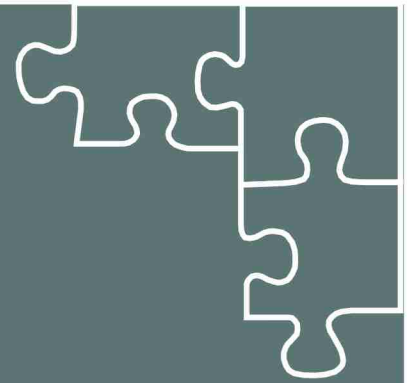




WOMEN FOR DEVELOPMENT

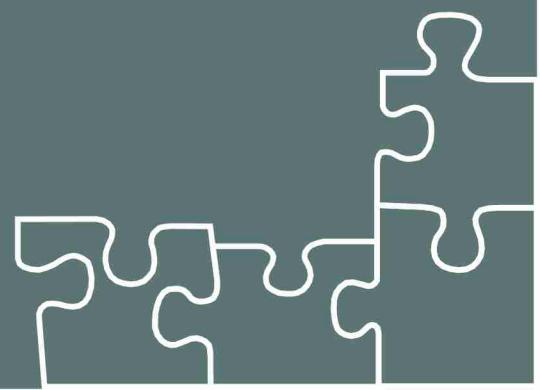


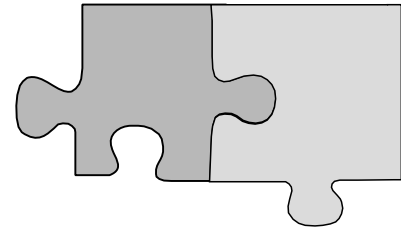
CONFLICT MANAGEMENT EDUCATION IN SCHOOLS

Handbook for teachers



Gyumri 2014





“WOMEN FOR DEVELOPMENT”
NON-GOVERNMENTAL ORGANIZATION

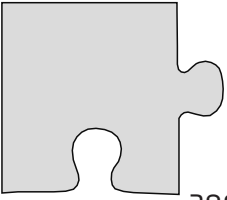
G. Markosyan, S. Ghazaryan

CONFLICT MANAGEMENT EDUCATION IN SCHOOLS

Handbook for Teachers

*This handbook is recommended by The National Institute of Education of
the Republic of Armenia as a manual for educators*

NATIONAL INSTITUTE OF EDUCATION OF RA
Gyumri 2014



ՀՏԴ 316.48 (07)
ԳՄԴ 60.55 ց7
Մ 371



«Կանայք հանուն զարգացման» ՀԿ-ն հատուկ շնորհակալություն է հայտնում գերմանական BfDW կազմակերպությանը մանկավարժների համար նախատեսված ձեռնարկի հրատարակությունը ֆինանսավորելու համար:

“Women for Development” NGO
expresses special gratitude to BfDW
for providing financial support for republication of the guide.

Հեղինակներ՝
Գոհար Մարկոսյան
Սուսաննա Ղազարյան

Authors:
Dr. Gohar Markosyan
Susanna Ghazaryan

Խմբագիր՝
Լուսինե Ալեքսանյան

Editor:
Lusine Aleksanyan

Համակարգչային ձևավորումը՝
Արամ Պիճիկյանի
Մարինա Ջուհարյանի

Computer design and page set-up:
Aram Pichikyan
Marina Juharyan

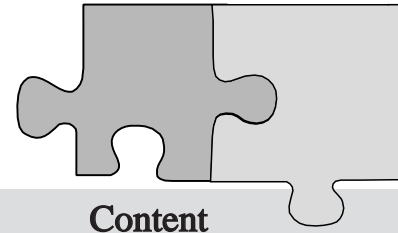
Dr. Gohar Markosyan
Մ 371 Conflict Management Education in Schools/G.Markosyan,
S. Ghazaryan.- Gyumri: Eldorado Print 2014.-56 pages:

BfdW does not carry responsibility for the opinions expressed in this handbook.

The handbook is developed specifically for public school teachers, however, could also be applicable for NGOs working in peace education sector, pedagogical university students and any other professionals and individuals, who are involved in peace building and conflict resolution.

ISBN 978-9939-826-29-5

ՀՏԴ 316.48 (07)
ԳՄԴ 60.55 ց7



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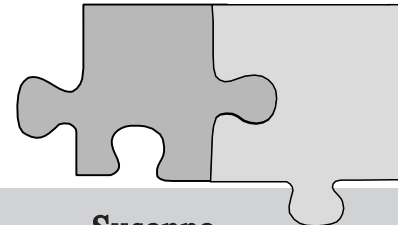
**Dr. Gohar
Markosyan**

Dr. Gohar Markosyan has over 17years' managerial experience in NGO sector with significant input in Peace Education among youth, schoolchildren, in-service and pre-service teachers in Armenia.

Gohar Markosyan holds MS in Mathematics from Gyumri State Pedagogical Institute and PhD in Geology from the Academy of Science of Armenia. Dr. Markosyan dedicated 24 years to scientific research work, out of which for 7 years she was combining it with her position of the Co-Founder and Vice President of “Women for Development” (WFD) NGO. For the past 6 years Mrs. Markosyan has been working in the NGO sector only, and since May 2007 she has been the President of WFD NGO. Since 2002 Gohar Markosyan is coordinating “Peace and Conflict Resolution Education (P&CRE) in Armenia” project; she took part in P&CRE course development for schoolchildren of Armenia, conducted corresponding training for pupils and teachers in 10 schools as well as the students of Gyumri State Pedagogical Institute.

Dr. Markosyan participated in a number of workshops and training courses in the area of Peace Education and Conflict Resolution. She has also conducted a number of workshops on Peace Education at such major international events as Inter-American Summit on Conflict Resolution Education (USA, 2007); International Conference on Conflict Resolution Education (USA, 2008), Eighth Annual Peace Education Conference (Canada, 2010) and others.

Dr. Markosyan has published more than 25 articles. She is the co-author of “Peace and Conflict Resolution Education” handbook for teachers and “Peace Bridges” newsletter being published by WFD NGO since 2002. Dr. Markosyan is a member of various organizations, networks and coalitions including International Network on Conflict Resolution and Peace Education (INCREPE), International Peace Research Association (IPRA), Global Partnership for the Prevention of Armed Conflicts (GPPAC), UNIFEM’s “Women for Peace Coalition in the Southern Caucasus ” and others.



**Susanna
Ghazaryan**

Susanna Ghazaryan has more than 17 years experience of NGO work. She has been the Head of the Educational Department of the NGO “Women for Development” since 1997. She has been the chief specialist of the project “Peace and Conflicts Peaceful Resolution Education in School of Armenia” since 2002, she has participated in the elaboration of the handbook on Peace Education for Schoolchildren and conducted trainings for schoolchildren and teachers of more than 16 schools of Shirak region and students of Gyumri State Pedagogical Institute. Susanna Ghazaryan has conducted trainings on Peace issues in several towns and villages of Georgia and Armenia (Bolnisi, Kushchi of Tsalka region, Kutaisi, Gyumri, Vanadzor).

Susanna Ghazaryan has participated in a number of trainings in the sphere of peace education. She had active participation in the trainings conducted in the framework of the project “Omnibus 1325” implemented by OWEN in 2006-2008. Susanna Ghazaryan is a co-author of the manual “Peace and Conflicts Peaceful Resolution Education in Schools” envisaged for teachers (2008).

S. Ghazaryan is a member of the international peace building network “Omnibus 1325”, she actively participates and carries out joint projects with the members of the network.



INTRODUCTION

“Women for Development” NGO (WFD NGO) was established in 1997, in Gyumri. Since the very first day of its establishment, the organization has implemented educational projects in schools of Armenia with the first project being conducted in frames of the UNICEF’s Life Skills program implemented in partnership with the RA Ministry of Education and Science’s National Institute of Education.

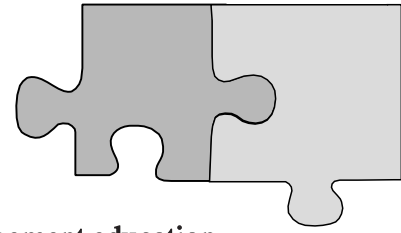
Starting from 2002, with funding provided by EED (Church Development Service), presently BfDW (Bread for the World), WFD NGO has been implementing “Peace and Conflict Resolution Education in Schools of Armenia” project. Peace Education project initiated its activities in Gyumri School #20 after Lord Byron, later expanding to more than 16 schools of Shirak province, as well as Gyumri State Pedagogical Institute. Starting from 2011, the project is being implemented in all provinces of Armenia, targeting to include peace education in as many schools as possible. “Conflict Resolution Education in Schools” handbook for teachers is designed not only to provide ready “recipes” to the schoolchildren for resolving various conflicts, but also to transfer necessary practical skills and knowledge in conflict resolution and promote independent and creative thinking in managing specific conflict situations.

What are the main principles and assumptions highlighted in the handbook?

This handbook is based on several key ideas:

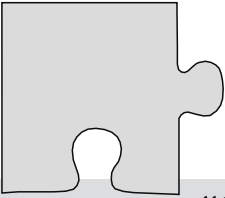
- Conflict is an inseparable part of our lives.
- Conflicts are happening in all spheres and aspects of life. All people become involved in conflicts. Conflicts are having major impact on each person, family, organization and entire humanity in general. There is nobody who has never been engaged in a conflict in some way or another.
- Conflicts result in not only negative, but also positive outcomes.
- Through getting involved in a conflict we are learning, obtaining new knowledge and skills, enriching our personal experiences. Conflict helps us understand that there are people or groups of people whose interests and rights are being ignored and they are in need of care and support.
- It is possible to prevent conflicts with violent outcomes in schools.

Conflict becomes an issue when it gets escalated, thus turning into violence. Through teaching conflict resolution skills in schools, we will have an opportunity to decrease the number of cases of violent conflicts and create peaceful environment in our educational institutions.



Which main skills and abilities are being developed through conflict management education in schools?

- Conflict analysis and identification of conflict causes.
- Development of practical skills in conflict management.
- Learning various methods of conflict resolution and developing communication skills.
- Skills in providing constructive criticism, with no elements of personal offence.
- Respect towards the peers and the teachers.



“Conflict Management Education in Schools” Project Information

During the past years, several local and international organizations, in partnership with the National Institute of Education of the RA Ministry of Education and Science, have been

working on integration of the ideas of peace, conflict resolution and tolerance in the curriculum of schools. The purpose is clear for everyone. Today, more than ever, it is necessary to educate citizens who are able to protect their rights and respect the rights of others and who are able to resolve the conflicts in peaceful way and be tolerant. “Women for Development” NGO was among the first organizations to initiate such education in Armenia. In 2002 we started implementation of the “Peace and Conflict Peaceful Resolution Education in Schools of Armenia” project. The main objective of the project was formation of the ideas of peace culture and conflict resolution among teachers and schoolchildren. In frames of the project, Peace Education Centers were established in 16 schools of Shirak province and Gyumri State Pedagogical Institute. The classes in the Centers were being conducted based on the methodological handbook, which was developed by the specialists from the National Institute of Education as well as WFD.

In 2002-2010:

- More than 1000 schoolchildren from 5-10th grades and 150 students from the Pedagogical Institute were educated.
- Peer-to-peer education was implemented for 3500 schoolchildren in 18 schools and among more than 500 future teachers.
- Approximately 550 teachers from more than 80 schools of Shirak, Lori and Aragatsotn provinces were trained.
- Seminars were organized for more than 3200 parents.
- Research was conducted with the goal of assessing the impact of peace education on the schoolchildren after several years.

The results of the abovementioned research showed that those schoolchildren, who took the Peace Education course, possess sufficient skills and knowledge in conflict analysis and identification of the causes of the conflict, as well as communication and methods of conflict resolution.

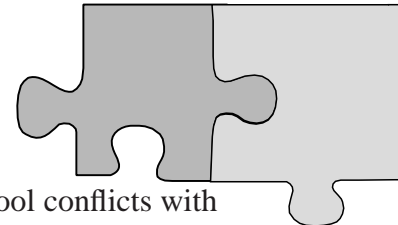
They have gained values, such as:

- Respect towards history and culture of various nations.
- Understanding that each person is a bearer of peace culture.
- Confidence.
- Ability to protect own rights and to understand own responsibilities, etc.

In 2011-2013:

“Peace and Conflict Resolution in Schools” project was implemented in 360 schools of 11 Armenian provinces, reaching out to more than 2100 teachers/class heads and approximately 40000 pupils of 6-9th forms. At this stage the main goal of the project was to create peaceful environment in schools of Armenia, thus contributing to decreasing the number of conflict situations with violent outcomes.

With the goal of evaluating the project progress, WFD specialists analyzed and compared the results of pre and post tests, conducted among 4117 schoolchildren from 71 schools of 11



provinces of Armenia. The results of this research proved that the cases of school conflicts with violent outcomes decreased by 72%, cases of verbal violence decreased by 67%, and the cases of indirect violence decreased by 50%.

Teachers involved in the project, mention:

- Once peace lessons were initiated during the class heads' hours, they have become the most awaited and most pleasant classes for the pupils.
- Conflict resolution topics initiate high interest especially among the schoolchildren with low grades and those with “bad behavior”.
- Pupils who usually did not participate in class discussions, started to take part in them, express their own opinions, make comments and recommendations.
- The course helps develop analytical thinking among children.
- Positive changes are being observed not only in terms of the pupils' behavior, but also their academic progress.
- Apologizing became easier even for the most conflicting children.
- The project contributes to improvement of pupil-parent-teacher relationships.
- There are numerous examples, when the pupils were able to independently manage and resolve everyday conflicts, without intervention of their teachers, parents or friends, etc.

The project is being implemented in the provinces with the support of the provincial branches of the National Institute of Education and their specialists.

In 2014-2016 the project will involve approximately 800 schools of Armenia.

Detailed information about the project and this handbook can be obtained from “Women for Development” NGO office.



The authors are happy to receive your feedback and recommendations regarding this handbook.



Lesson 1

What is peace?

Lesson Objective

The pupils will:

- Become familiar with several definitions of peace.
- Express the concepts of “peace” and “conflict” in verbal and non-verbal ways.

Lesson Flow

Today, more than ever, people in the entire world desire peace, because wars, conflicts and terrorist attacks taking place in various corners of the world are threatening the global peace.



Ask pupils the following questions:

- What is peace in your opinion?
- What are the best words to describe peace? (harmony, love, friendship, agreement, sun, thunder-free, blue sky, happiness, calmness, etc)
- Which colors would you compare to peace? (white, blue, green, yellow, pink, gold, others)
- Which type of music (or art) would you relate to peace? (classical, lyrical, romance, national, etc)
- Which symbols of peace do you know? (white dove, paper cranes in Japan, olive branch, etc)
- Which actions contribute to the establishment of peace?
- In your opinion, do you contribute to the peace building? How?



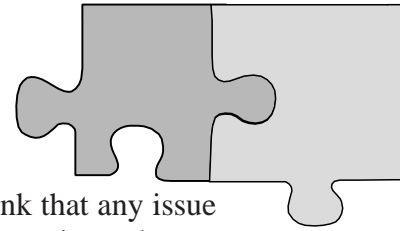
Assign pupils to write a brief essay about Peace, entitled “Peace in my Opinion”. Upon completion, those who want can read their essays aloud.



The teacher can read the following descriptions of “peace”, written and composed by the children.

1. I think one should not move mountains in order to establish peace. Probably it is enough to ignore the random offensive word spoken by your friend, or to apologize after offending someone.

Tatev Zilfimyán, Gyumri School #20, 14 years old



2. I cannot tolerate arguments and being enemies with someone, and I think that any issue can be resolved in a peaceful way. I am sure that a word which has been spoken sincerely can mean much more than a threatening first.

Vazgen Sukiasyan, Gyumri School #2, 14 years old

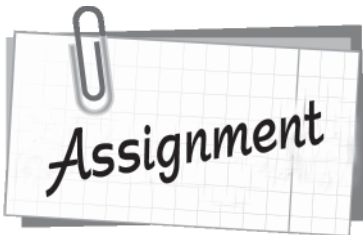
3. Probably, peace is the only criteria, in existence of which all human relationships become better. Peace spreads everywhere, like a bird, one just needs to be more observant and manage to catch at least one of its feathers. And should I be given the opportunity to become a peace ambassador, I would eliminate everything that threatens the existence of human race, and I would make peace one big rainy cloud, which would shower its drops all over the world.

Anna Tovmasyan, Gyumri School #29, 14 years old

4. I will be in complete peace when the entire world is in peace, and there exists equality, and there is no place for violence and hunger.

Seryoja Arakelyan, Gyumri School #7, 13 years old

*From the essays of members of the
Peace Education Centers, academic year 2004-2005*



Suggest pupils to think about “what is conflict?” question, to recall examples of conflicts happening in family, among friends, in the classroom or at school.

Lesson Overview

- By the end of the lesson, discuss the following questions with the pupils:
- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



Lesson 2

What is Conflict?

Lesson Objective

The pupils will:

- Define the concept of “conflict”.
- Analyze the positive and negative impacts of the conflict.
- Discuss specific conflict examples.

Lesson Flow

In the beginning of the lesson, address the following questions to the children:

- Name several synonyms of the word “conflict” (for example, disaster, violence, argument, fight, thunder, storm, sickness, war, etc).
- Which colors would you compare to conflict?
- What type of music would you compare to conflict?



Assign pupils to read aloud the text below and to complete the task that follows.

What is Conflict?

Conflict is inseparable part of our lives. Conflicts are common in any sphere of the life. All people become involved in conflicts. They are having huge impact on any person, family, organization and the entire humanity in general. There is no single person who has never been involved in a conflict. According to a famous proverb: “If there has never been a conflict in your life, check whether you are still breathing”

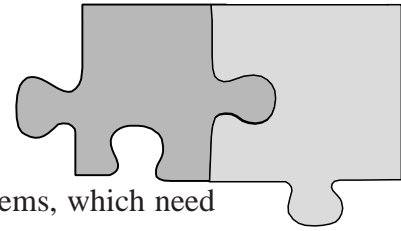
Conflict may contain destructive elements, which prevent the development and establishment of the culture of peace. Particularly, conflict may become a source of fear, evil, disappointment, threat and other negative feelings. Conflicts contribute to increased human aggression, which in turn makes the others obey and accept only the interests, values and demands of that particular person (or group) as the only existing and correct ones.

In the 20th century, conflicts have become the main causes for tragic human deaths. The two World Wars, more than 200 large-scale wars, genocides, local armed conflicts, homicides, suicides... These and other types of conflicts took away lives of 300 million people.

People and their unions (family, friends, nations, etc) are different. Conflicts arise from the clash of these differences. For example, difference in way of thinking, values, interests, goals, social inequality, unfair decisions and discrimination may become causes of conflicts. Conflicts may also arise in cases when the existing resources are limited.

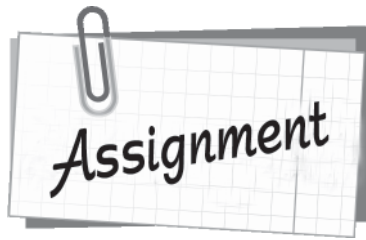
When speaking about conflict, people first of all think about its abovementioned negative impacts, however, conflict may also have a positive impact. Particularly:

- Through getting involved in a conflict, we acquire new knowledge and skills, and enrich our personal experiences.
- Conflict makes us aware of the existence of other groups of people and that we must consider their interests, values and demands when we make choices and initiate actions (homeless, disabled, unemployed people, and others).
- Conflict helps us understand that there are people and groups whose rights are ignored and



who need attention and support. The conflict hints us that there are problems, which need to be resolved.

- Conflict is an integral part of evolution.



- *Recall examples of conflicts, which took place in the family, classroom, at school, in history, etc.*
- *Think of one example, when the conflict had positive impact.*
- *Try to give your own definition of conflict.*

After listening to several examples and definitions given by the pupils, present the following definition to the class.

Conflict is a form of a competition, which arises when two or more people or groups of people have incompatible goals and opinions, which may be both incompatible in reality and seemingly incompatible.

Lesson Overview

- By the end of the lesson, discuss the following questions with the pupils:
- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



Lesson 3

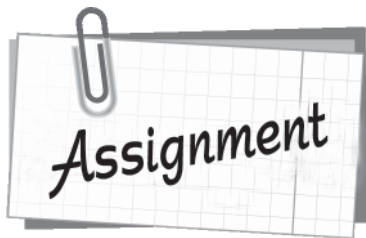
Peace and Conflict

Lesson Objective

The pupils will:

- Summarize Lesson 2 and Lesson 3.
- Apply their knowledge in peace and conflict.

Lesson Flow



• Assign the pupils to recall the topics which were discussed during the past two lessons. It is recommended to conduct this activity in pairs.

• Split the classroom into groups of 4-5 pupils. Secretly assign the groups to present the words “peace” and “conflict” in the form of either a pantomime or a statue.

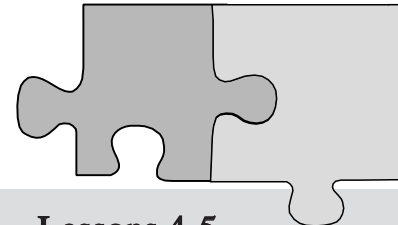
After presentation by each group, the others will try to guess what exactly was shown by each group.

• Split the class into 2 groups. Each group will draw a daisy flower with large petals on the flipchart paper. One group writes the word “peace” in the center of the flower, and the other one writes the word “conflict”. Assign children to write words which describe peace and conflict on the petals of each daisy.

Lesson Overview

- By the end of the lesson, discuss the following questions with the pupils:
- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.





Lessons 4-5 The Causes of Conflicts

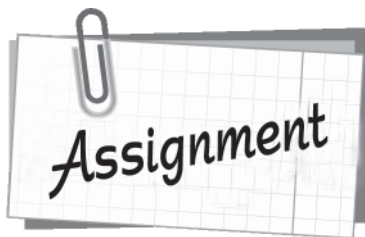
Lesson Objective

The pupils will:

- Learn what causes conflicts.
- Discuss examples of conflicts.

Lesson Flow


Conflicts arise due to the scarcity of resources, differences in values and their interpretation, lack of information, being unable to satisfy basic needs, and other reasons.



Split the class into groups of 4-5 pupils. Each group receives a task related to one of the abovementioned causes of conflict. First, the groups will work on their assignment, and afterwards they will present their findings to the entire class.

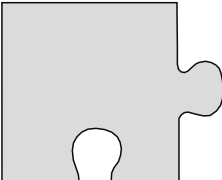
Towards the end, the teacher will conduct “Father-Son”, “Find What is Drawn” and “An Incident in the Store” role plays, as examples of conflicts, and will conclude the lesson with a discussion.

Group 1: Conflicts, occurring due to the scarcity of resources

 *Read the scenarios and try to find the best way to resolve the conflict occurring in each scenario. Present the resolution to the class (you can also use role play for the presentations).*


Causes for this type of conflicts are the scarcity of time, money, conditions and opportunities. Examples:

1. Mother has got money which would suffice either for buying a dress for the oldest daughter, or shoes for the youngest. Conflict occurs between two sisters. Scarcity of money.
2. Father has promised his sons to spend an hour with each of them helping out with homework. To one of the sons he needs to explain mathematical problems, so that he can pass the test next day, and he needs to help out his other son with correct projections of objects for the drawing class assignment, which in turn will make up his quarterly grade on this subject. They were about to start working on homework, when the father got an urgent call informing that in an hour and a half he needs to be at his office and participate in a very important meeting. The boys got into a conflict – which one is in greater need for father’s assistance? And who is going to get the available one hour time? Shortage of time.
3. During a family trip, which lasts for 10-12 hours, everybody wants to take the window seat in the train. Children begin the argument, which seems to be endless. Limited conditions.
4. There is only one orange, which needs to be shared among five kids. They get into a fight. Scarcity of resources.



If the conflict is caused due to scarcity of resources, it is recommended to both sides to collaborate, rather than compete. Through collaborating, they will understand each others' interests and come up with the resolutions jointly.

Group 2: Difference in values

 ***Read and think about how it is possible to avoid conflicts, being caused due to the reasons mentioned below. Present your thoughts and ideas to the class.***

Values are: faith, principles, beliefs, etc. Conflicts frequently occur, when human values are different, and when national traditions are being underestimated or ignored.

Examples:

1. For each country, its symbols such as the national flag, anthem, coat of arms, religion and others comprise its values. When national symbols are being disrespected.
2. For each nation, its traditions and cultural norms comprise its values. When other nation's traditions and cultural norms are not accepted or when jokes are made out of them.
3. For the veterans of the World War, their medals comprise their values. And today for some young people these medals are just a piece of metal. When veterans of war and their awards get offended or made fun of.
4. Each person has his/her own unique taste. Something one person likes may seem ugly to someone else. (For example, Anahit wears a new shirt to school and hurries to show it to her friend. Her friend enters the classroom and says: "Where did you find that old-fashioned shirt? I would never wear it!")

During such conflicts, the majority of conflicting sides thinks that he or she is right, and the opponent is wrong; that his or her principle is the right one, and the one of the opponent's is wrong. In these terms, such conflicts are more difficult to resolve, because both sides give priority and importance to their own values.

Resolving value-based conflicts does not mean that one side must agree and accept the other side's values. One should be able to respect national, cultural and moral values of the opponent. If the conflicting sides learn not to deny each other due to the differences in their values, they will be able to better resolve their issues independently.

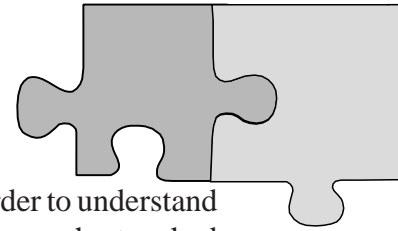
Group 3: Difference in interpretations

 ***Read the material, role play "The Blind Men and The Elephant" story, think about the stereotypes together, bring your own examples and present to the group.***

You have certainly noticed that the same thing is being interpreted differently by various people – in accordance with the factors influencing their perceptions. People and objects may appear to us in another way should we change the angle of the observation. The same data as well, can be interpreted in various ways, depending on how we understand it.

Examples:

1. Half glass of water is being seen as half empty by some people, and half full by others.
2. Read "The Blind Men and The Elephant" story and try to role play it:



2. Several blind men approached the little elephant and started to touch it in order to understand what it is. They started to discuss what the elephant felt like. One of the blind men, who touched the elephant's leg, said that it felt like a young palm tree. The one, who touched the elephant's tail, said that it felt like bast. The man who touched the elephant's trunk said that it was a snake. The man, who touched his ear, said that it felt like an old crumpled manuscript. And so they started to argue. Each of the blind men thought that he was right and proved it. The argument turned into a conflict, and the conflict turned into a fight. And the one who was the strongest ended up to be the one who proved himself right. And that was the blind man who touched the elephant's ear.

What was the cause of this conflict? The fact that each of the blind men managed to touch only one part of the elephant's body and to assess it only from one angle. And each of them was right in his own way. Each man was assured that he was right, but did not understand that his own truth was only one part of the big picture.

3. "Black is the color of peace, and white is the color of conflict". During a recent peace lesson conducted in one of the Gyumri schools, one of the pupils identified black as the color symbolizing the peace, and explained his choice in the following way: "I think black is the color of peace, because it is the color of the peaceful night and the color of fertile soil. If the night is peaceful - everybody is asleep, which means that there is peace everywhere. And only fertile soil is black. If the soil is fertile, people have enough income, enough food and there is peace everywhere". Another pupil, who identified white as the color of the conflict, justified it the following way: "Last year, while riding my bike, I broke my arm, and that day I was wearing a white shirt. I do not like the white color, because it always reminds me of the pain in my arm..."

4. Sometimes our perceptions turn into stereotypes. Stereotype is a generalized opinion about an entire group of people. Sometimes the stereotype is formed through listening to others' opinion about the particular group, or reading – without knowing. Some stereotypes are so solid, that they are considered unbreakable.

Examples¹.

- All salespersons are dishonest.
- All Americans are rich.
- All those who wear glasses, are smart.

Questions:

- Can you add several examples?
- Do you think it is proper to follow the stereotypes, described in the abovementioned examples?

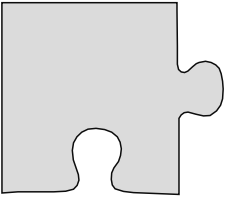
Group 4: Lack of information or miscommunication



Read the material, play the "broken telephone" game together and try to think of examples, when lack of information or miscommunication leads to wrong interpretations or conflicts.

During the communication process, it is possible for the information being circulated to change or to be partially lost. During a conversation, a person is not able to purely and fully transfer the entire information stored in his or her subconsciousness and relate to the topic being discussed.

¹ L. Aleksanyan, A. Bejanyan and others, "Life Skills" handbook for teachers of the 5th grade, Yerevan, 2011, NIE, UNICEF, page 43



Partially, the information gets lost due to the lack of vocabulary of the particular speaker. During interactions with others, each person uses only partial set of the words belonging to the given language.

For example, the vocabulary of Russian poet Alexander Pushkin consisted of 21000 words. Meanwhile, the vocabulary of a contemporary person with average level of education consists of 4000 words. The poorer the person's vocabulary, the more difficult it is for him or her to express ideas and to describe their details. Very often the meaning of the information can be influenced by wrong emphases, intonations, body language, etc. This, in turn, may become a cause for various conflicts.

For example, in Armenian language, when expressing neglect towards somebody, we would say "Who is Poghos?" Now pay attention to the question mark, if it is put on the name of the mentioned person, the phrase sounds offensive, but if it is put on the "who" word, then it is obvious that this person simply inquires about the Poghos's persona.

Group 5: Dissatisfaction with the basic needs



Read the examples of the basic needs below, and try to give another example reflecting each basic need.

There are basic needs for each human being, and in case these needs are not satisfied, it affects the human behavior and may become a cause of conflict. These needs are listed below:

- The need for safety and security (satisfied through having and obtaining it).
- The need for love and belonging (satisfied through belonging to a certain group, loving, being loved, sharing love and knowledge, cooperating with others).
- The need for free choices (satisfied through making choices).
- The need for authority and being respected (satisfied through reaching certain goals, being known and respected).
- The need for satisfying interests and hobbies (satisfied through having hobbies and doing something interesting).

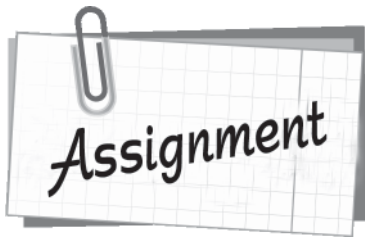
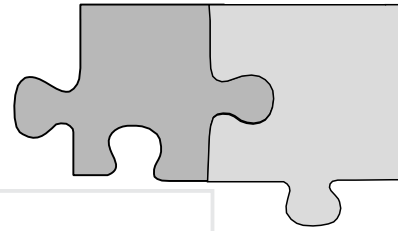
Example 1: 24 years passed after the Earthquake, however there are still homeless people in Gyumri - people who keep living all these years in already shattered temporary homes. This conflict will not be resolved until the very last homeless family is provided with an apartment (the need for safety and security).

Example 2: All people have the need for having a family/belonging to a group - to be close with the family members, to love them and to be loved by them. Lack of love or not having a family may become a cause of conflicts (the need for love and belonging).

Example 3: Every teenager has the right for choosing his or her future profession. When parents influence their child to change his or her mind and to choose another profession, then the child objects and a conflict occurs (the need for free choices).

Example 4: Several candidates run for one mandate for a parliament member (the need for authority and being respected).

Example 5: People of different nationalities decide to get married. Japanese husband likes to spend the weekends at home, to listen to soft music and lay on the couch watching TV. And the Jewish wife likes noisy parties and loud music (the need for satisfying interests and hobbies).



The teacher addresses the class:

Look at the picture (Picture 2), and guess what is drawn there. Say what you see, without showing the image on the picture.

Show the picture to the pupils and let them screen it in silence. The answers will be various, which may cause

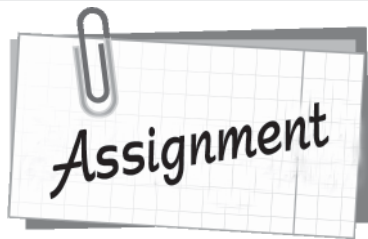
conflicts right on spot. Suggest the pupils to listen to their peers and not to argue or offend each other in case hearing various answers. Afterwards, explain that there are two images in this one picture – one of an old lady, and the other – of a young woman. Assign one of the pupils to show the class the image he or she sees. Assign another pupil to show the other image.

Afterwards, explain the purpose of this assignment. The goal of this exercise is to show that while looking at the same picture different people may see different images, because of the differences in their interpretation of the same thing. This example proved that while looking at the same picture from the same distance, two classmates saw two various images. Both answers were correct, because the picture contained two images in reality. In order to not contradict to each other, neither offend, nor judge the friends by saying “you have no idea”, “you are wrong” and other things, one should have patience to listen to the friend’s explanation – to show what you see in the picture, and then to listen to what your friend saw. Through applying this method it is possible to become assured that both sides are right, and there is no need to argue.



picture 1

Assign the following situation to the pupils.



An accident happened in the street. A truck hit one car, with father and son inside. Father passed away, and the son was taken to a hospital. The surgeon at the hospital recognized the boy.

- This is my son! - The surgeon exclaimed in despair. Who was the surgeon?

The answer: the surgeon is the boy's mother.

Most likely, several pupils will not be able to answer correctly. The reason is that they have a stereotype that a surgeon must always be a man.

In order to avoid conflicts caused by the differences in interpretations, we should try to put ourselves into the situations happening to others.

Game

“An Incident at the Store”

Select the players, and send 8 participants out of the classroom (assign a pupil to make sure they do not cheat and secretly listen to what is happening in the room). Leave one person inside in order to lead the game, and others will act as the observers.

The game leader addresses the first player:

- Listen to me carefully. Soon the police will get here. I am in a hurry, because I am going to the hospital. When I was walking out of the store, I have met a young man at the door, and somebody was calling for him from outside. I think his name was Ashot. The guy hit me, and passed by, because he seemed to be in a hurry. He was about 23 years old, and I think he was about 185 centimeters tall. He was wearing jeans, blue jacket, chequered shirt, red necklace, and a sport hat on his head. He was wearing glasses with colorful lenses. And I should not forget that he was carrying a huge sports bag in his hands. Ok, I'm off now. I am in a big hurry!

Afterwards, the second player is invited to the classroom. The first player must pass what he or she heard to the newcomer, and in as many details, as possible. Nobody is allowed to interfere or make any comments or additions. The observers take notes of the mistakes and misinterpretations. Afterwards, the third player enters the classroom. The second player must pass whatever he or she heard to the third player without anybody's help. And this chain keeps going until the last player enters the classroom. Afterwards, the game leader asks the last player to repeat what he or she heard, and asks the player #7 to make additions or repeat what was said before, and this keeps going through all the players in the reverse order, until reaching player #1. In the end of the game children compare the information provided by the game leader in the beginning and the information provided by the very last player. Usually, these two pieces of information are very different. For example, “The woman I met hit Ashot with a car, and

afterwards hit the neighbor's son and was taking him to the hospital in a big rush".

The purpose of this game is to show that during communication process it is possible to lose some pieces of information and important details, therefore what has been said changes or becomes misinterpreted. As the result, a new and strange conflict situation arises. For example, the neighbor's wife enters the store, and when hearing that her son got hit by a car immediately calls the police, and afterwards she calls her husband. Then she wants to clarify with the emergency room what exactly had happened to her son. What's next? ...

In order for the lack of information not to become a cause of a conflict, it is necessary to check the accuracy of the collected information, and add up to it if necessary.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.





Lesson 6


Conflict Escalation

Lesson Objective

The pupils will:

- Learn about the levels of conflict escalation.
- Become aware of the changes in human behavior taking place during the conflict escalation.
- Analyze the levels of conflict escalation using specific examples.

Lesson Flow

 *Assign the pupils to read the following text:*

Each conflict is unique, but at the same time all conflicts have something in common. And if the conflict is not resolved on time, but escalates instead, this conflict shares the same path with others – starting from the moment it began through its extreme escalation.

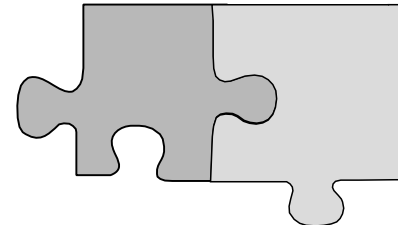
There are 5 levels of conflict escalation, the so called Escalation Scale. Each stage reflects higher level of conflict escalation, during which the damage given to each other by the conflicting sides becomes more and more destructive.

Levels of Conflict Escalation

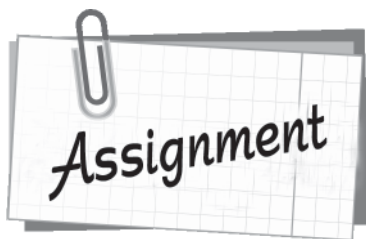
1. A problem came up and it needs a solution. We assume and hope that we can resolve this problem, and are ready to talk about it.
2. There is a disagreement between two sides, and both parties are switching to self-defence. Conflicting sides think that it is necessary to reach compromise, but it is very difficult for them to reach an agreement and to communicate.
3. Competition already exists, both sides have a desire to reach the victory and they get angry and emotional. Neither of the sides wishes to change their attitude.
4. Open fight with the goal of offending each other. The conflict sides become enemies, and both are seeking for allies and supporters.
5. Open war with the goal of destroying the enemy. Both sides are seeking for revenge, and there is zero communication between them.

During conflict escalation, certain changes are happening in human behavior:

- One side of the conflict perceives the other side as its enemy.
- Only the negative and irritating behavior of the opponent is being memorized.
- A person does not want to carry any kind of responsibility and blames the opponent in everything.
- The two sides become introvertic and do not exchange any information, so that the opponent is not able to use this information for own benefit.
- Both sides become more and more assured in being right and do not wish to change this opinion.
- Both sides accept “I am right, and he/she is wrong” position and the communication between them vanishes.
- Any action undertaken by the opponent is being perceived as hostile.



! Explain the “Levels of Conflict Escalation” poster (see Picture 3)

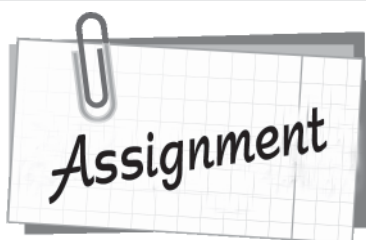


Split the class into groups of 5-6 pupils and assign each team to select a conflict, which took the path of escalation, and ask them to role play it. The role play will need to reflect the levels of conflict escalation, as described above. Discuss the conflict examples, after watching the role plays performed by all groups.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



Assign the pupils to re-read Hovhannes Tumanyan’s “The Dog and The Cat” and “One Drop of Honey” ballads.

Lesson 7

Examples of Conflict Escalation

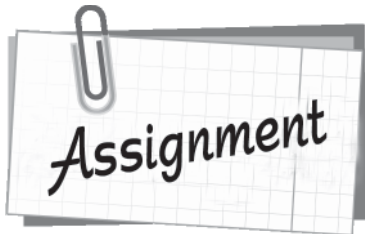
Lesson Objective

The pupils will:

- Analyze works of literature, corresponding to each level of conflict escalation.
- Suggest conflict resolution scenarios for the conflicts reflected in these works of literature.

Lesson Flow

Split the class into groups of 5-6 pupils. To several groups assign the analysis of Hovhannes Tumanyan's "The Dog and The Cat" ballad, and to the remaining groups assign the analysis of Hovhannes Tumanyan's "One Drop of Honey" ballad. The groups will need to discuss the conflicts occurring in each ballad and to identify the levels of conflict escalation. Assign them to find positive resolutions for these conflicts.



Assign the following tasks to the pupils:

- To draw images of peaceful resolution of these conflicts.
- To role play these or other conflicts – with their peaceful resolutions.

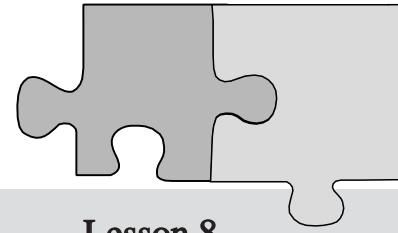
After completing the task, each group presents and explains their work. It is recommended to apply the "Walk in the Art Gallery" method.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.





Possible Ways of Conflict Resolution

Lesson Objective

The pupils will:

- Learn the possible ways of conflict resolution.
- Suggest constructive ways for conflict resolution.

Lesson Flow

What are the possible outcomes of the conflicts? Any type of conflict, whether it is an interpersonal disagreement, or conflict occurring between different groups, always ends in one of the following outcomes, similar to any sports competition:

- Win - Win
- Win - Lose
- Lose - Lose

Win-Win outcome means that both sides are satisfied with the conflict resolution. Expectations of both sides are met. In the second case, one side of the conflict is happy, and the other one is not. The third outcome is unacceptable for both sides.

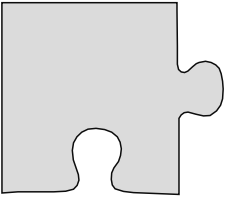


Split the class into groups of 4-5 pupils. Assign the groups to find the best win-win resolution for each of the conflict situation described below. In the end, the groups present to the class and discuss how acceptable the proposed resolutions are.

Example 1: Conflict in the suburb of the city

There are three apartment buildings in one of the remote and shabby suburbs of the city. The residents of these buildings are very unhappy, because only one bus works in this area, and it runs only until 6 in the evening. To make children's life a little bit more interesting after years of endless complaining, the residents built a playground using their own money, and in the green area of the playground the elder people spend their spare time to chat and relax. Meanwhile, a large foreign company is seeking for an office space in the city. There are no available places in the downtown. Therefore, they have decided to build their office in the outskirts, particularly in the mentioned area. The district mayor is very happy with this decision. Finally, there is an opportunity to increase the image of this suburb and to improve its conditions. However, turns out that the company has chosen the area which is neighboring the playground, and in order to pave the road leading to the future office, it is necessary to occupy the 20% of the playground territory. The residents are against this decision. For many years they were unable to secure the spare time of their children, and now, when with such difficulty they finally managed to resolve this issue, new problems came up. They prohibited the builders to start their works. Arguments and offensive remarks start to take place. The conflict keeps escalating.

What actions will the pupils suggest?



This is how the conflict is resolved:

The representative of the company explains the residents, that building this office is highly important for them, due to the following reasons:

- Living conditions in the suburb will improve, and trees will be planted in the surroundings of the building.
- Streets will be paved, because the office is going to have many visitors, and many of them will be driving cars.
- The number of the bus routes and the quality of transportation service will improve.

The residents are still unhappy, because children will still lose their playground, and also it will be dangerous for them to play in the streets due to increased traffic.

The company representative promises the following:

- To build an underground pedestrian crossing to guarantee the children's security.
- To build a gym on the ground floor of their office, where the children will have the chance to exercise and play various games.
- To build an open-air pool on the building's rooftop which will operate free of charge for the neighborhood kids. The pool will also be used by the company employees.
- To dedicate the ground floor space to such services as laundry, dry cleaning, beauty salon, and others, which were available only in the downtown area of the city.
- To open clothes and food shops on the ground floor area, also a cafe which will be used both by local residents and the company workers.
- To create new employment opportunities that could possibly be occupied by the qualified residents.
- And finally, the overall image of this district will improve, and living there will become a more pleasant experience.

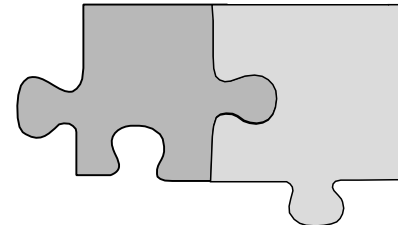
Questions for discussion:

- Do you think all needs of the residents are satisfied?
- Out of the presented resolutions, which was the closest one to the win-win outcome?

Thus, we were able to see that win-win is the best way for conflict resolution, because it leads to satisfaction of the both sides' needs. However, in some cases it requires a lot of time and efforts.

Practical assignment

Split the class to groups of 4-5 people. Each group is given an example of conflicts described below, which include several possible scenarios for their resolution. After the discussion, children will be assigned to select one scenario, which leads to the best outcome of the conflict through reaching a win-win situation. Children are also free to suggest other conflict resolution scenarios.



Watching TV

Today a funny cartoon is going to be shown on TV. Children want to watch it very much. It's a pity the cartoon starts at 8 o'clock – the time when the parents usually watch the news. What is going to happen?

- a. Children ask the parents for an exception to allow them to watch the cartoon this time.
- b. Parents say: "As you already know, we are going to watch the news first".
- c. The family buys a new TV, so that the children can watch the cartoon in their room.
- d.

Teasing

One afternoon Arevik escaped her classes. She never again wants to go back to her school, because a group of girls is making fun of her and always teasing her. They say that Arevik is wearing funny clothes. The teacher called Arevik's mother, and as the result Arevik has to get back to school. What is going to happen?

- a. Mother buys new clothes for Arevik.
- b. Teacher talks to the girls and makes sure they never again tease Arevik.
- c. During the breaks, Arevik stays in the classroom, so that the girls do not make fun of her.
- d. The teacher punishes the girls.
- e. The teacher praises Arevik in front of the class for giving a correct answer, or showing a proper skill (such as singing or embroidery) and points out Arevik's strengths.
- f.

Who can use the computer?

Both Petros and Arman want to use the computer. Petros wants to play games, and Arman wants to finish his homework. How are they going to resolve this situation?

- a. Petros and Arman start fighting, and whoever wins the fight, is going to use the computer.
- b. They ask their mother who should be the first one to use the computer.
- c. Petros helps Arman to finish his homework first, and later Arman joins his brother in playing computer games.
- d. Arman plays with Petros first and later Petros helps Arman to finish his homework.
- e. Arman needs to reach a compromise with Petros first, and do his homework later.
- f.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



Lesson 9

Behavior Styles in Conflict Situations

Lesson Objective

The pupils will:

- Learn the behavior styles in various conflict situations.
- Differentiate between the mentioned behavior styles.

Lesson Flow

Game

Children are assigned to play the “Pull Your Opponent Over to Your Side” game.

With a piece of chalk, draw a line on the floor. Call out 5 pairs of pupils and tell them to stand face to face to each other, on the different sides of the line. The task for all children is to try to bring the opponent to his or her side, without speaking. Everything else is permissible. The drawn line symbolizes the conflict. Assign other pupils of the class to act as observers, by identifying who is going to follow each pair of the players. The observers must watch the players’ behavior very closely, and in the end of the game they will need to talk about what they saw and what was the result or outcome of each case. Afterwards the players will need to explain their own behavior and the result or outcome of each case, in their opinion.

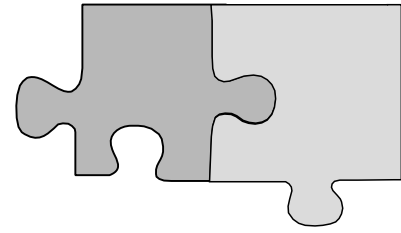
Children will give many options, which will serve as baseline for identifying and explaining the 5 main behavior styles in conflict situations. If during the game, the pairs do not reflect all 5 styles in their proposed scenarios, the teacher can become a player, select one of the pupils (or in case there is another teacher in class, to make a preliminary agreement with him or her), and to demonstrate the missing behavior to the class, and explain its impact.



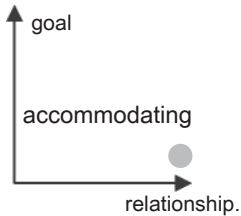
The following 5 behavior styles are common in conflict situations:

1. Competing: application of power, when one side wins, and the other side loses.
2. Accommodating: when one side respects the demands of the other one, and voluntarily accepts its conditions. Defeat in this case means granting victory to the opponent.
3. Avoiding: when it is impossible to find a resolution, and in our case - the task remains unfinished, and both pupils just take their seats, without knowing what to do. In this case, the outcome of the conflict is “lose-lose”.
4. Compromising: when both pupils agree to stand on the line, thus sharing the victory with each other.
5. Collaborating: after carrying out the negotiation through their body language, participants agree to exchange places. In this case the best – “win-win” outcome takes place.

Analyze the childrens’ behavior and explain the results – which outcome does the conflict result in, depending on their specific behavior? Which outcome is the most preferable and why? Which behavior style leads to the best resolution for the both sides – the “win-win” outcome? Afterwards draw the coordinate axis on the blackboard, where the abscissa dimension reflects the relationship between the conflict sides, and the ordinate dimension reflects the reason for which the conflict occurred. Assign children to try to point out on the graph the position of each person, selecting one of the 5 behavior styles.



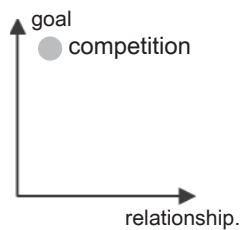
For example, in case of accommodating, good relationships are maintained, and only one side's goal was reached - for whom the situation has been accommodated, however the other side does not reach its goal. This conflict resolution style corresponds to the "win-lose" outcome. Therefore, the accommodating side's position should be circled towards the right direction on the abscissa dimension, and remain on 0 point on the ordinate dimension.



Question:

- Can you point out the position of the winning side on the graph?

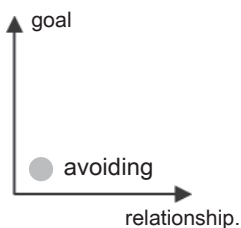
During the competition, one side's goal is being reached and the other side is losing. In this case we again deal with "win-lose" outcome. Naturally, the relationships get damaged, therefore the winning side's position should be circled upwards on the ordinate dimension, and remain on 0 point on abscissa dimension.



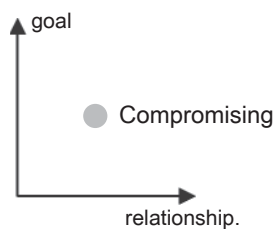
Question:

- Can you point out the position of the losing side on the graph?

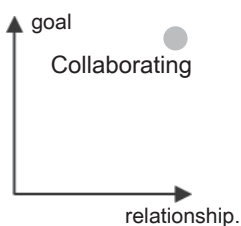
Avoiding behavior does not resolve any issue, and therefore the circle should be positioned on 0 point both for the abscissa and ordinate dimensions. "Lose-lose" is the outcome for such conflicts.



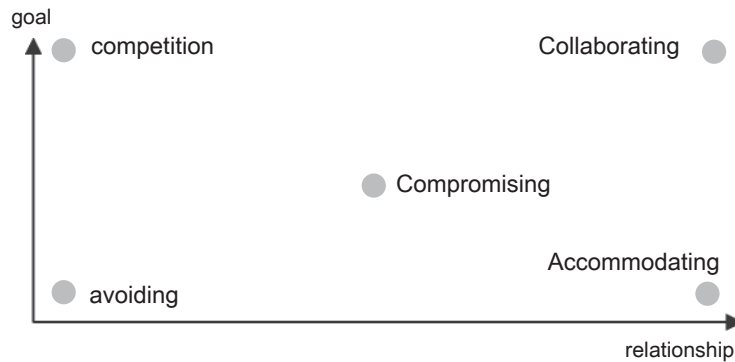
Compromising allows both sides to partially reach their goals, and the relationships also partially improve. Therefore the circle should be positioned in the middle of the coordinate axis. And the conflict can be considered to have half "win" and half "lose" outcome.



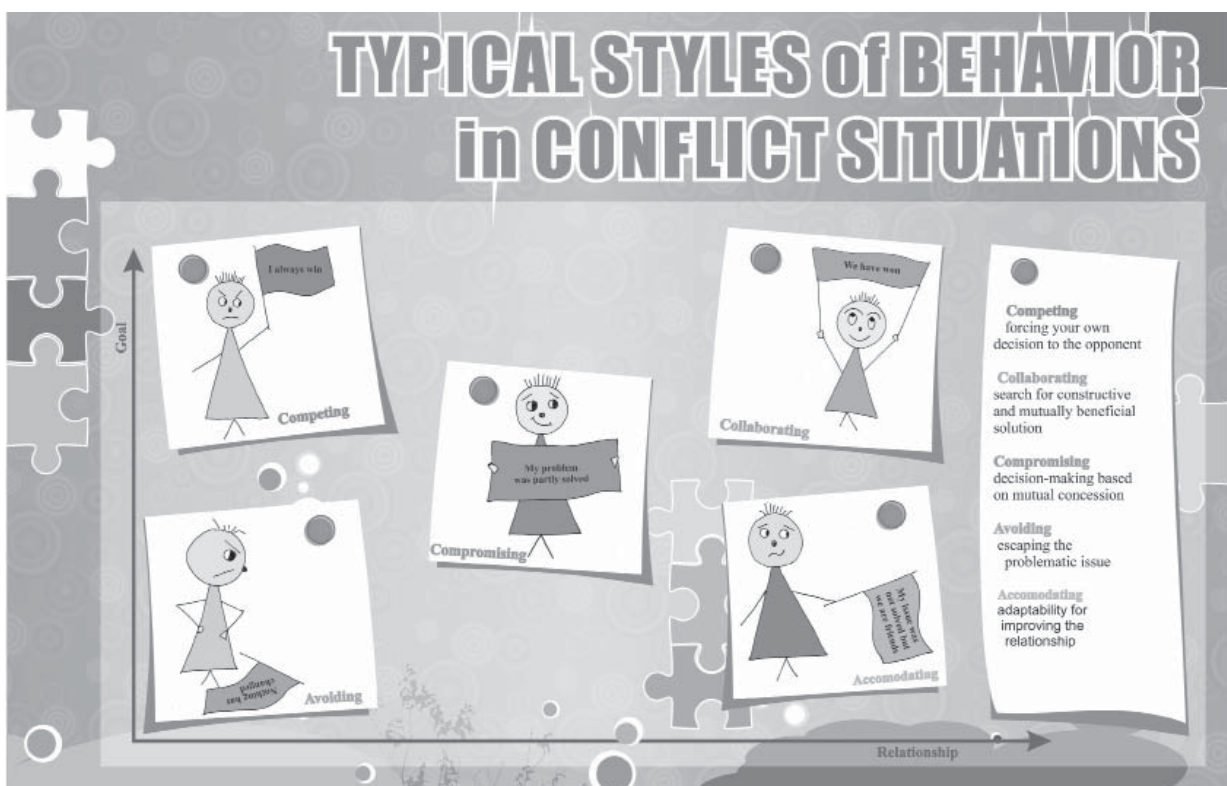
Collaborating is the only behavior which leads to "win-win" conflict resolution. In this case, the goals of the both sides are being met and the relationships improve. Therefore, the circle should be positioned on the highest points on both abscissa and ordinate dimensions.



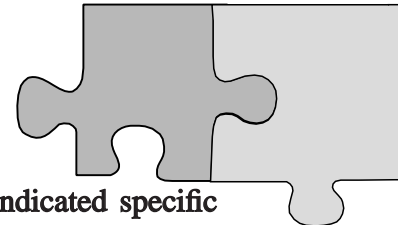
As the result, we will draw this graph, which is called the Thomas-Kilmann conflict resolution instrument in the classical conflictology.



The mentioned graph is displayed in greater detail on the “Behavior Styles in Conflict Situations” poster (see Picture 3)



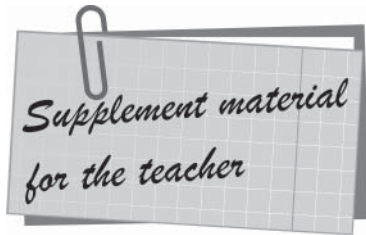
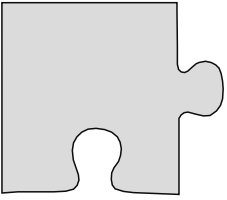
With the help of the pupils, read and explain the presented poster. It will help manage conflicts, and also understand in which case it is more important for us to maintain the relationship with the opponent, in which case the most important is the overall goal, what can we do to reach compromise, and what can be done for effective collaboration and what can we win should we apply the avoiding behavior. The most important here is making sure that pupils understand the specific benefits of each behavior style and also realize that certain conflict situations sometimes hint the choice of specific behavior. There are situations, when competition is really necessary in order to reach the goal (for example when your homeland or your family need to be protected), however there are also situations, which hint using the avoidance strategy, with the goal of saving some time; or compromising behavior – in order to maintain the relationships. Once again emphasize, that collaborating is the most optimal behavior, because through collaboration we are able to maximally achieve our goal and maintain the relationships with the opponent.



The table below presents behavior styles and the situations, when the indicated specific behavior makes most sense and is the most optimal one ².

Behavior style:	Situations, when this style is most recommended:
Avoiding or escaping	<ol style="list-style-type: none"> 1. There is high tension around the situation, and you think that the best is to let things cool down. 2. You are involved in a conflict which is not going to benefit you anyhow. You do not really care what kind of outcome the conflict will lead to, and there is no point in spending your energy on it. 3. For some reasons, you are assured that you cannot reach your desired outcome in this conflict situation. 4. You need to win some time, for example, for collecting more information, or for discovering the hidden motivations of your opponent, or you are waiting for somebody's support. 5. You do not possess enough power or authority in order to insist on your desired conflict outcome.
Accommodating or reconciling	<ol style="list-style-type: none"> 1. You are not really concerned with what happened; peace and good relationships are more important to you. 2. You think that this will be a lesson learnt for the opponent, although you are sure that he/she is wrong. 3. You understand that it is extremely important for the opponent to reach his/her goal, and you allow this to happen.
Competing or resisting	<ol style="list-style-type: none"> 1. You give high importance to the resolution outcome of the conflict, and you have great expectations from this outcome. 2. You consider yourself rather strong in this situation, or you are sure in being right and it is obvious that your suggested outcome in the most efficient one. 3. It is necessary to make an urgent decision. 4. You do not have other choices, and you do not have anything to lose.
Collaborating	<ol style="list-style-type: none"> 1. Conflict resolution is equally important for both sides. 2. The conflicting sides have friendly relationship with each other. 3. It is not urgent to resolve the conflict at that very instance, and you have time for finding out the best outcome for this situation. 4. The sides are able to listen to each other and present their interests and expectations in detail. 5. The sides possess equal power and authority.
Compromising	<ol style="list-style-type: none"> 1. The sides possess equal level of power and their interests do not contradict each other. 2. The sides want to reach the agreement quickly, and without big losses. 3. The sides are satisfied with the temporary "ceasefire". 4. All other strategies have been tried and were not effective.

M. Davtyan, L. Aleksanyan, N. Torosyan, A. Verdyan, "Education Process in Schools", handbook for education vice-principals and class heads, MOE NIE, Yerevan, 2007.



In the process of regulation of a conflict situation, it is very important to consider which strategy or behavior rules were selected by the sides, involved in the conflict. Competitors are trying to reach advantages over each other. In such situations stereotypes are being formed among people, and these stereotypes make it difficult to communicate and become the main cause for the occurring conflict.

There are two main components in each conflict situation – desired goal and relationship with the opponent, and they lead to the following 5 behavior styles:

1. Competing
2. Avoiding
3. Accommodating
4. Compromising
5. Collaborating

There is no single common strategy. Each specific conflict situation hints its own behavior and resolution style.

1. Competition, when the issue is important (satisfaction of your own needs through ignoring the opponent's interests). In case of the competition, "win-lose" principle is in effect, which leads to the victory of one side and the defeat of the other.

Competition strategy is most effective and acceptable when:

- The outcome of the conflict situation is extremely important, and you have great expectations from this outcome.
- You possess enough power and authority, and it is obvious that your suggested resolution is the most effective one.
- It is necessary to make an urgent decision.
- You do not have other choices, and you do not have anything to lose.

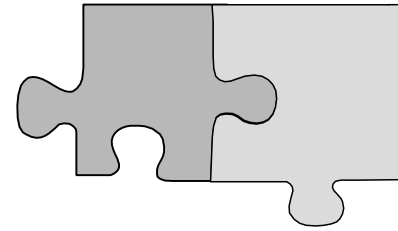
However, competing behavior more frequently occurs based not so much on strategic observations, rather than capricious habits, resulting in:

- Proving that he/she is right and the opponent is wrong, because he/she is a kind of person who never compromises.
- Thinking that he/she needs to be the winner in each conflict situation.
- Using any chance for pressing, and possibly applying physical violence.
- Demanding from the opponent to obey and come to an agreement.
- Attracting supporters and trying to create alliances.

2. Avoiding the conflict – ignoring and escaping the issue, in case both the goal and relationships are considered unimportant.

Avoiding is a good strategy, when:

- There are more important pressing issues.



- The chance of satisfying your needs and interests is low.
- Both sides need time for re-thinking and cooling down.
- You need more information and time.
- Others can resolve the conflict more efficiently.

As the result, the conflict does not get resolved.

3. Accommodating, is the best strategy when the relationships are more important (considering the opponent's age, status, kindness, etc) than the goal.

This behavior style is acceptable, when:

• You are in a conflict with someone very important to you, and maintaining this relationship is more important than reaching the goal.

- Conflict resolution is more important for the opponent.
- You want to create a base for the future communication.
- You want to minimize the losses.
- It is important to maintain the harmony.

As the result, the conflict ends up in "lose-win" outcome.

4. Compromising is when the goals are partially reached, and the relationships are maintained for the both sides. It is recommended to compromise, when the goal which you desire to reach is not worth all the issues you are going to face while reaching this goal:

- Reaching an interim decision saves some time for you in order to come up with more complicated questions.
- It is necessary to make an urgent decision.

As the result, the conflict ends up in partial "win-win" outcome for both sides.

5. Collaborating is when both goals and the relationships are important (when both business, and relationships are maintained).

Collaborating is recommended, when:

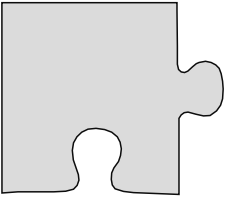
• Conflict sides realize that two heads think much better together, than only one, and the results reached as the outcome of teamwork are also much better.

- The interests of the two sides are extremely important for reaching a compromise.
- You want all sides involved in the conflict to participate in its resolution.
- You want to improve working relationships.
- You are considering this model as a chance for testing your own beliefs and understanding others, and of course, testing your own opinion.

Collaborating behavior style is targeted to satisfaction of the interests of all sides involved in the conflict. During reaching this goal, positive relationships are being established, and "win-win" principle dominates. It means that the decision being made is acceptable for all involved parties. In cases, when the sides have an opportunity to win, they are rather interested in collaborating.

During collaboration it is recommended:

- To define the interests and needs of the sides.
- To try to satisfy these needs.
- To adequately understand others' values and insights.
- To apply creativity in the process of decision making.
- To differentiate the person from the issue (to focus on the issue, not on the person).



Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.





Lesson 10

Conflict Resolution Skills

Lesson Objective

The pupils will:

- Learn about the strategies for preventing conflict escalation.
- Suggest their strategies for preventing conflict escalation.

Lesson Flow



Together with the pupils, recall the changes happening in human behavior during conflict escalation, which were presented in Lesson 6. These changes are as follows:

- One side of the conflict perceives the other side as its enemy.
- Only the negative and irritating behavior of the opponent is being memorized.
- A person does not want to carry any kind of responsibility and blames the opponent in everything.
- The two sides become introvertic and do not exchange any information, so that the opponent is not able to use this information for own benefit.
- Both sides become more and more assured in being right and do not wish to change this opinion.
- Both sides accept “I am right, and he/she is wrong” position and the communication between them vanishes.
- Any action undertaken by the opponent is being perceived as hostile.

In order to prevent conflict escalation, we must make efforts to avoid such changes. How? There are several simple skills, which make it possible to prevent conflict escalation.



Afterwards, the teacher asks pupils:

- Which behavior styles led to escalation of the conflicts you know of, or a conflict situation which happened to you directly? Bring examples...

The teacher uses examples brought by the children to connect them to the following examples and advice, and this, in turn, leads to a discussion.

The examples and advice:

- Be responsible for your behavior, thoughts and feelings (for example, when you leave the room and slam the door, it is unlikely that your argument ends soon).
- Try to make sure your opponent’s behavior does not influence your own behavior style (for example, if during an argument the opponent starts screaming, try not to scream back, and on the contrary, speak as mild and calmly as possible, select proper expressions; for example, do not say “You are lying”, say “I feel cheated” instead).
- Remember that any person has a right for choice, and he/she must act in accordance with own insights and perceptions, regardless how others act or behave.
- Express your feelings without use of threatening words and expressions (such as “You will regret this”, “You will see”, “I will show you”, etc).
- Do not expand the topic of the conflict, talk about the specific issue only (for example, do

not make a personal offense and do not offend the family members of the opponent).

- Do not refer to other people or authorities (for example, “The class head said that you are a bad person”, “The kids in your neighborhood also don’t like you”, etc).
- Do not use the words “always” and “never” (for example, “You have always behaved that way”, “I am never going to agree with you”, etc).
- Do not “label” people (for example, “stupid”, “what an idiot”, etc).
- Do not make decisions based on emotions, wait until things cool down.

These skills will be even more effective, should they be applied by all sides involved in the conflict (Picture 4).

picture 4.

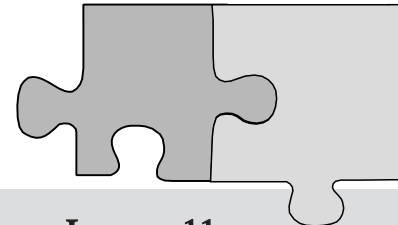


- ! • Assign pupils to add one or two additional skills to the abovementioned list, which they think are also important.
- Initiate a discussion, based on the specific examples brought by the pupils.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



Lesson 11 Conflict Resolution Principles

Lesson Objective

The pupils will:

- Learn the principles of conflict resolution.
- Learn specific steps and styles of applying the conflict resolution principles.

Lesson Flow

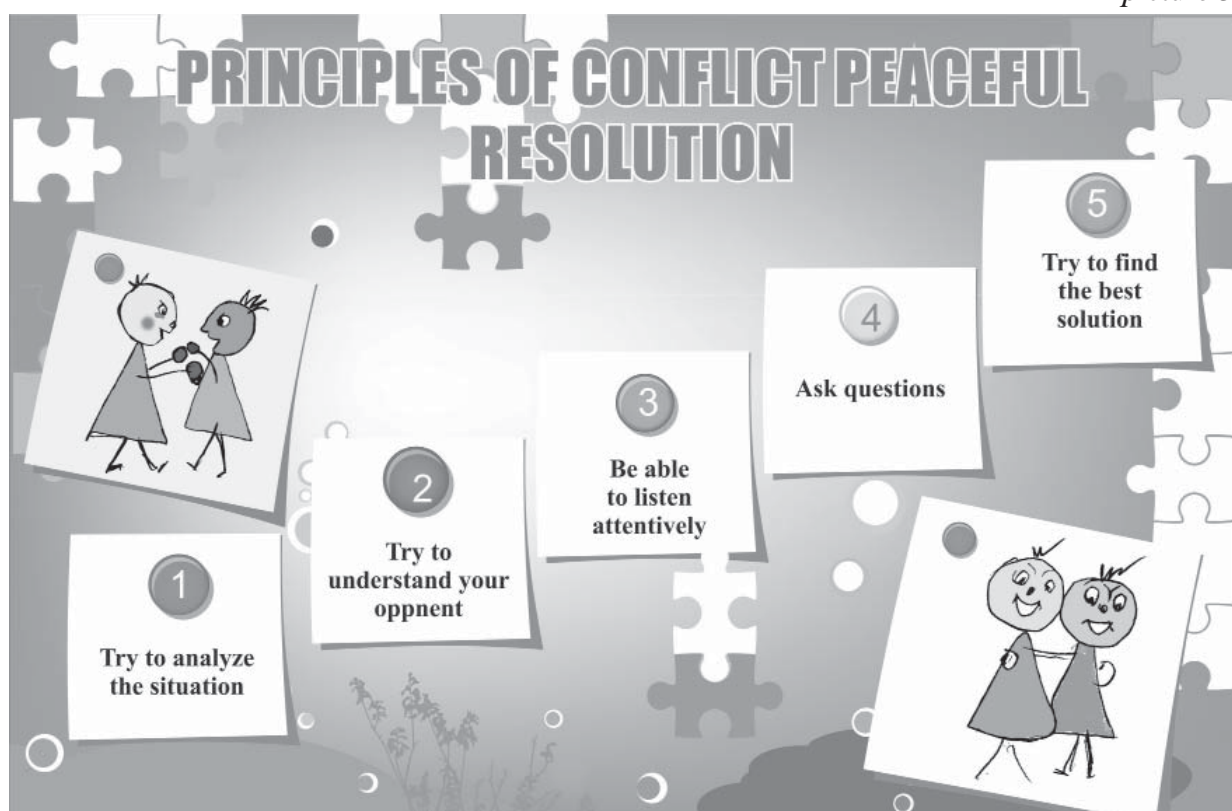
The teacher explains to the pupils, that very often we are getting involved in a conflict, because we are either very angry or irritated. It is possible that if we try to hold our feelings in the very beginning, the unlikely outcomes will also never happen. Let's recall a Latin proverb "Jupiter, you are angry, therefore you are wrong". It is true that we tend to become angry in those situations, when we feel that we are not quite right.

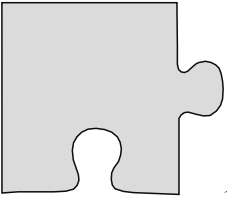
In such situations, let us try to hold our emotions and ask ourselves: "Why am I attacking? Is this due to the fact that I feel I am guilty for what had happened?" It is necessary to have courage to realize and understand the true picture of the situation. We are able to resolve the conflict, if not fully, then at least to some extent – thus preventing its dangerous escalation.

There are several important principles, which must be applied with the goal of peaceful resolution of the conflicts (Picture 5).

The teacher presents the poster, and explains it.

picture 5





1. Try to analyze the situation
2. Try to understand your opponent
3. Listen attentively
4. Ask questions
5. Try to find the best resolution of the issue

1. Try to analyze the situation

Before blaming the opponent in anything, carefully analyze all the details of the situation, ask yourself questions – for example, what could trigger your friend to make such a step?... or to talk to you in an offensive manner?... or to be late for a meeting? Maybe prior to raising your voice and accusing your friend in being late, you would notice that she has tears in her eyes and you would conclude that she had serious reasons for being late.

2. Try to understand your opponent

You should try to have positive attitude towards your opponent. Put yourself in his/her shoes and picture what could have put him/her into such situation. Through looking in the opponent's eyes, following facial expressions, general posture, movements of the hands, try to picture how would you feel and how would you act in a similar situation. Remember that understanding your opponent does not mean agreeing with him/her. Do not betray your own perceptions, but try to get a new insight on the issue through a conversation with your opponent.

3. Listen attentively

If you give your “opponent” a chance to ease the tension and take a pause, this will make him/her relax, and will prevent the further escalation of the conflict. Of course, it is also necessary to listen carefully to what he/she says, because:

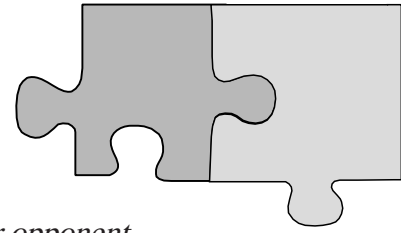
- It helps to collect more information about your opponent.
- Satisfies their need to be heard.
- Helps them believe, that you understand them.
- There is a higher chance that you will also be heard.
- The chain of the conflict will be broken, and the relationships will improve.

While listening, do not become defensive and do not give advice (such as “You are wrong, and what you say is wrong”, “I agree, but it wasn't my fault”, “It was so obvious, you should have known it”, etc). The conversation flow will be more peaceful, if you provide your feedback on the impressions left by the opponent's words, and talk about your feelings in relation to them. For example, you should not say things like “You are arrogant”, or “You are offending me”; you would rather say “Your words make me feel offended”, or “It makes me sad that you talk to me this way”. Sometimes it is useful to comment on the emotional state of you opponent. For example, “I think this makes you really sad”.

4. Ask questions

- To find out the opinion of your opponent.
- To collect the missing pieces of information.
- To show the opponent that he/she is being heard.

There are questions which help to keep the conversation going. For example, “When you said, that... what did you mean?”, or “I would like to find out your opinion on...”, “What made you act that way?”, etc. There are questions, which prevent the conversation flow. These are the “Yes” and “No” questions, or those which already contain the answer. For example, “Don't you think that it would be better, if...?”

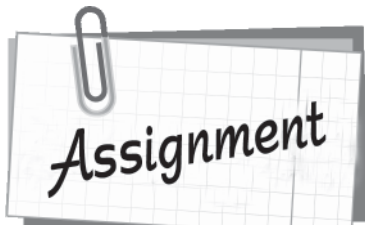


Ask questions in order to find out something and not for convincing your opponent.

1. It is very important to make your opponent feel, that you respect him/her.
2. It is necessary to avoid threats and using your opponent for your own interests.
3. Provide an opportunity to your opponent to feel the value of his/her role, thoughts and judgements.
4. Should it be necessary, refer to facts and arguments supporting your opinion.
5. Make a suggestion. It will make him/her realize that you are an honest person.
6. Should you find weak points in the intentions of your opponent, apply the echo technique and repeat these weaknesses in a slow pace. It will make the opponent observe the situation from the side and understand his/her mistakes without those being pointed out, and thus making it easy for him/her to confess and make it possible to similarize your views on the issue.
7. Become closer to your opponent and find something similar in his/her character.
8. Show that you understand the situation of your opponent. This is especially effective in cases when the opponent is younger than you or occupies a lower status or position (for example, he/she is in a position of asking for something, and you are in a position of saying “Yes” or “No” to this request).

5. Try to find the best resolution of the issue

- You should be able to find a resolution, which will not make any of you feel miserable, and will not make any of you sacrifice something really important.
- Be sure that you can always find an outcome, which will make you understand each other better.



Split the class into groups of 5-6 pupils. Assign each group to think of a conflict, discuss it together and resolve it using the conflict resolution principles, and then ask them to role play the situation. After becoming familiar with the conflicts presented by all groups, discuss together whether the conflict resolution principles were used properly or no.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.

Lesson 12

Conflict Resolution Methods

Lesson Objective

The pupils will:

- Learn about the methods of conflict resolution.
- Understand the strengths and weaknesses of each conflict resolution method.
- Learn about the qualities the conflict mediators should possess.

Lesson Flow

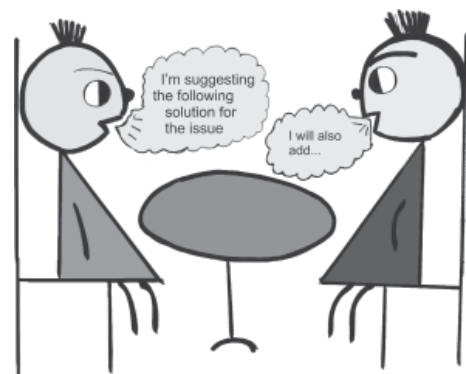
Using the Conflict Resolution Methods poster, and with the help of the pupils, explain what conflict resolution methods exist. Discuss which methods are more often used in daily conflict resolution.

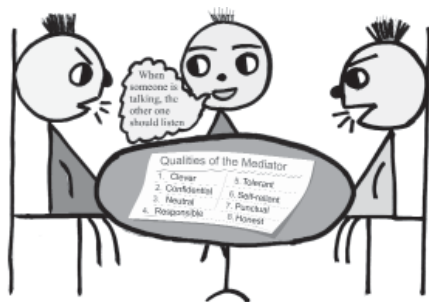
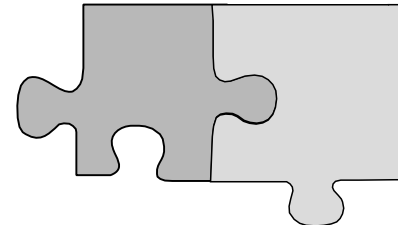
picture 6



Negotiation is a dialogue between the conflicting sides.

It is one of the best and most effective conflict resolution methods.





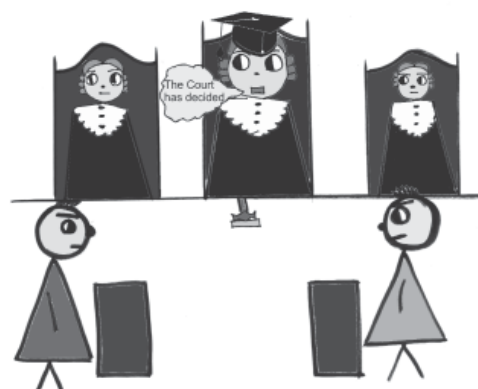
Mediation

Mediation is a separate type of a negotiation process. During mediation, the two conflicting sides decide to involve a third party (the mediator), whose role is not to make a decision, but to help the conflicting sides to reach an agreement through discussions. The mediator must be sharp, keep the confidentiality, be neutral, responsible, tolerant, self-confident, punctual and honest.

Court

The court is the instance which has the power of making the final and mandatory decisions.

Sometimes the teacher, principal or one of the parents can act as the “judge” – someone who makes decisions, when the conflicting sides are unable to resolve the issue on their own.



Split the class into groups of 4-5 pupils. Assign one of the following examples of conflict situations to each group. The task is to become familiar with the conflict situation, analyze it and find resolutions through the method of negotiations.

Example 1

The shop business is improving each day, and the number of the customers is increasing. The shop owner has to expand the working hours, and even eliminate the lunch break. Soon it becomes necessary to make the weekend day a working one. However, after implementing all these changes, the shop owner does not increase the salespersons' salaries. They are extremely upset.



This is one of the possible resolutions:

Salespersons discuss the situation together and decide to take a lunch break in the nearby cafe, and also invite their boss to talk about the issue. The negotiations had a positive outcome, and the shop owner decided to do the following:

- Because the entire profit has been spent on buying new goods for sale and there are no spare amounts which could be used for increasing the salaries, each salesperson can use goods from the store of up to 500 dram value each day (thus the salary of each salesperson will increase by 500 dram per day and he/she will also be able to cover the lunch cost using this amount).
- Not having free days and a lunch break will be compensated with a one month vacation for each year and a free voucher to the rest house (which can also be considered as a salary increase).



Example 2

The mother is working, and her 2 little children attend the kindergarten. After work, the mother picks up the kids from the kindergarten, and they spend their evenings together. She has got another job offer recently, which will occupy her evening hours. The woman is looking for a nanny-teacher to take care of the children.

Karine is studying at the Pedagogical University and she is going to become a teacher soon. Karine is looking for an evening job, in order to make additional money. The mother of the kids and Karine meet each other, and the mother suggests paying her 200 dram per hour. Karine is feeling offended. She was hoping to get at least 1000 dram. The mother suggests negotiating for resolving this conflict.



This is one of the possible resolutions:

The mother says that she cannot pay that much. The maximum she can afford is 400 dram. Karine is against, because there are two children, the work hours are uncertain, and she will have to be flexible about the working schedule. Mother offers 500 dram and promises her to have a fixed working schedule and never be late. Karine agrees.

Example 2

Armen does not want to wear his coat, but his mother thinks that it will be too cold outside without a coat. The mother is angry, and Armen is stubborn. Mother asks the father for support. How will this conflict be resolved?



This is one of the possible resolutions:

The father does not defend Armen, but tries to find out why he refuses to wear his coat.

- That coat is too narrow, and I cannot move while playing games.

Then the father asks his wife why she is insisting Armen wears his coat.

She responds that she is worried about Armen's health. Now both sides understand the causes of the conflict. Mother and Armen reach to a simple agreement: Armen can wear another coat, which is nice and warm, and also convenient for playing games. Thus, the father's mediation was really helpful.

Example 4

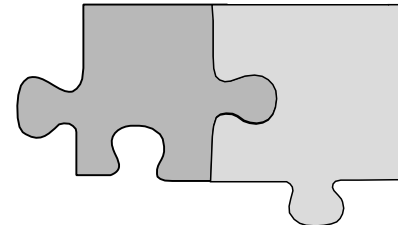
It's the physical education class, and children are playing with the ball:

- You are playing all the time!
- No, it's not true! My foot is still on the line.
- You should move your legs to the other side of the line.
- No, that's not correct.
- It is correct!
- Mr. Petrosyan, please decide who is right and who is wrong.



This is one of the possible resolutions:

Mr. Petrosyan approached the children, repeated the rules of the game and identified who was the one to break the rules.



Example 5

In one of the American schools the majority of the children ride their bikes to get to the school. The parking slots for the bikes are limited. According to the rule, whoever comes first has the right to park the bike inside. Turns out that the boys from the 8th grade come to school late, take out the juniors' bikes and park their own bikes in the parking slots. The younger kids are complaining

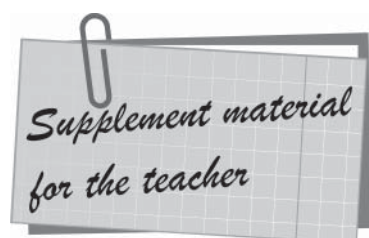


This is one of the possible resolutions:
First of all, the teacher tries to resolve the conflict as a mediator, but that does not help. Afterwards, the teacher tries the role of the judge and punishes the boys by deciding that only those children, who live very far, will have the right for using the parking slots.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



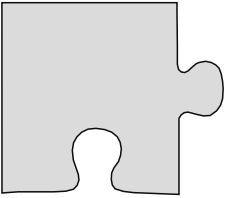
The mediator does not resolve the conflict. The mediator helps the two sides of the conflict to listen to each other. The mediator encourages to freely express the complaints or the differences in the interests. It helps the sides to pay attention to each others' demands. It helps the opponents to understand each others' opinions. The mediators can help

find the resolution for the specific issue, which became the cause of the conflict. Mediators do not resolve the conflict. They listen to the conflicting sides and help them understand each other and come to an agreement.

What should a mediator do?	What should a mediator not do?
<ul style="list-style-type: none"> - Listen attentively. - Ask questions. - Try to help. - Allow the conflicting sides to speak. - Be fair and honest. 	<ul style="list-style-type: none"> - Be in a position of making orders. - Provide answers to the questions. - Tell others what to do. - Blame others. - Make up stories.

There are 3 important rules for the mediators:


1. Mediators come to help only when the opponents ask for their help.
2. Mediators are not policemen. They do not get involved in the fight.
3. Mediators do not resolve the conflict. They help the conflicting sides to find the resolution on their own.



And most importantly:

The mediator aims to resolve the conflict in a way, that both conflict sides feel happy. In other words, the mediator helps find the win-win resolution.

Qualities for being a good mediator (Picture 7)



Rules for the Mediators

Mediators come to help only when the opponents ask for their help.

Mediators are not policemen. They do not get involved in the fight.

Mediators do not resolve the conflict. They help the conflicting sides to find the resolution on their own.

Mediators always help find the win-win resolution.

Successful process of mediation highly depends on the qualities of the mediator, which are listed below:

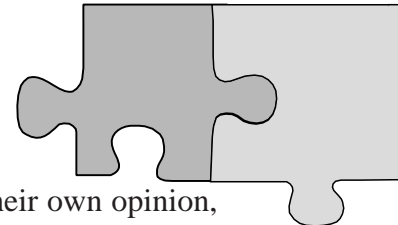
Neutrality – The mediator must not defend any of the sides. He/she should show a balanced approach, and also be willing and ready to listen to all parties, including the groups of people who are isolated from the society.

Honesty – The mediator must be someone experienced and respected, and be able to gain the trust of both conflicting sides.

Punctuality – The mediator should always be present at the meeting place when the conflicting sides arrive, because leaving them together may contribute to conflict escalation. Besides, when the mediator is the first one to arrive to the meeting place, he/she shows how important the conflict resolution is for him/her.

Sharpness – The mediator must be able to understand and quickly find proper and neutral solutions. The mediator must be able to analyze the conflict and clarify the possible points of the mediation – to be able to clarify what each conflict side meant and understood, to justify their fears towards the conflict, their hopes and intentions.

Responsibility – The mediator must respect people. He/she must respect each person involved in the conflict situation – regardless of the person's status, belonging to a specific group or any other difference existing between people.



Tolerance – The mediator must be a person, who allows others to have their own opinion, behavior and beliefs. And it is not mandatory for the mediator to share and approve these opinions and beliefs. It is important, because unpleasant and undesirable moments arise between the conflicting sides, and the mediator must be ready for such moments. The mediator must also be ready to be criticized should the negotiation process fail.

Confidentiality – Conflicting sides must entrust their information to the mediator. Therefore, the mediator must keep the confidentiality on the highest level, in accordance with the needs and desires of each of the conflicting sides.

Self-confidence – The mediator must believe that he/she can successfully overcome any kind of a situation using his/her skills and qualities. And this is important, because lack of trust can endanger the the confidence in the mediator.

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



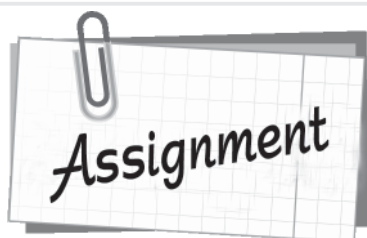
Lesson 13

Role Games for Applying the Conflict Management Skills and Knowledge

Lesson Objective

- The pupils will:
- Reiterate the skills and knowledge in conflict management, gained during the previous lessons

Lesson flow



Split the class into groups of 4-5 pupils. If the number of the pupils is large, you can form groups of 5-6 children. Assign the groups to think of conflict situations and to role play them. You can also assign one observer to each group.

Ask the children who are going to role play conflict situations, to once again have a look at the “Conflict Resolution Skills” and “Conflict Resolution Principles” posters. Assign the first group to try to maximally violate the peaceful conflict resolution skills, in order to more vividly show their impact on conflict escalation. Assign the second group to be more attentive, and to maximally follow the skills and principles of conflict resolution. Assign the third group to try to resolve the conflict through somebody’s victory, and possibly with the accommodating strategy.

Give 15 minutes to each group to prepare.

After the role plays, and with the help of the observers, initiate a discussion and ask to point out which specific skills were violated, and what especially contributed to the escalation of the conflict, or which skills helped the conflict to be resolved peacefully, etc.



You can also assign the groups to role play already existing conflict situations, and to discuss them.

Practical assignment

Example:

Sister and brother want to watch TV - the brother wants to watch a cartoon, and the sister wants to watch a soap opera.

Group One: Conflict escalation

Sister and brother want to watch TV - the brother wants to watch a cartoon, and the sister wants to watch a soap opera. They constantly switch the channels and cannot come to an agreement. They start to fight, to offend each other, to recall incidents from another argument which took place the day before, and telling each other things like: “you are an idiot”, “you

always behave like this”, threaten each other: “I will never again give my bike to you” or “I will tell mom that you misbehaved at school yesterday”, etc. The conflict escalates to the point, when the father, mother, grandfather and grandmother have to interfere. Finally, the father gets really angry and switches TV channel to watch daily news. The conflict goes on in the other room – the sister blames the brother, and the brother blames the sister...

Comments

In this case the conflict escalated and did not have a positive resolution. Both sides “lost” and nobody’s wish came true, because they never managed to reach an agreement and to find the best resolution to the situation. They violated the skills in peaceful conflict resolution, their parents and grandparents interfered in the conflict, and in the end they had to obey the decision made by their father, which, naturally, did not satisfy the needs of the both sides.

With the help of the observers, point out the skills which were violated. For example, labeling each other, when saying things like “you are an idiot”, using “you always behave like this” offense, “I will never again...” threat, and recalling the conflict which happened the day before. Violation of these and other skills lead to escalation of this conflict. The father became the one to dictate the outcome of the conflict - he took up the role of the “judge” and imposed his decision. And the children, regardless of the fact that both of them did not like this decision, still had to obey.

Group Two: Peaceful conflict resolution

Sister and brother want to watch TV - the brother wants to watch a cartoon, and the sister wants to watch a soap opera. Sister begins to convince that after the soap opera the same channel will start showing her brother’s favorite cartoon and that after watching the soap opera they can continue watching the cartoon together. The brother objects, because he is sure that another soap opera will follow this one, and his sister will want to watch that one as well and he will once again lose his chance to watch a cartoon. The sister suggests him (as a compromise) to use her computer and to play his favorite game while she is going to watch the soap opera, under the condition that afterwards he will leave the computer immediately and not ask to play the game again. Under this condition they reach an agreement and together decide that the sister will watch the soap opera and the brother will watch the cartoon afterwards.

Comments

In this situation the conflict was resolved peacefully, because both sides compromised over something and came to a mutual agreement. Both sides are satisfied, and they both feel like winners.

Group Three: Conflict resolution with one side’s victory

Sister and brother want to watch TV - the brother wants to watch a cartoon, and the sister wants to watch a soap opera. Sister begins to convince that after the soap opera the same channel will start showing her brother’s favorite cartoon and that after watching the soap opera they can continue watching the cartoon together. The brother objects and starts crying loudly. Mother and grandma rush in to see what happened, followed by the father and grandfather. They try to calm down the crying child, by promising to buy sweets for him, to take him to the park, to buy him a toy, etc. However, the boy continues crying and demands to switch TV channel and to watch the cartoon. Under blaming looks of the grown ups, the sister switches the channel and leaves the room. She angrily seats in front of her desk, trying to do her homework, but the impressions

left by the conflict distract her from getting concentrated and resolving the math problem. After somehow finishing her homework, she hurries to her bed and fails to fall asleep. She feels too offended and keeps thinking: “What can I do to resolve this issue, which keeps happening every day? Maybe I should save up some money and buy cartoon DVDs for my brother? In that case he will be able to watch his favourite cartoons on the computer all the time. I think this is a good idea...” concluded the girl, and fell asleep peacefully.

Comments

In this situation, the conflict got resolved resulting in the brother’s victory. Sister accommodated him by agreeing to fulfill his demand, taking into consideration his age. However, the feeling of losing and the fact that her desire was not met, really irritated and distracted her.

To conclude, we can say that it is almost always possible to find peaceful resolution to the conflict, which would satisfy the needs of the both sides. Of course, sometimes it can be connected with serious difficulties, but only in the win-win case both sides will feel happy and never think about the conflict again.

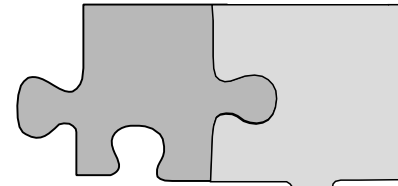
❗ *Conclude the lesson by asking children to once again list the skills, which they must use during conflict situations and encourage them to always use them.*

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.






Lesson 14

Conflict Resolution in Schools through Peer-to-Peer Teaching Methodology

Pupils who took active part in the “Peaceful Conflict Resolution in Schools” project can be assigned to prepare and conduct a class, using the peer-to-peer methodology, thus transferring the skills and knowledge in conflict management to their peers during the class heads’ hours. Our experience showed that this approach is extremely useful both for the pupils carrying out the role of the “teachers”, and the pupils who learn from their fellow classmates. It largely contributes to spreading the culture of peace and conflict resolution in schools*. The lessons can be conducted for the pupils of the same school, and also other schools.

Lesson scenario based on the peer-to-peer education method

 *The lesson can be conducted by a group of 2-3 pupils, who were trained before and who will take a lead in one specific role for each of them.*

Hello, my name is -----, and I study in the ---- grade of the school ---- (all the pupils of the group introduce themselves).

Teaching pupil #1 – Today we would like to tell you a little bit about what we have learnt on conflict management during the class heads’ hours, and also to teach how you can peacefully resolve the conflicts which we encounter in the school, at home or in the street, and finally to share with you our knowledge and skills, and to answer the questions you may have.

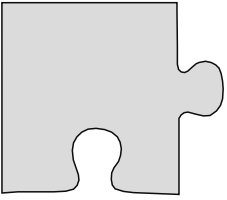
Teaching pupil #2 – Let us start with saying that those several lessons we took during the class heads’ hours were really different from our regular classes. During these lessons we were discussing issues related to our everyday conflicts, learning what the conflict is and what kind of impact it may have, how it escalates and what kind of behavior we may show during the conflict, what needs to be done in order to prevent conflict escalation, what should be done in order to resolve the conflict in peaceful way and so that we do not have to sacrifice something really important to us or violate the rights and the values of the opponent.

Teaching pupil #3 – In the process of learning all the abovementioned, we did not get any homework and studied everything in the classroom by actively participating, making recommendations and organizing discussions. During the lessons we were jointly analyzing the conflicts taking place in the classroom and at school and were trying to find their peaceful resolutions together. Once again I have learnt that very often we get involved in a conflict due feeling angry or irritated for some reason. And if we tried to listen and understand each other since the beginning and be more tolerant, then it would be possible to escape many unpleasant situations.

Teaching pupil #1 – First of all, let us try to define what is conflict in your opinion, or what does the word conflict mean to you.

Group assignment

Listen attentively to all pupils’ opinions, summarize them and present the following definition of the conflict to the pupils.



Conflict is a form of a competition, which arises when two or more people or groups of people have incompatible goals and opinions, which may be both incompatible in reality and seemingly incompatible.

Group assignment

Ask questions to the children and try to find out what kind of impact a conflict may have, and what do they know about the positive impact of the conflict. Summarize the answers.

Teaching pupil #2 – I will try to familiarize you with several simple principles of peaceful conflict resolution, which I have learnt during our lessons. In my opinion, if all people learn them and use them, it will be possible to resolve many conflicts peacefully.

Please take a look at the “Principles of Conflict Resolution” poster. A conflict is drawn on it: little people are arguing, fighting with each other, but in the end, only after 5 steps, they are already in peace with each other. Let us see which 5 steps made the little people come to an agreement and resolve the conflict in a peaceful way.

Here they are:

1. Try to analyze the situation.
2. Try to understand your opponent.
3. Listen attentively.
4. Ask questions.
5. Try to find the best resolution of the issue.

Try to understand each of the mentioned steps separately.

Teaching pupil #3 – (reads the principle and provides feedback)

1. Try to analyze the situation

Before blaming the opponent in anything (for example, your friend is late for the meeting), carefully analyze all the details of the situation, ask yourself questions – for example, what could trigger your friend to make such a step?... or to talk to you in an offensive manner?... or to be late for a meeting? Maybe prior to raising your voice and accusing your friend in being late, you would notice that she has tears in her eyes and you would conclude that she had serious reasons for being late.

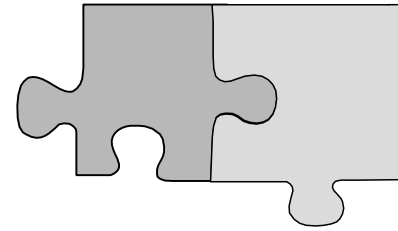
Teaching pupil #1 – (reads the principle and provides feedback).

2. Try to understand your opponent

- Imagine that you are on the opposite side of this argument, and put yourself in the place of your opponent.
- In your opinion, how does he view this problem?

Remember that understanding your opponent does not mean agreeing with him/her. Do not betray your own perceptions, but try to get a new insight on the issue through a conversation with your opponent.

Teaching pupil #2 – (reads the principle and provides feedback)



3. Listen attentively

- It helps to collect more information about your opponent.
- Satisfies their need to be heard.
- Helps them believe, that you understand them.
- There is a higher chance that you will also be heard.
- The chain of the conflict will be broken, and the relationships will improve.

While listening, do not become defensive and do not give advice (such as “You are wrong, and what you say is wrong”, “I agree, but it wasn’t my fault”, “It was so obvious, you should have known it”, etc).

Teaching pupil #3– (reads the principle and provides feedback)

4. Ask questions

- To find out the opinion of your opponent.
- To collect the missing pieces of information.
- To show the opponent that he/she is being heard.

There are questions which help to keep the conversation going. For example, “When you said, that... what did you mean?”, or “I would like to find out your opinion on...”, “What made you act that way?”, etc. There are questions, which prevent the conversation flow. These are the “Yes” and “No” questions, or those which already contain the answer. For example, “Don’t you think that it would be better, if...?”

Ask questions in order to find out something and not for convincing your opponent.

Teaching pupil #1– (reads the principle and provides feedback)

5. Try to find the best resolution of the issue

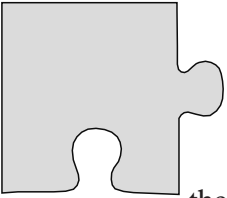
- You should be able to find a resolution, which will not make any of you feel miserable, and will not make any of you sacrifice something really important.

Be sure that you can always find an outcome, which will make you understand each other better.

Teaching pupil #2– There are several methods of conflict resolution – negotiation, mediation or third party involvement, and the court. Please take a look at the “Conflict Resolution Principles” poster.

Negotiation is one of the most effective ways of the peaceful conflict resolution – when conflicting sides seat in front of each other and discuss the argument, patiently listen to each other’s explanation and try to jointly find the best resolution – the one that would satisfy both sides. While conducting negotiations, the following conflict resolution principles are used: try to analyze the situation, try to understand your opponent, listen attentively, ask questions and try to find the best resolution of the issue.

Teaching pupil #3– Another effective method for peacefully resolving conflicts between two sides or two groups, is when a third party interferes and helps resolve the argument. This person is called a mediator. The mediator should be a person who is well known and respected by the both sides (read the qualities of the mediator, written on the poster). Pay attention to the fact, that



the mediator does not make decisions - he/she only helps the two conflicting sides to meet and start the negotiations.

Teaching pupil #1 – The next method of conflict resolution is the method of bringing the case to the court. The decision made by the court is mandatory for both conflict sides. Naturally, this method is used for resolving rather serious conflicts, when the conflicting sides are unable to reach an agreement, or when the specific conflict requires juridical intervention. Of course, at school or in everyday life such conflicts rarely happen, however, when for example a serious issue occurs between the pupils and they are unable to resolve this issue and have to bring it to the attention of their class head, another teacher or the school principal – in this case the decision made by them is mandatory for the both sides. This means, that in such situations the teacher or the school director act in the role of the “judge”.

Teaching pupil #2 – What should you do in order to prevent the conflict, or not let it escalate?

Any conflict, even the one which was caused by a very small and unimportant issue, has the tendency to escalate in case we are unable to carry responsibility for our words, movements and our behavior in general. There are skills, which are being used for preventing the conflict escalation. (“Conflict Resolution Skills” poster).

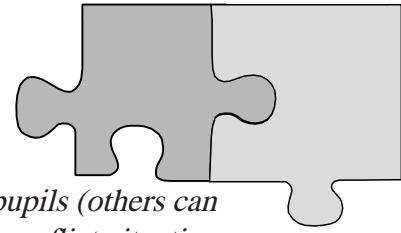


Assignment to the teaching group: read each of the following skills and provide feedback; or assign the pupils to approach the poster in turns, read each skill and provide their feedback.

- Be responsible for your behavior, thoughts and feelings (for example, when you leave the room and slam the door, it is unlikely that your argument ends soon).
- Try to make sure your opponent’s behavior does not influence your own behavior style (for example, if during an argument the opponent starts screaming, try not to scream back, and on the contrary, speak as mild and calmly as possible, select proper expressions; for example, do not say “You are lying”, say “I feel cheated” instead).
- Remember that any person has a right for choice, and he/she must act in accordance with own insights and perceptions, regardless how others act or behave.
- Express your feelings without use of threatening words and expressions (such as “You will regret this”, “You will see”, “I will show you”, etc).
- Do not expand the topic of the conflict, talk about the specific issue only (for example, do not make a personal offense and do not offend the family members of the opponent).
- Do not refer to other people or authorities (for example, “The class head said that you are a bad person”, “The kids in your neighborhood also don’t like you”, etc).
- Do not use the words “always” and “never” (for example, “You have always behaved that way”, “I am never going to agree with you”, etc).
- Do not “label” people (for example, “stupid”, “what an idiot”, etc).
- Do not make decisions based on emotions, wait until things cool down.



Assignment to the teaching group: emphasize that the mentioned skills will be more effective, should they be applied by all sides involved in the conflict. In the opposite case, when one of the sides keeps violating them, it becomes very difficult to resolve the conflict peacefully.



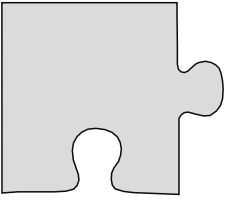
- ! *Assignment to the teaching group: split the class into two groups of 3-5 pupils (others can be the observers). Ask the groups to prepare role plays using the same conflict situation scenario, however with two different outcomes – peaceful resolution for the first group, and conflict escalation for the second. Allow 15 minutes for the groups to develop the conflict situation and prepare for the role play. Afterwards, watch the role plays and initiate discussions.*

Lesson Overview

By the end of the lesson, discuss the following questions with the pupils:

- What did we discuss during the class? (pupils present the lesson flow)
- What did we learn today?
- Mention 1-2 things, which were the most important to you.



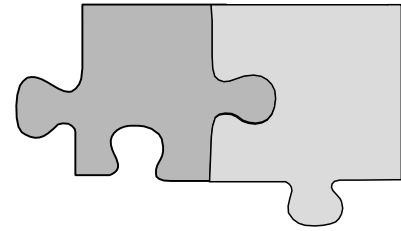


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“WOMEN FOR DEVELOPMENT”
Non-governmental organisation



CONFLICT MANAGEMENT EDUCATION IN SCHOOLS

Handbook for teachers

Հեղինակներ՝	Authors:
Գոհար Մարկոսյան,	Gohar Markosyan
Սուսաննա Ղազարյան,	Susanna Ghazaryan
Խմբագիր՝	Editor:
Լուսինե Ալեքսանյան	Lusine Aleksanyan
Համակարգչային ձևավորումը՝	Computer design and page set-up:
Արամ Պիճիկյանի	Aram Pichikyan
Մարինա Ջուհարյանի	Marina Juharyan

A picture by Marine Serobyan (15 years old, 2005), a member of Gyumri Extracurricular Center, is used on the first page of the cover.

A picture by Meline Sargsyan (15 years old, 2003), a member of Gyumri Extracurricular Center, is used on the fourth page of the cover.

Կանայք հանուն զարգացման ՀԿ	Women for Development NGO
Շահինյան 6ա, բն. 16	6a Shahinyan str., apt. 16
ՀՀ Գյումրի, 3118	Gyumri 3118, Armenia
Հեռ./ֆաքս: (0312) 33007	Tel./Fax: (0312) 33007
Էլ հասցե: goharmarkosyan@yahoo.com	e-mail: goharmarkosyan@yahoo.com
Էլ կայք: www.wfd.am	web-site: www.wfd.am



Printed in "Eldorado Print" Publishing House, Gyumri.
Gortsaranain alley 67/2, 093 35 43 43

