

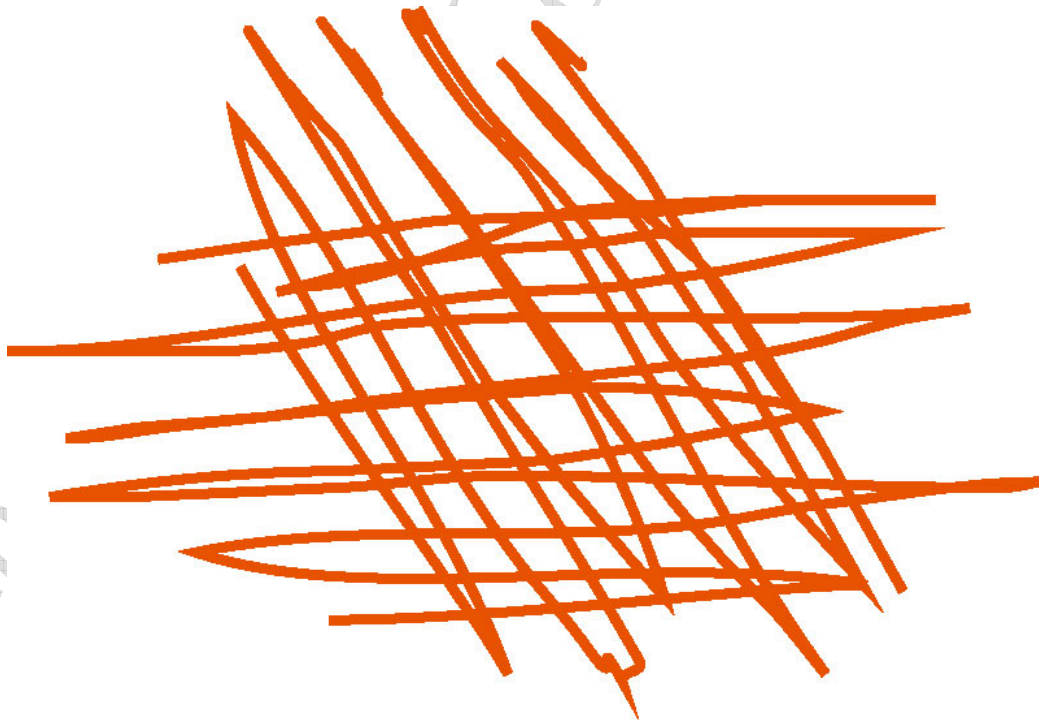
THE CONFLICT RESOLUTION KIT
For High School

SAMPLE PAGES 2008



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The Conflict Resolution Kit – for High School

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SAMPLE PAGES FROM PROGRAM 1

Program Guide

Section 1

LEARNING OUTCOMES

This program provides skills and techniques on how to resolve conflict effectively.

To be skilled in resolving conflict, it is important to recognise our habits when faced with conflict.

Once we understand the habits we display in conflict situations, we can then determine if our habits assist us in resolving the conflict or hinder our ability to achieve an effective outcome. This knowledge enables us to determine what changes need to be made to our style, to ensure we effectively respond and resolve conflict situations.

As a result of participating in this program, participants will be able to:

- Recognise the 5 most common habits displayed by people in a conflict situation
- Identify the ideal strategy to implement to resolve conflict effectively
- Define Win/Win outcomes in terms of conflict resolution



A set of handouts has been created for this program.

These have been provided in hard copy and on CD so as you can print them out as required.

You can COPY and DISTRIBUTE them to the participants.

Participants can use them for their note taking as well as for activities throughout the program.



A set of slides has been created for use during this program.

These slides have been provided as both overhead transparency slides as well as on CD in PowerPoint for use with a data projector.

In addition, the overhead slides have been printed as handouts. This allows the program leader to distribute them as additional handouts to the group should they wish to.

At the appropriate point during the program, instructions are provided as to when to display the slides.

Not all users of this program will have access to an overhead projector or data projector. If this is the case, the user can copy and distribute the slides at the time indicated in the program to display a slide.

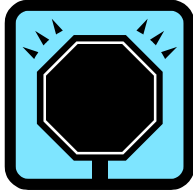


In many of the activities, the program leader is directed to write up contributions made by the group so as to collate the entire group's responses to activities and questions that are posed. An example of the instruction the program leader may be provided with is:

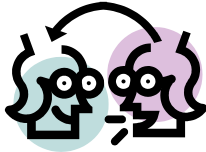
As people call out their ideas, **WRITE/Mind Map** their contributions on butcher's paper or a chalk/white board

It is suggested that butcher's paper is used to record the group's contributions so that these sheets can be displayed in the room to remind the group of their progress throughout the program.

If the user does not have access to butcher's paper or a chalk/white board, then the user is to discuss the points without recording the responses from the group to the questions posed.



SHOW Slide 1



HIGHLIGHT the following points to the group:

- One of the certainties in life is that from time to time you will encounter conflict.
- We see it all around us. On the television, in the papers and on the internet. We see groups of people and entire countries which cannot resolve their differences peacefully.
- We often see people trying to resolve their conflict, but often they are going about it the wrong way. It is important to understand that there is often a more effective solution to the problem.
- We are going to spend time looking at conflict and the most common things people do when they are faced with conflict. Not all of the habits we typically display when faced with conflict help us achieve the best outcome, or help us to resolve the conflict effectively.
- By recognising the common habits of people in conflict, we can identify the most effective techniques to use to achieve the best outcome. We are then able to change the way we resolve the conflict to maximise our chances of achieving the best result possible.

REMOVE Slide 1



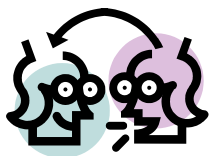
ASK the following question to the group:

- What do you see happen when conflict is badly managed?

LISTEN to the group's responses and DISCUSS.

TELL the group to turn to Page 1 of their Handouts or DISTRIBUTE Page 1 at this time.

ENCOURAGE the group to record notes in Column 1 of their handouts.



HIGHLIGHT the following points to the group:

- There are a range of results that occur whenever conflict is not managed well.
- People can experience:
 - Anxiety
 - Withdrawal
 - A sense of helplessness
 - Confusion
 - Loneliness
 - Stress
 - Denial
 - Anger
 - Resentment
 - Physical results such as heightened blood pressure, tiredness, sickness
 - Depression



ASK the following question to the group:

- What do you see happen when conflict is managed well, with skill?

LISTEN to the group's responses and DISCUSS.

ENCOURAGE the group to record notes in Column 2 of their handouts.

SAMPLE PAGES FROM PROGRAM 3

Program Guide



ACTIVITY

“ARE YOU LISTENING TO ME? PART 1”

(Allow 5 minutes)

Note: this activity is broken up into several parts.

DIVIDE the large group into small groups of 2 people. **Once they have formed their pair, ASK** for one person to raise their hand. **IDENTIFY** that person as the speaker. **Ensure they are facing their partner, either standing or sitting.**



EXPLAIN the activity to the group as follows:

- The person who is the speaker is to think of a topic to talk about.
- It could be anything you like –
 - your favourite TV show
 - a movie you saw recently
 - your family
 - where you've been on holidays
 - sport
 - one of your hobbies
 - what you're doing next weekend
- When you have thought about something to talk about, you are to start talking to your partner about it. Tell them anything you like about the topic. Just start talking to them.
- You will be speaking for a couple of minutes, so you may wish to talk about a couple of topics in that time.
- Now, the other person is to sit there and not acknowledge or make any gesture to the other person. Basically, you're a statue.
- While the other person is talking, avoid eye contact, don't

smile and don't make any sound. At the same time you are to be thinking about something else that interests you.

TELL the group to start the activity. **ENSURE** only one person is talking from each pair.

MONITOR each pair so that only one person is talking and the other person is not responding in any way.

After 2 minutes, **STOP** the activity.



ACTIVITY
“ARE YOU LISTENING TO ME? PART 2”
(Allow 5 minutes)

SAMPLE PAGES FROM PROGRAM 2 'Handouts'

Handout #3

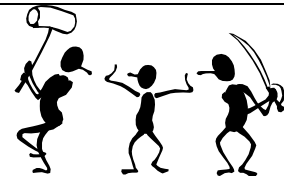
Assertiveness

BEING ASSERTIVE versus BEING AGGRESSIVE

What's Being
Assertive?



What's Being
Aggressive?



THE ASSERTIVENESS MODEL

1

2

3

SAMPLE PAGES FROM PROGRAM 4 'Handouts'

Handout #1

Negotiation

Stages of Negotiation

1. Preparation

Understand What People Need and the Situation

“Virtually everyone you _____ with _____ or _____ something. It’s important _____ try to work out what they may _____ or _____. To know what the other person _____, you must _____ them.”

Key Question 1: _____ do we _____ or _____?

Key Question 2: _____ do we _____ or _____ it?

Key Question 3: _____ do we _____ it?

Key Question 4: _____ can we _____ have what we _____ or _____?

Negotiations are about _____/_____ outcomes. That means that _____ and the other person _____ to _____ each other what you _____.

A _____/_____ result is one where both parties are _____ with the result.

SAMPLE PAGES FROM PROGRAM 2
'Slides'

Managing Our Emotions

5 Steps:

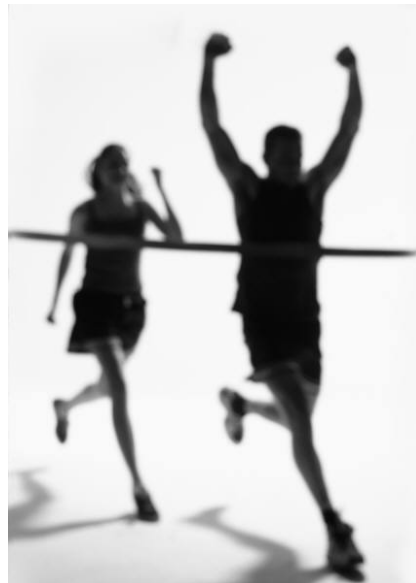
- **Recognise**
- **Accept**
- **Release the energy**
- **Clarify**
- **Choose action**

SAMPLE PAGES FROM PROGRAM 1
'Slides'

Resolving Conflict Effectively

Habits

3. Win/Lose



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