



Pestalozzi

Training Resources

Education for the prevention of violence at schools (VIO)
How to manage conflict situations in assertive way?
by

Author: Tamara Maleševi - Slovenia

Editor: Višnja Raji

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Theme: Raising awareness, responsibility and proactivity when tackling violence

→ **Expected outcome**

- To manage conflicts through the application of conflict resolution techniques.
- To develop critical thinking skills: encourage listening and asking questions, debating and discussing, to build constructive assertiveness based on argumentation.
- To develop believe that cooperation has a central role for social cohesion and respect for the individual.

Target group

Type of training	School level / age	Subject area
Initial and in-service training for counselors special needs teachers	Primary school	Conflict managing Assertiveness Critical thinking skills Cooperative methods

Brief description of the unit

Methods/techniques used

Individual work, work in micro-groups, interactive games, self observation, talking to express personal attitudes and feelings, verbal and non-verbal communication, discussion in the plenary, questionnaire for evaluation.

Time 2 hours

Preparatory activity- Frog story	▶ 10 minutes
Activity 1: Good news, Bad news	▶ 15 minutes
Activity 2: Aggressive, passive, assertive respond	▶ 45 minutes
Activity 3: Toxic words	▶ 40 minutes
Debriefing session	▶ 10 minutes

Tips for trainers:

Resources

Preparation activity: FROG story	Appendix 1
Activity 2: Situations (1-5)	Appendix 2
Activity 2: Situation 6	Appendix 3
Activity 3: Conflict sheet	Appendix 4
Debriefing session: List of statements	Appendix 5



10 minutes

Preparation activity:

Trainer reads a FROG STORY (Appendix 1), missing the ending part. In groups (as they sit) of 4-5 they discuss possible ends and the moral lesson of the story. Each group presents their endings. In a whole group the real end of the story is presented and the power of persistence is discussed.

Activity 1 Good news, bad news



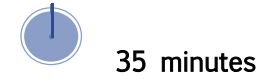
15 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To learn that everything has both positive and negative aspects in their environment (critical thinking). ➢ To become aware of subjective way of understanding of each person involved in conflict (optimistic and pessimistic position). <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Pairs, two groups, whole class work. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ computer, AV equipment ➢ poster papers ➢ small papers (with signs for dividing in groups) ➢ Pixar cartoon “For the birds” (appendix 1) 	

<ul style="list-style-type: none"> ➤ Papers with picture on one side for forming groups (need to be cut!) (appendix 2) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Dividing participants in two groups: ➤ All participants are standing in the middle. Trainer reads series of pairs; they have to respond by moving to different points of the room depending on their preference. Participants who like more e.g. BMW go to left side of the room, participant who likes more Mercedes goes to the right side. After reading few pairs (pairs like summer-winter, pen-pencil, stairs-lift, a dog-a cat) and when we have approximately half participants on one side and half on the other side, we can move to the other activity. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Select one team to start the exercise by presenting a piece of positive remark. ➤ The other member of team should respond by presenting a negative remark related to what the first group member has presented. ➤ Continue with this exercise until the topic is exhausted or you want to limit the time. ➤ Here is an example: ➤ Subject: WOMEN EMANCIPATION ➤ The good news is that, ➤ The bad news is that, ➤ The good news is that, ➤ The bad news is that, ➤ ➤ You can pause and restart with a different topic so that the groups can explore a different domain as well. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ 	

<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ A quick discussion on why it is important to see the positive and negative aspects of anything. ➢ How important is to be aware of his own way – pessimistic or optimistic. The activity is already an introduction to the second activity so there is not the time for debriefing yet. 	
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- **Activity 2 Aggressive, passive, assertive respond**



35 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To refresh knowledge of aggressive, passive and assertive responding (APA). ➢ To get familiar with assertive techniques. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ . 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group discussion ➢ Role play 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Worksheet (Appendix 2 – Situations 1-5) ➢ Worksheet (Appendix 3 – Situation 6) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Each group of 4-5 gets one written situation. They discuss how they would react in that situation. ➢ Each group presents their answers and compare what are the differences between the answers and what are characteristics of each respond – is it aggressive, passive or assertive way. ➢ In group of 4-5 they discuss how they would respond on one (same) situation. In whole group they 	

<p>present their responds and we go through 5 assertive techniques: How we say NO, Broken record, Fogging, Active listening, Describe/Express/Wishes/Consequences technique.</p> <ul style="list-style-type: none"> ➤ Role-play for these techniques from their professionals' experiences. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <p>.</p>	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How can you differentiate kinds of behaviour (APA)? ➤ How they feel about different situation? ➤ Is assertive way always the best way? ➤ What they learn from assertive techniques? 	

Activity 3 Toxic words



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ Develop understanding of similarity and universality of conflict situations experienced by participants. ➤ To come up with reasonable solutions for each conflict (cooperative learning). ➤ Become aware of the “power” of the toxic words <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<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 “Conflict sheet” for every delegate (Appendix 4). ➤ A board 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ participants to sit in a circle 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Distribute “Conflict sheet” to each participant. ➤ Ask participants to sit in a circle. ➤ Ask participants to write down one conflict that they were involved in the last 3 days. ➤ Ask delegates to record the <i>‘toxic words’</i> that triggered the conflicts and made them feel that they had to protest and defend themselves. ➤ Allocate 10 minutes for this part. ➤ Ask a volunteer delegate to read the first conflict cases they have identified. ➤ Each participant starts with the person on the left who proceeds to provide a solution to resolve the conflict. ➤ Ask this person to present his own conflict and again the next people on the left should provide the solutions. ➤ Continues with this cycle until all cases have been presented or the time passed. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Quite a lot of (creative) pre-work with preparing all the materials. The final product should be put on a wall to be seen to the participants as a reminder even after the training. 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ How did recalling a conflict make you feel? ➤ Could you have handled that particular situation differently? ➤ What was the trigger word that made you feel you are in a conflicting situation? ➤ How helpful were other’s suggestions? ➤ Could you use the new suggestions to resolve your conflict or prevent them from happening in the first place? 	

Debriefing/ Evaluation and assessment



10 minutes

	Notes
<p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Methods /techniques used:</p>	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ List of statements Appendix 5 ➤ If you agree with read statement, draw a part of the portrait. ➤ Statements are goals of the training. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ 	

References

➤ **Preparatory reading :**

1. Notes from the module “Violence” in Strasbourg, November 2011
 2. <http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/Default.aspx>
- Skills Converged <http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/Default.aspx> (January, 13th 2012)
- GROUP (Bisquerra Alzina, Perez Escoda, Cudrado Bonilla, Opez Cassa, Filella Guiu, Obiols Soler). (2009). Emotional Intelligence of the Children. Tehniška založba Slovenije, Ljubljana
- COUNCIL OF EUROPE
- Notes from the module “Violence” which took place in Strasbourg, November 2011

Appendix 1:

FROG STORY

Once upon a time frogs organized a competition. The winner should first climb on a high tower.

At the beginning of the contest frogs were very delirious, because the prize for the winner was very special.

When the competition began the crowd started to shout: “You will NEVER win this competition! It is IMPOSSIBLE!” “WHY are you doing that?” or “You are CRAZY! There is not a frog in the WHOLE WORLD, who can climb that high!”

The crowd was laughing and making fools out of competitors. So, frogs started to give away, because they were sure, that it is impossible to climb that tower.

But the little frog was climbing and climbing. She was attempting to climb that tower so well, that she won the prize. The crowd was trans-fixed when it saw, that the little frog won. The journalists made an interview with her and they asked her, how did she had made it.

The little frog was just saying “What, what, what?”

END: Then, journalists discovered, that she was deaf and that she thought that the crowd was supporting her during the competition.

Appendix 2:

Situation 1:

An old man comes in front of you into the line while you're waiting to pay in market.

Situation 2:

Ten-year old girl comes in front of you into the line while you're waiting to pay in market.

Situation 3:

Very elegant lady comes in front of you into the line while you're waiting to pay in market.

Situation 4:

Mother with crying child comes in front of you into the line while you're waiting to pay in market.

Situation 5:

A drunken man comes in front of you into the line while you're waiting to pay in market.

Appendix 3:

Situation 6:

Parents of child with special needs insist that you should adjust class for their child, which you're not obliged to do and you think it's not going to help the child.

Appendix 4: Conflict sheet

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 Word
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
1:			
2:			
3:			

Appendix 5:

10 statements on evaluation list are:

1. Persistence to reach a goal no matter of the difficulties and other people's opinion lead to success.
2. Everything has positive and negative side. Outcomes are better if we are focused on positive one.
3. Passive respond doesn't solve the problem, but it postpones it or transforms it.
4. Aggressive respond to conflict usually hides it and it doesn't solve it in constructive way.
5. Assertive respond forms a firm lane between two sides and solve problem for long-term.
6. When I have to say NO I do that with assurance.
7. I've used technique BROKEN RECORD for many times in my professional communication.
8. I use ACTIVE LISTENING in my communication regularly.
9. I intend to read more literature about ASSERTIVE communication.
10. I intend to recommend assertive way of communication to another person.

Participants draw portraits if they agree with each statement:

Head for the 1st, Eyes for 2nd, Nose for 3rd, Hair for 4th, Mouth for 5th, Beauty mark for 6th, Make-up for 7, Hat for 8, Necklace for 9th and Signature for 10th statement.