

Lesson plan

Topic 5 - Conflict on the construction site and coping with stress

Duration: 4 lessons (4*45 minutes)

Operational objectives:

Student is able to:

- List signs and sources of stress.
- Suggest a solution to the stressful situation and methods to achieve this.
- Point out sources of stress at work.
- List methods of dealing with conflict.
- Apply methods of dealing with conflict in a stressful situation on the construction site.
- Prepare a defensive line against a stressful situation on the construction site.
- Discuss the concept of assertiveness in stressful situations

Methods:

Mini-lecture, discussion, independent work, physical exercises, group work, conversation in pairs, games, brainstorming, role-playing, psychodrama, relaxation techniques.

Course of the lesson:

The introduction consists in discussing the essence of stress - its types and symptoms. During the introduction, the teacher conducts the "What is stress?" discussion and provides students with information about stress.

Expected duration - 15 minutes

ANNEX 1 - "Methods of coping with stress", "How to avoid stress" and "Signs of stress" boards



Task 1.

Students are asked to speak about a situation that was a source of stress for them. The speakers write keywords describing their situations on a piece of paper and put it on the table. Then the teacher and students discuss these situations and group them according to problems and try to come up with a solution using the three following methods:

- positive thinking (I'm positive and stressful situations stay clear of me)
- turn it into a joke (I am looking for a substitute solution that minimises the source of stress)
- relaxation exercise (use techniques to reduce the level of stress)

Students are divided into three groups, they are to role-play the assigned solution.

Expected duration - 30 minutes

Task 2.

Students receive a questionnaire aimed at making them reflect on whether stress can lead to conflict. Once it is completed, they write three questions, from those listed, which, according to them, contain the greatest source of stress and conflict. The teacher displays questions from the questionnaire and records the number of students who found each of them the most stressful. Then, the teacher writes three questions that got the most votes on the board.

Expected duration - 15 minutes

ANNEX 2 – “Stress In the workplace” questionnaire

Task 3.

Students divided into three groups receive one of the selected questions. Each group must analyse the problem using the conscious reversal of roles method in 7 steps:

- What is the problem (source of stress, conflict?)
- Explain the problem with questions (e.g. What is the cause of the problem? What has changed that the problem occurred?)
- Suggest a solution to the problem (What can minimise the effects?)
- Reverse the problem (What's the situation like when there is no problem or conflict?)
- Brainstorming (group discussion and listing all solutions)
- Suggesting alternative solutions (e.g. exaggerating the problem, turning it into a joke, etc.)
- Choice of solution (the group chooses the best solution available)

Once the analysis is completed, the students present their solutions to the rest of the group.

Expected duration - 30 minutes

The teacher proceeds to discuss the conflict resolution methods and lists the stages of conflict resolution:

ANNEX 3 - "Stages of conflict resolution", "Conflict resolution methods" and "Traffic lights" boards



Expected duration - 15 minutes

Task 4.

The group is divided into five teams, each of them has a dominant style of dealing with conflicts:

Team "A" - competition

Team "B" - adaptation

Team "C" - avoidance

Team "D" - working out a compromise

Team "E" - cooperation

The teacher gives examples of topics to choose from:

You think your friend takes advantage of your kindness.

Your parents excessively restrict your freedom and independence.

The teacher treats you unfairly.

The topic is selected together by the students and the teacher and is common to all five groups. Course of the exercise:

Description of strategy - All participants characterise particular types of scenarios, with particular emphasis on the ability to satisfy one's own needs and the ability to constructively resolve conflicts.

Summary - While sitting in a circle, the participants share their impressions, feelings and thoughts about the class

Expected duration - 30 minutes



Task 5.

Students in groups prepare the defence of the employee or the methods of transmitting information from the employer. Once it is done, the students choose their representative to role-play the scenario. The selected students role-play the prepared scenario under the teacher's supervision. Then, the students, under the supervision of the teacher, jointly list stress situations in the scenario and suggest methods of coping with stress.

They are divided into three groups, each of which receives one of the following topics:

- The materials delivered to the construction site have been damaged as a result of employees' incompetence and cannot be used on the construction site. The employer is looking for a person responsible for the damage. (employee employer)
- Due to the fact that the rules on the means of personal protection and health and safety have not been observed, one of the specialists at the construction site suffered an accident. The employer looks for witnesses and checks whether other employees comply with health and safety rules. (employee employer)
- Due to unfavourable weather conditions and problems with transport there are delays on the construction site. The investor is looking for ways to complete the construction project on time demanding that the construction team increases the work pace. (investor - employer)

The tasks must be divided within the groups - two participants will have to prepare and role-play the scenario. Personal assessments must be avoided in the discussion - it should contain information about the situation.

The remaining group members complete the received worksheet with causes and methods of solving a given situation.

Once they are ready, the students present the subsequent scenarios in front of the rest of the group. Each group has about 10 minutes of presentation time

Expected duration - 35 minutes

ANNEX 4 – "Causes and solutions to conflict situations" worksheet

Once the exercise is completed, the teacher gives students a short questionnaire regarding assertiveness in conflict situations.

ANNEX 5 – "Check if you're assertive" questionnaire

Expected duration - 10 minutes