| **Module Title: Conflict Management and Resolution in Families Session #1 – Conflict Management** | | | |
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| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator(s) opens the workshop by welcoming all learners and introducing the topic of **Conflict Management and Resolution in Families**. * The facilitator(s) will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation.   Activity 1: Dizzy Debates!   * Facilitator(s) will split participants into pairs. Each group will be given an issue to debate. See slide notes for some suggestions on debate topics. * Facilitator(s) will set a timer and give each participant 3 minutes to prove their point. Then switch sides for the other participant to argue their counterpoint. * After the time has elapsed, set the timer again for 6 minutes for the pair to argue both sides together and collaboratively think of new points for the topic chosen. * At the end of the debates, facilitator(s) will lead the group in a discussion about the benefits of the debates using the following prompts: * What did this exercise teach you about conflict management? * Did you learn anything about your partners side? * Was it easier to work together in a pair to come up with an argument, or on your own? | 15 minutes  20 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants | Engage in a roleplay activity to manage conflict fairly. |
| Activity 2: ‘Hot Buttons’   * Facilitator(s) will provide participants with some paper. Tell the participants to spend the next 10 minutes writing down as many of their families and their own ‘hot buttons’ as possible. * Once the 10 minutes has elapsed, facilitator(s) should lead the group in a discussion about their ‘hot buttons’ using the following prompt questions: * Now that you are aware of some of your emotional hot buttons, what can you do about it? * What are some ways we can learn to recognise and control our hot buttons when interacting with others? * Was it easy or difficult to identify our family member’s hot buttons? * How does this help us deal with conflict in our family more effectively? | 25 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants | Factual knowledge of conflict triggers in one’s own family  List triggers of conflict in one’s own family  Openness to identify conflict triggers in own’s family  Plan how to manage these triggers to mitigate conflict  Appreciate that triggers don’t have to lead to conflict |
| Activity 3: Everybody Wins   * Facilitator(s) will split participants into groups of 4. Each group will consist of two pairs. Assign each pair as either Team A or Team B. * Facilitator(s) will provide each participant pair with Handout 2.1 (either Team A or Team B). * Each group has 30 minutes to begin to resolve the conflict presented in the scenario. They must come to a win-win situation. * After the group has come to a solution, facilitator(s) should give them time to complete the assessment. Participants have 10 minutes to complete this exercise. * After the 10 minutes have elapsed, facilitator(s) should get each group to explain what solution they came to, and how they came to that solution. | 50 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout 2.1 | Factual knowledge of how to resolve conflicts fairly.  Engage in a roleplay activity to manage conflict fairly. |
| Workshop Closing   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide, and answer any questions that the participants may have to the material learned today.   + - If the participants have any questions that the facilitator(s) cannot answer, they should redirect the participants to the micro-learning resources provided in this toolkit. * The facilitator(s) should circulate the remaining self-directed learning activity sheets to the participants. * Facilitator(s) thank the participants for their participating and close the workshop. | 10 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants |  |
| **Total duration of the module** | **2 hours** |

| **Module Title: Conflict Management and Resolution in Families Session #2 – Conflict Resolution** | | | |
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| **Description of the Learning Activities** | **Timing (minutes)** | **Materials/ Equipment Required** | **Learning Outcomes** |
| Workshop Opening:   * The facilitator(s) opens the workshop by welcoming all learners and introducing the topic of **Conflict Management and Resolution in Families**. * The facilitator(s) will introduce the theme of the session and explain the relevant information and skills of this unit as set out in the presentation.   Activity 1: Conflict Checklist   * Facilitator(s) will split participants into groups of 4. Ensure that each group has one sheet of flipchart paper and a marker. * Facilitator(s) should set a timer for 15 minutes to allow the groups to come up with a conflict resolution checklist that contains at least 10 tips. * Once the time has elapsed, facilitator(s) should collect the checklists and display them somewhere in the room. * Facilitator(s) lead the group in a small discussion about what the participants have written, and encourage participants to give feedback on each other’s checklists. | 15 minutes  20 minutes | Training venue with IT equipment  Flipchart and markers  Sign-in sheet  Pens and note-taking materials for participants | Factual knowledge of conflict resolution techniques  Factual knowledge of conflict triggers in one’s own family  Discuss various family-based conflict resolution techniques  Plan how to manage these triggers to mitigate conflict |
| Activity 2: Shifting Perspectives   * The purpose of this exercise is to get participants to practice using “I” statements. * Facilitator(s) will provide participants with Handout 2.2. This handout contains five scenarios in which participants will be expected to formulate “I” statements to. Facilitator(s) should set a timer for 20 minutes, giving participants this long to fill in the worksheet. * After the time has elapsed, facilitator(s) should go through the various responses formulated by participants. Giving participants time to ask any questions to other groups as to why they chose their wording. | 30 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout 2.2 | Factual knowledge of using “I” messages, not “you” messages when resolving conflict  Practice using “I” and “you” messages and examine how each makes you feel as a recipient  Understanding how one’s own words can make others feel |
| Activity 3: Make-Believe Mediation   * Facilitator(s) will split participants in groups of 3. Assign one member of the group as the mediator. The other participants will act as the parties in the clips shown. Provide each participant with Handout 2.3 to fill out when they are the mediator. * Facilitator(s) will show participants the scene included in the presentation. Challenge the participants to resolve the spat within 10 minutes. * Facilitator(s) should watch each group during the mediation to ensure that all parties are using the various techniques they’ve learned including “I” statements, mediation, and resolution techniques. * After the 10 minutes have elapsed, show the group the second video, and switch the mediators around. * Repeat this until all three videos have been shown and all three participants have had the chance to be the mediator. * Facilitator(s) should lead the group in a reflective exercise after completing the activity, asking each group how they resolved the issues at hand, and what the results of the mediation was. | 45 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  Handout 2.3 | Factual knowledge of how to resolve conflicts fairly.  Factual knowledge of using “I” messages, not “you” messages when resolving conflict  Engage in a roleplay activity to manage conflict fairly.  Practice using “I” and “you” messages and examine how each makes you feel as a participant  Understanding how one’s own words can make others feel  Willingness to practice resolving conflicts fairly |
| Workshop Closing   * The facilitator(s) bring the workshop to a close with a short wrap-up summary slide, and answer any questions that the participants may have to the material learned today.   + - If the participants have any questions that the facilitator(s) cannot answer, they should redirect the participants to the micro-learning resources provided in this toolkit. * The facilitator(s) should circulate the remaining self-directed learning activity sheets to the participants. * Facilitator(s) thank the participants for their participating and close the workshop. | 10 minutes | Training venue with IT equipment  Flipchart and markers  Pens and note-taking materials for participants  <Add more as required> |  |
| **Total duration of the module** | **2 hours** |