open-ended questions that cannot be answered simply with a yes or no answer.
- As the students, you must determine what interests are of concern to you in the mediation and what result you want at the end. Think about whether you are prepared to compromise.
- Use the tracking sheet provided below to ensure that you are performing your role in the mediation.

Step 5: Present your mediation to the class. The teacher will be using the tracking sheet below to evaluate you. Make sure you follow all the steps.

Step 6: At the end of the mediation, you will be evaluating your groups' participation using the *Handout 9: Group/Self Evaluation Rubric*.

Tracking Sheet

Role	Task	Yes	No
Mediator	Set the framework for the mediation and explain the tone for the process.		
	Create open-ended questions.		
	Prepare to listen actively during the process. Record recommendations for action.		
	Summarize and clarify the perspective of the participants.		
	Record the participants' interests on a chart.		
	Record options to be discussed.		
	Record the pros and cons for the options.		
	Record recommendations for action		
Students	Create details for case scenario.		
	Identify interests to be discussed.		
	Select two interests as a focus for discussion for the mediation process.		
	Assess the pros and cons of each option.		
	Identify what solution would satisfy them.		