



CONFLICT RESOLUTION



6 year olds



10-20



~60 minutes



HOW TO HANDLE FIGHT SITUATIONS?



Understanding emotions, feelings, and violence / Fair Fighting / Emotional Intelligence / Social Competence / Sense of Responsibility

Learning objectives of this activity:

- show children how fast the line between play and violence can be crossed;
- accepting and respecting the feelings of others;
- solving conflicts and overcoming tensions;
- supporting children to talk about their feelings unhindered.



This Exercise is divided in two steps.

Preperation:

- For step 1 ("Might of violence") you'll need a rope or something similar to make a (big) circle or line on the floor.
- For step 2 ("What happened?") you'll need paper and pencils for each child.



STEP #1:

- 1) Using the rope or similar material, draw a line on the floor and then divide your group into pairs.
- 2) Each pair must line up along the (circle) line. The partners should look at each other.
- 3) The children put their hands together and take one or two steps forward until they are really close to each other and lean against each other.
- 4) Tell them now to try to push their partner back slowly (not too vigorously). While they are pushing each other they should continue to hold hands.

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Notice: The rule says that nothing unwanted must happen. No one must be physically or mentally injured. It is only allowed to push the partner back carefully with the hands. You and the children have at any time the right to say "STOP" during the exercise. Tell this to your children.

- 5) After a few minutes of "pushing", finish the exercise and ask the children:
 - How did you feel during the exercise?
 - What's the matter with you?
 - Was it a fair "fight"? If not, why?
 - What do you want to be changed for a second round?

=> Give your children time to express their ideas verbally before continuing.

- 6) Repeat the exercise with the results of the first round.

7) Reflection:

After the second round ask the children again some questions:

- 1) What happened this time?
- 2) Was there violence?
- 3) What could you perceive?
- 4) Was it fairer this round?
- 5) What else could you observe?
- 6) How did you feel when your partner was stronger/weaker?
- 7) Who had the most fun? – the strong or the weak partner?

=> Give your children time to express their ideas verbally before continuing.

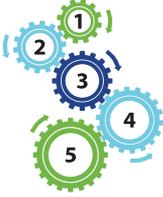
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Tip: Have a short break between STEP #1 and STEP #2. This will help your students to come down after the "fight" situation from STEP #1.

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STEP #2:

- 1) Discuss with your group if - next to the activity from STEP #1 - there was any fair fight. Discuss with them if a fight can ever be fair and think about what could make it fair. Are there fights that are (not) fair? Ask the children for examples from their lives or give some idea from your point of view.
- 2) Ask your children if fights only can be "physical".



3) Ask your children if it is easy to judge whether fights that occur for fun were fought fairly or unfairly (e.g. children fighting on the playground)?

4) Discuss what one could do if s/he watches a fight?

=> Prepare some answers to guide your children to a realistic and self-protecting understanding.

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Additional reflection of this activity (for children who have already learnt how to write):

Hand out paper and pencil and ask the students to make a list of what to do if a dispute gets out of control.

Ask them to follow the following questions:

- Are more rules than mentioned during the activity STEP #1 and #2 necessary?
- What can be improved?
- How would you act if you get into a conflict?
- What have you learned from the activity?

The basic idea of this activity came from “Strong children - less violence” Project and was adjusted to the aim and to the target group of AVAL Project by ILI-FAU.

Source:

Strong children - less violence. Sammlung pädagogischer Übungen und Spiele für Kita und Grundschule, url: https://www.vhs-th.de/fileadmin/redaktion/Der_Verband/Downloads/DL-KitaSchule/StrongerChildren2_DE.pdf