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MEdiators and PEacemakers against PEer Victimization

Output 7:

PEACEMAKING and MEDIATING HANDBOOKS



PROJECT COORDINATOR:

ALTINDAĞ-DISTRICT NATIONAL EDUCATION DIRECTORATE/TÜRKİYE

Project No:2019-1-TR01-KA201-077328





Project Overall Object

Goal of “MEdiators and PEacemakers against PEer Victimization-MEPEV” Project, to ensure that disputes between the students are solved peacefully without returning to violence through mediators or peacemakers chosen among their peers whom are educated young people embraced the culture of co-existence

Secondary aim of the project;

- prevent peer victimization and bullying (PVB) and lessen its negative effects by rehabilitating the victimized students,
- encourage young people to work together on a common purpose and their active participation in all areas of social life through decision-making and implementation processes,
- to develop the negotiator /mediator / student self-control, self-esteem and self-confidence.

Target Group of the Project:

Secondary school students, other students, families of students and teachers.

Project Activities:

1. Analysing good examples in the world,
2. Preparation of effective training modules for students and teachers,
3. Training the determined number of students and teachers in selected schools with the training modules prepared,
4. Preparation of Mediator and Conciliator handbooks for students and teachers,
5. Preparation of the e-learning platform, testing the platform with trial trainings,
6. Preparation and testing of an educational game,
7. Preparing academic publications and publishing them in peer-reviewed journals,
8. Organizing 2 conferences in Turkey and a workshop in Austria, Slovenia and Italy.





Erasmus+ Programı Okul Eğitimi Stratejik Ortaklıklar (KA201)

Proje No: 2019-1-TR01-KA201-077328

“Mediators and Peacemakers against Peer Victimization”

Project Partners:

1. Altındağ İlçe Milli Eğitim Müdürlüğü/ Türkiye - Coordinator
2. Dezavantajlı Grupları Anlama ve Sosyal Destek Derneği (DEGDER)/ Türkiye
3. Bolu Abant İzzet Baysal Üniversitesi/ Türkiye
4. ITT Leonardo Da Vinci/ Italy
5. Univerza v Mariboru /Slovenia
6. Austrian Association of Inclusive Society (AIS) Austria

Project Outputs

Output-1: Country Collection of Best Practices

Output-2: Training Modules

Output-3: Peacemaking and Mediating Handbooks

Output-4: Implementation of Trainings

Output-5: E-Learning Platform

Output-6: Academic Article

Output-7: Educational Game for Students

Output-8: Dissemination Plan and Implementation





RULES OF THE GAME

The game is played with a total of four people consists of two people in each teams Teams place their representing pawns in the starting area. Both teams draw one scorecard in turn, and the team with the highest number starts the game.

The starting team draws a scorecard again and advances the team pawn across the field for the number received. Teams receive awards or penalties by performing tasks given in different types of areas. (Teams do not do the tasks in the field they come from as a reward or penalty for the tasks). The team that reaches the finish area first wins the game.

Solve It

When a team arrives in the "Solve It" area, they draw a "Solve It" card and read the text they drew and after examining the picture on the card, they give it to the other team. The opposite team reads the solution options in the card to the team in the field. Team players in the field choose a solution proposal by discussing among themselves, if they choose the "Correct" solution, they move forward one area, if they choose the "Unsatisfactory" solution, they stay in the same area. If they choose the "Wrong" option, they go back one area.

Do It.

The team that comes to the "Do It" field turns the "Do It" wheel and the players of this team perform the tasks on the wheel in turn. If the team fulfills the given task, they will not be penalized, if they cannot fulfill the given task, they will have to wait and not move for one round.

Slime Pit

The team that comes to the "Slime Pit" sticks and cannot move one round.

Guess what

When a team arrives in the "Guess What" field, the opponent team draws a question card and asks the question to the team in the field. If the team in the Guess what field answers the question correctly within the time until the hourglass is empty they'll move one step forward and if they cannot answer correctly the opponent team that asks the question moves one step forward.

Draw It

A player from the team that comes to the "Draw It" field draws a Draw It card and tries to explain the words given on the card to his teammate by drawing within the time until the hourglass is empty. If the team on the Draw It field knows the sentence

correctly they move one step forward, if they do not know the sentence correctly, the opponent team that asked the question moves one step forward.

White Zone

The "White Zone" is the ineffective area, this area does not contain any mission, reward or punishment.

SCENARIOS

BUS STOP 1

SCENARIO 1

Display

At lunch, a teacher on duty sees the student physically attack another student in the canteen queue. Interferes with the attacking student. Then he takes the attacking student away from there and takes him to the assistant principal. The student opposes the teacher because he thinks this is unfair. The student is suspended from school.

Reality of the event:

The teacher in charge of the lunch gets angry at the rude behavior of the students towards each other. In the first incident he witnessed during lunch, he took the student, whom he thought attacked without listening to the students, to the assistant principal.

A group of students queuing for hot dogs in the canteen, one of the students waiting for them to pick up and leave, is suddenly pushed violently. When he turns his back in shock, just as he raises his hand in the air, the teacher sees it and thinks he is fighting.

Question Card / Scenario 1- Teacher

Question 1 You are the teacher in the scenario you are reading. Which of the following is the appropriate solution.

- a) taking the student to the vice principal (wrong) (..... move backwards)
- b) Listening to both students and taking them both to the vice principal (Confusing answer)(count on the spot)
- c) Listening to both students and making them go to the mediator leader (Correct answer) (..... square forward)

Question Card / Scenario 1- Student

Question 1 You are the student in the scenario you are reading. Which of the following is the appropriate solution.

- a) It is right to stand up to the teacher in the face of injustice done to you. It hurt your dignity that it was in front of all your friends. (wrong answer) (..... step backwards)

- b) You caught the friend you attacked while going to complain to the principal and you tried to persuade him to go to the mediator leader student (Correct answer) (..... square forward)
- c) Your friend you attacked went to complain to the manager.(Distracting answer)(count on the spot)

BUS STOP 2

Scenario 2

SITUATION:

r. He was making fun of J. over and over during recess. J. entered the counseling service crying and both were sent to peer mediation.

J. STORY: At every recess, R. always calls me names and gives me a sarcastic look. He's being very rude, I don't know why. My friends said it just means he likes me. R. They said he loves everyone. That's why I didn't say anything. He was extra rude today, what he said about my physical appearance and financial situation made me cry.

J. OBJECTIVE: I just want him to stop making fun of me, not belittle me.

R. STORY: When my friends found out that I wanted to be friends with him and that I liked him, they started making fun of me. So I started making fun of him to stop the class making fun of me. If I acted like that, they'd think I didn't like him.

R. OBJECTIVE: I didn't want to hurt her feelings. I just wanted my friends to stop making fun of me.

Question Card / Scenario 2- In terms of J

You are the J in the scenario you are reading.

- a) Your mediator helped R to understand you (Correct answer) (..... square forward)
- b) The mediator told you it's normal to have small banter between friends. (wrong answer) (go back squares)
- c) The mediator calmed us down by giving us advice on friendship. Distracting answer)(count on the spot)

Question Card / Scenario 2- In terms of J

You are the J in the scenario you are reading.

- a) The mediator's advice on friendships (wrong answer) (go squares backwards)
- d) Under the leadership of the mediator, we signed a contract with J (Correct answer) (..... square forward)
- e) J and I both admitted our mistake and shook hands.(Distracting answer)(count on the spot)

BUS STOP 3

SCENARIO 3

C's Story: In the past week, J and I hung out many times without N. We met often to talk about fashion, music and other things. N is very athletic, likes to wear basketball team and sportswear. When I expressed regret for leaving N out, J said N was too "ignorant" to talk about the same things as us. I knew it was really hurtful. That's why I told him he wasn't a good friend and to check out what he was talking about. He started to cry. He denied what he had said about N. I know you don't mean to be rude, but he's tactless.

C. Target: I want J to admit what he said to N and let him know that it hurt him. I'm really sorry for hanging out with J more than N.

N's Story: I noticed that J. and C. had left to hang out early at lunchtime on their own and had often left me out of their activities for the past week. I know I'm not as interested in fashion as they are. I know they don't like sports as much as I do. But it still hurts my feelings that they left me out. I would say J is confusing C with this. I feel it says something about me (about my personality). J tends to do this. At lunch today I saw them talking and J crying and C told us he wanted us all to resolve this through peer mediation.

N's Goal: I may not know all the new songs or fashion trends as well as they do, but I still want to get involved.

J's Story: Last week I convinced C to hang out with me. N really doesn't like to do the same activities as we do. So why would we wait for him? But then C said I'm not a good friend. He was very critical of me about what I said to N. I had no bad intentions. That's how I said it. Why does C make me feel so bad?

J's Goal: I just want to hang out with C. I don't think what I said about N is that bad. I didn't do anything terrible, I was just hanging out with my friend! N doesn't like what we do anyway.

Question Card / Scenario 3- In terms of C and J

Which of the following is incorrect when the mediator evaluates the scenario in terms of C and J?

- d) The mediator tried to comfort him by saying that this is a humane and normal situation
(Correct answer) (..... square forward)
- e) Mediator identified issues (w) (..... square backwards)
- f) The mediator sets rules with them to strengthen the relationship between C and J
(w(..... square backwards)

BUS STOP 4

SCENARIO 4

SITUATION: Ayla and Jale used to be good friends. Recently, however, Ayla moved away from Jale and made another group of friends. He held a pajama party with his new friends. That night, the girls posted pictures of the party on Instagram.

Jale's Story: Even though I'm no longer Ayla's best friend, being excluded from her party is still a horrible feeling. I was told a lot. And worse, they posted loads of pictures on Instagram. I feel so hurt and betrayed. We're not best friends, but at least I thought we were still friends.

Jale's Goal: I know that he knows he's hurting me and that he's only posting photos to annoy me. I want him to leave this.

Ayla's Story: I didn't feel like I was excluded. Since Jale and I weren't that close anymore, she probably wouldn't want to come to my party. So why would I invite him? And I just posted the pictures for fun; Am I not allowed to do this? Should I get permission from him?

Ayla's Goal: Jale is just overreacting.

Question Card / Scenario 4- For Ayla and Jale

If Jale forcibly takes Ayla to mediation, which of the following situations would be best for both?

- g) Understanding and apologizing to each other (Confusing answer) (count on the spot)

- h) Ayla's apology and removal of photos from Instagram (w) (..... square backward)
- i) Accepting each other's limits by accepting what is going on between them (correct(..... Move forward squers)

BUS STOP 5

SCENARIO 5

SITUATION: Ahmet said that Emir stole his phone in the locker room. Emir denied the accusations and they were sent to peer mediator to resolve the issue.

Ahmet's Story: I've been saving up my own money for the past six months to buy an iPhone X. I brought it to school yesterday and was showing the fingerprint recognition feature to a group of friends and I saw Emir squinting at my phone suspiciously. I left my bag at the gym, my phone was in it. When I turned, I saw Emir rushing out of the dressing room. When I got home I didn't have a phone! I confronted him at school today, but he denied everything!

Emir's Story: When I went to school today, Ahmet came to me and accused me of stealing his phone! I had no idea what he was talking about. I remember showing his phone to his friends. He thinks I stole his phone. However, I was running to the classroom to catch up with the lesson.

Emir's: Those are facts and he can't keep accusing me of something I didn't do. This needs to put an end to it. It's not my fault your phone got lost. He can't keep accusing me of this!

Question Card / Scenario 5- from the perspective of the mediator

What should the mediator do?

- f) He should check the footage of the school and identify the culprit (w (go back squares)
- g) In order to find a way to compromise on the solution of the problem, the leader should seek support from the teacher (r)(..... Move forward squaers)
- i) Investigate eyewitnesses (Confusing answer) (count on the spot)

BUS STOP 6

SCENARIO 6

SITUATION: Emel allegedly spread an ugly rumor about the popular new girl Vildan. When Vildan confronts her, Emel denies everything. Vildan said he would slap Emel when a teacher separated them and sent them to peer mediation.

Emel's Story: I used to be very popular but now everyone loves the new girl for a reason. He has almost 400 followers. And it really annoys me. So I told some of my friends what I thought of him. It seems that what I said turned out to be. He came up to me saying that I was spreading the rumor on purpose, but I denied it. He said he was going to slap me in public!

Emel's Purpose: I just told a few of my friends; Who they told is not my fault, is it? Rumors are always spreading anyway; shouldn't be so upset.

Vildan's Story: I didn't know anyone at this school when I moved here, but everyone was very nice to me. I met many new friends. I can say that Emel doesn't like me for some reason. She was a popular girl and we never spoke well. All the people started avoiding me last week and when I asked one of my close friends, they said that Emel told the whole school that I had plastic surgery. When I asked him, he refused! I threatened to slap him too.

Vildan's purpose: Emel's confession to the whole school that she spread this rumor herself.

Question Card / Scenario 5- from the perspective of the mediator

What should the mediator do?

f) encourage both to strengthen their relationship (w) (go back squares)

g) use conflict resolution strategies (r) (Move forward squares)

i) Prepare a contract on Emel's confession and have it signed by both parties (Confusing answer)
(count on the spot)

BUS STOP 7

SITUATION:

Two friends who had problems applied to the mediator leader student for help.

What should the mediator leader student not do during the mediation process?

1. During the negotiation process, the two should work together and inform the other partner. (r) squares forward
2. Reminds confidentiality of mediation rules. (r) squares forward

3. Goes to agreement immediately by defining the problem. (w)squares backwards
4. He explains the principles in the mediation process and then begins. (r) squares forward

BUS STOP 8

CONDITION

Which of the following does not the mediator leader do to the friends who go to the mediator to solve the problem?

1. Listens actively by giving both parties the right to speak. (r) squares forward
2. Prepares the contract for peers who have problems. (r) squares forward
3. Uses emotion management techniques effectively (r) square forward
4. The peer mediator always helps his peers in solving problems. (w)squares backwards

BUS STOP 9

SCENARIO 9

Situation: Bülent had been helping Taner's biology lesson for a while. Taner failed his last Biology exam and blamed Bülent. Their friendship is a bit bad now because of this and they decided to go for peer mediation.

Bülent's Story: I have been helping Taner in his biology class for a long time. He has problems with concepts. But after joining the football team, I had to go to practice after school almost every day and I couldn't help him. I promised before that I would help him in the final exam. I was completely out of time because of football. He blamed me for not helping him when he didn't pass the test, it wasn't my fault! Also, I was tired of always helping him, I wasn't the teacher assigned to him.

Bülent's Goal: He can't blame me for his failing test. I've been good enough to help him this whole time.

Taner's Story: Biology is definitely not my strong point. If Bülent had not given me a lesson, I would have missed the lesson by now. Actually, Bülent is a really great teacher. He helps me to learn and understand all the concepts that I could not learn during the lesson. He promised to

help me in the final exam as well. But he didn't. He didn't even warn me. In the end, I failed the test and he promised to help me with it! My grade dropped a lot because of this.

Taner's Goal: I should at least get one more chance to retake the exam. It would be quite unfair for my teacher to leave me! I don't even stand a chance without help.

Question Card / Scenario 9- from the perspective of the mediator

What should the mediator do?

- f) Encourage Taner to meet with the biology teacher (w) (..... squares backwards)
- g) Must use effective communication skills (r)(Move forward squers)
- i) They can make a study plan together to strengthen their friendship (Confusing answer) (count on the spot)

BUS STOP 10

CONDITION

The three friends had a severe tantrum and decided to go to their fellow mediator for help. How can the mediating leader calm them down?

1. By making them express their anger . (w)squares backwards
2. By having each of them listen to each other. (r) squares forward
3. Helping them develop their empathy skills (w) squares backwards
4. Suggesting a break from their relationship for a while (w) squares backwards.

BUS STOP 11

CONDITION

You are a mediator leader student, you listen to your two friends who applied to you in an effective communication behavior to help them. You have your exam soon. while listening to them **from ineffective communication behaviors** You noticed yourself doing one. What is the ineffective communication behavior you have noticed in yourself?

1. Standing physically at an equal level during the interview (w) square backwards
2. Using head movements too often during the interview (r) square forward
3. Making bodily contact during the interview (w)..... square backwards
4. Smiling at appropriate moments during the interview (w)..... square backwards

BUS STOP 12

CONDITION

You are a mediator leader student, two of your school friends with whom you do not have a good friendship or even dislike came to the meeting to ask you for help. You are angry, how would you act so that your anger is not a problem? Which way would you try?

1. Explains that I can't help. I express my feelings and direct it to someone else (r) ...squares forward
2. At that moment I try to control the reactions and emotions in my body (w) squares backwards
3. I leave it to my collaborator who is the mediator (w) square backwards
4. I tell them my anger I do my duty (w) square backwards

BUS STOP 13

CONDITION

As Tracy Kennedy points out, there is a good reason for each of the basic emotions, both positive and negative. Which of the reasons you read do you think is not true?

1. Trust allows us to connect with people who help (r) ...squares forward
2. Sadness brings us closer to our loved ones (r) ...squares forward
3. Anger makes us fight against problems (r) ...squares forward
4. Fear helps us put us in danger (w) square backwards

BUS STOP 14

CONDITION

It's important to be in control of your emotions while at the same time acknowledging them. If you are angry, you can choose to calm yourself down. You have learned the five step approach for this. Which of the following would you not choose or recommend from this approach?

1. I choose a situation I move away from an undesirable situation (r) ...squares forward
2. Change the situation I review my expectation (r) ...squares forward
3. Perception rules I pretend (w) square backwards
4. Change your thoughts I look with a different belief (r) ...square forward

BUS STOP 15

CONDITION

Which of the following pairs of positive and negative emotions is not a correct pair.

1. Joy-Sorrow (w) square backwards
2. Enthusiasm-Sorrow (r) ...squares forward
3. Confidence-Anger (r) ...squares forward
4. Unhappiness-Joyful (r) ...square forward

BUS STOP 16

CONDITION

As the mediator leader student team, you will make a contract with the students you mediate, which of the following should not be in the contract?

1. The parties are asked what to do (r) ...squares forward
2. One of the parties is made to choose (w) square backwards
3. Ask the parties what to do (r) ...squares forward
4. What they want to add is added (r) ...squares forward

BUS STOP 17

CONDITION

Peer mediators, about the mediation process (with exceptions); With which of the following they can talk and get opinions.

1. School, staff and school administration (w) square backwards
2. Friends of mediation beneficiaries (w) square backwards
3. Parents of mediation beneficiaries (w) square backwards
4. Teachers responsible for the mediation process (r)square forward

BUS STOP 18

CONDITION

What personality trait should a mediator leader student not have?

1. Emotion management and empathy (w) square backwards
2. Accommodating and responsible (r)square forward
3. Impartiality and objectivity (w) square backwards
4. Adherence to confidentiality and ethical principles (w) squares backwards

BUS STOP 19

CONDITION

If you are a mediator lead student, in what situation would you not comply with the confidentiality policy?

1. If school items have been damaged (w) square backwards
2. If there is harassment, abuse (r) squares forward
3. If badly spoken about other teachers (w) square backwards
4. If he wants to drop out of school (Y) square backwrds

Scenario 2 PETER and ANA

Mediation 2

A high school class. Groups of students are participating in a problem based didactic unit. Each group has a goal and has to reach it together. It is not a first time, students has to use teamwork in school.

In one of the groups, a girl, Ana, refuses to perform her part of the work. Noticing this, a team leader, Peter, starts shouting at her, she is lazy and always living from the work of others.

Ana is defending herself with the "attack strategy". She accuses Peter to give her the most uninteresting/boring part of the assignment.

Peter gets even angrier and shouts: "I don't want you in my group any more. Find another fool, who will work instead of you, you lazy ...!"

You are the teacher, who has to deal with this situation, you:

1) Take disciplinary action against Peters' behaviour. His communication with Ana is unacceptable.

(Wrong answer. A square backwards)

2) Tell Peter that if he e his attitude toward team members, in future, he cannot be a team leader.

(Confusing answer. Count on the spot)

3) Ask Peter to look on the situation from Ana's' point of view. Try to show some empathy: how would he react, if somebody would shout at him. And even, if somebody would call him a lazy ...?

(Correct answer. A square forward)

You are the mediator student. You:

1) Explain Peter, that offending people is a not a correct behaviour and that next time he will be then punished for it. (Wrong answer. A square backwards)

2) Explain Peter that mediation will solve the situation and avoid harsh consequences for the whole group. He (Peter) and Ana will repeat their conversation, but each of them will take the part of the opposite party. After these role-play, each of them will understand the emotions of the other one. After that, Peter will ask the group to begin the discussion about sharing the work.

(Correct Answer. Square forward)

3) Tell Peter that she can avoid disciplinary action if apologises himself to Ana and helps her with her part of work. (Confusing answer. Count on the spot)

SCENARIO 2

SITUAZIONE

Dall'inizio della scuola stanno girando sui social network foto modificate di L. che mostrano il suo volto sopra il corpo di una scimmia, con commenti offensivi relativi al colore della sua pelle. Alcuni compagni raccontano che ad aver creato queste foto è stato M. L. è un ragazzo di 16 anni, nato in Italia da papà ghanese e mamma italiana.

L. STORIA: Nel tragitto per tornare a casa dopo la scuola M. ed altri ragazzi, anche di altre classi, mi prendono in giro, facendo il verso della scimmia e dicendomi di tornare in africa.

L. OBIETTIVO: Voglio solo che smettano di prendermi in giro.

M. STORIA: Ho creato le foto solo per gioco. La situazione mi è sfuggita di mano quando un altro compagno ne ha fatto una storia su Instagram.

M. OBIETTIVO: Non ho fatto niente di terribile. Ho soltanto modificato una foto.

CARTA DELLE DOMANDE/Scenario 2 – In termini di L.

Tu sei L. nello scenario che stai leggendo.

- a) Il tuo mediatore aiuta M. a capirti. (Risposta corretta) (..... passi in avanti)
- b) Il mediatore ti ha detto che è stato solo un piccolo scherzo. (Risposta sbagliata) (ritorna indietro di ... passi)
- c) Il mediatore ci ha tranquillizzato dandoci consigli su come si fanno le foto. (Risposta distraente) (rimani sul posto)

CARTA DELLE DOMANDA/Scenario 2 – In termini di M.

Tu sei M. nello scenario che stai leggendo.

- a) Sotto la guida del mediatore, con L. abbiamo firmato un contratto nel quale mi impegno anche ad eliminare definitivamente le foto.
- b) Ho ammesso di aver sbagliato e ci siamo stretti la mano (Risposta distraente) (rimani sul posto)
- c) Ho ricevuto consigli dal mediatore su come si devono tenere le amicizie. (Risposta sbagliata) (ritorna indietro di ... passi)

SCENARIO 2

SITUATION(Role play)

L.'s photos have been circulating on social networks since the beginning of the school. These photos show his face on the body of a monkey with offensive comments about the colour of his skin. Some mates say that M. created these photos. L. is 16 years old; he was born in Italy; his mother is Italian but his father is Ghanaian.

L.'s STORY: On the way back home after the school, M. and other guys, who are in other classes, make fun of me by making the sound of a monkey and telling me to go back to Africa.

L.'s OBJECTIVE: I just want them to stop making fun of me.

M.'s STORY: I took the photos just for fun. The situation went out of hand when another mate posted it on Instagram.

M.'s OBJECTIVE: I did not do anything terrible. I just edited a photo.

QUESTION CARD/ Scenario 2 – L.'s role

You are L. in the scenario you are reading.

- a) Your mediator helped M. to understand your point of view. (Correct answer) (..... some steps forward)
- b) The mediator told you it was just a little joke. (Wrong answer) (go back some steps)
- c) The mediator reassured us by giving some advice on how to take photos. (Distracting answer) (stay on the spot)

QUESTION CARD/ Scenario 2 – M.'s role

You are M. in the scenario you are reading.

- a) Under the supervision of the mediator, we signed a contract with L. in which I also undertake to permanently delete the photos. (Correct answer) (..... some steps forward)
- b) I admitted I was wrong and L. and I shook our hands. (Distracting answer) (stay on the spot)
- c) I received some advice from the mediator on how to keep our friendships. (Wrong answer) (go back some steps).

Scenario – Alunni h bullizzati

Situazione:

Classe 2^a di una scuola superiore. Nei momenti meno strutturati dell'attività scolastica (ricreazione, laboratori, uscita da scuola) Giada aggredisce verbalmente due ragazzi con handicap, Annalisa ed Alessandro. Questo avviene con regolarità tale da poter classificare la condotta come atto di bullismo. Diversi insegnanti si accorgono della situazione ed intervengono.

Secondo alcune voci di corridoio abbastanza attendibili, Giada compirebbe gli atti di bullismo istigata da due compagni di classe, cercando la loro approvazione per essere accettata dal gruppo di cui questi fanno parte. Sebbene l'informazione sia abbastanza attendibile, non ci sono prove sufficienti a motivare un provvedimento disciplinare verso i due, e la studentessa non ha avuto finora alcuna intenzione di confermarla e fare i nomi degli altri studenti

Sei l'insegnante che deve gestire la situazione. Tu:

- 1) Punisci la studentessa per la sua condotta (Risposta errata. Una casella indietro)
- 2) Spieghi alla studentessa che se decide di cooperare per trovare una soluzione potrà evitare le conseguenze più serie. Dovrà però rivelare i nomi degli altri ragazzi. (Distrattore. Rimani sul posto)
- 3) Spieghi alla studentessa che se decide di cooperare per trovare una soluzione potrà evitare le conseguenze più serie. In ogni caso questi episodi non dovranno più ripetersi. La scelta sta a lei perché lei risponde delle proprie azioni in prima persona. (Risposta corretta. Una casella avanti)

Sei lo studente che deve gestire la mediazione. Tu:

- 1) Spieghi alla studentessa che il bullismo è un reato e sarà punita (Risposta errata. Una casella indietro)
- 2) Spieghi alla studentessa che tramite la mediazione si possono evitare conseguenze più severe. Ciò implica che gli atti di bullismo dovranno cessare e, se qualcuno la istiga, dovrà ignorare la provocazione. (Risposta corretta. Una casella avanti)
- 3) Dici alla studentessa che se fa i nomi degli altri studenti non verrà punita. Sarà però obbligata a partecipare alla mediazione. (Distrattore. Rimani sul posto)

Scenario – Alunni h bullizzati

The facts:

9th grade High school class. During the unstructured moments of school activity (intervals, when going out of school, laboratorial activities) Giada verbally assaults two handicapped students, Annalisa and Alessandro. The episodes happen with enough regularity that we can classify this behaviour as bullying. As soon as they are aware of the situation, teachers intervene.

Reliable rumors say that Giada is being pushed by two school mates to bully the students, and she is doing this to be accepted by the group the two are part of. Even if the rumor is reliable, this is not enough to take disciplinary action against the two and the student is not willing to confirm and reveal their names

You are the teacher who has to deal with this situation, you:

- 1) Take disciplinary action against her for her behaviour. (Wrong answer. A square backwards)
- 2) Tell her that if she decides to cooperate and find a solution she will avoid severe consequences. But she has to reveal the names of the other students. (Confusing answer. Count on the spot)
- 3) You explain that if she wants to cooperate to find a solution she'll avoid grave consequences for her. In any case, she will immediately stop bullying handicapped students. She has to choose, because she answers for her actions. (Correct answer. A square forward)

You are the mediator student. You:

- 1) Explain her the bullying is a crime and she will be then punished. (Wrong answer. A square backwards)
- 2) Explain her that mediation will solve the situation and avoid harsh consequences for her. This means that bullying acts will stop immediately, and if someone pushes her to do it again, she has to ignore them. (Correct Answer. Square forward)
- 3) You tell her that she can avoid disciplinary action if she reveals the name of the students. But she will be obliged to take part to mediation process. (Confusing answer. Count on the spot)

Scenario ANA and PETER

Mediation 1

A high school class. Groups of students are participating in a problem based didactic unit. Each group has a goal and has to reach it together. It is not a first time, students has to use teamwork in school.

In one of the groups, a girl, Ana, refuses to perform her part of the work. Noticing this, a team leader, Peter, starts shouting at her, she is lazy and always living from the work of others.

Ana is defending herself with the “attack strategy”. She accuses Peter to give her the most uninteresting/boring part of the assignment.

Peter gets even angrier and shouts: “I don’t want you in my group any more. Find another fool, who will work instead of you, you lazy ...!”

QUESTION CARD/ Scenario ANA and PETER – Teacher’s role

You are a teacher, who has to deal with this situation.

- a) The teacher/mediator helped Ana to understand Peters’ point of view: he is responsible for the result of the whole group and if one of the group members does not participate, he must perform his part by himself. Very likely, the group will not finish the work in time and the consequences will hurt every team member. (Correct answer) (..... some steps forward)
- b) The teacher/mediator punishes Ana with a **negative score**. (Wrong answer) (go back some steps)
- c) The teacher/mediator asks Peter to reorganize the work in the team and give Ana’s part of work to the other student. (Distracting answer) (stay on the spot)

QUESTION CARD/ Scenario ANA and PETER – Mediator’s role

You are a mediator, who has to deal with this situation.

- a) Under the supervision of the mediator, Peters’ group starts negotiating, who is going to perform which part of the work. After reaching the agreement, they write down, what was decided and sign “the contract”. Than they start working. (Correct answer) (..... some steps forward)
- b) The mediator advised Peter to reduce the amount of Ana’s work and divide it among other group members. Peter and Ana shake their hands. (Distracting answer) (stay on the spot)

c) The mediator advised Ana to leave the classroom to cool her head and think about her behaviour. (Wrong answer) (go back some steps).