

## TRAINER'S MATERIALS

**MODULE:** COMMUNICATION AND CONFLICT RESOLUTION

**TOPIC 5:** CONFLICT MANAGEMENT

### TRAINER'S MANUAL OF THE TRAINING SESSION

**DURATION OF THE SESSION: 120 MINUTES**

Time	Table of content	How
5'	<p><b>Introduction to the training</b></p> <p>Presentation of the teacher and all students'</p> <p>Goal: To break the ice between the students and the teacher and to meet the peers</p>	<p><i>Presentation of the teacher saying his name / Development of the activity presentation.</i></p>
30'	<p><b>Topic presentation</b></p> <p>Conflict management</p> <p>Index and objectives</p> <p>Theoretical concept</p> <p>Resolve questions</p> <p><u>Inflate like balloons:</u></p> <p>Time:</p> <p>Material: None</p> <p>Objective: Keep calm in conflict</p> <p>Description: Students will be placed in a circle so that everyone can see each other.</p> <p>The teacher will explain the importance of staying calm in conflict situations, for which a relaxation exercise will be carried out, which can be done at any time and when our emotions overwhelm you.</p>	<p><i>Today we are going to talk about conflict management, its characteristics and tips to confront a conflict with guarantees, reading the module index and the objectives.</i></p>

	<p>First, deep breaths will be taken, standing with your eyes closed. As the lungs fill with air, they will raise their arms. This step is repeated several times, enough so that everyone has learned to do the exercise correctly.</p> <p>Afterwards, they release the air and begin to pretend to wrinkle like balloons, deflating until they fall to the ground. This exercise is repeated several times.</p> <p>After a few minutes have passed and they have relaxed, they are asked if they think they can do these exercises when they are angry.</p> <p>Solution: No fixed answer.</p> <p><u><i>My point of view</i></u></p> <p>Time:</p> <p>Material: photocopies, images or photos</p> <p>Objective: Show that each person has a different point of view in an apparently simple situation.</p> <p>Description: Each participant is given an identical sheet of a photograph, newspaper clipping, or any image. They are then asked to observe it and draw what that image suggests to them.</p> <p>Once everyone has done it on a separate sheet, each one will show her drawing, explaining that she has led them to draw it that way. Meanwhile, the facilitator points out the different ways of seeing that photograph that the participants have had.</p> <p>After everyone has explained their interpretations, it is time to debate and reflect on the results, making them understand that each one has their own way of seeing things.</p>	
40'	<b>Types of conflicts</b>	<i>It will explain what are the different</i>

<p>Depending on its veracity.</p> <p>Depending on the number of participants.</p> <p>Depending on the theme.</p> <p>Resolve questions</p> <p><u>Yes or Not:</u></p> <p>Time:</p> <p>Material: YES and NO signs.</p> <p>Objective: promote rapprochement between different positions on an issue and encourage flexibility of opinions.</p> <p>Description: The “YES” and “NO” cards are placed in the classroom, facing each other.</p> <p>All the participants stand in the center of the space. The facilitator will say a statement and each person should go to a point in the classroom, depending on whether or not they agree with the phrase that has been said.</p> <p>When people are already situated, they must say, one by one, the reasons why they have gone to "YES" or "NO", arguing them.</p> <p>The facilitator says another phrase again and the participants return to where the cards are according to their point of view.</p> <p>Solution: There is no right solution, as the activity is designed so that there is no real answer.</p> <p><u>Roleplay:</u></p> <p>Time:</p> <p>Material: Cards with character description.</p> <p>Objective: represent a situation, real or hypothetical, while developing empathy.</p>	<p><i>types of creativity,</i></p> <p><i>the importance of</i></p> <p><i>differentiating them,</i></p> <p><i>how they affect the</i></p> <p><i>number of people</i></p> <p><i>involved in conflict</i></p> <p><i>management, the</i></p> <p><i>veracity of those</i></p> <p><i>conflicts, the main</i></p> <p><i>themes in conflicts ...</i></p>
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	<p>Description: People will have to play a role, for which they will be given a character that they will have to represent, so they will be given a few minutes to get to know the character they are going to play and put themselves in their role.</p> <p>They play their role in a conflict, real or fictional. When it has finished, they proceed to debate to reach a common agreement.</p> <p>Solution: There is no right solution, as the activity is designed so that there is no real answer.</p>	
<p>40'</p>	<p><b>Techniques and strategies for managing conflicts</b></p> <p>Signs of a conflict</p> <p>CCST model</p> <p>Harvard method</p> <p>Mediator</p> <p>Resolve questions</p> <p><u>The facilitator:</u></p> <p>Time:</p> <p>Material: None.</p> <p>Objective: Resolve a conflict situation among all group members while promoting understanding and empathy.</p> <p>Description: This activity is ideal to do when there has been a problem situation in the classroom, which affects the development of the group. The teacher raises the situation in class, which is going to try to solve jointly.</p> <p>One of the people involved explains the situation. If necessary, she takes note of the events and the people who have been involved on the board to be able to return to those points later.</p>	<p><i>It will explain the importance of resolving conflicts as soon as possible, being attentive to the signs of a conflict, presenting different techniques for conflict management</i></p> <p>...</p>

As names come up, the teacher will have to encourage the people involved to intervene and explain his point of view. The idea is that together and from the different opinions and testimonies a solution is reached.

It should be noted that here the teacher, or the facilitator, plays an important role, since he has to lead the debate and encourage the participation of the whole group, or at least of those who have been involved in the incident.

Solution: The solution is open.

Barriers to solution:

Time:

Material: None.

Objective: Measure the capacities of the group in the face of a problem situation and describe alternatives to find the solution.

Description: Each member of the group is given a sheet of paper to write down the problem they recently encountered. The leaves are folded and stored in a bag.

In order, each participant will take a page out of the bag and read it aloud, while another member of the group will write down what has been said on the board. Once all the problems have been noted, one is chosen to solve by vote.

Once the topic has been chosen, what happened is discussed and, under the chosen topic, on the blackboard, two columns are drawn. In one, functional forces are pointed out, that is, advantages or positive aspects of the debated issue, while in the other dysfunctional forces are pointed out, that is, disadvantages or negative aspects.

Once all this has been observed, the plausibility of the problem itself will be discussed, whether it can be reformulated into something

	<p>productive for the group or if it is an issue that must be solved peacefully through other activities.</p> <p>Solution: Free solution.</p>	
5'	<p><b>Summary of the session</b></p> <p>Summary of the entire session.</p>	<p><i>To end the session, we will summarize everything seen in the module.</i></p>