

# WBGR ADR INSTITUTE

ALTERNATIVE DISPUTE RESOLUTION · ESTABLISHED 2026

Facilitative Mediation Training

UNIT 1 · MODULE 3 RECORDING GUIDE

## Conflict Dynamics, Communication and Listening Skills

Slide-by-slide speaking points for recording this single module lecture video.

### PROGRAM

#### Basic 40-Hour Facilitative Mediation Training

Instructor video lecture production guide · speaking points & recording script

**UNIT 1: FOUNDATIONS OF FACILITATIVE MEDIATION — RECORDING CONTEXT****Conflict Dynamics, Communication and Listening Skills**

This module belongs to Unit 1: Foundations of Facilitative Mediation. ADR principles, the mediator's role, ethics, neutrality, confidentiality, and Maryland Rule 17 awareness.

**Before you record**

- Record the Unit 1 welcome video and the other modules in this unit in the same session so the unit presents as one continuous lecture series.
- Follow the five-slide rhythm below; record the lecture video beside slide five after delivering the talking points.

**UNIT 1 · MODULE 3****Conflict Dynamics, Communication and Listening Skills**

Use listening tools to lower defensiveness and organize conflict stories.

**Slide 1 · Training Focus**

Frame the module on camera and tell students what they will be able to do. Focus: Use listening tools to lower defensiveness and organize conflict stories.

- Use a summary that captures content and emotion accurately.
- Reframe a blaming statement into a neutral, workable issue.
- Adjust pacing and turn-taking for cultural and gender differences without stereotyping the individual.

**Slide 2 · Core Talking Points**

- Active listening and summarizing help parties feel heard.
- Reframing converts blame into workable issues and interests.
- Lowering defensiveness keeps the conversation productive.
- Cultural, ethnic, and gender norms shape how parties show emotion, take turns, and say no; reading them through one lens misjudges the room.

**Slide 3 · Mediator Language To Model**

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let me make sure I understand — what matters most to you here is?”
- » “So the issue we can work on together is how to?”
- » “It sounds like this has been frustrating; help me understand what you need.”
- » “Help me understand what feels respectful to you in how we run this conversation.”

**Slide 4 · Role-Play Practice**

Give pairs a blaming statement to reframe aloud; the class picks the most neutral version.

**Slide 5 » Student Checkpoint & Lecture Video**

- Check for understanding: Can students turn a blaming statement into a neutral issue the parties can negotiate?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.