



## SOFT SKILLS AND EFFECTIVE COMMUNICATION

<b>TITLE</b>	Conflict Resolution in Class
<b>DESCRIPTION OF THE TOOL</b>	This tool consists of a test (google form) with ten questions where students in primary or secondary education will have to choose one of the three options. The questions focus on the possible conflicts that may arise in the classroom in relation to the LGTBIQ+ collective. At the end, they will reflect on the degree of acceptance they have about sexuality and non-normative behaviours.
<b>OBJECTIVES OF THE TOOL</b>	<ul style="list-style-type: none"> <li>● Reflect on the degree of acceptance with the LGTBIQ+ collective.</li> <li>● Develop a spirit of empathy for the students.</li> <li>● Support students with non-normative gender behaviours.</li> <li>● Help teachers to improve the classroom environment.</li> </ul>
<b>TARGET GROUP</b>	Primary or secondary students (ages 11-16), teachers, and school counsellors involved in supporting students' emotional development and understanding of gender and sexuality.
<b>TOOL DURATION</b>	<ul style="list-style-type: none"> <li>- Introduction of the topic: 15-20 minutes</li> <li>- Personal Quiz: 10-15 minutes</li> <li>- Group Reflection: 10-15 minutes</li> </ul>
<b>RESOURCES &amp; MATERIALS</b>	<ul style="list-style-type: none"> <li>● IT Resources: Computers/Tablets: For doing the online test. Internet.</li> <li>● Printers: For students who prefer a physical copy</li> <li>● Writing instruments: Pens, pencils, markers, etc.</li> <li>● Blank sheets of paper: For additional reflections or drawings</li> </ul>
<b>IMPLEMENTATION OF THE TOOL</b>	<p>1. <b>Introduction of the topic:</b></p> <p>At the beginning of the session, students are introduced to the topic of conflicts that are generated in class towards the LGTBIQ+ collective. They can comment on some nearby news that has appeared in the press related to this issue. Students can give their opinion on why they believe that other people with</p>



	<p>non-normative gender behaviours are rejected in the daily life of the class.</p> <p><b>2. Personal Quiz</b></p> <p>The test is then performed. It is important to create an atmosphere of silence in the classroom to help them think and reflect honestly. The test, whenever possible, should be done individually.</p> <p><b>3. Group Reflection</b></p> <p>At the end of the test, the teacher asks aloud if anyone has anything to say. This part of the tool is very important to create a debate with them and get them to open up emotionally. The teacher should guide the students so that each one says the most important thing they have learned or their point of view.</p>
<p><b>TIPS &amp; ADDITIONAL INFORMATION</b></p>	<ul style="list-style-type: none"><li>- Depending on the age of the students, they can draw pictures on the subject and place them somewhere in the school where they will be visible.</li><li>- Do not force students to participate orally in the final reflection if they do not want to. It is important that a debate is generated in a natural way and, if possible, originated by the students themselves.</li></ul>

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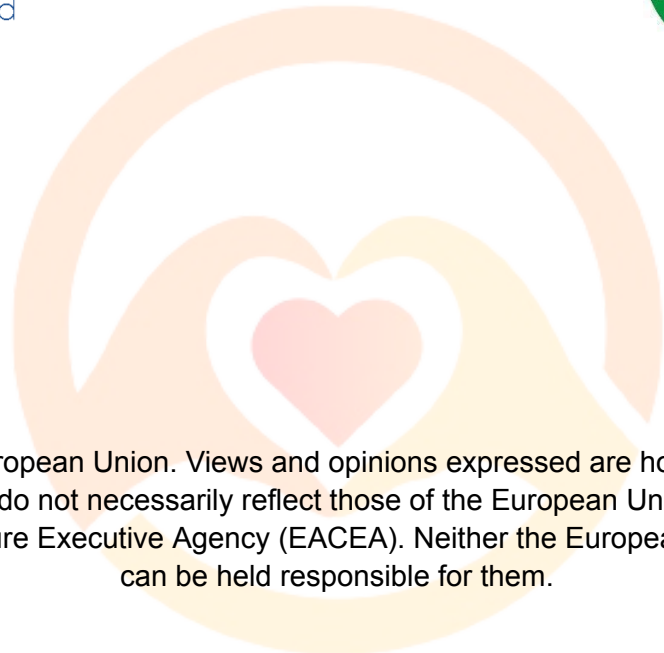


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