

This activity is from our #4 Training in this series

4

Cool Calm Clever Series

Conflict Resolution/Leadership

This Or That

The *cool person* Seeks

Alternatives, More Options

Brainstorming & Negotiation Skills

Train-the-Trainer Manual

Dr. Patricia A. Boozer

LaRie J. McGruder

Duke B. Boozer

Timothy D. Newsom

**Pinnacle Training & Publishing, LLC
New Haven**

2 Cool Calm Clever

Published 2016 by
Pinnacle Training & Publishing, LLC
New Haven, CT 06513
www.PinnacleTP.com

To order
Pinnacle Training & Publishing, LLC
P O Box 364
New Haven, CT 06513
www.PinnacleTP.com
1-203-691-6221
1-888-612-4638

Copyright © 2016 by Pinnacle Training & Publishing, LLC
All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, including, but not limited to, the process of scanning and digitization, or stored in a database or retrieval system, without the prior written permission of the publisher.

Printed in the United States of America
2 3 4 5 6 7 8 9 10 11 12 13
1st printing – October 2016

Cool Calm Clever Series 16 Manual Set:
8 ***Train-the-Trainer Manuals***, 8 ***Student Manuals***
This or That: Train-the-Trainer Manual Book 4
ISBN (paper): 978-0-9842328-4-0

Front cover designed by: Timothy D. Newsom
Integrated Marketing & Design Services
www.IMDSOONLINE.com

A Gift For You

If you have comments or concerns that may improve our publication, please let us know. In addition, if you find typos or other items that may or should be edited, please contact us with your concerns. We will send you a ***Thank You Gift***.

For more information,
go to our website, to our ***Contact*** page, and post your comments there.
www.PinnacleTP.com

Pinnacle Training and Publishing, Management Staff

About the *Cool Calm Clever Series* Conflict Resolution/Leadership Training

The *Cool Calm Clever Series* provides eight 2-hour training lessons for youth participants. While each lesson provides 2 hours of training, the lesson can be broken-down into either two 1-hour (60 minutes) or four ½-hour (30 minutes) segments. The available Training Incentives are the training manuals, certificates, t-shirts, book bags, appointment calendars, and book marks.

Retention improves when you use more of your senses. You retain about . . .

20% of what you **hear**.

50% of what you **hear** and **see**.

90% of what you **hear**, **see**, and **do**.

For this reason, this 16-hour training series covers both **theory** and **practice**. The **theory** includes the many skill-sets necessary to be an effective *Cool Leader*. The **practice** reinforces the skills with visuals, work groups, hands-on practice activities, brainteasers, and other relational activities. Completing the activities and the forms in the manual will increase retention of the lessons. It is vital that these tasks are completed.

This Train-the-Trainer (TtheT™) Manual is unique in two ways.

- **First**, an **Instructor's Sheet** is provided with each lesson page. The information on this sheet includes goals, instructions, group size, time required, and training materials.
- **Second**, the training approach incorporates humor whenever possible. Laughter and light-heartedness help participants relax and *let their guard down*, effectively letting the learning *sneak up* on them. Humor also makes learning a more collaborative process and, therefore, easier to accomplish. Remember, laughter increases learning!

Over 85% of the average social service dollar is spent on treating **preventable** problems rather than on actual **prevention**. Social skills development training is a **prevention approach**. These skills are, without a doubt, necessary to counter the deep-rooted reality of disempowerment that shows itself in low self-esteem. The *Cool Calm Clever Series* training prepares participants to meet daily challenges with improved critical thinking and social skills.

Each lesson becomes a foundation for the next lesson. For example, **Say It Out Loud (Public Speaking Skills)** is the second lesson. This is because we noticed that youth participate more and with a higher level of confidence after they have completed the public speaking lesson. The other lessons have been strategically placed for maximum learning as well.

Cool Calm Clever Series

Conflict Resolution/Leadership Training

This 8-Book Training Program will cover the major topics described below that teach and reinforce critical thinking skills. The first workshop, *Who Is This Globally Cool Person*, covers such a broad range of our topics and provides an excellent introduction for the remaining 7 books. Conflicting situations and strategies for dealing with conflict are interwoven throughout the Training Series.

1. **Who Is This Globally Cool Person? It could be you!** *How to be Cool in public, at School, at home*
-

Today, what does it mean to be a *Cool Person*? What is seen as cool will change from time to time, from place to place, and from generation to generation.

2. **Say It Out Loud: The Cool Person speaks well in groups.** *Public Speaking Skills*
-

An individual must be confident enough to speak up in groups, class, and meetings. It feels good to contribute to the conversation.

3. **Erace-ism: The Cool Person communicates well in a diverse world.** *Cultural Diversity & Communication Skills*
-

Our culture influences our behavior. We must learn to be respectful to cultures that are different from ours. Different does mean that they are wrong.

4. **This Or That: The Cool Person seeks alternatives.** *Brainstorming & Negotiation Skills*
-

There are many possible solutions to a situation. This process teaches one to review these options and not act hastily.

5. **But I Meant . . . The Cool Person says it right the first time.** *Communication Skills*
-

Since conflict is a meeting of different and sometimes opposing views, effective communication skills can aid the parties as they start to understand each other's views. It feels good to be able to say exactly what you meant to say.

6. **Let Me Think! The Cool Person is a problem situation solver.** *Situation Solving Skills*
-

Problem-solving skills are taught as ways to handle life's situations and to prevent conflict.

7. **Oops! What Went Wrong: The Cool Person always has a plan.** *Planning & Organizing*
-

These skills are vital in the process of planning for the future and setting mini goals that make it easier to reach those really big ones. Each of us want to be the one to determine our own future; thus, producing positive outcomes.

8. **You Dissed Me! The Cool Person prevents conflict.** *Conflict Resolution*
-

Learning these conflict resolution skills will change a verbal attack into a lively, exciting problem-solving discussion and prevent the advanced stage of a physical attack.

About the Training Process

Retention improves when you use more of your senses. You retain about . . .

20% of what you **hear**.

50% of what you **hear** and **see**.

90% of what you **hear, see, and do**.

For this reason, this 16-hour training series covers both **theory** and **practice**. The **theory** includes the many skill-sets necessary to be an effective *Cool Leader*. The **practice** reinforces the skills with visuals, work groups, hands-on practice activities, brainteasers, and other relational activities. Completing the activities and the forms in the manual will increase retention of the lessons. It is vital that these tasks are completed.

Plus, it is vital that students have their own Training Manual to write in and complete these tasks. They will be using the Training Manuals later when they become Co-Trainers, Peer Trainers.

- **Visuals:** The Training Manual itself is the major visual element in this training process. Other visuals include handouts, posters, and the use of newsprint to chart comments.
- **Work groups:** To maximize productivity, the training encourages using a small work-group structure, with each group containing 4–5 participants. In small group settings, introverted individuals are more likely to participate and learn. Small groups also encourage a healthy competitiveness that encourages groups to work harder.
- **Hands-on practice activities:** To enhance the learning process, each participant is required to practice the recently taught skills. The practice activities are given just enough time for the participants to think fast and rely on their common sense. If given more time, then they will begin to second-guess their responses.
- **Brainteasers:** The beginning of each lesson includes “wake-me-up” brainteaser activities designed to spark a different way of thinking.

The participants will be given several **surveys** throughout the training process. The surveys are designed to enlighten the participants about **themselves**. A pre- and post-survey of each skill may be administered for each lesson. This is for the participants’ benefit. You may use these surveys for your benefit as well. They will provide evidence of the effectiveness of the training.

- The **Personality Survey** shows two opposing personality styles; it allows a better look at the **self**. Participants will develop an understanding of their own personality style as well as others. For example, this survey will show participants if they are *internal persons* (introverted persons) or *external persons* (extroverted persons) and its meaning. This assessment tool helps the participant to understand some of the **whys** about their behavior. (Lesson 2)
- The **Conflict Management Styles Survey** shows the different conflict styles. This is a self-help assessment tool that shows participants how they handle conflict. For example, it will show if the participants face conflict *head on, walk away, control it*, or ignore it all together. (Lesson 8)

Instructor's Sheet

Brainstorming Rules and Activity

The following sheets help mediators to brainstorm for possible solutions. Brainstorming is a powerful problem solving tool that shows disputants that there are many possible solutions to their situation, and that they have alternatives to conflict and violence.

Group Size

This activity begins with several small groups of 4 - 5 participants and ends with a large group discussion.

Instructions (Time required: 20 Minutes)

- Have participants read the Brainstorming Rules. (2 minutes)
- Have participants read the Brainstorming Activity Guidelines. (2 minutes)
These sheets will be used as a guide for the Brainstorming Activity.
- Complete the Brainstorming Activity (15 minutes)
 - Read the Brainstorming Activity.
 - Have each participant list his or her ideas.
 - Follow the Brainstorming Rules.
 - Each small group should have newsprint paper and markers to make their list.
 - Each small group will then use the Brainstorming Activity Guidelines sheet to pick the top 3 ideas and, finally, the best idea from the group's list.
 - All groups report back to the large group.
- Summarize and/or ask a participant to summarize. Questions? (1 minute)

Notes

Brainstorming Rules

Brainstorming is a powerful problem solving tool. The process of brainstorming shows that most situations have several possible solutions. It teaches you to think first, pick best possible solution, and then act.

When you are in a group, you have the advantage of their ideas, too. We call this **synergy**. You may get an idea because someone in the group says something that made you think of something else. The brainstorming rules are below.

- 1. Go around the small group circle.**
- 2. Each person gives one idea.**
Everyone participates.
- 3. “Pass” if you have no idea.**
You can only “pass” once.
- 4. No criticism. No Judging.**
Do not call someone’s idea “bad” or “good,” “dumb” or “smart.”
Just listen and take notes.
- 5. Use laughter. No ridicule.**
Laugh **with** someone; do not laugh **at** him or her.
- 6. Use freewheeling.**
Keep it *moving*. Do not go slow.
- 7. After Collection of possible solutions/ideas . . .**
You can now negotiate.
Review all the ideas.
Defend your idea(s).
Talk about why each idea will or will not work.
Select the best ones.

Brainstorming Outline

1. **Each participant lists their own brainstorming ideas on their sheet.** Write your ideas before sharing with the others.
2. **Share these ideas in the brainstorming circle.** Each participant should give his or her best ideas first.
3. **Select someone** within each small group to list on newsprint the group's ideas. Follow the Brainstorming Rules.
4. **List ALL ideas** on the newsprint that are suggested by small group members. If someone says an idea that has already been shared, put a check mark (v) next to that idea.
5. **Pick the top three ideas.** Now you can review each idea to see if it will really work. Negotiate. Defend your ideas. Explain why they are good ones. Work together to eliminate the ones that will not work.

6. **Pick the best idea.** Now eliminate two other ideas so that you are left with one really good idea. This is the idea that you will do first.

Note: If the first idea does not work out, the group still has two more ideas on their top three lists.

If no ideas on the top three list works out, the group can go back to the original brainstorming list.

Brainstorming Activity – Singing Group

You are organizing a singing group.
The group practices three nights a week.
The group sings very loud.
The neighbors have been complaining that
the group does ***sing really loud***
and that it ***sounds bad***, too.

(You thought that your group could sing well.)

.....>
What would you do? Use this space to list your brainstorming ideas.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

.....>
Pick the Top 3 from your brainstorming list above.

1. _____
2. _____
3. _____

.....>
Pick the best idea from your **Top 3** list above.

1. _____

Brainstorming Activity – “Roll-up” on a Friend

You and a friend are walking.

Four other people “roll-up” on your friend.

It is 4 against 1.

Your friend had a fight with one of them last week.

You do not know why they were fighting.

What would you do? Use this space to list your brainstorming ideas.

1. _____
2. _____
3. _____
4. _____
5. _____

Pick the **Top 3** from your brainstorming list above.

1. _____
2. _____
3. _____

Pick the **best idea** from your **Top 3** list above.

1. _____

**Look for signs of anger
in a person's
body language
and
tone of voice,
even in
their silence.**



So, you want to be Cool?

Cool People have qualities that make them charismatic or attractive in some way.
Cool People have a positive effect on their surroundings.
Cool is what the **Cool People** say is **cool**. They set the standards.
They have –What some people call – *P-zazz or Swagg*

Included In Training #8

Learning these conflict resolution skills will change a verbal attack into a lively, exciting problem-solving discussion and prevent the advanced stage of a physical attack.

- Learn your conflict style.
- Examine ways to understand and control your anger.
- Learn the ramifications of conflict.
- Learn the skills to communicate with angry people.
- Learn alternatives to violence.



Cool Calm Clever Series Leadership Training Program

This 8-Book Training Program will cover the major topics described below that teach and reinforce critical thinking skills. The first workshop, Who Is This Globally Cool Person? covers such a broad range of our topics and provides an excellent introduction for the remaining 7 books. Conflicting situations and strategies for dealing with conflict are interwoven throughout the Training Series.



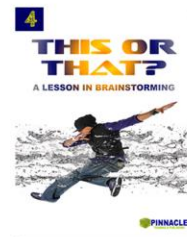
How to be Cool in public, at school, at home



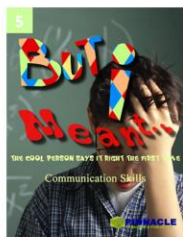
Public Speaking Skills



Cultural Diversity



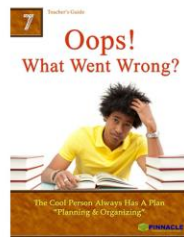
Brainstorming Skills



Communication Skills



Situation Solving Skills



Planning & Organizing



Conflict Resolution



WWW.PINNACLETP.COM

