

Conflict Resolution Activities



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Introduction

This handbook was created within the Erasmus+ project “European Diary of Understanding: A Journey from Conflict to Peace” (2025–1–SK01–KA122–SCH–000321365).

The activities were developed in cooperation between Cirkevná spojená škola and Jensen Gymnasium in Helsingborg, Sweden, during December 2025 and January 2026.

The handbook presents only a selection of the activities created within the project – a short extract from a much wider range of work focused on exploring conflict, understanding different perspectives, and building peaceful solutions in education.

Dear readers, we hope you find inspiration in these activities and that they support more understanding, empathy, and fewer conflicts in everyday life.

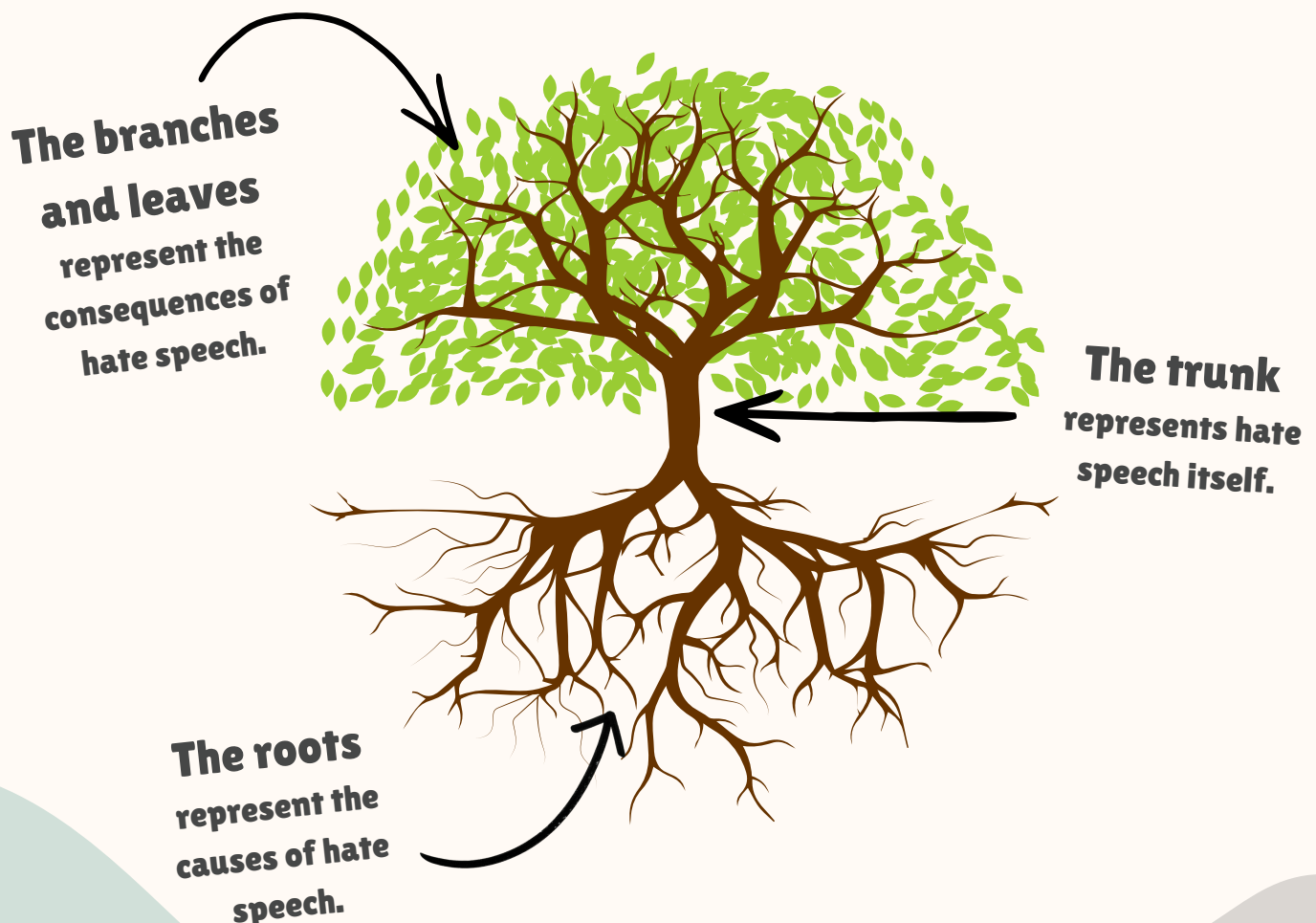
Compiled and edited by:
Mgr. V. Jančárová



The Hate Speech Tree

This activity is perfect for helping students discover simple connections between causes and consequences. It encourages them to think, talk, and explore how one idea or action can lead to another.

In our example, we focus on hate speech, but it can easily be adapted to other situations such as conflicts, misunderstandings, or everyday problems.



Age group:

13–18 years old (adaptable for younger or older students)

Duration:

45–60 minutes

Number of participants:

Suitable for groups of 3–5 students

Aim of the activity:

The activity aims to develop students' understanding of hate speech, its causes, forms, and consequences. It encourages students to think critically about online communication, recognise harmful behaviours, and reflect on the importance of respect, empathy, and responsible behaviour in digital spaces.

Materials:

- Large paper/poster
- Markers, coloured pencils
- Examples of online comments (e.g. social media comments, fictional examples) – optional

Activity description:

Students work in small groups and create a visual “Hate Speech Tree”. The tree is used as a metaphor to show how hate speech develops and spreads.

The roots represent the causes of hate speech. Students identify reasons why people create or share hurtful comments online (for example stereotypes, prejudice, lack of information, fear, frustration, peer influence, or the desire for attention).

The trunk represents hate speech itself. Students add examples of harmful words, comments, attitudes, or online behaviours that can hurt individuals or groups.

The branches and leaves represent the consequences of hate speech. Students explore how hate can affect people emotionally and socially, and how it can influence online communities (for example sadness, fear, isolation, conflicts, loss of confidence, or spreading further negativity).



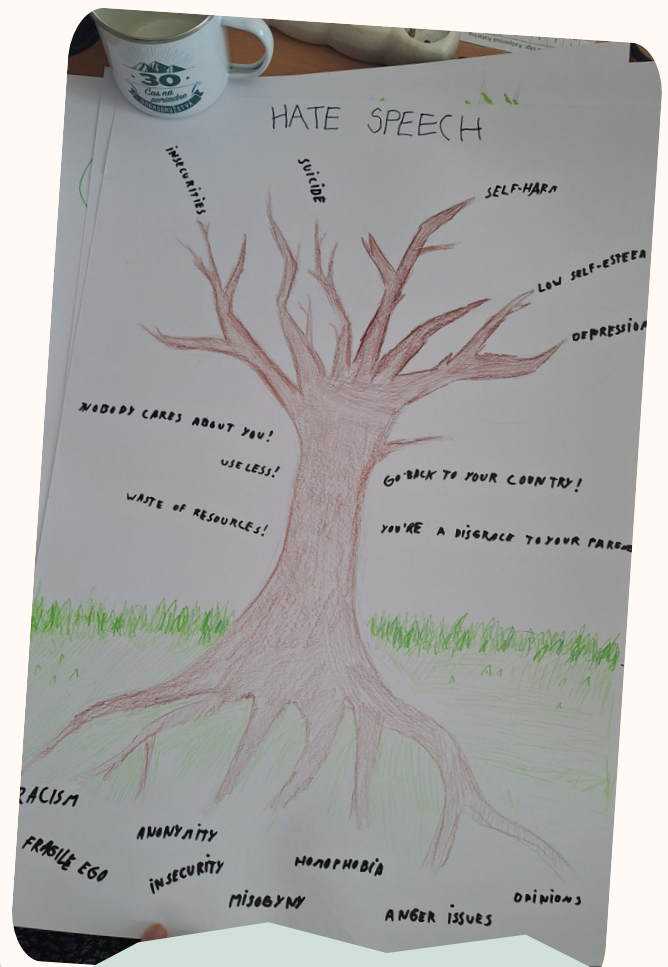
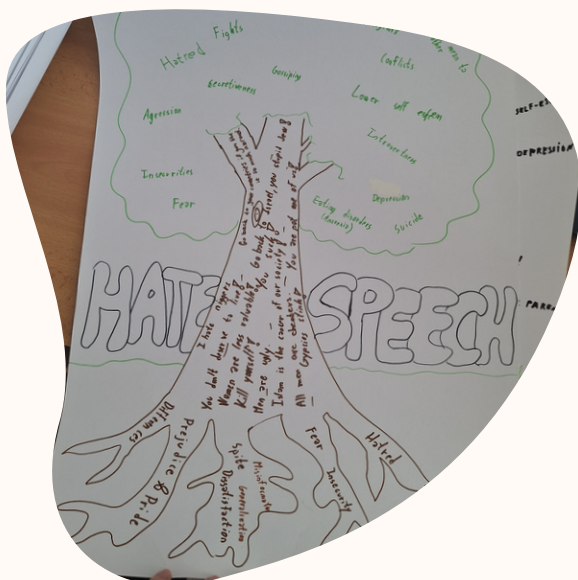
Learning outcomes:

By the end of the activity, students will be able to:

- **identify and explain the meaning of hate speech;**
- **recognise the reasons behind hateful or harmful online behaviour;**
- **understand the consequences of spreading hate online;**
- **analyse real-life examples of online communication;**
- **develop empathy towards people affected by hate speech;**
- **practise teamwork, discussion, and critical thinking skills;**
- **reflect on their own responsibility as digital citizens.**

Reflection:

The activity can be followed by a discussion where students share what surprised them, what they learned, and what actions they can take when they encounter hate speech online.



Teacher's tip:

Do not tell students in advance what their tree “should” look like. Each group may interpret it differently. Some trees may look full and green, others might be bare or dry, depending on how students understand the topic.

For example, one group drew a tree without leaves, explaining that if the situation is “negative”, nothing good can grow from it. They represented it as a dry tree. Such interpretations are valuable and show deeper thinking.

Reflection questions ideas

Easier reflection questions (younger students)

- **What did you put on your tree?**
- **What causes did your group find?**
- **What consequences did you draw or write?**
- **Was it easy or difficult to work in a group? Why?**
- **Did you learn something new from your classmates?**
- **What part of the activity did you enjoy the most?**

More advanced reflection questions

- **Can one cause lead to different consequences? Give an example.**
- **Why do people sometimes share or write harmful comments online?**
- **How does hate speech spread from one person to many?**
- **What is the most serious consequence of hate speech in your opinion? Why?**
- **How can individuals prevent hate speech from spreading?**
- **What responsibility do we have when we communicate online?**

Conflict Scenarios

Role-play and short scenes are a great way to bring situations to life. Even a few minutes of acting can help students better understand emotions, relationships, and different perspectives. Working on small theatre scenes also supports teamwork, communication, and creativity.

This makes learning more active, engaging, and meaningful . Even simple scenes can show powerful messages.

In our project, we focused on the story of Anne Frank, so the role-play activities were inspired by her life in the Secret Annex and the conflicts and emotions connected to that environment.



Age group:

13–18 years old (adaptable for younger or older students)

Duration:

60–90 minutes

Number of participants:

6 groups (or adapted depending on class size)

Aim of the activity:

This activity helps students explore conflict situations through role-play and develop empathy, communication skills, and understanding of different perspectives. It is inspired by themes from the story of Anne Frank, but focuses on emotions, relationships, and conflict resolution rather than historical detail.

Materials:

- **Scenario cards (6 topics)**
- **Simple props (optional)**
- **Space for group preparation and short performances**

Activity description:

Students are divided into 6 groups. Each group receives a conflict scenario inspired by situations related to Anne Frank's story.

Each group prepares a short role-play (3–4 minutes) showing:

- **what the conflict is,**
- **why it happens,**
- **and how it could be resolved in a respectful way.**



Conflict scenarios:

1. Life in the Secret Annex (stress, fear, lack of privacy)
2. Anne and her mother (misunderstanding, emotions)
3. Anne and Margot (sibling conflict, jealousy, differences)
4. Fear and danger (stressful or risky situations while hiding)
5. Being heard (lack of space to express thoughts and feelings)
6. Hate and prejudice (discrimination, stereotypes, hatred)

Each performance should clearly show the following elements:

A clear conflict

- The situation must show a problem or tension connected to life in the Secret Annex.

Anne's emotions

- Students should express how Anne feels in the situation (e.g. frustrated, sad, angry, ignored, hopeful).

Communication styles

- Show how people communicate during conflict (e.g. interrupting, blaming, silence, calm discussion, misunderstandings).

Attempt to solve the conflict

- The scene should include an effort to improve the situation through talking, listening, compromise, or support. The conflict does not need a perfect solution.

Respectful resolution

- The ending should avoid violence or humiliation and focus on empathy, understanding, or learning something new.



Teacher's note:

The focus is not on historical accuracy, but on emotional understanding, communication, and reflection on human behaviour.

Love Goes Through the Stomach

This activity shows that learning can be both meaningful and enjoyable when it is connected to real life. Food, sharing, and cooking create a natural space for communication, teamwork, and building positive relationships in the classroom.

Students explore the idea that even small gestures – like sharing food or preparing something together – can help improve relationships and reduce tension in a group.



Age group:

6–15 (adaptable)

Duration:

60–90 minutes

Number of participants:

Suitable for groups of 3–5 students

Activity description:

This activity connects language learning, cooperation, and positive relationships through food-related tasks. Students use cooking and sharing food as a way to practise vocabulary and at the same time reflect on teamwork, communication, and classroom relationships.

Working together on a simple food task creates a relaxed environment where students naturally communicate, help each other, and build positive group dynamics. The activity shows that shared experiences can strengthen relationships and reduce tension in the classroom.

Goal of the activity:

- **to practise vocabulary related to food and cooking**
- **to develop teamwork and communication skills**
- **to strengthen positive relationships in the classroom**
- **to connect learning with real-life experiences**

Possible tasks:

- **preparing simple food together (e.g. sandwiches, fruit salad, desserts)**
- **creating “peace recipes” where ingredients represent values (e.g. sugar = kindness, flour = cooperation, chocolate = friendship)**
- **designing posters with food-related messages about relationships**
- **inventing slogans combining food and emotions**
- **making a photo collage**

Examples of creative phrases:

A slice of cake can fix a fight.

Sweet words taste better than bitter ones.

Share food, share friendship.

Bake kindness, not anger.

Good food brings people together.



Creating a Digital Magazine

Creating a newspaper or magazine gives students a chance to become authors of their own stories. Instead of only receiving information, they create, choose, and present content in a way that represents their ideas and opinions.

Working on a shared digital publication supports creativity, teamwork, and communication. Students learn that everyone's contribution matters and that different perspectives can come together to create one common result.



Age group:

Adaptable for different ages

Duration:

90–120 minutes

Activity description:

This activity encourages students to work creatively with digital tools and create a shared online newspaper or magazine. Students become editors, journalists, and designers, working together to present ideas, stories, and reflections connected to a chosen topic.

In our project, the focus was on conflict, understanding, and finding solutions, but the activity can be adapted to many themes. Students can create articles, interviews, opinion pieces, illustrations, comics, or short reports.

Digital platforms such as Canva can be used to design the newspaper and combine text, images, and creative elements. Each group can prepare one section, and all contributions can be combined into one class magazine.

Possible themes/examples:

- **Conflict Chronicles** – stories and reflections about conflicts and solutions
- **Peace Newspaper** – examples of cooperation and understanding
- **Student Voices** – opinions and experiences from students

Goal of the activity:

- **to develop creativity and digital skills**
- **to practise writing and communication**
- **to encourage teamwork and sharing ideas**
- **to help students present their own perspectives**

Possible roles for students:

- **editor**
- **journalist/writer**
- **designer**
- **illustrator**
- **researcher**

Reflection:

Students discuss how working together on a shared publication helped them combine different ideas and perspectives. They reflect on how media can influence the way people understand events and communicate with each other.

Conflict is a natural part of human life. It can appear on a personal level, such as disagreements between friends or family members, but also on a global scale, where entire nations struggle with political or cultural differences. Personal conflicts often arise from misunderstandings, lack of communication, or strong emotions. On the other hand, world conflicts are usually caused by deeper issues like competition for resources, historical tensions, or differences in beliefs and values. Whether small or large, conflicts can have serious consequences if they are not addressed properly.

Preventing conflict begins with understanding and respect. In everyday life, people can avoid many disagreements by listening carefully, expressing their thoughts clearly, and being open to other people and their opinions. Education also plays an important role in preventing global conflicts, as it helps people understand different cultures and perspectives. History gives us many examples of what to avoid and encourages us to resolve small problems before they become more complicated. Cooperation between countries, diplomacy, and international organisations are key tools in maintaining peace. By promoting tolerance and empathy, societies can reduce the chances of conflict before it even begins.

Managing conflict is just as important as preventing it. When a conflict arises, it is important to stay calm, communicate honestly, and try to find a compromise. Instead of focusing on winning, people should aim for solutions that benefit everyone involved. On a global level, peaceful negotiations, mediation, and dialogue are crucial in resolving disputes. The road from conflict to peace is not always easy, but with patience, understanding, and cooperation, it is possible to turn even the most difficult situations into opportunities for growth and unity.

Conflicts

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Here's a simple guide on how to handle personal conflicts:

1. **Pause and stay calm** Take a breath before reacting. Keep your tone steady and don't let emotions take over.
2. **Listen carefully** Let the other person speak and try to understand their point of view.
3. **Speak respectfully** Explain your thoughts clearly without blaming or attacking.
4. **Focus on the problem** Stick to the issue, not the person. Try to understand the real cause of the conflict.
5. **Find a solution together** Work toward a compromise or agreement that both sides can accept.

Kika

Example from our students' magazine

I-statements

The way we communicate can often change the way a conflict develops. The same message can sound completely different depending on the words we choose.

This activity helps students discover the difference between blaming others and expressing their own feelings and needs. By learning to use I-statements, students practise a more respectful way of communication that can reduce tension and support better understanding.

Small changes in the way we speak can create big changes in the way we listen to each other.



Age group:
15–19 years old

Duration:
45–60 minutes

Activity description:

Before the activity, it is important to explain to students what happens in communication when people use different types of language. You-statements often sound blaming or attacking, which can make the other person defensive and escalate conflict. In contrast, I-statements focus on personal feelings and help express emotions without blaming others, which makes communication calmer and more constructive.

In this activity, students explore both styles of communication and practise transforming negative or accusatory sentences into respectful and clear expressions. The aim is to improve communication skills and support peaceful conflict resolution.

Goal of the activity:

- to improve communication skills
- to reduce blaming language in conflict situations
- to develop empathy and self-awareness
- to practise respectful conflict resolution

Examples:

You-statements (blaming / aggressive):

- You never listen to me.
- You are always interrupting.
- You don't care about what I say.
- You made me angry.
- You are so annoying.

I-statements (calm / responsible):

- I feel upset when I am not listened to.
- I feel frustrated when I am interrupted.
- I feel hurt when my opinion is not taken into account.
- I feel angry because the situation was difficult for me.
- I feel uncomfortable in this situation.

Possible task:

In groups, students rewrite "you-statements" into "I-statements" and create short dialogues showing how communication changes depending on the style used.

Working with Video Clips

Videos are a powerful and engaging way to introduce a topic. Even a short clip can tell a strong story, show emotions, and help students connect with real-life situations more easily than text alone.

This activity encourages students to observe, think critically, and reflect on what they see. Any video can be used in the motivational phase of a lesson to spark interest and discussion, especially when exploring themes such as conflict, empathy, or human behaviour.



In our project, we worked with a group of students aged 16–17. One of the videos we used was the Sainsbury's First World War Christmas Truce advertisement, which shows German and French soldiers temporarily stopping fighting and sharing a moment of humanity during Christmas.

The video was used as a motivational tool to open discussion about conflict, empathy, and reconciliation.



Reflection questions

What is happening in the video?

Why do you think the soldiers stopped fighting?

What does this moment tell us about human behaviour in conflict?

How can small actions change a difficult situation?

Do you think similar moments are possible in today's world?

What message does the video want to give to viewers?



Final note for teachers:

Erasmus+ activities work best when they are flexible, creative, and student-centred. Do not be afraid to adapt tasks, change groupings, or shorten/extend activities depending on your class and time.

Try to mix groups regularly, keep activities dynamic, and allow different forms of expression (speaking, drawing, acting, writing). Small changes in structure can bring very different perspectives and results.

Most importantly, enjoy the process. Erasmus is not only about outcomes, but about shared experiences, cooperation, and learning from each other across cultures.

