

WBGR ADR INSTITUTE

ALTERNATIVE DISPUTE RESOLUTION · ESTABLISHED 2026

Facilitative Mediation Training

UNIT 1 RECORDING GUIDE

Foundations of Facilitative Mediation

Unit header welcome video and module lecture speaking points for on-camera recording.

PROGRAM

Basic 40-Hour Facilitative Mediation Training

Instructor video lecture production guide · speaking points & recording script

UNIT 1 · UNIT HEADER — WELCOME VIDEO**Unit 1: Foundations of Facilitative Mediation**

ADR principles, the mediator's role, ethics, neutrality, confidentiality, and Maryland Rule 17 awareness.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 1, Foundations of Facilitative Mediation.” Orient students to what this unit covers, then state the outcomes.

By the end of this unit, students will be able to:

- Define facilitative mediation and party self-determination.
- Explain neutrality, ethics, and confidentiality in plain language.
- Use listening, summarizing, and reframing to organize conflict.

Slide 2 · Core Concepts

- Facilitative mediation is voluntary and built on party self-determination — the parties decide the outcome, not the mediator.
- Alternative dispute resolution spans negotiation, mediation, and arbitration, each giving parties a different level of control.
- The mediator owns the process; the parties own the decision.
- Maryland Rule 17 sets the standards mediators are expected to recognize and respect.

Slide 3 · Mediator Behaviors To Model

- Stay impartial and disclose any conflict of interest before the session begins.
- Listen actively, summarize accurately, and reframe blame into workable issues.
- Protect confidentiality and explain it in plain language up front.

Slide 4 · Student Discussion Prompts

- » Ask students: when is mediation a better fit than going to court, and why?
- » Invite an example of a time listening changed the course of a disagreement.

Slide 5 » Readiness Checkpoint & Welcome Video

- Confirm students understand the unit goals and how the three modules build on each other.
- Record the welcome video here: invite students into the unit, set expectations, and preview the first module.
- Close: “When you are ready, continue to Unit 1, Module 1.”

UNIT 1 · MODULE 1**Introduction to ADR and Facilitative Mediation**

Compare ADR processes and identify the mediator's process role.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Compare ADR processes and identify the mediator's process role.

- Distinguish mediation from negotiation, arbitration, and litigation.

- State, in one sentence, what a facilitative mediator does and does not do.

Slide 2 - Core Talking Points

- Facilitative mediation is voluntary and built on party self-determination.
- The mediator manages the process, not the outcome of the dispute.
- ADR options such as negotiation, mediation, and arbitration give parties different levels of control.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “My role is to manage the conversation, not to decide who is right.”
- » “Any agreement reached here is yours — you decide what works.”
- » “Mediation is voluntary, and what is said here stays confidential.”

Slide 4 - Role-Play Practice

Have students introduce mediation to a skeptical party in 30 seconds, then debrief which words built trust.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students explain, in plain language, why the mediator does not decide the outcome?
- 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.

UNIT 1 - MODULE 2

Mediator Role, Ethics, Neutrality and Confidentiality

Apply ethical duties and explain confidentiality in plain language.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Apply ethical duties and explain confidentiality in plain language.

- Name the core ethical duties of a facilitative mediator.
- Explain confidentiality and its limits in everyday words.

Slide 2 - Core Talking Points

- The mediator stays impartial and discloses any conflict of interest.
- Confidentiality encourages candid conversation and is explained up front.
- Core ethical duties include neutrality, informed consent, and self-determination.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Before we begin, I want to disclose anything that could affect my neutrality.”
- » “What you share with me is confidential, with a few legal exceptions I will name.”
- » “I will not take sides, and I will keep this process balanced for both of you.”

Slide 4 - Role-Play Practice

Role-play a mediator disclosing a minor conflict of interest; class evaluates whether neutrality was

preserved.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students explain confidentiality and one of its limits without legal jargon?
- 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.

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.

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.

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.”

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.