



2B – Power and Conflict.

Time required:

- 60 minutes.

Resources required:

- Image of '[Conflict management styles](#)' - for TV/smartboard
- Image of '[5 steps to solve a problem](#)' - for TV smartboard.
- Conflict management style cards – '[Animal cards](#)'.
- Conflict management activity – '[Conflict Scenario Comics](#)' worksheets to be photocopied for each student.

Aims:

- To understand that stereotyping, discriminating and being prejudiced can lead to conflict.
- To explore the issues of power and conflict in relationships with peers, family, and authority.
- To identify and practise different conflict management styles.
- To understand that different social situations can require different conflict management styles.
- To practise using the conflict management steps.

Procedure:



Warm-up Activity – 'Handshake' activity.

Students forms pairs, with partners being of a similar size/strength.

Explain the activity as follows, while demonstrating with a volunteer.

- Partners are to stand facing each other and take a handshake hold.
- The aim of this exercise is to win as many points as you can.
- You score a point every time you get the other person's hand to your hip.
- Keep a count of your points.

Give no background concepts before completing this activity. The teacher and volunteer demonstrate what "getting the other person's hand to your hip" means but do not engage in a struggle in front of the group. The exercise is set up in a neutral way, so that students will project onto the instructions their natural inclination. In response to questions, simply repeat the instructions and encourage students to keep count of their points.

Allow between thirty seconds and one minute for the activity and then discuss with the group the differences in the number of points people achieved, and how they did it.



Class discussion.

- Who scored more than 50? Less than 10? How did you do it?
- How did you interpret "you" in the instructions – as an individual or a pair?
- Did the idea of "winning" imply "losing" as well? For someone to win, did another have to lose?
- Who discussed it with their partner? What was discussed? Who changed strategy during the exercise? Why?

In conflict, are there times when we use the same approach as we did in the exercise? Are there other occasions when we use a different approach?

Conflict Management Styles.

We have identified different styles that people use to solve conflict depending on whether they most value good relationships or getting their own way.



Discuss the 5 different types of conflict management styles. Place the conflict management style cards on the floor and ask students to identify which one suits them and choose a card that they feel most fits them. Discuss:

- Which style did they use in the handshake activity?
- How would each of the different types have behaved in the handshake activity?
- Which style achieved the highest score in this activity?
- Can they think of situations in which the different styles would be more useful?
- Emphasise the positives of each type and how it might be appropriate in different situations; none is correct for all situations.

When conflict happens, there are usually two things we are worried about.

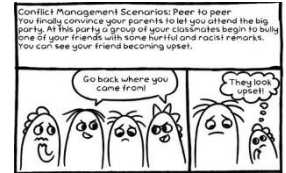
1. Keeping good relationship/ staying friends with the other person/people involved.
2. Achieving our own personal goals.



Conflict activity.

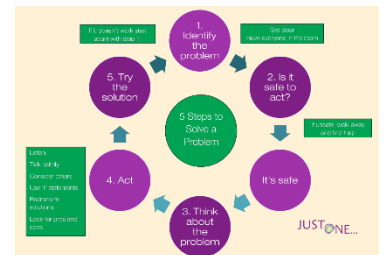
With students in groups of 4, handout the three conflict ‘Scenarios Comics’. Select one scenario comic as a group and discuss the questions on the worksheet as a group then write their answers on their own worksheet.

- How would you have responded to the situation?
- Who might have “won” and who might have “lost”?
- Which conflict management style might have achieved a better result? How?



After 5 minutes show the ‘5 Steps to solve a problem’ slide and ask students:

- How many of these steps did you use in your scenario?
- Can they role-play using these steps for a better outcome?



Class discussion.

How would your choice of conflict management style or problem-solving differ if the conflict is:

- Child - parent?
- Friend - friend?
- Teacher - student?
- How is power a factor in each scenario?
- Where does power come from?
- How does power affect male - female relationships?

Useful Definitions:

Power: Power is complex. It is the ability or capacity to act or not act. It includes the ability to control or direct others and is often not equal (e.g. student/teacher, student/parent, male/female). Oppression is when there is inequality of power between groups and the powerful group takes advantage.