

AN INNOVATIVE
OUTREACH
PROGRAMME TO
EQUIP ADULTS WITH
DISSABILITIES WITH
KEY COMPETENCES
(SOCIAL
ENTREPRENEURIAL
AND DIGITAL)



ENTRE4ALL COMMUNITY SUPPORT CENTRES

Project number: 2019-1-SI01-KA204-060426

O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs

O2.1. Teaching and learning material based on the social activation approach

TEMPLATE: Training Techniques and handouts for adult educators/trainers

Partner: Emphasys Centre

Date:



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Module	4. Social Skills
Activity Number	M4-T2-A4
Topic	Conflict Management
Learning Outcomes	<p><u>Basic (A): Referring to EQF level 3-4</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To recognise different kinds of emotional contexts <p><u>Skills</u></p> <ul style="list-style-type: none"> To identify different kind of emotions To define helpful behaviours <p><u>Competences</u></p> <ul style="list-style-type: none"> To be able to justify the use of helpful behaviours
Learning approach	<input type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Open-distance learning <input checked="" type="checkbox"/> Work-based learning <input type="checkbox"/> Community work <input type="checkbox"/> other (please specify)
Training Technique	Helpful Behaviour
Duration	70 minutes
Facility/ Equipment	Classroom, Internet access, chairs, tables, training room
Participants will need:	N/A
Attached worksheets	B1-1: Read emotions B1-2: Helpful behaviour B1-3: Helpful Behaviour Scenario I1-1: Conflict Management
Main Tasks / Procedure	<p>For this activity, the teacher needs to bear in mind the individual needs for all students.</p> <p>Task 1: Make a small introduction of emotions' description. Provide the Worksheet B1-1: Understand emotions. The aim of this exercise is for one to recognise his/her emotions in order to be able to control them. Following reading the worksheet, ask the students the following:</p> <ul style="list-style-type: none"> <i>What makes you happy?</i> <i>What makes you sad?</i>

	<ul style="list-style-type: none"> • <i>What makes you angry?</i> • <i>What makes you feel fear?</i> • <i>What makes you feel disgust?</i> • <i>What makes you surprise?</i> <p>You can provide different choices for a student if he/she finds the question confusing. For example, in the question ‘what makes you angry?’, ask and prompt the student to choose from ‘bad traffic’, ‘someone says no to me’, ‘tell me what to do’, ‘not eating on time’, ‘cancel on me’, ‘someone lie to me’ etc. Ask the students of why does that makes them sad/frustrated/angry?</p> <p>Divide the students in a group of 2 or 3 each. Ask the students to ask each other a question from the above to their classmates. Give them 15 minutes.</p> <p>(25 minutes)</p> <p>Task 2 Provide the Worksheet B1-2: Helpful behavior to each student. Read the paper aloud. Explain and discuss the importance of adopting a helpful behaviour and anger coping mechanisms as the worksheet describes. (10 minutes)</p> <p>Task 3 This activity is a role-play. Provide the Worksheet B1-3: Helpful Behaviour Scenario. Make a group of 2-3 people each and let them know they will play a role. If someone doesn’t want to engage in the activity, he/she can watch another group role-playing. By the end of the activity, ask a group to present their scenario in front of the other students. (20 minutes)</p> <p>Task 4 Warm it Up Briefly explain what you have done in the class. Explain the importance of adopting a helpful behaviour and understanding your feelings. Describe the anger coping mechanisms and ask the students to ask you any question. (5 minutes)</p>
<p>Useful Resources referenced to DATABANK (IO2-A2)</p>	<p>Ways to manage anxiety for adults with learning disabilities 5 Common Workplace Conflicts- Scenarios & Resolutions Conflict</p>
<p>Tips</p>	<p><u>EQF Levels 5 & 6</u> <u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • To understand healthy coping skills in situations of stress and anxiety e.g. avoid stressful situations, recognise appropriate working behavior • To define conflict management and helpful behaviours • To encourage helping behaviour • To adopt healthy coping skills

The teacher can use the same activities as Task 1 and Task 3. The teacher develops Task 2 Activity using a worksheet (Worksheet- I1-1: Conflict Management) which includes the definition of the conflict management and examples of conflicts in a work-environment. Following discussing what conflict management is, the teacher provides a case scenario of a conflict occurring in a social enterprise and asks the students to think of ways the employees should react.

EQF Levels 7 & 8:

Learning Outcomes:

- To explain emotion management through helping behaviour
- To react to conflicts with helping behaviour and rational thinking
- To handle conflict resolutions with problem-solving and emotion management

The teacher can use the same activities as Task 1 and Task 2 (B Level). The teacher can add an activity (as Task 3) which will ask the student to react to conflict resolutions with helping behaviour.

For this activity, the teacher places each student in the following case scenarios:

- You work in a clothing sales department. A client who bought a T-shirt from you, comes to you in frustration and asks you to give him the money back as the size is really small and he doesn't want the T-shirt anymore. How would you react?
- You work in an office and a co-worker tells in front of everyone that you lost an important document and it cannot be found. You don't know which document is. How would you react?
- You arrange some time ago to go to the concert of your favourite singer with a friend of yours. Your friend cancels on you last minute without providing explanation. How would you react?
- You are a cook in a restaurant and a client comes to tell you that he found hair on his dish. How would you react?
- You are a telephone operator for an IT service company. A client on the phone wants to speak with your manager but he is not available. When you say to the client that your manager is not available, the client becomes really rude and starts yelling. What do you do?

Worksheet 1

Worksheet B1-1: Read emotions

A. Match each emotion with the most appropriate picture

1. Happy



2. Sad



3. Frustrated



4. Surprised

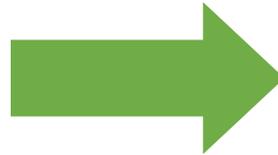


5. Angry



Worksheet 2

Worksheet B1-2: Helpful behaviour



A. How can I remain calm?



- **Breathing Exercises:** Ways of changing your breathing to help you feel calm.
- **Grounding with your senses:** Using sight, touch, noise, smell and taste to focus on things around you.
- **Guided Visualisation** to help you imagine that you are somewhere else.
- **Progressive Muscle Relaxation** to reduce stress in your body tensing and relaxing your muscles.

B. What can I do when I feel angry or frustrated?

- Ask to repeat what's been told
- Use a calm voice
- Explain your needs to the people around you
- Ask for a break

Worksheet 3

Worksheet- Helpful Behaviour Scenario

In a group of 2 read the following scenario. One of you is Jane and the other Andrea.



Jane is 23 years old and is a new employee in the restaurant. Jane asks her manager to get a day off so she can go to the bank.

Jane: Ms. Andrea can I ask you something?

Andrea: Yes, Jane tell me.

Jane: I want to have a day off tomorrow because I need to go to the bank in the morning.

Andrea: And you need all day for that? You can't get a day off because we have an important meeting.

Jane: (she said angrily) Why can't I get a day off? I never asked before. This is unfair.

Andrea: You need to calm down and please don't yell.

Jane: (continues loudly) Yes but why I'm not allowed?

Andrea: I explained to you that we have an important meeting tomorrow and you need to be here. How about going to the bank in the morning and then come back to work, and you can get a day off any other day?

Jane: Yes, ok. Sounds fine.

Worksheet 4

Worksheet- I1-1: Conflict Management

This worksheet aims at students of B and C levels.



➤ **What is a conflict?**



Conflict is defined as an active disagreement between people with opposing opinions or principles.

➤ **What is a Conflict Management?**



Conflict management is the process of dealing with (perceived) incompatibilities or disagreements arising from, for example, diverging opinions, objectives, and needs.

➤ **Possible examples of conflicts in a workplace**

Conflicts	Solutions
You get off on the wrong foot with a new coworker and there is tension between you two.	Ask: Can we have a conversation about that?
A coworker keeps messaging you in the middle of the night and you don't reply he/she calls you.	Schedule a time to chat with them via phone or video call and communicate the issue.
A coworker is rude towards you.	Ask to talk to him and address the issue directly, reaming calm and respectful.
Difference in work styles: An employee complains about the way you work.	Understand and accept each other's personalities. Ask to reorganise the work structure
Cultural Conflicts: You have a different religion to a co-worker of yours and sometimes when discussing about politics and religion there is a tension as you disagree in many issues.	Being respectful to each other's beliefs and don't be offensive.