

TEACHER-FOCUSED SEL SESSION 4: CONFLICT RESOLUTION

Objectives:

Teachers will be able to...

- Understand the benefits of using positive conflict resolution strategies
- Demonstrate using Stop-Think-Act in a real life conflict scenario

Aim: How can the teachers improve conflict resolution skills in their own lives?

Materials: None

Time: 20 minutes

STEPS TO FOLLOW:

PREPARE (3 minutes)

1. Invite participants to sit comfortably for the mindfulness activity.
2. Say the following a slow, calm, gentle voice:
Today we will focus on loving ourselves and loving those around us.

Close your eyes and begin to calm your breathing. We are going to calm our minds and our bodies. Begin to relax your entire body. Breathe in and out deeply and slowly, slowing down your breath. Grow your back longer and taller, reaching your head to the sky. Breathe calmly.

Feel as your entire body relaxes. Think to yourself "I love myself. I am kind to myself. I respect myself." Repeat this over and over to yourself. "I love myself. I am kind to myself. I respect myself." Continue to breathe deeply. Bring your attention to your heart. You can even place a hand on your heart if you would like. Feel your heart expand as you repeat, "I love myself. I am kind to myself. I respect myself."

Think of someone you love. Think to yourself "May you be loved. May you benefit from kindness. May you be respected." Repeat to yourself, "May you be loved. May you benefit from kindness. May you be respected." Feel your heart expand as you send love to the person you are thinking of.

Now think of someone who needs extra love right now. Send your love and your kindness to that person. "May you be loved. May you benefit from kindness. May you be respected." Feel your heart sending love to that person. "May you be loved. May you benefit from kindness. May you be respected."

Now think of someone who you have had a problem with. It is more difficult to send love, kindness and respect to those we have had conflicts with. Sending love, kindness and respect to the people we struggle with is an important part of healing that conflict. Think to yourself "May you be loved. May you benefit from kindness. May you be respected." Repeat to yourself, "May you be loved. May you benefit from

kindness. May you be respected.” Feel your heart expand as you send love to the person you are thinking of.

3. Allow the participants to sit quietly for about a minute.
4. Say: *Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them and bring your consciousness back into the room.*
5. Wait until participants open their eyes and bring their awareness back to the space to continue the session.
6. Ask how participants are feeling.

PRESENT (5 minutes)

1. Explain that today they will talk about resolving interpersonal conflicts.
2. Have teacher think to themselves of a conflict that they have had in their classrooms. Give some examples: problems with PTA members; issues with peer teachers; other adults disrespecting the school.
3. Then, have them share with a partner.
4. Allow for a few responses back to the group.
5. Ask the group what they do now when conflict arises – how they handle it and how they think they could handle it better.
6. Once they have responded, ask what they have been teaching their students to do or what they remember from the conflict mediation and conflict resolution training during the pre-service training.
7. Ask students to remember the steps to resolving a conflict that they taught their students. The same apply to adults. As they brainstorm, write the following on a flipchart or board:
 - a. STOP – pause before responding to the conflict; take a deep breath; step away from the conflict.
 - i. Ask participants – *What can you do to help yourself STOP?*
 - b. THINK – define exactly what the problem is; think about what compromises you are willing to make; think of a variety of solutions that could solve the conflict. Select a “win-win” solution that could be seen as a win for both parties.
 - i. Ask participants – *How can you find a win-win solution?*
 - c. ACT – apologize to the other party; use an “I” statement to express how you are feeling without placing any blame; implement the win-win solution.
 - i. Ask participants – *How can an “I” statement and not placing blame help to implement a win-win situation?*

PRACTICE (10 minutes)

1. Break participants into groups of three based on common conflicts that they want to practice resolving through roleplay.
2. One person in the group will play the role of the teacher, a second will play whoever they are in conflict with, and the third will observe and provide feedback.
3. Each person should play each role and go through the STOP-THINK-ACT steps of how they would resolve the conflict.
4. The observer should give feedback. You can write these questions on the board so the participants know what to answer:
 - a. Did they do all three steps?
 - b. How could they have improved their conflict resolution?

- c. What strategy did they use to “STOP”? “THINK”? “ACT”?

PRODUCE (2 minutes)

1. Bring the full group back together.
2. Lead a discussion based on the following questions:
 - a. What did they find challenging about the roleplays?
 - b. What do they need to improve for when they are really facing a conflict?
3. Ask how they can practice these strategies.
4. Remind participants that these strategies should be used and practiced throughout their TLCs, when they are teaching their classes, and in the rest of their lives.