



Pestalozzi

Training Unit

Evaluation and assessment of transversal attitudes,
skills and knowledge –
Heathmath: Conflict Management Training
by

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Brief description

All of us who attend schools know that everyday school life holds many potential conflicts with adults and children as actors. Teachers use a lot of time dealing with escalated conflicts between students, vis-à-vis students and parents, and between and vis-à-vis colleagues and management.

Conflict has an alphabet that can be learned, which means that no one needs to be conflict illiterate. The overall objective of this training unit is to educate pre-service teachers in conflict management in order to help them develop their own conflict resolution skills, emotional intelligence and social skills, which will be valuable management tools in the trainees' future life as teachers as well as in everyday life.

This teaching unit aims to develop and practice conflict management skills in order to limit the negative aspects of conflict, while increasing the positive ones. The training unit consists of 510 minutes of training activities, which can be held over 2 days. The expected outcomes of the activities are worded according to the transversal attitudes, skills and knowledge components (TASKs) as described in *TASKs for Democracy* (Mompoin-Gaillard and Lázár, 2015).

Expected outcomes

This training unit aims at:

Cooperation:

- ✓ assisting the participants in seeing value in cooperation.
- ✓ developing the participants' cooperation skills.
- ✓ developing the participants' ability to accept and include everyone.
- ✓ developing the participants' ability to operate as a member of a group.

Communication:

- ✓ developing the participants' ability to listen in order to understand.
- ✓ developing the participants' ability to gather information and give feedback to somebody.
- ✓ developing the participants' ability to understand what makes a good listener.
- ✓ developing the participants' ability to express individual thoughts, feelings and points of view.
- ✓ developing the participants' ability to distinguish between feelings and actions.
- ✓ developing the participants' ability to control over emotional reactions.

Affirmation (Recognition of oneself and other's strengths and weaknesses):

- ✓ developing the participants' ability to know their feelings and understand own reactions.
- ✓ developing the participants' ability to empathize with the situation and feelings of others.
- ✓ enlarging the participants' vocabulary for recognition and affirmation of oneself and others.
- ✓ developing the participants' ability to recognize one's strengths and others.
- ✓ developing the participants' ability to identify feelings in order to understand own responses and understand causes.

Target group

Target group	Pre-service teachers
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Outline of Activities

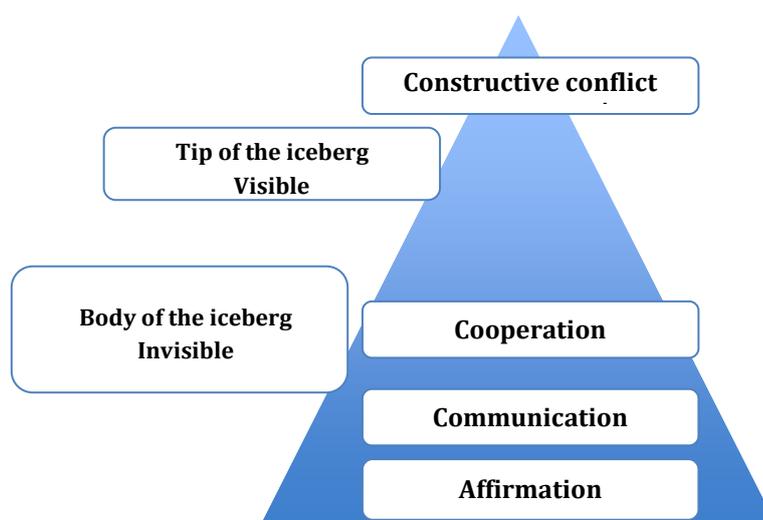
Activities	Duration	Methods used
Introduction: Presentation of the purpose and expectations Participants introduce themselves to each other	15 minutes	
MODULE 1 – Conflict	60 minutes	
Activity 1 (Icebreaker Activity): I think you like jazz	20 minutes	
Activity 2 (Main activity): The hot chair about conflict	20 minutes	Value-based education
Activity 3 (Main activity): Definition of conflict	20 minutes	Brainstorming and discussion
MODULE 2 – Cooperation	60 minutes	
Activity 4 (Main Activity) The Donkeys	30 minutes	Cooperation and Discussion
Activity 5 (Main activity) Ant Hill	30 minutes	Cooperation
Break	10 minutes	
MODULE 3 – Communication	90 minutes	
Activity 6 (Main Activity) The language of conflict	50 minutes	Experimental learning
Activity 7 (Main activity) Active listening	40 minutes	Cooperation
Lunch	30 minutes	
MODULE 4 - Understanding Myself and Others	110 minutes	
Activity 8 (Energizer) Welcome you, welcome me	10 minutes	Energizer
Activity 9 (Main activity) Identifying Feelings	60 minutes	Role-play and Discussion
Activity 10 (Main activity) Myself, a blooming flower	40 minutes	Self-affirmation and Cooperation
Break	10 minutes	
MODULE 5 – Evaluation	90 minutes	
Activity 11 (Main Activity) Revisiting the Word Conflict	20 minutes	Meta-reflection
Activity 12 (Pre-task) Definition of conflict Iceberg Model	15 minutes	Meta-reflection
Activity 13 (Main task) Montage and Mirror	45 minutes	Assessment
Activity 14 Ending: Checking in – Checking out	10 min	Debriefing

Duration of the whole training unit is about 7 hours excluding breaks

Background and context

Conflicts are a natural part of our lives and are based on different needs, power imbalances, or poor communication. Conflicts concern the relationship between us. Consequently, conflicts should be seen as necessary in order to learn to deal with each other. By addressing the conflict and finding constructive solutions to what we disagree on, conflicts present us with an opportunity for development and can be a positive force for change, and they can bring new life, energy or productivity to an otherwise stagnant relationship or team.

The activities were inspired by the 'Iceberg Model'¹. This model implies that effective conflict management is simply the tip of the iceberg, carried by three underlying core skills that support successful conflict management. The three underlying skills that will enable one to constructively deal with conflicts according to the Iceberg Model are: the ability to *cooperate*, *communicate*, and give *affirmation* (the ability to recognize oneself and others strengths and weaknesses).



Each of these skills has been broken down into a range of activities that develop the knowledge, skills and attitudes needed to be able to cooperate, communicate and affirm oneself and others. The iceberg model will be presented to the participants at the end of the training in activity 12. By then they will have gone through activities that develop all the three aspects and the model will be used to reflect on the different levels.

The training unit was piloted with pre-service teachers in Denmark in August and October 2016.

¹ “The Iceberg Principle” developed by the Children’s Creative Response to Conflict Project in New York in 1988 (Prutzman, 1988).

Introductory session

Duration: 15 min

Greet the participants and share your purpose for doing this training unit with the group: Tell them why you think conflict management skills are important and the learning objectives behind this training. Encourage each individual to share his/her purpose and expectations for this training.

Next, present the contents and the time schedule for the day/days (suggestion in appendix 1). As well as the ground rules below.

Ground Rules:

To have a positive working climate within the group during a training session, it is a good idea to agree on some common ground rules. Some suggestions for rules are listed below. In order to make this training more democratic, you as the trainer could suggest a few rules and then ask the participants to also suggest some. Then they could negotiate and come up with the final version that is acceptable for all. If this negotiation is included, then this Introductory session might take more than 15 minutes. Some suggestions for rules are listed below:

- ✓ Be open to all comments
- ✓ Speak on your own behalf
- ✓ If a participant wishes to opt out of one of the exercises they may
- ✓ Use of mobile phones should be limited

Tip to the trainer:

It is wise to remember that you are not responsible for providing all the solutions or the answers in the debriefing sessions. Instead, encourage the participants to appraise their own performance with regard to developing skills and conflict management strategies. By involving the participants in the process of reflection and appraisal, the seeds of conflict management, cooperation and collaborative responsibility are sown.

Now it's time to begin!

MODULE 1: CONFLICT

The first topic of this training unit will address conflict. We will explore what conflict is; the ability and willingness to see other people's point of views; practice creating win/win solutions; and understand the (positive) effects of conflict.

Activity 1: I think you like jazz - Icebreaker activity

Duration: 20 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ People in the group to get to know each other. ✓ To build a group and raise awareness of stereotypes. ✓ To develop self-knowledge and introspection (K_SELF_1) ✓ To understand the subjective nature of all knowledge of self and other (K_SELF_2)
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Self-reflection
<p>Resources</p> <ul style="list-style-type: none"> ✓ This activity is adapted from pages 53-54 in <i>TASKs for Democracy</i>
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Make room for the participants to move around. Step 2 is in plenary and there should be space for the participants to sit in a circle.
<p>Procedure</p> <p>Step 1 (group work, 5 minutes)</p> <ol style="list-style-type: none"> 1. Tell the participants that they have all moved into a new house and they do not know each other yet. They should try to contact each other so that they get to know their neighbors better. 2. Each participant should find a partner whom s/he does not know at all. 3. Each pair looks for a quiet place to carry out the activity. 4. Without talking to each other, participants write 5 sentences about what they think their partner is like. They should only use appreciative assumptions, for example about work (“I think you teach history to primary school students”), about eating habits (“I think that you like pizza”), about hobbies (“I think you like to listen to jazz”), about their partner’s family (“I think that you have a brother who is younger than you”), etc. <p>Step 2 (discussion in plenary, 10 min)</p> <ol style="list-style-type: none"> 1. Participants form a circle, still sitting next to their partner. 2. They introduce their partner to the whole group by reading out their five sentences. 3. Assumptions are corrected. The participants talk about themselves and say if the assumptions were right or wrong. <p>Step 3 (debriefing, 5 minutes)</p> <p>Engage participants in a discussion based on the following questions:</p> <ul style="list-style-type: none"> ✓ How did it feel to be described by your partner? What have you learned? ✓ How did you feel during the process of writing your comments? Did you rely on stereotypes? Were you right in your guesses? ✓ What can teachers learn through this exercise?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ The purpose of this icebreaker activity is to make the participants relax and get comfortable with each other. Activity 3 will address the participants’ unpleasant experiences with regard to conflict and it is

always easier to talk to people if we know each other at least a little bit.

Activity 2: The hot chair about conflict

Duration: 20 min

Expected outcomes

- ✓ Acceptance of the fact that every individual constructs knowledge differently A_EPIST_1
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Readiness to question one's own and others views, beliefs and theories A_EPIST_4

Methods/ techniques used

- ✓ Value-based education
- ✓ Self-reflection

Resources

- ✓ None

Practical arrangements

- ✓ Participants should sit on chairs in a circle or U-shape.

Procedure

Step 1 (10 minutes)

1. Instruct the group that as you read the statements, they should stand up if they agree and stay seated if they don't agree. No one should talk, laugh or comment on this exercise.
2. Read the statements about conflict, one after the other. Allow enough time between the different statements for the participants to take a stance, by standing up or staying seated:

- S1: I have no conflicts
- S2: Conflicts exist in all relationships
- S3: I try to avoid conflicts
- S4: I think that conflicts are exciting
- S5: Conflicts are unnecessary
- S6: Conflicts are necessary

Step 2 (debriefing, 10 minutes)

1. Let all reflect for a moment.
2. Initiate a discussion. Encourage the participants to comment on the exercise, share their feelings and experiences.
3. Ask the participants if this exercise gave them a better understanding of each other.

Tips for trainers

- ✓ Before you begin reading out the statements, remind the group that they always have the right to refrain from participating.
- ✓ Read only the statements that you feel comfortable with and that you believe suits the group. After the exercise, let everyone think for a moment before you initiate a discussion.

Activity 3: Definition of the word “conflict”

Duration: 20 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Acceptance of the fact that every individual constructs knowledge differently A_EPIST_1 ✓ Inclination to see things from different perspectives A_EPIST_3 ✓ Readiness to question one’s own and others views, beliefs and theories A_EPIST_4 ✓ Aptitude to cope with complex issues and avoid one-dimensional answers S_EPIST_1 ✓ Willingness to work with others and become actively involved A_COOP_2
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Brainstorming ✓ Discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ Board
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ A room that allows group work with 4-5 people in each group.
<p>Procedure</p> <p>Step 1 (10 minutes)</p> <ol style="list-style-type: none"> 1. Divide the participants into small groups of 4-5 people. 2. Ask the groups to discuss what a conflict is to them. The group members should take turns and say what they think. Each person in the group should have the opportunity to talk. 3. Each group should arrive at a common definition of the word conflict. Give the groups pens and paper so they can write down their definitions. 4. Allow all the group members to have their say and give their definition. <p>Step 2 (debriefing, 10 minutes)</p> <ol style="list-style-type: none"> 1. Write all the different proposals on a board. 2. Are the definitions the same or different? 3. Discuss, in which way the definitions resemble and in which way they don’t.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ If you think it is necessary, you can ask questions in order to support the groups in clarifying what conflict means to them. For example: When does a conflict begin? Between whom does a conflict usually arise? Is being in a conflict positive or negative? ✓ The participants should be allowed to negotiate their way to their own definition in this activity. ✓ Remember there are no right and wrong answers.

MODULE 2 – COOPERATION

In this module, we will learn to see value in cooperation and develop cooperation skills. Cooperation happens when people work together. The aim of cooperation in conflict management is to find a solution that benefits everyone, hence create winners (win-win situations) when conflict occurs. In this regard, cooperation skills are central to conflict management and further serve as a democratic skill as they teach us that there is never only one right answer to difficulties or problems.

Activity 4: The Donkeys

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Inclination to see things from different perspectives A_EPIST_3 ✓ Aptitude to evaluate situations and issues to look for solutions with all parties involved S_COOP_3 ✓ Understanding of how cooperation can help prevent conflict, discrimination and violence K_COOP_3
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ The Illustration of the donkeys (See Appendix 2)
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Desks and chairs for the participants.
<p>Procedure</p> <p>Step 1 (interpreting a cartoon, 5 minutes)</p> <ol style="list-style-type: none"> 1. Show the group the first four rows of the illustration of the donkeys. 2. You can let one of the participants explain what is happening in the pictures: The donkeys both want to eat their pile of hay, but as the rope that ties them together is short they can't each reach their pile at the same time. They hinder each other. That's their conflict. <p>Step 2 (group work, 5 minutes)</p> <ol style="list-style-type: none"> 1. Split the group into smaller groups and ask the groups to develop a minimum of three different ideas on what the donkeys could do next. 2. After 10 minutes come back to plenary. <p>Step 3 (10 minutes)</p> <ol style="list-style-type: none"> 1. The groups present their results. 2. Discuss advantage and disadvantage of different actions that the donkey could take. Possible actions are: <ol style="list-style-type: none"> a) One donkey is stronger than the other. This one forces its way through and eats first. b) One donkey makes a concession and simply waits until the other has finished eating. c) The two donkeys walk from one side to the other, eating from the two piles together (see illustration, rows five and six) d) They bite through the rope and then each eats from a different pile e) They push one pile next to the other and eat peacefully side by side. <p>Step 4 (debriefing, 10 minutes)</p> <ol style="list-style-type: none"> 1. Elicit what participants think of the advantages and disadvantages of their solution. 2. Emphasize that as we have several options on how to react to conflict, we should always gather many different ideas about what to do and evaluate possible consequences.

Activity 5: Ant Hill

Duration: 30 min

Expected outcomes

- ✓ Willingness to work together with others and become actively involved A_COOP_2
- ✓ Readiness to take responsibility and be accountable for one's actions and choices A_COOP_3
- ✓ Ability to learn in a variety of ways from participation in groups S_COOP_1
- ✓ Aptitudes to evaluate situations and issues to look for solutions with all parties involved S_COOP_1
- ✓ Understanding of how cooperation can help prevent conflict, discrimination and violence K_COOP_3

Methods/ techniques used

- ✓ Cooperation

Resources

- ✓ None

Practical arrangements

- ✓ You need an even number of participants.
- ✓ Chairs in a circle

Procedure

Step 1 (5 minutes)

1. Ask everyone to sit on a chair in the circle.
2. The partner for each participant is the person sitting exactly opposite.
3. Help them to figure out who their partners are.
4. When you give a sign, everybody has to exchange places with their partner.
5. Naturally there will be chaos.

Step 2 (10 minutes)

1. Once all participants have made their way to their new seat, ask them to think of ants and how ants smoothly move around without hindering each other.
2. Now let them do the same exercise again – this time let them imagine being ants themselves.
3. Allow them some more attempts while asking them to increase their speed.
4. The exercise should be finished only once the group has developed ways of cooperation.

Step 3 (debriefing, 15 minutes)

Discuss the following:

- ✓ *What happened when you tried the activity for the first time? Relate the experience to conflict: the participants were hindered from moving quickly from their seat to the partner's seat by other participants trying to do the same.*
- ✓ *How did the last try of the activity feel compared to the first one? What can we learn from this experience? You can also discuss what is needed in order to be able to cooperate in conflict management. The box below will give you some ideas:*

What is needed for cooperation in conflict management?

- Willingness to deal with the conflict
- Trust and respect the other party
- Understanding of our own feelings and needs
- Appreciation of other people being different from ourselves
- Ability to listen to each other
- Ability to express own feelings and needs
- Willingness to find solutions that do not only suit ourselves, but also the other party (win/win solutions)

MODULE 3 – COMMUNICATION

One of the deepest needs of all human beings is to feel understood and accepted by others. In the module we will look into what it means to communicate in a peaceful and assertive way through an exercise on the language use in conflict and an exercise on active listening. Listening to each other not only helps to clarify a situation, but also lays the foundation for understanding other people and respecting them, while they feel seen and heard. Concretely, the participants will be trained in the ability to listen in order to understand, to gather information and give feedback to somebody and to understand what makes a good listener.

Activity 6: The language of conflict

Duration: 50 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Willingness to acknowledge other people’s feelings A_DIV_3 ✓ Readiness to take responsibility and be accountable for one’s actions and choices A_COOP_3 ✓ Readiness to examine one’s behavior, language use and body language A_SELF_1 ✓ Readiness to strive for mutual understanding and meaningful dialog A_SELF_5 ✓ Aptitude to elicit and respond to others’ belief, values and feelings and behavior S_DIV_3 ✓ Ability to use a variety of languages and registers to express oneself with nuances S_SELF_2 ✓ Self-knowledge and introspection K_SELF_1
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Individual writing and group discussing ✓ Peer learning
<p>Resources</p> <ul style="list-style-type: none"> ✓ A copy of the “Conflict sheet” for every participant (Appendix 3). ✓ A copy of the “Escalating Language vs. Peaceful Language” model (Appendix 4) ✓ A board
<p>Practical arrangement</p> <ul style="list-style-type: none"> ✓ Participants are placed in groups of 3
<p>Procedure</p> <p>Step 1 (introduction, 10 minutes)</p> <ol style="list-style-type: none"> 1. Distribute ‘Conflict sheets’ (Appendix 3). 2. Ask participants to write down one conflict they were involved in in the last 3 days, which they don’t mind talking about. 3. Ask participants to identify the “conflict word(s)” that triggered the conflict and made them feel bad. <p>Step 2 (group work, 20 minutes)</p> <ol style="list-style-type: none"> 1. Present the box in Appendix 4 and explain the difference between ‘Escalating Language vs. Peaceful Language’ (5 min). 2. In micro-groups of 3, participants should start going through the different conflict situations. 3. Each participant presents their own conflict to the group and the person on the left proceeds to provide a solution to resolve the conflict. 4. Continue with this cycle until all cases have been presented in the micro-groups. <p>Step 4 (debriefing, 20 minutes)</p> <p>Ask the following questions in plenary:</p> <ul style="list-style-type: none"> ✓ What was the trigger word that made you feel you are in a conflicting situation? ✓ Could you have handled that particular situation differently? ✓ How helpful were the other’s suggestions? ✓ Could you use the new suggestions and awareness of ‘Escalating Language vs. Peaceful Language’ to resolve your conflicts or prevent them from happening in the first place?
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ You can acquaint yourself with the idea behind non-violent communication and you-/I-language, so you can attach some extra words to the box in Appendix 4. The internet has a lot of good descriptions (google non-violence and its founding father Marshall Rosenberg)

Activity 7: Active listening

Duration: 40 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Readiness to examine one’s behavior, language use and body language A_SELF_1 ✓ Willingness to acknowledge other people’s feelings A_DIV_3 ✓ Understanding of the nature of empathy and knowledge of how to develop it K_COOP_3
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Cooperation
<p>Resources</p> <ul style="list-style-type: none"> ✓ Board
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Divide the participants into pairs for the exercise in step 2. The exercise in Step 1 will be taken collectively in plenary.
<p>Procedure</p> <p>Step 1 (short reflection exercise, 10 minutes)</p> <ol style="list-style-type: none"> 1. Write the following on the board and allow the participants to self-reflect for about 5 minutes: Think of a time when you really felt that another human being listened to you. What factors made you feel heard? 2. In plenary, each participant names a few characteristics that contributed to generating the feeling of being heard. (e.g. body language, supporting language etc.) <p>Step 2 (‘To walk in another person’s shoes’, 20 minutes)</p> <ol style="list-style-type: none"> 1. Divide the participants into pairs and decide who is person A and who is person B. 2. Tell the participants that they should think of a story that they want to tell the other: it can be an experience, a dilemma, a problem or challenge they are facing. 3. Person A starts telling a story to B. A should continue to speak for 5 minutes and B should listen without saying anything (and without taking notes, which is difficult for many adults). B takes time and stops A, when the time is up. B now retells for A what A has said. A approves, after which they switch roles. (The rendering will always take less time than the presentation). <p>Step 3 (debriefing, 10 minutes)</p> <p>Write these questions on the board and collect reflections, writing the keywords on the board:</p> <p><i>SPEAKERS: How did the speakers feel about their partner’s ability to listen with an open mind? How well did the listening partners summarize the speakers’ opinions?</i></p> <p><i>LISTENERS: How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?</i></p> <p><i>GENERAL: How can you use the lessons from this exercise in your daily life? In which situations is it important to be able to reproduce another person’s statements? (e.g. in order to be a good conversation partner).</i></p> <p>Some suggestions on what a good listener does can be found below:</p>

What do good listeners do?

- They concentrate completely on the other person.
- They try to fully understand what the other person says and how he or she feels.
- They control spontaneous reactions.
- They do not judge the other's story.
- They do not run down the problem.
- They do not advise or propose own solutions as long as they are not asked for.
- They show openness and interest with face and body.
- They ask questions to find out whether they have well understood.

Tips for trainers

- ✓ The aim with the exercise is to build on the individual's experience what it means to be listened to. The trainer's task is to highlight and add nuances to what is being said by the participants.
- ✓ A variation of the exercise is that the listener is allowed to ask clarifying questions along the way. The exercise can further be expanded: A tells B; B tells A, then they join with another group and take turns in repeating the story to the other group. (A tells the group what B has said and vice versa).

MODULE 4: UNDERSTANDING MYSELF AND OTHERS

If we want others to understand us, first we need to understand ourselves. This is particularly true when it comes to conflict, where emotions are often involved. It is worth taking a deeper look at ourselves to find out what we feel. All our feelings are valuable, and we need all of them. When we develop our emotional competence, we are able to connect our feelings and thoughts, which will enable us to make active and constructive decisions. In this module, we will learn to express thoughts, opinions and feelings, to identify feelings and understand our own reactions, to empathize with the situation and feelings of others, to enlarge one's vocabulary for recognition and affirmation of oneself and others and to develop the ability to recognize one's strengths and others'.

Activity 8: Welcome you, welcome me - Energizer

Duration: 10 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Acceptance of diversity as a positive value for the environment and the survival for humankind A_DIV_1 ✓ Acceptance of the fact that all human beings are created equal A_HR_3
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Movement
<p>Resources</p> <ul style="list-style-type: none"> ✓ None
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ All participants should be able to sit in a circle
<p>Procedure</p> <p>Step 1 (short energizer, 10 minutes)</p> <ol style="list-style-type: none"> 1. Form a circle. Stand up in front of the group and give instructions like the examples below out aloud. The statements should be about people's different backgrounds, interests, habits, etc. 2. For whom the statement is true they will dance in the center of the circle, while the others clap their hands. <p>Examples:</p> <ul style="list-style-type: none"> Let's clap hands for those... who are the youngest in the family. Let's clap hands for those... who have more than four brothers and sisters. Let's clap hands for those... whose first language is not English. Let's clap hands for those... who are female. Let's clap hands for those... who love sweets. Let's clap hands for those... Let's clap hands for those...
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ The activity can be varied in several ways: it can be used as an energizer or extended for the purpose of learning more about each other: e.g. with categories about what you like and do not like, where you were born, what religious festivals/holidays you celebrate, what language you speak, pets, whether something is a good idea or not ...

Activity 9: Identifying Feelings

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Disposition to be empathic to enhance living and acting together within society A_DIV_2 ✓ Willingness to acknowledge other people’s feelings A_DIV_3 ✓ Readiness to take responsibility and be accountable for one’s actions and choices A_COOP_3 ✓ Readiness to examine one’s behavior, language use and body language A_SELF_1 ✓ Willingness to identify and accept one’s own and other’ people’s strengths and weaknesses A_SELF_3 ✓ Readiness to strive for mutual understanding and meaningful dialog A_SELF_5 ✓ Aptitude to elicit and respond to others’ belief, values and feelings and behavior S_DIV_3 ✓ Ability to use a variety of languages and registers to express oneself with nuances S_SELF_2 ✓ Self-knowledge and introspection K_SELF_1
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Experiential learning ✓ Role-play
<p>Resources</p> <ul style="list-style-type: none"> ✓ Small slips of paper to write on.
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Space for the groups to work
<p>Procedure</p> <p>Step 1 (introduction, 5 minutes)</p> <ol style="list-style-type: none"> 1. Start by laying the foundations for this activity by explaining that feelings form an essential part of our lives and our well-being and that feelings and emotions are central to all human experiences. Our well-being depends upon our ability to understand, express and regulate our emotions and our ability to feel empathy. 2. After this short introduction divide the participants into groups of four. <p>Step 2 (emotional alphabet activity, group work, 25 minutes)</p> <ol style="list-style-type: none"> 1. Participants are to identify as many emotions as they can for each letter of the alphabet, which they should write down on small slips of paper. One emotion for each paper. 2. All the papers are collected in a box or hat. 3. Each group pulls out an “emotion” and then the members decide on a situation where that emotion would be experienced. 4. The group creates a scenario in order to perform it for the other groups. <p>Step 3 (emotional role-play, 3 minutes for each groups, ca. 20 minutes total)</p> <ol style="list-style-type: none"> 1. Each group of participants performs their emotional scenario. 2. The other groups are to identify the emotion that is being enacted. <p>Step 4 (debriefing, 15 minutes)</p> <p>A brief discussion will be useful to discuss why these emotions are generated. Possible debriefing questions:</p> <ul style="list-style-type: none"> ✓ What did this exercise teach you about yourself? ✓ How can it help you to anticipate your reactions? ✓ How can the activity help you to see other’s feelings and emotions?

Activity 10: Myself, a blooming flower

Duration: 40 min

Expected outcome

- ✓ Willingness to work with others and become actively involved A_COOP_2
- ✓ Disposition to be empathetic to enhance living and acting together in society A_DIV_2
- ✓ Capacity to prevent the marginalization of any individual or group S_HR_2

Methods/ techniques used

- ✓ Self-affirmation
- ✓ Cooperation

Resources

- ✓ The activity is based on p. 67 in *TASKs for Democracy*
- ✓ Each participant will be given a sheet of paper with a flower on it (See Appendix 5)
- ✓ Different color markers

Practical arrangements

- ✓ Desks and chairs for the participants

Procedure

Step 1 (self-appreciation – individual task, 15 minutes)

1. Participants are given an empty flower shape.
2. Everyone writes his/her name in the center. Each participant writes some of his/her major talents or unique qualities. Questions that could guide them are the following:
 Written on the stem:
I am...
 They can write about their abilities on the petals:
I can...
 Words symbolizing their resources can be written in the soil or as the sun shining down.
I have...
3. Encourage them to also think of people who can be seen as resources in their lives, people who are there to share happy moments and who are there to support them in difficult situations.

Step 2 (peer appreciation, whole group work, 15 minutes)

1. The other members of the group (or from the others groups) are invited to add their own positive comments to the other petals if they wish.
2. Participants are encouraged to comment on as many flowers as they can.

Step 3 (debriefing, 10 minutes)

1. Put all flowers on the wall sorted by groups.
2. Comment on the diversity and variety of talents and ask the following questions:
 - ✓ What did this exercise teach you about yourself?
 - ✓ How did it make you feel?

- ✓ What does it have to do with conflict management?
- ✓ What qualities will you need to engage in conflict management?

Tips for trainers

- ✓ If the group is small the whole group may participate in the activity together. In a large group, participants can be divided into smaller groups, working in parallel.
- ✓ Concentrate only on positive traits.
- ✓ If the group members don't know each other, the exercise can be shortened by dropping step 2, turning this into an individual activity.

MODULE 5 – ASSESSMENT AND EVALUATION

Activity 11: Revisiting the word “conflict” - Assessment activity

Duration: 20 min

Expected outcome

- ✓ Acceptance of the fact that every individual constructs knowledge differently A_EPIST_1
- ✓ Inclination to see things from different perspectives A_EPIST_3
- ✓ Readiness to question one’s own and others views, beliefs and theories A_EPIST_4
- ✓ Aptitude to cope with complex issues and avoid one-dimensional answers S_EPIST_1
- ✓ Willingness to work with others and become actively involved A_COOP_2

Methods/ techniques used

- ✓ Brainstorming
- ✓ Discussion

Resources

- ✓ Board

Practical arrangements

- ✓ Either the participants sit in a circle or at tables.

Procedure

Step 1 (group work, 10 minutes)

1. Participants work in small groups.
2. Present the definition of the word “conflict” that the participants agreed on in Activity 3.
3. Ask the groups to discuss whether they still define conflict in this way or have a different understanding after all the activities they have participated in.

Step 2 (debriefing, 10 minutes)

1. Write the different proposals on the board.
2. If the definition(s) is/are different discuss in which way they have changed.
3. Present the definition below, where conflict is understood to be normal, human and natural and most importantly neutral. Ask if the participants resonate with this understanding?

The definition of the word “conflict”:

The word *conflict* has its origins in the Latin word *conflictus*, which means encounter or collision. We have conflicts because we often differ in our ideas, interests, needs, goals and values. In everyday interaction, conflict can actually lead to improvement, and development. From this perspective conflicts are something natural and neither good nor bad, but neutral, as it is the way we deal with conflicts that make the outcome positive or negative.

Tips for trainers

- ✓ The idea in this activity is to compare this definition and the one in Activity 3 in order to assess whether the expected outcome has been reached. See TASKs in the expected outcome session.

Activity 12: Definition of conflict “Iceberg Model” – Assessment Activity

Duration: 15 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Recognition of formal, non-formal and informal learning in a lifelong perspective. A_EPIST_2
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Self-reflection
<p>Resources</p> <ul style="list-style-type: none"> ✓ Board ✓ The Iceberg Model can be printed or just depicted on the board by the trainer when each level is presented.
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ All the participants should sit so they can see the board.
<p>Procedure</p> <p>Step 1 (discussing the Iceberg Model, 15 minutes)</p> <ol style="list-style-type: none"> 1. The activities in the training have developed aspects of the three prerequisites for practicing effective conflict management: Cooperation, communication and affirmation. Present the model for the participants. Use the model in Appendix 6 or use the board to draw the model yourself. 2. Allow the participants to comment and reflect on the question what they have learned in terms of developing conflict resolution skills, social and emotional skills? 3. Some of their reflections will hopefully include: listening with respect; accepting and including everyone; expressing individual thoughts; feelings and points of view; accepting the validity of opposing or conflicting opinions; ability to affirm others and accept affirmation; identifying feelings as to understand own responses and causes; develop strategies to change responses; developing empathy in terms of seeing and appreciating differing points of view, and being aware of difference between actions and interpretations. 4. Tell them that you will spend time on this in the next activity.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Spend some time going through the different layers and how the different activities have explored the elements.

Activity 13: Montage and Mirror - Assessment activity

Duration: 45 min

Expected outcomes

- ✓ Willingness to work together with others and become actively involved A_COOP_2
- ✓ Acceptance of the fact that every individual constructs knowledge differently A_EPIST_1
- ✓ Inclination to see things from different perspective A_EPIST_3
- ✓ Willingness to identify and accept one's own and other people's strengths and weaknesses A_SELF_3
- ✓ Ability to draw on other's diverse expertise and experience for the benefit of the group's work S_COOP_2
- ✓ Self-knowledge and introspection K_SELF_1

Methods/ techniques used

- ✓ Program evaluation by verbal and visual means

Resources

- ✓ The activity is adapted from p. 289 in *TASKs for Democracy*
- ✓ Blank colored cards, pens, board

Practical arrangements

- ✓ Desks and chairs arranged for the group

Procedure

Step 1 (montage and mirror, individual, 10 minutes)

1. Participants write a short evaluation/reaction/suggestion on four or five colored cards of different shapes individually.
2. Provide them with starting sentences that they have to finish and copy on the cards. For example:

Something important I learned about conflict management today...
 Something I enjoyed very much in this training session...
 Something I did not really like in this training session...
 Something I still need to learn about to be good at conflict management...

Step 2 (group work, 15 minutes)

1. Participants get together in groups of four or five, discuss their suggestions and use the cards that the group considers the most important on a pin board to form something meaningful. Alternatively, they can glue them on A4 sheets.
2. Stress that it is important that they discuss what they wrote and why and how they can make a meaningful picture out of the cards together.
3. Participants walk around to check what the other groups have created.

Step 3 (debriefing, 20 minutes)

1. A spokesperson from each group presents their collage and explains their evaluation of the session. The whole group can comment or ask questions.

2. React to both positive and negative remarks as objectively and gratefully as possible and insist that participants also talk about what they will do with the materials/thoughts/ideas that they are taking away from the session.

Tips for trainers

- ✓ The goal of this activity is to evaluate the training session together. Participants will better internalize the content of the training session if they are made to discuss and reflect on what they have learned.

Activity 14: Checking in, checking out – Assessment activity

Duration: 10 min

Expected outcome

- ✓ Self-knowledge and introspection K_SELF_1

Methods/ techniques used

- ✓ Peer-reflection

Resources

- ✓ Select an object that you can pass around as if it was a microphone.

Practical arrangements

- ✓ Sit in a circle

Procedure

Step 1 (10-15 minutes)

1. Encourage the participants to answer the following questions:
 - ✓ What did you learn today that you did not know before?
 - ✓ Which was the easiest / most challenging activity?
2. Start by giving one of the participants the talking stick.
3. It is only the person with the microphone that is allowed to talk, the rest of the participants are listening.
4. If one of the participants does not want to say anything, they can choose to quietly pass the mike on to the next person.
5. End the session by saying a few words of thanks to the participants.

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Skills converged:

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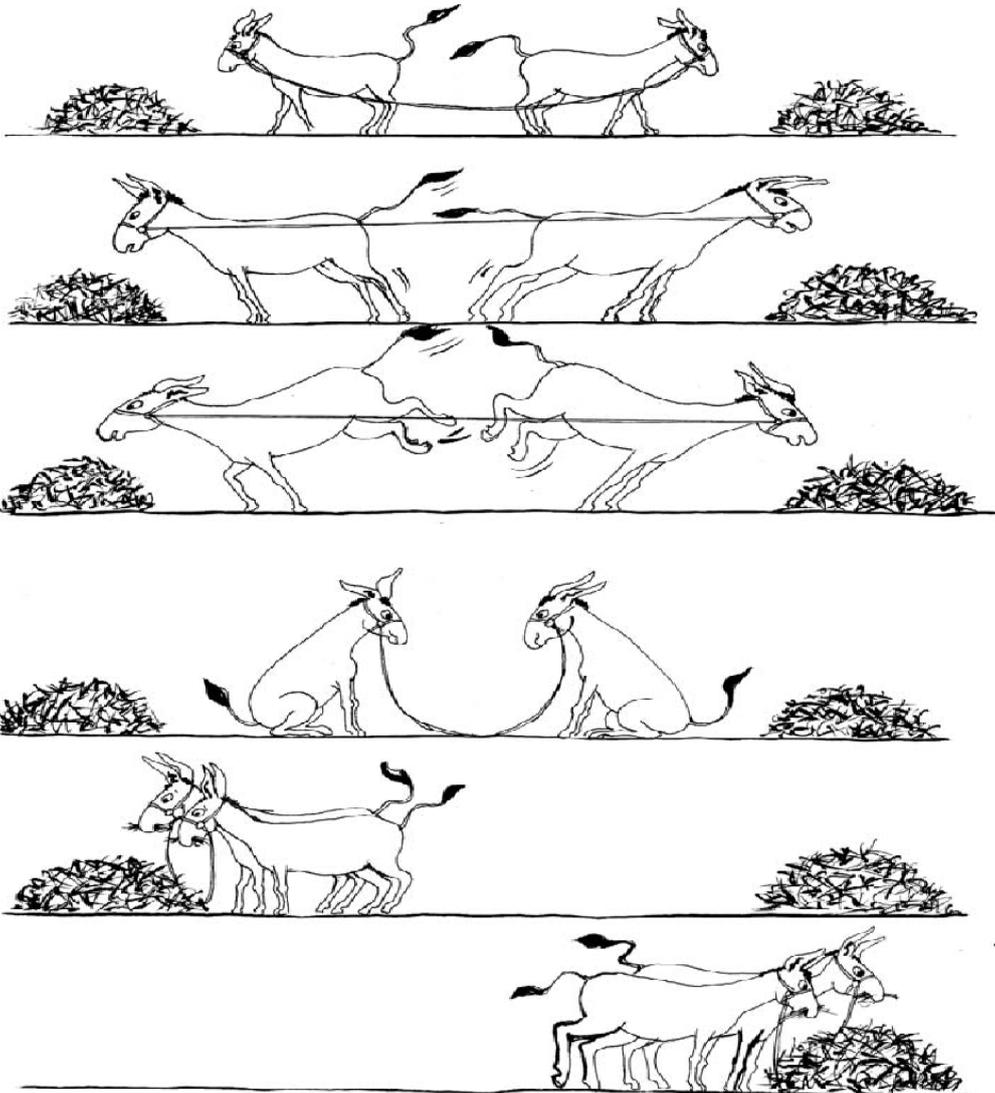
Appendices

Appendix 1 Proposal for a 1-day training schedule

If a two half-day model is chosen. Modules 1-3 (4 hours) could be done the first day, and modules 4-5 (3 hours) on the next day.

Activities	Time
Introduction: Presentation of the purpose and expectations. Participants introduce each other	9.00-9.15
MODULE 1 – Conflict	70 minutes
Activity 1 Icebreaker	9.15-9.40 (25 min)
Activity 2 The hot chair about conflict	9.40-10.05 (25 min)
Activity 3 Definition of “conflict”	10.05-10.25 (20 min)
MODULE 2 – Cooperation	65 minutes
Activity 4 The donkeys	10.25-10.55 (30 min)
Activity 5 Ant hill	10.55-11.30 (35 min)
Break	10 minutes
MODULE 3 – Communication	95 minutes
Activity 6 The language of conflict	11.40-12.30 (50 min)
Activity 7 Active listening	12.30-13.15 (45 min)
LUNCH	45 minutes
MODULE 4 - Understanding Myself and Others	110 minutes
Activity 8 Welcome you, welcome me	14.00-14.10 (10 min)
Activity 9 Identifying feelings	14.10-15.10 (60 min)
Activity 10 Myself, a blooming flower	15.10-16.00 (40 min)
Break	10 minutes
MODULE 5 – Evaluation	90 minutes
Activity 11 Revisiting the word “conflict”	16.10-16.30 (20 min)
Activity 12 Iceberg Model	16.30-16.45 (15 min)
Activity 13 Montage and mirror	16.45-17.30 (45 min)
Activity 14 Checking in – Checking out	17.30-17.45 (15 min)

Appendix 2



Appendix 3

Conflict Sheet

Please fill in the table with 3 conflicts that you were involved in in the last three days.

Subject of the Conflict	People involved	What happened?	Trigger words
Example: Washing dishes	My partner and I	My partner accused me of being untidy by saying: “You always leave a pile of dirty dishes in the sink for days”	Always

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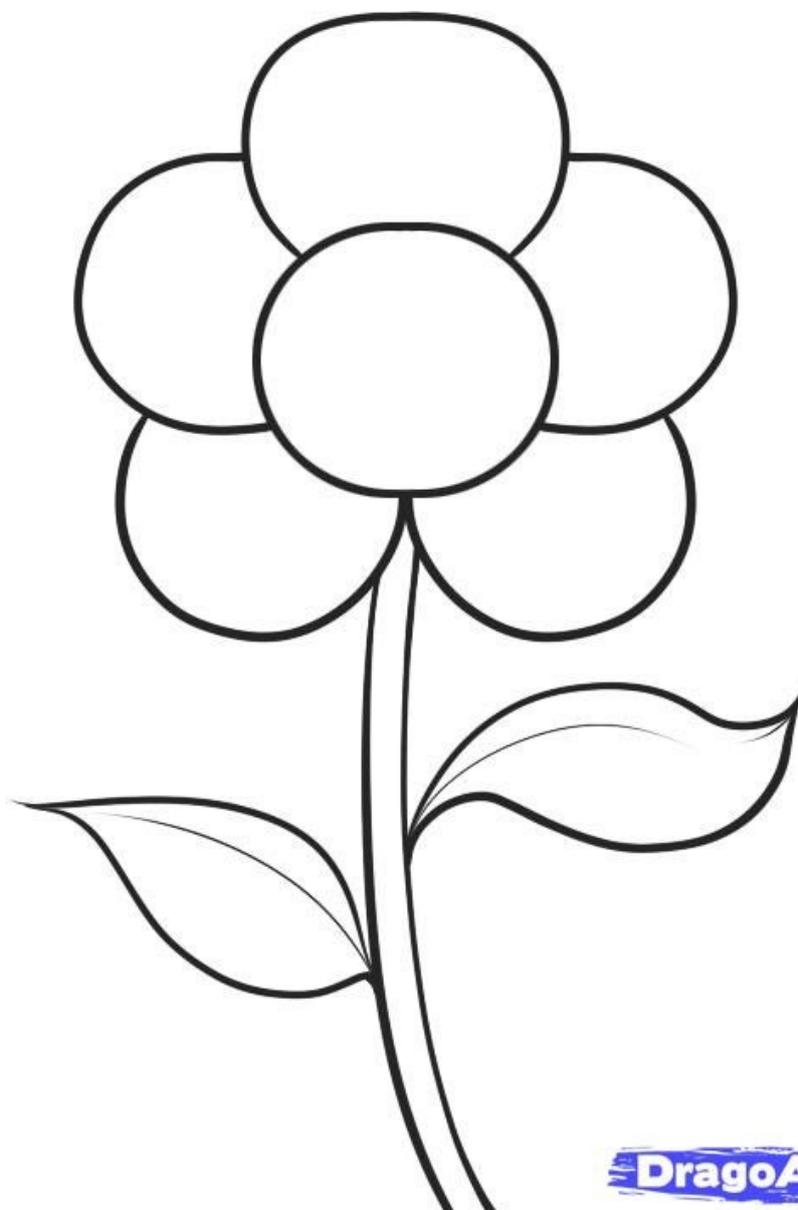
Appendix 4

Escalating Language vs. Peaceful Language

You- vs. I-language

Escalating Language	Peaceful Language
Blaming, criticizing, attacking, guessing, generalizing, interpreting the motives of others, raising feelings of guilt.	Sticking to the sender field, respecting the other as a person, making room for other opinions and values, taking responsibility.
You-language	I-language
Interrupts	Listening without interrupting
Indifferent	Interested
Leading questions	Open questions
Blame	Express one's desires
Abstract	Concrete
Focusing on the past	Focusing on the present/future
Going after the person	Going after the problem

Appendix 5



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Appendix 6

ICEBERG MODEL. A detailed description is found on page 4.

Constructive conflict management

*Tip of the iceberg
(visible)*

*Body of the iceberg
(invisible)*

