

Conflict resolution skills – Stage 3

Overview of lesson themes

The lesson plans in this module are for school staff to use to support existing whole-school programs and activities. Staff can use these materials flexibly, and adapt them in response to their local needs and context.

Lesson	Theme
1	What is conflict?
2	Dealing with conflict
3	Perceptions
4	Interpersonal conflict
5	Non-verbal communication skills
6	Communication
7	Effective questioning
8	Handling difficult conversations
9	Problem solving and decision making
10	Building collaborative relationships
	Glossary

Syllabus links

English

EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.

EN3-9E Recognises, reflects on and assesses their strengths as a learner.

Personal development, health and physical education (PDHPE)

PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions.

PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.

PD3-3 Evaluates the impact of empathy, inclusion and respect on themselves and others.

PD3-7 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.

PD3-9 Applies and adapts self-management skills to respond to personal and group situations.

PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.

Geography

GE3-2 Explains interactions and connections between people, places and environments.

History

HT3-2 Describes and explains different experiences of people living in Australia over time.

Visual Arts

VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.

VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.

Music

MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.

Drama

DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.

DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

Dance

DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent.

References

Englander, E.K., When should you hesitate to mediate? Bridgewater State College.

<https://core.ac.uk/download/pdf/48826406.pdf>

Thompson, F. and Smith, P.K., The Use and Effectiveness of Anti-bullying Strategies in Schools, Goldsmiths, University of London.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182421/DFE-RR098.pdf

What is conflict?

Lesson 1

Lesson focus

Conflict is a natural part of life. It can be positive and an opportunity for growth. Conflict involves emotions, relationships and perceptions.

Conflict is when two or more people want different things.

Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.

Small conflicts should be dealt with as soon as possible so they don't grow. Disagree with ideas or behaviour, not people.

Activities

Brainstorm student understanding of what conflict means. Provide a definition for reference.

Record responses for all students on butchers paper, whiteboard or interactive whiteboard, as appropriate.

Role play (in groups of 3 or 4) the scenarios in Appendix A for the whole class. At the conclusion of each role play, ask students to identify the conflict.

Reinforce a shared understanding of what defines conflict.

Assessment

Students express their own understanding of what conflict is using a word cloud or in a form of their choice. Keep or capture responses in a reflective journal (hard or soft copy).

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Social management element: communicate effectively, work collaboratively, negotiate and resolve conflict.

Resources

- Role play scenarios in Appendix A
- Butchers paper or whiteboard
- Technology with access to Wordle
- Selected media for student reflective journals

Additional Activity

Teacher tip

Look for and document examples of conflicts you observe at school that lend themselves to negotiation and resolution. Then, without naming those involved, use these examples for role plays and discussions.

Art

Create pictures and/or murals about words related to conflict, such as peace, harmony, understanding, anger, upset and aggression.

Creative symbols of conflict

Provide students with a selection of art media: recycled containers, packaging, paint, fabric, yarn and any other available supplies. Pose this question: “If conflict and harmony were three- dimensional sculptures, what would they each look like?” Ask students to create their own representations of each of these words (or similar conflict-related words).

Conflict in the news

Students collect news articles from print media and online sources about local, national and international conflicts. As a class, summarise each article to establish what the conflict is about, who is involved and how both sides are trying to settle it. Perhaps keep a word bank of the language used to describe conflict. Propose and evaluate solutions. Students can explain their solutions in letters to newspapers, magazines and/or world leaders.

Sort and classify

Using the scenarios provided in Appendix A or creating your own scenarios, ask students to place each conflict scenario in order from low level to high level. Discuss their justification of this order.

Appendix A

Lesson 1

Role play and discuss the following scenarios

Choose volunteers to act out these scenarios:

- Your friend is having a party. All of your other friends have been invited, except you.
- Your classmate has been making unkind comments about your new hair cut to other students.
- You have been playing a video game with your friend but they keep going first and not taking it in turns.
- The inter-class netball competition is being held soon. The class next door are telling other students that your team is hopeless. Your team is getting really upset and feel like withdrawing from the competition.
- The school's softball team is deciding on a new uniform. Some of the team want it to have the school mascot on the front but others want it to be plain so that the player numbers are clear.
- Your friend yells at you in the playground in front of a lot of other students. The teacher is not close enough to hear what has happened.
- A friend has copied your answers on a test without you knowing. The teacher has called you both in because most of your answers are the same.
- A friend hasn't answered any of your text messages. You have heard from someone else that your friend isn't happy with you.
- The local paper is doing a story on your football team. The coach has suggested that you represent the team and speak to the reporter. Your friend thought they should do it because they have scored more points than you. Your friend and says this to a few other team mates.

Dealing with conflict

Lesson 2

Lesson focus

People respond to conflict in different ways including avoiding, accommodating, forcing, compromising and collaborating (see glossary for definitions).

Conflict can result in different outcomes ranging from meeting the needs of both parties to meeting the needs of no parties.

Empathy helps to resolve conflict by identifying the needs and concerns of everyone involved.

Activities

Review the definition of conflict from Lesson 1.

Read the scenario from Appendix B to the class (or use examples from students). Brainstorm as a class all the different ways Matt could respond to this situation. Record responses. Discuss the different responses.

Discuss how different people react to conflict in a variety of ways.

Ask students to recall examples of conflict they have seen or have been part of. Note: it is important to stress that names should not be used and examples should not embarrass, humiliate or upset any individual.

Introduce the responses to conflict vocabulary in Appendix B. Discuss the meanings and create a class glossary of these terms.

Review the examples of conflict given and ask the class to group them under the response types in Appendix B. Can they think of any more examples to add?

Divide the class into groups and allocate each group a scenario from Appendix A and a way to respond from Appendix B. Each group develops and presents a role play to the class. Class identifies response type.

Discuss which response types involve positive outcomes for both parties.

Reinforce the benefits of identifying common ground when resolving conflict.

Assessment

Students create visual representations of various responses to conflict in cartoon format or drawing.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

- Scenario for discussion in Appendix B
- Visual representation of responses to dealing with conflict in Appendix B
- Role play scenarios from Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Additional Activity

Community awareness

Plan and carry out a service project, such as a letter-writing campaign about an issue in the community. On the last day of the campaign, plan a special assembly in which students perform skits, display student work, present music and/or special guest speakers. Invite parents and local dignitaries.

Music for peace

Examine how music can promote peaceful solutions to conflict. Build a class list of songs promoting peace. Students compose their own songs or raps about solving problems peacefully.

Appendix A

Lesson 2

Role play and discuss the following scenarios

Choose volunteers to act out these scenarios:

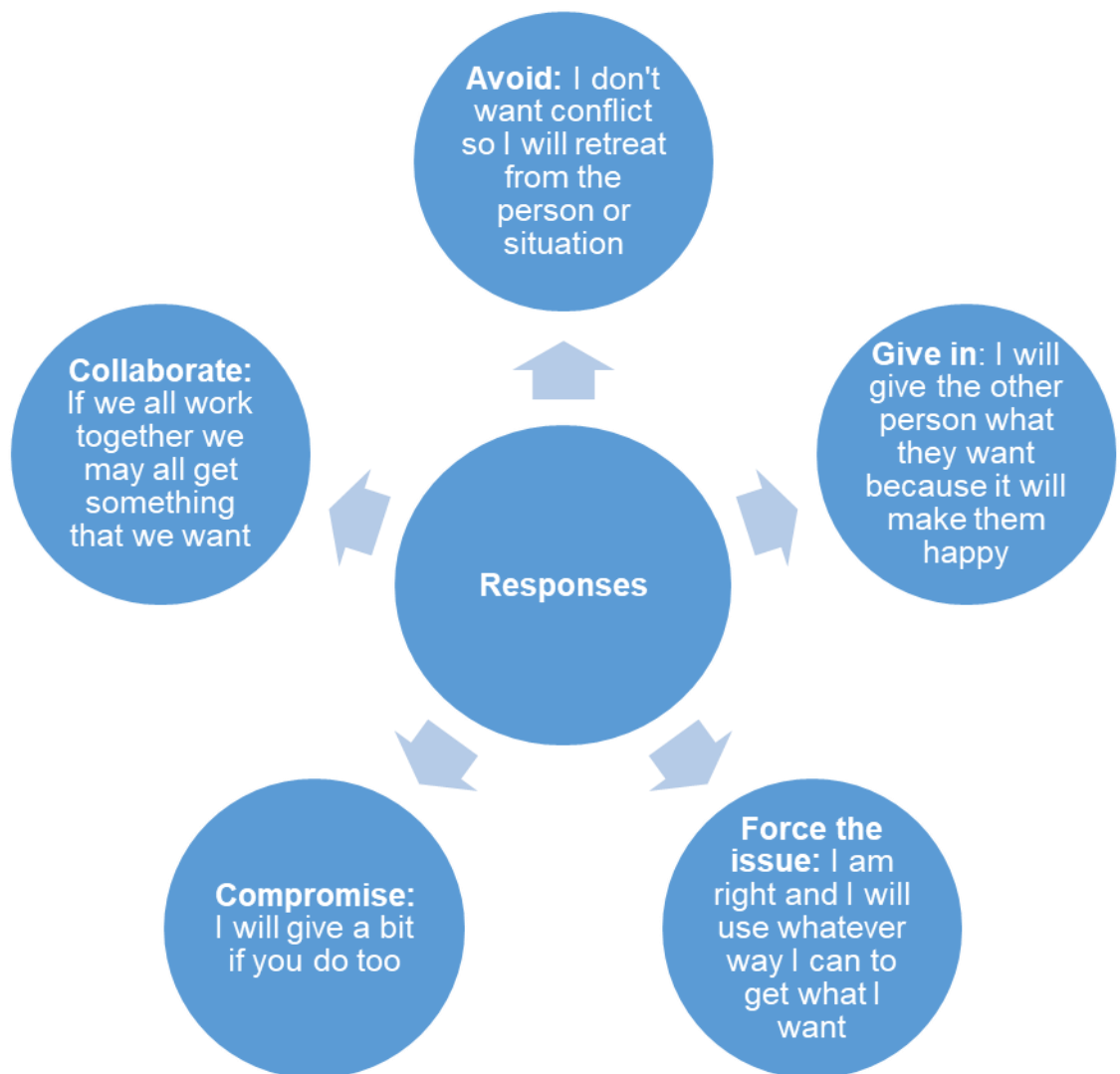
- Your friend is having a party. All of your other friends have been invited, except you.
- Your classmate has been making unkind comments about your new hair cut to other students.
- You have been playing a video game with your friend but they keep going first and not taking it in turns.
- The inter-class netball competition is being held soon. The class next door are telling other students that your team is hopeless. Your team is getting really upset and feel like withdrawing from the competition.
- The school's softball team is deciding on a new uniform. Some of the team want it to have the school mascot on the front but others want it to be plain so that the player numbers are clear.
- Your friend yells at you in the playground in front of a lot of other students. The teacher is not close enough to hear what has happened.
- A friend has copied your answers on a test without you knowing. The teacher has called you both in because most of your answers are the same.
- A friend hasn't answered any of your text messages. You have heard from someone else that your friend isn't happy with you.
- The local paper is doing a story on your football team. The coach has suggested that you represent the team and speak to the reporter. Your friend thought they should do it because they have scored more points than you. Your friend says this to a few other team mates.

Appendix B

Lesson 2

Scenario

Matt has seen a photo of himself on social media which has been put up by one of his friends. Matt doesn't like the photo and asked his friend to take it down. His friend has refused to remove the photo.



Responses to conflict vocabulary

Perceptions

Lesson 3

Lesson focus

We all come from different backgrounds and we all experience different things. We need to accept that others may have different opinions.

Bias and prejudice (see glossary) affect our perceptions.

If you know someone who is passionate about their views, try to listen with an open mind. It is okay to disagree, but do it respectfully.

Beware of making assumptions. Communicate clearly and check your understanding before acting on assumptions.

Activities

Show students images to promote discussion about perceptions in Appendix A. Ask students to describe what they see. Discuss why different people see different things.

Introduce the term perception - a belief or opinion, often held by many people and based on how things seem (Cambridge dictionary).

To better understand what factors influence perception, divide the class into groups and give each group a set of question cards and a scenario card from Appendix A. Work through an example with the whole class before dividing into groups.

Students discuss the scenario they have been given and answer the questions on the cards. They then present their responses to the class. The class discusses the responses and adds any other insights or perceptions that the people in the scenarios might have.

Reinforce the meaning of perception and how this influences what happens in a conflict.

Assessment

Students create visual representations to communicate the importance of establishing a shared understanding of different perceptions when effectively managing conflict.

Personal and Social Capability Framework links

Social awareness element: appreciate diverse perspectives, contribute to civil society, and understand relationships.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Resources

- Images to promote discussion of perception in Appendix A
- Question cards and scenario cards in Appendix A
- Materials for students to make their own resources to promote shared understanding when resolving conflict
- Selected media for student reflective journals.

Additional Activity

Media messages

In small groups, students identify how different forms of media such as newspapers, magazines, films or commercials portray different groups of people. Assign one form of media to each group. Ask each group to consider the following, and keep a record of their findings to share.

Comment on whether the following groups are equally represented:

- women and men
- people from minority groups
- people with disabilities
- children and young people.

Students report on any inequities they find by writing letters to the publishers/producers of the source material.

Musical expression of cultures

Investigate a wide range of music from different people and cultures.

Each student researches and presents music from a different culture to the class. Identify musical instruments from different cultures.

As a class consider the following questions:

Why do we create music?

Why are there so many different styles? What roles can music play in our lives?

What are some of the similarities and differences across various styles of music?

Appendix A

Lesson 3

Images to promote discussion about perception

Questions (make cards):

1. How is it possible that some things have more than one correct answer?
2. What can make a person change their mind about something?
3. When have you ever changed your opinion about something?
4. How does listening help solve problems and arguments?
5. What are some ways to make sure everyone feels positive about the outcome of a shared problem?
6. What factors can influence the opinions we have and the decisions we make?

Scenarios (make cards):

- You and Ally both want to be the captain of the debating team. The teacher selects Ally. You are upset because you think you would do a better job.
- You hear Omar telling everyone that you got the lowest mark in the maths test. You ask him why he did that and he said that he didn't want people to think he came last.
- The student fundraising group needs to decide what school equipment they are going to purchase. Some want new basketball hoops and others want bean bags in all the classrooms.
- You tell your friend, in confidence that you are moving to a new school at the end of the term. Your friend tells everyone.
- You and your friends have entered an inter-school art competition. Another group at your school saw your entry and have done one almost the same.
- Jaye pushed you into the wall when he walked past you in the canteen and told you to leave him alone. You don't know what he is talking about.

Image 1

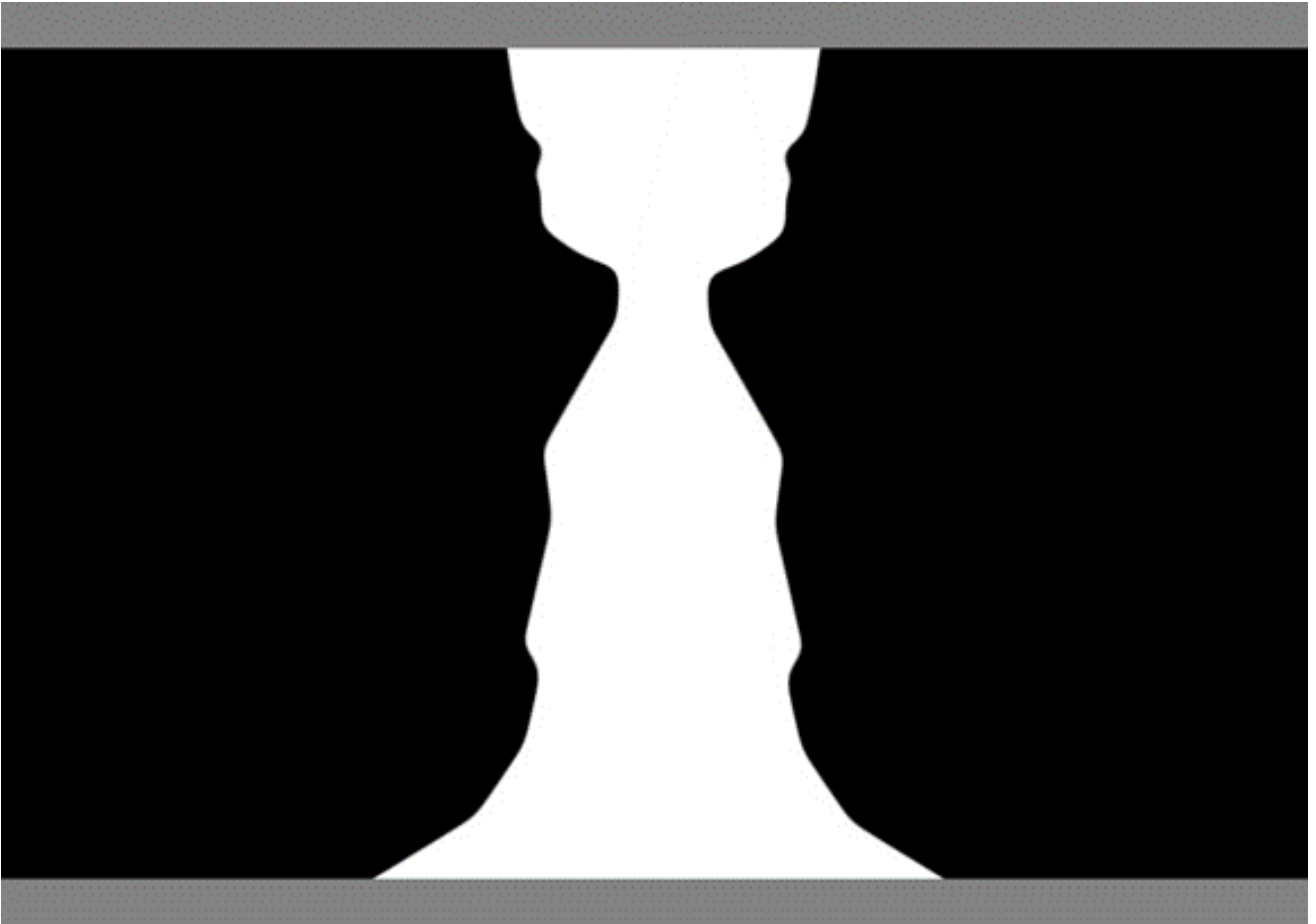


Image 2



Interpersonal conflicts

Lesson 4

Lesson focus

Exploring approaches to deal with interpersonal conflict:

- Take time to cool off.
- Think about the person as a person and treat each other as equals.
- Try to understand what the other person is saying.
- Find something you can agree upon.
- Be specific when you introduce a 'gripe' or something you're not happy about.
- Ask for and give feedback on major points.
- Never assume, check you have accurate information.
- Forget the past and stay with the present.

Activities

Propose the scenario in Appendix A to the class. Select two volunteers to be person A and person B (allow them a few minutes to prepare a role play to present to the class).

Teaching note: Tell the class that you will be asking them to identify when things started going wrong and how that could have been avoided.

After the role play, ask the class when and why they thought the conflict escalated and what strategies could have helped. Record their responses.

Introduce the strategies for dealing with conflict from Appendix A.

Organise the class into a circle. Select two new volunteers as person A and person B. Person A and person B stand in the middle of the circle. Direct them to begin the earlier scenario again, this time stopping to include strategies suggested by students on the outer circle.

Variation: students on the circle can tap person A or B and swap places with them if they have a new strategy to try.

Reinforce these approaches and identify their benefit for resolving conflict.

Assessment

In small groups, students create and deliver a short presentation to market some conflict resolution strategies that could be used in the school.

Personal and Social Capability Framework links

Social awareness element: appreciate diverse perspectives, contribute to civil society, and understand relationships.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Resources

- Scenario in Appendix A
- Strategies for dealing with conflict in Appendix A
- Materials for students to make their own resources to promote shared understanding when resolving conflict
- Butchers paper or whiteboard
- Selected media for student reflective journals

Additional Activity

A repertoire of responses

To stimulate creative problem solving, describe a situation that could potentially elicit an aggressive response. Ask students to draw a picture showing a positive way to deal with the situation instead of using aggression. Ask a volunteer to explain their picture and have those with similar responses stand up. Then ask “Who can show a different way?” Encourage a broad range of responses so students realise there are many positive ways to respond.

TV or radio commercials

Divide the class into pairs or small groups to write a short commercial for television or radio, to promote positive ways to deal with someone’s anger. If possible, record the commercials to share at school assembly.

Appendix A

Lesson 4

Scenario

Person A: You recently bought a new football and had it signed by your favourite football player. Your friend took it from your bag and wrote all over it with a permanent marker. You can't see the signature anymore, it's ruined. You feel hurt and angry.

Person B: Your friend has been bragging about his new football signed by a famous footballer. Yesterday he made fun of you for not having your own football. You felt humiliated and angry, and you wanted to teach him a lesson, so you took his football from his bag and wrote all over it with permanent marker.

Person A: "Hey, why did you touch my stuff?" Person B: "I don't know what you are talking about."

Person A: "You're lying! You took my footy and scribbled all over it!" Person B: "It's only a football, I didn't think it would be such a big deal..."

Person A: (Interrupting) "You should keep your hands to yourself... you're full of it."

Person B: "Who cares anyway, it's just a football. Your parents can just buy you another one and get it signed. They buy you anything you want."

Person A: "You don't know me. You don't know my parents."

Person B: "Yeah I do. You're all stuck up. How does it feel to have the cool football now?"

Approaches to dealing with conflict:

- Take time to cool off.
- Think about how you like to be treated and spoken to. Treat each other as equals.
- Try to understand what the other person is saying.
- Find something you can agree on.
- Clarify what it is that you disagree about or find upsetting.
- Never assume you know what the other person is thinking or feeling.
- Check that you have accurate information.
- Forget the past and stay in the present.

Non-verbal communication skills

Lesson 5

Lesson focus

Observing non-verbal cues and body language communicates a great deal about what people are feeling.

Check in to see if verbal and non-verbal cues match. If not, ask the speaker to clarify.

Activities

Pair students for Activity 1 from Appendix A. Define non-verbal communication (see glossary).

Brainstorm and list types of non-verbal communication. Record and display the responses. Add any non-verbal communication cues the students did not identify from the list in Appendix A.

Facilitate Activity 2 in Appendix A with the class. Use the questions provided to guide discussion.

Reinforce the importance of clarifying whether verbal and non-verbal cues match (congruence).

Assessment

Students reflect in their journal on non-verbal communication skills they have observed in themselves and others.

Personal and Social Capability Framework links

Social management element: communicate effectively, work collaboratively.

Resources

- Activity 1 in Appendix A
- Non-verbal communication list in Appendix A
- Activity 2 in Appendix A
- Butchers paper or whiteboard

- Selected media for student reflective journal

Appendix A

Lesson 5

Activity 1

Students pair up and stand with their backs to each other. One person talks for thirty seconds about what they did last weekend while the other person listens. Then swap roles. Students can't look at each other, make physical contact, or ask each other any questions.

Ask:

- How did talking without seeing the other person feel?
- What did you find difficult?
- What would make it easier?

Non-verbal communication

Non-verbal communication are the things we don't say using our voices and include the following:

- facial expressions
- head positioning
- body posture
- arm positioning
- eye contact
- nodding
- hand gestures
- appropriate encouragers (uh-uh, oh, no, okay, yeah)
- showing empathy

Activity 2

Ask for two volunteers to chat about their plans for the school holidays. Ask them to wait outside the room and plan what they are going to talk about (out of hearing range). While they are outside, ask the class to observe the body language of both volunteers. Ask the volunteers to come back inside. The class form a large circle around them and the volunteers proceed with their conversation.

Following the conversation discuss:

- What body language did you see and what did it mean?
- What kept the other person talking?
- What shut the other person down?
- How do you know the listener was actually listening to the person speaking?

Ask the volunteers:

- When you were talking, what did the other person do to make you want to talk more?
- When you were talking, what did the other person do to make you stop talking?

Communication

Lesson 6

Lesson focus

Like gossip or rumours, some of the things you read or hear or see may not be true.

Define and practise skills for communicating clearly, including active listening, paraphrasing, summarising, clarifying, and listening for feelings.

Activities

Select two students for Activity 1 in Appendix A.

Facilitate discussion about the activity with the class using the questions provided to guide discussion. Record the encouraging strategies used by the listener.

Reinforce the importance of listening and clarifying when communicating with others, particularly when resolving conflict.

Repeat the activity once the discussion has finished and emphasise the strategies needed to be an active listener.

Assessment

What challenges are there to being a good listener? Reflect in your journal about what you have learned.

Personal and Social Capability Framework links

Social management element: communicate effectively, work collaboratively.

Resources

- Activity 1 in Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Appendix A

Lesson 6

Activity 1

Ask two students to stand at the front of the room. Ask one student to talk about something that happened recently while the other listens. Ask the rest of the class to watch and observe. Swap roles after one minute.

Ask the class these questions:

- What did you see the listener doing to encourage the talking student?
- Did you notice any actions that slowed down or shut down the communication?
- What were the specific strategies used that promoted communication? (Prompt for active listening, paraphrasing, summarising and clarifying).

Effective questioning

Lesson 7

Lesson focus

Closed questions usually elicit a brief or one-word response.

Open questions usually elicit a more detailed response.

Questions may not get the response you expected.

Re-phrase the question or ask it in a different way to clarify meaning.

There is no perfect question.

Questions can change depending on the speaker's response.

Activities

Facilitate the hot seat activity in Appendix A for 10 minutes with the class.

Explain that questions can be either open or closed. Discuss the different types of questions that were recorded during the hot seat activity. Which would they classify as open or closed questions? Provide reasons why.

Discuss and give examples of the difference between closed and open questioning techniques. Would they change any of their previous classifications?

Continue the hot seat activity. This time ask students to identify if each question is closed or open.

Identify the difference between open and closed questions.

Change a closed question to an open question.

Repeat the hot seat activity only asking open questions. If the respondent replies with a single word response, ask an open follow-up question. The whole class can make suggestions to help.

Reinforce the importance of listening and clarifying when communicating with others, particularly when resolving conflict.

Assessment

Students record their own bank of open-ended questions in their reflective journal.

Personal and Social Capability Framework links

Social management element: communicate effectively, work collaboratively.

Resources

- Hot seat activity in Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Appendix A

Lesson 7

Hot seat activity

- Ask students to form a circle (seated on chairs).
- Choose one volunteer to sit in the middle to answer questions and two volunteers to record some of the questions asked.
- The volunteer moves their chair to the middle of the circle and nominates a topic or a topic that is agreed by group consensus.
- Students in the circle are allowed to ask the student in the hot seat any question related to an agreed-upon topic.
- The student in the hot seat may answer, or may choose to pass on any question.
- After the third question a new person volunteers to sit in the hot seat.
- Continue for 10-15 minutes (as long as focus is maintained).
- When the activity is finished, identify the use of open and closed questions and discuss which type of question achieved the most detailed response.

Handling difficult conversations

Lesson 8

Lesson focus

Everyone is allowed to have their own opinions, even if they are different from our own. It is never okay for people to force their views on others or use threats or aggression to get their opinions across, or to solve problems.

We can manage our emotions by using empathy, “I” messages and reframing.

Activities

Facilitate class discussion about empathy using the guide in Appendix A. Record and display responses.

Introduce strategies for handling difficult conversations as outlined in Appendix A.

Explore the strategies using ‘I’ statements to state clearly what you need from your point of view, using the structure provided in Appendix A.

Explore using reframing to change negative or hostile language to neutral language, refer to examples in Appendix A. Students make a list of hostile statements in small groups. They swap their list with another group who reframe the statements. Create a class table displaying the differences.

In pairs practise using empathy, “I” statements and reframing, using scenarios in Appendix A.

Reinforce the importance of making sure you and the other person are calm when resolving conflict.

Assessment

Students identify how they can calm their emotions before resolving conflict in their personal journal.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: express emotions appropriately, develop self-discipline and set goals, become confident, resilient and adaptable.

Social management element: communicate effectively, work collaboratively.

Resources

- Guide for empathy discussion in Appendix A
- Strategies to use in handling difficult conversations in Appendix A
- 'I' statements structure in Appendix A
- Reframing example in Appendix A
- Scenarios in Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Appendix A

Lesson 8

Class discussion on empathy

Think of a time when you were in a situation when you were alone, such as being a new student at your school or sitting by yourself at lunchtime. How did you feel? Record responses.

What is empathy? Record student responses. Provide and display definition (see Glossary). How can remembering a time when you were a new student or sitting alone help you to understand others in similar situations?

Following student responses, reinforce the idea that empathy gives you the opportunity to apply a feeling you have experienced to a situation someone else is experiencing.

Strategies to use in handling difficult conversations

- Slow your breathing: calm down and take a deep breath.
- Listen without judging or making assumptions about what they are saying.
- Try to always speak from your own perspective (“I” statements).
- Remember that it takes two people to maintain conflict. Consider what you contribute to the conflict, and to keeping it going.
- Think win-win. How can we work together?
- You are only responsible for how you choose to respond, or how you change your responses, not the views or responses of another person.

‘I’ statements

State what you need from your point of view:

‘I feel (name the feeling)... when (describe the behaviour)... because (provide the reason).

I need (tell what would make it better for you)’.

Reframing

Reframing can change negative or hostile language to neutral language, for example: “You don’t know what you are doing”. Reframe as: “You made a mistake on the Maths test.”

Scenarios

Sitting alone having lunch.

Sitting on the bus.

A friend starting to spend more time with another friend and leaving you out.

Problem solving and decision-making

Lesson 9

Lesson focus

Small group problem solving and decision-making.

Activities

Facilitate creative brainstorming activity as outlined in Appendix A. Record and display responses.

Students work in small groups to determine their top 5 uses for masking tape. Each group will present back to the whole class and explain the process they used to decide. How did they come to a group decision about the top 5? Each group shares their process.

Reinforce the importance of negotiating and seeking support from others when making decisions in a group.

Assessment

Students recount the group decision-making process in their journals.

Personal and Social Capability Framework links

Social awareness element: appreciate diverse perspectives, contribute to civil society, and understand relationships.

Social management element: work collaboratively, make decisions, negotiate and resolve conflict.

Resources

- Creative brainstorm activity in Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Appendix A

Lesson 9

Creative brainstorming activity

Show a roll of masking tape.

Brainstorm with the whole class as many uses for a roll of masking tape as possible in 3 minutes.

Do not stop to judge, critique or reword the suggestions.

Record and display all the responses.

Divide class into small groups (3-5 per group).

Groups have 3 minutes to decide their top 5 uses.

Each group reports back to the whole class about their decision and their group process.

How did you work as a team? What did you do to make sure all team members were included? What was most difficult? What worked well?

Building collaborative relationships

Lesson 10

Lesson focus

Effective communication helps to build collaborative relationships.

Collaboration is a process that helps to clarify personal issues and needs, understand another person's point of view and identify common ground to build positive relationships.

Activities

Present Scenario 1 from Appendix A to the class. Facilitate discussion as you analyse the situation.

Introduce collaboration as a way in which two or more people try to resolve conflict.

Provide the structure for working collaboratively from Appendix A and display it clearly. Students participate in small groups using the structure provided to work through the conflict scenarios provided in Appendix A. Work through an example with the whole class to begin.

Reflect on the process using reflection questions from Appendix A.

Assessment

Students use reflective journals to record their top five ideas for building collaborative relationships.

Personal and Social Capability Framework links

Social awareness element: appreciate diverse perspectives, contribute to civil society and understand relationships.

Social management element: work collaboratively, make decisions, negotiate and resolve conflict.

Resources

- Scenario 1 in Appendix A
- Working collaboratively in Appendix A

- Conflict scenarios in Appendix A
- Reflection questions in Appendix A
- Butchers paper or whiteboard
- Selected media for student reflective journals

Appendix A

Lesson 10

Scenario 1

The teacher asks the class to choose what type of food they want to have at the end of year party. There are lots of different ideas and no one agrees. Some people are getting quite opinionated about what the decision should be. The teacher says that it must be a group decision.

Analyse the situation together as a class:

- What are some of the things that need to be considered?
- What will help the process?
- What will slow down the process?
- What can the teacher do to help?

Tips for working collaboratively

- Identify the problem.
- Talk about the concerns and identify the various issues and needs.
- Focus on the problem without blaming or attacking the other person.
- Listen with an open mind and try to understand the other person, then seek to be understood.
- Brainstorm solutions without making judgements.
- Evaluate the range of solutions – think “win-win”; identify positives and negatives of each solution; possibly combine or modify solutions; be creative; ask reality testing questions: “what if”.
- Agree upon a solution.
- Come up with a plan to carry out the solution.

Conflict scenarios

- Your friend is playing a video game and you are watching. You want to play too.
- One of your friends is ignoring you.
- You are offered a place at the performing arts high school. You and your best friend were going to go to the same local high school.
- A friend keeps asking to borrow your homework.

- You took your soccer ball to school. The other kids take it from you on the soccer field and won't give it back.
- Students invent their own conflict situation.

Reflection questions

What is difficult about collaborating?

What strategies did you use and how well did they work?

Can you think of other situations in which you could use collaboration to come to agreement?

Glossary

Term	Definition
Avoid	To stay away from someone or something. To prevent something from happening or to not allow yourself to do something.
Accommodate	To give what is needed to someone. To change yourself or your behaviour to suit another person or new conditions.
Active listening	Attending to what someone else is saying to understand the feelings and views of the person for effective communication.
Adaptable	Able or willing to change in order to suit different conditions.
Agree	To have the same opinion.
Appreciate	To understand a situation and realise that it is important.
Assumption	Something you accept as true without question or proof.
Bias	The action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgement.
Clarifying	Making something clearer or easier to understand by giving more details or a simpler explanation.
Closed-ended questions	Questions that usually elicit a brief response or one word answer.
Collaborative	Two or more people working together for a particular purpose.
Communicate	To share information with others by speaking, writing, moving your body or using other signals.
Compromise	An agreement in which the people involved reduce their demands or change their opinion in order to agree.
Conflict	An active disagreement between people with opposing opinions or principles.
Consequences	A result of a particular action or situation, often one that is bad or not convenient.
Diverse	Including many different types of people or things.
Embarrass	To cause someone to feel nervous, worried or uncomfortable.
Emotions	Strong feelings that a person has that influence their behaviour.
Empathy	The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
Humiliate	To make someone feel ashamed or lose respect for themselves.
Interpersonal	Connected with relationships between people.

Term	Definition
'I' Statements	Stating what you need from your point of view.
Listening	To give attention to someone or something in order to hear him, her or it.
Negotiate	To have formal discussions with someone in order to reach an agreement with them.
Non-verbal	Not using spoken language (to communicate).
Open-ended questions	Questions that cannot be answered with a yes, no or very brief response.
Opinion	A thought or belief about something or someone.
Paraphrase	To repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer.
Perception	A belief or opinion, often held by many people and based on how things seem.
Perspective	A particular way of considering something. To compare something to other things so that it can be accurately and fairly judged.
Prejudice	An unfair or unreasonable opinion or feeling, especially when formed without enough thought or knowledge.
Reflective	Showing or involved in careful thinking; thoughtful.
Reframe	To change the way something is expressed or considered.
Resilient	Able to improve quickly after a problem.
Resolve	To solve or end a problem or difficulty.
Summarising	To express the most important facts or ideas about something or someone in a short and clear form.

Reference source: Cambridge Dictionary