

Lesson 2.2

Identifying Conflicts



Rationale

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

Objective

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

Standards

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

Time: 90 minutes

Materials

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



90 minutes

Extension Activity 1

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

Procedures

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

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

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

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

Assessment:

Scenario Analysis Worksheet and class discussion

Lesson 2.2 HANDOUT: CONFLICT SCENARIOS

(CUT INTO STRIPS)

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

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

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

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

Lesson 2.2 WORKSHEET: SCENARIO ANALYSIS

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

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

Choose One: Write it here.

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

Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS

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

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS (continued)

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?