

SUBJECT AREAS:

Social sciences

ACTIVITY DESCRIPTION:

Psychological counseling in the classroom

OBJECTIVES:

- To identify the significant differences between various types of conflict (e.g. internal, external)
- To differentiate adaptive (functional) reactions from maladaptive ones in conflict situations
- To identify the mechanisms involved in triggering and maintaining conflict situations
- To learn strategies for adequate emotional control and assertive communication in conflict situations

MATERIALS:

Notebooks, pens, book

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 20 min.

Activity time: 50 min

PLACE:

Classroom

AUTOR:

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Conflict management

INTRODUCTION:

The theme of the lesson "Conflict management", its usefulness for personal development and the objectives /minimum competences proposed to be achieved following its implementation are described.

It will continue with the method the "mental map" typical of the Conflict concept. A short brainstorming exercise is proposed, through which the students have to relate, on the blackboard, in the form of a mental map, all the ideas and concepts spontaneously triggered by the word conflict. Starting from the spontaneous associations made by them, an attempt is made to define the concept in a simple, easily assailable form: ex. Conflict can be defined as a problem, a dilemma, a disagreement that can cause discomfort and difficulties in communication or adaptation. Aspects related to the psychological mechanisms that trigger and support it are discussed: emphasizing that, as a rule, conflicts appear when stability, security, goals or self-esteem are perceived as being in danger. Several types of conflict are introduced, with an emphasis on the dichotomy internal conflict vs. external conflict, both described through the prism of cognitive differences and the perception of a danger. Typical reactions are described: emotional discomfort, flight or fight defense tendencies and the typology of resolutions: win-win, lose-lose, win-lose. The classic typology of the stabilized styles of behavioral reactivity in conflict situations, which can become an important dimension of personality, is presented: assertive style, aggressive style, passive style (sheet - Annex 1) and some exercises are made to identify their features by referring to situations concrete. The pertinence of assertive reactivity is explained by reference to assertive rights (sheet – Annex 1)

BACKGROUND:

Describe the topic you will cover during the lesson in order to attract attention and motivate your students to pay attention and learn about what you plan to teach. This is the part where you'll let your students know what they'll be learning and doing in class.

The teacher starts with the description of the CONFLICT MANAGEMENT theme, answering the questions: "What is a conflict?" "When does conflict arise?" "Types of Conflicts" engaged and on track.

Procedure:

Outline: Forum theater – skit illustrating a typical conflict in adolescent communication

Instruction: Debate starting from the conflict illustrated by the skit, following the triggering mechanisms, the reactive styles of the characters (eg passive, assertive or aggressive), the resolution of the conflict in terms of loss or gain.

Guided Practice: Changing the roles: changing the reactivity and conflict resolution through the intervention of the students in the room: replacing the actors in the skit and their behaviors with more assertive ones.

Formative Assessment: The teacher will make sure that the students getting as much as possible from this lesson. He will debated information, in order to summarized and, based on the feed-back, the extent to which the proposed minimum objectives have been achieved is analyzed (Annex 2).

Collaborative Process: In pairs of 2, the students must identify the subsidiary mechanisms of the conflict, the reactive style and propose more assertive alternative solutions, which transform the conflict/problem into an opportunity for learning and personal development.

Independent Practice: Students are asked to observe and write down what they thought, what they felt, how they reacted behaviorally and physiologically in a conflict situation.

FUN FACTS:

- *Conflict resolution is a crucial skill in both personal and professional settings: Conflict is Inevitable;*
- *Disagreements are a natural part of human interaction;*
- *Early Intervention Helps: Addressing conflicts early can prevent escalation; Active Listening is Key; Emotional Intelligence Matters; Win-Win Solutions.*

ASSESSMENT:

The teacher will provide students the opportunity by questioning and reflection.

1. What is an internal conflict? Give some specific examples.
2. What is an external conflict? Give some specific examples.
3. What strategies can we use for effective conflict management?

EVALUATION:

Behavioral parameters: active, motivated participation in the exercises carried out; fitting into the time proposed for the development, cognitive-behavioral changes in the approach to the conflict.

Cognitive parameters: the relevance of the examples, the efficiency in solving the proposed exercises, the manifestation of analytical and synthetic skills, the development of self-assessment skills, increasing the motivation for self-knowledge and self-control, increasing the skills of critical analysis, communication and assertive relationships.

Annex 1: Conflict management

SHORT STORY

Once two friends were walking together through the desert. At one point they started arguing and one of them slapped the other. The one who slapped him felt offended, but without saying anything, he started to write in the desert sand: "TODAY, MY BEST FRIEND SLAPED ME". They continued walking until they reached a small oasis, where they decided to bathe. The one who was slapped by his friend was about to drown but was saved by his friend. After recovering from the scare, he wrote in large letters on a rock: "TODAY, MY BEST FRIEND SAVED MY LIFE." The one who first slapped his friend, and then saved his life, curiously asked the other:

- Why, when I made you suffer, you wrote on the sand, and now you wrote on a stone?

The other friend smiled at him and answered:

- When a friend makes us suffer, we should write it on the sand, where the wind of forgiveness can erase it; and when something beautiful happens to us, we should engrave it in the stone of our soul's memory, where no wind can erase it!

Responses in problematic/ conflictual situations

PASSIVE response	ASSERTIVE response	AGGRESSIVE response
<ul style="list-style-type: none"> • The problem is avoided • Your rights are being ignored • You let others choose for you • Distrust • See the rights of others as more important 	<ul style="list-style-type: none"> • The problem is discussed • Your rights are upheld • You choose your activity • Confidence in oneself • You also recognize your rights and those of others 	<ul style="list-style-type: none"> • The problem is attacked • Your rights are upheld without regard to the rights of others • Hostility, blame, accusations are expressed

My rights to assert myself include:

1. I have the right to state my own needs and to set my own priorities as a person, independent of any roles that I may assume in my life.

2. I have the right to be treated with respect as an intelligent, capable and equal human being.

I have the right to judge my own behavior, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon myself.

3. I have the right to say "no".

Annex 2: Conflict management

Independent Exercise:

Write down ***what you thought, what you felt*** and ***how you reacted physiologically, emotionally and behaviorally*** in a more intense conflict situation that marked you. Identify the subsidiary mechanisms of the conflict, the reactive style and propose more assertive alternative solutions, which transform the conflict / problem into an opportunity for learning and personal development.

CONFLICT MANAGEMENT

Exercise in pairs:

Write down what you thought, what you felt and how you reacted physiologically, emotionally and behaviorally in a more intense conflict situation that marked you. Identify the subsidiary mechanisms of the conflict, the reactive style and propose more assertive alternative solutions, which transform the conflict / problem into an opportunity for learning and personal development.