

METHODOLOGICAL GUIDE

ON MODULE 1 : SOCIAL SKILLS

CONFLICT RESOLUTION SKILLS

Expected results:

- To acquaint teachers with techniques for recognizing behavioral manifestations that are related to bullying and violence;
- Students, under the guidance of teachers, to learn skills to deal with conflicts caused by accusations, abandonment, peer pressure, ineffective communication;
- Students to master various techniques for recognizing and coping with stress, managing emotions and developing assertiveness.
- To enrich the methodological toolkit of teachers with interactive methods and techniques for uniting and overcoming destructive behavior, negative attitudes and hostile relations between students.

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THEORETICAL BASICS

CONFLICTS - ESSENCE, CAUSES, TYPES, SOLUTION

Conflict - a social factual interaction between two or more participants who have different points of view on the same issue and each of them seeks to benefit only herself and shows readiness to use any means for her goals.

Conflict - struggle of drives, of interests; a situation in which an individual finds himself exposed simultaneously to forces of opposite direction and nearly equal power.

There are two main *reasons for the conflicts*:

- *Personal* - a consequence of personal values, stereotypes, attitudes and prejudices of people. Their totality determines relationships mostly in the family and relatives, friendly and work circle;
- *Situational* – e.g. information deficit, presence and exercise of power, demonstrated hierarchy and competition with different orientation.

Types of conflicts: external and internal; intergroup and interpersonal.

Types of conflicts at school depending on the participants in them:

- between the director and the deputy director/s;
- between the director (deputy director) and member/s of the teaching staff;
- between the principal (deputy principal) and member/s of the non-teaching staff;
- between the principal (deputy principal) and students or parents;
- between teachers;
- between teacher/s and student/s;
- between teaching staff member(s) and non-teaching staff member(s);
- between teacher/s and parent/s;
- between two students or two groups of students;
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Conflictogens in communication - these are words, expressions, actions (inactions) that have an aggressive content and are perceived as provocation or attacks:

- *Direct negative attitude* - orders, coercion, remarks, criticism, ridicule, sarcasm, etc.;
- *Condescending attitude* - humiliating consolation, humiliating praise, reproaches, ridicule;
- *Braggart* - rapturous stories about one's own real or imagined achievements;
- *Mentoring attitude* - imposing advice and personal points of view, moral lessons, reminding of troubles;
- *Violation of ethics* - ignoring or interrupting the interlocutor, attribution of blame;
- *Regressive behavior* - naive questions, justification with others, arguments.

Conflicts have their own nature and related phases and sequence:

- The first, not advertised, often invisible, is the latent phase.
- A dynamic follow, accompanied by a growing escalation of contradictions and their aggravation.
- The last is the clarification phase, where the differences in check points and the reasons for them.

The conflict resolution process goes through six main phases:

- The first phase is *developing an optimal model* that represents the expected effectiveness of the interaction, according to the problems and needs.
- After discussions, we proceed to the second phase - *consolidation of optimal relationships*. Each party to the conflict presents their vision of what an effective relationship should look like and offers a model for resolving the conflict.
- *The description of the current relationship* is the third phase in conflict resolution.
- The fourth phase is *consolidation of the current relationship*. Through it, the individual perspectives and descriptions of current relations are united in a general picture that presents the present objectively.
- *Change planning* should be done so that there are specific and actionable changes and specify the activities, deadlines and responsibility for implementation. They are agreed and described in detail, presented in plans for subsequent meetings.

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- *The progress review* is the final phase in which the fit or discrepancy between the planned change in the relationship and the actual situation is established.

Difficulties in resolving conflicts are associated with the following ***deficits***:

- *for verbal communication* - inability to listen and understand, inability to express oneself with appropriate words, tone, to ask questions, to paraphrase;
- *cognitive* - to show flexibility according to the situation and the interlocutor, to predict the direction of the conversation and the goals of the interlocutor, to look for options acceptable to both parties;
- *inappropriate facial expressions and lack of control over non-verbal messages*.

Consequences of the conflicts: *reduction of trust; developing feelings of open hatred and anger; reducing opportunities for collaboration; giving rise to selfish feelings and disregarding the dignity of others; occurrence of stress.*

Good ways, techniques and practices for conflict management

Conflict management is a process of control by the participants themselves, or by external forces possessing the necessary capabilities and competences.

Successful handling of conflicts is mostly associated with overcoming communication breakdowns, extinguishing mistrust, establishing relations of tolerance and respecting other people's opinions.

It is important to develop awareness of non-verbal communication and social empathy towards the opponent in the context of joint concern about problem solving.

Various approaches to conflict resolution are known. They are mainly divided into two types:

- *distributive* (the incompatible interests and positions of the parties imply the allocation of resources and the use of the "I win - you lose" approach);
- *integrative* (possibility to reconcile interests and find a mutually beneficial solution that satisfies each of the parties by implementing the "I win - you win" approach).

Conflict management is a purposeful modification of the conflict system, covering the conflict situation, the causes of the conflict, the conflicting individuals, their behavior and actions in a new

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state that is more favorable. It could also be defined as impact. In practice, it is a conscious activity through which information about the conflict process is collected, processed and analyzed, a management decision is made regarding it or its components and actions are taken in fulfillment of this decision. At the same time, the results of the impact are monitored.

The main forms of conflict management are three:

- Prevention;
- Regulation;
- Liquidation.

Conflict prevention is a targeted impact on the causes and/or conditions for it at a time when they are not connected and do not yet form a conflict situation. It is possible that prevention represents work/impact on the future possible participants in the conflict process - awareness, warning about the consequences, reducing the desire to oppose, separating from each other, etc.

Regulation is such management, which, unlike prevention, takes place when the conflict is present - there is a conflict situation, conflicting parties, conflicting. Regulation appears as a direct impact on the conflict process, in which the goal is to change such parameters of the conflict as scope, strength, power, etc., or to prevent in some way the action of the causes as a possible factor in the confrontation. As a task of regulation, one can see bringing the conflict process into a phase of conflict resolution and making efforts to successfully and quickly complete this phase, after which the post-conflict situation occurs. The technology of regulation includes: recognition of the conflict, analysis, reaction - impact. The impact of regulation can be done through suppression (in order to minimize the values of the main conflict parameters), ignoring (downplaying, circumventing facts), reorientation (redirecting the conflict in another direction) or through compromises/concessions, removal of the object, getting out of the conflict situation.

Conflict resolution is a form of governance that is outside of the conflict situation. Liquidation takes place in practice in the post-conflict situation. It aims at the complete and final elimination of opposition between individuals and groups of people, and finally clears the residual conflict. The aspiration is to achieve trust and goodwill between the former conflicting parties. This also helps to prevent future contradictions and possible conflicts.

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Causes of conflicts and conflict situations at school

- One member of the team feels that he is unfairly burdened more than the others;
- A member feels isolated;
- There is direct personal confrontation between members of the school community;
- Disagreement with some aspects of school policy;
- Battle for status between two teachers and/or students;
- Rivalry between groups at school;
- Gossip
- Ethnic and cultural prejudices

It is necessary to clarify:

- Who are the participants in the conflict situation?
- What are the causes of the conflict?
- What are the personal characteristics of the participants in the conflict and the interpersonal relations between them?
- What are the motives and goals of the participants in the conflict and how do they imagine the ways to resolve it?
- What is the attitude towards the conflict of the members of the group who are not actively involved in it?

The recommended approaches to communication in a conflict situation are:

- active listening and paraphrasing;
- maintaining verbal and non-verbal contact;
- clear and complete expression - "I-messages";
- empathy, understanding and support;
- perceiving criticisms and complaints as requests and recommendations.

Conflict management includes: *prevention, prevention and prevention of conflicts; negotiation, mediation and arbitration.*

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Successful negotiations are conditioned by the following conditions:

- building constructive and rational relations between the participants;
- formulation of goals and expectations;
- focusing discussions on ways to solve problems;
- consideration of the interests of all parties;
- discussion of opportunities to achieve mutual benefit for all participants;
- actions of the participants in the conflict regardless of their trust or distrust of each other;
- formulation of clear and objective criteria for solving the problem;
- submission to principles and norms, not to pressure.

The other way to manage conflicts is *mediation*. It involves assistance from a third party in overcoming conflict situations.

The factors for successful mediation are:

- ability to cooperate;
- motivation to overcome differences;
- and trust in the intermediary.

Arbitration - a third party in the role of a judge resolves the conflict.

The stages of the arbitration process are as follows:

- individual discussion with each of the participants in the conflict to clarify his position;
- analysis of the situation by the arbitrator and formulation of his own position;
- meeting with the participants in the conflict and presentation of the decision for implementation.

The following recommendations are useful for resolving specific conflicts:

- To admit publicly and openly to the group about the existing contradictions.
- To discuss with all participants the existing opposing opinions on the problem that has arisen, respecting the accepted rules and principles of work.

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- To unequivocally reveal the issues underlying the clash and to determine the closest positions of the opponents and their biggest disagreements.
- To develop joint approaches to resolving the contradictions by discussing alternatives acceptable to all parties and considering their possible consequences.
- To adopt mutually agreed, joint decisions.
- The adopted decisions should be implemented practically in the joint actions.

In conflict situations, the teacher must master techniques:

- Start and maintain a conversation by choosing and using appropriate topics, questions, and lines;
- Listen carefully and ask questions appropriate to the situation, demonstrating active listening and asking different types of questions;
- To communicate calmly and patiently, showing attention to the interlocutor, and using techniques to reduce tension during conversation;
- To "read" and use the "hidden meaning" of words and body language, recognizing the elements of body language and interpreting their meaning according to the context;
- Act persuasively and attract others by using techniques of persuasion and developing self-confidence;
- To find win-win solutions in negotiations and debates - to apply basic principles of negotiations, to discover the interests and desires of the interlocutor, and to participate in finding creative solutions for the benefit of all participants;
- To deal with conflicts in a friendly way, applying techniques of active listening, empathy, summarizing, reformulating, asking questions to reduce tension and direct the conversation to the needs, desires and possible solutions for the benefit of all participants in the conflict;
- To react calmly in difficult situations (eg when he is beaten, criticized, attacked or insulted) by using techniques to control his own emotions and choose an appropriate response.

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Managing conflicts arising from cultural differences

In the "Declaration of the European Ministers of Education on the issues of intercultural education in the new European context" a number of requirements for teachers are indicated, among which the following deserves attention: "To develop educational strategies and working methods to prepare teachers to manage the new situation in schools arising as a result of discrimination, racism, xenophobia, sexism and marginalization, and to solve conflicts in a peaceful way."

Regardless of their poor social experience, children from ethnic minorities react very sharply, very emotionally, but also very accurately, when they sense a manifestation of rejection or non-acceptance of their rules, values or heroes. Even if they do not have problems with the language of communication, they realize that they are different and that they are expected to behave as different. This creates a willingness to initiate conflict and show physical dominance in it when unable to communicate effectively verbally.

Conflicts are interpersonal and intergroup, with the former very often turning into the latter type in students who belong to collectivistic cultures. The group stands behind its member because it feels obligated to protect him. Belonging to masculine or feminine cultures also predetermines students' behavior in a conflict situation. For representatives of masculine cultures, it is a matter of honor to engage in a physical confrontation and win, and for representatives of feminine cultures, reconciliation and keeping a good tone is sought.

How to deal with conflicts between students in the context of Celestine Freinet's pedagogy?

- specially designed trainings on how to respond to bullying or peer pressure
- friends at school
- competitive sports events with reflection and feedback
- class or school councils
- mindfulness sessions
- specially developed stress management trainings
- case studies
- Forum Theater

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REFERENCES AND RECOMMENDED LITERATURE

Conflict Resolution: Definition, Process, Skills, Examples

<https://www.thebalancecareers.com/conflict-resolutions-skills-2063739>

Resolving Conflict in 4 Steps

<https://firsttee.org/2017/03/13/resolving-conflict-4-steps/>

What is Conflict Resolution, and How Does It Work?

How to manage conflict at work through conflict resolution

<https://www.pon.harvard.edu/daily/conflict-resolution/what-is-conflict-resolution-and-how-does-it-work/>

Resolving Conflict

<https://www.youtube.com/watch?v=QyXFirOUeUk>

Conflict Resolution Techniques

<https://www.youtube.com/watch?v=NJH0XV9jGIE>

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PRACTICAL ACTIVITIES

Case study 1:

The school year is coming to an end. On Monday, according to the program, the eighth graders have their first physical education lesson. The kids change into sports gear, leave their luggage in the gym and go outside to the field where the class will be held. When everyone has left, 15-year-old Monica (a student from the same class) comes and steals all the money from her classmates' bags. Then he comes in in the middle of class, apologizes to the teacher for his lateness and joins sports classes. No one in the class paid much attention to the fact that the girl was late, and Monica, for her part, did not take any action to draw attention to herself. Until this moment, she is known to the others as a quiet and modest child, with good manners and good success. No known problems in family relations.

At the end of the lesson, the children return to the gym and find that their money is missing. The teacher is notified and all suspicion falls on the late girl as no one else had access to the bags.

Case study 2

In the 8th grade, Zoya began to study hard and got excellent grades in English. She is also very active in school life and soon gains the respect of the teachers. The rest of the girls instantly start to envy her and bully her accordingly. Six girls from the class create a Facebook group to publicly insult Zoya.

The insults are mostly expressed in words or phrases that make fun of the victim's behavior and appearance, as well as threats not to tell anyone about the webpage because they will get hurt. The content of this page is so aggressive and vulgar that at a later stage the administrators removed it. But all this time Zoya kept silent and did not tell anyone. She is anxious and depressed, distracted, and her school performance begins to decline. Instead, the six girls show a shocking lack of sensitivity by enjoying themselves behind others' backs without asking themselves any questions or thinking about their actions. Zoya's friends and the rest of the class know about the Facebook group, but they too remain silent and take no action. "

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Case study 3

The situation takes place at school during recess. The students are from the first grade, collective group - study hall. A group of boys from the neighboring class agree to take their classmate Bozhidar and wash his head in the fountain. Bozhidar is a meek and shy child. Not very contactable. Has problems with learning content. More than once he was the object of ridicule from the children. The boys take Bozhidar to the upstairs toilets and make him wash his head in the sink with cold water. They threaten to beat him up if he doesn't.

After the break, the students go back to the room and the teacher sees that Bozhidar's head is wet and he is very upset. He tells about what happened.

Case study 4

During the long break, the two students play and quarrel, exchange insulting words. Christian insults and hits Kaloyan. For his part, Kaloyan, feeling affected, responded to the insult and the two exchanged blows. A third student intervenes in the conflict and tries to protect Kaloyan, but to no avail. At this time, Kaloyan takes a plastic bag and places it on Christian's head. At first, Christian laughs because he himself has put a plastic bag over his head and face, but he starts breathing hard, turns red, removes the bag and starts crying. The moment the plastic bag is on Christian's head, the group teacher sees them. Christian is taken to the doctor's office. Kaloyan is visibly troubled by what happened.

Case study 5

The situation develops during the break of a sports training class in the judo hall. The students from the "Pernik" sports club have a meeting to organize the New Year's holiday. A 7th grade boy is on duty at the door. A 10th grader wants to go in, but the student on duty won't let her in because that's his job. He tells her 'He can't'. Then the girl grabs him by the throat and starts choking him. She tells him she will let her go. The boy responds to this aggressive reaction with aggression as well and retaliates with a blow to the eye.

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At school, children are divided into 2 groups. The boy's classmates think he was right, and the girl's classmates think she was right.

Case study 6

Lubomir is a student in the sixth grade. He trains in martial arts and thinks he is invincible. Often behaves arrogantly with teachers. He wants to be the "leader" in the class, invents rude jokes with which he bullies the more meek students. One day, during the long recess, Lubomir organized a pair fight between his classmates. He mocks those who do not want to fight and thus forces them to participate. The fighting is behind a block of flats next to the school and the teachers on duty only find out about it after a child alerts them. Arriving at the scene, the teacher on duty found Lubomir with his mouth broken on the ground. Lubomir starts to cry and says that Martin beat him for no reason. Lubomir's mother writes a complaint to the school principal and wants Martin to be punished.

Case study 7

Marian and Georgi are students in the first grade /from my class/. They attend full-time schooling. There has been a conflict between the two since the beginning of the school year. Often because of a mutual friend - Martin. Marian has known Martin since kindergarten and they live next door. Georgi befriends Martin, coming to the first grade. Martin wants to be friends with both of them, but Marianne doesn't like it.

Marian likes to lead in games, is funny and is liked by his classmates. Often behaves defiantly and mockingly. Georgi is emotional, short-tempered, difficult to control his emotions.

During the long break in the study room, the two students quarreled, exchanged insulting words. Marian insults and pushes Georgi, who falls and hits his head on the edge of the floor. The children who witnessed the incident are frightened and call the teacher from the classroom. Georgi was taken to the doctor's office.

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APPLICATIONS

SAMPLE SCENARIO - CONFLICT RESOLUTION SKILLS

Grade/Age :	Teacher :
Objective/s of the lesson :	
Result / final product :	

N	Name of the activity	Description – clear steps and instructions given by the teacher	Time	Interactions – whole class, pairs, groups, individual work	Materials	Social skills we work on	Link to Pedagogics Freinet
1.	Example: Melting Ice - Switch places	Have all students sit on chairs in a circle, except for one who does not have a chair. He stands in the middle of the circle. The student in the middle gives instruction, e.g. "Everyone who has got blue eyes, switch places." "All wearing a white shirt to change places," etc. At each shift, the last one left	5 min	Whole class	there is no	Listening	Faroese communication

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		without a chair gives the next instruction. e.g. "Swap places if you like chocolate." Continue playing for a few minutes.					
2.	Presentation of the topic/problem						
3.	Create rules						Co-created rules
4.	Group assignments						Group work
	Presentation of the final result / product						
	Reflection and feedback		10 min				