Printable Annexes

This section contains all the worksheets, cards, and posters needed for the activities in the e-book. The annexes are numbered in the order in which the activities appear in the book.

The header of each annex shows its number and the module it belongs to. The index on the next page tells you which activity each annex is for, on which page of the e-book that activity appears, and how many copies to print.

The sheets are A4, single-sided, unless stated otherwise. The two posters are designed for A3; in this book they are reduced to A4 to keep the format consistent. For printing, use the separate full-size files.

You may freely copy the annexes for educational purposes within the DEQ project.

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Index of Annexes

The “E-book” column gives the activity’s page number as printed in the e-book.

No.	Annex	Activity	E-book	Print
1	Skills Spider Chart	Activity 1: The Skills Spider Chart	12	per person
2	Cards: Decode the Message	Activity: Decode the Message	32	per pair
3	Nonverbal Communication Wheel	Activity 4: Nonverbal Communication Wheel	33	per person
4	Dialogue Wheel	Activity 2: Dialogue Wheel	49	per person
5	Conflict Wheel	Activity 2: Conflict Wheel	63	per person
6	Emotion Cards	Activity 1: Emotion Charades	84	one set per group
7	Triggers Map	Activity 2: Triggers Map	87	one sample per group
8	Personal Regulation Plan	Activity 2: Triggers Map	87	per person
9	School Conflict Scenario Cards	Activity 3: Emotion–Need Exploration	89	one set per group
10	Emotion List	Activity 3: Emotion–Need Exploration	89	per person
11	Needs List	Activity 3: Emotion–Need Exploration	89	per person
12	Volcano Diagram	Activity 4: The Volcano Exercise	90	one per group, A3
13	Role Cards: Mediator, Person A, Person B, Observer	Activity 5: Mediation Role-Plays with an Emotional Focus	92	one set per group
14	Observation Sheet	Activity 5: Mediation Role-Plays with an Emotional Focus	92	per observer
15	The Psychological Impact of Stereotyping	The Psychological Impact of Stereotyping	109	per person
16	Stereotype Escalation Pathway	Visual Aid: Stereotype Escalation Pathway	111	one per group, A3
17	“Just Because…” Identity Cards	Activity 1: “Just Because…” Identity Cards	113	per person
18	Role Labels (Social Snapshot)	Activity 2: Social Snapshot Role Labels	114	per person, sticker paper
19	Similarity Mapping	Activity 3: Similarity Mapping	115	per person
20	Cards: Stereotype-Spotting Mediation Role-Play	Activity 5: Stereotype-Spotting Mediation Role-Play	117	per pair
21	My Culture Shield	Activity 1: My Culture Shield	132	per person
22	Cards: Lost in Translation	Activity 2: Lost in Translation	134	one card per group
23	Step In Prompts	Activity 3: Inclusion Walk	136	one for the facilitator

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24	Cards: Cultural Conflict Scenarios	Activity 4: Cultural Conflict Mediation	138	one card per group of three
25	Critical Thinking Wheel	Critical Thinking Wheel Activity	153	per person
26	What? So what? Now what?	Pair Exercise	168	per person
27	Gibbs' Reflective Cycle	Gibbs' Reflective Cycle	169	one per group
28	Personal Reflection Card	Closing Activity	170	per person
29	Peer Mediator Reflective Wheel	Peer Mediator Reflective Wheel	175	per person
30	Resilience Wheel	Resilience Wheel Activity	199	per person
31	PROCESS Wheel	PROCESS Wheel Activity	217	per person

Supplementary materials

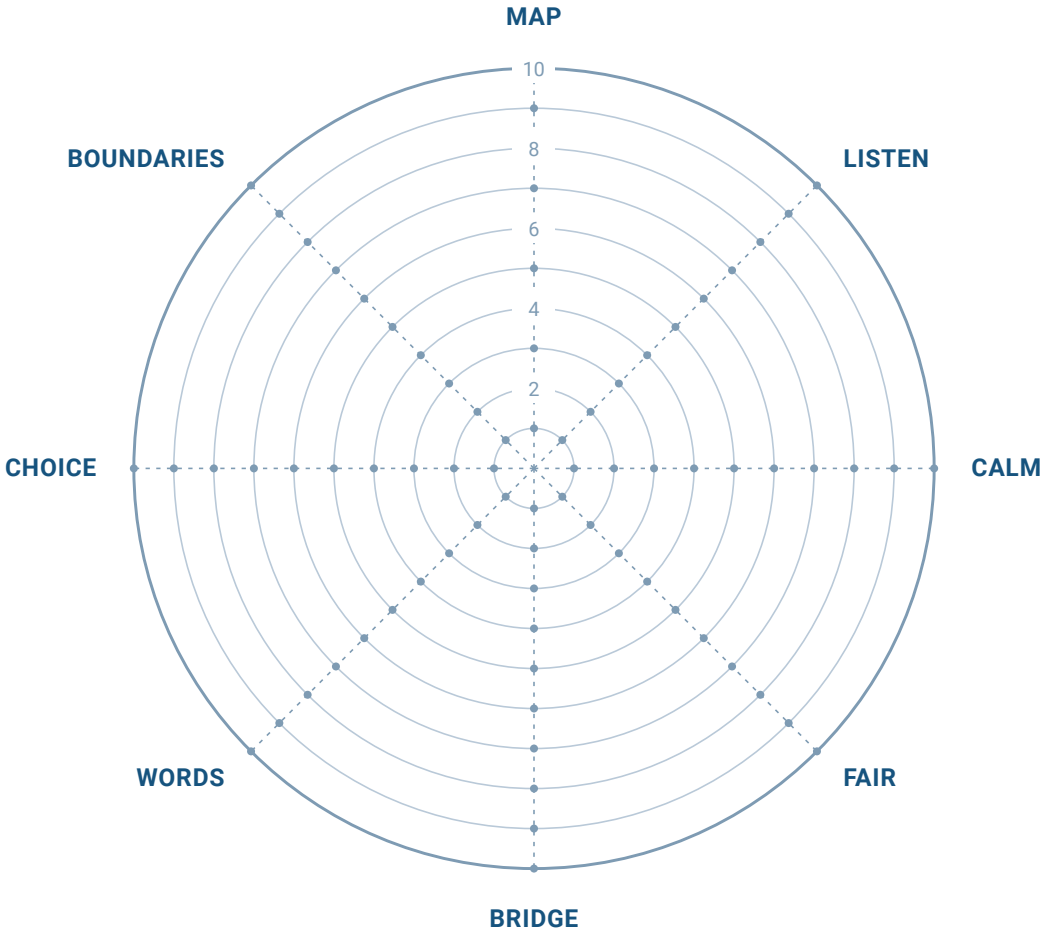
The e-book does not require them, but the school mediation team needs them for its work.

No.	Annex	Purpose	E-book	Print
32	Mediator Pocket Card	Aid during a session	—	per mediator, double-sided A6
33	Ground Rules, Consent, and Agreement	Mediation session form	—	one per session, double-sided
34	The Mediator's Role: Does and Doesn't	Preparing for a session	—	per mediator
35	Label and Fact: FAIR and BRIDGE	FAIR and BRIDGE tools	—	per person

Skills Spider Chart

Complete the spider chart to see where you stand right now. Go through the eight skills and, for each one, choose a score from 1 to 10 that shows how well you do it. Be honest with yourself and answer based on your real experience right now.

1 = I don't know this skill yet or don't use it	**5 =** I can do it sometimes	**10 =** I can do it confidently in real situations



What each skill means

MAP	I know the basic steps of mediation and what comes next.
LISTEN	I can listen and then say the main points in my own words.
CALM	I can slow down when emotions become strong, mine or other people's.
FAIR	I can stay neutral and not take sides, even when I like one person more.
BRIDGE	I can ask respectful questions when people have different cultures or habits.
WORDS	I can use language that explains the problem without blaming or insulting.
CHOICE	I can choose mediation or another option, depending on what is safe and needed.
BOUNDARIES	I notice red flags and know when to stop.

Which skill I want to improve first and why

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Cards: Decode the Message

Annex 2 · Module 2: Basics Of Communication

Print and cut out. Each pair receives one scenario card. Learners act it out using ONLY nonverbal cues. Others guess the meaning. At the end, ask the observers what cues helped them guess the message.

1. You are bored but don't want to say it.

Act it out without words. Think about posture, gaze, and how fast you move.

2. You are excited about a surprise.

Act it out without words. Think about facial expression, gestures, and breathing rhythm.

3. You disagree but want to stay polite.

Act it out without words. Think about what disagreement looks like when it offends no one.

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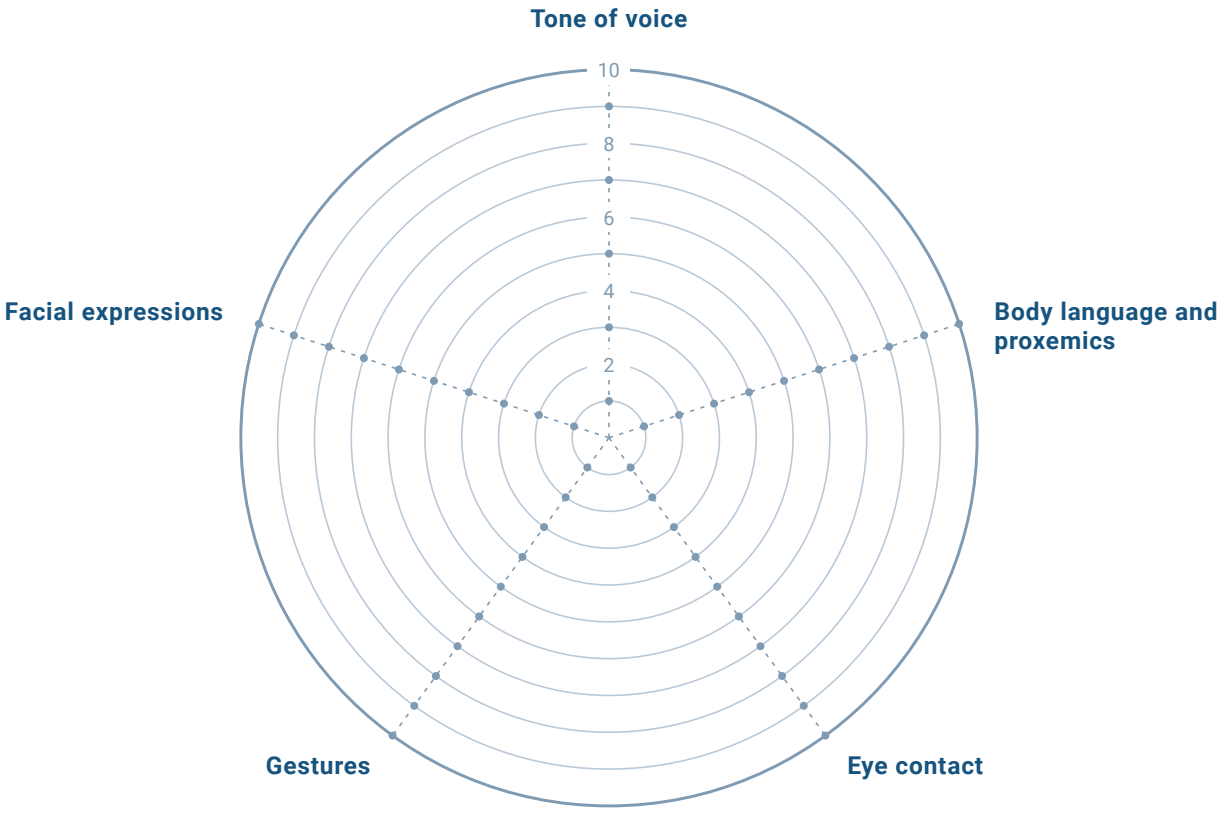
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Nonverbal Communication Wheel

Annex 3 · Module 2: Basics Of Communication

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 =	I don't know this yet or don't use it	**5 =**	I can do it sometimes	**10 =**	I can do it confidently in real situations



What each area means

Tone of voice
Pitch, volume, pace, warmth, stress.

Body language and proxemics
How we move our body and use space, including posture and distance from others.

Eye contact
Confidence, attention, respect, discomfort.

Gestures
Waving, thumbs-up, pointing, open hand gestures.

Facial expressions
Smiling, frowning, eyebrows raised, confusion, joy.

Which element I want to watch in myself and why

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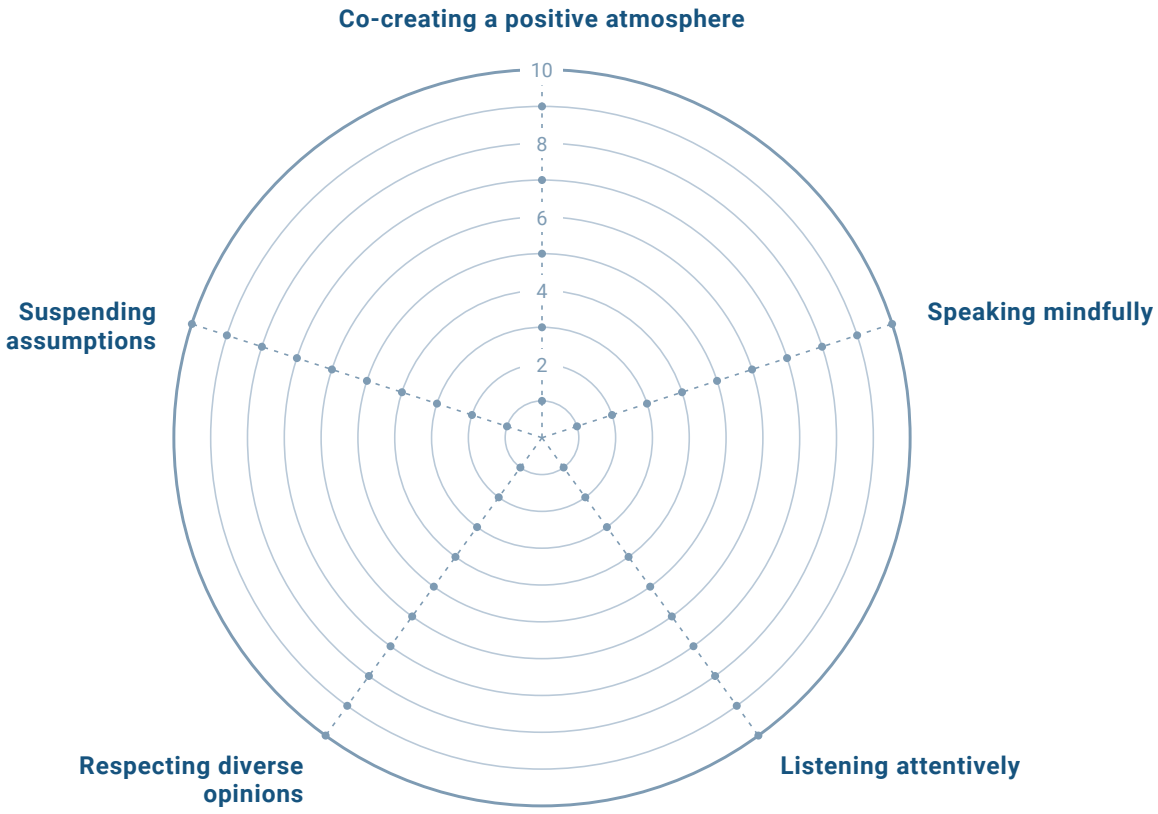
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Dialogue Wheel

Annex 4 · Module 3: Dialogue and the Art of Shared Understanding

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 =	I don't know this yet or don't use it	**5 =**	I can do it sometimes	**10 =**	I can do it confidently in real situations



What each area means

Co-creating a positive atmosphere
Fostering trust, safety, and openness so that dialogue can flourish.

Speaking mindfully
Expressing thoughts clearly and respectfully, considering the impact of words.

Listening attentively
Giving full presence to the speaker, without interruption or distraction.

Respecting diverse opinions
Acknowledging that every viewpoint has value, even if it differs from one's own.

Suspending assumptions
Holding back judgments and preconceived ideas to remain open to new perspectives.

Which practice I want to improve and what step I will take

Name: _____ Date: _____

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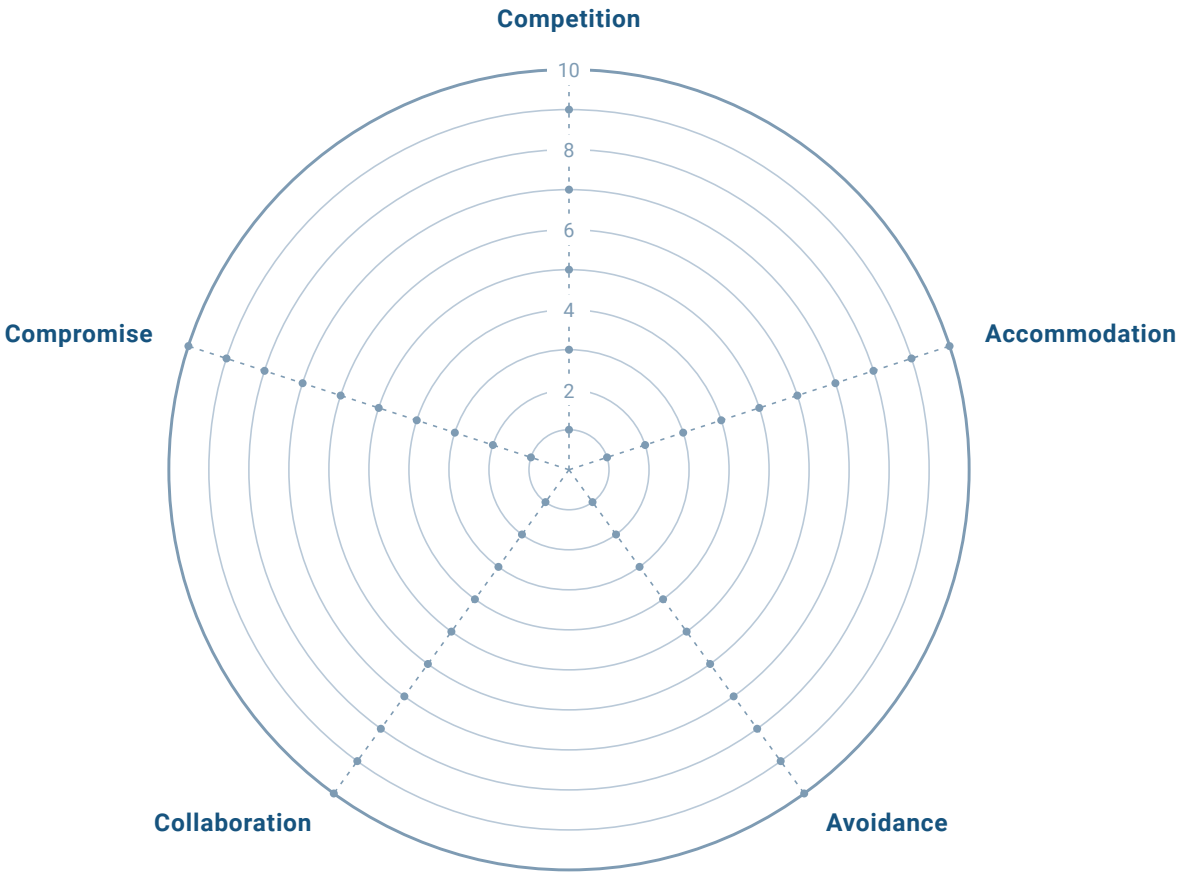
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Conflict Wheel

Annex 5 · Module 4: About Conflicts and Conflict Resolution

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 =	I don't know this yet or don't use it	**5 =**	I can do it sometimes	**10 =**	I can do it confidently in real situations



What each area means

Competition	Pursuing one's own goals at the expense of others.	**Collaboration**	Working together to find a win-win solution that satisfies all parties.
Accommodation	Yielding to the other party's needs to maintain harmony.	**Compromise**	Each side gives up something to reach a middle-ground solution.
Avoidance	Ignoring or withdrawing from the conflict without addressing the issue.		

Which strategy I want to focus on and why

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Emotion Cards

Print the sheet on thicker paper and cut it along the lines into 16 cards. Turn the cards face down and shuffle them. Sit in a circle. One volunteer draws a card, reads it silently, and acts out the emotion without words, using only facial expressions, gestures, and posture. The others guess. Once the group has guessed the emotion, discuss: What nonverbal signs helped you identify the emotion? What body posture or facial expression signaled it? Was it easy or difficult to recognize? Keep your card hidden from the others. Allow 20 to 25 minutes for one round.

Anger Angry (moderate level: frown, raised voice, tense hands)	**Sadness** Sad (drooping shoulders, looking down, slow movements)	**Worry** Worried (directed outward, at something specific: glancing at the door, wringing hands, checking the phone)	**Joy** Happy (open smile, relaxed body, bright eyes)
Surprise Surprised (brief and can even be pleasant: raised eyebrows, quick inhale)	**Confusion** Confused (furrowed brow, tilted head, searching for words)	**Tiredness** Tired (heavy eyelids, yawning, leaning back, slowing down)	**Calm** Calm (relaxed shoulders, slow breathing, gentle smile)
Anxiety Anxious (internal and physical, with no clear object: withdrawing, shallow breathing, restless legs)	**Pride** Proud (upright posture, raised chin, satisfied look)	**Irritation** Annoyed (the mildest level of anger: eye roll, sigh, dismissive wave)	**Excitement** Excited (quick movements, wide smile, can't wait)
Fury Furious (the strongest level of anger: whole-body outburst, clenched fists, loss of control)	**Shock** Shocked (stronger and paralyzing: hand over the mouth, freezing mid-motion, gasping)	**Playfulness** Playful (wink, teasing, mischievous grin, light movements)	**Indifference** Neutral (a face that gives nothing away: straight mouth, no gestures)

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Triggers Map

You are at the center of the sheet. Fill the three concentric circles with real triggers from your personal experience, not general examples. The key for each circle tells you how strong its triggers should be. Write at least three things in each circle. You don't have to show any of it to anyone. Sharing in pairs or small groups is optional. When you are done, choose your strongest trigger from your map and go on to the Personal Regulation Plan form.



Mild
Situations that annoy you but soon pass. Someone rolls their eyes, someone texts while you are talking, noise in the classroom.

Moderate
Situations after which you find it harder to focus and speak more sharply than you mean to. Someone keeps interrupting you, nobody sticks to what you agreed on.

Strong
Situations that set your heart pounding and make you want to walk out or explode. Someone questions your honesty in front of the whole class.

In school settings, emotional triggers often relate to peer acceptance, reputation, academic stress, or social identity. Check your map against these four areas to see if anything is missing.

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Personal Regulation Plan

Choose your strongest trigger from your map and fill in this plan for it. Be specific: not “I’ll calm down” but exactly what you will do and what you will tell yourself. The plan is yours to keep. Bring it to peer mediation practice and, after each practice, add what worked.

1. My strongest trigger

Describe in one sentence what you see or hear, not what you think about it.

2. How my body reacts when I am triggered

Breathing, voice, speaking pace, hands, shoulders, stomach, face.

3. What helps me regulate myself quickly

Body: slow exhale, box breathing, grounding, straightening up. Mind: name the emotion, slow down. With others: ask for a break.

4. What I would need to do in a real peer mediation if this trigger appeared

Write the exact words you will say to the parties at that moment and the step you will take. For example: “I need a moment. Let’s take a short break.”

5. When I pause, slow down, or ask for help

At what level from 0 to 10 I call a break. Which adult I reach out to and where to find them. Where I draw the line and end the mediation.

After your first practice, ask yourself again: How did my body react? What helped me? What would I do differently next time?

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School Conflict Scenario Cards

Annex 9 · Module 5: Emotions · sheet 1 of 2

In your group, draw one card. Read the scenario aloud. Then together: 1. identify the emotions experienced by Person A and Person B, using the Emotion List; 2. write down the unmet needs behind these emotions, using the Needs List; 3. prepare to present your analysis to the others. You are not looking for someone to blame. You are looking for what each side needs. Finally, discuss how a peer mediator could help the parties express these needs.

1. Borrowed Jacket

Andrea lent their jacket to Peter, who returned it with a stain. Andrea is angry that Peter didn't apologize; Peter feels embarrassed and hoped Andrea wouldn't notice. Now they're avoiding each other at school. They come to peer mediation to talk about responsibility and honesty.

2. Seating Dispute

Two friends, Nora and Eli, have been fighting over who sits next to their mutual friend Samuel at lunch. Each feels left out when the other gets the spot. Small arguments have turned into the silent treatment and eye-rolling. Peer mediation is requested to rebuild communication and explore ways everyone can feel included.

3. The Forgotten Group Project

Alex and Jamie were in the same group for a school project. Jamie and another friend did most of the work together and didn't include Alex in the planning. Alex feels hurt and ignored. Jamie thinks everything went fine and doesn't understand why Alex is upset.

4. The Group Project Deadline

Maya and Lucas are working on a group project. Maya wants to finish early because she has several extracurricular activities coming up. Lucas wants to slow down because he has two tests this week and feels overwhelmed. Tension builds as both feel the other is being inconsiderate.

5. "She's Ignoring Me on Purpose!"

René believes Maria is intentionally giving them the silent treatment. Maria explains she's been overwhelmed and didn't realize she seemed distant. René: "I feel disconnected and anxious when I don't hear from you." Maria: "I've been overwhelmed and didn't realize I seemed distant."

6. "He Thinks I'm Stupid."

Lea says that Adam always corrects her to make her look dumb. Adam shares he's just trying to help. They work together on the same task and talk to each other less and less.

7. "They Never Listen."

Alex accuses their group of "ignoring everything I say". The group explains that conversations move fast and they didn't realize Alex felt left out.

8. Group Chat Exclusion

The class set up a group chat to plan a weekend event. One classmate doesn't find out until Monday that he wasn't added to the chat and that the event took place without him. The others claim they simply forgot.

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School Conflict Scenario Cards

Annex 9 · Module 5: Emotions · sheet 2 of 2

In your group, draw one card. Read the scenario aloud. Then together: 1. identify the emotions experienced by Person A and Person B, using the Emotion List; 2. write down the unmet needs behind these emotions, using the Needs List; 3. prepare to present your analysis to the others. You are not looking for someone to blame. You are looking for what each side needs. Finally, discuss how a peer mediator could help the parties express these needs.

9. Mocking Someone's Accent

A student who moved here last year speaks with a strong accent. While he was reading aloud, a classmate mimicked him and the class laughed. The classmate meant it as a joke. Since that lesson, the student hasn't spoken out loud in class.

10. Broken Trust

Two friends confided something personal to each other. One of them then told other people. The other found out from a total stranger. They haven't spoken since, and both act as if they don't care.

11. Emma and Zoe

Emma and Zoe are best friends. Zoe starts spending time with a new group and ignores Emma. Emma feels hurt but does not say anything. Instead, she avoids Zoe and pretends everything is fine, even though she feels upset inside.

12. Student Council Meeting

During a student council meeting, Maya insists on organizing a talent show instead of a sports day. She argues strongly, ignores other ideas, and pushes her plan through. The decision is made quickly, but not everyone feels heard.

13. Choosing a Movie

Noah and his friend Ethan are choosing a movie to watch. Noah wants an action movie, but Ethan wants a comedy. Noah agrees to watch the comedy because he knows Ethan had a bad day.

14. "Girls Always Complain."

Participant A says: "Girls in our class always complain too much." Participant B says: "That's because boys never listen." The conversation quickly turns into an argument about groups instead of about what really happened between the two of them.

15. Planning a School Event (conflict already resolved)

Liam and Sara are planning a school event. Liam wants to organize a music concert. Sara prefers a charity fundraiser. Instead of arguing, they talk and listen to each other. Finally, they decide to host a concert where the ticket money goes to charity.

16. School Project Choice (conflict already resolved)

Alex and Jordan need to choose a topic for a school project. Alex wants to focus on climate change. Jordan prefers space exploration. They decide to combine both ideas and choose the topic: "How space technology helps fight climate change".

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Emotion List

Use this list when you're looking for the exact word. First find the family the feeling belongs to, then choose the word in that family that fits best. If none of them hits the mark, write your own. A more precise word means a calmer conversation.

When needs are unmet

Irritation
irritated, annoyed, impatient, uneasy, grumpy, fed up

Frustration and tension
frustrated, tense, under pressure, overwhelmed, helpless, nervous, restless

Anger
angry, mad, furious, offended, outraged

Fear
worried, anxious, scared, unsure, wary, startled

Sadness
sad, disappointed, hurt, lonely, disconnected, down

Shame and embarrassment
ashamed, guilty, embarrassed, I want to disappear, awkward

Confusion
confused, surprised, shocked, torn, lost

Tiredness
tired, exhausted, numb, low on energy, apathetic

Envy and rivalry
envious, jealous, resentful, comparing myself

When needs are met

Calm
calm, relaxed, safe, content, balanced, relieved

Joy
happy, excited, eager, playful, full of energy, thrilled

Closeness
grateful, moved, close to others, accepted, warm

Strength
proud, confident, empowered, determined, capable

Interest
curious, focused, inspired, interested

How to use it in one sentence: "I feel… when… I need…" For example: "I feel tense when we talk about this in front of others; I need some privacy."

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Needs List

Needs are what lies beneath behavior. They don't belong to a particular person or solution; everyone has them. When you find an emotion in a scenario, keep asking: which of these needs is behind it? Pick one or two, not ten. And make sure you're not writing a strategy instead of a need.

Safety and security
safety, protection, trust, predictability, stability, peace, privacy

Belonging and connection
belonging, connection, closeness, friendship, acceptance, a place to belong, reassurance about the relationship

Respect and dignity
respect, dignity, recognition, being taken seriously, consideration, equal voice

Understanding and being heard
understanding, being heard, clarity, empathy, acknowledgment of my experience

Autonomy and choice
autonomy, choice, independence, space, my own pace, making my own decisions

Justice and fairness
justice, fairness, equality, honesty, integrity, responsibility, keeping agreements

Competence and growth
competence, learning, handling it, moving forward, contributing, meaning

Rest and care
rest, time, mental space, support during stress, comfort, relief

Joy and lightness
play, joy, humor, inspiration, beauty, enthusiasm

A need is not a strategy. A strategy is a specific solution I use to try to meet a need, and it is tied to a specific person or action. A need is not tied to anyone. Conflict arises not between needs, but between strategies.

Questions that lead you to the need

"What happened between you, not between groups?" · "How did that comment make you feel?" · "What do you need right now to continue?" · "What made it hard to speak up?"

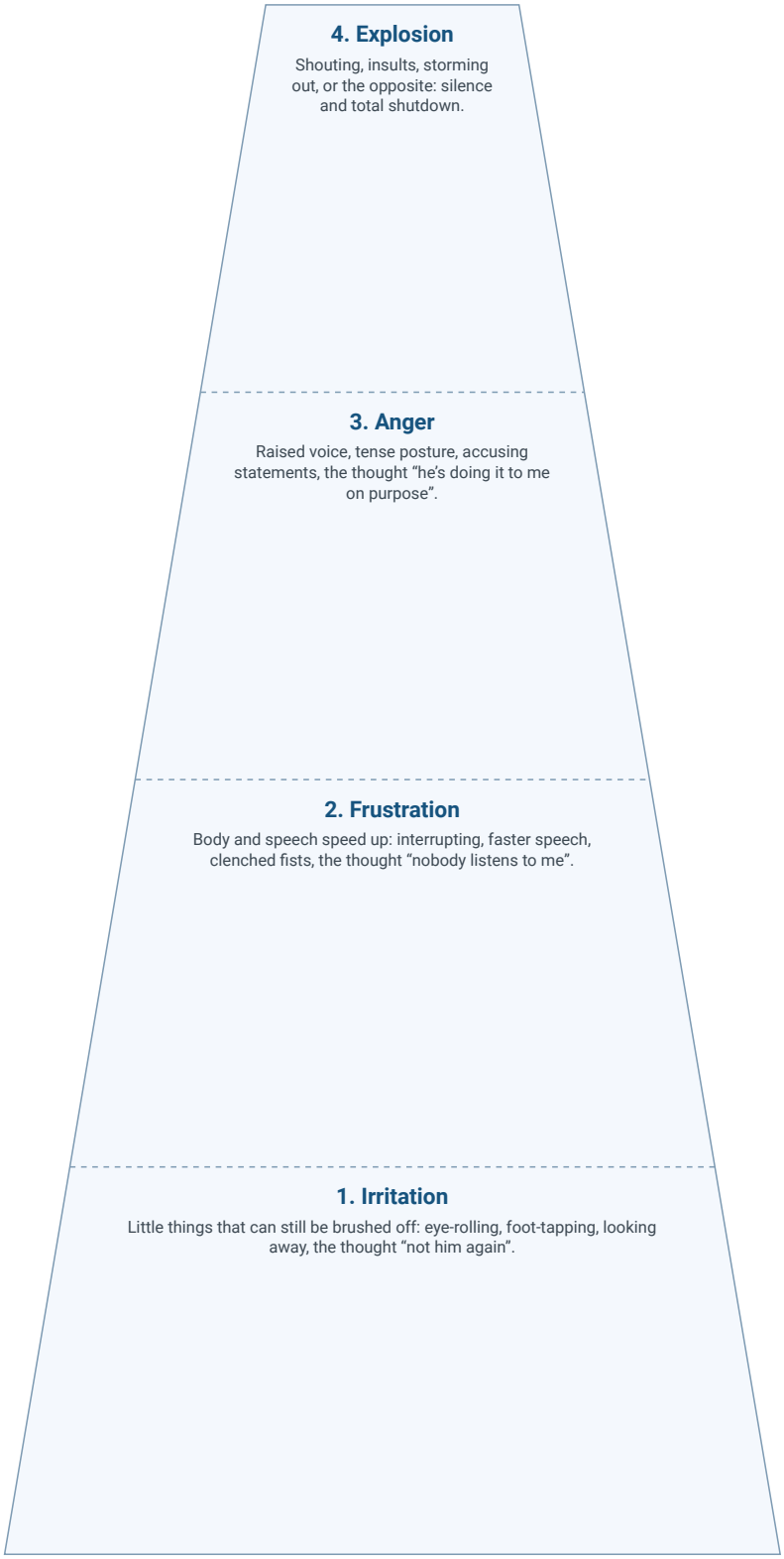
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Volcano Diagram

This poster belongs to the whole group, and everyone sticks their own notes on it. Work from the bottom up. For each of the four levels, write examples of behaviors or thoughts on sticky notes and place them in the matching zone of the volcano. Then, as a group, fill in the right column: what goes into the Mediators' Intervention Toolkit at each level.

Escalation levels



Mediators' Intervention Toolkit

4. Explosion

3. Anger

2. Frustration

1. Irritation

Sticky note colors: first color for behaviors and thoughts at that level · second color for early warning signs a peer mediator spots before others do · third color for interventions.

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Role Cards: Mediator, Person A, Person B, Observer

Print one sheet per group and cut it into cards. Divide into triads plus an observer, and each person takes one role card. After each round, put the role cards back in the middle, shuffle, and deal them again so everyone gets a chance to be the mediator.

Role cards

MEDIATOR

Who you are
You stay neutral and help both sides talk. You manage the process, not "the truth". You help people talk in a safer and more organized way.

What you do
You set the rules: one person speaks at a time, respect, breaks. You make sure each person gets time to speak. You summarize what was said and check understanding. You keep the discussion on the main topics and guide people toward options and a clear agreement.

What you intentionally practice
Naming emotions, validating feelings, using pauses or time-outs, slowing the pace when escalation appears, maintaining neutrality.

PERSON A

What you do
You share how you see it. Explain the conflict in your own words. Then say what matters most to you.

Rules that also apply in role-play
One person speaks at a time; the other person listens. Respectful language: no insults, no name-calling, no threats. Breaks are allowed: anyone can ask for a short pause if emotions are too strong.

PERSON B

What you do
You share how you see it. Explain the conflict in your own words. Then say what matters most to you.

Rules that also apply in role-play
One person speaks at a time; the other person listens. Respectful language: no insults, no name-calling, no threats. Breaks are allowed: anyone can ask for a short pause if emotions are too strong.

OBSERVER

What you do
You don't speak, you take notes. Afterwards, you give the mediator structured feedback.

What you observe
Emotional cues, validation attempts, tone, pacing.

Extra for stereotype role-plays
You note when labels appear and propose supportive mediator questions.

How you observe
Notice not only what is said, but also how the mediator communicates: calm speaking, active listening, respectful body language.

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Role Cards: Mediator, Person A, Person B, Observer

Print one sheet per group and cut it into cards. Divide into triads plus an observer, and each person takes one role card. After each round, put the role cards back in the middle, shuffle, and deal them again so everyone gets a chance to be the mediator.

Group cards: leave them in the middle of the table

HOW THE ROLE-PLAY WORKS

Divide into triads plus an observer. The mediator conducts an 8- to 10-minute mini-mediation. Observers give structured feedback. Then rotate roles.

SAFETY RULES

Stay calm and kind. Don't judge anyone. Keep things private, don't gossip. Ask a teacher or another trusted adult for help if the problem feels too big. Stop harmful behavior immediately, even during a role-play.

ROTATING ROLES

Switch roles so everyone gets a chance to be the mediator. Try different scenarios, for example a sports team conflict or a misunderstanding between friends.

OUR SCENARIO

Write your own scenario here, or draw one of the scenarios on the next page.

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Role Cards: Mediator, Person A, Person B, Observer

Cut out and draw one scenario. Person A and Person B play the characters, the mediator guides the conversation, and the observer takes notes. Rotate roles after each round.

Role-play scenarios

1. The New Student

Characters
Amir: shy, recently moved from another country, speaks with an accent. Tom: confident, doesn't like changes in the group.

Conflict
Tom refuses to work with Amir because of his accent.

2. Not Smart Enough

Characters
Mia: sporty, energetic, struggles with science tests. Anna: top student, competitive.

Conflict
Anna says Mia would slow the project down because sports kids are not smart.

3. The Weird One

Characters
Viktor: quiet, creative, different clothing style. Classmates: care a lot about popularity.

Conflict
The group laughs at Viktor's ideas, calling him strange.

4. The Gamer Label

Characters
Luca: passionate gamer, often tired in class. Martin: nervous about grades.

Conflict
Martin claims Luca won't take teamwork seriously because gamers only play.

5. Gender Stereotype

Characters
Nora: responsible, wants to be class leader. Bence: jokes a lot, believes boys lead better.

Conflict
Bence says girls are too emotional to be leaders.

6. Social Status Judgment

Characters
Petra: kind, wears secondhand clothes. Zsófi: popular, follows fashion trends.

Conflict
Zsófi excludes Petra for not looking cool enough.

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Observation Sheet

Annex 14 · Module 5: Emotions and Module 6: Stereotypes

During the role-play, write down in the right column what you saw and heard, without commenting on it. Only afterwards, fill in the bottom part and read it aloud to the mediator as structured feedback.

What I observe	What I saw and heard
Emotional cues	
Validation attempts	
Tone	
Pacing	

What the mediator must intentionally practice

Naming emotions · validating feelings · using pauses or time-outs · slowing the pace when escalation appears · maintaining neutrality.

Feedback after the role-play

1. When was the mediator most challenged

2. Which validation phrase worked well

3. What emotional signals did you miss

This is not about finding one “perfect” answer. It is about noticing patterns and understanding how conflict can move toward resolution.

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The Psychological Impact of Stereotyping

Annex 15 · Module 6: Stereotypes

Read the table and fill in the empty column with your own example from your school. Then, as a group, compare which of the three levels is hardest to see from outside. That is the level a peer mediator must watch most closely.

Level	Impact	School example	My example
Emotional	Shame, anger, fear	Being mocked for clothing	
Social	Exclusion, bullying	Not invited to group work	
Cognitive	Performance declines	Stereotype threat in STEM	

Which level is hardest to see from outside, and why

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Stereotype Escalation Pathway

Annex 16 · Module 6: Stereotypes · A3 per group

Hang the poster where the whole group can see it, and go through the stages from top to bottom. For each stage, name what exactly happens in the conflict and how you can tell.

1. Assumption

We assume things about someone before we have even talked to them. The assumption replaces personal experience.

2. Label Applied

We extend the assumption to their whole group and label them. They stop being an individual.

3. Emotion Triggered

The label strikes at their identity. Shame, anger, or fear follows.

4. Defense / Withdrawal

They either get defensive and attack, or withdraw and go quiet. Both shut down the conversation.

5. Conflict Escalates

A small misunderstanding turns into an identity battle.

Mediator intervention: a peer mediator can step in at any stage, acknowledge the emotion, bring the talk back to personal experience, and break the loop.

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“Just Because…” Identity Cards

Annex 17 · Module 6: Stereotypes

Pick a card with a topic that applies to you, or take the wild card. Fill in both blanks in your own words and read the finished sentence to your partner. Then talk as a group about how the label made you feel and what is actually true about you. Allow 35 to 45 minutes.

Gender

“Just because I _____, it doesn’t mean I _____.” Hint: leadership, subjects, sports.

Culture and Language

“Just because I _____, it doesn’t mean I _____.” Hint: language accents, customs, home language.

Academic Status

“Just because I _____, it doesn’t mean I _____.” Hint: “smart” vs. “popular” groups.

Money and Possessions

“Just because I _____, it doesn’t mean I _____.” Hint: clothing brands, technology.

How My Brain and Body Work

“Just because I _____, it doesn’t mean I _____.” Hint: sensory or behavioral differences, neurodiversity.

Online Identity

“Just because I _____, it doesn’t mean I _____.” Hint: gamers, influencers, fandoms.

Where I Come From

“Just because I _____, it doesn’t mean I _____.” Hint: minorities, moving, living in more than one country.

Wild Card

“Just because I _____, it doesn’t mean I _____.” Choose your own topic.

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Role Labels (Social Snapshot)

Annex 18 · Module 6: Stereotypes

Don’t look at your own label. Have someone stick it on your back, then move freely around the room. Talk to the others the way their labels suggest, but never read a label out loud and don’t hurt anyone. After ten minutes, try to guess what is on your back and describe what gave it away. Allow 40 to 50 minutes.

Smart	**Weird**	**Rich**
Lazy	**Immigrant**	**Popular**
Nerd	**Troublemaker**	**Shy**
Sporty	**Gamer**	**Teacher’s Pet**

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Similarity Mapping

Walk around the room and, with each person you talk to, look for one unexpected similarity. Write their name in a box and describe what you have in common. Each name may appear in the grid only once. You're done when the whole group has filled their grids, not just you.

1 Name Similarity	**2** Name Similarity	**3** Name Similarity
4 Name Similarity	**5** Name Similarity	**6** Name Similarity
7 Name Similarity	**8** Name Similarity	**9** Name Similarity
10 Name Similarity	**11** Name Similarity	**12** Name Similarity

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Cards: Stereotype-Spotting Mediation Role-Play

Annex 20 · Module 6: Stereotypes

Print and cut out, one card per pair. Pairs role-play a conflict containing stereotype phrases. Observers note when labels appear and propose supportive mediator questions.

1. The New Student

Characters
Amir: shy, recently moved from another country, speaks with an accent. Tom: confident, doesn't like changes in the group.

Conflict
Tom refuses to work with Amir because of his accent.

2. Not Smart Enough

Characters
Mia: sporty, energetic, struggles with science tests. Anna: top student, competitive.

Conflict
Anna says Mia would slow the project down because sports kids are not smart.

3. The Weird One

Characters
Viktor: quiet, creative, different clothing style. Classmates: care a lot about popularity.

Conflict
The group laughs at Viktor's ideas, calling him strange.

4. The Gamer Label

Characters
Luca: passionate gamer, often tired in class. Martin: nervous about grades.

Conflict
Martin claims Luca won't take teamwork seriously because gamers only play.

5. Gender Stereotype

Characters
Nora: responsible, wants to be class leader. Bence: jokes a lot, believes boys lead better.

Conflict
Bence says girls are too emotional to be leaders.

6. Social Status Judgment

Characters
Petra: kind, wears secondhand clothes. Zsófi: popular, follows fashion trends.

Conflict
Zsófi excludes Petra for not looking cool enough.

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My Culture Shield

Fill in your own shield with words and pictures. Then, in pairs, present one part you are proud of.

My Groups
Important groups I belong to.

Values & Traditions
Traditions and habits that define me.

My Communication Style
How I talk when it's calm and when there's conflict.

Something Unique About Me
Something others may not know.

Every shield tells a story about who you are.

The part I want to present, and why

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Cards: Lost in Translation

Annex 22 · Module 7: Cultural Differences

Print and cut out, one card per small group. First role-play the scene without mediation and let the conflict escalate. Then perform it again with a peer mediator who helps check assumptions. Only the person mediating reads the mediator hint.

1. “Why Are You Shouting?”

Characters

Marco: Italian exchange student, enthusiastic, expressive gestures.
Erik: quiet local student, prefers a low voice and calm talk.

Misunderstanding

Erik thinks Marco is angry whenever he speaks with passion.

Mediator hint

Check intention vs. perception.

2. “She Ignored Me!”

Characters

Aisha: from a culture where avoiding eye contact is respectful. Lili: thinks eye contact shows honesty and friendship.

Misunderstanding

Lili feels rejected when Aisha looks away during discussion.

Mediator hint

Explore the meanings of respect in different cultures.

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Step In Prompts

This sheet is for the facilitator. Participants stand in a circle. Read the prompts aloud; participants step into the circle if the statement applies to them. After each step in and out, everyone looks around silently. After 6 to 8 steps, pause for reflection in pairs.

1. Step in if you speak more than one language.
2. Step in if you have lived in more than one place.
3. Step in if you have a family tradition that is important to you.
4. Step in if your name has a special meaning.
5. Step in if you have ever felt left out because of your interests.
6. Step in if you celebrate a holiday not everyone knows.
7. Step in if you love a type of music others find unusual.
8. Step in if you sometimes feel misunderstood.
9. Step in if you have a unique hobby or talent.
10. Step in if you eat food from different cultures at home.
11. Step in if others have made assumptions about you.
12. Step in if you belong to a team, club, or community.

Debrief Questions

When did you feel connected to others? · When did you feel different? · How can a mediator support the one left outside the circle?

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Cards: Cultural Conflict Scenarios

Annex 24 · Module 7: Cultural Differences

Print and cut out. Work in groups of three: two students play peers in conflict, one acts as mediator. The mediator practices validating identity-based emotions, avoiding stereotypes, and shifting focus to shared needs. Rotate roles after each round.

1. “Eye Contact = Respect?”

Aisha: avoids direct eye contact, cultural sign of respect. · Lili: believes eye contact means honesty and interest. · Conflict: Lili thinks Aisha is ignoring her and hiding something. · Mediator focus: clarify different meanings of respect in communication.

2. “He Is So Loud!”

Marco: expressive, gestures a lot, passionate voice. · Erik: quiet, finds loud speech aggressive. · Conflict: Erik feels attacked when Marco speaks loudly, even when he’s excited. · Mediator focus: help separate emotions from communication style.

3. “Don’t Make Fun of My Family!”

Sara: brings homemade traditional food. · Noel: jokes about it being “strange”. · Conflict: Sara feels her culture is being disrespected. · Mediator focus: support identity safety and respectful curiosity.

4. “Why Doesn’t He Speak?”

Kenji: needs more time to think before responding. · Bence: quick speaker, interrupts without intent to harm. · Conflict: Bence assumes Kenji is “not interested”. · Mediator focus: normalize pace differences in dialogue.

5. “Private or Public?”

Mira: shares her achievements proudly (family encourages it). · Ádám: prefers modesty, hates showing off. · Conflict: Ádám calls Mira a “show-off”, and she feels judged. · Mediator focus: explore different value systems (modesty vs. pride).

6. “Online Rules vs. Real-Life Rules”

Tomi: uses sarcasm and emojis like in gamer culture. · Anna: takes messages literally. · Conflict: Anna feels mocked by messages Tomi meant as friendly. · Mediator focus: clarify intent vs. impact online.

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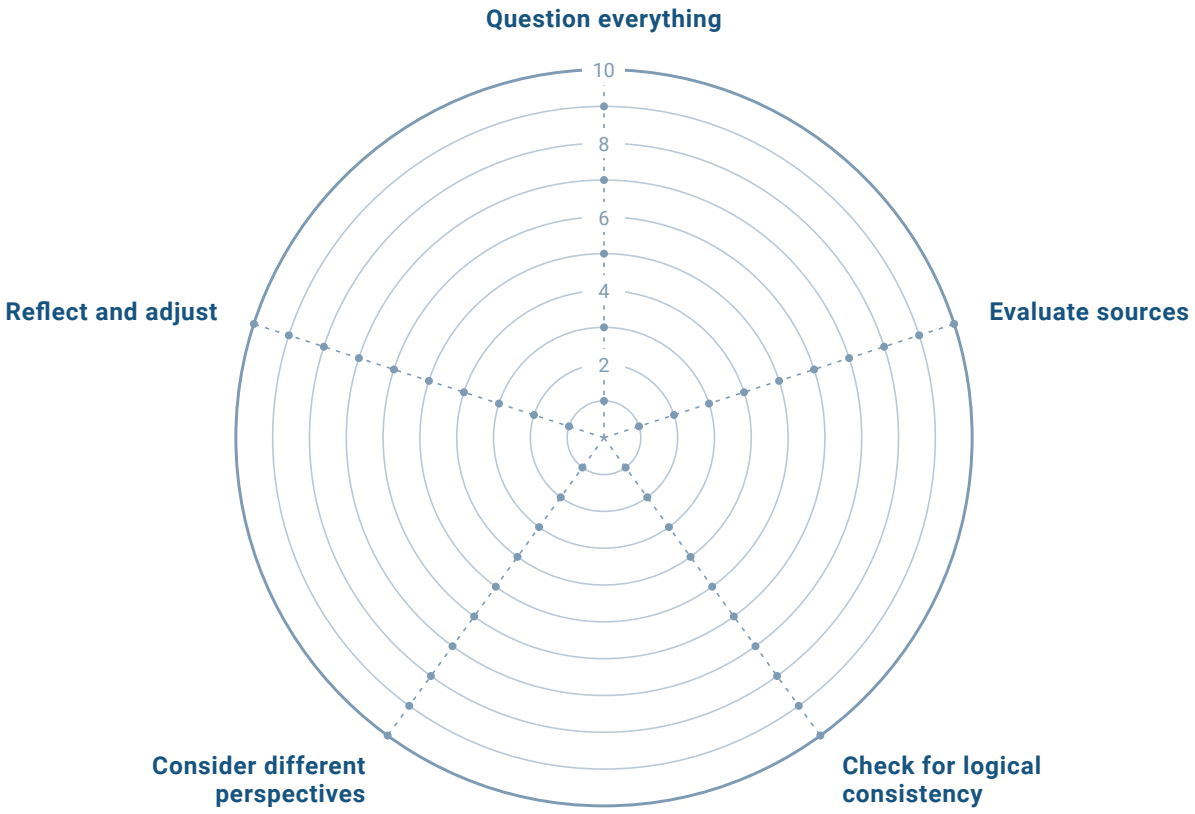
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Critical Thinking Wheel

Annex 25 · Module 8: Introduction to Critical Thinking

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 = I don't know this yet or don't use it	**5 =** I can do it sometimes	**10 =** I can do it confidently in real situations



What each area means

Question everything
I ask why something is true instead of just accepting it.

Evaluate sources
I find out where information comes from and whether it can be trusted.

Check for logical consistency
I watch out for claims that contradict each other.

Consider different perspectives
I also see things through the eyes of people with other views.

Reflect and adjust
I change my mind when I have new, reliable information.

Which rule is hardest for me and why

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What? So what? Now what?

Annex 26 · Module 9: Reflective Thinking

Work in pairs and start from a recent experience of your own. Be specific, not general. You keep this sheet.

1. What? Write 3 to 5 sentences describing what happened.

2. So what? Why does this event matter? What did you think or feel?

3. What did it show you about yourself or others?

4. Now what? One change or improvement you could try next time.

5. One positive habit you want to keep.

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Gibbs' Reflective Cycle

Work in groups of four. Choose one shared experience, such as a teamwork project, a class challenge, or a school event, and complete all six stages. Then turn the completed table into a mini-poster and present it to the others.

Stage	Question	What we found out
Description	What happened?	
Feelings	How did the group members feel?	
Evaluation	What went well? What didn't?	
Analysis	Why did things happen that way?	
Conclusion	What could we have done differently?	
Action plan	What will we do better next time?	

Personal Reflection Card

Annex 28 · Module 9: Reflective Thinking

Print and cut out, one card per participant. At the end of the lesson, complete both sentences. Keep the card for future lessons, as you will come back to it.

Personal Reflection Card

One thing I learned about myself today is…

One goal for next time is…

Name and date

Personal Reflection Card

One thing I learned about myself today is…

One goal for next time is…

Name and date

Personal Reflection Card

One thing I learned about myself today is…

One goal for next time is…

Name and date

Personal Reflection Card

One thing I learned about myself today is…

One goal for next time is…

Name and date

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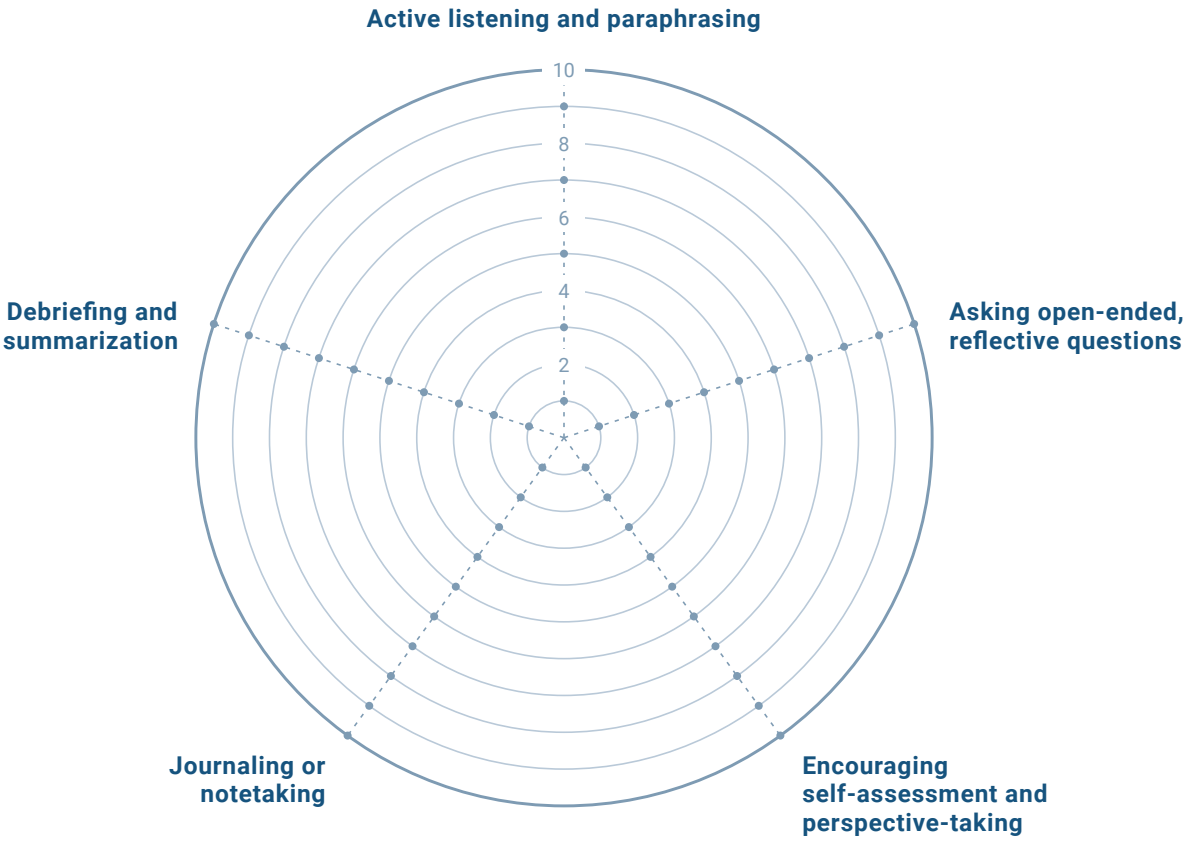
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Peer Mediator Reflective Wheel

Annex 29 · Module 9: Reflective Critical Thinking Case Studies

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 = I don't know this yet or don't use it	**5 =** I can do it sometimes	**10 =** I can do it confidently in real situations



What each area means

Active listening and paraphrasing
I summarize what I heard in my own words and check that I understood it correctly.

Asking open-ended, reflective questions
I ask questions that let the other person think out loud, not just answer yes or no.

Encouraging self-assessment and perspective-taking
I encourage the parties to see the situation from the other person's viewpoint too.

Journaling or notetaking
I write down what happened so that I can learn from it.

Debriefing and summarization
At the end, I review what worked and what I'll change next time.

What I take away from this session

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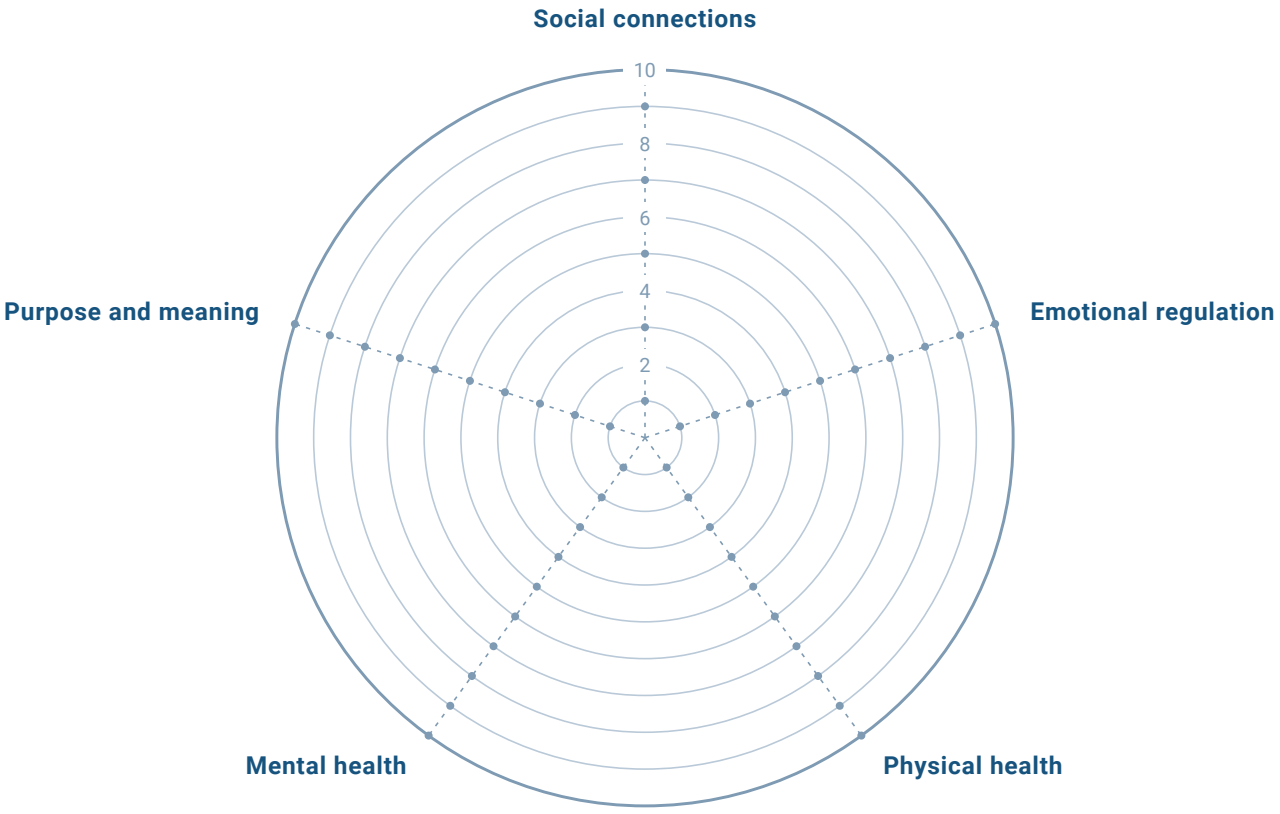
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Resilience Wheel

Annex 30 · Module 10: Dialogue and Conflicts in Digital World

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 =	I don't know this yet or don't use it	**5 =**	I can do it sometimes	**10 =**	I can do it confidently in real situations



What each area means

Social connections	I have people around me I can turn to.	**Mental health**	I can tell when it's too much for me and ask for help.
Emotional regulation	I can manage strong emotions without being overwhelmed.	**Purpose and meaning**	I do things that matter to me and give me direction.
Physical health	I sleep, move, and eat in a way that helps me cope.		

Which area supports me most right now, and which least

Name: _____ Date: _____

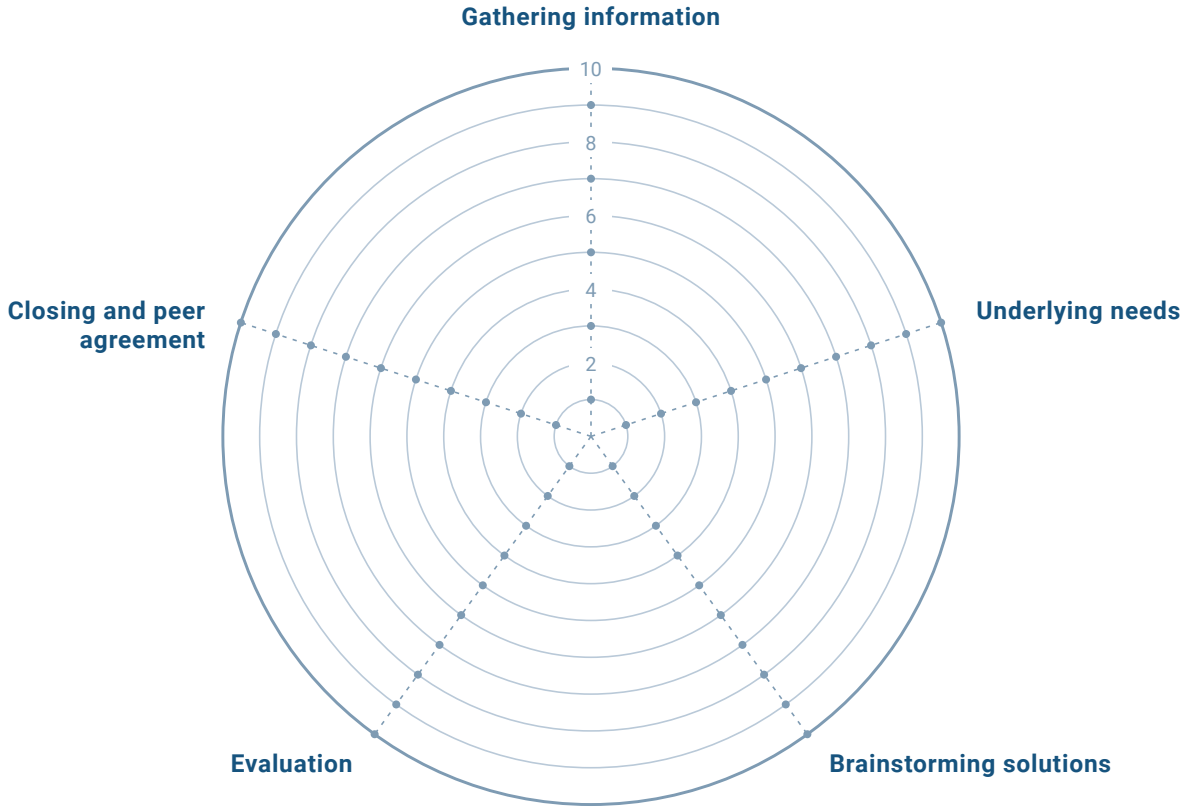
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PROCESS Wheel

The wheel is divided into five sections, one for each area. On each axis, mark how confident you feel today, on a scale from 1 to 10. Then connect the dots to see the shape of your skills wheel. This is not about right or wrong; it's about noticing where you are now.

1 = I don't know this yet or don't use it	**5 =** I can do it sometimes	**10 =** I can do it confidently in real situations



What each area means

Gathering information
I let both sides describe what happened without interruption.

Underlying needs
I look for what each side really needs, not just what they ask for.

Brainstorming solutions
We collect ideas without judging them right away.

Evaluation
Together, we choose what is realistic and acceptable to both sides.

Closing and peer agreement
We write down who will do what by when, and both sides confirm it.

Which step I feel unsure about and what I'll do about it

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Mediator Pocket Card

3-QUESTION FILTER, before you start

1. **Voluntary?**
   Do both people really want to take part, without pressure?
2. **Safe and balanced?**
   Can both speak without fear, threats, or strong power pressure?
3. **Future-focused?**
   Do they want a plan for the future, not only blame for the past?

If one answer is “no”, mediation might not be the best tool. You may need a different process, support person, or formal route. If it’s not voluntary and safe, don’t mediate.

MEDIATION MAP, 5 STEPS

1. **Open**
   welcome, explain purpose, explain rules
2. **Stories**
   each person shares their view
3. **Topics**
   what needs to be solved
4. **Options**
   possible solutions
5. **Agreement**
   clear next steps

People may jump back to earlier steps, especially when emotions rise. The map helps keep direction: “Where are we now? What is the next step?”

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When Emotions Rise

RED FLAGS: when to pause or stop

- threats
- strong fear
- serious harassment
- severe power imbalance

In these cases, mediation may be unsuitable. Safety first. Pause is a skill.

STOP: calming the room

1. **Stop**
   pause
2. **Breathe**
3. **Observe**
   name what you see: “anger”, “fear”, “stress”
4. **Pick a safe next step**
   break, slower, support

3-STEP RESET

1. **Name the emotion**
   “You seem upset.”
2. **Validate it**
   “That makes sense given what happened.” Respect, not agreement.
3. **Ask about needs**
   “What do you need right now to continue?”

THREE MEDIATOR SENTENCES

- Paraphrasing: “So you mean …, right?”
- Reflecting feelings: “It sounds like you are … because …”
- Summarizing: “Let me summarize the main points…”

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Mediator Pocket Card

Annex 32 · front

3-QUESTION FILTER, before you start

1. Voluntary?
   Do both people really want to take part, without pressure?
2. Safe and balanced?
   Can both speak without fear, threats, or strong power pressure?
3. Future-focused?
   Do they want a plan for the future, not only blame for the past?

If one answer is “no”, mediation might not be the best tool. You may need a different process, support person, or formal route. If it’s not voluntary and safe, don’t mediate.

MEDIATION MAP, 5 STEPS

1. Open
   welcome, explain purpose, explain rules
2. Stories
   each person shares their view
3. Topics
   what needs to be solved
4. Options
   possible solutions
5. Agreement
   clear next steps

People may jump back to earlier steps, especially when emotions rise. The map helps keep direction: “Where are we now? What is the next step?”

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When Emotions Rise

Annex 32 · back

RED FLAGS: when to pause or stop

- threats
- strong fear
- serious harassment
- severe power imbalance

In these cases, mediation may be unsuitable. Safety first. Pause is a skill.

STOP: calming the room

1. Stop
   pause
2. Breathe
3. Observe
   name what you see: “anger”, “fear”, “stress”
4. Pick a safe next step
   break, slower, support

3-STEP RESET

1. Name the emotion
   “You seem upset.”
2. Validate it
   “That makes sense given what happened.” Respect, not agreement.
3. Ask about needs
   “What do you need right now to continue?”

THREE MEDIATOR SENTENCES

- Paraphrasing: “So you mean …, right?”
- Reflecting feelings: “It sounds like you are … because …”
- Summarizing: “Let me summarize the main points…”

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Ground Rules, Consent, and Agreement

Print double-sided, one sheet per session. Fill in the front at the beginning, before the parties start sharing their stories. Fill in the back at the end, once the agreement is on the table. Write in block letters so both parties can read it.

Ground Rules

Before people start sharing their stories, the mediator sets ground rules. Ground rules are simple promises that protect respect and safety.

1. One person speaks at a time.	The other person listens.
2. Respectful language.	No insults, no name-calling, no threats.
3. Breaks are allowed.	Anyone can ask for a short pause if emotions are too strong.

Our own rules:

Consent

"Do you both agree to these rules?"	☐ Person A	☐ Person B
"Are you willing to try mediation today?"	☐ Person A	☐ Person B

Mediation is voluntary. If someone does not agree, the mediator should not push. Instead, they can pause, suggest a break, or choose a different and safer way.

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Ground Rules, Consent, and Agreement

Agreement

An agreement is not a perfect promise. It is a practical plan people can do in real life. Agreements fail when they are too big or too vague.

Example. Bad agreement: “Help more with the project.” Better version: “Student B will create the slide deck by Friday at 5 PM.” · Bad agreement: “Stop being rude.” Better version: “When we disagree, Student A will take a 5-minute break before replying.”

Who will do it?	What exactly will they do?	When will it happen?	How will we check?
Student B	will create the slide deck	by Friday at 5 PM	

Key takeaway: Good agreements are small, clear, and doable.

End of mediation: signing of the agreement, if a solution has been reached

Signature: Person A

Signature: Person B

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The Mediator’s Role: Does and Doesn’t

Annex 34 · Module 1: Introduction to Mediation

A mediator guides the conversation, but does not decide the outcome. They manage the process, not “the truth”. A peer mediator is not a judge, a teacher, or a rescuer.

DOES	DOES NOT
Sets rules: one person speaks at a time, respect, breaks.	Does not decide who is right.
Makes sure each person gets time to speak.	Does not force people to agree.
Summarizes what was said and checks understanding.	Does not speak for one side.
Keeps the discussion on the main topics.	Does not use the process to give advice or punishment.
Guides people toward options and a clear agreement.	Does not take sides.
Asks clear and respectful questions.	Does not impose solutions.
Helps the parties explain their feelings and needs.	Does not decide guilt.

Why it works this way

This is one of the pillars of mediation ethics: the parties make free choices about the outcome. A good peer mediator also watches for limits. If the conflict feels unsafe, too intense, or unfair, adult support is needed.

Key takeaway: Mediators manage the conversation, not the decision. The peer mediator supports the process, not one side.

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Label and Fact: FAIR and BRIDGE

Annex 35 · Module 1: Introduction to Mediation

Fill in the left column during the session each time someone uses a label. In the right column, write the same thing as a fact, that is, an action you can see or hear.

In conflict, people often use labels. Labels are fast, but they attack identity and make people defend themselves. FAIR = facts, not labels.

LABEL	FACT
"He is lazy."	"He missed two deadlines this week."

BRIDGE: curiosity instead of guessing

Another common problem is misunderstanding across cultures or habits. People can have different ideas about respect and directness. Safe questions you can read aloud: "In your culture or team, what is respectful in this situation?" · "What would a good solution look like for you?"

1. My question

Write one respectful question that helps you understand the other person's norms or meaning.

2. My rewritten label

Choose one label you hear in conflicts and rewrite it as a neutral fact.

Labels create fights; facts and curiosity create progress.

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