

SECTION II

CHAPTER FOUR

CONFLICT MANAGER TRAINING ACTIVITIES

INTRODUCTION

We've created this section to allow teachers and trainers to enhance the design as they feel necessary. These activities are distilled from what has worked best over the years for us, other trainers, and hundreds of teachers we have worked with. The content and formats are based on a strongly held set of educational beliefs that have been built and have proven themselves over our many years of experience working with schools and students. These beliefs include:

- The necessity of responding to a variety of learning styles
- The power of cooperative learning structures
- The importance of social and emotional growth to academic success and success in life
- The need for developmentally appropriate activities

We hope these activities as a group are much like the students for whom they were created: lively, diverse, and adaptable. They are designed to allow students to participate in the ways in which they are most comfortable, and to foster cooperative group skills. While we urge trainers to adapt these activities for the students they will be training, and to fit their personal teaching style, we also hope you will keep the larger goals of this design in mind. Along with creating an effective group of student mediators, who have the skills to help themselves and others manage conflict more effectively, we also want to:

- Build community within the group
- Increase their self-esteem and sense of personal power
- Contribute to their social and emotional growth
- Increase their understanding of people from different backgrounds
- Help them begin to develop positive social and civic values

Of course, all of this can't be done in a 12-hour workshop. Student's experiences following the training, as they serve as mediators and help to create the Conflict Manager Program, will contribute significantly to meeting these goals. However, the approach taken in the initial training will go a long way to set the tone for the program. The practices, strategies, and formats used in the training, (and the bimonthly meetings) should be consistent with the values that underlie the program.

What's presented here is 12 hours of training activities that we suggest be spread over three days, and includes:

- Communication Skills
- The Conflict Management Process
- The Role of the Conflict Manager

We have included ice breakers and energizers, which, of course, are essential for students' academic and social growth. We encourage teachers to substitute or add any from their own repertoire that they think would be appropriate. (See *Appendix*, pp. 24-25.) Also, at the end of most activities we provide **REINFORCEMENTS**. These supplemental lessons are gleaned from Community Boards' *Conflict Resolution: A Middle and High School Curriculum*.

CONFLICT MANAGER TRAINING

day 1

day 1

- Get Acquainted 15 minutes
- Expectations for Training 5 minutes
- Conflict Brainstorm..... 10 minutes
- Conflict Manager Process: Demonstration..... 25 minutes
- Set-up 30 minutes
- Practice I: Set-up 15 minutes

Break

- Qualities of a Conflict Manager 30 minutes
- Robbery Report..... 25 minutes
- Double Circle: “Poor Listening” Activity 20 minutes
- Listening Skills for Mediators 20 minutes
- Restating..... 20 minutes
- Wrap-up 10 minutes

GET ACQUAINTED

DURATION: 15 minutes

OBJECTIVES:

- To ease tensions.
- To learn something about each person.

MATERIALS: None

PROCEDURE:

1. Explain that the first activity is to begin to get to know one another.
2. Announce that each person in the room will be asked to say his/her name and choice of favorite item (i.e. food, music, television program, sport). Trainers may want to begin this activity to model for the students.
3. As each speaks, make eye contact, nod, and thank speaker for sharing. Use the same validating techniques with each speaker.
4. Be sure the activity moves along quickly, that each person participates, and that no one is interrupted.

EXPECTATIONS FOR TRAINING

- DURATION:** 5 minutes
- OBJECTIVE:** ● To tell students what is expected from them during the training.
- MATERIALS:** ● **Chart 1:** *Expectations for Training*
- PROCEDURE:**
1. Review how these students have been chosen. Emphasize that their peers and teachers selected them as someone they would go to if they had a problem.
 2. Explain that in order to get the most out of the training and to make the most of the time available, it's important that each of you strive to meet these guidelines:
 - Be on time – We have a very limited amount of time for the training. It's important that you be here on time, ready to go, at the beginning of the day, as well as after breaks.
 - Take risks – You have been chosen by your peers as the natural mediators. In response to their faith in you, we ask that you take whatever risks are necessary for you to make the most of this training: speak out, offer ideas, be open to new ideas and activities. You will be given the opportunity to work in pairs, small groups and large groups.
 - Be a team player – Help each other, teach each other
 - Know your role – You will learn the steps for becoming a peer mediator. It's important that you listen well, practice what you learn, and be ready to apply it to your role plays.
 3. Be positive and warm in your tone. Encourage questions and input.

CONFLICT BRAINSTORM

DURATION: 10 minutes

OBJECTIVE:

- To define conflict utilizing ideas and experiences of the class.
- To explore the positive value of conflict.

MATERIALS:

- Whiteboard/chart paper

PROCEDURE:

1. Ask students what a conflict is. Have them give examples.
2. Explain the process of brainstorming as a way for people to come up with many different ideas. For brainstorming to be effective, one must:
 - Offer every idea that you can think of
 - Do not criticize any idea - your own or anyone else's
 - Think of as many ideas as possible within the time limit given
3. Ask students to think about the last time that they were involved in a conflict.
4. Ask students to brainstorm all the words they can think of when they hear the word CONFLICT. List these words on whiteboard/chart paper.
5. After brainstorming, ask students to identify which words on the list are positive, which are negative, and which are neutral. For example, "angry," "hurt," and "sad" might be negative; "solution" would be positive; and "disagreement" might be neutral.
6. Ask students to list more words in the positive and neutral categories. For example, "solution," "learning," "choices" and "peaceful" are positive; and "disagreement," "information," "differences" and "communication" are neutral.
7. Discuss with students:
 - Which category has the most words? Why?
 - Was it harder to think of positive words? Neutral words? Why?
 - Why were there more negative words?

REINFORCEMENT:

- *I Heard It Through the Grapevine* (1-19)
- *Family Interview* (1-21)
- *Kinds of Conflicts* (1-43)
- *Spot the Conflict* (1-46)

CONFLICT MANAGEMENT PROCESS DEMONSTRATION

DURATION: 25 minutes

OBJECTIVE: ● To acquaint students with the conflict management process and the role of Conflict Managers.

MATERIALS: ● Video and VCR*
● **Chart 2:** *Overview of Process*

PROCEDURE:

1. Show video.
2. Briefly discuss the video. Ask what did the students like about the video. Was it realistic (not the acting, but the process)? Do you think it could really work?
3. Review the steps of the Process by referring to the Chart
 - **Set-up**
 - Greeting
 - Role of the Conflict Manager
 - What to expect
 - Agreements
 - **Problem Solving Steps**
 - Introduce T-A-L-K as the easy way (*mnemonic*) to remember the steps
 - **Closing**
 - Reminders
 - Forms
4. Let students know that we will be discussing each part in depth.

*Community Boards sells a short video that shows students using the Conflict Manager process. It provides a clear overview of the process. For more information, see the product descriptions in the *Appendix 4*.

SET-UP

DURATION: 30 minutes

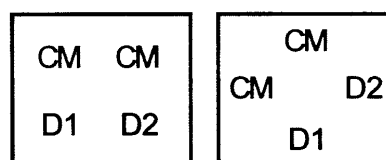
OBJECTIVE: ● To acquaint students with the objective of the *Set-up* and how to create it.

MATERIALS:

- **Chart 3:** *Set-up*
- **Chart 4:** *Role of the Conflict Manager*
- **Chart 5:** *What to Expect...*
- **Chart 6:** *Agreements*

PROCEDURE:

1. The purpose of the *Set-up* is to make the disputants feel welcome, to create a sense of safety and to build trust between the Conflict Manager and the disputants.
2. **Welcome** [5 minutes] First, as Conflict Managers, you will need to greet the students and introduce yourselves.
 - You will want to be assertive, friendly and confident so that they have a sense that you know what you are doing.
 - Have three pairs of students demonstrate their idea of an introduction. Highlight the positive points of the introduction and discuss what you might add. For example, volume of voice, eye contact and how that may vary in different cultures, ask their names, etc.
3. **Seating** [10 minutes] Second, as Conflict Managers, you will need to show them where to sit.
 - Ask for two volunteers, playing the role of Conflict Managers, to set up the arrangement of the four chairs, and ask them to seat two more volunteers who will play the disputants.
 - Ask the class if they agree or disagree with the arrangement. Invite them to offer their reasons and make changes to the arrangement. Continue this revise and discuss scenario, highlighting the positives and negatives. The most positive arrangement is to have the two Conflict Managers sitting next to each other and the two disputants sitting across from them.



Seating Rationale: Having the Conflict Managers sitting side-by-side allows them to talk to each other and to see both disputants equally. Having the disputants sitting side-by-side allows them to see both Conflict Managers equally, to be as close or as far away from the other as comfortable, and to not have to look at each other before they are ready.

4. **Role of Conflict Manager** [5 minutes] Next you will want to tell them that you are Conflict Managers and what your role as a Conflict Manager is.

Refer students to **Chart 4**. Ask different students to read each line. As they read, discuss the following points:

- a) **Neutral** – Ask what being neutral means. Some answers to look for: not take sides, not give advice or make suggestions, nor judge who's right and who's wrong.
- b) **Do Not Resolve Conflicts for Others** – Ask if "we do not resolve problems" is a surprise. Acknowledge how we all want to help out. Elicit from them the reasons why this statement would be important. Some answers to look for: the disputants won't learn how to solve problems themselves; they are the best people to know how to solve their problem; and, if *they* decide how to resolve it, they are more apt to follow through. Validate all their answers.
- c) **Confidentiality** – Ask what they think "confidentiality" means. Here's an easy definition: "*What's said in this room, stays inside this room.*" Ask them why they think this would be important. Some answers to look for: to provide a safe environment so they can feel free to be open and not worry about other people hearing about it. Validate all answers.

Note: Emphasize that while confidentiality is very important, the Conflict Managers must report incidents of imminent danger for the disputants to their supervisors for the safety of all involved. The exceptions to keeping confidentiality involve child abuse, weapons, threats or actual harm. If the Conflict Managers tell the disputants about the exceptions up front, and the disputants mention any of those situations, they are indirectly asking for help.

- d) **Voluntary** – Discuss that the Conflict Manager session is voluntary. This means that they have a choice about being here. If the students say that they were told to be there, ask them what they think would happen if they didn't get the problem solved. Some answers to look for: get in trouble, called to principal's office, detention or suspension, in trouble with their parents.

Each time the disputants give an answer, a Conflict Manager should ask, "And then what would happen?" Repeat this until they finish. This way the Conflict Manager leads the disputant to think through the consequences. At the end, ask the disputants if they would like to try this mediation session first.

5. **What to Expect** [5 minutes] Go over the following:
- Most people want to know what's going to happen in a new situation. Telling the disputants how the meeting will proceed helps them to feel more comfortable.
 - Refer to chart. Note that the acronym T-A-L-K is an easy way to remember the steps. Ask different students to read the steps.
 - Ask for any questions.
6. **Agreements** [6 minutes] Refer students to **Chart 6**. Go over each agreement and elicit from students why each agreement would be important.

PRACTICE 1 – SET-UP

DURATION: 15 minutes

OBJECTIVE:

- To introduce the concept of role plays.
- To familiarize students with the *Set-up* portion of the process.

MATERIALS:

- **Chart 3:** *Set-up*
- **Chart 4:** *Role of the Conflict Manager*
- **Chart 5:** *What to Expect...*
- **Chart 6:** *Agreements*

PROCEDURE:

1. Tell the students that they will be doing the first of many role plays. Role plays are different from acting in that you don't have a script, only a story line. The disputants are asked to play the role as close to reality as possible, following their feelings as they go. The purpose of using role plays is to give students the opportunity to practice the process, thus becoming more skilled. It is very important that the disputants act as serious and as real as possible, otherwise the Conflict Managers will not be able to practice.
2. The two trainers should demonstrate the *Set-up* using two volunteers as disputants.
3. Divide the class into groups of four. Have them decide who will play the Conflict Managers first. Practice the complete *Set-up*.
4. Reverse roles and practice again.

QUALITIES OF A CONFLICT MANAGER

DURATION: 30 minutes

OBJECTIVE:

- To acquaint students with the qualities that are needed and that Conflict Managers should model.
- To build group camaraderie.

MATERIALS:

- 5-6 blank sheets of chart paper
- 3-4 colored marking pens per groups

PROCEDURE:

1. **Brainstorm** [5 minutes] Brainstorm with group the qualities that they would want to see in a skilled Conflict Manager. Some answers to look for: good listener, problem solver, sensitive, friendly, caring, fair.
2. **Activity** [10-15 minutes] Break class into groups of four-six students per group. Have each group draw one cartoon character of a great conflict manager that exaggerates the characteristics needed, e.g. big ears for good listening. Emphasize that this is not an art project, that no pencil draft is necessary, and to draw as quickly as they can.
3. After ten minutes, check with the students on how much more time they need.
4. **Sharing** [10 minutes] Have each group share their drawing and then post them on walls. Validate each group's work.

REINFORCEMENT:

- *Thinking Makes It So*, with reading (3-30)
- *Stand By Me*, with reading (3-32)
- *Early On*, with worksheets (6-20)
- *Scrambled Squares* (6-26)

ROBBERY REPORT

DURATION: 25 minutes

OBJECTIVE: ● To demonstrate that listening well can be difficult.

MATERIALS: ● Copies of *Robbery Report Worksheet* (See p. 25.)

PROCEDURE:

1. Tell the students that in this version of the gossip game, some of them are going to be asked to listen to a report and to repeat it to others correctly. Elicit from the students what they can do to help themselves remember as they listen. Also, discuss what a person can do when giving a report in order to help another person remember it: speaking slowly and clearly, keeping to the essential information, and not adding extra material.
2. Ask for three volunteers who think they are very good listeners. Ask the volunteers to decide who is the best listener of the three. Send the three students out of the room. Tell them to be ready to listen carefully to what they are told when they return and be ready to repeat what they hear. The remaining students are observers.
3. Distribute copies of the *Robbery Report Worksheet* to the class, but NOT to the three volunteers.
4. Read over the robbery report with the class. Explain that when the Volunteer #1 is called in, the teacher will read the robbery report to him or her. Next, Volunteer #2 will be called in and Volunteer #1 will repeat the robbery report from her or his memory to Volunteer #2. Next, Volunteer #3 will be called in and Volunteer #2 will recite what he or she remembers from the robbery report to him or her. Volunteer #3 will then repeat the robbery report to the class.
5. Ask the class to note on their worksheets what each person remembers and any changes made as each volunteer retells the other about the accident.
6. After the three volunteers have been called, read the original robbery report aloud once more, with all students present.

7. Ask students to applaud the volunteers.
8. Ask the volunteers:
 - How did you feel as you tried to remember the report?
 - What made it hard to remember the report?
 - What got in the way?
9. Ask the class:
 - What did the volunteers do well?
 - How did the report change?
 - Was anything important left out?
 - What would have made it easier for the volunteers to remember the robbery report?
 - What can get in the way of clear communication?

ROBBERY REPORT WORKSHEET

Wait here and report the robbery to the police.

MESSAGE

I was walking into Johnson's Hardware Store, and this guy came running out and almost knocked me over. He was carrying a white bag, and it looked like he had a gun in his left hand. He was wearing a Levi's jean jacket with the sleeves cut off and a green and blue plaid shirt and blue jeans with a hole in the right knee. He had skinny legs and a big stomach. He wore wire-rim glasses and high-top red Converse tennies. He was bald and had a brown mustache and was six and a half feet tall, probably in his mid thirties.

DIRECTIONS

Each time the report is repeated, note what the person remembered from the previous report.

VOLUNTEER #1:

|

VOLUNTEER #2:

|

VOLUNTEER #3:

|

DOUBLE CIRCLE – 'POOR LISTENING' ACTIVITY

DURATION: 20 minutes

OBJECTIVE: ● To raise awareness of poor listening habits and how they affect the speaker.

MATERIALS: ● Whiteboard/chart paper for brainstorming
● 3x5 activity *Cue Cards* (See below.)

PROCEDURE: 1. Create *Cue Cards* by copying the following instructions onto separate pieces of paper. Give the instructions for **#1 Students** to one leader, and the instructions for **#2 Students** to the other leader.

#1 Students

Speaker: First, you will be the Speaker. When you are the speaker, tell your partner something you're excited about.

Listener: Second, you will be the Listener: When you are the listener, INTERRUPT and turn the conversation back to YOU ("ME, ME, ME").

#2 Students

Listener: First, you will be the Listener: When you are the listener, IGNORE the speaker in any way you want.

Speaker: Second, you will be the Speaker: When you are the speaker, talk about a problem or concern you're having.

2. **Brainstorm** [5 minutes] Brainstorm what people "say and do" to show that people are NOT listening. List responses on chart.

3. **Double Circle – "Poor Listening" Activity** [10 minutes] To prepare, arrange chairs in circle. Have students count off by 1 and 2's. Have all #2 students point to the person #1 on their right. The have #2 students move their chairs to the inside of the circle and turn them to face their #1 partners. They should now be sitting knee to knee.

#1 students will be the first speakers, while #2 students listen. Then the #2 students will be the speakers, while #1 students listen. Everyone will get a chance to play both roles. Remind them about "role playing objectives": Be as realistic as you can.

4. Separate the two groups so they do not hear the other group's instructions. Take one group outside to get their instructions. One trainer gives the instructions below to #1 students, the other to the #2 students.
5. Distribute *Cue Cards* and review their instructions with the students.

#1 Students

First turn, you will play the speaker. When you are the speaker, tell your partner something you're excited about.

Second turn, you will play the listener. When you are the listener, INTERRUPT and turn the conversation back to YOU ("ME, ME, ME!").

#2 Students

First turn, you will play the listener. When you are the listener, IGNORE the speaker in any way you want. (Ask them for some ways to ignore someone to be sure that they understand.)

Second turn, you will play the speaker. When you are the speaker, talk about a problem or concern you're having.

Be sure each person has a story in mind to tell when she or he is the speaker. It should contain at least five things they want the listener to know.

5. Bring #2 students back into the room to return to their seats facing #1 students. Remind them to be as realistic as possible in their role plays. Have #1 students begin their role plays as speakers, while the #2's play the listeners. Allow the conversations to go on for about 30 seconds. Call time and instruct the #2 students to move one chair to the right, this time playing the speaker, while the #1's play the listeners.
6. Process the exercise with the students. Ask:
 - How did you feel when you were the speaker?
 - The listener?
 - Do these things (interrupting, talking excitedly, being self absorbed, etc) happen very often?
 - What have you learned from this activity?

LISTENING SKILLS FOR MEDIATORS

DURATION: 20 minutes

OBJECTIVE: ● To familiarize students with good listening skills and to provide practice time.

MATERIALS:

- Blank chart paper for brainstorming
- 3x5 Post-it notes
- Various dark colored marking pens
- **Chart 7: *Effective Listening Skills***

PROCEDURE:

1. **Post-it Exercise** [10 minutes] Divide class into small groups of 4-5 students. Hand out several Post-it notes (3x5) to each group.
2. In small groups, have students brainstorm "good" listening skills. Ask what people can say or do to let you know that they are listening. Have them write one word or phrase on each Post-it using marking pens.
3. Have each group share their ideas and mount their Post-it notes on the blank chart paper. As each new group adds ideas, begin to sort similar ideas.
4. Summarize their work. Highlight those things people can say or do that have the most Post-it notes. Ask why that might be. Validate the students' responses. Point out that most of their ideas show good, everyday listening habits.
5. **Effective Listening** [10 minutes] Tell students that when emotions are strong, or confusion and lack of understanding occurs, another level of listening needs to be used - one that focuses on techniques to ensure that the listener understands what the speaker means, and that the speaker feels understood by the listener. Refer to **Chart 7**.

Effective Listening = Seeking to Understand

This is the goal of listening to demonstrate to the speaker that you understand his or her point of view.

6. Review each point:
 - **BODY LANGUAGE**
 - a. **Facial Expressions:** Comment on how facial

expressions communicate a variety of feelings. Ask for examples from the group as a whole.

Note: sometimes these expressions alone can communicate misinformation. It is important to reserve judgment.

- b. **Eye contact:** Present the idea that not all cultures respond in a positive way to making eye contact—it has different meanings in different cultures. Ask the students what their experience is. Note the broader need for being sensitive to differences.
- c. **Tone of voice:** To demonstrate, say "I got the job" using three different inflections: excitement, disappointment, and confusion. Ask the students how someone might feel on hearing each different tone. Point out the words are only one part of communicating the essence of what is being said. How it is said also important.
- d. **Postures:** To demonstrate, ask them to show you, without words, that they are: tired, interested, bored, nervous, afraid. Note that people's postures, gestures and facial expressions are all ways of communicating. Effective listeners need to be aware of these non-verbal means as well as verbal comments.

■ **NEUTRALITY:** Refer back to the role of the Conflict Manager. Some ways of showing neutrality would be: giving each party equal time and attention, not taking sides, not giving suggestions, or judging who's right or wrong, by look, tone of voice, etc.

■ **RESTATING:** Explain that this is repeating or putting into our own words the most important thoughts and feelings of the disputant. This allows disputants to know that the Conflict Managers are listening and understanding.

REINFORCEMENT:

- *What Did I Say?* (5-42)
- *Spend A Buck* (5-44)

RESTATING

DURATION: 20 minutes

OBJECTIVE: ● To practice restating thoughts and feelings.

MATERIALS:

- Blank sheet of chart paper for brainstorming
- 3x5 Post-it notes
- Various dark colored marking pens
- **Chart 7: *Effective Listening Skills***

PROCEDURE:

1. **Demonstration** [5 minutes] Demonstrate "restating" by having a volunteer tell a short story, and the trainer restate what was said. Point out that the small details are not necessary, only the main thoughts and feelings.
2. **Activity** [10-15 minutes] Go back into the double circle. Ask all students to think of a story that concerns them, a problem or a decision they're having a hard time making. Indicate that the first speakers will be the outside circle, while the inside circle will practice effective listening. They will then switch roles.
 - a. First round, have the listeners practice all the non-verbal skills: eye contact as appropriate, body language, etc. Switch roles. Debrief. Ask how they felt when they were the speakers, when they were the listeners. Validate all responses.
 - b. Second round, have the inside circle move one chair to the right. This time the listeners will restate what the speaker has said. Listeners will start by saying, "*So, what happened?*" They will then respond to these answers with an introductory phrase such as, "*So what you're saying is...*" or "*What I'm hearing is...*" or "*Let me see if I understand...*" Remind the speakers that they must tell enough of the story to give the listeners something to work with. Debrief as above.
 - c. Third round, have the outside circle move one chair to the right. This time the listeners will restate thoughts and feelings. If a speaker has not said what he or she is feeling, then the listener should ask and then restate. If the speaker goes

on too long, it's appropriate to politely interrupt by saying something like, "*Excuse me, let me see if I understand what you are saying so far...*" Debrief and decide whether they could benefit from another round.

3. Ask the students what was easy, what was hard. Validate.

WRAP- UP

DURATION: 10 minutes

OBJECTIVE: ● To review and evaluate day one activities and skills.

MATERIALS: ● Whiteboard/chart paper

PROCEDURE:

1. Briefly review:
 - Conflict Management Steps
 - Effective Listening
2. Discuss and record what the students liked best and what they would change about today's session.
3. Remind students when and where the next session will be.

CONFLICT MANAGER TRAINING

day 2

day 2

- Review / Preview 15 minutes
- T.A.L.K. – Step 1..... 15 minutes
- Practice II..... 30 minutes
- Point of View 10 minutes
- Break – Energizer** 15 minutes
- Emotions..... 30 minutes
- T.A.L.K. – Steps 2, 3 and 4..... 25 minutes
- Practice III A..... 30 minutes
- 3 D’s for a Good Resolution..... 15 minutes
- Practice III B..... 30 minutes
- Wrap-up 5 minutes

REVIEW AND PREVIEW

DURATION: 15 minutes

OBJECTIVE: ● To reinforce the students' retention of information from *Day 1* activities and focus on *Day 2* activities.

MATERIALS: ● Whiteboard/chart paper with Agenda for *Day 2*
● Blank chart paper labeled *Tool Box*

PROCEDURE:

1. Greet students. Begin with *Animal Toss* energizer. (See *Appendix*, p. 24.)
2. Tell the students that we are going to create a toolbox of skills and information that will be important to use as a Conflict Managers. Elicit from the students the things that they think were important from *Day One*. Write their ideas in the *Toolbox*.

NOTE: Some answers to look for:

- Parts of the set-up
- Qualities of a conflict manager
- Listening skills

3. Briefly review Agenda for *Day 2*.

T.A.L.K. Step 1

DURATION: 10 minutes

OBJECTIVE: ● To familiarize students with the *Step 1* of the Conflict Management Process.

MATERIALS:

- Whiteboard/chart paper
- **Chart 3:** *Set-Up*
- **Chart 4:** *Role of the Conflict Manager*
- **Chart 5:** *What to Expect...*
- **Chart 6:** *Agreements*
- **Chart 8:** *Tell Your Story - Step 1 (T of T-A-L-K)*

PROCEDURE:

1. Have students brainstorm scenarios of typical school conflict situations. Write these down on the whiteboard/chart paper.
2. After the *Set-up* the students will begin the problem solving steps with **Step 1: T–Tell Your Story** (*T* of *T-A-L-K*). Ask the students to refer to the open questions that are used to address this section:
 - What happened?
 - How do you feel?
 - Restating after the disputant responds his or her most important thoughts and feelings.
 - Restating how this affects the disputant's life.
3. **Demonstration:** The trainer and another adult model the Conflict Manager roles with two student volunteers as disputants.
4. Ask if there are any questions.

CONFLICT MANAGEMENT PROCESS PRACTICE II

DURATION: 30 minutes

OBJECTIVE: ● To familiarize students with the Conflict Management Process from Set-up through *Step 1*.

MATERIALS:

- **Chart 3:** *Set-Up*
- **Chart 4:** *Role of the Conflict Manager*
- **Chart 5:** *What to Expect...*
- **Chart 6:** *Agreements*
- **Chart 8:** *Tell Your Story - Step 1 (T of T-A-L-K)*

PROCEDURE:

1. Divide the class into new groups of four. Students should quickly decide which two will be Conflict Managers and which two will be disputants. Additional students will act as observers. The class will choose a conflict for the disputants to role play from the brainstorming list.

2. Assign a trainer to each group and go to assigned places to begin the practice.

NOTE: Trainers should stay with their work group and pay close attention to the students throughout the activity.

3. Tell the students that they are now going to role play the conflict management process from the set-up through the "T" of the problem solving steps.

4. Explain to students that after they have completed the *Set-up* and *Step 1 (T of T-A-L-K)*, they should stop and discuss the practice: what worked well and what could be improved.

5. Next, students should reverse roles and continue practicing until they are called back to the large group. Each time the students practice, they should try to remember more and more of the process without looking at the charts. Emphasize that students should think about what comes first and then what needs to come next. Students should try to help each other if their partners forget something. That's teamwork.

6. Ask the students what went well and where they still need practice.

TWO WOMEN?

DURATION: 10 minutes

OBJECTIVES: ● To understand and accept that people may have different perceptions of the same event.

MATERIALS: ● Copies of *Two Women?* (See p. 46.)

PROCEDURE:

1. Show picture of *Two Women?* (This picture is also commonly known as *Young Woman/Old Woman.*) Ask students to glance at picture briefly, without discussion.
2. Ask students to describe what they saw in the picture. Have students who see the young woman pair up with those who see the old woman and explain their point of view. Allow time for most students to see both women.
3. Select one student who sees the young woman and one student who sees the old woman. Have them role play an argument over their perception of the picture. After the argument ask:
 - Who's right?
 - What's the conflict about?
 - What can they do to resolve this conflict?
 - Have two others role play the same scenario and resolve the conflict.
4. This exercise can be processed with questions such as:
 - How many ways are there to see the picture?
 - What did you feel towards those who saw the drawing the same way you did? Towards those who saw it differently?
 - What did you feel when you "discovered" the other aspect of the picture?
 - Was there ever a time when you saw something one way and someone else saw it differently? Explain the situation and what happened.
 - How did you feel about the person who saw the situation differently?
 - What can you do differently the next time you're in a situation with two different points of view?

TWO WOMEN?

* Picture designed by the American psychologist E.G. Boring.

LISTENING FOR FEELINGS

DURATION: 30 minutes

OBJECTIVES:

- To learn to find feelings in a conflict.
- To distinguish thoughts from feelings.

MATERIALS:

- 4 blank sheets of chart paper, each labeled with one heading: Glad, Sad, Mad, Scared
- 2-3 marking pens per chart
- **Chart 7: Effective Listening Skills**

PROCEDURE:

1. Explain to students that everyone has feelings and that they are important and a normal part of life. People may feel differently about the same thing, but feelings are never right or wrong.
2. Often we don't even realize what we are feeling. For example, I may say I feel angry when I really feel hurt. We sometimes push all feelings aside and say we don't feel anything.
3. Often when someone is asked what she or he feels, he or she will state a thought instead. It's too risky to share a feeling. Thoughts are what we think about feelings, our opinions and conclusions. For example, "How did you feel when Henry grabbed the ball from you? "I felt like punching him." "Punching him" is not a feeling. What could the person have been feeling: Anger? Fear? Frustration?
4. Ask students to state which of the following statements are feelings and which are thoughts. A clue for this is that any statement beginning "I feel that" or "I feel like" is a thought, not a feeling.
 - I feel that you don't understand me. (What is the person feeling?)
 - I feel embarrassed.
 - I feel like he should leave me alone. (What is the person feeling?)
 - I feel lonely.
 - I feel like I want to go home. (What is the person feeling?)
 - I don't need them. (What is the person feeling?)

- I'm excited.
5. Discuss why identifying feelings is an important part of Conflict Manager training. When disputants know each other's feelings, this knowledge changes the nature of the conflict and helps disputants discover an appropriate resolution.
 6. Explain to students that "Effective Listening" is the ability to hear not just the facts, but also the emotions in what people say. Further, it involves being able to give feedback about the feelings you heard being expressed. Feedback is a useful way to be certain you have understood the message clearly. In order to do this, it will be helpful to expand your vocabulary of the many different emotions that the disputants are trying to express.
 7. Divide class into four groups by counting off by 4 (1,2,3,4,1). All 1's form a group, all 2's, all 3's, etc.

NOTE: For our purposes in this activity, feelings can be distinguished from emotions. "Feelings" refers to physical sensations, such as clenched fists, tightened jaw, nausea, butterflies in the stomach, etc. We then name those feelings with an "emotion" word, such as I feel angry, afraid, depressed, excited etc. The physical sensation lasts temporarily; the emotion may last for years.

8. Send each group to a different chart labeled: Mad, Sad, Glad, Scared. Have each group list as many different emotions as possible that fit that category. In each category there is a continuum of emotions from slight to extreme. For example, "slight" example of being mad might be annoyed and an "extreme" example might be furious. Remind them to use emotion words, not physical descriptions or judgments. Encourage the use of words in different languages.
9. After about five minutes, have them put down their pens, and move to the next group in a clockwise direction, e.g. Mad to Sad, Sad to Glad, Glad to Scared, Scared to Mad. Have them read what the last group wrote, and then try to add more. After about three minutes, switch again. Continue until all students are back where they began.

10. **Sharing:** Have a couple of students from each group hold and read all the words on their chart. Ask if anyone has any other emotions not already named. Tell them they can add any more they think of as the training proceeds.
11. Process the exercise by asking, “What is the point in listing all these emotions? How might you use this awareness in conflict management?”
12. **Summarize:** Everyone has feelings. Feelings are different from thoughts. Understanding feelings helps students work out problems. Once the disputing students hear each other's feelings, they usually understand one another better and find it easier to find a lasting solution to their problem

REINFORCEMENT:

- *Tale of Two Brains*, with worksheet (3-9)
- *Flashpoint*, with stories (3-19)
- *I Feel For You* (3-38)

T-A-L-K**Step 2 (A) – Step 3 (L) – Step 4 (K)**

DURATION: 25 minutes

OBJECTIVE: ● To familiarize students with *Steps 2, 3 and 4* of the Conflict Manager Process.

MATERIALS: ● **Chart 9:** *Ask for What You Need – Step 2 (A of T-A-L-K)*
● **Chart 10:** *Look for All Possible Solutions and Keep What Works for Both – Steps 3 and 4 (L and K of T-A-L-K)*

PROCEDURE: 1. [15 minutes] Tell students that the next step is **Step 2: A–Ask for What You Need (A of T-A-L-K)**. Point to **Chart 9**. Let them know that often people want to go directly to “looking for solutions” after they tell their stories. However, it’s very important to find out what they need first.

2. **EXAMPLE:** Tell the class you have two children who share a bunk bed and both want to sleep on the top bunk. Ask them how to solve the problem. (They’ll probably suggest to alternate nights on the top bunk, the older one gets to sleep up, draw straws, etc.) This is an example of going straight to solutions.

Now, continue the story by telling them what you were told when you asked the children, “How does sleeping on the top bunk affect your life and what do you need?” One said she was cold and the top bunk is warmer. The other said he needs the light that shines on the top bunk so he can read to go to sleep. Ask your students how they would solve the problem now that they have more information. (Their answers would probably include get more blankets, get another light, etc.)

Ask them if the solutions they came up with the first time would really solve the problem. Note that finding what each person needed helped the children focus on solutions that meet their needs when going to bed.

3. Move on to **Step 3: L–Look for All Possible Solutions (L of T-A-L-K)**. Point out **Chart 10**. Note the question to ask both disputants, “How do you think you can solve the problem?” Get several ideas from each disputant.

4. Finally, **Step 4: K–Keep What Works for Both** (*K of T-A-L-K*). The disputants will decide between them, which ones work best. Ask, “*How will you make this happen?*” and “*Is this problem solved?*”

REINFORCEMENT:

- *Positions and Needs*, with worksheet (6-35)

CONFLICT MANAGEMENT PROCESS

PRACTICE III-A

DURATION: 30 minutes

OBJECTIVE: ● To familiarize students with the *Conflict Manager Process* through practice.

MATERIALS: ● All **Charts** posted on walls.
● Choose a role play scenario (See *Appendix 1*, pp. 21-23 for options.)

PROCEDURE:

1. Choose new groups of four to prepare to practice the next role play. Again, have each group decide who will be the Conflict Managers first. One trainer stays inside with the Conflict Managers and reviews with them the points to remember. The other trainer/adult takes the disputants outside to give them the role play scenario.
2. Back in the room, have the students practice the Conflict Management process from start to finish, emphasizing the four steps, **T-A-L-K**. Each time the students practice, they should try to remember more and more of the process without looking at the charts. Emphasize that students should think about which comes first and then what needs to come next. Students should try to help each other if their partners forget something. That's teamwork.
3. When finished, have the disputants give feedback, highlighting three things that worked well about the Conflict Manager's techniques, and one thing that could be improved. Do not switch roles at this time. Simply signal the trainer that you are finished.

3 D's FOR A GOOD RESOLUTION

DURATION: 15 minutes

OBJECTIVE: ● To learn what makes a good resolution for the disputants.

MATERIALS: ● **Chart 11:** *The 3D's – A Checklist for a Good Resolution*

- PROCEDURE:**
1. Before the students switch roles in Practice III, ask them to share some of the solutions that were made. Briefly explore whether or not they think the disputants can actually keep them. Ask the students what they think has to happen for the solutions to be fair.
 2. Refer to **Chart 11** which highlights an easy way to remember what's needed to make a good resolution:
 - **DO-ABLE** – Can both people really do what they promise? WHO? WHERE? WHEN? HOW?
 - **DUAL** – Do both people do something and take responsibility for making it work?
 - **DURABLE** – Will it really solve the problem? Does it meet their needs?
 3. Ask the students if any of the questions they ask in **T-A-L-K** cover “Do-able, Dual or Durable.” (The answer is *Step 4, K*). They don't actually ask the students if the solution is dual, but they do need to keep it in mind and make sure both people are participating in the solution.
 4. **Wrap-up** – Once an agreement has been reached on the solutions, tell the students to ask the disputants “*What will do differently next time?*” Ask them why this might be a good question.

Tell the students that the next question—“*What will you tell your friends?*”—is a good way to remind the former disputants about confidentiality.

REINFORCEMENT:

- *The Dance*, with worksheet (6-60)

CONFLICT MANAGEMENT PROCESS *PRACTICE III-B*

DURATION: 30 minutes

OBJECTIVE: ● To familiarize students with complete process.

MATERIALS: ● All **Charts** posted on walls

PROCEDURE:

1. Continue with Practice III-B by switching roles in the role play scenario used earlier. Again, one trainer stays inside with the new Conflict Managers and reviews with them points to remember. The other trainer/adult takes the new disputants outside to give them a new role play scenario.

This time check to see that the resolutions have all of the **3D's**.

2. When finished have the disputants give feedback, highlighting three things that worked well about the Conflict Managers techniques and one thing that could be improved.
3. Debrief the role plays as a class.

WRAP-UP

DURATION: 10 minutes

OBJECTIVE: ● To review day two activities and skills.

MATERIALS: None

PROCEDURE:

1. Briefly review by asking students what should be added to the *Toolbox*:
 - *Conflict Management Steps*
 - *Emotions*
 - *The 3D's, Checklist for a Good Resolution*
2. Ask students what they liked and what they would change about today's session.
3. Remind students when and where the next session will be.

CONFLICT MANAGER TRAINING

day 3

day 3

- Review / Preview 15 minutes
- Practice IV – Fishbowl 60 minutes
- Evaluations 15 minutes
- Break** 15 minutes
- Conflict Manager Expectations 10 minutes
- Forms and Questions..... 20 minutes
- Practice V & VI..... 75 minutes
- Final and Wrap-up 30 minutes

REVIEW AND PREVIEW

DURATION: 15 minutes

OBJECTIVE: ● To reinforce the students' retention of information from *Day 2* activities and focus on *Day 3* activities.

MATERIALS:

- *Tool Box Chart*
- Whiteboard/chart paper with agenda for *Day 3*
- **Chart 13: Tips**

PROCEDURE:

1. Greet students. Begin with *Knots* energizer. (See *Appendix 1*, p. 24.)
2. Review the most important points that were learned on *Day 2* to add to the *Tool Box Chart*.
Some answers to look for:
 - T-A-L-K
 - 3D's to a Good Resolution
 - Wrap-up questions
3. Introduce and review the “tips” on **Chart 13**. They are to help the Conflict Managers remember when they get stuck. Ask students to add any others that they may think of.
4. Briefly review agenda for *Day 3*.

CONFLICT MANAGEMENT PROCESS

PRACTICE IV: FISHBOWL

DURATION: 60 minutes

OBJECTIVE: ● To become very familiar with process, with instant feedback.

MATERIALS: ● All **Charts** posted on walls

PROCEDURE:

1. Tell students that today's role play is called a "fishbowl." The trainers will play the disputants, while the class takes turns playing the Conflict Managers. Two students will sit in the seats of the Conflict Managers. They will begin the process. After a few minutes, at a natural breaking point, a new student will tap one of the Conflict Managers "out" and will sit in his/her chair, becoming the Conflict Manager and take up where the previous one left off. Tell them that it's good to take the place of the Conflict Manager who is not talking.

NOTE: At first, another adult may signal who should tap in, but after a while, the students will get the idea and voluntarily "tap" when they have an idea. The adult should be sure that all students get a turn. It may be beneficial to start with the ones who are more comfortable with the set-up, leaving the more difficult stages for the more advanced students.

2. The two adults should choose a role play that the students can identify with. It's important to stick to the scenario and not get involved in too many details of the story. This is an opportunity to present students with special situations. Some examples are:
 - Disputants ask questions like "Why can't I tell my friend?"
 - Disputants interrupt each other or argue
 - Disputants complain that they feel they are not getting enough attention.
3. Be creative, follow your feelings, but stay on the task of giving the Conflict Managers a chance to see how they will handle awkward situations.
4. Go slowly—don't be too hard.

5. When you see that the Conflict Managers are stuck, that's a good time to rotate a new Conflict Manager into position or take a "time out". Temporarily stop the role play to make a comment or suggestion and then call "time in."
6. Debrief the process
7. Give them a well-earned break!

CONFLICT MANAGER EXPECTATIONS

- DURATION:** 10 minutes
- OBJECTIVE:** ● To tell students what the Program expects from them and what they can expect from the Program.
- MATERIALS:** ● **Chart 12:** *Expectations for Conflict Managers*
- PROCEDURE:**
1. Review again how these students were chosen, emphasizing that their peers and teachers wanted them.
 2. State expectations:
 - Arrive on time and prepared to all trainings and meetings with the coordinator(s).
 - Serve as Conflict Manager every time you are scheduled to serve until end of school year.
 - Make up any missed class work.
 3. Describe benefits:
 - You'll learn new skills. You'll be seen as a leader.
 - You'll be presented with a special certificate for completing the training.
 - You'll make your school a better place.
 - Ask: Can you think of any other benefits?
 4. Describe what comes after training:
 - Bimonthly meetings
 - Duty until end of school year

FORMS AND QUESTIONS

DURATION: 15 minutes

OBJECTIVE:

- To learn how to fill out the *Conflict Manager Report Form*.
- To understand the duties of a Conflict Manager.

MATERIALS:

- *Request Form*, *Report Form* and *Disputant Evaluation* transparencies (See *Appendix 1*, pp. 12, 18, and 19.)
- Overhead projector and dry erase markers
- Copies of *Report Form* (See *Appendix 1*, p. 18.)

PROCEDURE:

1. As you review the *Report Form* step-by-step, make sure the students understand what information is needed. Define any words students may not understand.
2. Ask students if they know why the report might be important. Their answers should include:
 - To help evaluate the work of Conflict Managers.
 - To see if disputants are able to live up to resolutions or if they continue to have problems.
 - To know if the Conflict Manager Program is really making a difference. For example, as more students ask Conflict Managers for help, do fewer students get citations?
3. Have students use their copy of the *Report Form* and fill it out for the last role play in which they participated.
4. Inform students that each time they mediate a conflict, they should complete a form, even if the conflict does not get resolved.
5. Go over all the questions that have been placed on the *Parking Lot*.
6. Let students know that they will be meeting on a bimonthly basis and will decide in those meetings where students will pick up the request forms, where they will be turned in, where they meet for the conflict management sessions, what their work schedule will be, etc.

CONFLICT MANAGEMENT PROCESS PRACTICES V-A AND V-B

DURATION: 75 minutes

OBJECTIVE: ● To practice using the *Conflict Management Process* for special situations.

MATERIALS:

- All **Charts** posted on walls
- Whiteboard/chart paper
- Choose a new role play scenario (See *Appendix 1*, pp. 21-23.)
- Chart 14: *I-Messages*
- Copies of *Student Handbooks* for each student

PROCEDURE:

1. Announce that today during practice, students will work with the following special situations/teamwork problems Write these down on whiteboard/chart paper:
 - Disputants have a hard time following the ground rules.
 - Disputants tell opposite stories.
 - Disputants don't have a solution when asked.
 - Disputant accuses Conflict Manager of taking sides.
 - Conflict Manager tells disputants what to do and gives advice. Conflict Manager does not give his/her partner room to say anything.
 - Disputant agrees to something, but the Conflict Managers feel that this person is not serious about the agreement.
2. Using I-Messages, referring to the rules, or asking appropriate questions can resolve most of these situations. Refer to **Chart 14**. How Conflict Managers construct an I-Messages will depend on the situation. Sometimes they will change the order in which they give the parts of the message and sometimes they will only say two or three of the parts. The important thing to remember is that the I-Message should focus on the Conflict Manager, not on the listener. It should state the Conflict Manager's feelings and what s/he wants, rather than placing the blame on the listener.
2. Pass out **Student Handbooks**. Tell the students that today they will be able to refer to the handbooks rather

than the charts on the wall. Tell them that the handbook is a tool to pick up key concepts and words, and to remind them of the next part. Ask them how it would appear to the disputants if they were to read the material to them during the mediation.

2. **Practice V-A:** Ask students to count off for small groups. Again, one trainer stays inside with the new Conflict Managers and reviews points to remember; the other trainer/adult takes the new disputants outside to give them the role play scenario. Assign a special situation to each pair.
3. Back in the room, send students and trainers to small group areas. Have students signal when they are finished.
4. **Practice V-B:** Tell them to take a short break, and then switch roles using their own scenario for this practice. Have them add one special situation from the above list to their role play.
5. Debrief by highlighting the special situations that were encountered. Ask different groups:
 - What was the problem?
 - How did the Conflict Managers handle it?
 - Did it work? Why or why not?
 - How else could the problem have been handled?
6. Thank all the groups for participating.

EVALUATION QUESTIONNAIRE AND WRAP-UP

DURATION: 30 minutes

OBJECTIVE: ● To review and evaluate the Conflict Manager training.

MATERIALS: ● Copies *Evaluation Questionnaire* (See *Appendix 1*, p. 15.)
● Pre-made certificates

PROCEDURE:

1. Give each student a copy of the *Evaluation Questionnaire*.
2. Give students 15 minutes to fill out the evaluation.
3. Collect the evaluations.
4. Closure: Ask each student to say one “quality” word that describes the type of Conflict Manager they would like to be.
8. Thank students for participating in the training with words of encouragement for the job they will be doing.
6. Pass out pre-made certificates.

