



What and why?

When Digital Coaches work with children at school, they face many challenges on a daily basis. One of the issues they have to face again and again in everyday school life is how to deal with disputes and conflicts. To do this, Digital Coaches need tools to help them manage disputes and conflicts.

These tools include imparting basic knowledge about how conflicts arise and how we can recognize and investigate them. To this end, it is important to get to know communication techniques and conflict resolution strategies and to practice them in practice.





Dealing with disputes and conflict



What is today's topic?

- Introduction to the topic
- Personal reflection on the topic



Introduction to the topic

- Common understanding: What is a conflict?
- Collect triggers for disputes, including a collection of the most important points (flipchart or digital whiteboard)
- Collect examples of disputes and conflicts in different areas of life (ask for prior knowledge and personal experience)
- Explanation of the importance of conflict resolution



The Anger Chain: How does a conflict arise?

- Understand the anger chain (triggers, negative thoughts, feelings, reaction of the body, action as a result) to understand how conflicts can arise.
- Describe your own thoughts, feelings and reactions of the body in these situations. What actions follow then?
- Learning to look at conflicts based on the components of the anger chain



The Role of Emotions in Conflict

- Reflecting on personal behavior in conflict situations
- Identification of the feelings that can trigger conflict
- Discuss on strategies to deal with negative emotions in context of conflict



Building Bridges



- Introduce the concept of building bridges with the five building blocks
- Choose an exemplary conflict and use the conflict to explain the five building blocks.
- Role-playing with feedback on the concept for building bridges (hands-on testing of the concept)

What are door openers and door bangers (according to Gordon)?



- Present examples of door openers and door bangers and discuss the effects
- Formulate door opener phrases
- Description of personal feelings when being confronted with door openers and door bangers

Facts about disputes and conflict (guided self-study phase)



- Share the LUMI interactive learning material for the guided self-study phase on the following topics:
- The Anger Chain
- Tips for dealing with negative emotions
- Recipes for Building Bridges
- Door Opener and Door Banger

Role-playing: door opener and door banger



- Guided role-play in partner work: Conducting role-plays on given situations in which the participants take turns giving and receiving feedback
- Formulation of feedback on personal strengths and learning areas of the participants with a focus on constructive criticism



Persönliche Relevanz des Themas



Übertragen des persönlichen Lernens in das persönliche Portfolio. Reflexion des Inhalts dieses Moduls. Versuchen Sie, diese Frage zu beantworten:

- Was ist für mich als Digital Coach wichtig?
- Wie bringe ich es in den Unterricht mit?



Related Links and Materials





Lesson plan (385 min total)

Materials:

- Computer or iPad with internet access for each learner
- Projector or big screen for demonstrations
- Flip chart
- Role-Playing Cards
- LUMI interactive learning material
- Book Creator Portfolio (template to share with students)

Goals:

- Develop a common understanding of the term "conflict"
- Creating awareness of the importance of conflict management in personal relationships and everyday life
- Promote recognition and management of the feelings that can trigger quarrels and conflict
- Develop conflict resolution and avoidance skills
- Introduction to the concept of door openers and door knockers

Lesson plan

You can choose from the prepared activities, but you can also do all the activities. Please tailor the lessons to the individual needs of the Digi Coach you are training.

The times assigned to each activity are rough estimates and may vary depending on the group.



Activity 1 (15 minutes)

Introduction and warm-up (15 min)

1. Introduce the topic to the group.
2. Discuss with the participants what they already know about it.
3. Collect key points from the discussion on moderation cards for later use.

Activity 2 (80 minutes)

Introduction to the topic and creation of a common understanding (20 min)

1. Working out a common understanding: What is meant by conflict?
Together in group, try to work out a definition of conflict that will be used for this workshop. It can be helpful to use examples to explain what conflicts are and what types of conflicts there are.
2. You should clarify misunderstandings regarding the topic immediately in the discussion.
3. Collect triggers for disputes in group and record the most important points for further processing (flipchart or digital whiteboard).

Discussion of different examples of conflict situations (40 min)

1. Collect various examples of conflict situations in different areas of life in group. This asks for prior knowledge and personal experience.
2. Collect them without structure on a flipchart or whiteboard. Some of these examples can then be used (with the consent of the participant) for further elaboration.
3. Discuss the examples in group based on the different types of conflicts (factual conflict, relationship conflict, role conflict, distribution conflict, perception conflict, conflict of goals - Infobox). If there are not examples for all types, the trainer may add own examples.
4. Talk about the possibility of learning to apply helpful strategies for conflict management. This is intended to make the topic personally relevant, and the participants are open to learning the strategies.

Infobox

Conflicts can be divided into different categories:

- **Factual conflicts:** These arise from differences of opinion or dissatisfaction and can often be resolved quickly.
- **Relationship conflicts:** These are triggered by interpersonal problems and dislikes and are more difficult to resolve.
- **Role conflicts:** These arise when expectations of a role are not met.
- **Distribution conflicts:** These arise when someone feels that they have been treated unfairly compared to others.
- **Conflicts of perception:** These arise from different interpretations and resulting evaluations of a situation.
- **Conflicting goals:** These arise when different expectations come together in a team. To solve them, compromises must be found.

Conflict management strategies (20 min)

1. Referring to the different types of conflicts, the group considers which conflicts can arise at school when working as a Digital Coach. Ask the group to collect examples of conflicts in school classes.
2. Ask the group to collect ideas on how to resolve these conflicts. Discuss whether the ideas can be implemented and how they can lead to success.
3. Talk about the possibility of learning and being able to apply helpful strategies for conflict management. This is intended to make the topic personally relevant and the participants are open to learning the strategies.

Activity 3 (45 minutes)

The Anger Chain: How does a conflict arise? (45 min)

1. As a first strategy, the group learns about the importance to understand how conflicts arise. For this purpose, explain the principle of anger chain with its components (triggers, negative thoughts, feelings, reaction of the body, action as a consequence) and illustrate it (taken from "Strong children have strong feelings: sisu – the Finnish way for a relaxed upbringing")
2. Ask the group to describe their own thoughts, feelings and reactions in these situations. What actions follow then?
3. Ask the group to select a conflict situation that has already been described. Now look at this conflict closely based on the anger chain for a better understanding of the origin of the conflict.

Activity 4 (45 minutes)

The role of emotions in conflict situations (45 min)

1. Form small groups of 2 to 3 people.
2. Every group discusses the feelings in relation to conflict. They select the frequently mentioned feelings and write them down on moderation cards.
3. Every group presents the moderation cards briefly. All cards are collected on a pinboard.
4. Collect strategies that are personally helpful in dealing with negative feelings and emotions in these situations.
5. Start to collect the most important strategies on a flipchart to create a catalogue of helpful strategies for conflict management.

Activity 5 (45 minutes)

Recipe for building bridges (45 min)

1. Introduce the concept of building bridges with the five building blocks.
2. Choose a conflict situation (e.g. from the conflict situations collected at the beginning) and explain or simulate the five building blocks based on the conflict.
3. Ask the group to go together in groups of 3 to 4. Every group gets a card with a conflict situation. Instruct the groups to apply the recipe for building bridges and think about how to show it in a roleplay setting.
4. Every group performs their roleplay. The others should give constructive feedback on applying the five blocks. Is the concept helpful? Why? Why not? Are there other ideas?

Instructions: Recipe for building bridges

To settle a dispute, it is best to find a quiet place where it is cozy and relaxed. It is also good to greet the disputants. Appropriate phrases would be:

"Thank you for being here..."

"It's great that you came"

Module 1: Identify rules

First of all, you need rules that everyone has to abide by. Such as:

- Let people talk
- Listen
- Staying Calm
- don't use bad words
- Allow breaks when someone is feeling bad

Module 2: What happened?

Ask each of the disputants to take turns telling what happened. You should also ask:

- Where did it happen?
- When did it happen?
- How is he or she doing?

Module 3: What is the other person's view?

Ask both to tell what the other may think or feel. If everyone feels that you listen to him/her, this can help to resolve an argument.

Module 4: Finding solutions

Ask both how they envision a solution. If they get stuck, you can make suggestions. You can also postpone the interview or ask a trainer.

Module 5: Creating an agreement

Activity 6 (45 minutes)

What are door openers and door bangers? (45 min)

1. Without additional explanation, present examples of door opener phrases and door banger phrases in the group. Examples can be found on the next page.
2. As a group, discuss the implications of using any of these phrases in conflict situations. The participants are asked to describe their own feelings during each sentence.
3. Now explain the principle of door openers and door bangers. Participants form small groups of 2 to 3 people. The group should produce at least three formulations each of door openers and door bangers. These are written down on moderation cards.
4. The sentences are collected in the large group and discussed together. All participants try to formulate suggestions on how to reformulate door bangers so that they become door openers.

Activity 7 (45 minutes)

Facts about conflict management (45 min)

1. Share the interactive LUMI exercise on this topic with your Digital Coaches for self-study.
2. The interactive exercise contains facts on the following topics: The Anger Chain, Tips for Better Dealing with Negative Emotions, Door Openers and Door Bangers (Gordon)
3. You can provide a padlet there to collect further links and questions on the topic.

Instructions: Door Opener and Door Banger

In the mediator concept, there are phrases that help to resolve conflicts. We're talking about door openers and door bangers. Door opener phrases are words that allow for positive and respectful communication. They help foster understanding and collaboration. In contrast, door-banging phrases can exacerbate the conflict and cause emotions to boil over. In the mediator concept, it is important to use friendly phrases and avoid aggressive phrases in order to resolve the conflict constructively.

Examples of **door bangers** would be:

How can you do that?

If you break that, you'll have to pay for it.

But now you've whined enough.

Now pull yourself together.

If this happens again, you're sure to get a penalty.

But you've shown off quite a bit.

You act like a baby.

Examples of **door openers** would be:

You've been annoyed by that now, that you've freaked out.

You didn't think anything of it and then you were very frightened.

You're still sad about it.

Tell us how this came about?

We are sure to find a solution for this.

You're actually sorry for your outburst of anger now.

You're worried that we're going to tell someone else.

You didn't know what to do.

Activity 8 (45 minutes)

Role-playing: Door-Bangers and Door-Openers (45 min)

1. The participants walk together in pairs.
2. Each pair draws a card for a guided role-play in partner work.
3. In the implementation of the role plays, the participants switch roles to the given situations, so that they both alternately use or accept door openers.
4. Finally, the feedback is reflected in the plenary. The following questions should be clarified: Have suitable door openers been used? Have the tips for dealing with negative emotions been incorporated? What already works well? What is difficult? Are there any challenges?

Activity 9 (20 minutes)

What is important to me as a Digital Coach?(20 min)

1. The Digital Coaches reflect on important points for their future work as Digital Coaches of this lesson.
2. They transfer these important points to your personal portfolio.
3. The format for the documentation is freely selectable.