

We Can Work It Out

Conflict resolution for young people

Clare Heaton and Maureen Lynch



This manual was dedicated to the United Nations International Decade for the Promotion of a Culture of Non Violence and Peace for the children of the world to empower all children everywhere to approach conflict peacefully and thus have happier lives.

This manual is dedicated to our children, our greatest teachers

Ben Lynch

Suzi Heaton

Sam Lynch

Katie Heaton

Dom Lynch

This manual, now called '**We Can Work It Out – conflict resolution for young people**' was previously published by Pearson Australia Group Pty Ltd (Pearson Education Australia). It was published as "**Managing Conflict with Confidence**".

Permission was granted from Pearson Education to have the work released to The Conflict Resolution Network website. We wish to acknowledge and thank both Boris Silvestri and Vlasios Brakoulis for their generosity in granting permission for their work to be published in this new edition. (Clare and Maureen)

The following quotes are from Boris and Vlasias:

*"All rights of the illustration and art work in the title or the series, '**We Can Work It Out – conflict resolution for young people**' will remain the property of the illustrator, Boris Silvestri, they will not transfer to you"* (Boris Silvestri)

"I would be very happy for you to use the image of the painting, "The Markets", as an educational resource" (Professor Vlasios Brakoulis).

In preparing this work for the Conflict Resolution Network, we had help from staff at the Richmond Valley Library and from Ben Lynch of studio@bluetulipimaging.com.au. We thank them and are most grateful.

CONTENTS		Page
Foreword		4
Preface		5
Background to conflict resolution		6
Introduction		8
How to use this manual		9
Session 1	Conflict and the win/win approach	11
Session 2	Perception	55
Session 3	Listening	81
Session 4	Appropriate assertiveness	125
Session 5	Managing emotions	190
Session 6	Willingness to resolve	233
Session 7	Mapping the conflict	280
Session 8	Understanding bullying behaviour	323
Session 9	Evaluation of the course	407

Foreword

All children need to learn the four R's-to read, 'rite, reckon and resolve. Here's a practical teacher's manual for teaching that fourth R, helping children learn that every problem invites a creative solution. It teaches the skills that children need so that they can work on their problems - not work *against one another*.

This book has been a hugely popular resource and now it is more accessible than ever. I've always loved its clear and practical worksheets, making it particularly easy to prepare a lesson plan in a hurry. In this edition, these are expanded and updated. Perfect!

Once children grasp lessons, they use the techniques on their other problems too. These skills transfer readily. These skills will go on serving them as adults, supporting their personal lives, their families' and the wider community. Conflict resolution skills are the basic skills required for building the truly civil society.

There are immediate benefits too. Teachers who use this manual will discover they are directly influencing things for the better, creating a more positive school climate. Children are happier and better able to handle their difficulties. They must find their way through COVID times with interrupted friendships and the frustrations of broken education sequences. They're dealing with bullying and assimilating different cultures in the playground and cyberbullying once they arrive home. Their parents' increased stress is constantly impacting on them too. We can't protect them from this changing world. But we can equip them to find better ways out of their problems, to build a stronger sense of their own self-worth and master the pitfalls of childhood depression. They will understand their emotions, map their issues, and move forward a whole lot better.

We will certainly teach the children in our care more effectively if we can apply these methods in our own lives. Clare and Maureen have used the Conflict Resolution Network's twelve skill approach to structure this manual-choosing those most relevant for children and adapting them to their age and stage. So polish your own conflict resolution skills as you teach. Dive into the resources for adults on our website at www.crnhq.org. You'll immediately see the connection to your lesson plans in **'We Can Work It Out – conflict resolution for young people.'**

We want our next generation to live lives with deeper and richer relationships. We want them to value themselves and others and have the confidence to deal with conflicts positively and to solve problems peacefully. We want them to maximise their potential. In your hands, this book will most certainly help!

Helena Cornelius,
Director, Conflict Resolution Network
2020

Preface

We designed this course in 1994 after we trained in Conflict Resolution.

As we used the skills of conflict resolution in our lives, and being teachers, the thought that was uppermost in our minds was, "Why didn't we learn these skills years ago when we were children? Life would have been so much easier and happier."

We developed this course, largely from the input of students with whom we worked and based on some of the steps of Conflict Resolution as designed by The Conflict Resolution Network. We would like to acknowledge the invaluable contribution and encouragement of Stella Cornelius and Helena Cornelius from the Network.

Our ambition was to help children be happier and more peaceful now, and in the future, and to become better communicators, enjoying richer relationships.

We have taught this course all over NSW and Queensland to students, teachers and parents and we would like to thank all the dedicated teachers we have worked with, for their invaluable help, suggestions and enthusiasm.

The following are some comments from teachers we worked with:

"Students are challenged by the concepts and I was pleased by the quality of the responses and ideas that came from the students. I believe that you have planted a mustard seed that they each will harvest in their own situations as life presents its various experiences."

- "Students have a greater awareness of situations where conflict can arise and have a calmer approach to how it may be handled."

We would also like to thank the students who have taught us as much as we have taught them.

The following are some comments from students after they had completed the nine-session course:

- "It helped me learn about conflicts, and bullies. I had fun and now I will be able to stand up for myself."

- "It helped me to not fight back or start conflicts. I now know how to listen to both sides of the story."

- "I think it helped me to be my own best friend and deal with problems. To solve problems."

- "The fuse is longer. The flame burns dimmer and it is harder to light." (A 12 year old boy who had had frequent outbursts of rage)

- "I have not had a fight with my brother hopefully by the time you read mine. I won't get so many bruises because I won't annoy my brother."

- "This course helped me to not get violent with my brothers and sister. It also helped me to be assertive not aggressive and the difference between assertive, aggressive and passive."

- "This course did exactly what I hoped it would and it also taught me new skills to resolve my problems faster and more laterally."

Some others who have encouraged and helped us are:

Bruce Reineker, (school principal), Eric Belling (Psychologist, MAPS), Christina McMahon (Director, Conflict Resolution Network Schools Development), Ann Riddell (New South Wales Department of Education and Training), Doctor Berenice Kerr (Catholic Education Consultant, Lismore Diocese), and Joe Lynch who gave endless support, and encouragement.

We would like to thank our families for their love and support. We are truly blessed.

To you, who teach from this manual, we hope that you can use it to spread the conflict resolution message.

We know you can make a difference towards achieving a more peaceful world.

Clare and Maureen

Background to conflict resolution

In 1986, the International Year of Peace, the United Nations Association of Australia founded the Conflict Resolution Network as part of its peace program. Its purpose was to develop, teach, implement and learn the skills of conflict resolution for personal, professional and international effectiveness. In order to have peace in the world the starting place is to handle conflict effectively in our daily lives.

The Network constructed 12 skills that have a broad base in psychology, critical thinking, personal development and martial arts. They are significant and relevant for people in all areas and stages of life.

What underpins the skills is respect and co-operation. They are the skills that help people move from an adversarial approach to one of co-operation.

The skills that a young person learns are basically the same as those needed by an international diplomat.

The 12 skills of Conflict Resolution are:

win/win

creative response

empathy

appropriate assertiveness

co-operative power

managing emotions

willingness to resolve

mapping the conflict

designing options

negotiation

mediation

broadening perspectives

Conflict is an inevitable part of life. It can be viewed negatively or it can be viewed positively, as an opportunity to improve situations and relationships.

If people always think that there are limited solutions to problems, they think only of winning and losing. Situations and relationships are thus viewed competitively rather than co-operatively.

If people understand that there are unlimited solutions to the problem, they will think win/win. Having this approach to conflict means understanding that both parties have needs. These needs are voiced and respected. Situations and relationships are then viewed co-operatively rather than competitively.

Introduction

'We Can Work It Out – conflict resolution for young people' is a course covering nine sessions targeting students in upper primary and lower secondary. It is suitable for students aged from 7 to 14 years and is readily adaptable to older students. It contains easy-to-teach step-by-step lessons, which can be linked to a range of subjects.

The course was developed and trialled in schools on the North Coast of NSW, the New England Tablelands and southern Queensland over eight years, beginning 1994.

It is based on the 12 skills of Conflict Resolution.

This manual has been written in the belief that the skills of managing conflicts positively and confidently are vital life skills. The acquisition of these skills should not be left to chance, and the earlier one acquires them the better.

The major outcomes for students trained in **'We Can Work It Out – conflict resolution for young people'** are:

- Awareness of their own behaviour and other peoples' behaviour, as students will know what is effective (what gets their needs met) and what is not effective (what does not get their needs met) in managing conflict;
- Acquisition of skills and strategies that are learned and rehearsed;
- Empowerment and courage, enabling appropriate behavioural changes that they deem necessary;
- A rich and accessible vocabulary which will enable them to describe conflict, accept their part in it and have a framework from which to work.

Students will have had fun doing a course that is relevant, understandable, interesting and empowering.

The teacher who believes in the philosophy of conflict resolution and models these skills will be more effective than one who does not. As Albert Schweitzer said, 'There are three ways to teach: example, example, example'.

The teacher who embraces this will have better skills to manage conflict in the classroom, and in their personal and professional life. The big bonus of having students with conflict resolution skills is that the teacher is more able to get on with the all-important job of teaching. Students will have an awareness of personal needs, feelings, and values. They will be better able to cope with the changes and challenges in their lives. Also, students will be aware of the stressors for them and how they can exert control over them so they can manage their conflicts.

Students who do the course will have the skills and strategies to manage negative emotions and thus be able to control impulses rather than have knee-jerk reactions. They will develop empathy and learn to see another person's point of view. They will learn to respect differences. They will be more aware of what they can and cannot do to change the situations of conflict and they will be unlikely to be overwhelmed and left feeling helpless. Being assertive and handling conflicts positively and confidently are vital life skills. The acquisition of these skills should not be left to chance.

Students and teachers will have a rich vocabulary at their disposal which will enable them to name what is happening in their lives, and they will have a common framework to help resolve their conflicts.

They will have happier lives and better relationships now and in the future.

This manual will:

- act as an inspiration and a springboard for ideas;
- be a motivation for peaceful approaches to learning;
- foster people's respect for one another;
- empower people to take more responsibility for, and control of, their lives.

How to use this manual

This manual is a practical, helpful, easy-to-use resource. It is designed with busy teachers in mind, so teaching from it will be as easy as possible.

It is recommended that the whole course **'We Can Work It Out - conflict resolution for young people'** is taught so that the sessions are in sequence, because the skills build one upon the other.

The course can be taught over nine weeks with one skill a week or over an intensive period such as at a retreat or on leadership training days. Also, an activity per day can be presented in ways that best suit the needs of students.

Most activities stand alone and can be taught in isolation from one another. When the nine sessions are taught over nine weeks, students have the time to practise the skills and strategies.

Each session is full of variety, with presentations being in the form of an enquiry, discussion (pair and group), collaborative decision making, reflection, scenarios, role play, brainstorming and drama. There is a quick succession of activities that reinforce the concept. The activities appeal to the different learning and teaching styles.

It is necessary to know the previous skills before mapping the conflict. The process of mapping the conflict has been broken into component activities that follow in sequence.

Activities for each session are as follows:

Core activities: These are essential to gaining understanding of the skills. Students will have their awareness raised, practise skills with their peers and open up discussion to level the field so that issues regarding conflict are more easily discussed. Core activities need to be taught before doing extension activities.

Extension activities: These are designed to further stimulate students' understanding and to reinforce the skills.

Evaluation activities: These are to assess the students' understanding of the skills in that session. At the end of the manual there is an evaluation session to assess students' understanding of all the skills learned in the course and their capacity to apply them in their lives.

Each Session is presented in the same format as follows:

Objective: This clearly states the expectations for that activity.

Duration: This is a suggested time only. Class dynamics and specific needs will affect and determine the time frame. Some activities have no set time listed.

Materials: Requirements for the lesson are listed. Teachers may have to prepare some materials before the lesson, for example, find additional support aids and/or organise:

- Student guide: for students to read from, for example, and role - plays and dramas;
- Pictures or graphs: for teachers to show students as support for the activity. These can be used to make enlargements or to display electronically.
- Student worksheet: for individual students as in evaluation;
- Handout: for group work involving three, four or five students

Procedure: Step-by-step instructions for teachers are provided, along with the points to cover.

The teacher highlights these points in the procedure, or after a class discussion if they have not been raised or sufficiently covered.

Discussion: Stimulus questions link to the objective so that the main points are consolidated and achieved. Students will interact and reflect on the practicality and relevance of the skills for them.

The following is important to note:

The scenarios, situations and dramas have a basic universal appeal, for example, Jack and the beanstalk for mapping the conflict. However, teachers may wish to adapt these to be more culturally appropriate and subjective, thereby addressing the interests and maturity of their students. Stories can be made more appropriate by changing names and some situations without altering the aim of the story.

All scenarios, situations and role-plays are based on peer-to-peer relationships.

The sessions are designed to be taught in a non-confrontational way. If possible, arrange the chairs in a circle or semi-circle.

This manual does not address deep issues such as grief, sexual harassment, abuse and other traumas, as these are dealt with by specialists.

Session 1

Conflict and the win/win approach



SESSION 1

Conflict and the win/win approach

Contents

Skills development matrix

What is conflict and the win/win approach

Outcomes

Core Activities

- 1.1 What is conflict resolution?
- 1.2 Overview of **'We Can Work It Out – conflict resolution for young people'**
- 1.3 How do I manage conflicts now?
- 1.4 Winners and losers in our society
- 1.5 The puppy in the pet shop
- 1.6 Handshake game
- 1.7 The hungry donkeys
- 1.8 Role-play of conflict behaviours
 - 1.8a Withdrawal
 - 1.8b Suppression
 - 1.8c Manipulation
 - 1.8d Violence
 - 1.8e Compromise
 - 1.8f Win/win

1.8g Win/win script

1.9 Some non-violent strategies for managing conflicts

Extension Activities

1.10 Visualisation

1.11 Theatre sports

1.12 The peace and conflict place

1.13 Polly and Anna's corner of positivity

1.14 Speakers' corner

Evaluation Activity

1.15 Evaluation of Conflict and the win/win approach

Skills development matrix

Session 1 All the activities in this session focus on the skills of communicating, decision making and developing values and attitudes.

Core activities	Activity focus	Additional skills	Check/Completion
1.1 What is conflict resolution?	Understanding conflict resolution in the context of a win/win, non-violent outcome	Interacting	
1.2 Overview of 'We Can Work It Out – conflict resolution for young people'	Being familiar with all the conflict resolution skills in the course	Interacting	
1.3 How do I manage conflicts now?	Awareness and identification of who students have conflicts with, what these conflicts are about and how they deal with them.	Interacting Problem solving	
1.4 Winners and losers in our society	The prevalence of winning and losing in most facets of life, and understanding that having winners and losers is not the best way of dealing with conflicts	Interacting Problem solving	
1.5 The puppy in the pet shop	There may be multiple win/win solutions to any conflict	Interacting Problem solving	
1.6 Handshake game	Experiencing one's own degree of competitiveness and realising that those who co-operate arrive at a win/win outcome	Interacting Problem solving	
1.7 The hungry donkeys	When there is co-operation both parties get what they want	Interacting Problem solving	
1.8 Role play of conflict behaviours	Awareness of some of the ways that people behave when in conflict	Interacting Problem solving	
1.9 Some non-violent strategies for managing conflicts	Awareness of and discussion about conflict situations where these strategies might apply	Interacting Problem solving	
Extension Activities			
1.10 Visualisation	Learning a skill to increase confidence in managing conflict	Interacting Problem solving	
1.11 Theatre sports	Experiencing fun and creativity in resolving conflict with a non-violent outcome	Interacting Problem solving	
1.12 The peace and conflict place	Collating and organising material on all aspects of peace and conflict	Interacting Problem solving	
1.13 Polly and Anna's corner of positivity	Reflecting on the opportunity there may be in adverse situations and conflict by considering positive thoughts	Interacting Problem solving	
1.14 Speakers' corner	Expressing thoughts about peace and conflict in speeches, debates, forums and so on	Interacting Problem solving	
Evaluation activity			
1.15 Evaluation of Conflict and the win/win approach	Evaluating understanding of conflict and the win/win approach	Problem solving	

What is conflict and the win/win approach?

Conflict is defined as a fight or a struggle; a battle; a direct opposition; a clash, discord, contention, dispute or quarrel; a disagreement between two people or parties with different ideas or beliefs; a mental or spiritual struggle within a person. Conflict is an inevitable part of life. It can be viewed negatively, or it can be viewed positively as an opportunity to improve situations and relationships.

Resolution is the solving of a problem; the solution of a problem; to solve or settle.

Conflict resolution is finding ways of resolving the conflict using a win/win approach so that both or all parties are satisfied with the outcome.

The **win/win approach** is when people who are in conflict use skills that facilitate a win/win outcome which satisfies both parties: both win. However, if only one party in the conflict uses a win/win approach, the potential for resolution is still increased as dynamics change and possible solutions may emerge. Having a win/win approach is when:

- there is an understanding that both parties have needs, feelings and ideas - these needs, feelings and ideas are uncovered and respected by talking and listening to each other;
- the conflict is viewed as a problem that both parties have – the problem is worked on co-operatively in a dispassionate and collaborative way;
- lots of options are explored before a resolution is decided upon.

If both parties' needs are not met there may be negative feelings on both sides. The solution is likely to be ignored or sabotaged by the loser. On the other hand, if both parties' needs are met, the situation will have been improved, and trust and positive feelings will result. The solution will be supported by both parties.

If people always think that there are limited solutions to a problem, they think only of winning and losing. Life is thus viewed competitively, not co-operatively. Winning and losing becomes an attitude or mind-set. On the other hand, if people always think that there are unlimited solutions to a problem, they will think win/win. They will view life co-operatively, not competitively. Win/win eliminates the need for envy and competition. Win/win becomes an attitude or mind-set.

There are situations where people have an expectation of win/lose outcome. Examples are competitive sports, elections and work contracts, and people approach these situations expecting there will be winners and losers. If people have a win/lose attitude or mind-set in relationships and conflicts, there will be an adversarial or opposing approach, not a co-operative approach. One person will want to win and have their needs met with the expectation that the other person will lose by not having their needs met or not even having their needs considered.

The **fundamentals that underpin conflict resolution** are respect for oneself and others, talking and listening to the other person, seeing the other person's point of view, having a willingness to resolve conflict, and demonstrating co-operation to work together to find solutions that are mutually

satisfying. Knowing the skills of conflict resolution increases one's confidence in dealing with difficult situations as they arise. Essentially, good will and good skills are needed to resolve conflicts.

Why use a conflict-resolving approach? It is used for the following reasons:

- Trust and respect is built between both parties.
- More thoughtful decisions are reached.
- There is a more sufficient use of resources.
- The experiences are positive for all those concerned and a positive example is set for others.
- The likelihood of personal attacks and put-downs of others is lessened.
- One another's ideas are acknowledged and built on with no denigration.

Outcomes

At the end of this session students will:

1. understand what conflict resolution is by defining the words 'conflict' and 'resolution' and understand the term 'conflict resolution' in the context of win/win non-violent outcomes;
2. be aware of the skills of conflict resolution they will be learning in this course;
3. be able to identify who they are having their conflicts with now, what their conflicts are about, how they deal with conflict, and what they hope to get out of this course, by filling in a questionnaire that will increase their awareness of conflict in their lives;
4. understand that having winners and losers is not the best way of dealing with conflicts, and have considered how prevalent winning and losing is in most facets of life;
5. be able to see there may be multiple win/win solutions to any conflict, by listening to a story and going through the creative process of brainstorming;
6. be aware of those who co-operate arrive at a win/win outcome, by playing a game in which those who co-operate, score high points and those who want to win as individuals score fewer points;
7. understand (as a result of listening to a relevant story) that when there is co-operation, leading to a win/win outcome, both parties get what they want;
8. be aware of some ways that people behave when they are in conflict, by demonstrating a range of behaviours (withdrawal, suppression, manipulation, violence, compromise and win/win and their outcomes) and having them reflect on their own behaviours and having them understand the win/win approach to resolving conflicts;
9. be aware of some non-violent strategies for managing conflicts, by discussing and recalling their own conflict situations where they could use these strategies;
10. be able to imagine the successful outcome of resolving conflict (thereby increasing their confidence in managing conflicts), by being aware of a visualisation skill;
11. have the ability to resolve conflict with a non-violent outcome, by doing theatre sports in a fun and creative manner;
12. collate and organise material on all aspects of peace and conflict;
13. appreciate the opportunity there may be in adverse situations and conflict and choose positive thoughts as a springboard for discussion and debate;
14. be able to express their thoughts about peace and conflict in speeches, debates or forums;
15. be able to evaluate their understanding of conflict and the win/win approach.

CORE ACTIVITY 1.1

What is conflict resolution?

Objective To have students:

- understand what conflict resolution is by defining the words 'conflict' and 'resolution';
- understand the term 'conflict resolution' in the context of a win/win non-violent outcome.

Duration Five minutes

Materials None

Procedure Discuss with students what they think the word 'conflict' means.

Various dictionary definitions

Conflict: A fight or a struggle, a battle; a direct opposition; a clash, discord, contention, dispute or quarrel; a disagreement between two people or parties with different ideas or beliefs; a mental or spiritual struggle within a person.

Authors' additional definitions and ideas

- A conflict can be as big as a war, or as small as two brothers both wanting to sit in the same seat in the car.
- There are different kinds of conflict: personal, business, environmental, national and international.
- Conflict may be about ideas and opinions, interests, cultures or the way people think and feel.
- People can have inner conflicts; for example, we may do something, but feel we ought not be thinking or acting this way.
- Conflict is part of everyday life and there will always be conflict.

Discuss with students what they think the word 'resolution' means.

Various dictionary definitions

Resolution: The solving of a problem; the solution of a problem, to resolve or settle.

Ask students what they think the words 'conflict resolution' mean.

Authors' definition of 'conflict resolution'

Conflict resolution: Finding ways of resolving conflict using a win/win approach so that both/all parties are satisfied with the outcome.

Discussion How do you think understanding about conflict resolution might help you in your life?

CORE ACTIVITY 1.2

Overview of 'We Can Work It Out - conflict resolution for young people'

Objective To familiarise students with the skills of conflict resolution they will be learning in this course.

Duration Five minutes

Materials Overview of 'We Can Work It Out - conflict resolution for young people',
Picture: The face, draw on card or prepare electronically.

Procedure Distribute student guide Overview of 'We Can Work It Out - conflict resolution for young people'
Explain that this guide covers the whole course. Read through the student guide and explain that the students will be learning many new skills so that when they are in a conflict, they will be able to manage it better.

Show the picture: The face with the 'before the course' side up first (the sad face) and make a joke that this is what their face looks like now as they do not know these skills. Turn the picture around so that the happy face is showing, and make a joke that that is what their faces will look like after they have learned many new skills and can manage their conflicts better.

Discussion How do you think knowing these skills might help you in your life?

CORE ACTIVITY 1.2a

Overview of 'We Can Work It Out - conflict resolution for young people'

Session 1 Conflict and the win/win approach

You will learn: how people behave differently in conflict.

Then, when you are in conflict you can ask yourself – 'Am I trying to get to a win/win outcome?'

Session 2 Perception

You will learn: That other people may see, think and feel differently from you.

Then, when you are in conflict, you can ask yourself – 'Am I seeing the conflict from my point of view and the other person's point of view?'

Session 3 Listening

You will learn good listening skills.

Then, when you are in a conflict you can ask yourself – 'Am I listening to their side of the conflict?'

Session 4 Appropriate assertiveness

You will learn: how to be assertive, your own best friend.

Then when you are in a conflict you can ask yourself – 'Am I speaking in a way that enables the other person to hear my side of the conflict?'

Session 5 Managing emotions

You will learn: ways to help you calm down when you are upset.

Then when you are in a conflict, you can ask yourself – 'Am I calming myself down so that I can work out the conflict in a non-violent way?'

Session 6 Willingness to resolve

You will learn: what might stop you from wanting to work things out.

Then, when you are in a conflict you can ask yourself – 'What is stopping me from wanting to resolve the conflict, and what can I do about that?'

Session 7 Mapping the conflict

You will learn: how to work out a conflict using all the conflict resolution skills.

Then, when you are in a conflict you can ask yourself – 'Can this conflict be worked out step by step so as to get the best outcome for all concerned?'

Session 8 Understanding bullying behaviour

You will learn: what bullying behaviour is and how you can deal with it.

Then, when you are in a conflict you can ask yourself – 'Am I showing bullying behaviour to someone else, or is someone showing bullying behaviour to me, and what am I going to do about it?'

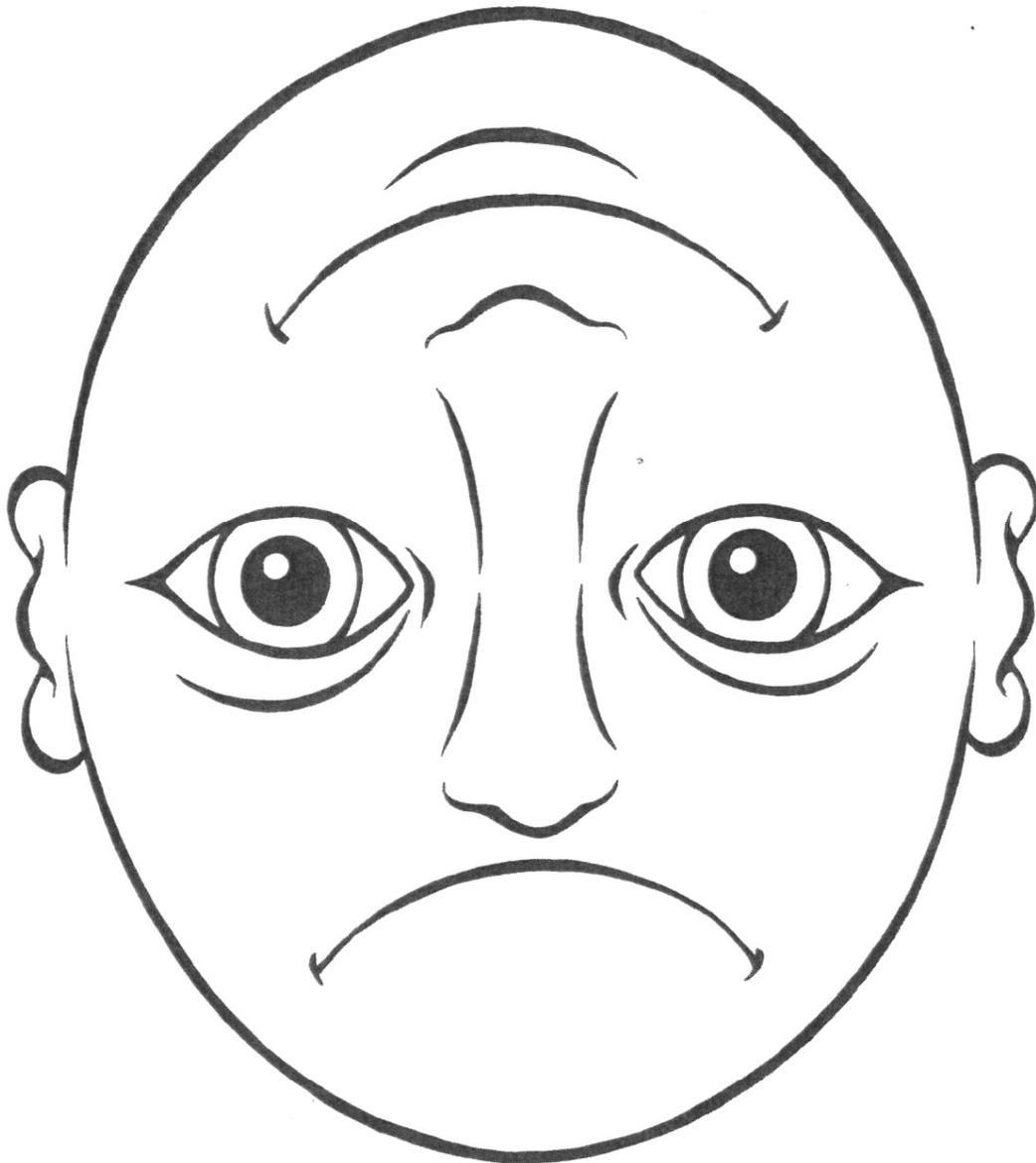
Session 9 Evaluation of the course 'We Can Work It Out - conflict resolution for young people'

You will evaluate: your understanding of all the skills learned and reflect on any changes you have made in your behaviour. Then, when you are in a conflict you can ask yourself

"Am I working out the conflict with the other person?"

The face

BEFORE YOU LEARN CONFLICT RESOLUTION



AFTER YOU LEARN CONFLICT RESOLUTION

Do you think you will feel happier when you have learned these skills?

CORE ACTIVITY 1.3

How do I manage conflicts now?

- Objective** To have students:
- fill in their questionnaire that will increase their awareness of conflict in their lives;
 - identify who they are having their conflicts with now, what their conflicts are about, how they deal with conflicts, and what they hope to gain from the course.
- Duration** Ten minutes
- Materials** Handout, How do I manage conflicts now? one per student)
(There is a repeat questionnaire at the end of the manual to be filled in on completion of the course. Students can compare this questionnaire with the one completed in Session 9, so they can reflect on how they handle conflicts better)
- Hint** - Collect students' completed handout and file until Session 9. Teacher gives back their handout from Session 1 and students will see for themselves what changes they have made.
- Procedure** Read through the student worksheet: How do I manage conflicts now? explaining what is required.
- Ask for examples in response to the following questions:
 - Who do I have conflicts?
 - What are my conflicts about?
 - How do I manage conflicts now? (Students will circle the picture/s of their current behaviours.)
 - How do I hope this course will help me?
- Explain that there are no right or wrong answers to these questions: it is only for students to reflect and focus on where they may be having conflict at this time in their lives.
- Discussion** Is it clearer to you now where you have conflict in your life, who you fight with, and what the fights are about?
- Do you understand how you react to conflict now?
 - How do you hope this course will help you?

ACTIVITY 1.3

How do I manage conflicts now?

My Name

Circle the pictures which show how you manage conflict now

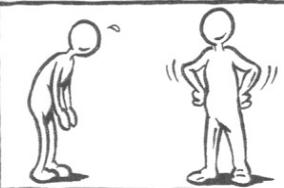
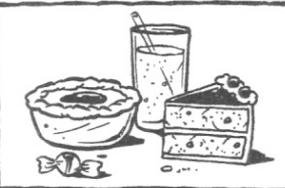
Watch T.V. or try to

distract myself

Eat and/or drink

Give in straight away

Get mad on the inside



Cry – get upset

Hide or run away

Feel O.K.

Go away and calm down

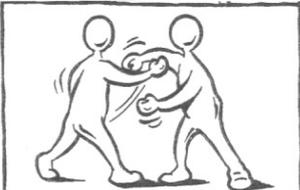


Fight physically

Get scared

Talk, listen – work it out

Fight with words

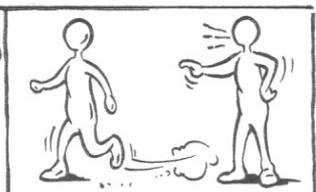


Break things

Sulk, won't talk or

Whinge, whine, bribe

Ignore or walk away



Who do you have conflicts with?

What are your conflicts about?

How do you hope this course will help you?

CORE ACTIVITY 1.4

Winners and losers in our society

Objective To have students:

- consider how prevalent winning and losing is in most facets of life;
- understand that having winners and losers is not the best way of dealing with conflicts.

Duration Ten minutes.

Materials White board.

Procedure Ask students the following questions:

- What is a winner?
- What is a loser?
- Can you name some situations where there are winners and losers?
- On the board list all students' suggestions.

Examples

These may be:

- personal disputes;
- politics;
- exams;
- court cases;
- wars;
- sports.

Point to cover

In competitive sport the goal is to win. If there is a winner, there is a loser. This is acknowledged by the sports people involved. People play the sport because they enjoy playing the sport. It is an added benefit for most if, in addition, they win.

Ask students what are some disadvantages of always having winners and losers.

Examples

These may be:

- resentment;
- jealousy;
- gangs;
- violence;
- fewer friends;
- fear of going to certain places, for example, an area in the playground;
- bad feelings on the inside.

Discussion What are the disadvantages of always having winners and losers in conflicts?

CORE ACTIVITY 1.5

The puppy in the pet shop

- Objective** To have students listen to a story and go through the creative process of brainstorming so that they can see that there may be multiple win/win solutions to any conflict.
- Duration** Seven minutes
- Materials** Picture: The puppy in the pet shop.
- Procedure** Display the picture, The puppy in the pet shop.
Explain that at the end of the story the students will make up an ending where both children in the story get what they want: a win/win.
Read the following story:

The puppy in the pet shop

(Students/teacher supply names of characters in the story to involve students)

Last Christmas a father said to his two children and, "Today you may go down to the pet shop and buy the two puppies that you have been wanting".

So the children went down to the pet shop but, to their dismay, found that there was only one puppy left.

.....said, "It's my puppy", andsaid, "No, it's my puppy", and they both began pulling the puppy back and forth between them.

This hurt the puppy, so he bit both the children with his little sharp teeth.

Just then, the pet shop owner came out from the back of his shop.

"I've been listening to you two children fighting," he said, "and I can see that there is only one thing to do – cut the puppy in half, and then you will both be happy."

"You can't do that," shouted and, and they put the puppy behind their backs, just in case the pet shop owner was serious.

Ask students the following questions:

- Is cutting the puppy in half a win/win solution?

- How could both the children get what they want without having to cut the puppy in half?
 - Do both children actually want a puppy?
 - Have students brainstorm lots of ways in which there could be a win/win ending, for example, share the care of this puppy in some way, wait for more puppies to come into the shop, go to another shop, look in the newspaper, check online or buy a different sort of pet.
- Choose the most popular solution and finish the story.

Discussion

- Was it hard to think of a way to make this story a win/win?
- Was everyone much happier when there was a win/win ending?

The puppy in the pet shop



CORE ACTIVITY 1.6

The Handshake Game

Adapted from material produced by **The Conflict Resolution Network**, PO Box1016, Chatswood NSW 2057 Australia Ph: +61427 060 080 Website: www.crnhq.org Email: crn@crnhq.org

- Objective** To have students:
- Play a game which allows them to experience their own degree of competitiveness;
 - be aware that those who co-operate arrive at a win/win outcome as both score high points, and those that want to win as individuals score fewer points and the outcome may be lose/lose or win/lose.
- Duration** Five minutes
- Materials** None
- Procedure** Tell the students that they are going to play a game, the aim of which is to score as many points as they can. You score a point every time you get the other person's hand to touch your hip.
- The teacher and a student stand opposite each other with hands held in a 'handshake'. The teacher demonstrates the activity by allowing the student to score a point by touching the teacher's hand to the student's hip.
- Organise students into pairs of approximately the same height.
- Students play the game for one minute, keeping their own score.
- Ask students who got less than 5 points to put up their hands.
 - Ask these students to demonstrate how they played the game.
 - Ask them why they had a low score.
 - Ask students who got more than 5 points to put up their hands.
 - Ask these students to demonstrate how they played the game.
 - Ask why they had a high score.
 - Ask students how they interpreted the 'you' in the instructions: as individuals or as a pair?.
- Point to cover**
- When people co-operate they may achieve more.
- Discussion**
- Which pairs of students got a win/win?
 - Did it pay to co-operate?
 - Do you think it pays to co-operate all the time?

CORE ACTIVITY 1.7

The hungry donkeys

Adapted from material produced by **The Conflict Resolution Network**, PO Box1016, Chatswood NSW 2057 Australia Ph: +61427 060 080 Website: www.crnhq.org Email: crn@crnhq.org

Objective To have students listen to a story that demonstrates that when there is co-operation, leading to a win/win outcome, both parties get what they want.

Duration Ten minutes

Materials Picture: The hungry donkeys.

Procedure Display the picture: The hungry donkeys. Cover the picture and reveal each part as the story unfolds.

Read the following story:

The hungry donkeys

Once upon a time there was a very forgetful farmer. He was kind and really loved his animals, but he was very absent-minded.

He had two donkeys, Ee and Aw. He placed their hay either side of the field, but instead of tethering them near their hay, he tied them together.

Now these donkeys were very hungry. They saw their hay and Ee pulled and struggled to get to his pile of hay, and Aw pulled and struggled to get to his pile of hay. They pulled and tugged against one another and got very angry and frustrated until Ee said, "I'm so tired and hot and hungry." And Aw said, "So am I."

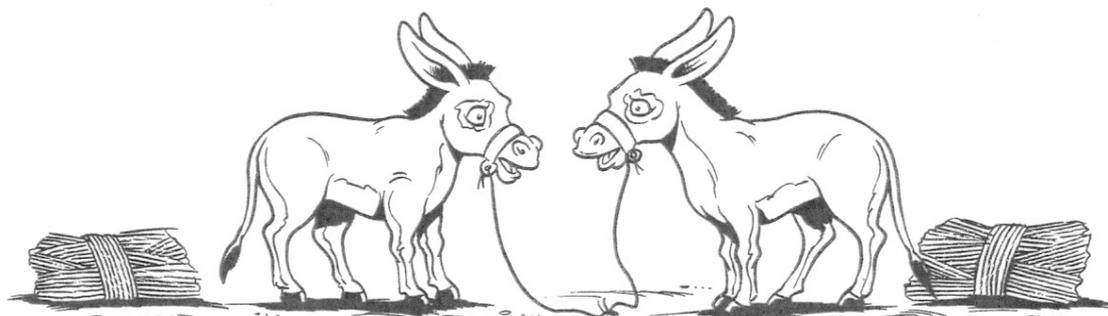
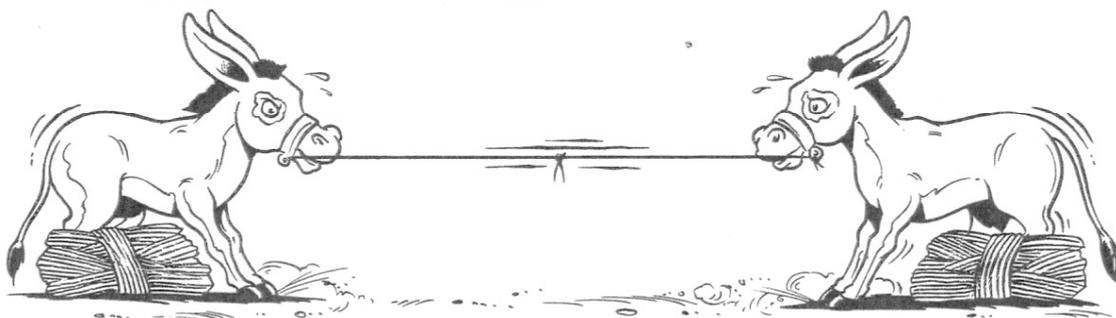
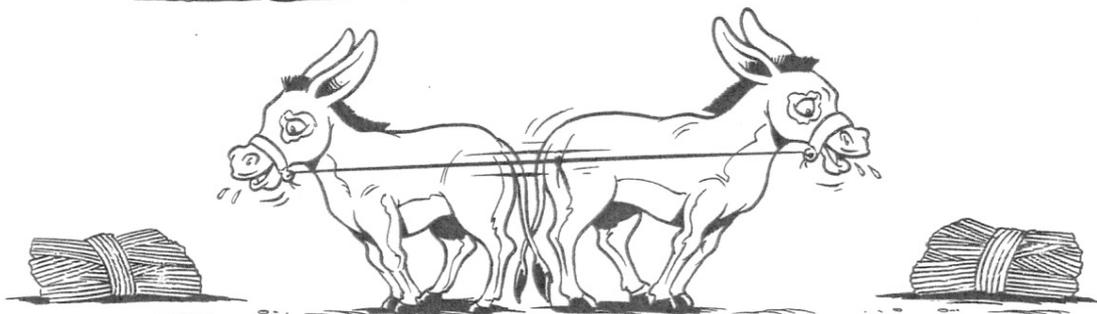
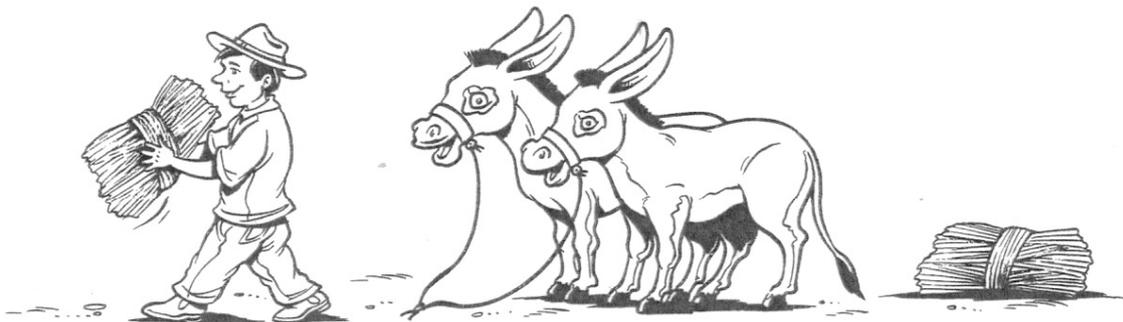
Let's do something else. Let's go and eat your hay first and then mine afterwards." So they both moved together to one side of the field where they shared Ee's pile of hay, and then they both moved happily to the other side of the field and shared Aw's pile of hay.

They agreed that by co-operating, they both could eat that day.

- Ask students the following questions:
- Did the two donkeys both get what they wanted?
- Did they get to a win/win?

Discussion Did it pay the donkeys to co-operate?

The hungry donkeys



CORE ACTIVITY 1.8

Role play of conflict behaviours

Objective	To have students: <ul style="list-style-type: none">- raise their awareness of some of the ways that people behave when they are in conflict;- involved in role-plays to demonstrate a range of behaviours and their outcomes;- reflect on their own behaviours and have them understand the win/win approach to resolving conflicts.
Duration	Fifteen minutes
Materials	Handout: Role-play of conflict behaviours (two copies). Two apples, a knife and a peeler
Procedure	Explain that in conflict people behave in different ways in different situations and with different people. Sometimes people behave the same way all the time. Students will be asked to volunteer to demonstrate a range of six conflict behaviours: withdrawal, suppression, manipulation, violence, compromise, and win/win in that order.

Scenario

The scenario for each role-play is: There is one apple and two people want it. Before each role-play, display the relevant student guide: Role-play of conflict behaviours, and read it to familiarise students with the characteristics of that behaviour.

An example

(Two students volunteer to role-play withdrawal)

Student A takes the apple. Student B demonstrates withdrawal behaviours: sulking, dirty looks, and so on. Students go on to demonstrate all six behaviours.

After each role-play:

- Ask the class, "Was the outcome a win/lose, lose/lose, compromise or win/win?"
- Ask each student, "How did you feel?"
- Ask the class, "What has happened to their friendship?", "Would they trust each other?"

Students go on to demonstrate the other five behaviours and ask the same questions.

Point to cover about compromise

When demonstrating compromise, one student cuts the apple. When the intention is to maintain a good relationship and people reach a quick solution, they both have half a lose and half a win.

Point to cover about win/win

When demonstrating win/win, students use the second apple and read the win/win script.

When the intention is to maintain a good relationship and both people listen to the needs of one another, solutions are not reached quickly. Solutions are based on the needs of both people and both are satisfied with the decision. This is a win/win outcome.

- Discussion**
- Do you ever use any of these behaviours?
 - Which outcome satisfied both people?

ACTIVITY 1.8a

Role-play of conflict behaviours --

Withdrawal

Student A takes the apple.

Student B demonstrates all or some of the behaviours:

- Sulk
- Give dirty looks
- Go silent
- Spread rumours
- Plot and scheme to do harm
- Refuse to co-operate
- Refuse to be a friend anymore
- Walk out

Outcome

Win/lose

ACTIVITY 1.8b

**Role-play of conflict behaviours –
Suppression**

Student A takes the apple.

Student B demonstrates all or some of the behaviours

- Act as if nothing happened
- Give in
- Be nice on the outside
- Be angry on the inside for being weak

Outcome

Win/lose

ACTIVITY 1.8c

Role-play of conflict behaviours ---- Manipulation

Student A takes the apple.

Student B demonstrates all or some of the behaviours:

- Whinge and whine and plead
- Try to argue a case
- Bribe
- Threaten to tell
- Put guilt on others
- Pretend to be weak so others will help
- Form groups to help

Outcome

Win/lose

ACTIVITY 1.8d

**Role-play of conflict behaviours --
Violence**

Student A takes the apple.

Student B demonstrates by miming all or some of the behaviours,
emphasising no physical contact:

- Use force to get what you want – slap, punch, kick, snatch

- Scream

- Shout

- Name call and use put-downs

- Swear and abuse

- Get a gang

Outcome

Win/Lose

ACTIVITY 1.8e

**Role-play of conflict behaviours –
Compromise**

Student A takes the apple.

Student B demonstrates all or some of the behaviours:

- Go to a quick solution by sharing
- One cuts and the other chooses

Outcome

Half a win for both

Half a loss for both

ACTIVITY 1.8f

**Role-play of conflict behaviours –
Win/win**

Student A and Student B demonstrate these behaviours by using the win/win script (page).

- Talk to one another.

- Listen and find out what they both need.

- Work out how both can get what they want.

- Decide on a solution so both are happy

Outcome

Win/win

ACTIVITY 1.8g

**Role-play of conflict behaviours –
Win/win script**

Student A I'd really like this apple

Student B Well, that's just what I'd like too.

Student A Why do you want it?

Student B I want to give the peel to my pet guinea pig.

Student A So, do you only want the peel?.

Student B Yes.

Student A I don't like the peel. I always peel my apples.

Student B OK, you have the peeled apple and I'll have the peel for my guinea pig.

Student A (peels the apple and gives the peel to Student B.)

Outcome

Win/win

CORE ACTIVITY 1.9

Some non-violent strategies for managing conflicts

- Objective** To have students:
- be aware of some non-violent strategies for managing conflicts;
 - discuss and recall their own conflict situations where they could use these strategies.
- Duration** Ten minutes
- Materials** Student guide: Some non-violent strategies for managing conflicts.
- Procedure** Display the student guide and read each strategy in turn.
Discuss where and when it might be appropriate for you to use a strategy; for example, would you use humour if you were being threatened?
- Discussion**
- Are there other strategies you could use that are not listed here?
 - Do the strategies you use now work for you?
 - If the strategies you use now don't get you what you want, would you consider trying another way?

ACTIVITY 1.9

Some non-violent strategies for managing conflicts

1. Use a win/win approach
2. Take turns
3. Share
4. Let chance decide
5. Compromise
6. Apologise
7. Use humour
8. Get help
9. Seek mediation

EXTENSION ACTIVITY 1.10

Visualisation

Objective To make students aware of a visualisation skill so they will be able to imagine the successful outcome of resolving conflict, thereby increasing their confidence in managing conflicts.

Duration Ten minutes

Materials Student guide: Some non-violent strategies for managing conflicts.

Procedure Display the student guide and ask students to choose a strategy for managing conflicts that appeal to them; for example, take turns. Explain to students that they need to keep that strategy in their minds as they learn a technique of visualising or thinking about successfully managing a conflict.

The teacher demonstrates the following steps of visualisation:

1. Close your eyes or have your eyes downcast.
2. Take three slow breaths in through your nose and out through your mouth.
3. Let your face relax. Let your shoulders relax. Release any tension in your body.
4. Think about or imagine yourself successfully doing your chosen way of managing your conflict with the other person.
5. See the expression on your face. See the expression on the other person's face. See how contented you both are.
6. You have resolved the conflict.
7. Bring the image into focus. Make it brighter, clearer and sharper. Now make the image bigger as if it's on a huge screen.
8. Let the image dim and let it fade.
9. When you are ready, open your eyes and have a wriggle.

When students are quite comfortable about what is expected of them, the teacher and students do the steps together.

(This strategy may not appeal to everyone in the class as some students find it hard to visualise.)

- Discussion**
- How effective did you find that skill?
 - Would you practise thinking about or visualising the way you can resolve a conflict?

EXTENSION ACTIVITY 1.11

Theatre sports

Objective	To give students, actors and audience alike the opportunity to experience the fun and creativity of resolving conflict with a non-violent outcome by doing theatre sports.
Duration	No set time
Materials	Student guide: Some non-violent strategies for managing conflicts.(enlarge and display) Various props if required.
Procedure	<p>Explain the nature of theatre sports and the expectations of actors and audience. Theatre sports are mini-plays where participants set out a simple situation (suggested by others) without a script or rehearsal. Actors improvise, develop and act out this situation without blocking the other participants. They do not say 'no' or shut down any idea. Each actor develops the situation and supports the other person's input. They are sometimes given a short time to prepare and improvise any props. In theatre sports the actors can enjoy themselves, have fun and use their creativity and sense of humour to the fullest.</p> <p>Explain that the aim of this activity is to demonstrate how conflict can be managed or resolved in a non-violent way. Display and refer to the student guide: Some non-violent strategies for managing conflicts.</p> <p>The actors choose one of the strategies. Students choose from the following scenarios or choose appropriate ones from a situation in the playground or classroom or on the bus or train and so on.</p> <ul style="list-style-type: none">- Two students argue about which music should be used at the next school social.- Two students want the only copy of a book in the library.- Two students argue about which game to play. <p>Students choose a partner to work with. Encourage all students to perform, but allow for those who may only want to watch.</p> <p>Spend two minutes preparing. One actor decides the plot and their partner 'goes along' with it.</p> <p>While two students do their theatre sports, the rest of the class become the audience.</p>
Discussion	What did you learn from this activity?

EXTENSION ACTIVITY 1.12

The peace and conflict place

Objective	To have students collate and organise material on all aspects of conflict and peace.
Duration	No set time
Materials	Handout: Some ideas for the peace and conflict place (display for students to see <i>Or</i> give to groups of four or five students).
Procedure	<p>Tell students that the intention is to have a peace and conflict place in the classroom where articles and pictures about peace and conflict are collected and displayed.</p> <p>Discuss the vision, and decide on the duration. Choose some of the ideas from the student guide as well as adding your own.</p>

ACTIVITY 1.12

Some ideas for the peace and conflict place

- 1.- Find out about people who have worked for peace or are working for peace today on a local, national or international level.
- 2.- List types of conflict and their outcomes from the news: personal relationships, groups and community, business, environmental, political, sporting and so on. Identify the issues in those conflicts: are they about possessions, physical or verbal abuse, territories or boundaries, money, racial tension, and so on. Was the outcome a lose/lose, win/lose, compromise or win/win?
- 3.- Research people who have been or are working towards win/win resolutions. Areas may be personal, business, local, state, national or international.
- 4.- Follow the news about peace or conflict on a current issue at a local or national or international level and display articles about its progress.
- 5.- Organise groups of six students as questioners about a peace or conflict article. An article about peace or conflict is read aloud. Each student is given a question to ask of the others in the group: who, what, where, when, why and if.
- 6.- Find out about students your age who are raising or have raised public awareness about peace and conflict issues, for example, Sadako and the thousand peace cranes, or young people who have attended a World Youth Conference.
- 7.- Collect peace/conflict symbols and signs from around the world, for example, a dove, a hawk, an olive branch.
- 8.- Find pictures of peace flags and banners.
- 9.- Find peace greetings and signs of peace resolutions from around the world, for example, shake hands, kiss, bow, join hands, and touch foreheads.
- 10.- Find peace words from around the world, for example, 'shalom', 'bula', 'aloha',
- 11.- Find pictures of peace themes in art around the world; for example. On the grounds of the United Nations Headquarters stands a bronze statue expressing the goal for world peace with the words: 'let us beat swords into ploughshares'.

ACTIVITY 1.12

12.- Draw or design peace themes in art. Draw or design and make flags, murals, banners, pictures or collages and sculptures.

13.- Research peace memorials and gardens, for example the Japanese gardens at Cowra in NSW Australia.

14.- Research buildings of peace, for example, The Hague Peace Palace.

15.- Research the history of peacemaking efforts throughout the years.

16.- Discuss and research the history of the Nobel Peace Prize.

17.- Find out names of the recipients of the Nobel Peace Prize.

18.- Predict who the next Nobel Peace prize winner will be.

19.- List people, places and events that have a link to peace and conflict. Find out at least three things about each person, each place and each event.

20.- Research information about people, places and events that have a link to peace and conflict. Write three clues about each one so that others can guess: Who am I?, What place is this?, What event is this?

21.- Research information about peace organisations, for example, the United Nations, the Conflict Resolution Network of Australia. Find out about the formation of the organisation, its activities and the people who work for it.

22.- Discuss and research peace proposals for nations, for example, the Bilateral Peace Proposals of the United Nations Association of Australia.

23.- Choose a conflict, past or present. Have students form groups of four to discuss it using the following guide: What caused it? Could the conflict have been avoided? How did it end up?, What could have been done to manage it better?.

24. - Choose characters from literature who have been or are involved in conflict. Ask if they added (add) to the conflict or reduced (reduce) the conflict.

ACTIVITY 1.12

25.- Find music about peace and conflict. Look for titles, themes and lyrics.

26.- Find out what is being done to encourage peaceful resolution in your community.

27.- Find out what could be done to encourage peaceful resolution in your community.

28.- The Wall for Peace in Paris, France, was erected in 2000 to celebrate the hopes for a new millennium, as a call to action not as a memorial. The word 'peace' is written in 49 languages.

You are invited to write your message for peace on the website www.murpourelapaix.com.

29.-Some other peace monuments around the world are:

The Imagine Peace Tower is a memorial to John Lennon from his widow Yoko Ono located in Iceland.

The Peace Tower in Ottawa Ontario oversees the workings of Parliament.

The Peace Tower in St Petersburg was built for the 300th anniversary of the founding of St Petersburg.

The Gates of Peace in Hiroshima were created in 2005 to mark the 60th anniversary of the atomic bombing.

30. How do people show publicly, that they want to resolve their conflicts peacefully, for example, peace rallies, demonstrations, protests, forums, summits, marches and so on. Research past and present events.

EXTENSION ACTIVITY 1.13

Polly and Anna's corner of positivity

Objective	To have students: <ul style="list-style-type: none">- appreciate the opportunity for peace that there may be in adverse situations and conflict;- choose positive thoughts as a springboard for discussion and debate.
Duration	No set time
Materials	Student guide: Polly and Anna's corner of positivity.
Procedure	Display the student guide. Refer to the student guide as a springboard for discussion. These thoughts can be treated in some of the following ways: <ul style="list-style-type: none">- A new thought can be displayed each day or week.- Students can discuss the thought with a partner or in groups.- Students can write about their perception of the thoughts and discuss this with others.
Discussion	Did you think more positively about a particular thought after listening to other points of view?

ACTIVITY 1.13

Polly and Anna's corner of positivity

- 1.- If you feel you have reached the end of your rope, tie a knot and hang on.
- 2.- If you embrace and welcome the situation your energy will be positive.
- 3.- Is there something to be learned here?
- 4.- Don't close the doors; fling them wide open.
- 5.- Working together divides the effort and multiplies the effect.
- 6.- If people believe that they are unique, they may not try to be like others.
- 7.- A gold medal is a wonderful thing to win, but if you are not enough without it, will you ever be enough with it?
- 8.- It is not what you have that makes you happy; it is how you think about what you have.
- 9.- Two children looked at a dog. One saw fun, the other saw fear.
- 10.- A pessimist sees difficulty in every opportunity. An optimist sees an opportunity in every difficulty.
- 11.- A team means 'Together Everyone Achieves More'
- 12.- Respect is the glue of society.
- 13.- No one can do everything. Everyone can do something.
- 14.- You can count the seeds in an apple, but can you count the apples in a seed?.
- 15.- A win/win approach is about you and me as partners, not you and me as opponents.
- 16.- Competitors go into games with the expectation of winning and losing. Managing conflicts can be about a win for you and a win for me.

ACTIVITY 1.13

17. - Our challenge is to see a creative opportunity in the midst of conflict.

18.- If we think of lots of options, we can consider lots of choices and then find lots of solutions.

19.- Problems are not obstacles but challenges to be met. Setbacks are not failures but opportunities for another approach.

20.- Saying 'I'm sorry' doesn't mean I'm wrong, it can also mean, I'm sorry about the situation.

21.- Where there is a will to resolve conflict, there is a way.

22.- When two people yell, there is no communication, just bad vibration.

23.- When you are in a hole, stop digging.

24.- Is it about 'sticks and stones will break my bones, but words will never hurt me', or is it about 'sticks and stones will break my bones but words will break my heart'.

25.- Can you be angry with the right person for the right reason at the right time or are you angry with the wrong person for the wrong reason at the wrong time?

26.- As peacemakers we learn to manage our feelings without hurting ourselves or other people or damaging property.

27.- I have rights. You have rights. We all have the same rights.

28.- Respect works best if it works both ways.

29.- Talk like a friend. Listen like a friend. Act like a friend.

30.- What most people need is a good listening to.

31.- In every adversity there is an opportunity.

32.- When contemplating respect for one another, consider that you are no better than anyone else on this planet and there is no one better than you.

33.- Always try to be yourself, because everyone else is taken.

34. - Just be kind.

EXTENSION ACTIVITY 1.14

Speakers' corner

Objective	To encourage students to express their thoughts about peace and conflict in speeches, debates, forums and so on.
Duration	No set time
Materials	None
Procedure	<p>Some suggestions are the following:</p> <ul style="list-style-type: none">- Students prepare and deliver speeches or debates on the subject of peace and conflict.- Students take part in impromptu two-minute speeches with topics being drawn from a hat.- Forums are organised on peace and conflict and specialist speakers are invited to your school. <p>Examples of some topics are the following:</p> <ul style="list-style-type: none">- Conflict will never go away- Human nature makes war inevitable- There will always be war- What is peace?- If I were Prime Minister, I would bring peace to the nation by.....- The most important person working for peace today is
Discussion	What did you learn from this activity?

EVALUATION ACTIVITY 1.15

Evaluation of conflict and the win/win approach

Objective	To evaluate students' understanding of conflict and the win/win approach. (It is necessary that students have done the core activities in this Session before doing the evaluation.)
Duration	Ten minutes
Materials	Handout: Evaluation of Conflict and the win/win approach (one per student)
Procedure	Check through the worksheet with students before they fill it in to clarify any misconceptions. After completing the worksheets check that the students have understood using the win/win approach in order to reach a win/win outcome.

Write the following sentence on card and display it:

When I am in a conflict, I can ask myself:

Am I trying to get to a win/win outcome?

ACTIVITY 1.15

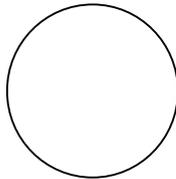
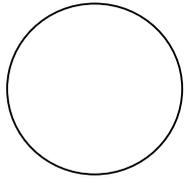
Evaluation of Conflict and the win/win approach

You have finished the Session on Conflict and the win/win approach. Congratulations!

1. Draw a line from the words to the matching pictures

Win/win		
Lose/lose		
Win/lose		
Compromise		

- 2. Underline the outcome of your last conflict: compromise, win/lose, lose/lose or win/win.
- 3. Draw the expression on your face and the expression on the other person's face after you had this conflict.

My face  The other person's face 

4. Fill in the missing words. Choose from the word bank below.

Word bank: compromise, win/lose, win/win

- (a) When Jaxtyn bashes Kylo and takes his money, there is a ___/___ outcome.
- (b) When Elias and Watson don't discuss their needs and rush to a solution because they want to maintain their friendship they reach a _____
- (c) Meaghan and Novah want to read the same book. They talk to each other and decide to read it together. They have reached a ___/___ outcome.

Word bank: compromise, win/lose, win/win

- 5. When Sara listens to what Adalee needs and Adalee listens to what Sara needs, they use a win/win approach. Circle: True or False
- 6. A win/win outcome in conflict is not always possible, but a win/win approach is. Circle: Agree or Disagree

ACTIVITY 1.15

7. Write about the advantages of a win/win outcome in conflict.

Session 2

Perception



SESSION 2

Contents

Skills development matrix

What is perception?

Outcomes

Core Activities

2.1 Trick pictures

2.2 What do you see?

2.3 Quick think

2.4 You can't judge a book by its cover

2.5 The blind king and the elephant

2.6 Is it this, is it that, is it both?

2.7 Looking in different directions

2.8 The three castaways

Extension activities

2.9 Likes and dislikes

2.10 Jumping to conclusions

2.11 Reading names and faces

Evaluation activity

2.12 Evaluation of perception

Skills development matrix

Session 2. All the activities in this session focus on the skills of communicating, decision making and developing values and attitudes

Core activities	Activity focus	Additional skills	Check/Completion
2.1 Trick pictures	Things may not be what they seem	Interacting Problem solving	
2.2 What do you see?	We see and feel differently from others about the same thing	Interacting	
2.3 Quick think	Words have different meanings for everyone	Interacting	
2.4 You can't judge a book by its cover	We can't know what someone else is thinking or feeling	Interacting Problem solving	
2.5 The bling king and the elephant	Looking at only one viewpoint, can limit an understanding of the whole situation	Interacting Problem solving	
2.6 Is it this? Is it that? Is it both	In conflicts, there are two sides or points of view and both are valid	Interacting Problem solving	
2.7 Looking in different directions	It may be necessary to move from a fixed opinion to see another's point of view	Interacting Problem solving	
2.8 The three castaways	If everyone considers only their own point of view, a win/win outcome is not possible	Interacting Problem solving	
Extension Activities			

2.9 Likes and dislikes	Opinions and judgements of another person based on intolerance, prejudice, bigotry or stereotyping may create a conflict or make it worse	Interacting Problem solving	
2.10 Jumping to conclusions	Limited experience and understanding may make people jump to conclusions	Interacting Problem solving	
2.11 Reading names and faces	It is easy to misinterpret thoughts and feelings of others by only observing faces and actions	Interacting Problem solving	
Evaluation activity			
2.12 Evaluation of Perception	Evaluate understanding of perception	Problem solving	

What is Perception?

Perception is:

- knowing that we see our world from our point of view and others see their world from their point of view;
- knowing that how we view people, situations and conflicts is influenced by our personality, temperament, upbringing, values, interests, past experiences, the social mores of the group with which we identify and the larger culture in which we live;
- being aware that values and attitudes can be acquired from upbringing and be passed down the generations or acquired by more immediate influences like media and peer pressure;
- accepting that all of these influences create cultural filters and because we all have our own cultural filters we see, think, feel and behave differently from each another;
- understanding that there are as many different points of view as there are people;
- accepting that each person's perception is valid for that person and this has to be acknowledged and respected before it is possible to work on solutions.

In a conflict both parties have to understand each other's perceptions before a win/win outcome can be achieved.

This is a session to introduce and reinforce the idea that there are two sides to every conflict. We may be looking at the same thing, situation, or problem and be seeing, thinking, feeling and behaving vastly differently from the other person.

Students will be working with a concrete example and then extending their understanding beyond the concrete to the abstract. An example of this is when students look at a sweet that has a chocolate coating and a different inside. They can't know what colour is on the inside simply by looking at the outside. They then appreciate that they can't know what a person is like on the inside (that is, thinking and feeling), by simply looking at them.

Similarly, if an unknown book is held up, students appreciate that they 'can't judge a book by its cover.' They extend that concrete example to the abstract idea that you can't judge a person and know all about that person by simply looking at them.

A variety of activities show how different we all are. We bring these differences to conflict and the differences impact upon the conflict.

Outcomes

At the end of this session students will:

1. be aware that there may be more to discover and understand in a conflict by appreciating that pictures may not be what they seem at first glance;
2. understand that they may see and feel differently from another person in relation to a conflict, by appreciating they may see and feel differently from another person in relation to the same picture;
3. understand that words may be misunderstood in a conflict because the words they use may have different meanings for others;
4. understand that they cannot know what someone else is thinking or feeling by looking at the their outside, by appreciating that they may not know what a book is about by looking at the cover;
5. understand that they may see the conflict only from their point of view, which may limit their understanding, by appreciating that seeing a situation in a story from only one point of view can limit an understanding of the whole;
6. understand that in a conflict there are two sides or points of view and both are valid, by appreciating that there are two sides to a disc and both describe the same disc depending on which side they look at;
7. understand that they may have to move from their fixed position to see another person's point of view as well as their own, by describing what they see when they look through tubes facing in different directions;
8. understand that if each person only considers his/her own point of view and does not listen to others in a conflict, a win/win outcome may not be reached, by appreciating that the characters in the story did not get what they wanted because they did not consider the others' point of view;
9. understand that conflicts may be created or made worse by certain perceptions and judgments, by appreciating that they may perceive, form an opinion and judge another person based on intolerance, prejudice, bigotry or stereotyping, whether they know the other person or not.
10. be aware that because of limited experience and understanding, they may jump to conclusions, by using their senses to guess a mystery object;

11. be aware that it is easy to misunderstand how the other person is thinking and feeling in a conflict by only observing their face and actions;

12. be able to evaluate their understanding of perception

CORE ACTIVITY 2.1

Trick pictures

Objective To have students be aware that:

- pictures may not be what they seem at first glance;
- that there may be more to discover and understand in a conflict.

Duration Ten minutes

Materials Handout Trick pictures (one per student or display electronically)

Procedure Students look at student guide Trick pictures

Ask students to look at each picture in turn.

Then ask the following questions:

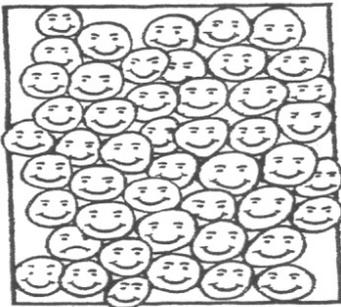
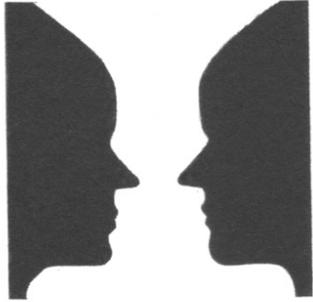
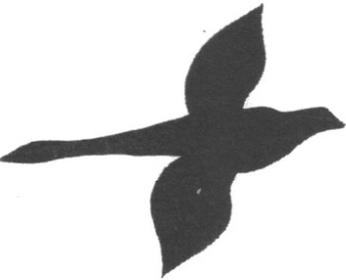
- what do you see?
- do you see anything else?
- do you need to turn the page to see it from a different angle?
- is there another way of looking at it?
- what do you see now?

Encourage students to help one another interpret the pictures.

Tell students to turn the page upside down for the explanations to each picture.

Discussion Did you see the whole picture at first glance?
Do you think that it may be necessary to discover and understand more about a conflict than what you first thought?

Trick Pictures

1 	2 
3 	4 
5 	6 T CAT E
7 	8 ONCE UPON A A TIME

- 1. Clown's head/circus
- 2. Man's head/mouse
- 3. One sad face
- 4. Profile/lia

- 5. Faces/vase
- 6. The/cat
- 7. Birds flying both ways
- 8. Once upon a time

CORE ACTIVITY 2.2

What do you see?

Objective To enable students to understand that they may see and feel differently from another person about:

- the same picture;
- a conflict.

Duration Ten minutes

Materials Handout What do you see? (one per student or prepare electronically)

Procedure Tell students that it is necessary in this activity to work in pairs in order to compare and contrast perceptions.

Each pair will be looking at the same picture, and then writing down what they see and how they feel about the picture, or how the people in the picture think and feel.

There are no right or wrong answers. Tell them that it will be interesting to see if their partner sees and feels the same as they do. Ask them to not let their partner see what they are writing down. After they have both finished, they can compare their responses with their partner.

Organise students into pairs and look at pictures. After a few minutes of working individually ask them to compare and discuss their answers with their partners.

Discussion Ask all students:

Did you both see the same thing first?

Did you both feel the same way about the picture?

Do you think people see a conflict the same way?

Do you think people feel the same way about a conflict?

What do you see?



1 Write down what you see in the picture.

2 How do you feel about this picture or how do you think the people in the picture feel?

Artist: (Billy) Vlasios Brakoulis 'The Markets'

CORE ACTIVITY 2.3

Quick think

- Objective** To have students understand that:
- the words they use may have different meanings for others;
 - words may be misunderstood in a conflict.
- Duration** Five minutes
- Materials** None
- Procedure** Read the following words out loud, one at a time. Students say the first word that comes into their minds. After a few responses to a word ask students if that word meant the same to everyone.
- sport
 - holidays
 - war
 - peace
 - book
 - my hero
 - green
 - baby
 - fun
 - mother
 - pizza
 - home
 - music
 - grandfather
 - TV
- Discussion** Did you all think of the same words?
- Do words mean exactly the same to everyone?
- In a conflict what could happen if one person misunderstands what the other person says?

CORE ACTIVITY 2.4

You can't judge a book by its cover

- Objective** To have students understand that they:
- may not know what a book is about by looking at the cover;
 - can't know what someone else is thinking or feeling by looking at their outside.
- Duration** Five minutes
- Materials** Sweets - one per student (sweets must have the same outside coating but a different inside, for example, Clinkers).
or a book that is unknown to students
or You can't judge a book by its cover (one per student or prepare electronically)
- Procedure** Hand out sweets and tell students not to eat them until everyone has one.
Ask students the following questions:
- Who has had experience of this sweet?
 - Can you describe the sweet?
 - Is it the same all the way through?
 - How can we find out if it is?
 - Bite your sweet in half.
 - Is it what you thought it was?
 - Could you tell what was on the inside by looking at the outside?
- or
- Hold up an unknown book. Ask students if they can tell you what the book is about just by looking at the book.
- Tell students what the book is about. or *Handout You can't judge a book by its cover.*
- Discussion** Can you judge a book by its cover?
Can you tell how a person is thinking or feeling by simply looking at that person?
Can you tell how a person is thinking or feeling about a conflict simply by looking at that person?
Can you say, 'I know how that person thinks and feels?'
How can you find out how others are thinking and feeling?

ACTIVITY 2.5

The blind king and the elephant

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia. Ph: +61 427060080. Email: crn@crnhq.org Website: www.crnhq.org.

- Objective** To have students:
- appreciate that seeing a situation in a story from only one point of view can limit an understanding of the whole;
 - understand that they may see the conflict only from their point of view, which may limit their understanding.
- Duration** Ten minutes
- Materials** Picture: The blind king and the elephant
- Or a story that is culturally appropriate for your students.*
- Procedure** Read the story.
- Discussion** Why did the wise elders think that the elephant was a rope, a hose and a wall?
How could the wise elders have understood what the elephant really was?
How can you find out what a conflict is really about?

The blind king and the elephant

(Students/teacher supply missing words)

Once upon a time, in the land of..... , there lived a blind king called King..... , who ruled over his people. They were blind, too. Everyone was blind, including the cats and dogs.

Every year when the King had his birthday, everyone celebrated and had a good time too.

That was until the year....., when it was the king'sth birthday.

In..... , when you are..... it's like being 18 in Australia. Everyone makes a huge fuss of you and gives you really enormous presents.

All the monarchs from the countries around sent King..... presents like steam trains and jumbo jets, and King.....was very happy.

That is until Queen.....from the land of..... sent him a present he couldn't identify.

So he sent for his three wisest elders and asked them if they could tell him what they thought it was.

The first wise elder reached out and touched the present, and said, 'Queen.....has sent you a hose pipe'

Blind King.....said, 'How strange. What a funny thing to send me for my birthday.'

The second wise elder touched the present and said, 'Queen.....from.....has sent you a wall.'

'How very strange', said blind King.....

The third wise elder felt the present and said, 'Queen.....from.....has sent you a rope.'

'Well', said blind King..... , 'I know you're supposed to be grateful when someone sends you a present, but really, Queen..... must be off her rocker to send me such peculiar presents for my birthday. I suppose they'll come in useful one day, so just leave them there until we need them.'

So everyone went off to the palace for a big feast of vegemite pavlova, fried Anzac biscuits with onion rings and fish thick shakes, and left the present behind.

The present wandered off to the nearby jungle and lived happily ever after.

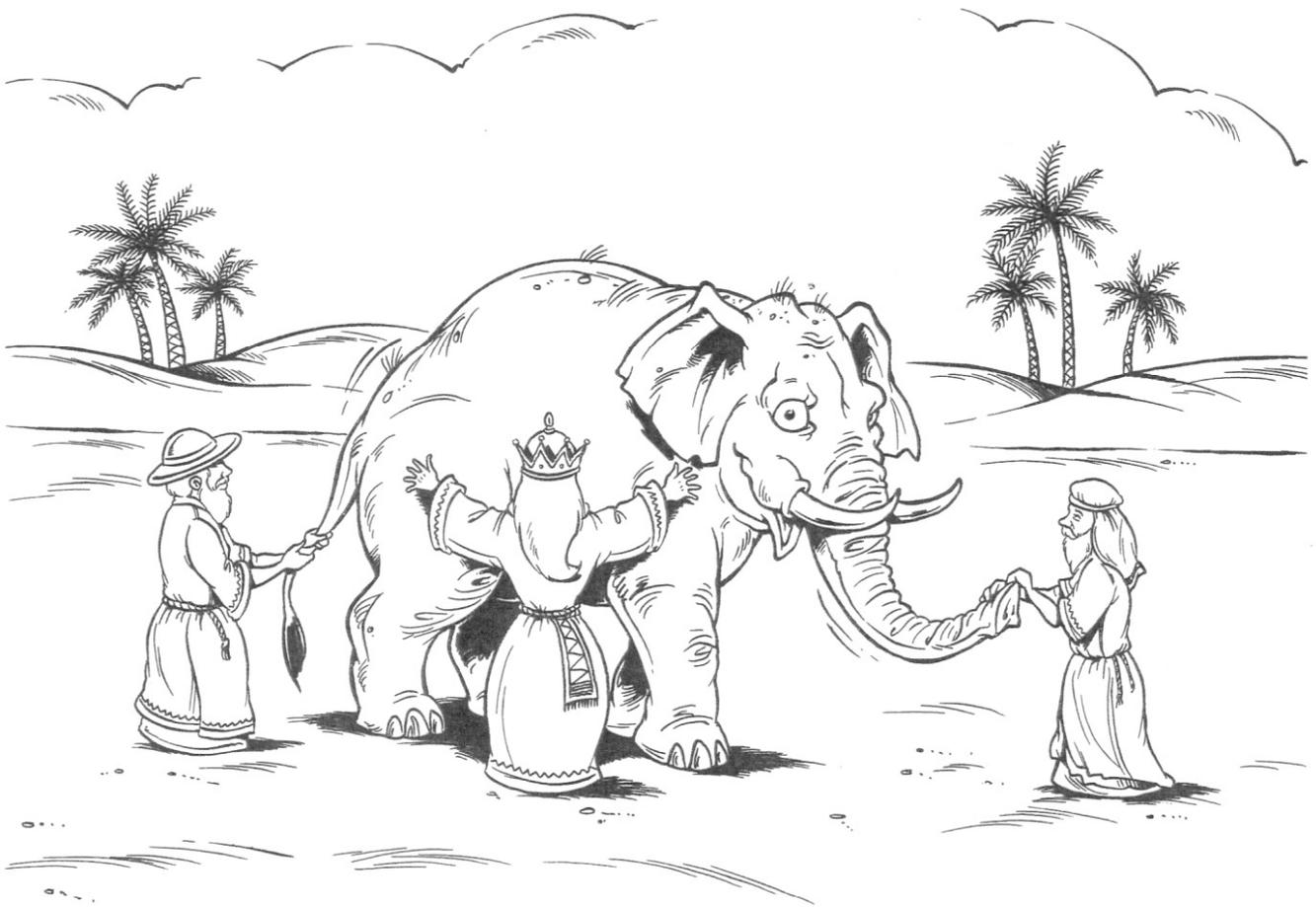
One day King.....needed some rope to do some rope tricks with, so he asked someone to go and get his birthday rope.

When they got there, the rope was gone. So was the wall, and so was the hosepipe.

'Well, well, well,' said King.....'I wonder what happened to my presents.'

And to this day he is still wondering.

The blind king and the elephant



\\CORE ACTIVITY 2.6

Is it this, is it that, is it both?

- Objective** To have students look at a disc and understand that:
- as both sides of the disc are different, there are two possible interpretations, both of which are correct;
 - in a conflict there are two sides or two points of view and both are valid.
- Duration** Five minutes
- Materials** Disc with a black side and a white side
- Procedure** Do the following:
- Organise students into two groups, with group one on the left, group two on the right.
- Stand in the middle holding the disc.
- Show the black side to group one.
- Ask group one to describe the disc.
- Show the white side to group two.
- Ask group two to describe the disc.
- Ask the following questions:
- is it valid to say it is a black disc?
 - is it valid to say it is a white disc?
 - is it valid to say it is a black disc and a white disc?
- Discussion** Can you think of a time when you had a conflict, and you saw it only from your point of view, and the other person saw it only from his/her point of view?
If you did, were both points of view valid for both people?

CORE ACTIVITY 2.7

Looking in different directions

Objective To have students:

- look through tubes facing in different directions to describe what they see;
- understand that they may have to move from their fixed opinion to see another person's point of view as well as their own in a conflict.

Duration Five minutes

Materials Two cardboard tubes

Looking in different directions, page x (one per student)

Procedure Ask two volunteer students to stand back to back, look through their tubes and describe what they see from their point of view.

For example:

Student one may say, 'I see a clock and a bookshelf'

Student two may say, 'No, you're wrong. I see paintings and chairs.'

They then each turn 90° in a clockwise direction, still back to back.

They then describe what they each see from that point of view.

They then each turn a further 90°, remaining back to back, so that they can each see what the other saw in the first place.

Student one may say, 'Now I see a clock and a bookshelf. You were right.'

Student two may say, 'Yes, I can see what you saw. We were both right.'

Hand out Student worksheet: Looking in different directions

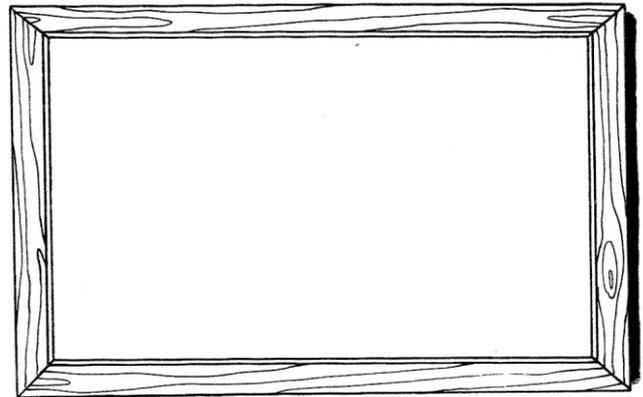
Discussion What did the two students have to do to see each other's point of view?

Can you think of a time when you had a conflict and you had to try to see it from your point of view and the other person's point of view?

Looking in different directions

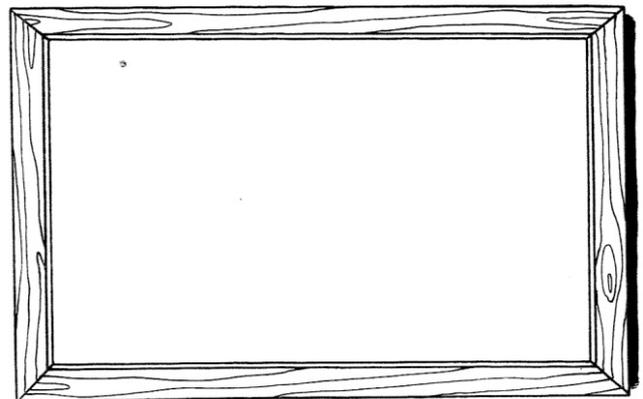
Zack and Mila live in an apartment in a city. When Zack looks out of the back window he sees factory chimneys. He can hear the music playing in the café opposite and smell kebabs cooking.

- Draw what you think Zack sees.
- Is Zack right when he describes this view of what can be seen out of his window?
Circle: Yes or No.



When Mila looks out of the front window she sees the road and lots of traffic. She can hear the diesel trucks changing gear and smell diesel fumes.

- Draw what you think Mila sees.
- Is Mila right when she describes this view of what can be seen out of her window? Circle: Yes or No.
- Could they both describe different views of what can be seen from their apartment and still be right?
Circle: Yes or No.
- If Mila is right, is Zack wrong? Circle: Yes or No.
- If Zack is right, is Mila wrong? Circle: Yes or No.
- What do they have to do to see each other's point of view?



- Two people may see a conflict only from their own point of view.
Circle: Yes or No.
- Think of a TV show, a book or an item from the news where there is a conflict. Are the people seeing the conflict only from their point of view? Circle: Yes or No.
- Think how hard it might be for them to get to a win/win, only seeing the conflict from their point of view. What could they do to see each other's point of view?

CORE ACTIVITY 2.8

The three castaways

- Objective** To have students understand that:
- the characters in the story did not get what they wanted because they did not consider the others' point of view;
 - if each person considers only his/her own point of view and does not listen to others in a conflict, a win/win outcome may not be achieved.
- Duration** Five minutes
- Materials** None
- Procedure** Read the following story, or one of your choice that makes the same point.

The three castaways

(Students/teacher supply names of characters to involve students.)

Some time ago three friends called ..., ... and ... were taking a holidaying on a luxury cruiser and were washed up on a desert island in the great Pacific Ocean.

They were ok for a while, because there was plenty to eat and drink. However, they soon began to miss their friends and families. One day ... was walking along the shore line looking for oysters when (s)he found a bottle with a stopper in it, floating near the rocks. ... picked up the bottle and pulled out the stopper. What should appear but a genie.

The genie said, 'You have set me free from this bottle, so I will grant you and your friends, one wish each.'

... went rushing back to her/his friends to tell them the good news.

'Well I know what I want', said ..., 'I want to go back to (mention student's home town), and be with my friends and family again.' Whoosh! (s)he was gone.

'Me too.' said'I miss my friends and family. I wish I was home too'. Whoosh! (S)he was gone.

'Gee it's lonely here without ... and ...' said....' I wish we were altogether again.'

Whoooosh! came ... and whoooosh came And back they were on the desert island in the middle of the great Pacific Ocean.

- Discussion** Ask students to suggest ways the characters in the story could have all got the wish they wanted.
- What could people do in a conflict to find out what each one wants?

EXTENSION ACTIVITY 2.9

Likes and dislikes

- Objective** To have students understand that:
- they may perceive, form an opinion and judge another person based on intolerance, prejudice, bigotry or stereotyping whether they know the other person or not;
 - conflict may be created or made worse by such perceptions and judgments.
- Duration** Ten minutes
- Materials** Handout Likes and dislikes (one per student) or prepare electronically
- Procedure** Ask students to research and discuss the following words and to find other words of similar meaning in a thesaurus:
- intolerance
 - prejudice
 - bigotry
 - stereotyping
 - discrimination
- Hand out Likes and dislikes. Tell students that there are no right or wrong answers, but simply their opinion as to why they think they might like or dislike each of these people.
- After the students have completed the student worksheet they compare their opinions with others.
- Discussion**
- Were these people liked for the same reasons?
 - Were these people disliked for the same reasons?
 - Why do people form opinions and judge others?
 - Can you think of a conflict which was started or made worse because of intolerance, prejudice, bigotry or stereotyping?

Likes and dislikes



What might people **like** about this person?

What might people **dislike** about this person?

What might people **like** about this person?

What might people **dislike** about this person?



What might people **like** about this person?

What might people **dislike** about this person?



EXTENSION ACTIVITY 2.10

Jumping to conclusions

Objective	To have students: <ul style="list-style-type: none">- use their senses to guess the mystery object- be aware that because of limited experience and understanding, they may jump to conclusions.
Duration	Fifteen minutes
Materials	Objects to feel <i>Or</i> objects to taste <i>Or</i> objects to smell <i>Or</i> recorded sounds (Before this activity record a variety of sounds which are difficult enough to challenge students, for example striking a match or pouring water)
	Blindfold
Procedure	One student at a time comes to the front of the room, is blindfolded and is handed a mystery object or smells something or tastes something. If the student does not know straight away what it is, then he/she are asked to jump to a conclusion. The student then remove the blindfold to see if he/she were right. <i>Or</i> play recorded sounds one at a time. Students name them or are asked to jump to a conclusion.
Discussion	If you did not know what the object/sound/smell/taste was, what stopped you from knowing? Did you have limited experience of the object, sound, smell or taste? Do you have limited experience of what it is like to be another person? Can you know exactly how another person is thinking and feeling? Do you think you might jump to a conclusion if you don't know? What could happen in a conflict if you have jumped to a conclusion about how the other person thinks and feels?

Reading names and faces

- Objective** To have students:
- understand that it is easy to misinterpret the thoughts and feelings of others by only observing faces and actions;
 - conclude that it is easy to misunderstand how the other person is thinking and feeling in a conflict by only observing their face and actions.
- Duration** Fifteen minutes
- Materials** None
- Procedure** Students mime the following scenes or others of their choice, and other students have to guess what they are doing, what they are thinking and how they are thinking, and what they are feeling:
- caring for a baby;
 - opening a present;
 - feeding a pet;
 - nursing a sore arm;
 - getting dressed to go to school;
 - skating on a frozen lake;
 - playing a musical instrument;
 - watching a movie;
 - climbing a tall tree or climbing frame;
 - playing a sport.
- Discussion** - Was it easy to tell what the actors were doing, how they thought, and what they were feeling? If not, why not?
- Is it always easy to tell what someone is thinking and feeling?
 - Do you always understand?
 - Can you think of a conflict where you misunderstood what the other person was thinking and feeling?
 - What can you do to make sure you understand how the other person is thinking and feeling in a conflict?

EVALUATION ACTIVITY 2.12

Objective To evaluate students understanding of Perception. (It is necessary that students have done the core activities in this Session, before doing the evaluation).

Duration Ten minutes

Materials Handout Evaluation of Perception, (one per student)

Procedure Check through worksheets with students before they fill it in to clarify any misconceptions.

After completing worksheets check that the students have understood perception.

Write the following sentence on card and display it:

***When I am in a conflict I can ask myself:
Am I trying to see it from my point of view and the other person's point of view?***

Evaluation of Perception

You have now finished the Session on Perception. **Congratulations!**

1. Circle true or false in response to these questions:
 - a) I can tell what someone is thinking just by looking at them.
True or false
 - b) Everybody is the same in every way.
True or false
 - c) How I feel about the conflict is exactly the same as the other person.
True or false
 - d) My side of the conflict is always right.
True or false
 - e) Two people may have different ideas of what the conflict is about.
True or false
 - f) I can find out how the other person thinks and feels by asking them and then listening.
True or false
 - g) If I want to get to a win/win outcome I need to consider both points of view.
True or false
2. Fill in the missing words: Choose from the word bank below.
 - a) Can you see it from -- - - - - of view?
 - b) Things - - - - - always what they seem.
 - c) There may be two - - - - - to everything.
 - d) When we have a conflict we - - - - - always see the - - - - - problem.
 - e) Both points of - - - - - are valid.

Word bank: sides	don't	aren't	view	my point	whole
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3. Make up a play, a song, a poem, paint a picture, or invent a dance that shows how people see things from their point of view.

Session 3

Listening



SESSION 3

Listening

Contents

Skills development matrix

What is listening?

Outcomes

Core activities

Activity 3.1 People who will listen to you

Activity 3.2a Defining bad listening behaviors

Activity 3.2b Demonstrating bad listening behaviours

Activity 3. 2c Experiencing bad listening behaviours

Activity 3. 3a Defining 'me too' listening behaviours

Activity 3. 3b Demonstrating 'me too' listening behaviours

Activity 3. 3c Experiencing 'me too' listening behaviours

Activity 3. 4a Defining 'brick wall' listening

Activity 3. 4b Demonstrating 'brick wall' listening behaviours

Activity 3. 4c Experiencing 'brick wall' listening behaviours

Activity 3. 5 Is this a good time to talk?

Activity 3. 6a Defining good listening behaviours

Activity 3. 6b Demonstrating good listening behaviours

Activity 3. 6c Experiencing good listening behaviors

Activity 3. 7a Defining 'in my shoes' listening behaviours

Activity 3. 7b Demonstrating 'in my shoes' listening behaviors

Activity 3. 7c Experiencing 'in my shoes' listening behavior

Extension activities

Activity 3.8 Listen up

Activity 3.9 Whispering chain game

Activity 3.10 Listen and count

Activity 3.11 Key words for listening

Evaluation activity

Activity 3.12 Evaluation of listening

Skills development matrix

Session 3 All the activities in this session focus on the skills of communicating and decision making.

Core activities	Activity focus	Additional skills	Check/Completion
3.1 People who will listen to you	Listing support organisations	Interacting	
3.2 Defining, demonstrating and experiencing bad listening behaviours	Identifying, understanding and experiencing bad listening behaviours when working with a partner	Interacting Values and attitudes	
3.3 Defining, demonstrating and experiencing 'me too' listening behaviours	Identifying, understanding and experiencing 'me too' listening behaviours when working with a partner	Interacting Values and attitudes	
3.4 Defining, demonstrating and experiencing 'brick wall' listening behaviours	Identifying, understanding and experiencing 'brick wall' listening behaviours when working with a partner	Interacting Problem solving Values and attitudes	
3.5 Is this a good time to talk?	Some times are better than other times to try to work out a conflict and choosing an unsuitable time may create and/or exacerbate a conflict	Interacting Problem solving Values and attitudes	
3.6 Defining, demonstrating and experiencing good listening behaviours	Identifying, understanding and experiencing good listening behaviours when working with a partner	Interacting Problem solving Values and attitudes	
3.7 Defining, demonstrating and experiencing 'in my shoes' listening behaviours	Identifying, understanding and experiencing 'in my shoes' listening behaviours when working with a partner	Interacting Problem solving Values and attitudes	
Extension Activities			
3.8 Listen up	Experiencing and understanding the difficulties of listening and retaining	Interacting Problem solving	

	information while being distracted by one's own thoughts		
3.9 Whispering chain game	Messages that are passed on may be subject to misinterpretation and misunderstanding which can create and/or exacerbate conflict	Interacting Problem solving Values and attitudes	
3.10 Listen and count	Practising listening skills to appreciate the importance of clarifying specific words in order to understand another person's point of view	Interacting Problem solving	
3.11 Key words for listening	Listening for accuracy and detail in order to not make guesses or fill in the gaps	Interacting Problem solving	
Evaluation activity			
3.12 Evaluation of listening	Evaluating understanding of listening	Problem solving Values and attitudes	

What is listening?

Listening is concentrating on what the other person is saying to allow you to hear and understand his/her point of view in order to get to a win/win outcome. This style of listening requires attention and concentration and is called **attentive listening**. It is an essential skill in conflict resolution.

Attentive listening is not conversation. It is a style of listening in which you give your full attention to the other person and eliminate distraction. When most people are engaged in talking with another person, they are listening to the other person and tuning in to their own thoughts simultaneously. This is like talking on your phone and watching the TV at the same time, and being unable to listen to either one properly. They are waiting a turn so that they can have their say.

Turning off your own thoughts and concentrating on the other person, so that you can hear what that person is saying involves attentive listening. This type of listening also opens up communication, so that more work can be done on resolving the conflict. Sometimes, attentive listening may be all that is required to dissipate angry, and hurt feelings, and to clarify misunderstandings. Attentive listening can therefore de-escalate a conflict.

Attentive listening is where you give your full attention to the other person by:

- appropriate eye contact;
- appropriate encouraging words (for example, 'um', 'I see', 'uh huh') and body language, (for example, nodding, leaning forward and looking interested);
- not fiddling, looking bored, looking at watch, going on with task, and so on;
- not interrupting, changing the subject, or introducing your own point of view;
- not fixing the problem, criticising, consoling, moralising, and so on, which are empathy blockers

Empathy blockers are ways in which the listener reacts and replies to the talker that stops the talker continuing. Talkers stop because they feel that the listener is not interested in them, or does not believe their point of view, or their capacity to solve their own problems.

The listener may try to solve the problem by, criticising, consoling, moralising, and so on.

As an example, the talker (crying) may say 'The kids are always pushing and shoving me on the bus'. The listener may respond by using empathy blockers:

- 'Well, go to the bus driver and complain'. (Fixing the problem).

- 'You're probably in everyone's way.' (Criticising)
- 'Don't worry, it'll be OK.' (Reassuring)
- 'You should try to be friendlier.' (Moralising)

If empathy blockers are always used the relationship is impaired as trust is eroded.

The attentive listener could say, 'How do you think you could stop this happening?' to encourage the talker to continue. To clarify what the talker is saying the attentive listener could say, 'Is this what you mean,?'

Attentive listening is the first step of good listening. Listening can be taken to the deeper level of active listening.

Active listening is an advanced skill used in counselling. It is listening to and encouraging talkers to put their total focus and attention on themselves, their story and how they feel, in order to work on solutions that they decide for themselves. This is done by:

- attentive listening
- checking for accuracy, (that is, 'Do you mean,',and then reflecting and paraphrasing to the speakers what they have said, so they can be aware of how they are really thinking and feeling);
- allowing them to work out their own solution by their understanding of their own thinking and feelings.

Most people, once they name their feelings and clarify their thinking, they feel relieved and energised.

In this session we will concentrate solely on the skills of attentive listening for the purpose of conflict resolution. These skills will be presented to the students as good listening behaviours, and inattentive listening will be presented to the students as bad listening behaviours.

The aim of this session is to raise students' awareness about the importance of listening to other people without interrupting them so that the listener can find out their point of view or their side of the conflict and hopefully get a win/win outcome.

At the end of the session students will be better listeners - they will be skilled in the art of listening and aware of its importance so that the other person will be encouraged to talk.

Outcomes

At the end of this session students will:

- 1.- be aware of support organisations and the people who will listen to them if they are worried, have a problem or are in a conflict, by listing names and telephone numbers;
- 2.- be able to identify and understand what constitutes bad listening behaviours, by demonstrating some bad listening behaviours and be aware of the negative effects that bad listening behaviours have on the talker and experience the consequent deterioration of the relationship between the talker and the listener;
- 3.- be able to identify and understand what constitutes 'me too' listening behaviours, by demonstrating 'me too' listening behaviours and being aware of the negative effects that 'me too' listening behaviours have on the talker and experience the consequent deterioration of the relationship between the talker and the listener;
- 4.- be able to identify and understand what constitutes 'brick wall' listening behaviours, by demonstrating 'brick wall' listening and being aware of the negative effects that 'brick wall' listening behaviours have on the talker and experience the consequent deterioration of the relationship between the talker and the listener;
- 5.- be aware that some times are better than other times to talk to another person and try to work out a conflict, because when the time to listen does not suit another person, conflict can be created and or exacerbated;
- 6.- be able to identify and understand what constitutes good listening behaviours, by demonstrating good listening behaviours and being aware of the positive effects that good listening behaviours have on the talker and the consequent improved relationship between the talker and the listener;
- 7.- understand and appreciate the difficulty of knowing how someone else thinks and feels even if they have had a similar experience, by demonstrating 'in my shoes' listening behaviours and thus concluding that listening to another person's point of view is one way of understanding how that person thinks and feels;
- 8.- be aware of attentive listening and experience and understand the difficulties of listening and retaining information while distracted by their own thoughts;
- 9.- to understand that when messages are passed on, they can be subject to misinterpretation and misunderstanding and appreciate that this can create and or exacerbate conflict;

10.- appreciate the importance of clarifying specific words in order to understand another person's point of view in a conflict, by practising and improving their good listening skills by listening for specific words;

11.- be more aware of their level of skill in listening for accuracy and detail, and realise that when they don't listen carefully, they are likely to make guesses, fill in gaps and change the story, which may create and/or exacerbate conflict;

12.- be able to evaluate their understanding of listening.

CORE ACTIVITY 3.1

People who will listen to you

Objective To have students be aware of, and list support organisations and the people who will listen to them if they are worried, have a problem or are in a conflict.

Duration Five minutes

Materials Electronic board
Handout: People who will listen to you. (one per student)

Procedure Ask students to think of all the people who would listen to them, if they are worried, had a problem or are in a conflict.

Responses

List all responses on the board. Responses might include:

- parents
- teachers
- counsellors
- Lifeline
- Kids Help Line
- friends
- grandmother/father
- pet
- diary
- themselves
- police

List support telephone numbers that are relevant to your district and display it prominently for students' reference. At the time of printing, National help line numbers were:

- Parent line 13 2055
- Kids Help Line 1800 551 800
- Lifeline 13 1114

Point to cover:

Reassure students that there is always someone, somewhere who is interested in them and would like to help them. Things are never so bad that they ever need to feel entirely alone. Things are never so bad that they cannot tell someone.

Or hand out Student worksheet People who will listen to you.

Discussion - Have you ever talked to anybody when you were worried, had a problem or were in a conflict?

Did it help?

ACTIVITY 3.1

People who will listen to you

Think of all the people who would listen to you, if you are worried, have a problem or are in a conflict.

Write down their names (and maybe their telephone numbers), in case you ever need to remember them. Here are a few to start off:

- Kids Help Line 1800 551 800
- Lifeline 13 1114
- Parent Line 13 2055

There is always someone, somewhere who is interested in you and would like to help you. Things are never so bad that you ever need to feel entirely alone. Things are never so bad that you cannot tell someone.

Name

Telephone number.....

Name

Telephone number.....

Name

Telephone number.....

Name

Telephone number.....

CORE ACTIVITY 3.2a

Defining bad listening behaviours

Objective To have students identify and understand what constitutes bad listening behaviours.

Duration Five minutes

Materials Electronic board

Procedure Ask students to think of a time when they had something to say and someone

showed they were not listening. What did they do?

List responses on the board. Examples may be:

- Fiddle with something
- Look at their watch
- Ignore and look away
- Continue what they were doing
- Wave or talk to someone else
- 'Me too' (changing the subject to suit themselves e.g. 'if you think that was bad, you should see what happened to me').

Make sure that 'me too' behaviour is included (to be covered in Activity 3.3)

Discussion - Have you ever been listened to in any of these ways?

- How did you feel?

CORE ACTIVITY 3.2b

Demonstrating bad listening behaviours

- Objective** To demonstrate some bad listening behaviours and have students be aware of:
- the negative effects of bad listening behaviours on the talker;
 - the consequent deterioration of the relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle or other device to draw students' attention to the next instruction.
- Procedure** The teacher and a student stand at the front of the room and demonstrate bad listening behaviours.
- Student talks about a favourite TV program or movie.
 - Teacher shows bad listening behaviours; for example, looks at watch.
 - Blow whistle and student and teacher swap roles, so that each one experiences the frustration of trying to talk and not being listened to.
- Discussion** Have you been listened to like this?
- How did you feel?

CORE ACTIVITY 3.2c

Experiencing bad listening behaviours

- Objective** To have students work with a partner to experience:
- the negative effects of bad listening behaviours on the talker
 - the consequent deterioration of the relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle
- Procedure** Organise students into pairs. Note that if students stay in these pairs for all activities in this session it will become even more evident what a difference bad listening/good listening makes to communication and to the relationship.
- In their pairs, students decide who will talk first and who will listen first.
 - The listener demonstrates bad listening behaviours whilst the talker talks about a favourite TV program or a movie.
 - After one minute, blow the whistle. Students swap roles for another minute.
- Discussion**
- How did you feel when you were listened to this way?
 - Did it make you feel better or worse?
 - If you were in a conflict with someone and you went to try to work out the problem with them and they listened to your point of view like this, would it make the conflict better or worse?
 - Do you ever listen to their point of view like this?

CORE ACTIVITY 3.3a

Defining 'me too' listening behaviours

Objective To have students identify and understand what constitute 'me too' listening behaviours.

Duration Five minutes

Materials Electronic board

Procedure Ask and discuss with students what they think 'me too' listening means. List responses on the board.

Points to be covered:

'Me too' listening behaviours include:

- topping, for example, 'You think that's bad, you should see what happened to me.'
- interrupting to changing the subject to suit themselves, e.g. 'I know how you feel. I did exactly that'.

Point to consider:

The listener may be trying to identify with the talker by relating a similar experience, however this often has the effect of stopping the talker from talking.

'Me too' listening, for some people is considered conversation.

Discussion Have you ever been listened to like this?

- How did it feel?

CORE ACTIVITY 3.3b

Demonstrating 'me too' listening behaviours

- Objective** To demonstrate 'me too' listening behaviours and have students be aware of:
- the negative effects of 'me too' listening behaviours on the talker
 - the consequent deterioration of the relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle
- Procedure** The teacher/student stand at the front of the room and demonstrate 'me too' listening behaviours:
- Student talks about something s/he wants to buy. Teacher shows 'me too' listening behaviours, for example:
Student: 'I have been saving all my money to buy the latest video game.
Teacher: (jumping in) 'I love video games. They are just the best. I recently bought.....'.
Student: 'But, when I went to get my'
Teacher: 'On the way to the shopping mall, we stopped and got hamburgers to eat and'.
Student: 'Oh what is the use'.
 - Blow the whistle and student and teacher swap roles, so that each one experiences the frustration of trying to talk and not being listened to.
- Discussion** Have you ever been listened to like this?
- How did you feel?

CORE ACTIVITY 3.3c

Experiencing 'me too' listening behaviours

- Objective** To have students work with a partner to experience:
- the negative effects of 'me too' listening behaviours on the talker
 - the consequent deterioration of the relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle
- Procedure** Proceed as follows:
- Organise students into pairs.
 - In their pairs, students decide who will talk first and who will listen first.
 - The listener demonstrates 'me too' listening behaviours while the talker talks about something s/he wants to buy.
 - After one minute, blow the whistle. Students swap roles for another minute.
- Discussion** How did you feel when you were listened to in this way?
- Did it make you feel better or worse?
 - If you were in a conflict with someone and you went to try to work out the problem and he/she listened to your point of view like this, would it make the conflict better or worse?
 - Do you ever listen to another person's point of view like this?

CORE ACTIVITY 3.4a

Defining 'brick wall' listening behaviours

Objective To have students identify and understand what constitutes 'brick wall' listening behaviours.

Duration Five minutes

Materials Electronic board

Procedure Ask students if they have ever experienced going to another person to try to work out a conflict and the other person did not want to listen or wanted them to stop talking?
Ask students what the other person said that made them stop talking.

List responses on the board. Include the following if they are not covered:

- 'Be brave'.
- 'Let's see you smile'.
- 'It can't be that bad'.
- 'Be quiet and go away'.
- 'Have a chip, you'll feel better'.
- 'You don't really mean that'.
- 'You should behave better'.

Discuss why they think these people did not want to listen, or wanted them to stop talking. List responses on the board. Include the following if they are not covered:

- They want you to stop feeling bad.
- They are bored or are uninterested in what you are saying.
- They want to give you 'good' advice.
- They want to talk themselves and are absorbed by their own thoughts.
- They may want to do something else or not have the time to listen
- They may resent a cry for help and think, 'Why should I listen to you, when no one listens to me?'

- There may be a lack of awareness that listening really matters
- They may never have practiced listening with an open mind and no interruptions

Discussion Have you ever been listened to in any of these ways?

- How did you feel?

ACTIVITY 3.4b

'Brick wall' listening scenarios

1. **A.** I'm feeling really bad about the fight we had.

B. You'll be fine, don't worry about it.

(Reassuring)

.....

2. **A.** I'm feeling really bad about the fight we had.

B. My dad's got a new car.

(Diverting)

.....

3. **A.** I'm feeling really bad about the fight we had.

B. Did you hear that Zeta and Milly had a big bust up?

(Distracting)

.....

4. **A.** I'm feeling really bad about the fight we had.

B. There's nothing to talk about.

(Refusing to co-operate)

.....

ACTIVITY 3.4b

5. **A.** I'm feeling really bad about the fight we had.

B. Go away. I've had it with you.

(Rejecting)

.....

6. **A.** I'm feeling really bad about the fight we had.

B. Oh, you always feel bad about everything, you wimp.

(Put down)

.....

7. **A.** I'm feeling really bad about the fight we had.

B. You're a moron.

(Name-calling)

.....

8. **A.** I'm feeling really bad about the fight we had.

B. Well, you shouldn't have started it.

(Shoulding)

.....

9. **A.** I'm feeling really bad about the fight we had.

B. Me too, but I always feel worse than you.

('Me too')

.....

ACTIVITY 3.4b

10. **A.** I'm feeling really bad about the fight we had.

B. Do you realise what you did wrong? You didn't wait your turn.

(Persuading with logic)

.....

11. **A.** I'm feeling really bad about the fight we had.

B. You should get help. You're psycho.

(Insulting)

.....

12. **A.** I'm feeling really bad about the fight we had.

B. If you do it again, I'm going to cream you.

(Threatening)

.....

13. **A.** I'm feeling really bad about the fight we had.

B. You get over there and do as I say.

(Bossing)

.....

14. **A.** I'm feeling really bad about the fight we had.

B. You're only feeling bad because you got into trouble.

(Interpreting)

.....

ACTIVITY 3.4b

15. **A.** I'm feeling really bad about the fight we had.

B. Why do you feel like that? Do you fight with everybody? Did you do this at your last school?

(Probing)

.....

16. **A.** I'm feeling really bad about the fight we had.

B. You did the right thing to come to me to say sorry.

(Praising, or patronising)

.....

CORE ACTIVITY 3.4b

Demonstrating 'brick wall' listening behaviours

Objective To demonstrate 'brick wall' listening and have students be aware of:

- the negative effects of 'brick wall' listening behaviours on the talker;
- the consequent deterioration of the relationship between the talker and the listener.

Duration Five minutes

Materials Large cardboard brick wall
Role – play: Brick wall listening scenarios- (two copies).

Procedure Explain to students that if they are talking and someone makes 'brick wall' responses it is as if a big brick wall has come between the talker and the listener and further effective communication stops.

Proceed as follows:

Print out the 'brick wall' listening scenarios and cut them into individual scenarios.

- Choose three students to role-play some of the scenarios in front of the class.
- Student one reads part A and student two responds by reading part B.
- When student two reads his/her 'brick wall' response, student three holds up the brick wall between them.
- After each scenario, ask student one, the following questions:
 - o How did it make you feel when the other student used that brick wall?
 - o Did this reply help you to talk about your point of view?
 - o In a conflict, how would it make you feel?
 - o Would it make the conflict better or worse?

Points to cover:

If you go to someone to make up and they reject you or make a 'brick wall' response, do you think that makes you a failure or inferior or unworthy person?

Give yourself a kiss on the hand and a pat on the back for having had the courage to try to make up.

Discussion - Have you ever been listened to like this?
How did you feel?

CORE ACTIVITY 3.4c

Experiencing 'brick wall' listening behaviours

- Objective** To have students work with a partner to experience:
- the negative effects that brick wall listening behaviours have on the talker;
 - the consequent deterioration of the relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Optional: Large cardboard brick wall, (one to use for two students)
Student guide 'Brick wall' listening scenarios, (two copies)
- Procedure** Organise students into pairs.
- Hand out 'Brick wall' listening scenarios and cardboard 'brick walls'(optional).
 - In their pairs, students decide who will be student A and who will be student B.
 - Student A says, 'I'm really sorry about the fight we had'.
 - Student B chooses a response from Student guide: 'Brick wall' listening scenarios and then holds up the brick wall between them.
 - Blow the whistle and students swap roles, so that each experiences the frustration of 'brick wall' listening of trying to talk and not being listened to.
 - Students role-play as many brick wall scenarios as there is time for.
- Discussion**
- How did you feel when you were listened to this way?
 - Did it make you feel better or worse?
 - If you were in a conflict with someone and you went to try to work out the problem and he/she listened to your point of view like this, would it make the conflict better or worse?
 - Do you ever listen to another person's point of view like this?

CORE ACTIVITY 3.5

Is this a good time?

- Objective** To have students be aware that:
- sometimes are better than other times to talk to another person to try to work out a conflict;
 - when the time to listen does not suit another person a conflict can be created and/or exacerbated.
- Duration** Five minutes
- Materials** None
- Procedure** Ask students if they have ever experienced going to talk to someone and that person not listening to them? What have been the reasons?
- Discuss responses and include the following if not covered:
- unsuitable time;
 - doing a task;
 - angry;
 - upset;
 - in a bad mood;
 - in a hurry.
- What could you say if the other person was not prepared to listen to you at that time?
- Discuss responses and include the following if not covered:
- Is this a good time?
 - Can we make a time that suits us both?
- Discussion** Is it important when you are in a conflict to choose a suitable time for you and the other person, so that you can listen to each others' point of view?
- Ask students:
- 'When is it a bad time to talk to you?
 - When is it a good time to talk to you?

CORE ACTIVITY 3.6a

Defining good listening behaviours

Objective To have students identify and understand what constitutes good listening behaviour.

Duration Five minutes

Materials Electronic board

Procedure Ask students to think of a time when they had something to say and someone showed that they were listening. What did they do?

List responses on the board. Examples may be:

- Nod.
- Make appropriate eye contact.
- Lean forward.
- Say 'um, ah'.
- Stop what they are doing.

Discussion

- Have you been listened to in any of these ways?
- How did you feel?

CORE ACTIVITY 3.6b

Demonstrating good listening behaviours

- Objective** To demonstrate good listening behaviours and have students be aware of:
- the positive effects of good listening behaviours on the talker;
 - the consequent improved relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle
- Procedure** The teacher and a student stand at the front of the room to demonstrate good listening behaviours:
- Student talks about a favourite sport or hobby.
 - Teacher does not talk but shows good listening behaviours, for example, nods or makes appropriate eye contact.
 - Blow whistle and student and teacher swap roles, so that each one experiences the positive effects of being listened to.
- Discussion** Have you ever been listened to this way?
- How did you feel?

CORE ACTIVITY 3.6c

Experiencing good listening behaviours

- Objective** To have students work with a partner to experience:
- the positive effects that good listening behaviours have on the talker;
 - the consequent improved relationship between the talker and the listener.
- Duration** Five minutes
- Materials** Whistle
- Procedure** Proceed as follows:
- Organise students into pairs.
 - In their pairs, students decide who will talk first and who will listen first.
 - The listener demonstrates good listening behaviours as the talker talks about a favourite sport or hobby.
 - After one minute, blow the whistle. Students swap roles for another minute.
- Discussion** How did you feel when you were listened to this way?
- Did it make you feel better or worse?
 - If you were in a conflict with someone and you tried to work out the problem, and he/she listened to your point of view like this, would it make the conflict better or worse?
 - Do you ever listen to another person's point of view like this?

CORE ACTIVITY 3 7a

Defining 'in my shoes' listening behaviours

Objective To have students discuss a story and understand and appreciate the difficulty of knowing how someone else thinks and feels even if they have had a similar experience.

Duration Five minutes

Materials None

Say to students: There is a Native American saying; "You will never know, truly know exactly how a person feels unless you have walked a mile in their moccasins".

Ask students for their opinions about this saying, and then ask the following questions:

- Can you know how another person feels?
- Can you 'walk in another person's shoes' in this sense?
- How could you find out how another person feels?
- How could you find out how an experience was for another person?

Point to cover:

We all have unique experiences. The closest way to understand how someone thinks and feels is to have had a similar experience. Another way is to listen attentively to a person's story in order to try to see from that person's point of view.

EXTENSION ACTIVITY 3.7b

Demonstrating 'in my shoes' listening behaviours

Objective	To demonstrate 'in my shoes' listening behaviours and have students conclude that listening to the other person's point of view is one way of understanding how that person thinks and feels.
Duration	Five minutes
Materials	Sheets of newspaper (one per student) Whistle
Procedure	<p>Explain to students that in this activity they will be turning off their thoughts and giving their total attention to the speaker to remember what they have been told.</p> <p>The teacher and a student stand at the front of the room to demonstrate 'in my shoes' listening behaviours.</p> <ul style="list-style-type: none">- The student stands on her/his piece of paper, (that is, 'in their 'own shoes') and talks about what he/she did on getting up that morning. The teacher listens, showing good listening behaviours.- When the student has finished talking, teacher and student swap places and the teacher stands on the student's paper (now in 'their shoes').- The teacher repeats back as much as possible of what they have heard.- Ask the students if the teacher remembered everything that the student had said.- Students give feedback.- The teacher and student return to their own pieces of paper ('their own shoes').- Blow whistle and student and teacher swap roles.- When the teacher has finished talking, the student stands on the teacher's paper ('their shoes') and repeats as much of what h/she has heard.- Teacher asks the students if the student remembered everything.- Students give feedback.-

CORE ACTIVITY 3.7c

Experiencing 'in my shoes' listening behaviours

- Objective** To have students work with a partner to experience:
- the positive effects that 'in my shoes' listening behaviours have on the talker;
 - the consequent improved relationship between the talker and the listener.
- Duration** 5 minutes
- Materials** Sheets of newspaper (one per student)
- Procedure** Note that this exercise is for the listener to practice tuning out their thoughts and tuning in to, and listening to, the other person, so that the listener can repeat back everything that the talker has said.
- Proceed as follows:
- Organise students into pairs and give each student a sheet of newspaper to stand on, (that is, "in their shoes").
 - In their pairs, students decide who will talk first and who will listen first.
 - The talker stands on his/her piece of paper ('their shoes') and the listener stands on his/her piece of paper ('their shoes').
 - The talker talks about what he/she did on getting up that morning.
 - Blow the whistle.
 - The listener moves onto the talker's paper ('in their shoes') and repeats to the talker what was said.
 - Blow the whistle.
 - Students go back to their own pieces of paper ('their shoes')
 - Tell students to swap roles so that they both have a chance to talk, be listened to, listen and repeat back to their partner.

Discussion Did you all get out of bed this morning?

- Did you all have the same experiences?
- Did you all feel the same way?
- Was it hard to tune out your own thoughts and tune in to your partner and only listen?
- If you were in a conflict with someone and you went to them to try to work out the problem and they listened to your point of view like this would it make the conflict better or worse?
- Do you ever listen to another person's point of view like this?

EXTENSION ACTIVITY 3.8

Listen up

- Objective** To have students:
- be aware of attentive listening
 - experience and understand the difficulties of listening and retaining information while being distracted by their own thoughts
- Duration** Five minutes
- Materials** None
- Procedure** Tell students to daydream about their favourite place, friend or activity and concentrate on all the detail that surrounds that. While they are daydreaming, read the following story:

One day at 6.00 a.m., Lisa woke up. The sun was shining in through the window onto her new drum. Izzy the Siamese cat purred as she stretched and yawned. What a sensational day it was going to be. She was going to the airport at 3 o'clock to see her favourite band arrive for their Australian tour.

Ask students:

- to re-tell the story with as much detail as they can.
- to consider if they found it hard to listen to someone else and think their own thoughts at the same time;
- to reflect on what prevented them from listening attentively to the story;
- to imagine that they are, at the same time, talking on their phone and watching TV. The TV could be like their thoughts and the phone could be like someone else talking. They could turn their thoughts off as if they were turning off the TV.
- to have a wriggle, sit up and tune into only the phone (the other person talking).

Then do the following:

- Ask students to focus and listen.
- Re-read the same story and ask individuals to retell as much as possible.
- Ask students if it was easier to remember the story when they focused and listened.

Discussion Was it hard to remember the story while you were daydreaming?

- If you were in a conflict with someone and you were distracted by your own thoughts and did not listen to that person's point of view, would it make the conflict better or worse?

EXTENSION ACTIVITY 3.9

Whispering chain game

- Objective** To have students:
- experience playing a game to show how messages that are passed on, may be subject to misinterpretation and misunderstanding;
 - appreciate that this can create and/or exacerbate conflict.
- Duration** Five minutes
- Materials** None
- Procedure** Proceed as follows:
- Students sit in a circle or in a line. Involve a maximum of twelve students in each chain.
 - One person whispers a message to the person beside them and this is passed on to the next person. It is to be said only once to each person.
 - When the twelfth person gets the message, he/she tells everybody what it is. The first person in the group tells the original message.
 - The two messages are then compared.
- Discussion** Was the last message the same as the original message?
What are the possible reasons why a message might get muddled?..

: Points to be considered:

- The speaker may
- speak too quickly or too slowly;
 - be upset and crying;
 - be shouting or mumbling;
 - be speaking in an unfamiliar language.
- The listener may:

- have a hearing loss;
- not be listening carefully;
- be thinking of other things;
- want to be nasty;
- not understand the language being spoken.

Ask students what can happen if:

- messages get muddled?
- muddled messages become rumours?
- rumours get exaggerated?

What can you do to make sure that you have the right story, so that conflicts are not created and/or made worse?

Rumour: A story or statement in general circulation without confirmation or certainty as to the facts. (Macquarie Dictionary)

EXTENSION ACTIVITY 3 10

Listen and count

- Objective** To have students:
- practise and improve their listening skills by listening for specific words;
 - appreciate the importance of clarifying specific words in order to understand another person's point of view in a conflict.
- Duration** Five minutes
- Materials** Electronic board
Paper, one sheet per student
- Procedure** Proceed as follows:
- Use the following passage or choose a passage with words being repeated which is appropriate for your students.
 - Write the following words on the board: 'red', 'green'.
 - Students write out the words on their paper.
 - Ask students to listen for these words as the passage is read and to put a tick beside it each time they hear that word.

The beautiful red and green king parrots were feeding in the red and yellow bottle brush trees.

The red, green and blue rosellas flew in and the branches bent and swayed and danced with delight as they welcomed their visitors. The baby rosella hung upside down to reach the sweet nectar and the red feathers and the red flowers merged like a fire glow against the blue sky.

- Discussion** Did you count the number of times red and green were said?
- If someone is telling you their point of view in the conflict and you don't quite hear or understand specific words what can you do?
 -

EXTENSION ACTIVITY 3.11

Key words for listening

- Objective** To have students:
- become more aware of their level of skill in listening for accuracy and detail;
 - realise that when they don't listen carefully, they are likely to make guesses, fill in the gaps and change the story which may create and/or exacerbate conflict.
- Duration** Five minutes
- Materials** Paper, one sheet per student
- Procedure** Read the following passage, 'The dog in the manger', adapted from Aesop's Fables. Ask students to listen for, and write down what they think are the key words as they listen to the story.

The dog in the manger

A dog made himself a bed in a manger full of hay. He slept in it with one eye open.

Soon a hungry ox lumbered by looking for something to eat.

The dog opened the other eye and jumped up. He snapped and snarled and would not let the ox go near the hay.

'Miserable, selfish dog,' bellowed the ox as he stamped away feeling hungry and cranky. 'If you had let me munch a bit of hay, I wouldn't be so crazy with hunger. You don't eat hay, and you have plenty to sleep on.'

So, the moral to the story is:

share with others, some of what you don't need yourself, and don't be a dog in the manger.

After the story has been read, students write their own story, based on their key words, trying to accurately write what they heard.

Re-read the story and have students check their work for accuracy and detail.

Discussion Did you get all of the story?

- Was it hard to listen to and remember all of the story?
- Is it hard to listen to and remember what another person's point of view is?
- What can you do, so that you listen carefully to the other person's point of view in a conflict?

Optional: Students draw up their own Likert scale (see below) to assess their level of accuracy in listening in that activity.

- - Students circle where they think they are on the line of listening

-

- Fair 1 2 3 4 5 -Excellent

ACTIVITY 3.12a

Evaluation of listening

Objective To evaluate students' understanding of Listening. (It is necessary for students to have done the Core activities in this Session before doing the evaluation.)

Duration Ten minutes

Materials Handout: Evaluation of Listening (one per student)

Procedure Check through the worksheet with students before they fill them in to clarify any misconceptions.

After completing worksheets check that students have understood the importance of listening to each others' point of view in order to resolve conflicts.

Write the following sentence on card and display it:

**When I am in a conflict, I can ask myself:
Am I listening to hear the other person's point of view?**

ACTIVITY 3.12b

Evaluation of listening

You have now finished the Session on Listening. Congratulations!

1. Circle Agree or Disagree with these statements:

(a) There is always someone, somewhere who will listen to me if I am worried, have a problem or are in conflict. Agree or Disagree.

(b) If I use good listening behaviours, I will be able to hear the other person's point of view. Agree or Disagree.

(c) A conflict can be made worse if people do not listen to each others' point of view. Agree or Disagree.

(d) 'Me too' listening usually stops the talker from talking. Agree or Disagree.

(e) 'Brick wall listening' stops the talker from talking. Agree or Disagree.

(f). A good listener interrupts with his/her advice of ways to solve your conflict.

Agree or Disagree.

(g). A good listener criticises the talker. Agree or Disagree.

(h). A good listener encourages the talker to tell his/her side of the conflict.

Agree or Disagree.

2. Fill in the missing words from the word bank below:

(a) What most people need is a good _ _ _ _ _ to.

(b) First try to _ _ _ _ _ to find out the _ _ _ _ _ person's
_ _ _ _ _ of the conflict.

Word bank

other, listening, side, listen

Session 4

Appropriate assertiveness



SESSION 4

Appropriate Assertiveness

Contents

Skills development matrix

What is Appropriate assertiveness?

Outcomes

Core activities

- 4.1 The lion and the mouse
- 4.1 Drama: The lion and the mouse
- 4.2 We are all unique and special
- 4.3 Some unique features
- 4.4 I am unique, and special because ...
- 4.5 Understanding aggressive behaviour (male and female)
- 4.6 Understanding passive behaviour (male and female)
- 4.7 Understanding assertive behaviour (male and female)
- 4.8 Understanding passive/aggressive behaviour (male and female) - optional
- 4.9 Styles of responding
- 4.10 Making an 'I statement'
- 4.11 Student role-plays

Extension activities

- 4.12 What would you do if this happened to you?
- 4.13 Speech bubbles
- 4.14 Bill of rights

- 4.15 Y chart
- 4.16 Famous characters
- 4.17 Mirror box
- 4.18 Pats on the back
- 4.19 Happy crackers
- 4.19 Happy crackers folding instructions
- 4.20 Warm fuzzies
- 4.21 Catch a compliment
- 4.22 Optimistic thoughts

Evaluation activities

- 4.23 Evaluation of Appropriate assertiveness

Skills development matrix

Session 4 All the activities in the session focus on the skills of communicating and decision making.

Core activities	Activity focus	Additional skills	Check/Completion
4.1 The lion and the mouse	Acknowledging, appreciating and valuing qualities in oneself and others	Interacting Values and attitudes	
4.2 We are all unique and special	Awareness and appreciation of one's talents and qualities	Interacting Values and attitudes	
4.3 Some unique features	Taking finger prints to appreciate uniqueness and differences in people	Interacting Values and attitudes	
4.4 I am unique, and special because ...	Acknowledging and valuing physical features, talents, abilities and personalities of oneself and others	Interacting Problem solving Values and attitudes	
4.5 Understanding aggressive behaviour (male and female)	Discussing and listing characteristics of aggressive behaviour	Interacting Problem solving Values and attitudes	
4.6 Understanding passive behaviour (male and female)	Discussing and listing characteristics of passive behaviour	Interacting Problem solving	
4.7 Understanding assertive behaviour (male and female)	Discussing and listing characteristics of assertive behaviour	Interacting Problem solving	
4.8 Understanding passive/aggressive behaviour (male and female)	Discussing and listing characteristics of passive/aggressive behaviour	Interacting Problem solving	
4.9 Styles of responding	Listening for words and voice tone to identify aspects of passive, aggressive and assertive behaviours	Interacting Problem solving	

4.10 Making an 'I statement'	Experiencing the effectiveness of making an 'I Statement'	Interacting Problem solving Values and attitudes	
4.11 Student role-plays	Demonstrating passive, aggressive and assertive responses	Interacting Problem solving Values and attitudes	
Extension activities			
4.12 What would you do if this happened to you?	Understanding one's behaviour in different situations and with different people	Interacting Problem solving Values and attitudes	
4.13 Speech bubbles	Composing aggressive, passive and assertive responses to an aggressive statement	Interacting Problem solving Values and attitudes	
4.14 Bill of rights	Accepting that, if one person has rights, then so does another person have those same rights	Interacting Problem solving Values and attitudes	
4.15 Y chart	Stating how one would look, say and feel if being assertive	Interacting Problem solving Values and attitudes	
4.16 Famous characters	Categorising famous people for their behavioural tendencies	Interacting Problem solving Values and attitudes	
4.17 Mirror box	Acknowledging uniqueness and valuing oneself	Interacting Problem solving	

		Values and attitudes	
4.18 Pats on the back	Developing self-confidence and self-worth	Interacting Problem solving Values and attitudes	
4.19 Happy crackers	Playing a game of chance to focus on positive attitudes	Interacting Problem solving Values and attitudes	
4.20 Warm fuzzies	Building self-confidence and self-worth	Interacting Problem solving Values and attitudes	
4.21 Catch a compliment	Giving and receiving compliments to build self-confidence and self-worth	Interacting Problem solving Values and attitudes	
4.22 Optimistic thoughts	Choosing encouraging thoughts at random to support and motivate	Interacting Problem solving Values and attitudes	
Evaluation activity			
4.23 Evaluation of Appropriate assertiveness	Evaluating understanding of Appropriate assertiveness	Problem solving Values and attitudes	

What is appropriate assertiveness?

Our behaviour and the behaviour of others is complex. We may behave in ways that would fit into several categories. Sometimes we may be aggressive, sometimes we may be passive, sometimes we may be passive/aggressive and sometimes we may be assertive, depending on the situation and the people with whom we are interacting.

The characteristics of these behaviours are defined below.

Aggressive

People who think their needs are more important than others, and will try to get their needs met at the expense of others.

Their attitude is:

I'm right,
You're wrong

I win,
You lose

I matter,
You don't matter

My feelings matter,
Your feelings don't matter

Assertive

People who think their needs matter and others' needs matter and will try to find a way in which both get their needs met.

Their attitude is:

I'm right,
You're right

I win,
You win

I matter,
You matter

My feelings matter,
Your feelings matter

Passive

People who think their needs don't matter but others' needs do matter and don't try to get their needs met.

Their attitude is:

I'm wrong,
You're right

I lose,
You win

I don't matter,
You do matter

My feelings don't matter,
Your feelings do matter

I'm OK, You're not OK	I'm OK, You're OK	I'm not OK, You're OK.
I'm strong, You're weak	I'm strong, You're strong	I'm weak, You're strong

Passive/aggressive behaviour:

(Note: Teach this concept of passive/aggressive behaviour only if you feel that your students have the capacity to understand the subtleties of these behaviours.)

Passive/aggressive behaviour may not be easily recognised. It is covert behaviour.

Passive/aggressive people want to get their needs met, but are not prepared to be assertive about their real feelings. They often lack assertiveness skills in dealing with conflict.

They may lack empathy. Empathy is the vital quality that lets us perceive another person's feelings and enables us to see that person's point of view. People who are empathetic when talking to another person may notice an expression of sadness, and react and respond accordingly and not be insensitive to that person.

In addition, people who behave in a passive/aggressive way may not be aware that they lack assertiveness skills or of their intent to try to manipulate others. They may be unaware of the 'games' that they play. They may adopt some of these behaviours:

- whinge, whine, grizzle and plead;
- cry and pretend to be weak so that others will help;
- sulk, sook, go silent, pretend not to hear and won't answer questions;
- try to put guilt on others;
- use passive body language and speak in a "baby voice";
- use hostile or aggressive body language, for example, smirk, sneer, shrug and raise eye brows;
- tell lies or rumours to undermine others;
- use social media to bully or undermine others / cyberbully;
- make excuses for not doing things;
- blame others and do not take responsibility for their actions;
- threaten to tell, or tell to get others into trouble;
- be charming and flatter others to get the other person to do things for them;
- play the victim - "poor me" - by saying such things as, "no one ever gives me a turn";
- say things to embarrass and put others down;
- refuse to co-operate or negotiate;

- try extremely hard to make up to a person by grovelling to them, to get back into their good books;
- frustrate or undermine or sabotage people around them;
- try to convince others that they are overreacting or imagining things;
- be jealous of other peoples' successes, criticise, mock and scorn them;
- storm out or make a scene.

Assertive behaviour:

Assertive people have an attitude of fairness, equality and respect for themselves and for others. They have an inner strength. This attitude may be apparent in facial expressions or posture. It is possible to be quiet in demeanor yet be strong in using assertive language. Assertive people want their needs met and the needs of others met too.

'I messages' are a form of assertive communication where the individual expresses his/her feelings and opinions in a way that others can, and will want to, listen to his/her side of the conflict. Speakers describe, from their point of view, how they feel about the issue and what they would like to have happen, for example:

'When I am teased,

I feel very hurt.

I would like to be called by my real name.'

Speaking in this way allows the other person to hear what is being said. The other person understands the speaker and will be more likely to co-operate in a solution. By using 'I' and not 'you' the other person is not antagonised and does not become defensive. The sting of blame does not exist, as there is no blaming and shaming of another person.

Some points to remember when making an 'I statement':

- Do not blame or shame the other person (the other person might fight back).
- Do not use 'you' (the other person might start defending himself/herself and stop you talking).
- Use clean, clear language (so the other person understands and will keep listening).
- Make sentences short and to the point (so the other person doesn't get bored).

Assertive people state clearly and positively their point of view in conflict without inflaming the other party.

There are times when people choose not to be assertive for whatever reasons. Making this choice to be non-assertive is empowering. Then there are times when people choose to be appropriately assertive.

If both parties are able to state their point of view assertively, they are more able to get to a win/win outcome.

If students learn assertiveness skills they will have greater self-confidence and self-esteem and have the skills for:

- managing their conflicts;
- maintaining positive relationships;
- dealing with negative relationships.

Assertive people are not aggressive. They do not force their opinions or decisions on others. Assertive people leave others feeling valued and respected.

Aggressive people are not assertive. They do force their opinions or decisions on others. Aggressive people leave others feeling attacked and violated.

The assertive person is that person's own best friend. Assertive people are more likely to acknowledge their strengths and weaknesses.

Aggressive people are likely to acknowledge their strengths, but may not acknowledge their weaknesses.

Passive people may acknowledge their weaknesses, but may not acknowledge their strengths.

Passive/aggressive people are ambivalent about their strengths and their weaknesses, sometimes blaming themselves and sometimes blaming others.

The aim of this session is to raise awareness of behaviours that are aggressive, passive, assertive and passive/aggressive (for older students).

If students value themselves and value others, they will not feel the need to be aggressive to get their needs met. If students know the effectiveness of talking and acting assertively, they will see the many benefits for themselves and those with whom they interact. They will be able to:

- make assertive 'I statements' by communicating their thoughts and feelings;
- be able to recognise their own behaviours and the behaviours of others in different situations;
- be able to respond to the thoughts, feelings and values of others;
- understand how the words and tone of voice can indicate feelings and behaviour, and be able to make the clear distinction between aggression and assertion.

At the end of the session students will know that when people act assertively they are more likely to get co-operation from others and there will more probably be a win/win outcome.

They will have improved relationships with their peers, and these basic social skills will carry over to other relationships as they go through life and are able to take whatever life hands out to them.

Outcomes

At the end of this session students will:

1. be more aware of, and value, their individual qualities and the qualities of others, and acknowledge, appreciate and value differences in others;
2. be aware of, and appreciate, their unique talents and qualities;
3. be more aware of a feature of their uniqueness by taking their fingerprint and comparing it with that of others, or appreciate the uniqueness and differences of people in general by doing a collage of faces;
4. acknowledge and value their physical features, talents, abilities and personality of themselves and of other people;
5. be more aware of, and understand, aggressive behaviour, by discussing and writing down the characteristics of that behaviour;
6. be more aware of, and understand, passive behaviour, by discussing and writing down the characteristics of that behaviour;
7. be more aware of, and understand, assertive behaviour, by discussing and writing down the characteristics of that behaviour;
8. be more aware of, and understand, passive/aggressive behaviour, by discussing and writing down the characteristics of that behaviour;
9. understand aspects of aggressive, passive and assertive behaviours, by listening for particular words and tone of voice;
10. be aware of and experience, the effectiveness of making an assertive 'I statement' so that they will be listened to and have more chance of getting what they want;
11. understand the effects of communicating passively, aggressively and assertively, by watching a demonstration of such responses;
12. be aware of, and understand, how they would behave in different situations and with different people;
13. be able to formulate aggressive, passive and assertive responses to an aggressive statement;
14. gain an understanding and acceptance that if they have rights then other students have the same rights, by reading a bill of rights;
15. understand how they would feel, how they would look and what they would say if they were being assertive;

16. be able to identify people or fictional characters who are behaving aggressively, passively or assertively;
17. acknowledge their uniqueness and value themselves;
18. value themselves and be more able to be assertive as they develop more self-confidence and self-worth;
19. think positively about themselves, by constructing and playing a traditional game of chance which focuses on positive attributes;
20. value themselves and be more able to be assertive as they build more self-confidence and self-worth;
21. value themselves and be able to be more assertive, by giving and receiving compliments to help build their self-confidence and self-worth;
22. be supported and motivated by encouraging thoughts;
23. be able to evaluate their understanding of Appropriate assertiveness.

CORE ACTIVITY 4.1

The lion and the mouse

- Objective** To have students:
- be more aware of, and value, their individual qualities and the qualities of others;
 - acknowledge, appreciate and value differences in others.
- Duration** Ten minutes
- Materials** Handout Drama: The lion and the mouse, (five copies).
Props: shady resting tree and net trap (or improvise by miming the shapes).
- Procedure** Proceed as follows:
Show the picture.
- Choose five students for this drama: three will take the parts of Leonardo, Suzi and the Narrator, and two will make the sound effects.
 - Give them their scripts to read before they are required to act.
 - Place or indicate a shady resting tree and a net trap as the props at the front of the room.
 - Indicate an area as the dry grassy plains.
 - Introduce the characters.
 - Students act out the drama.
- Discussion**
- Can a lion be a mouse?
 - Can a mouse be a lion?
 - Were they both strong in their own way?
 - Did they have different strengths?

Points to cover:

- We are all just right at being ourselves.
- We are all worthwhile in our individual, special, yet different ways.
- Nobody can do everything.
- Everybody can do something.
- What are some things you can do?

ACTIVITY 4.1

The lion and the mouse

Narrator: Once upon a time on the dry grassy plains of Africa, there lived a fearsome yellow lion called Leonardo, and a tiny grey mouse called Suzi. One day Leonardo was walking through the dry, rustly brown grass trying to look fearsome and frightening, when he happened to step on the tiny mouse.

Leonardo: (licking his lips) Little lunch!

Suzi: (shaking all over) Please don't eat me. I'm hardly worth eating, I'm so small. If you save my life maybe one day I can save yours.

Leonardo: (laughing) I doubt it!

Narrator: Leonardo had just eaten a zebra for breakfast and wasn't very hungry, so he reluctantly lifted his paw and Suzi scooted off.

On the same grassy plains there lived some greedy hunters who wanted to catch Leonardo. They made a net trap under Leonardo's favourite shady resting tree. When the air was as steamy as a hot potato, Leonardo came to his tree and flopped down in the shade. Zing! went the net, and Leonardo found himself tied up like a fly in a spider's web.

Leonardo: Help! Help! Help!

Narrator: He thrashed and struggled and roared. The only animal that was awake in the middle of the day was Suzi. She heard Leonardo and came running to the rescue.

Suzi: Oh, Leonardo, I never thought I'd see you tied up like this. The hunters are sure to be here soon to get you.

Leonardo: I know! I'm doomed!

Suzi: (shaking her head) No you're not. I can save you.

Leonardo: How can a tiny mouse like you save me, the king of all the animals. You can't do anything, you're too small.

Suzi: I might be small, but I'm not useless. There are plenty of things I can do. I will chew through the net and make a big hole so you can get out.

Narrator: So she chewed and bit, and chewed and gnawed, until there was a hole big enough for Leonardo to squeeze through.

Leonardo: (putting his paw around the mouse's shoulders) Thanks Suzi. You have saved me. I thought I was better than you and I did not see your strengths. You are just as strong as me in your own way.

The picture: The lion and the mouse



CORE ACTIVITY 4.2

We are all unique and special

Objective	<p>To have students:</p> <ul style="list-style-type: none">- be aware of and appreciate their characteristics, talents and qualities; conclude that the combination of these make them unique and special;- conclude that if they accept the differences in themselves they may accept the differences in others.
Duration	Five minutes
Materials	Whiteboard
Procedure	<p>Ask students to think of all the characteristics, talents and qualities and combinations of these that people possess.</p> <ul style="list-style-type: none">- Write on the board their suggestions and include the following if they are not covered:<ul style="list-style-type: none">- Characteristics: eyes, nose, ears, hair, hands, tongue, lips, smile, fingerprints and DNA. (Identical twins have the same fingerprints but different DNA).- Talent: natural ability or aptitude to do things.- Qualities: voice, laugh, cry, reactions, personality, character, ideas, thoughts and feelings. <p>Say to students:</p> <ul style="list-style-type: none">- The combination of these characteristics, talents and qualities make us unique and special.
Discussion	<ul style="list-style-type: none">- Talk with the person beside you to compare some of your characteristics, talents and qualities with theirs.- What are the latest advancements in science and technology for identification of people? <p>Definition:</p> <p>Unique means there is only one, different from all others.</p> <p><i>(Macquarie Dictionary)</i></p>

CORE ACTIVITY 4.3

Some unique features

- Objective** To have students:
- be more aware of a feature of their uniqueness by taking their fingerprint and comparing it with the fingerprints of other students;
 - or appreciate the uniqueness and differences of people in general, by doing a collage of faces.
- Duration** Ten minutes
- Materials** Long strip of paper for display.
Stamp pad.

Tissues or cloth.

Magnifying glasses (optional).

Or
Magazines for cutting out pictures
Notice board or cardboard
- Procedure** Proceed as follows:
- Tell students that all fingerprints are unique.
 - Demonstrate to students how to take a fingerprint; That is, press, and gently roll index finger on stamp pad, and then press firmly onto the paper.
 - Students place their fingerprint along the same strip of paper.
 - When all students have taken a clear fingerprint, display the strip of paper and compare fingerprints (optional: students can use the magnifying glasses).
- Or do the following:
- Cut out magazine pictures of faces and display them on a notice board or glue on cardboard under the heading 'All these people are unique'.
 - Have students compare the features of the faces.
- Definition:** Unique means 'of which there is only one, different from all others'.
(*Macquarie Dictionary*)

- Discussion**
- When you checked the fingerprints, were there any exactly the same?
 - When you checked the faces, were there any exactly the same?
- Are you exactly like anyone else?

CORE ACTIVITY 4.4

I am unique and special because

Objective To have students acknowledge and value the physical features, talents, abilities and personality of themselves and of other people.

Duration Fifteen minutes

Materials Handout I am unique and special because, (one per student)

Procedure Organise students to work in pairs.

Ask students for their ideas about how they all are unique and special. Have them think about:

- physical features (for example, brown eyes)
- personality or character (for example, kind hearted)
- talents or ability to do things (for example, good bowler in cricket)

Remind students that this is a time to be positive about themselves and others and a time for encouragement.

Hand out the student worksheet: I'm unique and special because..., and tell them to do the following:

- Write down approximately five things that they think are unique and special about themselves on the left-hand side of the page, which says 'I'm unique and special because
- Exchange their worksheet with that of their partner, and write approximately five things on the right-hand side of that person's page which says, 'Someone else says I'm unique and special because...'
- When they have finished, each student will have a page all about themselves. Ask for students to volunteer to read their page to the class.

Definition: Unique means 'of which there is only one, different from all others'.

Discussion

- Why do you think it is important to know that you are unique and special?
- If you accept that you are unique and special, will you value yourself?
- If you value yourself, will you be more likely to value others?

CORE ACTIVITY 4.4

I am unique and special because

This page is all about me

My name is

.....

I am unique and special because...

.....

.....

Someone else says I am unique and special because...

.....

.....

Definition: Unique means 'Of which there is only one, different from all others.

CORE ACTIVITY 4.5

Understanding aggressive behaviour (male and female)

Objective To have students be more aware of, and understand, aggressive behavior by discussing and writing down the characteristics of that behaviour.

Duration Fifteen minutes

Materials Handout Understanding aggressive behaviour, (one per group of four or five students.)
Whiteboard

Procedure Write the following on the board, and read it with the students.

Definition: A person who behaves aggressively is someone who thinks that their needs are more important than those of others and will try to meet their needs regardless of the needs of others.

Their attitude is:

- I'm right. You're wrong
- I win. You lose.
- I matter. You don't matter.
- My feelings matter. Your feelings don't matter.
- I'm ok. You're not ok.
- I'm strong. You're weak.

Organise class into groups of four or five students and give each group one copy of the handout: Understanding aggressive behaviour. Have each group select a scribe to write down what is discussed. Tell students to discuss and fill in the handout.

After a few minutes, groups report their findings to the class.

Discussion Do you know anyone who acts aggressively?
Do you ever act this way?
Why are we trying to understand aggressive behaviour?

If people behave aggressively in conflict, is there likely to be a win/win outcome?

ACTIVITY 4.5

Understanding aggressive behaviour (male and female)

- What does an aggressive person say?

- What does an aggressive person do?



- If people behave aggressively in conflict, is there likely to be a win/win outcome?

Definition: A person who behaves aggressively is someone who thinks that their needs are more important than those of others and will try to meet their needs regardless of the needs of others.

CORE ACTIVITY 4.6

Understanding passive behaviour (male and female)

Objective To have students be more aware of, and understand, passive behavior by discussing and writing down the characteristics of that behaviour.

Duration Fifteen minutes

Materials Handout Understanding passive behaviour, (one per group of four or five students)
Whiteboard

Procedure Write the following on the board and discuss with the students:
Definition: A person who behaves passively is someone who thinks that their needs don't matter and other peoples' needs do matter, and doesn't try to get their needs met.

Their attitude is:

- I lose. You win.
- I'm wrong. You're right
- I don't matter You do matter.
- My feeling don't matter. Your feelings do matter.
- I'm not OK. You're OK.
- I'm weak. You're strong.

Organise class into groups of four or five students and give each group one copy of the handout: Understanding passive behaviour. Have each group select a scribe to write down what is discussed. Tell students to discuss and fill in the handout.

After a few minutes, groups report their findings to the class.

Discussion Do you know anyone who acts passively?

Do you ever act this way?

Why are we trying to understand passive behaviour?

If people behave passively in conflict, is there likely to be a win/win outcome?

Understanding passive behaviour (male and female)

- What does a passive person say?

- What does a passive person do?



- If people behave passively in conflict, is there likely to be a win/win outcome?

Definition: A person who behaves passively is someone who thinks that their needs don't matter and other people's needs do matter, and doesn't try to get their needs met.

CORE ACTIVITY 4.7

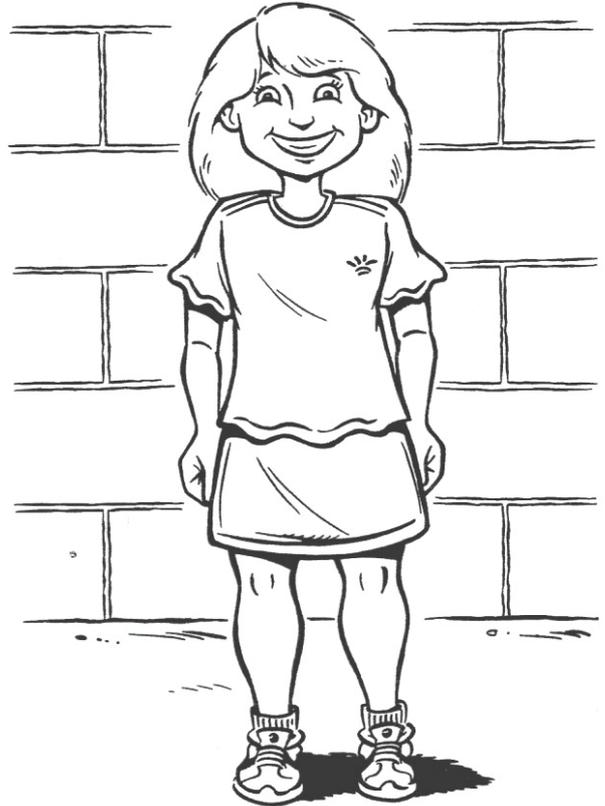
Understanding assertive behaviour (male and female)

Objective	To have students be more aware of, and understand, assertive behaviour by discussing and writing down the characteristics of that behaviour
Duration	Fifteen minutes
Materials	Handout Understanding assertive behaviour, (one per group of four or five students) Whiteboard
Procedure	<p>Write the following on the board and discuss with the students:</p> <p>Definition: A person who behaves assertively is someone who thinks that their needs matter and other people's needs matter, and try to find a way that both get their needs met. An assertive person is their own best friend.</p> <p>Their attitude is:</p> <ul style="list-style-type: none">- I win. You win.- I'm right. You're right- I matter. You matter.- My feelings matter. Your feelings matter.- I'm OK. You're OK.- I'm strong. You're strong. <p>Organise class into groups of four or five students and give each group one copy of the handout: Understanding assertive behaviour. Have each group select a scribe to write down what is discussed. Tell students to discuss and fill in the handout.</p> <p>After a few minutes, groups report their findings to the class.</p>
Discussion	<p>Do you know anyone who acts assertively? Do you ever act this way?</p> <p>Why are we trying to understand assertive behaviour?</p> <p>If people behave assertively in conflict, is there likely to be a win/win outcome?</p>

Understanding assertive behaviour (male and female)

- What does an assertive person say?

- What does an assertive person do?



- If people behave assertively in conflict, is there likely to be a win/win outcome?

Definition: A person who behaves assertively is someone who thinks that their needs matter and other people's needs matter, and tries to find a way that both get their needs met. An assertive person is their own best friend.

CORE ACTIVITY 4.8

Understanding Passive/aggressive behaviour (male and female) - OPTIONAL

Note: Teach this concept of passive/aggressive behaviour only if you feel that your students have the capacity to understand the subtleties of these behaviours.

Objective	To have students be more aware of, and understand, passive/aggressive behaviour by discussing and writing down the characteristics of that behaviour.
Duration	Fifteen minutes
Materials	Understanding passive/aggressive behaviour, (display on a screen or write on board) Handout Understanding passive/aggressive behaviour, (one per group of four or five students) Whiteboard or electronic screen
Procedure	Proceed as follows: Read Student guide: Understanding passive/aggressive behaviour or have students take it in turns to read the various behaviours. Ask students to demonstrate and interpret these behaviours after each one is read. Organise class into groups of four or five students and give each group one copy of the handout: Understanding passive/aggressive behaviour. Each group selects a scribe to write down what is discussed. Tell students to discuss and fill in the handout: After a few minutes, groups report their findings to the class.
Discussion	Do you know anyone who acts in a passive/aggressive way? Do you ever act this way? Why are we trying to understand passive/aggressive behaviour? If people behave in a passive/aggressive way in conflict, will there likely be a win/win outcome?

CORE ACTIVITY 4.8

Understanding passive/aggressive behaviour (male and female) - optional

Passive/aggressive people want to get their needs met, but are not prepared to be assertive about their real feelings. They often lack assertiveness skills in dealing with conflict.

People who behave in a passive/aggressive way may not be aware that they lack assertiveness skills or of their intent to try to manipulate others. They may be unaware of the 'games' that they play. They may adopt some of these behaviours:

- whinge, whine, grizzle and plead;
- cry and pretend to be weak so that others will help;
- sulk, sulk, go silent, pretend not to hear and won't answer questions;
- try to put guilt on others;
- use passive body language and speak in a 'baby voice';
- use hostile or aggressive body language for example smirk, sneer, shrug and raise eyebrows;
- tell lies or rumours to undermine others;
- make excuses for not doing things;
- blame others and do not take responsibility for their actions;
- threaten to tell, or tell to get others into trouble;
- be charming and flatter others to get the other person to do things for them;
- play the victim – 'poor me' - by saying things like, 'no one ever gives me a turn';
- say things to embarrass and put others down;
- refuse to co-operate or negotiate;
- try extremely hard to make up to people by groveling to get back in their good books;
- frustrate or undermine or sabotage people around them;
- try to convince others that they are overreacting or imagining things;
- be jealous of other peoples' successes, criticise, mock or scorn them;
- storm out or make a scene.

ACTIVITY 4.8

Understanding passive/aggressive behaviour (male and female)

- What do passive/aggressive people say?

- What do passive/aggressive people do?

- If people behave in passive/aggressive ways in conflict, is there likely to be a win/win outcome?

Definition:

- Passive/aggressive people want to get their needs met, but are not prepared to be assertive about their real feelings.
- They often lack assertiveness skills in dealing with conflict.
- People who behave in a passive/aggressive way may not be aware that they lack assertiveness skills or of their intent to try to manipulate others.
- They may be unaware of the 'games' that they play.



CORE ACTIVITY 4.9

Styles of responding

Objective To have students listen for particular words and tone of voice to understand aspects of aggressive, passive and assertive behaviours.

Duration Ten minutes

Materials None

Procedure Teacher reads the following situations paying particular attention to the tone of voice to emphasise the behaviours. After each situation ask students to identify if the reply is aggressive, passive or assertive?

- A person at school has asked to borrow your skate board. You reply:
 - (aggressive) You're never going to borrow anything of mine, so push off.
 - (passive) Well, I suppose so, only one of the wheels is coming off.
 - (assertive) I don't want to lend my skate board to anyone as it is new.
- A person at school wants to eat some of your lunch. You reply:
 - (assertive) I'm hungry too. If there is any left over I will give it to you.
 - (passive) You can have my lunch – I'm not very hungry.
 - (aggressive) You can't have my lunch. You're too fat anyway.
- Someone makes fun of you because you haven't seen the latest movie. You reply:
 - (assertive) No, I haven't seen the new movie. I've been doing lots of other things.
 - (aggressive) Movies are stupid.
 - (passive) Yes, I want to see the new movie but my Dad says that I can't go.
- Someone tells you that your clothes are bad. You reply:
 - (passive) It's my Mum's fault – she bought my clothes.
 - (aggressive) Your clothes are daggier.

- (assertive) I like the way I dress.
- Another student tells you to get off your seat on the bus/train so they can sit down.
You reply:
 - (assertive) I was here first.
 - (passive) Well, OK, I suppose I can stand.
 - (aggressive) Get lost. Find your own seat.
- Someone keeps taking your turn on the computer. You say:
(assertive) When I don't get my turn on the computer, I feel annoyed and frustrated, and what I'd like is to have a fair go.

Discussion

- Do the words that a person uses indicate if they are aggressive, passive or assertive?
- Does the tone of voice indicate if a person is aggressive, passive or assertive?
- Discuss the last situation. What is different?
 - You say what happened, how you felt and what you would like.
 - There is no blaming or shaming of the other person.
 - If you spoke like this in an assertive way, do you think the other person would be prepared to listen?

Definition: Assertive behaviour is when someone tries to get their needs met and also considers the needs of others.

CORE ACTIVITY 4.10

Making an 'I statement'

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia

Ph: +61 427 060 080 Website: www.crnhq.org Email: hc@crnhq.org

Objective To have students be aware of, and experience, the effectiveness of making an assertive 'I statement' so that they will be listened to and have more chance of getting what they want.

Duration Five minutes

Materials Whiteboard
Or Handout Making an 'I statement', (one per student)

Procedure Explain that:

- an 'I statement' is an assertive way of communicating, where the speakers describe the situation from their point of view, saying how they feel about it, and what they would like to have happen.
- speaking in this way allows the other person to hear what is being said, so they understand the speaker and will be more likely to co-operate in a solution.

Write on the whiteboard an 'I statement' in response to the following:

'Someone keeps taking your turn on the computer'.

Say what happened from their point of view, in a neutral way:

- when I don't get my turn on the computer

Say how you feel about it:

- I feel annoyed and frustrated

Say what you would like to have happen:

- and what I'd like is a to have a fair go.

Ask students if they used an 'I statement' like this, whether they think that the other person would listen to their point of view.

Some points to remember.

- Do not blame or shame the other person (the other person might fight back).
- Do not use 'you' (the other person might start defending himself/herself and stop you talking).
- Use clean, clear language (so the other person will understand and keep listening).
- Make sentences short and to the point (so the other person doesn't get bored).

Write the step-by-step model for an 'I statement' on the board.

- When:

- I feel:

- and what I'd like is:

Ask students to think of a situation where they could make an 'I statement'.

Organise the class into pairs. Hand out the student worksheet: Making an 'I statement'.

Discussion

- What was the effect of using the model 'I statement'?
- What was the effect of changing the model 'I statement' to your own words?
- When is a good time to make an 'I statement'?
- When is not a good time to make 'I statement'?

CORE ACTIVITY 4.10

Making an 'I statement'

1. Write an 'I statement' for the following situation:

Another student has thrown the ball you were playing with onto the roof. You go to the student and you say:

- (a) When: (say what happened in a neutral way)
-

- (b) I feel: (say how you feel)
-

- (c) And what I would like is: (say what you would like to have happen)
-

2. Say this 'I statement' to the other person working with you.

- (a) Ask for your partner's comments.

- (b) If you spoke like this, do you think the other person would listen to your side of the conflict?

Circle Yes or No

3. (a) Re-write this 'I statement' in your own words.
-

Make this changed 'I statement' to your partner in this activity.

- (b) Ask for their comments.

- (c) If you spoke like this, do you think the other person would listen to your side of the conflict?

Circle: Yes or No

Things to remember when making an 'I statement':

- Do not blame or shame the other person (they might fight back).
- Do not use "you" (they might start defending themselves and stop you talking).
- Use clean, clear language (so they will understand and keep listening).
- Make sentences short and to the point (so they don't get bored)

CORE ACTIVITY 4.11

Student role-plays

- Objective** To have students:
- watch a demonstration of passive, aggressive and assertive responses to a situation;
 - see the effects of communicating in these ways.
- Duration** Ten minutes
- Materials** A deflated football
- Procedure** Ask for two student volunteers to act out the following role play and call them Winston and Katie.
- Situation:** Winston borrowed Katie's football. While he has been using it, it has become deflated.
- Winston returns the deflated football three times and Katie will reply three times in the following ways:
- aggressively;
 - passively;
 - assertively.
- Ask students to compose an 'I statement' suited to this situation, and write it on the board so that Katie can read it in scene three.
- Or use the following 'I statement':
- When my football is flat I feel angry and upset, and what I would like is for you to mend it or buy me another one.
- Scene one*
- Winston (enters the room, bringing the deflated football with him. He hands it to Katie)
- 'Here's your football back. Sorry, it got flat.' (He walks away.)
- Aggressive response - Katie responds aggressively (hands on hips): 'You idiot #**~^ blada, bla.'
- Ask the audience:
- When Katie spoke aggressively, how did Winston feel?

- Did Katie get what she wanted?

Scene two

Winston (re-enters and hands the flat football to Katie.)

'Here's your football back. Sorry, it got flat.' (He walks away.)

Passive response - Katie responds passively (head down): 'Don't worry. I didn't like that football anyway.'

Ask the audience:

- When Katie spoke passively, how did Winston feel?

- Did Katie get what she wanted?

Scene three

Winston (re-enters and hands the flat football to Katie.)

'Here's your football back. Sorry, it got flat.' (He walks away.)

Assertive response - Katie responds assertively (feet firm on the ground) using the 'I statement' which has been written on the board:

'When my football is flat

I feel angry and upset, and what I would like is for you to mend it or buy me another one.

Ask the audience:

- When Katie spoke assertively, how did Winston feel?

- Did Katie get what she wanted?

Katie and Winston swap roles and repeat the role play. Katie returns the flat football and Winston responds.

Discussion

Which response did Winston feel best about?

Which response got his cooperation?

Definitions:

- Aggressive behaviour is when someone tries to get their needs met at all times regardless of others' needs.

- Passive behaviour is when someone does not try to get their needs met but let others get their needs met.

- Assertive behaviour is when someone tries to get their needs met and also considers the needs of others.

EXTENSION ACTIVITY 4.12

What would you do if this happened to you?

Objective To have students be aware of, and understand, how they would behave in to different situations and with different people.

Duration Ten minutes

Materials Three large cards with the words 'aggressive', 'passive', and 'assertive' written on them.

Procedure Place the three cards across the room or playground, in a line, with 'aggressive' at one end, 'passive' at the other and 'assertive' in the middle.

Ask the students to listen to each situation as it is read, think about whether they would react aggressively, passively or assertively and then go and stand near that card. Remind students of the characteristics of these behaviours.

Tell the students the following:

- There is no right or wrong way to react; it is just how they think they would act in that situation.
- They may not be entirely aggressive, passive, or assertive but somewhere in between, depending on the situation, so they can stand in between the cards.
- They should think for themselves rather than go where their friends go unless they agree with them.
- They should reflect on their behaviour and think out each situation carefully and honestly (as some students may go to 'aggressive' to impress others)

Read the seven situations listed below:

- A student has thrown your cap or hat on to the roof and you want it back.
- Someone smaller than you pushes you as you are getting off the bus or train.
- A big crowd of tough looking kids are standing on the bridge that you want to cross.
- A friend has borrowed some money from you two weeks ago and you want it back.
- Your class has planted a tree. A two-year-old boy has come to school and pulled it out and you find him standing there with it in his hand.

- Your friend says that you are out of the group or the game.
- Someone accuses you wrongly of stealing.
- Someone 'unfriends' you.

After the students have taken up a position, ask some of them why they chose to stand there and what do they think they would say and do in that situation.

Discussion

- Did you find that you reacted the same way for all the situations?
- Would your reaction depend on the other person or people in the situation?

Definitions:

- Aggressive behaviour is when someone tries to get their needs met at all times, regardless of other people's needs.
- Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.
- Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.

EXTENSION ACTIVITY 4.13

Speech bubbles

Objective To have students use their own words to describe aggressive, passive, and assertive responses to an aggressive statement.

Duration Ten minutes

Materials Handout Speech bubbles, (one per student)

Procedure Draw speech bubbles on the board as per student worksheet: Speech bubbles.
Ask students what aggressive, assertive and passive words people might use to this aggressive statement, 'You can't play here so push off.' Write these words in the appropriate speech bubbles.

Hand out the student worksheet.

Discussion What do you think makes a reply aggressive, passive or assertive?

Points to cover:

- Consider tone of voice, the words used, the body language and the situation.
- Do you think an aggressive statement such as this one, 'You can't play here, so push off' is more likely to make the other person speak back aggressively?

Definition:

- Aggressive behaviour is when someone tries to get their needs met at all times, regardless of others' needs.
- Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.
- Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.

ACTIVITY 4.13

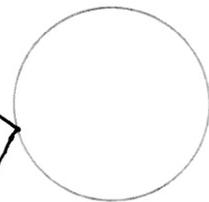
Speech bubbles

Write in the speech bubbles what aggressive, passive, and assertive words people might use if someone said aggressively, 'You can't play here so push off!' Draw an aggressive face, a passive face and an assertive face in the circles.

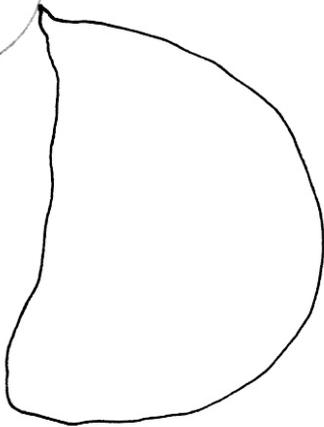
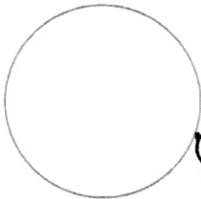
Aggressive 'You can't play here so push off'



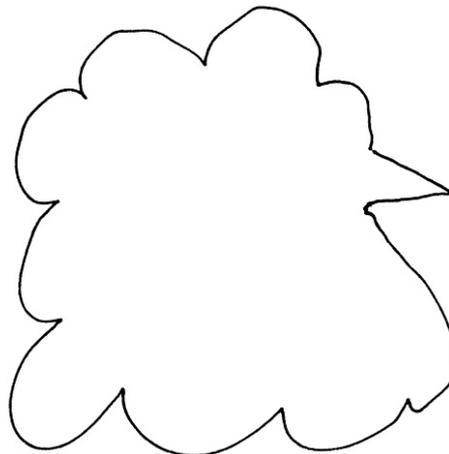
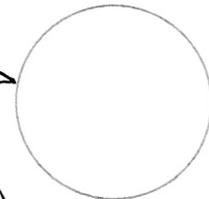
Aggressive:



Passive:



Assertive



Definition:

- Aggressive behaviour is when someone tries to get their needs met at all times, regardless of others' needs.
- Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.
- Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.

EXTENSION ACTIVITY 4.14

Bill of rights

Objective To have students:

- read a bill of rights.
- gain an understanding and acceptance that if they have rights then other students have the same rights.

Materials Bill of rights, page (copy on the board)

Procedure Definition: Rights can be formulated according to the needs of individuals, groups or cultures.

This Bill of rights is based on student-to-student relationships.

Read these rights with the class, and ask after each:

- Do you agree that you have this right?
- Do other students have this right too?
- Can you think of any exceptions to this right?

Discussion:

- Which right do you think is the most important? Why?
- Are there any other rights you would like to have included?
- Does everyone have the same rights?
- If you understand about rights will you treat someone in the way you would like to be treated if you are in conflict with them?
- Do you think you need to consider special rights in conflict?

EXTENSION ACTIVITY 4.14

Bill of rights

These rights are suggestions for student-to-student relationships

Do I have the right to the following?

- to be happy;
- to be treated with respect;
- to experience my own feelings and state my opinions – feel sad, feel happy, and have my own thoughts;
- to be listened to, and taken seriously;
- to say no without feeling guilty;
- to ask for what I need;
- to make some mistakes;
- to change my mind;
- to have privacy;
- to feel safe;

Do others have the right to the following?

- to be happy;
- to be treated with respect;
- to their feelings and opinions;
- to be listened to and taken seriously;
- to say no without feeling guilty;
- to ask for what they need;
- to make some mistakes;
- to change their minds;
- to privacy;
- to feel safe;

These Rights are based on the opinion of the authors and those drawn up by United Nations International Children's Emergency Fund (UNICEF), and have been endorsed by Ms Barbara Holborow, retired Children's Magistrate.

EXTENSION ACTIVITY 4.15

Y chart

- Objective** To have students state how they would feel, how they would look and what they would say if they were being assertive.
- Duration** Ten minutes
- Materials** Whiteboard
Y chart, (enlarge and display on the board or on cardboard showing headings only).
- Procedure** Read this definition of assertiveness:
Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.
If they were being assertive, ask students:
- How would you feel?
- How would you look?
- What would you say?
Write their responses on the chart. This Y chart is an example only of responses students might use.
If you behave assertively:
You feel:
- calm;
- respected;
- strong and in control.
You look:
- confident;
- calm;
- strong.

You say:

- when

- I feel

- and what I would like is ...

(an 'I statement')

Discussion If you were behaving assertively by feeling assertive, looking assertive and saying assertive words, how would you deal with conflicts in your life?

ACTIVITY 4.15

Y chart

Feel:

calm

respected

strong and

in control

Look:

confident

calm

strong

If you were

behaving

assertively

you would

Say:

When ...

I feel ...

and what I would

Like is...

(an 'I statement')

EXTENSION ACTIVITY 4.16

Famous characters

- Objective** To have students:
- collect and collate pictures of people or fictional characters who are behaving aggressively, passively or assertively;
- or
- make a list of names of people or fictional characters who are behaving aggressively, passively or assertively.
- Duration** No set time.
- Materials** Large sheet of cardboard or notice board (one for the class or one per student).
- Pictures of people or fictional characters from books, magazines, the Internet and so on
- Or whiteboard.
- Or Famous characters (one per student)
- Procedure** Students collect and cut out pictures of the following who are behaving aggressively, passively or assertively:
- people in real life;
 - famous people;
 - historical people;
 - cartoon characters;
 - film stars in their film roles;
 - book characters;
 - musicians and so on.

Students write the words 'aggressive', 'passive', 'assertive' at the top of the card or notice board, and paste their pictures under the appropriate headings.

Or

The teacher writes the words 'aggressive', 'passive', 'assertive' at the top of the whiteboard and asks students for the names of characters from the above categories and which heading this person should go under. The teacher writes the name under the appropriate heading.

Or

Handout Famous characters.

Discussion By labeling the behaviour of these people or characters, do you now have a better understanding of aggressive, passive and assertive behaviour?

Definitions:

- Aggressive behaviour is when someone tries to get their needs met at all times, regardless of others' needs.
- Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.
- Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.

EXTENSION ACTIVITY 4.16

Famous characters

Think of famous characters who behave or have behaved aggressively, passively or assertively. Write their names in the column and tick the appropriate box.

- people in real life;
- famous people;
- historical characters;
- cartoon characters;
- film stars in their film roles;
- book characters;
- musicians and so on.

Name of character	Aggressive	Passive	Assertive

Definitions:

Aggressive behaviour is when someone tries to get their needs met at all times, regardless of other people's needs.

Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.

Assertive behaviour is when someone tries to get their needs met, and also considers the needs of others.

EXTENSION ACTIVITY 4.17

Mirror box

Objective To have students acknowledge their uniqueness and value themselves.

Duration Ten minutes.

Materials Mirror big enough for students to see their reflection.
Box for the mirror.

Procedure Proceed as follows:

- Students sit in a circle.
- Tell students that inside the box they will see someone unique and special.
- They are not to say anything until everyone has looked inside.
- Take mirror box around the circle inviting each student to look inside and reminding them that this a time for being positive about themselves.

Discussion What was unique and special in the box?
How are you different from others in the class?

In pairs, students compare their differences in appearances.

Definition:

Unique means, 'of which there is only one, different from all others'.

(Macquarie Dictionary)

EXTENSION ACTIVITY 4.18

Pats on the back

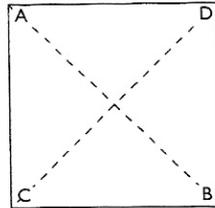
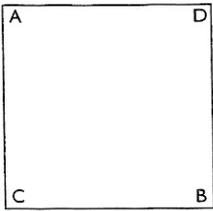
- Objective** To have students develop more self-confidence and self-worth so they value themselves and will be more able to be more assertive.
- Duration** Ten minutes.
- Materials** Blank sheet of paper (one per student)
- Procedure** Explain to students that they are going to write down positive comments about other students in the class. They might write about their:
- physical features – maybe they have lovely brown eyes.
 - personality and character – maybe they are kind hearted.
 - talents and abilities – maybe they are a good bowler.
- At the end they will all have a page with positive comments about themselves.
- Hand out a blank piece of paper to each student. Each student:
- writes his/her name at the top of their page;
 - passes their paper to other students;
 - writes a positive comment at the bottom of the page about the person whose name appears at the top of the paper;
 - folds over the bottom of the paper to cover their comment;
 - continues to pass the pages around for comments, folding up the bottom of the page each time, until there is no more room on the paper;
 - reads and enjoys the comments made by their fellow students.
- Discussion**
- Did having good things written about you help you to feel more self-confident and have more self-worth?
 - Do feelings of self-confidence and self-worth only come from having other people say good things about you?

EXTENSION ACTIVITY 4.19

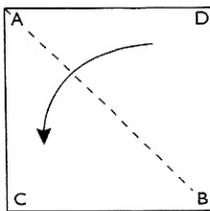
Happy crackers

- Objective** To have students:
- construct and play a traditional game of chance which focuses on positive attributes.
 - think positively about themselves.
- Duration** Ten minutes.
- Materials** A square piece of paper approx. 20cms x 20cms (one per student)
Handout Happy cracker folding instructions, (one per student)
- Procedure** Hand out Happy cracker folding instructions and a square of paper to each student.
Construct the happy crackers as a class following the instructions on the student guide.
Enjoy playing the game with other students.
- Discussion** Is it an advantage to think positively about yourself?
Does thinking positively help you feel better about yourself?

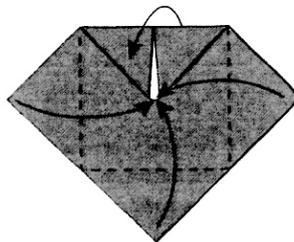
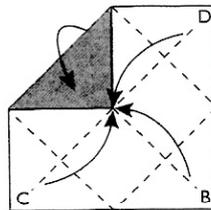
Happy cracker folding instructions



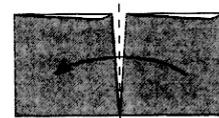
4. Open it up.



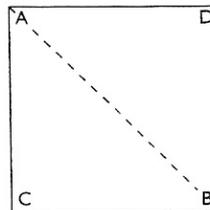
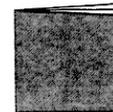
1. Fold the paper A – B (making a triangle).



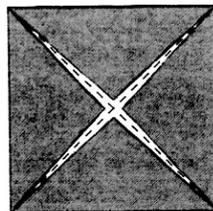
7. Fold the corners into the middle (making an even smaller square).



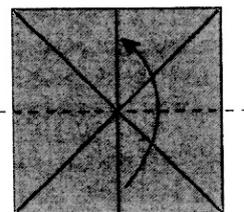
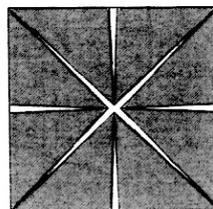
9. Fold that rectangle in half (making a really small square)



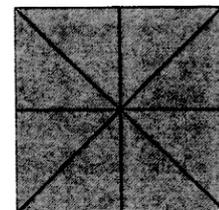
2. Open it up.



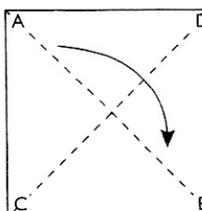
5. Fold corners A, B, C, D into the middle (making a smaller square).



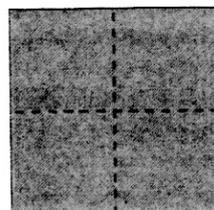
8. Fold that square in half (making a rectangle).



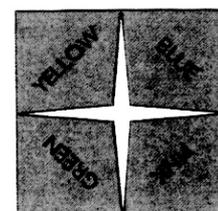
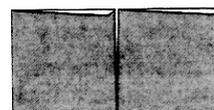
10. Open it up to the square you had at stage 7.



3. Fold paper C – D (making a triangle).



6. Turn the square over.



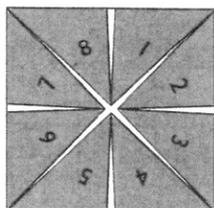
11. On the four square flaps write the names of four colours.

(continues)

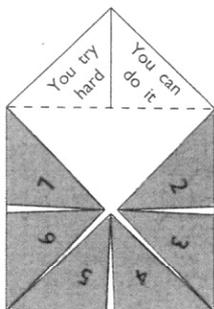
ACTIVITY 4.19

(continued)

Happy cracker folding instructions

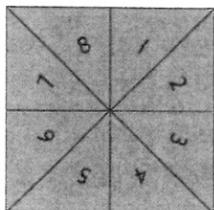


12. Turn the happy cracker over and write eight numbers on the eight triangles.

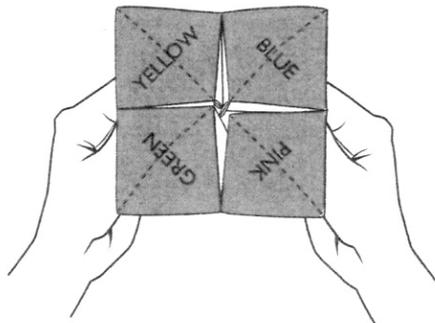


13. Fold back these triangles and write eight happy thoughts on the triangles under the numbers:

- You try hard;
- You can do it;
- You are talented;
- You are adventurous;
- You are dazzling;
- You are interesting;
- You are wonderful;
- You are brave.

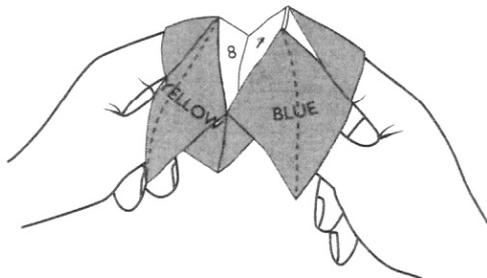


14. Fold the happy cracker back to the square you had at stage 7.



15. Put your thumbs and forefingers into the square corner flaps so that you have the colours showing on the top.

16. Pinch your fingers and press your hands together.



17. By either opening up your fingers or moving your hands apart you will reveal the numbers.

18. Ask someone what colour they would like, for example, pink. Open and shut the happy cracker four times for the four letters in pink.

19. Leave it open on the fourth letter so that you can see the numbers inside.

20. Ask the person what number they would like, for example, 7. Open and shut the happy cracker seven times.

21. Ask the person what number they would like, for example, 6. Turn the flap back and read the happy thought under the number 6.

EXTENSION ACTIVITY 4.20

Warm fuzzies

- Objective** To have students build self-confidence and self-worth so that they value themselves and are more able to be assertive.
- Duration** No set time.
- Materials** A large sheet of paper (one per student)
An A4 piece of paper or card (one per student)
- Procedure** Explain that the purpose of this activity is to collect positive comments from all students in of the class. Students will end up with a sheet of positive comments from everyone.
- Hand out a sheet of paper to each student, and proceed as follows.
- Students write their name at the top of their large piece of paper, and attach them to the wall or place them around the room or on their desks so that other students can write on them.
 - Students are invited to walk around the room and write a positive quality on every student's paper.
 - When this is completed students collect their own paper.
 - Students copy their qualities from their paper onto their A4 paper or card (and decorate the card if there is time and interest), and place the card face down on the teacher's table.
 - When all students have done this, choose a student to begin the activity.
 - The student picks up a card from the table, reads the name of the student whose card it is and their qualities, and hands the card to that student.
 - The student who was handed their card picks another card, reads that card and hands it to that student.
 - Do this until all students have been handed their cards.
- Discussion** How did it make you feel to have positive things said about you?
- Did it make you feel more self-confident, value yourself and have more feelings of self-worth?
 - If you said positive words to yourself, would you feel more self-confident?

EXTENSION ACTIVITY 4.21

Catch a compliment

Objective	To have students give and receive compliments to help build their self-confidence and self-worth, so that they will value themselves and be able to be more assertive.
Duration	Ten minutes
Materials	A small beanbag
Procedure	<p>Discuss with students what compliments a good friend might give them to encourage them.</p> <p>Have students sit in a circle. One student takes the beanbag and throws it to another student across the circle. The student who throws the beanbag calls the name of the person they are going to throw it to.</p> <ul style="list-style-type: none">- Game one: The student who throws the beanbag, gives a compliment to the student he/she is going to throw the beanbag to.- Game two: The student who catches the beanbag, gives a compliment to the student who threw the beanbag to him/her.- Game three: The student who catches it, gives himself/herself a compliment. <p>Keep playing the game until every student has been complimented.</p>
Discussion	<ul style="list-style-type: none">- What compliments could you give yourself? (Well done. You tried really hard, and so on.)- When you give yourself a compliment, or someone else gives you a compliment, does that help to make you feel more self-confident and value yourself more?

EXTENSION ACTIVITY 4.22

Encouraging thoughts

Objective To have students be supported and motivated by encouraging thoughts chosen at random.

Duration Ten minutes

Materials Encouraging thoughts.

Procedure Photocopy and cut out the encouraging thoughts, and place in a container. These thoughts are positive, general and optimistic.
The teacher and students pick a thought from the container. Students may share their thought if they wish.

Discussion Are you glad that you picked that thought?

- If you are not glad, why not? (Sometimes students may not agree with the thought they picked, misinterpret it, or would have preferred another).
- Did this optimistic thought make you feel more confident and value yourself more?

EXTENSION ACTIVITY 4.22

Optimistic thoughts

★ You do your best	★ You try really hard.
★ You are dazzling	★ Your feelings are valid and important.
★ You are a peace maker	★ Your friends trust you
★ You have pizzazz	★ You have all the ability you need
★ You are fascinating and amazing	★ You will be a success in life
★ You live with passion	★ You are true to your word
★ You stand up for what you believe in	★ You are calm and peaceful
★ You are lovable and capable	★ You are lovable
★ You are a good person.	★ You are capable
★ You are generous	★ You are a good listener
★ You have a good heart	★ You have a kind heart
★ You have a loving heart	★ You show respect for yourself and others

★ You are kind	★ You are a deep thinker
★ You are using your talents	★ You are kind to animals
★ You have a good brain	★ You are a decent human being
★ You will achieve your dreams	★ You have a unique style
★ Others like you	★ You have a good sense of humour
★ You are thoughtful	★ You are a loving, caring person
★ You will achieve your goals	★ You are a loving person
★ You meet all your challenges	★ You will be popular
★ You show respect for people	★ You are a good sport
★ You are good at what you like to do	★ You are fun to be with.
★ You are getting stronger every day	★ You are a good friend
★ You will help the world in your special way	★ You have 'stickability' and see things through

★ You are worthwhile	★ You never say 'never'
★ You are wonderful	★ You make others happy
★ You are unique	★ You influence others to be happy
★ You can go for it	★ You spread love
★ You spread happiness	★ You can do it.
★ You are making your own contribution to the world	★ You are a friend indeed
★ You are special	★ You are full of strength
★ You believe in yourself	★ You are compassionate
★ You are valued	★ You are extraordinary
★ You are important to the world	★ You are a special gift to your friends
★ You are of great value	★ You are talented
★ You care for yourself	★ The world is a better place because of you

★ You have pride in yourself	★ You can develop any skill you need
★ You have confidence in yourself	★ You have the right to be here
★ You are on the right track	★ You are a faithful friend
★ You will always find encouragement	★ You are worthy of praise
★ Others are attracted to your energy	★ You will find fortune
★ Nothing makes you a lesser person	★ You can be a change maker
★ You treat others the way you like to be treated	★ You are reliable
★ You are patient	★ You are true to your word
★ You are worthy of love	★ Your feelings are valid and important
★ You will find peace	★ You are brave
★ Your energy is strong	★ You radiate hope
★ You like being the person you are	★ You radiate happiness

★ You will make your life bright and happy	★ You radiate peace
★ You have courage	★ You radiate gentleness
★ Your friends value you	★ You are dependable
★ Your friends want to be with you	★ You are a leader
★ You take time to listen to your friends	★ You are an honest friend
★ You act like a friend	★ You are of great worth
★ When things aren't going well, you make them better	★ You are resilient and won't give up
★ You can handle all the changes in your life	★ Whatever happens you can handle it
★ Whatever happens, you have the ability to cope	★ You are developing strengths
★ You will always have people around you to support you	★ Your friends think you are great
★ You are cheerful and optimistic	★ Your friends admire you
★ Others believe in your ability	★ Your friends trust you

★ Others know that you are important	★ Others know that you are wonderful
★ You are peaceful and loving	★ Others care about you
★ You have dignity	★ You see the positive side
★ You look on the bright side	★ You have charm
★ You are truly amazing	★ You stand up for what you believe in
★ You care about the environment	★ You will always find the courage that you need
★ Whatever happens you will have courage to cope	★ You are interesting and fascinating
★ You have an amazing memory	★ You are honest and brave
★ You will always have hope	★ You are remarkable
★ You stand up for your friends	★ You have beauty in your heart
★ You are amazing and fantastic	★ You are dazzling

★ You are adventurous	★ You make good choices
★ You have style	★ You are artistic
★ You have a great imagination	★ You can work things out
★ You are organised	★ You know what to do
★ You take the lead	★ You care about others
★ You are full of inspiration	★ You are creative
★ You have original ideas	★ You are smart
★ You can adapt when you need to	★ You are clever
★ You are great	★ You know how to be assertive
★ You are graceful	★ You show...
★ You have...	★ You are....
★ You do...	★

EVALUATION ACTIVITY 4.23

Evaluation of Appropriate assertiveness

Objective To evaluate students' understanding of assertive behaviour. (It is necessary that students have done the core activities in this Session before doing the evaluation).

Duration Ten minutes

Materials Handout Evaluation of Appropriate assertiveness, (one per student.)

Procedure Hand out student worksheet.
After completing the worksheets check that students have understood the concept of assertive behaviour.

Write the following sentence on a card and display it.

**When I am in a conflict, I can ask myself:
Am I being assertive, my own best friend, not passive or aggressive?**

EVALUATION ACTIVITY 4.23

Evaluation of Appropriate assertiveness

You have now finished the session on assertiveness. Congratulations!

Find the following words in the box. The words only go horizontally.

a	c	r	y	c	w	l	n	w	i	n	e	n	o	g
c	a	r	i	n	g	i	h	u	r	t	t	a	l	k
b	u	l	l	y	k	f	i	g	h	t	m	y	e	s
h	a	p	p	y	o	q	s	l	o	s	e	h	i	t
s	w	e	a	r	u	s	t	r	o	n	g	w	y	b
d	w	o	r	k	i	t	o	u	t	f	g	a	n	g
f	e	a	r	h	e	l	p	f	a	i	r	w	i	n
w	e	b	o	t	h	m	a	t	t	e	r	h	g	o
j	l	i	s	t	e	n	s	l	b	o	s	s	n	p
c	a	l	m	g	i	v	e	u	p	r	t	s	a	d
a	s	s	e	r	t	i	v	e	v	p	u	s	h	x
a	n	g	r	y	p	s	s	s	i	v	e	z	a	c
e	a	g	g	r	e	s	s	i	v	e	c	o	o	l
s	c	a	r	e	d	g	l	o	s	e	l	o	s	e
o	w	n	b	e	s	t	f	r	i	e	n	d	i	k

angry, fair, win win, go, swear, listens, cry, give up, calm,
we both matter, boss, caring, fear, aggressive, hurt, bully, no, sad,
work it out, win, lose, hit, help, push, own best friend, strong, fight, cool,
happy, lose lose, scared, gang, yes, assertive, talk, passive.

Write the words from the list in question 1. (at the bottom of the puzzle) in the appropriate box.

Aggressive	Passive	Assertive

How would you describe an assertive person?

Would you be able to get to a win/win if you were behaving assertively?

Circle Yes or No

Definitions:

- Aggressive behaviour is when someone tries to get their needs met at all times, regardless of other people's needs.
- Passive behaviour is when someone does not try to get their needs met, but lets others get their needs met.
- Assertive behaviour is when someone tries to get their needs met and also considers the needs of others.

Session 5

Managing emotions



SESSION 5

Managing emotions

Contents

Skills development matrix

What is managing emotions?

Outcomes

Core activities

- 5.1. What is an emotion?
- 5.2. When might you feel this emotion?
- 5.3. How do you feel?
- 5.4. Knee-jerk reaction
- 5.5. A helium balloon and a game of soccer
- 5.6. Can you avoid a crisis?
- 5.7. Exploding emotions and calming down
- 5.8. Suppressing emotions and changing the situation
- 5.9. What do you do when you get angry and upset?
- 5.10. What can you do to calm down?
- 5.11. Grounding and centring

EXTENSION ACTIVITIES

- 5.12. Tune into your body
- 5.13. Release muscle tension technique
- 5.14. Consequences
- 5.15. Spread like the wind
- 5.16. A calm centre

EVALUATION ACTIVITY

- 5.17 Evaluation of Managing emotions

Skills development matrix

Session 5 All the activities in this session focus on the skills of communicating, decision making and problem solving.

Core activities	Activity focus	Additional skills	Check/ completion
5.1 What is an emotion?	Understanding and naming emotions	Interacting Values and attitudes	
5.2 When might you feel this emotion?	Identifying circumstances when emotions are felt	Interacting Values and attitudes	
5.3 How do you feel?	Understanding feelings and accepting that other people may feel differently about the same circumstances	Interacting Values and attitudes	
5.4 Knee-jerk reaction	Knee-jerk reactions, without thinking of consequences may cause a conflict	Interacting Values and attitudes	
5.5 A helium balloon and a game of soccer	Misinterpreting a situation may lead to bad feelings and create conflict	Interacting Values and attitudes	
5.6 Can you avoid a crisis?	Acknowledging that if misunderstandings are not addressed, the conflict may reach a crisis and relationships may be irreparably damaged	Interacting Values and attitudes	
5.7 Exploding emotions and calming down	Taking the option to calm down and cope with a conflict rather than explode later at someone who has nothing to do with the conflict	Interacting Values and attitudes	
5.8 Suppressing emotions and changing the situation	Awareness of what can be realistically done to change a situation rather than suppress emotions	Interacting Values and attitudes	
5.9 What do you do when you get angry and upset?	Listing what people say and do when angry and upset. Identifying the things that hurt themselves, or other people, or damage property	Interacting Values and attitudes	
5.10 What can you do to calm down?	Listing ways to calm down so as not to hurt oneself, other people, or damage property	Interacting Values and attitudes	
5.11 Grounding and centring	Learning a technique to help calm down	Values and attitudes	
Extension activities			
5.12 Tune into your body	Becoming aware of one's own body sensations that occur when stressed and upset	Interacting Values and attitudes	
5.13 Release muscle tension technique	Learning a technique to relax muscles to help calm down		
5.14 Consequences	Awareness of different reactions to situations and the consequences of using positive self-talk and negative self-talk	Interacting Values and attitudes	
5.15 Spread like the wind	Understanding possible consequences of not calming down and using angry words	Values and attitudes	
5.16 A calm centre	Using strategies, activities and resources to find out what works best to calm down if angry and upset	Interacting Values and attitudes	
Evaluation activity			

5.17 Evaluation of Managing emotions	Evaluating understanding of managing emotions	Values and attitudes	
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What is managing emotions?

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia
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'An emotion is a feeling of any kind e.g. hate, fear, sadness, anger, love and joy.

All emotions are acceptable and valuable. There is no emotion we should not feel. They are all part of what it is to be a human being. The challenge is to find appropriate ways of expressing them'.

Some people:

- may show their emotions more than others because of culture, personality, stressful situations, and so, while some people may be conditioned to contain their emotions more and not show them;
- may be able to rationalise the situation and respond rather than react;
- can control or manage their emotions, thereby containing them and releasing them at an appropriate time;
- suppress their emotions or misinterpret what they are feeling;
- have their emotions engulf them and experience overpowering feelings.

However, we all experience emotions. We may not be able to choose the emotions we feel, but we can choose what we do with them. Emotions can act as a guide telling us to move towards a situation or to move away. An example of moving away from a situation could be a feeling of fear or hate. A strong emotion can be a powerful catalyst for change. People who get fired up in anger can direct that energy into working positively to change the very thing they felt angry about. An example of moving towards a situation could be a feeling of love or joy.

An emotion can be acted upon and released, or it may not be acted upon and stay in the body as muscle tension and/or suppressed emotions. Emotions can arise:

- as a spontaneous reaction, when confronted with great danger, excitement, and so on;
- as a knee jerk reaction, triggered by past experiences;
- as a result of things we tell ourselves, for example, 'I don't get picked for the soccer team and so I tell myself that no-one likes me and I'm hopeless at everything and then I feel upset, angry and sad';
- as a consequence of physiological change, for example, illness or chemical changes;
- as a combination of any of the above.

Emotions are mind, body and energy experiences. We may first become aware that we are feeling an emotion by our thoughts, for example, 'I'll never remember what to say. I'm so nervous' or 'It's all too much. I can't think straight.' or "He is really annoying me'. We may also

become aware of our emotions through our body sensations, for example, 'I've got butterflies in my stomach.' or 'I'm sick with worry', or 'He's a pain in the neck' and so on.

Reflecting on, and understanding our emotions helps us to understand why we act the way we do. Understanding ourselves gives us an increased ability to understand others. This increases our ability to communicate with them.

The underlying philosophy of conflict resolution is to get to a win/win outcome. If emotions are allowed to go unchecked, a win/win outcome becomes impossible. There are ways to release negative emotions safely so that no harm comes to oneself, others or property. If these emotions are not released safely, they may cause the conflict to get worse or may be inflicted on the wrong person at the wrong time.

To manage emotions in conflict situations, some of the following strategies can be learned:

- Respond Assertively using 'I' language.
- Respond after listening to the other person's point of view without feeling the need to be defensive.
- Go somewhere else to calm down and release pent up feelings by, going for a walk, playing a game, listening to music, talking to someone else and so on.
- Check your thinking to avoid a knee jerk reaction.
- Modify or change self-talk, so that it is possible to be in a better frame of mind to talk it out.
- Focus on and understand what is behind the emotion; for example, a suppressed hurt feeling can give rise to feeling angry about the situation.
- Be aware of one's physiological changes, for example, 'I'm clenching my teeth and fists so I must be getting angry.'
- Respond to physiological changes by taking deep breaths and grounding and centring to reduce increased heart rate and so on.

The three main behaviours are **passive** (flight or freeze), **aggressive** (fight) and **assertive** (flow).

The flight or freeze response (**passive** behaviour), occurs when people don't express their emotions, needs and ideas, and let others infringe upon their rights. Negative emotions are bottled up and the consequences could be damaging to themselves, or the emotions could be exploded inappropriately on others who may have nothing to do with the problem.

The mindset and the outcome is: I lose/you win.

The fight response (**aggressive** behaviour), occurs when people express their emotions, needs and ideas without regard for the rights of others. Their negative emotions go unchecked. If people act with a fight response there could be destructive consequences. The mindset and the outcome is: I win/you lose.

The flow response (**assertive** behaviour), occurs when people express their emotions, needs and ideas. They stand up for their legitimate rights in ways that do not violate the rights of others. Negative emotions are acted upon and released. Assertive people contain negative

emotions (not suppress them), and then safely release them so that no harm comes to themselves, others or property. The mindset and the outcome is: I win/you win.

A win/win outcome only becomes possible when people act in an assertive way.

Outcomes

At the end of this session students will:

- 1.- understand and be able to name many emotions;
- 2.- be able to identify circumstances when they might feel different emotions;
- 3.- be able to relate an emotion to a given circumstance;
- 4.- understand that sometimes they may have a knee jerk reaction to a circumstance and this may cause conflict;
- 5.- understand how misinterpreting a situation may lead to feeling bad and create conflict;
- 6.- understand the advantages of clarifying at an early stage, by acting out a role play to show how misunderstandings can lead to conflict;
- 7.- understand what may happen when emotions are not dealt with but are bottled up only to explode later, and be aware of strategies to calm down so they will be able to cope with their emotions, rather than explode later on someone who has nothing to do with the conflict;
- 8.- understand what may happen when emotions are not dealt with but are suppressed only to explode later, and be aware of what they can realistically do to change a conflict situation rather than explode later on someone who has nothing to do with the conflict;
- 9.- be aware of what they and others say and do when they get angry and upset, and know which of these things hurt themselves or other people, or damage property;
- 10.- understand the advantages of being calm when trying to work out a conflict by being aware of ways to calm down so they do not hurt themselves or other people, or damage property;
- 11.- know a technique called grounding and centring that will help to calm them down so they will be more able to resolve their conflicts;
- 12.- be aware of, and be able to tune in to their body sensations which will alert them to their level of stress;
- 13.- know a technique to relax their muscles which will help to calm them down when they are angry and upset;
- 14.- be aware of different reactions to a situation and the consequences of using positive self-talk and negative self-talk, by looking at various scenarios;
- 15.- understand the consequences of using angry words and of not calming down, by listening to a story;
- 16.- know what strategies, activities and resources work best to help them calm down by trialling different resources;
- 17.- be able to evaluate their understanding of managing emotions.

CORE ACTIVITY 5.1

What is an emotion?

Objective To have students understand what an emotion is and name as many emotions as possible.

Duration Ten minutes

Materials Electronic board

Procedure Ask students: 'What is an emotion?'

Definition: An emotion is a feeling of any kind, for example, hate, fear, sadness, anger, love and joy.

Ask students to name as many emotions as they can. Write their suggestions on the board.

Discussion

- How many emotions did you manage to name?
- What are some emotions you have felt today?
- Can you choose the emotions you have?
- Can you choose what you do with your emotions?

CORE ACTIVITY 5.2

When might you feel this emotion?

- Objective** To have students:
- roll a die that has different emotions written on the sides;
 - identify the circumstances when they might feel the emotion shown on the upper side of the die.
- Duration** Ten minutes
- Materials** Two large dice or cubes made from cardboard or adapt blocks or boxes.
Handout: When might you feel this emotion? (one per student)
- Procedure** Proceed as follows:
- Write the following emotions on each face of the two dice: hate, fear, sadness, anger, love, joy, excitement, loneliness, jealousy, surprise, guilt, happiness.
 - Have students sit in a circle.
 - Two students take turns to roll the dice into the centre of the circle and read the emotion on the top of the dice.
 - Ask three or four students when they might feel this emotion.
 - Students continue to roll the dice until all emotions on the dice have been talked about.
- Or
- Hand out Student worksheet: When might you feel this emotion?
- Discussion**
- Could you think of circumstances when you felt these emotions?
 - If not why not?

ACTIVITY 5.2

When might you feel this emotion?

An emotion is a feeling of any kind, for example, hate, fear, sadness, anger, love and joy.

Write down when you might feel the following emotions:

- hate;
- fear;
- sadness;
- anger;
- love;
- joy;
- excitement;
- loneliness;
- jealousy;
- surprise;
- guilt;
- happiness.

CORE ACTIVITY 5.3

How do you feel?

Adapted from material produced by **The Conflict Resolution Network**, PO Box 1016, Chatswood NSW 2057 Australia.

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- Objective** To have students:
- think about given circumstances and circle the faces (emotions) that best represent how they would feel in those circumstances.
 - understand their feelings better and accept that other people may feel differently about the same circumstances.
- Duration** Ten minutes
- Materials** Handout: How do you feel?, (one per student)
- Procedure** Hand out student worksheet, How do you feel?
- Have students read the words on the worksheet to clarify the meanings.
 - Ask students what emotion(s) they might feel in the circumstances listed below.
- Tell students:
- They need to circle the face(s) that best describes how they would feel.
 - They can circle the same face as many times as is applicable.
 - They can circle one or more faces for the same circumstance.
 - There is no right or wrong response.
- Circumstances:
- You see a fierce dog coming towards you.
 - Your best friend talks to someone else.
 - Someone in your family is expected home; they are late and then they walk in safely.
 - You are watching a funny movie or TV show.
 - Your pet dies.
 - You have been putting off doing a project and now you have finished it.
 - Someone says you are fat and ugly, or skinny and ugly.
 - Another student laughs when you give the wrong answer.
 - Someone shows you how to play a new game.
 - Someone pushes in front of you in a queue.
 - You are on a walk on your own.
 - Today is your birthday.
- After each circumstance, ask some students which emotion(s), they chose.

- Discussion**
- Did you think about an emotion when you thought of the circumstances?
 - Did you all think the same emotion for the same circumstance?

Definition: An emotion is a feeling of any kind, e.g., hate, fear, sadness, anger, love and joy.

ACTIVITY 5.3

How do you feel?

Which of the following emotions do you feel?

1. hateful 	2. fearful 	3. excited 	4. angry 
5. loving 	6. joyful 	7. confident 	8. puzzled 
9. sad 	10. aggressive 	11. frightened 	12. surprised 
13. jealous 	14. guilty 	15. lonely 	16. relieved 
17. ecstatic 	18. OK 	19. optimistic 	20. happy 

CORE ACTIVITY 5.4

Knee-jerk reaction

Objective To have students listen to a story and understand that sometimes they may have a knee- jerk reaction to a circumstance, without thinking of the consequences, and this may cause a conflict.

Duration Five minutes

Materials None

Procedure Read the following story:

The dented bus

One afternoon Dior was going home on the school bus. As she went along Centre Street, she saw Jack. He was standing on the side of the road holding his bike.

As the bus passed Jack, Dior stuck out her tongue. Jack thought, 'She's sticking her tongue out at me!' This thought made him feel angry. Jack threw down his bike, picked up a rock and tried to throw it at Dior's window. The rock missed Dior's window but made a big dent in the side of the bus.

The next morning at school, Jack saw the bus driver standing outside the principal's office.

- What did Jack think when he saw Dior stick out her tongue?
- What did Jack feel?
- Why do you think Dior stuck out her tongue?
- Did Jack have a knee- jerk reaction to what he thought Dior was doing?
- Did Jack think about what might happen if he threw the rock?
- What are some of the possible consequences that may have happened to Jack?
- What could Jack have done differently?

Discussion Do you think that by having a knee-jerk reaction it is possible to create a conflict?

Definition: A knee- jerk reaction is a quick interpretation (thinking and feeling) of the circumstances, with an immediate response without much thought of the consequences.

CORE ACTIVITY 5.5

A helium balloon and a game of soccer

- Objective** To have students:
- act out a story which demonstrates how people may misinterpret a situation;
 - understand how misinterpreting a situation may lead to bad feelings and create conflict.
- Duration** Ten minutes
- Materials** Role-play: A helium balloon and a game of soccer (four copies)
- Procedure** Ask for eleven student volunteers. Choose the tallest student to be Babe, the shortest to be Erin and a third student to be called Alex. Give the three characters their scripts to read before they are required to act. Teacher reads the narrator's part and directs the role-play. Tell Babe to read the thoughts aloud from the script, act the parts and answer the questions that the narrator asks. Tell the ten in the group to look up at a helium balloon above Babe's head.
- The narrator and the eleven students read, act and mime the role-play.
- Discussion**
- Did Babe misinterpret the situation?
 - What might the consequences have been if Babe hadn't understood the situation for what it was?
 - Have you ever misinterpreted a situation?

CORE ACTIVITY 5. 5

Role-play

A helium balloon and a game of soccer

Narrator: The scene: Babe is walking down the road on her/his own. Ten girls and boys are standing in a group, laughing and pointing in her/his direction. H/she told himself/herself.

Babe: They're pointing and laughing at me.

Narrator: How did he/she feel?

Babe: Self conscious, rejected, humiliated, stupid.

Narrator: What did he/she do?

Babe: (Hangs his/her head and starts to walk away.)

Erin: (calling out to Babe) Hey mate, look at the helium balloon.

Alex: (walking after Babe) We need another player for soccer. Do you want to play?

Narrator: What did Babe tell himself/herself?

Babe: They weren't pointing and laughing at me. They were looking up at the balloon.

Narrator: How does he/she feel?

Babe: Much better - relieved and accepted.

Narrator: What did he/she do?

Babe: (shrugging and smiling) Thanks I'd like to play soccer.

Narrator: He/she joined in the game.

CORE ACTIVITY 5.6

Adapted from material produced by **The Conflict Resolution Network**, PO Box 1016, Chatswood NSW 2057 Australia.
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Can you avoid a crisis?

- Objective** To have students:
- act out a role play to show how misunderstandings can lead to conflict;
 - reflect that if misunderstandings are not addressed, the conflict may get worse until it reaches a crisis and relationships may be irreparably damaged;
 - recognise the early stages of conflict and be encouraged to go to the other person and clear up misunderstandings.
- Duration** Twenty minutes
- Materials** Role-play: Can you avoid a crisis?, (three copies)
Picture: Can you avoid a crisis? enlarged (or on an electronic board)
- Procedure** Explain to students:
- They will watch a role-play called, 'Can you avoid a crisis?'
 - They will relate the play to a picture showing how people may fall all the way down to 'the bottom of a hill' when they are in a crisis.
- Choose two students to role-play. Give them the scripts to read before they are required to act. The teacher directs the role-play by reading the narrator's part. Stop the role-play after Scene four and ask the following questions:
- What has happened to John and Daisy's friendship?
 - How are they feeling?
 - Does Daisy know John's side of the story?
 - Does John know Daisy's side of the story?
 - Think back to the beginning of the role-play. When was there a misunderstanding?
- Continue the role-play at scene five (Scene one played a different way)
After the role-play display the picture: 'Can you avoid a crisis'? Relate the stages of the conflict in the role-play to the picture and ask the following questions:
- What happened in Scene 1 when John saw Daisy? (John spoke and Daisy didn't answer).
 - What was the misunderstanding? (John thought Daisy purposely ignored him).
 - What were the bad feelings? (John was hurt and wanted to pay Daisy back).
 - What was the pay back? (John purposely ignored Daisy).

- What were the bad feelings? (Daisy was hurt and set out to pay John back).
- How was there more pay back? (John and Daisy both got a gang and spread rumours about each other).
- Was there a crisis? (Yes. John and Judy's friendship was in crisis)

Discussion

- In Scene 4 where were John and Judy 'on the hill'?
- In the Scene five– Where did John stop the conflict 'on the hill'?
- What does it take to clear up a misunderstanding 'at the top of the hill' before it reaches a crisis 'at the bottom of the hill'?

As a class choose a past conflict – personal, community, national, or International - that reached a crisis.

Identify the stages:

- something happens;
- misunderstandings;
- bad feelings;
- payback;
- more bad feelings;
- more payback;
- crisis

As a class choose a current conflict – personal, community, national or international, and identify the stage it is now:

- something happens;
- misunderstandings;
- bad feelings;
- payback;
- more bad feelings;
- more payback;
- crisis

Points to cover:

- It takes awareness to know that there is a problem.
- Skills are required to know how to approach somebody calmly and assertively.
- Courage is required to overcome a fear that you may be rejected, ridiculed or treated aggressively.
- If a misunderstanding is cleared up, the conflict may not get worse.
- If we fall all the way down to the bottom of the hill and find ourselves in crisis with another person, it takes a lot of effort, hard work and energy to climb all the way up to the top again.
- Sometimes the effort to clear up and mend misunderstandings is so great, that people don't try and they may have to live with those bad feelings.

CORE ACTIVITY 5.6a

Can you avoid a crisis?

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Role-play

Narrator: **Scene 1:** The shopping mall.

John and Daisy are friends. They are both at the shopping mall. Daisy is shopping for sports shoes and is looking in the window of a sports store. She is thinking of all the different brands and how much money she has saved. John speaks to Daisy. Daisy does not see him and she does not hear him. So John tells himself, 'She ignored me', and he feels hurt.

John: Hello Daisy.

Daisy: (No response)

John: I said hello to her and she purposely ignored me. I thought she was my friend. I'll pay her back.

Narrator: **Scene 2:** The next day at school in the playground.

John has made up his mind to pay Daisy back by purposely ignoring her.

Daisy: Hi John.

John: No response.

Daisy: He purposely ignored me when I said hullo to him. He's horrible. I don't want him as my friend.

Narrator: **Scene 3:** Later the same day in the playground.

Both Daisy and John have hurt feelings and want to punish each other. They both go to their friends and get a gang to spread rumours about the other. John and Daisy get their gangs to follow them.

Daisy: I think John is mean and horrible. He's teacher's pet. He's always wanting to do jobs. He's got so much money, a lot of new stuff and everything.

Narrator Daisy's gang agrees with her.

John: Daisy is such a snob. She thinks she's so smart since she came first in the maths test. She thinks she's so cool but she wears such ridiculous, dorky clothes

Narrator: John's gang agrees with him.

Narrator: **Scene 4:** The next day at school.
John and Daisy both put their noses in the air and ignore each other.

Stop the role-play and ask the questions as per the procedure.

Scene 5: (Scene 1 Played a different way)

Narrator: **Scene 1.** We rewind the 'tape', and return to the shopping mall. John and Daisy are friends. They are both at the shopping mall. Daisy is shopping for sports shoes and is looking in the window of a sports store. She is thinking of all the different brands and how much money she has saved. John speaks to Daisy. Daisy does not see him and she does not hear him. This time when Daisy does not answer him, John tells himself, 'She didn't see me'. John is not hurt. He feels OK and goes over to her and taps her on the shoulder to get her attention.

John: Hello Daisy.

Daisy No response

John: (tapping her on the shoulder) Hey Daisy. What are you up to? I just spoke to you.

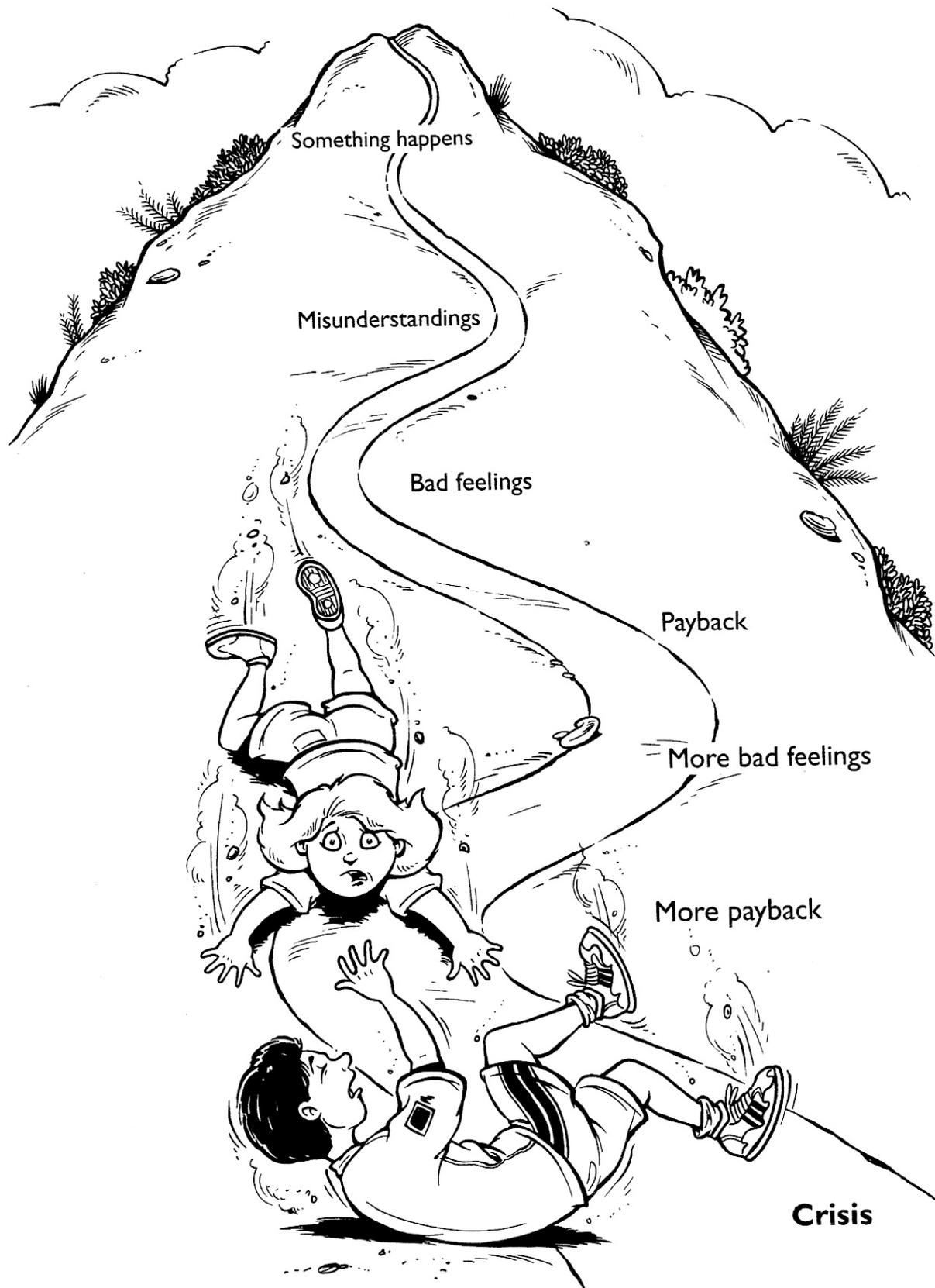
Daisy: Hi John. I didn't see you. I'm in such a hurry. I have to be home by five o'clock and I want to buy new shoes. Which ones do you like? The ones with red stripes or the ones with blue laces?

John: I like the ones with red stripes. I'd better be going then. See you at school tomorrow.

Daisy: Yes. I like the red stripes too. Thanks. See you.

Narrator There was no misunderstanding.

Can you avoid a crisis?



CORE ACTIVITY 5.7

Exploding emotions and calming down

- Objective** To have students:
- listen to a story that shows what happens when emotions are not dealt with but are bottled up and explode later;
 - understand that they can calm down and cope with a conflict, rather than explode later at someone who has nothing to do with the conflict.
- Duration** Ten minutes
- Materials** Electronic board
A small bottle of soda water
A towel or piece of paper
- Procedure** Stand on the towel or paper, shaking the bottle of soda water and read the following story:

Dava and the gang

Dava was teased by a gang of girls in her class. The girls sent messages to each other about Dava and called her names. They sniggered and smirked about her behind their hands.

Dava usually ate lunch on her own at one end of the playground. The more the girls teased her, the more she bottled up her anger. She had very hurt feelings and was upset, angry and frustrated. She did not know what to do, but she tried to ignore what was happening.

Dava had a little brother called Mario. One day he ran to meet her when she got off the bus and said, 'Hey Dava, what did you do at school?'

She burst out crying, punched Mario and yelled, 'What do you care?'

(Open the bottle quickly to allow the soda to explode)

Ask the following questions:

- Why did the soda explode?
- Why did Dava explode?
- Was Mario the reason that Dava exploded?

Points to consider:

- Dava was sick of all the teasing. She had had enough!
- She could no longer hold in her hurt, anger and frustration and exploded those feelings over Mario.

(Recap the bottle, shake it again, open it slowly to release the pressure and to hear a little 'shh')

Ask the following questions:

- Was there an explosion or only a little 'shh' this time?
- What could Dava have done to release some of her bottled-up emotions gradually?
- What are some ways that she could calm down and feel better and not hurt herself, other people or things?

Write the students' suggestions on the board and include the following:

- Count to 10.
- Go for a run.
- Punch a pillow.
- Talk to a friend.
- Have a daydream.
- Read a book.
- Go to the library.
- Have a drink of water.
- Check what she is telling herself and change her self-talk; for example, from 'I'm hopeless and no one likes me' to 'I'm a worth-while person', and so on.

Discussion

- If Dava tried some of these ways to calm down, could she cope with her bottled up emotions and feel better?
- If she calmed down, would she take out her feelings on someone who had nothing to do with the situation?

Definition: An emotion is a feeling of any kind, for example, hate, fear, sadness, anger, love and joy. We cannot choose the emotions we have. We can choose what to do with them.

CORE ACTIVITY 5.8

Suppressing emotions and changing the situation

- Objective** To have students:
- listen to a story that shows what happens when emotions are not dealt with but are suppressed and explode later;
 - be aware of what they can realistically do to change a conflict situation;
 - know some strategies so that they will be better able to cope with a conflict situation, rather than explode later on someone who has nothing to do with the conflict.
- Duration** Ten minutes
- Materials** Electronic board
A rubber or plastic ball and a container of water
- Procedure** Press the ball under water and tell the following story:

Dava and the gang

Dava was teased by a gang of girls in her class. The girls sent messages to each other about Dava and called her names. They sniggered and smirked about her behind their hands.

Dava usually ate lunch on her own at one end of the playground. The more the girls teased her, the more she bottled up her anger. She had very hurt feelings and was upset, angry and frustrated. She didn't know what to do, but she tried to ignore what was happening.

Dava had a little brother called Mario. One day he ran to meet her when she got off the bus and said, 'Hey Dava, what did you do at school?'

She burst out crying, punched Mario and yelled, 'What do you care?'

(Stop pressing the ball down under the water, and let it shoot to the surface).

- Ask the following questions:
- Why did the ball shoot to the surface?
- Why did Dava's feelings shoot to the surface?
- Was Mario the reason that Dava's feelings shot to the surface?

Point to consider:

- Dava was sick of all the teasing. She had had enough!
- She could no longer hold in her hurt, anger and frustration and dumped those feelings

onto Mario.

Ask the following questions:

- Could she act and do something instead of doing nothing and pretend it was not happening?
- What could she do to change her situation?

Write the students' suggestions on the board and include the following:

- Calm down by doing some strategies previously covered.
- Get help - tell teacher/principal/friends/parents/police/family members.
- Say 'Leave me alone' as if she means it.
- Tell the girls how she feels in an assertive way.
- Hold her head up and use assertive body language.
- Change her self-talk and so feel strong on the inside.
- Ignore the teasing and not show any reaction until the girls get bored.
- Agree with aspects of the teasing: for example, 'Yes I have curly hair and I like it'.
- Sit in another place at lunch-time; do not try to sit with the gang; sit with another group.
- Join a club that is interesting and make other friends.
- Volunteer to do jobs at lunch-time.
- Walk with the teacher.
- Try hard to make friends with other students - not the gang.
- Organise a game.
- Be a peer support to infants students.
- Go to the library; play on the computer; dig in a garden.
- Ask to go home for lunch.
- Investigate going to another school.

- Discussion**
- If Dava changed her situation would she feel better?
 - If she changed her situation would she take out her feelings on someone who had nothing to do with the conflict situation?

Definition: An emotion is a feeling of any kind, for example, hate fear, sadness, anger, love and joy. We cannot choose the emotions we have. We can choose what to do with them.

CORE ACTIVITY 5.9

What do you do when you get angry and upset?

Objective	To have students: <ul style="list-style-type: none">- think about and list what they and others say and do when they are in a conflict and get angry and upset;- put a cross beside those things that hurt themselves, other people or damage property.
Duration	Fifteen minutes
Materials	Whiteboard
Procedure	<p>Ask students to think, what do they and others say and do when they get angry and upset.</p> <p>Write students' suggestions on the board. Some examples might include:</p> <ul style="list-style-type: none">-Hit. (Obtain more information - people or pillow?)-Cry.- Swear.- Shout.-Kick. (Obtain more information - people or ball?) <p>Clarify suggestions; for example, 'punch' - is it a punching bag or is it a person?</p> <p>Ask students to decide on those suggestions that will hurt them or other people, or damage property. The teacher or students put a cross beside those actions.</p>
Discussion	If you do those actions that are marked with a cross, will it make the conflict better or worse?

CORE ACTIVITY 5.10

What can you do to calm down?

- Objective** To have students:
- think of, and list, ways to calm down so they do not hurt themselves, other people or damage property;
 - value the ways that they already know to calm down and to learn additional ways;
 - be aware of the advantages of being calm when trying to resolve a conflict.
- Duration** Fifteen minutes
- Materials** Sheets of paper (one per group of four or five students)
- Procedure** Ask students for examples of activities that help them to calm down when they get angry and upset. Consider ways so that they don't hurt themselves or others or damage property.
- Write students' suggestions on the board. Some examples might include:
- Read.
 - Dance.
 - Go for a walk.
 - Daydream.
 - Talk to someone. (Kids Help Line 1800 551 800)
 - Cry.
 - Shout.
- Organise students into groups of four or five and give each group a sheet of paper. Tell students to discuss and write down all their ideas. Each group needs to select a scribe to write down suggestions.
- After a few minutes groups report their findings to the class. Display these strategies and add more as students think of them.
- Use the lists as a resource for students when they need suggestions to calm down.
- Discussion** What is a way that works for you to calm down when you are angry and upset?
- What is a new way that appeals to you to calm down?
 - What are the advantages of calming yourself down?
 - Do you think it is necessary to calm down when you are trying to resolve a conflict?

CORE ACTIVITY 5.11

Grounding and centering

Objective To have students learn a technique called grounding and centring that will help them calm down if they are angry and upset so they will be more able to resolve their conflicts.

Duration Ten minutes

Materials None

Procedure Explain to students:

- For some people a technique called grounding and centring helps them to calm down when they are angry and upset
- If their body becomes calm their mind becomes calm, and if they calm their mind their body becomes calm.

Tell students:

- The aim is to get a firm sense of the ground under your feet (grounding) and to have your breathing at a comfortable rhythm for you (centring) not rapid and anxious breathing.
- Place one thumb over your navel and place your hand on your tummy, take a deep breath in and imagine your breath going deep into your tummy. 'Can you feel your tummy expanding with each breath?'
- Sit comfortably in your chairs and observe a demonstration of the technique of grounding and centring. When you know what is expected of you, you will follow step by step.

Demonstration: grounding and centring technique

- Stand with feet apart, no wider than shoulder width, hands by your side.
- Feel your feet pressed firmly on the ground. Wiggle your toes, and feel your toes firm on the ground. Feel your heels firm on the ground. Feel the sides of your feet firm on the ground.
- Let your face relax, shoulders relax, arms relax, hands relax.

- Place one thumb over your navel and let your hand rest on your tummy so you can feel your breathing. Now imagine your breathing going all the way down into your tummy.
- Be aware of your breathing-in through your nose and out through your nose. Let your breathing be at a comfortable rate for you.
- When you feel grounded and centred, tune into that feeling and be aware of it so that you can remember and calm down next time.
- Now give your hands a shake and sit down.

Point to cover

Don't always expect to be centred. If the situation gets tough and you get angry and upset, use this way of calming down.

- Discussion** Would you practice grounding and centring and then be able to use it when you find yourself angry and upset?
- If you did, could it help you?
 - Do you think it is necessary to be calm when you are trying to resolve a conflict?

EXTENSION ACTIVITY 5.12

Tune into your body

- Objective** To have students:
- become aware of the body sensations they feel when they get stressed and upset;
 - tune into their body sensations which may alert them to their level of stress.
- Duration** Fifteen minutes
- Materials** Handout: Tune into your body, (one per group of four or five students)
Coloured spot stickers (at least one per student).
- Procedure** Ask students to think about where they feel tension in their body when they feel stressed or upset, and to describe what happens.
Write students' ideas on the board. Some suggestions might be:
- perspiration (hands, underarm, face);
 - shaking/quivering/trembling (hands, 'jelly legs');
 - weak muscles (legs, arms);
 - awkwardness (eyes, hands, speech-stutter, stammer, body language);
 - pain (stomach, head, chest);
 - ache (head, neck, eyes);
 - tight muscles (shoulder, face, chest, throat-choking);
 - twitching (face, legs);
 - fidgeting (arms, legs, hand);
 - numbness (blank mind);
 - sickness (stomach, throat);
 - pressure (bladder, head);
 - heat (blushing cheeks, hot all over);
 - cold (hands, feet);
 - dryness (mouth, throat);
 - itchiness (skin - creeping sensation);
 - deafness (can't hear properly);
 - blindness (can't see properly);

Organise students into groups of four or five and give each group the handout: Tune in to your body. Give students spot stickers. Tell students to stick the stickers on the areas where they feel stressed and upset.

Discussion Are you more aware of the sensations you feel and where you feel them when you are stressed and upset?
Now that you are more tuned into your body do you think you could use the clues to warn you that it may be time to calm down; for example, if you feel your fists clenching would you use that as a clue to calm down and not punch someone?

Points to cover:

- Sensations in your body are a clue to understanding that you may be feeling stressed.
- You can act on that clue and do something to calm down, so that you don't get more stressed.

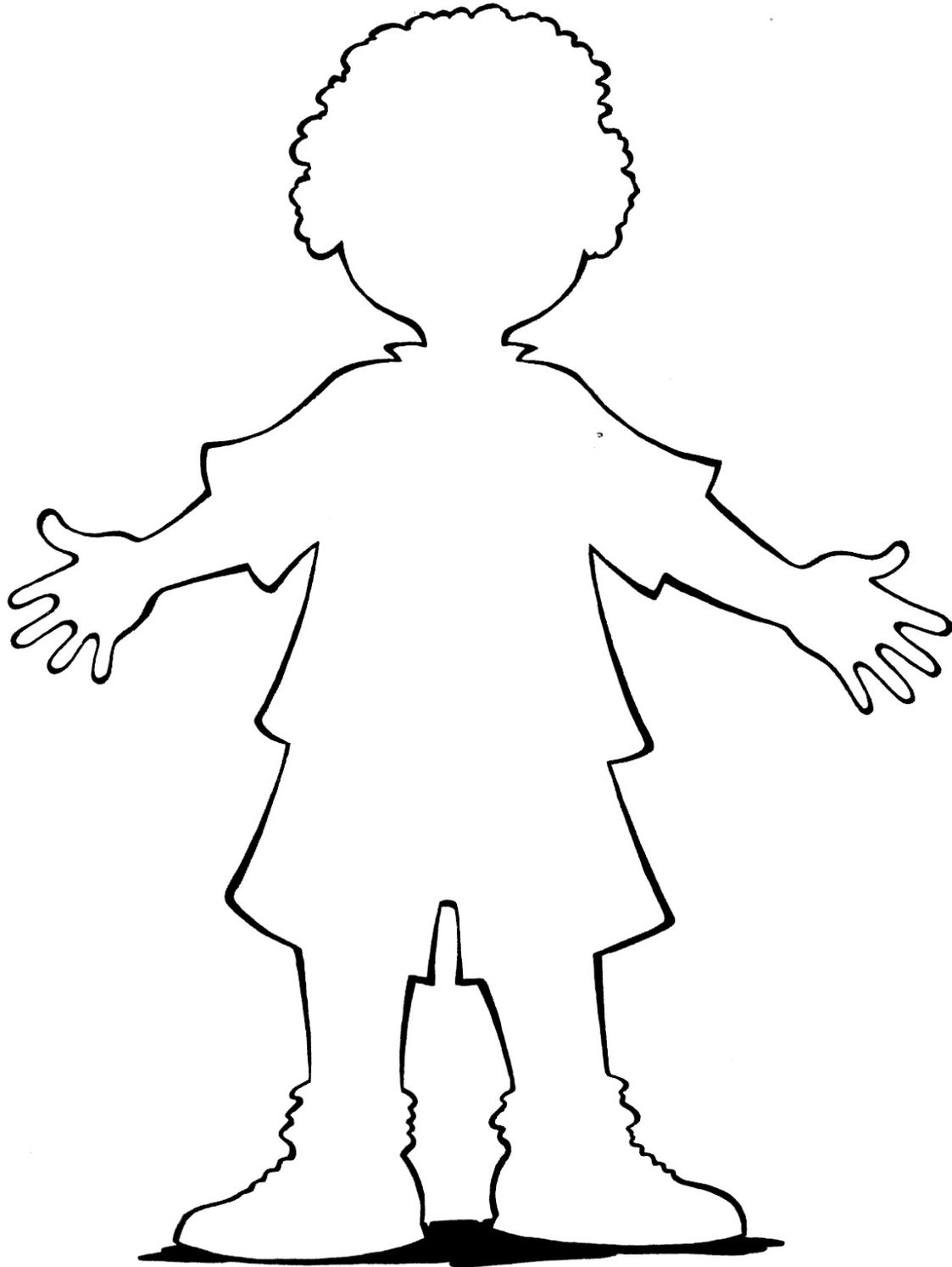
Definition: Stress may be regarded as a disturbing body or mind influence that produces a state of severe tension in an individual.

Each individual perceives demands differently so what is perceived as stressful for one person may not be the same for another.

ACTIVITY 5.12

Tune in to your body

- Think of times when you felt stressed or upset. Where did you feel it in your body?
- Describe what happens.
- Place a spot sticker on the areas where you feel stressed and upset.



EXTENSION ACTIVITY 5.13

Release muscle tension

- Objective** To have students learn a technique to relax their muscles that will help them calm down when they are angry and or upset.
- Duration** Five minutes
- Materials** None
- Procedure** Tell students:
- You will learn a technique for releasing muscle tension so you will feel the difference between tension and relaxation. Doing this will help you calm down if you are angry and or upset.
 - You should sit comfortably in your chairs and observe a demonstration of releasing muscle tension. After the demonstration and when you know what is expected of you, you will follow step by step.

Demonstration: Release muscle tension technique

The technique is to tense and relax sets of muscles in the body starting at the feet and going to the forehead.

- Take anything out of your hands. Sit upright and comfortably in your chair and let the chair take your weight. Place your feet flat on the floor and have your hands resting on your legs. Keep the rhythm of your breathing at your own comfortable regular pace. Tighten the muscles in your feet and legs.
- Hold that tension.
- Feel the sensation of how the muscles are when they are tense.
- Stop tightening, relax and let the tension drain away.
- Feel the difference
- Be aware of a more comfortable feeling as you relax your feet and leg muscles.

Keep your breathing comfortable and regular.

- Pull in your stomach muscles.
- Hold that tension
- Feel the sensation of how the muscles are when they are tense.
- Stop tightening, relax and let the tension drain away.
- Feel the difference.
- Be aware of a more comfortable feeling as you relax your stomach muscles.

Shrug your shoulders, pull them up around your ears.

- Hold that tension.
- Feel the sensation of how the muscles are when they are tense.
- Stop tightening, relax and let the tension drain away.
- Feel the difference.
- Be aware of a more comfortable feeling as you relax your shoulder muscles.

Straighten your fingers and stiffen your arms

- Hold that tension.
- Feel the sensation of how the muscles are when they are tense.
- Stop tightening, relax and let the tension drain away.
- Feel the difference.
- Be aware of a more comfortable feeling as you relax your fingers and arm muscles.

Clench your teeth, put a frown on your face and close your eyes tightly.

- Hold that tension.
- Feel the sensation of how the muscles are when they are tense.
- Stop tightening, relax and let the tension drain away.
- Feel the difference.
- Be aware of a more comfortable feeling as you relax your jaw, your forehead and your eyes.

Tune in to your body to feel how relaxed those muscles are—your feet and your legs, your stomach, your shoulders, your fingers, your arms, your jaw, your forehead and your eyes.

Enjoy that feeling of relaxation and know that when you are feeling tense, you can relax your muscles. All the tension will drain away and you will calm down. You don't need to carry all that tension around with you. Let it go.

Discussion Do you now know the difference between tense muscles and relaxed muscles?

- Would you practise this technique to calm down when you felt angry and upset?
- If you would, could it be effective for you?

EXTENSION ACTIVITY 5.14

Consequences

Objective To have students look at scenarios and be aware of different reactions to a given situation and the consequences of using positive self-talk and negative self-talk.

Duration Twenty minutes

Materials Handout: Activity 5.14a Consequences. (one copy per group) or use electronic board
Handout: Activity 5.14b Consequences (one copy per group) or use electronic board

Procedure Proceed as follows:
Copy Activity 5.14a, as a model onto the board or give a copy to each student.

- Read through with the students following the situation so that students can see that there are always consequences to any series of actions.
- Organise the class into groups of three or four students.
- Give each group Activity 5.14b (showing blank boxes to be filled in).
- Give each group the same situation from the following list, or make up a more relevant situation for your students, or the students make up their own situation.
- Have each group fill in the blanks on their page.
- Have each group report their consequences to the class and then compare their consequences.

Situations:

- Joe gave the wrong answer and the class laughed at him.
- Some students called Luke an offensive name.
- The boys kept throwing Todd's hat on the roof.
- Angel did not get voted class captain.
- Caitlan did not get a turn at softball.

Or proceed as follows:

- Organise the class into five groups.
- Enlarge Activity 5.14b on five large sheets of white paper.
- Have each group take a consequence line A1, A2, B1, B2, or B3.
- Have each group take the same situation and trace the consequences down their line.
- Have each group report their findings to the class.

In addition, students can do more of these situations or suggest their own, and the five groups work on them.

Discussion

What were the outcomes for using positive self-talk leading to feeling fine?

- What were the outcomes for using positive self-talk and speaking assertively?

- What were the outcomes for using negative self-talk leading to calming down?

- What were the outcomes for using negative self-talk leading to bottled-up feelings?

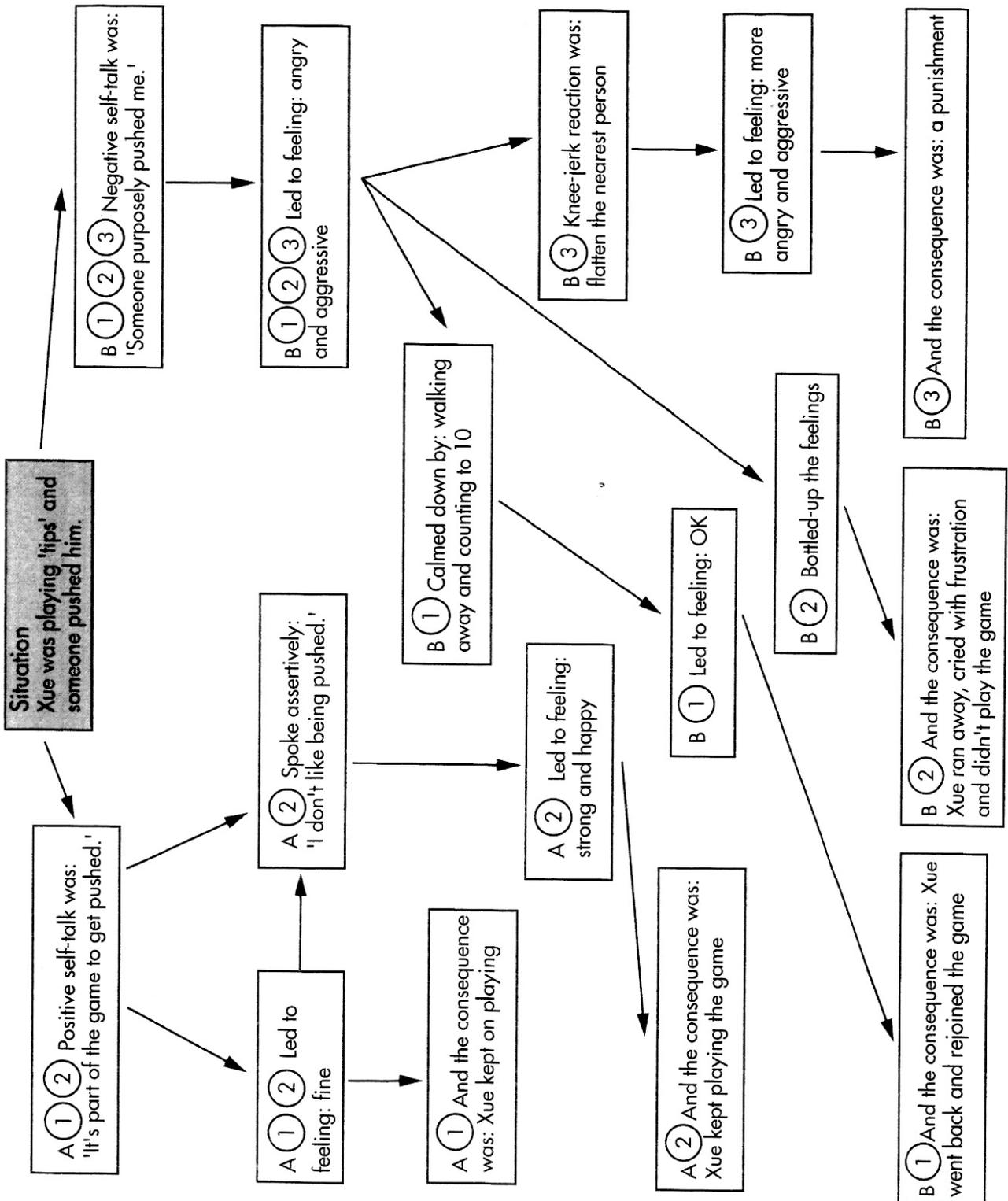
-What were the outcomes for using negative self-talk leading to a knee jerk reaction?

- Which was the best outcome for the person in the situation?

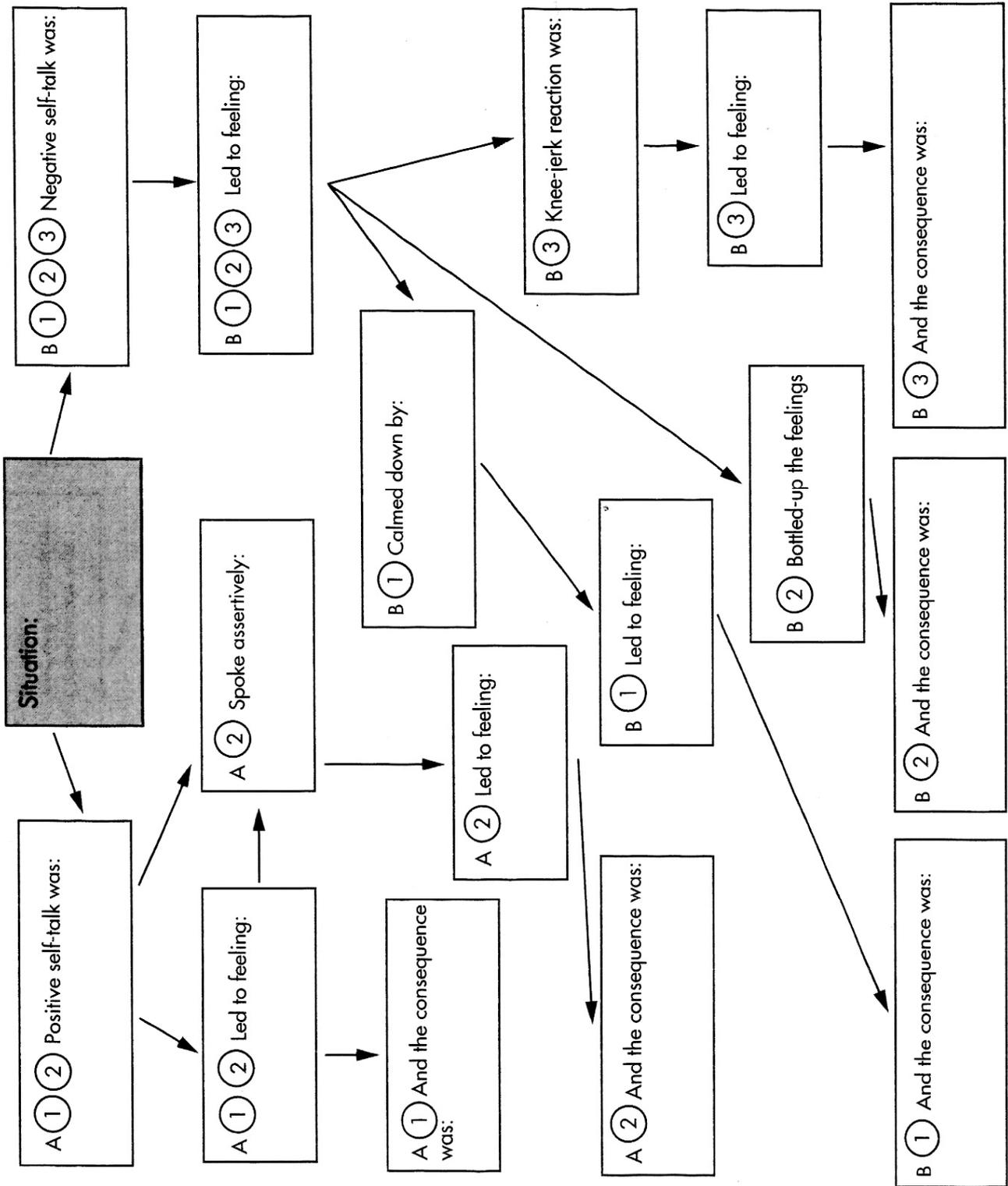
- Which of these strategies do you use now?

- Which if these strategies do you think you will use in the future?

Consequences



Consequences



EXTENSION ACTIVITY 5.15

Spread like the wind

Objective To have students listen to a story so that they understand the possible consequences of not calming down and using angry words.

Duration Ten minutes

Materials None

Procedure Read the following story:

Spread like the wind

In a town not far from here there lived a boy called Dominic. He loved to play basketball but he was always cranky. When he was angry with someone, he yelled and swore and called the person names. Soon his friends got sick of him and refused to play with him anymore.

Dominic went to his Pop and told him what was happening and asked for his help.

'I think I can help you', said his Pop. 'Go to the park where the birds perch and preen themselves. Pick up all the feathers lying on the ground. Come back to my place dropping the feathers as you walk along.'

Dominic did as his Pop suggested.

When he arrived back he groaned, 'I did what you said, but I don't understand how dropping a bunch of stupid feathers is going to help me at school'.

'Ah, now comes the hard part,' replied Pop, 'go back the way you came and pick up every feather you dropped.'

Dominic's face fell. He knew that there was no way he could pick up every feather.

He realised why his Pop had asked him to do this task – that the angry words that he had used were like the feathers - they couldn't all be retrieved.

Dominic decided to try not to say bad things when he got angry. He made up his mind that when he felt angry instead of swearing at his friends he'd do something to stop the words coming out of his mouth. He'd walk away, count to ten, and have a cold drink of water and then he'd feel calmer.

He now does those things. Dominic's friends have forgiven him and like him much better, and he can play basketball with them again.

- Discussion**
- What did Dominic do when he got angry?
 - What happens if you yell and swear and call people names?
 - What did Dominic do to calm down so he didn't use angry words?
 - What could you do to calm down so you don't use angry words?

EXTENSION ACTIVITY 5.16

A calm centre

- Objective** To have students try what strategies, activities and resources work best for them to calm down if they are angry and or upset.
- Duration** No set time. (The purpose is to provide a time-out area for individuals needing space and resources to calm down.)
- Materials** The areas and resources need to be easily accessible and can be as extensive as necessary to meet individual needs, as well as responding to the time and enthusiasm of all concerned. Add you own appropriate items. Some suggested resources:
- outside garden for digging and planting flowers and vegetables;
 - large cushions;
 - mattress;
 - bubble pack for popping;
 - jug/cups for cold water;
 - fragrant oils;
 - towels for twisting;
 - old directories for tearing;
 - balls for squeezing and juggling;
 - gym equipment, for example, small trampoline, punching bag;
 - pillows for punching;
 - paper - for drawing, writing and painting;
 - textas, pencils, paint, crayons;
 - board games, cards, puzzles, mazes, crosswords, jokes, riddles;
 - newspapers and books for cutting up;
 - class room pet, for example, goldfish, rabbits, chickens, ducks, tadpoles;
 - shells, seed pods, buttons, beads, stones for craft or sorting;
 - puppets;
 - clay for modeling;
 - sand tray for drawing/play;
 - building and construction materials;
 - books with textures for tactile experiences;
 - books for journal writing and so on;
 - music facilities, for example MP 3 player, Ipods.
- Procedure** Proceed as follows:
- Introduce students to resources and arrangement of the area provided.
 - Discuss with students how their **Calm Centre** will be used.

- Write up guidelines worked out by students and teacher (optional).
- Students pick an activity that they would like to try first.
- After a few minutes, students can move to explore other activities.

Discussion Which activity did you enjoy or find effective to calm down?
Would you use some of these resources to calm down if you were upset?

Point to Consider:

Consider the possibilities of establishing an area so that there would be an ongoing Calm Centre for use when students need to calm down. (Teachers might want to use it too).

EVALUATION ACTIVITY 5.17

Evaluation of managing emotions

Objective To evaluate students' understanding of managing emotions. (It is necessary for students to have completed the core activities in this session before doing the evaluation.)

Duration Fifteen minutes

Materials Handout: Evaluation of managing emotions. (one per student)

Procedure Check through worksheet with students before they fill them in to clarify any misconceptions.

After completing worksheets check that students have understood the importance of managing their emotions in order to resolve conflicts.

Write the following sentence on card and display it:

When I am in a conflict I can ask myself:

Am I calming myself down so that I can resolve the conflict?

ACTIVITY 5.17

Evaluation of managing emotions

You have now finished the session on managing emotions. Congratulations!

1. Tick Agree or Disagree about these statements.

- (a) I understand that emotions are feelings of all kinds. Agree or Disagree.
- (b) I know that it is acceptable to feel all emotions. Agree or Disagree.
- (c) I cannot choose the emotions I have. I can choose what I do with them. Agree or Disagree.
- (d) I can go to the other person to try to work out the conflict when I am calm.
Agree or Disagree.
- (e) Friendships may reach a crisis if misunderstandings aren't cleared up. Agree or Disagree.
- (f) When someone has a knee jerk reaction they don't think of possible consequences.
Agree or Disagree.
- (g) Sticks and stones will break my bones, but words will break my heart. Agree or Disagree.

2. List what you have to do to clear up a misunderstanding 'at the top of the hill'.

.....
.....

3. Write about a helpful strategy you learned or what you enjoyed in this session.

.....
.....

4. Write a story about 'How the world would be if people did not manage their emotions'.

Give your story a title.

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Session 6

Willingness to resolve



SESSION 6

Willingness to resolve conflicts

Contents

Skills development matrix

Willingness to resolve conflicts?

Outcomes

CORE ACTIVITIES

- 6.1 Where there's will there's a way
- 6.2 A change of heart
- 6.3 Why try to resolve conflicts?
- 6.4 What are your stoppers?
- 6.5 The chatterbox
- 6.6 Balance the scales
- 6.7 Worst and best-case scenarios
- 6.8 Does everyone like everyone?
- 6.9 'Door openers'

EXTENSION ACTIVITIES

- 6.10 Back pack and stones
- 6.11 Unhelpful and helpful personal coaches
- 6.12 Make it worse or make it better
- 6.13 The Stoppers and the Goers
- 6.14 Do they really mean it?
- 6.15 Go bear and Slow bear

6.16 Change your thoughts

EVALUATION ACTIVITY

6.17 Evaluation of Willingness to resolve conflicts

Skills development matrix

Session 6 All the activities in this session focus on the skills of communicating, decision making and problem solving.

Core activities	Activity focus	Additional skills	Check/Completion
6.1 Where there's will there's a way	Understanding that if both parties want to work out a conflict they will find a way, but only if one person is willing the dynamics can change	Interacting Values and attitudes	
6.2 A change of heart	Understanding that pushing another into resolving conflict may get resistance but one person showing willingness may get co-operation	Interacting Values and attitudes	
6.3 Why try to resolve conflicts?	Listing disadvantages and advantages of resolving conflicts to conclude that there are more benefits and opportunities for everyone if conflicts are resolved	Interacting Values and attitudes	
6.4 What are your stoppers?	Identifying the many reasons that may stop people from being willing to try to work out their conflicts	Interacting Values and attitudes	
6.5 The chatterbox	Knowing it is possible to change self-talk (chatterbox) and think of something else	Interacting	
6.6 Balance the scales	Demonstrating positive and negative self-talk	Interacting	
6.7 Worst and best-case scenarios	Learning a coping strategy for those who worry about conflict outcomes that may not happen	Values and attitudes	
6.8 Does everyone like everyone?	Understanding that no one is universally liked and for one to be encouraged and self-accepting if he/she is rejected or not liked	Interacting Values and attitudes	
6.9 'Door openers'	Practising phrases to show willingness to try to work out conflicts and experiencing their effectiveness	Interacting Values and attitudes	
Extension activities			
6.10 Back pack and stones	Challenging negative thoughts with positive thoughts	Interacting	

6.11 Unhelpful and helpful personal coaches	Comparing self-talk to having an unhelpful personal coach or a helpful personal coach	Interacting	
6.12 Make it worse or make it better	Learning a strategy to change perception of a situation from being unable to cope, to being able to cope	Interacting	
6.13 The Stoppers and the Goers	Performing a drama to show the negative consequences of having ongoing conflicts and the positive consequences of resolving conflicts	Interacting Values and attitudes	
6.14 Do they really mean it?	Demonstrating that people may be more willing to work out a conflict than they are revealing by their words and their body language	Interacting Values and attitudes	
6.15 Go bear and Slow bear	Changing negative self-talk to positive self-talk	Interacting Values and attitudes	
6.16 Change your thoughts	Demonstrating a scientific experiment to show negative self-talk changing to positive self-talk	Interacting Values and attitudes	
Evaluation activity			
6.17 Evaluation of Willingness to resolve	Evaluating understanding of Willingness to resolve conflicts	Values and attitudes	

What is willingness to resolve?

To be willing to resolve conflicts means being prepared to try to work out the conflict with another person or party, and showing this willingness by words and actions. The basic concept of willingness to resolve conflicts is: 'Where there is a will there is a way.' If both parties wish to resolve their conflicts they will find a way to do so.

If only one person is willing and disengages from the conflict, that person effectively breaks the lock of conflict and, by so doing, can change the whole dynamic of the situation. One person cannot fight alone.

Individuals are responsible for how they act, and others respond in the way they do.

When someone demonstrates a willingness to resolve, he/she is making a choice of taking responsibility for his/her own actions and accepting that other people choose to respond the way they do.

Willingness to resolve conflicts may result from and involve:

- changing one's thinking and feeling;
- understanding that it is not possible to make or force another person to resolve conflict if that person is unwilling to do so, as resistance and even rebellion, rather than co-operation, may occur;
- knowing the disadvantages of not having a resolution;
- knowing the benefits and opportunities for everyone if there is a resolution;
- being aware of, and exploring the many reasons that may cause people to be unwilling (that is, their 'stoppers': for example, 'think you will be told off', 'feel too shy', 'anger' and so on), which might inhibit themselves and others from resolving their conflicts;
- being given practical strategies to address 'stoppers' and reflecting as to their relevance;
- being aware of the power of thoughts, or self-talk (chatterbox), and understanding the part they play in reaching a stage of being willing to resolve conflicts;
- being aware of self-talk and knowing that it is possible to influence, control and change it;
- knowing that if willing overtures are rejected by the other person in the conflict, it doesn't mean that the willing person is a failure, inferior or unworthy.

Skills involve knowing how, when and where to approach the other person, and what can be said ('door openers'). The following are essential life skills:

- understanding that anticipating the outcome of conflict can be made worse by feeling negative (for example, too shy) or made better by feeling positive (for example, confident);

- reflecting on, and understanding, the long-term repercussions or consequences of unresolved conflicts, and exploring the fact that people may be more willing to resolve than they are indicating by their words and body language;
- feeling OK, even if the other person shows unwillingness to try to resolve and giving self-affirmation such as a kiss on the hand and a pat on the back for having the courage to try to resolve the conflict;
- accepting that not every conflict can be resolved - sometimes resolving conflicts takes a lot of time and work, and some remain unresolved because both parties don't reach a stage of being willing;

If there is a willingness to resolve from both parties, using the co-operative win/win approach will hopefully facilitate a win/win outcome. When the win/win approach is applied, creativity may be unleashed and possibilities may emerge that were not previously thought of.

The good will to do so is reinforced by teaching the students good life skills.

Students will know that they are worthwhile, significant human beings, not a failure and not inferior people.

Outcomes

At the end of this session students will:

1. understand that if two people are willing, have the desire or wish to work out their conflicts they will find a way to do so, and accept that if only one person is willing to work out his/her conflict, that person can change the dynamic by disengaging from the conflict;
2. understand that trying to make another person be willing to resolve a conflict by pushing that person, may get resistance, and that if one person shows that he/she is willing to try to work out a conflict, that person may get co-operation from the other person;
3. be aware that there are more benefits and opportunities to be gained for everyone if conflicts are resolved, by listing the disadvantages of not resolving conflicts and advantages of resolving conflicts at a personal, community and world level;
4. be more aware of the many reasons that may stop themselves and other people from being willing to try to work out a conflict;
5. be aware of their thoughts or self-talk, (their chatterbox) and understand that they can change their chatterbox and think of something else if they want to;
6. be aware of their negative thoughts, (negative self-talk) and be able to change negative thoughts to more realistic positive thoughts, (positive self-talk) in order to be more willing to work out their conflicts;

7. be aware that they may worry about an outcome of conflict that might not happen;
8. be aware that no one is universally liked, so it is unrealistic for students to think that everyone will like them;
9. be aware of 'door openers' (phrases that show willingness to try to work out conflicts) and know when, where and how to make use of them;
10. understand that negative thoughts can be like heavy stones in a back pack, and positive thoughts can be like a way of removing those stones;
11. be aware of their self-talk and the influence and control that they can have over that talk;
12. be aware of a way to overcome shyness in trying to work out conflicts by learning a strategy of changing their perception of a situation from being unable to cope (make it worse) to being able to cope (make it better);
13. realise the negative consequences of having ongoing conflicts and the positive consequences of resolving conflicts by being involved as a class in a drama to demonstrate willingness and unwillingness to resolve differences;
14. realise that people may be more willing to work out a conflict than they are revealing by their words and their body language and understand that they cannot know what other people are thinking;
15. be aware of changing negative self-talk to more positive self-talk as a result of observing a demonstration using two bears, Slow bear (negative self-talk), and Go bear (positive self-talk);
16. understand the possibility for changing negative self-talk to positive self-talk, in order to be willing to try to work out conflicts by watching a scientific experiment where the colour of the liquid is changed;
17. be able to evaluate their understanding of Willingness to resolve

CORE ACTIVITY 6.1

Where there's a will there's a way.

Objective	To have students: <ul style="list-style-type: none">- understand that if both parties want to work out conflicts they will find a way to do so;- accept that if only one person is willing to try to work out his/her conflict, that person can change the dynamic by disengaging from the conflict.
Duration	Five minutes
Materials	Whiteboard
Procedure	Write the following sentence on the board: 'Where there's a will there's a way'. Have students give their opinions about the meaning.

Authors' interpretation

The saying in this context is that if both people are willing, have the desire, or wish to work out conflicts, they will find a way to do so.

Demonstration

The teacher:

- brings hands together and locks fingers to show how two people may be locked together in a fight;
- unlocks fingers to show how one person can disengage from a fight;
- suggests to students that if one person breaks out of the lock there can be no fight, as one person cannot fight alone.

Ask students what a person can do instead of fighting to show he/she is willing to try to work out a conflict. Then ask students if they think withdrawing from a conflict is being passive (not getting your own needs met and letting others get their needs met) or is it being assertive (getting your own needs met and considering the needs of others).

Read the following scenario and students explore 'what if' and the choices of each decision.
Choose two students to demonstrate the following scenario.

Ben and Tatiana

Ben and Tatiana are pushing and shoving because they both want to sit on the same seat.

- What if?
- Both are unwilling to work it out?

Choices:

- Both go on pushing and shoving.

What are the consequences? What about their relationship? Is it better or worse? How do they feel about themselves?

- What if?
- One is willing to work it out; for example, Ben is willing to try to sort it out, and Tatiana is not?

Choices:

- Ben stops pushing and shoving and breaks the lock of conflict. He may ask himself if it worthwhile continually fighting over the seat. If he decides that, yes, the seat is important, he may talk to Tatiana and suggest ways they could try to work out the conflict. For example, they could: take it in turns; toss a coin; play the game rock, paper, scissors; and so on. If he decides that the seat is not important, he may walk away and find somewhere else to sit.

Do you think Ben is being passive or assertive by breaking the lock and withdrawing from the fight?

What are the consequences? What are the consequences? What about their relationship? Is it better or worse? How do they feel about themselves?

- What if?
- Both are willing?

Choices:

- There may be many and they will find a way to work it out.

What are the consequences? What are the consequences? What about their relationship? Is it better or worse? How do they feel about themselves?

Discussion Is willingness all that is necessary to find a way to resolve conflicts?

Can all conflicts be resolved?

CORE ACTIVITY 6.2

A change of heart

Objective To have students understand that if:

- you try to make another person be willing to resolve a conflict by pushing the person, you may get resistance.
- one person shows that he/she is willing (that is, has a change of heart) to try to work out the conflict, that person may get co-operation.

Duration Five minutes

Materials Piece of thick heavy rope (approximately 2 metres long)

Procedure Read the following story and have the rope ready for demonstration.

Kito and Jovito

Two brothers called Kito and Jovito were always fighting. Their uncle said, 'I'm sick of all this fighting. No more of it. You are grounded. No playing outside for two weeks. You get inside and be friends or else'.

They looked as if they were friends when their uncle was around but they were rebelling and wanted revenge on each other. They each wanted to have the last say. They felt forced into submitting to co-operate, and their hearts weren't in it. They hadn't settled what was niggling at them. They would punch and tease each other, kick each other under the table, and insult one another on the school bus.

One day the fighting and teasing was no longer fun for Kito. He was feeling the sting of all the insults and the bruises from all the punches. He had had a change of heart. He felt unhappy and wanted to feel better. He went to Jovito and said, 'I'm willing to try to work this out. I've had enough. I want to talk this out face to face. I want to talk about ways we could have fun without hurting each other.'

Jovito was willing too.

The two brothers called a truce. They were ready to stop fighting.

Demonstration:

Push and force the rope, and ask the following questions:

Does the rope crumple? Is it resistant and hard to move?

Did Kito and Jovito resist co-operating when they were pushed and forced?

Stand at one end of the rope and pull it along and ask the following questions

Does the rope follow more easily?

When Kito was up front and showed willingness to stop fighting, did Jovito follow?

Discussion Which way is more likely to get co-operation in working out conflicts: pushing another, or one person having a change of heart and showing his/her willingness?

Point to consider:

Pushing someone or making them resolve a conflict when they are not ready or are unwilling to try to do so may result in rebellion or revenge.

CORE ACTIVITY 6.3

Why try to resolve conflicts?

- Objective** To have students:
- list the disadvantages of not resolving conflicts and the advantages of resolving conflicts at personal, community and world levels.
 - conclude that there are more benefits and opportunities to be gained for everyone if conflicts are resolved.
- Duration** Ten minutes
- Materials** Handout Why try to resolve conflicts, (one per group of three or four students)
- Procedure** Organise students into groups of three or four and give each group the handout to list the disadvantages of not resolving conflicts and the advantages of resolving conflicts, at personal, community and world levels.
- Some disadvantages of not resolving conflicts suggested by students may be:
- personal:
 - 'feel bad and not do very well in schoolwork',
 - 'feel full of hate',
 - 'anger',
 - 'sadness',
 - 'loneliness';
 - community:
 - 'feel full of hate',
 - 'build up gangs';
 - world:
 - 'little fights go into big fights',
 - 'tons of dead people'.
- Some advantages of resolving conflicts suggested by students:

- personal:
- 'no sleepless nights';
- 'life is better';
- community:
- 'people always around to help you';
- 'house doesn't get egged';
- world:
- 'more chance of making war a thing of the past',
- 'more peace'.

Groups report their findings to the class.

Students summarise the findings.

Discussion Is it in your own best interests to try to resolve your conflicts?

Are there more benefits and opportunities to be gained for everyone if conflicts are resolved?

CORE ACTIVITY 6.3

Why try to resolve conflicts?

What are the disadvantages of not resolving conflicts?:

personal

community

world

What are the advantages of resolving conflicts?:

personal

community

world

CORE ACTIVITY 6.4

What are your 'stoppers'?

Objective To have students:

- be more aware of the many reasons that may stop people from being willing to try to work out a conflict;
- understand what their 'stoppers' are.

Duration Five minutes

Materials A stop sign

Eleven red cards with 'stoppers' written on them.

Optional: Red lollypops (one per student)

Procedure Make a stop sign (cut one red circle of card and fix to a stick or ruler.)

Write one of the following 'stoppers' on each red card:

- fear that you will be rejected;
- anger;
- think that you will be told off;
- embarrassment;
- do not know how to resolve conflicts;
- hate;
- like to feel bad - 'poor me' - get sympathy from others;
- feel too proud;
- think that everyone should like you;
- think that you are right;
- think something bad may happen;
- feel too shy;
- want to get even, or seek revenge.

Place the eleven red cards face down on the floor, and explain that these are some reasons that may stop people from being willing to try to work out their conflicts. Hold up the stop sign. Have students in turn, pick up a red card, read it and display it at the front of the room.

Discuss with class the circumstances where each 'stopper' might be relevant.

These 'stoppers' will be referred to in following activities.

Discussion Do you think that these 'stoppers' cover all the reasons that people are unwilling to try to work out their conflicts?

Can you think of others?

Would any of these stoppers stop you from being willing to try to work out your conflicts, for example, would feeling shy, stop you from going to the other person to try to work out your conflicts?

Definition: A 'stopper' is a reason that might prevent people from being willing to try to work out their conflicts.

Optional: Hold up a red lollypop and ask students, 'what is the significance of the red lollypop?' Give each student a lollypop This lollypop may stimulate students to have a strong recall of the knowledge covered in this activity, as a result of using their sense of taste.

CORE ACTIVITY 6.5

The chatterbox

Objective	To have students: <ul style="list-style-type: none">- be aware of their thoughts or self-talk, (their chatterbox);- understand that they can change their chatterbox and think of something else if they want to.
Duration	Five minutes
Materials	None
Procedure	<p>Explain to students that during most of their waking hours they probably have lots of pictures and thoughts buzzing though their minds like a chatterbox. Ask students to just sit quietly and daydream and listen to their chatterbox. After a couple of minutes ask students if they had had just one thought or if their mind had been very busy thinking of lots of thoughts.</p> <p>Then ask students to try to think of pink elephants (or some other image the teacher deems appropriate) for a couple of minutes. Ask students if they were able to change the chatter of their thoughts to think of pink elephants at least some of the time.</p>
Discussion	<p>Was your mind quite busy with lots of thoughts and pictures when you were daydreaming?</p> <p>Was it possible to stop those thoughts and think of pink elephants at least some of the time?</p> <p>Do you think it is possible to change your thoughts and think of something else, if you want to?</p>

CORE ACTIVITY 6.6

Balance the scales

Objective To have students:

- demonstrate positive and negative self-talk by the use of a set of scales and weights;
- be aware of their negative thoughts (negative self-talk) about what they can't do.
- be able to change negative thoughts (negative self-talk) to more realistic positive thoughts, (positive self-talk) what they can do, in order to be willing to work out their conflicts.

Duration Ten minutes.

Materials A set of balance scales and two equal weights.

Procedure The stopper in this activity is: 'Think that you will be told off.'

Proceed as follows:

- Explain to students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their minds, as if they are talking to themselves (their self-talk).
- Refer to the stopper 'Think that you will be told off.'
- Choose two students to demonstrate this activity.
- Organise students so that they can see the scales set out on a table.
- One student stands on either side of the scales and each has a weight of equal value.
- Ask students to think of negative self-talk that might stop them from being willing to go to someone to try to work out the conflict (that is, why they think they can't do it). For example: 'If I go to her and try to work out the conflict she will tell me off, I'm wrong and a loser.'
- One of the students holding a weight repeats this self-talk out loud as he/she places his/her weight on the 'can't do' side of the scales. The scales are now weighed down on the 'can't do' side.
- Ask students if it would stop them from being willing to go and try to work out the conflict if they were using this negative self-talk.

- Ask students to think of realistic positive self-talk that might change or balance the negative self-talk, so that they would be willing to go to that person to try to work out the conflict (that is, why they think they can do it). For example: 'She might not tell me I'm wrong and a loser, she might listen to me'.
- The other student holding a weight repeats this positive self-talk out loud as he/she places his/her weight on the 'can do, side of the scales. The scales are now balanced again.
- Ask students if it would make them willing to go and try to work out the conflict if they were using this positive self-talk.
- Choose more students to demonstrate negative and positive self-talk suggested by the class.

Discussion Do you think that changing your negative self-talk to more positive self-talk would make you more willing to go to the other person to try to work out the conflict?

CORE ACTIVITY 6.7

Worst- and best-case scenarios

Objective	To have students: <ul style="list-style-type: none">- conclude that they may worry about an outcome in conflict that might not happen;- reflect on their willingness to try to work out their conflicts and the relevance of this coping strategy for them.
Duration	Ten minutes
Materials	None
Procedure	<p>Explain to students that they will be learning a strategy to empower them. This strategy is called the 'worst- and best-case scenarios'. They will visualise a conflict having the worst possible outcome, then visualise the same conflict having the best possible outcome.</p> <p>Tell students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their mind as if they are talking to themselves (their self-talk)</p> <p>The stopper in this activity is: 'think something bad will happen.' Ask students for examples of conflicts that are not worked out because people 'think something bad will happen'. Explain that when we stop ourselves from trying to work out our conflicts because we 'think something bad will happen', we make ourselves feel bad. We imagine the worst-case scenario.</p> <p>Of course, the thing we are worried about might happen, and we might feel sad, hurt or disappointed, but it might not happen.</p> <p>We can change our thinking. We can think of the best-case scenario.</p> <p>Ask students to listen, think and answer the questions to the following best- and worse-case scenarios.</p>

Jake and Serge are the best of friends. They had a fight over who is captain of the softball team and they raise their fists to one another. They avoid each other all that day and the next day. Jake is willing to try to work out their conflict but he is stopped by his self-talk.

What does he think will happen if he goes to try to work it out?

The worst-case scenario

He thinks of the worst case:

- Serge and his mates will laugh at me and make fun of me behind my back.
- I'll be humiliated and embarrassed.

And then what does he think and feel will happen?

- I'll miss playing softball.
- I'll be lonely and miserable all my life.

This is what Jake can do to manage better. He can face up to the worst and then he can think about the best that could happen.

There are five steps to the worst case:

1. Jake faces up to the worst thing that could happen.

- I'll lose Serge's friendship
- I'll be humiliated
- I'll be embarrassed.

2. How would Jake feel if that happened?

- Very unhappy
- Embarrassed
- Humiliated

3. Imagine it is two weeks after Jake has lost his friend and been embarrassed and humiliated. How would he feel?

- Still lonely
- still missing Serge, but his life would be going on.
- He might not be unhappy, embarrassed and humiliated for two weeks straight.
- he might have a new friend.

4. Imagine it is a year since Jake was embarrassed and humiliated and lost his friend.

How would he feel?

- He would feel OK – no longer lonely.
- He might have another good friend.

5. You can see that Jake faced up to the worst case. He might have felt the pain of unhappiness and embarrassment. But he knew that if he was embarrassed and humiliated and lost his friend, he would survive.

- The worst may not happen.
- He can change the way he is thinking.
- He can think about going to school and saying to Serge, 'I hate being bad friends'

- Serge could say, 'Me too.'
- He is willing to try to work out their conflict. The worst has not happened, the best has happened.

The best-case scenario

There are five steps to the best case.

1. Jake faces up to the best thing that could happen.

- Serge is willing to work out their conflict too.

2. How does Jake feel now?

- Happy
- Pleased
- Relieved
- Not so uptight.

3. Imagine it is two weeks after they worked out their conflict. How would Jake feel?

- He would be stronger inside and have more courage

4. Imagine it is a year since they worked out their conflict. How would Jake feel?

- Jake would be proud of himself because he has a stronger friendship with Serge.
- They trust each other because they worked it out together
- Jake feels more accepted because Serge's friends are his friends.

5. You can see that Jake faced the best outcome.

Ask students if they think Jake is more willing to try to work out the conflict if he thinks it through from the worst possible outcome to the best possible outcome?

Discussion

Do you think that you can use this strategy, and think it through, to help you to go to the other person and try to work out the conflict?

Can you ever be sure what an outcome will be?

Do you think it could be a good idea to actually try to work out your conflict with this person?

Is this a strategy you could use now?

Could you use it in the future?

Do you think things could happen that don't seem likely now?

Emphasise to the students that if they think something really bad will happen, and they might be in danger or others might be in danger, do not try to resolve that conflict on their own. Get help!

CORE ACTIVITY 6.8

Does everyone like everyone?

Objective	<p>To have students:</p> <ul style="list-style-type: none">- nominate and vote for very popular people to see if they are universally liked;- be aware that no one is universally liked, so it is unrealistic for students to think that everyone will like them;- be encouraged to be more accepting of themselves if they are not liked or are rejected.
Duration	Ten minutes
Materials	White board
Procedure	<p>The stopper in this activity is 'think that everyone should like you'.</p> <p>Tell students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their mind as if they are talking to themselves (their self-talk)</p> <p>Ask students for examples of conflicts that are not worked out because people 'Think everyone should like them'.</p> <p>Ask students:</p> <ul style="list-style-type: none">- if they 'think everyone should like them'.- if they think it is realistic to expect that "everyone should like them." <p>Now, have students to think of people who are really popular, people that they think everyone likes, people who may be rich or famous or are celebrities.</p> <p>Have students suggest names. Write these names on the board without censure.</p> <p>Ask students to put their thumbs:</p> <ul style="list-style-type: none">- up if they like that person;- down if they dislike that person;- sideways if they don't know them or they are indifferent about them. <p>After each name is called out, if everyone has their thumb up, put a tick beside that name; if students have thumbs down or sideways, put a cross.</p> <p>After all names have been called out and voted upon (it is usually clear that no one person is liked by everyone in the room), ask does any name have a tick beside it. Was anyone liked by everyone in this room?</p>

Discussion If these very popular people are not universally liked, is it reasonable to think that everyone will like you?

Do you have to like people to work out conflicts with them?

Do you have to respect people to work out conflicts with them?

(Authors' definition of respect: high regard, honour, esteem, show consideration for.)

Do you have to like someone to respect them?

Points to consider:

- If you go to work out a conflict with someone and that person rejects you, that doesn't mean that you are a failure or are an inferior or unworthy person. It may mean that you are just not their kind of person.
- If you do not like each other, but are both willing to try to work out your conflict, you will find a way.

CORE ACTIVITY 6.9

'Door openers'

Objective	<p>To have students:</p> <ul style="list-style-type: none">- brainstorm suggestions for 'door openers' (phrases that show willingness to try to work out conflicts);- role-play these 'door openers', and see their effectiveness;- practise these 'door openers' so that they will feel more comfortable to use them in real life situations, and know when, where and how to make them.
Duration	Ten minutes
Materials	<p>A small model door or use classroom door.</p> <p>Nine green cards with 'door openers' written on them.</p> <p>Whiteboard.</p> <p>A go sign.</p> <p>Optional: Green lollypops (one per student)</p>
Procedure	<p>Make a go sign (cut a green circle of card and fix to a stick or ruler).</p> <p>Write one of the following 'door openers' on each green card</p> <p style="text-align: center;">;</p> <ul style="list-style-type: none">- I really want to work this out.- I'm sorry we had a fight.- Do you want to play?- I hate being bad friends.- I'm sorry.- Do you want to talk?- I really want to be your friend.- Hi, what's up? <ul style="list-style-type: none">• Do you want to come to my place? <p>Place the nine green cards face down on the floor and explain that these are some 'door openers' that may help people show they are willing to try to work out their conflicts.</p>

Ask students what are some things that they could say, a 'door opener', to someone they had had a conflict with to show they were willing to try to work it out. Write suggestions on the board.

Proceed as follows:

- Choose two students to demonstrate.
- Explain that these two students have had a conflict and that Student A is willing to try to work it out. Student A has come to Student B's door.
- Hold up model door, or student A goes outside the classroom door.
- Student A knocks on the door and student B opens the door. Student A reads a door opener from one of the green cards, or from the board.
- Student B decides whether he/she is willing to accept the 'door opener' and work out the conflict. If willing Student B leaves the door open and welcomes Student A. If unwilling, Student B closes the door.
- If Student B is unwilling to work out the conflict and closes the door, students can reflect on what it took for student A to show that he/she was willing (that is, courage, determination and so on).
- Discuss what positive self-talk Student A can say to himself/herself. Student A can give himself/herself a kiss on the hand and a pat on the back for showing willingness.
- All the class can do the same to practice.
- Student B can be affirmed in his/her assertive right to refuse to be willing.
- Student A and B then swap roles as a form of de-briefing.

Ask for more student volunteers to role-play 'door openers'.

Discussion Do you think that saying positive 'door openers' would show your willingness to try to work out the conflict?

Have you had a conflict with anyone that you would like to work it out?

What 'door opener' could you say to them to show you are willing to work it out.

When would you go to the person to try to try to work it out?

Where would you go to the person to try to try to work it out?

What positive things could you say to yourself if the other person is not willing and rejects you?

What could you do, if that person is not willing and turns you down?

Optional: Hold up a green lollypop and ask students, 'What is the significance of the green lollypop?' Give each student a lollypop. This lollypop may stimulate students to have a strong recall of the knowledge covered in this activity, as a result of using their sense of taste.

EXTENSION ACTIVITY 6.10

Back pack and stones

Objective	<p>To have students:</p> <ul style="list-style-type: none">- observe a demonstration that shows in a concrete way, the metaphor of being 'weighed down' by negative thoughts;- understand that negative thoughts can be like heavy stones in a backpack, and positive thoughts can be like a way of removing those stones;- see the advantages of challenging negative thoughts with realistic positive thoughts.
Duration	Ten minutes
Materials	<p>A backpack</p> <p>Five large stones (small enough so as to not put a strain on the student's back when they are all in the backpack).</p>
Procedure	<p>The stopper in this activity is: fear you will be rejected'.</p> <p>Ask students for examples of conflicts not being worked out because people 'fear they will be rejected.'</p> <p>Explain that Jinx has had a conflict with his classmate and now is willing to try and work it out. However, Jinx is weighed down by negative thoughts about the consequences of going to a classmate; for example; 'They will tell me to get lost and I'll never have any friends.'</p> <ul style="list-style-type: none">- Choose a student to play the part of Jinx.- The student (Jinx) puts on the empty backpack.- Ask the class to suggest five negative thoughts that Jinx might have about his fears of being rejected.- Write students' suggestions on the board.- Place a stone in the backpack as the class reads each negative thought from the board until all five stones are in the backpack, and Jinx is 'weighed down' by his negative thoughts.

- Ask the class to suggest five realistic positive thoughts that Jinx might have to challenge each of the five negative thoughts; for example, 'They might not tell me to get lost'.
- Write each positive thought next to each negative thought that is being challenged.
- Take a stone out of the backpack as the class reads each positive thought from the board until all five stones are removed, and Jinx is not 'weighed down' by his negative thoughts. As the stones are removed rub the negative thought off the board, so that only positive thoughts remain written up.

Discussion Do you think it is difficult to go to someone and try and work out the conflict if you are weighed down by negative thoughts?

Do you think it is easier to go to someone and try and work on the conflict if you are not weighed down by negative thoughts?

EXTENSION ACTIVITY 6.11

Unhelpful and helpful personal coaches

Objective	<p>To have students:</p> <ul style="list-style-type: none">- be aware of their self-talk and the influence and control that they can have over that talk;- compare their self-talk having to a personal coach, an unhelpful coach or a helpful coach.
Duration	Ten minutes
Materials	<p>None if teacher directed</p> <p><i>Or</i></p> <p>Handout My helpful personal coach (one per student)</p>
Procedure	<p>The 'stopper' in this activity is: 'do not know how to resolve conflicts'</p> <p>Ask students for examples of conflicts not worked out because people 'Do not know how to resolve conflicts'.</p> <p>Tell students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their mind as if they are talking to themselves (their self-talk). Ask students to think of their self-talk as being like having a personal coach.</p> <p>If you were thinking about trying to resolve a conflict, what would an unhelpful bossy, critical coach say? Such a coach might say:</p> <ul style="list-style-type: none">- You don't know how to resolve conflicts- You're hopeless- You wouldn't be brave enough to go to them- They'd laugh at you- You're no good at anything- You couldn't do it. <p>Do bossy, critical coaches keep repeating themselves?</p> <p>If you had an unhelpful bossy, critical coach how would you feel? You might feel:</p>

- helpless;
- a big failure;
- insignificant;
- worthless;

- inferior;

- a loser;

- unworthy;

- hopeless.

Ask students to suggest the names of well known, successful athletes and sportspeople. What would happen if these people had a bossy, unhelpful coach like this? They might:

- not achieve;
- they might give their bossy, unhelpful coach the sack.

What could you do if you had bossy, unhelpful coach?

You could:

- give the coach the sack.

Ask students what a helpful encouraging coach would say. Such a coach might say:

- You know how to resolve conflict.
- Good for you.
- Give it a go.
- You are brave to go to them.
- You can do it.
- You'll know that you have done your best.
- It will all work out.

Do helpful, encouraging coaches keep repeating themselves? Do helpful, encouraging coaches give points for improvement?

If you had a helpful, encouraging coach how would you feel? You might feel:

- valued;
- successful;
- worthwhile;
- empowered;
- worthy;

- full of hope;
- significant;
- inspired;
- capable;
- confident.

Discussion Which sort of personal coach is your self-talk?

Which coach would help you the most try to work out your conflicts?

EXTENSION ACTIVITY 6.11

My helpful personal coach

During most of your waking hours you probably have lots of pictures and thoughts buzzing through your mind as if you are talking to yourself (your self-talk). Think of your self-talk as having your own personal coach.

- My conflict is:

- My helpful encouraging coach says this to me to resolve this conflict:

EXTENSION ACTIVITY 6.12

Make it worse or make it better

Objective	<p>To have students:</p> <ul style="list-style-type: none">- learn a strategy of changing their perception of a situation from being unable to cope (make it worse) to being able to cope (make it better);- be aware of a way to overcome shyness in trying to work out conflicts.
Duration	Five minutes
Materials	None
Procedure	<p>The stopper in this activity is 'feel too shy'.</p> <p>Tell students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their mind as if they are talking to themselves (their self-talk)</p> <p>Ask students for examples of conflicts not worked out because people 'Feel too shy'. Then ask students for examples of thoughts that might stop people from trying to work out their conflicts if they 'feel too shy'; for example: 'I can't do it. I'm too shy.'</p> <p>Tell students that the aim of visualising is to mentally see and experience a situation in their imagination. Explain that this activity is about visualising having all the confidence they would need to work out their conflict. Read through the procedure to familiarise the students with what will be expected of them. When students are quite comfortable about what is expected of them, begin the procedure.</p> <p>Tell students to think of:</p> <ul style="list-style-type: none">- a conflict where they 'feel too shy' to try to work it out;- being too shy and nervous and not being able to cope;- what they telling themselves? <p>- let that thought fade away.</p> <p>Tell students to visualise:</p> <ul style="list-style-type: none">- the same conflict and imagine they have all the confidence they need;- what they can do to resolve it;- the conflict as being resolved and life is better;- lots of benefits and opportunities for everyone concerned;

- what they are telling themselves.

Let that image fade away.

Discussion Did you feel you had more energy to work out your conflict when you imagined you had confidence?

Does it help to feel confident if you want to resolve a conflict?

EXTENSION ACTIVITY 6.13

The stoppers and the goers

Objective	<p>To involve the whole class in a play to demonstrate willingness and unwillingness to resolve differences;</p> <p>- To have students realise the negative consequences of having ongoing conflicts and the positive consequences of resolving conflicts.</p>
Duration	Fifteen minutes
Materials	<p>Red flag for the Stoppers</p> <p>Green flag for the Goers</p> <p>Drama: The Stoppers and the Goers (nine copies)</p>
Procedure	<p>The stopper in this activity is 'want to get even, seek revenge'</p> <p>Ask students for examples of conflicts not worked out because people 'want to get even, seek revenge' at personal, community or world levels.</p> <p>Proceed as follows:</p> <ul style="list-style-type: none">- Organise the class into two groups, the Stoppers from the village of Red Hills and the Goers from the village of Green Hills.- Choose four students to play the parts of the Stoppers and four students to play the parts of the Goers, and give them their scripts.- Draw, or indicate the wall.- Ask all the Stoppers to stand on one side, and all the Goers to stand on the other side.- Narrate the drama 'The Stoppers' and the 'Goers' with the students acting at the appropriate times.
Discussion	<p>In this play everyone resolved their conflicts and lived happily ever after. In real life when conflicts have been going on for a long time, and people are full of hatred and revenge, can they be resolved so that everyone lives happily ever after?</p> <p>Is it worth trying to resolve these conflicts?</p>

Drama The stoppers and the goers

Narrator: Once upon a time there were two villages side by side with a wall dividing them. On one side of the wall in the village of Red Hills lived the Stoppers. On the other side of the wall in the village of Green Hills lived the Goers.

The Stoppers were not willing to work out their conflicts. The Goers were willing to work out their conflicts. If they ever had a conflict amongst themselves, they always tried to work it out.

The Stoppers had decided to let anger, resentment and revenge live and flourish in Red Hills. The Goers had decided to let fairness, respect and forgiveness live and flourish in Green Hills.

The wall between the two villages had been built by the Stoppers many, many years ago. The children had never seen over the wall. Everyone in both villages had forgotten why they were fighting and what started the fight. The Stopper children were taught to hate the Goers. No-one in the Goer village did anything about the wall. They just accepted that the wall was there.

One day the children from Goers village decided that they wanted to play with the children from the Stoppers village.

Gary Goer: I don't like being bad friends. I'd like to work it out.

Narrator: He got a ladder and leant it against the wall and all the Goers climbed to the top.
They all stood on the wall.

The Goers: (wave green flag) Hullo, yahoo, hi there.

The Stoppers: (wave red flag) Stay on your side.

Gary Goer: Can we all play together?

Sally Stopper: No way!

Glyn Goer: I'm sorry we are all fighting.

Narrator: The Stoppers looked up, waved their red flag and shook their fists.

Sally Stopper: We hate you. We don't want to play.

Narrator: All the Stoppers agreed and took a step backwards.

Gweneth Goer: I wish you weren't angry. Please give it a go.

(the Goers wave their green flag).

Stuart Stopper: The Goers are boring and stupid. They're always having parties.

Narrator: All the Stoppers agreed and took another step backwards.

Stuart Stopper: Yeah, it's not fair.

George Goer: We're having a party today. Will you all come?

(the Goers wave their green flag).

Sue Stopper: That sounds like more fun than we have here. Let's give it a go.

Narrator: The Stoppers looked at one another, shrugged their shoulders and nodded.

Sarah Stopper: Yeah, why not, let's give it a go.

Narrator: Everyone from both villages came and knocked down the wall. Everyone from both villages had a party together.

A new song was written. It became a worldwide hit and was called, 'Let Walls Come Tumbling Down'.

They renamed the two villages Gladsville and everyone lived happily ever after.

EXTENSION ACTIVITY 6.14

Do they really mean it?

Objective To have students:

- realise that people may be more willing to work out a conflict than they are revealing by their words and their body language;
- understand that they cannot know what other people are thinking;
- reflect on their own willingness to try to work on the conflict in spite of the other person's seeming indifference or antagonism.

Duration Ten minutes

Materials None

Procedure Explain to students how thoughts and actions may not be congruent. People may look on the outside as if they are unwilling to work out the conflict by what they are saying and doing, but they may be more willing on the inside.

Demonstration

- Choose a student to come to the front of the class and show by his/her body language that he/she is not willing to work out a conflict:
 - arms folded
 - head down
 - angry expression
 - saying something like, 'I'm not speaking to you'.
- Ask students if this student is showing unwillingness.
- Whisper to the demonstrator to think of unco-operative thoughts; for example, 'I hate them and I'll never make up'.
- Ask class to guess what the demonstrator is thinking.
- Students respond and demonstrator confirms or denies the guess.
- Whisper to the demonstrator to retain the negative body language but think of willing thoughts; for example, 'I feel angry but I would like to make up'.
- Ask class to guess what the demonstrator is thinking.

- Students respond and demonstrator confirms or denies the guess.
- Ask student demonstrator to switch back and forth:
 - from positive thoughts, he/she is willing to try to work out the conflict;
 - to negative thoughts, he/she is unwilling, whilst retaining negative body language.
- Ask class to guess what the demonstrator is thinking.
- Students respond and demonstrator confirms or denies the guess.
- Organise the class into pairs with one student showing negative body language whilst thinking willing or unwilling thoughts, and the other student has to guess what they are thinking. Have students swap roles.

Discussion Was it easy to tell what the demonstrator was thinking?

Do you think that sometimes people may look more unwilling than they really are?

Do you think people may be saying something different to themselves on the inside to what they are showing on the outside?

If you thought the other person might be more willing than he/she is showing, would that make you more willing to go to the person to try to work out the conflict?

EXTENSION ACTIVITY 6.15

Go bear and Slow bear

Objective To have students:

- be aware of changing negative self-talk to more positive self-talk;
- observe a demonstration using two bears, Slow bear (negative self-talk) and Go bear (positive self-talk).

Duration Ten minutes

Material Two small stuffed bears or cardboard cut-outs

Safety pins

Procedure The 'stopper' in this Activity is: 'hate'

Ask students for examples of conflicts not being worked out because people are full of 'hate' at personal, community and world levels.

Explain to students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their minds, as if they are talking to themselves (their self-talk).

Demonstration

Proceed as follows:

- Choose a student to demonstrate this activity.
- Attach the small stuffed bears or cardboard cut outs with safety pins to the demonstrator's clothing (preferably their shoulders so the bears appear to be whispering in each ear).
- Tell the demonstrator that he/she is going to be the self-talk of the two bears: Go bear and Slow bear.
- Ask the class what sort of things they might say to themselves if they were full of hate and were therefore unwilling to go and try and work out a conflict with the other person. For example, 'I hate them'.
- Ask demonstrator to make the voice of Slow bear and say these same words.

- Ask class if they said something like that to themselves, would that make them unwilling to go to the other person to try to work out the conflict. Would it make them want to go slow, like Slow bear?
- Ask the class what sort of things they might say to themselves if they were willing to go and try and work out the conflict with the other person. For example, 'I'll get over it and then I'll work it out'.
- Ask the demonstrator to make the voice of Go bear and say these same words.
- Ask the class if they said some willing thoughts like that to themselves, would it make them feel better about going to the other person to try to work out the conflict. Would it make them want to go, like Go bear?
- Ask class for other thoughts, negative and positive, that they might say to themselves, and a different demonstrator makes the voices of Go bear and Slow bear.

Discussion Can you can change negative self-talk to positive self-talk so that you are more willing to go to try to work out the conflict?

EXTENSION ACTIVITY 6.16

Change your thoughts

Objective To have students:

- watch a scientific experiment, where the colour of the liquid is changed;
- understand that this experiment is an analogy for changing negative self-talk to positive self-talk, in order to be willing to try to work out conflicts.

Duration Ten minutes.

Materials 1 litre of water in a tall glass container.

80 drops of Universal Indicator.

30 millilitres of white vinegar (acid) in a small bottle.

30 millilitres of sodium hypochlorite (babies' bottle sterilizing solution) (alkaline) in a small bottle

(Each time this is demonstrated new materials will be needed.)

Procedure The stopper in this activity is: 'embarrassment'.

- Stir the Universal Indicator into the water before the students see it. It will turn the water slightly green.
- Explain to students that during most of their waking hours they probably have lots of pictures and thoughts buzzing through their minds, as if they are talking to themselves (their self-talk).
- Organise students so that they can see the glass container set out on a table.
- Choose two students to demonstrate this experiment.
- Give the bottles of vinegar and sodium hypochlorite to the demonstrators, who will pour them into the water when instructed.
- Ask students to imagine the glass container of water is their brain with no self-talk in it.
- Ask students to think of negative self-talk that might come into their brain that would stop them from being willing to try to work out the conflict; for example

'If I go to her and try to make up she will turn his back and I will feel embarrassed'.

- The demonstrator holding the bottle of vinegar repeats this self-talk out loud as he/she pours the solution into the glass container (the mixture will turn pink).
- Ask students to decide, if they were using self-talk like this, would it prevent them from trying to work out the conflict?
- Ask students to think of realistic positive self-talk that might change the negative self-talk so that they would be willing to go to the other person to try to work out the conflict; for example, 'She might not turn her back, she might listen to me'.
- The other demonstrator holding the bottle of sodium hypochlorite repeats this self-talk out loud as he/she pours their solution into the glass container (the mixture will turn clear).
- Ask students to decide if they would be willing to go and try to work out the conflict if they were using positive self-talk.

Discussion Do you think that changing your negative self-talk to more positive self-talk would encourage you to go to someone to try to work out the conflict?

EVALUATION ACTIVITY 6.17

Evaluation of willingness to resolve

- Objective** To evaluate students' understanding of Willingness to resolve conflict.
(It is necessary for students to have completed the Core activities in this Session before doing the evaluation).
- Duration** Fifteen minutes
- Materials** Handout Evaluation of willingness to resolve, (one per student)
- Procedure** Hand out the student worksheet and check through worksheet with students before they fill them in to clarify any misconceptions.

After completing worksheets check that the students have understood the concept of willingness to resolve in order to work out the conflict.

Write the following sentence on card and display it:

**When I am in a conflict I can ask myself:
am I willing to try to resolve the conflict?**

EVALUATION 6.17

Evaluation of Willingness to resolve conflicts

You have finished the Session on Willingness to resolve conflicts. Congratulations!

1. Do you think it is possible to work out a conflict if both people are willing?

Circle: Yes or No or Maybe

2. Can you make someone else work out a conflict if that person is not willing?

Circle: Yes or No or Maybe

3. Write down one disadvantage of not solving conflicts.

4. Write down one advantage of resolving conflicts.

5. Underline any of these reasons that might stop you from being willing to try to work out a conflict:

- a) do not know how to resolve conflict;
- b) embarrassment;

- c) think that you will be told off;
- d) feel too shy;
- e) think that something bad will happen;
- f) think that you are right;

- g) think that everyone should like you;
- h) hate;
- i) want to get even, seek revenge;
- j) feel too proud;
- k) like to feel bad - 'poor me' - get sympathy from others;
- l) anger;

m) fear that you will be rejected.

6. Do you think that it is possible to change your thoughts (chatterbox), and think of something else if you want to?

Circle: Yes or No or Maybe

7. Here is an example of a negative thought that might stop you from going to the other person to try to work out the conflict: 'I don't know what to say'. Write down a realistic positive thought to counterbalance that unwilling thought.

8. Do you think that it is possible to work out a conflict with someone even if you do not like the person and he/she does not like you?

Circle: Yes or No or Maybe

9. What could you say to someone to show that you were willing to try to work out the conflict, a 'door opener'?

10. If that person is not willing to work the conflict out, remember you can give yourself a kiss on the hand and a pat on the back for having had the courage to try.

Session 7

Mapping the conflict



SESSION 7

Mapping the conflict

Contents

Skills development matrix

What is mapping the conflict?

Outcomes

Core activities

- 7.1 Tangle/untangle
- 7.2 Jack and the beanstalk
- 7.3 Jack and the beanstalk the maze - (optional)
- 7.4 Mapping the conflict in Jack and the beanstalk – stages 1 to 8
 - 7.4a Mapping the conflict in Jack and the beanstalk - stages 1 to 8
 - 7.4b Mapping the conflict in Jack and the beanstalk - the role of the writer
 - 7.4c Mapping the conflict in Jack and the beanstalk -needs and fears
 - 7.4d Mapping the conflict in Jack and the beanstalk- the map
 - 7.4e Mapping the conflict in Jack and the beanstalk - brainstorming
 - 7.4f Mapping the conflict in Jack and the beanstalk – stalemate options

EXTENSION ACTIVITIES

- 7.5a Mapping a conflict from a TV show, film or story
- 7.5b Mapping a conflict from a TV show, film or story – the map
- 7.6a Mapping a personal conflict
- 7.6b Mapping a personal conflict – the map
- 7.7a Mapping a national or international situation
- 7.7b Mapping the conflict of a national or international situation - the map
- 7.8 Use it or lose it
- 7.9 Strengths and weaknesses of options
- 7.10 No rules game

EVALUATION ACTIVITY

- 7.11 Evaluation of mapping the conflict

Skills development matrix

Session 7 All the activities in this session focus on the skills of communicating, decision making and problem solving

Core activities	Activity focus	Additional skills	Check/ completion
7.1 Tangle/untangle	Playing a game to show how emotions and thoughts can get tangled in a conflict yet untangled with co-operation and patience	Interacting Values and attitudes	
7.2 Jack and the beanstalk	Acting and watching a drama involving four characters in conflict	Interacting Values and attitudes	
7.3 Jack and the beanstalk The maze (optional)	Completing a maze	Values and attitudes	
7.4 Mapping the conflict in Jack and the beanstalk: stages 1 to 8	Taking roles and following the process of mapping the conflict to work out the best solution for all concerned	Interacting Values and attitudes	
Extension activities			
7.5 Mapping a conflict from a TV show, film or story	Taking roles and following the process of mapping the conflict to work out the best solution for all concerned	Interacting Values and attitudes	
7.6 Mapping a personal conflict	A private mapping process for individuals	Interacting Values and attitudes	
7.7 Mapping a national or international conflict	Taking roles and following the process of mapping the conflict to work out the best solution for all concerned	Interacting Values and attitudes	
7.8 Use it or lose it	Group co-operation to make a unanimous decision	Interacting Values and attitudes	
7.9 Strengths and weaknesses of options	Making decisions based on the strengths and weaknesses of each choice	Interacting Values and attitudes	
7.10 No-rules game	Co-operating with a partner to play a game	Interacting Values and attitudes	
Evaluation activity			
7.11 Evaluation of Mapping the conflict	Evaluating understanding of the process of Mapping the conflict to appreciate the options for reaching a win/win outcome or for reaching the best solution for all concerned	Values and attitudes	

What is mapping the conflict?

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia.
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Mapping the conflict requires knowledge about important key skills previously covered in

'We Can Work It Out - conflict resolution for young people' such as:

- the win/win approach to focus on needs of all those concerned rather than going straight to solutions;
- perception, as each person has his/her perception about the conflict, and each person's point of view is valid;
- listening to allow each other to talk about his/her needs and fears;
- appropriate assertiveness (that is, people speaking from their point of view about their needs and fears in a way in which they will be heard);
- managing emotions so that people calm down, think straight and not blame and shame others;
- willingness to resolve or having a desire to resolve the conflict.

Mapping the conflict involves working through a methodical process to dissect the problem into its component parts (that is, the needs and fears of all participants) and then brainstorming all possible solutions. The conflict unfolds and a resolution is reached only when all options have been explored.

What underpins the process of mapping a conflict is willingness and co-operation: willingness to try to work out the conflict and co-operation so that an outcome can be reached that is mutually satisfactory to all parties. By using this win/win approach the aim is for a win/win outcome. It may not be possible to have everyone get one hundred per cent of what they want, but they may reach a decision that they could live with. Empathy and trust are built as all parties work on the problem that they acknowledge as a shared problem.

Collaborative decisions are made as no one party imposes a decision on the other.

Co-operation, patience, open mindedness, tolerance, creativity and lateral thinking are encouraged in order to focus on the problem, not on the people. The process of mapping supports people in their ability to resolve their conflicts. They are not helpless and the situation is not hopeless. It will become evident that having good will and knowing good skills are necessary to resolve conflict.

If students know the process of mapping the conflict they will be more prepared to face the complexities of conflict, have the confidence and ability to be problem solvers, and develop an optimistic 'can do it' attitude. Their ability to respond in conflict situations will be increased. Students will:

- have the opportunity to follow structure, and work together towards a common goal with appropriate constraints and rules that will have a fair outcome for all.

- use skills previously learned in '**We Can Work It Out - conflict resolution for young people**'
- understand that a conflict cannot be solved unless all parties are willing to work on it.

What is the process of mapping the conflict?

Mapping the conflict is an objective and empowering process whereby steps are followed that let the conflict unravel, and those who are affected by the conflict decide their own resolutions. It is important that the steps are followed so that the parties do not rush to a solution before all their needs have been considered.

The first stage is an agreement so that all parties enter into the process with a willingness to sort out the conflict. Mapping the conflict then involves the following stages:

1. The conflict or conflicts are identified.
2. All those affected by the conflict express their needs and fears and listen to the needs and fears of each other.
3. Everyone brainstorms possible resolutions.
4. All those involved decide which resolution or combination of resolutions suit all the parties.
5. Participants make an agreement to check back and evaluate the effectiveness of this resolution and decide at that time whether or not changes or additions need to be considered.

When to map the conflict?

It is time to map the conflict:

- when the usual methods of resolving conflicts are not working;
- before conflicts reach a crisis point;
- when a quick resolution cannot be found to suit everyone;
- where there may be underlying issues that are not apparent and have not been identified;
- when all parties are willing to try to find a resolution.

Why map the conflict?

The conflict should be mapped to provide opportunities for:

- a broader understanding of the conflict;
- the emergence of new insights, common ground and common interests;
- a change of attitude as each person's point of view is heard;
- the prevention of personal attacks and continuing bad feelings;
- the elimination of the need for defensiveness;
- the clarification of ill feelings;
- the creation of lots of options and the consideration of lots of choices;

- the establishment and strengthening of trust;
- the emergence of the best outcome as a result of co-operation, so the resolution is more likely to be carried through and not sabotaged;
- the empowerment of people to resolve their own conflicts.

Outcomes

At the end of the session students will:

1. recognise that thoughts and emotions in a conflict can become confused and tangled, but can be unravelled with co-operation and patience;
2. understand the stages and the process of mapping by acting in a selected drama and doing a maze (optional);
3. understand the stages in the process of mapping a conflict and be able to apply them to a situation in a selected drama;
4. be able to map a conflict based on a TV series, film or story, and see a point of view by playing a role;
5. be able to map a conflict based on a personal conflict and understand skills and a framework for problem solving that can be used even if other people affected by the conflict are not present;
6. be able to map a conflict based on a national or international situation;
7. be able to co-operate to make a unanimous decision;
8. know a problem-solving technique of looking at the strengths and weaknesses of choices in order to make a decision;
9. be able to co-operate to play a game with a partner if they both want to, just as two people can co-operate to resolve a conflict if they both want to;
10. be able to evaluate their understanding of the process of mapping the conflict.

CORE ACTIVITY 7.1

Tangle/untangle

- Objective** To have students:
- play a game in which they become tangled, and then get untangled;
 - draw a parallel with tangled emotions and thoughts in a conflict, and how they can be untangled with co-operation and patience.
- Duration** Five minutes
- Materials** Optional: Jelly snakes (one per student) with the snakes tied in pairs.
- Procedure** Tell the students that:
- they are going to play a game in which everyone will get tangled up, but they will co-operate and get untangled;
 - sometimes in conflicts people can seem as if they are all tangled up, but if everyone co-operates it is possible to find a solution to the conflict;
- Proceed as follows:
- Organise students into groups of five. The students will stay in these groups for all the activities in mapping the conflict in Jack and the beanstalk.
 - Each group makes a circle. Each student takes the hand of two different people in their circle (not the people on each side of them) until all are holding hands.
 - Explain that the aim is to recreate the circle while continuing to hold hands.
 - Students play the game until all groups are untangled. (This may not be easy to do, but communication and patience are emphasised.)
- Optional:** Give the tied jelly snakes to students (a pair between two students). Untangling and eating the jelly snake reinforces the idea in an enjoyable way. The students untangle the snakes and enjoy the reward.
- Discussion** Did you have to talk and co-operate to untangle your circles?
- Do you think that people may have to talk and co-operate in order to untangle their conflicts?

CORE ACTIVITY 7.2

Jack and the beanstalk

- Objective** To have students act and watch the drama, *Jack and the Beanstalk*.
- Note:** It is important that students do all parts of the activities for Jack and the beanstalk and mapping the conflict, (except the maze, which is optional), as the process of mapping the conflict is thoroughly presented.
- Optional:** Choose another appropriate drama which features a simple conflict involving four characters.
- Duration** Fifteen minutes
- Materials** Handout: Drama: Jack and the beanstalk - (five copies).
Props: a hen, a harp, a golden egg and a bag of money.
Optional: costumes
- Procedure** Explain to students that they will be watching and some will be acting a drama, Jack and the beanstalk.
- Proceed as follows:
- Use the same groups of five students from the Tangle/untangle game and give each student in those groups a role: Jack, Jack's mother, the giant, the giant's wife and the writer. (The writer observes the play as a whole, not from a specific point of view.)
 - Choose five students to read the scripts and act the parts in the drama. The narrator will also take the parts of the old woman and the old man.
 - Tell students:
 - They will be watching the drama from the point of view of the character they have been given.
 - After the drama is finished, they will work in groups to map the conflict.
 - They will follow a process called mapping the conflict and that this is a way to work out a conflict whereby everyone co-operates to get the best results for everyone.
 - Indicate 'Jack's house', 'the beanstalk', 'the giant's castle' and the 'tree' under which they will all sit to work out the conflict.
 - Introduce the characters.
 - Have the students act out the drama, and mime the actions as the narrator reads.

Discussion What has happened to the conflict between Jack, Jack's mother, the giant, the giant's wife?

- What did Jack say? Responses may include:
- He wants to work out the problem.
- He wants a fair solution.
- He is showing the way by using some conflict resolution skills.
- What can they all do now?

ACTIVITY 7.2

Drama Jack and the Beanstalk

Narrator: Jack and his mother lived in an old broken-down house. They were very poor. They had no money and nothing in the cupboard to eat. The only thing left to sell was their cow.

Mother: Take our poor old cow to the market and sell her.

Narrator: Jack was strolling along the road to the market with the cow. He came around a bend in the road and met an old man.

Old Man: That's a fine cow you have there. Would you like to swap her for these five magic beans?

Jack: Magic beans eh. Yes, why not. That could be fun.

Narrator: Jack raced home to show his mother the exciting beans. She looked at them in disgust, and threw them out of the window.

Mother: You stupid boy! Now we're going to starve!

Narrator: They both went to bed that night feeling very hungry. The next morning when they looked out of the window, they saw a massive leafy bean stalk. It was so tall the top of it disappeared into the clouds.

Jack: I told you they were magic beans! I'm going to climb up the beanstalk to see how high it goes.

Narrator: Jack climbed and climbed until he climbed right through the clouds. He was able to walk on top of them. In the distance he could see a great grey castle.

Old Woman: Don't go near that castle. The giant who has your father's fortune lives there.

Narrator: Of course, Jack headed straight for the castle. He knocked on the door.

Giant's wife: Hello boy. You look hungry. I can give you something for breakfast but you must hurry because my husband, the giant, will be home soon, and he says that he eats boys like you.

ACTIVITY 7.2

- Narrator** She gave Jack a slice of bacon as big as a gym mat.
Just then the ground began to shake as giant footsteps came near.
Jack ran and hid under the cupboard.
- Giant:** Fee fi fo fum, I smell the blood of an Englishman.
Be he alive or be he dead
I'll grind his bones to make my bread!
I smell boy! Where is he?
- Giant's wife:** You must be imagining things. Here's your breakfast.
- Narrator:** The giant's wife brought the giant 110 sausages, 500 eggs, and a bowl of porridge the size of a wading pool and he ate it all up.
- Giant:** Wife, bring me my magic hen!
- Narrator:** The giant's wife put the magic hen on the table and it laid a golden egg.
- Giant:** Good hen! Lay another for me tomorrow!
- Narrator:** The giant sat back in his chair and closed his eyes. Soon he was snoring like a great rumbling thunderstorm.
Jack popped out from under the cupboard and snatched up the hen. He was out of the castle and down the beanstalk, before the giant had time to breathe out.
- Mother:** Jack, you wonderful boy! Where did you find your father's hen?
- Jack:** In the giant's castle. I'll go back up the beanstalk tomorrow.
- Narrator:** The next day Jack went back up to the castle. He knocked at the door.
- Giant's wife:** Oh, it's you again. Come in. I can give you a snack but you'd better hurry. My husband is due home and he's in a very bad mood since you took that hen.
- Narrator:** She gave Jack a bun as big as a lounge chair.
Just then they heard the crash of the back door slamming.
Jack jumped into the fruit basket and ducked down behind an apple.

ACTIVITY 7.2

Giant: Fee fi fo fum, I smell the blood of an Englishman.
Be he alive or be he dead
I'll grind his bones to make my bread!
I know I smell boy! He's here somewhere!

Giant's wife: I can't see a boy. Here's your lunch.

Narrator: The giant's wife brought the giant four boiled cows, two fried pigs and fifteen potatoes the size of dodgem cars and he ate it all up.

Giant: Wife, bring me my money. I want to count it!

Narrator: The giant's wife brought the giant a bag of money and he counted and recounted the golden coins, until his head was on the table and his snores filled the air like a train in a tunnel.
Jack hopped out from behind the apple. He grabbed the bag of coins and whizzzzzzzzzz he was down the beanstalk and home.

Mother: Jack, you are marvellous. That's your father's bag of money. Where did you find it?

Jack: In the giant's castle. I'll go back up the beanstalk tomorrow.

Narrator: The following evening Jack was back at the castle.

Giant's wife: Oh dear, it's you. The giant is boiling mad since you took his money. Come on in. I can give you some dinner, but watch out he'll be back.

Narrator: She gave him a chop as big as a truck. He had just begun to bite on the corner when the giant looked in the window. Jack hid under the chop.

Giant: Fee fi fo fum, I smell the blood of an Englishman.
Be he alive or be he dead
I'll grind his bones to make my bread!
I know I smell boy! You bet I'm going to get him!

Giant's wife: I can smell the pie I cooked for you. Here it is.

Narrator: The giant's wife brought the giant a pie as big as a caravan (with its annex), and a glass of cordial the size of a water tower, and he ate and drank it all up.

ACTIVITY 7.2

Giant: Wife, I feel tired, bring me my harp so it can play me to sleep!

Narrator: The giant's wife brought him the harp and it played soothing music until the giant closed his eyes. But he was only pretending. He was peeking out through his eyelashes.

Jack squeezed out from under the greasy chop and seized the harp. He was halfway across the kitchen floor when.....

Giant: I knew I smelled boy! I saw you! Come back here!

Narrator: Jack wasn't waiting. He shot out the door, across the clouds and was halfway down the beanstalk when he felt it shaking. He looked up and saw a huge foot on the top branch.

Jack scrambled down as quickly as he could. His mother was waiting impatiently to see what he was bringing home this time.

The giant dropped to the ground and his wife jumped after him.

They all started to shout and grab for the harp.

Mother, Jack, giant, giant's wife: (*All talk at once*)

It's mine, no it's mine, I want it, give it to me, it's not fair.

Mother: I feel very frightened by all this fuss.

Giant: I can't hear myself think! You're all making so much noise!

Giant's wife: Oh dear, whatever shall we do. Let's have a nice cup of tea and we'll feel better.

Jack: I'd really like to sort this mess out. We're getting nowhere. Let one person speak at a time and we'll listen to them. Let's all go and sit under the tree, cool down, and talk it out.

CORE ACTIVITY 7.3

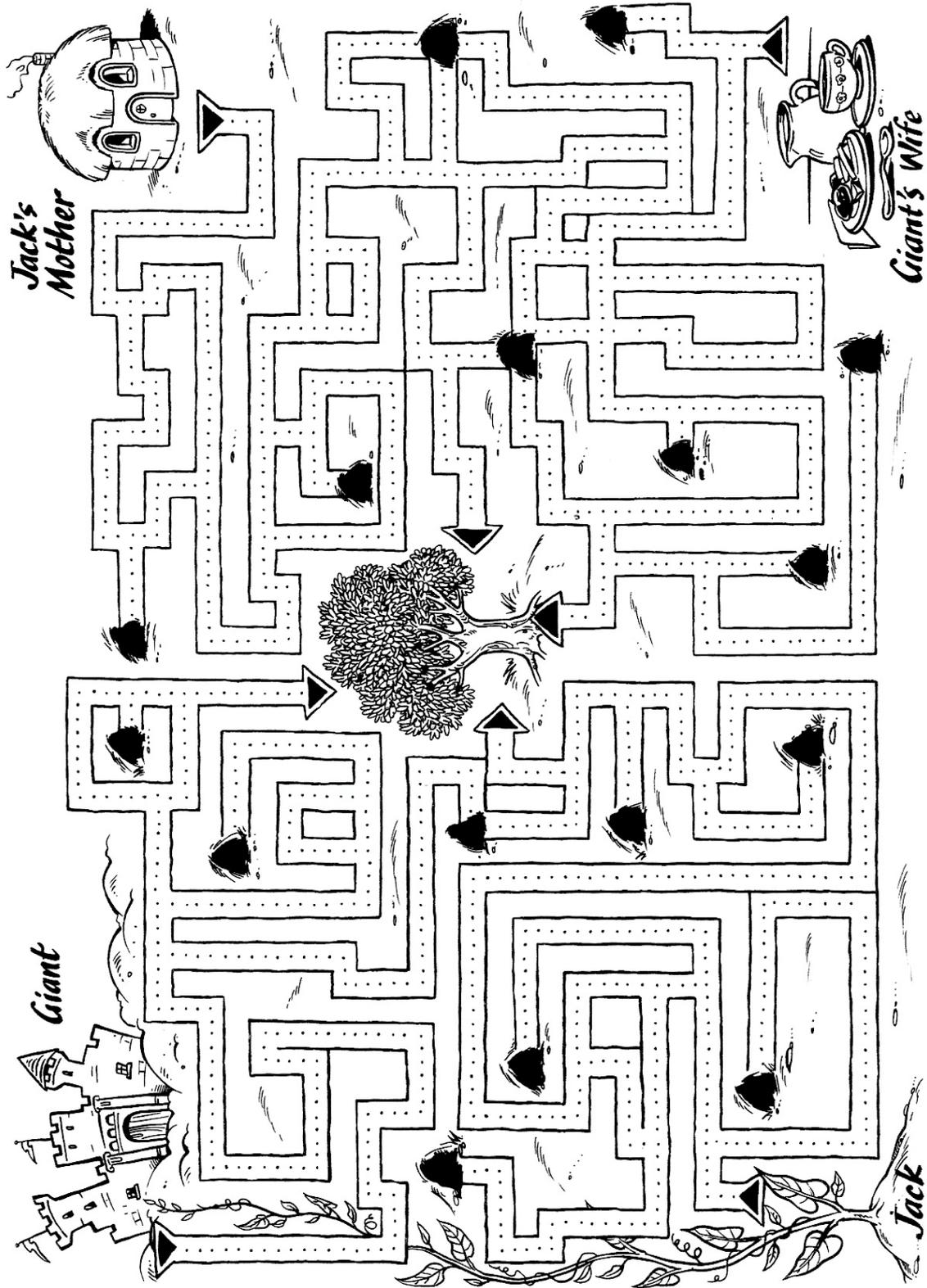
Jack and the beanstalk-the maze (optional)

- Objective** To have students complete a maze that takes the characters in the conflict to the centre where there is a tree, under which they can work out the conflict.
- Duration** Five minutes
- Materials** Handout: Jack and the beanstalk–the maze. (one per student).
- Procedure** Hand out student worksheet: Jack and the beanstalk–the maze.
Explain to students they are going to take Jack’s suggestion that they all go and sit down under a tree and work out the conflict.
The students follow the unblocked paths of the maze to get the giant, giant’s wife, Jack and Jack’s mother to the tree.
- Discussion** What can they do now that they are all sitting together and have calmed down?

Point to cover:

They follow a step-by-step process of mapping the conflict.

Jack and the beanstalk—the maze



CORE ACTIVITY 7.4

Mapping the conflict in Jack and the beanstalk—stages 1 to 8

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia.
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- Objective** To have students agree that they are willing to try to work out the conflict, and will follow the stages for mapping the conflict.
- Duration** Five minutes
- Materials** Handout: Activity 7.4a: Mapping the conflict in Jack and the beanstalk—stages 1 to 8, page -- (one per group of five students or display electronically)
Handout: Activity 7.4b: Mapping the conflict in Jack and the beanstalk - the role of the writer, page --, (one per group of five students or display electronically).
- Procedure** Proceed as follows:
- Organise tables for each group of five students. They will move to the tables after discussing needs and fears.
 - Tell students the following:
 - They are to stay in their groups of five and in the roles that they were given previously: Jack, Jack's mother, the giant, the giant's wife and the writer (narrator).
 - The writer will take charge of, and write for, their group.
 - They are going to pretend that they are the character they have been given.
 - They are to try to see the conflict from the point of view of their character.
 - Refer to screen and/or distribute Activity 7.4a: Mapping the conflict - stages 1 to 8 and read through stage 1: The agreement, with the students.
 - Gain an agreement from the students that they will enter into the process with a willingness to try to work out the conflict.

 - Ask the following questions:
 - Jack, are you willing to try to work out the conflict?
 - Jack's mother, are you willing to try to work out the conflict?
 - Giant, are you willing to try to try to work out the conflict?
 - Giant's wife, are you willing to try to work out the conflict?
 - Point out that the process of mapping the conflict cannot start unless all parties agree to try to work out the conflict.
 - Refer to Activity 7.4a and read stages 2-8 with the students.
 - Make sure students understand the process.
 - Tell students that the conflict is about who should own the hen, the harp and the money and that they will be:

- using all the skills they have previously learned (if '**We Can Work It Out-conflict - resolution for young people**' has been taught in sequence);
- getting to a win/win;
- looking at everyone's point of view;
- using good listening;
- being assertive, not passive or aggressive;
- managing emotions so that they can think, talk and act calmly;
- showing willingness to work it out.
- Refer to the screen and/or distribute Activity 7.4b Mapping the conflict – the role of the writer; and read through with the students to make sure the writer in each group knows his/her role.

ACTIVITY 7.4a

Mapping the conflict in Jack and the beanstalk

Stages 1 to 8

Stage 1 The agreement

- Are you willing to try to work out the conflict?
- Do you agree to speak about your needs and fears from your point of view?
- Do you agree not to blame others and not to shame others?
- Will you listen without interrupting?
- Do you agree to brainstorm options?
- Will you decide on a resolution that satisfies everyone?

Stage 2

- Name the conflict.

Stage 3

- All characters take turns to state their needs and fears while the others listen.
 - Needs are the things we want, value or care about.
 - Fears are our concerns or worries or what makes us anxious.

Stage 4

- Everyone brainstorms all possible options.

Stage 5

- Eliminate all unsuitable options.

Stage 6

- Decide on a resolution that satisfies everyone.

Stage 7

- Everyone is clear about what they have to do to make it work.

Stage 8 (Optional)

- Set a time and place to check back to see if it is working for everyone.

ACTIVITY 7.4b

Mapping the conflict in Jack and the beanstalk

The role of the writer

The writer:

- takes charge of the group;
-
- reads out loud Stage 1: The agreement and gains agreement from each person;
-
- identifies and writes down the conflict;
-
- writes down everyone's needs and fears (needs are the things we want, value or care about, and fears are our concerns or worries or what makes us anxious);
-
- listens to, and writes down, all brainstormed options;
-
- writes down the resolution that the group decides on;
-
- checks that everyone is clear about what they have to do to make the resolution work;
-
- makes a time and a place for all to meet to check and see if it is working for everyone (optional)

If the agreement is broken, the writer or anyone in the group can call a break or stop the mapping process.

CORE ACTIVITY 7.4c

Mapping the conflict in Jack and the beanstalk—needs and fears

Objective	To have students: <ul style="list-style-type: none">- define needs and fears- name the needs and fears from the point of view of the characters in the drama, Jack and the beanstalk.
Duration	Ten minutes
Materials	Handout: Mapping the conflict in Jack and the beanstalk (one per group of five students). Optional: A gavel and a block
Procedure	A gavel and a block can be used to gain students' attention at any stage of the procedure like a judge's gavel in a courtroom. Tell students that in their groups they are going to look at the needs and fears of the four characters involved in the drama, Jack and the beanstalk. Ask students what they think needs are?

Point to cover about needs relating to the conflict:

Needs are the things we want, value or care about.

It is important that students understand that these needs are not stated as from an outsider's opinion, for example, 'What Jack needs, is to ask for what he wants rather than resort to theft.'

The needs are based on the thoughts of the characters themselves; for example, Jack: 'I need to have enough food so that my mother and I don't starve.'

Ask students:

- what they guess Jack thinks he needs (money?)
- what they guess the giant thinks he needs (lots of food?)
- what they guess the giant's wife and Jack's mother think they need.

Ask students what they think fears are?

Point to cover about fears relating to the conflict:

Fears are our concerns or worries or what makes us anxious. The fears are not stated as from and outsider's opinion; for example, 'Jack would fear falling off the beanstalk'. The fears are based on the feelings and emotions of the characters themselves; for example, Jack might fear the giant will hurt him.

Ask students:

- what they guess Jack's mother thinks she fears (something bad will happen to Jack?)
- what they guess the giant's wife thinks she fears (the giant will be angry?)
- what they guess the giant and Jack think they fear.

Give out the handout - the map (one to each group of five students). Have the students sit at their tables in their groups; the writers write the needs and fears as dictated by the students in their group.

Tell students that there is no right or wrong answer. As the students are pretending, they can say whatever they think their character thinks they need and fear.

ACTIVITY 7.4d

Mapping the conflict in Jack and the beanstalk

Jack

Needs:

Fears:

Giant's wife

Needs:

The Conflict

Who should own the hen, the harp
and the money?

Jack's mother

Needs:

Fears:

Fears:

Giant

Needs:

Fears:

The Resolution

CORE ACTIVITY 7.4e

Mapping the conflict in Jack and the beanstalk-brainstorming

Objective	To have students brainstorm options as to how the conflict in Jack and the beanstalk could be resolved with the best outcome for all those involved.
Duration	Ten minutes.
Materials	None
Procedure	<p>Proceed as follows:</p> <ul style="list-style-type: none">- Explain to students what brainstorming is: a brainstorm is a process whereby people think of, and voice, as many possible ways or solutions as possible to a problem.- Consider the following:<ul style="list-style-type: none">- Aim for quantity (the more ideas the better).- Record every idea, at least by a key word or phrase.- Do not allow anyone to judge or criticise any idea.- Expand or elaborate on each idea.- Encourage zany, crazy suggestions as they may 'piggy back' (that is, one idea leads to another).- Once all the ideas have been exhausted, decide how to eliminate unsuitable options.- Go back and consider the remaining options to see if there is a resolution to which everyone agrees.- Check if the remaining options address the needs and fears of the people in the conflict.

- Check if options are:
 - fair;
 - feasible;
 - enough for everyone;
 - satisfactory for everyone.

- Aim for everyone to agree on a resolution. It may not be exactly what everyone wants but could they live with it?
- In their groups have students brainstorm solutions about the conflict: 'Who should own the hen, the harp and the money?'
- Write suggestions on the back of the handout. As an example, one student suggested: 'Issue all four people with a swipe card. They can only use it twice a week to gain access to the hen. The hen is kept in a special box half way up the beanstalk. The box only accepts programmed swipe cards.'
- Students go through the options and decide on one option, or a combination of options, that they all agree to. If they do not have a unanimous agreement, more time may have to be given for further discussion or for more brainstorming.
- Writers write the resolution in the centre of the handout-the map.

Discussion Where do you think mapping is used in real life? Some suggestions may be:

- in personal relationships to strengthen communication;
- family, business and legal areas;
- environmental issues;
- national and international disagreements;
- anywhere there is a conflict and a willingness to work things out.
- Did your group all agree on a resolution? (If there was not a unanimous agreement, go to Stalemate options.

CORE ACTIVITY 7.4f

Mapping the conflict in Jack and the beanstalk–stalemate options

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia.

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Objective To have students think about what can happen if a resolution cannot be found; that is, they have reached a stalemate.

Duration Five minutes

Materials None

Procedure Ask students what may happen if a resolution cannot be found; that is, they have reached a stalemate. Suggestions may include:

- bad friendships;
- suspension or expulsion;
- bad feelings that continue and so on.

Explain to the students what stalemate options are.

What can be done straight away?

- Take a break.
- Change the subject, talk about something else.
- Leave the table.
- Have a walk around the room.
- Look out of the window.
- Have a drink of water.
- Have something to eat.
- Move out of the room.
- Go to the toilet.
- Go and talk to someone else for a while.
- Take a walk.
- Get some exercise.
- Play a game.
- If emotions become heightened, use some techniques to calm down, breath slowly, count to ten, centre and ground yourself.
- All parties can meet separately with the writer to discuss the progress of the mapping to see if things have become clearer.
- The writer can sum up what progress has been made so far, and encourage all parties to keep trying.

- A second map may be needed because more conflicts may have emerged. Go back to everyone's needs and fears.

What can be done later if the mapping stops now?

If everyone is willing, set up another time to map the conflict, when everyone has calmed down and thought about the conflict some more.

Or what is the best alternative if a win/win solution cannot be achieved?

- Get someone else to decide
- Share
- Compromise
- Or toss a coin.

Ask:

- Is this alternative feasible?
- Is this alternative enough?
- Is this alternative fair?
- Is everyone satisfied with this alternative?

Mapping can be used even if people affected by the conflict are not present. It is possible to think of the needs and fears of those people, and then map the conflict.

EXTENSION ACTIVITY 7.5

Mapping a conflict from a TV show, film or story

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia.
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Objective To have students map a conflict featured in a TV show or a scene in a film or a story (of their choice) and aim for the best resolution for all those involved. (It is important that students have done the core activities of Mapping the conflict using Jack and the beanstalk. These activities are a model for the stages and the process of Mapping the conflict.)

Duration No set time

Materials A video of a TV show or film or part thereof of a story, featuring a conflict involving four characters.
Handout: Activity 7.4a: Mapping the conflict in Jack and the beanstalk--stages 1 to 8, (one per group of five students or display electronically).
Handout: Activity 7.5: Mapping a conflict from a TV show, film or story, (one per group of five students or display electronically).

Procedure Proceed as follows:

- The teacher and students choose a story that involves four characters who have a conflict. (Suggestions of well-known stories could be Cinderella, Hansel and Gretel, Romeo and Juliet, or folk tales or contemporary stories appropriate to this group of students).
- Before watching the video or reading the story, organise tables for groups of five (four characters plus a writer) and place on each table a copy of Activity 7.4a: Mapping the conflict in Jack and the beanstalk-stages 1 to 8, and Activity 7.5: Mapping a conflict from a TV show, film or story.
- Give students a role so that each person sees the video or story from the point of view of that character (the fifth person is the writer). **Or** have four characters (no writer). Students then interview one another and write for one another. It is essential that one person takes charge of the group to gain the initial agreement; otherwise the mapping cannot begin.
- Revise with students the stages in Mapping the conflict, the role of the writer, the brainstorming process and what happens if a stalemate is reached.

- Have students watch the video or listen to the story.
- Check that the conflict is clearly identified so the students can map it.
- Groups go to the tables.
- The writer in each group of five takes charge, or one student from the group of four takes charge, and reads stage 1: The agreement from Activity 7.4a – stages 1 to 8
- Point out that the process of Mapping the conflict cannot start unless all parties agree to try to work out the conflict.
- Teacher and the students read stages 2 to 8 of Activity 7.4a. Make sure students understand the process.
- Groups follow the mapping process.
- Groups report their resolutions.

Discussion Did you all have the same resolutions?

Did the TV show or film or story reach a win/win resolution?

Did your group reach a win/win?

What happens if a solution can't be reached?

ACTIVITY 7.5

Mapping a conflict from a TV show, movie or story

Person 1

Needs:

Fears:

Person 4

Needs:

Fears:

The Conflict

The Resolution

Person 2

Needs:

Fears:

Person 3

Needs:

Fears:

EXTENSION ACTIVITY 7.6

Mapping a personal conflict

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- Objective** To have students map a conflict that is relevant to them and aim for the best resolution to suit all those involved.
(It is important that students have done the core activities of Mapping the conflict using Jack and the beanstalk. These activities are a model for the stages and the process of mapping the conflict.)
- Duration** Twenty minutes
- Materials** Handout: Activity 7.4a Mapping the conflict in Jack and the beanstalk --stages 1 to 8 (one per student or display electronically).
Handout: Activity 7.6: Mapping a personal conflict. (one per student)
- Procedure** This activity is for students to work on alone. Students do their own private mapping process for a conflict they have, imagining the needs and fears of the other people involved.
Proceed as follows:
- Revise with students the stages in mapping the conflict, the brainstorming process and what happens if a stalemate is reached.
 - Give each student a copy of the handout: Mapping a personal conflict—the map.
 - Display electronically, or distribute Activity 7.4a: Mapping the conflict in Jack and the beanstalk -stages 1 to 8 and discuss it with the students.
 - Have students do their own mapping.
 - Brainstorm possible solutions to the conflict on the back of the handout.
 - If it is appropriate students can share their conflicts and resolutions.

ACTIVITY 7.6

Mapping a personal conflict

Person 1

Needs:

Fears:

Person 4

Needs:

Fears:

The Conflict

The Resolution

Person 2

Needs:

Fears:

Person 3

Needs:

Fears:

EXTENSION ACTIVITY 7.7

Mapping a national or international conflict

Adapted from material produced by The Conflict Resolution Network, PO Box 1016, Chatswood NSW 2057 Australia.
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- Objective** To have students map a conflict taken from a national or international incident and aim for the best resolution to suit all those involved.
- It is important that students have done the core activities of mapping the conflict using Jack and the beanstalk which model the stages and process of Mapping the conflict.
- Duration** Twenty minutes
- Materials** Handout: Activity 7.4a: Mapping the conflict in Jack and the beanstalk -stages 1 to 8, (one per group of five students or refer to the screen)
Handout: Activity 7.7: Mapping the conflict of a national or international situation, (one per group of five students or refer to the screen).
- Procedure** The teacher and students discuss and choose a conflict involving four or five characters at a national or international level from newspapers, TV news or a current affair program. It can be a current, long standing or long past conflict. Identify and name the conflict. The whole class will map the same conflict.
- Organise students into groups of five (four characters plus a writer) and place a copy of Activity 7.4a on each table.
 - Students adopt a role so they see the conflict from that group character's point of view. **Or** have four characters to a group (no writer); students then interview one another. It is essential that one person takes charge of the group to gain the initial agreement; otherwise, the mapping cannot begin.
 - Recall and revise with students the stages in mapping the conflict, the role of the writer, the brainstorming process and what happens if a stalemate is reached.
 - Check that the conflict is clearly identified and that the students know their roles so they can map it.
 - Groups go to the tables.
 - Give each group Activity 7.7: Mapping a national or international conflict.
 - The writer takes charge of the group and reads stages 1 to 8 from Activity 7.4a. **Or** the four characters interview one another.
 - The writer or one of the four gains agreement from all in the group to try to work out the conflict.
 - Groups follow the mapping process.

- Groups report their resolutions.

Discussion

- Did you all have the same resolutions?

- Did your group reach a win for all, a win/win?

- What happens if a solution can't be reached? (Refer to Stalemate options)

ACTIVITY 7.7

Mapping the conflict of a national or international situation

Person/Group 1

Needs:

Fears:

Person/Group 4

Needs:

The Conflict

The Resolution

Person/Group 2

Needs:

Fears:

Fears:

Person/Group 3

Needs:

Fears:

EXTENSION ACTIVITY 7.8

Use it or lose it

- Objective** To have students:
- co-operate as a group to make a unanimous decision about a hypothetical problem;
 - be aware of the importance of listening to each other's points of view so they are able to make a group decision that satisfies everyone.
- Duration** Fifteen minutes
- Materials** Handout: Use it or lose it (one per group of three or four students).
Sheets of paper (one per student)
- Procedure** Proceed as follows:
- Tell students that the aim of this activity is to make a decision as a group.
 - Read the choices on the handout: Use it or lose it, to the class and explain the following:
 - Students are to consider the pros and cons of each choice, and make their choice.
 - As a group they will discuss the pros and cons of each student's choice.
 - The group has to agree on one of the choices or the money is not donated.
 - Organise students into groups of three or four and give each group the handout: Use it or lose it.
 - Groups work on the activity.
 - Groups report their choice to the class, and how they came to that decision.
- Discussion** What influenced your choice?
- What makes it hard to reach a 100% agreement in a group?
 - Do you think it would be even harder if the whole class had to agree on one choice?

ACTIVITY 7.8

Use it or lose it

Your class has been given \$10 000 by an anonymous donor.

Your group will decide one of the following choices. This must be a unanimous decision.
Each choice will use the whole \$10 000.

If your group cannot agree how the money is to be spent, it will have to go back to the donor.

Your choices:

- Each student in the class receives an equal share of \$10 000 to spend as they wish.
(Approximately \$8 a week for the year for a class of twenty five students).

- Your whole class goes to the Gold Coast (or somewhere similar in your area) for a holiday including time at fun parks.

You donate the money to a hospital that is doing research to find a cure for cancer.

- You donate the money to a charity that educates students in poor countries.

- The money goes to a Zoo for the preservation of an endangered animal that has been found in your area.

- Your school sponsors a film producer to come to the school to make a documentary called, 'A day in the lives of our students'. Everyone will be featured and everyone will receive a copy of the documentary. There will be agents there to sign contracts for new talent.

- The money goes to pay for a rock group to come and play at your school social.

EXTENSION ACTIVITY 7.9

Strengths and weaknesses of options

Objective To have students:

- learn a technique for problem solving by analysing choices;
- make decisions based on the strengths and weaknesses of each choice;
- reflect on the difficulty that some people experience in deciding on a solution to a conflict that will suit everyone.

Duration Fifteen minutes

Materials Handout: Strengths and weaknesses of options, (one per group of three students)

Procedure Explain the following to the students:

- The class will choose an adventure from the handout.
- Students will work in groups of three.
- Each student will think of one item to take on this adventure.
- All three in the group will discuss the strengths and weaknesses of the item.
- As a group you will need to make a decision and choose only one item to take.
- This is a technique that looks at the strengths and weaknesses of each item.
- The whole class will choose an adventure (list them on the electronic board) so that all groups works on the same choice.

Adventures

- Going to live on a deserted island.
- Sailing the Pacific Ocean in a sail boat.
- A journey in space to another planet.
- Travelling in the year 1800 on an expedition.
- Touring Australia with a rock band.
- Six people going on a trip, travelling 1500 kilometres in two days.

Organise students into groups of three and give them the handout: Strengths and weaknesses of options.

The group does a strength (advantage) and weakness (disadvantage) analysis on each person's choice. Eliminate choices until all agree on the one item to take.

Example

Adventure: Going to live on a deserted island.

Item: tinned food

Strength: long life

Weakness: tins might rust; cannot use without an opener (unless ring pull).

Explain to students that if they are having trouble reaching a decision they might like to consider the following:

- Which item suits the needs of most people?
- Is it fair?
- Is it feasible that the item is taken?
- Does it satisfy everyone's needs?

Still can't decide? Let chance decide: for example, toss a coin; or you could get someone else to decide.

Groups report to the whole class.

Discussion

- Did it help you to make a decision when you analysed the strengths and weaknesses of each item?
- Would it help you to make a decision if you analysed the strengths and weaknesses of brainstormed options for solutions to conflict?
- Is it difficult to change your decision or to back down once you've made up your mind?
- Is it difficult to decide on a solution to conflict that will suit everyone?

ACTIVITY 7.9

Strengths and weaknesses of options

Adventures

- Going to live on a deserted island.
- Sailing the Pacific Ocean in a sail boat.
- A journey in space to another planet.
- Travelling in the year 1800 on an expedition.
- Touring Australia with a rock band.
- Six people going on a trip, travelling 1500 kilometres in two days.

Example

Adventure: Going to live on a deserted island

- Item: tinned food
- Strength: long life
- Weakness: tins might rust; cannot use without an opener (unless ring pull)

Our class adventure is:.....

- Student 1: Their item is:
- Strength:
- Weakness:

Student 2: Their item is:.....

- Strength:
- Weakness:

Student 3: Their item is:.....

- Strength:
- Weakness:

Our group decision is to take:.....

EXTENSION ACTIVITY 7.10

No-rules game

- Objective** To have students:
- experience playing a no-rules game with a partner chosen at random;
 - be aware that they can co-operate to play a game if they both want to;
 - be aware that they can co-operate to resolve a conflict if they both want to.
- Duration** Ten minutes
- Materials** Five stones per student (or five objects easily found in the classroom).
- Procedure**
- Organise students into pairs using a method of random selection and give each student five stones.
- Tell students:
- They will be playing a game with these stones (or substitutes) for the next five minutes.
 - There are no set rules or instructions.
- The groups go to different areas away from each other (so they won't copy each other).
- After five minutes, ask students to demonstrate their game.
- Discussion**
- Was it necessary for you both to co-operate to play the game?
 - What did you do?
 - Is it necessary to co-operate with another to try to resolve a conflict if you both want to?

EVALUATION ACTIVITY 7.11

Evaluation of Mapping the conflict

Objective To evaluate students' understanding of Mapping the conflict. (It is necessary for students to have done the core activities in this session before doing the evaluation).

Duration Fifteen minutes

Materials Handout: Evaluation of Mapping the conflict (one per student)

Procedure Check through the worksheet with students to clarify any misconceptions. After completing the worksheet check that students have understood the process of Mapping the conflict so that everyone gets as much of what they want as is possible.
Write the following sentence on card and display it:

**When I am in a conflict, I can ask myself:
Am I willing to work out the conflict by following a step-by-step process?**

ACTIVITY 7.11

Evaluation of Mapping the conflict

You have now finished the session on Mapping the conflict. Congratulations!

1. Before you map the conflict, you need to name the conflict. Circle: Yes or No
2. All the people in the conflict state their needs and fears. Circle: Yes or No
3. The aim of Mapping the conflict is to find a win/lose outcome. Circle: Yes or No
4. The aim of Mapping the conflict is to find a fair resolution for all concerned.
Circle: Yes or No
5. People's thoughts and emotions become upset and tangled when they are in conflict.
Circle: Yes or No or Maybe
6. Do you think that Mapping the conflict can help untangle the conflict? Circle: Yes or No
or Maybe
7. What do you think are the benefits of Mapping the conflict

.....
.....

8. Write down examples where Mapping the conflict could be used in real life.

Personally

Nationally.....

Internationally.....

Session 8

Understanding bullying behaviour



SESSION 8

Understanding bullying behaviour

Contents

Skills development matrix

What is bullying behaviour?

Outcomes

CORE ACTIVITIES

- 8.1 Defining bullying behaviour (male and female)
- 8.2 The difference between stirring, teasing and bullying
- 8.3 Is this bullying behaviour?
- 8.4 Defining cyberbullying
- 8.5 Body language
- 8.5 Pie graph body language
- 8.6 Stand up for yourself
- 8.7 Eye contact
- 8.8 The tall and the short of it
- 8.9 Strengthen your thoughts, strengthen yourself
- 8.10 Be prepared
- 8.11 Stop it and leave me alone
- 8.12 Talk like a scratched DVD
- 8.13 'Fogging'
- 8.14 Ignoring
- 8.15 An invisible shield
- 8.16 Take a break. Escape
- 8.17 Dealing with negative labels
- 8.18 Twenty-two ways to deal with bullies

- 8.19 What would you do if this happened to you?
- 8.20 Dealing with cyberbullying
- 8.21 Getting respect
- 8.22 School policy on bullying

EXTENSION ACTIVITIES

- 8.23 Finding another way
- 8.24 How have others coped?
- 8.24 Survey: How have others coped?
- 8.25 'Bouncebackability'
- 8.26 What are you worth?
- 8.27 Sucker fish friends
- 8.28 The silly bully
- 8.29 Walk with a friend
- 8.30 Bullying in the arts
- 8.31 Y chart
- 8.32 Body language cake recipe

Evaluation activity

- 8.33 Evaluation of Understanding bullying behaviour

Skills development matrix

Session 8 All the activities in this session focus on the skills of communicating, decision making and problem solving

Core activities	Activity focus	Additional skills	Check/Completion
8.1 Defining bullying behaviour	Defining and understanding what constitutes bullying behaviour	Interacting Values and attitudes	
8.2 The difference between stirring, teasing and bullying	Defining and understanding what is meant by stirring, teasing and bullying	Interacting Values and attitudes	
8.3 Is this bullying behaviour?	Understanding what is and what is not bullying behaviour	Interacting Values and attitudes	
8.4 Defining cyberbullying behaviour	Understanding what is and what is not cyberbullying	Interacting Values and attitudes	
8.5 Body language	Awareness of and experiencing some aspects of unspoken communication	Interacting Values and attitudes	
8.6 Stand up for yourself	Experiencing assertive body language so as to appear confident	Interacting Values and attitudes	
8.7 Eye contact	Awareness of the different types of eye contact and the effect that eye contact may have on a bully	Interacting Values and attitudes	
8.8 The tall and the short of it	Experiencing the effects of being taller and shorter when bullying and being bullied	Interacting Values and attitudes	
8.9 Strengthen your thoughts, strengthen yourself	Realising how negative thoughts may affect belief in abilities and how positive thoughts may generate energy and strength	Interacting Values and attitudes	
8.10 Be prepared	Preparing what can be said and what can be done when being bullied	Interacting Values and attitudes	

8.11 Stop it and leave me alone	Practising appropriate assertive words to say to a bully	Interacting Values and attitudes	
8.12 Talk like a scratched DVD	Practising a technique of saying 'no' to something a bully is trying to make you do	Interacting Values and attitudes	
8.13 'Fogging'	Practising a technique of 'fogging' in order to deal with a bully	Interacting Values and attitudes	
8.14 Ignoring	Practising a technique of ignoring in order to deal with a bully	Interacting Values and attitudes	
8.15 An invisible shield	Imagining being protected by an invisible shield to ward off the taunts of a bully	Interacting Values and attitudes	
8.16 Take a break. Escape	Imagining escaping from the bad feelings brought on by being bullied	Interacting Values and attitudes	
8.17 Dealing with negative labels	Imagining removing negative labels that bullies put on others and replacing them with positive labels	Interacting Values and attitudes	
8.18 Twenty-two ways to deal with bullies	Discussing and reflecting on twenty-two ways to deal with bullying behaviour	Interacting Values and attitudes	
8.19 What would you do if this happened to you?	Thinking and moving to a card that indicates a strategy appropriate for how one deals with bullying situations	Interacting Values and attitudes	
8.20 Dealing with cyberbullying	Awareness of different types of cyberbullying and deciding on strategies to deal with them	Interacting Values and attitudes	
8.21 Getting respect	Defining the sort of respect that a bully may get from others	Interacting Values and attitudes	
8.22 School policy on bullying	Discussing and understanding one's school policy on bullying	Interacting Values and attitudes	
Extension activities			

8.23 Finding another way	Identifying your own strengths and building on them rather than attempting to weaken others	Interacting Values and attitudes	
8.24 How have others coped?	Surveying others to find out who has been bullied and how did they cope	Interacting Values and attitudes	
8.25 'Bouncebackability'	Reflect on resilience and be aware of one's 'bouncebackability' in coping with whatever life's circumstances deal out	Interacting Values and attitudes	
8.26 What are you worth?	Understanding one's intrinsic worth is not altered by ridicule or name calling	Interacting Values and attitudes	
8.27 Sucker fish friends	Discussing what sort of friends a bully may have	Interacting Values and attitudes	
8.28 The silly bully	Learning a strategy to reduce the emotional impact of distressing thoughts	Interacting Values and attitudes	
8.29 Walk with a friend	Considering asking a friend to walk with you for support and protection if you are being bullied	Interacting Values and attitudes	
8.230 Bullying in the arts	Awareness of bullying in the arts – music, literature, film, paintings, and so on	Interacting Values and attitudes	
8.31 Y chart	Stating how one would look, say and feel if dealing well with a bully	Interacting Values and attitudes	
8.32 Body language cake recipe	Following a recipe to make and ice a cake to show percentages of verbal and non-verbal communication	Interacting	
Evaluation activity			
8.33 Evaluation of Understanding bullying behaviour	Evaluating understanding of bullying behaviour	Values and attitudes	

What is bullying behaviour?

Bullying is repeated incidents involving:

- a bigger, stronger or more powerful child on a smaller or weaker child, or
- a group of children on a single child.
- using social media to make another child unhappy or afraid.

These might be:

- Verbal: the child is called names, put down, threatened.
- Physical: the child is hit, tripped, poked or kicked, or belongings are stolen or damaged.
- Social: the child is left out or ignored, or rumours are spread in person or online.
- Psychological: the child is stalked or given dirty looks or bullied on line.

Bullying is different from ordinary teasing, rough-and-tumble or schoolyard fights. What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the children involved.

The bully might have power not only because he or she is bigger and stronger, but also because other children side with the bully often to protect themselves.

Bullying is where one person is having fun but the other one is not.

Research shows: 1 in 4 Students experiences bullying (<https://antibullying.nsw.gov.au/for-students/upstanding-videos>).

Cyber-bullying:

42% of kids have been bullied online or in person - 1 in 4 have had it happen more than once.

21% of kids have received mean or threatening e-mail or other messages.

58% have not told their parents about an online bullying incident.

14% have received mean or hurtful comments online.

13% have been the subject of rumors online.

7% have had someone impersonate them online.

8% report receiving a threatening cell phone text.

5% have had a mean or hurtful picture posted.

<https://www.scholastic.com/teachers/articles/teaching-content/cyberbullying-what-teachers-and-schools-can-do/>

Boys are more often bullied by a single individual; girls more often by groups. There is not much difference between the number of boys and girls who suffer from bullying.

The size of the school, or whether the school is single-sex or co-educational or government or non-government, makes no significant difference to the amount of bullying that goes on.

Children are most often bullied when they are in their first few years of primary school and again in their first few years of secondary school.

Bullying among children at school is a serious matter.

This Session is interactive with students working alone on a worksheet or in groups - defining, discussing, recording ideas, reflecting, researching, role playing, and practicing strategies with a partner to deal with bullies. Students will be empowered to deal realistically with bullying behaviour and both the bully and the bullied will be understood and supported. The activities in the session offer support to both the bully and the bullied. It is the behaviour not the person that is unacceptable.

At the completion of this session students will:

- Have a broad understanding of bullying behaviour strategies to prepare them to respond in ways that serve their best interests and empower them, and not antagonize the bully;
- be equipped with life skills to get along better with others;
- be aware of all aspects of bullying behaviour understand the definition of bullying from their discussion with their peers and data from current research;
- reflect on their reactions and responses and the reactions and responses of others at which time they may see their own tendency to bully and take responsibility for that as well as recognise those behaviours in others, be less bothered by other people's actions and when and if they are adding to a volatile situation;
- recognise, select and use the strategies that most meets their needs to deal with rejection and or bullying, so they feel empowered and the bully is disempowered as a result of experiencing practical activities to gain self-acceptance;
- be empowered to deal with aggressive behaviour with confidence and discernment;
- feel more capable to communicate their needs to others to get what they want if they are doing the bullying;
- perhaps be prepared to talk more openly about bullying and to report incidents.

This session offers a comprehensive variety of strategies, so students will know that no one size fits all. Such a range of strategies have been included to offer lots of choices to suit lots of people in lots of different situations. All strategies cannot possibly be all things to all people. It is suggested that students reflect on the strategy to decide if it could be helpful to them.

Some strategies are presented as 'be prepared.' Students are encouraged to relax, imagine and practice so as to prepare themselves. Some strategies may not be relevant right here and now but may prove very helpful in later life.

There is no one prescriptive way of dealing with a bully. It depends on the person being bullied, the bully and the situation.

Outcomes

At the end of this session students will:

1. be able to define bully behaviour (male and female) and understand what constitutes bullying behaviour, by reflecting on a definition based on current research;
2. understand and be able to define the difference between stirring, teasing, bullying and cyberbullying;
3. understand what is and what is not bullying behaviour, by reflecting on, and discussing various scenarios;
4. understand what is and what is not cyberbullying, by reflecting on, what currently constitutes cyberbullying.
5. be aware of the importance of body language communication and know the difference between portraying themselves as someone who may be easy to bully and someone who may not be easy to bully;
6. know how to stand up for themselves and show assertive body language so that they maximize their height and appear confident;
7. be aware of different looks people give each other (eye contact) and the effect this may have on the bully;
8. be aware of the feelings of power when they are the taller person standing over a shorter person and also be aware of the feelings when they are stood over by a taller person;
9. be aware of the effects of positive and negative thoughts about self-belief and of their energy and strength;
10. know what to say and what to do in case they are bullied;
11. be able to use their voices effectively, by focusing on the way words and body language are used in communicating;
12. understand a technique called 'Talking like a programmed robot' so they can practice saying 'no' to something a bully is trying to make them do;
13. understand a technique called 'fogging', which is a way of speaking to a bully who is making hurtful and cutting remarks;
14. understand the technique of ignoring to be better able to cope with a bully;
15. be able to imagine being protected by 'an invisible shield' to ward off the taunts of a bully;
16. be able to imagine escaping temporarily or taking a break from the bad feelings brought on by being bullied;
17. be able to use visualization to remove names and labels that bullies may put on them and other people and replace them with positive labels;
18. be aware that there are twenty-two ways to deal with a bully but know that there is no *one* way to deal with a bully;
19. know what would be appropriate behaviour for them if they had to deal with a bully in a particular situation;
20. look at the different types of cyberbullying and decide on strategies to deal with it/them;

21. be able to define respect and recognise people who have respect and understand how they get it;
22. understand their school policy on bullying; what is, and what is not, tolerated;
23. be able to identify and build on their strengths rather than attempting to weaken others;
24. be aware of how other people have dealt with bullies and the strategies that did or did not work for them and be able to apply these strategies in their lives if they deem it appropriate;
25. understand the term 'bouncebackability' and be aware of how they can pick themselves up and the people who can help them if they are knocked down by life's circumstances.
26. be aware of their self-worth and understand that their intrinsic worth is not altered by being laughed at and/or called names;
27. be aware that a bully may have 'sucker fish' friends and that people may do things in gangs that maybe they would not do on their own;
28. be aware of strategies to use in their imagination that will take the power away from the bully so that the bully appears as the 'silly bully';
29. understand the value of asking another person to walk with them for support and protection and/or imaging someone whom they admire walking with them;
30. be aware of bullying in the arts - music, literature, film, paintings, and so on;
31. understand how people who are bullied feel, what they say and how they look;
32. understand the percentages of verbal and non-verbal communication by making and icing a cake in those proportions;
33. be able to evaluate their understanding of bullying behaviour.

CORE ACTIVITY 8.1

Defining bullying behaviour (male and female)

Objective To have students define and understand what constitutes bullying behaviour.

Duration Thirty minutes

Materials Handout Defining bullying behaviour (male and female), (one per group of four or five students)

Procedure Read through the handout Defining bullying behaviour (male and female).

Ask for examples for each question.

Organise students into groups of four or five. Give each group the handout.

Have students write down their ideas for the nine questions.

Have the groups elect a spokesperson to report their findings to the class. Allow time for additional discussion.

Read the following definition of bullying and discuss it with the students.

What is bullying?

- Bullying is repeated incidents involving:
- a bigger, stronger or more powerful child on a smaller or weaker child, or
- a group of children on a single child.

These might be:

- Verbal: the child is called names, put down, threatened.
- Physical: the child is hit, tripped, poked or kicked, or belongings are stolen or damaged.
- Social: the child is left out or ignored, or rumours are spread.
- Psychological: the child is stalked or given dirty looks.
- Cyberbullying: using social media to bully someone verbally, socially or psychologically.

Bullying is different from ordinary teasing, rough-and-tumble or schoolyard fights.

What makes it different is that the incidents are ongoing, and there is usually an imbalance of size, strength and power between the children involved.

The bully might have power not only because he or she is bigger and stronger, but also because other children often side with the bully often to protect themselves.

Research shows:

- Boys are more often bullied by a single individual; girls more often by groups. There is not much difference between the number of boys and girls who suffer from bullying.
- The size of the school, or whether the school is single-sex or co-educational or government or non-government, makes no significant difference to the amount of bullying that goes on.
- Children are most often bullied when they are in their first few years of primary school and again in their first few years of secondary school.'

Discussion

Ask students if they want to add anything to their findings after listening to, and discussing, the above definition of bullying.

Have the students collate all their findings and display them.

Is bullying a normal part of growing up?

Do males and females bully in the same way?

Defining bullying behaviour (male and female)

1 What do bullies do?

2 What do bullies say?

3 Who do bullies pick on?

4 Why do you think bullies behave the way they do?

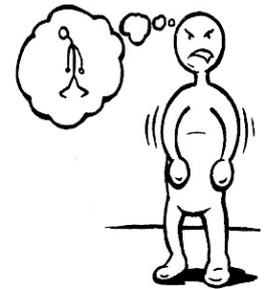
5 What are the advantages to a bully of bullying?

6 What are the disadvantages to a bully of being a bully?

7 What do you think are effective ways to deal with bullying behaviour?

8 What could bullies do instead of bullying?

9 What could you do if you saw someone being bullied?



CORE ACTIVITY 8.2

The difference between stirring, teasing and bullying

Objective To have students think about, understand and define the difference between stirring, teasing and bullying.

Duration Ten minutes

Materials None

Procedure Ask students to define:

- stirring
- teasing
- bullying

Ask students to think about and define:

- the difference between stirring, teasing and bullying;
- the time when stirring and teasing becomes bullying.

A definition might conclude that teasing can be OK when two people like each other and are having a joke, and both are having fun. Teasing becomes bullying when one person is not having fun and is unhappy.

Ask students:

- When does teasing become bullying?
- What can you do or say if the teasing has turned to bullying?

Discussion

- Did you understand the difference between stirring, teasing and bullying?
- What difference will this make to how you treat others?
- What difference will this make to how you will let yourself be treated?

CORE ACTIVITY 8.3

Is this bullying behaviour?

Objective To have students reflect, discuss and understand what is and what is not bullying behaviour.

Duration Ten minutes

Materials None

Procedure Read the following scenarios. Discuss with students and have them decide if bullying is occurring.

- Jose does not speak English very well. Six students in his class surround him at lunch time. They laugh, tease and mock him.
- Is Jose being bullied?
- Seb and Jess are about the same size. They have a boxing match.
- Is Seb bullying Jess? Is Jess bullying Seb?
- Terry is surrounded by four students who say, 'Give us your lunch money or we'll beat you up after school'.
- Is Terry being bullied?
- Four girls ask Velvet to share her chips. Velvet says, 'No, I won't share my chips'.
- Is Velvet being bullied?
- Chris talks to a group of boys who say they shop lift. They tell him to steal something for them or he is not in the group.
- Is Chris being bullied?
- Cassie is part of the group one day. The next day one of the girls says, 'We don't like you.' The girls won't make room for her to sit with them and talk and laugh behind their hands.
- Is Cassie being bullied?
- Jill pulls Tilly's hair when they are on the school bus.
- Is Tilly being bullied?
- Ellis follows Cody home.
- Is Cody being bullied?
- Bella posted on social media that Tiara got money from Aija
- Is Tiara being bullied

Discussion Were all the situations clear?

Did you need more information to make a decision if bullying was occurring?

ACTIVITY 8.4

Defining cyberbullying behaviour (male and female)

Objective	To have students define and understand what constitutes cyberbullying behaviour.
Duration	Thirty minutes
Materials	Handout Defining cyberbullying behaviour (male and female), (one per group of four or five students)
Procedure	Read through the handout Defining cyberbullying behaviour (male and female). Ask for examples for each question. Organise students into groups of four or five. Give each group the handout.

Note to Teachers: As the internet is in a constant state of flux it is impossible to know how it will change and morph over the next few years. What was a platform for bullying in 2021 may no longer be used in the future, and others will have replaced it. This is why these questions are asked of the students so that current information can be reported.

In Activity 8. 20 the students might like to look at all the ways generally suggested to deal with a bully and apply them to cyber bullying plus other suggestions are mentioned specifically to deal with cyberbullying.

Have students write down their ideas for the seven questions.

Have the groups elect a spokesperson to report their findings to the class. Allow time for additional discussion.

Read the following definitions of cyberbullying and discuss them with the students.

Make additions to these definitions if relevant to your students?

Defining cyberbullying behaviour (male and female)

Using the internet – such as social media platforms, instant messaging, email, blogs and websites to hurt, scare or embarrass another person. This can be carried out by one person or a group. In many cases the target won't know who the bully is.

How does a cyberbully bully their target(s)?

- Putting posts on Facebook, Instagram, Twitter, MySpace, TikTok, Snapchat, chat rooms, gaming sites, etcetera, that are purposely unkind to the target. Posting rumours, telling secrets, revealing embarrassing information, or making threats.

- Contacting someone frequently and sending mean texts, verbal messages or staying silent when the target answers.
- Sending thousands of texts or photos to one person to frighten them.
- Calling the target in the middle of the night or making creepy calls.
- Not 'liking' something someone has posted, attacking their post, mocking it or arguing belligerently with them.
- Writing things that intend make the other person feel isolated, alone and a 'loser'.
- 'Unfollowing' or 'blocking' a person on social media, or refusing to play games with them or ignoring them online, in order to exclude them and make them feel like a 'loser'.
- Impersonating the target so others think the post is from them.
- Using photographs – real or photoshopped - to embarrass, humiliate or bribe someone.
- Hacking someone's media in order to find out about them, steal passwords, pose as them, sign them up to other sites or interfere with their files.
- Posting videos or photos showing someone being bullied so others can mock them.
- Exposing the target to things they are not old enough to see or hear, or to people who want to harm them.
- Accusing the target of being a bully in order to get others to hate and gang up on them.

The trouble with cyberbullying is that it can be:

24/7 – the target can never get away from it - even at home.

Anonymous – voiceless – faceless.

Contagious – others can join in – mob mentality.

Difficult to delete.

Not understood by some older people.

Hidden from parents and teachers.

Continuously changing.

Can spread to millions of people around the world.

Is not private – will be on the internet forever – as far as we know now.

Cyber-bullying can be hurtful and in some circumstances it can also be a criminal act. While there is no specific legislation in Australia that is specifically for cyber-bullying, there are existing laws police can use to arrest and charge perpetrators'.

(https://www.police.nsw.gov.au/safety_and_prevention/safe_and_secure/online_safety/online_safety_accordian/cyberbullying).

Discussion Is cyberbullying a normal part of growing up?

Do males and females cyberbully in the same way?

ACTIVITY 8.4

Defining cyberbullying behaviour (male and female)

What do cyberbullies do?

What do cyberbullies say?

Who do cyberbullies pick on?

Why do you think cyberbullies behave the way they do?

What are the advantages to a cyberbully of bullying in this way?

What are the disadvantages to a cyberbully of bullying in this way?

What could you do if you were aware of someone being cyberbullied?

CORE ACTIVITY 8.5

Body language

Objective To have students:

- understand what is meant by body language;
- be aware of some aspects of unspoken communication;
- experience the difference between portraying themselves as someone who may be easy to bully to someone who may not be easy to bully.

Duration Ten minutes

Materials Whiteboard or display electronically
Pie graph Body language chart.

Procedure Ask students if they think there are some people who look as if they would be more easily bullied than others?

Demonstration:

Choose a student to demonstrate the following activity.

Ask the student demonstrator to imagine that he/she is new to this school. At their last school they were picked on and bullied. The student has come to this school and hasn't made a friend yet and expects to be bullied.

Ask the student demonstrator to walk across the room in a way that would show he/she would be easy to bully. How does this student look?

- not confident;
- frightened expression;
- head down;
- feet dragging;
- shoulders drooped.

Ask all students to walk around the room, looking as if they would be easy to bully.

Ask the student demonstrator to imagine that he/she is new to this school. At his/her last school the student had lots of friends and were happy. The student expects to make friends and settle into this school and not be bullied.

Ask the student demonstrator to walk across the room in a way that would show he/she would not be easy to bully. How does this student look?

- confident
- calm, relaxed, friendly expression, 'cool'
- head held high
- shoulders straight and relaxed

Ask all students to walk around the room, looking as if they would not be easy to bully.

Points to Cover

If people look too aggressive it may be seen as a challenge to the bully who may want to pick a fight. (Movie stars who have macho roles, often have trouble with people picking on them when they go out in public).

Research shows that standing tall and walking confidently will make you a less easy target to bully. A bully may be reluctant to pick on someone he/she thinks is strong and is walking with a sense of purpose.

Pie graph

Show the Pie graph. Draw on the board or display it electronically. Refer to the pie graph and explain body language:

- Body language is everything in human communication except the words.
- In face-to-face encounters, providing both people have all their senses, the impact of the message received is as follows:
 - 7% is the words spoken;
 - 38% is the voice: the tone, volume (loud or soft), speed, pitch (high or low), accent, pause, and so on;
 - 55% is the appearance: race (skin colour), age, gender, size, health, hair (colour, style), clothing, posture, gestures (head nods or shakes, limb movements), eye contact, expressions showing emotions, attitudes and personality.

Discussion

How did you feel when you showed that you might be easily bullied?

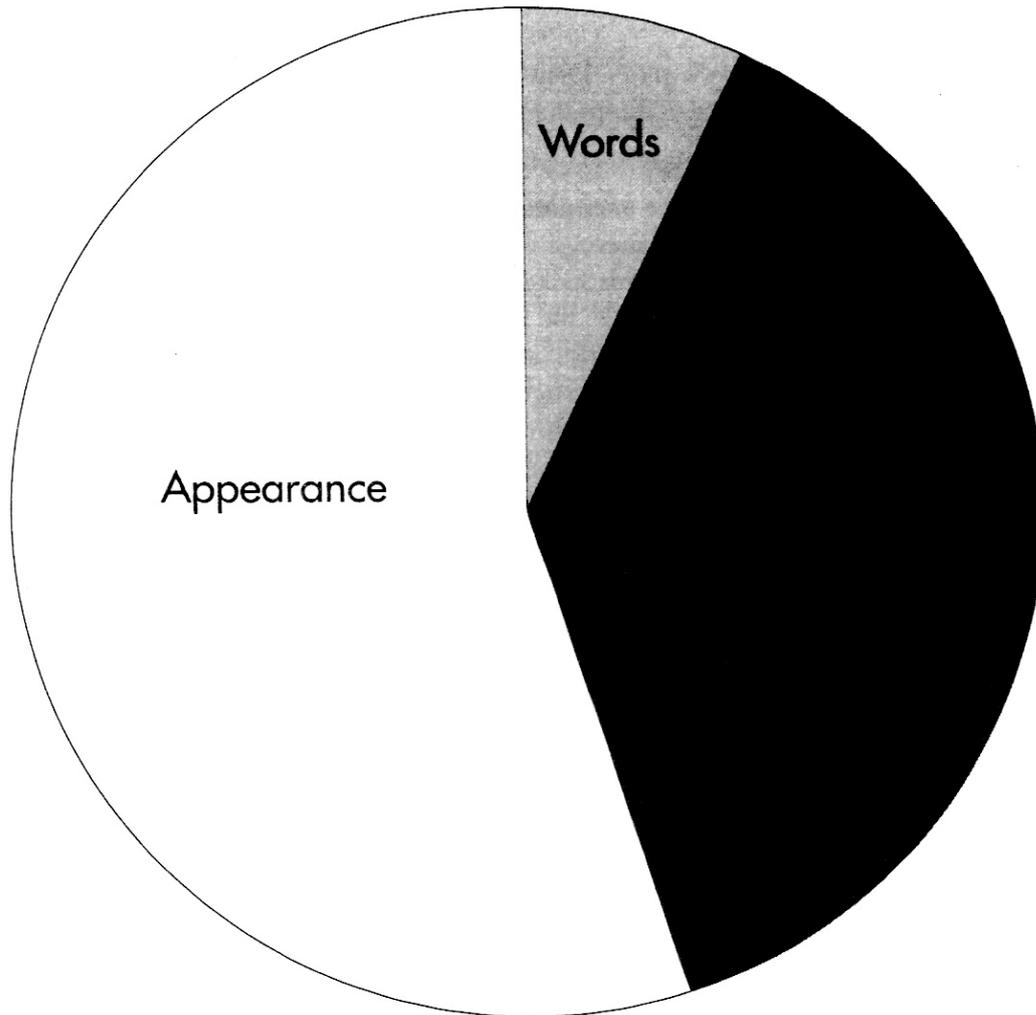
How did you feel when you showed that you would not be easily bullied?

Could confident body language show that someone is not an easy target for a bully?

Do you think that looking more confident would help you if you were being bullied?

ACTIVITY 8.5

Body language



- words 7%
- voice (tone, volume, speed, pitch, accent, pause) 38%
- appearance (race, age, gender, size, health, hair, clothing, posture, gestures, eye contact, expressions) 55%

CORE ACTIVITY 8.6

Stand up for yourself

Objective To have students:

- experience assertive body language;
- maximise their height and appear confident.

Duration Ten minutes

Materials None

Procedure Ask students if they can change anything about their size. If not included:

emphasise the point right now they are the size they are, but they have the potential to be taller if they are still growing.

Tell students that the aim of the activity is to maximise their size by practicing walking tall and straight, and looking assertive.

Take students to an area where they can stand flat against the wall with their heads, backs and heels touching the wall. Tell students to do the following:

- Stand against the wall, not touching anyone else, with their heels, the backs of their legs, their bottom, their back and the back of their head, touching the wall.
- Keep their back straight
- Walk forward one step
- Relax their shoulders
- Walk forward six steps
- Breathe comfortably
- Walk forward six more steps.

Ask students if:

- if they are walking much straighter and taller;
- they feel more assertive;

- they are aware of the sensation of walking tall and straight.

Take students back to the classroom. Ask them to think about people who show they are not bullies and that they are not easy to bully.

- What is it about them?

- What do they do?

Discuss students' suggestions. Ask students would it help to copy their behaviour to make them feel confident and less easy to bully?

Discussion

Do you think that people may be less of a target for a bully when they stand tall and walk tall?

Do you think that walking tall would help you if you were being bullied?

Do you think that you would practice copying the behaviour of a confident and assertive person if you were being bullied?

Point to consider.

Some people can appear taller than they are, because they stand tall.

CORE ACTIVITY 8.7

Eye contact

Objective To have students be aware of the effect that eye contact may have on a bully.

Duration Ten minutes

Materials None

Procedure Ask students:

- do people give one another different kinds of looks, that is, eye contact?
- does standing up straight and looking others in the eye send signals of self-confidence or could it be interpreted as threatening and intimidating?
- what kinds of looks do people give one another?

Write suggestions on the board. Include the following if not covered:

- an interested look (getting information)
- friendly eye contact
- a quick glance (acknowledgement)
- expressionless 'fish eyes'
- staring (threatening eye contact)

Ask students 'When does eye contact become a stare?'

Point to cover:

Giving a glance usually does not antagonise others. Looking and holding that glance may become a stare and be interpreted as threatening.

Ask students to turn to the person beside them and look at that person in the following ways:

- an interested look;
- friendly eye contact;
- a quick glance;
- expressionless and disinterested, 'fish eyes';
- staring, threatening eye contact.

Ask students:

- How did you feel when you gave and received an interested look, friendly eye contact, quick glance, 'fish eyes', staring, threatening eye contact?
- Which of these looks might make a bully feel aggressive?
- Which of these looks might make a bully think twice about bullying you?

Discuss with, and have students research, different practices and traditions in cultures, regarding eye contact and the effect this may have on people's behaviour.

Discussion Are you more aware of the effect that eye contact may have on certain other people?

Point to consider

Eye contact maintained a fraction of a second longer than the individual looked at considers appropriate, can lead to a reaction of, saying, for example, 'Are you looking at me?' verbal or physical aggression or both.

CORE ACTIVITY 8.8

The tall and the short of it

- Objective** To have students:
- experience the feelings of power when they are the taller person standing over a shorter person and bullying them;
 - also experience the feelings when they are stood over and bullied by a taller person.

Duration Ten minutes

Materials None

- Procedure** Ask students if:
- they think the size of the person is significant when it comes to discussing bullying behaviour;
 - they think that short people are easier to bully than tall people.
- Explain to students that the aim of this activity is for them to experience the feelings of bullying when they are the taller person and the feelings of bullying when they are the shorter person.

Demonstration: Choose two students to demonstrate the following:

- ask students for suggestions of what a bully might say to a shorter person.

Choose a suggestion.

- Student A lies flat on his/her back on the floor.
- Student B bullies Student A - stands looking down at student A.
- Student B now lies flat on his/her back on the floor.
- Student A stands looking down at student B.
- Student B uses the same suggestion and bullies student A while lying on the floor.
- Student A and B now swap roles and student A does the bullying from above and from below.

Discuss with students how they felt when:

- they were bullying from above;
- they were bullying from below;

- they were being bullied.

Organise students into pairs and have all students do this activity.

Discussion How did it feel to do this activity?

Did you feel more powerful when you were standing over another person?

Were you bullying effectively when you were on the floor looking up?

What might be the difficulties a shorter person has when stood over by a taller person?

What can a shorter person do to maximise his/her size?

Are bullies always taller than the person they bully?

CORE ACTIVITY 8.9

Strengthen your thoughts, strengthen yourself

Objective To have students realise how:

- negative thoughts may affect their belief in their abilities;
- positive thoughts and a belief in their abilities may generate energy and strength.

Duration 10 minutes

Materials None

Procedure Ask students:

- if they believe that thinking negative thoughts affects their confidence;
- for suggestions of how they and others show this lack of confidence;
- whether could they make themselves feel and appear stronger by thinking strong thoughts.

Demonstration

Ask for a student to demonstrate the following activity:

Tell the student:

- to stand up and place his/her feet a little apart, no wider than their shoulders;
- to hold out his/her arm to the side at shoulder height.

Stand behind the student and say:

- 'Think about how small and weak you are.
- Think how easily you could be bullied by a really tough person.
- Tell yourself weak negative thoughts; for example, "I have no confidence. I can't stand up to a bully. It will be terrible. I will get bashed up."
- The student repeats these thoughts to himself/herself.
- Push down firmly on the student's arm.
- Result: The student may have little resistance.

Ask the student to demonstrate the following activity:

- to place his/her feet a little apart, no wider than shoulders;
- feel his/her feet firm on the ground;
- to wriggle his/her toes and feel their toes firm on the ground;
- to feel his/her heels firm on the ground;
- to hold out his/her arm to the side at shoulder height.

Stand behind the student and say:

- Think about how tall and strong you are.
- Think about how well you would manage if you were being bullied.
- Tell yourself positive thoughts, for example, I am a capable person. I have confidence. I am strong on the inside. I can stand up for myself.”
- Student repeats these thoughts to himself/herself.
- Push down firmly on the student’s arm.

Result: The student may have more resistance.

Ask the student:

- What happened when you were thinking negatively?
- What happened when you were thinking positively?

Organise students into pairs of approximately equal height. Students do the same exercise with their partner. They then swap roles, so that both experience the activity.

Discussion

What happened when you were thinking negatively?

What happened when you were thinking positively?

Do you think that thinking positive thoughts would help you if you were being bullied?

CORE ACTIVITY 8.10

Be prepared

Objective To have students prepare what they can to do and say when they think they may be bullied.

Duration Ten minutes

Materials None

Procedure Ask students if they have ever been bullied and wished that they had been more prepared with something to say or do. If there are students in the class who have not been bullied, they can help with suggestions to people who have been bullied.

Organise students into pairs or triads and ask them to talk in turns about a time when they have been bullied or about what they would do if they were to be bullied. Have the students in their groups share suggestions as to what they could say or do if this happens in the future. The others can say whether they think it would be effective or not.

Alternatively, this can be done as a class discussion and some of the suggestions can be acted out in front of the class and the possible effectiveness can be discussed.

Ask students if they think that it is useful to have some positive self-talk ready to say to themselves in case they are bullied. What sort of things could they say to themselves? A suggestion might be:

‘No matter what you say, I’m a good person.’

Discussion Do you think that it is useful to be prepared in case you are bullied?

Would you practice this, maybe in front of a mirror, so that you are really well prepared?

CORE ACTIVITY 8.11

Stop it and leave me alone

Objective To have students formulate and practice appropriate assertive words to say to a bully.

Duration Five minutes

Materials White board or display electronically

Procedure Discuss with students' assertive phrases that can be said to a bully straightaway in an assertive way, to stop that person from bullying. Some phrases may have been thought of in Activity 8.10. Write these, and students' suggestions, on the board. Ask students to turn to the person beside them and say in a firm but quiet voice one of these assertive phrases.

Proceed as follows:

Ask students to find a partner.

- Ask students to go with their partners, to an area where there is room to form a large circle.
- Each pair of students stands facing each other, so that two circles are formed: an inner and an outer.
- Ask students to stand assertively.
- Looking their partner in the eye, the students on the inner circle are to say, in an assertive voice, 'stop it and leave me alone', or one of the assertive phrases thought of before, as if they were talking to a bully.
- The students on the outer circle then are to say the same phrase back.
- The students on the inside circle then stay where they are but students on the outside circle take one step to the left so that they are in front of a different partner.

The same phrase is to be repeated by both students in their pairs. The activity is to continue until students are back opposite their original partner.

Discussion Do you think that standing up to a bully in an assertive way straight away would help stop that person bullying you?

Talk like a programmed robot

Objective To have students think about and practice saying no to something that a bully is trying to make them do.

Duration 10 minutes

Materials None

Procedure Ask students what they think is a programmed robot.

Ask students what they might say to a bully if the bully was trying to get them to do something that they did not want to do; for example, a bully tells them to go into a shop and steal something.

They might say something like, 'No, I don't want to steal anything.'

Demonstration

Ask for two students to demonstrate this activity, (Student A and B).

Student A is the bully and tells student B to go into the shop and steal something.

Student B says something like, 'No, I don't want to steal anything.'

Student A then says something like, 'If you don't steal You can't be in our gang.'

Student B repeats himself/herself like a programmed robot by saying, 'No, I don't want to steal anything.'

Student A then makes another reason why student B should steal.

Student B repeats himself/herself like a programmed robot by saying, 'No, I don't want to steal anything.'

This goes on until student A gives up trying to make student B steal.

Divide the class into pairs and have all students practice this strategy.

Ask students if they think this programmed robot technique would work by just saying 'no' to a bully, and looking as if they meant it?

Ask for two students to demonstrate this activity.

Student A wants to take something from student B.

Student B does not want student A to have it.

Tell Student B to face Student A directly and:

- stand back slightly
- hold eye contact, but give no smile.
- keep voice level and balanced.
- shake head slightly to give an unconscious 'no' message as well as a verbal one.
- say 'no' firmly, to show he/she really means it.

If student A tries again, student B repeats his/her 'no' like a programmed robot and uses his/her assertive body language.

Divide the class into pairs and have all students practice this strategy.

Discussion Do you think that this technique might work?

What are the consequences of doing things you don't want to do?

Persistence is the key

CORE ACTIVITY 8. 13

'Fogging'

Objective To have students learn the technique of 'fogging' in order to be better able to deal with bullies.

Duration Ten minutes

Materials None

Procedure Ask students:

- what is a fog, and what does a fog look like?
- what happens to a fog if you try to hurt it?

Suggest to students that if a bully is saying mean or hurtful things, you can act like a fog.

The guidelines for fogging are:

- Stay calm, take a breath.
- If you are hurt, pretend that you're not. You 'fake it till you make it'.
- Do not deny the criticism.
- Do not be defensive.
- Do not argue or fight back or counterattack.
- Agree with any truth in the bully's statement.
- Do not be sarcastic.
- Make bland comments, not agreeing and not disagreeing.
- Inquire what it is about you that the bully has criticised and does not like, (sometimes it may become clearer to the bully as to why he/she is trying to hurt you).

An example of what a bully might say is: 'You look stupid.'

You can act like a fog, say something like:

'Do you think so'

'That's your opinion'

'Well there you go'

'What is it about me that you think is stupid?'

'I suppose I don't look as good as I usually do'.

If you said things like this (like a fog), showing that you are not able to be hurt, what effect do you think this will have on the bully?

Ask students to think of hurtful comments that bullies might make, such as:

- 'Nobody likes you.'
- 'Four eyes'.
- 'Nerd.'

- 'You're ugly.'

- 'You're a wimp.'

Write these on the board.

Ask students to think of fogging replies that they could make. Write these on the board next to the hurtful comments.

Organise the students into pairs to practice this technique, using the comments written on the board.

Discussion

Was it hard not to retaliate?

When you were being the bully what effect did this sort of reply have on you?

Is this a technique you think you could use with some bullies?

CORE ACTIVITY 8.14

Ignoring

Objective To have students practice the technique of ignoring in order to be better able to deal with bullies.

Duration Ten minutes

Materials None

Procedure Ask students:

- If you ignore someone, what do you do?
- If you ignore someone, what do you say?

List their suggestions on the board. Some suggestions might be:

- Look away, or look at them with 'fish eyes'.
- Talk to someone else.
- Keep doing what you were doing.
- Fold your arms.
- Step back.
- Walk away.
- Don't say anything.
- Look at your watch/phone/laptop.

One way to deal with a bully is to ignore him/her. Tell students that if a bully wants you to look at, or pay attention to him/her, and you do by answering or fighting back, you are rewarding his/her bad behaviour.

Ask students for some of the things that bullies say or do. For example: a bully may mock your name or call you names.

Choose two students to demonstrate this activity. Student A and student B. Student A bullies Student B by calling him/her names that **do not apply to that student**.

Student B ignores Student A by using some of the behaviours suggested before.

They take on the role of another person with another name (see instructions for de-rolling/debriefing below).

Divide the students into pairs, preferably with friends together. They take on the role of another person with another name (see instructions for de-rolling/debriefing below).

Ask students to call each other names that **do not apply to that student**, as this may hurt their feelings. Ask one of the students in each pair to say something that a bully might say. The other student pretends he/she doesn't care and ignores the bully.

Then have students swap roles. (This is important as a form of de-briefing. See below for instructions on debriefing.)

Discussion Why do you think this technique might work well with some bullies?

Do you think that you might use this technique?

Are there some things that a bully might say or do that you cannot ignore?

What could you do?

Ignoring is a very hard thing to do especially if you are upset, but remember, you only have to do this one more time than the bully.

Adapted from material produced by **The Conflict Resolution Network**, PO Box 1016, Chatswood NSW 2057 Australia Ph: +61 427 060 080 Email: hc@crnhq.org Website: www.crnhq.org

De-rolling/de-briefing participants

An essential part of the conclusion of a role-play is the de-rolling or debriefing process. The aim of the process is to allow participants to separate themselves from their assumed role and return to their own identity. It is in this part of the process that participants and observers gain deeper insights into the learning outcomes of the exercise. The method involves four steps.

Step 1.

The role player remains seated in the place in which the role-play was enacted. The debriefer asks the role-player to identify similarities between himself/herself and the role they assumed. It is important that the name of the role-character and the role-player's own name are used from this time onwards.

Step 2.

The role player moves to another place and addresses the empty place. The debriefer asks the role-player to state the differences between himself/herself and the assumed character. This is part of the distancing process between role-play and reality.

Step 3.

The de-briefer now asks the role player from his/her observations of the assumed character what skill of his/her own would he/she give to the role-character to improve his/her communication skills and handling of the problem.

Step 4.

The debriefer asks the role-player to state what insights he/she learned from the assumed character that will be useful in his/her own future interactions both at school and home. All participants and observers can then discuss their own observations.

An invisible shield

Objective To have students imagine being protected by an invisible shield, to ward off the taunts of a bully.

Duration Ten minutes

Materials Whiteboard

Procedure Ask students:

- what a shield is used for;
- where and when shields were used in the past;
- what shields are used for these days;
- to imagine or pretend that they have an invisible shield around them. (This shield will not let insulting words get through to hurt them);
- to suggest some of the names that bullies use to taunt other people and demoralise them.

Write the suggestions on the board. Explain that they are going to call each other some of these names and put-downs. They are going to imagine that they have an invisible shield around them.

Demonstration

Choose two students to demonstrate: Student A and Student B. They take on the role of another person with another name (see instructions for de-rolling). Student A imagines that he/she has an invisible shield around him/her which stops the hurtful words from getting through. Student B insults Student A using insults that **do not apply to that student**.

Ask Student A how it felt to be insulted. Were they able to use their invisible shield to stop the words getting through and hurting him/her?

Then have the demonstrators swap roles. (This is important as a form of de-briefing. (see instructions for de-rolling in previous activity). Student A insults student B using insults that **do not apply to that student**.

Ask student B how it felt to be insulted. Was he/she able to use his/her invisible shield to stop the words getting through and hurting him/her?

Divide the students into pairs, preferably with friends together. Tell students that both students are going to take it in turn to call each other some of these names. They take on the role of another person with another name (see instructions for de-rolling).

Ask students to call their friend names **that do not apply to them**. Explain that this way it won't hurt their friend. The class in their pairs now do this activity.

Discussion

How did it feel to be insulted like this with an imaginary invisible shield around you?

Would it help you to imagine an invisible shield around you if you were being insulted by a bully?

Take a break. Escape

- Objective** To have students:
- use their imaginations to temporarily escape or take a break from the bad feelings brought on by being bullied;
 - allow some time to elapse so that they can stop feeling bad for a little while;
 - realize that the problem may fix itself while they are taking time out.
- Duration** Ten minutes
- Materials** None
- Procedure** Ask students if they think it might help them to take some time out, take a break or daydream for a while, if they couldn't deal with a bully at that time.
- Tell students that:
- they are going to use their imaginations or have a daydream, in order to take themselves to their best place in the world;
 - this may help them in the short term to feel better if they cannot deal with the bully effectively at this time.
- Ask students to think of, or imagine, the best place in the world. The place they would most like to be. Say to them:
- Think about, or imagine being in your best place:
 - How do you feel?
 - What do you see?
 - What do you hear?
 - What do you smell?
 - What do you taste?

- Just enjoy being there for a little while.
- Let that picture fade away. You can go back there soon.
- Now think of a way to get to your best place. You could:
 - fly there on a unicorn;
 - drive there on a big new shiny motor bike;
 - climb a sparkling ladder;
 - follow a yellow brick road;
 - open a door in the wall;
 - de-materialise yourself and materialise yourself at your place;
 - or think of your own way to get there.
- Just enjoy getting there for a little while.
- Let that picture fade away. You can do that again soon.
- Think of a signal to make the motor bike arrive, or the door, or your way to get there, appear. Maybe you could:
 - give a little whistle;
 - click your fingers;
 - click your heels together;
 - blink your eyes;
 - think of your own way;
 - have a practice doing that.
- Let that picture fade away. You can do that again soon.
- You can put all those things together now:
- Signal your way to appear.
- Go there.
- Be there.
- How do you feel?
- What do you see?
- What do you hear?

- What do you smell?
- What do you taste?
- Enjoy yourself!
- Let that picture fade away.
- This best place is there for you any time you want to escape or take a break.

What else could you do if you needed to take a break from feeling bad?

Some suggestions might be:

- have a sleep;
- play a game;
- read a book;
- watch tv.

Discussion

Do you think that having a special place in your imagination might help you to feel better if you were having trouble with a bully, but couldn't fix the problem straight away?

Do you think that taking some time out might give the problem time to sort itself out?

If you took a break do you think that then you might have a better idea of how to deal with the bully?

CORE ACTIVITY 8.17

Dealing with negative labels

Objective	To have students: <ul style="list-style-type: none">- think about the labels or names that bullies may put on them and others that they don't like;- use their imagination to remove those labels and write positive labels for themselves.
Materials	None
Duration	Ten minutes
Procedure	<p>Ask students:</p> <ul style="list-style-type: none">- if bullies call them and other people names and give them labels that they don't like;- to suggest some of those labels. <p>Explain to students that visualisation is a technique to see and experience a situation in their imagination. They can use their imagination to help them deal with those labels by removing them and imagining positive words to replace them. Ask students to suggest some positive labels; for example, lovable, capable.</p> <p>Read the following methods and ask students to listen for the one that they like best. Imagine:</p> <ul style="list-style-type: none">- A bully's words are painted on a canvas. Paint over them. Paint your positive words.- A bully's words are on a computer screen. Press keys to delete them. Type your positive words.- A bully's words are on a fogged up cold window. Wipe them away. Breathe on the window, making it foggy again. Write your positive words.- A bully's words are written in the sand at a beach. Waves wash them away. Walk further up the beach to where the waves won't reach you and write your positive words.

- A bully's labels are pinned on you. Take them off, tear them up and put them in the bin. Write your positive labels and pin them on yourself.

- A bully's words are written in clouds. The wind blows them away. Be a pilot and sky write your positive words.

- A bully's words are called down a megaphone by a bully movie director. You take the megaphone and call out your positive words.

Discuss further suggestions with the students. Ask students to decide on their method. Emphasise to students that this is a private activity and they will not be asked to it share with others.

Slowly and quietly go through the following steps with them. Say to students:

- Use the method you like best and see the negative labels that bullies have given you or others.

- Remove each label. It is no more; it has no meaning for you at all. (*Pause*)

- Now you have a clean area.

- Write the positive words that describe you.

- Look at those words, and know that you are special and worthwhile in your own way.

- Imagine other people seeing you as you've described yourself.

Alternatively, have students work in groups to make lists of positive words and individuals choose ones they would like for themselves and write them down.

Point to consider:

No matter what names a bully may call you or others, those names can be removed in your imagination and you can substitute them with positive ones that best describe you.

Discussion If you were being bullied, do you think that you might use one of these methods so that you would feel better about yourself?

CORE ACTIVITY 8.18

Twenty-two ways to deal with bully behaviour

1. Get help.
2. Tell someone.
3. Ignore them.
4. Tell them they are bullying.
5. Avoid them.
6. Make other friends.
7. Tell them how you feel.
8. Use assertive body language.
9. Control yourself.
10. Befriend them.
11. Be prepared with something to say.
12. Believe in yourself, no matter what they say or do.
13. Laugh it off.
14. Change your situation.
15. Change how you think about it.
16. Confront them.
17. Distract yourself.
18. Don't do things you don't want to.
19. Use your invisible shield.
20. Act like a fog.
21. Distract them.
22. Don't purposely annoy them.

Twenty-two ways to deal with a bullies

Objective To have students think about and discuss twenty-two ways to deal with bullies.
(It is necessary to have completed previous core activities before doing this activity).

The following suggestions have come from students who have previously completed this course.

Duration Ten minutes

Materials Handout Twenty-two ways to deal with bullies, (one per student) or display electronically.

Procedure Students read the student guide out loud, in turn.

Use the following sub-headings to elaborate or explain the strategies:

1. Get help.

- ask for help.
- call a help line.

2. Tell someone.

- Tell on them.
- Keep telling on them; it's not dobbing.
- Tell your teacher or parents.
- Talk to someone.
- Call kids help line.
- Tell the Principal.
- Tell parent.
- Run to a teacher.

3. Ignore them.

- Don't react.
- Keep doing something else.
- Look away.
- Fold your arms and say nothing.
- Never let them know you're upset.

- Try not to show you're upset.
 - Pretend you don't care.
 - Pretend you can't see them or hear them
4. Tell them they are bullying.
- Ask them why they bully - they will never have any friends.
 - Tell them they are wrong.
5. Avoid them.
- Stay away from them.
 - Avoid where they are.
 - Don't talk to them.
 - Don't go near them.
 - Don't play with them.
 - Walk or run away.
6. Make other friends.
- Team up with others to say 'no'.
 - Walk with a friend.
7. Tell them how you feel.
- Say something to them that lets them know how you feel.
 - Talk to them alone.
8. Use assertive body language.
- Look as if you are not easily bullied.
 - Hold your head up high.
 - Look tough.
9. Control yourself.
- Don't get mad.
 - Do something to calm down.
 - Control your temper.
 - Use self-control.
10. Befriend them.
- Try to sort it out.
 - Sit down and talk and reason with them.
 - Talk to them and settle them down.
 - Ask them what's the problem.

- Talk it out.
- Say nice stuff to them.
- Help them.
- Be nice to them.
- Play with them.
- Ask them if they would they like to play.
- Try to figure them out.
- Turn them into your friend.
- Try to see it from their point of view.
- Treat the bully as you would like to be treated.

11. Be prepared with something to say.

- Say something they're not expecting.
- Be prepared with a reply.

12. Believe in yourself, no matter what they say or do.

- Affirm yourself.
- Don't take unwanted comments.
- Stand up for what you believe in.
- Be proud of what they say.
- Be your own best friend.
- Say 'well please don't call me those things because I'm not like that on the inside'.

13. Laugh it off.

- Make a silly face.
- Make a joke.
- Try to make the bully laugh.

14. Change your situation.

- Change class.
- Change schools.

15. Change how you think about it.

- Don't take it so seriously.
- Say 'who cares what you think'.

16. Confront them.

- Stand up to them don't let them push you around.
- 'Can you go away, please'.

- Say 'lay off'.
- Tell them to stop it.
- Say stop it.
- Say you don't like it.
- Say 'please don't do those things'.
- Stand up to the bully straight away in an assertive way.
- Ask them to go away.

17. Distract yourself.

- Stop thinking about it.
- Think of something else.
- Sleep.
- Watch tv.
- Take a break, escape.

18. Don't do things you don't want to.

- Talk like an programmed robot

19. Use your invisible shield.

- Don't let the hurtful words through.

20. Act like a fog.

- Say 'that's what you think'.
- Say 'that's nice.'
- Agree with any truth.

21. Distract them.

- Talk about another subject with one word they used in their teasing.
- Change the subject.

22. Don't purposely annoy them.

- Don't egg them on.
- Don't give them a reason to bash you.

After each strategy is read, discuss the following with students:

- whether they agree or disagree that this would be a useful strategy to use with a bully;
- if one way would suit every bullying situation;
- if there are any other strategies they would like to add.

With the students group strategies together that are similar. Write these on large cards to be added to those used in the next activity.

Discussion Would you need to use different strategies with different people and for different situations?

When is it not a good time to deal with bullies?

Point to consider:

Don't try to deal with bullies if they are drunk, on drugs, or in a fighting mood.

Don't try to deal with bullies if they are showing off in front of their friends.

CORE ACTIVITY 8.18

Twenty-two ways to deal with bully behaviour

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4. Tell them they are bullying.
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7. Tell them how you feel.
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17. Distract yourself.
18. Don't do things you don't want to.
19. Use your invisible shield.
20. Act like a fog.
21. Distract them.
22. Don't purposely annoy them.

What would you do if this happened to you?

- Objective** To have students:
- consider strategies to use with bullies in given situations;
 - move to the card with the appropriate strategy written on it, in response to various bully situations;
 - think about and justify why they would use that strategy in that situation.
- Duration** Fifteen minutes
- Materials** Twenty-two large cards with a strategy (from previous activity) written on each card.
- Procedure** Place the large cards around the room, so that they can easily be seen and the students can stand near them. Alternatively, group strategies together that are similar.
- Read the following situations (or use situations that are more relevant to your students), and ask them to think students to carefully which of these strategies they would use in that situation and then go and stand near that card. Encourage students to think for themselves, and not go where their friends go, unless they agree. Ask individual students to say why they chose that strategy.
- Situations**
- A bully says, 'Give me your lunch money or don't try going home!'
 - A bully is calling you names.
 - A crowd of tough looking people are coming towards you.
 - A bully is constantly pushing, shoving and hurting you.
 - A bully sends you a message on your phone
 - A bully is spreading rumours about you.
 - A bully gets you alone and threatens you.

- A bully throws your things out of the school grounds.
- A bully won't let you in the toilet, or looks over/under the door.

Discussion Do you now have a better understanding of ways to deal with bullies?

Do you feel more prepared now that you have thought of different strategies?

Now that you have thought about these situations, do you have a better idea of how you would deal with bullies?

CORE ACTIVITY 8.20

Dealing with cyberbullying

Objective To have students think about and discuss ways to deal with cyberbullying.

Duration Fifteen minutes

Materials Handout Ways to deal with cyberbullying behaviour (male and female).

Procedure Proceed as follows:

Organise students into groups of 3 or 4 and have them complete the handout Ways to deal with cyberbullying behaviour (male and female).

Discussion Each group reports their findings to the class.

For the Teacher: Important points to cover if not covered by the students' feedback.

What can police do?

If someone is threatening bullying or harassing you on-line, police want to know about it. You don't have to put up with it and police can take action.

On-line bullies think they can be anonymous but police can track them down. That's why it is important to inform police about what's happening.

While there is no specific legislation in Australia that is specifically for cyber-bullying, there are existing laws police can use to arrest and charge perpetrators.

What laws can help police punish cyber-bullies?

There is no specific offence for Cyber Bullying in NSW, however the person may commit offences under the Commonwealth Criminal Code, 1955. Division 474, subdivision C. Telecommunications Offences.

Taken from the website:

https://www.police.nsw.gov.au/safety_and_prevention/safe_and_secure/online_safety/online_safety_accordian/cyberbullying.

What can students do?

1. Know that this happens to lots of people and they have learned ways to deal with it. It is not your fault. There is nothing intrinsically wrong with you. People get bullied about anything. The bully may start cyberbullying you to see if it works on you. If you don't bite back or respond they may get bored because you are not rewarding them with your unhappiness - which is what they want.
2. It is very sad that there are people online who may want to hurt you or use you, so you have to look out for yourself when you are on social media.

3. You are the best person to save yourself – with the help of others – maybe even the police. Watch out for yourself and be your own superhero.
4. Make sure you know a website is safe before you use it.
5. Keep a record of the cyberbullying. Save the messages straight away. This can be evidence when you are reporting the cyberbullying to an adult or even to the police in the future.
6. Contact police about any threatening or intimidating messages.
7. Don't keep cyberbullying a secret, as it will never go away unless you do something about it – just like facing up to a bully who is physically in front of you.
8. If you are being bullied **tell a responsible adult** such as a parent, relation, teacher or school psychologist.
9. Report the bully to the social media platform.
10. Do not respond to cyberbullying and try to resist cyberbullying back.
11. Block people who are bullying you or who are not a positive force in your life
12. Delete pages where the bully has found you or anything that you know will lead to a bad situation.
13. Deleting and leaving sites may be very hard but tell yourself it is only temporary. Try very hard to take an interest in anything that is positive in your life rather than dwelling on the bullying. **The bully wants to make you miserable.** Don't give them that satisfaction.
14. Maybe only have limited communication with people you know like you, or are interested in the same things as you. You don't have to cut yourself off completely.
15. Do not share with people you do not know, your personal details such as your name, address, school and what you look like. Do not let friends and relatives post personal details about you.
16. Never share your passwords or username. Change them frequently if you are having problems with bullying.
17. Change your phone number if you are being bullied.
18. Never post anything online that you wouldn't want everyone to see. Once something is on the internet it may be impossible to remove it ever again.
19. Plan ahead for what you are going to do if it happens again. That way you will feel less like a victim
20. Try not to be on social media all the time if that is where the danger lies. Find other things to do, with people who do not bully you like clubs, sports, help someone out, etcetera. Do other things you are interested then the cyberbullying won't be in your head 24/7
21. Don't be pressured into doing things you don't want to do.
22. People online may not really be who they say they are. Never go alone to meet someone you have met online. You may think they seem great but they may be going to hurt you. Always go with a parent or caregiver and meet in a public place.
23. Help someone else if you know they are being cyberbullied.
24. Contact a helpline: Warning: be careful about sites that promote anti-bullying as they MAY take you to places on the web that are not about anti-bullying.
25. Make a list of Helplines recommended by your school or Helplines such as:

<https://antibullying.nsw.gov.au/for-students>

<https://kidshelpline.com.au/teens/issues/bullying> or Kids Helpline: 1800 551 800

Headspace: 1800 650 890

Lifeline: 13 11 14

EVERYONE HAS THE RIGHT TO LIVE, WORK, STUDY AND PLAY IN AN ENVIRONMENT FREE FROM BULLYING, HARASSMENT, DISCRIMINATION AND VIOLENCE. NO ONE DESERVES OR ASKS TO BE BULLIED.

Discussion Looking back at the activities we have completed on how to deal with a bully – which of these strategies could you use to deal with a cyberbully?

CORE ACTIVITY 8.20

Ways to deal with cyberbullying behaviour (male and female)

What do you think are effective ways to deal with cyberbullying?

Where or who can you turn to for help if you are being cyberbullied?

What can you do at school to minimise the cyberbullying?

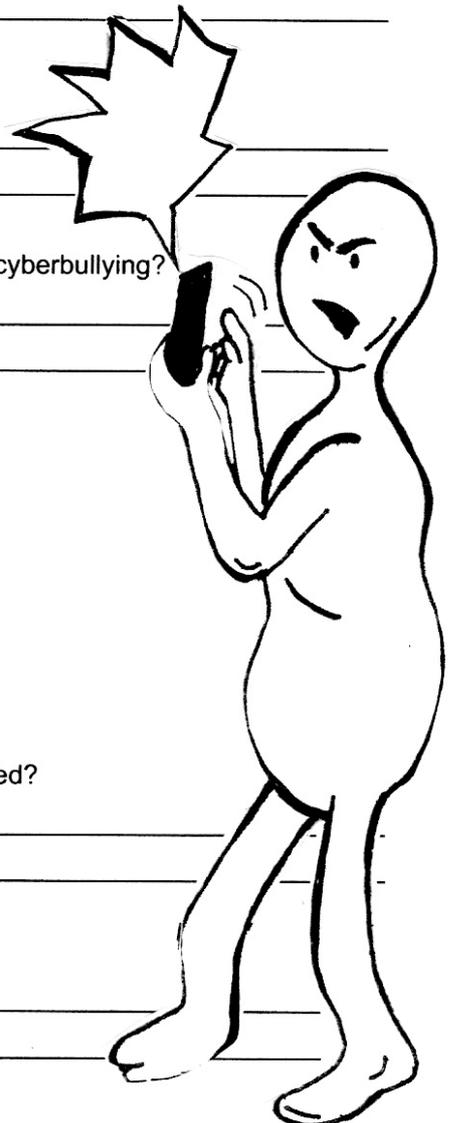
What can you do at home, or when you are out of school to minimise cyberbullying?

What could you say to yourself when a cyberbully bullies you?

What activities could you find to do so you are not as affected by the cyberbullying?

What could you do if you are aware of someone else being cyberbullied?

What could cyberbullies do instead of cyberbullying?



Getting respect

Objective To have students:

- define respect;
- think about how people who have respect, get it;
- define the sort of respect that a bully may have from others;
- compare the two sorts of respect.

Duration Ten minutes

Materials Whiteboard or display electronically.

Procedure Ask students to define the word 'respect'. Write this definition on the board.

(Authors' definition: high regard, honour, esteem, show consideration for.)

Have students think of people they respect.

Ask the following questions:

- Why do you respect these people?
- What do these people do to get respect?
- What do these people say to get respect?
- Do people get respect because of their position?
- Do some people command respect?
- Do people have to earn respect?
- Do you have to like someone to respect them?
- Do bullies get respect?

If students feel that bullies get respect, define the sort of respect that bullies get.

Write this definition on the board, next to the first definition. Compare the two definitions. Then ask:

- Do bullies want to have respect?
- If they wanted to, could a bully gain the sort of respect you first defined?

List students' suggestions on the board.

Discussion Can you make others respect you?

If you respect yourself and respect others, would you feel the need to bully others?

CORE ACTIVITY 8.22

School policy on bullying

Objective	To have students understand their school policy on bullying.
Duration	Five minutes
Materials	None
Procedure	Read through your school policy on bullying. Inform students of: - what will, and what will not, be tolerated at your school regarding bullies and bullying behaviour; - what procedure students should follow if they are being bullied.
Discussion	Clarify any questions the students may have.

EXTENSION ACTIVITY 8.23

Finding another way

Adapted from material produced by **The Conflict Resolution Network**, PO Box 1016, Chatswood NSW 2057 Australia Ph: +61 427 060 080 Email: hc@crnhq.org Website: www.crnhq.org

- Objective** To have students:
- identify their own strengths and be encouraged to build on them rather than concentrating on attempting to weaken others.
 - consider how this story relates to bullying behaviour.
- Duration** Ten minutes
- Materials** Two pieces of rope, one about 50 centimetres and the other about 150 centimetres long.
- Procedure** Ask students if anybody in the room does martial arts and have them share their knowledge. Explain that some martial arts such as aikido encourage going with the flow of a person's attack rather than resisting and blocking it. Tell the story about two boys learning a martial art. Have the two pieces of rope ready to use when it is appropriate in the story.
- Discussion** Does this story relate to bullying behaviour? How?
- Do some bullies feel the need to weaken others to feel strong themselves?
- What could bullies do to feel strong themselves instead of trying to weaken others to make themselves look stronger?

Finding another way

This is a story about two boys called Sam and Jonty. They were about your age and they were both learning martial arts. Jonty always scored points against Sam. Sam thought, 'Jonty makes me mad. He's so sure of himself, I'll fix him.'

Sam felt very frustrated and all his time was taken up with trying to find ways to upset and annoy Jonty. He teased him about how short and weak he was. He laughed at his answers in class and mocked him for doing well at martial arts. He harassed him by making rude gestures in the playground and spent his energy trying to find Jonty's weaknesses. He harassed and insulted him, all with the intention of upsetting his performance.

Jonty didn't show any reaction; he ignored Sam and seemed to look really calm.

Sam did not focus on building his own strengths. While he was spreading rumours, Jonty was practicing for the next competition.

At the next competition Jonty seemed bigger, stronger and more sure of himself, not weaker and upset as Sam hoped he would. Sam became very disheartened and discouraged and wanted to give martial arts away. He went to his teacher to ask him what to do. His teacher took a short piece of rope from his pocket and laid it on the ground.

(Place the 50 centimetre rope on the ground.)

He asked, 'How could you make this rope shorter?'

(Ask class for suggestions.)

Sam said, 'You could cut it in half.'

From his other pocket the teacher drew out a longer piece of rope and laid it beside the first piece.

(Place the 150 centimetre rope on the ground)

He asked, 'How does the first piece of rope look now, when you compare them?'

(Ask class for suggestions.)

Sam said, 'It looks shorter.'

The teacher asked 'Do you have to do anything to other people to make yourself look stronger? Find your strengths and concentrate on them rather than finding the weaknesses of others and concentrating on them.'

By the time the next competition came, Sam had practiced his moves and was feeling confident and felt no need to stir Jonty.

He worked on his strengths. His skills improved and now it was Sam who scored the points against Jonty

EXTENSION ACTIVITY 8.24

How have others coped?

- Objective** To have students:
- carry out a survey to find out if other people have been bullied and how they dealt with bullies;
 - know about strategies that did or did not work for other people;
 - apply any of these strategies in their lives if they deem it appropriate.
- Duration** No set time
- Materials** Handout How have others coped? (one per student)
- Procedure** Ask students if they:
- have ever talked with someone who was bullied;
 - found out what others had done about the bullying;
 - think that lots of people might have stories about how they were bullied;
 - think some famous people were bullied when they were younger;
 - think it would help them to find out how other people have handled being bullied;
 - would be interested to contact other people to find out their stories.
- Discuss with students whom they would like to contact. Have students ask people in their lives to complete the student survey; How have others coped? Alternatively, suggest they use the questions on the student survey to interview people personally. Students could also send the survey to people in public life – pop singers, politicians, adventurers and so on - to get their views and comments.
- When students have completed their surveys, they could:
- report their findings to the rest of the class;
 - make a report for the class/school newsletter;

- graph the results;
- make a poster for the school about how to deal with bullies.

Discussion

Was it helpful to get the views of bullying from these people?

Will you use any of these views to help you if you are bullied?

Would you use these views to help other people who are /have been bullied?

How have others coped?

My name _____

My school _____

My school address _____

Our class is learning all about conflict resolution.

We are learning about ways to deal with bullying behaviour.

Would you be willing to answer a few questions about how you dealt with bullying behaviour when you were younger?

Your name (optional) _____

Were you ever bullied? Yes/no

What form did the bullying
take? _____

How did you deal with
it? _____

What happened
then? _____

Looking back, is there anything you could have done
better? _____

Any other
comments? _____

Thank you for answering these questions.

It will be a big help to us to have your answers.

Signed,

EXTENSION ACTIVITY 8.25

'Bouncebackability'

Objective To have students:

- discuss the term 'bouncebackability';
- reflect on how they can 'pick themselves up';
- think about the people who could help them, when they are 'knocked down' by life's circumstances;
- be aware of their resilience so that they can cope with whatever circumstances life deals them.

Duration Ten minutes

Materials Handout 'Bouncebackability' (one per student)
Whiteboard or display electronically

Procedure Read the following or write it on the board and have the students read it together.

'Nothing's impossible I have found,

For when my chin is on the ground,

I pick myself up,

Dust myself off,

Start all over again.'

(Dorothy Fields 'Swing Time' 1936)

Ask students for their interpretation of this quote.

Discuss the following questions as a class activity, or have students complete the student worksheet as individuals.

- What might happen in your life where you would find your chin on the ground?
(Maybe you get rejected from the group, something sad happens or you have been bullied).

- What could you say to yourself to help pick yourself up?

(It's going to be ok)

- What could you do to pick yourself up?

(Distract yourself, take up a sport, try to fix the problem).

- What has helped you in the past to pick yourself up?

- What could other people say to you to help you pick yourself up?

- What could other people do to help you pick yourself up?

- Make a list here of people you could turn to if your chin was on the ground.

Discussion Now that you have thought about some strategies to pick yourself up when you are down, do you feel more prepared?

Bouncebackability

'Nothing's impossible I have found,

For when my chin is on the ground,

I pick myself up,

Dust myself off,

Start all over again'

Dorothy Fields ('Swing Time' 1936)

What is your interpretation of this quote?

What might happen in your life where you would find your chin on the ground? (Maybe you get rejected from the group, something sad happens or you are bullied)

What could you say to yourself to help pick yourself up? (It's going to be OK)

What could you do to pick yourself up?

(Distract yourself, take karate classes, try and fix the problem)

What has helped you in the past to pick yourself up?

What could other people say to you to help you pick yourself up?

What could other people do to help you pick yourself up?

Make a list here of people you could turn to if your chin was on the ground

EXTENSION ACTIVITY 8.26

What are you worth?

Objective	To have students: <ul style="list-style-type: none">- become aware of, and reflect, on their self-worth;- know that their intrinsic worth is not altered by being laughed at and/or called names.
Duration	Five minutes
Materials	A \$50 or \$100 banknote
Procedure	<p>Hold up the banknote and ask the students:</p> <ul style="list-style-type: none">- what it is worth?- what could you buy with this money? <p>Tell students they are going to bully this note by laughing at it and calling it names. Ask students to think of derogatory things they could say to the banknote; for example, they could laugh and call it names about its colour, size or shape.</p> <p>Have the students laugh and point at the note and call it names. Ask students what the note is worth now that it has been laughed at and called names. Then ask what could they buy with it now that it has been laughed at and called names?</p>
Discussion	Does being laughed at or called names actually alter your intrinsic worth?

EXTENSION ACTIVITY 8.27

Suckerfish friends

Objective Students will discuss:

- the sort of friends a bully may have;
- why students form gangs around a bully.

Duration Ten minutes

Materials Suckerfish friends – picture or display electronically

Procedure Ask students:

- do bullies bully on their own?
- are bullies the centre of a gang.?
- do bullies sometimes bully on their own and sometimes with a gang?
- does a bully like to be surrounded by a gang?
- if a bully does like to be surrounded by a gang, why is this so?
- is a bully a popular person?
- is a bully a leader?
- what is the difference between dominance and leadership?
- why do some students hang around with bullies?

Display the picture of the shark with suckerfish attached to its underside. Explain that suckerfish travel with the shark and feed on the little scraps when the shark feeds, but they stay well away from its mouth so they don't get eaten.

Ask students:

- do you think that some of the students in a bully's gang might be behaving somewhat like suckerfish?
- if you meet the students from a bully's gang on their own, do they behave in the same way as they do in a gang?

- do students do things in a gang that they would not do if they were alone?
- do students in a gang always feel good about doing these things?
- why do you think that students do things in a group that they would not do on their own?
- why does a gang like to hang out together?
- what are the advantages of being in a gang?
- what are the disadvantages of being in a gang?
- what could students do so that they were still in the gang or group, but did not do things they didn't want to do?
- do all gangs practice bullying?
- what is the difference between a gang/team/group/crowd/mob?

Then ask students if they can you think of other words for groups of people? Some suggestions might be:

tribe

orchestra

union

school

club

Discuss with students the advantages and disadvantages of being in groups such as these?

Optional: Research what sometimes happens when a crowd or group turns into a mob. What is 'mob mentality'?

Activity 8.26

Suckerfish friends



EXTENSION ACTIVITY 8.28

The silly bully

Objective To have students learn a helpful strategy to reduce the emotional impact of distressing thoughts.

Duration Five minutes

Materials None

Procedure Tell students the following story:

.

Yoshe and Wyanet

Yoshe lived with her Auntie Joan in a block of units in Harbourn town.

Yoshe got on all right at school until Wyanet came.

Wyanet was tall and beautiful and soon had lots of friends.

At first Yoshe and Wyanet were friends, but one day Wyanet started to be nasty to Yoshe.

Whenever Yoshe would sit with another girl in the playground Wyanet would come up, be nice to the other girl, and then walk off with her.

The other girls got the message that if they wanted to have an easy time, and not be treated like Yoshe, then they'd better be nice to Wyanet.

Wyanet was as sweet as pie to everyone except Yoshe.

It got worse and worse for Yoshe. The more she was left alone, the more other kids started to be nasty to her too.

Yoshe thought about Wyanet all the time.

She thought about her when she first woke up in the morning.

She thought about her when she was at school.

She thought about her at home in the evening, and she dreamed about her at night.

She cried all the time. She did try to do it secretly so Wyanet wouldn't laugh at her even more.

Yoshe did not tell anyone. She just kept all her sadness inside herself.

Then one night she was sitting on her bed crying as usual, and she thought to herself, 'Wyanet is ruining my whole life. She doesn't just make me sad at school, I am sad everywhere. It's like she is this huge monster I drag around from place to place. I am not going to let her make my whole life miserable. I am going to try to think of some way to make her less big and powerful.'

So Yoshe experimented with thinking about Wyanet differently.

First she thought of her as very far away so she could hardly see her.

She gave her a silly voice like a cartoon character.

Then she made her whisper in a silly voice.

Yoshe made herself like a huge giant, and she glared down at Wyanet who was very, very small.

She made Wyanet look really, really ridiculous, with funny hair and funny clothes and put her in silly places.

Yoshe laughed when she thought of Wyanet like this.

When she saw Wyanet at school she laughed on the inside, thinking of her as being so silly.

Because Wyanet wasn't so big and powerful in her thoughts, Yoshe began to think of other things she could do.

What do you think she could do?

Finish the story with an ending suggested by the students.

Discussion Do you think it might help you to think about a bully like this?

EXTENSION ACTIVITY 8.29

Walk with a friend

Objective	<p>To have students:</p> <ul style="list-style-type: none">- think about asking a friend to walk with them for support and protection if they are being bullied;- practice asking a member of the class to walk with them;- use a strategy where they imagine having a strong person they admire walking with them if they are being bullied.
Duration	Ten minutes
Materials	None
Procedure	<p>Ask students if:</p> <ul style="list-style-type: none">- there have been times when they felt the need for support and protection because they were worried they might be bullied;- it would it help to have a friend or a brother or a sister or some adult to walk with them;- it would it help to have an imaginary person whom they admire to walk with them, for example, a movie or rock star or book character. <p>Discuss the above points with students.</p> <p>Tell students that in this activity they will practice asking someone to for help.</p> <p>Emphasise to students that this is to be a positive experience for everyone, so it is important that no one is refused.</p> <p>Ask students to practice asking someone to walk with them by turning to the person sitting beside them and ask that person to walk with them. Swap roles and the other person practices asking too. Discuss with students how that felt. Ask students:</p> <ul style="list-style-type: none">- Was it hard to ask for help?

- How did you feel when another person said 'yes'?

Alternatively, tell students that this activity is private. Ask students to sit quietly and think of someone they would like to have walk with them if they ever needed them.

Tell them to use their imagination and see that friend walking with them. Ask how they felt imagining that person walking with them?

Discuss with students how that felt.

Discussion

Do you think that being prepared by having other people for support (real or imaginary) would help you if you were being bullied?

Optional: Do you think other people in your school would like to have someone to walk with them if they were being bullied?

Discuss setting up a 'buddy system' for your class or other classes in your school if students think there is a need for others to have someone to walk with them.

EXTENSION ACTIVITY 8.30

Bullying in the arts

- Objective** To have students:
- be aware of bullying in the arts – in music, literature, film, painting and so on;
 - collect examples, discuss and write about the portrayal of bullying in the arts.
- Duration** No set time
- Materials** Books, plays, paintings, magazines, lyrics in music, videos, comics, movies, and so on.
- Procedure** Have students collect cartoons, paintings, poems, stories and so on that show bullying behaviour. These can be looked at in the following ways:
- types of bullying – verbal, physical, social, psychological, cyberbullying;
 - different gender bullying;
 - the portrayal of bullying - as a normal part of life or something that is unacceptable;
 - the effect bullying had on the people involved;
 - bullying behaviour in the past compared to bullying behaviour today.
- Discuss the following as applied to bullying in the arts:
- Has the nature and types of bullying behaviour changed over history?
 - Is bullying behaviour something new or has it always happened?
 - Is there less bullying behaviour now?
 - Has the bullying behaviour got worse?
 - Has the bullying behaviour changed?
 - How was bullying dealt with?
- Discussion** What have you learned about bullying behaviour from what you have collected?

Y chart

- Objective** To have students state how they would feel, how they would look and what they would say if they were dealing effectively with a bully.
- Duration** Five minutes
- Materials** Y chart, (enlarge and display on the board, on cardboard or display electronically showing headings only)
- Procedure** Draw or display Y chart.
- Ask students how they would feel, how they would look, and what they would say if they were dealing well with a bully.
- This Y chart is an example only of responses students might use.
- They would feel:
 - calm;
 - strong;
 - as if you were your own best friend.
 - They would look:
 - strong;
 - as if they meant what they said;
 - not easy to bully.
 - They would say:
 - 'stop it and leave me alone.'
 - 'no.'
 - 'that's your opinion, not mine.'
- Discussion** If you were feeling this way, looking this way and saying these words, would you be dealing effectively with a bully?

EXTENSION ACTIVITY 8. 31

Y chart

You feel:

calm

strong

as if you were your own best friend

If you are dealing well with a bully

You look:

strong

as if you mean what you say

not easy to bully

You say:

'stop it and leave me alone'

'no'

'that's your opinion, not mine'

EXTENSION ACTIVITY 8.32

Body language cake recipe

Objective To have students:

- understand the percentages of verbal and non-verbal communication;
- make a cake and colour it to show the relevant percentages (as per pie graph).

Or

The teacher makes a 3D cake from cardboard, or bring in a pie and cuts it in the relevant portions.

(This cake could be shared at the end of the course as a celebration)

Duration No set time

Materials Cardboard cake or;
Stove.
20 centremetre round cake tin.
Electric mixer or wooden spoon.
Ingredients for cake.

Ingredients for cake

(Have eggs and butter at room temperature.)

125 g butter

3 eggs

1 cup white sugar

1 teaspoon vanilla

2 cups plain flour

$\frac{3}{4}$ cup milk

3 teaspoons baking powder

Procedure Make the cake by following the recipe.

Method

Place all ingredients except baking powder into bowl and beat for 4 minutes. Add baking powder and beat for another 1 minute.

Pour into greased 20 centimetre round cake tin. Bake in a moderate oven (150° C) for 50 minutes. Cool slightly in tin and turn out on cooling rack.

Ice in the following percentages to show verbal and non-verbal communication as per Pie graph Activity 8.5.

Ingredients for icing

2 cups icing sugar

1 tablespoon butter

2 tablespoons boiling water

Blue food colouring

Yellow food colouring

Method

Sift icing sugar into a bowl and add softened butter and water. Mix to a stiff consistency. Take another bowl and place 1 tablespoon of the icing mixture and add a drop of blue colouring and mix well. Use a knife dipped in hot water to spread the blue icing onto the cake (7%.) Add a few drops of yellow to the first bowl of icing. Ice with yellow (55%). Mix the yellow and blue icings together to make green and ice the remaining portion (38%)

Suggested variation

Tea Cake: Mix 1 teaspoon ground cinnamon and 2 teaspoons of sugar together. Sprinkle onto cake mixture before baking and take to school for staff morning tea. (It will surely reduce tension and anxiety levels and thus reduce conflict!)

Evaluation of understanding of bullying behaviour

Objective To evaluate students' understanding of bullying behaviour. (It is necessary for students to have completed the Core activities in this Session before doing the evaluation).

Duration Ten minutes

Materials Handout Evaluation of understanding of bullying behaviour (one per student).

Procedure Hand out student worksheet

Check through worksheet with students before they fill it in to clarify any misconceptions.

After completing the worksheets check that students have understood what constitutes bullying behaviour, and what they can do about it.

Write the following sentence on card and display it.

When I am in a conflict I can ask myself:

am I being a bully or am I being bullied?

What am I going to do about it?

EVALUATION ACTIVITY 8.33

Evaluation of understanding bullying behaviour

You have finished the Session on understanding bullying behaviour.

Congratulations!

1. Write a poem or a story using the letters of the words 'bully' or 'respect' as the first letter of each line.

B

U

L

L

Y

R

E

S

P

E

C

T

The first word of the first line will start with 'b'.

The first word of the second line will start with 'u' and so on.

2. Make a poster for your class or school that has an anti-bullying theme.

Session 9

Evaluation of the course

We Can Work It Out



SESSION 9

Evaluation of 'We Can Work It Out - conflict resolution for young people'

Contents

Skills development matrix

Outcomes

EVALUATION ACTIVITIES

- 9.1 How do I get to a win/win in 8 easy steps
- 9.1 Role – play: How to get to a win/win in 8 easy steps
- 9.2 Me as a better friend
- 9.3 How do I manage conflicts now?
- 9.4 The certificate
- 9.4 Sample: The certificate

Skills development matrix

Session 9 All the activities in this session focus on the skills of communicating, and interacting.

Evaluation activities	Activity focus	Additional skills	Check/ completion
9.1 How to get to a win/win in eight easy	Understanding the relevance of the eight skills covered in the course by role-playing a situation involving all the skills in sequence	Decision making Problem solving	
9.2 Me as a better friend	Considering how to be a better friend by applying a win/win approach and all the other conflict resolution skills learned	Decision making Problem solving Values and attitudes	
9.3 How do I manage conflicts now?	Completing a questionnaire on one's awareness of the skills learned in the course and on changes in behaviour	Decision making problem solving Values and attitudes	
9.4 The certificate	Presentation of a certificate to mark the completion of the course		

Outcomes

Students will:

1. understand the big picture of conflict resolution by using a role – play of the skills covered in the course to show how a win/win outcome may be achieved if a win/win approach is used;
2. understand how they can be better friend now that they know the skills of conflict resolution and how to resolve a conflict using a win/win approach;
3. be aware of any changes in the ways they deal with conflicts now they have completed the whole course '**We Can Work It Out - conflict resolution for young people**'
4. receive a certificate acknowledging their completion and participation in the course.

EVALUATION ACTIVITY 9.1

How to get to a win/win in 8 easy steps

- Objective** To have students:
- understand a big picture of the skills covered in the course;
 - watch a role-play of the steps to reach a win/win outcome using a win/win approach.
- This activity is to be done when the students have completed the course, '**We Can Work It Out - conflict resolution for young people**', so that they revise the main concepts from every session. (Change the role-play situation to make it more relevant for your students if that is appropriate.)
- Duration** Ten minutes
- Materials** Handout, Role-play: How to get to a win/win in eight easy steps (two copies)
- Procedure** Choose two students to role-play. Give them the script before they are required to role-play. Have the students act out the role – play.
Or have students make up their own play to show win/win outcomes using the skills of conflict resolution from '**We Can Work It Out – conflict resolution for young people**'
- Discussion**
- Did the two boys settle their fight in a way so that they were both happy?
 - Did they both have a win?
 - Were there advantages for both of them by working it out?

ACTIVITY 9.1

How to get to a win/win in eight easy steps

Situation: Rama and Leroy are fighting and arguing over a ball.

Rama: Hey this isn't working. Let's see if we can work it out so you get what you want and I get what I want.

Leroy: OK. We're getting nowhere. I'm losing out here. You're losing out too. Why do you want the ball? I probably jumped to a conclusion about what you wanted. Why do you want the ball?

(**Rama** tells his point of view about playing with the ball.)

(**Leroy** uses good listening skills.)

(**Leroy** tells his point of view about playing with the ball.)

(**Rama** uses good listening skills.)

Rama: When I didn't get a turn with the ball, I felt angry and frustrated. And what I'd like is a fair go.

Leroy: It's alright for you. I want a fair go too.

(He gets angry and aggressive, stamps his foot and folds his arms.)

Leroy: I'm going to listen to music and then I might think straight.

(He walks away to calm down)

Rama: I'll count to ten and calm down too. And then we won't get all the way down to the bottom of the hill and be in crisis.

Rama: I'm sorry we're having a fight. I'm willing to work this out.

Leroy: Yes. I'm willing to try too. I hate feeling bad.

Leroy: Let's think of all the possible ways we could solve this. How about we take turns at shooting goals.

ACTIVITY 9.1

Rama: Throw the ball to each other.

Leroy: You have the ball at 11 o'clock and I'll have the ball at lunch time.

Rama: Have 20 bounces each.

Leroy: You bounce the ball to me and then I'll bounce it back to you, and so on.

(Together they think of more solutions.)

(Then they decide how they will share the ball.)

Rama: You didn't bully me and I didn't bully you. I know I could work things out with you again because you are fair.

Leroy: You got a win and I got a win. We worked out a win/win. I'm glad we've sorted it out without a punch-up. You're a mate.

EVALUATION ACTIVITY 9.2

Me as a better friend

Objective To have students consider how they can be a better friend now that they know the skills of conflict resolution and reflect on how to resolve conflicts using a win/win approach.

Duration Ten minutes

Materials A large sheet of card or white paper

Procedure At the top of the large card or sheet of paper, write the heading, 'Me as better friend'. Write the eight skills of '**We Can Work It Out - conflict resolution for young people**' on the card as headings, leaving room for students to write their suggestions.

Win/win;

Perception;

Listening;

Appropriate assertiveness

Managing emotions;

Willingness to resolve;

Mapping the conflict;

Understanding bullying behaviour.

Ask students what makes a good friend. Ask them what a good friend say and does.

Organise students to sit in a circle around the large sheet of paper/card. Have them recap the skills they have learned in this course. Ask students how each of these skills can help them to be a better friend. As students make suggestions, have them write them on the paper/card.

Some suggestions might be as follow: (The following suggestions were offered by some students who completed the course '**We Can Work It Out – conflict resolution for young people**')

Win/win

- - I will try to get to a win/win not a win for me and a lose for them.
- - We will both be happy.
- - We won't be angry with each other.

Perception

- - I understand that they may be seeing this differently.
- - I won't be confused about what the other person is thinking.
- - I will work on what the other person is thinking too.

Listening

- - I will listen to what they say.
- - If you listen, people will be your friends.
- - I will know their side.
- - They can tell you something without having to tell you again and again and again and again.

Appropriate assertiveness

- I will tell them how I feel so they can hear without getting upset.
- The other person will know how I feel in a nice way.
- I won't get angry.

Managing emotions

- I will be calm.
- I will be more relaxed.
- I will be able to think clearly.

Willingness to resolve

- I will be willing to work it out.
- I will show trust.

Mapping the conflict

- We will work on the whole problem.
- It helps me sort out things with my friend.
- It helps me understand the conflict better.

Understanding bullying behaviour

- I will not be a bully.
- I will be able to deal with bullying behaviour if it happens to me.

Discussion

Do you think that you are able to be a better friend, get on better with others and resolve your conflicts better as a result of doing this course?

EVALUATION ACTIVITY 9.3

How do I manage conflicts now?

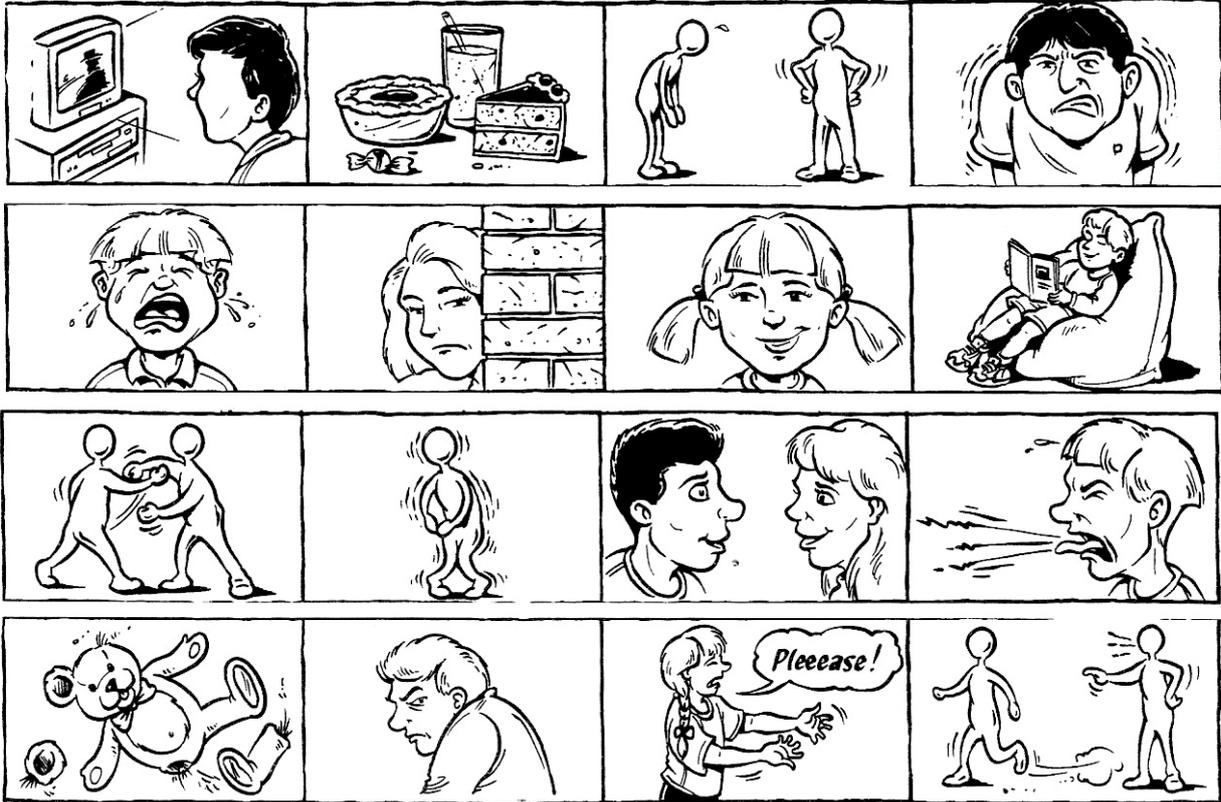
- Objective** To have students complete the questionnaire so that they will be aware of the skills they have learned in this course. If available, they can compare this questionnaire with the questionnaire that they completed in session 1.
- Duration** Ten minutes
- Materials** Handout, How do I manage conflicts now? (one per student).
- Procedure** Read through the student worksheet to check that students know what to do.
Have students complete the questionnaire.
- Discussion** Is it clearer to you now where you may have made changes in the ways you handle conflict, as a result of doing this course?
If session 1 questionnaires are available, have students compare the two questionnaires.

ACTIVITY 9.3

How do I manage conflicts now?

My Name

Circle the pictures which show how you manage conflict now



Who do you have conflicts with?

.....

What are your conflicts about?

.....

Tick the skills that you find most useful

Win/win

Being assertive

Mapping the conflict

Seeing both points of view

Managing my emotions

Understanding bullying behaviour

Listening

Being willing to work out the conflict

.....

How has this course helped you?

.....

EVALUATION ACTIVITY 9.4

The certificate

Objective To present students with a certificate to mark the occasion of the completion of the course
.....'We Can Work It Out – conflict resolution for young people'

Duration No set time

Materials Certificates, one per student.

Procedure Use the sample certificate or design one appropriate for your students. Present signed certificates in class or at an assembly.

We Can Work It Out

Conflict resolution training



awards this certificate

to

.....

of

School

For completing the course

'We Can Work It Out – conflict resolution for young people'

You have participated in learning skills for co-operative communication, thus promoting greater understanding for peace and non-violence.

Signed.....

Date :.....

Our world needs more peaceful people like you