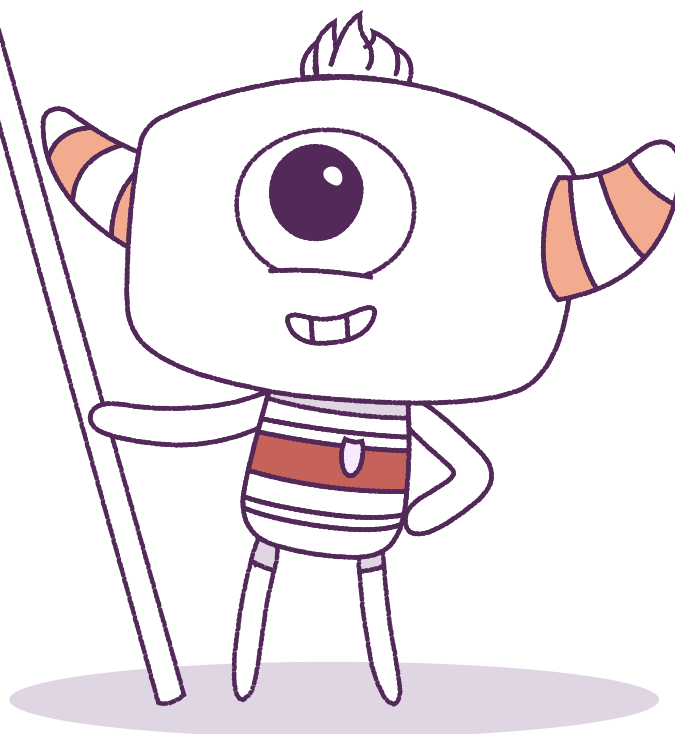




BIG TALKS

for little people



LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

LESSON AIMS

Understand conflict management. Learn about coping strategies related to conflict management. Complete a post-survey.

EQUIPMENT REQUIRED

Handout: Conflict management sheet.

Digital animation: "Beanbag Toss".

Access to a digital device to complete a post-survey. (Both teacher and students.)

Note: It's a good idea to test this post-survey on devices before you start. Make sure you can find a device which loads the post-survey properly.

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the "Beanbag Toss" animation.

PART 3: Pair activity about conflict management.

PART 4: Communication strategy activity.

PART 5: Provide a summary of Big Talks lessons.

PART 6: Students complete the online student post-survey.

PART 7: Teachers complete the online Teachers survey.

COPING STRATEGY

Be strong – tell someone.

(Write up on whiteboard).

TEACHER NOTES

Lesson aims:

1. To provide an overview of the module.
2. Develop students' conflict resolution skills.

Conflict:

The Macquarie Dictionary defines conflict as a "a battle or struggle, especially a prolonged struggle, strife controversy a quarrel." Generally it denotes a disagreement between two individuals when one person does something to which a second person objects.

While conflict is often seen as a "bad" thing this overlooks the possibility for conflict being able to lead to positive outcomes such as strengthening a relationship. Students need help with carrying out positive coping actions. Teachers should acknowledge that out the planned action is the real challenge. Sometimes what is required to carry out the action is courage and assertion. Conflict is a natural part of human existence which no amount of positive thinking will eliminate.

- If not handled well, conflict can cause unhappiness and distress.
- By understanding the nature of conflict it is possible to shape it into a potentially positive force in relationships.
- Making sense of conflict and equipping students with the knowledge and skills to effectively deal with conflict when it arises contributes to student well-being.

To assist students in managing conflict they require guidance in listening and being respectful and in separating a difference of opinion from a personal attack. Learning how to have discussions without attacking others or becoming defensive will help students become less fearful of conflict situations. Acquiring skills of self-expression and accepting that others may not always agree with them, are important life-long relationship skills.

The strategies used for managing conflict vary between people. These strategies seem to be automatic responses although they are learned, usually in childhood. Most people are not aware of how they react in conflict situations and we seem to act by doing whatever comes naturally.

LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

However, because it was learned, it is possible to change the personal strategy we use by learning how to better manage conflict effectively.

When teachers witness conflict between students it is important they:

- **Do not ignore the conflict** – the silence benefits the “*more powerful*” or advantaged.
- **Do not act as a judge** – students are not too immature to solve their own problems. Their maturity, social and moral growth may be impeded otherwise.
- **Do not solely side with the victim** – this can continue the cycle of victimization as it may lead to dependence by the target and label the bully as an aggressor. Be empathic.
- **Do not encourage tattling** – encourage students to solve their own problems using the “*Conflict Resolution Model*” on page 38 before coming to you. (Tattling is minimised if the above suggestions are followed)

The “*Student Well-being Hub*” (link below) has a considerable array of resources including Youtube clips, games, discussion starters focused on resilience.

<https://studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms#/>

We can deal with conflict in three ways:

1. **Avoid** – We can pretend the problem does not exist.
2. **Attack** – We can be confrontational by being aggressive and violent.
3. **Problem solve** – We can talk and negotiate and find a solution that everyone is happy with.

Conflict management style:

There are two main considerations that are taken into account in a conflict situation:

1. Achieving your personal goals – the reason there is a conflict is because your goal conflicts with someone else’s goal.
2. Maintaining your positive relationship with the other person – in the future you may need to interact with this person. Go hard on the issue soft on the people, we can all make mistakes, forgiveness is important.

When you are engaged in a conflict, the importance of each of these affects how you will act. Based on these two concerns, we can identify five conflict styles, as shown in the figure below.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about self concept.

PART 2: WATCH THE ANIMATION: BEANBAG TOSS ANIMATION

Educator Notes

Watch the “*Beanbag Toss Animation*”.

Educators could pose questions to students such as:

- What do you think is happening here?
- How might the peeps be feeling?
- Is there a solution that makes everyone happy?
- What is Crown feeling?

Also, let students know they can deal with conflict in 3 ways. They could **Avoid** – pretend the problem doesn’t exist. Or **Attack** – we can be confrontational by being aggressive and violent. However, this may cause unhappiness or distress. Or we can **problem solve** – we can talk and negotiate, and find a solution that everyone is **happy** with.

LESSON 6 - CONFLICT MANAGEMENT & POST-SURVEY

PART 3: PAIR ACTIVITY - CONFLICT MANAGEMENT

Hand out the “Conflict Management Style” sheets. In this lesson students will identify their style of managing conflict, discuss different strategies for settling conflict and learn 6 steps for conflict resolution.

Ask students to work in pairs and think about a recent conflict situation they experienced. Ask them to use the handout to identify which conflict management style they used.

Group Discussion

- What conflict management style do you commonly use?
- What can you do to handle the conflict better next time?

Student Work Notes

“Be strong – tell someone”. Have students reflect on their conflict resolution style – coping strategies for physical bullying next time?

PART 4: COMMUNICATION STRATEGY ACTIVITY:

Communication strategies:

In this activity you may suggest that if a student needs to tell someone something, it can be useful to do one of the following:

- Work out a line or two to get you started.
- Write a note to the adult asking for a time to talk.
- Write a note which tells of the situation.
- Take a friend with you to help you get it said.
- Ask someone else to tell for you, like a friend, sibling, or parent.

In groups, have students select one of these methods to tell someone about a situation involving physical bullying. Once prepared, each group uses the strategy to present the problem to the class. Students in the class then make suggestions for possible solutions to the problem.

PART 5: LESSON SUMMARY

Wrap up and review the topics of each lesson completed in the module before moving on to the post-survey. Topics included:

- Establishing groups
- Emotions
- Exclusions & relationships
- Resilience
- Self concept
- Conflict management

PART 6: STUDENT POST-SURVEY

The final lesson involves students completing the online post-survey evaluation. The teacher should explain to the students the importance of this information for:

- Providing some better understanding of what students have learnt.
- To help improve the lessons for other students.

To access the post-survey, students must visit the below website and look for the “Child Health Module” button.

www.caper.com.au

PART 7: EDUCATORS TO COMPLETE THE ONLINE SURVEY

The educator should complete the online survey at the below website link. Look for the “Implementation Index” button. www.caper.com.au

TEACHER CHECKLIST

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Have you completed the relevant activities and shown the digital animation?

LESSON 6 - WIN-WIN CONFLICT RESOLUTION

MODEL FOR CONFLICT RESOLUTION

Step 1. Each person tells their side of the story, remaining calm and not using names. Focus on the issue, go hard on the problem behaviour. (It's often about how people are being treated, human rights). Go soft on the people. Differentiate between the person and the problem behaviour.

Step 2. Each person describes what they need to have to make things right for them. For example, *"I need to be treated respectfully"*, do use the names of others.

Step 3. Discuss what needs to happen to make things right for everybody and what each person has to do to make this work.

FOLLOW THE 6 STEPS

1.**STOP. CALM DOWN, COOL OFF**

Turn attention inward. Notice the pain, body reaction.

2.**SAY WHAT'S BOTHERING YOU**

Communicate using "I" statements. Do not blame, attack, use put-downs or negative body language.

3.**EACH RE-ITERATES WHAT THE OTHER PERSON SAID**

Brings clarity and empathy.

4.**TAKE RESPONSIBILITY**

Responsibility is internal and present-future orientated. What can each person do to improve things in the future?

5.**BRAINSTORM SOLUTION**

Find one that satisfies all parties.

6.**AFFIRM, FORGIVE OR THANK**

Acknowledge the effort made to overcome the natural tendency to fight or withdraw.

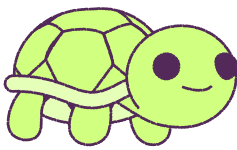
LESSON 6 - RESOURCES



**HIGH RELATIONSHIP GOALS
LOW PERSONAL GOALS**

TEDDY BEARS

To Teddy Bears, the relationship is of great importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favour of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues someone will get hurt and that would ruin the relationship. Teddy Bears say, *"I'll give up my goals, and let you have what you want, in order for you to like me."* Teddy bears try to smooth over the conflict in fear of harming the relationship.



**LOW RELATIONSHIP GOALS
LOW PERSONAL GOALS**

TURTLES

Turtles withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to try to resolve conflicts. They feel helpless. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.



**MID RELATIONSHIP GOALS
MID PERSONAL GOALS**

FOXES

Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise. They give up part of their goals and persuade other people in a conflict to give up part of their goals. They seek a solution to conflicts where both sides gain something, the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.



**HIGH RELATIONSHIP GOALS
HIGH PERSONAL GOALS**

OWLS

Owls highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. Owls see conflicts as improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.



**LOW RELATIONSHIP GOALS
HIGH PERSONAL GOALS**

SHARKS

Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of other persons. They do not care if other persons like or accept them. Sharks assume that conflicts are settled by one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming and intimidating other persons.