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| <b>Activity duration</b> | <b>Training days</b> |
| 7 days                   | 10 x 45 min          |

# Youth Mediator Training Program

| 1. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
|-------------------------------|--|-----------------|---|---|
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Introducing the program:</b> Greeting the Participants, Introduction of Trainers and the Training Program   | 30 min          | <b>Presentations of the trainer:</b> Greeting the participants, Introduction of the Trainer, Explanation of the training program, <b>Clarifying questions and expectations</b> , Creating mutual understanding  | flipchart table and pen   |
|                               | <b>Opening circle with the Participants</b> , Getting to know each other, Attuning to the subject (mediation, managing conflicts, youth field, communication, cooperation), Creating opened atmosphere   | 60 min          | <b>Presentation of the group members with dixit card:</b> every participants should choose 3 cards (1. what is typical of you, 2. how do you feel now, 4. how are you know with mediation) <b>Finishing sentences:</b> everybody should finish 5 sentences with their own thoughts, we make circles (When I'm in a conflict... I usually solve my conflicts... My communication style is... Youth field is... Mediation for me...)  | dixit card, finishing sentences   |
|                               | <b>1. Ethical and legal principles of mediation:</b><br>Ethical principles in mediation<br>Legislations of mediation<br>EU directives and domestic legislations relating to mediation<br>Balance, equal treatment and non-discrimination of parties during mediation                   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher, <b>Small group exercise:</b> collecting mutual information about the topic (legislation of mediation, ethical questions) in the group than sharing it with the whole group - discussion about the topic, <b>Value test by Schwartz:</b> individual test than sharing the results with the group, <b>Group discussion</b> about the importance of balance, equal treatment and non-discrimination, sharing personal experiences | flipchart table and pen, Value test by Schwartz                                 |
| 12.30 - 15.30<br>(4 x 45 min) | <b>2. Mediation process and its professional prerequisites</b><br>Difference between dispute and conflict<br>The nature of conflicts<br>The difference between mediation and other problem solving methods   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher, <b>Collecting mutual information</b> about the topic in the group, <b>Sharing experiences</b> , Working in pairs and small groups then rating in big groups  | flipchart table and pen   |
|                               | <b>2. Mediation process and its professional prerequisites</b><br>The mediation process<br>Rights and obligations of parties involved in the mediation   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher, <b>Collecting mutual information</b> about the topic in the group, <b>Sharing experiences</b> , Working in pairs and small groups then rating in big groups, <b>Opened talk</b> about the topic, <b>Questions and answers</b>  | flipchart table and pen   |
| 16.00 - 17.30<br>(2 x 45 min) | <b>2. Mediation process and its professional prerequisites</b><br>The role of self-awareness and self-reflection in the mediation process<br>Personality types in mediation  | 60 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher, <b>Collecting mutual information</b> about the topic in small group, than sharing with the whole group, <b>DISC test</b> and discussion about the personality types (why is it important as a mediator, mediator's personality type and parties personality type), <b>Discussion about the Johari window</b>   | flipchart table and pen, DISC test  |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 2. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>3. Professional relationships in mediation</b><br>Confidentiality obligation and responsibility in mediation<br>The atmosphere of trust and neutrality in mediation   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher, <b>Collecting mutual information</b> about the topic in the group, <b>Sharing experiences</b> , Working in pairs and small groups then rating in big groups starting from the following <b>questions:</b><br>What could be the obstacles to the maintenance of confidentiality?<br>How to create a climate of trust with the boys?   | flipchart table and pen, post-it  |
|                               | <b>3. Professional relationships in mediation</b><br>Mediator competencies and skills  | 60 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Illustrating the <b>8 Gardner's intelligences</b> and asking participants to identify their own.  | flipchart table and pen, post-it  |
| 12.30 - 15.30<br>(4 x 45 min) | <b>3. Professional relationships in mediation</b><br>Handling emotions during mediation  | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Handling emotions during mediation.   |   |
|                               | <b>3. Professional relationships in mediation</b><br>Difficult emotional situations during mediation   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Difficult emotional situations during mediation. <b>Test "Che bestia sei" of D. Novara and CPP - Piacenza (Italy)</b>   | Test "Che bestia sei" of D. Novara and CPP - Piacenza in Italy                  |
| 16.00 - 17.30<br>(2 x 45 min) | <b>3. Professional relationships in mediation</b><br>Honesty and personal integrity during mediation   | 60 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher. Honesty and personal integrity during mediation. <b>Training tests of impartiality and integrity potential through humanistic coaching exercises</b>   | Work-out  |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 3. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>3. Professional relationships in mediation</b><br>Cooperation during mediation  | 150 min         | <b>Mediation situation games in small groups:</b> everybody should be a client and a mediator, practising different case studies and difficult situations during mediation - mediator should keep the process in his hands and stay neutral   | no  |
| 12.30 - 15.30<br>(4 x 45 min) | <b>4. Effective communication in mediation</b><br>Active listening and understanding   | 90 min          | <b>Proust questionnaire in pairs</b> , <b>Collecting mutual information</b> about the topic in the group, <b>Sharing experiences</b> , Working in pairs and small groups then rating in big groups, <b>Situation games</b> about active listening and summarizing   | Proust questionnaire  |
|                               | <b>4. Effective communication in mediation</b><br>Communication styles (aggressive, passive, assertive and manipulative communication)   | 90 min          | <b>Communication styles test</b> - personal filling of the test and then mutual checking, <b>Theoretical teaching</b> about aggressive, passive and assertive communication and the role of the communication style during mediation  | Communication styles test   |
| 16.00 - 17.30<br>(2 x 45 min) | <b>4. Effective communication in mediation</b><br>Communication styles (aggressive, passive, assertive and manipulative communication)   | 60 min          | <b>Case study and situation game</b> about the communication types in an aquarium model situation - <b>Discussion</b> in big group  | Case study  |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 4. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>4. Effective communication in mediation</b><br>Non-verbal communication   | 60 min          | <b>Presentation</b> about non-verbal communication and TED video, <b>Sharing experience in big group</b> about the topic and discussing the importance of non-verbal communication in the mediation process   | flipchart and markers, projector, laptop, ppt presentation                      |
|                               | <b>4. Effective communication in mediation</b><br>Non-violent communication technique  | 90 min          | <b>Theoretical teaching and then situation games</b> about the 4 steps of Non-violent communication (facts, emotions, needs, request) and how it should be used in mediation  | Handout about the 4 steps of Non-violent communication                          |
| 12.30 - 15.30<br>(4 x 45 min) | <b>4. Effective communication in mediation</b><br>Effective questioning in mediation, question types   | 90 min          | <b>Theoretical teaching:</b> question types, opened-closed questions, reflective-circular-structural questions, <b>Situation games</b> in small group: practice of questions in mediation   | no  |
|                               | <b>4. Effective communication in mediation</b><br>Creating balance in mediation  | 90 min          | <b>Aquarium model</b> situation game and then discussing the experience in big group  | no  |
| 16.00 - 17.30<br>(2 x 45 min) | <b>4. Effective communication in mediation</b><br>Special situations during mediation sessions   | 60 min          | <b>Sharing experiences</b> about the topic, Working in pairs and small groups then rating in big groups, <b>Situation games</b> about difficult situations  | flipchart and markers   |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 5. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>5. Effectiveness and facilitation of an agreement</b><br>Positive communication in mediation<br>The role of the mediator at the creation of the final agreement   | 150 min         | <b>Role play:</b> Participants get roles and a mediation situation. The mediator also gets sentences (positive, negative and neutral) he/she needs to use while leading the mediation process. The audience needs to take notes on how the two parties in mediation react to or right after the sentences. Debriefing of activity: Asking the role play participants to share their feelings and thought. Sharing and discussing the audience's notes.  | role play cards   |
| 12.30 - 15.30<br>(4 x 45 min) | <b>5. Effectiveness and facilitation of an agreement</b><br>Necessary elements of the final agreement<br>Creation of final agreement   | 180 min         | <b>Theoretical teaching:</b> Presentation about the formal agreement template. Analysis of the necessary elements in a big group and discussing the additional possibilities. <b>Group work</b> on creating a formal agreement on imaginary cases. <b>Presentation</b> of group work outcome to fellow participants. <b>Big group discussion:</b> The suggested look of the formal agreement. Number of copies, archive, etc.   | presentation imaginary cases paper  |
| 16.00 - 17.30<br>(2 x 45 min) | <b>5. Effectiveness and facilitation of an agreement</b><br>Closing the mediation process<br>Follow up in mediation  | 60 min          | Designing the possible "future life" of a mediation session. Discussing ways and times of follow up in mediation.   | flipchart and markers   |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 6. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>6. Specifics related to youth field</b><br>Field competence in the youth field  | 150 min         | <b>"Just young, not stupid"</b> - Establishing the mindset needed to approach young people and conflicts that involve youth. <b>Personal SWOT analysis</b> - "how am I while working with young people?" - Outcome: competences, skills, attitude, mindset shared. Participants needs to understand how they stand with these competences and what they need to develop.  | flipchart and markers, SWOT analysis sample                                     |
| 12.30 - 15.30<br>(4 x 45 min) | <b>6. Specifics related to youth field</b><br>Communication in the youth field, special needs of youth   | 90 min          | <b>Reality check of young people.</b> Small group work on what is effecting young people and where they stand in society. <b>Sharing of outcomes</b>  | flipchart and markers   |
|                               | <b>6. Specifics related to youth field</b><br>Communication in the youth field, special communication techniques   | 90 min          | Youth workers' communication with young people is getting analysed. An external speaker (live or video) shares <b>best practices</b> on how to communicate with young people. <b>Summary of Dale Carnegie's "How to win friends and influence people"</b> - Discussion on how we can use the messages of this book to work with young people - Being liked, but also respected and trusted by them.   | Short video   |
| 16.00 - 17.30<br>(2 x 45 min) | <b>6. Specifics related to youth field</b><br>Specifics of youth mediation   | 60 min          | Getting back to the reality check of young people the participants prepared earlier. <b>Discussing the challenges and possibilities</b> these give us while mediating on a case where youth is involved. Method: Individual thought created by participants, these being grouped on the wall and creating guidelines from them.   | flipchart and markers   |
|                               | <b>Summary of the day:</b> feedback of the things learned during the day, Discussing questions   | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the training day   | no  |
| 7. TRAINING DAY               | OBJECTIVE OF THE SESSION   | TIME ALLOCATION | NON-FORMAL AND INFORMAL LEARNING METHODS  | TRAINING EQUIPMENT  |
| 9.00 - 12.00<br>(4 x 45 min)  | <b>Opening circle:</b> reflections about the training, <b>Introduction of the training day:</b> in order to have mutual understanding, setting up the daily goals  | 30 min          | <b>Opening circle:</b> each participant is saying, how do they feel, how are they now with youth mediation and whether they have any questions, <b>Introduction of the training day</b>   | no  |
|                               | <b>7. Working as a mediator</b><br>Practising a profession as employed or self-employed  | 150 min         | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Practising a profession as employed or self-employed. <b>Classroom discussion about the question: "What fields may need the youth mediator?"</b>  |   |
| 12.30 - 15.30<br>(4 x 45 min) | <b>7. Working as a mediator</b><br>Manage the professional activity in youth mediation   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Manage the professional activity in Youth Mediator. <b>Working in small groups by answering the following questions:</b><br><b>How to integrate this new professionalism in your current job?</b><br><b>How to introduce yourself to new customers?</b><br><b>What you'd need helpers or allies?</b>  | flipchart table and pen, post-it  |
|                               | <b>7. Working as a mediator</b><br>Country specific knowledge for being a Youth Mediator   | 90 min          | <b>Theoretical teaching:</b> introduction of the topic by the teacher.<br>Country specific knowledge for being a Youth Mediator   | no  |
| 16.00 - 17.30<br>(2 x 45 min) | <b>Saying goodbye</b> , giving feedback to one another in (small and big groups, making common collage (about mediation, experiences, feelings and the personal impressions of the participants, as well as about the project). Common final exercise, making group photo and tableau. | 60 min          | <b>Saying goodbye, giving feedback</b> to one another in colorful cards (writing personal message about what did I learned from you..., what did I received from you...). <b>Preparing common collage</b> (about mediation, experiences, feelings and the personal impressions of the participants, as well as about the project). <b>Making group photo</b>  | Colourful cards, pencils, photomashine, newspapers, carton paper, sissors, glue |
|                               | <b>Closing the 5-day-long program</b> , its summary, sharing experiences (professions and cooperations, thinking together), presenting long-lasting results  | 30 min          | <b>Closing circle:</b> each participant is making a self-reflection about what they have learned during the day, <b>Discussing questions</b> about the exam   | no  |