

# "CONFLICT RESOLUTION APPROACHES FOR ENHANCING INTERCULTURAL DIALOGUE"

## TRAINING COURSE IN ESTONIA

26TH  
AUGUST –  
1ST  
SEPTEMBER  
2018



# Project summary

**Title:** "Conflict Resolution Approaches for Enhancing Intercultural Dialogue"

**Dates:** 26.08.2018-01.09.2018 (8 days)  
25.08.2018 - arrival and 02.09.2018 – departure

**Participants:** 3 participants per country, youth workers 20-45 years old

**Venue:** Tallinn, Estonia



“WHAT’S  
IT ALL  
ABOUT?”

## Description of the project:

The project "Training on Conflict Resolution Approaches for Youth workers" addresses the needs of 26 youth workers from 8 Partners NGOs [from Estonia (NGO Youth Club Active), Romania (Asociatia Tineri pentru Dezvoltare Durabila in Europa), Germany (East West East Germany e.V.), Spain (NECI Spain), Cyprus (Network for European Citizenship and Identity Cyprus), Greece (C.E.T. Platform Hellas), Slovenia (Mladinski center Zagorje ob Savi), Italy (L'Orma)]. Nineteen of them face fewer opportunities and expressed interest to join an international activity/training in order be further developed on conflict resolution/management and inclusive practices for:

- a) supporting and motivating their youngsters behave responsibly and being active citizens.
- b) understanding stages of conflicts and apply conflict techniques to manage them. This way they will reduce acts of stereotypes and social exclusion.
- c) be more efficient with their approach when working with their youngsters.

Therefore through this project and Activity we will provide means, methods, examples, practices and share ideas through joyful learning using NF approaches in order to empower them with the development of their basic key competences and with the increase their self confidence.

The project is also connected to the priorities of E+ because it supports mobility of youthworkers with fewer opportunities for personal and professional development. Also through this, it will be promoted intercultural dialogue and respecting of diversity. As a result youthworkers will turn into multipliers of basic fundamental issues for solidarity and cooperation and reduce of conflict and marginalization in their youthwork but also in macrolevel in wider lifelong community.

The project will last 12 months and the Activity will be implemented in 8 days TC with 26 participants (2 trainers and 1 support staff are included), in Estonia Tallinn 25.08.2018-02.09.2018 (arrival and departure days are included) Our project managers and trainers will:

- implement tools and methods basically from Non Formal Learning (like simulations, outdoor activities, debriefing, case studies, Role Plays, Theatre based sessions, reflection etc),
- promote visibility and disseminate along with all partner organizations the power of E+ programme and results;
- bring and establish a stable and fruitful impact to the pax, to their organizations, to local, regional and wider LLL Society.

Objectives of the Training for yw with fewer opportunities:

1. To increase, through NFL activities, the skills and competences of 26 yw on conflict resolution and conflict management in order to facilitate their daily work with and in their local community.
2. To develop self-confidence of 26 yw on how to solve unexpected conflicts and acts of discrimination within their practice. Self confidence will be achieved through the new methods, presentations, teamwork and transmitted to the specific target groups;
3. To create products and Tools, as good examples of cooperation, that will support conflict resolution and management, which will be disseminated to local and international Youth field to enhance solidarity and inclusion.
4. To increase awareness on the importance of the implementation of social inclusion practices in the youth work as an ally to conflict management. Dealing with diversity, asks a high level of awareness which will be totally increased mainly during the activities: "Stages of Conflict", "conflict management techniques" and "nuclear factory debate".
5. To train 26 yw to develop strategies and activities to tackle conflicts and empower solidarity in their community especially when dealing with inactive youths, stereotypes and diversity.

The expected impact on participants:

As a direct impact we expect more openness in the attitude of the 26 participants that can suggest ways on how they can improve their opportunities they have as youth workers who face new unexpected situations in society. They will also develop their competence on social skills and managing conflicts, suggesting ideas and even solving small scale problems that are related to their own life or to their own societies.

The expected impact for participating organizations is that they will reform and improve their policy and practice regarding the themes of the project. Moreover, participating organizations might prepared more projects under E+.

Moreover, local communities to open themselves to the rest of the world disseminating any effort they are doing regarding the topic of youth participation and social inclusion.

Some of the project outcomes and results: Youthpass for participants, booklet (with nfl tools and experiences), related social media pages and newspaper articles, website, new partnerships, small scale local workshop.



# So...what is it?

Conflict theory



# Alternative Dispute Resolution

**Conflict resolution**, or in other words Alternative Dispute Resolution (ADR) are an alternative way to resolve conflicts rather than using violence or going on court. Especially, are referring to a wide range of processes that encourage non-violent dispute resolution outside of the traditional court system. These fields also include efforts in each and every place (school, communities) to reduce violence and bullying and help young people develop communication and problem-solving skills. Common forms of conflict resolution include negotiation, mediation, arbitration etc. Conflict management Is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times this can lead to disputes with other members of the team.



First  
**ADR**  
Kit



# Conflict management strategies



## **1. Accommodating**

It's a strategy in which the one side gives the other side what it wants in order to maintain peace.

## **2. Avoiding**

In this strategy the one side just ignores the conflict. This strategy is usually for those who hold a low power position

## **3. Collaborating**

This strategy works by integrating ideas by multiple people. The aim is to find a solution acceptable to everyone.

## **4. Compromising**

This strategy calls both sides to give up elements of their position in order to establish an acceptable solution. It is mostly used when both sides hold equal power.

## **5. Competing**

It is usually used in emergency situations. In this case one side wins and the other side loses.

# Stages of conflict

## 1. Latent

It is the stage where people are not yet aware of the conflict and it is the most difficult stage to recognize.

## 2. Perceived

It is the stage where people are fully aware that there is a conflict.

## 3. Felt

At this stage bad emotions like stress and anxiety are felt by one or more of the participants.

## 4. Manifest

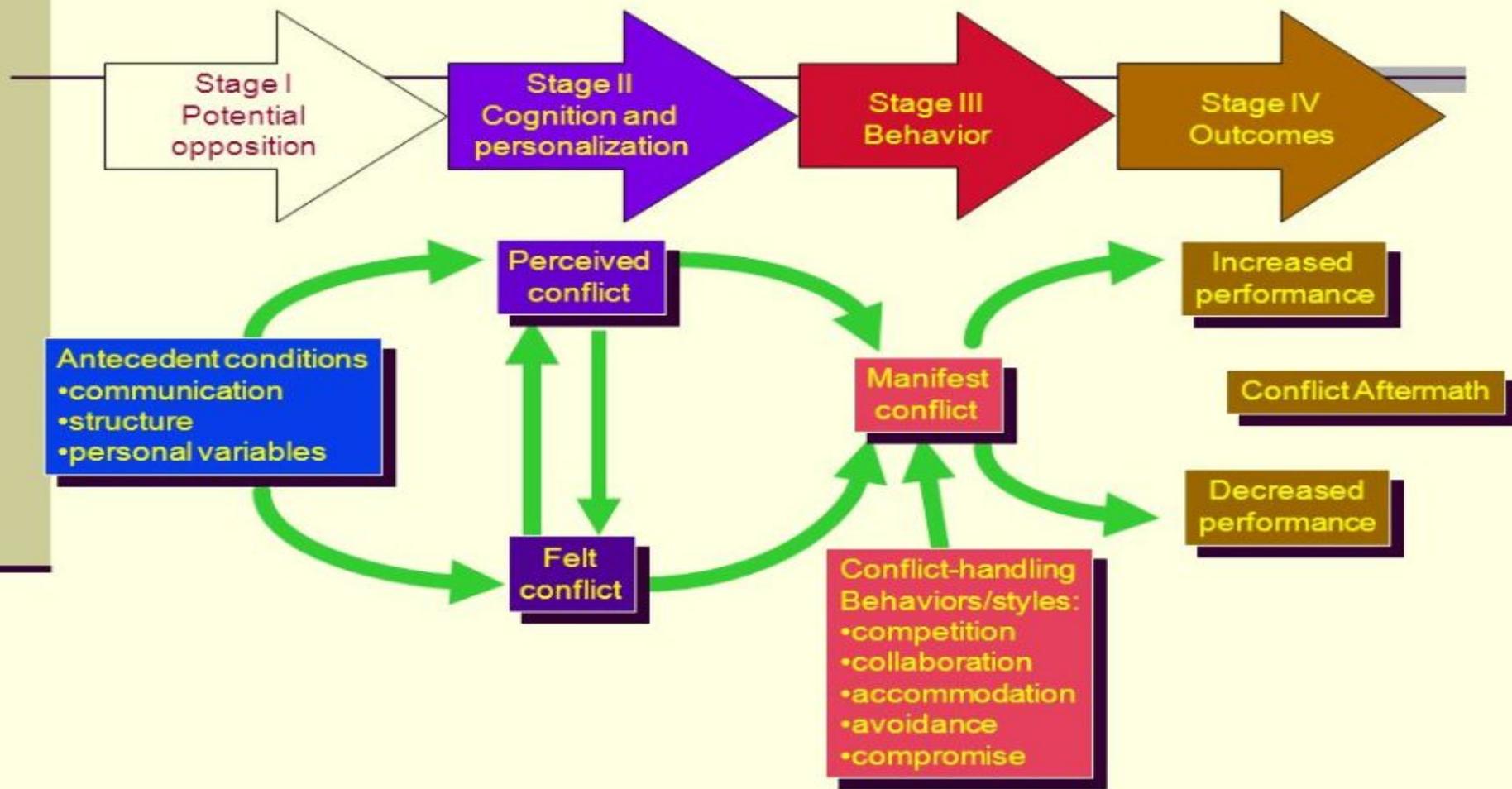
The conflict now is easily recognized and can be observed.

## 5. Aftermath

This is the stage where the outcome of the conflict takes place, such as resolution or dissolution.

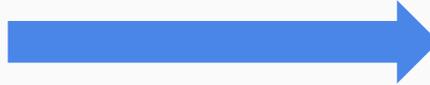


# The Conflict Process



# Mediation

**Mediator** - third person who is neutral and empowers the participants to empathize with the others participants.



## Step 1:

- Recognize the conflict and find the cause - Find a suitable time and place for all the parts - Express to them your willing to mediate and help to facilitate a safe environment



## Step 2:

- Let them propose suggestions (let all the sides listen to each other)
- Motivate them to propose till there is no more ideas left



## Step 3:

- Discuss the ideas



## Step 4:

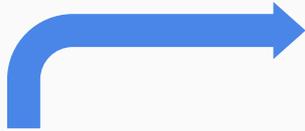
- Process the remaining ideas and choose the most suitable - Make clear the final decision and remind them that they did a promise

## Step 6:

- Discuss the final decision - Make necessary adjustments

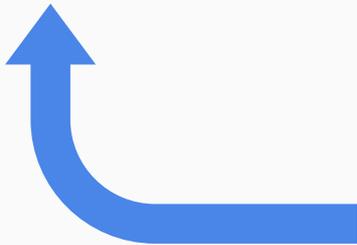
If does not work:

- Go back to Step 2 - Take some time and return to the process later



## Step 5:

- Implementation



# Active listening

## What is it?

- A technique to understand deeper your interlocutor during the conversation and build an effective communication with him/her.

## What do we use it for?

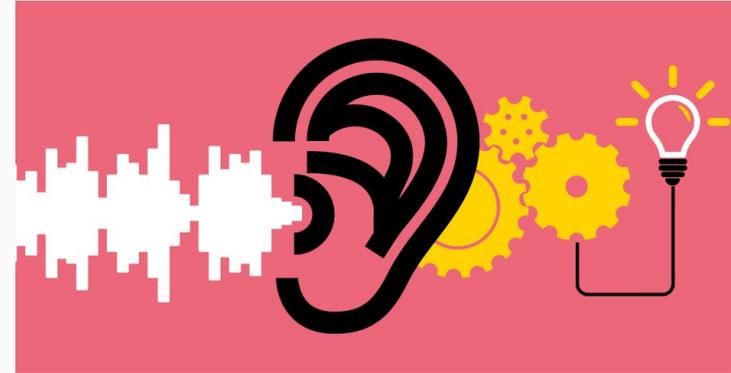
- To resolve conflicts or just to improve our relationships in our youth working jobs (or in our personal life).

## How does it work?

There are some special techniques that you can use:

- Opening questions (Why, What, How) → To get informations.
- Pause → To have time to think.
- Clarification → To understand what is important.
- Paraphrasing → To make feel the interlocutor that you are understanding him/her.
- Repetition → To clarify details.
- Logical consequences → To help him/her to find a solution according to his/her own logic.
- Summary → To conclude.

Remember body language is very important! Do not be negligent or closed with your interlocutor.



# Conflict Resolution by playing

Catalog of games



# Energizers

## Chicken game

**Players:** unlimited, two facilitators (at least – depends on the group size – one to protect the participants as they are blind and one to take care of the rules)

**Duration:** 5-10 min

**Materials:** sleeping masks Recommended: big space (room – not outside because of the noise)

### Instructions:

- 1.** The leader chooses one chicken mum. **2.** Everyone else in the group is a baby chicken. **3.** The baby chicken have to put sleeping masks onto their eyes.
- 4.** The baby chicken have to search for their mum and move around the room – whenever they touch another person they have to say “pio” – if the answer is “pio”, they have to keep on searching for their mum. If they touch a person and don’t get an answer back, they have found the mother and they stay with her until the end of the game.

## Sharks and robs

**Players:** unlimited

**Duration:** 5-10 min

**Materials:** newspaper or a towel, music

### Instructions:

- 1.** All players are robs in the sea, and the newspaper/towel is a rock in the sea **2.** When the music goes on the robs have to swim **3.** When the music is off, a shark arrives, so all the robs have to get onto the rock **4.** Each round the newspaper/towel gets smaller and smaller, so it gets more difficult to stay on the rock. **5.** If a rob falls of it gets eaten by the shark.

## Dancing numbers

**Players:** unlimited

**Duration:** 4-10 min

**Materials:** music

### Description:

Music is playing, people are chilling, and then the leader shouts a number, and then people should grab each other hands (or standing back to back, or crossing elbows etc.) to make a circle to be in the same number of players in group. Speed is important.

Determine range of numbers depending of total amount of players.



## Puking Kangaroo

**Players:** 10-40

**Duration:** 15-20 min

**Materials:** -

**Instructions on the  
next page**

## The Lion Game

**Players:** unlimited

**Duration:** 15 min

**Materials:** music

### Description:

The trainer should act as the „Lion“. We create some roles and split the group into teams, for example giraffes, elephants and monkeys, by giving the players some small pieces of papers with the animal name. The teams will then mix into a circle. The „Lion“ should then say one of the animals names with the line „The lion calls for the...“ (giraffes/ elephants /monkeys) . If he doesn't say „The lion calls for the...“ then the team should do nothing. If someone from one team did that, then everybody from that team should switch places.

## **Instructions for “Puking Kangaroo”**

The game is played in a standing circle. Always three persons form together a figure. There are 6 figures you should introduce at first, but you can add as many as you want and invent new ones.

There must be a person in the middle who points at different persons and tells them which figure they have to make. They have three seconds to complete the figure, and if they don't manage to do so, the person who did something wrong has to go into the middle and tell which figures to make. At the end the game should always get faster and faster.

- Pucking kangaroo: The person in the middle forms a circle with her hands in front of her belly and the two persons on her side ‘puke’ inside the circle
- James Bond: The person in the middle forms with her hands a gun and the persons to the side say in admiring tone ‘ Uuuuhhhh James’
- Toaster: The person in the middle jumps up and down while saying ‘ ping, ping, ping’ and the people to the side hold each others hands around him/her
- Mixxer: The person in the middle puts her hands up and the people on the sides start turning around and screaming ‘brrrrrrrrrr’
- Washing-machine: The person in the middle turns her head in circles, while the people outside form a box around her/him with the hands
- Snow White: The person who you pointed at becomes Snow White and needs to turn to her left; on her left a person goes on her knees impersonating the prince which is holding her hand; on the right there must go down 7 people who impersonate the dwarfs, while forming a hat over their heads.

## **Eisbear and Penguin**

**Players:** 15-40

**Duration:** 15-20 min

**Materials:** -

### **Instructions:**

There is one person who is the polar bear and which walks a bit slower and makes the noises of a bear.

There is one person who is the penguin, and has to make little steps and try to do it as fast as possible and say 'bibibibibi' while that. All the other participants of the group form groups of two while representing an iceberg. The polar bear has to try to catch the penguin. The penguin can hide from the polar bear by going on an iceberg. It means that he/she can run to a pair of two people and hold the hand on the free side. In this moment, the other person of the iceberg, has to leave the iceberg and becomes the polar bear, while the old polar bear becomes a penguin and has to run away. If during the catching, a polar bear catches a penguin, they switch roles as well.

## **Name me an animal**

**Players:** 20-40

**Duration:** 10-15 min

**Materials:** -

### **Instructions:**

The participants gather in a standing circle. At first all participants say their name loud and the group repeats them together. After that the educator starts first and tries to find an animal with the beginning letter of the name of any person, for example: Magdalena - Monkey. The persons should just say the animal, without repeating loudly the name. Every person in the circle, should only do one animal and every person should be participating. If somebody, doesn't remember the name of the person he/she is pointing at, the person can start herself/himself to do an animal, to help the other to remember the first letter of the name.

## Figure out conflict

**Players:** 10-40

**Duration:** 15-20 minutes

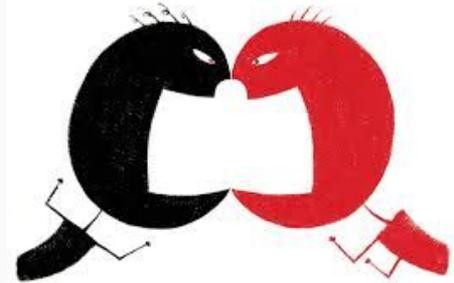
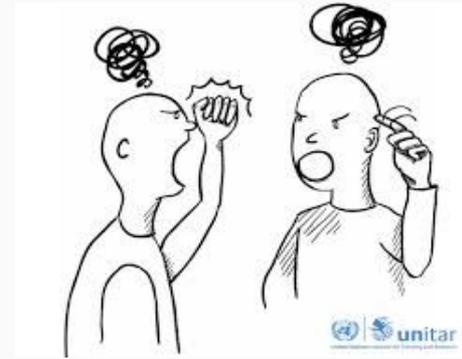
**Materials:** None

### Instructions:

The game is played in a standing circle. Always three persons form together a figure. There are different words you can use regarding conflict resolution. This game is already for people that are in a process of learning conflict or who are in a workshop regarding the topic. The words could be: Respect, Active Listening, Mediation, Solidarity, Conflict; the participants should invent themselves in the group figures to the words with always three people or more involved; The educator can show one example on how a figure could work;

- Active Listening: The person in the middle is talking 'bla bla bla bla bla bla bla bla' the persons on the outside put there hands on their ear and nod;

There must be a person in the middle who points at different persons and tells them which figure they have to make. They have three seconds to complete the figure, and if they don't manage to do so, the person who did something wrong has to go into the middle and tell which figures to make. At the end the game should always get faster and faster.



# Name games

## Name chain

**Players:** two teams, unlimited number of players (minimum of 4 players per team)

**Duration:** 5-10 minutes

**Materials:** -

### Instructions:

1. Make a circle, everybody has to say their name
2. Divide the group into two teams
3. Instruct the teams to create two separate lines
4. The first one of each line has to face the second one of the line
5. Give a start sign
6. The first one has to go on in the chain by calling the name of the person in front of him/her. If the name was correct, move on, if the name was wrong – try to guess the right name. When the original first person finished he/she changes the team and becomes the last one of the other team, the original second does the same and so on. In the end the original first one has to be the first one in his/hers original line again.



## **Mortal Kombat**

**Players:** unlimited

**Duration:** 7-15 minutes

**Materials:** small object

### **Description:**

We need two teams with equal number of players. Each member of the team has a number that has been arranged by the members of the whole team. The trainer must be in the middle of the two teams (two lines), holding something e.g a small scarf. The trainer must say a number. The person of each team that has this number have to run to take the scarf. The first one who achieve this must say the name of the other person. If the name is correct his team wins the points. If not, then the other team takes the points. The points must be as much as the pairs of players that exist.



## **Letters in chains**

**Players:** unlimited

**Duration:** 7-15 minutes

**Materials:** -

### **Description:**

Divide players to 2 groups. They should build the longest chain using letters from their own names. Each time use different letter from names. For example first letter, then second, then third etc. The group, who makes longest chain with people wins. Then mix the groups or use different amount of groups.

## BANGALOW

**Players:** unlimited  
**Duration:** 7-15 min  
**Materials:** -



### **Description:**

The players form a circle. A person calls another one pointing and saying: Hey, what's your name?  
The other player says: Hey, I'm "name";. First one: Show me how you BANGALOW (2 times). The other: This is how I bangalow (2 times while showing a personal move). All the group follows the moving saying „This is how he/she bangalow” (2 times). The other person then selects another participant.

## Zombie-Game

**Players** 20-40  
**Duration:** 10-15 min  
**Materials:** -



### **Instructions:**

The participants gather in a standing circle. In this game there are different roles you have to fulfill. At first there is one zombie, who tries to catch the other participants. The participants can save themselves, if the two people on the sides are able to say the name of the person the zombie wants to catch. If the people don't know his/her name, the person gets also a zombie and starts as well to catch people.

# Teambuilding

## The world in pictures

**Players:** two or more teams, 3-6 people per team

**Duration:** around 20 minutes

**Materials:** -

### Instructions:

1. The leader chooses one picture/object and tells it to the group
2. Each group has to create this picture/object using the body of every player – it is really important that everybody participates in that object – the group has around 2 min to create the object
3. After the 2min each group has to stop and is not allowed to move anymore.
4. The has to freeze for 30 sec showing everybody the picture/object they have created.
5. The best object wins the round.
6. You play the game several rounds
7. In the last round the participants gather into one big group and create an object/picture together



### Variations for the game:

1. After the group has finished showing the picture/object the leader asks them to make the objects move to get an extra point. (e.g. bike is going on, washing machine starts working, etc.)
2. The leader asks the group to build the picture/object without talking.

## **Body shaping game**

**Players:** unlimited

**Duration:** 6-15 minutes

**Materials:** -

### **Description:**

Pick one person, divide rest players to several groups depending on number of players. This person tells his name. Groups write this name with their whole bodies. Everybody should participate. Then pick another person and continue. As a variant, use one person per group.

## **From cross to circle**

**Players:** unlimited

**Duration:** from 3 minutes till completion

**Materials:** -

### **Description:**

The group has to make a circle and cross their arms holding their hands. They should try to uncross their arms without breaking the chain.

## **Strings Games**

**Players:** 10-40

**Duration:** 20-30

**Materials:** Egg, Strings, Base for the egg

### **Instructions:**

The people make a circle. In the middle of the circle there is a circle made out of any material and on top of it there lays an egg. From the circle there go out a lot of strings in different colours. Every person has to choose a string and then they have to discuss how they can manage together to bring the egg from one part of the room to another place indicated by the instructor. The egg can not fall on the floor at any time, otherwise the group lost the challenge. If there are a lot of participants, it is also possible to split the group and make them meet at one point of there mission to make the game harder. The group has time to discuss a strategy before they start changing the place of the egg.

# Clear the Mines



**Necessary materials:** 40 plastic plates (paper is better) 2 different markers (1 black 1 red), rope/adhesive paper/chairs

**Players:** minimum 10 / 2 teams ( 5 per each team)

**Time:** 35 minutes (5 explanation, 5 team strategy, 20 play, 5 debrief)

**Purpose:** Strengthen the team, communication, strategy, competition

## Debrief:

What was your strategy?

What did you feel it missed?

What would you change if you do it again?

## Instructions:

**Facilitators**(at least 2): Write numbers from 1 to 20 on inside of each plate for each team using markers of two colours (2 x 20). On outside of the plates need to write X for a team and O for the other team. Place the plates of both fields in random order on the ground. Surround the minefield with adhesive paper or chairs for inside and rope for outside. Make sure you let an entrance to the minefield.

**Rules:** The players are split into 2 equal teams. Each player of the team has to be involved in the mine camp. Each team has to switch off the mines from 1 to 20 in ascending order (ex. 1 2 3 4 etc). No player can enter the field twice in a row. Each player can look at two plates while on the field but he can put out just one. If one team finishes to clear the mines, they can help the other team.

**End of game:** Wins the team that clears the field of mines (from 1 to 20) first.

## Crossing bridges

**Players:** 2-20

**Duration:** 20-30

**Materials:** duct tape

### **Instructions:**

There are two groups of people. The educator has to tell them the following story: One group is a team of doctors and one group a team of fireman; They both have to go on the other side of a bridge. It is the only bridge they can use nearby and they are both really in a hurry. they need to use the bridge, because underneath there is a big river with crocodiles and sharks which you can not cross by boat or feet. On the bridge there is only space for one person at a time. The teams must think, how they can cross the bridge being at least two people crossing it at the same time or how they can convince the other team, that they need to go first. They have to develop strategies and different methods and they can not use the same method twice and they are not allowed, once on the bridge to walk backwards. To make a game more difficult you can also give time limit of 5 or 10 seconds. The duct tape is needed to show the borders of the bridge. The more close you put them, the more difficult it gets.



# Think about it from the outside

Case studies



## The office

Lisa and Ben are colleagues and share an office together. Since it gets stuffy very fast, Ben prefers to open the window very often. Lisa is not a big fan of it, as she feels cold very easily. Ben opens the window every time without asking Lisa if it is ok for her, Lisa usually says nothing but closes the window as soon as Ben is leaving the office to e.g. meet another colleague. When he returns to the office the window is closed and he feels like he can't concentrate because of the bad air. He starts making passive aggressive comments towards Lisa to make her aware of the situation. Lisa feels bad and intimidated as she doesn't know why Ben got angry.

1. What could come to Lisa's mind, so she prefers not to say anything to Ben when she is feeling cold?
2. What would you propose to change in the behavior of Lisa and Ben to avoid the conflict?

## Geography class

Kyle is quite a good student but his most hated subject at school is geography, in order to get a good mark he has to study hard, but the teacher gives him bad marks every time anyway. At one point he got frustrated by that so he decided to skip geography class, or at least he arrives late. During the lesson he is not listening to the teacher and starts distracting other pupils. The teacher gets annoyed by this situation and gives him extra tasks to change his behavior. Unfortunately this strategy doesn't work as Kyle is not doing the extra tasks given to him.

1. What would be another way for the teacher to change Kyle's behavior?
2. What would you suggest to Kyle in order to improve his mark?
3. If the teacher would ask you for your help, how would you try to mediate this situation?

# Five colleagues

Five colleagues ( Gigi, Sonia, Rafaela, Daniel and Valentin) have to do a project for school about „No waste”. They gathered at Sonia’s house to prepare the project for the next day. Gigi took initiative and started writing on the laptop. Rafaela got her notebook and wrote and shared with the others the steps that the project needs to follow. Sonia was clarifying the last part of the chapter one and she recapped the explanation of the teacher in order to follow the indications. Daniel was a little bit angry probably because his ideas about including more technical explanations were not taken into consideration by the others and sometimes Valentin suggested another way to handle things. Valentin, on the other hand was not very involved and wanted to have more fun in this process. As time passed by Daniel felt like things are not going to end well and he made some mean remarks to Valentin. Valentin continued laughing and at that point Rafaela thought that her involvement was not appreciated and the team is not working well. All the members of the team feel pressure by the time and the lack of organizing. Gigi started being lazy when he saw that Rafaela and Sonia are not taking action against Valentin and Daniel’s argue. When seeing that Gigi is not the good guy anymore, Daniel snaps, takes the glass of water and throughs on Valentin destroying Sonia’s laptop and all that they have work until then.



1. How would you find a resolution for this case study?
2. How do you think, a change of attitude would lead to another ending?

## Trouble in the bus

You are sitting on a citybus in the afternoon. In front of you sits a young boy who is listening to music. At some point an older man enters the bus and you notice he smells of alcohol and that he can't walk straight. He falls down and while standing up he falls down another time nearby the young boy. When he finally gets up the older man wants to buy his bus ticket. In this moment he realizes that he lost his wallet. He starts looking for it and suddenly looks at the young boy and claims him to give him back his wallet. The young boy is really surprised and swears that he didn't take it. All the other passengers don't react.

1. You are one of the passengers, what could you do to resolve the conflict?
2. What could the young boy do without using violence?
3. At what stage do you think is the conflict at this point?

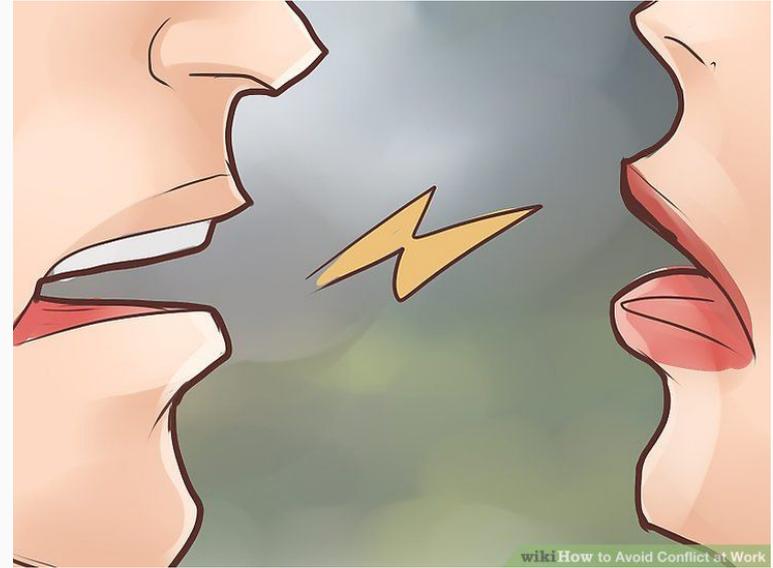
## Camp

On one day at children camp, Mauro, the 15 year old boy, who was sharing his room with other boys, took the Matteo's mattress and throws it to the ground just for a joke. Then, Matteo did the same with Mauro's mattress. It was continuing the same everyday for the week. At the end of the week, the fight broke out. The coach saw it and she separated them. But they ignored her and started to scream louder. She called the director.

- Why the coach didn't be able to solve the situation?
- Why the boys were silent about conflict? Why the other boys didn't tell everything?
- How can the director solve the conflict?
- On which stage is the conflict? How this conflict could be prevented earlier?

# It's against the rules!

At one point in one Erasmus+ project, 7 students decided to try to play a new game called Saboteur. Three of them, coming from Romania were already knowing the rules of the game. The characters of the game were randomly chosen and two of the three romanians, Vali and Gigi were selected as the bad guys of that game, meanwhile the other five were the good guys. When the two romanians saw that they are the bad guys, they started speaking in their native language so that the others couldn't understand them. When Daniel, the other romanian, heard them he tried to explain them that what they are doing is against the rules of the game, but they didn't took him seriously. They've created a chaos when the others tried to find out more about the rules of the game and they started cheating by stealing some cards. Daniel started to feel frustrated because the others didn't believed him when he started to tell them that his two colleagues were cheating. Then, meanwhile Vali and Gigi were still cheating, Daniel got angry and shouted at his two colleagues, saying that the goal of the game is not to win no matter what costs.



1. What made the conflict grow?
2. What could they change in order to solve the conflict?
3. Point the stages of the conflict.

## Paul and his beautiful garden

Paul lives in a house with a little garden in front of it, without a fence. He really loves his garden and has a lot of flowers and trees. Recently a new neighbour came to live next to him. The neighbour is an older woman, who has a dog. Miss Rose runs every morning with her dog. Unfortunately her dog started to urinate under the big cherry tree of Paul on the way back from the jogging. It might not seem a problem, but the grass of his garden got really wasted by the habits of the dog. Paul tried a lot of times to talk with Miss Rose about the problem, but she said that it is just a dog, and she can't do anything about it. One day, Paul opened the door of his house and also found excrements of the dog on his carpet at the entrance door. He got really angry with the situation and Miss Rose.

## Physical disability

The boy has physical limping disability. Often, on the way to school other children make fun of him and behind his back mimic his walk.

- The people who witness this situation, should they interfere?
- What they could do?
- What could be done to prevent this situation?

1. What would be your reaction in his place?
2. In which stage is this conflict?
3. What could Miss Rose do to avoid the conflict?
4. You also live in the neighbourhood and you are in friendly terms with both Paul and Miss Rose. How can you mediate to solve the conflict or what other techniques you could use?