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Trainer's Manual

Conflict Resolution Lab

**Help prevent radicalisation by
learning how to teach and
promote positive and constructive
ways of resolving conflicts**

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The contents of this manual are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Commission.



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Contents

Executive Summary	3
Experimental Lab 'Conflict Resolution'	4
Why teaching conflict resolution?	4
Manual rationale	4
Key competences to be developed	4
Methodology	5
Experimental Lab Scenario	6
Theme	6
Target audience	7
Core questions to be answered	7
Core concepts to be addressed	7
Key learnings	8
Exercises	8
Further resources	46
Logistics	46

Exercises

#1 Brainstorming – free associations	9
#2 Definition (instruction)	11
#3 How do you see it?	13
#4 Spot the skill	16
#5 Anything goes	19
#6 Conflict response cycle	24
#7 Conflict style shuffle	28
#8 I-statements	33
#9 Cross the line	35
#10 Mediator's iceberg	38
#11 Re-framing	41
#12 Framing	43

Executive Summary

Conflict is a normal component of human relationships, but it does not necessarily have to be regarded as a negative aspect. When handled constructively, conflict can bring positive results in a relationship, no matter the type. The way conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000).

At the same time, taking into account that the emotion of anger is one of the most cited push factors towards radicalisation (Stout, 2002), together with lack of self-esteem (Borum & Fein, 2017) (Chassman, 2016) (Christmann, 2012) (Dawson, 2017) (Lindekilde, 2016) (Senzai, 2015), individual frustration and insult (Larry E. Beutler, 2007), cognitive-social factors like risk taking and reduced social contact (Taylor & Horgan, 2006), personal victimization (McCauley & Moskalenko, 2011), displacement of aggression (Moghaddam, 2005) etc., we assess that conflict resolution is a skill that, if correctly internalised and applied in daily life, can only consolidate the set of protective factors and a sense of resilience to radicalisation and violent extremism.

The present manual will, therefore, provide the curricula and content of the experimental lab dedicated to conflict resolution techniques that can be used by first line practitioners in order to assist children and young people, which are often pushed by tense interactions with family members and peers, in strengthening their resilience to polarization and radicalization. When teens resolve conflicts constructively, interact with others in a positive manner, are open to differences between people, are confident in the knowledge of who they are, what they think and believe, why they make certain choices, and are able to ask questions to enhance this understanding, they are more likely to be able to resist deceptive messaging and make informed, safe choices.

The strategies and techniques of conflict resolution, described in this document, can be used by educators, coaches and therapists in teaching and promoting positive and constructive ways of resolving conflicts.

Experimental Lab 'Conflict Resolution'

Why teaching conflict resolution?

Conflict resolution is a form of psycho-educational intervention in which the teacher, counsellor, or any person of influence and legitimate authority for the target group can advise, promote and assist participants in internalizing the skills necessary for positive resolve of tensed situations and conflicts. This form of intervention creates the premises for behavioural change while offering a safe space to exercise new ways of handling tensed and conflicting situations and social interactions.

Manual rationale

This manual is aimed to provide the curricula and actual content of the experimental lab dedicated to conflict resolution techniques applicable in interventions targeted at young individuals that are either vulnerable to or in the process of radicalisation. It targets the internalisation and further replication of practical, hands-on – strategies and personal skills desirable in managing conflicts which may function as an underlying motive of radicalisation, allegiance to extreme ideologies, destructive personal narratives, and violence. The hands-on strategies proposed by the experimental lab address both risk factors for violent and anti-social behaviour, as well as protective factors.

The curricula and content of the lab should be used in direct correlation with the support material provided in the present document.

Key competences to be developed

- Social competences – handling conflictual situations and being able to respond in non-conflicting ways while considering the positive aspects of conflict; being able to react as a positive force of change, de-conflicting tensed interactions, social interactions and in-group tensed social dynamics
- Problem solving – capacitating young people to practice the skills of true dialogue in a collaborative manner and making them realize how their reactions to conflict help shape its course
- Communication skills – capacitating young people to change negative and toxic communication patterns by becoming drivers of de-conflicting, positive interactions
- Emotional competence and autonomy building (impulse control, emerging feeling of efficacy)

Methodology

This experimental lab is based on developing knowledge and skills through the cognitive-behavioural instructional model and the learning by doing model. Its main aim is to provide trainees with an essential set of skills and behaviours easily usable and adaptable for youth in order to solve conflictual situations. The lab is designed to be used as a safe chamber where participants can learn and experiment conflict resolution techniques. Participants will also be encouraged to learn and replicate these techniques whenever adequate within communities.

The lab proposes techniques that help teach young individuals respond to conflictual situations. It equips professionals involved in interaction with young people with solutions to encourage them how to control behaviour by making choices that satisfy their needs in non-destructive ways and resolve conflicts in principled ways.

Educational techniques	
Instruction	X
Demonstration	
Role play	X
Rehearsal in pretend scenarios	X
Feedback	X
Reinforcement	
Extended practice	X
Guided discussions	X
Cognitive modelling through mentor think aloud	X
Free discussions	X
Covert self-instruction (student inner speech)	X

Experimental Lab Scenario

Theme

Conflict resolution refers to “the style of behaviour used to resolve conflict between individuals interacting in a variety of settings” (Wilson, 1994). Learning to solve conflicts using constructive methods is essential in adolescence because it contributes to teens’ healthy emotional development. As a result, teaching adolescents to apply constructive conflict resolution techniques provides them the necessary toolkit in order to develop healthy conflict styles so that they can maintain healthy relationships with family, friends/colleagues, and ultimately, avoid social polarization and other co-related issues like radicalisation.

Conflict resolution education contributes to teens’ resilience to social polarisation and radicalisation. The relation between resilience and conflict resolution is clear and significant. The characteristics of resilience¹ are essentially the same as the foundation abilities of conflict resolution (orientation, perception, emotion, communication, creative and critical thinking) (Bodine & Crawford, 1996).

Furthermore, resolving conflicts promotes and preserves relationships, thereby facilitating the bonding that is essential to the development of resilience. Conflict resolution education develops resilience by showing youth that they can control their behaviour by making choices that satisfy their needs.

Finally, in offering youth the opportunity to resolve conflicts peacefully, conflict resolution education sends an empowering message of trust and perceived capability in which the characteristics of resilience can thrive (Bodine & Crawford, 1996).

Early in life, resilient children often establish positive adult and peer relationships that bond them to family, school, and community. Moreover, an adolescent’s healthy development is influenced by the characteristics of the adolescent’s peer and neighbourhood environments (American Psychological Association, 2002, p. 23). Taking this into consideration, we can conclude that conflict resolution education can play an important part in strengthening teenagers’ bonds with family and friends.

Conflict resolution programs can help schools promote both the individual behaviour changes necessary for responsible citizenship and the systemic change necessary for a safe learning environment. Conflict resolution education can contribute to respecting the diversity of a school’s population, thus, avoiding social polarisation. In consequence, the present document aims at presenting a teaching curricula, dedicated to teaching teens how to overcome conflicts and personal difficulties and preventing them from becoming an active part of the radicalisation/polarisation process, as a consequence of different social problems unidentified, unsolved or treated in the wrong manner.

¹ The characteristics of resilient children are: social competences (responsiveness to others, conceptual and intellectual flexibility, caring for others, good communication skills, sense of humour), problem solving skills (ability to apply abstract thinking, to engage in reflective thought, critical reasoning skills, ability to develop alternative solutions in frustrating situations), sense of autonomy (positive sense of independence, emerging feelings of efficacy, high self-esteem, impulse control, planning and goal setting, belief in the future). Source: Bernard, B. 1993 (November). “Fostering Resiliency in Kids.” Educational Leadership, pp. 44-48.

Target audience

The experimental laboratory on conflict resolution targets participants that work with youth vulnerable to radicalisation processes, violent extremism and social polarisation, such as first line practitioners, including teachers, educators, youth workers, social services, specialist professionals working with youth as psychologists, law enforcement agencies and security professionals.

Core questions to be answered

- What is conflict?
- What is conflict resolution?
- How can conflicts be addressed constructively?
- What are the positive aspects of conflict?
- What is the difference between debate and true dialogue?
- What are the conflict management styles one can adopt?
- What are the advantages of I-statements compared to You-statements?
- What are the underlying causes of conflict? What is the difference between interests and positions?
- How can one reframe harmful or accusatory language in order to avoid or soothe a conflict?
- What are the best techniques to use in order to solve conflicts?

Core concepts to be addressed

Conflict, conflict resolution, constructive conflict resolution techniques, destructive conflict style (e.g. overt anger)

Key learnings

Participants will learn how to:

- Identify and promote positive outcomes of conflicts in constructively handled relationships
- Promote assertive communication
- Understand how they can offer support for young people to learn how to express their views clearly and firmly, but without aggression, which is key in preventing or dealing with conflicts in a responsible manner
- Use active listening to the counterpart's concerns - one of the most important conflict negotiation strategies
- Promote and enhance cognitive empathy

Exercises

- Recognize the issue – e.g. anger
- Spot the problem
- Identify tactics used to solve the problem
- Improve tactics – what was the problem? What was the goal? What was the barrier? How was the problem solved? How could we have solved it better?
- Provide alternative solutions
- Follow up test

1

Brainstorming – free associations

Exercise No. 1	Icebreaker – What do we know about conflict?
Objective	To get a preliminary scan on participants beliefs and knowledge on conflict and conflict resolution
Target audience	Age groups – teenage/adult
Timing	10 minutes
Input	Flipchart, markers and/or computer, video-projector screen, smartphone
Description	<p>Icebreaker 1:</p> <p>Trainer asks participants to answer the following questions by writing no more than three words on a sheet of paper.</p> <ul style="list-style-type: none"> - “How do I recognize a conflicting communication situation?” - “What events/people/situations /discussion themes create conflict most often?” - “How do I react when I end up in a conflict with another person/ group of people?” - “How does my conflict resolution strategy manage to solve the problem?” <p>Then, each participant chooses a partner and shares answers with him/her.</p> <p>Then, a 2-minute roundup discussion is used by the trainer to collect possible answers on a flipchart.</p> <p>Icebreaker 2: What is conflict resolution?</p> <p>The question shall be addressed by writing on a flipchart the key words (conflict resolution) and then encouraging participants to brainstorm and give associated words in terms of what a conflict is, how it manifests in in-group and out-group contexts, what are its physical expressions, what are its implications for</p>

	<p>social and family life, personal development, what conflict resolution strategies we can think of, if any?</p> <p>Then, the trainer uses the words given by participants to summarise main features of a tentative definition of conflict and conflict resolution.</p> <p>Observation → in case the exercise is replicated with young people, it might be helpful to integrate technology into the exercise – e.g. use the Pooleverywhere.com platform to create a word cloud in real time.</p>
Learning method	Guided discussion, covert self-instruction (student inner speech)
Visual support	Flipchart/Word cloud

2

Definition (instruction)

Exercise No. 2	Clarify what conflict resolution really is
Objective	To get a better understanding of conflict resolution
Target audience	Age groups – puberty/teenage/adult
Timing	10 minutes
Input	PowerPoint slide and/or handout and/or puzzle chart with parts of definitions to be matched in teams
Description	<p>Clarify what conflict resolution really is.</p> <p>Participants are given a set of statements on conflict resolution and are asked to work in pairs to assess the definitions and the way they reflect characteristics of conflict resolution (see below). They are encouraged to discuss which part of the definitions they consider most accurate and relevant. Then, ideas are shared with the whole group.</p>
Learning method	Guided discussion, cognitive modelling through mentor think aloud, extended practice, teamwork
Visual support	PowerPoint, handout, cards

Tips

- Conflict is a normal component of human relationships, but it does not necessarily have to be regarded as a negative aspect. When handled constructively, conflict can bring positive results in a relationship, no matter the type. The way conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000).
- Conflict resolution refers to “the style of behaviour used to resolve conflict between individuals interacting in a variety of settings” (Wilson, 1994). Learning to solve conflicts using constructive methods is essential in adolescence because it contributes to teens’ healthy emotional development. As a result, teaching adolescents to apply constructive conflict resolution techniques provides them the necessary toolkit in order to develop healthy conflict styles so that they can maintain healthy relationships with family, friends/colleagues, and ultimately, avoid social polarisation and other co-related issues like radicalisation.

- Conflict resolution education contributes to teens' resilience to social polarisation and radicalisation. The relation between resilience and conflict resolution is clear and significant. The characteristics of resilience² are essentially the same as the foundation abilities of conflict resolution (orientation, perception, emotion, communication, creative and critical thinking) (Bodine & Crawford, 1996).
- Resolving conflicts promotes and preserves relationships, thereby facilitating the bonding that is essential to the development of resilience. Conflict resolution education develops resilience by showing youth that they can control their behaviour by making choices that satisfy their needs.
- In offering youth the opportunity to resolve conflicts peacefully, conflict resolution education sends an empowering message of trust and perceived capability in which the characteristics of resilience can thrive (Bodine & Crawford, 1996).
- Conflict resolution programs can help schools promote both the individual behaviour changes necessary for responsible citizenship and the systemic change necessary for a safe learning environment. Conflict resolution education can contribute to respecting the diversity of a school's population, thus, avoiding social polarisation. In consequence, the present manual aims at presenting a teaching curricula, dedicated to teaching teens how to overcome conflicts and personal difficulties and preventing them from becoming an active part of the radicalisation/polarisation process, as a consequence of different social problems unidentified, unsolved or treated in the wrong manner.

Group definition of conflict resolution:

² The characteristics of resilient children are: social competences (responsiveness to others, conceptual and intellectual flexibility, caring for others, good communication skills, sense of humour), problem solving skills (ability to apply abstract thinking, to engage in reflective thought, critical reasoning skills, ability to develop alternative solutions in frustrating situations), sense of autonomy (positive sense of independence, emerging feelings of efficacy, high self-esteem, impulse control, planning and goal setting, belief in the future). Source: Bernard, B. 1993 (November). "Fostering Resiliency in Kids." Educational Leadership, pp. 44-48.

3

How do you see it?

Exercise No. 3	How do you see it? – adapted after (Scannell, 2010, p. 25)
	Conflict can provide the spark that often leads to better solutions, creativity, and collaboration.
Objective	<p>To help participants to: (1) become more comfortable with conflict, (2) consider the positive aspects of conflict, and (3) understand the possible benefits to themselves and the others.</p> <p>This exercise will allow team members to discover the necessary tools to transform future conflicts.</p>
Target audience	Age groups – puberty/teenage/adult
Timing	30-40 minutes
Input	One copy of the ‘How Do You See It?’ handout for each participant and pens
Description	<p>Have participants pair up. Provide each person with a copy of the handout. Allow 10 to 15 minutes for partners to interview each other. Follow with a group discussion of the interviews and then go over the discussion questions.</p> <p>Variations: Have team members switch partners every three questions to increase the level of trust within the team.</p> <p>Discussion questions</p> <ol style="list-style-type: none"> 1. Were your partner’s perspectives different from your perspective? 2. What were some things you learned by considering another’s perspective? 3. Does discussing conflict like this make it “less scary”? In what ways? 4. Is conflict good or bad? 5. What are some ways in which conflict is detrimental to the team? 6. What are some ways in which conflict enriches the team?

Learning method	Guided discussions
Visual support	“How Do You See It?” handout provided below



HANDOUT:

How do you see it?

1. How do you define conflict?

2. What is your typical response to conflict?

3. What is your greatest strength when dealing with conflict?

4. If you could change one thing about the way you handle conflict what would it be? Why

5. What is the most important outcome of conflict?

6. In what ways have you seen your group/team benefit from conflict?

7. How can conflict be detrimental to a group?

8. What do you do when someone avoids conflict with you?

9. What are some reasons you choose to avoid conflict?

10. What can you do to promote a healthy attitude toward conflict within you group?

4

Spot the skill

Exercise No. 4	Spot the skill
Objective	To learn how to practically detect basic skills necessary in conflict resolution
Target audience	Age groups - puberty/teenage/adult
Timing	10 minutes
Input	Figure 1 'Solving anger problems in six steps'
Description	<p>Participants are divided into groups of 5-6 persons</p> <p>Then, each group is instructed to read definitions of conflict, assertiveness, active listening, and cognitive empathy given in the Tips section below.</p> <p>After reading the definition, each group must read and discuss the six steps to solving anger problems given in <i>Figure 1</i> and try to match each step to one of the skills mentioned in the TIPS section.</p> <p>Then, group members provide examples of how they have used these skills in the past.</p> <p>Finally, each group reports to the class and results are compared.</p>
Learning method	Extended practice, covert self-instruction, free and guided discussion
Visual support	-

Tips

- **Resolving conflicts:** Conflicts can have positive outcomes for a relationship if handled constructively. Resolving conflicts promotes and preserves relationships, which facilitates bonding – essential for developing resilience.
- **Assertiveness:** The ability to express one's views clearly and firmly, but without aggression is key in preventing or dealing with conflicts in a responsible manner. Assertiveness is one of the most important skills in handling conflicts. Assertive communication can strengthen relationships, reduce stress from conflict and provide the social support when facing difficult times.

- **Active listening:** Listening and asking questions aimed at drawing out the other party's core issues, instead of defending oneself, can give a sense of the other person's perspective.
- **Cognitive empathy:** Cognitive empathy is the ability to understand how a person feels and what they might be thinking. Empathy is one part of emotional intelligence which is useful in conflict resolution. It makes people better communicators, because it helps them relay information in a way that best reaches the other person.

Further reading – The distinction between cognitive and emotional empathy

- Emotional empathy, also called affective empathy or primitive empathy, is the subjective state resulting from emotional contagion (<http://danielgoleman.info/three-kinds-of-empathy-cognitive-emotional-compassionate/>). It is our automatic drive to respond appropriately to another's emotions. This kind of empathy happens automatically, and often unconsciously. It has also been referred to as the vicarious sharing of emotions.
- Cognitive empathy (http://pages.uoregon.edu/hodgeslab/files/Download/HodgesMyers_2007.pdf) is the largely conscious drive to recognize accurately and understand another's emotional state. Sometimes we call this kind of empathy "perspective taking."
- Cognitive empathy is deliberate, a skill that everyone at work can learn and needs to use. Emotional empathy is automatic; it happens to us, rather than us doing it. But we can be deliberate in this process too, simply by attending to ourselves (self-awareness) and managing our emotional responses to people and situations (self-management). Among medical doctors, this skill is referred to as "bedside manner," and it is something that can be learned and applied in order to bring emotional empathy under conscious control. These skills are more than worth learning as we all need cognitive and emotional empathy in enough measures to contribute to society and organizations.

Source: <http://blog.teleosleaders.com/2013/07/19/emotional-empathy-and-cognitive-empathy/>

Solving

ANGER PROBLEMS in 6 steps



Figure 1. Solving anger problems in six steps

5

Anything goes

Exercise No. 5	Anything goes - adapted after (Scannell, 2010, p. 43)
	This game is a great way for participants to engage in a mini conflict with another team member in a nonthreatening manner. Participants will learn how to make the difference between debate and true dialogue.
Objective	<ul style="list-style-type: none"> • To engage in conflict • To practice the skills of dialogue • To build consensus
Target audience	Age groups – puberty/teenage/adult
Timing	15-20 minutes
Input	-
Description	<p>Stage 1</p> <p>Ask participants to find a partner. Have each pair stand face to face, right fist out (as in Rock, Paper, Scissors), and say together, “Nothing, something, anything!” Once the word anything is said, the two participants yell out the name of any item they can think of (dog, coffee mug, shoe). After yelling out their items, team members must now debate one another as to why their item would “beat” the other person’s item. Allow about two or three minutes of debate.</p> <p>Call a brief time-out to initiate a preliminary discussion about the difference between debate and dialogue. To make the distinction, recall the definitions of active listening and cognitive empathy and, using handouts in <i>Figure 2</i> and <i>Figure 3</i>, ask each student to check out how many of the conditions of dialogue were met.</p> <p>Stage 2</p> <p>After the preliminary discussion, have the team continue with their conversations, only now, encourage team members to engage in dialogue - asking questions and listening to the answers - to come to an agreement between the two of them.</p>

	<p>Stage 3 – Wrap up discussion</p> <p>Discussion questions</p> <ol style="list-style-type: none"> 1. How did you react to your mini conflict? 2. Is this how you normally act in conflict situations? Why or why not? 3. How were you able to come to a consensus? 4. What happened when you switched from debate to dialogue? 5. When someone disagrees with you, do you always stop to ask questions? 6. Is it difficult to listen when someone disagrees with you? Why? 7. What made it easier in this activity? 8. In what ways could you use these skills the next time you're in conflict with another person?
Learning method	Guided discussion, rehearsal in pretend scenarios, cognitive modelling through mentor think aloud, covert self-instruction, teamwork
Visual support	-

Are you good at active listening?

Take the quiz below for a quick self-check.

You need to mark each statement that applies in your situation.

When I listen...

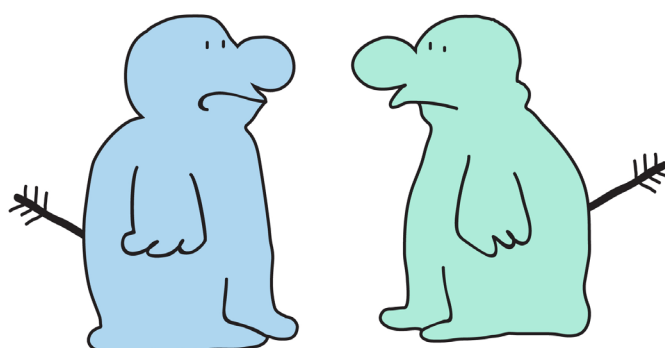
- _____ I like to make eye contact with my interlocutor.
- _____ I wait for them to finish before stating my point
- _____ I try to listen carefully to what they have to say and ponder on their arguments instead of just thinking on my own while they speak
- _____ I discipline myself to hearing out their arguments even if I do not agree with them
- _____ I do not try to divert the conversation to serve my own purposes.
- _____ I do pay attention and respect to other people's message
- _____ I try to identify and understand what my interlocutor feels, believes, and wants.
- _____ I tend to listen to each side of the story in a conflict.
- _____ Listening on both sides is the only way to move from conflict to agreement



Figure 2. Test your active listening skills

Test your cognitive empathy

Before I respond	I remind myself that other people have their own state of mind
	I look for clues about emotional behaviour and thoughts - in their behaviour, gestures, attire, mimic etc. and try to read them
	I actively seek joint attention
	I carefully consider their perspective
	Communicate non-verbally with encouraging body language
When I respond	I acknowledge and communicate my understanding to their feelings (e.g. You sound upset)
	I reach out and contain
	Communicate my own perspective in an assertive manner
	I try to maintain eye contact and open gestures
	I pause when I am signalled



"I know exactly how you feel."

Figure 3. Test your cognitive empathy



Tips

- The essential difference between **debate and dialogue** is that true dialogue is **collaborative**. Participants are working toward **shared understanding** and strength and value in each other's positions.
- A debate is a discussion with the goal of persuading or advocating for their own view, attempting to prove the other side wrong, and searching for flaws and weaknesses in the other's positions.
- In dialogue, the intention is to really listen to one another's perspective with a willingness to be influenced by what we hear.
- Dialogue allows people to develop understanding for one another's perspectives, thoughts, and feelings as well as to re-evaluate their own position considering the other's understanding. In dialogue, everyone has a chance to be heard, understood, and to learn from each other.

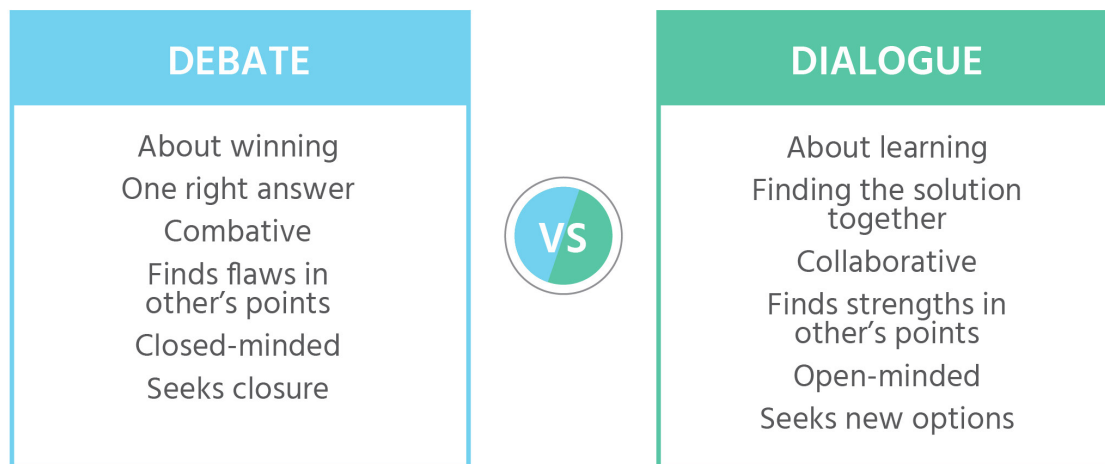


Figure 4. Debate vs. Dialogue

6

Conflict response cycle

Exercise No. 6	Conflict response cycle ³
	When confronted by things perceived as offensive or threatening, people react. For the most part these reactions are fast and automatic. The response is so quick that sometimes one ends up in conflict without realizing how it's happened. This exercise helps students understand the mental process that fuels negative interactions, and, hopefully, use that understanding to respond more productively to upsetting stimuli.
Objective	Participants understand their internal responses to triggers and how they influence external reactions
Target audience	Age groups – puberty/teenage/adult
Timing	15 minutes
Input	Visual materials
Description	Discuss the conflicting situation given below and determine the main elements of the conflict cycle
Learning method	Guided discussion
Visual support	-

³ Conflict Cycle adapted from Hillsboro Mediation Program's "The Anatomy of Conflict" (2014)

The conflict cycle



You can respond effectively and resolve the problem OR to respond impulsively and escalate the conflict. Before reacting, try to break down the process. Check your assumptions. Consider the likely consequences of your reaction. It's hard to do, but immensely useful!

Relationship: We each have unique relationships with the things around us that are shaped by our previous interactions. We develop patterns of interaction with nearly everything, classes, foods, groups, and events. However, in conflict we're typically thinking about interactions between individuals. Normal interaction is simply the way usually engage with a person or thing.

Scenario X-ray:

EX: I see Jenna around, but we don't really talk.

Event An event is the trigger or action that is inconsistent with your normal relationship. In conflict, these are negatively perceived interactions. Trigger events have the potential to reshape relationships.

EX: Jenna pushed me in the hallway.

Emotional response (internal): Your internal responses are the emotions roused by a trigger.

EX: hurt, scared, embarrassed, surprised, angry.

Assumptions (internal): At this stage you try to rationalize why the trigger event occurred. Often, we have limited information about the situation, so we rely on intuitions and assumptions. Our interpretation of an event can be very different from another's.

EX: Jenna pushed me because she doesn't like me; Jenna pushed me because she's a mean person.

Boundary: The boundary is a decision. It's the decision, not always consciously made, about how to act outwardly in response to the event, your emotions and assumptions.

EX: I'm going to push Jenna back; I'm going to just ignore it.

Reaction (external): The execution of the decision you made at the boundary. Your external reaction has the potential to majorly improve the situation OR drive it further into conflict.

EX: Pushing Jenna.

Outcome: The impact your external reaction had on the situation or relationship. Whether the outcome is positive or negative largely depends on how you choose to respond.

EX: You and Jenna get into a yelling match in the hallway; You ask Jenna why she pushed you and it turns out she just wasn't watching her step.

Relationship: As you return to the top of the cycle, your notion of normal interaction has changed, sometimes drastically. Your new relationship can be much improved OR one in which you're more sensitive to future trigger events and characterized by chronic conflict.

EX: Now I avoid Jenna when I see her.

Directions

1. Reconstruct the conflict response cycle in the classroom. Arrange six chairs in a loose circle and assign each chair to a phase in the conflict cycle. Or, label six pieces of paper and tape them to the ground.
2. In pairs, ask students to fill out the provided worksheet, detailing a conflict cycle from one of their lives. If they're uncomfortable sharing a personal story, ask them to invent one.
3. Ask each group to share their cycle. Ask one student to move his/her body from stage to stage as his/her partner narrates the story.
4. Request that the rest of the class to watch silently. Remind them that sharing a personal story requires trust and safety.

Discussion questions

- What do you think is the most important phase of the cycle and why?
- Why is it helpful to break down the cycle step-by-step?
- Are you currently in any conflicts with sensitive triggers? If so, how might you improve that relationship?

Alternatively

If the full cycle seems too complicated at first, modify it. A simpler version of the cycle could look like this:



Once participants become comfortable with the concept, you can incorporate additional phases like Assumptions and Relationship impact.

7

Conflict style shuffle

Exercise No. 7	Conflict style shuffle ⁴
	In this exercise, participants learn the 5 conflict management styles (competition, avoidance, accommodation, compromise, collaboration) in order to understand the benefits and drawbacks of each style and that circumstance determines a style's appropriateness.
Objective	<ul style="list-style-type: none"> Participants learn the 5 conflict management styles. Participants understand the benefits and drawbacks of each style and that the use of a certain style can only be decided in accordance with circumstances.
Target audience	Age groups – puberty/teenage/adult
Timing	25 minutes
Input	<p>Conflict Scenarios, handout</p> <p>YouTube videos</p> <p>https://www.youtube.com/watch?v=5tF6mA0vmA8&t=182s</p> <p>https://www.youtube.com/watch?v=qiqbmuXAc0g</p>
Description	<p>Group size: Minimum 5 participants</p> <ol style="list-style-type: none"> Participants are asked to read the conflict management styles (competition, collaboration, compromise, avoidance and accommodation) presented in the Tips section below. Then, the moderators ask them to discuss and make a collective mindmap with each style's main features. Participants watch a YouTube short movie that further explains each style and continue to add relevant details to the mindmaps: https://www.youtube.com/watch?v=qiqbmuXAc0g The trainer divides the classroom into 5 sections, a section for each conflict management style. You might tape 5 signs on the walls or form 5 desk islands.

⁴ Conflict styles from Thomas, K. (1976) "Conflict and conflict management"

	<p>5. Divide students evenly into each of the 5 Sections, creating 5 groups;</p> <p>6. Read aloud one of the provided conflict scenarios given below and give students 3-4 minutes to consider these questions:</p> <p style="padding-left: 40px;">a. How might someone handle this problem using your section's conflict management style?</p> <p style="padding-left: 40px;">b. What might be the consequences of handling it this way?</p> <p>7. Ask each group to share their answers.</p> <p>8. Ask each group to rotate to the next section and repeat this process. Continue until every group has responded from every section.</p> <p>Extended discussion questions</p> <ul style="list-style-type: none"> • Which conflict management style do you think you identify with most? Why? • Which conflict management style did you find it most difficult to adopt? Why? • Do you think one style is always preferable to the others? • In what kind of situation might it be best to compete? Avoid? Accommodate? <p>Alternatively</p> <ul style="list-style-type: none"> • As you read aloud the conflict scenario, ask students to stand in the middle of the room. After they've heard the scenario, ask students to move to the section with the style they would adopt in that situation.
Learning method	Instruction, demonstration, free and guided discussion, covert self-instruction, cognitive modelling through mentor think alike
Visual support	Conflict Management Style chart

Tips

Conflict Management Styles

There are a variety of ways to resolve a problem. The way we approach a conflict depends on our means, beliefs, the importance of the outcome and the importance of our continued relationship to those involved. There are five commonly identified conflict management styles. We may be prone to one, but the style we chose to adopt usually depends on the situation. All styles have an appropriate time and place.

Competition: Competitors keep their “eye on the prize.” The emphasis is on winning, and if that means others must lose or a relationship is damaged, so be it. Competition is prevalent in our society, from sports to business to war. Competition usually behoves the more powerful but is also the style of the determined and the strongly convicted. It is the style used when success is important enough to risk defeat.

Avoidance: Sometimes a conflict just isn’t worth the trouble of getting involved, no matter the outcome. Perhaps the issue doesn’t affect you much or finding a solution would take time you could better spend elsewhere. Occasionally problems just fizzle, but usually avoidance doesn’t resolve conflicts. The problem will persist as is, and maybe that’s acceptable. Other times, avoidance may allow the problem to escalate until another style is needed.

Accommodation: When relationships matter more than objectives, you may give up your position to remain on good terms with others involved. If competition is “my way or the highway,” accommodation is “Your way’s fine with me, friend.” Maybe you know that the other person feels more strongly about the issue than you do. Or maybe you can’t stand the thought of making an enemy. Accommodators appease the other parties, even if that means letting them win.

Compromise: Splits and shares, in a compromise no party loses, and no party really wins. Usually a compromise involves some appeal to objective fairness like, 50/50, taking turns or “if we can’t both have our way, neither of us will.” Compromises allow you to get part of what you want, and usually don’t leave relationships any worse off. However, compromises can feel unsatisfying and may replace a more creative, potentially win-win solution.

Collaboration: Collaborators place a premium on both their own goals and their relationship with others involved in the conflict. Collaborators seek to create lasting, mutually acceptable resolutions. Collaboration requires time and creativity, but usually results in win-win outcomes.

HANDOUT:

Conflict scenarios

For children/teenagers

- Your family just moved into a new house. There are three rooms available for you, your brother and sister, but one is larger than the others and has a bigger closet. Your sister has the most clothes and insists she needs the room. Your brother thinks he should get the room because he's the oldest. You want the extra space for your drum set. It bothered everyone when you practiced in the dining room. Your parents told you to work it out amongst yourselves.
- This month, your school is engaging students in an anti-drug campaign. You and Eduardo have been chosen to create a large banner to be hung in the school's main hallway. Eduardo wants to draw a series of student portraits, each with their own drug awareness slogan. You don't like drawing and would rather use the banner to explain the school's campaign in large block letters.
- Your best friend Jeremy has been flirting with the girl you like. It bothers you, but it's not particularly surprising. Jeremy flirts with just about every girl in school. However, as Jeremy's friend you know that the girl, he really likes is Ashlynn. He's had a crush on her for years. You're deciding how to handle the situation.
- You've recently become friends with Kelsey and sent her a friend request on Facebook. You really like Kelsey in person, but online she's a bit much. She likes and comments on almost everything you post, and some of her comments are inappropriate. You've grown very irritated and you're worried that your parents and other friends will disapprove of what they see on your profile.
- Every summer your work for your grandpa doing odd jobs around his farm. You enjoy the work and really like having extra money for the school year. But this year, your grandpa has also hired his neighbour's son, Curtis, to help. Slowly, Curtis is taking more and more of your jobs. Some days you arrive, and your grandpa has nothing for you to do! You don't know Curtis that well but feel like you should have first pick of the jobs. You're the grandson, after all!

For teenagers/adults

- One of the students/neighbours attends a common administrative activity and while there, starts to profess derogative remarks about immigrants (which are present in the group). He accuses them of stealing "the jobs of rightful citizens and raping their wives".
- You are at a 1st year student meeting in the campus dedicated to welcoming newcomers. Among the junior students, you notice a friend from the neighbourhood you have not seen in a long time (she is a Muslim of Pakistani-Bangladeshi origin and has been living in your country for the past ten years). You go greet her and then, a fellow student that was already engaged in conversation with your friend, addresses her in a low voice explaining there is no use to talk to you as she will never be accepted as a Muslim by these "decadent white males".

- You are a teacher/community police officer/councillor/fellow student. You notice an apparently angry adolescent that keeps a loud discourse in the school yard/public square, creating rumours among fellow students/citizens. She accuses the school management/City hall of “white supremacist, Nazi secretive practices of poisoning the water to kill the Jewish children in the community”.



8

I-statements

Exercise No. 8	I-statements
Objective	Participants practice forming I-statements and understand their advantages in communication.
Target audience	Age groups – puberty/teenage/adult
Timing	10-15 minutes
Input	-
Description	<p>Stage 1</p> <ol style="list-style-type: none"> 1. Pair students. Ask one student to be the speaker and the other to act as the speaker's <i>I-Interpreter</i>. 2. Ask each speaker and his/her I-Interpreter to partner with another speaker and interpreter, creating groups of four. 3. Ask the speakers to enter a mock disagreement. Speakers may only say one sentence at a time alternating back and forth AND may only speak in you-statements. 4. After each statement, and before the other speaker responds, ask the speaker's I-Interpreter to restate the sentence as an I-statement. 5. Continue – first speaker, first interpreter, second speaker, second interpreter – for 5-10 minutes. <p><i>Reminder:</i> Watch out for disguised <i>your statements</i>: e.g. "I feel like you missed my game again" is not a true feeling and it's not an I-statement. It's an accusation with "I" in front of it. Ensure that I-interpreters focus on real emotions and personal experiences.</p>

	<p>Stage 2</p> <p>Wrap up - Questions</p> <ul style="list-style-type: none"> - As a speaker, which was it easier to hear, you-statements or I-statements? Why? - As an I-Interpreter, what was challenging about crafting I-statements? - Why might having an I-Interpreter (or the ability to speak in I-statements) be useful in a disagreement?
Learning method	Role play, rehearsal in pretend scenario, feedback, guided discussion
Visual support	-

Tips

- This type of activity helps teens understand the advantages of I-statements in communication. Participants practice forming I-statements, instead of expressing their dissatisfaction in the form of you-statements, which, rather than improve the situation, tend to trigger defensiveness and provoke denial and rebuttal.
- I-statements, on the other hand, focus on one's own experience and feelings and are an opportunity to share one's perspective. They are easier to hear than judgements of value, accusations or critical statements and, at the same time, are harder to contest.
- When we're upset with someone, we often express our dissatisfaction in the form of you-statements: "You missed my game again. You never show up when you say you will." We accuse, guess at others' intentions and repress their actions. Rather than improve the situation, you-statements tend to trigger defensiveness and provoke denial and rebuttal.
- I-statements, on the other hand, focus on one's own experience and feelings: "I was really looking forward to seeing you at my game. I felt disappointed when I didn't." I-statements are an opportunity to share your perspective. They are easier to hear than accusations and harder to contest. This activity allows students to practice forming I-statements and to appreciate the difference between blame and self-expression.

9

Cross the line

Exercise No. 9	Cross the line
Objective	<ul style="list-style-type: none"> To understand and employ common negotiation tactics To understand how power imbalances and external pressures can influence negotiations
Target audience	Age groups – puberty/teenage/adult
Timing	15-20 minutes
Input	Masking tape
Description	<p>Stage 1</p> <ol style="list-style-type: none"> Create a long line on the classroom floor using masking tape. Pair students and have them face each other across the line. Each student's goal is to convince his/her partner to cross the dividing line. They may use any tactic except physical force. The partner that successfully convinces his/her partner to cross the line wins. After 5 minutes or once one partner from each pair has crossed the line, discuss the activity. <p>Stage 2</p> <p>Discussion questions</p> <ul style="list-style-type: none"> - What negotiation strategies did you use to persuade your partner? (Can lead into discussion of common negotiation tactics). - If you crossed the line, why? What convinced you? - Did anyone think to simply switch places (win-win)?

	<p>Stage 3</p> <ol style="list-style-type: none"> 1. Put most of the class across from one or two students (demonstrates power imbalance). 2. Secretly inform one side of the line that if they do not convince their partner to cross, they will HAVE TO cross at the end of negotiations (demonstrates weakness). 3. Announce a time limit - either very short (1 minute) or very long (10 minutes) - and discuss how time constraints affect strategy. 4. Tape down 5 parallel lines, creating 7 divisions. Discuss how the ability to make incremental concessions affects negotiation. 5. Implement a point or prize system. Announce that those who convince their partner to cross receive 2 points/prizes; those who cross receive 1 point/prize; if neither partner crosses, no points or prizes are awarded.
Learning method	Rehearsal in pretend scenarios, cognitive modelling through mentor think aloud, covert self-instruction, free and guided discussion
Visual support	-

Tips

- Negotiation is commonly used to settle disagreements. All of the exchanges involve negotiation, and often, so do conflicts. In this activity, students will learn basic negotiation strategies and how negotiations can be affected by circumstance.
- Negotiation is commonly used to settle disagreements. Although we don't typically call it such, we negotiate all the time – with ourselves, with our friends, with our parents and co-workers.
- For students these negotiations might look like: Should I keep studying or catch up on my shows? I'll do the dishes if you let me go to Matt's house after. All the exchanges involve negotiation, and often, so do conflicts. In this activity, students will learn basic negotiation strategies and how negotiations can be affected by circumstance.

Common negotiation tactics

1. Contending/power moves – Attempts to force the other party into concession: threats, leveraging relationship, lying, and refusal to negotiate.

EX: You might as well come over here because I'm not budging.

2. Concessions/compromising – Moves that make it easier for the other party to agree with you: bribes, lessening your demands, promises of future favours.

EX: If you cross the line, I'll do your math homework.

3. Process moves – Changing the structural dynamics of the negotiation: enlisting support, setting switching, providing perspective.

EX: C'mon just cross. It's just a dumb school game.

10

Mediator's Iceberg

Exercise No. 10	Mediator's Iceberg
Objective	To learn to distinguish between positions and interests.
Target audience	Age groups – puberty/teenage/adult
Timing	25-30 minutes
Input	Figure 5
Description	<ol style="list-style-type: none"> 1. Draw the iceberg diagram on the board and hand out a copy of <i>Figure 5</i> to each student. 2. Explain the difference and relationship between positions, interests and needs, and why this is useful in mediation. Use the references on the tips section for clarification. 3. As you explain, ask students for examples of positions and related interests. Fill their suggestions into the diagram. 4. Brainstorm a list of Needs with students and fill their suggestions into the “water” area of the diagram. 5. Encourage students to reference their <i>Figure 5</i> handouts when thinking through a conflict or conducting a mediation.
Learning method	Extended practice, cognitive modelling through mentor think aloud, covert self-instruction, free and guided discussion
Visual support	See <i>Figures 5</i> below

Tips

This exercise provides an easy way to illustrate the relationship between positions, interests and needs in conflict. The analogy helps teens understand that what's immediately visible in conflict is often only “the tip of the iceberg.” While the larger, more significant issues are below the surface waiting to be uncovered.

THE ICEBERG

Positions: In conflict, people often have very specific demands. They're usually easy to identify because disputing people are quite up front about them, "I want a turn!" "I will not be his partner!" "I think she should stop talking!" These are all positions. And it's often the case that our positions are odds with others', especially in conflict. Positions are the tip of the iceberg. They're visible but normally only a small part of the issue.

Interests: Interests are the deeper, more general desires and emotions in which positions are rooted. A desire for fairness; wanting to be comfortable with your partner; feeling heard – these are all interests. Peoples' positions represent one way to satisfy their interests, but usually there are others. Interests are the bulk of the iceberg hidden below the surface. They're harder to see, but once you do, the problem may seem more reconcilable. You may even find that the two tips are actually the same berg!

Needs: Needs are the fundamental things that all people strive to maintain. They include physical needs like food, water and shelter, as well as psychological and emotional needs like belonging, relationship, identity, love and purpose. Needs are the water in which positions and interests are immersed. They're implicit to all our actions and desires, buoying both our agreements and disagreements.

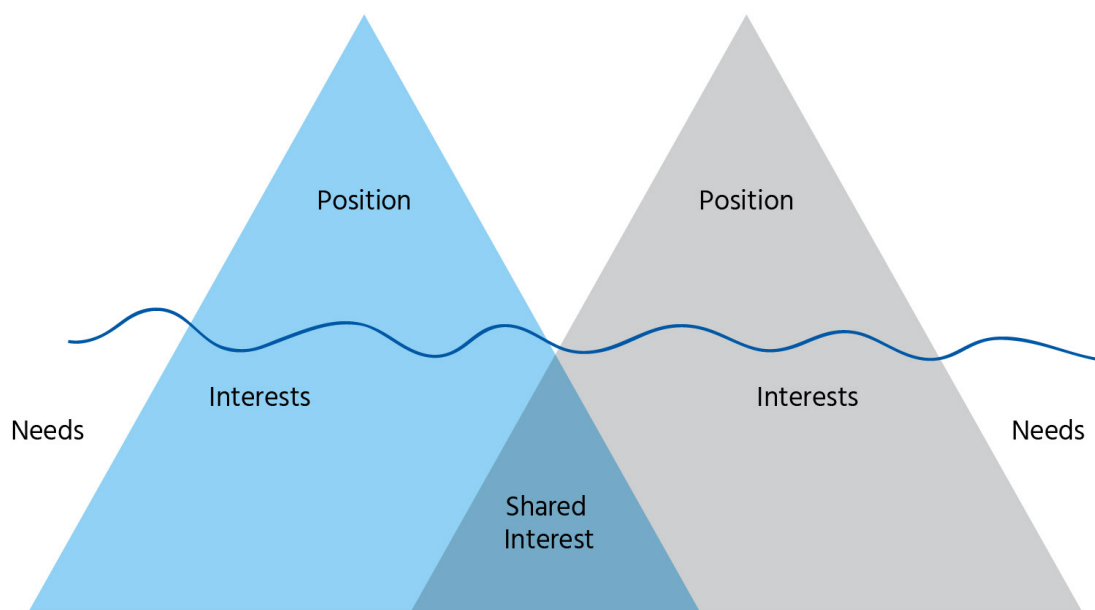


Figure 5. The mediator's iceberg

11

Re-framing

Exercise No. 11	Re-framing
Objective	<ul style="list-style-type: none"> To practice reframing abrasive language. To learn to identify and emphasize emotions and interests.
Target audience	Age groups - children/teenagers/adults
Timing	15-20 minutes
Input	-
Description	<p>1. Individually or in small groups, ask students to complete a re-framing exercise.</p> <p>2. When reframing, encourage students to eliminate accusations, insults and definitive language (always, never, worst, can't). When interpreting interests, ask student to think about why someone would be upset about this topic? What important thing is being threatened?</p> <p>3. Once they've completed writing, ask students to share and discuss their answers.</p> <p>Discussion questions</p> <ul style="list-style-type: none"> - How did you spot the interests and emotions within these statements? - What might be some of the requests that these upset speakers are trying to communicate?
Learning method	Cognitive modelling through mentor think aloud, covert self-instruction, free and guided discussion
Visual support	-

Tips

When people fall into disdainful positions or use accusatory, insulting words, it's usually a sign that emotions are running hot or their interests feel jeopardized. A strong outburst indicates a strong belief. It's a mediator's job – and a generally useful social skill – to read between the lines and interpret the meaningful message behind plainly mean language. In mediation, this helps defuse negative tension and makes space for truer communication.

12

Framing

Exercise No. 12	Framing
Objective	<ul style="list-style-type: none"> Participants practice reframing harsh language Participants understand how insults and accusations can inhibit communication and resolution
Target audience	Age groups - children/teenagers/adults
Timing	10-15 minutes
Input	"Re-framing Prompts" handout
Description	<p>Stage 1</p> <ol style="list-style-type: none"> 1. Trainer divides participants into groups of three and gives each group a copy of "Re-framing Prompts" handout. 2. In their groups, ask students to take turns reframing the provided prompts. For each prompt, one student should act as the mediator, reframing the statement, while the other two students act as disputants. 3. Encourage students to think about the emotions and interests behind each statement, while eliminating aggressive language. 4. Reframes should begin with a qualifying phrase such as, "It sounds like..." or "I hear you saying that..." <p>EX: Whenever we work together, she doesn't say anything. It's like she's dumb.</p> <p><i>It sounds like you value others' ideas, and you'd like to get input from your partner.</i></p>

	<p>Stage 2</p> <p>Wrap up - Discussion questions</p> <ul style="list-style-type: none"> - Why is reframing useful in mediation? - What were some of the emotions, interests and requests you interpreted behind the negative language? - How might you use reframing skills outside of mediation?
Learning method	Cognitive modelling through mentor think aloud, covert self-instruction, free and guided discussion
Visual support	"Re-framing Prompts" handout

Tips

- The ability to reframe harmful or accusatory language is one of a mediator's most valuable skills.
- Insulting words like, "stupid" or accusations like, "You did that on purpose!" are commonly heard in disputes, but generally do not help one reach resolution. Plus, negative language like this is hard to hear when it's directed at you, especially if your emotions are already running hot.
- A good mediator can identify loaded language and restate it in a way that's less abrasive. When it's done well, a reframed statement highlights the truly important content – emotions, interests, requests – and omits the inflammatory extras.

HANDOUT - Re-framing Prompts

If you are a counsellor, teacher, parent etc., think of ways you would encourage children and teenagers reframe the following statements.

1. Whenever we work together, she doesn't say anything. It's like she's dumb.
2. There's no way this is going to work out unless he stops acting like such an idiot.
3. She's a bad friend and a worse gossip. Anything I tell her immediately spreads around the school. I know she's telling people.
4. None of that is true, liar!
5. Whenever I see him in the hallway, he's so annoying. I hate him!
6. I never want her on my team. She's bad at everything and I like winning.
7. I'm so fed up with her games. It'd be fine with me if she never came to school again.
8. I've tried to tell him how I feel but it's impossible to get a word in about him. He never shuts up.
9. His last project was pathetic, like a second grader did it. Of course, he got put in my group.
10. Yeah, I knew they were dating, but I didn't think it was serious. Everyone knows how she goes through boyfriends.

Further resources

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- Dragunova, T. (2014). The Problem of Conflict in Adolescence. *Societ Education*, 177-200.
- Laursen, B. (2010). Conflict and Social Interaction in Adolescent Relationships. *Journal of Research on Adolescence*, 55-70.
- Lulofs, R. &. (2000). *Conflict from theory to action (2nd Edition)*. Boston: Allyn and Bacon.
- Scott, D. (2002). Evaluating the national outcomes: Conflict resolution.
- Tuncay, A. M. (2010). An investigation of conflict resolution strategies of adolescents. *Procedia Social and Behavioral Sciences*, 3545-3551.

Logistics

- Working space description: video projector and screen, laptop, chairs that can be placed flexibly around the room, paper, pen, copy of the 'How Do You See It?' handout for each participant, visual materials with the conflict circle, handout with scenarios, masking tape, "Re-framing Prompts" handout
- Lab support: Internet access



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