

Unit 3 Dealing with Aggression and Conflict – a training unit for teachers and youth workers

Materials on CD-ROM

- ◆ **Overview and Guidelines for Facilitators**
- ◆ **Handout – Dealing with Aggression and Conflict**
(background for the facilitator, and handout for participants)
- ◆ **3 Activity Handouts**
(colour versions for printing and Word versions for editing, if required)
- ◆ **OHTs 1 – 5 in Powerpoint**
(slide show version and a file for editing, if required)

Objectives

The objectives of this unit are:

- to provide information on strategies for dealing with aggression
- to provide opportunities to share good practice.

Using the Unit

This unit could be covered in a PAT session lasting at least 1.5 hours. Suggested timings and a suggested order for the materials are given below. There follows a more detailed guide to the use of the materials.

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|------------------------------|--------------------|------------------|
| • Introduction | | (5 mins) |
| • Activity 1 | | (10 mins) |
| • Early Warning Signs | OHT 2 | (10 mins) |
| • Activity 2 | | (30 mins) |
| • Defusing Techniques | OHT 3 and 4 | (10 mins) |
| • Activity 3 | | (30 mins) |
| • Crisis Management | OHT 5 | (5 mins) |

Guidelines for Facilitators

Introduction

Brief introduction to Unit 3, outlining the specific objectives of the unit.

Activity 1

This activity encourages the participants to consider early warning signs from their own personal and/or professional experience and to share this with a partner.

There can be further discussion/sharing in the large group using a flipchart or OHP acetates.

Early Warning Signs

Presentation by the facilitator. Use OHT 2 and information contained in the text handout, particularly the section which focuses on *early warning signs*. It is anticipated that many of the early warning signs will have been elicited in Activity 1 and that the purpose of this information-giving is to reinforce the comments made.

The importance of recognizing early warning signs can be linked to the *assault cycle* (see Unit 1, Text Handout).

Activity 2

This activity should be carried out in small groups. Participants are encouraged to think about their own experience of defusing techniques and to share this with the group. The group compiles a list of effective defusing techniques. The feedback session could compile an overall list from the various group lists, or individual group lists could be displayed for a discussion of similarities and differences.

Defusing Techniques

Presentation by the facilitator. Use OHT 3 and information contained in the text handout, particularly the section which focuses on *defusing techniques*. It is anticipated that many of the strategies will have been elicited in Activity 2 and that the purpose of this information-giving is to reinforce the comments made.

Activity 3

This activity should be carried out in the small groups. Case scenarios are used to focus discussion. The scenarios were chosen to reflect typical situations that may be

encountered in schools. The purpose is to share ideas on how to respond in these situations. The facilitator may wish to elicit a few comments on return to the larger group context.

Crisis Management

Presentation by the facilitator. Use OHTs 4 and 5 and information contained in the text handout, particularly the section which focuses on *crisis management*. Materials can also be accessed on the *firework model* and *assault cycle* from Unit 1.

In conclusion, refer to the recovery stage after an aggressive outburst and the importance of understanding this when seeking to manage and support pupils. Discuss also the effects of aggressive incidents on the *adults* involved and possible need for debriefing and other forms of support.