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Family conflict

KS4 Year 11 Lesson 1

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Learning objective

We are learning:

- about the links between emotional wellbeing and relationship conflict, and the implications of this
- to further develop the understanding and skills to negotiate relationship conflicts safely and effectively

Learning outcomes

- I can explain how the outcome of family disagreements is dependent on each person's conduct
- I can explain the link between emotional wellbeing and the health of family relationships
- I can describe strategies for preventing and managing family conflict
- I can identify when support is needed for personal safety and explain how to access appropriate help

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Respond to the quote

"Long-term relationships are great, but take hard work."

- How might someone show that they are in a committed relationship?
- What options does someone have if they want to become a parent? What might affect their choices?
- What does effective conflict management look like in a relationship?
- Where might someone seek help and support regarding relationships?

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Carousel: conflict questions

1. What does effective conflict management look like in different types of relationships (e.g. family, friends, partners)?
2. Why might someone manage a conflict situation in a less healthy way?
3. How can someone's emotional wellbeing affect their ability to respond safely and effectively to a conflict situation?
4. How can the way people involved in a family conflict respond, affect the outcome?
5. What indicators might there be that the way someone manages relationship conflict has become unsafe and further support is needed?

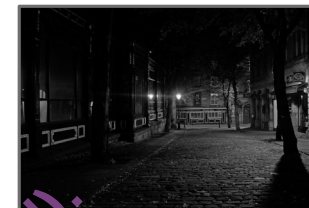
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Conflict management styles

<p>Avoidance</p> <p>Might be useful if someone is feeling threatened, but it will not make a problem go away.</p>	<p>Diffusion</p> <p>Staying calm, allowing time to be able to think and to try to resolve the problem.</p>
<p>Negotiation</p> <p>Compromising with each other - nobody gets everything they want, but everyone gets something.</p>	<p>Confrontation</p> <p>One person might use power over the other person in order to win. This might be physical force, using threats or another type of abuse – some types of confrontation are a criminal offence.</p>

Character scenarios

The character's parent/carer has discovered they lied about where they were the previous evening.



Read the profiles of the five different characters on your handout.

If each character were to face the scenario above, what might the outcome be?

De-escalation strategies

How could the characters in your scenario improve their response to conflict – both in the moment, and through prevention work?

Use your initial ideas and the suggestions on the cards to identify a number of strategies that might help the characters in your scenario.

Consider:

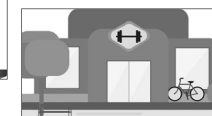
- How might the character listen better?
- How could they talk to the parent?
- How could they improve things after the conversation?

Talking heads – long-term strategies

Read the talking head stories.

Can you identify any advice relevant to the earlier characters?

E.g. are there ways to seek support which would be helpful for them?



Signposting support

If you would like further guidance or support, speak to:

- a parent/carer, tutor, head of year
- school nurse/counsellor or other trusted member of staff in the school

- **Medway domestic abuse services:**
www.choicesdbservice.org.uk/mdas
- **Brook:** www.brook.org.uk 0808 802 1234
- **Childline:** www.childline.org.uk 0800 1111



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More activities

Design a webpage that supports someone needing advice about regular arguments at home.

Remember to:

- make sure the advice is safe
- remind users about the boundaries between what a person can do themselves, and what they may need additional support to manage



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