

Short and Snappy

Learning Opportunity for Volunteers

CONFLICT RESOLUTION: *Can't We All Just Get Along?*

45 minutes

Volunteers who work with girls face many challenges. Girls come from different backgrounds and have a variety of interests and abilities. Occasionally conflict may emerge. A troop leader must manage the differences among the troop members while maintaining the troop's interest in the activities. By the end of this session, you will be able to implement basic conflict resolution tools to diffuse conflict between girls.

What is a Short & Snappy?

- Short training/information segment.
- Any interested volunteer may read or lead a Short and Snappy.
- Short and Snappy are 10-45 minutes in length.

What You Will Need

- Short and Snappy outline
- Sign-in sheet
- Large paper, white board, or chalkboard
- Markers/Dry erase markers/Chalk
- Index cards, glue stick and scissors
- Handouts:
 - Strategy Cards
 - Using it with Girls

Things to Remember

- Have participants sign the sign-in sheet and submit it to your local service center.
- Stay within the allotted time.
- If you don't know the answer seek the correct answer from the appropriate support person.

Questions? Comments?

Contact jean.orcutt@gsnim.org

800-283-4812, ext. 315

www.gsnim.org

Prep Step:

Prior to the meeting, prepare the strategy cards by cutting them out and gluing them onto index cards. (You may want to just print the cards on cardstock and cut them out.) **Left side examples:** Hand out to participants for Activity 3. **Right side examples:** Keep and use to help generate examples for discussion, if needed.)

Make photocopies of the *Strategy Cards* and *Using It with Girls* pages on regular paper as handouts for leaders.

1. Set the stage

Method: Icebreaker and Overview

- Start the session with an ice breaker, such as asking a question like, "Growing up, what were your favorite toys to play with as a child?" Laugh, enjoy the comments, and then start the session.
- Clarify the training exercise: Review the summary and objective of this session.
- Explain to leaders that for this training, you want them to think about a conflict they may have witnessed in their troop or, in the absence of a troop conflict, one they may have experienced personally. Ask them to think about how (and if) the conflict got resolved and what strategies were used to resolve it.

2. Activity 1 - Knowledge: What is conflict?

Method: Question - Pair - Share

- Pose one or both of the following questions to the group. Instruct leaders to pair off and share their thoughts on the questions:
 - **What is conflict?** (Suggestion: When people have different interests or incompatible wants and needs.)
 - **Why do girls behave in ways that induce conflict?**
- Bring the group back together and ask leaders to share some responses they came up with in their paired sharing. Write down the ideas generated on a piece of chart paper or white board.

- - Some suggested reasons/possible responses for why girls behave in ways that induce conflict are:
 - They want attention
 - They are jockeying for status, position
 - They are testing boundaries
 - They might be uncomfortable
 - They may be afraid of failure
 - They don't like what the group is doing

3. Activity 2 - Understanding: Why does conflict happen between girls?

Method: Small group discussion and Brainstorm

- Ask leaders to think back to when a girl in the troop behaved in a way that induced conflict. Ask leaders to discuss in small groups (4-5 leaders) what might have caused her to act that way. Look over the list of "possible reasons" you created and decide if any of these could have contributed to the behavior.
- As a group, generate ways that you could reduce the risk of conflict-inducing behavior, in light of this information. Brainstorm this list of ideas and write them down on chart paper or white board.

4. Activity 3 - Application: What can you do to manage conflict in your troop?

Method: Small group discussion and Case studies

- Divide the scenario cards (See Prep Step) among the leaders and tell them they will use these examples to help think about strategies they could use to help girls resolve conflict. For each card, ask them to decide if the strategy is an effective strategy or a less effective strategy. If "less effective," ask the groups to come up with a better solution.
- Come together again as a large group and have someone from each small group read their card and then describe whether it is effective or not. If it isn't effective, have the group share a "better" option that the small group came up with.
- Have leaders share actual examples of conflict in their troop and how they could use these strategies to solve them.

5. Reflect and discuss

Method: Discussion

- Discuss as a large group, the following questions:
 - What are some of the benefits of recognizing conflict?
 - Why is it important to understand some reasons that girls might behave in ways that induce conflict?
 - What ideas or strategies do you plan to bring back to the girls?
 - Has it been beneficial as a leader to understand some more or less effective strategies for dealing with conflict? Do you have any other ideas that you would like to share?
- Point out the "Using It with Girls" handout. If time allows, go over this handout with the leaders. If not, leaders can go over this on their own time.
- Close with a quote or inspirational story, or simply thank leaders for their time and dedication to helping the girls get along!

CONFLICT RESOLUTION: Using it with Girls

Putting one strategy into practice:

This is where you as the leader may have to start a discussion with questions regarding conflicts that may be arising. Remember to keep it a safe space.

Ask the girls if they ever had a conflict. It may have been with a sibling or a friend, or maybe even someone their troop. You could say something like:

- Does anyone have an example they would like to share?
- How did it make you feel?
- How did you get it resolved? Or did it get resolved?
- Would you like to know some strategies to help you resolve a future conflict?

Side Bar for Girls:

Often you have a different perspective when you are in the middle of a conflict, compared to when you are on the sidelines. Try getting out of the middle and think about being the person who helps solve problems, rather than someone who creates them.

You could continue by saying:

Choosing to resolve conflicts means we have to talk it through. One of the best formulas for expressing yourself and not putting the other person on the defensive is to use "I" statements. (Tip: You may want to have the following on a large piece of paper.)

I feel(say your feeling)

When you(describe one specific action that troubles you)

Because.....(say when the action connects to your feeling)

A good example:

I feel hurt when you interrupt me when I am talking, because I think my input is valuable, too.

A not-so-good example:

I hate when you don't listen to me.

Can you hear the difference? It is important to use a specific example of one behavior that causes hurt feelings.

Reflect:

Ask the girls to share their thoughts on:

- How "I" statements are different from other ways of responding
- Other strategies for conflict resolution:
 - Talk it out
 - Say "I'm sorry" and mean it
 - Compromise
 - Solve the problem
 - Build trust again
 - Cool off and give it time
 - Seek help
 - Say "Please forgive me for..."
 - Let it go: Some conflicts just aren't worth it!

Girl Led:

Now that the girls are empowered with the tools to resolve conflicts, let them. You may have to facilitate conversations, but help them to use "I" statements to settle conflicts that arise.

Source: aMaze! The Twists and Turns of Getting Along, 2008. GSUSA Publication, facilitator's Guide.

Strategy Cards

Left side: Cut out and hand out to participants.

Right side: Use to generate discussion.

<h3>Aggression</h3> <p>Harming the other person physically or verbally.</p>	Aggression: less effective "You wimp!" "That's it, you creep!" "Stop shoving me"
<h3>Flight</h3> <p>Girl gives up and retreats from the situation when she could have tried to work it out.</p>	Flight: less effective When confronted by another girl, throws up her hands and says "Do it your way—I'm leaving!"
<h3>Tattling</h3> <p>Using adults as a means to hurt another girl by getting her in trouble with the adult. Intent is to get back at the other girl.</p>	Tattling: less effective "Krista splashed me and tried to drown me" and then making faces at Krista as the adult talks to her.
<h3>Negotiating</h3> <p>Girls and leaders listen to the others' points of view and discuss which position might be the best.</p>	Negotiating: more effective "That's a good point, but we might consider..."
<h3>Compromise</h3> <p>Meeting halfway or in between. Both parties agree to sacrifice something in order to resolve the conflict.</p>	Compromise: more effective Two girls fighting over a book; leader suggests reading together.
<h3>Taking Turns</h3> <p>Both girls get what they want by splitting the time evenly.</p>	Taking turns: more effective "I hold the bunny on my lap for a few minutes and then you can, too."
<h3>Threat-Free Explanation</h3> <p>One person tells her position without attacking the other person. The girls try to keep emotions from getting out of control.</p>	Threat-Free Explanation: more effective "I don't want to try that because everyone will make fun of me." "I really don't know how."
<h3>Apologizing</h3> <p>Telling another that you are sorry. This is not necessarily saying that you were wrong but that you care about the other person.</p>	Apologizing: more effective "I'm sorry we got into a fight. I will try to listen better next time."

<p style="text-align: center;">Soliciting Intervention</p> <p style="text-align: center;">Asking someone who is not involved to help sort the problem out and come to a solution.</p>	<p>Soliciting Intervention: more effective "Why don't we ask Mrs. H what she thinks. She is always fair."</p>
<p style="text-align: center;">Postponing</p> <p style="text-align: center;">Taking a time out. Waiting until later to resolve the conflict.</p>	<p>Postponing: more effective "Why don't we finish these bracelets later? Let's play a game of 'Blob Tag!'"</p>
<p style="text-align: center;">Distracting</p> <p style="text-align: center;">Helping someone to forget about the conflict by focusing their attention on some other interesting activity.</p>	<p>Distracting: more effective "Hey, come over here and look at this frog!"</p>
<p style="text-align: center;">"I" Statements</p> <p style="text-align: center;">Diffusing negative emotions by making it about you, not the other person and your feelings are communicated.</p>	<p>"I" Statements: more effective "When you make fun of my laugh, I feel embarrassed, because it hurts my feelings."</p>
<p style="text-align: center;">Chance</p> <p style="text-align: center;">Flip a coin or draw straws.</p>	<p>Chance: more effective "Heads, Sarah gets to pick first, Tails, Mia does."</p>
<p style="text-align: center;">Sharing</p> <p style="text-align: center;">Working together to meet the needs of both parties.</p>	<p>Sharing: more effective "I don't want to fight so I want you to have this magazine. I'll just look at it later."</p>