

Title of Learning Episode:

## Conflict resolution

Conflict - a disagreement or argument  
Resolution - the action of solving a problem  
Escalate - become more intense or serious  
Compromise - a mutual agreement

KEYWORDS

## Starter

Watch the following clip and then answer the questions at your challenge level by discussing with your partner.

<https://www.youtube.com/watch?v=U1PHpkdvNOs>



**Core:** Is this a good or bad example of conflict resolution? Why?

**Challenge:** What went wrong? (what caused the conflict?)

Who is at fault?

**Killer:** What could have been done to resolve the situation?

What should their boss, David, have done?

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## Starter: review

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Gareth's Stapler | The Office | BBC

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### Objective Question 3

To analyse and evaluate different strategies for conflict resolution and why some may be better than others in particular situations.

Previously Achieved:

### Objective Question 2

To recognise strategies that can be used for conflict resolution and what the outcomes might be.

Striving For:

### Objective Question 1

To identify how conflicts escalate.

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Everyone argues/has conflict. It's inevitable as we all have different personalities and values. It's how we deal with conflict that matters.

# Conflict Escalator

We can use these to identify steps in an argument or a conflict.



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Behaviour that makes the argument worse leads to a step up.



Anything that makes it better is a step down.

Title of Learning Episode:

# Task one

Conflict resolution

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In pairs, write **words and actions** above the stairs that make a conflict worse and **words and actions** that calm this down under the stairs.

"You're a ..." (personal attack)

Walking away for five minutes

## Task two

5. Alex stood up and pushed the table. This then disrupted the whole lesson

4. Max knocked Alex's book onto the floor

3. Max pushed Alex's arm

2. Alex put her arm up and said "shut your mouth"

1. Max talked to Alex whilst the teacher was talking



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**KEYWORDS**

### Paired activity

**Core:** Each pair to be given a number 1-5. This links to a step on the staircase. For that step, the pair is to work out how the situation could be stopped from escalating further.

**Challenge:** What can be done to make the situation better and to bring it down a step?

**Killer:** Come up with your own staircase scenario that you have experienced or witnessed. Did you stop it escalating? How could you have brought it down a step?

Title of Learning Episode:

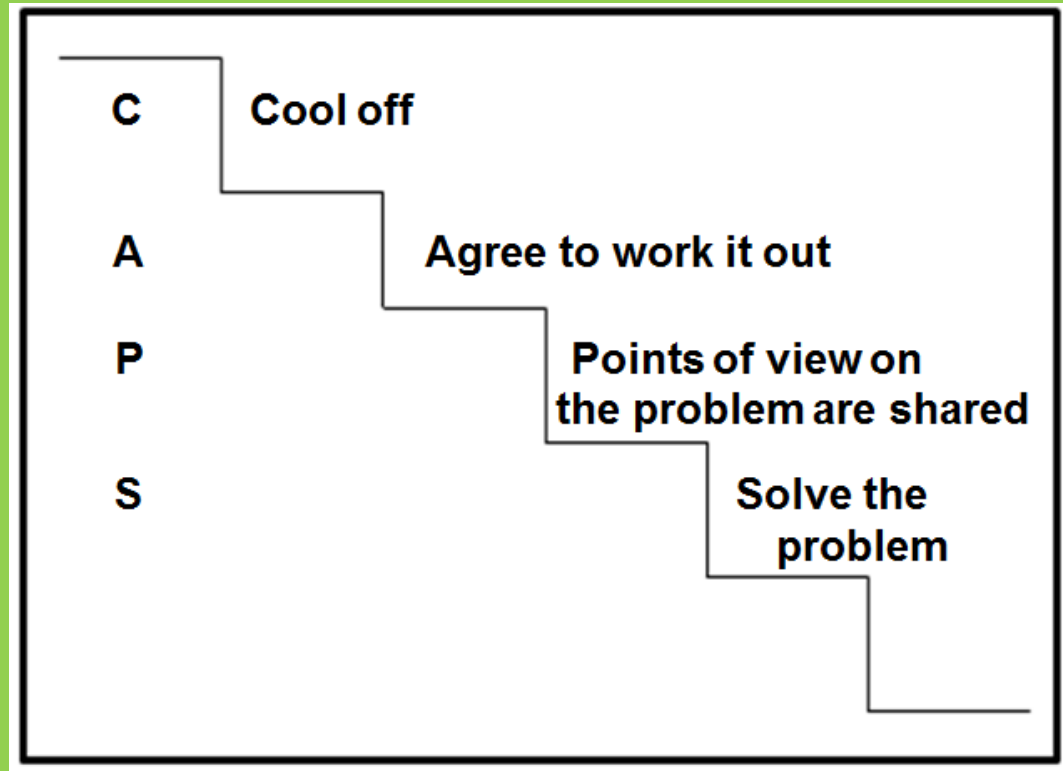
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The CAPS technique shows how a problem can be resolved before it escalates too far.  
Use this to complete the next activity.

C - Breath, walk away  
A - Discuss and be respectful  
P - give each side calmly  
S - Compromise, come to an agreement

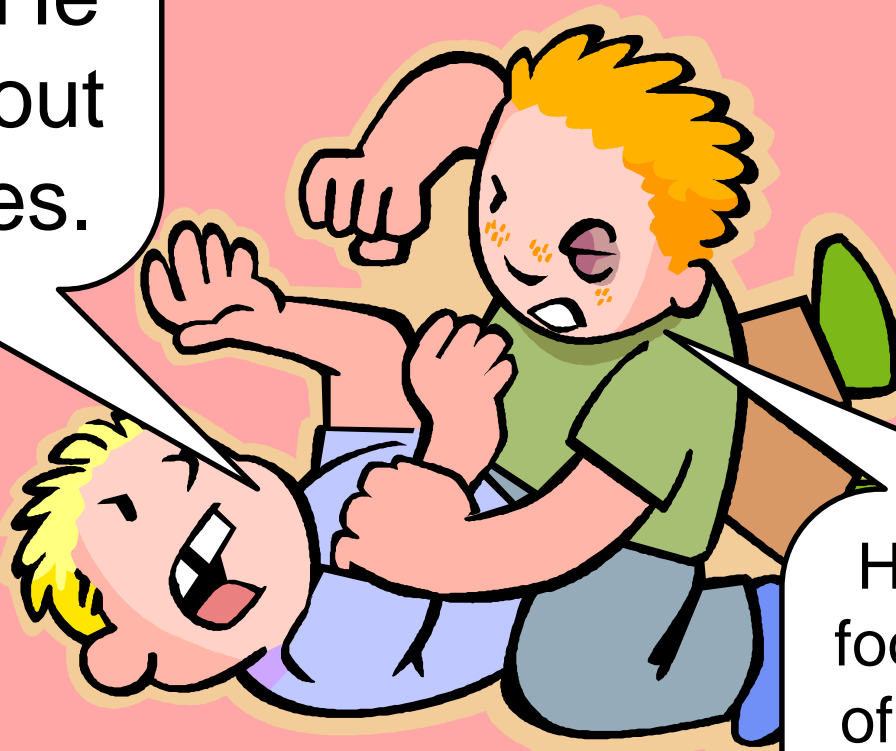




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He never passes to me in football. He leaves me out of his games.

## Task three



He is rubbish at football and none of my friends like him playing on our team because he always loses the ball.

For each scenario, discuss how the situation can be solved so that it doesn't escalate further? How we can bring it back down the staircase?  
Remember the CAPS technique.



My little sister is so annoying – she is always trying to play with my friends and use my stuff. I wish she'd just go away!

I don't have a mobile phone and I only want to play with my sister but she's so mean! I hate that she has lots of friends



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Name one thing you will take away from this lesson. Tell it to your partner. Be ready to share!