



CONFLICT RESOLUTION



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AIM OF THE TRAINING

Improving skills in the area of conflict resolution in the professional and private life of a teacher.

METODY SZKOLENIOWE

- MINI lecture, individual and group exercises.
- Active exercises with questions and discussion.
- Training can take place in a hybrid, online or stationary form.
- The training includes printable materials.

Training outline

- Part 1.
Conflict – theory

- Part 2.
Conflict resolution - training

PART I

Conflict - theory



KONFLIKT

- Conflict is a phenomenon that is inevitably inscribed in social life. People are different from each other, and each of us is one of a kind, unique individuals. We look different, we have our own views, needs and expectations – the examples could be multiplied. Differences between people are a source of potential conflicts

- Difficult situations are conflictual at school, most often concerning contacts and interpersonal relationships. In order to deal with them, as in any other social community, various methods of conduct are also used in schools.

The most frequently mentioned are:

- resolving conflicts on the basis of decisions or within the framework of cooperation.

Where do conflicts come from?

The American negotiator, Christopher Moore, divided conflicts into 5 categories:

data conflict - resulting from the wrong flow of information or incorrect conclusions

conflict of interest - when the implementation of one of the interests prevents the implementation of the other

structural conflict - resulting from the structure of the organization's operation

Relationship conflict - when the conflict from the level of interests moves to the personal level

conflict of values - resulting from beliefs, principles, religion or worldviews

Of these five categories of conflict, two can be creative.

Structural conflict and conflict of interest can lead to the establishment of a new, more efficient organization, or a reasonable combination of two seemingly contradictory interests.

In other cases, it would be better to avoid conflicts.

But if it is not possible - to solve it.

A relationship conflict arises as a result of:

In the life of a school class, there are often
conflicts of relationships between children.

They can concern, for example, the position of children in the classroom (governing themselves), the relationship with the teacher (sucking up), complaining, labeling (laziness, hooligan, jester), teasing, insulting, ridicule.

The conflict of relationships tends to grow.

The most common causes of conflict:

- communication errors,
- unmet needs, expectations,
- functioning in a specific social role,
- the need to maintain positive self-esteem – "going out with face" in a dispute situation,
- stereotypes, misconceptions,
- errors in perceiving people and situations.

Conflict
situations at
school:
prevention is
better than
cure

⋮

The fundamental method of dealing with conflicts at school is to prevent them from occurring. Professional sources list several of the most useful and effective ways, namely:

- **Giving a voice to all students:** there are marginalized people in every class. Giving them a voice is an important signal for the whole group. It also teaches that in dialogue all parties have equal rights.
- **Systematic creation** of an atmosphere of safety and dialogue by the teacher: this requires, above all, the ability to establish good contact with students. The teacher must also be a good observer who is aware of the dynamisms within the group.
- **Setting boundaries:** Here, the teacher must be decisive. The sooner the group understands that any behavior violating someone else's dignity is categorically prohibited, the easier it will be for the educator to enforce the previously formulated restrictions
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Factors preventing conflicts at school:

- creating clear, unambiguous rules, norms, rules of behaviour, adopted by the entire school community,
- fair treatment of students,
- using a system of reinforcing positive behaviors and consequences in the event of inappropriate behavior,
- understanding the needs of pupils related to their stage of development,
- familiarizing students and teachers with ways of dealing with conflict.

When resolving a conflict, it is important to:

- listening to two sides,
- impartiality, we do not take a position,
- we use active listening, i.e. we maintain eye contact with the parties to the conflict depending on which party is speaking,
- we paraphrase, we ask, we reflect feelings,
- we will appreciate it, e.g. what you say is important,
- we put things in order, e.g. so far we have established that...,
- we ask the question: "How would you like to end the conflict?",
- We ask what are the expectations of the opposing party,

When resolving a conflict, it is important to:

- we remain neutral – we do not impose a solution to the situation, we accept the adopted solutions and help to consider whether the adopted solutions are feasible,
- we ask both sides of the conflict what they think about the way it ends,
- if the parties want to apologize, it is worth asking how they understand the word "I'm sorry",
- we observe the sides of the conflict, if we see that there is tension between the students, we ask without impatience, "What else needs to be explained",
- if we do not have time, we ask: "Can we wait with it, e.g. until tomorrow?",
- If we have time and the emotions have "subsided", we ask the students how else they could have behaved so that the conflict would not have occurred.
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Conflict Resolution : Final Tips

The following rules are distinguished for conflict resolution:

Disputes should be treated as normal that may occur

all data on the conflict should be collected,

it is very important to cut yourself off from your emotions and subjective opinions about the dispute,

you should follow the rules of constructive communication, i.e. respect the other person, allow them to speak freely, listen to the other party's arguments,

It is worth being ready to compromise

IT IS WORTH BEING EMPATHETIC

The importance of empathy in conflict resolution

❖What is empathy?

Empathy is the ability to understand and share the feelings of others. It involves putting yourself in another person's shoes, understanding their perspective, and being able to empathize with them. This can be especially important when it comes to conflict resolution, as it allows us to better appreciate the other person's point of view and find common ground.

There are many benefits to practicing empathy when resolving conflicts: first, it promotes healthy communication, allowing participants to express themselves freely without fear of retaliation; secondly, it fosters cooperation between the parties to the conflict, enabling them to reach a consensus more quickly; Thirdly, it reduces overall stress levels because no one has to worry about feeling unfairly treated because all concerns are taken into account equally



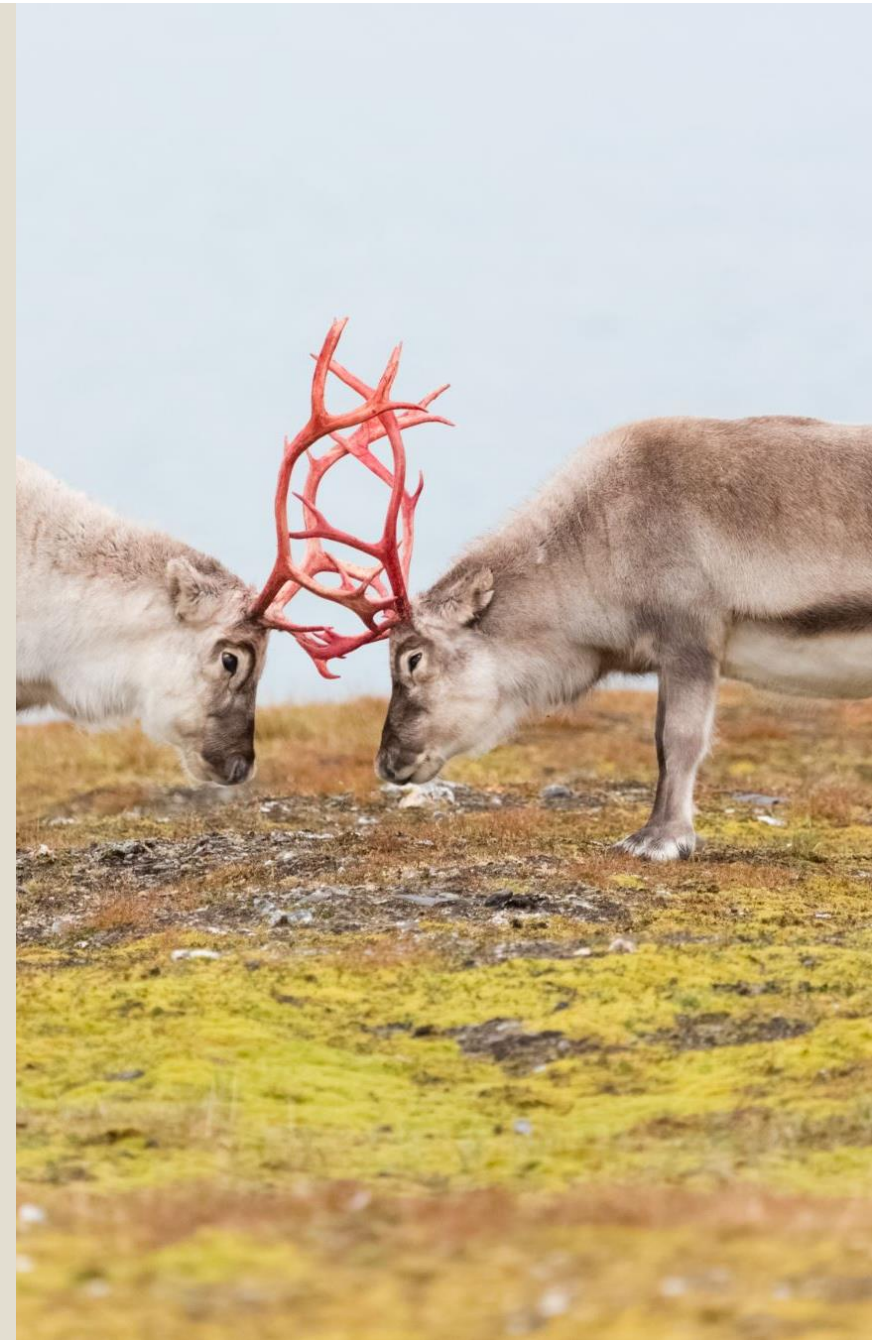
PART II

Conflict resolution – training
INSTRUCTIONS FOR THE HOST

1. Instruction

Brainstorm Conflict Experiences:

- what do you associate conflict with?
- who could briefly describe what happened?
- when people are in conflict, what happens to their relationship with each other?
- how can conflict be avoided?
- what feelings do people experience in conflict? (do your answers have only a negative connotation, or are there also positive associations)

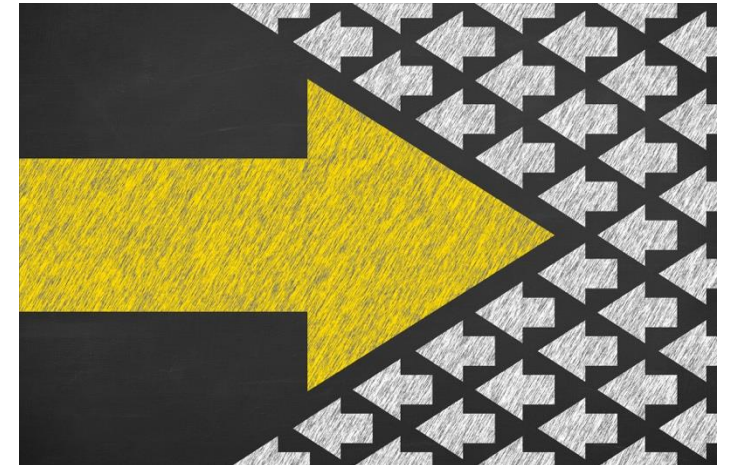


2. Instruction

Exercise: How does the body react to conflict?

Sit back and close your eyes if you want. Take a deep breath. Now try to remember a conflict or an argument that you once experienced. Try to recall the emotions that accompanied you at the time? How did you feel? What was the most difficult for you in this situation? Do you remember how your body reacted? Take a deep breath. Open your eyes.

Based on the exercise, we will discuss how people feel conflicts. Is the conflict situation a big challenge? What emotions does it trigger?



3. Instruction

Version no. 1 divide into two groups – teachers/students. A group of students comes up with a scenario of a conflict, a group of teachers tries to get to the bottom of it with the help of questions.- * stationary classes

Version no.2.- recall the last class conflict, present it and discuss it based on questions

- What exactly was the cause of the conflict?
- What interests of each party have been violated?
- What do the parties expect?
- Are the parties to the conflict interested in ending it?

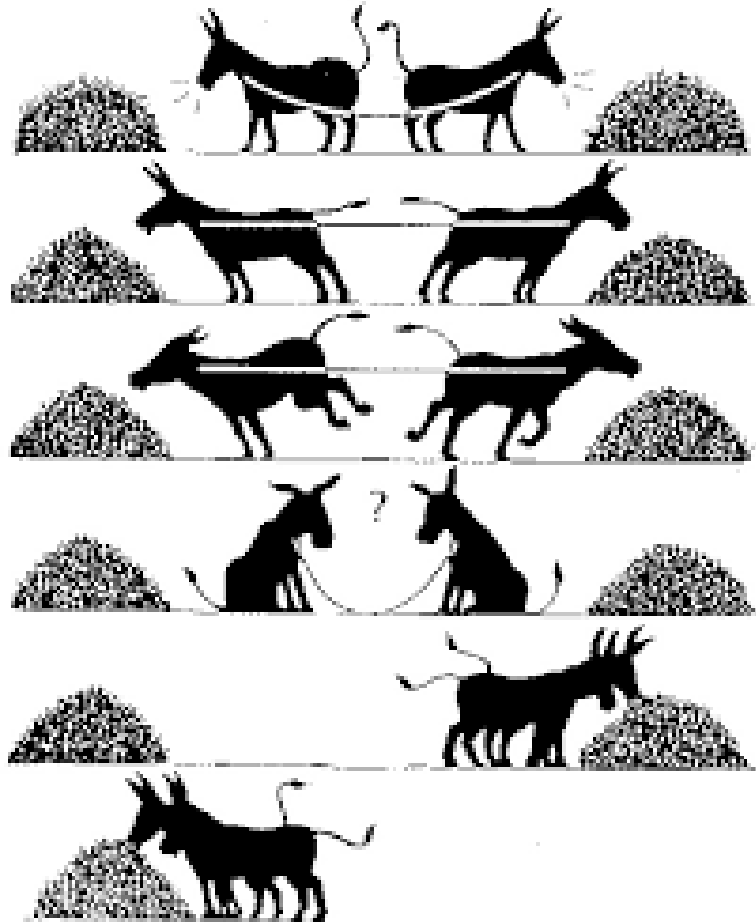
When a conflict is revealed, it is worth giving each party the opportunity to present their arguments. The teacher should be completely impartial here. After hearing the parties, the analysis of the situation should begin with their participation.

	DESCRIPTION
Parties to the conflict	
Causes of the conflict	
Effects of the conflict	
Solutions used	
Suggested solutions	

4. Instruction

Analyze the behavior from exercise no. 3 according to the data from the table:

The table can be printed before stationary classes.



5. Instruction

When a conflict arises – we have several possible solutions at our disposal. Which one do you choose?

Two **DONKEYS** are connected by a rope and want to reach two haystacks that are far apart. How will they cope in this situation?

What happens when there is?

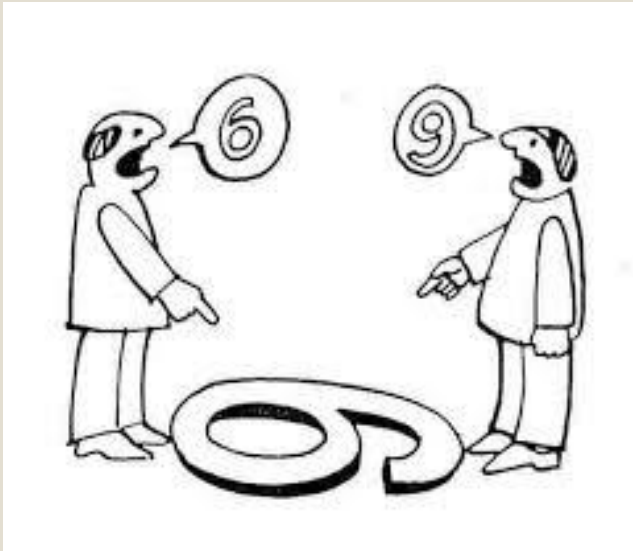
Loser – winner (when one party is satisfied with the resolution of the conflict and the other is not)

Loser – loser (when both parties are unhappy with the solution)

Win-winner (when both parties are satisfied with the resolution of the conflict)

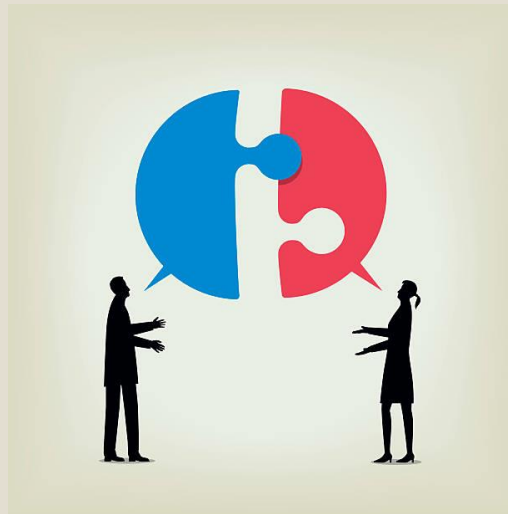
COMPOSE ONE SENTENCE FOR REFLECTION ☺

YOU CAN PRINT THE CARD WITH DONKEYS AND HANG IT IN THE CLASSROOM



Classroom Add-on

- Use images to resolve conflict in the classroom by starting a brainstorming discussion.





- Use images to resolve conflict in the classroom by starting a brainstorming discussion.



6. Instruction-empathy

When our friend is late, when the doctor cancels an appointment, when someone has not kept his promise, when the director did not smile back and looked away.. Often, without even asking the person about the reason, "we already know" why someone did it again.

This exercise is about EMPATHY, it is about to move away from your usual stereotypes a bit, maybe something different happened this time?

Try to find a short story when you felt bad about the behavior of another person and you quickly judged him, you felt that he was making you angry

When such a situation occurs in your life, take a breath and try to find at least 6 possible reasons for the other person's behavior. 6 things that could verify someone's lateness, canceled appointment or failure to fulfill a promise.

The exercise is not about making excuses for the person, it is about stopping quick judgments. An attempt to understand the behavior of the other person. Not to immediately set yourself up for it. At first, this is time-consuming and hard, but over time it becomes easier to let go of judgments and the omniscient self.

7. Instruction – empathy – *stationary classes

- As a couple, tell each other a story, your own, a personal one. When one person is talking, the other should try to be an empathetic listener.
- Choose a story that matters to you. It can be a story from yesterday or from a few years ago. Don't describe dry facts, but also how it affected you. Open up to the other person. Listen carefully to the story and interrupt the other person when you understand what they are feeling and say: I understand that you felt... (a given emotion) because... (a detailed description of what could have caused the feeling of a given emotion)
- For example: (the facilitator writes on the board)
- I understand that you felt angry because you missed the bus.
- Try to interrupt at least three times throughout the story using the above sentence.
- After the exercise, talk about how you felt during this conversation, whether it was easy or difficult for you. During our exercises, participants said that even if the other person did not guess their feelings, the fact that they were trying to understand them was already special to them.



THANK YOU



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