

**A case study: Teaching conflict awareness in a Finnish
lower secondary school**

Tanja Salminen

Master's thesis in Education
Spring term 2018
Department of Education
University of Jyväskylä

ABSTRACT

Salminen, Tanja. 2016. A case study: Teaching conflict solving and peace mediation in a Finnish lower secondary school. Master's thesis, department of education. University of Jyväskylä. Department of teacher education. 89 pages.

HundrED is a non-profit organization dedicated to improve the quality of teaching in the future both in Finland and abroad. In one of the HundrED experiments, Crisis Management Initiative (CMI) created a learning package for educators for teaching mediation skills in schools. The goal of the package is to offer a variety of exercises and materials for conflict resolution. The content of the material package is then launched in practice and spread to schools.

The goal of the experiment is to further neutral and fact-based conversation and examine the reasons and consequences behind the conflicts. Moreover, the initiative will focus on enhancing pupils conflict solving and mediation skills, aiming for these skills to be basic civics. Mediation starts by trying to understand the phenomena, after which the reconciliation can start.

In this study I investigate how conflict awareness and mediation skills are constructed and experienced in the school context. This ethnographic case study investigates the pupils' thinking processes and changes in behavior and attitudes during the process of using the learning materials created by the CMI.

Students will come across conflicts early on and continue facing them throughout their lives. Having the knowledge on how to act on disagreements in a constructive way is not only crucial for their personal lives, but will hopefully educate conscious future citizens that are able to share the knowledge with the world.

Keywords: conflict, school, mediation, global education, learning

TIIVISTELMÄ

Salminen, Tanja. 2018. Tapaustutkimus: Konfliktitietoisuuden ja sovittelun opettaminen suomalaisessa yläkoulussa. Pro-Gradu -tutkielma. Jyväskylän yliopisto. Opettajankoulutuslaitos. 89 sivua.

HundrED on suomalainen koulutusalan voittoa tavoittelematon järjestö, jonka tarkoituksena on etsiä ja jakaa tulevaisuuden koulutusinnovaatioita ja pyrkiä muuttamaan maailmaa koulutusta muuttamalla. Crisis Management Initiative (CMI) laati yhdessä HundrEDin kanssa materiaalipaketin, jonka erilaisten harjoitusten avulla yläkouluissa ja lukioissa voidaan opettaa konfliktinratkaisuja ja sovittelutaitoja.

Kokeilun tavoitteena on edistää neutraalia ja faktoihin keskittyvää keskustelua ja tutkia syitä ja seurauksia konfliktien takana. Lisäksi tavoitteena on parantaa oppilaiden konfliktinratkaisu- ja sovittelutaitoja ja saada konfliktinratkaisutaidosta kansalaistaito.

Tässä tutkimuksessa selvitän kuinka konfliktinratkaisutaitoja voidaan opettaa koulussa. Tutkimus on etnografinen tapaustutkimus, jossa seuraan oppilaiden ajattelun prosesseja ja muutoksia asenteissa ja käyttäytymisessä CMI:n opetusmateriaalin harjoituksia tehdessä. Lisäksi tutkin opettajan ja oppilaiden kokemuksia konfliktitietoisuustunneista.

Oppilaat tutustuvat varhain konflikteihin ja tulevat kohtaamaan niitä koko elämänsä ajan. Tietoisuus ja taidot erimielisyyksien ratkaisemista rakentavasti auttaa paitsi henkilökohtaisessa elämässä, myös auttaa oppilaita kasvamaan tiedostaviksi tulevaisuuden kansalaisiksi, jotka voivat jakaa osaamisensa muun maailman kanssa.

Asiasanat: konflikti, koulu, sovittelu, globaalikasvatus, oppiminen

CONTENTS

SUMMARY

CONTENT

Contents

1	INTRODUCTION	5
2	CONFLICT AWARENESS	8
2.1	Defining conflict.....	8
2.2	Mediation.....	14
2.2.1	The debate of usefulness of mediation and criticism	15
2.2.2	Mediation enhancing communication.....	16
3	THE CONTEXT OF THE STUDY.....	18
3.1	The documentary context to school conflicts	18
3.2	School conflicts.....	20
3.3	Mediation in the school context.....	22
4	THE STUDY.....	25
4.1	The research questions.....	25
4.2	The approach of the study.....	26
4.3	The participants	28
4.4	The data collection.....	29
4.5	The data analysis	30
4.6	The ethical issues	32
5	FINDINGS	35
5.1	The CMI's reflection on conflict awareness and mediation in schools	35
5.2	Constructing conflict awareness in the classroom.....	39
5.2.1	The classroom diary: Notes from the field.....	39

5.3	Lesson description analysis.....	63
5.3.1	The active student and students' unequal participation	63
5.3.2	The students' ethical values	64
5.3.3	The importance of teaching.....	66
5.3.4	Repetition - the discourse of silence.....	67
5.3.5	Cultural issues.....	68
5.3.6	Conflicts and safety	70
5.4	The experiences of the conflict awareness classes	71
5.4.1	“What these [students] now got I think is something that will open up to them by time” -Teacher experiences on the lessons	71
5.4.2	“I have never really been taught conflict solving skills so it would be nice to learn them” –Students' advance knowledge and attitudes towards conflict solving lessons	73
5.4.3	“It has changed for the better and to be more positive” –Student experiences and thoughts based on the lesson series.....	77
6	Discussion.....	80
6.1	Concerns on student participation.....	80
6.2	Ethical concerns	81
6.2.1	My role as an active researcher.....	81
6.2.2	Concerns on the content of the lessons.....	82
6.3	Suggestions for future research	86
7	REFERENCES.....	88

1 INTRODUCTION

Conflicts always have and always will occur wherever there is human interaction. According to Pearce and Littlejohn (1997), the nature and course of conflict are made in communication: all human activity, whether it takes place in schools or other communities, are patterns of communication that either express or suppress ideas, include or exclude people and facilitates or constrains life. Human world is constructed through communication (Pearce & Littlejohn, 1997). People often try to avoid conflicts (Ekholm & Katisko, 2012; Larsson & Toukonen, 2012), although it is not the conflict itself that causes harm but the uncontrolled escalation of it (Pruitt, 2007). Conflicts are seen as merely destructive, which they sometimes are because of violence, but if treated right, conflicts can also offer creative solutions that allow development (Galtung, 2000). Avoiding moderate conflicts can stop progression (Pruitt, 2007). Conflict is often a tool that helps people to satisfy their basic human needs that are behind their feelings (Larsson & Toukonen, 2012; Rosenberg, 2003). However, moral conflicts are different, as they are not perhaps solved through ordinary conflict solving methods: they may not have resolutions if the debate expands to concern “us” and “them” and the disputants do not greet each other in between (Pearce & Littlejohn, 1997).

The prevailing conception of solving a conflict is that one wins and the other loses. Mediation is facilitated negotiation in which a mediator usually helps the participants of the conflict to find solutions to their dispute and the purpose is to reach a settlement where both participants win (e.g. Stitt, 2004). Mediation has the power of transforming conflictual relations using genuine communication: the primary focus in mediation is in the future, not in the past (Cremin, 2007). The emphasis of restorative mediation is mending broken relationships (Gellin, 2011).

There is a growing interest in teaching mediation in schools, as conflicts concern schools too. The Finnish Forum for Mediation has explored how students'

participation opportunities have increased in schools where mediation is practiced (Gellin, 2011). Children have a right to express themselves age-appropriately in matters that concern them (The Ministry of Justice, 2000; United Nations, 1989). Gelling (2011) argues that school mediation reached altogether 80000 students and their caregivers by the end of 2010: in four hundred schools where trained student mediators acted, between 9000 and 10000 conflict– and bullying cases are mediated annually and this alone reaches 20000 students per year (Gellin, 2011.).

This study is a part of the HundrED project, that is a non-profit organization founded to change the world by changing the school first. According to HundrED, the purpose of school is to help children flourish in life not depending on what happens in the outside world. The world outside is changing so thus the school system has to change as well. HundrED seeks interesting innovations to spread globally by sharing ideas and expertise. The innovations are divided in five categories: what skills should be taught in future schools, what is the changing role of the teacher, how is learning evaluated, what is a functional learning environment like and how is change led. The HundrED projects concentrate on projects from kindergarten through upper secondary education. HundrED seeks interesting, ambitious and global educational innovations and aims to spread them globally in order to change the education system with a vision that small changes in classrooms cumulate into an education revolution globally (<https://hundred.org/en>).

One of the HundrED innovations is a project called “The basics of peace mediation and conflict solving”. The project is operated by the Finland-based peace mediator organization The Crisis Management Initiative (CMI), an independent and international organization that was started by the winner of the Nobel Prize for Peace and former President of Finland Martti Ahtisaari, based on his lifework in international peace mediation. The CMI works to prevent and resolve conflicts around the world through informal dialogue and

mediation. One aspect of CMI's work is to spread the knowledge about the basics of conflict solving and mediation through creating learning material targeting Finnish secondary –and upper secondary school students. The goal of the CMI's education material is to make conflict solving and mediation a basic civics and teach students essential life skills. According to the CMI, negotiation and mediation skills can be learned and developed through life (<http://cmi.fi/fi/>).

This study explores why the CMI launched their school material and how it reflects conflict awareness and mediation in the school context. I found out how conflict awareness and mediation skills were constructed in the school context in a Finnish school based in central Finland. I observed and participated in the classroom in the course of three conflict awareness classes. I studied how the teacher and the students experienced the conflict awareness program. At the start of the first lesson and after the last lesson, the students answered a questionnaire to investigate their knowledge and conception on conflicts and if there were any changes in their ideas after the lessons. The data was collected in spring 2017.

2.1 Defining conflict

According to Elina Ekholm (2012, 49) conflicts are a natural part of human interaction and although people often try to avoid conflicts, they can be useful as they surface grievances that as fixed can prevent more severe conflicts that can at worst turn into permanent, unsolved or violent outbursts. It is important to distinguish a conflict and a dispute. A conflict is often a somewhat static juxtaposition, whereas a dispute is often just the visible part of the conflict (Turunen & Ervasti, 2005; Ervasti & Nylund, 2014). Because of this, disputes seem to be caused by seemingly small and meaningless things, when in reality there are repressed feelings underneath and the dispute only ignites the hidden or open conflict. Hence solving the dispute does not solve the conflict underneath, which means that more disputes are likely to occur unless the conflict itself is solved (Turunen & Ervasti, 2005, 35-36).

According to Pruitt (2007), a conflict has two commonly accepted senses: it either means an open and seemingly visible conflict between two sides, or a subjective experience of a conflict. A conflict can also be seen as a contradiction of needs, interests and/or goals between two or more sides (Ervasti & Nylund, 2014, 7). According to Ervasti (Lindfors, 2005), there is no clear opinion on the differences between an argument and a conflict, but legalization, publicity, duration, dimension and depth can separate a conflict and an argument. Conflicts have often been seen as a merely detrimental and destructive thing, but avoiding moderate conflicts can stop any progress, as a moderate conflict can also encourage people to defend the views that they find important. Thus is it not the conflict itself that is harmful but the uncontrolled escalation of it. Due to the escalation progress, both parties of the conflict enforce their strategies, leading to a mutual downward spiral with even hostile actions. This spiral can be stopped and the conflict can be solved, for example, after negotiations, but

sometimes the spiral escalates into an open wound: a semi-permanent and intractable conflict. (Pruitt, 2007.)

Galtung (2000, 3) introduces the conflict triangle that presents the dimensions of the conflict. According to Galtung's (2000) model, the participants may have different goals that are in contradiction. If the parties of the conflict have unrealized goals, such as basic human needs, they may feel frustrated. This frustration, in turn, can lead to aggression that turns inwards as attitudes of hatred and/or outwards as behavior of verbal or physical violence. Sometimes hatred is directed towards the holders of the goals (e.g. needs) but it is not always rational and can thus turn towards other targets. Violence may then lead on to a spiral of counter-violence of defense and revenge. The spiral of hatred turns into a meta-conflict over the goals of preserving and destroying. This is a simplified model, as usually in a conflict many actors, many goals and many issues can be detected that can be in contradiction. (Galtung, 2000.)

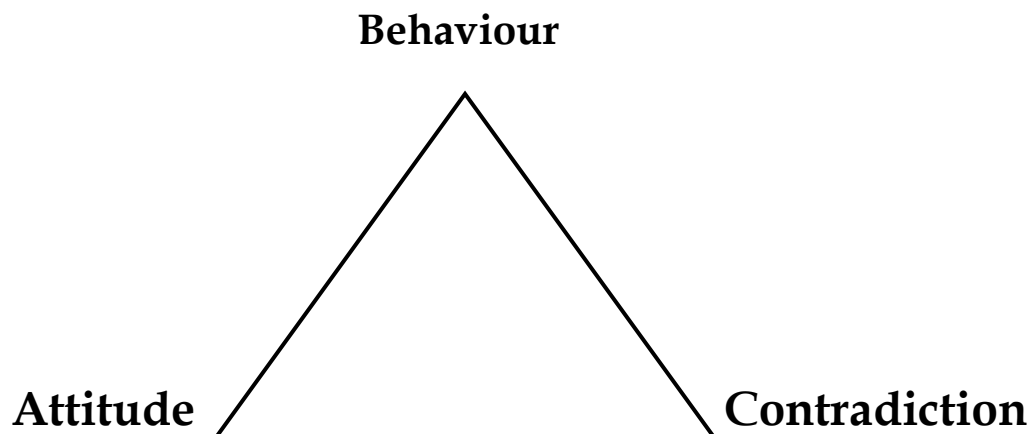


FIGURE 1: Johan Galtung's (2000, 3) theory on conflict dimensions

Galtung (2000) argues, however, that the spiral of conflict can be broken if the contradiction of needs are faced with an attitude of empathy rather than hatred that then leads on to behavior of nonviolence. Galtung (2000) states: "*As hatred and dispositions to violence increase, empathy, nonviolent approaches and creativity are*

even more needed, but in a deeply polarized conflict, formation of such talents are given less chance.” Conflict can be a source of great destruction, but it can also be seen as a source of creation, according to Galtung. If the creative aspects dominate, conflict can turn towards development in many ways: human development, social development and world development (Galtung, 2000.)

Rosenberg (2003, 7) presents a model of Nonviolent Communication (NVC) that includes four steps: observation, feelings, needs and requests:

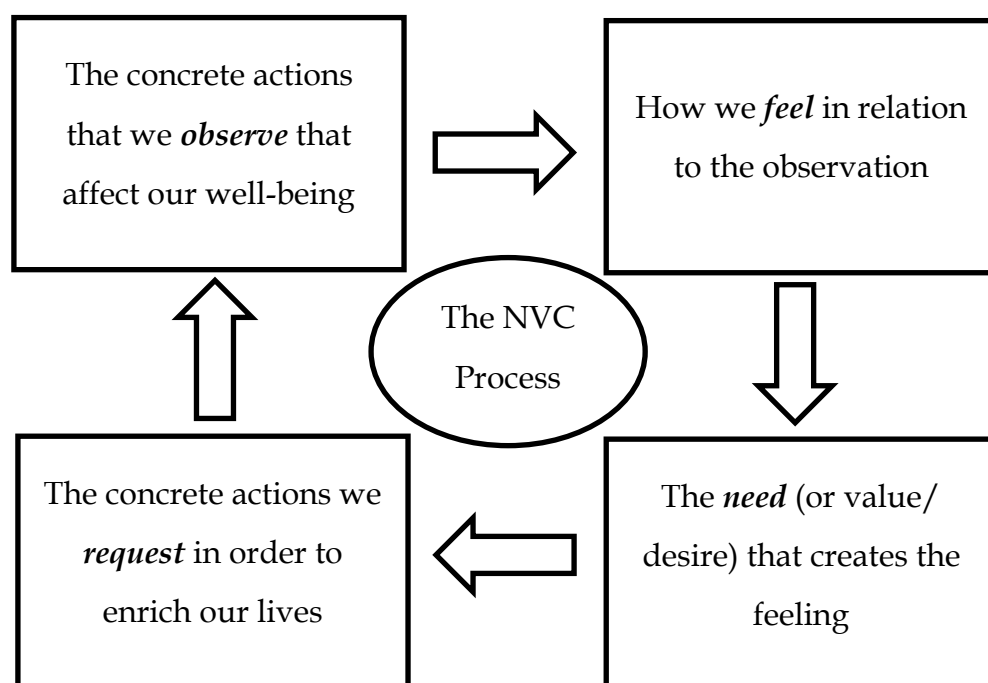


FIGURE 2: The NVC process by Marshall B. Rosenberg (2003, 7)

According to Rosenberg (2003), NVC can be applied in solving conflicts of any kind, whether they take place in intimate relationships or in schools. Rosenberg claims that there is significantly less violence in cultures where people think in terms of human needs although most people have learned to speak in a way that encourages to label, compare, demand or judge other than learn to identify what are the underlying feelings and needs. Building a vocabulary of feelings is essential in NVC. The presumption in NVC is that people are likely to feel

positive feelings when their needs are met and reversely feel negative feelings when their needs are not met. NVC aims to distinguish the expressions of actual feelings from thoughts, assessments or interpretations that people make. According to Rosenberg's beliefs, human beings are acting in a way that enables them to reach their needs. (Rosenberg, 2003.)

Larsson (2012, 35-37) introduces two contradictory models of regarding conflicts. In the first one, called "*Oppression system's perspective on conflicts*" Larsson describes a negative attitude towards conflict, whereas in the second one, called "*Life-serving system's perspective on conflicts*" the perspective is on constructive ideas of conflicts.

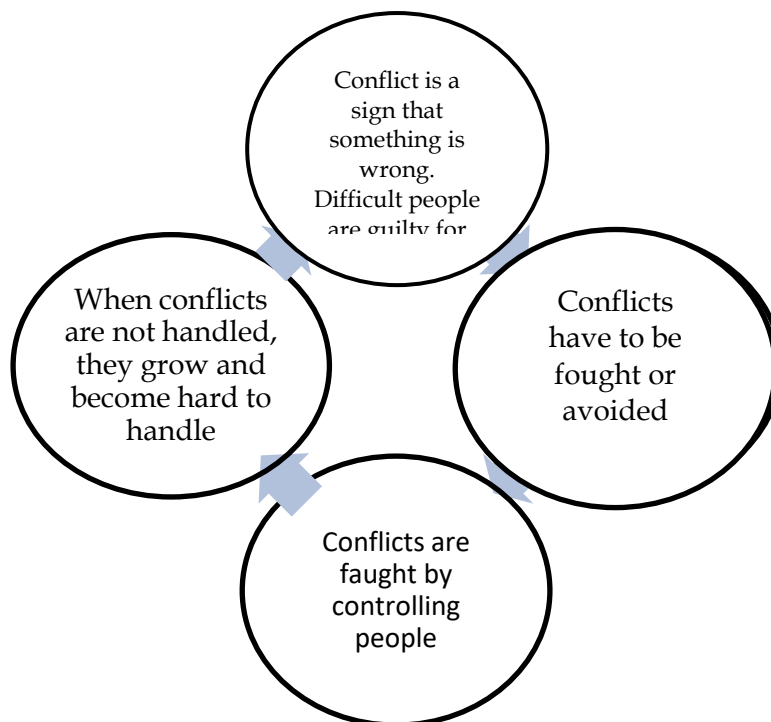


FIGURE 3: Oppression system's perspective on conflicts (Larsson & Toukonen, 2012, 35)

According to this perspective (Larsson & Toukonen, 2012), conflicts are negative and malicious and people have to do everything in their power to avoid them. Conflict is a sign that somebody has done wrong and the difficult people are the ones to start conflicts. People have to be controlled in order to

avoid conflicts and harmony is best received by winning over the opponent, sometimes using a punishment, violence or coercion.

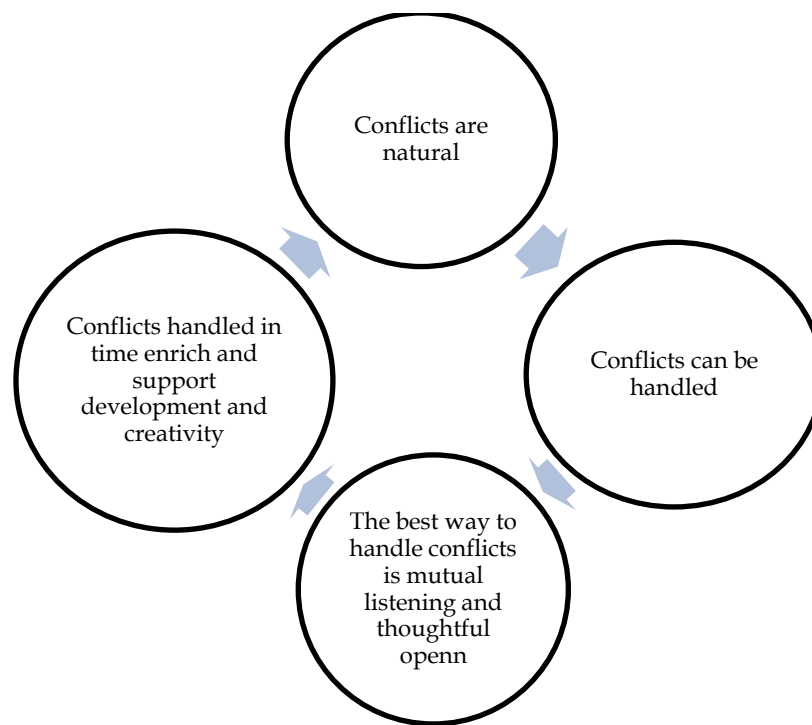


FIGURE 4: Life-serving system's perspective on conflicts (Larsson & Toukonen, 2012, 37)

However, according to this life-serving perspective (Larsson & Toukonen, 2012) on conflicts, conflicts are natural and manageable. Conflicts are everywhere where there is life and dreams. Conflicts can enrich life and help find new ways to collaborate when the aim is to accept everybody's needs by actively pursuing all participants winning. According to Larsson (2012), conflicts that are not processed often grow larger.

According to Pearce and Littlejohn (1997), not all conflicts have resolutions: sometimes the rhetorically well-expressed argumentation is more prominent to widen the barrier between people than narrowing it. Pearce and Littlejohn explained that according to their belief at first, failures to reach a decision or settle a conflict were due to unskilled communication, poor debate technique or selfishness. However, as Pearce and Littlejohn (1997) were to see, moral

conflicts are unlikely to be solved using ordinary discourse. Moral disputes should not be suppressed altogether, as then the moral differences are left unexpressed, perspectives of the world are unheard and the interests of the groups become marginalized: the difficulty is to manage moral conflicts so that expression is allowed but not in a disrespectful, violent or demeaning way (Pearce & Littlejohn, 1997.).

Pearce and Littlejohn (1997) argue that participants of the moral conflict are often not able to understand or communicate with each other, let alone to create a bridge to the other side. To create the bridge, the participants should leave the comfortable and unreflective fanaticism to find self-doubt and open-minded discovery that could allow them to understand both themselves and others in a deeper and broader way. Social worlds collide when trying to solve the everyday conflicts reveal that *we* disagree with *them*: the everyday scale increases to the question of who is morally right. As the conflict continues, the original everyday cause of the conflict is soon lost (Pearce & Littlejohn, 1997.). Pearce and Littlejohn (1997) acknowledge that not all moral differences are problematic. Groups can pursue recognizing and enjoying the similarities, but in this place of like-minded monoculturality, people will not change and grow, as they do not encounter new things that would surface the important moral differences that would in turn expand their awareness.

2.2 Mediation

According to Ervasti and Nylund (2014), mediation is one of the basic models of conflict solving. Mediation can be practiced in court and outside of it. The international definition for mediation usually means voluntary and unofficial mediation outside the court. Mediation differs from negotiating because in mediation there is often a third party included in the process: the mediator (Ervasti & Nylund, 2014).

In Moore's (2014) figure, the approach and the procedure of the resolution of conflict depends on the participant's collaboration, the degree of coercion and the level of formality. Solving the everyday conflicts usually takes place in the private decision-making by parties, as is seen in the figure. On the left are the informal and private conflict solving ways that include mediation and negotiations sometimes led by a mediator. These decisions are more often voluntary, whereas in the right side of the figure, coercion is used more in the conflict solving.

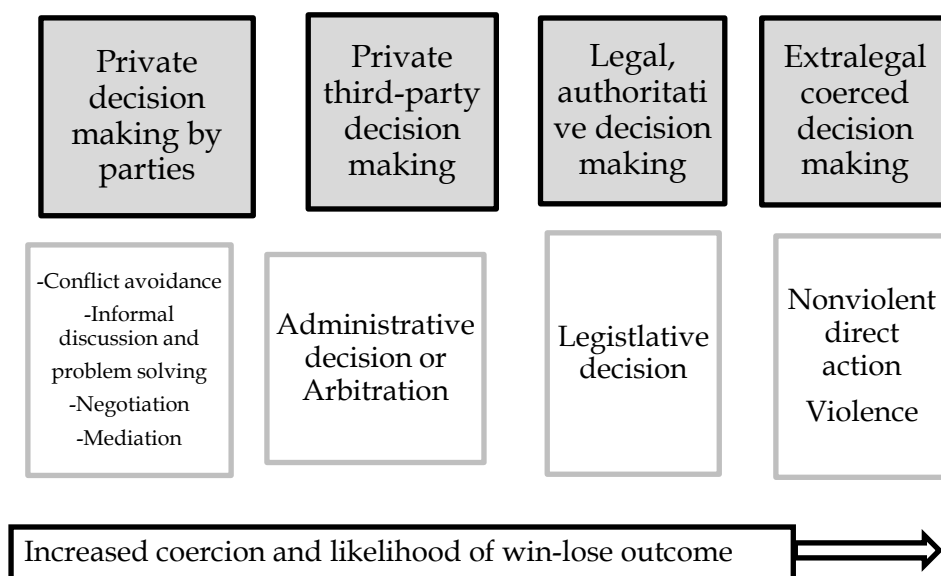


FIGURE 5. Conflict Management and Resolution approaches by Moore (2014)

According to Ervasti and Nylund (2014) coercion in mediation, *mandatory mediation*, is highly controversial as mediation is defined to be voluntary.

Solving the conflict should start from the voluntarily participating parties of the conflict. If there is a mediator included, the mediator should be as objective, neutral, equal and confidential as possible towards the participants of the conflict (Ervasti & Nylund, 2014). Alternative dispute resolution models have risen from the field of mediation (Ervasti & Nylund, 2014). According to Brunet (1987), alternative dispute resolution's (ADR) functional definition sees that the traditional legal system does not often work best in solving the everyday conflicts between people (Brunet, 1987; Lindfors, 2005). According to Ervasti (Lindfors, 2005) features from the alternative dispute resolution (ADR) have been brought to the areas of the traditional legal systems too. This means aiming to fulfill the wishes of the participants and solving conflicts through communication (Lindfors, 2005).

2.2.1 The debate of usefulness of mediation and criticism

According to Ervasti and Nylund (2014), the usefulness of mediation has been well-established. Practical reasons to prefer mediation include the speed and inexpensiveness of it. Mediation can enable social relationships and humane circumstances better than traditional legal system. Mediation is flexible and it enables creativity. Moreover, it allows the participants of the conflict to control their own conflict and given this, mediation is seen to have better opportunities to serve the individual needs of the conflict parties. Thus, the relationships of the participants often stay better compared to legal proceeding. Mediation pursues that all participants win somehow, so the participants can possibly feel less stress. The focus is in the future and people are often happier with the mediation results compared to the legal justice system (Ervasti & Nylund, 2014.). In addition to this, Stitt (2004) introduces some other assets that mediation includes. Firstly, mediation can produce a situation in which both participants win, which means that the participants set the standard of fairness. Secondly, the mediation process can teach participants how to solve future conflicts more effectively so mediation functions as a learning experience. According to Stitt (2004), 70-80% of voluntarily mediated cases and 40% of mandatorily mediated cases were solved.

However, some critical observations regarding mediation have been made as Ervasti and Nylund (2014) point out. Mediation has been criticised because of the uneven cleavage of power relations: the stronger party can alter the result of the mediation process. There have been fears that mediation cannot properly protect minorities or weaker parties presumably, such as women and ethnic minorities. Another concern has been the significance of the public power and rights to decrease: it is debatable if mediation fits to the modern civilization that needs a modern justice system. Moreover, mediation does not necessarily take into account the needs of third parties (such as children) as the focus is in the owners of the conflict. Mediation is also highly individualistic and given this, the solutions are serving individualistic solutions to collective problems (Ervasti & Nylund, 2014). Stitt (2004) adds that clearly legal issues should be solved in court, not in mediation process. Stitt explains that the first rule of mediation is to do no harm, and if there is a danger of e.g. violence or abuse, mediation should not be conducted.

2.2.2 Mediation enhancing communication

Stitt (2004) explains that mediation is simply facilitated negotiation, where a mediator, who is an experienced negotiator, helps the participants of the conflict to overcome obstacles. For example, ineffective communication can be seen as an obstacle that prevents the participants to reach a solution. According to Stitt (2004), the more effective the communication, the more likely there is a solution to the dispute. Listening is of paramount importance in mediation, as interactive listening enables people to feel like they are listened and heard. Stitt (2004) lists that techniques of interactive listening include paraphrasing, open body language, using clarifying questions and acknowledging emotions.

Ekholm (2012, 51) argues that conflict and mediation are linked as before mediation can happen there is a conflict of interests, misunderstandings or feeling mistreated. Stitt (2004) explains that communication difficulties are

common and there are often misunderstandings because one disputant does not hear what the other intended to say. Because of this, the participants of the conflict often drift into a cycle of repetition and escalation, hoping that the other hears what they have to say. Stitt (2004) argues that interactive listening can stop the cycle as the disputants feel heard.

According to Ervasti and Nylund (2014, 3), conflict solving skills and conciliation skills can be learned by everyone. In an authentic conflict, solving situation it is important that all previous prejudices and attitudes should be renounced and the focus is on detecting what is happening now. A wondering attitude and asking questions like a child enables the negotiator to exceed what is preventing the solving of any conflict: believing that others are sharing the same thoughts, values or lifestyles or at least they should. To succeed in negotiations it is important to stay humble, listen and let the participants of conflict find the solution that satisfies them (Ervasti & Nylund, 2014, 3-4).

In the following section I investigate how conflict awareness and mediating have been presented in the school context both in terms of national and international legislation and school conflicts.

3 THE CONTEXT OF THE STUDY

3.1 The documentary context to school conflicts

Legal agreements reflect the frame for school conflicts: they determine the rights children have for example in terms of safety and threat of violence in schools. The Finnish Constitution 731/1999 6§ (The Ministry of Justice, 2000) on equality states that all people are equal in front of the law and children have to be treated as equal individuals who can tell their opinion age-appropriately on issues concerning them.

The UN Convention on the Rights of the Child (United Nations, 1989) states that the child should be protected from all forms of discrimination and punishment. In addition, children should be able to express themselves in issues that relate them age-appropriately as long as it does not harm the rights of others. The child also has a right to receive all educational measures to be protected from all forms of violence, injury, abuse or maltreatment. Children should be able to receive education that directs them towards the development of their personality, talents, mental and physical abilities as well as respect for human rights and fundamental freedom. Education should also enable children to respect their own and their parent's cultural identities, language and values and values of both the country they live in as well as other cultures. They should have a chance to be prepared for a responsible life in a free society with a spirit of understanding, peace, tolerance, equality of genders and friendship among all people (United Nations, 1989).

Section two in the Finnish Basic Education Act 628/1998 (The Ministry of Education, 1998) states that the purpose of education is to raise humane and ethically responsible members of the society and provide them skills and knowledge for life. Education should promote civilization and equality in society and further equity in education throughout Finland. Section three in the

Basic Education Act 628/1998 states that education has to be provided according to student's age and capabilities to promote students' healthy growth and development together with the carers of the child (The Ministry of Education, 1998). Students have, according to section 29 in the Basic Education Act (The Ministry of Education, 1998), a legalised right to participate in education in a safe environment:

“The education provider shall draw up a plan, in connection with curriculum design, for safeguarding pupils against violence, bullying and harassment, execute the plan and supervise adherence to it and its implementation. The National Board of Education shall issue regulations in the core curriculum concerning the formulation of the plan. (Amendment 477/2003)” – The Basic Education Act 628/1998 §29

The National Board of Education (TNBE) states in the National Core Curriculum (2014) that every child is valuable and unique and has a right to reach their full potential with support and encouragement from the school community, where the child should be listened, appreciated and cared for. According to TNBE (2014), a part of civilization is to handle the inevitable tensions between the attempts and realities of growing as a person in an ethical and compassionate way. Global education is mentioned to create possibilities for a just and sustainable development. TNBE (2014) argues that the school community should encourage students to understand how they affect each other's wellbeing, health and safety and how they can take care of themselves and others. Social relationships and emotion skills as well as self-regulation skills are mentioned in the National Core Curriculum, in addition to safety skills and learning to protect students' private limits (The National Board of Education, 2014).

3.2 School conflicts

According to Mahkonen (2017), conflicts in schools can be divided to *dangerous* and *poisonous* school conflicts. *Dangerous* school conflicts consist more of individual acts, such as an assault and its consequences, whereas in *poisonous* school conflicts, the emphasis is more on personal relationships and small acts or words that through time cause damage and cause feelings for example shame and anger. Mahkonen (2017) argues that conflicts between students can include for example bullying, subjection, isolation, discrimination, sexual harassment, online terror and physical assaults. Bullying is a typical form of *poisonous* conflict, whether the target is a student or a teacher. Mahkonen (2017) writes that school laws have mostly been focused on conflicts between the student and the teacher or conflicts between students. *Poisonous* school conflicts are the most difficult to prove legally, especially when parents of the student are involved in the conflict, as conflicts between parents and teacher often grow to involve the principle too. Conflicts in school can also involve adults that are working in school.

Ekholm (2012, 50) states that emotional turmoil and conflicts belong to adolescence and for young people especially learning to process conflicts constructively creates the foundation for behavior patterns that help to mediate in conflict situations as adults. Cowie and Jennifer (2007) remind that adults are responsible for the wellbeing of children. They state that children who engage in violent behavior as perpetrators, victims or bystanders are at risk of becoming insensitive to others' pain and becoming unaware of their actions' antisocial nature. The children who engage in violence are more likely to involve in crime and domestic violence as adults (Cowie & Jennifer, 2007). The World Health Organization (2002, 2) defines violence as followed:

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.”

As there are often perpetrators, victims and bystanders in schools, bullying can be seen as a form of violence that takes place in schools. Cowie and Jennifer (2007) argue that school violence involves the entire school community including teachers and other adults as well as children. Because of this, according to the report of Gulbenkian Foundation (1995), to promote non-violence, schools should teach pro-social values and behavior, discipline in a positive manner and teach children non-violent conflict resolution. The WHO (2002) also reports that learning to resolve conflicts without using violence is important in preventing violence. The Gulbenkian Foundation (1995) as well as the WHO (2002) state that early intervention is essential to prevent the development of violent attitudes and actions. The Gulbenkian Foundation (1995, 84) introduces a *Checklist for working towards a non-violent society*:

- 1) Expectations and demands of children should be realistic considering their maturity and development
- 2) All discipline should be positive and children should be taught pro-social values and behavior, particularly conflict resolution
- 3) Non-violence should be clearly and concisely promoted and preferred
- 4) Adults should take responsibility for both protecting the child from doing and also from suffering violence

According to the Gulbenkian Foundation (1995), anyone in terms with children should thrive towards these principles. Fardon (Year Unknown) introduces a statement:

"We all have a right to feel safe all of the time and there is nothing so awful we can't talk about it with someone".

As Fardon uses the word *we*, all members of the school community have a right to feel safe and express their feelings while respecting the feelings of others. Hopkins (2004b) argues that empathetic listening will make a school feel warm and welcoming, and when someone needs to talk they know that someone is ready to listen. Hopkins states that often in school teachers feel like students are not listening and students feel like the teacher is not listening. As students learn

from the adult, more emphasis should be given to adults modeling these skills in action in the everyday interaction with the students than telling the students what to do (Hopkins, 2004b).

Gerlander and Kostianen (2005) argue that teacher and student relationship is a two-dimensional communication relationship that includes both the dimensions of the relationship and the identities of both the teacher and the students. As relationships are born, maintained and changing in the dynamic interaction, they are not stable and there are relational tensions that do not itself mean a conflict but can influence in the development and occurrence of conflicts.

Äärelä (2012) has studied young offenders about their school experiences. According to Äärelä (2012), although the offenders did not have a negative attitude towards school at the start of their school journey, the positive aspects enhancing school performance disappeared by secondary school. The offenders described having had unstable and conflict-prone interaction with adults and they defined school more in terms of a social environment than studying. The difficulties at school had emerged early on and had increased through years, ultimately leading to school dropouts. The offenders did not see the interventions appropriate and they did not stop the exclusion process. The offenders highlighted the importance of positive interaction in the teacher-student interaction as a feature that carries through difficulties. (Äärelä, 2012).

3.3 Mediation in the school context

Belinda Hopkins (2004b, 29) introduces a vision of restorative justice in schools by asking the following four questions:

- 1) What happened?
- 2) Who has been affected now and how?
- 3) How can *we* put right the harm?
- 4) What have *we* learn in order to make better choices the next time?

Using the word “*we*” is vital, as according to Hopkins (2004b), the traditional emphasis in conflicts has been in finding the guilt and in announcing punishments. This means that according to the traditional way of thinking, the people who are doing wrong should be punished and the threat of punishment will make the potential wrongdoers integrate in the wishes of the community. In the restorative process, however, the parties of the conflict can sit down together, listen to each other’s perspectives on what happened and how they are feeling, and hear how everyone has been affected by the situation, how the harm can be made right and agree on a plan of action for the future (Hopkins, 2004b).

Mediation can be seen as a learning experience. According to Gellin (2011) mediation in school reinforced social skills, empathy and understanding of participants’ situations as well as taking responsibility of one’s own behavior. In restorative thinking, the emphasis is on mending the broken relationships (Gellin, 2011). Larsson (2012) states that when mediating children’s conflicts, the biggest difference is in the children’s vocabulary, which means that creativity has to be used, although children often understand more words than they can produce. Children are also sometimes more able to receive support than adults are. Mediating children’s conflicts can promote the child’s feeling of safety or decrease it if handled poorly. Larsson (2012) reminds that adults can help children to mediate conflicts by separating observations from interpretations, verbalizing judgement to feelings and needs, listening and understanding without threatening the child. Children should be *shown* that everybody’s needs are equally important. Larsson (2012) shares some examples on how an adult can destroy the mediation situation with one’s own behavior. If an adult chooses sides in children’s conflicts, they grow larger and the opportunity to handle the conflict is lost. Moreover, if the adult intimidates the child with punishments, the children will learn that conflicts have to be hidden or avoided. If the adults shout at children, they learn that conflicts are solved using force (shouting) and the stronger wins. If the adult compares the children,

this can promote competition, not unity. Adult's power should be used to protect, not to punish (Larsson & Toukonen, 2012).

According to Ervasti and Nylund (2014), peer mediation in school has spread widely. Conflict solving skill is a learnable skill like other school subjects and students who have learned conflict solving skills know how to solve conflicts as adults (Ervasti & Nylund, 2014). Peer mediation consists of different phases (Ervasti & Nylund, 2014, 387-388; Gellin, 2011, 86-93). Gellin (2011) explains that school mediation starts when an order for mediation has been made by anyone in the school community using a specific form. Mediation starts when the participants of the conflict and the mediators, who are trained student mediators, are present in the mediating space. After this, the stories of the participants are heard and using questions, the mediators are try to understand the feelings and needs that the parties of the conflict have behind the conflict. Underneath the feelings are needs, such as safety, acceptance and justice that serve as a key for finding the solutions. The purpose in the solution phase, then, is to ask the participants of the conflict how they can solve the conflict together and compensate the caused harm. It is important that the mediators do not propose the solution. The participants are also guided to think how they can ensure that the harm does not reoccur in the future. After negotiating possible ways to solve the conflict, the mediators fill an agreement on paper using the participants' own words. The situation is then followed afterwards to make sure the participants are happy with the results. If the agreement has been successful after the following phase, the conflict case is closed. Cremin (2007, 40-41) highlights some negative aspects of mediation reported by peer mediators. The negative aspects include concerns of maintaining relationships with the peer because of their changing role in the school community. The positive aspects of mediation that the mediators reported involved the students finding the school as a happier and a friendlier place. The cases that the peer mediators resolved consisted for example of name-calling and swearing, arguments, fights, friends falling out and bullying.

4 THE STUDY

4.1 The research questions

The purpose of the study is to find out how the teacher and the students experience the conflict awareness program that was implemented using the CMI's learning materials. The study explores how the representatives of the CMI understand learning about conflicts at school while using the CMI learning material. The study also follows three conflict awareness classes through the learning process. The study finds out how the students' knowledge develops and proceeds during the lessons. Finally, the goal is to discover how the teacher and the students in the research class experience the conflict awareness lessons.

The research questions are:

1. How does the CMI reflect the conflict awareness and mediation in schools?
2. How are conflict awareness and mediation skills constructed in the school context?
3. How do the teacher and the students experience the conflict awareness program?

I received an invitation from the representatives of the CMI because of their collaboration with the HundrED organization to interview two members of the staff at the CMI headquarters about the work of the CMI. According to them, they started creating the school material after the Ministry for Foreign Affairs of Finland's brand committee gave an assignment to President Ahtisaari to create an annual National Peace Mediation day organized especially in schools. The purpose of this day is to present and popularize the CMI as a Finnish product that has an international impact. President Martti Ahtisaari has successfully made his lifework in conflict solving and was rewarded with the Nobel Peace Prize in 2008 for his international peace work. The Crisis Management Initiative (CMI) was founded by President Ahtisaari to continue his work.

The National Peace Mediation day that is called "Ahtisaaripäivät", celebrated its 7th birthday in 2017. The Ahtisaari days is the CMI's global education brand targeting secondary and upper secondary schools. The slogan for the Ahtisaari days is called "*arguments are solved by talking*" and given that, CMI's goal is to make conflict solving a basic civic. The CMI's work includes the annual Ahtisaari Day, during which the staff visits schools and holds lessons about conflict solving. The President Ahtisaari himself also visits a few schools during the Ahtisaari Days and rewards students involved in peer mediation locally in their schools. The Ahtisaari Days have been previously bounded to be organized at one place at the time. Thus the CMI created the material package in order to better spread CMI's ideology nationally to all schools. For now at least the school materials are only in Finnish and they are available online at the website of the Ahtisaaripäivät (<http://ahtisaaripaiva.fi/>). During the interview, I wanted to find out more about the ideology that the CMI is keen to spread in Finnish schools.

4.2 The approach of the study

This study is a qualitative and ethnographic case study. I investigated a community partially from the inside and my role in the study was an active participant. Because the study researches experiences of the teacher and the students, phenomenology is also used. Qualitative analysis can be called as understanding research, because of the way of knowing: phenomena either can be understood or explained (Tuomi & Sarajärvi, 2018, 33). Phenomenology is based on the assumption that human action is intentional and humans' relations to their existence are loaded with significances. The significances that people give to their existence are not inborn, according to the phenomenological significance theory, but their source is the community where people are born and raised, as people are fundamentally social. (Tuomi &

Sarajärvi, 2018, 40.) According to Timo Laine, phenomenology studies experiences people have in relation their own surroundings (Aaltola & Valli, 2001, 26). Hence, the hermeneutic research studies both spoken and unspoken expressions, such as motion, looks or gestures that I observed in the classroom (Aaltola & Valli, 2001, 29).

According to Creswell (2012), an ethnography focuses on an entire group that shares a culture. The researcher describes the shared and learned patterns of values, behaviors, beliefs and language often through observing the participants of the group, immersing in the everyday life of the group and studying the meaning behind the group. Ethnography searches patterns of the social organization through fieldwork. In the realist ethnography, the study is typically narrated objectively on the information learned from the participants on site of the study and reported on what is learned from the participant. Contrary to the realist ethnography, where the researcher stays in the background, I participated during the lessons actively (Creswell & Creswell, 2012.).

Creswell (2012) argues that ethnography intends to find out how the culture works, not developing an in-depth understanding of one case. As this study investigates how conflict awareness classes were taught in one school, case study is the frame of the research. Yin (2009) states that the purpose of the case study is to develop new knowledge about the processes and outcomes of the case in relation the existing literature. According to Eisenhardt (1989, 534) and Creswell (2012) characteristically case study combines different and multiple sources of information, for example using both qualitative and quantitative research methods. Defining the research question is important in building theory from case studies. Without defining the research question limiting the data is more difficult (Eisenhardt 1989.). Creswell (2012) introduces the defining features of case studies that I have tried to follow in my study:

1. A selected specific case studying a current, real-life case and is bounded to a specific time and place.
2. The intent of the case study is to understand a specific issue and select the case to best understand the issue.
3. A good qualitative case study provides *in-depth understanding* of the case to multiple sources of data.
4. Data analysis involves a *description* of the case. Moreover, there are identified *themes* that are *organized* thoughtfully.

The school-related material of the study was gathered from a specific school at a specific time in an authentic learning situation during two real-life school days. The purpose of the data is to understand how the lessons covered and constructed conflict awareness. To understand this more in-depth, I have included the interviews of the CMI representatives and the teachers and the two questionnaires for the students. I have analyzed the data to categorize and find themes describing the phenomena. I have included the field notes to add transparency and credibility. I have tried to organize the themes in a way that serves the study.

4.3 The participants

The participants of the research cover the representatives of the CMI and the school I co-operated with. I interviewed two (N=2) members of staff at Crisis Management Initiative (CMI) who at the time of the interview in 2017 worked on media contacts and coordination of the CMI's school co-operation. The interview was located at the headquarters of the CMI in Helsinki in winter 2017. Moreover, I investigated how conflict awareness was taught in an ordinary Finnish secondary school using the materials created by the CMI. The teacher of the class is an experienced subject teacher in a Finnish secondary school. The school is medium sized, having approximately 500 students aged between 13 to 16.

All students of the class did not participate in the study as they did not give the research permission. There were in total seventeen (N=17) pupils who attended the classes. The few students who did not give a research permission did not attend the classes and had alternative classes in the meanwhile. The students were at the time of the project aged between 14 and 15 years old. The pupils were eighth graders.

4.4 The data collection

I collected the data by combining different methods: interview, questionnaires and observation. The goal of the interview is to gather as much information as possible, usually through the researcher personally interviewing the examinee, whereas in the questionnaires the examinees fill the questionnaire themselves (Tuomi & Sarajarvi, 2018, 84-85).

TABLE 1: The data collection

Interview at the CMI headquarters N= 2	Questionnaire to the students before the lessons N= 17	Recording and audiotaping three (3) lessons at the school N= 19, including the researcher and the teacher
Six (6) exercises from the CMI lesson material	Questionnaire to the students after the final lesson N= 17	Interview with the teacher N=1

According to Moustakas (1994), a phenomenological interview includes an informal, interactive process and utilizes openended comments and questions. I

had previously selected the themes I wanted to find out more about and I had prepared the questions beforehand. In addition, I sent the questions beforehand to the CMI spokesperson to add transparency. However, I altered questions in the interview moment to ask specifying questions. My questions were qualitative. I tried not to control the conversation but let the interviewees decide the course of conversation, which is the goal in the phenomenological interview (Aaltola & Valli, 2001, 35). The phenomenological interview aims to find out about other people's experiences so the questions were decided accordingly (Aaltola & Valli, 2001, 36). I recorded the interviews with the CMI and the teacher for analyzing the material.

According to Tuomi & Sarajärvi (2018), observation is a good research method when the research phenomena is relatively unknown or when it is difficult to get information on the topic without observing. As I did not know about teaching conflict awareness in the school context it was natural to observe as it was practiced. I was an active observer, which means that I cooperated with my participants actively throughout the research. I was participating in the social interaction during the lessons and it was part of the research material as is reported later on in the study. However, my active role is controversial and debatable as in traditional anthropological research the researcher does not usually change the research circumstances. (Tuomi & Sarajärvi, 2018, 93-95.) I filmed and recorded the classroom observation in order to analyze the classroom events.

4.5 The data analysis

As I had multiple sources of data, including observation, questionnaires and interviews, I analyzed each separately, after which I looked for similarities and differences in the research data. I analyzed the data in the order that I collected it, which means that I firstly transcribed, translated and analyzed the interview

with the CMI. After that I collected and transcribed the questionnaires for the students and the interview of the teacher. As all data material was originally in Finnish, I translated the transcribed data. In translation process I tried to translate word to word so that the meaning would not change in the process. The classroom observation was transcribed by listening the recorded audio tapes and writing down everything I heard from the tapes that took place in the classroom.

For analyzing the data I used both qualitative discourse analysis and content analysis. I used the discourse analysis to analyze the language and conversations in the classroom. Content analysis, in turn, was used to connect similar themes from the different sources of data together. Qualitative analysis pursues to explain action with meanings and tries to combine similarities in observations. In qualitative analysis it is difficult to make general assumptions (Alasuutari & Alasuutari, 2012.)

I analyzed the data using the software called ATLAS.ti to search and compare themes from the content using content analysis (Tuomi & Sarajärvi, 2018, 104). I analyzed the transcribed data considering the research questions. I divided the study material into subcategories to find similarities between the different materials. Moreover, as according to Timo Laine, the phenomenological research highlights the role of intuition in the research (Aaltola & Valli, 2001, 39), I tried to find similarities from the data using my intuition. The idea of the analysis in phenomenological research is to bring the content together and find the relations and significations between the different parts of the content (Aaltola & Valli, 2001, 41).

The communication and interaction of people, including the language, conversations and interviews in the classroom, was analyzed through discourse analysis. According to Gee (2005), language has meanings only in and through

social practices. Language both creates the situation people are in but people also fit their language to the situation they are. Language is a tool used in action, identity, social relationships, social goods (e.g. reputation), giving relevance or connecting things and also as a part of a certain sign system (Gee, 2005.), such as a school-environment appropriate language. I used these Gee's discourse analysis questions to analyze my research content that took place in a social context.

Hirsjärvi et al (2009) state that discourse analysis as a method is not particularly strictly limited. Discourse analysis studies what role language has in social and cultural perspectives and identities (Gee, 2005). According to Gee (2005), every person creates complex meanings in language and finds meanings to others that are in fact more rooted to their own cultures, identities and fears than what the other has actually said or written. In discourse analysis, the idea is to detect this and think more deeply about the meanings that we give to other people's words to make ourselves more humane and better people and thus make the world we live in a better and more humane place through more appropriate interpretation.

4.6 The ethical issues

The whereabouts of the school and the students participating in the study are anonymous and concealed for the safety of the participants. After the research is completed, I delete any study material not needed in the study anymore.

According to Blanck et al. (1992), ethical choices in human research include confidentiality, debriefing after the research if needed and voluntary participation to the research. The participants of the study have given their permission to participate in the study. Only the pupils that had given their permission attended the classes. A few students did not give their permission so they had alternative lessons during the lessons. The teacher formed the pairs

based on who gave a permission to film. All gave a research permission but ten pupils gave a permission for filming. I both filmed and recorded the audio during the lessons for analyzing the data and the participants were aware of that. The teacher decided the pairs in the classroom based on who gave a permission to film in the classes. I avoided filming the students who did not give a filming permission but attended the classes. This meant not filming the students or filming only their feet if they moved in the classroom. However, as it was difficult to film only the students that had given their permission I ended up using the audio halfway in the analysis process as the participants were not showing and I only heard their voices. This allowed a better anonymity for the students. Although it may have had an impact in the data analysis process it felt like a necessary change to make to respect the wishes of the students that were participating in my research.

According to Creswell (2012), sensitivity to the needs of the participating individuals of the study is important and the researcher must report the impact in conducting the study on the people and on the places that are explored. In addition, there was a short debriefing opportunity at the end of the lessons followed by the questionnaire to which the students were able to share their thoughts afterwards.

According to Moustakas (1994, 21), human science research studies people as a whole, including experiences and meanings of a person from that person's own point of view. According to Alasuutari & Alasuutari (2012), the challenge of the humanistic research is the fact that the examinees possess the knowledge and the research problem is to get them to reveal it. Relationships and the interview techniques are considered as the main research methods. In fact central research honest and confidential speech are considered to be important or profound information, whereas humanistic research finds for example the examinees' insincerity or pretending to be better than they are as per se intriguing matter as

it tells about the common values of the community (Alasuutari & Alasuutari, 2012).

According to Varto (1992), the researcher can never get inside someone's head completely, as researcher's own ideas of the world have an impact on the interpretations they make. As a researcher, I can possibly make wrong interpretations. Given this, it is an important part of the study to estimate my own perceptions and attitudes concerning the study (Varto, 1992). Self-reflection and self-criticism pursues to guarantee researcher's own understanding of their own research related foundation, such as their understanding of humanity or prejudices (Aaltola & Valli, 2001, 32).

5 FINDINGS

I start the chapter by reporting on the findings of the interview with the CMI representatives on their reflection of the conflict awareness and mediation. Then I introduce the construction of the conflict awareness lessons firstly through the field notes, followed by my interpretation of the lessons. After that, I investigate the teacher's perceptions about the teaching experience on conflict awareness. Finally, I look at the student questionnaires to evaluate how the students' advance knowledge and attitudes have changed after their experiences on the conflict awareness classes.

5.1 The CMI's reflection on conflict awareness and mediation in schools

According to the CMI's spokespersons at the time of the interview in spring 2017, the education material about conflicts was originally created for brand purposes. Conflict awareness material is a part of the CMI's The Ahtisaari Days - brand concept and their slogan is "*Conflicts are solved by talking*". Previously the Ahtisaari Days have included only annual school visits, but launching the material purposefully reaches larger school audiences. The aim of the brand is to make conflict solving skill a basic civic.

According to the spokespersons at the CMI headquarters, their school material is spreading their organizational values and ideology. Humanity skills are highlighted in their material and this includes need-based conflict perspective instead of winning. Other areas of the humanity skills are early intervention, negotiation and compromises. According to the CMI, the participants of the conflict have an active role in finding solutions that fit them. Peace is seen as a matter of will. The CMI does not work in areas currently in conflict, as there is then a desire to win, and not for peace. Finding solutions that benefit all is the core of the CMI's work.

The representatives of the CMI mention a junction with the National Core Curriculum (2014) and a wish that conflict awareness skills would be considered similarly as other health-related subjects in the curriculum. They also explain the need for conflict awareness lesson with the international PISA survey that will possibly survey Global Competence Skills (Reimers, 2013).

The CMI representatives also highlighted that their material provides tools for feeling education. However, their material did not provide a list of adjectives describing feelings so the teacher used a list of words from another source. The lessons showed that the secondary school students did need help from the teacher in verbalizing their feelings. Given this, I would suggest that the education material would start from identifying basic feelings and needs behind conflicts and the material should include a printable list of feelings. There could also be practises to help verbalizing feelings. In addition to this, if the CMI wants to launch their brand abroad, the materials would have to be translated in English. Cultural adaptations might have to be made to fit the conflict awareness lessons to a specific culture (Keski-Mäenpää, 2018).

Humanity skills

According to the employees, humanity skills have an essential role in the CMI's ideology. The CMI's representatives argue that their material provides skills that people need in order to tolerate and accept different people from various backgrounds and cultures while not fighting because of differences. Often people at time of conflicts try their best to be right and win, whereas in the CMI's conflict solving model the goal is to find solutions that serve each participants' needs. The staff at the CMI gave an example of a school visit they encountered:

“-- often when the CMI visits schools we have different exercises and one might be that we ask pupils how many of them have had a fight this week and everybody raises their hands and when we ask how many have been right about it [the fight] and again everybody raises their hands and then we ask how many has apologized, right, and only

maybe one third of the hands raises and if you ask them why they didn't apologize, well because I was right --"CMI employee

According to the CMI, the effort is to learn how to deal with conflicts precautionary before they escalate. Negotiating is important in preventing conflicts. What is more, the emphasis in negotiations should be in making compromises instead of pursuing winning. The parties of the conflict have an essentially active role in solving the conflict. Instead of cases when an authority from the outside sets the outcome for the conflict parties and decides for who wins and who loses, possibly leaving the participants feeling dissatisfied, in the CMI's model in the ideal conclusion the participants themselves come up with the solution and are thus more satisfied with the result. In the classroom environment this would mean students participating in finding the solution instead of the teacher deciding for who was right and who was wrong. The idea of the active participants of the conflict is the same in both smaller conflicts in everyday life and large-scale international conflicts. The scale of the conflict just escalates. According to the CMI, they do not work in areas that are currently at conflict as then the parties of the conflicts are occupied with a desire to win and there is no willingness to discuss for peace. According to the CMI, peace is above all a matter of will: peace insists a will to negotiate and find solutions instead of winners. People who are having a conflict often imagine that they are right and the thing or idea that they defend is right. Thus, in the midst of a conflict the situation is not usually right for the participants to, according to the spokesperson of the CMI, *give in, forgive and move on*. There is often no will for reconciliation while there is a conflict. Because of this, the CMI's emphasis is more on preventing the conflict altogether or dealing with its consequences and creating circumstances for peace to prosper. In a reconciliation situation the professionals move their feelings aside, focusing on the mission and future instead of blaming about past. The focus is on finding the solution.

Learning to solve conflicts early on using compromising

The representatives of the CMI highlighted that many of the skills that the exercises teach are also mentioned in the National Core Curriculum principles and goals, global education being one of them. The CMI would place conflict solving skills at the same level in the school curricula as other health related subjects such as sports and health education. These life skills can also be integrated to other school subjects. According to the CMI representatives, the material provides tools for handling basic emotions, such as hate, love, forgiveness and guilt and everybody manages these through their own background, age and framework. The material covers topics such as empathy, negotiations, encountering and understanding others and cultural education. It also explores why conflict solving can be challenging and what makes it challenging. The material also teaches, according to the staff at CMI, marketing skills one needs to *“sell their agenda”*.

Global education has an ever growing part in the curriculum as the world has rapidly changed in a more global way:

“-- and one interesting thing in which we have paid attention is this upcoming PISA- survey that now for the first time estimates global citizenship skills so it comes also from there as an important thing” - CMI employee

According to Reimers (2013), The Organisation for Economic Co-Operation and Development (OECD) concludes a triennial international survey *“The Programme for International Student Assessment”* (PISA) that aims to evaluate global education systems. Reimers (2013) writes that in 2016, the OECD proposed that there should be an added element to the survey examining the global competency skills. According to the OECD, schools need to prepare students for the global world in which they will have to encounter people from different cultures and backgrounds. Thus, the OECD would examine educational systems' success in *“equipping young people to support the development*

of peaceful, diverse communities". The OECD even suggests that global competence skills could be the essential basic skill or a civic of the 21st century. (Reimers, 2013, 1.)

5.2 Constructing conflict awareness in the classroom

5.2.1 The classroom diary: Notes from the field

1st lesson: "Rising beyond the problem" - Students' solutions to conflicts

At the beginning of the first lesson, I introduced my research topic, and myself after which I asked the students to answer to a short questionnaire about their ideas and knowledge concerning the topic.

1. Exercise: Pushing the pair

In the first exercise, the pairs got face to face and put their hands together. The teacher told students not to harm each other and gave them a permission to push their pair. Two participants looked very confused and were looking around for what others were doing. The teacher gave students a permission to let go. A few pupils immediately crossed their hands. Some students looked relieved. A few students looked embarrassed, gazing their hands, feet or the wall. The teacher asked students to describe how it felt to let go after pushing their partner. Nobody answered so she asked students to try again. Students pushed each other again until the teacher gave them a permission to let go. She asked again how it felt on their hands or body. One student described that it felt *heavy*. Teacher asks which one felt harder, pushing or letting go and somebody answered, "pushing".

The teacher gave students paper and asked them to anonymously write their thoughts on pushing the partner with their hands. Students worked independently, some quietly discussed as they wrote. After that, the teacher asked them to write down on how it felt to let go after pushing their partner.

The teacher explained that the pushing exercise was a metaphor for a conflict as people often try to push their view through while the other persists on their view too. According to the teacher, that often feels as physical agony and to let go often feels relieving.

2. The exercise: The orange conflict

In the next exercise, each pair got one orange. The students were told to use dialogue to determine on who gets the orange they both would like to have. They were asked to think of possible solutions to win the orange. Some students started throwing the orange like a ball, played with it and made jokes about it. Teacher still gave instructions as one student interrupted and asked: “so we *have to argue?*” They were told to have fifteen minutes to write down all the different solution options they were able to think with their partner.

Students started discussing about the exercise as they walked to their seats to do the exercise. One student commented that they should bisect the orange. One student suggested that they could eat the orange, and the teacher replied that they could not eat the oranges yet. Most pairs seemed to start the exercise by agreeing to bisect the orange. One student worked with the teacher because there were not enough students in the class to form a pair. The teacher suggested that the student would have got the orange flesh and the teacher would get the grated orange peel for baking. Many students figured out innovative solutions to divide the oranges. One of the students suggested that they could sold the orange for a third party and buy more oranges with the money.

After fifteen minutes, the teacher wanted to go through the solutions together and gave students numbers based on their solutions. The purpose of the number was to group the solutions based on the ways students would solve the issue:

1. Y wins and X loses
2. X wins and Y loses
3. Both participants end up in a compromise
4. Both participants withdraw/lose
5. Participants work together, find a solution and win the conflict together (rise beyond the conflict). The goal of the conflict solving is to end up in a situation where both participants win as often as possible.

Appendix 2: CMI materials –the orange exercise

I have organized the student's answers loosely by the numbers that the students gave to their suggestions to visualize the answers.

1&2	A competition in which the winning party wins the orange and the other loses it
	A fight for the orange
	A winner of a raffle or a rock-paper- scissors game wins the orange

In all of these solutions one wins and the other loses.

3	Donate the orange for charity
	Use the orange for pressing orange juice and share the juice

Many students made a compromise, usually somehow sharing the orange. The teacher asked if the students would share the juice and they agreed. Hence, the students compromised in order to reach the solution.

4

The other gives up on the desire to have the orange and surrenders, so the other gets the orange without a fight

Throw the orange away so that neither gets it

Neither party wins the orange

One pair suggested that the other gives up on the desire to have the orange altogether, so the other party gets the orange without a fight. The student explained that the same conflict could have been going on for so long that one surrenders. Teacher looked confused and searched for the materials for what number the answer was. Then she asked me about my opinion. I answered that it was a good question, as often in the midst of disputes, one party gets tired of the conflict and surrenders. The teacher agreed with me. Some students would throw the orange away so that neither party would get it. Similarly, a few pairs had a solution where neither party won the orange.

5

If both parties have money, they can combine the money and together buy another orange

Change, trade or sell the orange for something else

Give the orange to whoever needs it the most, for example if the other was hungry

Teacher asked if others used innovative methods and thinking to solve the challenge and “*rise beyond the problem*”. One student said that they would give the orange to whoever needs it the most, for example if the one needing it the most would not have eaten anything. The teacher explained that in this particular solution, the students were thinking what lies underneath the conflict and what has happened in the background. They were thinking who needed the orange most. I added that they used reason to justify their suggestion.

Teacher explained that the idea of the exercise was not to start fighting or tear the orange from one another but to find solutions. No one of the participants found the orange so appealing that they would have started to use force to get it. I asked what would have happened if the orange would have

been used in the first exercise as placed between the students who were pushing each other. Someone answers that it would have exploded. Creativity and intelligence can be used to solve conflicts. Teacher said that creativity adds the amount of possible ways to solve a conflict and helps to avoid a “*bloody struggle*” reducing the need to fight, argue or use violence. The orange in this exercise represented a metaphor for a conflict. It is a practical example that the students can use to enhance their perception: they can hold the conflict briefly in their hands.

However, I do not think that students fully understood the idea behind giving numbers to the suggestions. The idea was to discuss of different conflict solving options, but the conversation could have deepened if the students could have seen the explanations themselves and would have talked about different conflict solving ways. Now their understanding was based on listening the teacher, not seeing the options themselves.

2nd lesson: “Well I would not get in between strangers but if there was someone I know maybe I would help --” Students’ perceptions regarding conflicts

The purpose of the double lessons was to practice identifying conflict situations and students’ reactions and feelings in conflict situations. Conflicts arouse feelings in people. Students possibly react differently to the conflict situations they face at home, in school or with friends. It is useful for the students to learn recognizing the individual ways of reacting in those situations and understand that different people react differently.

In the previous lesson, the students created a conflict with orange and used different creative solutions to solve the conflict. In that exercise, it was required to get beyond the argument and find ways to think whether they would share or win the orange. Finding different ways to solve the conflict is

essential in all arguments. The more creative ways students employ, the more often they can avoid violent fights.

3. The exercise: I am the conflict

The teacher walked to the middle of the class to start the exercise and told the students that she was a conflict. She explained that she stood where some foolish conflict occurred, not saying a word about the conflict or describing it by any means. Then she asked the students to think how they would react to the conflict. She told them to walk in the classroom and locate themselves based on the distance they would want to be in relation to the conflict. She told them to think of their postures and in which direction they would turn and then stop to the spot that feels natural to them.

The students started moving around the classroom. Most students stood somewhere by the walls, away from the teacher. Many of them faced the wall and tried to ignore the conflict that occurred in the middle of the classroom. One student commented that it depended on the conflict.

Teacher asked students what they noticed when they looked around. One student answered that everyone was somewhat far away. The teacher reinforced that everyone wanted to stay far away from the conflict. Some of the students were turned sideways, as if they were peeking what was happening. One student came close to the teacher at first but after that walked to the furthest corner in the class. The teacher asked the student why, but the student mumbled and said that he did not know and that it just crossed his mind to do so. Teacher asked the student if he thought that he could help if there was an emergency, where the student hesitantly responded "*maybe*". The teacher explained that the closer somebody is the conflict situation, the better opportunity there is to secure and support someone or maybe participate in the argument, depending on the conflict and the conflict situation.

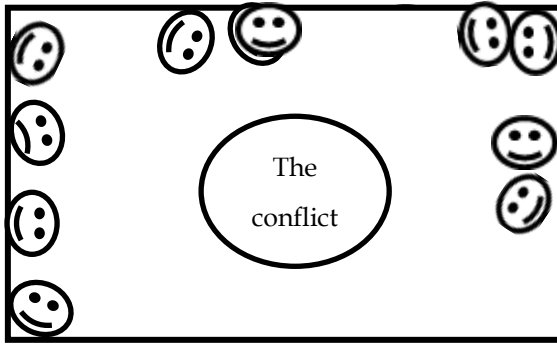


FIGURE 6: The students' initial reactions to unknown conflicts

The teacher asked another student about his location and opinion and he replied that he thought himself to be an observer who did not want to be involved in the conflict. However, he did not turn his back to the conflict, as teacher noticed and commented that the student was still slightly interested in the conflict. The teacher asked another student, who was placed similarly, about his opinion and he replied that he only wanted to know what happened there. The teacher asked him whether the argument situation getting worse would have an impact on his reaction. The student answered "*maybe*" and the teacher continued that he having known what happened in there would have given him an opportunity to react.

The teacher continued and asked all the students about their locations and reactions. Most students were hesitant to reply, or answered, "*I don't know*", "*I don't care*", or "*It is not my business*". There were fourteen students in total. Six students said, "*I don't know*" somewhere in the reply. Two students replied that they did not care. Four students answered that they would not like to get involved or get attention. Three students replied that they were not interested. Although one of them still wanted to see what the conflict was about, the student did not want to interfere. Thus, some answers were contradictory. For example, one student answered: "*Well I'm not interested but I wanna see what is going on but I don't wanna interfere in any way*". One student identified himself as an "*observer*" who did not want to get involved. There were two twins amongst

the students and they stood next to each other in the same place. The teacher noticed this and asked if they consciously placed themselves next to each other. One of them answered to the teacher that they did not speak, and the teacher replied that they still had someone safe standing close by.

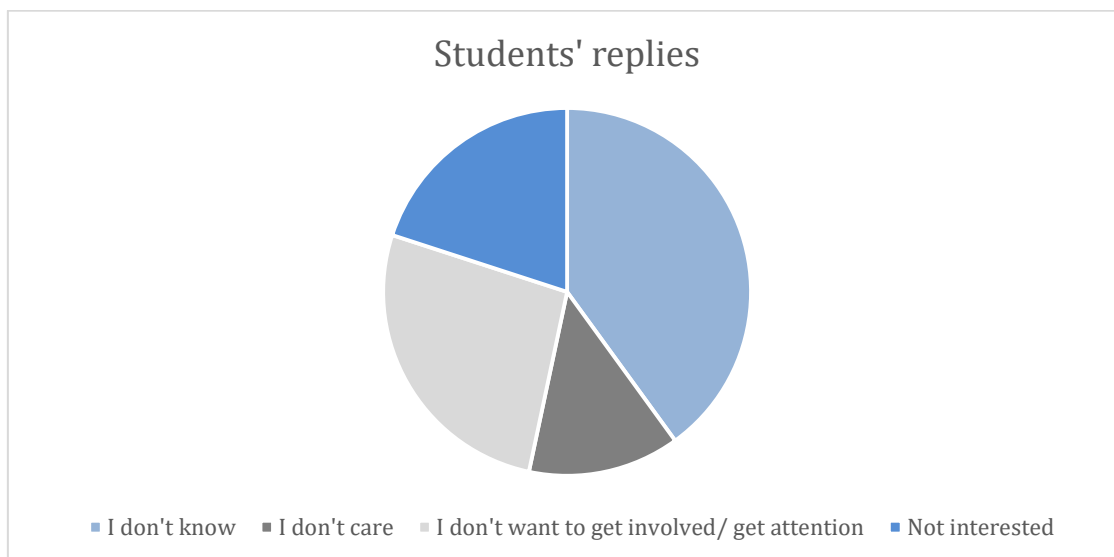


FIGURE 7: Students' (n= 17) replies on characteristics

Two students answered that their participation would depend on whether they knew the people having a conflict or not:

"--Well I don't know or maybe look at in a way because if they are just random people having a conflict I'm not interested unless if it is getting violent or something" - A student

The other student who referred to the circumstances also mentioned that it feels bad if people argue:

"--Well I would not get in between strangers but if there was someone I know maybe I would help.. It depends what the situation is.. I feel really bad if people are arguing so that's why"- A student

In the previous assignment, the teacher had not determined what kind of conflict she was talking about. Now the teacher modified the question and moved the conflict situation to the school day scenery. Given this, the teachers

asked the students to relocate themselves to a place they would stand at if the conflict happened at the school “the conflict” would be their friend.

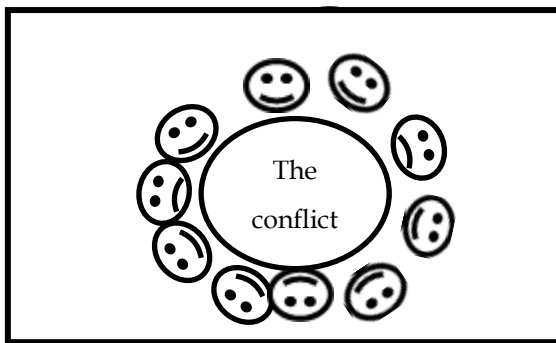


FIGURE 8: The students' initial reactions to conflicts in school

Moving the conflict situation to the school environment had an impact to the students and all of them moved closer and faced the teacher. The teacher commented that this was interesting as if they were that close they would be drawn towards the conflict without a choice. Now that the students were close, the teacher asked the students what would be the kind of thing that they would be prepared to defend and possibly put themselves under danger. The responds were consistent, as all students responded family, relatives and/or friends. One student answered “*nothing*”. One student asked as a joke what if one does not like their intimates. This could also have been an effort to release the tension in the class caused by the serious topic. The teacher unraveled the situation:

“Sounds like there one sees what is of paramount importance to people.. That if there is really an emergency family is what you defend, that is important. Ok, thank you, you can go back to your own place now.” - The teacher

After this, the teacher asked the students about the conflicts they have observed either in Finland or abroad or issues that somehow concern Finland. She asked what issues are important to people in general and what has caused the conflicts that are reported in the news. The answers covered money, intimates,

jealousy or not getting what is wanted. The teacher then asked the students what would be the basic needs that the students need in order to survive and thrive. Students answer water and food. The teacher asked what would happen if they did not get those, and a student answers that one dies. Another student commented that he would try to get access to them using contacts:

Teacher: How would you [name] get access to them?

Student1: Using connections, or buying

Teacher: What if you don't have money?

Student1: Well go to work

Teacher: What if it is not possible to get work?

Student1: Then I would not eat

Teacher: Yeah..

Student2: Steal

Teacher: Then you steal from somewhere?

Student2: Yeah probably

Teacher: Yeah so these are the basic needs that we all need, we need water and food and if we don't have those, there were those solution options, trying to buy with money, if that does not help we try through contacts, if it isn't possible to use those the final option was to steal. If somebody is completely without food, completely without drink, doesn't have money, does not have anybody to contact, how justified do you think that they steal the food from somewhere?

The students answered to the question and the teacher helped them to verbalize their answers. The first student to answer commented that it depended how that somebody ended up in that situation. The teacher asked him in what kind of situation he would accept stealing food and drink. He answered that not having access to education or not having family or anything to get started would justify stealing food for him. The teacher then verbalized that if the starting point was so poor and the thief would have nothing he would somehow understand the thief.

Another student answered that *"if you are a child"*. The teacher repeated the answer and asked her to specify if she meant a child that nobody takes care of. The students stated that if there was a mother and a child and they would have nothing. The teacher then continued:

*"--So then we think that the child is so unprotected alone or is not safe that one would have to help so that the child would survive...*pause**

so then what would you not accept? What kind of stealing in that situation, it was mostly about food and drink..." - The teacher

A student described that he would not accept if the person stealing had "everything well" but they did it "in vain". Again, the teacher verbalized the answer to the form in which the thief would act to gain personal experiences of thrill. One student stated that if somebody would have spent all their money to drink alcohol it would be their own fault and they would not have a right to steal as they had a chance to act sensibly. The teacher asked students how they could see that somebody for example at the street is an alcoholic. A student described a person who finds bottles from rubbish bins, wears trashy clothes and smells. Another student continued that if the person is drunk. The teacher asked the students if people automatically and stereotypically assume that the described person would have made all the choices themselves and is thus in the situation where they do not have to be helped. A student answered that the person could have lapsed because of an event, for example if somebody has died. The teacher pondered that they could not know what kind of life the assumed alcoholic at the street would have had and why they are in that situation. She highlighted stereotypical thinking in which people think that the person has put himself to that situation himself or herself and is not in need of help as the trouble is self-inflicted.

The teacher asked the students if they could think of other situations where people think stereotypically. Firstly she ensured that they knew what the word "stereotype" mean and defined that it meant generalization, that when a person is a member of a specific group the assumption is that they are all in the same situation for the same reason. One student answered that people think that the disabled people are stupid and have no future and that is not the case.

After a long pause, one student cautiously said immigrants. The teacher asked the students about the general stereotypes concerning immigrants. One student struggled to find words but then describes immigrants as "distressing". The

teacher asked her if she meant that she personally feels distressed about immigrants and she explained that *if they are coming to talk to her and go away and do not want to hear what she has to say*. The teacher asked the student what features are associated with immigrants and why they are here. After a long pause, where nobody answered she asked again why the students think there are immigrants in Finland. One student answered that because of a war. The teacher explained that there are three types of immigrant groups in Finland and often people assume that all immigrants belong to the group of immigrants that the student who described immigrants as distressing was talking about.

The teacher reminded the students that there are refugees and asked the students who are called as refugees. Then she continued that refugees are the people who can not live safely in their home country and are constantly facing a fear of dying. Their lives are threatened due to a political view, religion or a crisis in their home countries. The teacher said that it is reasoned for them to believe that they might get killed in their home country and are thus fleeing and trying to find a safe place. The teacher added that there are also returning migrants and asked the student if they knew what that meant. Nobody answered so she continued that returning immigrants are people who have Finnish roots and are entitled to return if they can prove the Finnish roots exist. The teacher continued that there are also migrants who move to Finland because of work, studies or marriage. She highlighted that the three different types of immigrants have different reasons for moving to the country.

The teacher referred to the first answerer and asked her that in speaking of immigrants (*mamu*), what group of people she meant or do they all belong under the term of [*mamu*]. The student said refugees and the teacher commented that her feeling was in relation to the group of refugees. The teacher referred to the previous exercise where the students were ready to defend their families at risk of their own lives. She asked them to think of a refugee, whose family's life is at risk and they might not have food and drink or

a safe place to stay. She asked them that given this, how they would feel about helping this person. A student asked her if she meant a refugee living in Finland or abroad. The teacher gave them a permission to think both ways, so they could think if there was a difference whether the person lived abroad or in Finland. The student said that he would probably prefer to help the person living abroad:

“If they come to Finland and are given food they [the refugees] complain that it tastes bad when where they came from they virtually had no food.” - The active student

The teacher said that in this exercise the idea was to think of reasons that could lay behind the conflict. She said that if there was a war in a country and somebody's life was at risk and they do not have food or drink, that the person is more likely to *be the conflict*.

4. The exercise: Animalistic conflict behaviour

After this, she moved on to the next exercise. She showed students a paper that had different animals and descriptions about the animals' fictional typical ways of reacting to a conflict written in it. Then she showed them a question: “When you face a conflict, what animal are you like?” She also reminded them again of the exercise where they had to think how they reacted to the conflict and told that in many of the animal descriptions there were certain strengths too. Each of the animals solved conflicts differently too. The teacher started to introduce the animal descriptions and asked the students to think simultaneously which of the animals would best describe them as a person. A student asked if it meant a conflict in a family and the teacher answered that any conflict that they see would suit. I stepped in and added that they could think what happens in them when they see a conflict.

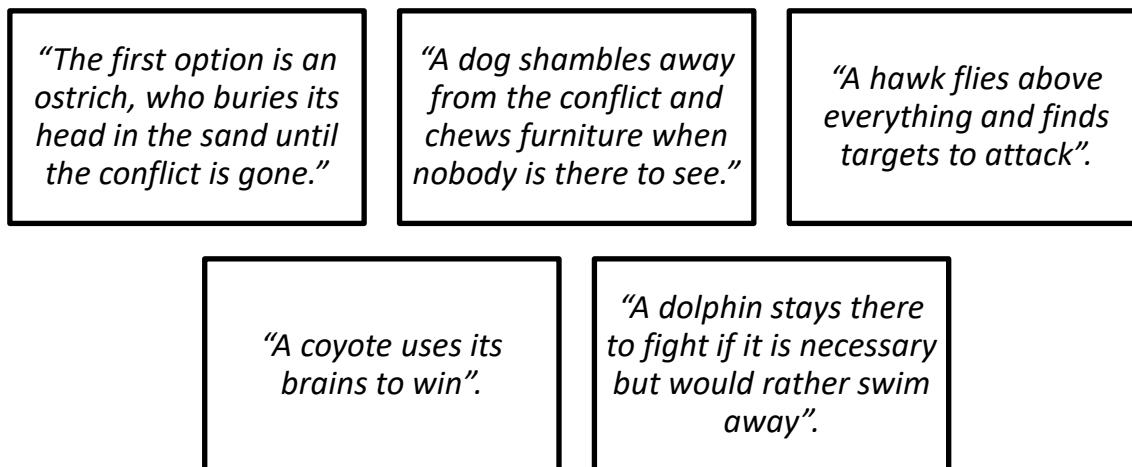


FIGURE 9: Animal characteristics

After representing the animals, the teacher asked the students to individually think of their own relation to the subject. A student asked if they were meant to identify people from the list, and the teacher asked me about my opinion. I told them that they might of course identify people they know from the list but the purpose was to think how they are and how they react when there are conflicts around them. The teacher continued that people often have certain styles how they react to conflicts and they are usually learned in the childhood. She said that a person's temperament usually stays the same. I added that I used to be an ostrich but have tried to move on to a more dolphin-like strategy and that conflicts do not usually vanish even if the head is buried in the sand. The teacher agreed that she too, especially as a child, wanted to "bury her head in the sand" especially if her parents were arguing and she thought that if she did not see or hear about it she does not have to pay attention to it. She also said that if she sees a conflict at the street she acts like a dog and tries to avoid it and walk away. However, when working as a teacher, she said, she cannot act like an ostrich, a dog, or a hawk that attacks a student and make the situation even worse. She said that in her job she has to act like a coyote or a dolphin to solve the situation. The teacher added that even though she would naturally be an

ostrich, she has had to learn new ways because of work and having children of her own. She continued that she remembers that as a child her parents sometimes acted like an ostrich and buried their heads in the sand when she had arguments with her two siblings in a “*you started the fight so you will have to figure out how to solve it*” -kind of way. After that, the teacher asked students to tell how they would be likely to react in a conflict situation.

A student commented that he would be between a coyote and a dolphin and use brains to win but swim away in certain situations. I commented that it can sometimes be wise to swim away from a conflict and the teacher agreed that it is wise not to expose oneself to danger. The student continued that it depends what the person who he is having a conflict with is like. The teacher pondered that if there is a hawk-person in the fight who tries to find new targets to attack it can be quite a scary situation. **Nearly all of the following students defined themselves somewhere between a coyote and a dolphin or just dolphin.** One student answered that she would be a hawk and one student said that she was both a hawk and a dolphin. She reasoned that by saying that if there were people she knew she would be a hawk and defend them and if she did not know them she would swim away. One answerer said that either she would be a dog or a dolphin, depending on who was the person arguing. The teacher said that if the conflict involved her children she could act like a hawk.

I asked how the dog would be like as a person and what does chewing furniture when nobody sees mean. One student suggested figuring out something else to do and ignoring the conflict. The teacher commented that the person would probably still feel miserable because he/she is “*chewing furniture*” when nobody is there to see so they still get anxious because of the conflict. Two boys whispered to each other that they figured out that it meant thinking about the situation afterwards when they have lost the fight. I commented that chewing furniture can be seen as undesirable behavior and I suggested if it could for example be an alcoholic who deals with the feelings caused by the

conflict with alcohol. The teacher said that the people drinking alcohol could use it to protect and defend themselves: if life feels hard, the alcohol helps to forget and nobody expects alcoholics to deal with their societal responsibilities so it can also be a *way to seclude from the society*.

*The teacher introduced more animals with different characteristics. She assigned them to think of the **strengths** that the animals might have. She asked how **an elephant** would react in a conflict situation. A student suggests that it would use its size to intervene and run through the conflict and try to scatter it. The teacher asked if that would be a good feature for the elephant and the student answered that, the conflict would not occur then. The teacher asked other students who were discussing what they thought. A student said that the elephant would be big and calm and it would calm down the conflict. The teacher asked the class if they agreed that it would be a good feature for the conflict and it could calm down the situation.*

The teacher asked what features **a lion** would have. A student suggested that it would be defensive. Another student suggested that it would poke around (as in "*sörkkiä*") the conflict and then run away. The teacher acknowledged that there were two contradictory points of views about the features.

Then she asked about the features that **a fox** could have. A student described a fox: "*it would be wily (viekas) and listen the gossips about others and spread them and participates in it [the conflict]*". The teacher told that she thinks that the fox often lives among the eighth grader girls because they have the most drama in the secondary school based on her experience as a teacher and asked the students what they think. I told them that I could relate to this. The teacher explained these conflicts to have to do with phases of growth. Another student described a fox as an observer who observes the situation from distance and then passes on the information. The teacher pondered that the animals have also different cultural interpretations. For example, elephants do not belong to the Finnish

Animalia, whereas the fox belongs to the characters of folklore fairy tales and there the fox is always described as sly (*ovela*). She showed students a paper that had pre-given suggestions of animal features in them.

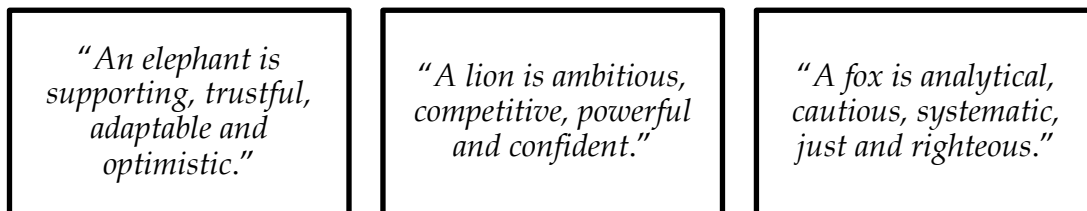


FIGURE 10: Animal characteristics

"An elephant is supporting, trustful, adaptable and optimistic." The teacher asked what the students thought about these characteristics compared to their own suggestions. A student said that they look somewhat similar as the elephant influences in a positive way.

"A lion is ambitious, competitive, powerful and confident." The teacher asked if these seemed familiar, and a student agreed that competitiveness seemed familiar as it was picking fights with others. The teacher said that competitiveness could match, as it wants to win.

"A fox is analytical, cautious, systematic, just and righteous." The teacher said that the word *just* did not come up in the earlier discussion, where *slyness* came up more. The teacher asked if the students could think of an animal that could replace the fox. A student suggested a cat. I commented that cats step around cautiously and could thus fit the description. The teacher asked if there were other adjectives that could describe a cat in a conflict situation. A few students whispered to each other that cats do not care and one of them dared to say that

to the whole class. Another student continued that cats do what they want. The teacher agreed and verbalized that cats are independent.

The teacher read aloud all the animals again and asked if the students could think of other animals that could describe the characteristics. I commented that these are polarized definitions when in reality, most people have many features from more than one animal and they probably mix up too. The teacher asked which of the features would the students benefit in their lives. A student said just and righteous. Another student said righteous and cautious. The teacher asked if he then had noticed that he sometimes goes to some situations too boldly and he answered that it depended

“If there was a bodybuilder who was so angry that he might do something”.

The teacher asked all the students to say a feature that they would see as a good one to have. Three students answered analytical, four students answered adaptable, two did not know, one student answered trustful and three students answered confident, one said righteous and confident.

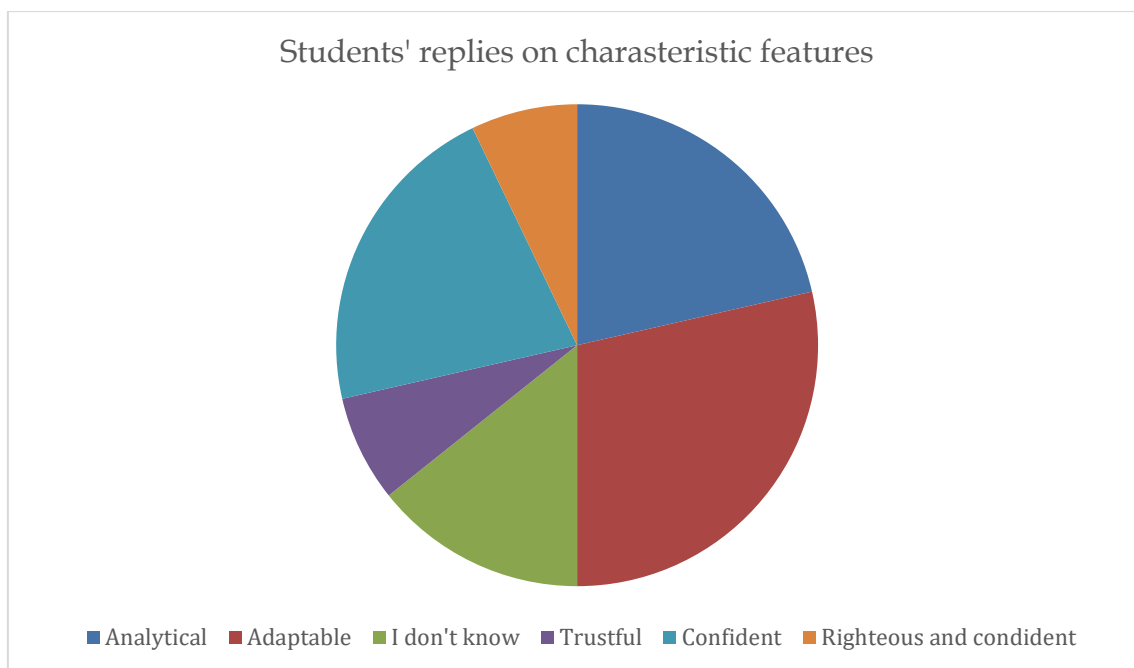


FIGURE 11: Students' (n=17) replies on characteristic features

The teacher said that often when they say something aloud they start to work towards that. When people identify their strengths, it is possible to develop their weaknesses too. Often, she said, when these are said aloud people subconsciously start to make small choices and pay attention to them. She said that they say that dreams have a tendency to come true if people remember to write a list about them, because then people start to make changes that bring the dreams closer. This does not only have to do with conflict solving but also developing students' own lives.

The teacher asked that if there is a situation where there are refugees coming to Finland, what would help to understand their situation. A student asked if she meant one of the characteristics on the board and the teacher said it she meant how they would overall learn how to understand. The same student said: *"being righteous towards them, they are people anyways"*. The teacher said that they should try to recognize their distress and treat people righteously but sometimes it is good to stay somewhat analytical too when meeting new people. She said that all strengths are important, including being adaptable and optimistic and believing that things will work out well. I added that one should not be too trustful nor too cautious, so it is important to find the balance in between.

The teacher praised the students for their participation in the exercises for being able to find different strengths for themselves, *"be different animals"* in the conflict situation, and choose their place regarding the conflict where they noticed how they thought and how others reacted. The essence of the exercise was to notice that people are different and they have different opinions and notice what strengths people need more in order to manage living in the world together.

The lesson 3: "Of course if I hear something I form a kind of image and I form then-- [prejudices]" - Breaking the cycles of learned behaviors

The teacher started the final lesson after the short break and showed them an animation created by CMI. The video represents two characters on different sides of a valley. The families of the characters have been fighting for decades. In the beginning of the video, the characters are children and their fathers are fighting over a bridge. The children try to connect with each other through the bridge that is separating them by playing together but their fathers stop the effort. In the end of the video the fathers have passed away and their now grown up children have grabbed weapons and continued their fathers' conflict. Two people who once tried to connect and find peace as children now chose to shoot each other from different sides of the bridge. Eventually the bridge connecting them collapsed.

5. The exercise: Analyzing the video

As the video ended, the teacher asked students what was the message of the video. Nobody answered, so I asked what was going on in the video. A student summed up the plot: the characters' fathers were shooting each other and had passed away and now their sons continued doing the same and the conflict was never solved. The teacher said that the conflict not being solved was essential and asked them why it was not solved. One student answered that the characters were not talking to each other but they were shooting each other and the bridge split up. I commented that in the video the bridge collapsed so they could not even speak. The teacher asked if there were other factors why the conflict was not solved besides not conciliating and what the children were learning. A student answered that they learned from their fathers.

The teacher agreed that the same model continued that generation after generation the conflict continued. The children were learning that the others were bad and they have to be fought against. She pointed out that the bridge collapsing was a concrete example on why they were not able to discuss or approach one another. The teacher then told the students that the video was made by the adolescents living amongst the conflict of Nagorno-Karabakh War

and they are the second generation suffering from the unresolved conflict. She told them that the young people feel like the ongoing conflict has destroyed the life of their parents, their income and is about to do the same for the young people in their teens and twenties. They also feel like they have no means to change their lives and they have to end up to the same conflict. The teacher asked if the students if they knew where in the world that kind of conflicts are going on, but they did not answer. Then she asked the students what they thought should have been done differently in the video and referred to the earlier answer where the student suggested talking. She answered that they should have talked and not just shoot because that is what they have always done but also find other solutions. The teacher agreed that they could have tried to find more creative solutions like in the orange *conflict where they had to rise beyond the conflict*.

The teacher said that it said in the exercise that the earlier the conflicts are intervened the better, as longer the situation continues, the more permanent damage violence brings. The more conflict solving tools that could have been used are lost and it gets more difficult to solve the conflict because the destruction escalates. She asked the students who should intervene the conflict. After a while a student spoke out and pointed out that at least in the video the children tried to intervene the conflict. The teacher agreed that they were playing together and one was ready to give his teddy bear to the other and come closer, and when the parents saw it, they hurried to take their children away. The teacher asked the students if they had sometimes witnessed a situation like that in the video in their own lives and if they have noticed prejudices towards people where somebody has told them not to play with somebody. The students did not answer.

Then she asked them to think of the kindergarten years, where children already have conflicts and arguments and asked how they were solved there. A student answered that with kindergarten teachers. The teacher commented that an

adult was helping in solving the conflict and asked if they had sometimes solved the conflicts themselves, without an adult. The student continued that it depended on the conflict and that if it was a big one it was solved with adult and smaller ones were maybe solved amongst the peer. The teacher asked if they remembered where the conflicts originated and if they had something to do with somebody not playing with somebody. The student commented that it was about not getting something, for example a toy. The teacher said that it is typical amongst the kindergarten-aged children and siblings at home that a toy is not interesting until somebody else is pursuing the same toy and it becomes interesting.

The teacher brought up the earlier discussion about the immigrants and asked where the prejudice towards them stem from and who creates the prejudices. She asked the student who had previously talked about his opinions where he had learned about them and he said *"from everywhere where I hear them"*. The teacher said that so they were not opinions that he had made himself. He continued: *"Of course if I hear something I form a kind of image and I form then-- [prejudices]"*. The teacher asked him where these stories are heard and he answered that when they *"hear adults speaking or if they walk in the city center and somebody says something it stays in the mind"*. The teacher reinforced that often prejudices are formed through hearing what adults are saying. Then she asked them what kind of images do media create when thinking about the news. The student answered that there it is often said in a more matter-of-fact -kind of way. The teacher said that here they have seen that people often rely on hearing what somebody has to say, for example listening to the adults. She pointed out that they are the young people now and asked if they can do differently, not listening to the adults about their opinions and create their own relations to the prejudices themselves, not repeating the situation in the video where parents told children that those are the people we fight against and children learned that. The teacher stated that she does not mean the topic of immigrants but overall the issues that people have prejudices and stereotypes towards. The

teacher encouraged the students to give a chance to build new perceptions from situations themselves.

6. The exercise: "*There are all feelings of my life, all those happen to me every day -*
-"
Learning to identify and verbalize the feelings

The teacher asked the students how they *felt* when they were watching the video. She asked if it was in any way relatable so that a situation resembling that one in the video, although not that extreme, could happen in their lives. The student, who has had a very active role throughout the lessons, said no. The teacher referred to the President and Nobel laureate Martti Ahtisaari, who has gone to conflict places like in the video to negotiate for peace using different methods and exercises and asked the students if they thought work like that is needed. The students mumbled yes and the teacher asked why it is important. The same student said that so that there would not be arguments all the time and that they could be *deleted*. The teacher asked how the arguments could be *deleted* from the school. The students were not answering so I commented that a situation like that could happen in the school where people, for example friends, are divided by a bridge and they shoot each other with for example mean things like bullets from their side the connection easily breaks when the situation continues for long enough. The teacher agreed that they are not always bullets in concrete that people shoot but verbal comments are similarly sharp and painful.

The teacher showed students a list of adjectives describing feelings. She continued that often violence occurs when people are not capable of verbalizing their feelings when they are feeling bad. In the list, there were words of feelings when a person's need is not fulfilled: for example if they are hungry, thirsty, bullied or lacking connection with other people. She said that often people feel bad if they feel like they are not loved and are lacking love. The teacher said that all of these adjectives can be used to describe when they are not feeling

well. She asked the students if there were new words that the students could use to describe their feelings but told them that they did not have to say it aloud. The teacher said that often when she reads a book she thinks that the writer has described her feelings so well although she could not have said it herself and sometimes these adjectives can help to identify bad feelings. A student said to his friends that he feels strained and after a moment asked the teacher what does “strained” (as in “pingottunut”) mean. She answered feeling very tense in a situation. I commented that the drumhead is strained and the student added that it is tense and the teacher said that it is not at all flexible. The teacher continued that the list goes on and there were even more words and added that being able to verbalize feelings to somebody else can help relieving feeling bad and the other can come closer to build the bridge. Meanwhile in the background, the student who was feeling strained commented to his friends:

“There are all feelings of my life, all those happen to me every day --”

He listed feelings that he feels throughout the day, moving from one feeling to another as the day goes by. Elsewhere, the teacher asked students if they could have thought of that many adjectives describing feeling bad themselves and one student disagreed.

The teacher highlighted that there were differences in the shades of the words and added that similarly people feel good when feelings and needs are satisfied. She said that it is easy to feel mellow and unconstrained when there is nothing negative in the mind or feel content or ecstatic or amused, convivial, in tune, or dazzling. She asked the students what kind of a person is lavishly happy. A student commented “*overly happy*” as in “*yli-iloinen*” and the teacher asked if she meant that it is so happy it is not real but it is too much. The student answered that a person is extremely happy, and the teacher agreed that it sounds positive if somebody is lavishly happy, something is then wonderful.

The teacher asked the student what they remembered from the lessons. “*Quite alright*”, answered a student and when the teacher asked why, she answered that it was nicer than the normal lessons. The teacher started to laugh and I asked when the lesson was about to end so that the students had enough time to answer to my questionnaire. The teacher gave the iPads to the students and I asked them to answer to the questionnaire with more than “it was ok” for the sake of the research. The teacher reminded them that they can use the adjectives describing emotions that they were just learning and I commented that they can for example describe their feelings with words like “gloomy” or “unwilling”. The students used the school’s iPad’s or their own phones to scan the QR codes to get access to the online questionnaire. The teacher asked the students again to answer with several words to benefit the researcher and to help them to verbalize their own emotions. I reminded them that I could not identify them based on their answers and told them that if they do not want their friends to see their answers they can move in the class and take their own space. After answering to the questionnaire, the lesson ended and the students left for home.

5.3 Lesson description analysis

5.3.1 The active student and students’ unequal participation

One student came up from the matter more than other students because he was more active than others. Even the teacher acknowledged this in the interview after the lessons and noted that all students were not equally active. Because he had such an essential part during the lessons, for this part of the research I use a pseudonym and call him Matti to hide his identity and protect him. Matti’s participation was evident throughout the lessons and he often had the courage to speak up about his opinions.

In the exercise where the students had to think of their position towards the conflict, Matti was the only student who approached the teacher at first, but then as others walked far away from the conflict he followed in their footsteps. The teacher asked Matti about this, but he told the teacher that it just crossed

his mind to do so. When asked about whether he would help in case of emergency, the answer was “maybe”. However, when the teacher later on modified the question and asked if the students would help if the conflict was located in the school and the one having a conflict was their friend, Matti came very close to the teacher and said that he would help a friend who is having a conflict. Matti’s answer was not contradictory to other student’s answers, as all students came closer to the teacher when the conflict scenery was located in the school environment. However, it was often Matti who was the first to answer and the teacher seemed to rely on his participation as some other students were more reluctant to say their opinions.

Sometimes the teacher had to winkle the answers out of the students. Matti was not necessarily overly active or dominant student, but as some others were more passive, his presence came out more strongly than some other students’ did. Moreover, he was often leading the conversation with the teacher. He was one of the few students having a dialogue with the teacher during the lessons instead of a mostly one-sided inquiry by the teacher, where the students had a passive role of a responded. Too often, the discourse in the lessons was triangular between the teacher, Matti and me. Thus, I question if the lessons were truly that student-centered as they were supposed to be. Moreover, at the end of the lessons, Matti described feeling *strained* and I began to think if this had to do with the fact that he often seemed to have the pressure to keep the class discussion alive. He made an important notion about feelings when he whispered to his friends feeling all feelings from the word list in a day.

5.3.2 The students’ ethical values

The lessons covered ethical values in terms of conflicts. Because Matti was so active throughout the lessons, it was possible to consider his character based on his role during the lessons. He seemed to be certain about his values, which might have given him the courage to speak up about his beliefs. However, he also listened to others even though he seemed to actively talk with his friends too during the lessons. When the teacher asked students what they have

observed about why the conflicts originate, Matti answered because of money or not getting what people want. After the class had come to a conclusion that all people need food and drink to survive. Matti and the teacher had a conversation how to get access to the essentials, food and drink. Many conflicts occur precisely because some basic need is not fulfilled and this causes negative feelings (Larsson & Toukonen, 2012; Rosenberg, 2003). As the teacher mentioned, it is easy to feel positive feelings when needs are met. In addition, she reminded the students that all people have same basic needs.

Another student commented that she would steal to get food and drink, and the class conversation turned towards the debate of ethics in justification of stealing. Matti would understand stealing in situations where the person stealing would not have access to education or not have family or anything to get started. The teacher then verbalized that if the starting point was so poor and the thief would have nothing, Matti would somehow understand the thief. Then again, if the thief stole, according to Matti, "*in vain*", even though the thief had everything well, he would not approve stealing. Again, the teacher verbalized Matti's thoughts: "*-- the thief would act to gain personal experiences of thrill*".

Matti was able to describe his feelings and values thoroughly in many occasions. He was good at finding meanings behind people's actions, for example, when he thought that the person might have started to drink alcohol because somebody has died. He was also able to reflect on his own prejudices and think of where they might have stem. His thinking seemed to be profound in conflict-related issues and he seemed to have been honest about his opinions even when they concerned sensitive issues, such as immigration. He stated that he would prefer helping immigrants abroad and admitted that prejudices are born from everywhere where he has heard them. Although Matti critically discussed about immigration, he was also empathetic as he stated: "*being righteous towards them, they are people anyways*". The teacher enabled ethical

discussion by showing empathy and helping to verbalize students' thoughts without judgement. There were no visible moral conflicts (Pearce & Littlejohn, 1997) in the class as the students seemed like-minded by repeating each other's answers, but I doubt that this is more likely due to peer pressure prominent to teen years than lack of disagreements.

5.3.3 The importance of teaching

Boorn et al. (2010) states that forming attachments and secure relationships with adults in the school environment is crucial for promoting positive outcomes in social, cognitive and emotional development for children. The teacher of the class was in many ways breaking the traditional expectations of an authoritative teacher who is an infallible specialist. Instead, the teacher shared her personal experiences about conflicts as a fellow human being who was also learning new things, not an authority who told students what they must and must not do.

Skinnari (2004) argues that teacher's role is to awaken students in a wise and loving way and guide the students towards growing as persons. The teacher told the students about her personal life and that she could act like a hawk to defend her children. Often teachers have a strict work role to protect the civil personality, but in this case, the teacher seemed to have given up on her teacher role and acted more as a coach. This requires courage and self-worth from the teacher to be an ordinary and flawed person. It also requires the teacher a will to go through his/her own relation to conflicts and estimate their own conflict solving methods. The process can thus be demanding but rewarding as it offers the teacher a change to learn new skills.

However, according to Gerlander & Kostianen (2005, 79-80), teacher has to consider what to express and what not to express to respect and protect the learner. This also means considering to what extent does the teacher and the student present themselves in private issues. Sharing personal issues has a risk of vulnerability and judgement. The teacher and the students of this class

seemed to have a trustful relationship as both the teacher and the students were able to share personal experiences and thoughts. The teacher acted as a leader, shared her experienced and knowledge, and gave space to the students' ideas. Even when the issues covered ethical debates such as refugees or alcoholism, the teacher simply asked more thought-provoking questions from the students. The teacher also reminded the students that the animal characteristics involved different strengths and praised the students for their participation on the exercise. This offered the students a positive aspect on the conflict awareness lessons and reminded them to appreciate differences.

The teacher's role in verbalizing students' thoughts was essential. The conflict related information that the students received depended mostly on teacher explaining, asking questions and verbalizing students' ideas. The teacher also made observations about the students ideas and told them to the students and asked them to tell her more if she thought she did not understand them right. Thus, the learning material required a lot of teacher participation. In addition, the teacher has to have experience on verbalizing the students' thoughts, as otherwise the learning process in the classroom is hard to detect.

5.3.4 Repetition - the discourse of silence

In many occasion throughout the lessons the teacher had to ask students to try again as silence followed her questions. In the last lesson, the teacher presented the students a list of adjectives about feelings that was not included in the CMI materials. It occurred to me that perhaps the students did not participate as much as I expected because either they did not dare to say their opinions due to peer pressure, or perhaps they simply lacked the skills to vocalize their emotions. Expressing feelings verbally requires practice and that somebody has verbalized one's feelings in the childhood. If the students do not have the skills to verbalize their ideas it can be challenging to participate even if they wanted to. The students were in need of help in verbalizing their thoughts and the materials did not necessarily give the students the tools and the vocabulary they would have needed to verbalize their thoughts.

Sometimes the teacher was lecturing about conflict awareness and the students were listening, which does not increase the amount of student participation in the classroom. Three lessons is a short period of time to learn verbalizing feelings that is needed for the students to participate more on this kind of issues. Perhaps this is why sometimes the students repeated each other's answers: for example, most students defined themselves to act like a coyote or a dolphin in conflict situations. However, the students modified the course of conversation throughout the lessons, for example when in the relation to conflicts exercise the teacher moved the conflict scenario because of students' initiative to the school context, followed by the students moving closer to the conflict.

5.3.5 Cultural issues

Conflict awareness can unlikely be taught everywhere in the world using the same methods because of the cultural differences. For example according to Keski-Mäenpää (2018, 107), student centered learning methods emphasize student participation, whereas in Ethiopia the driving goals in education are targeted in raising obedient and polite children that without questions fulfill the wishes of older people. The hierarchy between generations and genders is more significant in many cultures other than Finland and thus, according to Keski-Mäenpää, teaching methods have to be developed to suit with the culture of the country and not transfer straight from other cultures. Keski-Mäenpää (2018, 107) states:

“Education does not happen in a vacuum, because the surrounding people, culture, history, material environment and political decisions affect the way how education is seen and conducted. For these reasons teaching methods developed in other contexts do not necessarily function in other surroundings.”

If the CMI would like to spread their learning materials abroad, there might have to be made adaptations in the materials. For more lasting results, the education specialist in other countries should have to be counselled to fit the teaching methods in local schools. In addition, the teacher's role can be culture

specific. The teacher's role in Finland is quite informal and teachers are addressed with first names. Thus learning about conflicts like in this process can be culture specific too as in some other countries it would not be possible for the teacher to share openly personal experiences about conflicts that would set the teacher in a vulnerable situation with a risk of losing one's dignity. In the research of Keski-Mäenpää (2018, 107), the Ethiopian teachers reported that learning more about student-centered pedagogy changed learning environment in the Ethiopian school towards a more open and friendlier one and the teachers had noticed a change in more equal dialogue both between the teacher and the students and also between colleagues. However, this required first learning about student centered pedagogy (Keski-Mäenpää, 2018). Jumping straight to conflict awareness pedagogy might be too much too soon and could even turn out to be dangerous in some areas of the world with a history of a recent conflict. Because of this, teaching about conflicts should always be culture appropriate and locally adapted. Training local teachers with conflict awareness teaching skills enables longevity and gives tools for local participants to change their local surrounding.

Students of the class brought up the issue of immigration, which means that the topic can be seen having a significance to them. Ethnic diversity in the society is a phenomenon, which does not disappear by not facing it. At best, school is an environment, where students can learn about conflict solving through mediation with the help of teachers. Sometimes issues on ethnicity arouse conflicts in school and the members of the school community do not know how to react to them. The personnel of the school might feel insecure and uneducated to solve the ethnic conflicts in schools, while pupils with ethnic background might feel like outsiders, trapped between two, maybe very different cultures. (Ekholm & Salmenkangas, 2008, 16.). The teacher was hesitant about discussing large-scale conflicts with students, but the students bringing the topic up themselves shows that they had a need to talk about it. Given this, it is important that students had the possibility to modify the course

of the classroom conversation because the purpose of the lessons was to give *them* tools for handling conflicts.

5.3.6 Conflicts and safety

In one of the exercises, the students placed themselves so that they did not have to face the conflict. Judging by the answers, it seemed that the students had imagined a random conflict for example at the street and this had an impact on their answers. Not going between random conflicts in the public place for example can be very sensible for the students in terms of safety. If one cannot be sure what the conflict is about and what the situation is, it might get dangerous to intervene in certain circumstances.

I reckoned that the teacher's statement about a refugee *being the conflict* could have referred to the fact that if a refugee moves to Finland, he/she brings within the knowledge of a conflict and shakes the belief that the world is a stable and a safe place, which creates feelings of insecurity. The realization of this, in addition the possible conflicts that culture differences and traumas together can feed, can awaken uncomfortable and negative feelings that individuals have to face when they confront conflicts. One student in the class described "*feeling bad if people are arguing*". All students wanted to avoid a conflict that was unfamiliar to them, whereas when the conflict came closer to them they were ready to react.

Students also contemplated safety issues when they were thinking of animal characteristics and they were talking about having a fight with *a hawk*. As mentioned, sometimes avoiding a conflict with an intimidating person can be very wise and the realization of this is one of the most important notions one can learn. Safety skills are of paramount importance in relation to conflicts.

5.4 The experiences of the conflict awareness classes

5.4.1 “What these [students] now got I think is something that will open up to them by time” –Teacher experiences on the lessons

Before the lessons, the teacher told me that there have been previous conflicts in the classroom in the past. According to her, she has heard about the conflict from the teacher in charge of the class and has observed the situation developing from the outside. The teacher highlighted that the circumstances for this project were right and the direct contact with the class offering the possibility to try the materials as a part of the research to have had an impact on starting the project. The teacher explained her reasons to collaborate:

“[It was] -- a new experience for me so for sure if I had not received the message and now I had just the sort of feeling that there have been conflicts in this class--”.

The class was, according to her, the “*optimal group*” for this project as the group was small enough and the only class in that specific age group that she teaches so the teacher felt safe trying the materials with one class before using them with all her other students. Moreover, the students had a mostly positive attitude towards the exercises and there were open pupils. However, not all students participated equally actively and the participation depended mostly on a few students’ effort. Thus, the teacher asked for printable side material that could include more of students’ own contemplation. She mentioned a wish that there could be for example printable role cards as now the teacher made them herself while she modified the materials. However, she also noted that printable handouts for self-reflection might make the learning process to feel more “*school-like and boring*” and her students seemed to have enjoyed a more casual class including discussion:

Teacher: Maybe it would be good to work on handouts as a ready-made tool

Me: Indeed, yes

Teacher: But then on the other hand it can easily get too school-like and boring if there are some handouts where you have to write a lot, I think that this group liked the fact that we sat and discussed and occasionally went to do those [exercises]

Me: *laughing* like a sort of a therapy session, group-

Teacher: Kind of yes

Me: -therapy

The teacher had practical suggestions on how to improve the material package into more user-friendly form. She suggested that the exercises could target age groups so that the materials would be divided for secondary school aged and upper secondary school aged students separately to begin with. She told me that she could have used assisting questions while leading the learning discussion. According to her the instructions in exercises were “loose” and thus the goal of the materials left the teacher slightly uncertain as according to her there was no goal towards which to lead the discussion. However, the teacher gave positive feedback on the lesson descriptions as they were useful in her opinion because they explained how the exercise should go. She also commented the visual part of the materials, stating that questions could have been presented in bullet points for perceiving the text better:

“I don't know if the questions would be more like in bullet points in there maybe it would be easier to perceive them, now they [questions] were amongst the text and I for one underlined them to make them somehow stand out, otherwise they would get lost in there.” – The teacher

The materials are free for download on the internet. However, the teacher found it slow to click the links open. She also paid attention to the resources of the school having an aspect on the materials as followed:

“..I printed them with the school's printer where the ink was a little, so I got mostly quite dim copies..and there were no illustrations and there were at times quite a lot of text...”- The teacher

In this case, the resources of the school had an impact on the clarity of the materials in a negative way. The teacher also modified the materials considering the needs of her own class. She combined two exercises. These exercises were meant to increase students' own understanding about what happens in them when they are in the midst of a conflict and how they react in those situations while using characteristics of animals to describe behavior. The teacher wondered if the students received any aid in acting differently in conflictual situations and hoped that the animal characteristics helped

identifying them their own thoughts and behavior. Thus the teacher pondered that maybe these skills are something that the students will understand better later on in life.

Despite having years of teaching experience, the teacher explained having unsure and confused feelings about starting to teach while using the material package. She explained feeling like being back in teacher practice and commented that usually she knows her subject so thoroughly that she feels more confident to teach:

“--this is a sort of a new thing, new material package and although I have tried to get to know it and read it I had a little bit of a rickety feeling at times, like did this start to go to wrong direction altogether...” – The teacher

The teacher noted that student’ age affects the answers that they give even when the materials are the same for all secondary and upper secondary school students. She said that her students did not have any specific conflicts to mention so she wanted to keep the discussion in the everyday school life level. This meant not taking into account any national or international conflict, even though during the lessons the students started discussing briefly about the refugee crisis.

5.4.2 “I have never really been taught conflict solving skills so it would be nice to learn them” – Students’ advance knowledge and attitudes towards conflict solving lessons

In my questionnaire, I asked students what they know beforehand about arguments, conflict solving and mediation. I also wanted to know in what sort of situations they exercise their skills. Seventeen students answered to my questionnaire but I discarded one as there was only one letter “M” in the answer. In total, there were 16 answers from Finnish secondary school students.

As I analyzed the questionnaire, I categorized certain themes based on the material. Firstly, I divided students’ answers based on their previous

knowledge and attitudes considering arguments and conflicts and secondly based on their previous knowledge and attitudes about solving conflicts and mediation. Moreover, I classified the answers in which students shared the situations where they are using conflict-solving skills. These were the three largest categories I classified.

In some of the answers, the students shared their personal views, experiences and wishes considering the theme whereas in others the answers were more general. Some students stated that conflicts are challenging. In one answer the student honestly explained that solving arguments is difficult, as both participants often have their own opinions and the replying participant does not easily change his/her opinion. One student presented a wish for the learning process that showed a desire to learn more about conflicts and mediation: *"I have never really been taught conflict solving skills so it would be nice to learn them"*. Instead, some other students had more knowledge about the subject and one student mentioned to have had previous experience on peer mediation in a previous school. There were also answers in which the students did not have a lot of previous knowledge about the subject.

TABLE 2. Examples on students' (n=17) attitudes towards conflict solving before the lessons

Attitudes	Description
Positive attitude	I think it is good to try to solve conflicts by talking
Reconstructive attitude	There can be conflicts but they have to be solved
Contradictory attitude	Arguments are stupid and it would be nice to be able to solve arguments very well
Advice	Stay calm
Neutral attitude	I do not really think anything. If something happens, I think what to do.
Uncertain attitude	I don't know
Avoiding attitude	I think that conflicts have to be avoided and they are pointless
Negative attitude	I don't like arguments and I don't usually fight

Judging by the material, students have different attitudes and feelings towards conflicts and mediation. I found out that some students have a **positive attitude** towards conflicts. One student answered that one should "stay calm" during arguments or conflicts, which is very important for personal emotion regulation. A few students mentioned that conflicts should be resolved by talking, which is also the slogan that CMI uses with the Ahtisaari days concept. Some of the students who had a positive attitude also had a **reconstructive attitude**, emphasizing that "*there can be arguments but they have to be solved*". Compromises are mentioned to be important for solving arguments and

according to one student; conflicts can often be solved in a way that benefits both participants as a result.

In some answers, there were also **contradictory attitudes** and beliefs: *“arguments are stupid and it would be nice to be able to solve arguments very well”*. In this quote, the answerer on the other hand thinks that arguments are “stupid” but on the other hand would like to learn more about them.

There were also **neutral attitudes** and **uncertain** or even **unresponsive attitudes**. Three students stated that they do not know about conflicts or conflict solving skills beforehand and in these cases, they commented that they think what they should do in case something happens.

One student replied to have **an avoiding attitude** towards conflicts, stating that he/she thinks, *“Conflicts have to be avoided”*. Another student had a **negative attitude** when it comes to them: *“I don’t like arguments and I don’t usually fight”*. Two students who had a more negative attitude towards conflict replied that conflicts are useless: *“Quarrels are pointless as they are of no use”*.

Based on their answers, most students use their knowledge and skills in conflict situations at home with parents and siblings, with friends or at schools. One pupil answered to use these skills while playing in games but the answer does not specify whether he/she means sport games or video games. Some students also explained to use their skills if the situation requires so case-by-case basis.

Four students answered that conflict should be solved using dialogue: *“quarrels should be solved by talking as soon as possible”*. Forgiveness is important in conflicts according to one student who answered in the questionnaire.

According to the questionnaire, students have very various knowledge and attitudes concerning the topic. Some students are very aware and have specific

knowledge and skills such as self-reflection and previous experience, whereas others have deficient knowledge and skills or avoiding/negative/uncertain attitudes towards conflicts. Starting the process, students have very different starting points and the goal of the lesson series is to give students skills they can personally benefit from.

5.4.3 “It has changed for the better and to be more positive” – Student experiences and thoughts based on the lesson series

Some students answered that they did not learn any new skills from the lessons. One student explained that he/she did not learn anything new, as there were not very “*concrete presentations*” in classes so not all expectations seemed to have met in the process. One student also replied that at least the lessons were nicer than normal lessons at school, even though he/she did not feel like having learned anything new.

TABLE 2. Student (n=17) experiences of the conflict lessons

Experiences	Description
Useless	I did not learn anything new
Neutral	Quite interesting
Positive	Talking about disputes is important and lessons taught me a lot
Alternation	Nicer than normal lessons
Change	It has changed for the better and to be more positive
No change	My ideas about conflict solving have not changed

Students also answered to have neutral feelings towards the conflict solving lessons. These students described lessons to be *"quite interesting"*, *"a bit boring"* and *"normal"*.

Some students replied the learning experience to have been mostly positive with a few students explaining to have learned the importance of solving problems by talking. One student describes the personal thoughts the learning process awakened in him/her:

"These lessons made me think a lot. Feelings awakened in me concerning the subject. Talking about quarrels is important and lessons taught me a lot".

However, most of the students reporting to have had a positive learning experience replied more sentimentally. For instance, a few only replied the learning process to have been *nice* or *quite all right*. Some students also reported having experienced feelings of boredom during the lessons and others had feelings of learning important things, especially when solving conflicts using talk.

The importance of solving problems through speech seems to have been understood by many repliers. Four students described how it is important to use talk when solving conflicts. One also comments having learned to rather solve conflicts using mediation than by fighting. Some students also report having learned some conflict solving skills: *"I have learned to solve arguments better and I received better hints"*.

When I asked students to explain if there were any changes in their thinking after the lessons, the answers were divided. In three answers the repliers stated that there were some changes in their thinking, but in equally three answers the students replied not having changed their way of thinking when it comes to conflict solving. One student who had experienced changes in his/her thinking, explained as followed: *"It has changed for the better and to be more positive"*. On the

contrary, one student replied: “*My ideas about conflict solving have not changed. No thoughts have awakened*”.

According to the first questionnaire, the students had very various starting points concerning knowledge and attitudes about conflicts to begin with. Thus, the results after the second questionnaire were also contradictory. Many repliers answered not having any changes in their ideas. One student answered that the lessons had not been very *concrete*. This student might have expected more *school-like* lessons. Perhaps teaching about conflict awareness should thus start from learning to identify and name feelings and needs because they are often behind many conflicts (Galtung, 2000; Larsson & Toukonen, 2012; Rosenberg, 2003). Students can have different basic skills in for example identifying and regulating emotions. During the classes, the teacher helped the students to verbalize their thoughts and this was not possible in the questionnaire. It is possible that this showed in the results.

The subject of conflict solving is highly personal and thus requires self-reflection and motivation. Like in any other subject in school, life skills also require repetition and practice throughout school years and one demonstration is not enough (The National Board of Education, 2014). In addition, these students are teenagers having different phases in their cognitive and emotional skills (Crain, 2014) and this can have an impact on the diversity of the results. Some students might be able to process more profound and deep self-reflective information. Verbalizing their thoughts may not be easy for the students (Larsson & Toukonen, 2012) so they may not be able to express their feelings in a questionnaire even if they wanted to.

6 Discussion

6.1 Concerns on student participation

There were differences in student participation. All students were not equally active. One student was particularly active and sometimes the classroom conversation consisted of the teacher, me as a researcher and one student having a conversation. One concern in mediation is that a stronger party can dominate the results, as might have happened in this research because of uneven participation of students (Ervasti & Nylund, 2014). My role in the classroom was definitely not an objective observer but an active participant. The teacher of the class had an important role during the lessons as she spent a lot of time verbalizing and asking questions and asking the students to repeat the exercises because they did not always answer the first time. Moreover, when the students did answer they often repeated each other's answers, which can be because of peer pressure (Crain, 2014) or the sensitivity of the topics that were under discussion. The lessons were informal and consisted of free speech and exercises designed by the CMI. The instruction in the exercises was loose, so the classroom conversation was free to flow to areas that the students were interested or concerned. As all students were not very active, the teacher spent a lot of time asking questions, but this might also be because of the students' lack of emotion-related vocabulary as the final exercise showed.

The students spoke of and explained the conflicts in their own words and the teacher helped them in verbalizing their thoughts. The conflict awareness lessons awakened the students' contemplation on cultural issues and the students discussed about the refugee crisis with the teacher. The class also discussed about stereotypes and prejudices overall and concerning alcoholism and disabilities. Even when the topics were sensitive and covered personal thoughts from all participants including the teacher and myself, the discussion

maintained neutral. Moral conflicts were not at least visibly on show in the classroom but this can be because of the uneven participation: if some students disagreed, they did not show it.

6.2 Ethical concerns

6.2.1 My role as an active researcher

My role in the classroom was bigger than I originally anticipated. Although I intended to participate in the classroom more as a quiet observer, I ended up participating in the classroom conversation more. As sometimes the classroom conversation seemed to depend on the conversation between the teacher, Matti and me, the situation was not perhaps ideal when the idea was to research conflict awareness in the school context and I was the outsider in the classroom. However, my role seemed to be essential to begin with as I was actively looking for a teacher who wanted to try the materials and I educated the teacher to download and use the material for planning the lessons. During the lessons the teacher asked for my opinion multiple times and sometimes I told my opinion although it was not asked, which might be unethical for the sake of the research. I sometimes seemed to forget my role as a researcher and seemed to adopt a role of a co-teacher instead. Given this, it is essential that my role was not “a quiet observer” but more a participant or sometimes even an educator as I often pondered the conflict awareness related issues with the teacher and the students. Even when there were only three lessons, I felt like I was a part of their community and I tried to act like a member of it as it is often the goal in ethnographic studies even though three lessons is a very short period of time for an ethnographic research.

As my role was more active than I anticipated, I needed to critically estimate my own relation to conflicts as well as the teacher and the students in the classroom. For example, I told the students to have acted like an ostrich before when it comes to conflicts. I shared personal information about my relation to

conflicts also in the beginning of the first lesson as I introduced myself to the class and told them that I wanted to know more about conflicts as I did not know about them before. I wanted to be an approachable researcher as the topic is such a sensitive one and I did not want the students to feel intruded. Sharing personal issues requires trust in the community and there would not have been trust unless the teacher and I as adults would have refused to step down from the pedestal and put ourselves under critical evaluation by the students.

6.2.2 Concerns on the content of the lessons

Conflict awareness was visibly present throughout the lessons, but the role of mediation might have remained unclear to students. However, as mediation usually includes a mediator (Ervasti & Nylund, 2014), the role of the teacher can be seen mediator-like in the lessons as she helped the students to verbalize their thoughts and asked specifying questions. Whereas in peer mediation (Gellin, 2011), where there is a specific and structured order for mediation, these materials did not include that. In fact, CMI's work is based on informal discussion and this was shown in their materials as well. Negative experiences from peer mediation included the worries of the changing role in relation to peer (Cremin, 2007), but in this model of mediation nobody's role changed and everyone was able to negotiate equally. Negotiation and compromising skills were taught during the lessons. The teacher encouraged the students to intervene in conflicts that for example concern their friends, as long as it is safe for them.

The idea of spreading an ideology of an organization in schools is controversial. CMI's global education work targets secondary and upper secondary school pupils that are still mostly under the age of 18 and under influences. CMI's work is not just about any kind of peer mediation but it is tied to their work, which is based on certain organizational values and ideologies. Because of this,

it is possible that not all teachers and parents accept conflict awareness classes held in schools without hesitations.

The National Core Curriculum (2014) suggests that schools should co-operate with the so-called third-sector operators to enhance different operators in the society to meet and interact. However, this leaves the door open for various kind of operators to enter school properties with a permission. These various organizations, with their values and ideologies, can potentially put the students to the position of witnessing a crossfire of ideologies. However, the staff at the CMI readily and without hesitations admitted that their material package indeed spreads their ideology in schools, which adds transparency and credibility. The organization highlights being an *"honest broker"* also in their global peace mediation work, emphasizing that a mediator can not be neutral and without values.

The teacher of the experiment class was hesitant on bringing the knowledge of the world of international conflicts to her students' awareness and wanted to keep the conversation in their everyday school life level. Her intention was probably to be sensitive and hence not share the awareness of the violent large-scale conflicts but in the end, this might turn out to be a disservice. Students are already living in a world of constant ongoing conflicts with tabloid headlines screaming about wars and conflicts everywhere they go and an unlimited access to internet carried around in their mobile phones. The conversation about the refugee crisis during the lessons proved this to be true and this issue was brought up by students themselves. Conflict awareness classes can, at best, give students the age-appropriate tools that they need in order to survive, cope and understand the rapidly changing world. Emotion skills and safety skills are essential in this (The National Board of Education, 2014). Education is supposed to raise humane and ethically responsible members of the society and provide them skills and knowledge for life (The Ministry of Education, 1998).

In addition, when asking the staff members at CMI about the differences between conflict solving with adults and children, they responded, *“we are not psychologists in this area and are rarely in terms with children”*. I found this unusual as their material is promoted for children. According to Larsson (2012), the main difference in mediating with children is their worse skills in vocabulary compared to adults. This showed also during the conflict awareness lessons, as students did not have a proper feeling-related vocabulary. The teacher verbalized the students' thought throughout the lesson and this was essential. What is more, the teacher used a word list that was not included in the CMI materials but is a sign that the materials can be integrated to other areas, such as languages, too. However, I began wondering if the materials lack the psychological or educational background information in relation to work with children, although the materials are targeting older children. Conflicts awareness is a very sensitive topic and even young students might have different or disturbing personal experiences and memories related to it. The teacher should definitely be aware of this. Talking about conflicts with the adolescents can possibly surface their painful memories if they have any. Hence, there should be a possibility to get psychological counselling in schools if needed to make sure the safety and wellbeing of children as the children have a legal right to stay safe from all harm (The Ministry of Education, 1998; United Nations, 1989).

School bullying is a major concern. Many school conflicts are related to school bullying (Mahkonen, 2017) that is likely to cause feelings of anger. Violent behavior in childhood can increase the risk of antisocial action and violence in adulthood (Cowie & Jennifer, 2007). Each young prison inmate in Äärelä's research (Äärelä, 2012; Äärelä, Määttä & Uusiautti, 2016) had experiences of bullying or being bullied. All violence has to be intervened early and concisely (The Gulbenkian Foundation, 1995; World Health Organization, 2002). Each participant of the school community should feel safe (Fardon, Year unknown).

Emotional turmoil is common in adolescence (Ekholm & Katisko, 2012). Many adolescents that belong to the target age group of the CMI school material are going through puberty that might bring along major psychological changes, as Crain (2014) reminds. According to Sigmund and Anna Freud, adolescence is a turbulent period in life. Erikson's theory on *identity versus role confusion* suggests that while young people have a need to form their own identity, they also have a need to belong and fit in groups. Some young people look for religious or political ideologies for values that they can hold true (Crain, 2014.). Students possibly start to question their earlier identity, upbringing, ideologies or religion. As young people's social exclusion is a growing problem in Finland (Äärelä, 2012; Äärelä ym., 2016), there are some risk factors. If the students feel inferior, there can possibly be a risk of relying on subcultures for support (Äärelä ym., 2016). Moral conflicts should not be suppressed but they should be supervised to interfere violent or unappropriate action (Pearce & Littlejohn, 1997). Frustration caused by unfulfilled needs can lead to aggression that is not always rational and can lead to defense and revenge (Galtung, 2000). The CMI employees that I interviewed mentioned that their material provides skills that students need to *sell their agenda*. The idea of a young person interested in radical ideas with skills to sell their agenda and an unlimited and unsupervised access to internet is a concern that should not be ignored.

Given this, it is of paramount importance for the teacher using the materials to be aware of the ethical questions related to conflicts. The teacher of the experiment class listened to the ideas and worries of the students without judgements and in an empathy, which is needed for promoting nonviolence (Galtung, 2000). Open discussion was allowed during the lessons and this was highly because of the teacher, who also remembered to praise the students for their participation. The teacher also encouraged the students to identify their characteristic strengths that is an essential area in positive psychology (Uusitalo-Malmivaara ym., 2014). Äärelä et al. (2016) have written "a Caring Teachers' Ten Do's" – directions based on interviews of young prisoners about

their school years. According to them, a caring teacher is present, listens, thanks, collaborates with homes, teaches everyone, enjoys teaching, forgives, is welcoming, intervenes when is needed and takes care of themselves too. In secondary school the teacher's role changes from class teacher to subject teacher, and this change impacts the teacher-student relationships too (Äärelä, 2012). The students' thoughts and ideas have to be listened in a safe and comfortable situation (Hopkins, 2004a; Stitt, 2004). Their feelings should be appreciated and faced in a gentle but firm way. The young people ought not to be left alone with their thoughts and emotions. The emphasis for the teacher should be in listening and verbalizing the students' thoughts (Larsson & Toukonen, 2012; Rosenberg, 2003). If the students feel like they are judged by the teacher the bridge of trust between them might break.

A student expressed a wish that it would be good if conflicts could be *deleted*. This contains a meaning of a conflict as something wrong and something to be avoided, as Larsson (2012) describes. The teacher of the class encouraged the students to dream, and Larsson (2012) reminds that conflicts are everywhere where there is life and dreams. Conflicts can not and should not be avoided or deleted, but they can be managed and can also be a source of progression (e.g. Pruitt, 2007).

6.3 Suggestions for future research

Boorn et al. (2010) concluded that it is a challenge to ensure that all adults in schools are equipped in knowledge and skills and access to resources to provide an optimal learning environment and equipment to support children including the ones who have emotional, social and behavioral difficulties. The teacher in my case study stated that she would not have realized to try the materials, had there not been a direct contact by the HundrED spokesperson. Although the materials are free for download, availability for teachers is questionable. Global education material markets are likely to grow as globalism proceeds and the National Core Curriculum (The National Board of Education,

2014) obliges to teach global education. Teachers can choose between varieties of sources of global education materials. In terms of brand marketing, I would suggest further research on how well the CMI education material reaches teachers.

Because this study is a qualitative study, the research outcome cannot be generalized. This case study included only one class in one school so the study sample is scarce. As the use of the CMI learning materials becomes more widespread, I would suggest follow-up research to chart the use of materials. For example, The Finnish Forum for Mediation has statistics on the accomplishments of mediated cases in schools using peer mediation in Finland (Gellin, 2011). To establish the role of the CMI study materials in the field of global education in Finland, I would suggest following the statistics on the accomplishments of it. Moreover, I would suggest further research on student's conflict awareness and mediation skills concerning the materials to better estimate the impact it has in the lives of growing children. As this study was not objective because of my active participation, I would suggest more objective research on the subject.

These lessons might be the spark that can smolder and ignite when there is the right circumstance in students' lives. Perhaps in the midst of future conflicts, some of the students remember to stop to calm down and think of reconstructive and creative ways they could use to solve the conflict. Maybe they learn to identify and point out needs and feelings behind conflicts they face in everyday life or while watching the news. Helping students to build a positive and reconstructive attitude to conflicts will hopefully not only influence the future of Finland, but also the wider world by raising children who have an interest and understanding of the world of conflicts internationally.

7 REFERENCES

Aaltola, J. & Valli, R. (toim.). (2001). *Ikkunoita tutkimusmetodeihin. 2, näkökulmia aloittelevalle tutkijalle tutkimuksen teoreettisiin lähtökohtiin ja analyysimenetelmiin*. Jyväskylä: PS-kustannus.

Äärelä, T. (2012). "Aika paljón vaikuttaa minkälainen ilme opettajalla on naamalla." *nuoret vangit kertovat peruskouluvuosistaan*. Rovaniemi: University of Lapland.

Äärelä, T., Määttä, K. & Uusiautti, S. (2016). Caring teachers' ten dos "For the teacher, they might be just small things, but for the student, they mean the world."; *International Forum of Teaching and Studies, Vol. 12(No.1)*,p. 1-11. Available at: <http://www.scholarspress.us/journals/IFST/pdf/IFOTS-1-2016/v12n1-art2.pdf>

Ahtisaaripäivät. Available at: <http://ahtisaaripaiva.fi/>

Alasuutari, P. & Alasuutari, P. (2012). *Laadullinen tutkimus 2.0*. Tampere: Vastapaino. Available at: <http://library.ellibs.com/login/?library=10078&book=978-951-768-503-0>

Blanck P.D. Bellack A.S. Rosnow R.L. Rotheram-Borus M.J. Schooler N.R. (1992). Scientific rewards

and conflicts of ethical choices in human subjects research. *Vol. 47 No. 7* (American Psychologist), 959-965. Available at: <https://pdfs.semanticscholar.org/5733/e1ad7de8ab6dd85889194b407ecee58a16b7.pdf>

Boorn*, Clare Hopkins, Paula Page, Dunn & Claire. (2010). Growing a nurturing classroom. *Emotional and Behavioural Difficulties*, Vol. 15(No. 4), 311-321. Available at: <https://doi.org/10.1080/13632752.2010.523223>

Brunet, E. (1987). Questioning the quality of alternative dispute resolution. *Tulane Law Review*, 62, 10-15. Available at: <https://poseidon01.ssrn.com/delivery.php?ID=6300931011270240651261260880700030680310530500550057049071105022072103090077100090094028058042052005023061081020004015115013066014012043035035116107106123066026106066075080006064009001086103089123065023070090123089123117107103066083064103087120095119&EXT=pdf>

CMI peace broker. Available at: <http://cmi.fi/fi/>

Cowie, H. & Jennifer, D. (2007). *Managing violence in schools: A whole-school approach to best practice*. London; Thousand Oaks, CA: PCP. Available at: <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=258444>

Crain, W. C. (2014). *Theories of development: Concepts and applications* (6th ed., International ed). Harlow, Essex: Pearson. Available at:

<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://login.jyu.fi/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781292035826>

Cremin, H. (2007). *Peer mediation*. Maidenhead, England ; New York: Open University Press. Available at: <http://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=332675>

Creswell, J. W. & Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed). Thousand Oaks: SAGE Publications. Available at: <https://jyu.finna.fi/Record/jykdok.1222890>

Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management. the Academy of Management Review*, 14, 532-550. Available at: https://www.business.illinois.edu/josephm/BADM504_Fall%202016/Eisenhardt1989.pdf

Ekholm, E. & Katisko, M. (2012). *Yhteiselo metropolissa : Kokemuksia sovittelusta ja näkökulmia lastensuojeluun*. Helsinki: Diakonia-ammattikorkeakoulu.

Ekholm, E. & Salmenkangas, M. (2008). *Puhumalla paras : Ratkaisuja arjen etnisiin konflikteihin*. Helsinki: Sisäasiainministeriö, maahanmuutto-osasto. Available at: <https://jyu.finna.fi/Record/jykdok.1084869>

Ervasti, K. & Nylund, A. (2014). *Konfliktinratkaisu ja sovittelu*. Helsinki: Edita. Available at: <https://jyu.finna.fi/Record/jykdok.1476278>

- Fardon, J. Group-work and protective behaviours: Supporting pupils in a northants secondary school. *YoungMinds Magazine* 43, 1-3. Available at: <http://www.protectivebehaviours.org/images/documents/articles/jfardon-pbggroupwork-youngminds.pdf>
- Galtung, J. (2000). Conflict transformation by peaceful means (the transcend method). *United Nations*, 1-178. Available at: https://www.transcend.org/pctrcluj2004/TRANSCEND_manual.pdf
- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method, second edition* (2). Taylor & Francis e-Library: Routledge.
- Gellin, M. (2011). *Sovittelu koulussa*. Jyväskylä: PS-kustannus. Available at: <https://jyu.finna.fi/Record/jykdok.1187857>
- Gerlander, M. & Kostainen, E. (2005). Jännitteisyys opettajan ja oppijan vuorovaikutussuhteessa. Teoksessa Välikoski, T.-R. Kostainen, E. Kyllönen, E. & Mikkola, L. (toim.) (toim.), *Prologi. puheviestinnän vuosikirja 2005* (s. 68-87). Jyväskylä: Prologos ry.
- Hirsjärvi, S., Remes, P., Sajavaara, P. & Sinivuori, E. (2009). *Tutki ja kirjoita* (15. uud.p.). Helsinki: Tammi. Available at: <https://jyu.finna.fi/Record/jykdok.1081659>
- Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice*. London; New York: Jessica Kingsley. Available at:

<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=100718>

HundrED. Available at: <https://hundred.org/fi#header>

Keski-Mäenpää, K. (2018). *Towards student-centred pedagogy : Action research with ethiopian village school teachers*. University of Jyväskylä.

Larsson, L. & Toukonen, M. L. (2012). *Sovittelun taito*. Helsinki: Basam Books.
Available at: <https://jyu.finna.fi/Record/jykdok.1255924>

Lindfors, H. (toim.). (2005). *Vaihtoehtoista riidanratkaisua vai vaihtoehtoista konfliktinratkaisua?*. Helsinki: University of Helsinki Conflict Management Institute. Available at: <https://jyu.finna.fi/Record/jykdok.979920>

Mahkonen, S. (2017). *Konfliktit kouluissa (Uudistettu painos)*. Helsinki: Edita.
Available at: <https://jyu.finna.fi/Record/jykdok.1725038>

Moore, C. W. & Morgan, A. (2014). *The mediation process : Practical strategies for resolving conflict* (Fourth edition). San Francisco, California: Wiley.
Available at: <http://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=1666519>

Moustakas, C. E. (1994). *Phenomenological research methods*. Thousand Oaks, Calif.; London: SAGE. Available at: <http://methods.sagepub.com/book/phenomenological-research-methods>

Pearce, W. B. & Littlejohn, S. W. (1997). *Moral conflict: When social worlds collide*.

Thousand Oaks, CA: SAGE. Available at:

<https://jyu.finna.fi/Record/jykdok.824175>

Pruitt, D. G. (2007). Social conflict: Some basic principle. *Journal of Dispute*

Resolution, 2007(1), 1-7. Available at:

<https://scholarship.law.missouri.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1525&context=jdr>

Reimers, F. M. (2013). Assessing global education: An opportunity for the

OECD., 1-15. Available at:

<https://www.oecd.org/pisa/pisaproducts/Global-Competency.pdf>

Rosenberg, M. B. (2003). *Nonviolent communication: A language of life* (2nd ed).

Encinitas, CA: PuddleDancer Press. Available at:

<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://login.jyu.fi/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781892005373>

Skinnari, S. (2004). *Pedagoginen rakkaus: Kasvattaja elämän tarkoituksen ja ihmisen*

arvoituksen äärellä. Jyväskylä: PS-kustannus. Available at:

<https://jyu.finna.fi/Record/jykdok.939749>

Stitt, A. (2004). *Mediation: A practical guide*. London: Cavendish. Available at:

<http://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=3060845>

The Gulbenkian Foundation. (1995). Children and violence report of the commission on children and violence., 1-322. Available at: <https://s3-eu-central-1.amazonaws.com/content.gulbenkian.pt/wp-content/uploads/sites/18/1995/01/01175410/Children-and-violence.pdf>

The Ministry of Education. (1998). *Basic education act 628/1998*

The Ministry of Justice. (2000). *The Finnish constitution 731/1999 6 §*

The National Board of Education. (2014). *The National Core Curriculum 2014 (4)*. Helsinki 2016: Next Print Oy.

Tuomi, J. & Sarajärvi, A. (2018). *Laadullinen tutkimus ja sisällönanalyysi* (Uudistettu laitos). Helsinki: Kustannusosakeyhtiö Tammi.

Turunen, S. & Ervasti, K. (toim.). (2005). *Riidanratkaisun uusi maailma*. Helsinki: Edita: Comi. Available at: <https://jyu.finna.fi/Record/jykdok.974367>

United Nations. (1989). Convention on the rights of the child. Available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Uusitalo-Malmivaara, L., Uusitalo-Malmivaara, L., Hakanen, J., Hilppö, J., Hotulainen, R., Järvilehto, L., . . . Salmela-Aro, K. (2014). *Positiivisen psykologian voima*. Jyväskylä: PS-kustannus. Available at: <http://library.ellibs.com/login/?library=10078&book=978-952-451-650-1>

Varto, J. (1992). *Laadullisen tutkimuksen metodologia*. Helsinki: Kirjayhtymä.

World Health Organization, (. (2002). World report on violence and health: Summary.(Geneva), 1-54. Available at: http://www.who.int/violence_injury_prevention/violence/world_report/en/summary_en.pdf

Yin, R. K. (2009). Chapter 8; how to do better case studies: (With illustrations from 20 exemplary case studies). In the book Bickman, Leonard & Rog, Debra J. (Edit.), *The SAGE handbook of applied social research methods* (s. 1-30). Thousand Oaks, CA: SAGE Publications Ltd.

Appendix 1: The research permission with the letter

Tutkimussuostumus ja saatekirje oppilaille ja huoltajille

Hei koulun oppilaat ja vanhemmat,

Opiskelen Jyväskylän yliopistossa luokanopettajaksi ja teen gradua aiheesta “Konfliktinratkaisutaitojen ja sovittelutaitojen opettaminen Suomalaisessa koulussa”. Tutkimus on osa HundrED- projektia, joka keskittyy kehittämään suomalaista koulutusta seuraavan sadan vuoden tarpeisiin. Tutkimuksessa on myös mukana presidentti Martti Ahtisaaren perustama rauhanvälitysjärjestö CMI, jonka kehittämää opetusmateriaalia tutkin yhteistyössä luokkanne kanssa. Voit tutustua hankkeeseen lisää osoitteessa: <https://hundred.org/fi/projects/rauhanneuvottelun-ja-konfliktinratkaisun-perusteet>

Teen tutkimuksen yhdessä luokkanne opettajan kanssa. Tulen havainnoimaan luokassa tapahtuvaa opetusta sekä haastattelemaan opettajaa ja tutkimuslupaani myönteisesti vastanneita oppilaita. Tutkimus tapahtuu kolmen oppitunnin aikana viikolla 16.

Kuulen mielelläni sinun kokemuksiasi ja näkemyksiäsi aiheesta. Kokoan aineiston havainnoimalla luokassa tapahtuvaa opetusta ja keräämällä tutkimukseen osallistuvilta kyselylomakkeella itsearvioinnit opetusjakson aluksi ja lopuksi. Tutkimuksen tekoa helpottaakseni nauhoittaisin opetusta mielelläni. Tutkittavien henkilöllisyys tai tutkittava koulu ei tule ilmi missään vaiheessa tutkimusta ja tutkimusaineisto hävitetään tutkimuksen valmistuttua.

Tutkimus ei vaadi ennakoivaltautumista tai perehtymistä aiheeseen. Mikäli haluat tutustua etukäteen tutkimuksen teemoihin, ne löytyvät tästä alta:

- Mitä konfliktinratkaisu- ja sovittelutaitoja oppilaat oppivat CMI:n opetusmateriaalin avulla?
- Minkälaiset valmiudet oppilailla on entuudestaan ja kuinka taidot kehittyvät opetuksen myötä?
- Mitä oppimisprosessissa tapahtuu?

Annan myös mielelläni lisätietoja tutkimuksesta. Tämän kirjeen liitteenä on tutkimussuostumus allekirjoitettavaksenne. Toivon Teidän palauttavan sen opettajalle 6.4. mennessä.

Osallistumisesi on tutkimuksen toteuttamiselle tärkeää. Siten lämpimät kiitokset jo etukäteen!

Ystävällisin terveisin,
Tanja Salminen

TUTKIMUSSUOSTUMUS

Annan lapselleni luvan osallistua tutkimukseen sekä luvan käyttää lapseni kirjoittamaa lyhyttä tekstiä Tanja Salmisen opinnäytetutkimuksessa, joka käsittelee konflikti- ja sovittelutaitojen opettamista.

Huoltajan allekirjoitus ja nimenselvennys

Haluan osallistua tutkimukseen.

Minua saa kuvata tutkimustarkoituksessa oppitunnin aikana (Materiaali tuhoetaan tutkimuksen jälkeen ja aineistoa käytetään luottamuksellisesti. Oppilaan henkilöllisyys ei tule ilmi tutkimuksesta)

Oppilaan allekirjoitus ja nimenselvennys

Lämmin kiitos tutkimukseen osallistujille!

Appendix 2. An example on the CMI lesson material

- *The lesson material is currently only in Finnish. Rest of the materials are available for download online:*
<http://ahtisaaripaiva.fi/osallistu/opetusmateriaalit/>

Konflikteja ja riitoja voi ratkaista monella tavalla. Usein kaikkia tyydyttävän ratkaisun löytäminen vie aikaa. Kaikkien osapuolten tulee saada sanoa mielipiteensä ja ajatuksensa, kaikkia on kuultava. Mitä enemmän osapuolet alkavat luottaa toisiinsa, sitä pienempi on väkivallan vaara. Ja mitä selkeämmin kunkin todelliset tavoitteet ovat tiedossa, sitä enemmän tilaa jää luovuudelle ja uudenlaisten ratkaisumallien löytämiselle.

MISTÄ HARJOITUKSESSA ON KYSE

- Kesto: noin 15 minuuttia + keskustelu
- Oppilaita pyydetään keksimään mahdollisia lopputulemia kuvitteelliseen konfliktitilanteeseen.
- Lopputulemat voidaan jaotella karkeasti viiteen eri lajiin, joista luovin on "konfliktin voittaminen" yhteistyössä, nousemalla sen yläpuolelle.

HARJOITUKSEN TAVOITTEET

Konfliktin taustalta löytyy usein ristiriitaisia tavoitteita. Tässä konfliktissa appelsiini on kohde, jota kumpikin osapuoli tavoittelee. Joskus nämä ristiriitaiset tavoitteet ovat selkeästi määriteltyjä, mutta joskus ne ovat piilossa. Nämä tavoitteet voivat olla oikeutettuja tai ei-oikeutettuja (laittomia). Konfliktitilanne johtaa yleensä yhteen johonkin muunnelmaan neljästä tuloksesta: Toinen osapuoli voittaa ja toinen häviää, molemmat vetäytyvät pois konfliktista, tekevät kompromissin tai löytävät tavan nousta konfliktin yläpuolelle/uuden tavan ratkaista konflikti yhdessä. Mitä enemmän mahdollisia ratkaisuja keksimme, sitä enemmän vaihtoehtoja meillä on selvittää konflikti rauhanomaisesti ja rakentavasti. Sitä pienempi on myös todennäköisyys, että toinen osapuoli turvautuu väkivaltaan, jos kokee

vaihtoehtojensa olevan vähissä. Luovuus on konfliktinratkaisun avain – on etsittävä ideoita tavanomaisten ja totuttujen kuvioiden ulkopuolelta. Kuten Einstein sanoi: “Emme voi ratkaista ongelmia ajattelemalla samalla tavalla kuin silloin, kun loimme ne.”

HARJOITUKSEN KULKU

Jaa osallistujat pareihin. Anna jokaiselle parille yksi appelsiini. Kerro heille, että he riitelevät appelsiinista ja heidän on keksittävä mahdollisimman monta vaihtoehtoista tapaa, jolla konflikti voi ratketa. Älä kerro enempää ohjeita, vaikka osallistujilla olisi kysyttävää. Jos haluat, aseta appelsiinille pöydälle yhtä kauas kummastakin osallistujasta. Anna heille sitten 15 minuuttia aikaa keksiä ratkaisuja ja kirjoittaa ne paperille.

POHDITTAVAA HARJOITUKSEN JÄLKEEN

Pyydä pareja lukemaan pohdintansa tulokset ääneen ja anna jokaiselle idealle numero (tai numerot), joka korreloi viiden kohdan listaan:

1. Y voittaa ja X häviää
2. X voittaa ja Y häviää
3. Molemmat osapuolet tekevät kompromissin
4. Molemmat osapuolet vetäytyvät/häviävät
5. Osapuolet tekevät yhdessä töitä, löytävät ratkaisun ja voittavat konfliktin yhdessä (asettuvat konfliktin yläpuolelle).

Konfliktinratkaisun tavoite on päästä mahdollisimman usein tilanteeseen, jossa kumpikin osapuoli voittaa.

Keskustelunaiheita:

- Miltä tuntui olla osana konfliktia? Miten kommunikointi sujui parin kesken? Muuttuiko se annetun ajan kuluessa? On tärkeää tunnistaa tunteet, joita koemme riitatilanteessa – stressaannummeko, herääkö meissä kilpailunhalu, vetäydymmekö vai teemmekö yhteistyötä? Tehokkainta on etsiä ratkaisua yhteistyössä, mutta meillä kaikilla on oma tyylimme ratkaista konflikteja. Ajan kanssa voimme myös oppia uusia, rakentavampia tapoja.

- Mitä pari sanoi toisilleen? Kysyivätkö he kysymyksiä vai esittivätkö he vaatimuksia? Yrittivätkö he ymmärtää vastapuolta ja heidän syytään tavoitella appelsiinia? Yksi rauhanvälittäjän tärkeimmistä taidoista on kyky kysyä hyviä kysymyksiä. Jos joutuu keskelle riitaa, on yritettävä ymmärtää vastapuolta (tai kumppania, katsantokannasta riippuen). Jos emme tiedä, mitä vastapuoli haluaa, emme voi päästä kompromissiin, saati tilanteeseen jossa molemmat voittavat.

Keskeistä kysymyksissä on pyrkiä selvittämään mitä vastapuoli sanoo haluavansa (kanta), mutta myös mitä he todellisuudessa haluavat (tavoite). Neuvottelu syvemmillä, konkreettisemmalla "tavoitteiden" tasolla on paljon hedelmällisempää kuin pinnallisella "kantojen" tasolla. 3 Jos esimerkiksi molemmat osapuolet sanovat haluavansa appelsiinin, on kyse kahdesta kannasta. Riitaa ei voi ratkaista, koska kannat ovat keskenään ristiriidassa. Mutta jos kysytään, miksi osapuolet haluavat appelsiinin (tavoitteet), voi käydä ilmi että he tarvitsevat eri osia hedelmästä (hedelmälihaa mehua varten, kuorta kakun leipomiseen, siemeniä appelsiinipuun istuttamiseksi). Tällöin tavoitteet eivät sulje toisiaan pois. Tai kenties toinen haluaa vain leikkiä appelsiinilla ja toinen haluaa piirtää sen pintaan. Nämä tavoitteet eivät sulje toisiaan pois, jos ne toteutuvat eri aikaan.

Lähde: Joy Pople ja Akiko Ikeno

Appendix 3. The list of figures and tables

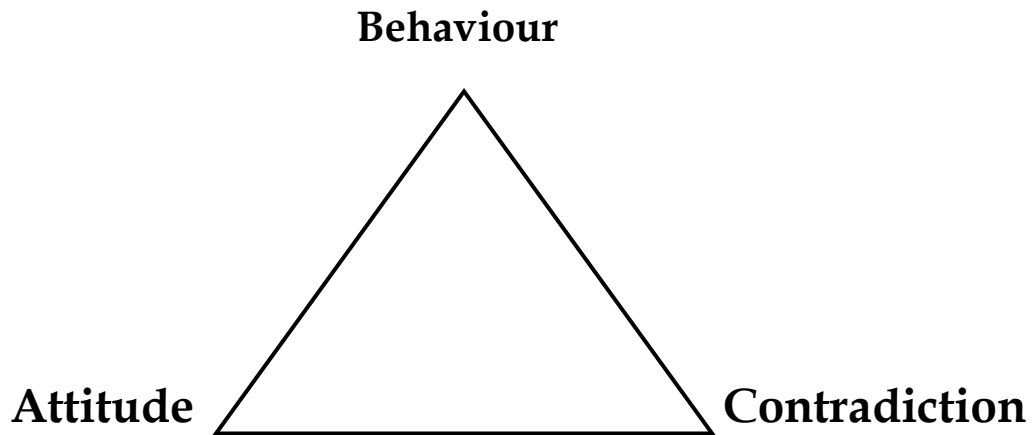


FIGURE 1: Johan Galtung's (2000, 3) theory on conflict dimensions

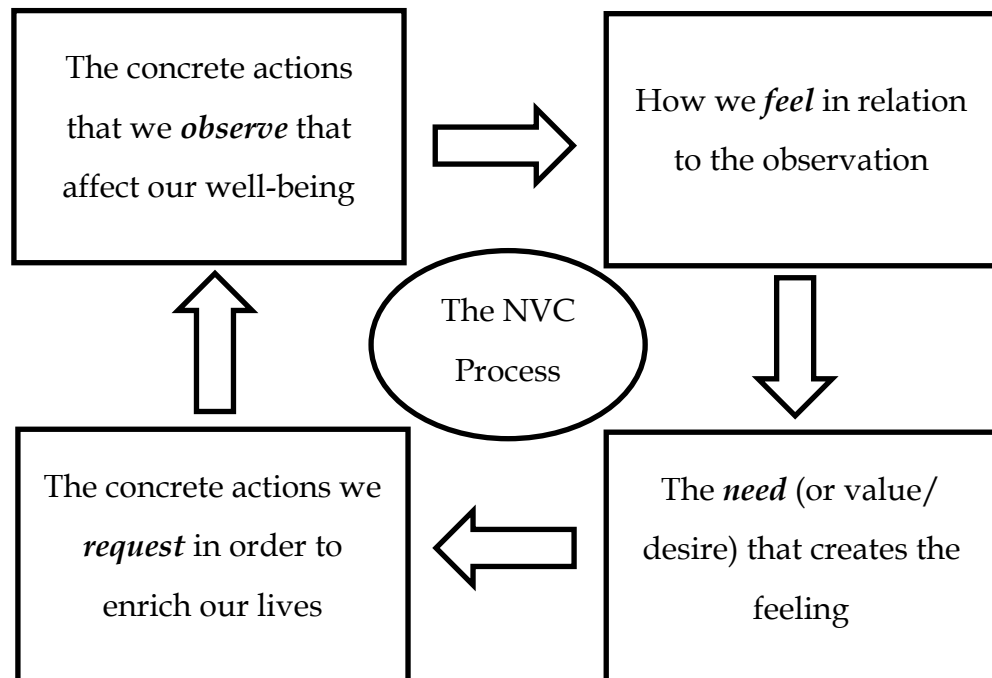


FIGURE 2: The NVC process by Marshall B. Rosenberg (2003, 7)

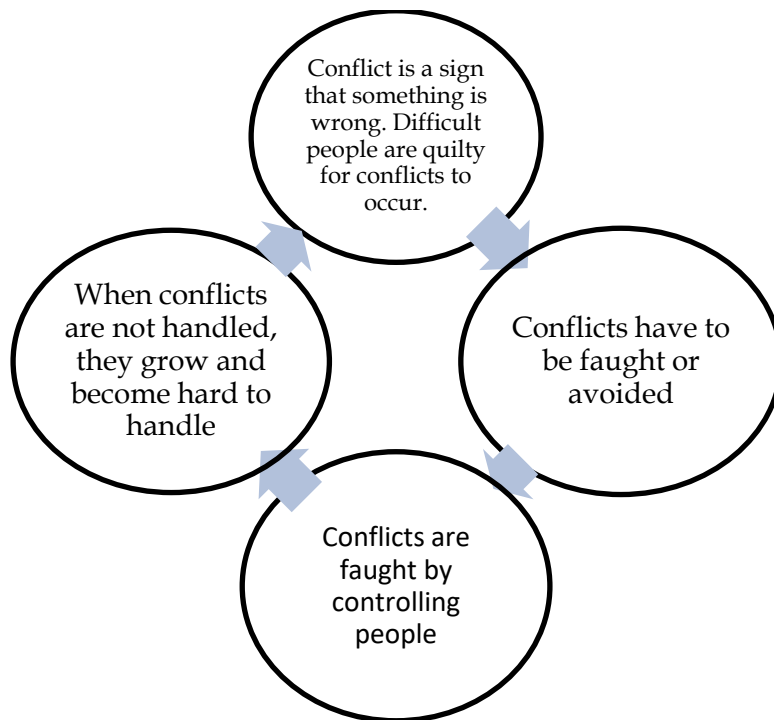


FIGURE 3: Oppression system's perspective on conflicts (Larsson & Toukonen, 2012, 35)

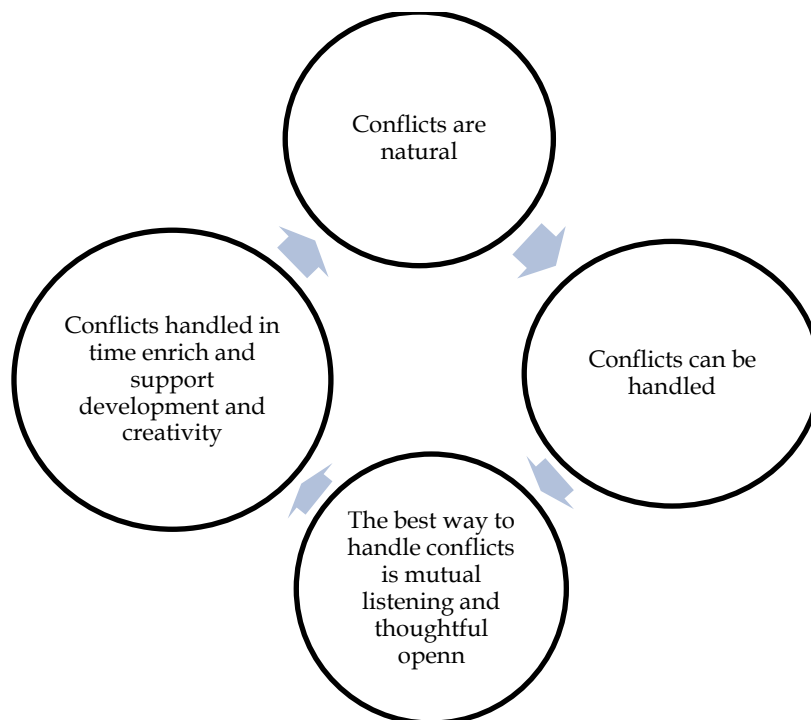


FIGURE 4: Life-serving system's perspective on conflicts (Larsson & Toukonen, 2012, 37)

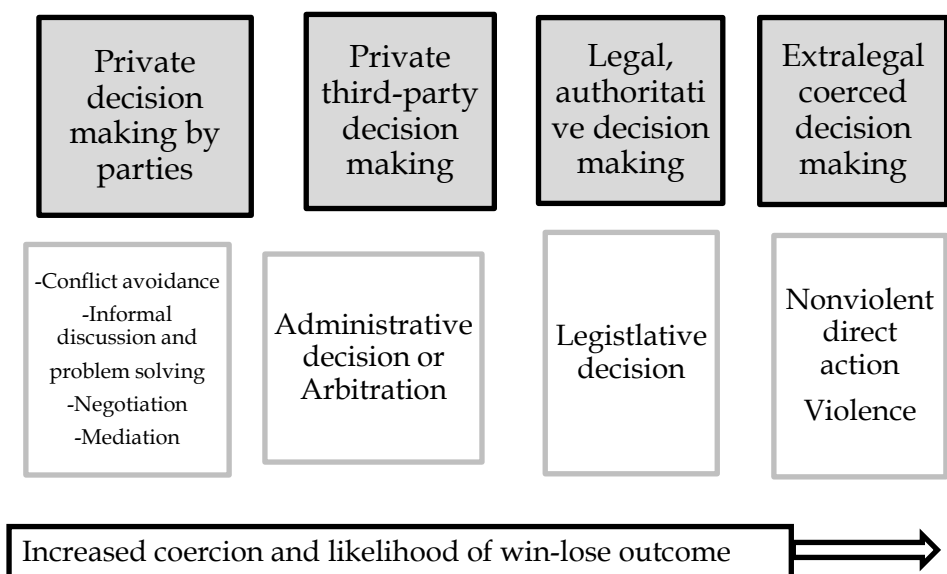


FIGURE 5. Conflict Management and Resolution approaches by Moore (2014)

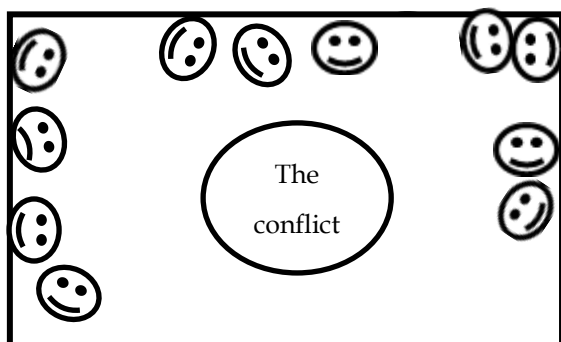


FIGURE 6: The students' initial reactions to unknown conflicts

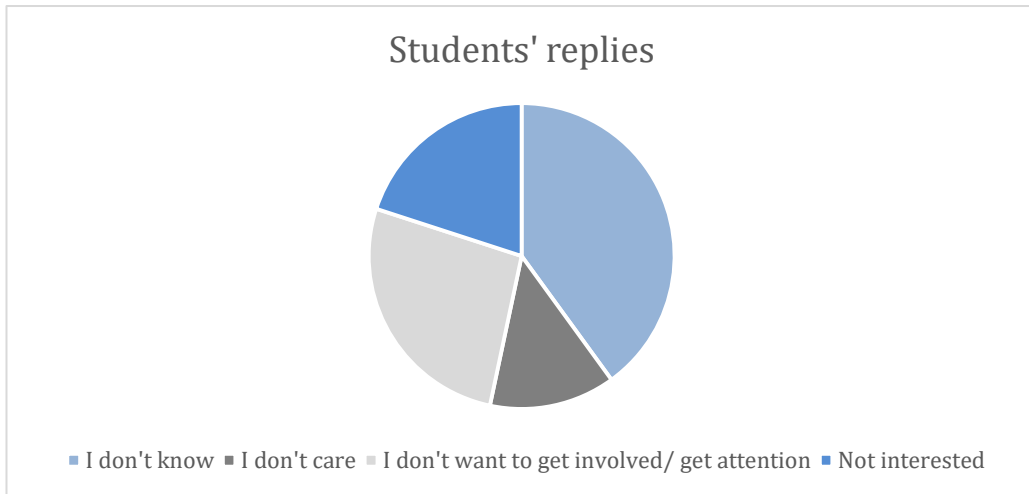


FIGURE 7: Students' replies on characteristics

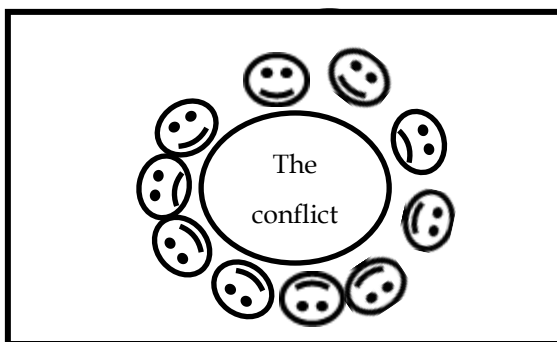


FIGURE 8: The students' initial reactions to conflicts in school

"The first option is an ostrich, who buries its head in the sand until the conflict is gone."

"A dog shambles away from the conflict and chews furniture when nobody is there to see."

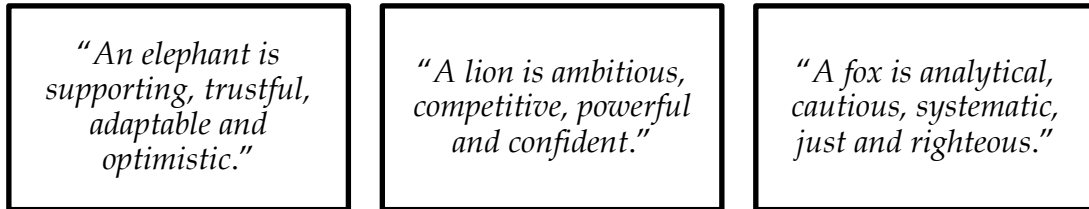
"A hawk flies above everything and finds targets to attack".

"A coyote uses its brains to win".

"A dolphin stays there to fight if it is necessary but would rather swim away".

FIGURE 9: Animal characteristics 1

FIGURE 10: Animal characteristics 2



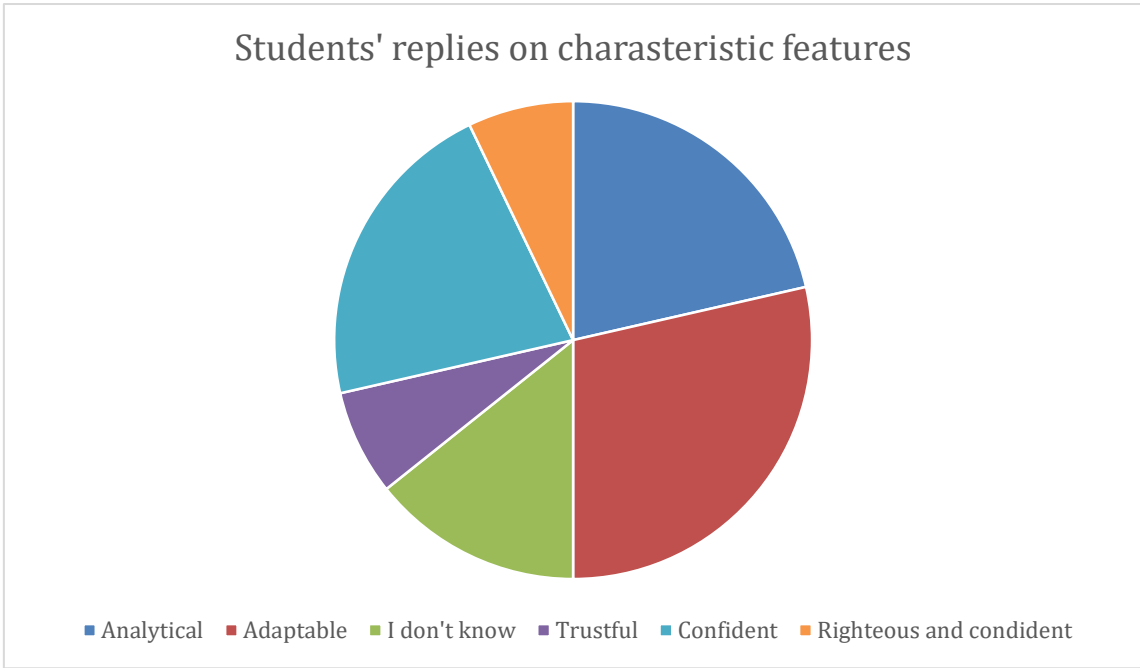


FIGURE 11: Students' replies on characteristic features

TABLE 1: The data collection

Interview at the CMI headquarters N= 2	Questionnaire to the students before the lessons N= 17	Recording and audiotaping three (3) lessons at the school N= 19, including the researcher and the teacher
Six (6) exercises from the CMI lesson material	Questionnaire to the students after the final lesson N= 17	Interview with the teacher N=1

TABLE 2. Examples on students' (n=17) attitudes towards conflict solving before the lessons

Attitudes	Description
Positive attitude	I think it is good to try to solve conflicts by talking

Reconstructive attitude	There can be conflicts but they have to be solved
Contradictory attitude	Arguments are stupid and it would be nice to be able to solve arguments very well
Advice	Stay calm
Neutral attitude	I do not really think anything. If something happens, I think what to do.
Uncertain attitude	I don't know
Avoiding attitude	I think that conflicts have to be avoided and they are pointless
Negative attitude	I don't like arguments and I don't usually fight

TABLE 3. Student (n=17) experiences of the conflict lessons

Experiences	Description
Useless	I did not learn anything new
Neutral	Quite interesting
Positive	Talking about disputes is important and lessons taught me a lot
Alternation	Nicer than normal lessons
Change	It has changed for the better and to be more positive
No change	My ideas about conflict solving have not changed
