



Title: Communication with a partner: Getting along and dealing with conflict (V2)

Level: SENIOR

Code: S.6.2

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and outcomes	Benchmarks
<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 4-44b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p>	<ul style="list-style-type: none"> Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex. Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.

Learning Intentions

- Young people understand the importance of good communication, compromise and negotiation in a relationship.
- Young people know that there can be disagreements in relationships, but that conflict requires resolution.
- Young people understand how to de-escalate conflict, giving examples of strategies to do so.

Success Criteria

- I can describe what behaviours and attitudes will help and nurture a relationship.
- I am developing skills to de-escalate conflict, and I can give examples of strategies to do so.

Resources to support this activity

- PowerPoint slides
- Recording prop: About relationships
- Conflict Scenarios/on cards

Activity

1. Start the session with a re-cap/remembering the focus of the last session was on the importance of communication in our relationships - the class/group looked at different kinds of communication – verbal, non-verbal, written and visual communication. Since then, did they notice their use of different kinds of communication with others? Did anyone experience or show empathy?
2. **About relationships.** Explain that as the young people are thinking about relationships a task for pairs/3s to start. Share the recording prop to identify things that will help and nurture a relationship / things that will spoil or ruin a relationship – the first item is named as communication / lack of communication, with space to identify 4 other things.

<p>Things that will help and nurture a relationship:</p> <ul style="list-style-type: none"> • Communication • • • • 	<p>Things that will spoil or ruin a relationship:</p> <ul style="list-style-type: none"> • Lack of communication • • • •
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Get some feedback and then share the pre-prepared slide, find differences and similarities with the young people’s lists. Explore where they have put most emphasis.

<p>Things that will help and nurture a relationship:</p> <ul style="list-style-type: none"> • Communication • Freedom • Trust • Equality • Respect 	<p>Things that will spoil or ruin a relationship:</p> <ul style="list-style-type: none"> • Lack of communication • Insecurity • Lack of trust • Jealousy • Assumptions
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3. Acknowledge that there are times in any relationship when people don’t get on. If it becomes **conflict** then this is a bit more serious. Recognise that conflict can happen when some of the things that have been spoken about come into play in a relationship – things like lack of trust, jealousy etc. Share the slide, read and check understanding:

What is conflict? Conflict is when two or more people want different things. We tend to think of conflict as more than just a disagreement. It’s normal to have times when you don’t get on with a partner. Conflict is a situation in which one or both parties feel some kind of threat. Conflict can make people feel emotions very strongly. It can leave people feeling stressed, upset or angry. It makes it hard to see the other person’s point of view.

4. Explain that conflict can lead to 2 things – people remain unhappy or stressed or spilt up, or they try to resolve what the conflict is about. Share the slide:

Conflict **resolution** is a way for two or more parties to find a peaceful solution to a disagreement. The disagreement may be personal, financial, political, or emotional. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

5. **Conflict scenarios.** Ask young people to work in 3's. There are 4 conflict scenarios to be shared (see prop), ask the young people to discuss a scenario and the questions posed. After some time swap scenarios around until each small group has discussed at least 3 of the 4.
6. Bring the group/class back together, have young people read out the 4 scenarios. Having discussed at least 3 each ask for some feedback and discuss what the young people suggest the protagonists do. Keep in mind as young people feedback: *What are they suggesting that will de-escalate the conflict and lead to a better outcome? Will any escalate and cause further problems?* (NOTE: the Joe and Archie scenario needs to involve discussion of consent and can draw on other work the young people have done on this issue).
7. **Dealing with conflict.** Ask young people to summarise what will help de-escalate conflict in a relationship. Then share the slides, as you do so check out if young people feel such a strategy is good advice for them:

10 tips to deal with conflict in a relationship

1. Be direct, say what's bothering you.
2. Talk about how you feel without blaming your partner.
3. Never say *never* or *always*: as in "You never speak to me about..." Or "You're always on your phone..."
4. Deal with one thing – focus on one issue rather than lots of things.
5. Really listen – pay attention and don't interrupt.
6. Don't automatically object to your partners complaints – try not to get defensive from the start.
7. Try to understand where they are coming from.
8. Respect the other person's perspective – don't put them down or be sarcastic.
9. Don't be negative about everything.
10. Take time out, take a breath, go calm down.

Adapted from Psychology Today <https://www.psychologytoday.com/gb/blog/close-encounters/201704/10-tips-solving-relationship-conflicts>

8. End with the slide - reminding young people that if anything that has been discussed has made them feel that they need to talk or get some support they can use ChildLine counsellors. You may also want to insert some information about local confidential services.

Further learning activities are available that connect to this RSHP curriculum content

S.6.1 Communication with a partner: The importance of communication

Practitioner Notes

