

CREATIVE CONFLICT SCHOOL RESOLUTION

08/04/2022 (90 minutes - 2 x 45)

Conflicts are a natural phenomenon, as if inscribed in human nature and social life. We experience them every day, in various relationships and environments. They refer to differences or conflicting goals and values. Some of them are rooted in negative interpersonal relations in the family, peer group or school. Disputes can be the result of communication disorders, inability to manage one's emotions, lack of competence in the field of self-confidence, assertiveness, self-esteem or the use of relaxation techniques.

The term "conflict" has its Latin origin, where it means a clash, antagonism, disagreement, dispute, discussion. It usually occurs when the parties pursue different, incompatible goals. Conflict may result from: differences in roles, gender, beliefs, emotions, inconsistency of intentions, lack of respect, acceptance or tolerance. The way we view a conflict situation is important in how we support students in resolving it.

The concept of the conflict has changed significantly in recent years. So far, the conflict has been perceived as a negative, harmful and destructive phenomenon related to negative emotions, disrupting the proper functioning of a given community. Currently, there is a neutral or positive role that a conflict can play. The positives include: increasing motivation to act, stimulating activity and increasing involvement in the functioning of the group. Sometimes, although a conflict can lead to disorganization of activities, it can be used to increase the level of creativity of a given group, it also helps to find various solutions to the problem.

What can conflict be for a teenager?

-A situation that destroys order and harmony (it is unpleasant and difficult), which she/he does not like and therefore prefers to avoid. The person often adopts a strategy of temporarily eliminating a conflict that will simply make itself felt sooner or later, often at the least expected moment.

-A situation in which he has to win, because it is his right, and only his arguments are logical and meaningful.

-A situation in which it is worth listening to the other party with full commitment and respect in order to get to know their perspective, their needs and look for a way in which both parties and their opinions are taken seriously and with appreciation.

Conflict resolution should be geared towards development, learning, reflection and social behavior. It is worth seeing the perspective of others, empathizing

them and looking for solutions together with the cooperation of all parties, caring for others and for yourself.

The best way to prevent conflicts at school is to ensure communication, relationships in the class team, each student with everyone. In this way, we will meet the basic needs: the need for closeness, acceptance or cooperation, so that students feel that they are bringing something of value to other people's lives, which allows them to see that people are different and that you can communicate with them differently, not conflict with them. .

WORKSHOP OBJECTIVES:

- organizing knowledge on how to resolve conflict situations;
- increasing the knowledge of techniques and methods of conflict resolution;
- acquiring skills in recognizing emotions and their influence on the problem process;
- learning about the role of communication in conflict resolution;
- practicing the ability to define problems and solve them in a creative way;
- getting to know your own predispositions in group processes and with solving problems,
- acquiring skills in the use of relaxation techniques,

METHODS: presentation, brainstorming, method of practical action, debate

FORMS:

organizational: individual, team, collective

objective: cognitive, creative

TEACHING MEASURES: balls, worksheets, assignments of roles, gray paper, cards

self-adhesive, colored markers, crayons.

WORKSHOPS COURSE:

I WOULD LIKE MORE EXERCISES FOR ANY TOEIRIA OF WHAT IS A CONFLICT, HOW WE SHARE THEM, ETC.

INTEGRATION

The facilitator asks the participants to introduce themselves (names can be written on sticky notes).

EXERCISE EXAMPLES

-The participants' task is to position themselves according to their height, from the shortest person to the highest. While positioning, participants cannot speak, communicate in verbal way. The leader pays attention to the involvement of the participants:

what role they take in the group, whether they take the reins as leaders or are they looking for their own places, whether they help or relocate other participants, etc.

-Exercise with balls. The leader throws the ball to the selected person, who throws it away to the next one, etc. so that it returns to the leader. The ball may not be thrown to the person who has already had the ball or to people standing nearby. If the ball falls, we start the exercise again. When it is possible to pass the round with one ball, the leader adds the second and then the third.

-The facilitator asks the children to form groups of three. He's giving away to everyone a group of 3 candies (we can replace it with something else) and recommends that they divide them among themselves with the proviso that only 2 people from the group are to receive them, and one is to be left without a candy.

Discussing the situation together:

- - did you manage to share the candies?
- - are you satisfied with the split?
- - how did the person who did not get the candy feel?
- - what feelings are associated with this situation?

"Advise me what to do" - participants receive three sticky notes. On each of them they write one of their worries in the form of a question that begins with the word "How ..." (worry or trouble). The facilitator collects all the cards into a box. Splits participants into groups. Each person from the group draws three cards from the box. Together in groups, participants review the drawn cards. Their job is to group similar worries and problems, and think about ways to deal with them. Participants' worries and ideas are presented.

- From the following group of words, each participant chooses 4 words and answers the question: "What is he doing ...? ". For example, what does an owl do? He is flying, he likes the night, he gives advice.
(sheet of paper, cloud, yawn, screen, owl, fog, roof, pencil, telephone, basket, flowerpot, earring, hurricane, laptop, grandmother, pot, ceiling, cable, heart, beer, boiling water, cake, needle, peach cheesecake , flying carpet, plane.)

- WITH NAILS

The leader divides the group into 2 teams. The task of each team is to hang 10 nails on one (driven into the wood).

EXERCISE

The group's task is to go through the pages (arranged by the leader) from right to left. The exercise may be modified by the tutor depending on the development of the situation.

EXERCISE (A5 sheet and scissors)

The group's task is to cut a hole in the piece of paper through which a person will be able to pass 😊

EXERCISE "WHAT WOULD HAPPEN IF ..."

»If I was invisible?

»If I was a world champion in my specialty?

»If the computer could read my thoughts and save them in Word?

The "What if ..." exercise is a model of thought experiment, thanks to which many discoveries and inventions were created. It is worth using it to solve real, not only abstract ones.