

“In the beginning of the lessons I had no idea how Peace Education could have an impact on myself or any pupil in my class. But now I understand how much I have changed, and our class has become very united. Everyone at school was surprised at how our class became the second prize winner of the Excellence Week by receiving 133 “9” and “10” marks and losing only two points to the winners”.

*Vachik Gharibyan, 8th form pupil, School #26  
Peace Education Center member, 2010*





## **“Peace and Conflict Peaceful Resolution Education in Schools” Project Information**

During the past several 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 integrating 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” 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:

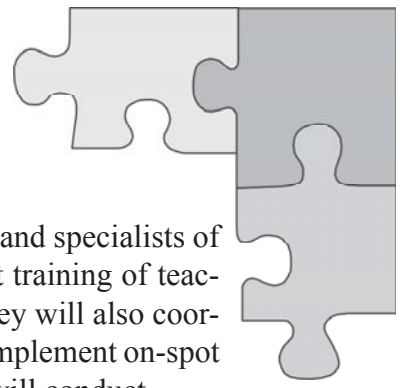
- More than 1000 schoolchildren from 5-10th grades and 150 students from the Pedagogical Institute were educated,
- Peer-to-peer education was implemented for 3500 schoolchildren in 18 schools and more than 500 future teachers,
- Approximately 550 teachers from more than 80 schools of Shirak, Lori and 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 roots 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,
- Assurance that each person is a bearer of peace culture,
- Self-reliance,
- Ability to protect own rights and to understand own responsibilities.

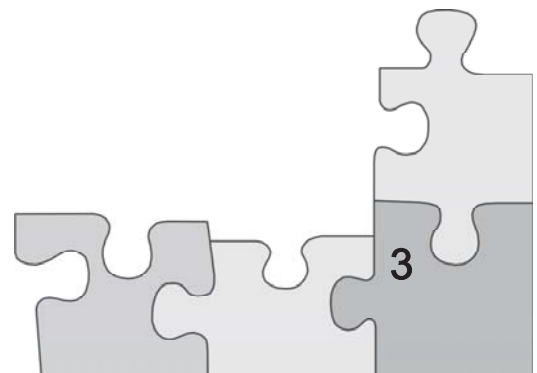
According to the teachers and parents, schoolchildren who participated in the project became tolerant towards each other, the number of conflict situations decreased, arising conflicts are being resolved in peaceful way, without offense to human dignity.

In 2011-2013 “Peace and Conflict Resolution in Schools” project will be implemented in 70 schools of 11 Armenian provinces, reaching out to more than 280 teachers/class heads and approximately 4200 pupils of 6-9th forms. At this stage the main goal of the project is to create peaceful environment in schools of Armenia, thus contributing to decreasing the number of violent cases in conflict situations.

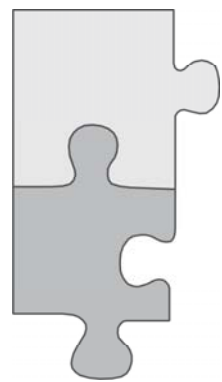


The project will be implemented in the provinces with the support of all heads and specialists of the regional branches of the National Institute of Education, who will conduct training of teachers together with WFD specialists, after receiving corresponding training. They will also coordinate the process of project integration in 5 schools in each province and will implement on-spot monitoring. The main approach is the following: trained teachers/class heads will conduct conflict resolution education lessons in format of class heads' meeting hours, which will contribute to creation of peaceful environment in their respective classrooms and schools. The main result anticipated by the end of the project is more than 20% decrease in cases of violence in schools.

Taking into consideration successes achieved during previous years of the project implementation and cooperation with the regional branches of the National Institute of Education, we are assured that it will be possible to integrate peace education in all schools of Armenia in the future.







“Women for Development” NGO expresses special gratitude to German EED for providing financial support for publication of the guide.

«Կանայք հանուն զարգացման» ՋԿ-ն հատուկ շնորհակալություն է հայտնում գերմանական EED կազմակերպությանը գործնական ուղեցույցի հրատարակումը ֆինանսավորելու համար:



Authors:

Gohar Markosyan  
Susanna Ghazaryan

Computer design

Aram Pichikyan  
Marina Juharyan



Չեղինակներ՝

Գոհար Մարկոսյան  
Սուսաննա Ղազարյան

Չամակարգչային ձևավորումը

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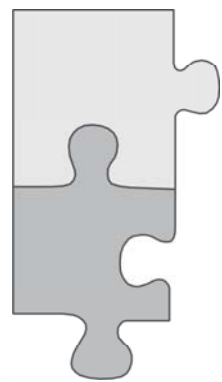
EED does not carry responsibility for the opinions expressed in the guide.

The guide is developed for elementary school teachers, but can also be useful for NGOs, working in the sphere of peace education, students of pedagogical universities and any other specialists and individuals, who are interested in peace building and conflict resolution.



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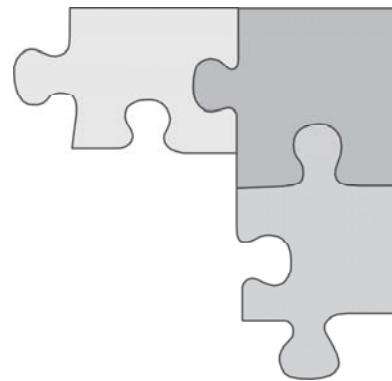
## Dr. Gohar Markosyan

Dr. Gohar Markosyan has over 13years' 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 24 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 15 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, Kuchchi 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.







## Preface to the Practical Guide

The practical guide is designed for conducting class heads' hours and is a unique attachment to the "Peace and Conflict Resolution in Schools" handbook. Practical guide targets to simplify the work of class heads and to bring real examples from the class heads' hours conducted in Gyumri to their attention.

The guide comprises of two parts. The first part consists of the topics on conflict management, main skills in conflict resolution, as well as methodological guidelines for the class heads. Through colorful posters being distributed to the class heads together with the practical guide, it will be possible to discuss topics related to conflict resolution during the class heads' hours even without special preparedness, as well as to create an opportunity for the pupils to independently discuss the topics of their interest. The second part of the guide consists of materials designed for conducting class heads' hours based on the classes conducted by teachers in Gyumri using "Peace and Conflict Resolution in Schools" handbook, as well as for organizing "Peaceful Parents, Peaceful Kids" seminars for parents. The mentioned material was translated and piloted based on the renown American peace education specialist Naomi Drew's "Peaceful Parents, Peaceful Kids: Practical Ways to Create a Calm and Happy Home" book.

We are assured that the guide will greatly assist in the process of disseminating those elementary skills and knowledge among children, which are necessary for resolving conflicts in peaceful ways and for creating peaceful environment in our schools and communities.

Detailed information about the project and the guide can be obtained from "Women for Development" NGO office:

Address: 6a Shahinyan Street, Apt. 16

Gyumri, Armenia 3118

Tel: (+374 312) 33007

Email: [goharmarkosyan@yahoo.com](mailto:goharmarkosyan@yahoo.com)

[susanna-gh@list.ru](mailto:susanna-gh@list.ru)

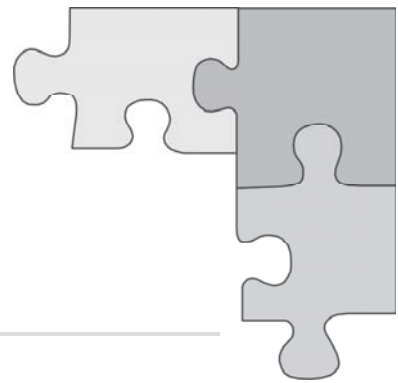
Website: [www.wfd.am](http://www.wfd.am)

The authors will be glad to receive your comments and feedback regarding the guide.

# Part 1

## Conflict Management

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### Lesson 1.

#### What is Conflict? Conflict Escalation

#### *Lesson Plan*

Start lesson by providing children with brief information about the impact of conflicts.

Conflicts are inseparable part of our lives. Conflicts occur in any spheres of the life. All people are involved in them. Conflicts have big impact on each person, family, organization, and the entire humanity, in general. There is no single person who has not been involved in a conflict. As a famous proverb states: “If you have never had conflicts in your life, check whether your artery is still beating”.

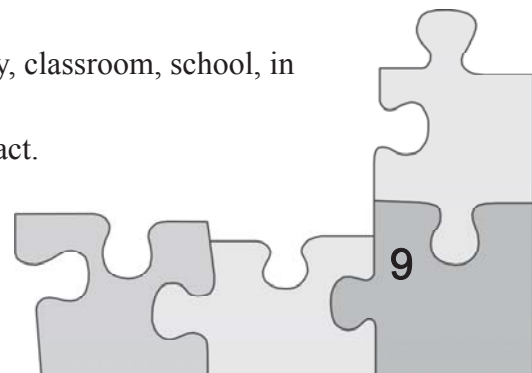
Conflict may include destructive forms, which prevent further development and establishment of peace culture. Particularly, conflict may become a source for fear, evil, disappointment, feeling lack of security and other negative feelings. Conflicts contribute to the growth of human aggression, which in turn leads the environment to obey and accept only the given person’s (or group’s) interests, values and needs as the only true and existing ones.

When speaking about conflict people firstly think about its abovementioned bad and negative impacts, however the conflict can also have a positive impact. Particularly:

- By getting involved in a conflict we learn new knowledge and skills and enrich our personal experience.
- Conflict helps us understand that there are people and groups, whose interests are ignored (for example, they do not have a place to live, they are disabled, unemployed, etc), and who are in need of attention and support.
- Conflict is a key for evolution. Famous scientists Galileo Galilei and Giordano Bruno invented a scientific theory, which was not corresponding to the religious ideas of the time. Although the scientists were punished (the first one was sentenced to lifetime house arrest, and the other was burned to death), this conflict had huge impact on the development of science.

#### *Tasks for pupils*

- Recall examples of conflicts, which happened in your family, classroom, school, in history and others.
- Think of one example, when the conflict had a positive impact.
- Try to give your own definition of conflict.



After hearing examples and definitions from several pupils, present the following definition.

***Conflict is a type of competition, which arises when two or more persons or groups of persons are pursuing real incompatible or imaginary incompatible goals.***

To summarize all the abovementioned, we would once again like to state that conflicts are unavoidable, however it is possible to avoid the negative impact of the conflicts if we learn to manage them. And to manage conflicts means to know the patterns of conflict escalation and be able to take up corresponding actions and attitude towards directing conflict escalation for a positive outcome, which would be beneficiary to both sides.

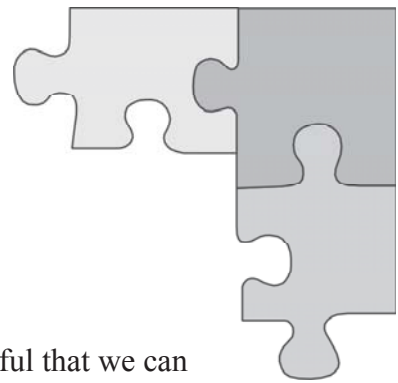
Continue the lesson by speaking about conflict escalation, describe the levels of conflict development using Poster 1. Describe changes in human behavior occurring at each level.



Each conflict is unique, but at the same time all conflicts have something in common. For example, common is the way conflicts develop, starting with the moment they arise through extreme escalation.

You can recall conflicts related to your own lives, which have gone through the same stages of development and you knew that after you cross one certain line, what would follow was offending each other.

There are 5 levels of conflict escalation, the so called "escalation staircase". Each stair reflects an even higher level of conflict escalation, during which offending each other becomes more and more destructive.



### **Levels of Conflict Escalation:**

- I. There is an issue, which needs to be resolved. We assume and are hopeful that we can resolve it and are ready to speak about it.
- II. There is inacceptance between two sides, and both sides are already becoming defensive. They think that it is necessary to make mutual sacrifices, however they have difficulties in finding common language and communicating.
- III. Competition is already in place, both sides have a goal to reach victory, they get angry, anxious and none of them wants to change the position.
- IV. Conflict: the main objective of both sides is to offend each other, they are becoming enemies. Both sides are seeking for allies.
- V. War: the main objective of both sides is to destroy each other, both sides want revenge, and there is absolutely no communication between them.

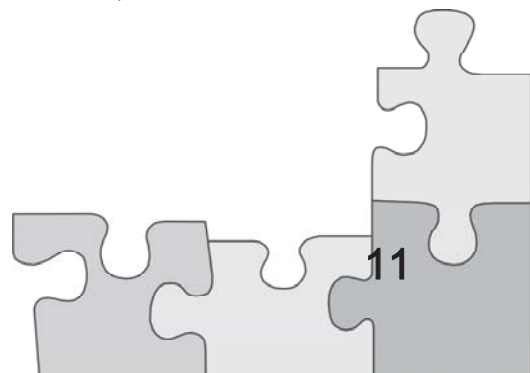
In the process of conflict escalation, certain changes occur in human behavior.

- One side of the conflict perceives the other side as an enemy.
- Only negative features and behavior of the opposite side are being noticed and remembered.
- A person does not want to carry any responsibility and tries to blame other conflicting side in everything.
- Conflicting sides become closed and do not exchange any information, so that the opponent is not able to benefit from that.
- Conflicting sides become more and more assured in being right and do not want to change their opinion.
- Conflicting sides adopt “I am right, and he/she is wrong” position and the communication between them stops.
- Any action undertaken by the opposite side is perceived as hostile.

### *Lesson summary*

Discuss the following questions with the pupils in the end of the lesson:

- What did we discuss during the lesson (pupils present the lesson flow)?
- What did we learn from this lesson?
- Mention 1-2 things, that were important to you.







## Lesson 2

### Behavior Styles in Conflict Situations

#### *Lesson Plan*

In order to be able to manage a conflict, it is necessary to know the outcomes of the behavior we choose in conflict situations. Suggest pupils the “Make Your Opponent Take Your Side” game. Draw a line with a chalk on the floor. Call out for pairs of pupils and assign them to stand by opposite sides of the line facing each other. Each player is given a task to make the opponent take his/her side of the line without saying a single word. They can use any gestures. The line symbolizes the conflict. In the end the players will need to explain how they behaved and what results they got.

It is recommended to engage all pupils in the game, and if there is no enough time and all 5 behavior styles which are described below have been displayed, then you can simply ask others – and how would you behave when for example at home your mother is getting angry because the sound of music is too loud? Children will give various answers, which will again need to be explained from the perspective of already categorized 5 behavior styles.

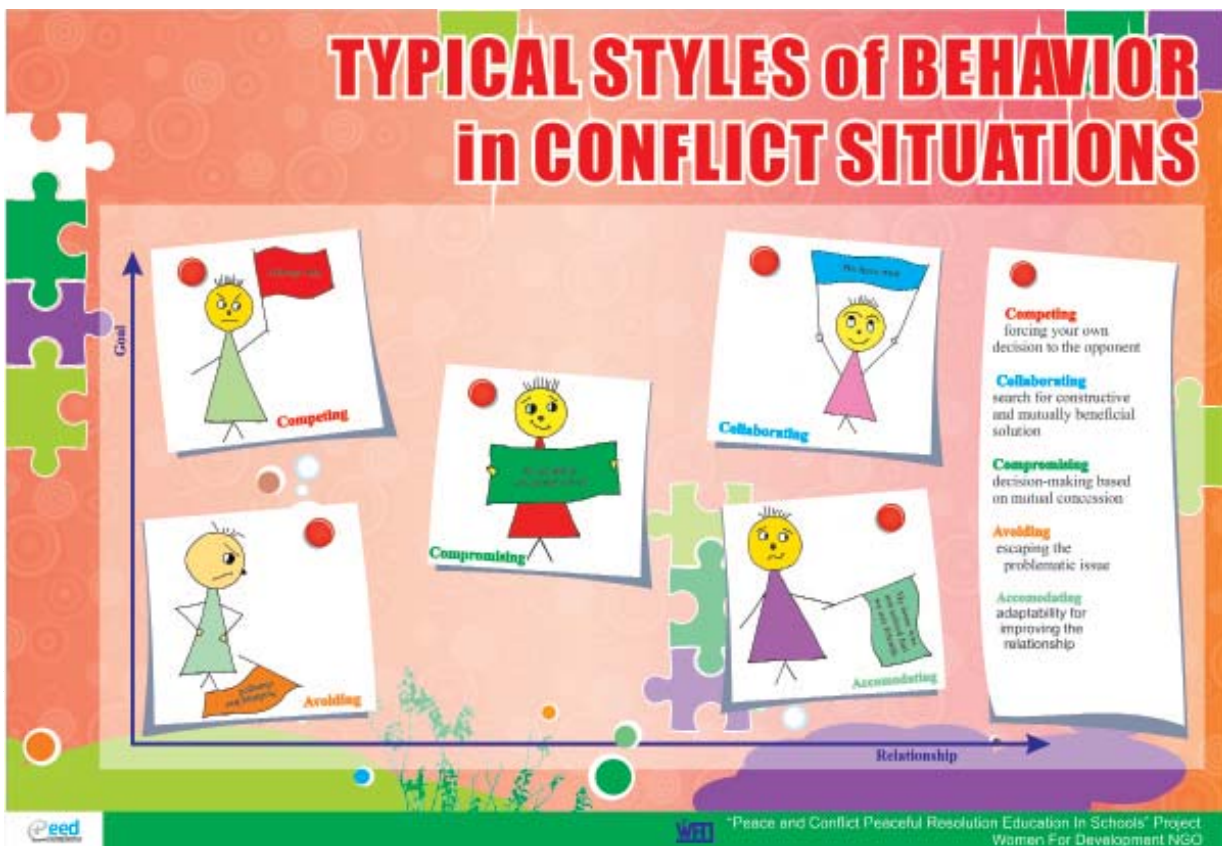
If during the game children do not choose any of the 5 styles, then the teacher can become a player him/herself and select one of the pupils as the opponent (or in case there is another teacher present at the class, to plan the game style with him/her in advance) and to display the particular behavior style to the class and explain the corresponding outcome.

Present the following 5 behavior styles in conflict situations to the pupils:

1. Competing – is application of power, when one side is winning and the other is losing.
2. Accomodating – is when one side, respecting the opponent, takes his/her side voluntarily, thus losing and giving the victory to the opponent.
3. Avoiding – is when the conflict sides do not find any solution and remain still, without fulfilling the assignment and without knowing what to do. In this case the outcome of the conflict resolution is “lose-lose”.
4. Compromising – is when both sides agree to stand on the line and to share the victory with the opponent.
5. Collaborating – after negotiating with gestures, one person takes the side of the opponent, and the other one does exactly the opposite (voluntarily). In this case the best “win-win” resolution is registered.

Analyze the bahavior of the children, explain the outcomes in terms of what kind of resolution will be achieved depending on their behavior during the conflict. Which one is preferable, and why? Which behavior contributes to the “win-win” solution desirable for both conflicting sides?

Bring pupils' attention to Poster 2. The graph presented in the poster is called Thomas-Kilmann net in the classical Conflictology.



### Lesson summary

Discuss the following questions with the pupils in the end of the lesson:

- What did we discuss during the lesson (pupils present the lesson flow)?
- What did we learn from this lesson?
- Mention 1-2 things, that were important to you.



## Lesson 3

### Conflict Peaceful Resolution Skills

#### *Lesson Plan*

Suggest pupils to approach Poster 3 in turns and to read one of the listed peaceful conflict resolution skills and try to independently explain it and to comment why it would be possible to prevent conflict escalation by following these principles. Also add your comments.

Conflict Peaceful resolution skills are the following:

- Carry responsibility for your behavior, thoughts and feelings (for example, if you leave the room by slamming the door, it is unlikely that your argument will end soon...)
- Do your best in order for your own behavior not to be influenced by the behavior of your opponent (for example, if during a conflict your opponent is screaming, try not to scream in return, but on the contrary, speak as calmly as possible by selecting proper words, for example instead of saying “you are lying” say “I feel that I was told a lie”.)
- Remember that any person has a right to choose and that he/she must behave in accordance with his/her own insights and perceptions, regardless how others behave
- Express your feelings without threats (for example, “... you will regret this”, “you’ll see”, “I’ll show you”, etc)
- Do not expand around the disputed issue, speak about concrete problem. (For example, in “Sheep and Wolf” fable: “I have not forgotten how you here on this very same day last year offended my father”. Do not offend the person and his/her family members.)
- Do not refer to other people or authority. (For example, “the class head said that you are a bad pupil”, “children in your neighborhood do not like you either”, etc).
- Do not use words “always” and “never”. (For example, “you have always behaved like this”, “I will never agree with you”, etc)
- Do not “label” other people (for example, “stupid”, “a donkey”, “idiot”, etc)
- Do not make decisions under the impact of emotions, wait until you calm down.

These skills will be more effective should they be used by all sides engaged in the conflict. You can start a discussion based on the examples brought by the children.



*Lesson summary*

Discuss the following questions with the pupils in the end of the lesson:

- What did we discuss during the lesson (pupils present the lesson flow)?
- What did we learn from this lesson?
- Mention 1-2 things, that were important to you.



## Lesson 4

# Principles and Methods of Conflict Peaceful Resolution

### Lesson Plan

Very often we get involved in a conflict because we are angry or mad at something. It is likely that if we were able to hold our feelings to ourselves since the beginning, we could avoid the negative outcomes. Let us recall the Latin proverb: “Jupiter, you are angry, it means you are not right”. In reality we show more anger in those situations when we feel that we may be wrong.

By holding our burning feelings in our throats, let us ask ourselves: “Why do I attack so emotionally? Isn’t it because I realize that I am partially guilty for this situation?”

Understanding the real and objective situation requires courage. We are able if not to completely resolve the conflict, then at least to significantly decrease its destructive power.



There are several important principles which must be used in conflict peaceful resolution.

1. Try to analyze the situation.
2. Try to understand your opponent.
3. Be able to listen attentively.
4. Ask questions.
5. Try to find the best solution.



### **1. Try to analyze the situation**

Before blaming your opponent in anything, carefully analyze all possible details related to the situation, ask yourself questions, for example – what could trigger your friend to make such a step, or to speak to you that way, or to be late for the appointment, etc. Maybe prior to offending your friend for being late you would notice that his/her eyes are teary and you would conclude that he/she had serious reasons for being late.

### **2. Try to understand your opponent**

You need to try to become positive about your opponent. Put yourself in his/her shoes and imagine what brought him/her to this condition. By looking in your opponent's eyes, following his/her facial expressions and hand gestures try to imagine what would you feel and what would you do in the same situation. Remember that understanding your opponent does not mean agreeing with him/her. Do not abandon your own way of thinking, but try to newly grasp the issue through speaking with the opposite conflict side.

### **3. Be able to listen attentively**

If you give your opponent a chance to decrease the tension and make a pause, then it will make him/her relax and will ease the further conflict escalation. Of course, it is also necessary to listen to him/her attentively:

- It helps you get more information about the opponent,
- It satisfies their need to be heard,
- It makes them believe that you understand them,
- In such cases chances that you will be heard as well get higher,
- The argument cycle breaks and relations improve.

While listening, you do not need to become defensive or give advice (“you are wrong and your arguments are wrong”, “I agree, but it is not my fault”, “it was so obvious that you should have known”, etc).

The talk will be more peaceful if you give feedback to the opponent regarding the impression you got from his/her words and regarding your feelings about these words. For example, you should not say “you are rude”, or “you are offending me”, instead you could say: “your words make me feel offended”, “I feel so bad because you are speaking to me that way”.

Sometimes it is useful to express yourself in relation to the emotional situation of the opponent. For example, “I think that this makes you very sad”.

### **4. Ask questions**

- To find out what your opponent thinks,
- To obtain missing information,
- To show your opponent that he/she is being heard.

There are questions which help facilitate the talks and keep them going. For example, “when you told that... what did you mean?”, or “I would like to know your opinion on...”, “What triggered you to act like that?”, and others.

There are questions, which, on the contrary, make it difficult to continue the talk. Those are the questions, with “yes” or “no” answers, or the ones that already contain the answer. For example, “Don’t you think it would be more proper, if...?”.

### 5. Try to find the best solution

- You should find such resolution, which will not make any side of the conflict feel offended and not enforce to compromise something really important for any of the sides.
- Believe, that it is always possible to find a resolution, which would make you understand each other better.

## Methods of Conflict Peaceful Resolution

With the poster on Methods of Conflict Resolution and with the help of the pupils, explain what methods exist. Discuss which of the methods are being used in everyday conflict resolution.

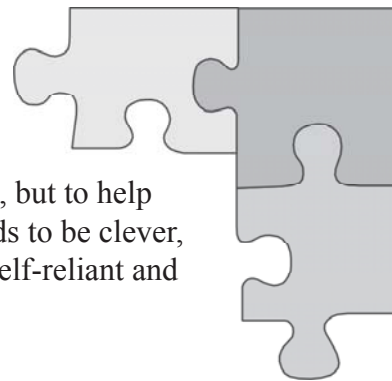


### Negotiation

Negotiation is the dialogue between the conflicting sides. It is the best and the most effective conflict resolution method.

### Mediation

Mediation is a separate type of negotiation process. During mediation conflicting sides decide



to also involve the third party (mediators), whose role is not to make decisions, but to help the disputing sides reach an agreement through discussions. The mediator needs to be clever, reliable in terms of maintaining confidentiality, neutral, responsible, tolerant, self-reliant and honest.

### *Example*

Armen does not want to wear his coat, but his mother thinks that it will be too cold outside to walk without a coat. Mother is angry, and Armen is being stubborn. Mother turns to father for help. Father does not support Armen, but tries to clarify why Armen refuses to wear a coat.

- The coat is too narrow, and I cannot freely move while playing outside.

Afterwards father asks mother why she insists that Armen must wear the coat. Mother responds that she is worried about Armen's health. Now the causes of the argument are clear for both sides. Mother and Armen independently find the most simple solution: Armen can wear another coat which is very nice and warm and also quite convenient for playing. Thus, father's mediation really helped.

### **Court**

Court is the body with the authority for making final and compulsory decision. Sometimes teacher, principal or parent can act as a "judge" and be the one who makes the final decision in case the conflicting sides cannot resolve the issue by themselves.

### *Example 1.*

At the physical education class pupils are playing with the ball:

- You play unfair.
- No, it's not true, my foot is still on the line.
- You must move your feet to the other side of the line.
- No, that's not the case.
- Yes, it is.
- Mr. Petrosyan, please decide who is right.

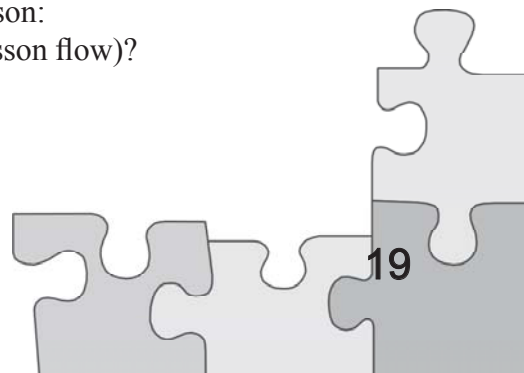
### *Example 2.*

At one of American schools majority of children rides bicycles to get to the school. At the parking lot the number of parking spaces is limited. According to the rule, the inside parking spots are being taken on a first come, first serve basis. Turns out that 8th form boys are taking the bikes of their younger peers outside and park their bikes in those spots, even when they are late. Pupils of elementary school protest. In the beginning the teacher tries to resolve the conflict by acting as a mediator, but that does not help. Afterwards the teacher acts as the "judge" and punishes the boys by making a decision that only those pupils who live very far have the right to use the parking lot.

### *Lesson summary*

Discuss the following questions with the pupils in the end of the lesson:

- What did we discuss during the lesson (pupils present the lesson flow)?
- What did we learn from this lesson?
- Mention 1-2 things, that were important to you.







## Lesson 5

### Summarising of the Topic “Conflict Management”

#### Lesson Plan

The goal of this lesson is to repeat and reinforce the knowledge and skills obtained during previous 4 lessons.

Divide the class into groups comprising of 4-5 children. If the number of children is large, you can form 2-3 groups by giving other pupils the status of observers.

Assign the groups to think of conflict situations and to role-play those.

Once again bring the attention of children engaged in the role-plays of conflict situations to the “Conflict Resolution Skills” and “Principles of Conflict Resolution” posters. Assign the first group not to follow the conflict resolution skills to the highest possible extent, in order to make it obvious how this would speed up the conflict escalation. Assign the second group to be more attentive and to follow the skills and principles as much as they can.

Give 15 minutes to groups to prepare.

After the role play start up discussions with the help of the observers and assign to point out which skills were not followed and what lead to the conflict escalation.

You can also assign the groups to role-play ready conflict scenarios and to discuss them afterwards.

#### *Example*

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

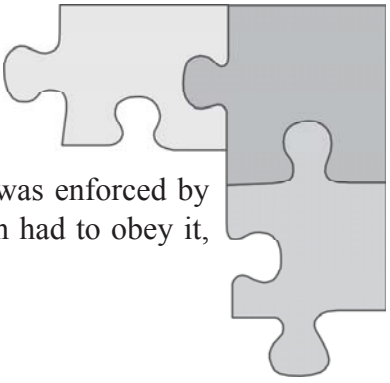
#### Group One: “Conflict Escalation” Scenario

Sister and brother want to watch TV, brother wants to watch a cartoon, and sister wants to watch a soap opera. They keep switching the channels and cannot come to an agreement. They start to hit and offend each other, recall the similar argument which happened the day before, tell each other things like “you are an idiot”, “you always do this”, threaten each other: “I will never give you my bicycle again...”, or “I will tell mom, that yesterday you behaved badly at school...”, etc. The conflict becomes so tense that father, mother, grandmother and grandfather get involved. Eventually father gets angry and switches TV channel to news. The argument continues in the other room: sister blames her brother, and brother blames his sister...

#### *Comments*

In this case the conflict escalated and did not result in positive resolution. Here both sides “lost”, none of them got what they wished for because they were unable to reach an agreement and to find the best resolution for the argument. They ignored conflict resolution skills, their parents and grandparents got involved, and finally they had to obey the decision made by their father, which, naturally was of none of them’s interest.

With the help of the observers, emphasize the skills, which were not followed. For example, labeling each other when saying “you are an idiot”, using the phrase “you always do this” and “I will never...” threat, recalling the conflict which happened the day before. Not following these



and other skills is what lead to escalation of the conflict. Conflict resolution was enforced by father who took the role of the “judge” and dictated his decision, and children had to obey it, despite the fact that both of them did not like the decision.

### Second Group: “Conflict Resolution” Scenario

Sister and brother want to watch TV, brother wants to watch a cartoon, and sister wants to watch a soap opera. Sister starts to convince that after her show is over, her brother’s favorite cartoon is going to be shown, and that they could watch it together after the soap opera. Brother argues, because he is sure that another soap opera will follow this one and his sister would want to watch it as well and that he will not get the chance to watch his cartoon. Sister suggests her brother (as a compromise) to use her computer and play his favourite computer game, while the soap opera will be over, but with the condition of immediately stopping playing computer at that point and not asking to continue to play. They come to an agreement under this condition and together decide that sister will watch her soap opera, and afterwards brother will watch the cartoon.

#### *Comments*

In this case the conflict resolved peacefully, because they both came to a compromise, both sides are satisfied and both sides are feeling that they won.

### Third group: “Conflict Resolution with One Side’s Victory” Scenario

Sister and brother want to watch TV, brother wants to watch a cartoon, and sister wants to watch a soap opera. Sister starts to convince that after her show is over, her brother’s favorite cartoon is going to be shown, and that they could watch it together after the soap opera. Brother disagrees and starts to cry loudly. Mother and grandmother step in, followed by father and grandfather. They try to calm down the crying child by promising to buy him some sweets, take him to park, buy him a toy, etc. However, the boy continues to cry and demands to switch the TV channel so that he can watch his cartoon. Under the pressure from the elders, sister changes the channel and leaves the room. Unhappy, she sits by her desk trying to do her homework, but for long time the impression of the conflict disturbs her from being focused and getting her homework done. After somehow completing her homework, she hurries to her bed but she can’t sleep, as she is too upset. She keeps thinking: “what can I do to resolve this issue which keeps happening every day? Maybe I could save money and buy DVDs with cartoons for my brother? In that case he can watch his favourite cartoons on the computer. It seems like a great idea...”, she thinks and falls asleep peacefully.

#### *Comments*

In this case the conflict was resolved with brother’s victory. Sister accommodated his demand, taking into consideration his age. However, the feeling of being the “loser” and the fact that she did not get what she wanted, highly irritated her.

To conclude, we can assume that it is almost always possible to find a resolution, which would satisfy both sides. Of course, in some cases it can be related to serious difficulties, however only in that case both sides can feel completely satisfied and forget about what happened.

Summarize the lesson by assigning children to once again list those skills, which they usually apply during conflicts or must apply from now on.





### “Conflict Peaceful Resolution Education in Schools” through Peer-to-Peer Methodology

Children who took active part in “Conflict Resolution Education in Schools” project can be assigned to prepare and conduct lessons through peer-to-peer education methodology, by transferring knowledge and skills gained as the result of participating in conflict management lessons conducted during class heads’ hours. Our experience shows that such approach is extremely helpful both for children who take up the role of teachers, and those pupils who are learning from their peers. It highly contributes to spreading the culture of peace and conflict resolution education in schools.<sup>1</sup> Classes can be conducted both for the pupils of the same school, and the children from neighboring schools.

#### *Scenario for conducting a lesson using peer-to-peer education methodology*

(the class can be conducted with the help of teams of pre-trained pupils, each team comprising of 2-3 members – by giving each of them their corresponding roles)

Hello, I am, \_\_\_\_\_ I study at \_\_ form of \_\_ school (all pupils of the team introduce themselves).

**Teaching pupil 1** – Today we would like to teach you what we have learnt about conflict management during the class heads’ hours and how you can peacefully resolve those conflicts which are encountered at school, home or in the street, to share with you the skills and knowledge we got and to answer your questions.

**Teaching pupil 2** – First let us start by telling you that those several lessons which we learnt during the class heads’ hours were really different from our usual classes. They were different, because during these lessons we were discussing issues related to everyday conflicts, learning what conflict is, what consequences it may have, how it escalates, what impact can our behavior have during the conflict, what is needed to do for the conflict not to get more tense, what to do so that conflict is resolved in peaceful way and so that we do not have to sacrifice something really important for us or offend the opponent’s rights and values.

**Teaching pupil 3** – While learning all the abovementioned we did not get any homework, we learnt everything in class by actively participating, making recommendations and initiating discussions.

During the classes we were jointly analyzing the conflicts which took place in our classroom and the school and were trying to find the best solutions for them together. I once again became convinced that very often we get involved in the conflict because we are angry at something. And if we tried to listen and to understand our opponent from the very beginning, be a little bit more tolerant, then it would be possible to avoid the negative impact.

**Teaching pupil 1** - First try to give definition – what is conflict in your opinion? Or what do you

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<sup>1</sup> Peer-to-peer education was conducted among more than 3500 pupils in 18 schools of Shirak province and excellent results were registered both by pupils who were teaching the classes, and those who were taught. (See “Impact of Peace and Conflict Resolution Education after Several Years” Evaluation Report, Gyumri, Armenia, 2010).



understand by saying “conflict”?

**Task:** Listen attentively to all the opinions expressed, summarize those and present to the pupils the following definition of the conflict:

Conflict is a type of competition, which arises when two or more persons or groups of persons are pursuing real incompatible or imaginary incompatible goals.

**Assignment to the group:** Ask questions to the pupils and try to clarify what impact a conflict can have and what do they know about positive impact of the conflict. Summarize their answers.

*Teaching pupil 2* – I will try to teach you several simple principles of conflict resolution, which I have learnt during our classes. In my opinion, if everyone knew and could follow them, then it would be possible to resolve many conflicts peacefully.

Please take a look at the Principles of Conflict Resolution Poster. Here a conflict situation is shown: little people are arguing, hitting each other, however in the end, only after 5 steps, they came to peaceful resolution. Let us see which 5 steps the little people undertook so that they were able to resolve their conflict in peaceful way.

Below are the mentioned steps:

1. Try to analyze the situation.
2. Try to understand your opponent.
3. Be able to listen attentively.
4. Ask questions.
5. Try to find the best solution.

Let us try to understand each of the mentioned steps separately.

*Teaching pupil 3.* (reads and explains the principle)

1. *Try to analyze the situation*

Before blaming your opponent in anything (for example your friend is late for meeting) carefully analyze all possible details related to the situation, ask yourself questions, for example – what could trigger your friend to make such a step, or to speak to you that way, or to be late for the appointment, etc. Maybe prior to offending your friend for being late you would notice that his/her eyes are teary and you would conclude that he/she had serious reasons for being late...

*Teaching pupil 1.* (reads and explains the principle)

2. *Try to understand your opponent*

- Imagine yourself in your opponent’s position.
- In your opinion, how does he/she see the problem?

Remember that understanding your opponent does not mean agreeing with him/her.

Do not abandon your way-of-thinking, but try to newly understand the problem by speaking to your opponent.



*Teaching pupil 2.* (reads and explains the principle)

### **3. Be able to listen attentively**

- It helps you get more information about the opponent,
- It satisfies their need to be heard,
- It makes them believe that you understand them,
- In such cases chances that you will be heard as well get higher,
- The argument cycle breaks and relations improve.

While listening, you do not need to become defensive or give advice (“you are wrong and your arguments are wrong”, “I agree, but it is not my fault”, “it was so obvious that you should have known”, etc).

*Teaching pupil 3.* (reads and explains the principle)

### **4. Ask questions**

- To find out what your opponent thinks,
- To obtain missing information,
- To show your opponent that he/she is being heard.

There are questions which help facilitate the talks and keep them going. For example, “when you told that... what did you mean?”, or “I would like to know your opinion on...”, “What triggered you to act like that?”, and others.

There are questions, which, on the contrary, make it difficult to continue the talk. Those are the questions, with “yes” or “no” answers, or the ones that already contain the answer. For example, “Don’t you think it would be more proper, if...?”. Try as much as you can not to ask such questions.

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

*Teaching pupil 1.* (reads and explains the principle)

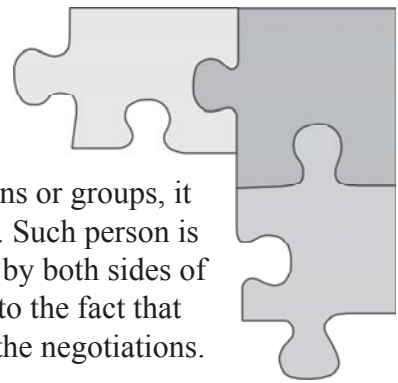
### **5. Try to find the best solution.**

- which will not make any side of the conflict feel offended and not enforce to compromise something really important for any of the sides.

Believe, that it is always possible to find a resolution, which would make you understand each other better.

*Teaching pupil 2.* – There are several methods of conflict resolution: negotiation, mediation or third party intervention and court. Please take a look at “Principles of Conflict Resolution” Poster.

One of the most effective methods of conflict resolution is negotiation, when conflicting sides sit together and discuss the disputed issue, patiently listen to each other’s explanations and try to find the best resolution, which would satisfy both sides. During negotiations conflict resolution principles are being applied, which are as follows: try to analyze the situation, try to understand your opponent, be able to listen attentively, ask questions, try to find the best solution.



*Teaching pupil 3* – Sometimes in order to resolve a conflict between two persons or groups, it is very important that a third person intervenes and helps to find the resolution. Such person is called a mediator. Mediator can be a person, who is well known and respected by both sides of the conflict (read the qualities of the mediators from the poster). Pay attention to the fact that mediators do not make decisions, they help conflicting sides to meet and start the negotiations.

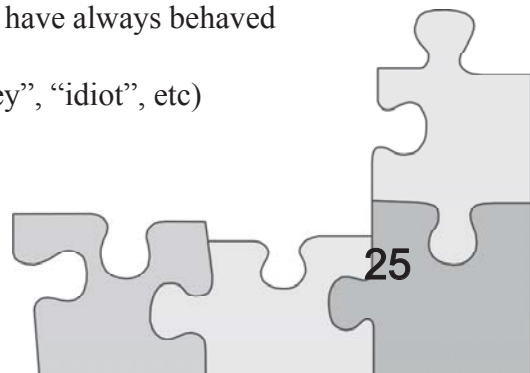
*Teaching pupil 1* – The next conflict resolution method is taking the issue to the court. The decision of the court is obligatory for the conflicting sides. This method is applied for resolving rather serious conflicts, when conflicting sides are unable to resolve the issue independently or when the particular conflict needs juridicial intervention. At school or in everyday life, of course, such cases are rare, however, for example if a serious conflict occurs among pupils and they cannot resolve it, they turn to the class head, teacher or school principal, and in this case the decision made by them is obligatory for both pupils. In this case the teacher or the school principal acts as the “judge”.

*Teaching pupil 2.* - And what should you do in order to prevent the conflict? Or what to do in order for conflict not to escalate?

Any conflict, even the one which occurred for a very small and unimportant reason, can turn to a big one in case we don't feel responsible for our words, our gestures and our behavior in general. There is a set of skills and application of these skills makes it possible to stop the conflict escalation. (“Conflict Resolution Skills” Poster)

*Assignment to the teaching team: read each of the skills and explain, or assign the pupils to approach the poster in turns, read each skill and explain.*

- Carry responsibility for your behavior, thoughts and feelings (for example, if you leave the room by slamming the door, it is unlikely that your argument will end soon...)
- Do your best in order for your own behavior not to be influenced by the behavior of your opponent (for example, if during a conflict your opponent is screaming, try not to scream in return, but on the contrary, speak as calmly as possible by selecting proper words, for example instead of saying “you are lying” say “I feel that I was told a lie”.)
- Remember that any person has a right to choose and that he/she must behave in accordance with his/her own insights and perceptions, regardless how others behave.
- Express your feelings without threats (for example, “... you will regret this”, “you’ll see”, “I’ll show you”, etc)
- Do not expand around the disputed issue, speak about concrete problem. (For example, in “Sheep and Wolf” fable: “I have not forgotten how you here on this very same day last year offended my father”. Do not offend the person and his/her family members.)
- Do not refer to other people or authority. (For example, “the class head said that you are a bad pupil”, “children in your neighborhood do not like you either”, etc)
- Do not use words “always” and “never”. (For example, “you have always behaved like this”, “I will never agree with you”, etc)
- Do not “label” other people (for example, “stupid”, “a donkey”, “idiot”, etc)



- 
- Do not make decisions under the impact of emotions, wait until you calm down.

*Assignment to the teaching team:* emphasize that these skills would be more effective should they be used by all sides engaged in the conflict, otherwise, if one side keeps not following them, it will be very difficult to achieve conflict resolution.

*Assignment to the group:* divide pupils into two groups comprising of 3-5 pupils (the rest can be observers). Assign the groups to prepare role plays based on the same conflict situation scenario: one group should have a peaceful resolution outcome and the other should role play conflict escalation. Give 15 minutes to the groups for developing the conflict situation and practicing their roles. Afterwards watch the role plays and facilitate discussions. (You can use ready examples of Lesson 5).

*Summarize the lesson and ask questions:*

- What did you learn in this class?
- Mention 1-2 things that were important for you.
- Which conflict resolution skill(s) did you like most, and would you be able to use them in your everyday life?





## PART 2

### **Examples of Class Heads' Hours Conducted Based on the "Peace and Conflict Resolution Education in Schools" Handbook**

During 2009-2010 academic year, approximately 30 teachers from more than 10 schools of Shirak province conducted class heads' hours on peace topics, using "Peace and Conflict Resolution Education in Schools" handbook developed by NGO "Women for Development".

All conducted lessons were different from each other. The vast majority of the teachers approached the issue of organizing peace lessons very creatively and with great pleasure. Through these lessons, they have succeeded to establish the idea of peace and its importance among children, to teach them what tolerance is, what are the main causes of conflicts, to provide basic knowledge and skills on peaceful resolution of conflicts.

Dear teachers, this handbook contains examples of class heads' hours conducted in various schools, which have already been successfully piloted. We think that they will be useful in your respective schools as well.

We express our gratitude to all principals, vice-principals, teachers responsible for running Peace Education Centers, and also class heads of all beneficiary schools for their interest and responsible approach towards peace lessons.

## Lesson Topic

### Generation Conflict (fathers and sons)

#### *Objective*

- To create respect towards parents,
- To identify the causes of conflicts between parents and children,
- To develop culture of mutual understanding and compromise.

#### *Lesson Flow*

Create questionnaires and distribute them among children one day prior to the class head's hour.

The following questions are suggested to be included in the questionnaire:

- What is conflict?
- What is mutual understanding/compromise?
- In your family who is usually the first one who suggests compromise in a conflict situation – is it you or your parents?
- Do your parents understand you?
- What is the reason which often causes conflict?
- Do you frequently apologize when you have been wrong in the conflict situation with your parents? And what about your parents?
- Do you frequently analyze causes of the conflicts together with your parents? Or do you prefer not to talk about that?
- Other related questions.

Pupils are assigned to prepare for a role play during the class head's hour by presenting examples of conflict situations occurring most frequently between parents and children.

In his/her introductory speech the class head says: "Conflicts between parents and children have occurred during all times. This issue exists among all nations. Parents are representatives of one generation, and children – of another. They have various opinions, various beliefs about same issues, various positions and various value systems. All this brings to clash of ideas, misunderstanding and conflicts.

And thus: conflict between parents and children. We will try to understand what kind of conflicts occur between yourselves and your parents, what are the main causes of these conflicts, how do you try to resolve these conflicts and how to pull yourselves out of such situations with as less "losses" as possible. This is the main topic of our today's talk..."

Discuss the questions included in the questionnaire distributed one day ago, listen to everybody's responses and opinions, come to conclusions with the help of the children, define the concepts of conflict and mutual understanding.

Children can bring various definitions.



For example:

Conflict is when each side strives to reach its' desired objective and gain specific values by oppressing the other side's interests.

Mutual understanding/compromise is a method of conflict resolution, when both sides are ready to sacrifice something.

Discuss the causes of conflicts with the children, listen to their opinions and summarize the main conflict causes:

- Limited resources
- Different values
- Different perceptions
- Lack of information
- Dissatisfaction of main needs

Continue the discussion by asking the following questions:

- Is conflict always unavoidable?
- How do you avoid a conflict?
- What do you need to do for it?
- What kind of behavior do you select for it?

Let us see how is it in the real life.

Assign pupils to split into two groups: "parents" and "children". Explain that each group defends its rights and views the conflict resolution from its standpoint.

Pupils present examples of conflict situations through role plays.

#### Situation 1

Daughter studies very badly in school. Her mother was called to school for a meeting. After her visit, a quite non-pleasant conversation occurs between the mother and the daughter.

Discuss the conflict situation, assess the behavior of conflict sides, how should the mother and the daughter have behaved themselves since the very beginning in order to avoid the conflict, etc? Listen to the opinions of the "parents" and the "children". Both "parents" and "children" seek for ways to exit the conflict situation.


#### Situation 2

Son returned home at 2 o'clock at night. Parents are extremely angry. They demand explanation.

#### Situation 3

Daughter demands from her parents to buy her a fashionable and costly item. Parents explain to her that they cannot, because they do not have money.





Discuss Situations 2 and 3 in a way similar to the first situation.

Both sides are trying to find ways for resolving the conflict, pupils come up with their suggestions.

Here the attention of the children can be brought to the fact that even in the worst conflict situations it is possible to find solution, each issue is resolvable while it has not turned into an obvious conflict yet. It is just necessary to try to observe the situation not only from their own, but also their parents' point of view, to try to understand them and listen to their arguments.

In any case, "we do not select our parents" proverb is very true. Regardless you like it or no, you must respect your parents and at the same time be respected by them. Before reaching adult age, you must live with your parents and it would be much better to try to understand each other and act in a way that all conflicts and misunderstandings are resolved through a compromise.

Assign the groups of "parents" and "children" to develop certain rules, which will assist them in resolving conflict situations. For example, they can come up with the following rules:

1. First of all, try not to raise your voice during a conflict, this will not help you anyhow, resulting only in making your parents angry. Besides, words spoken in a calm and confident manner will be accepted by the parents much more efficiently.

2. Remember, regardless how unfair your parents' behavior may seem to you, they always wish only the best for their child. Of course, sometimes it happens that they cannot explain their demands or desires in a way "acceptable" for you, but they still love you very much. Try to understand them.

Present conflict resolution skills and principles to the pupils.

Summary survey:

- My relationship with parents will improve, if...
- I will never again argue with my parents over...
- In my relationship with parents it is unacceptable to...
- Parents must never...
- Ideal parents are those, who...
- Etc.



*Anahit Julhakyan  
Teacher of Armenian Language and Literature  
Class Head of the 10th form during 2009-2010  
Gyumri School #2 after Vahan Tekeyan*



## Lesson Topic

# Symbols of Peace. Impact of the Armed Conflict on Children's Development

### Objective

#### Pupils will:

- know about the symbols of peace,
- understand destructive impact of the war on child development,
- express their own views on destructive aftermath of wars,
- will know the story of Sadako and the thousand paper cranes.

### Lesson Flow

In his/her introductory speech the class head says that today, more than ever, people in the world desire peace, because wars, conflicts, terrorist attacks taking place in various corners of the globe are threatening the peace. For many ages people had their own symbols of peace, which were presented through colors, plants, birds and music.

Try to make children describe the peace in their own words.

Question: What words can be used to describe peace? Assign children to write these words on the blackboard.

- Friendship
- Brotherhood
- Harmony
- Love
- Collaboration
- Trust
- Mutual understanding, and others.

Question: What colors can be used to describe peace? Why? Please explain.

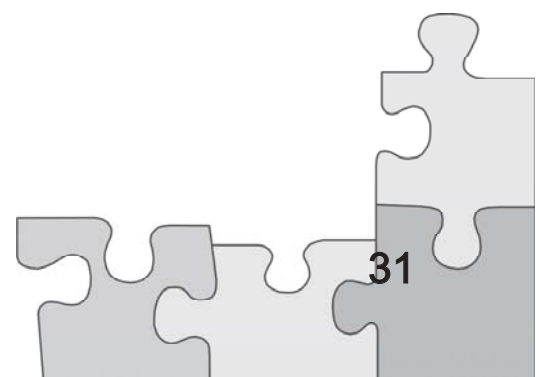
- White
- Blue
- Others

For example: blue, because this color symbolizes clear skies and the color of the sea, and in conflicting countries the sky cannot be blue, it is always shadowed with dark clouds.


White, because white color symbolizes purity, innocence and truth. White flag is the symbol of a cease fire, peace and good will.

Question: Which plants symbolize the peace?

- Olive branch
- Wheat grain







Olive branch has been a peace and kindness symbol for 4000 years already, it is also considered a symbol of cleverness, logic and the symbol of the goddess of labor. Wheat grain symbolizes the bread which was created with the human labor. It is drawn on the flags of many nations.

Question: Which birds can symbolize peace?

- Dove
- Crain

Dove is the general symbol of peace and innocence. Teacher tells the story of Noa, where the dove is mentioned. Noa let the dove go, and the bird returned with an olive branch in her mouth, thus announcing the restoration of life. From those times and onwards, dove has become the symbol of freedom, peace and God's forgiveness.

There is a legend, according to which witches and bad spirits can turn into any animal, except a dove.

Question: Which musical instrument can be considered a peace symbol?

- Flute
- Shvi

These musical instruments symbolize simplicity and harmony. After listening to pupils' answers, the class head may provide additional information.

Question: Which wars occurred during the history of humanity? What do you know about them?

- Crusades
- First and Second World Wars
- Karabagh War, and others.

Question: What kind of damages do fighting countries encounter? Speak about both visible and invisible damages.

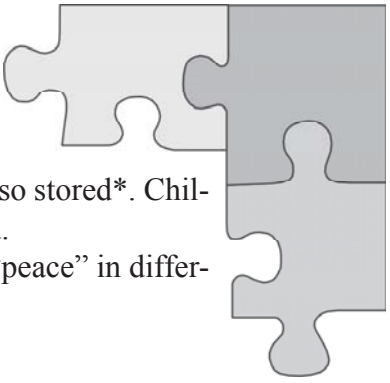
Visible damages:

- Destroyed economy
- Destructed cities and villages
- Human losses

Invisible damages:

- Negatively impacts on physical and spiritual education of the children,
- Illnesses, migration, family separation as the aftermath of wars\*

After discussing these questions, continue and recall August 6, 1945 when USA used the first atomic bombs by dropping them on Japanese towns of Hiroshima and Nagasaki. Ask children what kind of impact this attack had on the population, tell the story of the girl named Sadako and the thousand paper cranes, inform children about web pages dedicated to the story of Sadako,



where lyrics and music of “Sadako and the Thousand Paper Cranes” song are also stored\*. Children can be taught how to make paper cranes using Japanese “origami” method. Upon the end of the class, assign children to write on the blackboard the word “peace” in different languages.

- Russian “МИР”
- English “Peace”
- French “Paix”
- German “Frieden“
- Latin “Pax”, and others.

*Rita Khachatryan  
Teacher of Mathematics  
Class Head of the 11th form during 2009-2010  
Gyumri School #4 after Victor Hambardzumyan*



## Lesson Topic

### Main Causes of Conflict

#### Objective

Pupils will:

- define the concept of “conflict”,
- analyze positive and negative essence of the conflict,
- know the causes of conflicts,
- discuss examples of conflicts.

#### Lesson Flow

Lesson begins the following way: “Children, there is a proverb saying “it is impossible to cook a plov with you”. Who do they refer to when using it?”. Pupils suggest their answers:

- someone lazy,
- someone with whom it is impossible to come to a compromise,
- someone stubborn, etc.

It is written on the blackboard: “those who can’t cook a soup, will get a shila-plov”. The class head assigns children to discuss this sentence, what does it mean, and suggests bringing examples which pupils have encountered in their homes, at school, in the yard or anywhere else.

Listen to everybody’s responses, examples and opinions. After discussion pupils come to a conclusion that those who cannot live in harmony with their community always create difficulties both for themselves and others, and make a “shila-plov”, which symbolizes conflicting situations. Afterwards, define the concept of conflict with the help of the children. They can come up with various definitions.

For example:

During a conflict each side strives to reach its’ desired objective and gain specific values by oppressing the other side’s interests.

With the help of the teacher, pupils give their definitions of the conflict using the “prism” method. The conflict is defined through the answers provided by the children.

The class head mentions that in case the members of a team cannot work together in a harmony, this leads to constant clarification of roles, collecting various types of offense, even conflict clashes and cases of violence. Translated from Latin, the word “conflict” means a clash or a fight\*. Conflicts may occur while discussing opinions, values and positions, sometimes even cases of violence are possible in case nothing was done to prevent those. Children must learn that conflict situations are part of our life, and it is impossible to completely avoid them. However, it is possible to learn conflict resolution



skills, which will help us resolve the conflicts in peaceful way.

The following questions for discussion can be suggested to children:

- What is a conflict situation?
- Have you ever found yourself in a conflict situation? Continue the sentence, written on the blackboard: “The conflict was caused, because...”
- Who are the people you most frequently have conflicts with? Why?
- What could be the most frequent cause of a conflict for you?
- Is it possible to resolve a conflict without violating the rights of people who are part of the conflict and without offending their feelings? Have you ever witnessed such resolution of a conflict?
- What challenges you or others encounter while preventing resolution of the conflicts in a way that would satisfy both sides?

It is also possible to choose such way of conducting the lesson, when these questions are preliminarily distributed to the pupils in order to think ahead. It is also possible to assign pupils to present examples of various conflict situations and role play them.

#### Situation 1

In a family: the daughter refuses to wear her coat, and her mother insists she does.

#### Situation 2

In a classroom: pupils argue over seating at certain desks.

#### Situation 3

Conflict based on age difference: grandma and granddaughter argue over her dressing style.

Discuss all conflict situations, evaluate the behaviors of all conflict sides, suggest various resolutions of the conflict situations.

Discuss main causes of conflicts with the children.

- Incompatible goals
- Limited resources
- Different opinions
- Different values and perceptions
- Lack of information
- Dissatisfaction of main needs

Continue the discussion by asking the following questions:

- Is conflict always unavoidable?
- How do you avoid a conflict?
- What do you need to do for it?
- What kind of behavior do you select for it?

Present conflict resolution skills and principles to the children. You may also suggest children to



develop certain rules for the so-called “conflicting” people. The following are examples of such rules:

- Do not try to lead; defend your principles, however do not fight for them; remember that being direct is not always the best strategy.
- Be tolerant and honest towards people, do not overestimate yourself and do not underestimate the skills and opportunities of your opponent.
- Do not express initiative where there is no need for that.

It is impossible to live without controversies in a society, because people always have different way of thinking, different tastes, etc. However, these controversies must not become conflicts. In order to preserve psychological, physical and spiritual health, you must learn to prevent conflicts and in cases when the conflict already occurred, it is necessary to know the ways of its resolution.

Such knowledge may become a preventive measure; gaining knowledge, skills and attitude to reach harmony will assist children in becoming peaceful and tolerant citizens in the future by expressing responsibility and strong will.

*Asya Ghazaryan  
Teacher of Russian Language and Literature  
Class Head of the 9th “A” form during 2009-2010  
Gyumri School #2 after Vahan Tekeyan*



### Objective

To develop conflict resolution skills and abilities among children; to promote kindness, honesty and patriotism.

### Lesson Inventory

1. Posters:
  - “Peace Dove is in Danger”
  - “Three Various Ways of Life”
  - “Peace in my Opinion”
  - “Peace or Conflict? This is the Question”
  - “Peace Dove” acrostic
2. Circles: winning and losing
3. Box
4. Color pencils, papers, symbols describing each team, a large balloon filled with paper doves and shining papers.



### Methods for Conducting the Lesson

Puzzle, a trip to a gallery, snow ball, T-table, brain storm.

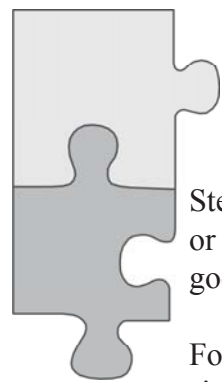
Split the class into 4 teams: Dove, Star, Planet, Dream.

Through brain storming, identify the goals and objectives of the lesson, first by focusing on the concepts of unity, harmony and collaboration. Read national proverbs and tales, which once again prove that “our power is in our unity”. Use “Three Various Ways of Life” poster in order to explain this idea. One way is sunny and flowery, the other is full of stones and barriers, and the third one is uncertain. There are closed doors in the end of each way, and behind each door there are surprises: black raven, sun and a baby bear. Each team must support an idea of walking one certain way, and in the end all teams must conclude that together it is possible to overcome any kind of difference, to walk any kind of road and to reach success.

Brain storm using negative words. The goal: to destruct bad powers, negative things and to resolve issues.

Step 1: Suggest each pupil to write down the antonym of their negative word, aiming to keep the balance between good and bad. For example, to cry – to laugh, war – peace.





Step 2: Using these pair words, organize an expression or a sentence in a way that the bad decreases and the good increases.

For example, to cry out of happiness; to laugh truly and sincerely.

Step 3: Glue the positive words to the “peace” poster, and “jail” the negative and bad words in the box, where all the negative powers will be kept in the future. Ask questions and initiate discussion during the game. Upon the completion of this stage, pupils come to a conclusion that having just paper and pens in their hands as symbols of “arms”, and also a small box, it is possible to balance, to reduce and finally to completely eliminate the bad things.



Next Stage: “Peace Dove in In Danger”|

Brainstorm through the following questions:

- What is peace to you?
- What symbols of peace do you know and what would you add as a symbol?

Present the following situation: “How was the peace dove, that lovely and tender bird, able to preserve our peace and security for many ages? And now her life is in danger! She herself has the need to be protected, as she is surrounded with dangerous and bad animals and birds”. How to resolve this issue?

Suggest to save the dove from the threatening dangers by using peace proverbs, and to jail bad animals in the same box used before, where bad and negative words were stored.

After the dove is released, assign the following tasks to the teams:

- Team 1: Recall a poem about dove.
- Team 2: Recall a song about dove and sing a part of it.
- Team 3: Write an acrostic about dove.
- Team 4: Invent a story about what happened to the jailed animals. (A story with a happy end was invented: all bad powers were gathered in one place, started to argue, fight and harm each other to the point when they got tired and their power was all gone).

Next stage: Return to real life, where real conflicts occur, demanding real solutions. Assign teams to discuss a conflict situation and to suggest certain ways for resolving it. Preliminarily explain that there are 4 possible ways for conflict resolution:



- win-win
- lose-win
- win-lose
- lose-lose

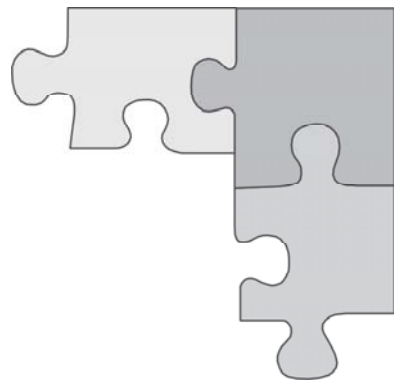
Assign various tasks to the teams, for example:

- Find three best ways for resolving the conflict.
- Suggest 4 various ways for resolving the same issue.

Conclude the lesson with “Peace” poem by Sevak. Assign each team to read out one part (each pupil reads one line and puts his/her hand on the shoulder of his/her classmate, who continues to read the next line, and this goes on until the poem is finished). Put mild music in the background.

*Ohanna Avetisyan  
Teacher of English Language  
Class Head of the 7th “C” form during 2009-2010  
Gyumri School #20 after Lord Byron*





## Conflict Peaceful Resolution Education in Schools Practical guide for class leading teachers' hours

Կոնֆլիկտների խաղաղ լուծման կրթություն դպրոցներում  
Գործնական ուղեցույց դասղեկական հանդիպման ժամեր անցկացնելու համար

Обучение мирному разрешению конфликтов в школах  
Практическое пособие для проведения классных часов

Carolyne V. Ashton, Ph.D., Peace Education Curriculum Developer and Evaluator, is in the cover page picture.  
March 2010, Gyumri School #20, 2"b" class, teacher - Hasmik Yeghiazaryan, "Peace Lesson".

Շապիկի լուսանկարում Գիտությունների դոկտոր, խաղաղության ծրագրերի մշակող և գնահատող Քերոլայն Վ. Աշթոնն է:  
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Women for Development NGO  
6a Shahinyan str., apt. 16  
Gyumri 3118, Armenia  
Tel/Fax: (0312) 33007  
e-mail: [goharmarkosyan@yahoo.com](mailto:goharmarkosyan@yahoo.com)  
web-site: [www.wfd.am](http://www.wfd.am)

Կանայք հանուն զարգացման ՀԿ  
Շահինյան 6ա, բն.16  
ՀՀ Գյումրի 3118  
Հեռ/Ֆաքս: (0312) 33007  
Էլ հասցե: [goharmarkosyan@yahoo.com](mailto:goharmarkosyan@yahoo.com)  
Էլ. կայք: [www.wfd.am](http://www.wfd.am)



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