



Project Number: 2020-1-FR01-KA201-080108

Experimentation of the Teaching Source “Conflict resolution”

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Easy</i>	<i>CNFETP</i>	<i>Magdalena Wolski: Economy and management teacher Isabelle Arnaud: English teacher</i>

Description of the experience

Number of students and age range

The experiment is conducted in a 12th grade class (16/18 years old - 27 students)

Development of the experience

There are three main phases to the implementation:

Step 1:

Reflection in groups (of three) were than are free to discuss conflictful situations and decide in groups which one they are going to play.

Step 2:

The students prepare the scenario of their situation on the issue of conflict resolution (from the conflict to the resolution) and they play it in front of the class.

Step 3:

The class comments on the situation to identify the emotions and the social skills needed implied in the situation.

Strong and weak points

Strengths:

- Development of creative, communicative and social skills
- Interaction and free expression of each pupil

Weaknesses:

- Some students may be ill-at-ease to talk about conflicts that's why we decide to make them imagine a situation
- Some students maybe shy and may not enjoy the role play



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Needs of the classroom to be addressed

The teachers noticed that the teenagers may sometimes not know how to deal with some types of situations, they can even be highly sensitive and overreact.

With this class they decided to work on empathy and in particular in the field of conflict resolution.

It is the role of the school to educate our young people to recognize emotions and to be able to implement skills, such as communication, mediation, negotiation, empathy persuasion, empathy, active listening, assertiveness and so on...

Validation of the teaching source

Based on project-based learning and teamwork, this teaching source allows students to identify the emotions implied in a social situation and the skills required for conflict resolution

It was implemented in language class. Students are used to roleplaying activities in language classes and here, they learn to put themselves in the other person's shoes.

This activity makes it possible to:

- Develop the creative, communicative and social skills when they prepare the role play
- Facilitate interaction between students and free expression of each pupil and awareness-raising by peers

Testing carried out on: February 2022



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