



CONFLICT RESOLUTION SERVICES



The course has recently been updated and is now delivered in a series of one hour modules:

| Module | Module Title | Information Covered |
|--------|-------------------------|--|
| 1 | Getting into Conflict | Discussions and exercises that allow the learners to discuss what conflict is, what it means to them and how they experience it. |
| 2 | Thinking about Me | This module encourages learners to reflect on conflict in their life, how they express themselves during conflict situations and what common traits people display during conflict. |
| 3 | Understanding Others | This module looks at conflict from different viewpoints and perspectives. It enable the learners not only to be aware of how peoples viewpoints differ but also the importance of viewing conflict from other viewpoints. |
| 4 | Meeting in the Middle | This module looks at both positive and negative of non verbal communication as well as the importance of active listening. The learners are encouraged not only to become more aware of the communication of others during conflict but also how their communication could be interpreted. |
| 5 | Getting Myself Heard | Pupils will be made aware of the ways in which people react to conflict and to learn skills to enable them to become more assertive during conflict situations. |
| 6 | Getting out of Conflict | This session allows the learners to consolidate the information covered in the previous modules and allow them the opportunity to use these skills in various scenarios. |

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MAKING TIME TO TALK

Conflict Resolution Workshops



CONFLICT RESOLUTION SERVICES

CONFLICT RESOLUTION AND ANGER MANAGEMENT COURSE

The Conflict Resolution and Anger Management course is designed to increase pupils' awareness of conflict and methods they can use to better manage anger. It has been shaped to help young people to communicate frustrations in a positive and constructive way.

Whilst the sessions focus on family conflict, Scotland's biggest cause of youth homelessness, the skills pupils learn can also be applied to a wide range of settings including school and the community.

The courses are interactive, fun and encourage open exchange between the trainer and the class. Delivery is flexible and we can incorporate existing school approaches. Content is based on research drawn from a variety of fields and the format has been developed in response to ongoing feedback from pupils and teaching staff.

We are able to deliver the sessions in six one hour blocks which can fit into a timetable that suits the needs of the school. We also offer a three hour focused course or a one hour taster session.

Our dedicated team of volunteer Workshop Assistants bring a variety of skills and experience to course delivery. These volunteers assist with the delivery of the sessions and support the pupils during group activities.

The course is suitable for whole classes as well as for smaller more targeted groups.



“ There is more and more need for this kind of help and support in schools. ”

Funded through the Big Lottery, these courses are FREE to schools and youth settings

Achievements to date:

- In 2012-2013 we delivered courses to over **600** pupils in over **30** schools and youth settings
- Every class reported a **reduction** in the number of arguments at home, school and with friends
- Learning integrated with **Curriculum for Excellence** outcomes

What teaching staff have said:

“I feel that this programme has proven useful in providing pupils with strategies to deal with conflict. It has enabled them to work with new people and to develop positive relationships with external agencies, dealing with the ‘trust issues’ which we, as a class, are trying to combat.”

“We’ve never had any training in anger management so we really appreciated the effort and commitment you gave to us.”

“I found your sessions very positive and inspiring.”

What pupils have said:

“I have learned that there is more than one way to solve an argument. That you can communicate anger with your body language and tone of voice more than words, and to be cautious of that!”

“I’ve learned I could resolve conflict by looking from someone else’s perspectives”

“I’ve learned to control anger and how to act e.g. aggressive/passive/assertive.”

Achieving curriculum for excellence outcome

| Curricular Area | Learning Outcomes Achieved | Examples of Learning Experiences |
|-----------------------|---|---|
| Health and Well Being | 0-01a/ 0-02a/ 0-03a/ 0-04a/ 0-05a/ 0-45b | I understand and can demonstrate the qualities and skills required to sustain different types of relationships. |
| | 1-01a/1-02a/ 1-03a/ 1-04a/ 1-05a/ 1-08a/ 1-45b | |
| | 2-01a/ 2-02a/ 2-03a/ 2-04a/ 2-05a/ 2-08a/ 2-45b | I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. |
| | 3-01a/ 3-02a/ 3-03a/ 3-04a/ 3-05a/ 3-08a/ 3-19a/ 3-23a/ 3-44b/ 3-45a/ 3-45b/ 3-46b/ 3-51a | I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. |
| | 4-01a/ 4-02a/ 4-03a/ 4-04a/ 4-05a/ 4-08a/ 4-44b/ 4-45a/ 4-45b/ 4-46b/ 4-51a | |

What we provide:

All you need to provide is a room and young people!

We provide:

- Full staffing cover
- Plans and learning objectives
- End of course report for each group
- Take home summary resources
- Monitoring and evaluation of learning
- All other materials

“I learned what conflict means and how to handle it.”

Quote from a young person, Canongate Youth Project

www.cyrenians.org.uk