

Attitude Towards Conflict

Key message:

Young people who sympathize or are already involved in an extremist and violent group, embrace a scheme of violent direct-action to solve situations considered as inequity or social conflicts. It is fundamental to put tools and resources at their disposal by helping them develop social skills and conflict solving strategies to achieve an agreement between both parts (negotiation) without using coercive and/or violent conduct.

Key words: conflict solving, negotiation, social skills

Summary: several factors should be considered to solve a conflict, such as values, beliefs, socio-cultural environment, physical and psychological factors as well as people's communication and solving conflicts strategies. One difficulty facing the juvenile population is the way to acquire strategies which are not based on violence, on immediate solving or on the defence of self-interest above the rest. Once attained, young people begin to feel like agents of change and extrapolate this scheme of conflict solving to social conflicts.

| Module | Group size | Group age | Duration |
|-------------------|---------------------|-----------|----------------------|
| • Prevention | • individual | • 12 - 15 | • 30 min |
| • Exit strategies | • small • medium | • 16 - 19 | • 45 min • 1 hour |

Purpose

- Develop the ability to analyse different kind of conflicts and identify common points regarding the persons implicated, the interests which are involved and the solutions to be found.
- Identify the behaviours we adopt to face conflicts.
- Develop the attitude of negotiation towards a conflict.

Description

Step 1: Short brainstorming about conflicts:

- *What conflicts are? How do they arise? Identify the different kinds: family, interpersonal, social, labour, intergroups conflicts.*
- *How they must be resolved?* After collecting several examples on the blackboard, make a presentation of five attitudes to face conflicts:

| 1. Competition | 2. Accommodation | 3. Escape | 4. Co-operation | 5. Negotiation |
|-----------------|------------------|-------------------|---|----------------------------|
| I win/you loose | I loose/you win | I loose/you loose | win and I loose/you win and you loose | We search common points |

Adapted from Cascón et al. (2001).

Step 2: Form small groups and analyse the conflict situations. The co-ordinator will make a

presentation of several situations of conflict (see handouts for some examples) and each group will analyse it while answering to the following questions: 1. Who is in conflict?, 2. What do they want? 3. How can it be solved? The purpose here is to identify behaviours through the proposed solutions and present the negotiation as an alternative strategy.

Step 3: Ask the group to analyse a conflict that has happened to some participant and to answer to the three questions from the previous step. During the pool, ask about the feelings that emerged and try to find alternative strategies among the whole group. Think about the negotiation as the most efficient strategy when confronted to a conflict of interests.

(Optional) Continue in further sessions: We can continue analysing intergroup conflicts, the strategies being used and how they could be solved based on negotiation and co-operation (e.g. confrontation between hooligans, peace agreements among groups, etc.).

Materials needed

Blackboard, paper and pen.

Methodology

Case analysis and discussion board.

Advice for Trainer

- Initiate the activity making use of easy daily situations and external examples to the group.
- Avoid conflicts related directly with extremist behaviours.

Source / Literature

Dynamics adapted from Sánchez Arjona, S. (2011). Resolución de conflictos en el aula. Revista digital de Innovacion y Experiencias Educativa.

http://www.csicsif.es/andalucia/modules/mod_ense/revista/pdf/Numero_40/SILVIA_MARIA_SANCHEZ_ARJONA_02.pdf

Handouts

EXAMPLES OF SITUATIONS: (these examples are orientative)

1. A group of school mates have to prepare a common work but as in many groups, there is one mate who dedicates himself to playing jokes and another who never does his job.

1. You have been member of an ecologist association for several years. Traditionally, the group use to go to the mountain on a week-end so you start preparations. When doing the shopping, some new members propose buying alcohol and veteran members explain them that the association unwritten rules do not allow to bring alcohol during nature trips.



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