Unit 3 - Practical activities for integration

Chapter 2 - Creating and running a group-class:
Non-violent and creative resolution of conflicts

More exercises to be found in the following links:

http://conflict911.com/resources/Exercises_and_Training_Activities_To_Teach_Conflict_Management/

http://extension.wsu.edu/wallawalla/wp-content/uploads/sites/26/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf

1	
TARGET GROUPS	Any
TITLE	**Step by step**
RUNNING TIME	15 to 20 min
LEARNING OBJECTIVES	- To discover the steps to effective conflict resolution - To create a conflict-resolution process that can be used in any conflict - To create buy-in to the conflict-resolution process
MATERIALS	Copy paper, markers, painter's tape
PREPARATION	None
IMPLEMENTATION	Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room. Ask each team to write the word Conflict on one sheet of paper and the word Resolution on another. Instruct them to tape the sheets of paper about six feet apart on a nearby wall. Invite the teams to brainstorm the specific steps necessary to get from "Conflict" to "Resolution." As the steps are agreed upon, have team members write them on sheets of paper and place them on the wall between the "Conflict" and "Resolution" sheets. Tip: have the team test the steps by using them in a conflict-resolution activity

ROLE OF THE TEACHER	Teacher directs and helps the students by guiding the brainstorming and discussion.
POSSIBLE RISKS & HOW TO HANDLE THEM	No specific risks envisaged.
FEEDBACK TOOL	**Questions** 1. What has to happen right before "Resolution"? 2. Is there an additional step after "Resolution"? What could be added? 3. How does it benefit us to have a step-by-step approach to conflict? 4. How can we remember these steps in conflict situations?

2	
TARGET GROUPS	Any
TITLE	**Bull's Eyes**
RUNNING TIME	15 to 20 min
LEARNING OBJECTIVES	• To understand that how we deal with conflict impacts ourselves, our team, and the organization • To look at the big-picture benefits of effective conflict resolution
MATERIALS	Flip-chart paper, markers, paper, pens
PREPARATION	Draw a large target (consisting of three circles, one inside the other) on the flip-chart paper. • The innermost circle represents the team members themselves. • The middle circle represents the team. • The outer circle represents the company.
IMPLEMENTATION	Ask, "How does effectively resolving conflicts affect you, your team, and your organization?" As team members shout out various ideas, record them in the appropriate place on the target. Tips: To allow participants time to contemplate the issue, have teams of

	four to seven draw individual targets and take a few minutes to fill in the circles on their own before the group discussion. Variations: Create two targets: one for the benefits of effective conflict resolution and one for ineffective conflict management skills, and how each impacts the individual, the team, and the organization
ROLE OF THE TEACHER	Teacher directs and helps the students by guiding the brainstorming and discussion.
POSSIBLE RISKS & HOW TO HANDLE THEM	No specific risks envisaged.
FEEDBACK TOOL	**Questions** 1. How does your ability to resolve conflicts affect you in your job? 2. How does a team member's ability to resolve conflicts impact the team? 3. How does a team's ability to resolve conflicts impact the organization?

3	
TARGET GROUPS	Age 5-9
TITLE	**Fairy Tale Conflict**
RUNNING TIME	45'
LEARNING OBJECTIVES	Students learn about conflict resolution, as they: • Identify feelings and needs behind conflicts ⸬SEP⸬ • Generate creative solutions for resolving conflicts cooperatively ⸬SEP⸬
MATERIALS	Fairy tales or the Fairy Tale Conflict "handout" that you can download from here: *KidsHealth.org/classroom/3to5/personal/growing/conflict_resolution_handout1.pdf*

PREPARATION	Get familiar with the process, as extracted by the pdf located at: https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf

IMPLEMENTATION	**1. Discussion**
	
	Describe a disagreement, argument or fight you've had with someone. How did that conflict end? How did the problem make you feel, from beginning to end? Conflicts like arguments can make you angry and frustrated, but conflicts aren't always such bad things. Let's talk about ways having disagreements and arguments can be helpful sometimes.
	
	Why is it best for people to be able to talk and listen to each other. Why is it important to talk and not keep your feelings inside to yourself?
	
	2. **Activity:** Fairy tales are loaded with conflict. Think about it: You have Goldilocks breaking into the bears' house, the Big Bad Wolf destroying the pigs' property, and Cinderella being treated unfairly by her stepmother. It's about time that someone helps these characters resolve their conflicts in a healthier way! Choose a fairy tale to examine, and read it over as you think about the conflict in the story. Answer the following questions using the Fairy Tale Conflict handout:
	
	    a. What is the conflict in the story?
	
	    b. How do the main characters feel about the conflict?
	
	    c. What does each of the characters want or need?
	
	Then imagine you could convince the characters to work together solve their problem. List three possible solutions that would benefit everyone. Remember, we're talking about fairy tales, so you can be as creative

as you want!

3. Extensions:

- Select your favorite solution to the fairy tale characters' problem and rewrite the ending of the fairy tale, showing how the characters work together to resolve their conflict. Share your version with your class, and compare the solutions created by your classmates. Which solution is the most creative? Which would be the most likely to work? Which solution would make the characters the happiest?
- Fairy tale characters obviously aren't the only ones who get angry and get into arguments. Think about what you do when someone makes you angry. Then come up with one way that you could deal with your anger in a healthier way. Make a goal for yourself of controlling your anger better the next time it happens. Then write a brief essay about a situation in which you controlled your anger in a healthy way.

ROLE OF THE TEACHER	Teacher directs and helps the students by guiding the discussion with the questions suggested above.
POSSIBLE RISKS & HOW TO HANDLE THEM	No specific risks are envisaged.
FEEDBACK TOOL	**Questions** - What did you enjoy most during this process? - What was surprising for you? - What did you appreciate most about what others did? - What did you discover?
4	
TARGET GROUPS	Students of 15-18 years old.
TITLE	**School Peer Conflict Mediation**

RUNNING TIME	The training program suggested runs over a period of 14 weeks. Teachers may adjust the length according to circumstances and needs.
LEARNING OBJECTIVES	This training aims in teaching non-violent and creative resolutions of conflict and helps students to: • Resolve conflicts without the intervention of adults • Develop active listening skills • Manage better their feelings and temper • Accept more naturally diversity • Build relationships of trust
MATERIALS	A training guide toolkit (attached) that can also be found here, as a pdf, in the following url: https://www.irex.org/resource/conflict-resolution-and-peer-mediation-toolkit
PREPARATION	The training needs a very good and solid preparation for the program to have results. In some countries, specialised experts run this training program. However, we believe that with the support of the school, teachers can set up a training program on their own.
IMPLEMENTATION	1. **Initiating the Training:** Raise awareness into the school community as to the implementation of the program, its goals, vision and phases. 2. **Planning:** Form a team of teachers who will be in charge of designing, running, facilitating and evaluating the program. 3. **Training:** This is the actual phase of the program.
ROLE OF THE TEACHER	The teachers have to prepare the framework within which students will have the opportunity to learn the peer mediation techniques.
POSSIBLE RISKS & HOW TO HANDLE THEM	No specific risks are envisaged, as long as the program is carefully structured and planned.
FEEDBACK TOOL	An additional phase of role-playing can be added to the program so that students have the opportunity to

	practice what they learned. This will also give teachers the opportunity to understand to what extend the learning objectives were met.

5	
TARGET GROUPS	For all
TITLE	The five words
RUNNING TIME	10-20 min
LEARNING OBJECTIVES	1. Experimenting that an agreement can be reached without the need of giving your own ideas away and by accepting other's ideas when the argumentation is persuasive. 2. Being able to express your own ideas with clarity
MATERIALS	Paper, pen
PREPARATION	None
IMPLEMENTATION	A topic is picked, f.i. the five words of friendship (or peace, or freedom, ...) and the participants have one minute to write down individually the five words they consider most important in relation to the selected topic. Then, the participants are divided in pairs; each pair has two minutes to find an agreement on the selection of five common words. Later, by uniting two pairs, the participants combine into quartets; each quartet has three minutes to decide the five common words. The activity continue by blending pairs and raising the running time until all participants are split into two big teams; at this stage the two teams have to find a global agreement to obtain five valuable words for all.
ROLE OF TEACHER	The teacher coordinates the activity and eases its implementation all phases.
POSSIBLE RISKS & HOW TO HANDLE THEM	The activity might generate conflicts to regulate

FEEDBACK TOOL	The students tend to modify their behavior and to have a positive approach.

6	
TARGET GROUPS	For all
TITLE	Knowing the community - sharing activity
RUNNING TIME	2-3 min per student
LEARNING OBJECTIVES	(1) Participants will learn the names of each person in the class, group, or community, as well as something about each person's background. (2) Participants will have a greater understanding and appreciation for the diversity within the group, while realizing that they have things in common with some of the people from whom they might have felt most distant.
MATERIALS	The facilitator should hand out a list of items for each participant to share with the group. Items could include name/nicknames, ethnic background, where they are from and where their parents were born, which generation they represent in the hosting country for their family, and one custom or tradition their family practices. Give participants time to record some of their initial thoughts on these items.
PREPARATION	None
IMPLEMENTATION	Before you begin the exercise, instruct the participants to identify one or two people in the group who they do not know and to think about what answers they expect

	from those people. This part is not to be shared among group members, but can help people realize how they formulate ideas about people based on appearance.

Now you are ready to begin. It is important to tell the group that each person will be limited to about two minutes in order for everyone's voice to be heard. Once everyone has had an opportunity to share their information, ask the group to discuss what they have learned from the exercise. |
| ROLE OF TEACHER | The teacher coordinates the activity and eases its implementation all phases. We would suggest that the facilitator begin this exercise in order to model the kind of information that should be shared |
| POSSIBLE RISKS & HOW TO HANDLE THEM | This activity can be emotional for certain people. The participants who find this emotional are often those who don't know a lot about their heritage, including those who been adopted. If someone seems to be getting emotional remind them that they only have to reveal what they feel comfortable revealing. If this doesn't come up organically in the conversation, raise it as an example of "privilege"--that the ability to trace one's ancestry is an example of privilege and the inability to do so often is a reflection of repression, oppression, or more systemically, imperialism. |
| FEEDBACK TOOL | Certain themes usually emerge:

- Even members of the same identity "groups" have very different backgrounds.
- Often members of different "groups" have more similar backgrounds than they had assumed.
- Diversity transcends "black and white."
- Many people find out information which allows them to connect somehow with someone else in the group.

Ask the participants how they feel and what they have learned from this activity. |

7	
TARGET GROUPS	For all
TITLE	Exploring ways to transcend conflicts
RUNNING TIME	
LEARNING OBJECTIVES	Understanding the possible outcomes of a conflict and discovering the ways to transcend conflicts
MATERIALS/PREPARATION	A table with 2 chairs facing it. One orange on the table. Two people (or two stuffed animals) on the chairs. A large sheet of paper for each team. A sheet of paper with the list: Y prevails and X loses X prevails and Y loses Both compromise Both withdraw They work together to find ways to transcend the conflict
IMPLEMENTATION	Introduction: behind conflicts one can often find conflicting goals. Sometimes these conflicting goals are clearly stated, but sometimes they are hidden. These goals may be legitimate or illegitimate. Let us imagine an ordinary situation in which both people might have an obvious, legitimate goal: one orange. Teamwork: Have participants meet in teams to brainstorm what might happen. Record all suggestions on a large sheet of paper, without evaluating any of them. Encourage participants to generate as many ideas as possible. Tape each group's paper on the wall. Explanation: Conflict generally leads to one of the five outcomes shown on the diagram: (#1 & #2) One side prevails over the other; (#3) both withdraw from the conflict; (#4) both make compromises; (#5) they discover a way to transcend the conflict. Transcendence opens up a new landscape. It expands your thinking to bring in new resources, see new potentials, or go over or around limitations. The more responses people can think of, the less likely they are to use violence. Thus, a peacemaker's most important skill

	might be creative thinking.
	Group reports and analysis: Have each group read the results of their brainstorming, and label each idea with the corresponding number or numbers on the diagram.
	Possible responses in each category:
	#1 & #2 — One or the other party prevails: If they apply the rule of "might is right," they fight it out (to be avoided); if they apply the rule of law, they argue and reach a decision based on some principle, such as who needs the orange the most; if they apply the rule of chance, they roll dice or use some other random method to decide who gets the orange.
	#3 — Withdrawal: both walk away from the situation; they destroy the orange or give it away; they sit and watch the orange; they store it in some way, perhaps in a freezer.
	#4 — Compromise: they cut the orange and share it; they squeeze the orange and share the juice; they peel the orange and divide the slices.
	#5 — Transcendence: they look for one more orange; they invite more people to share the orange; they bake an orange cake; they hold a lottery and divide the proceeds; they focus on the enduring, growth-oriented part of the orange (the seeds) and plant them; they create a plantation and provide a means of living for all.
	Concluding small group task: Give an orange to each group, and challenge participants to find ways to make this exercise memorable.
ROLE OF TEACHER	
POSSIBLE RISKS & HOW TO HANDLE THEM	None
FEEDBACK TOOL	Ask the participants how they feel and what they have learned from this activity. Let the discussion go on freely.

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http://extension.wsu.edu/wallawalla/wp-content/uploads/sites/26/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf