



Conflict Resolution: Facilitator Guide

This facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jenee Pinsonneault for their input and guidance.

Gaming recommendations for this project were provided by our advisors at Teleos Engagement. Literacy Link South Central recognizes Gabriel Hancock, Robert Durant and Shayne Ganness and thanks them for sharing their in-depth knowledge of game design and development.

This curriculum was developed and formatted by Summer Burton, Project Manager, Literacy Link South Central. For questions about this curriculum, please contact Literacy Link South Central at 519-681-7307 or literacylink@llsc.on.ca

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A note for our Facilitators: The Game Changer curriculum (Facilitator Guides, Learner Playbooks, PowerPoint Presentations and supporting documentation) are available to download from Literacy Link South Central free of charge. We encourage you use these materials, but selling this curriculum or offering this training to clients for a fee is prohibited.

This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)


 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants personal information.)

Estimated time to complete this module: 1 hour and 45 minutes, not including a break.

Supplies required for this module:

- A ziplock bag with several squares of different colours of paper. Include at least 6 or 7 different colours, with several squares of each and at least four times as many squares as you have participants. If you would like to borrow a pre-cut bag of squares, please contact Literacy Link South Central.
- A SmartBoard, or laptop connected to a projector and screen, with internet access
- The PowerPoint Presentation “Dealing With Conflict”
- Computers or other internet-enabled devices for each participant, so they can complete an online survey
- Copies of the handout “Conflict Management Cheat Sheet” for each participant
- The card game “One Night Ultimate Werewolf.”

Pre-session preparation:

- Consider any take-away activities or “homework” you may have assigned at the end of the last session, so you can review them before starting this module.
- Cue up and test the video “TKI Whiteboard Animation” by Kilmann Diagnostics, available on YouTube using the link shown here: https://youtu.be/K4mKPI_EFvw. A second link has been provided in the PowerPoint and your Facilitator Guide if this one doesn’t work.
- On a flipchart, write the following URL so you can display it for the group during the session: <https://tinyurl.com/wsdhkze>. Test this URL on a participant computer before the class begins so you know it will work. A second link has been provided in your Facilitator Guide if this one doesn’t work.
- Review the instructions for the game “One Night Ultimate Werewolf,” and if possible, play a round of the game with coworkers, friends or family to become familiar with it. Please contact Literacy Link South Central if you need to borrow a copy of this game for your course.
- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Optional preparation:

- To reinforce the information you’ll be sharing about the Thomas-Kilman Conflict Mode Instrument (TKI), consider reviewing each of the five conflict modes as outlined at <https://kilmanndiagnostics.com/overview-thomas-kilman-conflict-mode-instrument-tki/>
- For additional instructions on how to play “One Night Ultimate Werewolf,” including sample game play, watch the video “Let’s Play One Night Ultimate Werewolf” on the Polygon YouTube channel. The video is available using the link below: <https://youtu.be/bJ4Hrp8gQ-E> (note: language warning).

Introduction:

📖 Begin by welcoming participants and outlining the timing (including any breaks) for the session. Then, share the agenda. Note that the agenda is also in the participant playbooks for reference.

Agenda:

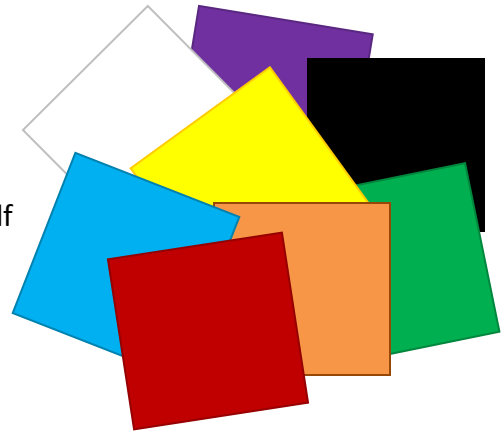
1. The Colour of Conflict
2. Why is Conflict Resolution Important
3. Dealing With Conflict
4. What's Your Conflict Style?
5. Language for Conflict Resolution
6. Playing Through Conflict
7. Selecting the next session's topic
8. Wrap-up and take-away

Before you begin the first item on the agenda, take up or discuss any activities you may have asked participants to do between the last session and this one. They may be sharing observations from their life outside of class, letting you know what they learned from something you asked them to read, or describing an interaction they had with someone else.

Estimated time to complete: 5 minutes

1. ✂️ Activity: The Colour of Conflict

✂️ Provide the bag of squares of coloured paper to the group. Ask them to pass it around, and pick a colour that they believe represents conflict. Chose a colour for yourself as well. Once everyone has chosen their colour, direct them to get up and create a group with the other people in the room who chose the same colour they did. Join the group with the same colour you chose.



Once everyone is grouped, point out how many different colours are represented in the room. It's interesting that while we're all thinking about the same topic (conflict) we don't all think the same colour represents that topic.

Explain why you chose the colour you did, and why you think it represents conflict. Then, ask the participants to share why they picked the colour they did – why it represents conflict to them. If you chose not to ask everyone to share, be sure to ask for responses for more than one person within the same colour group.

? Debrief: Make a point of recognizing two people who chose the same colour but describe how it represents conflict in different ways. These two participants are in agreement (about the colour), but under the surface they may not agree on how it makes them feel, or what it means to them. Likewise, if two participants chose different colours but use similar explanations of how that colour represents conflict – point that out to the group. These two participants have a difference of opinion about the colour, yet see conflict in much the same way – a disagreement on the surface of two people whose opinions are actually very similar.

🗣️ Ask: Would you say that either of the examples would be considered a conflict? Why or why not? Answers will change depending on the participant's perceptions.

Explain that people's perception of what is and isn't conflict can be different, and how we deal with conflict may be different from one another too. For some, conflict doesn't exist unless it's big, huge fight full of emotion. For others, someone not saying "good morning" at the start of the day could be interpreted as a sign of conflict. Being aware of other people's perceptions can help us head off conflict before it begins, or at least deal with it effectively when it happens.

✂️ Direct participants to return to their seats, and get out their playbooks.

Estimated time to complete: 15 minutes

2. Why is Conflict Resolution Important?

Dealing with conflict when it happens – and hopefully fixing it – is often called conflict resolution.

🗣️ Ask: How many people here would say they get along with absolutely everyone they meet? Everyone in their family? This question is meant to draw attention to the fact that no one gets along with everyone (and to generate a laugh), but may generate discussion.

📖 Reiterate that human beings are pretty diverse, with different values, varying goals, separate experiences and often *really* different ways of thinking. The fact is, we're not going to be able to get along with everyone we meet or work with – but for the sake of a professional working environment, it's important that we know what to do about that.

Before we look at ways to resolve conflict, let's talk about what conflict actually refers to.

🗣️ Ask: What's your definition of the word conflict? Answers could include when you don't agree with someone or get in a fight with them, when you don't have the same values, or when you can't see things from the same perspective.

📖 Let the group know that we're going to start with their suggested definition, dig a bit deeper into what's at the heart of most conflicts, and then look at some different methods people use to resolve it.

Estimated time to complete: 5 minutes



3. Dealing with Conflict

🗨️ Facilitate the lesson “Dealing With Conflict.” Facilitator instructions and scripting are both included in this Facilitator Guide, and also in the “notes” section of the PowerPoint presentation.

📄 If you are comfortable with this material, the scripting does not need to be used word-for-word. It is there as a guide and to be referenced to assist you in this lesson as needed.

📖 The participant playbook contains accompanying information and places to record notes for this lesson.

Estimated time to complete: 20 minutes



Reiterate what the class suggested when you asked them for their definition of the word conflict. Suggest that no one wants to live in that state at work or at home, which is why knowing how to resolve conflicts with others is so important.

Before we can resolve it however, we need to truly understand what it is.

What is Conflict?

A serious disagreement or argument that is usually not resolved quickly or easily.

We often hear about how people act during conflict, but to resolve it we have to understand **why**: what is the disagreement about?



The dictionary defines it as “a serious disagreement or argument, typically a protracted (ongoing, or long and drawn out) one” but it’s also used – especially in the news – to refer to war. And that’s how it can feel sometimes – like you’re in a battle or at war with someone else.

If you think about how news media speaks about conflict, they often break down not just how countries, religions, or people are fighting with one another, but why they’re fighting - what started it. Understanding the “why” of conflict is the first step to being able to resolve it.



Conflict Simplified

Many conflicts happens when a person (or group of people) needs something from another, and they aren't getting it.

For example, we need personal safety, access to basic needs, acceptance, to belong, and more.

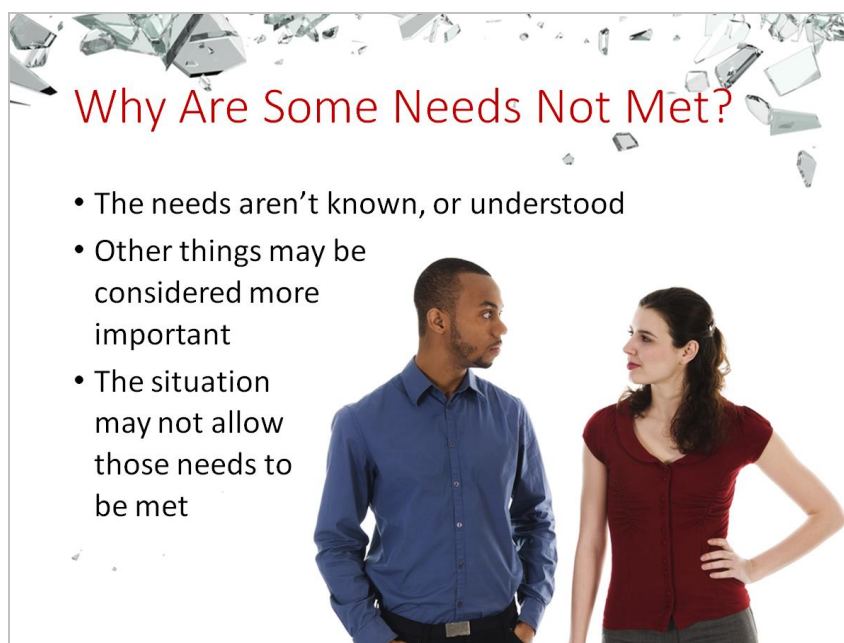
If those things are withheld by another person, there's going to be conflict.

One way of looking at conflict is that it's something that happens when one person needs something from another, and they aren't getting it. That sounds pretty simplified, but it can grow and build into something huge. For example, if you have a relationship where one person really needs attention, affection, or to be treated with respect by the other person, and they're not getting any of that, you're going to end up with conflict.

🗣️ Ask: Can you think of other examples of when someone needs something and isn't getting it, and that leads to conflict? Several examples have been provided below - review any that they do not suggest with the group.

- When you're working on a group project and one person isn't showing up or isn't doing the work. The group needs that team member to demonstrate good work ethic by doing their share of the work so the project can get done.
- If a boss or manager at work doesn't communicate clearly what they want, or give their employees the appropriate amount of time to accomplish what needs to be done. The employees need the boss to lay out their expectations clearly, and need them to have an accurate understanding of how long it takes to do things.
- In a community where someone may be discriminated against or harmed for the way they look, their gender, religious background, or sexuality. People need to be allowed to live safely and without persecution.

Summarize: We need others to let us have a differing opinion without being punished for it. We need personal safety, access to basic needs, acceptance, to belong. And if any of those things are withheld by another person who appears to be in the position to give it to us, there's going to be conflict.



Sometimes the reason for our needs not being met is because the person with the power to meet them doesn't know those needs exist. They may be too caught up in their own concerns to have noticed, come from a background where those expectations didn't exist, or need to learn a new way of interacting with people so conflict can be avoided.

They may also be very aware that our needs are not being met, and simply don't care. Their own needs may trump those of others. This is something we hear debated a lot in the current media. Consider what's happening with the environment, and the conflict between politicians and business magnets who benefit financially from environmentally harmful practices while the impact of those actions is front page news. The fashion industry is another hot spot – companies are not blind to the fact that factory workers in countries like Bangladesh are suffering, working long hours in harsh conditions for little pay to make their high-end clothes. But they don't change things, because they are making a lot of money keeping things exactly the way they are.

The frustrating truth is, not all needs can be met. Sometimes it's because those with the power to meet them **will** not – but other times they **cannot**, or at least not immediately. There's no way to find out without first making your needs known and opening a dialogue about how they could be met.



Communicating Needs

Letting people know what we need can be hard, but is more effective when we:



- Express those needs clearly
- Give reasons why we need them met
- Remain calm
- Use respectful language
- Consider the needs of others as well

Truthfully, it can be very difficult to tell people what you need, especially if you think they should already know. There's a lot of emotional baggage that can come with asking people for what you need. But... that romantic partner may never give you the affection, attention or respect you need if you don't tell them you need it. The boss may always have unrealistic expectations, and your project partner may never pull their weight. Those who discriminate against others may never grow to accept people for who they are, even if they're different. There's a lot to be gained by this sort of difficult conversation.

For the conversation to go well, we need to express our needs in a way that is well-thought-out, clearly stated, calm, respectful, and considers not only what we need but what the other person needs as well.

🗣️ Ask: I chose those words very carefully – why do you think I described a successful conversation about needs like that? Answers could include that if you approach emotionally or with anger they may not listen, that if you just say what you need but not why you need it the other person may not understand, that if you are rude they will probably shut the conversation down without considering your point of view at all. Share any ideas that the group does not suggest themselves.

📖 Let the group know that we'll be talking about how to choose the right language for these sorts of conversations later in today's session.



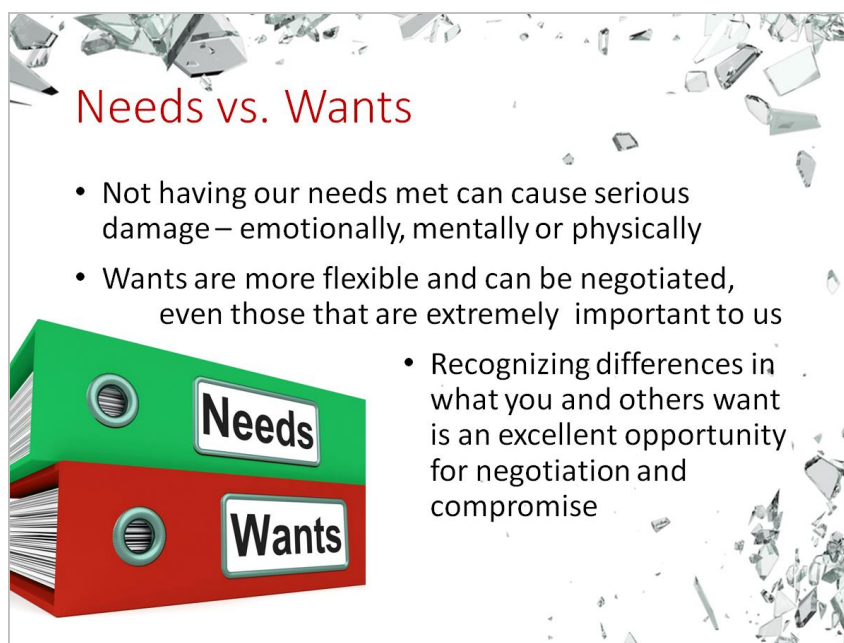
The Result of Communicating

Clearly communicating our needs can lead to everyone's needs being met. However, if those needs can not or will not be met, we can:

- Continue advocating for our needs
- Remove ourselves from the situation
- Consider what is negotiable and what isn't

Once you've had this critical conversation, you'll know whether the need can or cannot be met. If it can be - congratulations! You've solved a pretty big problem through a combination of being brave enough to deal with it head-on, and using effective communication skills.

If the need can't be met, you'll need to either look for new ways of advocating for yourself and your needs, begin looking for an alternative situation where your needs will be met, or consider whether you're flexible about this need or not.



If there's wiggle room, sometimes we have to look very carefully at whether what's causing conflict is a need that's not being met, or a "want."

Needs can be pretty non-negotiable, and if you're in an environment where they are not and will not be met, you have some tough choices to make. You may have to fight for your needs to be met. Not a physical fight mind you, but a campaign to change what's causing your needs to remain unmet so that they can be. You may also have to walk away.

Wants can be negotiated - after all, I may really **want** to eat ice cream, but what I **need** is simply to eat food so I can stay alive. Preferably food that gives me nutrients. That means I may need to adjust my thinking on whether ice cream is a deal breaker – a conflict – or if it's something I can wiggle on.

While that's a pretty obvious example, identifying needs vs. wants can be a lot more complicated than that. For example, let's think about our cell phones for a minute. We're rarely without them – rarely unavailable when someone reaches out to us. Do we need to check our phones every few minutes, or is it that we feel secure and comfortable with it, and aren't used to being without it? We want it... but do we need it?

(Continued on the next page)

And here's the really big question: do we need it more than we need a paycheque, provided by an employer who says we need to be without it when we're on the job? Sometimes it may be about weighing two wants/needs against each other to see which one wins.

Remember what we said earlier about everyone being different? Here's where that comes into play again. What one person considers a need may be something that another person sees as just a want – that creates a serious possibility of conflict.

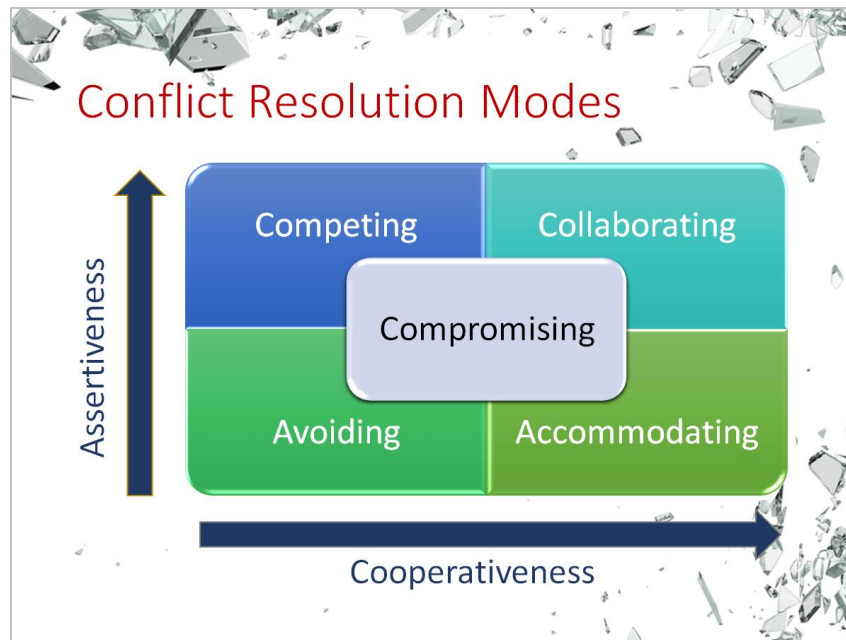
This debate is also a great opportunity to practice some creative problem-solving and think about compromise. Perhaps there's a solution that satisfies both our wants and needs, and the wants and needs of the person we're in conflict with. These are big things to negotiate, and they can have lasting implications on our lives and how we work with others.



The situation I just described – looking at the difference between two people’s wants or needs and coming up with a compromise – is one way to handle conflict. It’s a pretty healthy way, but it certainly isn’t the only method. Using something called the Thomas-Kilmann Instrument (or TKI) is a great way to think about how you react to disagreements – not just how you do so now, but how you might want to change your conflict handling style depending on the situation.

Let’s take a look at what the TKI has to say about conflict.

📄 Share the 3-minute long video “TKI Whiteboard Animation” by Kilmann Diagnostics, available on YouTube using the link shown here: https://youtu.be/K4mKPI_EFvw Note: if the link does not work, please visit the Kilmann Diagnostics website, where the video can also be found here: <https://kilmanniagnostics.com/assessments/tki-videos/>



So according to the TKI, there are five major styles of conflict management:

1. accommodating, which means during a disagreement you tend to bow to other's wishes at the expense of your own
2. avoiding, which means you're more likely to try and sidestep the conflict, even if it means that neither your issues or the other persons are dealt with
3. collaborating, where during a disagreement you try to find a win-win solution that completely satisfies both your concerns and the other persons
4. competing, which means when faced with conflict your goal is to ensure your own point of view comes out ahead of the other persons
5. and compromising, where you try to find a solution to the issue that partially satisfies both your wishes and those of another, with neither getting all they wanted

As you can see, they are measured on an axis with two key focuses:

- Assertiveness – which is the degree to which a person tries to satisfy their own concerns, and
- Cooperativeness – which is the degree to which a person tries to satisfy other people's concerns.

What's interesting about the TKI is that there is no right and wrong – there are benefits to each of these different styles of conflict resolution depending on the situation. And there are problems if your "go to" conflict resolution style is the same all the time.

(Continued on the next page)

🗨️ Ask: can you give me an example of a time when accommodating is the most effective way to deal with a conflict? When would it be a bad choice? Answers will vary, but may include that it could be a good choice if the issue is small, or if the person who you're in conflict with has the final say regardless of what you think. It may be a bad choice if someone is pressuring you to do something that's against company policy, or the law.

🗨️ Ask this question for each of the five styles of conflict management, or change the question up to ask for examples of a time where someone in the group used a specific tactic to manage conflict. How did it go? Would they consider trying something different if the situation were to happen again?

In a moment we're going to do a short questionnaire to help us identify our conflict resolution style, but before we do, which of these five styles do you think you most naturally lean towards? Do you most often get the urge to turn away from conflict, or perhaps you see it as a challenge... A fight to be won? Do you feel like it's your job to bow to the decisions of others, or does this sort of challenge seem like an opportunity to creatively come to a solution?

There's a place in your playbook to write down what you think your "go to" conflict resolution style is. Take a moment to write down which of these five styles you think you lean the most towards.

Remember, if you can identify your "gut instinct" when faced with conflict, you've gained the power to make a choice – to try a different style and see what happens.

📖 This concludes the lesson.

4. What's Your Conflict Style?

👉 Explain that we're going to see whether their guess is right by doing a very short online quiz that can help people identify their primary conflict style.

Draw participant's attention to the flip chart on which you've written the URL <https://tinyurl.com/wsdhkze>. Direct them to go to that site on a computer or other internet-enabled device, and complete the 5-question survey. Remind them to write down the results of the quiz in their playbooks when they are done.

Note: if the URL does not work, you can also access the quiz on govloop using the following link: <https://www.qzr.com/c/quiz/457139/what-s-your-conflict-style-d4dab589-e260-48a4-9432-36641cfc653d>

When everyone has completed their quiz:

🗣️ Ask: Was anyone surprised by the results of the quiz? Did you get the same result, or a different result than what you had guessed? Answers will vary by group.

Explain that it's important to consider not only your conflict resolution style, but the conflict resolution style used by people that you work or live with.

🗣️ Ask: How would it look if you had two people in conflict with one another, and both were using the "Competing" style of conflict resolution? Answers should include that the problem wouldn't be resolved easily, because both people would try to out-argue the other. Both would likely be stubborn about getting their own way.





🗣️ Ask: What if one person were Competing, and the other were Avoiding? Answers should include that the issue would likely be resolved quickly, but only the Competing person would get their way, and the Avoider would not be happy.




🗣️ Ask: other than the Avoider being unhappy with how things turned out, what other problems do you see with that second scenario? Answers could include that it gives the Competing person too much power, that other peoples (sometimes really valuable) perspectives or opinions aren't included, and that eventually the Avoider will leave the relationship or the job altogether because they don't feel valued.

We mentioned earlier that one of the great things about understanding the five different conflict modes is that you can try out different styles depending on the circumstance. For example, the Avoider in that last scenario may need to try being a bit more assertive, or set the stage for better conflict resolution with a Competing person by encouraging them to listen to their point of view and consider compromise as an option. Once we recognize our go-to style, we can also recognize that if it's not working there may be other approaches we can try.


 Hand out copies of the Conflict Management Cheat Sheet. Draw their attention to the second page, which has a chart that shows how the different conflict styles interact.

 Ask: What advice is offered to someone who is Compromising, if the person they are in conflict with is Avoiding? Your partner is likely to defer to your proposed solution. Ask for your partner's input before considering the conflict resolved.




 Ask: What advice is offered to someone who is Competing if the person they are in conflict with is Accommodating? Your partner is unlikely to assert their ideas, even when they are best. Resolve to accept at least one of your partner's ideas in your final outcome.



 Ask: What advice is offered to someone if both they and the person they are in conflict with are Collaborating? You are both likely to spend significant time and energy coming to mutually beneficial solutions. Establish a decision timeline to set parameters for yourselves.



Direct the group to take a moment to review each of the suggestions for whatever their individual conflict style is, so they can use those suggestions going forward.

 *Estimated time to complete: 15 minutes*

5. Language for conflict resolution

During our earlier presentation about resolving conflicts, we talked a little bit about how to communicate effectively. We said that for a conversation to go well, we need to express our needs in a way that is well-thought-out, clearly stated, calm, respectful, and considers not only what we need but what the other person needs as well.

The challenge is that when we have to have one of these difficult conversations, it can raise a lot of emotions. We may be hurt that our needs aren't being met, frustrated at the other person, angry at the situation, anxious or worried about what we're going to say, or threatened by their possible reaction. Any time that emotions like these come up, we run the risk of letting them "take over" a conversation – so it becomes more of an outlet for our anger, hurt and frustration than a step towards a solution.

🗣️ Ask: what can happen when someone having a conversation expresses themselves very emotionally? For example, what happens when a conversation dissolves into a screaming match? Answers could include that the other person gets offended or defensive and emotions get raised even higher. The other person may refuse to participate in the conversation, or believe the person bringing up the issue is too emotional to be thinking rationally, so they may ignore their concern altogether. Share these ideas with the group if they do not suggest them.

📖 Explain that even when we are hurt, angry, anxious or frustrated, if we want to resolve conflict we need to talk about it in a way that allows other people to hear us. And when we approach a conversation with ramped-up emotions, we almost always guarantee that won't happen.

📖 Direct participants to their playbook, where they will find a list of five steps that people on either side of a conflict can follow to help create a conversation that can lead to a successful resolution. Ask them to review the five steps, and then complete the exercise that asks for specific wording suggestions for a difficult conversation. The scenario and exercise have been included on the following page for your reference.

Scenario: Beth is the manager of a busy car dealership. She holds regular team meetings but while all staff attend them, not everyone is vocal in a group setting. The more outgoing and extroverted staff dominate the meetings, and often create additional opportunities to talk to Beth about their ideas outside meetings as well. Paul is one of the quieter staff members, and he's feeling overshadowed by other employees. He has some great ideas that he'd like to share, but doesn't feel like Beth has time for him during team meetings, and doesn't feel comfortable barging into her office as some of the other salespeople do. If something doesn't change, Paul will start looking for another job where he feels his voice will be heard.

Help Paul have this difficult conversation with Beth by suggesting things he might say. Use each of the five suggestions in the article you just read.

How could Paul admit to Beth there is a conflict?

What could Paul say about the goals that he and Beth share?



How could Paul explain the way this issue is affecting him, and what he would like to change?

Give an example of language Paul could use that is respectful and doesn't attack.

What could Paul say about how he and Beth could work together to make the situation better?

📝 When the group is done this exercise, ask for volunteers to share their suggestions for each of the five things Paul could say.

❓ Debrief: Have you used any of that language in the past? Can you think of a time where this structure of conversation might have helped resolve an issue?

Estimated time to complete: 10 minutes

6. Playing Through Conflict

🗣️ Ask: has anyone in the group heard of or played the game “One Night Ultimate Werewolf” before?

📖 If they have, ask for their help in explaining the rules of the game to the group. Note that the document “One Night Ultimate Werewolf Gameplay” contains instructions for you to use during this activity, and should be reviewed thoroughly before this activity. A PDF of the instructions that included in the game box is available for reference as well.



Explain that in this game, players will find themselves in conflict with each other, and will need to convince others to accept their point of view. This may take some planning, as each of the players in the game have different and often competing priorities. The only consistent thing is that none of them want to be accused of being a werewolf... even if they are one.

🎮 Once you’ve explained the rules of the game, ask for between 3 and 10 volunteers to play the game “One Night Ultimate Werewolf.” Direct anyone not actively playing to make notes about what they observe during the game, because you will ask for their feedback on how the game went at the end.

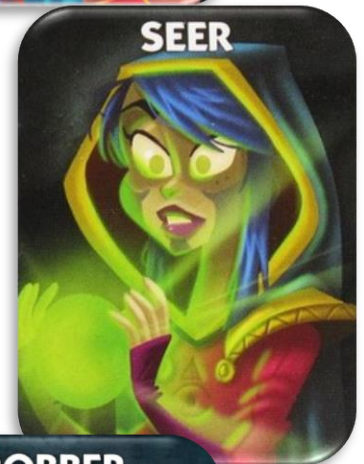
Before you deal the character cards, suggest that especially during the daytime portion of the game, players and observers should watch how their fellow players behave. Who seems to be avoiding conflict, or pushing others to agree with their point of view? Who is simply agreeing with what others say and why might they be doing that? Remind them to consider what techniques they could use to make their fellow players accept their point of view?

🔑 During the daytime phase of the game, note how players tried to convince one another of their roles, and whether they agreed on who to accuse of being a werewolf when the timer ran out.

? Debrief: Ask anyone who observed the game whether they thought they knew who the werewolf was. What made them think that player was a werewolf?

Refer to the notes you took while observing the game, and point out any time that players were in conflict, trying to either argue against an accusation or convince players that someone else was a werewolf. Ask players to talk about how they managed that conflict, and whether it worked or not. If it didn't work, ask what they could have done differently, or what they would do differently next time.

Repeat the game at least three times, keeping the character cards the same for the second round, and adding new and different character cards to subsequent rounds. The game will play differently each time.



Estimated time to provide instructions and complete 3 games including a debrief after each game: 25 minutes. As with many games this activity offers opportunities for flexibility in terms of timing. After explaining the rules, actual game play is usually only 6-8 minutes long. Depending in your time requirements, you can play additional rounds. This will give anyone who didn't participate in the first few games an opportunity to play, and also provide players time to consider what they learned from earlier games to change how they play in later ones.

7. Selecting the next session's topic

📖 Thank the group for choosing today's topic, and let them know it's time to pick the focus for the next session. Share the list of remaining topics as shown below.

1. Verbal communication
2. Non-verbal communication
3. Observation skills
4. Decision making
5. Problem solving
6. Teamwork
7. Flexibility and adaptability
8. Work ethic
9. Conflict resolution
10. Resiliency

✂ Take a poll: which of these topics would the group like to look at next? This poll should be done in the same format as the poll completed in the first session. A full list of possible polling options can be found in the Game Changers Course Facilitator Guide if needed.

📖 When the poll results are in, prepare for the topic chosen by reviewing that module.

Estimated time to complete: 5 minutes



8. Wrap-up and take-away

✍ Summarize part of today’s lesson. Let the group know that before the next session, you would like them to practice recognizing how other people react to conflict. Suggest that they watch the people around them when disagreements arise, and consider the conflict resolution styles we learned about (accommodating, avoiding, competing, collaborating, and compromising). What styles do they see in play?

Remind them that they have a valuable tool in the Conflict Management Cheat Sheet they received today, and suggest that once they decide what someone else’s conflict style is, they look at this chart again and cross-reference it with their own conflict style. Let them know you’ll be asking for their observations at the start of the next session.

✍ Ask for questions or comments about today’s session. Thank the group for participating, and remind them of the date and time of the next session. Please make a note of the homework assigned during this session, so you can review it during the session that follows.

Estimated time to complete: 5 minutes

✍ This concludes the module “Conflict Resolution”.