

ROCKET

A stylized teal logo of a bird in flight, resembling a rocket, with its wings spread wide and a flame-like tail. The bird is positioned in the upper right quadrant of the slide.

Synchronous Session 2: Conflict
Transformation and RPGs

An Erasmus+ Higher Education Cooperation Partnership
Göttingen University, Uppsala University, Groningen University

Getting to Know Each Other

When you enter, please type the following in the chat:

- My name is _____.
- My pronouns are _____.*
- My university is _____.
- Fill in the blank on the Card for Connection:
 - "I enjoy expressing myself through _____"

*Consider including your pronouns with your name:
Participants → ... → Rename



I enjoy
expressing
myself
through ____.

Image courtesy of Erin Hickok.
Cards for Connection available at
[Gamesforhumanity.com](https://www.gamesforhumanity.com)

Your Facilitators

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Community Group Norms

Facilitators: Start and end on time; and answer your questions in a variety of mediums.

All of us:

- Participate as fully as possible.
- Consider what's shared by others confidential.
- Share “air time” with others when speaking. (We may take questions first from folks who haven't yet had the chance to speak).
- Remain muted during the session until you're about to speak.
- Keep video on throughout the session if possible.
- Please use the raise hand in Zoom feature to speak. Let's try it now!
- If you need to step away for more than a few minutes, inform facilitators in chat – impacts breakout groups.
- Please put your pronouns and your institution's acronym next to your name.
- Please do not share conflicts about people in this course or who are identifiable by others.
- Do not record the session in any way, but you can take notes.



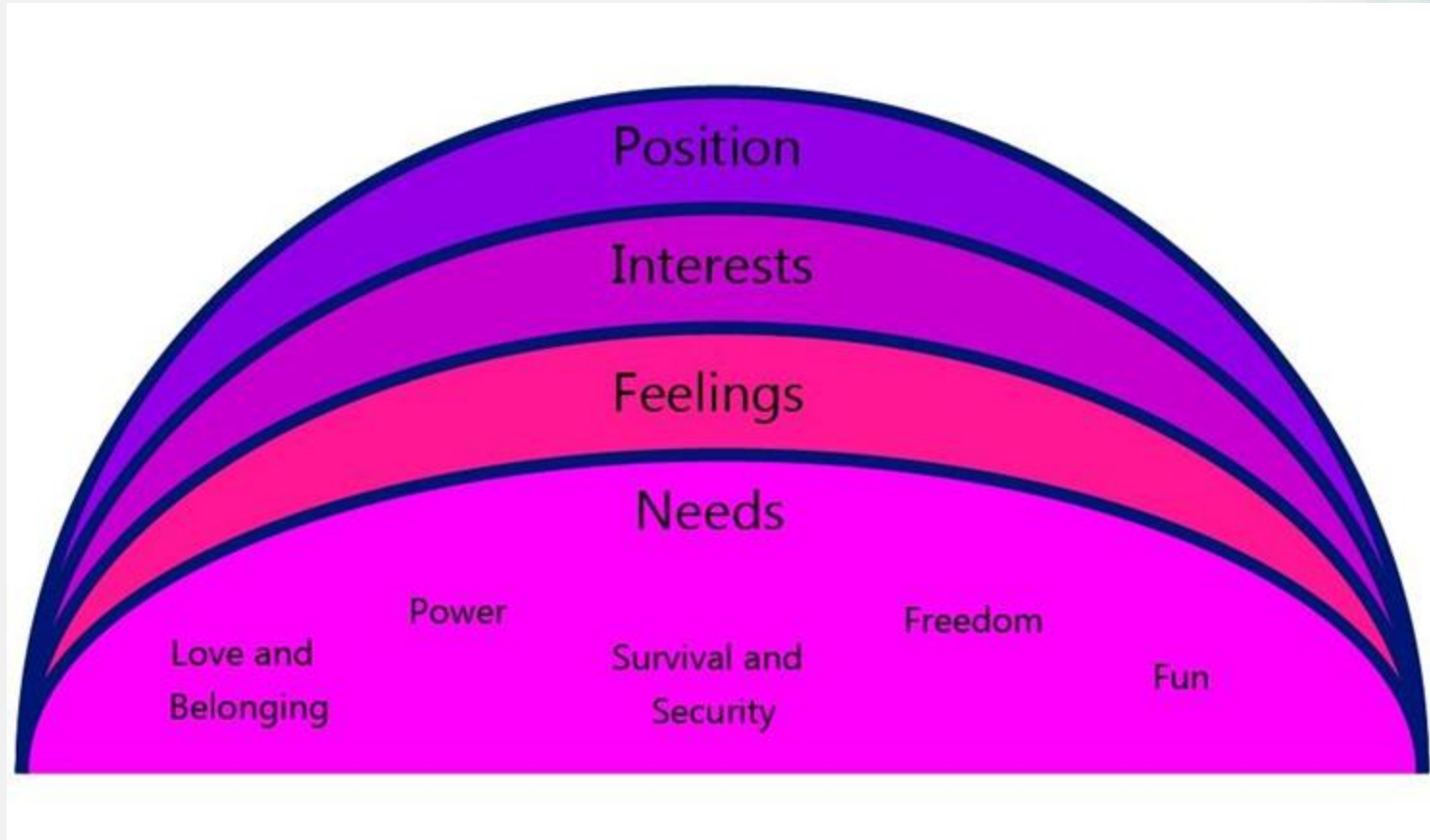
Short repetition

As we begin, it is helpful to know...

When we learn to *DO* something new, we go through about 7 stages.

1. Awareness
2. Knowledge and Information
3. Awkward Engagement
4. Phoniness and Artificiality
5. Mechanical Use
6. Routine and Customary
7. Creative and Innovative

The Psychology of Conflict



Some layers of a conflict are on the surface, whereas others are less obvious.

The Layers of Conflict

Positions: What you want to happen in this situation.

Ex. The break in between courses should be longer.

Interests: Why you want it to happen. **Ex.** What aspects of your life are impacted by this happening or not happening?

Ex. I need more time to visit my relatives in another country.

The Layers of Conflict II

Feelings: What feelings are connected to this topic for you in the moment.

Ex. Anger, grief, longing, alienation.

Needs: What human needs feel threatened or at stake as a result of this not happening

- e.g., power, belonging, security, freedom, fun?

Ex. **Belonging** with family may feel threatened, **freedom** to manage one's schedule as one chooses

“I” Statements

- *I feel/am* _____ (Name feeling such as frustrated, embarrassed, worried. Don't use “I feel like/that”)
- *when* _____ (Explain the specific situation)
- *because* _____ (Explain how the specific behavior causes difficulty for you, what needs are at stake)
- *I would like* _____ (Share options for what you would prefer to see done differently)

10 Minute Break



The background features a soft, ethereal aesthetic. It is composed of layered, wavy lines in various shades of teal and light blue, creating a sense of depth and movement. Interspersed among these lines are thin, elegant gold-colored curves that add a touch of sophistication. The overall effect is reminiscent of watercolor or ink wash art, with a gentle, bokeh-like light scattering across the scene.

Role-playing

Why role-playing?

- Practice makes competent!
- Experience + reflection = learning
- Character and fiction give us personal distance
- Fun!

Emotions can aid in learning:

- It's totally normal to be nervous or unsure! You can't do this "the wrong way."
- Participants may embody characters or situations that are triggering or upsetting. We are here to support you!

Establishing Norms for Role-playing

- We will role-play in small groups guided by a facilitator
- **From facilitators** you may hear the following words:
 - **Cut:** Cuts the scene, often before the conflict is “resolved”
 - **Pause:** Pauses the scene
 - **Monologue:** The player is asked to reveal briefly what their character is thinking
 - **Last Line:** The player is asked to end the scene by saying the last line that comes to their mind.

Establishing Norms for Role-playing II

- **Safety tools:**
 - **Emotional Support:** If you need emotional support, Kjell is available in the main room.
 - **Door is always open:** You can leave at any time, but please let your facilitator know if you are not returning.
 - **Opt-out:** You can opt-out of a scene by saying or typing “Opt-out” at any time

Establishing Norms for Role-playing III

- **Safety tools:**
 - **Cut:** You can call “Cut” at any time to end the scene.
 - **Pause Check-in:** You can pause for to check in with others.
 - **Softer:** You can ask participants to soften their play by saying “Softer.”
 - **X-Card:** You can say or type “X” at any time to ask certain content to be removed or avoided. No questions asked. Example: “X for content around death”

Role-playing Instructions

- Characters should NOT try to be good listeners or resolve the problem, at least not from the start. Escalate!
- All characters will be asked to pause, then try the “I” Statement script.
- We may ask for characters to refine their wording as we go. This is not a critique, we are all practicing.
- Please do not lean on stereotypes of marginalized groups in your role-play.

Demo Role-playing Exercise

- The facilitators will role-play a scenario analyzing Positions, Interests, Feelings, and Needs and I-Statements

Breakout Groups

- 1-2 Scenarios (10-15 minutes each) with facilitator, Groups of 3-6
- 30 minutes
- If you're not in a scene, please observe quietly with camera on, participate in discussion

Big Group Discussion

- Was it difficult to use the I-Statement or identify the layers of conflict? Why or why not?
- Did any aspects of diversity, equity, or inclusion arise in the scenario? If so, please describe.
- What did you find surprising or intriguing about this exercise?

References

Fisher, Roger, and William Ury. 1981. *Getting to Yes: Negotiating Agreement Without Giving In*. 1st Ed. Boston: Houghton Mifflin.

Glasser, William. 1998. *Choice Theory: A New Psychology of Personal Freedom*. Harper.

Ohio Commission on Dispute Resolution and Conflict Management and The Ohio Department of Education. 2000. *Let's Resolve Conflicts Together: Elementary School Classroom Activities*. Conflict Management Week, May 1-7, 2000. Retrieved from ERIC. [Link here](#).

Image: NaomiBooth on Pixabay.



Thanks!

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