

# SECTION 2



## **Violent conflict can be prevented.**

Conflict can be either positive or negative. When it is not managed effectively, conflict can escalate to violence. But violence is not inevitable. In this section, we present some core concepts and skills relevant to the prevention of violent conflict. The goal of conflict management is to find nonviolent solutions to a problem, solutions to which all parties agree. Effective conflict management also strives to build the capacity (via institutions, processes, laws and rules, as well as skills and tools) of societies, organizations, and individuals to resolve disputes and address the sources of conflict in ways that are nonviolent and perceived to be equitable. The process of conflict management, whether at the personal or international level, is dependent upon trust, relationship building, and working cooperatively to find solutions.

Conflict analysis is the starting point for addressing conflict. It is a process through which you can begin to understand a conflict in all of its complexity by identifying the various elements, including parties, issues, relationships, perceptions, definition of the problem, history, roots of the conflict, and structural impediments to a solution. Once you have analyzed a conflict and are aware of the various perspectives involved, the process of imagining creative solutions becomes easier. And once you understand the conflict you can think about how you will approach it. Knowing your conflict style, or how you tend to deal with conflict, and being able to identify the style of the parties with whom you are in conflict can lead you to adjust your behavior

in ways that contribute to an effective solution. Another tool for successful conflict management is effective communication, which includes active listening. When one side does not feel as though they are being heard, they may be reluctant to communicate with other parties. By using active listening skills, parties in conflict can build trust in demonstrating that they want to understand the other party. These are core concepts in our field.

Conflict analysis, conflict styles, and active listening are all skills used in the processes of negotiation, in which two or more parties are directly engaged in resolving their conflict, and mediation, in which an impartial third party attempts to assist parties in conflict in finding agreeable solutions. Conflict management, whether interpersonal or international, includes a process of communication. An outcome is never guaranteed. But through the process, relationships can be established that may serve the future needs of all parties involved.

# Lesson 2.1

## Maintaining Trusting Relationships



### Rationale

This lesson allows students to explore the concept of competition versus collaboration and to understand that conflicts are easier to manage when the people in conflict work together, trust one another, and strive to maintain their relationship. This is true in interpersonal conflicts, but also in intergroup and international conflicts.

### Objectives

1. To understand the role of relationships in conflict management.
2. To understand the role of trust in building these relationships.

### Standards

- ◆ Culture
- ◆ Civic Ideals and Practices

**Time:** 50 minutes

### Materials

- ☐ *Conflict Line Roles* Handout (cut into role strips)



50 minutes

### Quick Activity: Lap Sit

If you have extra time or if you are short on time and cannot do the whole trust-building lesson, you can do this quick trust-building exercise with your students.

1. Have everyone stand in a circle facing their left, so everyone is looking at the back of the person in front of them.
2. Make sure they are very close to each other. If they need to get closer, they can take a step into the circle. This will tighten the circle.
3. Tell students that when you say “sit,” they should slowly sit on the lap of the person behind them. The exercise only works if everyone sits at the same time.
4. Have everyone stand and then lead a discussion using the following questions.
  - ◆ How did it feel to do this exercise?
  - ◆ Was anyone nervous? Why? How did you overcome your nervousness?
  - ◆ What was the role of trust in this exercise?
  - ◆ What is the role of trust when trying to manage a conflict?

## Procedures

1. Divide students into pairs and have them share a conflict they were recently involved in. While describing the conflict, have them share:
  - ◆ With whom were you in conflict? A friend, family member, stranger?
  - ◆ How did the type of relationship affect how you managed the conflict? Did it make it easier? Harder?
2. Have a few volunteers share their conflict and their responses to the questions.
3. Ask the class:
  - ◆ How do relationships impact conflict management?
  - ◆ Why do relationships often fall apart? What makes it difficult to maintain relationships in conflict situations?
  - ◆ How might trying to maintain the relationship with the person with whom you are in conflict (or build a relationship, if you do not know the other party well) affect how you approach the conflict?
4. Point out to students the importance of trust even in difficult situations, as well as the importance of maintaining relationships.
5. Tell the class that they are going to participate in an exercise in which they have to manage a conflict.
6. Divide the class into groups of three and have the groups stand in different places in the room.
7. Ask one person in each group to be an observer.
8. Have the other two in each group face each other with a line or a piece of tape on the floor dividing them.
9. Provide each student in the pairs with the statements on the *Cross the Line* Handout.
10. Gather those assigned Student 1 and make sure they understand what they are supposed to do. Tell them they can use any strategy except physical violence to accomplish their task.
11. Do the same with those assigned Student 2.
12. Tell them that they will begin on “Action” and have exactly 3 minutes to solve the problem.
13. After 3 minutes, say “Stop” and have all students return to their seats.
14. Lead a class discussion using some or all of the following questions:
  - ◆ How many people were saved at the end of 3 minutes?
  - ◆ What strategies did you use to try to solve the problem?
  - ◆ How many of you shared your problem with the other person?
  - ◆ Have one person in the Student 1 role and one person in the Student 2 role read their scenario. What do you notice about the scenarios? (they’re exactly the same)
  - ◆ How important was it to trust the person on the other side of the line in this exercise?
  - ◆ How might the exercise have gone differently if everyone had trusted the other person in the scenario and had shared exactly what their situation was?

- ◆ What does the exercise teach about cooperation versus competition and the value of working together for a solution that benefits everyone (a win-win solution)? What relevance might this have to peacebuilding at the international level?

*The solution is for both people in the pair to cross the line to the other side and to stay on the other side.*

**Assessment:**

Small group work and whole class discussion

**Extension Activity**

**Journal Entry:** Write about a time when your relationship with someone changed as a result of a conflict you had with them. Looking back, what could you have done differently to preserve the relationship?

## Lesson 2.1 HANDOUT: CONFLICT LINE ROLES

(CUT INTO STRIPS)

Information for Student 1: You will be sentenced to life in prison in exactly 3 minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

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Information for Student 2: You will be sentenced to life in prison in exactly 3 minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

# Lesson 2.2

## Identifying Conflicts



### Rationale

Conflict analysis is a key process in managing conflict. Through analysis, it is possible to understand a conflict's complexity. Once a conflict has been analyzed, and the various perspectives assessed, the process of envisioning creative solutions becomes easier. This activity engages students in simple conflict analysis by teaching students what to notice when they observe a conflict. Students learn a more in depth process of conflict analysis in lesson 2.3.

### Objective

1. To understand the role of conflict analysis in managing conflicts.
2. To develop conflict analysis skills.

### Standards

- ◆ Individuals, Groups, and Institutions
- ◆ Global Connections

**Time:** 90 minutes

### Materials

- Conflict Scenarios* Handout, cut into strips for group work
- Scenario Analysis* Worksheet
- Observation Analysis* Worksheet



90 minutes

### Extension Activity 1

For an extension, have students work in small groups to develop their own scenarios that are illustrative of international conflicts. Have them pass their scenarios to other groups and analyze each others' scenarios.

## Procedures

1. Explain the rationale of the lesson to the class. As a refresher, ask students to define conflict on a sheet of paper. Then ask students to share these definitions in pairs and have a few volunteers share their responses.
2. Explain that you will divide the class into groups of three, and each group will get a conflict scenario. Each group will create a role-play based on their conflict. As they are creating the role-play they must remember each character's objective (or what they want).

Divide the class into groups. Ideally each group will have three members, two actors and one director. Distribute one conflict scenario from the *Conflict Scenarios* Handout and one *Scenario Analysis* Worksheet to each group. Depending on the number of groups you have, you may have more than one group with the same scenario. These scenarios will be used for this lesson and the next lesson. Do not instruct the students as to whether the conflict in their role-play should be resolved or not; leave that choice up to the students.

*Alternate:* Have students act out their own conflict scenarios. In their groups, have them each share a conflict they were involved in. Then have the group select one of the conflicts they shared and act it out.

3. Give groups 20 minutes to plan and rehearse their role-play. Then have each group perform their role-play for the class and analyze each others' conflicts.
4. Distribute the *Observation Analysis* Worksheet and review the directions with students. They will analyze each scenario as it is performed, using the worksheet.
5. Have each group perform their role-play for the rest of the class. After each role-play the students should answer the corresponding questions on the observation worksheet. Go through the worksheet collectively as a class after the exercise.
6. Discuss the exercise using some or all of the following questions:
  - ◆ What commonalities and differences did you see among the four types of conflict?
  - ◆ What factors led to different outcomes for the same scenario when different groups acted it out (if more than one group performed a scenario)?
  - ◆ What caused some conflicts to escalate or get resolved?
  - ◆ How did it feel to either act out a conflict or direct it?
  - ◆ How realistic were these scenarios and the way they played out?
  - ◆ What is the value of analyzing conflict?
  - ◆ How could this process help you in your daily life?

### Assessment:

*Scenario Analysis* Worksheet and class discussion



## Lesson 2.2 HANDOUT: CONFLICT SCENARIOS

(CUT INTO STRIPS)

Julio and Cesar are brothers. Julio is studying for a math test and he likes to study in complete silence. Cesar is practicing his instrument for a concert that is taking place the following evening. Julio wants Cesar to stop practicing because he can't concentrate, but Cesar needs to practice for his upcoming event.

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Rudy has decided that his family needs to eat less meat. He would be happy if they all became vegetarians. Rudy's mom cooks traditional meals that contain meat. She thinks food is an important part of culture and doesn't want Rudy to give this up.

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Leila, an 18-year-old from Lebanon, wants to go to school in England to study English. Leila's father thinks that girls should stay home and help out around the house, but Leila believes this is outdated thinking and that studying in England will help her future.

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Moeed wants to marry Jennifer, who is from another culture. His parents are very much against this and want Moeed to be with someone from his own culture. Moeed feels it's most important that he marries the woman he loves, while his parents feel it is most important for the family to maintain its cultural identity.

## Lesson 2.2 WORKSHEET: SCENARIO ANALYSIS

**Directions:** Use this worksheet to understand the scenario you have been assigned.

1. Describe the conflict. What is it about?
2. Describe the objective of each character. What does each character want and how do they feel?
  - a. Character 1 Name \_\_\_\_\_
  - b. Character 2 Name \_\_\_\_\_
3. What strategies (i.e.: persuasion, guilt, bribery) will the characters use to achieve their mission?
  - a. Character 1 Name \_\_\_\_\_
  - b. Character 2 Name \_\_\_\_\_
4. How will the conflict end? Brainstorm three options.
  - a.
  - b.
  - c.

Choose One: Write it here.

5. Outline your role-play. Use the back of the paper if necessary.

## Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS

**Directions:** Use this worksheet to understand the conflicts in the role-plays you are observing.

**Scene 1: Personal                      Local                      National                      International**  
**(Circle which applies)**

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

**Scene 2: Personal                      Local                      National                      International**  
**(Circle which applies)**

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

## Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS (continued)

**Scene 3: Personal                      Local                      National                      International**  
**(Circle which applies)**

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

**Scene 4: Personal                      Local                      National                      International**  
**(Circle which applies)**

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

# Lesson 2.3

## Identifying Elements of Conflict



### Rationale

This activity presents a more complex and thorough framework for analyzing conflicts, allowing students to engage more deeply in the process of understanding conflicts. Conflict analysis is an essential skill in conflict management, as it allows an individual to do the necessary information gathering that can broaden their perspective and understanding of the conflict and can lead to creative problem solving in the search for a solution.

### Objective

1. To understand how conflict analysis can benefit conflict management.
2. To develop skills in analyzing conflicts.

### Standards

- ◆ Individuals, Groups, and Institutions
- ◆ Global Connections

**Time:** 90 minutes

### Materials

- Elements of Conflict* Handout
- Analyzing a Conflict* Worksheet

### Preparation

Research background material on the conflict in Uganda. One source is BBC: <http://news.bbc.co.uk/2/hi/africa/1069181.stm>.



90 minutes

**Note:** Some conflicts may involve more than one issue, e.g., a struggle for resources and a need for respect.

### Extension Activity 1

Tell students they are going to watch a three-minute video about a Ugandan peacebuilder, Betty Bigombe, who worked to bring peace to her country. Following the video, ask students what additional information they can add to their *Analyzing a Conflict Worksheet*. Access the witness video at [www.buildingpeace.org](http://www.buildingpeace.org)

### Extension Activity 2

For more practice, have students research the conflict in Northern Ireland and then show the USIP witness testimony about George Mitchell and his work mediating the conflict. Have students complete an analysis of the conflict. Access the video at [www.buildingpeace.org](http://www.buildingpeace.org)

## Procedures

1. Explain to students that they will explore more deeply the conflicts they were working on previously. Now they will look at the specific elements of these conflicts.
2. Distribute the *Elements of Conflict* Handout and review the elements with students. If possible, select a conflict known to all students, and as a whole class identify the elements of that conflict using the worksheet. This could be a historical conflict students have studied, such as the Civil War or World War II.
3. Have students return to their scenario groups from the previous day (or put them in groups and give each group a scenario from lesson 2.1 if you did not do that lesson). Have students analyze the scenario they acted out from lesson 2.1. They can write their responses on the *Analyzing a Conflict Worksheet*. Some questions will need to be answered from their imagination.
4. Have each group share their responses.
5. Tell students that the same process of conflict analysis used in personal scenarios is used to understand interstate (between countries) and intrastate (between groups within a country) conflicts. Tell them that they are going to apply what they have learned to a conflict that took place in another part of the world. Ask students where Uganda is and what they know about the country.
6. Divide students into six groups. Distribute conflict background materials for the conflict in Uganda, which you have gathered prior to class (see link under Preparation), and a copy of the *Analyzing a Conflict Worksheet*. Assign each group one of the elements of conflict analysis to complete. After each group has finished, either have each group share their response, inviting others to contribute additional information, or have the groups share with each other using the jigsaw technique in which one person from each group becomes the group's representative and shares the information from his or her group with all of the other groups. To begin, you can ask each representative to move one group to their left. They have 3 minutes to share their information with their new group and answer any questions, while those listening to the information take notes on their worksheet. After 3 minutes, the representatives then rotate again and speak with another group. This process continues until each representative is back with their original group.
7. Close the lesson by leading a discussion using some or all of the following questions:
  - ◆ How did the conflict analysis process help you better understand a conflict?
  - ◆ Were there new elements that you hadn't identified through your basic analysis in the last class?
  - ◆ You have now analyzed personal, national (depending on the conflict used in Step 2), and international conflicts using the same process. What does this tell you about the nature of conflict? Share that personal and international conflicts differ greatly in terms of dynamics and complexity but the basic elements of conflict often remain the same, as do the basic skills and concepts used to manage them.
  - ◆ How would you use this analysis technique to help you in managing any particular conflict?
  - ◆ Segue to the next lesson on conflict styles by asking: How can analyzing a conflict you are a part of affect the way that you choose to respond to it?

### Assessment:

Completed *Analyzing a Conflict Worksheet* and class discussion

## Lesson 2.3 HANDOUT: ELEMENTS OF CONFLICT

### ISSUE(S): WHAT IS THE CONFLICT ABOUT?

Conflicts are often about multiple issues at many levels. Conflict analysis must look at all possible causes.

- ◆ Is it about resources (human resources, land, natural resources, things)?
- ◆ Is it about power and political control?
- ◆ Is it about emotional needs—fear, respect, recognition, friendship, love?
- ◆ Is it about values and beliefs?
- ◆ Is it about history?

### PARTIES: WHO IS INVOLVED IN THE CONFLICT?

Parties can include those who are visible, as well as those behind the scenes.

- ◆ Is it an internal conflict—a conflict with oneself?
- ◆ Is it an interpersonal conflict—a conflict between two or more people?
- ◆ Is it an intergroup conflict—a conflict between two or more groups?
- ◆ Is it an intragroup conflict—a conflict within a group?
- ◆ Is it an international conflict—a conflict among two or more nations?
- ◆ Is it a global conflict—a conflict that affects many people and all nations in the world?
- ◆ Outside of the people who are directly involved in the conflict, who has a stake in the outcome?

### RELATIONSHIP: WHAT IS THE RELATIONSHIP BETWEEN THE PEOPLE IN THE CONFLICT?

In some conflicts, the parties know one another and in others they do not. When parties know one another, conflict management includes rebuilding relationships. When parties do not know one another, establishing a relationship means making sure all parties act in good faith.

- ◆ Do the parties have equal power?
- ◆ How well do the people know each other?
- ◆ How much do the people rely on each other? Do the actions of one seriously affect the actions of the other?

### HISTORY: WHAT IS THE HISTORY OF THE CONFLICT?

In conflict, each party has its own story, its own history.

- ◆ How long has the conflict been going on?
- ◆ How often has the conflict come up?
- ◆ How intense is the conflict? Is the conflict life-threatening? How does the intensity affect possible solutions to the conflict?

### STYLES: HOW HAVE THE PARTIES CHOSEN TO DEAL WITH THE CONFLICT?

Each party may use one or more styles to manage the conflict. It is helpful to identify the styles being used.

- ◆ Confront or compete
- ◆ Accommodate
- ◆ Compromise
- ◆ Problem solve
- ◆ Avoid

### MANAGEMENT: WHAT IS THE HISTORY OF THE EFFORTS TO MANAGE THE CONFLICT?

It is important to know the impact of prior efforts to manage the conflict.

- ◆ Has this conflict gone on for a long time? What has been the result?
- ◆ Have there been attempts to resolve the conflicts?
- ◆ If so, who made the attempts and what happened? If not, why not?
- ◆ What could be done to resolve the conflict now?

## Lesson 2.3 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal)
3. **ISSUES:** What are the sources of the conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?



# Lesson 2.4

## Identifying Your Conflict Style



### Rationale

Knowing how you tend to deal with conflict can be helpful in figuring out what you might do differently to manage conflict better or to find a more positive outcome. This activity gives students the opportunity to reflect on how they tend to respond to conflict and to explore the value of using different conflict styles in different situations.

### Objectives

1. To identify various conflict styles.
2. To identify the advantages and limitations of each style.
3. To identify students' own conflict styles and to understand the value of knowing one's own style as well as being able to determine the styles of those with whom one is in conflict.

### Standards

- ◆ Individual Development and Identity

**Time:** 80 minutes

### Materials

- Chart paper & markers
- Overhead transparencies
- "What Do You Do When...?" Handout
- "What I'd Do When...?" Worksheet
- Conflict Styles Worksheet
- Conflict Styles Teacher Resource



80 minutes

## Procedures

1. Tell students that they are going to think about how they respond to conflict. Share with students the following scenario:  

“Your friends want to skip school, and you don’t know what to do. You want to go to school, but you don’t want your friends to make fun of you.”

Have students share some of the responses that they might make, and explain why they would choose each. Tell students that there is no right or wrong answer in this exercise.
2. List responses on the board. Remind them that there is a conflict here, and that conflict is itself neutral; it is how we choose to respond to it that can make it either constructive or destructive. Ask students to try to find similarities and differences in the responses.
3. Divide the class into five groups. Distribute the Handout “*What Do You Do When . . . ?*” Assign each group one of the scenarios and a piece of chart paper (groups will represent letters A through E). Tell the groups that their task is to read the scenario, write on the chart paper which of the responses on the handout is appropriate for their scenario, and act out or illustrate the scenario on the chart paper.
4. Have the groups of students share their responses and either act out the scenario or present their illustration of it. Post the pieces of chart paper around the room.
5. Distribute the “*What I’d Do When . . . ?*” Worksheet. Have students write their response, choosing from the list of responses on the Handout: “*What Do You Do When . . . ?*” Have them also write the letter of the response (only one response allowed per scenario) and have them write their reasons for choosing those responses.
6. Ask them to look at their responses and to note any patterns they see. Do they have a lot of A’s, a lot of C’s, or do they have a range of letters, one A, one B, 2 C’s, etc? Look at each of the responses on the handout and work with the students to come up with a word that captures each situation (try to elicit the five styles listed on the *Conflict Styles Worksheet*).
7. Distribute the *Conflict Styles Worksheet*. Go over the explanations for each of the styles. Emphasize that none of the styles is always ideal and that each has its advantages and limitations.
8. Give students a moment to reflect on the conflict style that most applies to them. Have them answer the question at the bottom of the “*What I’d Do When . . . ?*” Worksheet and consider their strengths and areas for growth in conflict situations. You might give a personal anecdote as an example.

Discuss the exercise using some or all of the following questions:

- ◆ How might the context of the conflict affect the style a person chooses to use, e.g., where it is taking place, or the level of conflict—international versus interpersonal?
  - ◆ How might your response change based on the person with whom you are having a conflict, e.g., you might feel more accommodating with family members than with strangers?
  - ◆ Why is it important to know your style?
9. Tell students that now they are going to work in groups to think in more detail about the specific style they are assigned. Have students return to the groups they were previously working in. Assign each group a style and have them complete the chart for that style (uses, limitations, and situations in which it would be good to use this style). See the completed chart

for teacher use. Have each group briefly present their responses for their assigned style.

You may choose to give students additional ways of thinking about each style. Tell students that three factors often help determine which style to use: **relationships** (how important maintaining the relationship is to you), the **issue** (how important the issue is to you), and **time** (how much time you have to manage the conflict—some styles take more time than others to use). When filling out the chart, have students think about their style in terms of these three factors, answering:

- ◆ How important are the relationship and the issue, and how much time do you have?

*Alternate:* To save time, you can complete this step by having a whole class discussion.

10. Debrief the lesson by leading a discussion using some or all of the following questions:

- ◆ Is one style better than another? Is it possible to use more than one style in a situation, for example, to move from confrontation to compromise?
- ◆ How can it be helpful to identify the style of the person with whom you are in conflict?
- ◆ How do different methods of responding to others' conflict styles lead to different results? In other words, if I notice that someone has a competing style, how will our interaction differ if I use an accommodating style rather than matching their competing style?

### Assessment:

*Conflict Styles Worksheet*, small group work, and whole class discussions

Citation for Conflict styles charts (handout and teacher resource):

From "Conflict and Negotiation Process in Organizations" by K. Thomas, 1992. In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology* (2nd ed., vol. 3, p. 660). Palo Alto, CA: Consulting Psychologists Press. Copyright 1992 by L. M. Hough. Adapted by permission.

**Note:** While the styles exercise illustrates personal tendencies, conflict styles can also be considered as negotiation strategies, choices to use in different conflict situations, including at the international level, depending on the context and factors mentioned above.

### Extension Activity

1. Have students write down a conflict they have experienced. This could be personal, local, national, or international.
2. Have each student fold up the piece of paper and put it in a pile.
3. Chose one of the conflicts from the pile and read it to the group. Ask a few students (however many are necessary for the scene) to come up and improvise the conflict. After the conflict has been acted out, ask students to imagine another way one of the parties could have reacted which would have led to a different outcome. For example, if a student was in an argument with his/her mother, instead of yelling and walking away, what could the student have done? Have students act out multiple ways of dealing with the conflict and observe the results. One way to do this is to have an audience member raise his or her hand and jump into the scene.
4. Repeat this three or four more times depending on how much time you have in class.
5. Debrief the exercise with the following question:
  - ◆ How do different methods of responding to conflict styles lead to different results?

## Lesson 2.4 HANDOUT: “WHAT DO YOU DO WHEN...?”

**Directions:** For the scenario that you were assigned, please list possible responses using the options below. Then create an illustration on the chart paper or prepare and act out a brief role-play.

### Responses

- A. Walk away from the situation, ignore it, or deny that there is a problem.
- B. Do what others want, even if you disagree or if it’s not what you want.
- C. Find a solution that makes everyone happy.
- D. Make a quick compromise.
- E. Try to convince someone of your point or stand up for what you believe.

### Scenarios

- 1. Your mother wants you to help her clean the house on Saturday night, and you want to go out with your friends.
- 2. Your best friend always borrows your things and never gives them back.
- 3. Someone is saying bad things about your friend. You’re angry because you know what they are saying isn’t true.
- 4. You think your teacher has been unfair in grading your test. You think your grade should be higher.
- 5. Your friend always wants to copy your homework, and it bothers you because it takes you a very long time to do your assignments.

## Lesson 2.4 WORKSHEET: "WHAT I'D DO WHEN...?"

**Directions:** Thinking about the scenarios presented, indicate in the chart below the letter of the response (from the Hand-out: "What Do You Do When?" that *you* would choose and why you would choose it.

Scenario	My Response, and Letter	Why
1. Clean the house		
2. Borrowing friend		
3. Gossip about friend		
4. Teacher grades unfairly		
5. Friend wants to copy		

What do my responses tell me about my conflict style?

## Lesson 2.4 WORKSHEET: CONFLICT STYLES

Conflict Style	Behavior	Uses	Limitations	Situations
<b>Avoiding</b> <ul style="list-style-type: none"> <li>◆ Denying a problem</li> <li>◆ Pretending nothing is wrong</li> </ul>	<ul style="list-style-type: none"> <li>◆ Leaving a situation</li> <li>◆ Holding back feelings and opinions</li> </ul>			
<b>Accommodating</b> <ul style="list-style-type: none"> <li>◆ Giving in to another person's point of view</li> <li>◆ Paying attention to others' concerns, not your own</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apologizing/ saying yes to end the conflict</li> <li>◆ Letting others interrupt or ignore your feelings, ideas</li> </ul>			
<b>Problem Solving</b> <ul style="list-style-type: none"> <li>◆ Finding a solution that makes everyone happy</li> <li>◆ Looking closely at the sources of conflict</li> </ul>	<ul style="list-style-type: none"> <li>◆ Addressing your feelings, needs, and wants</li> <li>◆ Listening to others</li> </ul>			
<b>Compromising</b> <ul style="list-style-type: none"> <li>◆ Each person wins some and loses some</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interest is in finding a solution</li> <li>◆ Show desire to talk about the problem.</li> </ul>			
<b>Competing</b> <ul style="list-style-type: none"> <li>◆ Getting what you want, no matter what</li> <li>◆ Some people win, some lose</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interrupting, taking over</li> <li>◆ Ignoring others' feelings and ideas</li> <li>◆ Loud tone of voice, sometimes physical violence</li> </ul>			

## Lesson 2.4 TEACHER RESOURCE: CONFLICT STYLES

Conflict Style	Behavior	Uses	Limitations	Situations
<b>Avoiding</b> <ul style="list-style-type: none"> <li>◆ Denying a problem</li> <li>◆ Pretending nothing is wrong</li> </ul>	<ul style="list-style-type: none"> <li>◆ Leaving a situation</li> <li>◆ Holding back feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>◆ When confronting seems dangerous</li> <li>◆ When you need more time to prepare</li> </ul>	<ul style="list-style-type: none"> <li>◆ The problem may never be resolved</li> <li>◆ Emotions may explode later</li> </ul>	
<b>Accommodating</b> <ul style="list-style-type: none"> <li>◆ Giving in to another person's point of view</li> <li>◆ Paying attention to others' concerns, not your own</li> </ul>	<ul style="list-style-type: none"> <li>◆ Apologizing/saying yes to end the conflict</li> <li>◆ Letting others interrupt or ignore your feelings, ideas</li> </ul>	<ul style="list-style-type: none"> <li>◆ When you think you've made a mistake or you don't understand the situation</li> <li>◆ When "smoothing over" is important for keeping a friendship</li> </ul>	<ul style="list-style-type: none"> <li>◆ You may work hard to please others, but never be happy yourself</li> <li>◆ Being nice doesn't always solve the problem</li> </ul>	
<b>Problem Solving</b> <ul style="list-style-type: none"> <li>◆ Finding a solution that makes everyone happy</li> <li>◆ Looking closely at the sources of conflict</li> </ul>	<ul style="list-style-type: none"> <li>◆ Addressing your feelings, needs, and wants</li> <li>◆ Listening to others</li> </ul>	<ul style="list-style-type: none"> <li>◆ Can make someone who is stubborn move toward resolving a problem</li> </ul>	<ul style="list-style-type: none"> <li>◆ This requires time and good communication skills</li> </ul>	
<b>Compromising</b> <ul style="list-style-type: none"> <li>◆ Each person wins some and loses some</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interest is in finding a solution</li> <li>◆ Show desire to talk about the problem.</li> </ul>	<ul style="list-style-type: none"> <li>◆ When you need a fast decision on a small issue</li> <li>◆ When nothing else works</li> </ul>	<ul style="list-style-type: none"> <li>◆ You may fix the immediate conflict but not the bigger problem</li> <li>◆ Each person may not end up happy</li> </ul>	
<b>Competing</b> <ul style="list-style-type: none"> <li>◆ Getting what you want, no matter what</li> <li>◆ Some people win, some lose</li> </ul>	<ul style="list-style-type: none"> <li>◆ Interrupting, taking over</li> <li>◆ Ignoring others' feelings and ideas</li> <li>◆ Loud tone of voice, sometimes physical violence</li> </ul>	<ul style="list-style-type: none"> <li>◆ When immediate action is needed</li> <li>◆ When you believe in the absolute "rightness" of your action and don't see any other choice</li> </ul>	<ul style="list-style-type: none"> <li>◆ This can make people defensive and can make a conflict worse</li> <li>◆ It can make it hard for others to express how they feel</li> </ul>	





# Lesson 2.5

## Nonverbal Communication



### Rationale

Research indicates that about 80 percent of our communication is nonverbal. Being able to communicate effectively means understanding both verbal and nonverbal interactions. In this activity, participants experience what it is like to interact without words to understand the complexity of communication.

### Objectives

1. To identify the various types of nonverbal communication.
2. To understand the importance of nonverbal communication in communication generally.

### Standards

- ◆ Culture

**Time:** 70 minutes

### Materials

- Common Gestures* Overhead
- Enough to Make Your Head Spin* Handout
- Mood Strips* Handout



70 minutes

## Procedures

1. Explain that effective communication is an essential skill in managing conflicts. Today, the class will study nonverbal communication—ways that people communicate without using words. Tell students that they will arrange themselves in a line according to the month and day (not year) of their birthdays. But they will do this without talking, whispering, writing, or using any props. In other words, students must find another way to communicate. The exercise must be done with the month followed by the day; it will not work if they arrange themselves by day, then month. You may choose to start the exercise by indicating which part of the classroom is January 1, and which is December 31, or you can let them determine this on their own.
2. Give students a moment to think of a strategy to use, but do not let them share strategies out loud, and then tell them to begin. From the moment you say “start,” the class should be completely silent.
3. When the group believes it has accomplished the task, check how well they did by having each student in line state their birth month and day starting with the person closest to January 1 (at the start of the line). Students who are in the incorrect place should find their correct place in the line. Once they are in the correct order, have them sit in this order for the remainder of class.
4. Debrief this opener with the following questions:
  - ◆ How did you find your place in line?
  - ◆ Was it difficult? Why or why not?
  - ◆ What strategies did you use? How well do you think they worked? Why or why not?
  - ◆ What did you do when you tried to communicate with someone who was using a different system of communication? Share with students the importance of finding a common language, especially when trying to manage conflicts.
  - ◆ Have any of you ever had an experience when you tried to communicate with someone, but were misunderstood because of a language barrier? How did you respond?
  - ◆ Remind students that what they have just done is to use nonverbal communication—relating to one another without using words.
  - ◆ Why is it important to be aware of how you communicate nonverbally? How can it be helpful to pay attention to how others communicate nonverbally when in a conflict situation?
5. Share with students the idea that gestures are a frequent form of nonverbal communication. Have students share some common (appropriate) gestures—thumbs-up, wink, etc.—and what they mean. Then show them the Overhead *Common Gestures*, which shows how a gesture is interpreted in different countries. Ask students whether they have ever made a simple gesture which was misinterpreted. Give examples from your own experience. Review with students how prior knowledge/study of another party’s culture may help to ease communication, verbal and nonverbal, particularly in the case of conflict, and how this can help with peacebuilding.
6. Tell students that now they will practice using nonverbal communication to see how it affects their understanding. Separate students into groups of two and assign one Student A and the other, Student B. Give Student A a mood strip from the *Mood Strips* Handout. Ask Student B to speak for two minutes about an international issue that troubles them (the use of child soldiers in conflict zones, landmines, refugee crises, etc.). While Student B

**Note:** Paying attention to your own nonverbal communication can help ensure that you project openness to the person with whom you are in conflict. Noting the nonverbal communication of others can help you identify when someone feels uncomfortable and may lead you to adjust how you interact with them so they feel more secure.

is talking, Student A should respond to them while acting out (without words) the mood they have been given. When the two minutes is over, have Student A summarize what they heard from Student B, again while demonstrating their mood.

7. After the students finish their dialogues, debrief the exercise with the following questions:
  - ◆ How does Student B think Student A felt during the exercise? Why do you think this?
  - ◆ What nonverbal cues led you to this conclusion?
  - ◆ How did Student B feel in reaction to Student A's responses?
  - ◆ How do nonverbal cues affect the listener as well as the speaker?
8. Tell the students that they are going to read a story about an American Peace Corps Volunteer in Bulgaria who faced a problem with the mixed messages of head-shaking listeners. Begin by locating Bulgaria on a map or globe, and asking students what they know about the country or the region from history. Then, share with them a bit of the description provided by the volunteer, Elizabeth Vernon Kelley, in her biography.
9. Read the story with the class. Have students address the following questions in small groups or as a whole class:
  - ◆ What challenges to communication did Elizabeth face?
  - ◆ How did she work around these challenges?
  - ◆ What gestures did she assume were universal? Do you agree that "A smile is a smile the world over?"
10. Lead a class discussion using some or all of the following questions:
  - ◆ How might nonverbal cues affect the course of a negotiation between parties who do not know or trust each other?
  - ◆ How can nonverbal communication impact negotiations where parties are from different cultures or countries?
  - ◆ How could a peacebuilder prepare him/herself to use nonverbal communication for a negotiation?

### Extension Activity

Have students pretend to be anthropologists collecting data about nonverbal communication. Explain the scenario below and have them report their findings in class when they are done with the activity.

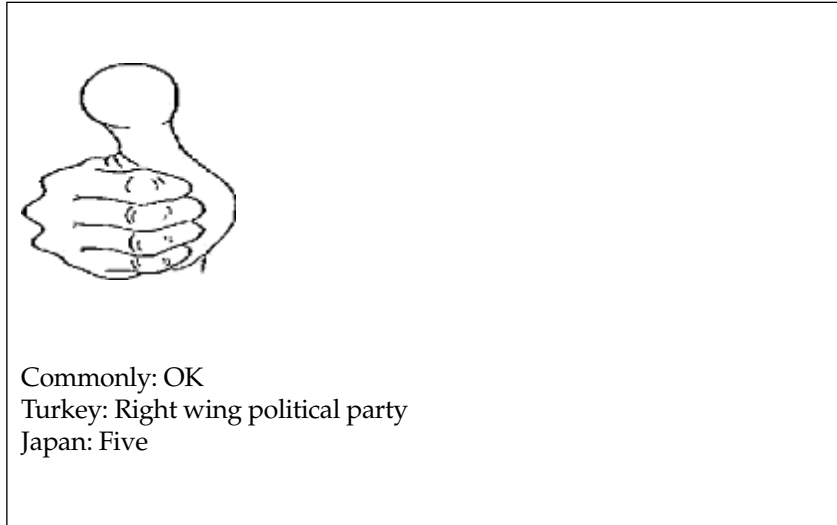
#### Assignment:

You are an anthropologist studying nonverbal communication. Go through your day observing how people communicate nonverbally in class and outside of school. Write field notes in which you collect at least three examples of nonverbal communication. What did each person do to communicate nonverbally? How did the other person seem to interpret this communication? How did they respond?

### Assessment:

Participation in small group work and whole class discussions

## Lesson 2.5 OVERHEAD: COMMON GESTURES



Source: Darn, Steven. "A Nonverbal Communication Lesson Plan 2."  
[http://www.developingteachers.com/articles\\_tchtraining/nonverbal2.htm](http://www.developingteachers.com/articles_tchtraining/nonverbal2.htm).

## Lesson 2.5 HANDOUT: ENOUGH TO MAKE YOUR HEAD SPIN

Elizabeth Vernon, Peace Corps Volunteer, Bulgaria (2003–2005)

### Biography

“Welcome, Isabelle!” said the sign the children held as they greeted me when I arrived in my Bulgarian town. On paper, my name is Elizabeth Vernon, but in Bulgaria, I answer to all sorts of names. Among them are *gospozha* (“Mrs.” in Bulgarian—never mind that I’m not married), Miss, Missus, teacher, and Elli. Having many names and wearing many hats—English teacher, project organizer, translator, and token American—is what keeps life here interesting. I get to do all sorts of things I never did back in the United States, where my main title was editor. I worked as a newspaper copy editor—editing stories, writing headlines, and designing pages—for five years before I decided it was time to stop sitting in front of a computer. I wanted to see more of the world and do something to help people improve their own lives in the process. When I’m not working or socializing with my Bulgarian neighbors, I enjoy reading, cooking, hiking, visiting other volunteers around the country, and keeping in touch with family and friends in America through e-mail. I’m an only child in America, but here I’m lucky to have become part of many families. I grew up in Northern California, then went to Whitworth College in Spokane, Washington, where I studied communications, Spanish, and religion. After a short jaunt to southwestern United States, I headed back to Washington State for several years, so I’m not quite sure where to call home. But if home is where the heart is, this little corner of Bulgaria will always be one of my homes.

### Site Assignment

My town is in north-central Bulgaria, where the Balkan Mountains slope down onto the Danubian Plain. Winters are cold, icy, and snowy, and summers are super hot. About 10,000 people call this town home, but it’s the municipal center for many villages, so that bumps the area population to about 30,000 people. About 70 percent of the residents here are Turkish, 20 percent are Roma, and 10 percent are ethnically Bulgarian. This means I’m more likely to hear Turkish on the streets—and in the classroom—than Bulgarian. The diversity of the area and the fact that the majority of children speak Turkish at home makes my job of teaching English to fifth through seventh graders at Academician Daki Yordanov Junior High School challenging. But my students have lots of questions about America and love hearing stories from my home. I also work on a variety of small projects, including seeking donations of books in English for my school, helping an orphanage in the region, teaching an English class for adults, and working on summer camps.

## Article

### *Enough to Make Your Head Spin*

By Elizabeth Vernon

"I'll have coffee," I tell the waitress at a cafe during my first week in Bulgaria. She shakes her head from side to side. "OK, tea," I say, thinking that maybe there's something wrong with the coffee machine. Again, she shakes her head. "Um . . . cola?" Once more, she shakes her head. By now, she's looking at me like I'm crazy, and I'm totally confused. Then I remember, a shake of the head by a Bulgarian means "yes," and a nod, what the rest of the world does for "yes," means "no."

I knew about this before I arrived in Bulgaria, but it's amazing how something that seems simple and easy enough to remember can lead to so much confusion, and so many funny moments. Early on, when I communicated with Bulgarians, it seemed like my head was moving in ways my brain hadn't told it to. Sometimes I wanted to grab my ears and use them as controls. Learning a language with a completely different alphabet was challenging enough, without trying to figure out whether to nod or shake.

When I began teaching, all this head-bobbing made communication in the classroom interesting. Although I had made sure my students knew about this cultural difference on the first day of school, we all frequently forgot what we were doing. My students would answer a question correctly or say something really great, and I'd nod. A second later, they were trying to change their answer, since they thought the nod meant they had been wrong. But the confusion went both ways. Sometimes I'd ask a student a yes-or-no question and he or she would answer with a nod or a shake, without saying anything. Not remembering the difference, we'd have to go through the motions several times before I understood. Frequently I found myself saying: "*Da or ne*—just tell me one or the other!"

I also had to deal with confused colleagues who couldn't figure out why I kept nodding my head while they talked, as if I were arguing with them. In truth, I was just trying to show that I understood and was following along with the story. And then there was the even greater problem of how to act with Bulgarians who spoke English and were aware of the nodding/shaking problem. Was I supposed to nod or shake for "yes" when I was speaking English with them? And what was I supposed to do when we were speaking Bulgarian? What if we were in a situation where both languages were being spoken? To make matters even more complicated, after going a couple of weeks without any contact with other Americans, we'd finally get together and I'd find myself shaking when I should have been nodding. My head was spinning!

After a year of living here, the gestures have become second nature, and I rarely have to think about what my body language should be. Once in a while, if I'm really tired or not thinking clearly, I find my head moving in a semi-circular nod/shake wobble, which the Bulgarians find quite amusing.

Along with all the funny moments this cultural difference has provided me and my Bulgarian friends, I've come to understand the importance of using all my senses in a new culture, and not making assumptions that a gesture or other form of communication, even one that seems very simple and universal—means the same thing everywhere. Beyond being conscious of the yes–no difference, I must make sure I am really listening and watching for other clues when someone is communicating with me. Here, a sound along the lines of a cluck of the tongue often accompanies a "no," and being aware of that helps me steer clear of confusion. Tuning in to how the people around me communicate has brought me closer to the people and the culture here. And whenever we slip up and forget to control our heads, the laughter that follows brings us together. Luckily, a smile is a smile the world over.

Sources: <http://www.peacecorps.gov/www/publications/crossingcultures/pdf/crossingcultures.pdf>. <http://www.peacecorps.gov/www/publications/crossingcultures/>.

## Lesson 2.5 HANDOUT: MOOD STRIPS (cut into strips)

**Directions:** Cut the handout into strips so there is one mood on each strip or write them on index cards, one mood per card.

Guilty

Happy

Impatient

Paranoid

Insulted

Insecure

Tired

Annoyed

Bored

Detached

Distracted

Gullible





# Lesson 2.6

## Active Listening



### Rationale

Studies show that we remember between 25 and 50 percent of what we hear, and what we hear may not always be the most important information communicated. Effective communication consists of both speaking and listening. Active listening is a way of listening and responding to another person that improves mutual understanding. It is an important first step to defuse a situation and seek solutions to problems. This lesson gives students the opportunity to identify what active listening is and why it is important in managing conflicts.

### Objectives

1. To identify the characteristics of good communication for speakers and listeners.
2. To understand the importance of active listening skills for negotiation and everyday life.

### Standards

- ◆ Culture
- ◆ People, Places, and Environment
- ◆ Individual Development and Identity

**Time:** 70 minutes

### Materials

- Active Listening Techniques* Handout
- Abegaz and the Lion* Extension Handout



70 minutes

## Procedures

1. Divide students into pairs. Ask them to share a time when they were talking to someone about something important and they thought the other person was not listening to them. Have them share what it felt like to not be listened to.
2. Share with students that they will practice active listening skills to make them better listeners. Ask for two volunteers, a speaker and a listener, to come to the front of the class. Ask one student to speak to the other student for one minute about what she/he did after school the day before. Direct the student (privately) who is in the listening role to use poor listening skills, e.g. look at your watch, interrupt, avoid eye contact, look bored or impatient, tap your foot or fidget.
3. Ask the class to describe what the listener did in the role-play. Make a list on the board of what they describe. You can use a T chart to differentiate between good and poor listening skills (write a large T on the board and label the left side good and the right side poor).
4. Then ask the students what the listener could have done differently to be a better listener. Add their responses to the side of the T chart labeled "good." When students mention a skill that is on the *Active Listening Techniques* Handout, introduce the corresponding skill on the sheet. For example, if a student says, "S/he could have showed interest," introduce the principle of "encouraging."
5. When students have exhausted their ideas, distribute the *Active Listening Techniques* Handout and review each principle with the class. Ask students to circle the techniques they think they use on a daily basis. Tell students that active listening means engaging with someone for the purpose of increasing one's understanding of a subject. Although it is called listening, it involves much more than being silent. The active part means using verbal and nonverbal communication skills to show interest, show empathy, gain information, and show that you understand.
6. Ask for two more volunteers to come to the front of the class. Ask one student to speak for one minute about what they plan to do for the weekend. Have the other student use the principles from the handout and anything else noted on the board from the previous role-play. If you prefer, you can be the listener instead of a student. After the role-play, ask students which core principles they saw.
7. Tell the students that they are going to practice using active listening skills with a partner. Ask students to think about a problem/conflict they had, which was not resolved or where they were not happy with the way in which it ended. This can be a problem/conflict at home, with friends, at school, etc. Divide the class into pairs, assigning one student, Student A and the other Student B. Instruct students to use active listening skills when they are not speaking. Student B is not listening in order to solve the problem; rather, they are listening to ensure they fully understand what the problem is about.
8. Have Student A speak about their conflict for 3 minutes while Student B listens, using active listening skills.
9. After 3 minutes, have Student A share with Student B what Student B did well. What active listening skills did Student A notice Student B using? Allow 2 minutes for feedback.
10. Have students switch roles: Have Student B speak on their problem/conflict for 3 minutes while Student A listens using active listening skills.

11. After 3 minutes, have Student B share with Student A what Student A did well. What active listening skills did Student B notice Student A using? Allow 2 minutes for feedback.
12. Lead a whole class discussion using some or all of the following questions:
  - ◆ What did it feel like to really be listened to without being interrupted?
  - ◆ Does that happen often in your life? Why or why not?
  - ◆ What made this activity challenging for you?
  - ◆ How can being an active listener build trust and support relationships in conflict situations?
  - ◆ How can being an active listener help you manage conflicts?
  - ◆ Imagine an international conflict involving people from different cultures or backgrounds. How might active listening between the parties be harder in this situation?
  - ◆ What might peacebuilders do in international conflicts to ensure they are listening actively?

### Assessment:

Participation in small group work and whole class discussion

### Extension Activity

*Abegaz and the Lion, a folk tale from Ethiopia*

Introduce the concept of oral tradition and folk tales as ways for communities to share important lessons from generation to generation. *Abegaz and the Lion* is a folk tale from Ethiopia that focuses on the importance of trust and open communication in a relationship. You can have students read the folk tale by distributing the handout, or you can have them listen to a podcast of the folk tale on the Peace Corps website at <http://www.peacecorps.gov/wvs/stories/stories.cfm?psid=66##>.

After they read/listen to the story, discuss the meaning:

1. Abegaz had to confront a lion. How did he do this? What was his strategy?
2. Why do you think he asked the lion directly for a hair instead of trying to take it? Why did the lion give it to him? How would you describe the way Abegaz and Meselech communicate and interact with one another?
3. Why did the healer send Abegaz to the lion? Why are active listening and effective communication so important for peacebuilding at both the personal and the international level?

**Note:** Effective communication is the key to building trusting relationships. Abegaz communicates openly with the lion because he sees that the lion trusts him. This story ties in very nicely with the lessons that address the importance of trust building and relationship building between individuals and groups in conflict. It can also be used as an extension to the *Cross the Line* exercise in Lesson 2.3.

## Lesson 2.6 HANDOUT: ACTIVE LISTENING TECHNIQUES

TECHNIQUE	PURPOSE	METHOD	EXAMPLES
<b>ENCOURAGING</b>	<ol style="list-style-type: none"> <li>To convey interest</li> <li>To keep the person talking</li> </ol>	<ul style="list-style-type: none"> <li>◆ Don't agree to disagree</li> <li>◆ Use noncommittal words with a positive tone of voice</li> </ul>	<ol style="list-style-type: none"> <li>"I see. . ."</li> <li>"That's interesting"</li> <li>"Uh-huh"</li> <li>"Mmm"</li> </ol>
<b>ELICITING</b>	<ol style="list-style-type: none"> <li>To gather relevant information</li> <li>To encourage others to reveal their needs and concerns</li> <li>To establish a climate of open communication</li> </ol>	<ul style="list-style-type: none"> <li>◆ Ask open-ended, not leading, questions</li> <li>◆ Don't agree or disagree</li> <li>◆ Use noncommittal words with positive tone of voice</li> <li>◆ Use encouraging body language, such as nodding</li> </ul>	<ol style="list-style-type: none"> <li>"What concerns does that situation cause for you?"</li> <li>"Why is that an important issue for you?"</li> <li>"How would that affect your interests?"</li> </ol>
<b>RESTATING</b>	<ol style="list-style-type: none"> <li>To let others know that you are listening carefully, and that you are trying to understand</li> <li>To verify your comprehension of what they've said</li> </ol>	<ul style="list-style-type: none"> <li>◆ Paraphrase the other's points</li> <li>◆ Avoid value judgments or inserting your own opinions</li> <li>◆ Ask for confirmation</li> </ul>	<ol style="list-style-type: none"> <li>"In other words, you've concluded that. . ."</li> <li>"So the way you see it is. . ."</li> <li>"Would it be correct to say. . ."</li> </ol>
<b>CLARIFYING</b>	<ol style="list-style-type: none"> <li>To uncover underlying or unstated concerns</li> <li>To understand ambiguous or unclear statements</li> <li>To test interpretations</li> </ol>	<ul style="list-style-type: none"> <li>◆ Avoid frequent interruptions</li> <li>◆ Ask focused but open-ended questions</li> <li>◆ Probe for fuller explanations</li> </ul>	<ol style="list-style-type: none"> <li>"I'm not sure what you mean by. . ."</li> <li>"Could you please explain more about the significance of. . .?"</li> <li>"What leads you to believe that. . .?"</li> </ol>
<b>EMPATHIZING</b>	<ol style="list-style-type: none"> <li>To understand events from others' perspectives</li> <li>To show that you respect their point of view and comprehend their feelings</li> </ol>	<ul style="list-style-type: none"> <li>◆ Recognize others' experiences as valid, without necessarily accepting their conclusions</li> <li>◆ Give acknowledgment rather than agreement</li> </ul>	<ol style="list-style-type: none"> <li>"I can see why you feel that. . ."</li> <li>"That must have been very disturbing for you. . ."</li> <li>"I can understand how you would perceive that as a threat. . ."</li> </ol>

*(continued on next page)*

Lesson 2.6 HANDOUT: ACTIVE LISTENING TECHNIQUES *(continued)*

TECHNIQUE	PURPOSE	METHOD	EXAMPLES
SUMMARIZING	1. To pull important ideas and information together	<ul style="list-style-type: none"> <li>◆ Review issues which have been raised</li> <li>◆ Highlight the most important matters</li> <li>◆ Set aside extraneous information</li> </ul>	<ol style="list-style-type: none"> <li>1. “These seem to be the key ideas you have expressed. . .”</li> <li>2. “So your view of this whole situation is. . . ?”</li> <li>3. “I’m sensing that the critical concerns you have are. . .”</li> </ol>
	2. To establish a basis for further discussion		
REFRAMING	1. To transition into problem solving, refocusing discussion from past events to future goals	<ul style="list-style-type: none"> <li>◆ Build on others’ ideas in developing your proposals</li> <li>◆ Emphasize points of agreement and compatible and/or shared interests</li> <li>◆ Use neutral or positive rather than accusatory language</li> <li>◆ Explain how your proposals satisfy their interests</li> </ul>	<ol style="list-style-type: none"> <li>1. “That’s an intriguing thought. To carry it further, let me suggest that. . .”</li> <li>2. “Since we both value. . . , would it make sense to. . . ?”</li> <li>3. “I’m sorry you feel that way, but I’m glad you raised the issue. Let’s see how we can work together to address your concern.”</li> </ol>
	2. To encourage others to rethink positions and focus on interests		
	3. To redirect negative or adversarial statements into more productive channels		

## Lesson 2.6 EXTENSION HANDOUT: ABEGAZ AND THE LION, A FOLK TALE FROM ETHIOPIA

Long ago there lived a young man named Abegaz. He was very, very lonely. Abegaz woke one morning and realized that he could delay the matter no longer. He wanted a wife. Since there were no young women of marriageable age in his village, Abegaz decided to visit a village across the mountainside. Packing up his donkey, he set off in search of a bride.

As Abegaz approached the mountain, he heard the roar of a mighty lioness. Immediately, he jumped off the donkey and ran as fast as he could. Soon, he found himself on the other side of the mountain, with his scared little donkey trailing him. Out of breath, he sat down on a rock that overlooked a peaceful green pasture where sheep were grazing. There, in the middle of the pasture, was a lovely shepherd girl. Abegaz knew instantly that this was the woman he should wed. After introducing himself to her, he asked to meet her father. Within a week, Abegaz was married to the shepherd girl, whose name was Meseleth.

When Abegaz brought his wife home, he was very pleased. No more threadbare pants, no more dirty dishes to wash. Meseleth was as useful as she was beautiful, and Abegaz grew fatter and more content each day.

One day, however, after some years, Abegaz arrived home and Meseleth started to scream. He tried to calm her, but she wouldn't stop. "Be quiet," he said, as he put his hand over her mouth. But Meseleth persisted throughout the night, screaming "Aaagh!" in a high-pitched voice. When the sun rose the next morning, Meseleth's screams had not quieted. Abegaz knew he had to find a cure quickly, so he hastened to the house of the healer.

"Something is wrong with my wife," he told the healer. "She won't stop screaming. Can you give me some medicine to quiet her?"

"I can help you," said the healer. "But first I need a special ingredient. I don't have any lion's hair left. If you'd like me to make the medicine to cure your wife, you will need to climb the mountain, find the lion, and bring me back a single hair from her tail."

Abegaz did not relish the idea of meeting the lion. But he could not bear to go home to his screaming wife. Thanking the healer, he set off for the mountain that he had climbed some years before.

From the foot of the mountain, Abegaz could hear the lion's roars, but he walked steadily in its direction. At last he spotted the lion and, crouching down low, came within 10 yards of her. For many hours, Abegaz watched in silence as the lion chased monkeys from the trees. As he was about to leave, he took a jar of milk from his satchel and placed it in a clearing for the lion.

The next day, Abegaz climbed the mountain once more. This time Abegaz came within a few feet of the lion. Once again he hid behind a tree, watching as the lion closed her eyes and fell asleep. As he left, he took fruit and cheese from his satchel and placed it at the sleeping lion's feet.

On the third day, Abegaz ran up the mountain, carrying a kilo of raw meat. When the lion roared, he said, "Good morning!" and held out his hands to feed her the meat. From that day, Abegaz and the lion became good friends. He brushed the lion's tan coat, helped her chase monkeys, and lay down beside her for afternoon naps.

"May I please take a hair from your tail?" Abegaz asked one day. "My wife needs it."

The lion graciously agreed and plucked a thick hair from her tail.

"Thank you!" Abegaz called, as he ran down the mountain.

"My pleasure," roared the lion.

With the hair in hand, Abegaz knocked on the door of the healer.

"I have it," he said. "I have the hair from the lion's tail." Abegaz told the healer of his friendship with the lion. Then he asked, "What must I do now?" The healer smiled and shook his head, saying, "Abegaz, Abegaz. You have become friends with a lioness, but you still have not made friends with your wife? Who is a better friend, a lion or a wife? Now go home and treat your wife better than that lion."

Source: <http://www.peacecorps.gov/wvs/stories/stories.cfm?psid=66##>.

# Lesson 2.7

## The Process of Negotiation



### Rationale

Negotiation is a regular part of everyday life, though it can be difficult to do well. Negotiation skills are extremely valuable in helping people with both shared and opposing interests to reach an agreement. In this lesson, students will learn basic negotiation methods by exploring the difference between positions (what people want) and interests (what people need). Looking to parties' interests instead of their positions can make it possible to find a solution.

### Objectives

1. To define negotiation.
2. To identify the difference between positions and interests.
3. To identify characteristics of a successful negotiator.

### Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

**Time:** 60 minutes

### Materials

- The Orange Worksheet*
- Personal and International Conflict Worksheet*
- Creating Options Handout*



60 minutes

## Procedures

### Defining Negotiation

**Note:** USIP's Peace Terms defines negotiation as follows: The process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern [glossary.usip.org](http://glossary.usip.org).

#### Quick Activity: Creating Options

This is a quick activity to practice the process of brainstorming, which is helpful in generating creative solutions.

1. Ask students:
  - ◆ What does brainstorming mean? How would you describe the process?
  - ◆ How do you think brainstorming can be used in the process of negotiation?
2. Distribute the *Creating Options* handout to the students.
3. Remind the group of the ground rules for brainstorming:
  - a. All ideas are encouraged
  - b. Record all contributions without discussing their merits
  - c. Avoid judging any options
  - d. Avoid focusing on differences between ideas
  - e. Combine related ideas
  - f. Do not attach names to ideas
  - g. Encourage creativity
  - h. Keep the flow going for as long as possible

**Note:** It is often difficult for students to avoid commenting, either positively or negatively, on various ideas. Try to discourage students from doing so. Remind them that after all ideas have been expressed, they can discuss the merits of each.

4. As a whole class, brainstorm for creative ideas: How would you help the truck drivers decide what to do?

If not suggested, add a possible solution: they could deflate the tires a bit, so that they can drive through without damaging the top.

(continued on next page)

1. Ask students to share with a partner a time when they tried to negotiate for something; maybe they tried to negotiate with their parents for a later curfew, maybe they tried to negotiate with a teacher for additional time to hand in an assignment. As they share their story, have them share the following:
  - ◆ How happy were you with the outcome of your negotiation?
  - ◆ What did you learn from the process?
2. Have a few volunteers share their stories. Ask the class to identify similarities in the stories.
3. Based on the similarities in the stories, as a class come up with a group definition of negotiation. In a conflict setting, a negotiation takes place only when the parties in the conflict both agree that there is a conflict and that negotiating, or working together, will have a better result than acting alone.
4. Explain that the process of negotiation includes several key points:
  - a. preparation
  - b. relationships
  - c. positions and interests
  - d. creating options

**Preparation** refers to gathering all of the information you can about the conflict, through conflict analysis (see lesson 2.2), to make sure you understand the conflict from all perspectives.

The idea of **Relationships** refers to the importance of knowing the person with whom you are in conflict, their history, and their culture. When negotiating with a person whom you know, it is important to focus on preserving the relationship. When negotiating with a person whom you don't really know, it is important to develop trust, partly through honest communication, so the other party will want to work with you to find an agreeable solution (see lesson 2.1). This doesn't mean you have to like each other or become friends; rather, it means that the trust provides assurance that each of you will follow through on your agreements.

### Positions and Interests

1. Now we're going to talk about the third element. Write **Position** and **Interest** on the board. Read the first paragraph of *The Orange Worksheet* to students. Ask them to identify what each brother was demanding, or what he wanted. Write this on the board next to **Position**. Then ask them *why* each brother wanted what he wanted. If students are stuck, ask them what each brother did with his half of the orange. Write their answers on the board next to **Interest**.
2. Explain that when people are in conflict and want something, they tend to state what they want as a position or a demand, e.g. "I want a million dollars," "I want you to leave this land," "I want clean drinking water." Positions often are not flexible, and can make negotiating difficult. Interests are usually underlying and often are not even clear to the person making the position statement. Exploring the underlying interests (or needs) and how to meet these interests is a key skill in managing conflicts. By getting at the interests or *why* the person is making the demand, you can find common ground between parties in conflict, which can open up possibilities for a creative solution.



3. Distribute the *The Orange* Worksheet and as a class fill out the chart, identifying parties, positions, interests, and actions.
4. Distribute the *Personal and International Conflict* Worksheet. Have students return to their pairs from the beginning of class and together they should fill out a chart for their own personal conflict. They should discuss both of their conflicts but they only need to fill out the chart for their own conflict. Ask a few volunteers to share their conflicts and charts.
5. Lead a class discussion using some or all of the following questions:
  - ◆ How did looking at your interests help you think about different solutions?
  - ◆ Why do we often look only at people's positions?
  - ◆ Why is it sometimes hard to look for interests?
  - ◆ How can using active listening skills help you identify positions and interests when in a conflict situation?
6. Tell students that now they are going to apply the same skills to an international conflict. Return to the Uganda backgrounder you used in Lesson 2.3 and as a whole class exercise, have students identify the positions and interests of the parties in the conflict. You can have students use their conflict analysis worksheets from that lesson to remind them of the parties.

*Alternative:* You can provide background on the Northern Ireland conflict (<http://www.bbc.co.uk/history/recent/troubles/>) and show USIP's witness video of George Mitchell describing his role mediating this conflict ([www.buildingpeace.org](http://www.buildingpeace.org)) and have students identify positions and interests of the various parties.

7. Lead a discussion using some or all of the following questions.
  - ◆ How might analyzing positions and interests in a personal conflict be different from analyzing positions and interests in an international conflict?
  - ◆ How might the other elements of negotiation in international conflicts be harder, for example, building trust and building relationships?
  - ◆ What about the negotiation process do you think would be the same regardless of the context of the conflict?

### Assessment:

Completed formal/informal negotiation charts; pair and whole class discussions

5. If you have time, you can move past the brainstorming phase to the analysis phase in which people talk about the advantages and disadvantages of each idea, as way of eliminating those that won't work and narrowing the possibilities.

6. Lead a class discussion using some or all of the following questions.

- ◆ Was it difficult to list options without evaluating or analyzing them as you went along? If so, why?
- ◆ Did you have more ideas as a group than you would have working individually? Why?
- ◆ What is the value of creativity in the negotiation process?

**Note:** Not all conflicts can be negotiated. Some conflicts require negotiation as well as other tools. And sometimes people negotiate simply as a way to maintain positions, with no intention of finding a collaborative solution.

### Extension Activity 1

If you did not show USIP's witness video on Betty Bigombe, who helped negotiate peace in Uganda's civil war ([www.buildingpeace.org](http://www.buildingpeace.org)) in Lesson 2.3, have students view the video and add to the chart based on the information in the video.

### Extension Activity 2

Have students research ongoing international conflicts, e.g. Congo, Afghanistan, Colombia, Iraq, Mindanao, Kashmir, Israel-Palestinian Territories, etc., and identify the positions and interests of the various parties. Have them share their findings with the class.

### Extension Activity 3

Look back to historical conflicts you have studied with your students and identify positions and interests of the various parties.

## Lesson 2.7 WORKSHEET: THE ORANGE

Scenario: Two brothers found an orange on the table and they started arguing over who should get it. One of them said, "I should get the orange, since I'm older." The other one said, "No, I should get it, since I saw it first." They fought for a while about who was right, and eventually they decided to split the orange in half. One of them peeled the orange, ate it, and threw away the peel. The other one took the pulp, threw it away, and brought the peel to their mother, who was baking a cake.

**Directions:** Complete the chart using the information from the orange scenario.

	<b>Parties:</b> Who is the conflict between?	<b>Positions:</b> What are the parties demanding?	<b>Interests:</b> Why does each party want what they are demanding? What do they need?	<b>Action:</b> What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				

## Lesson 2.7 WORKSHEET: PERSONAL AND INTERNATIONAL CONFLICT

**Personal Conflict:** Complete the chart based on a personal conflict.

	<b>Parties:</b> Who is the conflict between?	<b>Positions:</b> What are the parties demanding?	<b>Interests:</b> Why does each party want what they are demanding? What do they need?	<b>Action:</b> What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				

## Lesson 2.7 WORKSHEET: PERSONAL AND INTERNATIONAL CONFLICT *(continued)*

**International Conflict:** Complete the chart based on the conflict in Uganda

	<b>Parties:</b> Who is the conflict between?	<b>Positions:</b> What are the parties demanding?	<b>Interests:</b> Why does each party want what they are demanding? What do they need?	<b>Action:</b> What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				

## Lesson 2.7 HANDOUT: CREATING OPTIONS

### *Scenario:*

Two truck drivers are driving on a highway to deliver a shipment of humanitarian aid (food, water, medical supplies) to a village that has been devastated by violent conflict. While driving, the drivers pass beneath a bridge. The top of the bridge is not high enough, so their truck gets stuck and the top of the truck gets badly damaged. Cars slowly begin to back up behind the truck, and the line is almost 2 kilometers long. One of the truck drivers thinks that they should continue going forward and force the truck through the tunnel, even if they will damage the top and some of the aid. The other truck driver thinks that they should reverse, even if the traffic behind will make it very difficult.

- ◆ What else could they do?



# Lesson 2.8

## Negotiation Role-play



### Rationale

This lesson allows students to practice all of the skills introduced in the toolkit thus far in one exercise: conflict analysis, conflict styles, active listening, building relationships/trust, identifying wants and needs, and using creative problem solving. The scenario is set in Kosovo, to get students to think about how these skills can be used in conflicts that range from personal to international settings. However, the conflict could occur anywhere. If you feel that providing background on Kosovo will prove too difficult or time-consuming, you can change the setting to something more familiar to students.

### Objectives

1. To improve students' negotiating skills.
2. To apply key negotiation principles and skills in a realistic setting.

### Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

**Time:** 90 minutes if all preparation is done in class; 50 minutes if preparation is done for homework the night before.

### Materials

- Analyzing a Conflict Worksheet*
- Competing for a UNMIK Contract in Kosovo—Scenario Handout*
- Competing for a UNMIK Contract in Kosovo—Roles Handout*
- Negotiation Preparation Worksheet*
- Source for background on conflict in Kosovo:  
[http://news.bbc.co.uk/2/hi/special\\_report/1998/kosovo/305008.stm](http://news.bbc.co.uk/2/hi/special_report/1998/kosovo/305008.stm).



90 minutes

**Note:** If you think researching the Kosovo background is too cumbersome for your class, you can change the context. The actual negotiation dynamics could take place in any postconflict environment, so you can switch to a context familiar to students.

### Extension Activity

Have students research international conflicts (past and present) and describe the negotiation processes. Who was involved in the negotiation? How long did it take place? What were the results? Did the negotiation process result in lasting peace? Examples include Northern Ireland; Aceh, Indonesia; Kashmir; Arab-Israeli conflict; Sudan; Balkans, etc.

**Note:** This role-play based on Kosovo is an example of an interpersonal conflict taking place in a larger conflict.

## Procedures

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
2. Depending on the level of your students' prior knowledge, review the conflict in Kosovo. You may wish to use the *Conflict Analysis Worksheet* to help them analyze the conflict in Kosovo. The negotiation scenario does not have enough detail to allow for a thorough conflict analysis. (If time is a concern, have students research the conflict in Kosovo for homework the night before).
3. Distribute the *Competing for a UNMIK Contract in Kosovo—Scenario Handout* and review it with the class. Address any questions. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, look for creative solutions.
5. Divide students into pairs and assign one person in each pair the role of the body repair shop owner and the other the engine repair shop owner. Distribute roles from *Competing for a UNMIK Contract in Kosovo—Roles Handout*.

*Alternative:* Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two body repair shop owners and two engine repair shop owners. This allows people to work together in their role and during the negotiation they can take breaks to discuss strategy among themselves.

6. Preparation: Have the body repair shop owners meet on one side of the room and the engine repair shop owners meet on the other side. Distribute the *Negotiation Preparation Worksheet* and have students work cooperatively in their role groups to complete it.
7. Have everyone return to their negotiation pairs and begin their negotiation. Give students 20 minutes to negotiate.
8. Lead a whole class conversation using some or all of the following questions:
  - ◆ What were some of the results of your negotiations?
  - ◆ What strategies did you use?
  - ◆ What were some of the challenges you encountered while negotiating?
  - ◆ How were you able to get beyond positions to interests?
  - ◆ What did you learn from the role-play that will help you in future negotiations?

### Assessment:

Completed worksheets and small group/whole class conversations



## Lesson 2.8 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal)
3. **ISSUES:** What are the sources of the conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the different parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

## Lesson 2.8 HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO—SCENARIO

### **Background:**

The place is Kosovo. The time is 2002. Terrible road conditions combined with a huge influx of émigrés returning from Eastern Europe after the war have resulted in thousands of abandoned cars scattered all along the highways.

Although the economy is starting to revive, farmers on their way to the market place and others are having trouble picking their way through the twisted hulks. The wrecks are slowing the movement of many actors in the reconstruction efforts. The United Nations Mission in Kosovo (UNMIK) has decided they will issue a contract for clean up. A body repair shop wants and needs this contract as does an engine repair shop. The two shop owners see each other in the UNMIK office when they go to submit their bids for the contract.

## Lesson 2.8 HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO—ROLES

**Body repair shop owner:** You are the proprietor of a body repair shop. You have five children and a spouse to support. Because of the war, many cars have been damaged. While you can bang out crushed doors and bent fenders on most of the vehicles, some of the damaged frames are beyond repair and you need the parts from the European manufacturer. You are unable to fill many orders because it is so difficult to get the panels and parts. Your family's needs are mounting.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he enters the waiting room. You wish you could dissuade him/her from bidding on the contract or appeal to him/her because the needs of your family are so great, but you are too proud. When he/she comes to sit down next to you, you decide you will try to negotiate and drive some kind of bargain with him/her.

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**Engine repair shop owner:** You are the proprietor of an engine overhaul company. Many cars are in need of repair after the war, but it is impossible to find parts. You are only able to fix the engines of a few. You need the new parts from the European manufacturers. You are unable to fill many backorders. You have elderly parents and a family to care for.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars in your vicinity. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he/she enters the waiting room. You wish you could appeal to him/her or dissuade him/her from bidding on the contract because the needs of your family are so great, but you are too proud. When he/she comes to sit down next to you, you decide to try to negotiate and drive some kind of bargain with him/her.

## Lesson 2.8 WORKSHEET: NEGOTIATION PREPARATION

**Directions:** To prepare for your negotiation, answer the questions below.

What is your objective in the negotiation?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the negotiation? How might the other side react if you approach the negotiation in this way, and how will you respond?

# Lesson 2.9

## Mediating Conflict



### Rationale

Mediation has been used as an effective method of alternative dispute resolution in many contexts, ranging from neighbor disputes to conflicts between nations. Mediation training provides students with the skills and processes to help others take responsibility for resolving their conflicts. In this lesson, students will learn about the mediator's role as a third party and begin practicing skills to assist parties to negotiate solutions to their conflict.

### Objectives

1. To understand the role of a mediator in resolving disputes.
2. To identify the basic skills and processes used by effective mediators.
3. To develop basic mediation skills and implement processes.

### Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

**Time:** 120 minutes

### Materials

- The Mediation Process* Handout
- Mediator's Instructions* Handout
- Role Preparation for Disputants* Worksheet
- Mediating Conflict Roles* Handout
- Large index cards
- Markers
- Chart paper or white board



30 minutes

## Part 1

### Procedures

#### Introduction (15 minutes)

1. Hand out a large index card to each student. On one side of the card, have students write “strategies,” on the other side, have them write, “skills.”
2. Ask students to think about a situation in their lives when two people or groups were having a disagreement, and they tried to help solve it. For example, perhaps they tried to resolve an argument between friends on what movie to watch, between siblings about who would get to ride in the front seat of the car, or young children crying over sharing a toy. If they can’t think of a time when they did this, they can recall a time when someone else tried to resolve a disagreement. Have them recall:
  - ◆ What did you do to help resolve the conflict?
  - ◆ What was the result?
3. Under strategies, instruct students to write particular actions they took to help resolve the conflict. For example, did they ask each side questions about what they wanted? Did they try to come up with a solution for them? Did they help them brainstorm possible options to resolve the disagreement?
4. Under skills, ask what skills they utilized to help solve the conflict. Remind them of the previous skills they practiced in prior lessons as options: non-verbal communication, active listening, problem solving, and negotiation.
5. Create two columns on the board with strategies on one side and skills on the other, divided by a vertical line, and ask students to share their answers. Record the strategies and skills on the board.
6. Tell students that in this lesson, they will explore what it takes to be an effective mediator, and that many of the strategies and skills they have identified apply not only at the interpersonal level but also in managing conflict at the national and international levels.

#### What Is Mediation? (15 minutes)

1. Ask students what they think the definition of mediation is. List answers on the board. Write the following definition on the board (from USIP’s Peace Terms) and have a student read it aloud.
 

*Mediation is a mode of negotiation in which a mutually acceptable third party helps the parties to a conflict find a solution that they cannot find by themselves.*
2. Ask if anyone has any questions about the definition. Clarify elements of the definition. For example, third party refers to someone who is not a party to the conflict, or is outside of the conflict.
3. Note that mediators try to be impartial but being impartial does not mean you do not have an opinion. Everyone has an opinion. The mediator, however, is not supposed to share their opinion or impose judgment on the situation, in order to allow equal access to the mediation process, and to ensure that the parties come to an agreement that is their own. Most mediations are voluntary, meaning everyone, including the mediator, can leave the process at any time. In interpersonal settings, mediation is confidential but in international settings this is not always the case. A mediator may choose to use the media to put pressure on the parties in conflict.
4. Lead a discussion using some or all of the following questions:

- ◆ How is mediation different from negotiation? (Emphasize that negotiation involves two or more parties in direct conversation with each other to come to an agreement, whereas mediation is led by a third party, helping the disputants understand the conflict issues and negotiate solutions to their conflict).
- ◆ Review the list of skills and strategies from the beginning of the lesson. Are there any strategies that might not be appropriate for the role of the mediator? Why not? For example, solving the problem for the two sides, instead of letting them come to their own conclusions. Draw a line through those strategies that are inappropriate for mediation.
- ◆ Are there any skills or strategies you would like to add to the list? For example, under skills: maintaining impartiality, facilitating dialogue. Share that students will learn more strategies as they review the basic mediation process later in the lesson.
- ◆ When would mediation be an appropriate and effective way to resolve conflicts between people?

## Part 2



90 minutes

### Mediation Process and Skills (40 minutes)

1. Share with the class, “Now that we’ve had a chance to understand the definition and appropriate use of mediation to resolve conflicts, we’re going to review the steps involved with leading parties through the mediation process.” Distribute *The Mediation Process* Handout. Depending on the level of your group, you may choose to edit or simplify the handout.
2. Review each of the steps of mediation with the class. Make particular note for steps 2 and 3: One of the most important skills of a mediator is the ability to make the parties feel heard and understood by reflecting back the feelings they express, as well as reframing the conversation from their position statements to their interests.
3. Remind them that positions are what the parties say they want or do not want. Positions may be factual but stated with strong emotion. It can be helpful to distill the facts from the emotions. It is also important for the mediator to check the facts. For example, “I can’t stand it when he plays loud music. I want him to move out,” or “She’s a liar. I don’t want to talk to her anymore.” Interests are underlying and can often be understood by asking *why*. In the first situation, the interest could be that he/she wants to study in quiet. In the second situation, the interest could be a need for trust.

**Note:** There are different types of interests: substantive, e.g., land; procedural, e.g., justice or process for repatriation; relationship, e.g., trust; and emotional, e.g., acknowledgement of grievances. Students do not need to identify the types of interests, but it can be useful for the instructor to identify the type in helping students tease out the interests.

### Role-Plays (50 minutes)

1. Divide the class into groups of three or four. Instruct each group to identify a mediator (or two co-mediators if it is a group of four), and two parties to the conflict. If moveable seating is available, instruct them to set up three chairs in the shape of a triangle, the two parties in conflict sitting side by side facing the mediator. Distribute roles to each group from the *Mediating Conflict Roles* Handout. There is no separate scenario background for students to read, as each role establishes the conflict.
2. Have students meet in like role groups (all mediators together, all Parties 1 together, and all Parties 2 together) and spend 10 minutes preparing for the mediation. Distribute the *Mediator’s Instructions* Worksheet to the mediators. They should use this during the mediation. They can use the *Mediation Process* Handout to prepare for the mediation. Distribute the *Role Preparation for Disputants* Worksheet to Parties 1 and 2 to complete in their role groups.

**Extension Activity 1**

Show the USIP witness video of George Mitchell at [www.buildingpeace.org](http://www.buildingpeace.org). From Mitchell's comments, have students identify the elements of the mediation process that he used, as well as the skills he used.

3. Have students return to their mediation triads/quads and give them 20 minutes for the mediation.
4. After the groups have acted out the role-play, have students share responses to the following questions in their groups. You can write the discussion points on the board as a guide.
  - a. Mediator: What do you believe you did well in the mediation? Do you have any questions for the parties? What did you find the most challenging or difficult? What would you do differently next time?
  - b. Parties: Share with the mediator what he/she did that worked well. Be specific by referring to behaviors, words, body language. How did the mediator manage the process? What would you have done or tried differently? What do you think might have been more effective?
5. Lead a group discussion:
  - ◆ What was the final result of your mediation? Did you have a chance to come up with any solutions? If not, what do you think they could have been?
  - ◆ What were some positions, interests, and topics that you identified?
  - ◆ What was easy about being a mediator?
  - ◆ What was challenging about being a mediator?
  - ◆ For the parties to the conflict, what was it like having someone mediate your dispute?
  - ◆ What skills do you think you already have that are useful as a mediator? What skills do you feel you need to work on?
  - ◆ How can developing mediation skills help you in being everyday peacebuilders?
  - ◆ How might the mediation be more challenging if the conflict were international and involved warring parties? What obstacles might the mediator have to overcome?

**Assessment:**

Completed worksheets and participation in small group work and large group conversation



## Lesson 2.9 HANDOUT: THE MEDIATION PROCESS

Below is the basic five-step process for a formal mediation process, though elements of these steps could be used to informally mediate disputes.

### Orientation

The mediator explains the mediation process and establishes trust and mutual understanding with the parties.

- ◆ Explain the 5 steps of the mediation process to the parties.
- ◆ Establish ground rules (for example, no yelling, cursing, or physical contact, one person talks at a time).
- ◆ Begin the dialogue session.

*“I’m going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process.”*

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won’t give advice, decide who’s right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I’m doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

### 1. Exploring Interests (storytelling):

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify interests so parties feel heard.

*“At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”*

### 2. Defining Success (moving from negative statements to positive statements of interests)

The mediator should recognize the positions, acknowledge the emotions/grievances, and then reframe the interest. He/she reframes the parties’ statements, going from accusations or concerns to statements of interests. These interests can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

#### Example 1

Party: Would you want to play next to this garbage dump?

Mediator: It sounds like you are worried about your safety.

Criteria: Any solution to this problem must provide for your safety.

#### Example 2

Party 1 to Party 2: This is a waste of my time. You decided what you were going to do before you even got here.

Mediator: It sounds like you want to make sure that when we ask for your input and you give it, you can actually influence the outcome.

Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

### 3. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.

*“Now we are moving into the problem solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the \_\_\_\_\_ issue, what are some things you could do to resolve this conflict? Be creative, and think about things that you personally can do. I will write them all down. Please don’t critique or eliminate others’ ideas as you hear them. You will have a chance to evaluate them to search for agreement later.”*

- ◆ Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names. For example: Personal conflict: Samuel will start a part-time job. Intrastate conflict: The North and South will share power in the government.
- ◆ Encourage parties to reflect on solutions that will improve and define their future relationship. *“You’ve both mentioned needing \_\_\_\_\_. What can you do together to achieve that?”* Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

### 4. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept. For example, for the topic of curfew: *Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.*

### 5. Agreement Testing and Writing

Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic, and satisfy some of the interests of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides.

*“At this point, we’ll take the items you’ve agreed to and put them in writing for you to sign if you want.”*

## Lesson 2.9 HANDOUT: MEDIATOR'S INSTRUCTIONS

### Mediator:

**Conflict:** You will be mediating a conflict between two roommates. Party A, Rachel/Richard, and Party B, Natalie/Nathan are roommates who are not getting along. Both want to find a new apartment or a new roommate but this is not possible, as there is no other space available on campus.

**Directions:** Start off the mediation with the following introduction. Then, listen to each party's perspective using active listening skills to identify their feelings, values, and topics to be resolved in the mediation, and make sure each party feels heard and understood.

*"I'm going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process."*

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I'm doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

*"At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?"*

Allow each party to share their perspective without interruption. Then, using the reflective listening chart, seek understanding of their views by paraphrasing what they each said, and asking questions to clarify their feelings and determine the interests which will help you identify the issues to be resolved.

## Lesson 2.9 WORKSHEET: ROLE PREPARATION FOR DISPUTANTS

**Directions:** To prepare for your mediation, answer the questions below.

What is your objective in the mediation? What do you hope will happen?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the mediation?

## Lesson 2.9 HANDOUT: MEDIATING CONFLICT ROLES

### **Party 1: Rachel/Richard**

You are an exchange student living in Germany. Your roommate is also an exchange student. The two of you live in a two-bedroom student apartment with a small living room, bathroom, and kitchen. You are very unhappy in the current situation. You have a hard time studying because your roommate plays music very loud, late at night. You have asked her/him to stop, but she/he doesn't seem to listen to your requests. She/he also likes to have friends over but you want your privacy. You want to find a new apartment but the university says there is nowhere for you to go. The university has suggested that you go to the counseling office and have a student mediator help you solve your problems. You hesitantly agree. You want her/him to stop playing loud music and respect your privacy.

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### **Party 2: Natalie/Nathan**

You are an exchange student living in Germany. Your roommate is also an exchange student. The two of you live in a two-bedroom student apartment with a small living room, bathroom, and kitchen. You are very unhappy in the current situation. Your roommate is very messy and leaves her/his things everywhere. The kitchen is such a mess after she/he finishes eating that you have started to see bugs everywhere. She/he also likes to have the television on all the time so she/he can hear German but this drives you crazy, especially since you like to play music. You want to find a new apartment but the university says there is nowhere for you to go. The university has suggested that you go to the counseling office and have a student mediator help you solve your problems. You hesitantly agree. You want your roommate to pay more attention to the fact that she/he lives with someone else and has to care for the shared space more.

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### **Party 3: Boris, the mediator**

You are a third year student at your university in Germany. You have been a student mediator in the counseling office for two years and you enjoy helping people resolve their problems. You like helping them figure out the underlying interests and you like looking for creative solutions when people seem blocked. You think every conflict can have a happy ending.

You have been asked to mediate a conflict between two roommates who are new to the university and want to stop living together after only two months.



# Lesson 2.10

## Advanced Mediation Practice



### Rationale

The skills necessary to mediate interpersonal conflicts are very similar to those necessary to mediate conflicts between groups and between/among countries. In this lesson, students participate in a large role-play involving a conflict between nations, allowing them to apply the skills they have learned throughout the toolkit.

### Objective

1. To understand the applicability of the same skills in different levels of conflict.
2. To apply the conflict management skills taught throughout the toolkit in a mediation setting.

### Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

**Time:** 90 minutes

### Materials

- The Future of the Giraffes—Scenario* Handout
- The Future of the Giraffes—Roles* Handout
- Role Preparation for Disputants* Handout
- Analyzing a Conflict* Worksheet
- The Mediation Process* Handout (optional for review)
- Mediator's Instructions* Handout



90 minutes

### Extension Activity 1

Have students research current international mediation processes, e.g. the Arab-Israeli conflict or the conflict in Mindanao, Philippines. Have them complete a conflict analysis worksheet and identify how long the process has been going on, what obstacles the mediators have faced, and where the mediation process is today. Have them share their findings.

## Procedures

1. Explain to students that now they will engage in a complex role-play that involves the entire class. Distribute *The Future of the Giraffes—Scenario* and *Roles* Handouts. There are eleven roles, including the mediator, so several people will have the same role (the people in each role will form their own working group). (5 minutes)
2. Have students gather in like role groups and distribute the *Conflict Analysis* Worksheet. Assign a different element of the analysis worksheet to each group (more than one group will have the same element, as there are eleven role groups and only eight elements of conflict analysis). To save time you can distribute the scenario and have students complete the *Conflict Analysis* Worksheet for homework the night before. (15 minutes)
3. Have each group share their responses. (10 minutes)
4. Distribute a *Role Preparation* Worksheet to each role group and have them complete it based on their role. While in their role groups, have each working group select a spokesperson who will participate in the mediation plenary meeting. Give the mediators the *Mediator's Instructions* Handout to help them prepare for the mediation. You may need to give the mediators guidance on how to prepare. (15 minutes)
5. Announce the beginning of the mediation process. You can have each spokesperson come to the table with the lead mediator (or two lead mediators). Have the mediator facilitate a discussion in which each group states who they are and makes a statement of position/interest. At this point the sides of the conflict should become clear. The mediator can then decide which issue to discuss first to lead the group to creative alternatives that meet the parties' interests. (30 minutes)
6. Lead a discussion using some or all of the following questions: (15 minutes)
  - ◆ What were the difficulties you faced in trying to find a solution?
  - ◆ What strategies did different roles use?
  - ◆ What objectives guided the discussions and the outcome? Was it an overall focus on a peaceful resolution or were the discussions guided by individual interests?
  - ◆ Do you think that every member of the group played their role? Were some members quick to find a solution while others created obstacles? Why?
  - ◆ What did this exercise teach you about mediation?

### Assessment:

Completed worksheets, role-play, and whole class discussions



## Lesson 2.10 HANDOUT: THE FUTURE OF THE GIRAFFES—SCENARIO

During the past twenty-five years, the direction of the Vernis River has changed and created West Gulden, a small inhabited island. Originally, the people living on the island were citizens of Burstan, however since the border (the river) between Amali and Burstan has been changed by the flow of water, the island inhabitants are now technically citizens of Amali.

In Amali, the giraffe has historically been a sacred symbol that embodies power, beauty, and tranquility. The citizens of Burstan, however, do not share the same beliefs. They view the giraffe as a repulsive and dirty nuisance. In the past, the two countries have clashed over their differing beliefs.

Until recently, the giraffes in Amali have been able to live off the water provided by a small stream flowing from the Vernis River. Unfortunately, that stream is drying up and the giraffes are not getting enough water. This situation has caused the giraffes to migrate into West Gulden. As the giraffes travel toward the water, they damage property, crops, and invade the childrens' play and swim areas. Most appalling is the giraffes' eating of West Gulden's holy Blenko Tree. The people living in West Gulden, outraged by the destruction of the Blenko Tree and the lack of interest in resolving the situation by the Amali government, are petitioning to reunite with Burstan.

Currently, the peaceful relationship between Amali and Burstan is in jeopardy. West Gulden and Burstan have petitioned an international court to provide an impartial mediator to facilitate discussions between the conflicting parties. The task at hand is to discuss the situation and find an agreeable solution. Representatives at the meeting include: ambassadors from Amali and Burstan, the mayor of West Gulden, West Gulden Citizens Action Group, health officials from Amali and West Gulden, People for the Ethical Treatment of Giraffes (PET Giraffe), Save Our Blenko, Holy Leaders from West Gulden and Amali, and a mediator.

The mediator has called a meeting for the parties to discuss the issues and find an agreeable solution to the situation.

## Lesson 2.10 HANDOUT: THE FUTURE OF THE GIRAFFES—ROLES (cut along dotted line)

**Amali Ambassadors**—You are present to work out an agreement that is pleasing to your own government and to the people of West Gulden. Keep in mind that you strongly support the rights of the giraffe and are most interested in finding a way to provide water for the giraffes. Part of your negotiation with the people of West Gulden will be providing what **you** feel is fair compensation to them for the damages caused by the giraffes. Also, you view this problem as an internal dispute that should be handled within Amali borders. The opinions and suggestions of the other countries are seen as interfering.

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**Burstan Ambassadors**—You are present to help work out an agreement between the people of West Gulden and the Amali government. The people of West Gulden asked for your support and assistance. You strongly support the people of West Gulden, even if they decide to take further steps to reunite with your country. You also feel that the citizens are entitled to full compensation for all damages.

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**Mayor of West Gulden**—You are present to represent the citizens of West Gulden and seek to work out an agreement with the officials in Amali. The current situation with giraffes is unacceptable and you would like immediate removal of the giraffes. In addition, it is crucial that the Amali government pays for the damages caused by the giraffes. The damages include destruction of property, crops, childrens' play areas, and most importantly, the Blenko Tree. You do not feel that Amali officials have given adequate attention to the current situation. Due to this lack of concern, you see that the only remedy to the situation is to seek help from Burstan and possibly even seek reunification.

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**West Gulden Citizens Action Group**—You are fed up with the lack of attention and concern given to your current living conditions. You do not feel that the situation should be tolerated any longer. At the very least, you want the giraffes out of West Gulden and compensation for all damages including destruction of property, crops, childrens' play areas, and, most important, the Blenko Tree. You want the West Gulden citizens' property returned to the clean and healthy environment it was in before the invasion of the giraffes. Currently, you are petitioning the citizens of West Gulden and Burstan to reunify with Burstan.

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**Health Officials from Amali**—You feel that the current conditions in West Gulden can be controlled and are being blown out of proportion. Even though you agree that the giraffes have damaged property and crops, you do not see the situation as being as desperate as the people living in West Gulden and Burstan do. You believe that the conditions, which are perceived as unclean and unhealthy, are temporary and can easily be cleaned up.

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**Health Officials from West Gulden and Burstan**—You are very concerned about the unhealthy conditions created by the migrating giraffes. You do not feel that the people living in West Gulden should tolerate the unclean living environment. The appalling destruction caused by the giraffes has gone beyond damaged trees, yards, and gardens. The giraffes are leaving waste and invading childrens' play and swimming areas, making them unsafe and unusable. You would like full compensation for the damages, plus money to clean up the infected areas.

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**Save Our Blenko**—You are present to protect the Blenko Tree from the harmful giraffes. You want the damage to the Blenko Tree to stop immediately and are outraged that the destruction is continuing. Furthermore, you want money to restore and replace the damaged trees. Your concern for the Blenko Tree includes the land surrounding the trees and the future. For instance, the entire Blenko Tree—from the air around the trees to the soil protecting the root systems—must be protected. It is crucial that you have assurances from the Amali Government that the current situation with the giraffes will not happen again.

**People for the Ethical Treatment of Giraffes (PET Giraffe)**—You are present to protect the rights of the giraffe. You want to ensure that the giraffes have adequate access to water and a place to roam freely. You are concerned that the enraged people in West Gulden may harm the giraffes. While you want to be sympathetic to the people of West Gulden, you are more affected by the plight of the giraffe. After all, the giraffe is sacred in Amali, and West Gulden is now included in the Amali borders. Whatever agreement is decided, it is your position to protect and provide for the giraffe at all costs.

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**Amali Holy Leaders**—Your main concern is for the rights of the sacred giraffe. The highest respect must be shown toward the giraffe and it must be protected for the holy symbol that it is. The giraffe should never suffer from a shortage of water or food, and should never be threatened. It is crucial that you have assurances from West Gulden and Burstan that the giraffe will be provided for and protected in the future. You are sympathetic to the situation in West Gulden and want to find a solution, however you feel that the rights of the giraffe should be held above all others.

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**West Gulden and Burstan Holy Leaders**—Your main concern is for the overall protection and preservation of the holy Blenko Tree. You want the damage to the Blenko Tree to stop immediately. The Blenko Tree’s environment should also be protected. For instance, the air should be clean and the soil should be free of any contaminants that might harm the ancient root system of the holy tree. You very much want to find a solution to the current situation but not at the expense of the Blenko Trees. It is crucial that you have assurances from the Amali Government that the current conditions will not happen again.

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**Mediator**—You have been invited to help the parties in the conflict find a peaceful solution agreeable to all involved. Your task is to identify participants’ interests which will help you determine the issues/topics that need to be addressed. Once you have identified the issues, you want to help parties see the areas of common ground and work together to come up with creative solutions that makes everyone happy. Be sure to use active listening and make sure the parties speak respectfully to one another.

## Lesson 2.10 WORKSHEET: ROLE PREPARATION FOR DISPUTANTS—THE FUTURE OF THE GIRAFFES

**Directions:** To prepare for the mediation, answer the questions below.

What is your objective in the process?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the negotiation? How might the other side react if you approach the mediation in this way, and how will you respond?

## Lesson 2.10 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal. . .)
3. **ISSUES:** What are the sources of conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the different parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

## Lesson 2.10 HANDOUT: THE MEDIATION PROCESS

Below is the basic five-step process for a formal mediation process, though elements of these steps could be used to informally mediate disputes.

### Orientation

The mediator explains the mediation process and establishes trust and mutual understanding with the parties.

- ◆ Explain the 5 steps of the mediation process to the parties.
- ◆ Establish ground rules (for example, no yelling, cursing, or physical contact, one person talks at a time).
- ◆ Begin the dialogue session.

*“I’m going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process.”*

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won’t give advice, decide who’s right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I’m doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

### 1. Exploring interests (storytelling):

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify interests so parties feel heard.

*“At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”*

### 2. Defining Success (moving from negative statements to positive statements of interests)

The mediator should recognize the positions, acknowledge the emotions/grievances, and then reframe the interest. He/she reframes the parties’ statements, going from accusations or concerns to statements of interests. These interests can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

#### Example 1

Party: Would you want to play next to this garbage dump?

Mediator: It sounds like you are worried about your safety.

Criteria: Any solution to this problem must provide for safety.

#### Example 2

Party 1 to Party 2: This is a waste of my time. You decided what you were going to do before you even got here.

Mediator: It sounds like you want to make sure that when we ask for your input and you give it, you can actually influence the outcome.

Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

### 3. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.

*“Now we are moving into the problem solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the \_\_\_\_\_ issue, what are some things you could do to resolve this conflict? Be creative, and think about things that you personally can do. I will write them all down. Please don’t critique or eliminate others’ ideas as you hear them. You will have a chance to evaluate them to search for agreement later.”*

- ◆ Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names. For example: Personal conflict: Samuel will start a part time job. Intrastate conflict: The North and South will share power in the government.
- ◆ Encourage parties to reflect on solutions that will improve and define their future relationship. *“You’ve both mentioned needing \_\_\_\_\_. What can you do together to achieve that?”* Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

### 4. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept. For example, for the topic of curfew: *Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.*

### 5. Agreement Testing and Writing

Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic, and satisfy some of the interests of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides.

*“At this point, we’ll take the items you’ve agreed to and put them in writing for you to sign if you want.”*

## Lesson 2.10 HANDOUT: MEDIATOR'S INSTRUCTIONS

### Mediator:

**Conflict:** You will be mediating a conflict between several parties over a conflict that involves a number of issues including resources and values. Your role is to help them find a mutually agreeable solution.

**Directions:** Start off the mediation with the following introduction. Then, listen to each party's perspective using active listening skills to identify their feelings, values, and topics to be resolved in the mediation, and make sure each party feels heard and understood.

*"I'm going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process."*

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
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7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

*"At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?"*

Allow each party to share their perspective without interruption. Then, using the reflective listening chart, seek understanding of their views by paraphrasing what they each said, and asking questions to clarify their feelings and determine the interests which will help you identify the issues to be resolved.