

CONFLICT RESOLUTION TOOLKIT



Session 1 - Relationships

Emotional check-in

This gives everyone a chance to share how they are feeling at the moment and if there is anyone needing support (extra support can be given after the session 1:1 or at an arranged time if necessary)

Icebreaker

These help everyone relax and have a bit of fun with each other. By doing this you help to break down barriers. If we can be silly in front of each other we might find it easier to talk about the hard stuff.

Example: Post-It Note Game.

Pre-write words on post-it notes (animals, people, things). Choose someone to start. They stick the post-it on their forehead, without looking at it. They then have to try and guess what is on it by asking the rest of the group questions. Once they guess correctly the next person has a turn.



Learning Outcome:

The learning outcome for this first session is for a young person to be able to understand the different types of relationships that they have in their lives. They would then learn what is a healthy and unhealthy relationship and why they are healthy and unhealthy. Understanding this will also help with the next session when looking at conflict in relationships.

Types of Relationships

Have a discussion about what types of relationships there are, many of which are not romantic.

These may include:

- Friends
- Family
- Romantic partners
- Parent
- Carers
- Guardians
- Pets
- Doctor
- Nurse
- Dentist
- Counsellor

Can anyone think of any more?

Task 1

We can have healthy relationships and unhealthy relationships.

Cut out the following words and place them on the table. Get the group to put them under the headings of **healthy** and **unhealthy**. This should promote discussion within the group to look at what these words mean and why some are healthy/unhealthy. You will need to lead this if the group is struggling to share. You may want to go through words that the group are uncertain of to explain and discuss them.

You could maybe give examples of what some of the words mean using a sentence or by other means. This might be tricky for some so if it gets too much you could insert a brain break and play a quick game then do a quick emotional check in before carrying on.



HONEST
TRUSTING
RESPECTFUL
COMPROMISE
HELPFUL
COMMUNICATION
KIND
SAFE



DISRESPECT
UNKIND
CRUEL
PHYSICAL HARM
DISHONEST
MANIPULATION
CONTROLLING
SEXUAL VIOLENCE

Task 2

[Download 'Is this a good relationship' worksheet](#)

Get your group to work their way through the statements on the worksheet. Once completed you can go through each one and see what answers there are. This should again lead to discussion on what they think is healthy/not healthy.

If they are stuck perhaps go through the sheet and ask if any of them feel that they've maybe done some of these things? How did it make them feel? Remember this is not about 'telling off' it's about learning how to make positive changes.

Finishing off - a healthy relationship needs you to be willing to be aware of others needs:



Respect boundaries



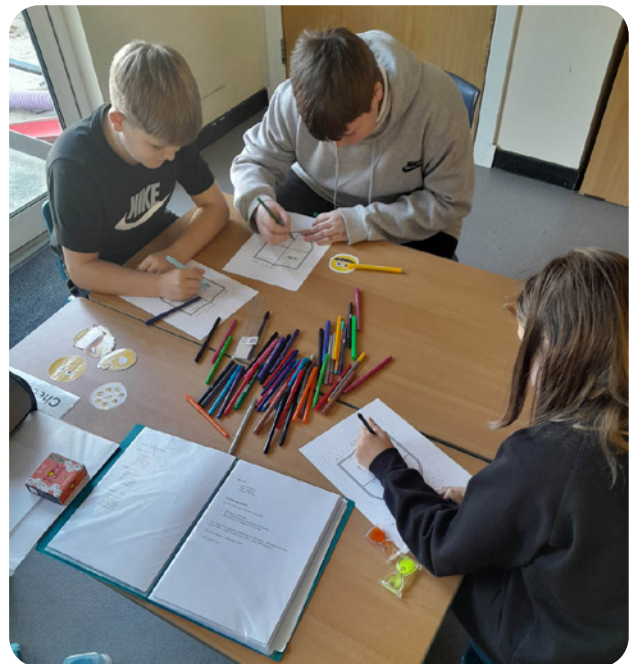
Talk and listen



Don't be controlling



Reflect on things that have happened and learn from it



Time for questions - Assessment

Discussion time for your group - this will give a chance to look at what has been learned throughout the session. E.g. What have I learned about healthy & unhealthy relationships? Could I recognise this is my own life?

Emotional check-out

How is everyone feeling?

Session 2 - Conflict

Emotional check-in

Gives everyone a chance to share how they are feeling at the moment.

Icebreaker

Example: Beach ball or balloon keepy-uppy.

This is a fun physical game and can be used in most spaces. It can also lead to disagreement which can be used in the session when looking at conflict.



Learning Outcome:

This session will look at conflict - what it is and how we react when it arises.

It will get the group to think about how they react and whether their choices are healthy and if they can find other ways to deal with it.

Task 1

Ask your group **What is conflict?**
Get them to discuss what it is.

Conflict definition: Simply put conflict is when two or more people disagree with each other over something.

Discussion point: Ask the group what kind of things they fall out with their friends about?

We all have different ideas about how to do things - from playing a game, to a friend that keeps interrupting you when you try to speak. We need to respect that others will think differently and we might not always agree with or like their actions.

Sometimes when someone gets angry at something it can be because they are feeling unhappy, worried or sad - sometimes when we feel like this we lash out.

We need to learn how to manage ourselves when we feel like this.

It's important that you remember that conflict can make us act in ways that are not acceptable.

Task 2

[Download 'Conflict Resolution' worksheet](#)

Get the group to go through the worksheet then discuss their choices.

Task 3

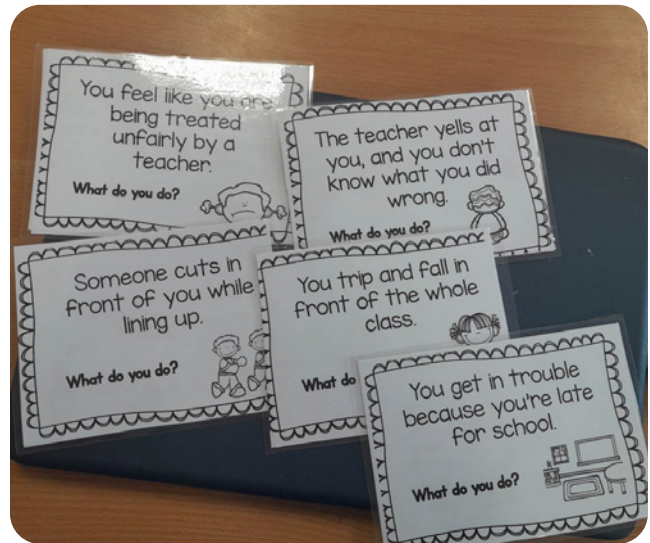
Scenario Cards

Cut these out and get your group to take one each, read them out and then discuss. They may find some of these scenarios similar to ones they've already encountered. They will all have different ideas about resolution which is good so that they can listen to others solutions.

You may need to prompt with some of these - in which case you could ask how they would feel if it was them that was in the situation? Does the group agree with each other's ways of resolving the situation?

Finishing off

Conflict can happen in any situation, from school, to home, to work, outside. We need to find healthy ways of resolving these situations and learning how to deal with them in better ways.



Time for questions - Assessment

What has stood out for you most in this session? Do you think you would be able to recognise in your own relationships when things are maybe not as they should be? Would you feel confident in reaching out for help if you needed it?

Emotional check-out

How is everyone feeling?

Scenario Cards



During a football game Jake makes a goal but the other team disagrees with it. Everyone starts shouting at each other.

How can the problem be solved?

While playing tag, Mandy tags Alistair so hard that he falls over. Alistair decides to shout at Mandy and push her back hard.

How can the problem be solved?

You are all playing outside and you notice Jason is pushing a younger pupil about making them cry?

How can the problem be solved?

Ashley calls you stupid when you get a bad test result in class. This makes you angry and upset.

How can the problem be solved?

Jane is drawing in class. Millie comes over and starts laughing at her drawing and says it's rubbish. Jane gets angry and pushes Millie.

How can the problem be solved?

Martha told her parents that her sister keeps taking her things without asking. Martha gets upset and takes her sister's things.

How can the problem be solved?

You are doing a group project in class. Jack keeps taking over and telling everyone what to do. People start shouting back and some leave.

How can the problem be solved?

Tommy & James want to play a game together but Arthur wants to play something different.

How can the problem be solved?

Session 3 - Coping skills, managing emotions

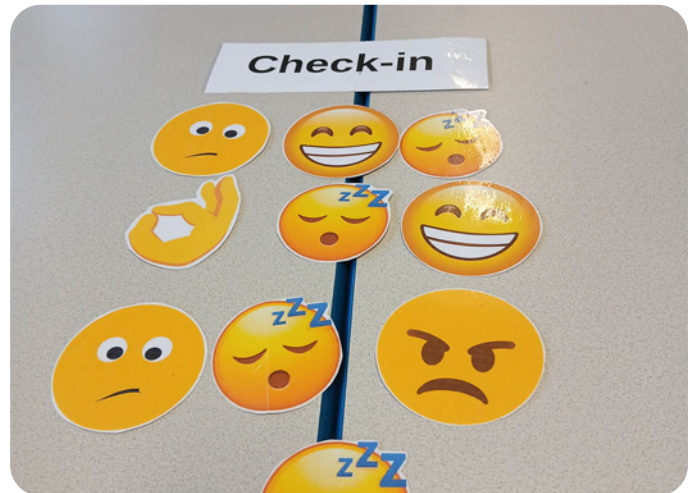
Emotional check-in

Gives everyone a chance to share how they are feeling at the moment.

Icebreaker

Example: Playdoh Pictionary

You'll need some Playdoh and some post it notes with items on them eg: tree, car, apple etc. Each person has to choose a post it note and make the item on it for everyone else to guess.



Learning Outcome:

This session should equip your group with the ability to make changes to how they behave and react when faced with conflict.

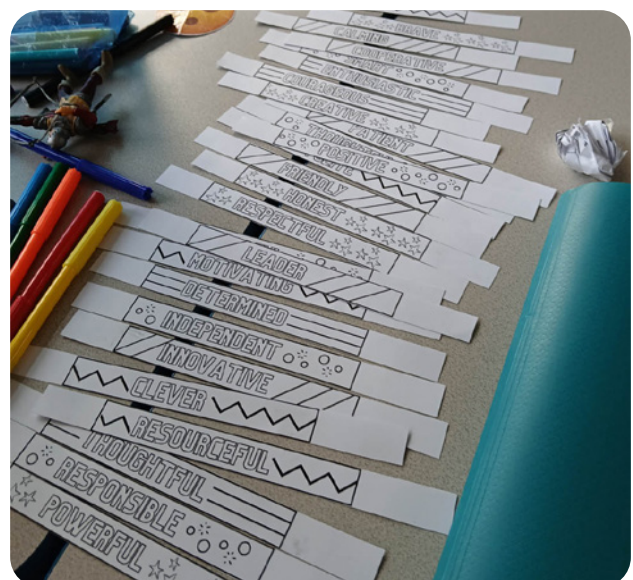
They should learn about how they are in control of their emotions and that there are different ways to respond.

Task 1

Emotion Charades

This game is a fun way to help explore, express and identify emotions. It also helps to better understand different types of emotion and how differently we can all display them.

When young people learn more emotion words the easier it is for them to be able to express how they are feeling inside. It also helps them to find healthier ways to express themselves rather than lashing out.



Below are suggested words you could use or you can make up your own selection. You can cut them out or just whisper in someone's ear a word for them to act out. The rest of the group have to guess the emotion.



ANGRY

FRUSTRATED

LOVED

HURT

DEPRESSED

SILLY

CONFUSED

SICK

EXCITED

HAPPY

So we've looked at some different emotions. Now let's look at your own emotions. Think about how you react when things don't go to plan eg: a game of football doesn't turn out the way you expected it to or you are making up a dance with friends and you fall out because you can't agree on certain things.

Task 2

Instead of...

In this worksheet you are going to write down the ways you react in certain situations.

Then you are going to write down how you could react differently.



Instead of...

Instead of using ways that can get you into trouble - what better ways can you use that are healthier?

Can you list unhealthy things that you do now then list healthier ways of reacting?



Instead of: _____

I could: _____

Attached is an A-Z of Coping Skills to help if you get stuck.

[Download 'A-Z of Coping Skills' sheet](#)

Summing up

Discussion

- What have you learned during these sessions?
- Do you think you will be able to put into practice what you have learned?
- Has anything surprised you?

Things to remember

- A resolution to conflict can't be had until everyone is calm.
- Space needs to be given to listen to each other, without interruption.
- Understand your feelings and respect the feelings of others.
- Apologise, if necessary for any part you played
- Acknowledge that you could've acted differently.
- Learn from the situation and look at ways you can change your reactions in the future.



Safeguarding Note

As a facilitator when working with young people you have a duty of care to make sure that everyone is ok during these sessions. Some young people may be vulnerable and have experiences from their own backgrounds that come to the surface. It is important to keep checking in with everyone and keep an eye out for anyone who may be struggling with

certain pieces of the content. In your introduction to the sessions it may be a good idea to share with the group that they are in a safe space but if they disclose anything that is of concern you have a duty of care to report this back to the appropriate people - reiterate that it is about keeping everyone safe.