

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

Observing Conflict



Rationale

Conflict analysis is a key process in managing conflict. Through analysis you can begin to understand a conflict's complexity. Once you have analyzed a conflict and are aware of the various perspectives involved, 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.

Objectives

1. To understand the value of analyzing conflicts.
2. To identify elements to look for when observing conflicts.

Standards

- ◆ Individual Development and Identity
- ◆ Individuals, Groups, and Institutions
- ◆ Power, Authority, and Governance

Time: One class period (45 minutes)

Materials

- Conflict Role-plays* Handout (only for the pairs role-playing)
- Observing Conflict* Worksheet
- Paragraph Exit Pass* Worksheet (optional)



45 minutes

Procedures

I. Essential Question

What can you observe about conflicts that will help you understand them better and help prepare you to manage them?

II. Motivation/Introduction (5 minutes)

1. If definitions of conflict are still hanging in the classroom from Lesson 1.1 (Part 1), ask students to get up and move to their preferred definition. Have one person at each definition read it out loud. If the definitions are not hanging, ask students what they remember about the definitions of conflict that they wrote. Share with students that they will begin analyzing conflicts as a way to understand them better.
2. Select four students ahead of time to act out Role-play 1 and Role-play 2. Give them time to read the scenarios for understanding. Encourage them to role-play how a conflict can escalate by name calling, yelling, arguing, etc., but remind them that there should be no physical contact or use of force. Tell them they will have 3 minutes to act out their role-play.
3. While the four students are preparing, ask the class if anyone has a brief example of a time they observed a conflict. What did they notice?

III. Teacher Directed (5 minutes)

1. Divide the class into seven groups.
2. Distribute the *Observing Conflicts* Worksheet to everyone and review the questions. Assign each group one question to answer from the worksheet.
3. Tell the class they are going to observe a role-play closely and answer their one question.

IV. Guided Practice (15 minutes)

1. Have the first pair of students present Role-Play 1.
2. After the role-play, direct students to answer their one question independently by writing the answer on a piece of paper. Have them share answers with the people in their group. Have each group select a representative to share with the whole class.
3. In the order of the questions on the worksheet, ask each representative to share their answer.

V. Independent Practice (15 minutes)

1. Explain that students will now have the opportunity to practice observing various elements of conflict on their own.
2. Distribute another copy of the *Observing Conflicts* Worksheet to each student.
3. Share that they are to watch Role-Play 2 and take notes on the worksheet.
4. Have the second pair of students present Role-Play 2.
5. After students have had time to take notes, pair them up to review their notes together and complete the worksheet.
6. Once students have finished, call on pairs to share their answers and discuss any differences of opinion.

Alternate Ending: You can use a version of “Playback Theater” to address the last question of the worksheet: “How could the conflict have ended differently?” Have pairs volunteer to jump into the role of the characters in the second role-play and play back the role-play with their alternate ending. Then explain that this strategy is a model of peacebuilding that has been used throughout the world. Playback theater is a form of improvisational theater that values personal stories and community building. It is used internationally in situations of trauma or crisis, as a means of facilitating community dialogue and as a reconciliation process. Playback theater has been used with refugee populations and with groups, such as the Dalit, or untouchables, in India to address discrimination.

Extension Activity

Using students’ homework (*Observing Conflicts Worksheet* based on a personal conflict), have them turn their conflict into a conversation, writing in script format, or a comic strip, but leaving out the ending. Have students exchange their scripts/comics and have a partner write an ending or guess the actual ending.

VI. Discussion or Optional Exit Pass (5 minutes)

Lead a discussion using some or all of the following questions:

- ◆ Why is understanding or knowing a conflict well important when trying to find a solution?
- ◆ The worksheet is useful for understanding interpersonal conflicts—conflicts between two or more people. How do you think observing conflicts can help you understand a national or international conflict you have studied? What other questions would you ask to help understand a larger or more complicated conflict? Share with students that in lesson 2.3 they will look at a more in depth process that will help them understand more complicated conflicts.

VII. Homework (optional, as preparation for Lesson 2.2)

Think about a conflict you have had with another person and analyze it using the *Observing Conflicts Worksheet*. Think specifically about how you handled it and what you could have done differently.

Assessment:

Participation, *Observing Conflicts Worksheet*

Lesson 2.1 HANDOUT: CONFLICT ROLE-PLAYS

Role-play 1

Student A (playing a young person): Your mother/father is not happy with your grades. She/he thinks you are spending too much time with your friends and does not like them. She/he wants to take you out of your current school and put you in a private school so you will focus more on studying. You are very happy in your current school and do not want to leave your friends to go somewhere new. For you, the issue is not your friends, it's the amount of homework you have and the difficulty of the subjects.

Student B (playing a mother/father): Your son/daughter is not doing well at school. You think he/she is wasting too much time with friends who are also not doing well. You want your child to go to the private school in town where there is a stronger academic environment and fewer distractions from studying.

Cut here ✂

Role-play 2

Student A (playing a young person): You are sure your sister/brother has borrowed your favorite T-shirt again. You can't find it anywhere in the house.

Student B (playing a young person): You borrowed your sister's/brother's T-shirt. She/he wasn't home, so you couldn't ask her. When you get home from school, your sister/brother is there and very angry.

Lesson 2.1 WORKSHEET: OBSERVING CONFLICT

Directions: Use this worksheet to help you analyze a conflict when you observe it.

1. Describe what happened (the facts).
2. Who was involved?
3. What was the conflict about?
4. What was the problem for person A?
A feels . . .

A needs . . .
5. What was the problem for person B?
B feels . . .

B needs . . .
6. How did the conflict end?
7. How could the conflict have ended differently?

Lesson 2.1 WORKSHEET: PARAGRAPH EXIT PASS

Exit Pass Question: What is the value of analyzing a conflict and how can you use this skill in your life?

Topic Sentence:			
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3	Supporting Detail 4
Summary/Concluding Sentence:			

Cut here ✂ _____

Exit Pass Question: What is the value of analyzing a conflict and how can you use this skill in your life?

Topic Sentence:			
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3	Supporting Detail 4
Summary/Concluding Sentence:			

Lesson 2.2

Identifying Conflict Styles



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 understand the value of knowing one's tendencies for dealing with conflict.
2. To understand the value of identifying conflict styles of those with whom you are in conflict.

Standards

- ◆ Individual Development and Identity
- ◆ Individuals, Groups, and Institutions
- ◆ Power, Authority, and Governance
- ◆ Production, Distribution, and Consumption

Time: One class period (45 minutes)

Materials

- What Do You Do When...? Worksheet*
- Conflict Styles Handout*



45 minutes

Procedures

I. Essential Question

Why is it useful to know what conflict style you use most often?

II. Motivation/Introduction (1 minute)

Explain to students that people respond to conflicts in very different ways and there is no single correct way to respond. Tell students they are going to do an activity that will help them determine how they tend to respond to conflict.

III. Teacher Directed (12 minutes)

1. Distribute the *What Do You Do When...?* Worksheet and have students complete it.
2. Divide the class into five groups and assign each group a number from one to five, which they will use later.
3. In their groups, have students share what patterns they see on their individual worksheets. Do they have a lot of A's, a lot of C's, or a few of each letter?
4. Write the five styles by name on the board (Avoidance, Confrontation, Accommodation, Compromise, Problem Solving). Ask students to guess which style matches each letter on the *What Do You Do When...?* Worksheet (A. Confronting, B. Avoiding, C. Accommodating, D. Compromising, E. Problem Solving).
5. Have them identify their dominant style by looking at their pattern.
6. Distribute the *Conflict Styles Handout* and go over the highlights of each style.

Alternative Strategy: You may choose to introduce the styles by role-playing a scenario with a student five ways, using a different style each time and asking the class to describe what they saw.

IV. Guided Practice (22 minutes)

1. Tell students that now they are going to see what the styles look like by acting them out.
2. Have each student share in their group a conflict they have been involved with, how they handled it, and how they could have handled the conflict differently using another style. Then have the group select one of the conflicts that they shared to act out. (If you are concerned about the nature of the personal conflicts, you can assign each group one of the scenarios from the *What Do You Do When...?* Worksheet.)
3. Randomly assign each group a conflict style and have them act out the conflict using that style.
4. Give groups time (5–7 minutes) to practice acting out their assigned scenario.
5. Have each group present their scenario/conflict. While each group presents, have the audience identify on the *Conflict Styles Handout* which group (1, 2, 3 . . .) is acting out each style and how they know. At the end of each scenario, have the class share their responses.

VI. Discussion (10 minutes)

Lead a discussion using some of the following questions:

- ◆ Why might you use different styles with different people in different situations? Ask for examples.
- ◆ Is it possible to use more than one style in a situation, for example, to move from confrontation to compromise? What might make someone move in this way? (If you saw more than one style in one of the scenarios presented, point this out to the group).
- ◆ Is one style best for managing conflicts? (Each style has its place, but generally when managing conflict, the problem-solving approach leads to a solution that is agreeable to everyone).
- ◆ Why is it useful to know what conflict style you use most often?
- ◆ How can it be helpful to know someone else's style?
- ◆ What national and international examples (current or historical) can you think of in which you have seen people or groups in conflict use these styles? (Try to relate the styles to the social studies events you have studied with your students).

Assessment:

What Do You Do When? Worksheet, scenarios in groups, *Conflict Styles* Handout, discussion questions, participation

Extension Activity

Have students draw a symbol/cartoon caricature that represents their conflict style. Post them in the room and have students guess the styles based only on the visual representation.

Source for Conflict Styles Grid: K. Thomas, "Conflict and Negotiation Process in Organizations," in *Handbook of Industrial and Organizational Psychology*, ed. M. D. Dunnette and L. M. Hough (Palo Alto, CA: Consulting Psychologists Press, 1992), 660.

Lesson 2.2 WORKSHEET: WHAT DO YOU DO WHEN...?

Read the scenarios below and write the letter of the response that most closely matches what you would do in the situation. You may find that none of the responses reflects exactly how you would respond, so pick the one closest to what you would do. You can use each letter as many times as you want.

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

_____ 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.

_____ 6. 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.

Lesson 2.2 HANDOUT: CONFLICT STYLES

Directions: Watch each group act out the scenario with a different conflict style. Match the group to the conflict style in the first column. Then fill out how you know in the last column.

Group (1, 2, 3, 4, 5)	Conflict Style	Behavior	Uses	Limitations	How Do You Know?
	Avoiding <ul style="list-style-type: none"> ◆ Denying a problem ◆ Pretending nothing is wrong 	<ul style="list-style-type: none"> ◆ Leaving a situation ◆ Holding back feelings and opinions 	<ul style="list-style-type: none"> ◆ When confronting seems dangerous ◆ When you need more time to prepare 	<ul style="list-style-type: none"> ◆ The problem may never be resolved. ◆ Emotions may explode later. 	
	Confronting <ul style="list-style-type: none"> ◆ Getting what you want no matter what ◆ Some people win, some lose 	<ul style="list-style-type: none"> ◆ Interrupting/taking over ◆ Ignoring others' feelings and ideas ◆ Loud tone of voice ◆ Sometimes physical violence 	<ul style="list-style-type: none"> ◆ When immediate action is needed ◆ When you believe in the absolute rightness of your action and don't see any other choice 	<ul style="list-style-type: none"> ◆ This style can make people defensive and can make a conflict worse. ◆ This style can make it hard for others to express how they feel. 	
	Accommodating <ul style="list-style-type: none"> ◆ Giving in to another person's point of view ◆ Paying attention to others' concerns and not your own 	<ul style="list-style-type: none"> ◆ Apologizing/saying yes to end the conflict ◆ Letting others interrupt or ignore your feelings, ideas 	<ul style="list-style-type: none"> ◆ When you think you've made a mistake or that you don't really understand the situation ◆ When smoothing over is important for keeping a relationship 	<ul style="list-style-type: none"> ◆ You may work hard to please others but never be happy yourself. ◆ Being nice doesn't always solve the problem. 	
	Compromising <ul style="list-style-type: none"> ◆ Each person wins some and loses some 	<ul style="list-style-type: none"> ◆ Interest is in finding a solution ◆ Show desire to talk about the problem 	<ul style="list-style-type: none"> ◆ When you need a fast decision on a small issue ◆ When nothing else works 	<ul style="list-style-type: none"> ◆ You may fix the immediate conflict but not the bigger problem. ◆ Each person may not end up happy. 	
	Problem-Solving <ul style="list-style-type: none"> ◆ Finding a solution that makes everyone happy ◆ Looking closely at the sources of the conflict 	<ul style="list-style-type: none"> ◆ Addressing your feelings, needs, and wants ◆ Listening to others 	<ul style="list-style-type: none"> ◆ Can make someone who is stubborn move toward resolving a problem 	<ul style="list-style-type: none"> ◆ This requires time and good communication skills. 	

Lesson 2.3

Practicing Conflict Analysis



Rationale

This activity gives students the opportunity to practice analyzing conflicts using a more in depth process than in Lesson 2.1. Analyzing conflicts enables us to manage them more knowledgeably and accurately. Conflict analysis can be used to understand all types of conflicts—between individuals, communities, and countries.

Objectives

1. To understand the various elements of conflict analysis.
2. To understand the value of conflict analysis in managing conflicts.
3. To develop conflict analysis skills.

Standards

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

Time: Two class periods (Part 1–45 minutes; Part 2–45 minutes)

Materials

- Cross the Line Roles* Handout
- Elements of Conflict* Handout
- Analyzing a Conflict* Worksheet (You will need two copies per group, one for Part 1 and one for Part 2. If possible, save paper by making double-sided copies of the worksheet.)
- Newspaper or news magazine articles (one per group of three). BBC.com and NY Times' Upfront Magazine are good sources. USIP also has brief descriptions of conflicts at www.usip.org.

Preparation

Prior to class, cut the *Cross the Line Roles* into strips, so you have enough strips to give each person in the pairs participating in the activity. The observer in the activity does not get a strip.

**45 minutes****Part 1****Procedures****I. Essential Question**

Why is it important to understand the process of conflict analysis?

II. Motivation/Introduction (25 minutes)

Tell students they are going to practice solving a problem. Conduct the *Cross the Line* activity (see Activity: *Cross the Line* for directions).

III. Teacher Directed/Guided Practice (20 minutes)

1. Ask students what it means to analyze something and what the purpose of analyzing something might be, for example, to understand, to be able to respond, to gain lessons for the future, etc.
2. Distribute the *Elements of Conflict* Handout to each student and review the six elements.
3. Distribute one *Analyzing a Conflict* Handout to each group of three from the *Cross the Line* activity.
4. In their groups, have students answer questions to identify the elements of the conflict they just acted out in *Cross the Line*.
5. Go over the answers as a whole class, having the observer share his/her group's answers.
6. Ask students what conflict styles each group displayed in their situation (relating back to Lesson 2.2).
7. Share that the process of conflict analysis should be used in all types of conflict situations, from personal to international. The analysis is more complex and takes longer for an international conflict, but it is an essential part of trying to figure out what can be done to manage it.

**45 minutes****Part 2****I. Independent Practice (35 minutes)**

1. Distribute a newspaper or news magazine article about an international conflict to each group. Be sure to provide a range of articles, so different types of conflict can be explored. Distribute one *Analyzing a Conflict* Handout to each group.
2. Have students read the articles in their groups and complete the *Analyzing a Conflict* Worksheet together. Students should use the *Elements of Conflict* Handout to help them answer the questions.

- When all groups are finished, have students summarize their article and share responses. If the article they have does not provide information that allows them to answer all of the questions on the worksheet, have them research the remaining answers for homework.

Alternative: If you have difficulty finding current conflicts for which students have enough background context, you can have them analyze a historical conflict you have studied with them. Analyzing past conflicts is helpful practice, but it serves a different purpose. Analyzing current conflicts helps in figuring out how to approach them. Analyzing past conflicts is useful in determining lessons learned. Students can benefit from both exercises.

II. Discussion (10 minutes)

Lead a discussion using some or all of the following questions:

- ◆ Which questions are harder to answer? Why?
- ◆ What is the value of analyzing a conflict?
- ◆ How can analyzing a conflict help you figure out ways to approach it?
- ◆ Imagine a complicated international conflict like the conflict in Iraq or Afghanistan. How can analyzing the conflict help those who want to build peace in these areas?
- ◆ What might happen if you tried to resolve a conflict without knowing enough about it?

Extension Activity

Show students photographs depicting conflicts and have students identify the level of conflict, i.e. interpersonal, intergroup, intragroup, etc.

Assessment:

Cross the Line participation, *Analyzing Conflict* Worksheet

Lesson 2.3 ACTIVITY: CROSS THE LINE

Rationale

This is a problem-solving exercise that has two key messages. Problem solving is easier to manage when 1) people work cooperatively rather than competitively and 2) parties in conflict trust one another. The exercise deals with a life in prison sentence and provides a short timeframe for finding a solution (three minutes to create a sense of urgency and for participants to feel the stress that conflict can create). You can change the scenario to something more relatable to students, but be sure to include a sense of urgency. The purpose of the exercise is for students to discover that by working together they can find a solution that benefits everyone (a win-win solution). Problem solving here is a negotiation strategy.

Procedures

1. Divide the class into groups of three and have them stand in different places in the room.
2. Ask for one person in each group to be an observer.
3. Have the other two in each group face each other with a line on the floor or a piece of tape dividing them.
4. Provide each student in the pairs with the statements on the *Cross the Line* Handout.
5. 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. Do not tell them what the other group's scenario is. If they ask, "Can I share my scenario?" simply reiterate that they can use any strategy other than physical violence. The solution becomes achievable when each party shares their scenarios with the other, or full disclosure, but you do not want to lead students to this; rather, you want them to figure this out on their own.]
6. Do the same with those assigned Student 2.
7. Tell them that they will begin on "Action" and have exactly three minutes to solve the problem.
8. After three minutes, say "Stop" and have all students return to their seats.

Discussion

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

1. How many of you were "saved" at the end of three minutes?
2. What strategies did you use to try to solve the problem?
3. Why were some groups unable to solve the problem? What could you have done differently?
5. How many of you shared your problem with the other person?
6. 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 would sharing your scenario and knowing that you had the same situation have changed how you approached the conflict?
7. How important was it to trust the person on the other side of the line? Do you think you would share information with someone you don't trust?
8. How might the exercise have gone differently if you had tried to work together to find a solution agreeable to both of you (a win-win solution)? What does the game teach about cooperation versus competition?
9. Share with students that in the next lesson they will learn more about ways to approach conflict. Let students know that you will return to this activity shortly.

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

Lesson 2.3 HANDOUT: CROSS THE LINE ROLES

Information for Student 1: You will be sentenced to life in prison in exactly three 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.

Information for Student 2: You will be sentenced to life in prison in exactly three 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 2.3 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, possessions)?
- ◆ 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 between two or more nations?
- ◆ Is it a global conflict—a conflict that affects many people and nations in the world?
- ◆ Outside of the people directly involved in the conflict, who has a stake in the outcome?

RELATIONSHIP: WHAT IS THE RELATIONSHIP BETWEEN THE PARTIES 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 parties know each other?
- ◆ How much do the parties rely on each other? Do the actions of one party 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 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 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 2.4A

Responding to Conflict: Nonverbal Communication



Rationale

Research indicates that about 80 percent of our communication is nonverbal. Being able to communicate effectively means understanding 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 develop an awareness of how people communicate without words.
2. To develop nonverbal communication skills.
3. To understand the role of nonverbal communication during conflict.

Standards

- ◆ Culture

Time: One class period (45 minutes)

Materials

- *When No Means Yes* Handout



45 minutes

Procedures

I. Essential Questions:

1. How can we communicate without words?
2. Why is nonverbal communication important when responding to conflict?

II. Motivation/Introduction (2 minutes)

Review the conflict management concepts introduced in the lessons in Section 2 that you have used to date, including conflict analysis (2.1, 2.3), conflict styles (2.2), the value of trust (Cross the Line, 2.3), the value of working cooperatively rather than competitively (Cross the Line, 2.3). Tell students that managing conflict whether at the personal or international level depends on building and maintaining trust, working cooperatively, and building relationships. One of the ways to build relationships is by communicating effectively. Tell students that they are going to focus on developing communication skills.

III. Teacher Directed/Guided Practice (15 minutes)

1. Explain to students that they will study nonverbal communication—ways that people communicate without using words. They will begin by arranging themselves in a line according to the month and day (not year) of their birth. But, they will do this **WITHOUT** talking, 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. The teacher may start the exercise by indicating which end of the classroom is January 1 and which is December 31.
2. Give students a moment to think of a strategy to use, 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 remainder of class.
4. Debrief this exercise 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?
 - ◆ 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?

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.

IV. Teacher Directed (9 minutes)

1. Tell students that they are going to read an example of miscommunication over gestures. The story is about a Peace Corps volunteer in Slovakia who had difficulty with nonverbal communication.
2. Have students locate Slovakia on a map and identify the countries that border it. Ask them what they know about the country/region from history, e.g., WWI and WWII.
3. Divide students into groups of three or four and distribute the *When No Means Yes* Handout to each student.

V. Independent Practice (15 minutes)

1. Have students read the story and answer the questions at the bottom of the handout in their groups.
2. Have groups share their responses.

VI. Discussion (4 minutes)

Lead a discussion using some or all of the following questions:

- ◆ 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 create a Top Ten Ways to Communicate Nonverbally poster or a radio advertisement that promotes and explains the importance of nonverbal communication.

Assessment:

Participation in small group work and large group discussion

Lesson 2.4a Handout: When No Means Yes

It's true that the Peace Corps is the "toughest job you'll ever love," but I had no idea it would be the most confusing. Shortly after arriving at my Peace Corps site in Ruzomberok, Slovakia, I decided to visit another Peace Corps Volunteer in a neighboring town. My Slovak was ok, having had three months of language and cultural training, but I still relied on gestures to get around and hadn't yet learned a lot of slang. I walked into the train station to buy a ticket for the short ride to Liptovsky Hradok. To buy my ticket, I told the ticket seller where I was going and held up one finger, my forefinger, to indicate that I wanted one ticket. I was very confused when he gave me two. I shook my head to suggest there was a mistake and gave one back. I didn't realize that in Slovakia you hold up your thumb to suggest one. Holding up your thumb and forefinger means "two." When I showed my forefinger, he assumed I wanted two tickets. Over the course of the next two years, I would mistakenly end up with two movie tickets, two bus tickets, and two train tickets on countless occasions. Old habits die hard.

After I bought my train ticket, I walked out to the platform. I heard some muffled noises from the loud speaker that I could not understand and hoped the announcement wasn't anything important. A train arrived a few minutes later, and I followed the crowd toward it. Before I got on, I asked a woman, "Liptovsky Hradok?" hoping my intonation would explain what I meant. She nodded and said, "*No*." I stepped back and let others board, returning to the platform to wait for my train. Another train came from the opposite direction and I approached it. Again, I asked someone, "Liptovksy Hradok?" This time the response was *Nie*. Now I was confused. *Nie* means "no" in Slovak, but why had the first woman said "no"? I went into the train station to look at the train schedule. My train had come and gone. I waited for the next train to Liptovsky Hradok, got on it, and hoped it would take me where I wanted to go. When I finally reached my friend's apartment, I told him what had happened. He said that he had recently learned *no* is the quick way of saying *Ano* (ah-no), which means yes. I thought back to when the woman said no, meaning yes, to me at the first train. She had smiled and nodded, but I had ignored those gestures because the word sounded so familiar to me. But when I relied on gestures like my forefinger to indicate one ticket, that had resulted in confusion, as well. Some things made sense to me, others did not. I wondered if I would ever be able to feel at home in a place where everything seemed upside down.

Note: Words in italics are in Slovak.

Answer the following questions in your groups.

1. What are the sources of the writer's confusion?
2. What gestures does she assume are universal?
3. What would you do in her situation to try to manage the challenges to nonverbal and verbal communication?
4. How can managing these challenges help prevent conflict?

Biography: Alison Milofsky is a senior program officer at the United States Institute of Peace, where she facilitates workshops on communication and negotiation skills. She continues to feel at home in Slovakia, 15 years after leaving the Peace Corps. She visits Ruzomberok every summer with her Slovak husband, whom she met there, and her two children, who speak Slovak and English. She speaks Slovak with her in-laws, but she still occasionally makes the forefinger-equals-one mistake.

Lesson 2.4B

Responding to Conflict: Active Listening



Rationale

Effective communication consists of both speaking and listening. When trying to manage a conflict, using active listening allows you to increase your understanding of the other parties, build trust, and develop or maintain relationships. This activity gives students the opportunity to identify what active listening is and why it is important in managing conflicts.

Objectives

1. To identify key active listening skills.
2. To develop students' active listening skills.

Standards

- ◆ Culture

Time: One class period (45 minutes)

Materials

- Core Principles of Active Listening* Handout
- Abegaz and the Lion* Extension Handout



45 minutes

Procedures

I. Essential Question

How does active listening play a role in responding to conflict?

II. Motivation/Introduction (3 minutes)

Ask students for situations that require listening. Examples: getting directions, helping a person, learning about someone, listening to music for entertainment, etc.

III. Teacher Directed (15 minutes)

1. Ask two students to act out Scenario 1 (below). Direct the rest of the class to observe the conversation. Give Student A and Student B their instructions privately. If you are concerned about whether your students can act out listening skills, you can play the role of listener in the scenarios.

Scenario 1: Student A

Talk about what you did over the weekend. Share a lot of details.

Scenario 1: Student B

When your classmate starts to speak, exhibit poor listening skills, such as look at your watch, interrupt, avoid eye contact, look bored or impatient, tap your foot or fidget.

2. At the end of the conversation, draw a T-Chart (an enlarged capital T, with room for writing underneath each side of the horizontal line) on the board and ask the class to describe what the listener was doing.
3. Record their ideas on the right side of the T-Chart.
4. Ask Student A to describe how he/she felt.
5. Ask two students to act out Scenario 2. Direct the rest of the class to observe the conversation.

Scenario 2: Student A

Talk about what you plan on doing next weekend. Share a lot of details.

Scenario 2: Student B

When your classmate starts to speak, exhibit good listening skills, such as nod, smile, show concern, maintain eye contact, restate what he/she says, ask questions, and encourage.

6. At the end of the conversation, ask the class to describe what the listener was doing.
7. Record their ideas on the left side of the T-Chart.
8. Ask Student A to describe how he/she felt.

IV. Guided Practice (8 minutes)

1. Ask the class if they can figure out what the headings should be for each side of the T-Chart.
2. If necessary, coach them. (Left Side: Active/Good Listening Skills; Right Side: Poor Listening Skills)
3. Distribute the *Core Principles of Active Listening* Handout and review the content with students.
4. Ask:
 - ◆ Is there anything we should add to the left side of the T-Chart?

Quick Activity: Lap Sit (10 minutes)

Use this quick trust building exercise if you have extra time in your lesson one day.

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 in peacebuilding?

V. Independent Practice (10 minutes)

1. Tell the students that they are going to practice using active listening skills with a partner. Brainstorm with the class a few topics that have multiple perspectives and are often discussed or debated in society. Write these on the board. Divide the class into pairs, assigning one student, Student A and the other Student B. Have each student select a topic on which to speak for two minutes. Instruct students to use active listening skills when they are not speaking.
2. Have Student A speak on their topic for two minutes while Student B listens using active listening skills.
3. After two 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 two minutes for feedback.
4. Have students switch roles: Have Student B speak on their topic for two minutes while Student A listens using active listening skills.
5. After two 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 two minutes for feedback.

VI. Discussion (9 minutes)

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 using active listening skills help you to build trust with the person to whom you are listening?
- ◆ Why is active listening an important skill for managing conflicts of all levels, from personal to international? What might happen in an international conflict when parties do not feel heard? Revisit the importance of trust and building relationships when managing a conflict. Also explain that active listening allows you to learn the other person's perspective instead of assuming you know what they think/mean/want.
- ◆ Ask for volunteers to share one core principle of active listening they do well and one they need to work on.

Assessment:

Participation in whole class and paired activities

Extension Activity 1

Have students complete the same exercise but this time they should think of a personal conflict they had that was not resolved or where they were not happy with the outcome. In pairs have them take turns listening to each other's experiences using active listening skills. The goal of listening in the exercise is to understand the conflict, the perspective of the person sharing with you, and to build trust by being a good listener. The goal is not to solve the problem.

Extension Activity 2 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. 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##>. This story is just one example that may be useful in educating young people about communication.

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

1. Abegaz had a big problem. He 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?
3. Why did the healer send Abegaz to the lion? Why are active listening and effective communication so important for peacebuilding at the personal and the international level?

Note: The story of Abegaz and the Lion 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 2.4B HANDOUT: CORE PRINCIPLES OF ACTIVE LISTENING

Below are five core principles of active listening.

- ◆ Physical Attention
 - ◆ Face the person who is talking.
 - ◆ Look them in the eye, if it is culturally appropriate.
 - ◆ Notice the speaker's body language; does it match what he/she is saying?
 - ◆ Can you match the speaker's body language?
 - ◆ Try not to do anything else while you are listening.
- ◆ Paraphrasing
 - ◆ Show you are listening and understanding what is being said.
 - ◆ Check the meaning and your interpretation.
 - ◆ Restate basic ideas and facts.
 - ◆ Check to make sure your understanding is accurate by saying:
 - "It sounds like what you mean is. . . Is that so?"
 - "So what happened was. . . Is that correct?"
- ◆ Reflecting
 - ◆ Show that you understand how the person feels.
 - ◆ Help the person evaluate his or her feelings after hearing them expressed by someone else.
 - ◆ Reflect the speaker's feelings by saying:
 - "Are you saying that you're angry/disappointed/glad, because. . .?"
 - "It sounds like you feel. . ."
- ◆ Clarifying questions
 - ◆ Help clarify what is said.
 - ◆ Get more information.
 - ◆ Help the speaker see other points of view.
 - ◆ Use a tone of voice that conveys interest.
 - ◆ Ask open-ended questions, as opposed to yes/no questions, to elicit more information.
 - "Can you explain what you mean by that?"
 - "Can you tell me more about that?"
- ◆ Encouragers
 - ◆ Show interest by saying:
 - "Really?"
 - "Is that so?"

Lesson 2.4B 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 Meseleetch.

When Abegaz brought his wife home, he was very pleased. No more threadbare pants, no more dirty dishes to wash. Meseleetch 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 Meseleetch 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 Meseleetch persisted throughout the night, screaming "Aaagh!" in a high-pitched voice. When the sun rose the next morning, Meseleetch'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/www/stories/stories.cfm?psid=66##>

Lesson 2.4C

Responding to Conflict: Negotiation—Identifying Wants and Needs



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 understand the difference between wants and needs and identify them in various conflicts.
3. To explore and apply basic negotiation methods.

Standards

- ◆ Culture
- ◆ Production, Distribution, and Consumption

Time: Two class periods (Part 1–45 minutes; Part 2–45 minutes)

Materials

- The Homework Conflict Role-play* Handout (two copies for the role play)
- Wants and Needs* Worksheet (one per person in Part 1 and one per person in Part 2)
- Conflict Scenario Role-plays* Handout
- Creating Options* Handout
- Dot stickers (optional)
- Chart paper



45 minutes

Part 1

Procedures

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.

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.

Quick Activity: Creating Options

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

Procedures

1. Ask students:
 - a. What does brainstorming mean? How would you describe the process?
 - b. How do you think brainstorming can be used in the process of negotiation?
2. Share with the group 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
3. Divide students into small groups and distribute the *Creating Options* Handout to each group. Have students brainstorm in their groups how they can solve the problem.

(continued on next page)

I. Essential Question

Why is exploring the needs of all parties important in negotiation?

II. Motivation/Introduction (2 minutes)

Ask students to stand if they have ever had to negotiate something. Explain that negotiation is a part of everyday life and that we use negotiation in many different situations.

III. Teacher Directed (15 minutes)

1. Direct students to individually write a definition of negotiation on a piece of paper.
2. Direct them to move through the room and find a partner. Tell them to share their definitions and write one definition together that represents both of their ideas.
3. Direct the pairs to move through the room to find another pair. Tell the pairs to share their definitions and write one new definition together that represents both pairs' ideas. Have groups of four write their final definition on chart paper and post it.
4. Give each student a dot sticker. Tell them to read all of the posted definitions to themselves and put the sticker on their absolute favorite. If you don't have stickers, you can have students raise hands to indicate which definition they prefer and tally the vote.
5. Ask:
 - ◆ "What did we just do?" Take ideas.
6. Share: "We negotiated a definition of negotiation!"
7. Ask:
 - ◆ What skills that we have talked about did you use when sharing/writing your definitions?
8. Share with students that negotiation is a process of communication that people engage in to find an agreeable solution to a conflict. We have already worked on a few of the key elements of negotiation: preparation through conflict analysis, ways to approach relationship/trust building through active listening. Now we are going to look at another key element: identifying wants and needs.

Explain that often when people are in conflict and want something, they state what they want as a position or a demand, for example, "I want a million dollars," "I want you to leave this land," "I want clean drinking water." Demands or wants usually are not flexible, and can make negotiating difficult. Needs are usually underlying and often are not even clear to the person making the demand. Exploring the underlying needs and how to meet these needs is a key skill in managing conflicts. By getting at the needs or why the person is making the demand (why they want what they want), you can often find common ground between parties in conflict, which can open up possibilities for a creative solution.

If it helps to clarify, you can write the following definitions on the board:

Wants: In a negotiation, a want is a statement of demand and is often not flexible. The party making the demand insists on getting what they want: “I want land” or “I want \$500!”

Needs: In a negotiation, a need is what lies beneath the demand and can often be determined by asking *why* a party is making such a demand: “I need to feed my family” or “I need to feel respected.”

IV. Guided Practice (15 minutes)

1. Select two students to act out the homework scenario and give them the *Homework Conflict Role-play* Handout. Prepare them by reviewing the conflict with them, making sure they understand their roles.
2. After they have acted out the role-play, ask the class:
 - ◆ Do you think they solved their conflict effectively? Why or why not?
 - ◆ Did you know their needs?
3. Allow the class to ask the two students anything they want that will help them determine the wants and needs of the siblings. Remind them that asking why someone wants what they want can often get at their needs.
4. Distribute the *Wants and Needs* Worksheet and have students fill in the first three columns on the chart based on the class discussion.

V. Independent Practice (13 minutes)

1. Divide the class into groups of three.
2. Direct them to solve the problem (the last column on the chart-Action), reminding them that the key to finding the best course of action is to understand each person’s needs. Refer back to the posted definitions. Have groups share their solutions.
3. Discuss some or all of the following questions:
 - ◆ Why do we often focus only on people’s wants?
 - ◆ Why is it sometimes hard to know someone’s needs?
 - ◆ How did looking at needs help you think of a solution?

4. Have each group share their solutions and create a master list on the board. One possible solution is to let some of the air out of the tires so the truck can pass through the tunnel. Do not share this solution until the end.
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 a way of eliminating those that won’t work and narrowing the possibilities.
5. 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 had working individually? Why?
 - ◆ What is the value of creativity in the negotiation process?

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.

Part 2



45 minutes

I. More Independent Practice (32 minutes)

1. Divide students into pairs and give them one of the three conflict scenarios from the *Conflict Scenario Role-plays* Handout to role play. Also distribute the *Wants and Needs* Worksheet to each student.
2. Have each student read their role and identify their own wants and needs. They should write this information under Party 1 on the chart. (5 minutes)
3. Then have each group role play their scenario, trying to determine the other party’s wants and needs. Remind them to ask the other party *why* they want what they want. Have them write this information under Party 2. (7 minutes)
4. Have them work together to see what they could do to solve their problem in a way that meets both of their needs. They should put this information under the Action column. (10 minutes)
5. Have one pair from each conflict scenario present their information to the group. After each presentation, ask other groups with the same scenario to add any additional information to the chart. (10 minutes)

Extension Activity 1

Have students work in pairs to create their own conflict scenario. Have students pass their scenario to another individual or pair with the instructions to identify parties, wants, needs, and actions.

Extension Activity 2

Show USIP's witness video on Betty Bigombe and her work negotiating peace in Uganda (www.buildingpeace.org) or George Mitchell and his work in Northern Ireland (www.buildingpeace.org). Have students complete a wants/needs/action chart about the conflict in the video. Have students research the conflicts in the videos to add information to their charts.

II. Discussion (13 minutes)

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

- ◆ Two of the scenarios were interpersonal and one was international. Based on each group's comments, what similarities and differences did you notice among the wants and needs in the two types of conflicts?
- ◆ Why is exploring needs important in negotiation?
- ◆ How can looking at needs improve your relationship with the people with whom you are in conflict?
- ◆ Have students think of examples of local, national, and international conflicts in which people have stated their wants or demands. How has this affected the conflict? Try to tie wants and needs into the historical conflicts you have studied or are studying.

Assessment:

Participation, *Wants and Needs* Worksheet

Lesson 2.4C ROLE PLAY: THE HOMEWORK CONFLICT

Directions: Read the scenario. Decide who will play each part. Prepare to act in front of the whole class!

Two siblings have assignments to complete for school and both want to use the computer at home. They start arguing over who should be able to use it. The older sibling has an important essay due the next day. The younger sibling has to email his/her science group and send materials by a certain time so the other group members can do their part of the project.

Lesson 2.4C WORKSHEET: WANTS AND NEEDS

Directions: Fill in the first three columns based on the role play and discussion.

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

Lesson 2.4C HANDOUT: CONFLICT SCENARIO ROLE-PLAYS

Role Play 1: Studying or Practicing

Student A

You are studying for a math test and like to study in complete silence. Your sibling is practicing his/her instrument. You want your sibling to stop practicing so you can study.

Student B

You are practicing your instrument for a concert tomorrow. Your sibling wants you to stop practicing because he/she wants to study for a math test in silence.

Role Play 2: Marrying Outside of One's Culture and Religion

Student A

You want to marry someone who is from another culture and religion. Your parents are very against this and want you to marry someone from your own culture and religion. You feel it is most important that you marry the person you love.

Student B

Your son/daughter wants to marry someone who is very nice but does not share your culture or religion. You want your son/daughter to be happy but it is more important that the family maintains your cultural and religious identity.

Role Play 3: The Pampas in Aguala: A fictional case

The Pampas are an indigenous group in the country of Aguala. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. The government of Aguala wants the Pampas to move to a different part of the country because they would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Student A

You are a representative of the Pampas, an indigenous group in the country of Aguala and have been asked to meet with a representative of the government of Aguala. You believe that the land belongs to those who work it. You work the land, in other words, you grow food on the land and you eat what you grow. The government wants you to move to a different part of the country because they would like to convert the land you are living on into a site for ecotourism. You refuse to leave because, as an indigenous group, you have the right to stay on your land. Also, you don't trust the government because in the past they have made promises to other indigenous groups that they have failed to keep.

The Pampas are an indigenous group in the country of Aguala. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. The government of Aguala wants the Pampas to move to a different part of the country because they would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Student B

You are a representative of the government of Aguala and have asked to meet with a representative of the Pampas who are an indigenous group in your country. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. You want them to move to a different plot of land because you would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Lesson 2.4C QUICK ACTIVITY 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 2.4D

Responding to Conflict: Negotiation Role-play



Rationale

This lesson allows students to practice all of the skills introduced in the toolkit thus far: conflict analysis, conflict styles, active listening, building relationships/trust, identifying wants and needs, and using creative problem solving in one exercise. 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 an international conflict setting.

Standards

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

Time: Two class periods if you do all of the preparation in class (one class preparation, one class role-play and discussion); one class period if you have students do their preparation at home and choose not to have them meet in like-role groups.

Materials

- Analyzing a Conflict Worksheet*
- Negotiation Preparation Worksheet*
- Negotiation Note-Taking Worksheet*
- Competing for a UNMIK Contract in Kosovo Scenario Handout*
- Competing for a UNMIK Contract in Kosovo Roles Handout*
- Source for background on conflict in Kosovo:
http://news.bbc.co.uk/2/hi/special_report/1998/kosovo/305008.stm



45 minutes

Part 1

Procedures

I. Essential Question:

How are negotiation skills useful in daily life?

II. Motivation (5 minutes)

1. Ask students to share with a partner one skill they have that makes them an effective negotiator.
2. Ask for volunteers to share their answers with the class.

III. Teacher Directed (25 minutes)

1. Tell students that they will have the opportunity to practice their negotiating skills with a partner in a role-play.
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 (students can also do this the night before for homework).
3. Distribute the *Competing for a UNMIK Contract in Kosovo Scenario Handout* and review it with the class. Address any questions. (Again, you can distribute the scenario the day before and have students review it for homework in preparation for this lesson.)
4. Remind students of the key elements of negotiation: be prepared (conflict analysis Lesson 2.3), build a relationship and trust (use active listening skills Lesson 2.4b), think about how you want to approach the conflict (what conflict style will you use Lesson 2.2), identify wants and needs (Lesson 2.4c), look for creative solutions (Lesson 2.4c).
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. Give students the appropriate role from the *Competing for a UNMIK Contract in Kosovo Roles Handout*.

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

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

IV. Guided Practice (15 minutes)

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. Have them work cooperatively to complete the *Negotiation Preparation Worksheet*.

Part 2



45 minutes

Procedures

I. Independent Practice (20 minutes)

Have everyone return to their negotiation pairs (or quads) and begin their negotiation. Give students 20 minutes to negotiate.

II. Discussion (25 minutes)

Lead a whole class conversation using some or all of the following questions:

- ◆ What were some of the results of your negotiations?
- ◆ What strategies/conflict styles did you use?
- ◆ What were some of the challenges you encountered while negotiating?
- ◆ How were you able to get beyond wants to needs?
- ◆ What did you learn from the role-play that will help you in future negotiations?
- ◆ Ask students what they know about the negotiation processes involved in the conflicts they have studied in class? If they have not studied this aspect of the conflict, have them research it.

Extension Activity

Have students research a current international conflict to see what negotiation efforts have been made. Have them report on the processes and share what challenges they see.

Lesson 2.4D 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 2.4D WORKSHEET: NEGOTIATION PREPARATION—COMPETING FOR A UNMIK CONTRACT IN KOSOVO

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

What is your goal for the negotiation? What do you want to get out of it?

What are the key issues for you?

What do you want? What are your needs?

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

Lesson 2.4D WORKSHEET: NEGOTIATION NOTE-TAKING SHEET

Directions: While you are negotiating, try to gain the following information.

What does the other party want?

What does the other party need (why do they want what they want)?

What conflict style are they using (competing, accommodating, avoiding, compromising, problem solving)?

What creative ways to solve the problem can you think of? How can you find common ground between their needs and yours?

Lesson 2.4D 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 2.4D 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. You decide you will try to negotiate and drive some kind of bargain with him/her.

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. You decide to try to negotiate and drive some kind of bargain with him/her.

Lesson 2.4E

Responding to Conflict: Mediation



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 for them to help others take responsibility for resolving their conflicts, and to find peaceful solutions to conflicts in their own lives. 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
- ◆ Global Connections

Time: Two class periods (Part 1–45 minutes; Part 2–45 minutes)

Materials

- Mediation Process Handout*
- Mediator's Instructions Handout*
- Mediation Preparation for Disputants Worksheet*
- Mediating Conflict Roles Handout*



45 minutes

Part 1

Procedures

I. Essential Question

What are the differences between negotiation and mediation and when is it appropriate to use the latter?

II. Motivation (5 minutes)

Ask students to think about a situation in their lives when two people or groups were having a disagreement, and though they were not part of the conflict, they tried to help the parties solve it. What skills did they use in order to help solve the problem? (For example, active listening skills, problem solving, etc.) Invite students to share their answers.

III. Teacher Directed (25 minutes)

1. Ask students if they have heard of mediation as a conflict resolution process and if they can define it. Write their responses on the board. Then, write the following USIP definition of mediation (from Peace Terms):
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.
Invite a student to read the definition out loud. Ask students what they think third party and mutually acceptable mean. Explain that third party refers to someone who is not a party to the conflict, or is outside of the conflict.
2. Note that mediators try to be impartial but being impartial doesn't mean you don't have an opinion. Everyone has an opinion. The mediator, however, is not supposed to share his/her opinion on the situation, so that parties come to an agreement on 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.
3. Lead students in a dialogue with the following question:
 - ◆ Why is it sometimes helpful for someone outside a conflict to help parties find a solution? Responses can include the following: the parties are very emotional about the issue, they are uncomfortable dealing with the issue without someone else present, the parties are no longer communicating, or they can't get past their demands/positions.
4. Explain to students that for many different conflicts, trained mediators are asked to help others resolve their own conflicts in a peaceful and constructive way. For example, many schools as well as community centers offer mediation services to resolve conflicts between families, neighbors, students, or community members. Mediators can be of any age, including students, as long as they've been trained in basic mediation skills and processes. On an international stage, warring countries may turn to notable peacebuilders, such as diplomats or retired heads of state, to mediate an international conflict, or conflict between political groups within a country.

- ◆ What other people, organizations, or countries can you think of that have served as mediators in conflict?
5. Explain that regardless of whether the conflict is between individuals, groups, or countries, peacebuilders can follow a basic process to mediate conflict between parties. Distribute the *Mediation Process Handout* and review each step.

IV. Guided Practice (15 minutes)

1. Share that students will now have a chance to practice a basic mediation. Inform them that this will be an opportunity for them to practice skills from their previous lessons: active listening, identifying wants and needs, and problem solving. Remind them that as a mediator, they must be conscious of verbal and nonverbal communication to maintain the role of an impartial third party.
2. 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 front of the room 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.
3. Have students meet in like role groups (all mediators together, all Parties 1 together, and all Parties 2 together) and spend ten 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* as well. Distribute the *Mediation Preparation Worksheet* to Parties 1 and 2 to complete in their role groups.

Extension Activity 1

Show the USIP witness video of George Mitchell (www.buildingpeace.org). From Mitchell's comments, have students identify the elements of the mediation process and the skills that he used.

Extension Activity 2

Watch USIP's Seeds of Peace: Summer Camp witness video (www.buildingpeace.org) of an Israeli and a Palestinian engaging in conversations facilitated by a third party. Talk about how organizations, like individuals, can serve as a third party. Have students research Seeds of Peace and share what other conflicts they work on and how.

Part 2

I. Independent Practice (25 minutes)

Have students return to their mediation triads/quads and give them twenty-five minutes for the mediation.

II. Discussion (20 minutes)

After the role-plays, 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 possible solutions could have been?
- ◆ What was either easy or challenging about being a mediator?
- ◆ For the parties in 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?



45 minutes

Lesson 2.4E 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 needs 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 needs)

The mediator should recognize the wants, acknowledge the emotions/grievances, and then reframe the needs. He/she reframes the parties’ statements, going from accusations or concerns to statements of needs. These needs 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 needs 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 2.4E HANDOUT: MEDIATOR'S INSTRUCTIONS

Mediator:

Conflict: You will be mediating a conflict between two bunkmates at summer camp. Party A, Rachel/Richard, and Party B, Natalie/Nathan are bunkmates who are not getting along. Both want to find a new cabin or a new bunkmate but this is not possible, as there is no other space available in the camp.

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 needs which will help you identify the issues to be resolved.

Lesson 2.4E WORKSHEET: MEDIATION 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 do you want? What are your needs?

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 2.4E HANDOUT: MEDIATING CONFLICT ROLES

Party 1: Rachel/Richard

You are at overnight summer camp and you are having a terrible time. You can't sleep because your bunkmate reads late at night and keeps the light on. He/she also throws his/her things everywhere and you are constantly walking over his/her things. You have asked him/her to stop reading and be neater, but he/she doesn't seem to listen to your requests. You want to find a new bunkmate in a new cabin, but the camp leader has said there is nowhere to put you since no one else wants to change. The leader has suggested you speak with your camp counselor and ask him/her to help mediate the situation. You hesitantly agree.

Party 2: Natalie/Nathan

You are at overnight summer camp and you are having a terrible time. Your bunkmate is always on the phone at night and this makes it very hard for you to read, which you like to do when you're going to sleep. Also, whenever you are in the room, he/she has loud music playing that you don't like. You've asked him/her to turn it down or wear headphones, but he/she doesn't always do this. You want to find a new bunkmate in a new cabin, but the camp leader has said there is nowhere to put you since no one else wants to change. The leader has suggested you speak with your camp counselor and ask him/her to help mediate the situation. You hesitantly agree.

Party 3: Belinda/Boris the mediator

This is your third year as a camp counselor at this summer camp. You really enjoy how open and friendly everyone is. You also really like helping the campers work through their problems. You like helping them look for creative solutions when they seem blocked. You've seen a lot of conflicts at the camp over the years and you believe every conflict can have a happy ending. The camp leader has asked you to mediate a conflict between two bunkmates, both of whom want to switch to a different cabin.