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Resolving Conflict with Restorative Language Training for Secondary Student Leaders



Name:

Ubuntu

“I am because of who we are”

No Human being can exist in isolation and therefore we cannot be human by ourselves. When you are connected with others you are truly human.”

Adapted from Archbishop Desmond Tutu's Book, No Future without Forgiveness.

Gathering Information

Eight Things We Both Like

Eight Things We Dislike

Circle Talk

How to set up a Circle

- Students sit in an open circle of chairs.
- To direct a conversation and talking piece is used.
- The keeper of the circle asks a question and models a response before passing the talking piece on in a clockwise direction.
- The student with the talking piece has the floor and everyone listens.
- A student may speak or “pass” and send the talking piece onto the next student
- The talking piece may be passed around numerous times
- Students can repeat responses & there are no right or wrong responses.

The Purpose of Circle Talk

- To discuss issues or to resolve problems eg bullying, conflict or problem solving exercise
- Develop creative ideas, or work summaries
- Circle talk can be used to “check in” at the beginning of the week and “check out” at the end of the week.
- It can be used to plan the week ahead

Rules:

1. Students are to speak honestly
2. Students are Speak with respect (intervene if there is talking, name calling or put downs)
3. Guide and encourage students to speak briefly.
4. Students must speak on the topic or issue

The Role of Keeper's of the Circle:

- Initially to open or close the circle with some stimulus material.
- Poses questions or incomplete statements or one-word descriptor sentences.
- Summarise a few of the ideas or comments.
- Encourage and redirect students to keep to the rules
- Ensure and redirect confidentiality

Understanding Conflict

“Much of the time, differences appear to be the source of conflict.

However, the real source of conflict is not in our differences; it is that we

learned, unknowingly, that different equals wrong. That means that if you

and I have different ideas, different solutions or different procedures, one

of us has to be wrong for the other to be right.”

Yellowedge Leadership Program (2008)

The challenge is to find a way that encourages people to appreciate, accept and respect differences.

Triggers to Conflict

What are the triggers that create disagreements and arguments between students here at school?

1.

2.

3.

4.

Emotional Leadership Theory & Leadership

“Emotional Intelligence Theory and Leadership have a deep embedded relationship that should not be overlooked.” Daniel Goleman, “Leadership that Gets Results”, 2000

		SELF	SOCIAL
Recognition or Awareness	Self Awareness	Social Awareness	
	<ul style="list-style-type: none"> Strengths Weaknesses Understanding ones emotions Triggers 	<ul style="list-style-type: none"> Reading other peoples emotions/wellbeing Valuing the diversity of skills and styles of people Ability to be flexible and to be capable of seeing things from other perspectives Insight into demands of the environment, setting goals 	
Regulation or Control/management	Self Management	Social Management	
	<ul style="list-style-type: none"> Control what you say or do Taking charge of actions & decisions Trustworthiness Adapting to change Think fast Creative & Innovative problem solver 	<ul style="list-style-type: none"> Social skills & good communicators Communicate vision Create motivating & inspiring teams Inspire and rally staff Set examples of acceptable behaviours and values 	

How do I rate myself as a Leader?

Attributes	1	2	3	4	5
Resilient					
Risk Taker					
Visionary					
Open-minded					
Optimistic					
Confident					
Decisive					
Reflective					
Enthusiastic					
Perseverance					
Respect					
Courage					
Integrity					
Empathic					
Faithful					
Relational					
Motivator					
Inspirational					
Persuasive					
Listener					
Compromise					
Mentor					
Counsel					
Team Work					
Teacher					
Empowering					
Delegator					
Goal Setter					
Flexibility					
Self-aware					

Activity:

If someone were to observe your leadership style what would they write about you? Record your thoughts in the space provided below.

Managing Emotions**Aggression**

- “Power Over”
- Other students rights are overlooked
- Feelings of tension
- Over emphasis on self, no respect for the rights and feelings of others

Submission

- “Power Lost”
- Not standing up for rights – your and others
- Fear of losing approval and reactions of others
- Lack of respect for self

Assertion

- “Power WITH”
- Standing up for rights – yours and others
- Honest expression of feelings, thoughts and beliefs.
- Respect for the rights and feelings of self and others.

Situation 1

Last week, a classmate asked for some help with an assignment, so you gave them your work to look over. You have just heard from friends that the classmate has prepared something that is almost identical.

Assertive	
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Situation 2

Your girlfriend/ boyfriend is stressed about a number of things happening at school and home. Recently you were out with friends and made an innocent joke about something. Your girlfriend/ boyfriend lost their temper with you in front of everyone, leaving you feeling extremely embarrassed.

Assertive	
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Illusions

Two sides to every story

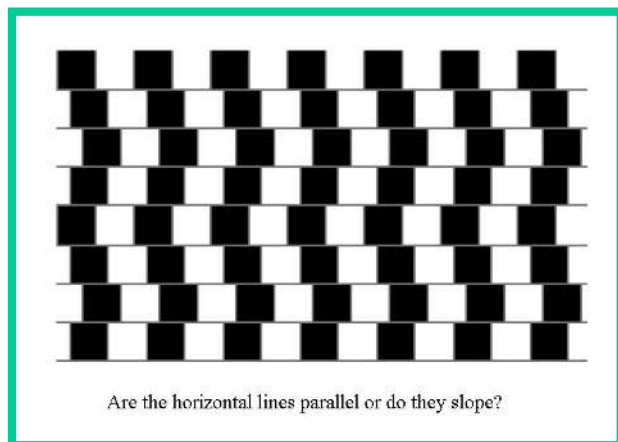
1



2



3



4



5



Listening Activity ¹¹

A

B

D

E

How many “F’s” can you count in the sentence below?

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF MANY YEARS.

G

H

K

P

X

Z

Feeling Words

	Mild	Moderate	Strong
Happiness	pleased satisfied content	glad happy	overjoyed elated
Sadness	down sad blue	glum downhearted	depressed dejected despondent
Anger	annoyed irritated frustrated	angry mad	furious outraged enraged
Fear	insecure uneasy apprehensive	anxious scared worried afraid	frightened terrified panicked
Guilt/ Shame	responsible at fault	guilty embarrassed	ashamed humiliated mortified
General Distress	upset concerned troubled bothered	frustrated disturbed	distressed pained miserable overwhelmed
Weakness	unimportant awkward unsure	inadequate incompetent powerless weak	worthless helpless dependent
Strength	able capable	confident strong competent	self assured powerful

Listen & Respond

Student Comment	Response
1. Some of the students in my class always teasing me about my appearance.	<i>(Name), it sounds like you'rebecause they pass comments about you.</i>
☹ <i>Feeling Words:</i>	
2. Nobody seems to understand how hard it is for me to be good in my studies.	
☹ <i>Feeling Words:</i>	
3. When I am not home my brother and sister always mess and damage with my personal things.	
☹ <i>Feeling Words:</i>	
4. I am not sure how I will cope at a new school next year.	
☹ <i>Feeling Words:</i>	
5. I have such a hard time making friends I am certain, that nobody likes me.	
☹ <i>Feeling Words:</i>	
6. I seem to be getting into myself trouble for for almost everything.	
☹ <i>Feeling Words:</i>	

Paraphrasing

Summarise the most important part

Student	Facilitator's Paraphrased Response
<p>I told him/her that I didn't want anyone to know about what happened at the party. Now people know and things have gotten out of hand.</p>	
<p>I hate maths. I really don't get what we're doing at the moment. The teacher goes so fast and has no idea how to explain things properly. He only cares about the students who do well.</p>	
<p>Someone took my diary and wrote some really rude things in it. When my teacher went to sign it, I got into trouble for it and it wasn't even my fault. My parents will be furious with me when I have to ask them for money to buy a new diary.</p>	

Restoring Relationships

DO	DON'T
✓ Establish understanding around confidentiality	× Promise you can keep secrets
✓ Encourage the student to come up with their own solutions	× Give advice or tell them what to do
✓ Remain open -minded	× Take sides
✓ Allow the student to tell their story and how they feel	× Interrupt and retell your story
✓ Be aware of your body language and use eye contact	× Slouch or look around
✓ Be aware of how you feel when the student retells their story	× Get emotionally involved
✓ Speak clearly	× Ask too many questions and use the script
✓ Be aware your role is to facilitate and not solve the problem	× Expect every problem can be solved

Problem Solving Conversation

Step A – Opening

What to say...
Hi! My name is You look like you need to talk to someone. Would you want to talk with me?
Before we talk, I need you to understand that this can stay private unless I think it is of a serious nature involving personal safety. If it is, we need to involve an adult.
This is not about judging anyone's character or deciding if he/she is a good or bad person.

Step B – Questions

What to say...
1. What has been happening?
2. Who has been affected / hurt?
3. How were <i>you</i> affected or hurt? Have other people been affected/hurt? How were <i>they</i> affected?
4. What do you think needs to happen to “make things right” or “make things better”? ↓ (If they can't think of anything) Have you been in a similar situation before? If so, what did you do to make things right? Could you use the same strategies again? ↓ (If they can't think of anything) If I was your best friend what helpful advice would you give me? Could the advice be helpful to you?
5. Which teacher could you talk to about this issue?
6. When could we meet again to talk about how things have worked out?

(Adapted from *Real Justice* 2002)

Scenarios

Scenario One (Kim, Sam)

Sam and Kim were very close friends throughout primary school. However, since moving to Year 7 their friendship changed. Kim became very upset when someone started texting hurtful messages. The phone texts said nasty things about other students in the Kim's group, and caused a lot of trouble. Kim found out that it was Sam who had used another student's phone. Sam was only having fun.

Scenario Two (Ziad, Warren)

Ziad had lent his new sketching pencils and case to Warren, who is a friend from his Art class. When the items were returned, the case had paint marks on it and a couple of the sketching pencils were missing. When Warren didn't seem to care, Ziad became angry. Ziad's friendship group thinks he over reacted and that friendship is more important than a few pens.

Scenario Three (Danielle, Cynthia or Nathan)

Nathan and Danielle were put together in History to complete a class task. Cynthia, who is dating Nathan, became jealous after seeing how well Nathan and Danielle got along. Danielle found an offensive note in her diary at lunchtime, which "friends" said was written by Cynthia. The incident led to a heated argument between Danielle and Cynthia.

Mediation Script

Use this script when there is conflict between two or more students

Step A – Opening

What to say...

Before we start, you need to understand that what we discuss is confidential
It must not be discussed outside this meeting. If it is of a serious nature involving personal safety, we need to involve an adult.

We are not here to judge anyone's character or to decide who is right or wrong. We are here to discuss how we can resolve what has happened and prevent it from happening again.

Step B – Questions

What to say...

1. What happened? What has been happening?

- *Each person is asked to talk about what has happened*
- *Accept differences in each person's account*

2. Who was affected / hurt?

- *Ask each person*

3. How were *you* affected? How were *they* affected?

- *Paraphrase the feelings and content*
- *Ask each person to repeat what the other person said about the incident impacted on them*

4. What do you think needs to happen so that things are better?

- *Ask each person*

5. How do these ideas work for you?

- *Ask each person*

6. What would help you avoid a similar situation in the future?

- *Ask each person*

7. When could we meet again to talk about how things are working out?

- *Ask each person*

(Adapted from *Real Justice*)

Scenarios

Scenario One (Chris and John)

Chris and John are competitive athletes. They participate in all school sports events and on weekends play in opposing teams. Their rivalry to be the best has sparked numerous conflicts, both on and off the field. The school's first eleven-soccer team was being selected and John unfortunately missed out due to an injury. What began as fun ended up in verbal confrontation during a lesson, which resulted in the teacher sending both boys out of the room and referred on to the Year Advisor.

Scenario Two (Clare and Jennifer)

Clare and Jenny have been sharing a school locker. Clare has also lost her Geography textbook and has been borrowing Jenny's and unfortunately they are in different Geography classes.

Jenny went to collect her Geography textbook for her lesson but it hadn't been returned. She had to go to class without it, which resulted in a lunchtime detention. When Clare found out, she felt really bad, and wanted to make it up to Jenny, but was told to "go away". Clare and Jenny are both really upset and refusing to speak to each other. This ongoing conflict has been going on for a week and has been impacting on other lessons they have in common. The Year Advisor calls a meeting to resolve the conflict.

Students Training Workshop Evaluation

School: Date:

Please **circle** the number that best rates your evaluation of the workshop. (1 Low – 5 High)

1. The style of the presentation.

1	2	3	4	5
Minimal	Satisfactory	Good	Very Good	Excellent

2. The content material used in the workshop.

1	2	3	4	5
Minimal	Satisfactory	Good	Very Good	Excellent

3. The strategies used in delivering the content and skills.

1	2	3	4	5
Minimal	Satisfactory	Good	Very Good	Excellent

❖ **List three aspects of today's workshop that you felt were valuable.**

1.

2.

3.

❖ **Other Comments.**