

Activity Name	Constructive vs destructive.
Goals	<p>We often think of conflicts as bad or unfortunate, situations to be avoided if possible. Actually, in most cases, conflicts are opportunities to make something better. They challenge us to learn, create and improve. That’s why textbooks call them math “problems.” Conflicts get their bad rap from the ways in which people choose to respond to them. There are always multiple ways to react in conflict situations, some destructive and others constructive. This activity will help students understand that our responses help determine whether conflicts lead to fall out or productive problem solving.</p>
Description	<ol style="list-style-type: none"> 1. Group students into teams of three. 2. Within their groups, ask students to come up with a conflict. It can be imaginary or a conflict from one of their lives. 3. Ask each group to create a T-chart for its conflict, listing three constructive ways one might respond to that conflict and three destructive ways. Emphasize that constructive ways likely lead to learning, problem solving and better relationships, while destructive ways will lead to escalation and enmity. 4. Ask each group to share their conflict and T-chart with the class. 5. For every constructive and destructive response shared, ask a group to provide one possible consequence or outcome. <p>Points of discussion,</p> <p>What is challenging about coming up with constructive response when you’re actually in a conflict?</p> <p>Our T-charts list only constructive and destructive responses to conflict. Are all responses either constructive or destructive, or might your response affect conflict in a different way?</p> <p>T chart example,</p> <p>My brother always wears my clothes.</p> <p>Constructive</p> <ol style="list-style-type: none"> 1. Ask if he knows which clothes belong to me. Offer to mark my clothes.

	<p>2. He seems to like my shorts. Offer to show him where I bought them.</p> <p>3. Explain that his wearing my clothes bothers me. See if he has any solutions.</p> <p>Destructive</p> <p>1. Yell at him or hit him whenever I see him in my clothes. 2. Wear his clothes without asking, since he's in mine. 3. Keep all my clothes dirty so he won't want to wear them.</p>
Type of activity	Group discussion, facilitation techniques and where appropriate, role play.
Duration	<p>Points 1 – 3 is approx. 20 mins</p> <p>Point 4 is approx. 10-20 mins depending on size of class.</p> <p>Point 5 is approx 10 – 15 mins.</p> <p>Plus discussion time. Overall approx 90 mins.</p>
Space & Materials	A working space for specified number of participants plus tape for floor markings.
Learning Outcomes	<ul style="list-style-type: none"> - An understanding of the five steps of conflict resolution: <ul style="list-style-type: none"> i. define the source of the conflict ii look beyond the incident. iii. request solutions iv. identify solutions all disputants can support v. agreement. - Ability to manage difficult discussions with resolution strategies. - Ability to generate a safe space with mutual respect. Ability to De-escalate conflict through discussion and maintain respect with empathy of opposing views. <p>A desire to ensure that everyone is “heard” despite tone or views. To not impose personal sensibilities on opposing viewpoints.</p>

Module	Conflict Resolution.
Source	Steve Medlin, Artistic director of Collage Arts Voices programme. This exercise was drawn from a weekly drama class for 16+ olds but could be applied to any age group.