1. Identification of the educational scenario

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1.1 Title of the scenario

Unit 2. Conflict- resolution skills

1.2 Creator

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1.3 Topics or courses involved

Language, Ethics, Citizenship Education

1.4 Educational level

Primary

Secondary X (12-16 years-old)

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Can communicate with conflicting parties in a respectful manner

Basic

- Can identify options for resolving conflicts
- Can assist others to resolve conflicts by enhancing their understanding of the available options
- Intermediate

- Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns
- Regularly initiates communication to help solve interpersonal conflicts

Advanced

- Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 5 hours

3. Development of the educational scenario

2.1 General description

1. Warm up

Brainstorming:

- what do you think when you hear the word conflict?

- what do you think is negative?

- what do you know about conflict resolution?

- what do you feel when you see different options in front of conflict?

2.Discussion to explore

Questions to explore and define a term:

Have you heard the word "conflict"?

What does it mean?

In which context have you heard or read this word?

Have you heard or read this word in another context and on another subject?

Is there a synonym with problem, trouble?

In which circumstances you would use this word?

Does it have any other meaning?

Is the word conflict positive?

Paint-design this term (conflict) and explain to others

3. Using Theatre techniques

Status Pictures

In pairs, create a freeze-frame where one partner has a higher status than the other (see photo). Show some examples and ask members of the group to guess which partner the higher status has, explaining why. Discuss why there may be areas of disagreement.

Still image

In a circle, students create physical images in response to a given theme (CONFLICT). They should do this quickly, without pre-thought. They are then invited to step into the center of the circle and remake their image. Other students can now add in their own still images. This could lead to an abstract group image or a tableau that is "dynamized" or brought alive through thought tracking or by adding sound or movement.

Pairs or small groups can also create their own images, where they take it in turns to "sculpt" each other into a shape and then find a way to put these shapes together. This is most effective if done without talking.

4.Dialectical Discussion to reveal meaning

The facilitator guides a discussion based on questions that develop critical thinking skills.

Activity 4:

Before and After As a further dynamization, the participants are asked to move to the position they would have been in one minute before this moment took place. Thought-track each character. Next, they move to a position one minute after the moment took place, again speaking their thoughts. Ask the onlookers to suggest where the scene could be taking place, as well as names and other details for each of the characters.

The facilitator guides a discussion based on questions that develop critical thinking skills.

The facilitator asks for the entire topic and the discussion, so that students can be more involved and mobilized.

Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Random Sound Story

(Small groups 4-6). Each group is asked to come up with a selection of random sounds - with each member making one vocalized sound. The group then decides on a sequence in which these sounds are made and practices it. Each group performs its sound sequence in turn to the whole class. Now the groups are asked to make up a story in which these sounds occur - in the sequence already decided upon. The story can be narrated or acted.

Conclusions

2.2 Worksheets & Resources

It's important and necessary to know the concept "conflict" and see it as an opportunity for growth.

https://transformingconflict.org/

2.3 Infrastructure & Materials needed

Enough space to act and to do restorative approaches

2.4 Versions-adaptations

2.5 Challenges

Some students can't to share own problem in from of audience. It's important don't put pressure on

2.6. Further reading

4. Evaluation of the educational scenario

- Evaluation

A co-evaluation or joint assessment to find out if an active listening has been achieved in the group and if you found any way to resolve a small conflict.

- Lessons learned – conclusions

The students create their personal or group action plan to manage this topic when they occur in their lives. They decide what can be done in terms of short, medium and long-term measures and for whom.