

Conflict Resolution

Topic Development Ideas

Classes might want to learn more about...

- cultural differences related to dealing with conflicts
- dealing with personality clashes
- personality typing tools (e.g., True Colors, Myers-Briggs)
- professional counsellors who specialize in conflict resolution
- types of common conflicts (e.g., between spouses, parents and children, co-workers, people from different cultures, customers and businesses, neighbours)
- ways of avoiding or solving different types of conflict
- ways to avoid miscommunication

Strategies for Learners

Learners find it useful to...

- apply newly learned strategies to own circumstances
- ask for written version of verbal counselling information
- improve communication skills to avoid conflict
- listen attentively and delay speaking when resolving conflicts
- locate professional help in directories
- observe and use appropriate body language and tone of voice
- recognize signals such as facial expressions or hesitations in speech as predictors of a conflict
- role-play conflict-related situations
- talk to Canadians about issues pertaining to conflict resolution


Resources for Developing and Teaching Topic


 *Dinner for Two*


 *Neighbours*

 *The Big Snit*

 Conflict Resolution Network: <http://www.crnhq.org>

 Conflict resolution resources on 211Toronto.ca: <http://www.211toronto.ca> (enter *conflict resolution* in search box)

 Family Mediation Centre: <http://mediationcentre.com>

 **conflict resolution, family mediation**

Conflict Resolution

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- express and respond to a complaint, apology, regrets, excuses, disappointment, dissatisfaction
- ask for and respond to recommendations and advice
- express feelings, opinions; qualify own opinion in a small group discussion
- identify facts and inferences in a conversation expressing or responding to complaints, disappointment, dissatisfaction, or disapproval
- identify mood and attitude of speakers in an oral text
- suggest an appropriate conclusion to a story based on inferences
- understand a one-page moderately complex report, interview, or news item
- write a one- or two-paragraph story or report to narrate a sequence of events, describe a simple process, give a detailed description

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*attitude, frustration, racism, prejudice, attack, stereotyping, blame, miscommunication, communication skills, mediation*)
- idioms (*cool off, blow one's top, have a chip on one's shoulder, let it go, sleep on it, take it easy, be fed up with, get out of hand, jump all over someone*)
- expressions for apologizing and expressing disappointment (*I apologize..., I am surprised that...*)
- conditional sentences: real and unreal
- modals: suggestion, advice, advisability
- pronouns: reflexive, reciprocal
- speech: direct, reported
- pronunciation: using sentence stress to change meaning (*I'm **angry** about that, I'm angry about **that**, I'm angry about **that***)

Sample Tasks

1. Brainstorm possible solutions for different types of conflict (e.g., between spouses, parents and children, co-workers, people from different cultures).
2. Listen to a dialogue about a conflict situation. Identify the mood and attitude of the speakers. Check off the complaints and responses you hear on a worksheet.
3. Read a newspaper story about a conflict situation and answer questions. (See <http://alphaplus.ca/linc/topic2.htm> for a sample activity.)
4. Write a story about dealing with an interpersonal personal conflict.

Additional Tasks

- **All Levels:** ELLIS – Senior Mastery – **Discussing Business**. Identify complaint and possible solution. Role-play situation with a partner.
- **All Levels:** ELLIS – Master Pronunciation – **Speech Acts – Social Interactions – Apologize, Make Excuses; Dealing with Language Problems – Express Disappointment; Getting Things Done – Offer Suggestions**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Professional Relationships

Topic Development Ideas

Classes might want to learn more about...

- appropriate and inappropriate behaviour in the workplace
- cultural comfort levels with space and touching
- cultural differences in understanding professional relationships
- cultural miscommunication in the workplace
- differentiating between personal and professional matters
- importance of team building
- levels of formality including correct register usage
- organizational culture
- personality typing tools (e.g., True Colors, Myers-Briggs)
- professional rules of conduct

Strategies for Learners

Learners find it useful to...

- become aware of and use culturally appropriate body language, facial expressions, tone of voice
- identify own strengths and weaknesses to better understand relationships with others
- learn strategies for starting and closing conversations
- learn techniques to keep a conversation going

Resources for Developing and Teaching Topic

- 📖 *Communicating In The Real World*: Unit 10, “Conflict Management: What’s the Problem?”
- 📖 *Take Part, Second Edition*: Unit 3, “The Workplace”
- 🗣️ *Crosstalk*
- 👂 *CLB Listening/Speaking Resource*: Stage II, Workplace dialogues
- 🌐 Ellis – Senior Mastery – Discussing Business
- 🌟 Communication Skills Test:
http://www.queendom.com/tests/relationships/communication_skills_r_access.html
- 🌟 Register Use in English: <http://esl.about.com/library/weekly/aa091001a.htm>
- 🔑 **professional relationships, networking tips**

Professional Relationships

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- 🗨️ open and close a short routine formal conversation
- 🗨️ maintain a conversation by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption
- 🗨️ express and respond to gratitude, appreciation, complaint, apology, regrets, or excuse
- 🗨️ make simple and extended suggestions on how to solve an immediate problem and provide reasons
- 👂 identify facts and inferences in a conversation expressing and responding to gratitude and appreciation, complaint, or hope
- 📖 get factual details in a moderately complex one-page note, e-mail message, or letter
- ✍️ write a one- to two-paragraph letter, or one-paragraph e-mail expressing or responding to congratulations, thanks, apology, offer of assistance, or invitation

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*rules of conduct, point of view, miscommunication, attitudes, criticism, body language, gestures, frustration, discouragement, sexual harassment, discrimination, company policies and procedures*)
- idioms (*put oneself in the other person's shoes, bite off more than one can chew, do a bang-up job, call it a day*)
- expressions for apologizing and making excuses
- gerund as object of a preposition (*apologize for being late, complain about having no training*)
- questions: embedded, wh-, yes/no
- formal letter writing conventions
- pronunciation: proper intonation for apologizing and making excuses

Sample Tasks

1. Discuss problems in various workplace situations and brainstorm possible solutions in small groups. (See <http://alphaplus.ca/linc/topic18.htm> for a sample activity.)
2. Listen to short workplace conversations. Match the conversations with a list of functions (e.g., thanking, appreciating, complaining).
3. Read a letter of invitation to an orientation day for new employees. Answer questions.
4. Write a letter or e-mail note responding to an invitation.
 - 📖 **Novice:** Word-process the letter in Language Task 4. Preview and print.
 - 📖 **Advanced:** Use the Letter Wizard to complete the letter in Language Task 4. Create an envelope.**Skills:** Keyboarding, Letter Wizard, Envelopes and Labels

Additional Tasks

- 🗨️ **All Levels:** Tense Buster – Advanced – **Reported speech** – **Introduction: gossip!**; **Practice: direct speech**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Senior Citizens

Topic Development Ideas

Classes might want to learn more about...

- discounts for seniors
- elder abuse (physical, psychological, or financial)
- financial assistance for seniors (Canada Pension Plan, Old Age Security, Widowed Spouses' Allowance)
- health services for seniors (e.g., Ontario Drug Benefit Plan)
- housing for seniors (retirement homes, seniors' apartments, nursing homes for long-term care)
- local services for seniors (e.g., library and recreation programs)
- programs encouraging interaction between seniors and young people
- socio-cultural factors in dealing with seniors

Strategies for Learners

Learners find it useful to...

- ask classmates, teachers, or neighbours about local resources for seniors
- ask for written information about seniors' rights
- attend workshops about issues concerning seniors
- use the Government Blue Pages and Yellow Pages to locate services and programs

Resources for Developing and Teaching Topic

- 📖 *Amazing! Interviews and Conversations*: Chapter 8, "Senior Citizens"
- 📖 *Ontario Reader 1999*: "Elliot Lake: Mining town becomes retirement centre"
- 📄 Seniors' Guide to Federal Programs and Services
- 🌐 CLEO (Community Legal Education Ontario): <http://www.cleo.on.ca>
- 🌐 Fact Sheet: Elder Abuse: <http://www.gov.ns.ca/coms/files/facts7.asp>
- 🌐 Seniors Canada Online: <http://www.seniors.gc.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Social Services, Seniors)
- 🔑 **seniors, senior citizens**

Senior Citizens

Topic Outcomes (CLB 5, 6, 7)

Possible outcomes for this topic:

- ask for and give detailed information related to personal needs in an inquiry about services for seniors
- express feelings, opinions; qualify own opinion in a small group discussion
- understand details in a spoken exchange that involves suggestions, advice, and encouragement
- understand factual details and some implied meanings in a 10- to 15-minute presentation
- find information about programs for seniors in an extensive directory
- understand a one-page moderately complex report, news item, or story
- write a one- to two-paragraph text to compare senior citizens in Canada and own country

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*abuse, aging, dependency, elderly, fixed income, golden years, lifestyle, nursing homes, retirement home, snow bird*)
- expressions for indicating feelings
- adjectives: equative, non-equative
- logical connectors: transition words, adverbial clause words
- modals: advice, suggestions
- questions: embedded, wh-, yes/no
- pronunciation: intonation in yes/no and wh-questions

Sample Tasks

1. In a group, discuss the pros and cons of a policy related to age in Canada (e.g., mandatory retirement at 65) and present to class.
2. Listen to a conversation of someone giving an ESL student information about resources available in the community for an elderly parent. Complete a chart with information about financial, medical, housing, and recreation services.
3. Read a news story involving a seniors' issue. Answer multiple-choice questions.
4. Compare the life of an older person in own country and in Canada (e.g., daily routines, activities, rights).

• **Novice:** Word-process Language Task 4. Spell-check, preview, and print for peer or instructor evaluation.

• **Experienced:** Open an instructor-made document and use Format Painter to replicate the instructor's format in own document.

Skills: Keyboarding, Save As, Spelling, Format Painter, Switch between Multiple Windows, Print Preview, Print

Additional Tasks

• **All Levels:** ELLIS – Master Pronunciation – Speech Acts – Conversing – Express Opinions; Getting Things Done – Ask for Information

Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills