



AW facilitator resource kit.

CONFLICT RESOLUTION

purpose.

Effective conflict resolution where participants experience social and emotional growth as a direct result of conflict is a key differentiator between AW and competitors. AW sees huge potential for growth out of conflict and does not shy away from it on programs. Often the magic moments follow directly after the proverbial sh*t hits the fan and the facilitator is required to run a conflict resolution process. Below are the three conflict resolution methods that AW recommends.

method one - sh*t to gold.

INTENTIONS:

1. To restore trust in a group after some issue has arisen
2. To discuss conflict without blame & enable social and emotional learning
3. To grow group accountability in contrast to teacher/ facilitator authoritarian status

WHEN TO USE THIS PROCESS:

Use this process if some event has compromised group safety/ connection.

FRAMING THE CONVERSATION:

"I'm now going to create space for a whole-community discussion to enable us to discuss (the event) and its impacts and find ways to move forward and put things right. This may seem a bit unusual, because we may not have seen this much before, and I can think of millions of examples where this doesn't happen, but healthy communities can discuss difficult things with open hearts and open minds and put things right.

I want to make sure we leave this discussion with everyone feeling heard, with a sense that as a whole community we have put things right. To help us really listen to each other, we'll use our 3 talking stick rules (recap if required). If this was an adult-child discussion I might have the say over what happens. But it's not, it's an adult-adult conversation. My role is not to decide what should happen. My job is to keep the discussion open. If we veer away from a healthy discussion, I'll get us back on track. I will have my say too, as one member of the community. We will have 4 rounds of questions. 4 times around the circle with the talking stick. Let's begin round one."

Round 1

Ask an **OBSERVATIONAL** question to find out what actually happened, the data as distinct from our response, our diverse experiences (what we saw & heard), such as:

- Let's hear from each person: From where you stood, what happened?
- Let's share one at a time: What did you notice?
- What happened to make you say that?

Round 2

Ask a **REFLECTIVE** question to validate the diverse range of feelings and responses, and give us insight into how we are impacted, such as:

- How did the situation effect you? Why?
- What were your thoughts and feelings about what happened?
- What was the most interesting/ important part for you, and why?

Round 3



Ask an **INTERPRETIVE** question to enable us to examine our values, beliefs and assumptions, and the significance and implications for the community, such as:

- How might this have come about?
- What matters most to you about this situation?
- What may happen if this situation continues?

Round 4

Ask a **DECISIONAL** question to identify options, make decisions and prioritise our action, such as:

- How will we put this situation right for the whole community?
- What could we start/ stop/ keep doing to make sure this doesn't happen again?
- What might need to happen next?

Wrap up

Finally, summarise what you have heard from the group (what they have agreed on, and where there is still disagreement) and test for their support of your summary. Thank them for their openness and acknowledge that only the healthiest communities are capable of such a conversation.

resources.

Please find below a link to the Sh*t to Gold resource, developed for teacher training in 2018.

- [Sh*t to Gold](#)



method two – empathy mapping/unmet needs.

NOTE: This process can be run in advance of any incidents as a way of preventing major conflict – just use made up scenarios instead of an event or incident specific to the group. Or even better, ask the group to throw up some incidents from school where something has impacted their friendship group negatively.

INTENTIONS

- To grow the capacity for empathy in group members
- To learn to honestly and kindly address behaviours that impact our community
- To grow a shared sense of what our community needs to be healthy
- To share accountability for behaviours that contribute to the health of our community

WHEN TO USE THIS PROCESS

Use this process following a conflict or incident that is threatening the safety/connection of the group.

FRAME THE CONVERSATION

In a moment, I'm going to give this community an opportunity to do something a little different, but first I want to get your answers to the following questions:

1. When someone misbehaves at school, what can we expect to happen?
2. How about on camps you have been on in the past where a member of the group has done something to compromise the safety of the group?
3. How does the person in charge normally react?
4. What consequences are usually awaiting the person who has misbehaved?

Great, now I want you to take all those ideas and insights we have just shared, and I want you to throw them away for the next hour. We won't need them.

This next activity is all about finding new ways to navigate conflict and overcome challenging behaviours in our community.

STEP ONE – What's happened?

Ask an **OBSERVATIONAL** question to find out what actually happened, the data as distinct from our response, our diverse experiences (what we saw & heard), such as:

- Let's hear from each person: From where you stood, what happened?
- Let's share one at a time: What did you notice?
- What happened to make you say that?

STEP TWO – Build the scene

Challenge participants to sue 2-3 group members to create a still picture of what has happened in the middle of the circle. Everyone else will be sitting around the outside observing the picture.

STEP THREE – Explore why this might have happened

In the circle, hand out the [empathy mapping cards](#) (1 between 2-3) and ask each group to spend some time filling it out for each person in the still picture.

e.g. what is the victim of the incident saying/feeling/thinking/wanting/concerned about?

What is the perpetrator of the incident saying/feeling/thinking/wanting/concerned about?

STEP FOUR – Group discussion

Invite the group to share what they came up with so a full picture can be drawn of the experiences of each person involved

STEP FIVE – Debrief



- How do we feel after what we've shared and learned?

STEP SIX – Unmet needs

Hand out the 'unmet needs' sheets to each group member and allow some solo time (5min) for them to reflect on and answer each line of the sheet.

The purpose of this extension of the session is to further drill down on what needs each party involved was trying to meet when they made the choices to do what they did.

For example, if participants can come to the realisation that group member X broke the confidentiality of the group because they wanted to feel connected and wanted, then they begin to think about how to meet those needs for that person so that they don't need to meet those needs in a way that negatively impacts the community.

STEP SEVEN – Debrief

- What can we do differently to meet the needs of all our group members in future?
- How can we better communicate our needs with each other?

resources.

Please find below a link to the Empathy Mapping/Unmet Needs resource.

- [Empathy Mapping/Unmet Needs](#)



method three – calling out influencers.

INTENTIONS

- To honour the leadership and influence of others
- To learn to honestly and kindly address behaviours that impact our community
- To grow a shared sense of what our community needs to be healthy
- To share accountability for behaviours that contribute to the health of our community

WHEN TO USE THIS PROCESS

Use this process if some students are dominating the group and having what seems to be a negative influence over the experiences of others.

FRAME THE CONVERSATION

Who can think of a leader you think is magnificent? Tell us why you think they're great. Who can think of a leader you think is terrible? Tell us why you think they're bad. It's one thing to consider what we will contribute to our community, as we have when we considered our group values. It's another thing to be told by your community for what they need from you, and rise to that, so you are contributing in ways your community needs, and leaving behind ways that don't work for the community. So this is also a conversation about leadership, about how we influence our community, this community.

Step 1 – Nominate and acknowledge 3-4 influencers

I want you to think about who in this group has the greatest influence over the group so far. When you've had a think, I want you to nominate 2 or 3 or 4 people that the group considers the influencers or leaders in this group. The influence can be positive, negative or a mixture. I'll only accept each nomination if it's unanimous. Who wants to nominate our first influencer? Great, who else? (Continue until you have 3 or 4 nominated unanimously). Ok, so those of you have been nominated, this is because the group sees your influence. Got that? So I want to acknowledge your power and influence in the group.

Step 2 - Influencers consider their influence

Ok, now I'm going to ask each of the influencers to find a spot in the bush, where you will stay on your own until we summon you back. While you're there, I want you to consider the question: What influence do I want to be known for in my community? What do I want to bring to my community through my leadership? Go.

Step 3 - Community talks to each influencer's positives/ negatives

Now that our influencers are not here, we can have perhaps a more open conversation about what is working for us and not working for us about the influence that each of them has on us. Let's hear from a few people, popcorn style, about each influencer's influence, the positive and the negative. Who will start?

Great, thanks for sharing. So now I want us to think of some feedback we can give each influencer, when we shortly summon them back. This is the community supporting leaders to be their best by letting our influencers know how they're doing and what we need from them:

- What do we as a community need them to **start** doing?
- What do we as a community need them to **stop** doing?
- What do we as a community need them to **keep** doing?

(Spend some time allowing them to get clear about these things, and who is willing to share them when the influencers return.)



Step 4 - Influencers to share the influence they want to have

Welcome back. Let's hear from each of the influencers one by one regarding what they want to bring to their community. Who will start?

Step 5 - Community shares a stop/ start/ keep with influencers

Great, thanks for sharing. So in acknowledgement of your leadership, your community is going to be courageous enough to give you feedback on your leadership, your influence. This is the community supporting you to be your best by letting you know how you're doing, your positive impact and your negative impact, and what we need from you. Are you ready?

Who wants to receive feedback first? Thanks. Let's begin.

- What do we as a community need them to **start** doing?
- What do we as a community need them to **stop** doing?
- What do we as a community need them to **keep** doing?

NOTE: Be prepared to reframe the conversation by acknowledging:

- how unusual this conversation is in the outside world
- what difference it would make if we could have leaders who always grew our community
- how it shows great maturity to speak honestly and kindly to any difficult behaviour
- how this is about our leaders growing and our community getting its needs met

Step 6 – Debrief:

- Influencers, how was that for you?
- Everyone else, how was that for you?

success looks like.

- ✓ Conflict is effectively resolved
- ✓ The group is more bonded and connected after the experience of conflict
- ✓ The mood in the group is positive and connected
- ✓ The rest of the program is mostly conflict free