

Training Session on Educational Conflict Resolution and Positive Psychology in the Classroom

October, 2014; Pilot Module for SSDD Facilitators,

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Agenda:

Morning Session (120 minutes)

- Introductions (15 minutes)
- Interactive Activity on CR and PP (20 minutes)
- Activity Debrief (20 minutes)
- Break (5 minutes)
- Group Discussion on CR and PP
 - Topic A: Conflict Resolution (15 minutes)
 - Topic B: Positive Psychology (35 minutes)
 - Topic C: Positive Psychology in Education (10 minutes)

Afternoon Session (100 minutes)

- Continued Group Discussion on CR and PP
 - Topic D: Creating the Positive Classroom (40 minutes)
 - Topic E: Positive Psychology and Semillas Digitales (20 minutes)
- Break (5 minutes)
- Describe proposal and approach (15 minutes)
- Feedback (20 minutes)
 - Discussion
 - Exit surveys
 - Next steps
 - Pass out summary of points

Appendix:

- Win/Win Guidelines

Materials and Preparations:

It is expected that all participants in the training session silence their cell-phones and refrain from using any other electronics (incl. laptops) during the presentation. Desks should be cleared except for notes.

Materials required:

- Pen and paper for note-taking
- Whiteboard/post-it board with markers
- One orange (for use with Orange Game)
- A laptop and projector (for PowerPoint and videos)
- Tripod and Video camera
- Printed Win/Win Guidelines
- PowerPoint
- Printed Summary Notes

Agenda:

Part I. Introduction (about 15 minutes)

- a. Personal introductions
- b. Our goals and overview of session:

“Today we would like to introduce the Positive Classroom Module – a PD module combining instruction and exercises on conflict resolution and positive psychology. By implementing this module we hope to reduce verbal and physical violence in SS.DD schools, enhance teacher-student relations, improve discipline and student engagement, optimize student learning and ambition, and develop students’ abilities to handle conflict in school and in their communities. In this session, we will describe the principles and goals behind the module, practice CR and PP exercises and activities, propose our method for delivering these lessons, and collect your feedback. Our goal is that as a group we can decide which parts of the module are most essential, and find ways to integrate them with the existing human development program.”

- c. Ask facilitators what their goals are
 - a. Have them write down three on a piece of paper, and share one
- d. Go through agenda and revise to match facilitator's goals

Part II. Interactive Activity on CR and PP

The Orange Game (about 20 minutes)

This is a game in negotiation and communication, used with professionals and students. An orange is necessary for this game. Teachers can turn this into a classroom game as well, but may need to closely guide the negotiations. A debrief is important at the conclusion of the exercise.

Instructions:

1. Place an orange on a table
2. Divide the group into two equal teams, and speak to each of them privately.
3. Tell Team A that they need the orange so they can squeeze it to make orange juice, and that they need an entire orange's worth of juice for that. Tell B that they need the orange so they can use the skin to make mosquito repellent, and that they need an entire orange's worth of skin for that. Don't tell either team what you told the other.
4. Instruct Team A and Team B to negotiate for the disposition of the orange.
5. Eventually, sometimes after 20 minutes, the teams will figure out that they can both win what they need from the orange. They will have learned this by asking questions of and listening carefully to the other side.
6. Extra challenge: consider assurances and collateral. If Team B takes the orange first to peel the skin, how will Team A be sure that they will receive the inside?

Part III. Activity Debrief (about 20 minutes)

1. Questions for group discussion:
 - What are your general reflections?
 - How did you come to figure out what the other team needed?

- How did you figure out that the orange could be shared?
- What conflicts arose and how did you resolve them?
- How was communication important in this exercise?
- What type of rapport did you establish with the other team?
- How did you speak and act to establish good rapport?
- What type of actions would have blocked any compromise or negotiation?
- Describe the negotiations that occurred in this exercise?
- Describe the team dynamics. Were there instances of leadership?
- Are there any other terms or concepts that we're missing on the board?

2. Assign a facilitator to write on the board some key phrases/concepts that come up during the discussion. For example:

- Good communication
- Listening
- Being fair
- Avoiding blame

3. Objectives and significance (lead in to next section)

- The objective of this exercise is to practice good listening and communication, which are essential in situations of negotiation. Scenarios requiring negotiation occur all the time, every day, in almost every social interaction you have. Communicating well with others and negotiating disputes are skills that can be practiced and perfected. Those who learn to solve their conflicts using positive methods live happier, healthier lives and have stronger relationships, both professionally and at home.
- These skills and concepts have important implications for education. Teachers and psychologists have found that students who are well-versed in conflict resolution and positive behavior exhibit the strongest growth, both socially and academically.

Part IV. Group Discussion on CR and PP

(Write up key points/phrases on the board. After each break, facilitators will receive a one page, bulleted summary of topics reviewed. Note: this is the instruction that the teachers will receive as well)

- **Topic A: Conflict Resolution (15 minutes)**

Guiding Questions:

(Facilitators will have a minute or two to write down their answers and then share their thoughts).

- What is conflict?
- What types of conflict arise in your everyday life?
- How do you tend to resolve your conflicts?
- How can conflict effect education and student performance?
- How can conflict effect teachers in the classroom?
- What are the other benefits of learning to resolve conflict in positive ways?

Main principles:

(Introduce points that the participants do not mention.)

- Conflict is a fight, disagreement, or misunderstanding. Conflict arises every day in a variety of settings. It is a natural part of being human and everybody experiences it.
- Conflict is not a problem; what matters is how one decides to handle their conflicts. Learning the correct way to resolve conflict is an essential social skill that can improve your quality of life.
- Conflict resolution is the practice of resolving disputes in ways that produce positive, win-win scenarios.
- A conflict can become a win-win scenario at any point. Each participant to a conflict has the power to determine how the conflict will be managed and what the resolution will be. There are a set of skills that one can learn to create win-win scenarios.

Objectives/Benefits:

(Introduce points that the participants do not mention.)

- The benefits of positive conflict resolution include:
 - Closer friendships throughout life
 - Higher self-esteem; feeling empowered
 - Better focus; socially and academically
 - Living healthier and happier
 - Living peacefully and respectfully
 - Being able to communicate better; in ways that are brave, respectful, and honest

● **Topic B: Positive Psychology (35 minutes)**

Visuals: (embed into PowerPoint Slides)

- <http://enriquecetupsicologia.com/e-learning/wp-content/uploads/2014/03/psicologia-positiva-y-felicidad.jpg>
- <http://psicologiapositivacr.com/tecnicas/psicologia-positiva-aportes-martin-seligman/>
- <http://enriquecetupsicologia.com/e-learning/wp-content/uploads/2014/03/psicologia-positiva-ejercicios.jpg>

Principles:

(lecture-based)

- Learning conflict resolution is an important method by which students can feel empowered. It is part of a broader methodology called positive psychology.
- Positive psychology considers how people cultivate positive attitudes, build their personal strengths, and find deeper happiness in their lives and communities
- It makes the good even better, and depends on each individual's unique emotional strengths

Interactive Activity: Weakness or Strengths (20 minutes)

(Transition from video on <http://psicologiapositivacr.com/tecnicas/psicologia-positiva-aportes-martin-seligman/>)

This is an exercise that demonstrates the principles of strength-based psychology and applies it to different actors in the SSDD program. I will draw the following table on the board, and the team will fill it out together. Next, the team will be divided into groups of two or three and will be tasked with completing a table for a. teachers (how do the teachers develop relationships with their students), b. facilitators (the team should think about themselves as facilitators), and c) parents (how do parents engage with the school and their children's education). The team will come back together and share and explain one of their tables on the board.

Students (do together)

Weakness	Strengths
- Doesn't attend school regularly	- When the student is present, he/she always asks questions and is engaged
- Doesn't understand the problems	- Always asks for help
- Gets distracted by other students	- Is always curious
	- Is always willing to help another

The objective: The teacher should focus on the strengths of her students, and have the student recognize his or her own strengths. The teacher should try to shape her students' work around their strengths, and the weaknesses will be overcome.

- **Topic C: Positive Psychology in Education (10 minutes)**

(Create a SmartArt visual aid and embed in PowerPoint)

Guiding Questions:

- What do you think are the implications of positive psychology for education?
- **What is the connection between student motivation and empowerment and academic achievement?**

Principles and Objectives:

(Introduce points that the participants do not mention. Write key points on the board).

- Integrating positive psychology into the academic curriculum has the power to dramatically improve children's academic achievement
- It helps them to stay optimistic, delay gratification, strengthen willpower, increase resiliency, build meaningful social relationships, and find greater meaning and satisfaction
- Children who develop those qualities are more likely to succeed in their lifelong endeavors, large and small, because they are equipped to overcome the adversity, failure and difficulties that are inevitable in life.
- Research shows that students who were educated in positive psychology earned an average of 11 percentile points higher than students who did not (O'Grady 2013).
- Overall, positive psychology is about building happiness, and happiness is an important factor in being successful. Improved attitudes come with greater motivation to learn, deeper commitment to school, increased time devoted to school work, more positive behavior, and better attendance.
- Positive psychology decreases negative behaviors such as disruptive class behavior, noncompliance, delinquent acts, emotional distress, and aggression

- **Conclusion of morning session (5 minutes)**
 - **Distribute summary notes on topics A-C**
 - **Participants will write down three of their takeaways from the morning session, and two ways that we can incorporate positive psych. and conflict resolution in the SSDD program.**
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AFTERNOON SESSION

- **Topic D: Creating the Positive Classroom (40 minutes)**

Guiding Questions:

- What do you think about the merits of positive psychology and conflict resolution? Do you think they can be integrated with and help fortify existing curriculum?
- What can we do to foster positive and motivating classroom environments?
- How can language be a tool for motivation? How can language be negative? Can you give me an example or scenario?
- How can a teacher play to her students' strengths, using language?

Principles:

(Introduce points that the participants do not mention. Write key points on the board).

- Language is incredibly important in a teacher's interaction with her students
- If a teacher says to a student, "**you always disrupt class and you never pay attention,**" a message is sent to that student that he will never improve. This will amplify the negative behavior. It is better to say: "**If you pay closer attention, I think you will learn a lot and find this topic really interesting.**"
- Positive psychologists believe that language can harness positive emotion to encourage and motivate children's abilities

- A teacher should take careful notice of how students interact with each other and perform in class, and consistently recognize students for their achievements. **Example: A teacher may say to a student, “you were very helpful to let your friend go ahead of you in line.”**
- If a student misbehaves, it is better to focus on what the applicable strength is, rather than the weakness. If a student reacts poorly to a conflict, a teacher may say to him **“do you think that was a patient response?”**
- Rather than criticize, the teacher should constantly use words that remind and redirect children to their strengths.

Interactive Activity: Classroom Scenarios (20 minutes)

I will present the following scenarios and ask the facilitators to discuss resolutions in pairs. After 8 minutes of discussion, they will share with the group. I have provided possible approaches for the first two scenarios.

Scenario 1: Using Language as a Motivating Tool (teacher-student)

A student in your class has trouble completing his math homework. He gives up on the assignments and shows little concern or effort for learning the material. Imagine having a conversation with this student. How would you resolve this problem using positive psychology?

Possible approach:

The teacher says to her student, “You must not feel very hopeful if you stopped trying to finish the work.” The student responds, “I don’t understand any of it, I won’t be able to do it.” The issue is that the student feels overwhelmed and doesn’t trust his abilities. The teacher instructs her student to complete just one math problem for tonight’s homework. He can get help from a teacher, parent, friend, look at a book, etc. It is likely that the student will return the next day with several math problems completed. Once he received assistance and understood how to do one problem, he became motivated to do the rest of his work.

Scenario 2: Mediating Conflict (teacher-student-student)

Two students are playing rough soccer and it gets out of control. One student insults the other, and he reacts with anger. The students exchange more insults, and the conflict escalates to shoving. The teacher intervenes and breaks up the fight. Each student blames the other for starting it. How would you mediate this conflict?

Possible Approach: The Win/Win Guidelines to Conflict Mediation (see handout for full guidelines)

The teacher should begin by separating the students and giving them a chance to cool off and breathe. When both are ready to discuss, the teacher asks them to recount what occurred, how they felt, and why they felt that way. The teacher does not allow them to place blames, and makes sure the students are actively listening to each other. If no progress is being made, the teacher gives each student more time to cool off and they return to the issue later in the day. The teacher asks each student what their responsibility was in the conflict, and what they could have done differently. The students then brainstorm solutions based on their mutual interests, and make an agreement about what to do in the future if a similar conflict arises. Lastly, the teacher has each student affirm that the conflict is resolved.

Scenario 3: Challenging Authority (teacher-facilitator)

A facilitator is visiting one of the schools and notices a problem in one of the classrooms. The teacher appears to be abusive and rude to her students. After class, the facilitator takes the teacher aside and discusses the concern. The teacher reacts angrily, and tells the facilitator that she (the facilitator) doesn't understand the situation and is in no place to make criticisms. How should the facilitator resolve the conflict and maintain her authority?

Scenario 4: Colleague Feedback (teacher-teacher)

A teacher notices that her colleague is often ill-prepared for class, is tardy, and lets her students do whatever they wish. How, as a teacher, do you approach your colleague and address these concerns in a positive way?

- **Topic E: Positive Psychology and Semillas Digitales Program (20 minutes)**

- Goals of SS.DD:

(Group discussion. Ask facilitators what they consider to be the goals of SS.DD and list them on the board. Add additional goals.)

1. Innovative learning and teaching
2. Cooperative learning
3. Improved Attendance
4. Access to ICT technologies
5. Strong teacher-student interactions
6. Teacher motivation
7. Student motivation
8. Improved quality of education
9. Dynamic and active classrooms
10. Classrooms as spaces of innovation

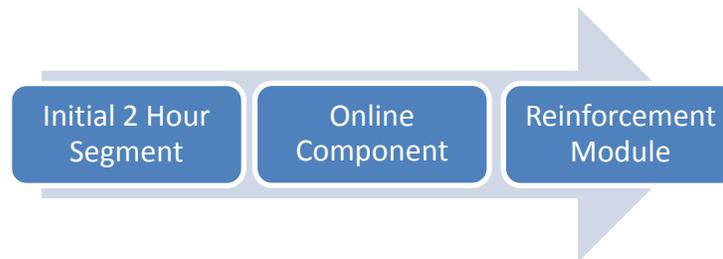
- Goals of Positive Classroom Module:
(**Selling point** – describe how the module fulfills the goals of SSDD; Create SmartArt visual aid and embed in PowerPoint)
 1. The Positive Classroom Module aims to foster classroom environments of non-violence, mutual respect, community learning, optimism, and student ambition.
 2. Teaching negotiation and conflict resolution promotes trust and collaborative learning within the classroom
 3. Positive psychology is about strengthening relationships and practicing social interactions—these are integral to teacher-student relationships and collaborative learning in the classroom.
 4. Positive psychology focuses on the strengths of each student – if teachers can identify and celebrate the unique strengths of their students, the students will feel motivated to attend and participate in the classroom. This creates a dynamic environment of engagement, participation, and innovation.
 5. If students are ambitious and motivated, educators will also feel motivated in their teaching.
 6. ICT is integral to the SS.DD program. The Positive Classroom Module includes a virtual component that helps to establish a community of learning among educators, specifically on the topic of positive psychology. This is further described later.
 7. In sum, learning cannot occur in environments of conflict, strained relations, disempowerment.. This module improves teacher-student relations, student-student relations, and builds student motivation and empowerment. This all results in optimized student learning and improved quality of education.

- **Short Break (5 minutes)**

(Hand out summary notes on Topics D-E)

Part V: Describe proposal and approach (15 minutes)

- Presentation:
 - Embed following SmartArt into PowerPoint
 - Give a handout of the additional activities which will be online



- The initial 2 hour segment will be delivered in person to the teachers and will introduce the concepts of conflict resolution and positive psychology. Concepts will include:
 - What conflict is, how it arises, when it happens, and why it occurs
 - The results of using violence versus non-violence in resolving conflict
 - What conflict resolution and positive psychology are
 - Why these themes are important in creating a positive classroom and how they can optimize student learning and improve discipline
 - What the basic steps are in preventing conflict, teaching non-violence, and creating a positive classroom environment

The initial segment will emphasize practicality. It will include several activities (incl. those practiced in this session) with debriefs.

- The online component will include a multi-page Google document that is accessible to all participating teachers. The Google document will contain:
 - Additional conflict resolution and positive psychology activities for the teachers to practice with their students
 - Discussion questions for the teachers to consider, respond to, and discuss with their colleagues (in person and/or via online chat/blog). This will help to promote a virtual community of practice among the educators, specifically around the topic of positive psychology in the classroom.
- 3 months (?) following the initial segment, a reinforcement module will be delivered to the teachers in person. This module will do the following:
 - Review previous instruction
 - Deliver new information and activities

- Generally assess whether and how much the teachers have a) discussed the topics with their colleagues and b) implemented the material in their classes

Part VI: Feedback (20 minutes)

- Survey:

Facilitators will be given a brief, print survey to complete. The survey will give the facilitators a chance to reflect on the session. It will contain the following items:

- List three activities that you liked.
 - List three things regarding PP or CR that you took away.
 - What was confusing about the module or things that you didn't understand?
 - Write down three things that you found in this module to be very beneficial or promising for the SSDD program.
 - How should this module be adapted to the teachers?
 - What would your role be as a facilitator in introducing positive psychology in the schools?
 - How can you model this approach in your interactions with the teachers?
 - What materials are necessary to implement this module in the classroom?
- Discussion:
 - How can we integrate CR and PP with the human development module?
 - What are the essential components here? What should we keep?
 - Which of the activities we practiced did you find most engaging or effective?
 - Thoughts on our proposed implementation
 - What are your thoughts on a structure?
 - How to adapt to the teachers?
 - What are the next steps?
 - What should our role be, and your role be?

- Should we go to the teachers tomorrow and introduce some of the essential components? Which ones?

The Win/Win Guidelines

The Win/Win Guidelines is a step-by-step approach to resolving conflict and arising at mutually beneficial outcomes. Teachers can use this approach to mediate disputes in the classroom, and students can learn this to resolve their conflicts.

STEP A: Cool Off

1. When conflict arises, it can trigger a strong emotional reaction. If you are flooded with emotion (anger, sadness, etc.), it is very difficult to think straight, come to a resolution, and use the correct words to do so.
2. Before tackling the problem, it is important to cool off first. Walk away, distract yourself, take deep breaths, drink something, eat something, etc. Come back to the issue at a neutral time. Both people involved in a dispute may need to take time to cool off.

STEP B: Talk

1. Talk the problem over using I-messages.
2. I-messages describe how you feel, why you feel that way, what you want or need.
3. They are a useful way to communicate that avoids blaming and escalating the conflict.
4. Rather than saying "You did this...", say "I felt frustrated because..."
5. If I-messages don't work, the other person may need more time to cool off.
- 6. Lying, blaming, or being disrespectful should be avoided. Attack the problem, not the person.**

STEP C: Listen

1. Listen while the other person speaks and say back what you heard. This is called reflective listening.
2. Be a good listener: face the other person, focus on he or she is saying, and do not interrupt.

STEP D: Take Responsibility

1. Take responsibility for your part in the conflict. It is always easier to blame someone else, because it might be hard to tell the truth or admit to a mistake. But blaming only makes the conflict and its consequences worse.
2. It is better to take some responsibility, because then you are also responsible for resolving the conflict.

STEP E: Brainstorm Solutions

1. Brainstorm solutions and choose one that's fair to both of you.
2. Come up with a number of solutions among the two of you that fit both of your needs.
3. Consider what your real interests are, and what the other person's real interests are.
4. You may have to give in a little bit to compromise, but you will both end up winning.

STEP F: Affirm and Forgive

1. Affirm, forgive, thank, or apologize to each other. This confirms that the conflict has been resolved.
2. Why should you forgive, if you don't believe it is your fault? Forgiveness will resolve the issue; you do not want to hold a grudge and it may prevent future conflict.