Short & Snappy
Learning Opportunity for Volunteers

Conflict Resolution: Can

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 maintain the troop basic conflict resolution tools to diffuse conflict between girls. Troop Coaches/

Prep Step:
Prior to the meeting, prepare the strategy cards by cutting them out and gluing them onto index cards. (You can also print the cards on cardstock.) 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
   - Start the session with an icebreaker, such as asking a question like, up, what were your favorite toys to play with as a child 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?
   - 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 interest 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 camp 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

3. Activity 2  Understanding: Why does conflict happen between girls?
   • 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 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?
   • 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 effective,
   • 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 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
   • 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 not, leaders can go over this on their own time.
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 conflict 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 in 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?

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 piece of paper.)

I feel
When you
Because

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

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

Reflect:
Ask the girls to share their thoughts on:
- How
- Other strategies for conflict resolution:
  - Talk it Out
  - Say
  - Compromise
  - Solve the problem
  - Build trust again
  - Cool off and give it time
  - Seek help
  - Say
  - Let it go: Some conflicts just aren

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.

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 them to settle conflicts that arise.

Source: aMaze! The Twists and Turns of Getting Along, facilitator guide.
<table>
<thead>
<tr>
<th>Strategy Cards</th>
<th>Right side: Use to generate discussion</th>
</tr>
</thead>
</table>
| **Aggression**  
Harming the other person physically or verbally.                          | Aggression:  
Less effective |
| **Flight**  
Girl gives up and retreats from the situation when she could have tried to work it out. | Flight:  
Less effective  
When confronted by another girl, throws up her hands and says |
| **Tattling**  
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. | Tattling:  
Less effective  
then making faces at Krista as the adult talks to her. |
| **Negotiating**  
Girls and leaders listen to the others which position might be the best. | Negotiating:  
More effective |
| **Compromise**  
Meeting halfway or in between. Both parties agree to sacrifice something in order to resolve conflict. | Compromise:  
More effective  
Two girls fighting over a book; leader suggests reading together. |
| **Taking Turns**  
Both girls get what they want by splitting the time evenly. | Taking turns:  
More effective  
then you can too. |
| **Threat-Free Explanation**  
One person tells her position without attacking the other person. The girls try to keep emotions from getting out of control. | Threat-Free Explanation:  
More Effective  
fun of me. |
<table>
<thead>
<tr>
<th><strong>Apologizing</strong></th>
<th><strong>Apologizing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling another that you are sorry. This is not necessarily saying that you were wrong but that you care about the other person.</td>
<td>More effective next time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Soliciting Intervention</strong></th>
<th><strong>Soliciting Intervention:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking someone who is not involved to help sort the problem out and come to a solution.</td>
<td>More effective always fair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Postponing</strong></th>
<th><strong>Postponing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a time out. Waiting until later to resolve the conflict.</td>
<td>More effective play a game of Blob Tag.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Distracting</strong></th>
<th><strong>Distracting:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping someone to forget about the conflict by focusing their attention on some other interesting activity.</td>
<td>More effective</td>
</tr>
</tbody>
</table>

| **Diffusing negative emotions by making it about you, not the other person and your feelings are communicated.** | More effective rassed, because it hurts my feelings. |

<table>
<thead>
<tr>
<th><strong>Chance</strong></th>
<th><strong>Chance:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip a coin or draw straws</td>
<td>More effective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sharing</strong></th>
<th><strong>Sharing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together to meet the needs of both parties</td>
<td>More Effective magazine.</td>
</tr>
</tbody>
</table>