

WBGR ADR INSTITUTE

ALTERNATIVE DISPUTE RESOLUTION · ESTABLISHED 2026

Facilitative Mediation Training

VIDEO LECTURE PRODUCTION GUIDE

Recording Speaking Points for the Full Course

Unit headers and all twelve module titles with slide-by-slide speaking points for recording every video lecture.

PROGRAM

Basic 40-Hour Facilitative Mediation Training

Instructor video lecture production guide · speaking points & recording script

RECORDING GUIDE**How To Use This Production Guide**

This guide gives the on-camera instructor everything needed to record each lecture: the unit headers, the module titles, and the slide-by-slide speaking points that pace every video.

Structure of the course

- The course is organized into four instructional units. Each unit opens with a Unit Header (a welcome video) and then contains three module lectures — twelve modules in total.
- Every deck follows a five-slide rhythm. The lecture video is recorded beside slide five, after the talking points have been delivered.
- Speaking points are written as prompts, not a word-for-word script — deliver them naturally and in your own voice while preserving the facilitative-mediation principles.

Recording each video

- Open on camera, state the unit or module title shown on the slide, and frame what the segment covers.
- Walk through each slide's speaking points in order, pausing between points so they can be edited and captioned cleanly.
- Close every module by confirming the student checkpoint and reminding students that the module quiz unlocks after the lecture video is marked reviewed.

Branding and consistency

- Introduce yourself as faculty of the WBGR ADR Institute and keep the tone neutral, professional, and learner-centered throughout.
- Use the institute name and the established-2026 identity in opening and closing frames so the full library presents as one accredited-feeling program.

VIDEO LECTURE PRODUCTION GUIDE**Course Contents**

Every unit header and module title in this guide, in recording order.

Unit 1: Foundations of Facilitative Mediation

- » Unit Header — Welcome Video (5 slides)
- Module 1: Introduction to ADR and Facilitative Mediation
- Module 2: Mediator Role, Ethics, Neutrality and Confidentiality
- Module 3: Conflict Dynamics, Communication and Listening Skills

Unit 2: The Mediation Process

- » Unit Header — Welcome Video (5 slides)
- Module 1: Mediator Opening Statement and Ground Rules
- Module 2: Storytelling, Active Listening, Summarizing and Reframing
- Module 3: Agenda Building, Issue Spotting and Interest Identification

Unit 3: Negotiation, Impasse and Agreement Building

- » Unit Header — Welcome Video (5 slides)
- Module 1: Generating Options and Interest-Based Negotiation
- Module 2: Managing Emotions, Power Imbalance, Caucus and Impasse
- Module 3: Drafting Durable Settlement Agreements

Unit 4: Practicum, Role Plays and Professional Readiness

- » Unit Header — Welcome Video (5 slides)
- Module 1: Role Play Lab: Civil, Contract and Landlord-Tenant Disputes
- Module 2: Role Play Lab: Family, Workplace and Community Disputes
- Module 3: Professional Practice, Evaluation and Final Review

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.

UNIT 2 · UNIT HEADER — WELCOME VIDEO**Unit 2: The Mediation Process**

Opening statements, party storytelling, agenda setting, issue identification, and interest-based facilitation.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 2, The Mediation Process.” Orient students to what this unit covers, then state the outcomes.

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

- Deliver a clear mediator opening statement.
- Guide balanced party storytelling.
- Convert stories into a neutral agenda of issues and interests.

Slide 2 · Core Concepts

- The opening statement establishes the mediator's role, confidentiality, voluntariness, and ground rules.
- Storytelling lets each party be heard fully before problem-solving begins.
- A neutral agenda is built from both parties' narratives, not the mediator's opinion.
- Interests are the needs underneath stated positions — surfacing them opens room to negotiate.

Slide 3 · Mediator Behaviors To Model

- Balance airtime so each party feels heard and respected.
- Summarize to demonstrate understanding and lower defensiveness.
- Reframe from positions to interests as issues are named.

Slide 4 · Student Discussion Prompts

- » Ask students to draft one sentence of an opening statement in their own words.
- » Discuss: how do you keep an agenda neutral when one party is far more talkative?

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 2, Module 1.”

UNIT 2 · MODULE 1**Mediator Opening Statement and Ground Rules**

Set informed consent, process expectations, and respectful participation.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Set informed consent, process expectations, and respectful participation.

- Deliver a complete opening statement covering role, confidentiality, and voluntariness.

- Set ground rules that invite respectful, balanced participation.

Slide 2 - Core Talking Points

- The opening statement explains the mediator's role, confidentiality, and voluntariness.
- Ground rules set respectful participation and informed consent.
- Parties keep the authority to decide their own resolution.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “My job is to help you talk this through; the decisions stay with you.”
- » “Let us agree to let each person finish before the other responds.”
- » “You can take a break or ask for a private conversation at any time.”

Slide 4 - Role-Play Practice

Each student delivers a 60-second opening statement; peers check for the required elements.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Does each student's opening statement cover role, confidentiality, and voluntariness?
- 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 2 - MODULE 2

Storytelling, Active Listening, Summarizing and Reframing

Help parties feel heard while moving from blame to workable issues.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Help parties feel heard while moving from blame to workable issues.

- Manage uninterrupted storytelling while keeping balance.
- Summarize each party's story and reframe toward shared issues.

Slide 2 - Core Talking Points

- Storytelling lets each party share their perspective without interruption.
- Summarizing demonstrates understanding and balances airtime.
- Reframing moves the conversation from positions to interests.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Take your time — tell me what happened from your point of view.”
- » “What I am hearing is? did I get that right?”
- » “Both of you have mentioned trust; that may be something we can work on.”

Slide 4 - Role-Play Practice

One student tells a conflict story; another summarizes and reframes it for the class to assess.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students summarize both stories fairly before moving to problem-solving?
- 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 2 · MODULE 3**Agenda Building, Issue Spotting and Interest Identification**

Build a neutral working agenda from party narratives.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Build a neutral working agenda from party narratives.

- Convert two stories into a short, neutral agenda of issues.
- Identify at least one interest behind each stated position.

Slide 2 · Core Talking Points

- A neutral agenda is built from both parties' narratives.
- Issue spotting separates the topics that can be negotiated.
- Interests are the needs underneath stated positions.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “It sounds like the things to work through are scheduling, payment, and communication — anything else?”
- » “Underneath that request, what would it give you that matters?”
- » “Let us list the topics neutrally so we can take them one at a time.”

Slide 4 · Role-Play Practice

From a short fact pattern, students build a neutral agenda and name the interests behind each item.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students produce a neutral agenda phrased so neither party feels blamed?
- 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 3 · UNIT HEADER — WELCOME VIDEO**Unit 3: Negotiation, Impasse and Agreement Building**

Option generation, caucus, impasse management, power balancing, and durable settlement drafting.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 3, Negotiation, Impasse and Agreement Building.” Orient students to what this unit covers, then state the outcomes.

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

- Lead interest-based option generation.
- Use caucus and impasse tools transparently.
- Draft durable, measurable settlement agreements.

Slide 2 · Core Concepts

- Option generation expands choices before any option is evaluated.
- Interest-based negotiation focuses on needs rather than fixed positions.
- Caucus is a private, confidential meeting used openly and even-handedly.
- Durable agreements are clear, specific, measurable, and realistic to perform.

Slide 3 · Mediator Behaviors To Model

- Stay neutral while the parties weigh and test their own options.
- Balance participation and use reality-testing without taking sides.
- Capture agreed terms in the parties' own words.

Slide 4 · Student Discussion Prompts

- » Ask: what is the difference between a position and an interest? Give an example.
- » Discuss when a caucus helps and how to keep it fair and transparent.

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 3, Module 1.”

UNIT 3 · MODULE 1**Generating Options and Interest-Based Negotiation**

Help parties move from fixed positions to practical options.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Help parties move from fixed positions to practical options.

- Facilitate brainstorming without judging the ideas.
- Connect proposed options back to each party's interests.

Slide 2 - Core Talking Points

- Option generation expands choices before they are evaluated.
- Interest-based negotiation focuses on needs, not fixed positions.
- The mediator stays neutral while the parties weigh options.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us list possibilities first and decide later — nothing is committed yet.”
- » “Which of these options comes closest to what you both need?”
- » “How would that idea work for each of you in practice?”

Slide 4 - Role-Play Practice

Students facilitate a two-minute option brainstorm and resist evaluating ideas too early.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students separate generating options from judging them?
- 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 3 - MODULE 2**Managing Emotions, Power Imbalance, Caucus and Impasse**

Use process tools to keep difficult conversations productive.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Use process tools to keep difficult conversations productive.

- Decide when and how to call a caucus and explain it fairly.
- Apply one impasse-breaking move that keeps the mediator neutral.

Slide 2 - Core Talking Points

- Caucus is a private, confidential meeting used transparently.
- The mediator balances participation without taking sides.
- Impasse tools refocus parties on shared interests and reality-testing.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “I am going to meet with each of you privately — it is confidential and I offer it to both sides.”
- » “Let us slow down and look at what each of you most wants to protect.”
- » “If this is not resolved today, what happens for each of you?”

Slide 4 - Role-Play Practice

Role-play an emotional impasse; the mediator uses caucus or reality-testing and the class evaluates neutrality.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students explain a caucus and a reality-test without appearing to take sides?
- 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 3 · MODULE 3

Drafting Durable Settlement Agreements

Write clear, realistic, measurable agreements.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Write clear, realistic, measurable agreements.

- Write a term that states who does what, by when, and how it is measured.
- Confirm each clause in the parties' own words before finalizing.

Slide 2 · Core Talking Points

- Durable agreements are clear, specific, and measurable.
- Terms reflect what the parties themselves agreed to.
- Realistic commitments improve the chance of follow-through.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us write this so anyone reading it later knows exactly what was agreed.”
- » “Who will do this, by what date, and how will you both know it is done?”
- » “Is this wording something each of you can realistically follow?”

Slide 4 · Role-Play Practice

Students convert a verbal agreement into two or three measurable written terms for peer review.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Are students' draft terms specific, measurable, and realistic to perform?
- 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 4 · UNIT HEADER — WELCOME VIDEO**Unit 4: Practicum, Role Plays and Professional Readiness**

Role-play performance, observer feedback, ethics review, court and community readiness, and final preparation.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 4, Practicum, Role Plays and Professional Readiness.”

Orient students to what this unit covers, then state the outcomes.

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

- Practice complete mediations with feedback.
- Demonstrate ethical judgment in realistic scenarios.
- Prepare for final certification review.

Slide 2 · Core Concepts

- Role plays rehearse the full process from opening statement to signed agreement.
- Observer feedback and reflective practice steadily improve mediator skill.
- Professional readiness includes ethics, evaluation, and clear next steps.
- Final review prepares students for certification and real-world referrals.

Slide 3 · Mediator Behaviors To Model

- Preserve dignity and self-determination, especially in high-emotion disputes.
- Use neutral questioning to clarify expectations and obligations.
- Model reframing and caucus to keep difficult conversations productive.

Slide 4 · Student Discussion Prompts

- » Ask students what they want feedback on before their first full role play.
- » Discuss one ethical dilemma they expect to face and how they would handle it.

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 4, Module 1.”

UNIT 4 · MODULE 1**Role Play Lab: Civil, Contract and Landlord-Tenant Disputes**

Practice issue development and agreement drafting in common civil matters.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Practice issue development and agreement drafting in common civil matters.

- Run a civil dispute from opening statement to a draft agreement.
- Use neutral questions to clarify contract or tenancy obligations.

Slide 2 - Core Talking Points

- Role plays practice issue development in realistic civil matters.
- The mediator drafts agreements that both parties can perform.
- Neutral questioning clarifies expectations and obligations.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Help me understand what each of you expected to happen.”
- » “What would a fair, workable arrangement look like from here?”
- » “Let us capture that as a clear commitment you can both keep.”

Slide 4 - Role-Play Practice

Pairs run a landlord-tenant or contract role play; observers note neutral questions and draft a term.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students move a civil dispute toward a clear, performable agreement?
- 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 4 - MODULE 2**Role Play Lab: Family, Workplace and Community Disputes**

Manage high-emotion conflicts with balanced participation.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Manage high-emotion conflicts with balanced participation.

- Keep a calm, balanced process when emotions run high.
- Use reframing and caucus to protect dignity and momentum.

Slide 2 - Core Talking Points

- High-emotion disputes require balanced participation and a calm process.
- The mediator preserves dignity and self-determination.
- Reframing and caucus help manage strong emotions.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “I can see this matters deeply to both of you; let us take it one step at a time.”
- » “Let me make sure each of you has the chance to be fully heard.”
- » “Would a short private conversation help right now?”

Slide 4 - Role-Play Practice

Run a family or workplace role play with rising emotion; debrief how balance and dignity were preserved.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students keep participation balanced and respectful under emotional pressure?
- 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 4 • MODULE 3

Professional Practice, Evaluation and Final Review

Prepare for assessment, reflective practice, and next professional steps.

Slide 1 • Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Prepare for assessment, reflective practice, and next professional steps.

- Self-assess strengths and growth areas using the evaluation criteria.
- Outline next steps toward certification and practice.

Slide 2 • Core Talking Points

- Reflective practice improves mediator skill over time.
- Professional readiness includes ethics, evaluation, and next steps.
- Final review prepares students for certification.

Slide 3 • Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “What did you do well, and what would you adjust next time?”
- » “Which skill do you most want to keep developing?”
- » “Here is how the evaluation and certification review will work.”

Slide 4 • Role-Play Practice

Students complete a brief self-evaluation and set one professional development goal to share.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students reflect on their practice and name clear next steps toward certification?
- 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.