

Curriculum Guide



Conflict Resolution for English Language Learners

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INTRODUCTION

About the Guide

Purpose and objectives

Conflict Resolution for English Language Learners was developed based on the United States Institute of Peace's work on education in zones of conflict throughout the world. The guide draws on the experiences and needs of educators who struggle to deal with the conflicts in their countries. The purpose of the guide is to provide educators with a series of conflict resolution exercises to increase students' capacity to manage intergroup conflict. The specific focus of the guide is on improving interpersonal skills that will enable individuals to address intergroup conflict effectively and nonviolently. However, as the guide points out, these skills can be used more generally to address conflict on an even greater scale. Taken together, these exercises will:

- Explore issues of conflict from the perspective of students' lives.
- Increase students' understanding of the "other."
- Increase students' understanding of the strategies they can use to manage identity-based conflicts.
- Develop students' conflict management and problem-solving skills.
- Develop students' communication skills.
- Provide educators with the instructional materials necessary to bring conflict resolution education into the classroom.

The guide is divided into five sections: trust building, defining conflict, prejudice awareness and reduction, communication, and conflict management. Each section focuses on one segment of conflict resolution. The concepts in the sections build on one another and work well when used in order. However, the guide is designed to be flexible, allowing educators to use activities as they see fit.

Who is this guide for?

This guide is designed for use in a classroom or organization. The primary audience is English Language Learners (ELLs); however exercises can be modified to fit a variety of contexts. The activities are conversation-based and student-centered. If used with ELLs, the activities allow students to develop English language skills while working on interpersonal and intergroup skill building. Classroom teachers will find this guide useful, as will educators working in informal teaching environments. **The guide has been developed for high school age, intermediate level English Language Learners, but many activities can be adapted for a younger or older audience.**

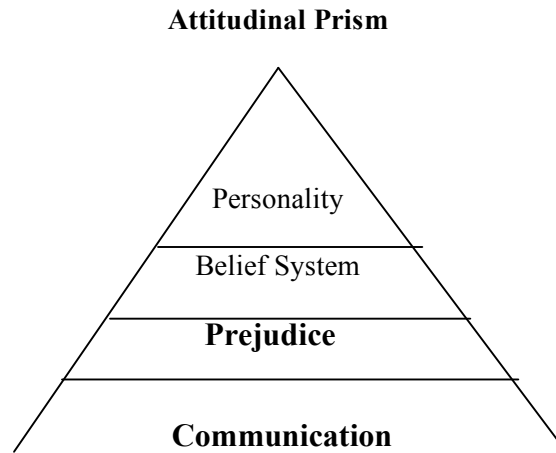
What is the framework of the guide?

This guide presents exercises in five different areas. The first two sections contain exercises focused on building trust among participants and exploring different definitions of conflict.



Sections three and four concentrate on prejudice awareness and reduction and communication skills, while section five presents opportunities to practice conflict management.

The guide reflects on the attitudinal prism below (Davies and Kaufman, 2003). According to this prism, misperceptions develop along four levels. These levels act as filters that shape our attitudes and form restrictions to our observations of reality. Discussions of personality and beliefs are challenging because they are often rooted in values. These conversations are important but rarely lead to change. This teaching guide explores prejudices and styles of communication, areas where behavioral change can more easily occur.



Using this framework, the guide develops the notion that before individuals can attempt to resolve conflicts based on identity, they must first begin to understand the prejudices that shape how they see the person or group with whom they are in conflict. Once they see the other party as that party sees him or herself, they can begin to hear what the other party has to say. Hearing the other party requires focused listening techniques that are addressed in the second component of the guide.

Why teach these skills?

The basic concepts and skills in conflict resolution deal with reducing prejudice, managing anger, increasing effective communication, and enhancing successful negotiations—all essential skills and components for any student or teacher. These skills have specific relevance for ELLs—the basis of learning English is developing effective communication skills, which is also the foundation of conflict resolution. **The skills are also relevant for the social studies classroom but need not be limited to either a social studies or English language context. They can be practiced in diverse settings including adult education.**

Teaching and learning principles

The approach to conflict management used in this guide assumes that by first developing empathy, individuals will be open to listening to the thoughts, opinions, and experiences of people who are different from them. This openness is essential when trying to communicate to manage a perceived conflict. The learning principles used in this guide, many of which are overlapping, include the following:



Student-centered learning This guide emphasizes student-centered learning. Student-centered learning emphasizes the role of the student. In a student-centered classroom, the mode of learning is the construction of knowledge among students, as opposed to the transmission of knowledge from teacher to student. The teacher serves as a facilitator of learning (the guide from the side), eliciting key ideas from students, instead of giving ideas to students.

Experiential learning Experiential learning enables students to acquire and apply knowledge, skills, and feelings in an immediate setting. It involves a direct encounter with the phenomena being studied rather than thinking about an encounter. Reflection is a key element of experiential learning, which is common in adult education, informal education, and lifelong learning.

Cooperative learning Cooperative learning is a teaching strategy in which students work together to accomplish shared goals. Cooperative learning involves five basic elements: positive interdependence; individual accountability (each student must contribute and learn); interpersonal skills (communication, trust, leadership, decision making, and conflict resolution); face-to-face interaction; and processing. Cooperative learning enhances students' attitudes toward each other and is frequently used in conflict resolution education programs. Through cooperative learning, individuals work together and share experiences. It is through this sharing that empathy emerges. Activities in this guide encourage students to develop a deeper understanding of the unfamiliar, the "other." Many activities ask students to assume different roles and perspectives and then to reflect on how these perspectives influence their own points of view and to share this learning with others. Cooperative learning enhances students' attitudes toward each other.

Critical thinking Real life situations are complex and require students to complicate their thinking by looking beyond simple answers. Critical thinking is supported by open-ended discussion questions, allowing students to explore multiple perspectives and solutions. Answers are not provided for students; through the use of critical thinking skills, possible solutions emerge. A skilled critical thinker engages in the following:

- raises key questions and problems,
- gathers relevant information, analyzes it and comes to a well-reasoned conclusion,
- has an open mind and recognizes assumptions and consequences,
- communicates effectively with others to find solutions to difficult problems.

Diverse learning styles Effective classroom instruction must take into consideration the diverse needs and learning styles of each student. No one teaching strategy, method, or form of assessment will reach every child. The exercises in this guide encourage flexibility and creativity among the teacher and students in order to create a dynamic, motivating learning environment in which every student will feel welcome, supported, and encouraged to succeed.

The exercises in this guide are designed to tap into various ways of thinking and learning. Educators are encouraged to explore their students' needs and ways of learning and to modify exercises to meet these needs.

Skills integration Students learn best when skills (for instance, reading, writing, listening, and speaking) are integrated throughout the curriculum. Skills are often interdependent and the exercises in this guide, while focusing primarily on speaking skills, encourage the development of other skills as well.



How to use this guide

- This guide assumes a 45-minute class period.
- Review the overview of each section to be sure you have identified the correct section for your students' needs. The overview is intended to aid educators in understanding the underlying concepts of the activities. This information may be helpful when explaining concepts to students but it is not designed as a handout to be given directly to students.
- Review the rationale for each activity before you use it to make sure you have selected the best activity for your students' needs.
- Review the materials and time required. Some activities require a handout for each student.
- You may choose to use the guide as a several-week unit that follows the sections in sequence. You may also choose to use select activities throughout the year. The guide is designed sequentially, but the activities are meant to be user-friendly and flexible, thereby allowing you to use them in a variety of ways.
- Several activities develop the same skills and therefore have a similar rationale. Certain skills require a lot of practice, so you will find two or three activities that focus on the same listening skill, for example. Be sure to review each activity so you can be certain you have selected the best activity for your learning environment.

Approach to curriculum development

The Role of conversation

Each activity includes a rationale, materials list, time required, step-by-step instructions, and discussion questions. It is important to note that the activities do not include objectives or learning outcomes. This guide is based on the notion that conversation is a critical element of the personal and social progress needed to manage identity-based conflicts. The curriculum materials that follow are designed around the notion of conversation as the basis of learning about oneself and others. Conversations on difficult topics including prejudice and discrimination cannot be scripted, nor can they have predictable outcomes; they must develop and evolve from what the students and teacher each contribute. As such, I have omitted objectives or learning outcomes, which might limit or impede the conversation that will naturally take place.

Conversation is necessary to make knowledge students gain in the classroom both contextualized and productive. Discussions are open-ended. Topics discussed and the degree of consensus or disagreement, are negotiated among the participants as the conversation develops. The teacher's role is to ask authentic questions that challenge thinking, questions that do not have right answers.

The nature of the teacher-student relationship

Poetry and Pedagogy:

The young child teaches the lesson: "What mean?"

The teacher responds: "Try this. Add a sprinkle of that. Hmmmmm....."

The teacher grows as/into a child: "What mean?"

The child offers wisdom, stirs the letters and adds a bit more colour.

The teacher stirs in some mud. They approach one another,



Hover around meaning,
Contemplate meeting.
(G.W. Rasberry, 1994)

The above excerpt reflects the efforts of this curriculum guide to bridge the gap between teacher and learner in the classroom. In difficult conversations it is important that the teacher participate as a learner. When conversations are not mapped and there is no set solution, the teacher's capacity to learn is as great as the students'. When students understand that teachers are part of the learning process, the atmosphere that develops can be one of trust and mutual respect.

"...Learning is a social process. We can learn to do new things by doing them with others... Tomorrow we can do on our own what today we do in the company of others" (Applebee, 1996, p. 108). Conversations on difficult, controversial topics allow us to experience and learn different perspectives. From this learning our own thinking and analysis of topics can progress, and we can draw our own conclusions, now or in the future.

In this process of conversation disagreement will occur, but "Disagreement, divergent interpretations, alternative viewpoints should require participants to clarify and extend their own insights rather than capitulate to someone else's view" (Applebee, 1996, p. 115). Disagreement is natural and should be considered a healthy part of conversation. Learning to manage conflict is very often about effectively dealing with disagreement before it can escalate to violence.

About the United States Institute of Peace (USIP)

Mission and Goals

The United States Institute of Peace is an independent, nonpartisan, national institution established and funded by Congress. Its goals are to help:

- Prevent and resolve violent international conflicts
- Promote post-conflict stability and development
- Increase conflict management capacity, tools, and intellectual capital worldwide

The Institute does this by empowering others with knowledge, skills, and resources, as well as by directly engaging in peacebuilding efforts around the globe.

USIP's Programs and Activities

In order to achieve the above goals, the Institute undertakes a unique combination of activities, including the following:

- ***Operating on-the-ground in zones of conflict***, most recently in Afghanistan, the Balkans, Colombia, Iraq, Kashmir, Liberia, the Korean Peninsula, Nepal, Pakistan, the Palestinian Territories, Nigeria, Sudan, and Uganda. Specific projects involve:
 - Mediating and facilitating dialogue among parties in conflict
 - Building conflict management skills and capacity
 - Identifying and disseminating best practices in conflict management
 - Promoting the rule of law
 - Reforming/strengthening education systems
 - Strengthening civil society and state-building



- Educating the public through events, films, radio programs, and an array of other outreach activities
- **Performing cutting edge research** resulting in publications for practitioners, policymakers, and academia (over 400 to date).
- **Identifying best practices and developing innovative peacebuilding tools.** Tools developed by USIP include a seminal set of books on international mediation, a portfolio of resources on religious peacemaking, a toolkit for promoting the rule of law in fragile states, guidelines for civilian and military interaction in hostile environments, a preeminent series on cultural negotiating behavior, and field-defining textbooks on conflict management.
- **Training on conflict management**—including mediation and negotiation skills—to government and military personnel, civil society leaders, and the staff of non-governmental and international organizations.
- **Educating high school and college students** about conflict, strengthening related curricula, and increasing the peacebuilding capabilities of future leaders.
- **Supporting policymakers** by providing analyses, policy options, and advice, as well as by sponsoring a wide range of country-oriented working groups. Recent efforts include the Iraq Study Group; Task Force on the United Nations; and standing working groups on Afghanistan, Cote d'Ivoire, DRC, Haiti, Iran, Iraq, Korea, Liberia, Syria, and Sudan.

Note from the author

This guide was created as a resource to help students develop the skills necessary to negotiate the world and to be effective, responsible individuals. The guide is intended to introduce concepts of conflict resolution into the classroom or workplace. The framework for this guide comes from a manual for Israeli and Palestinian high school students developed by Edy Kaufman and Manuel Hassassian, with the assistance of Diana Klein of International Alert. The guide in its current form attempts to retain the original vision, which is to build bridges of understanding between groups of people in conflict.

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CHAPTER 1: TRUST BUILDING

Overview

Trust is an essential component of the conflict management process. Managing conflict involves building or restoring relationships, and trust is at the core of these relationships. But how does trust develop? For trust to occur, parties to a conflict must learn to cooperate. By cooperating instead of competing, working together instead of against one another, those in conflict can mutually benefit from any resolution to their conflict. Additionally, for trust to be established, communication must be open and free (see chapter 4 for more on communication). Trust relies further on developing accurate perceptions of the other party. Davies and Kaufman (2003) note that building trust requires “a breakdown of negative images, so that participants can enter into a critical dialogue” (p. 194). In this chapter students begin the process of getting to know one another and challenging their preconceived notions.

Notter (1995) writes, “In deep-rooted conflicts, where the parties are not simply disputing over material interests but are suffering from deeply damaged social relationships, rebuilding trust is a key step towards resolution and transformation.” In conflict management trust is a means to an end as well as the end itself. Building trust takes time and effort. When firmly grounded, trust not only allows disputing parties to come together, but it can prevent future conflict. While this chapter of the teaching guide is called “trust building,” it is just the beginning of an entire process that is built on trust.

Trust is a concept at the heart of all levels of conflict. Conflict can occur internally, interpersonally, between groups, between countries, and globally. At each of these levels, trust must be established and maintained in order to manage conflict. Regardless of whether the people are public officials representing the state or members of a local community, trust is at the core of managing conflict.

Section Outline

- Exercise 1.1 Ground Rules

- Exercise 1.2 Name Game

- Exercise 1.3 Have You Ever

- Exercise 1.4 Draw Your Own Symbol



Exercise 1.1 **GROUND RULES**

Rationale: This activity gives students an opportunity to establish ground rules to guide the discussions that follow. It is important that these rules are generated by students and not given to them.

Materials: Chart/large paper

Time: One class period

Directions:

1. Write “Ground Rules” on the board. Ask students what rules are and why they are important.
2. Divide the class into small groups and have each group develop five ground rules that they believe are important when having difficult conversations and when sharing personal experiences. If possible, give students large pieces of paper to write on. The ground rules they develop should also include a reason why that rule is important. Students can use the following sentence as a guide: “We agree to _____ because _____.”

***Example:** We agree to talk one person at a time because when we all talk at the same time it is hard to hear what people are saying, and it is important that everyone is heard.*

3. After all groups have developed their rules, have each group present them to the class. There may be several rules that fall under the same idea, such as respect or open-mindedness. Generate one list of rules based on those presented. Be sure that students agree on the rules. If possible, post the group list around the room as a reminder to students of the ground rules.
4. Lead a class discussion using some or all of the following questions.

Discussion:

1. How can we make sure that everyone agrees to and follows the ground rules?
2. What should we do if someone does not follow the ground rules? *You may want to list these responses and post them around the room as well.*

Alternative Exercise:

Write the word TRUST vertically on the board or on chart paper. Starting with the letter “P” ask your students for words that represent ground rules they think are important for difficult conversations. When they provide a word, ask them to explain why it is important. If your students do not have a lot of vocabulary, have them explain their idea, and you help them come up with a word that captures their meaning. You can also have students draw their idea and you help them come up with a word based on their drawing. Sample words include:

T – teach, tolerance, talk

R – respect, responsibility

U – understanding,

S – safe, sympathy, sincere, space

T – time, trust

Optional Journal Assignment:

What do you need from your classmates in order to feel comfortable talking openly in class?



Exercise 1.2 NAME GAME

Rationale: This activity gives participants an opportunity to learn about each other and about themselves by focusing on their names. The activity immediately introduces the concepts of self-identity and awareness of one's cultural or ethnic heritage. The activity builds trust by promoting sharing and by finding similarities in cultural and ethnic ties to naming.

Materials: None

Time: 20 - 40 minutes, depending on class size

Directions:

1. Tell students they are going to introduce themselves by sharing something about their first, middle, or last name. If you have a large group, you may want to have students work in small groups to share the story of their names. Begin the activity by modeling it and sharing something about your first, middle, or last name.
2. After each student has shared with the group, lead a whole class discussion using some or all of the following questions.

Discussion:

1. What themes did you notice about the stories of people's names?
2. Did anyone find it difficult to come up with something to share? Why was it difficult?
3. What, if anything, did you learn about yourself during this activity? What did you learn about others?
4. What is the value of sharing the stories of our names?

Note: Some students may not know how they got their name. This exercise encourages them to talk to their families about their names and to learn more about their background.

Optional Journal Assignment:

If you do not know the origin of your name, ask your parents and write about it in your journal.



Exercise 1.3 HAVE YOU EVER?

Rationale: This activity provides participants with the opportunity to explore differences and similarities in identity.

Materials: *Have You Ever* Worksheet

Time: 5-30 minutes

Directions:

1. Tell students that this activity will allow them to get to know one another.
2. Explain to students that you will give each of them a worksheet with a series of questions. Students will walk around the room looking for people who can answer “yes” to the various questions on the worksheet. When they find someone who can say “yes” to a question, the student should ask that person to sign the line next to the question. Students should have a different person sign each question. Be sure students ask each other the full question on the worksheet, as this part of the exercise focuses on communication skills.
3. Give students about 10 minutes to walk around and ask each other questions then have them return to their seats. Read each question aloud and have students raise their hand if they can answer “yes” to the question. This gives the class a sense of who is in the room.
4. Lead a discussion with the group using some or all of the questions that follow.

***Alternative:** This activity can be set up in many different ways depending on the size of the room, the amount of open space, and students’ mobility. Instead of using the worksheet, you can read the questions to the group and ask students to stand if they can answer “yes” to the question. Or, students can make a large circle, taking a step toward the center when a statement is true for them and then returning to their original place.*

Discussion:

1. What did you notice as you and others raised your hands?
2. What surprised you?
3. What did you learn about other students?
4. What is the value of exploring commonalities and differences?



WORKSHEET: HAVE YOU EVER?

Exercise 1.3

Directions: Walk around the room and ask people the questions below. When someone answers “yes” to a question, have them write their name on the line next to the question. You must have a different person write their name next to each question.

Have you ever climbed a mountain?

Have you ever been to the ocean?

Have you ever started to say something and then forgotten it?

Have you ever lived for more than 1 year in another country?

Have you ever been in a parade?

Have you ever known someone who speaks 5 languages?

Have you ever traced your family heritage?

Have you ever started a fire without matches?

Have you ever broken a bone?

Have you ever been misunderstood in another culture?

Have you ever experienced being stereotyped?

Have you ever had your last name mispronounced?



Exercise 1.4 DRAW YOUR OWN SYMBOL

Rationale: This activity allows students to begin the process of exploring their self-identity and enables them to see what they have in common with others.

Materials: Paper and pencil or marker for each student

Time: 30 minutes

Directions:

1. Ask students to draw a symbol to represent who they are. A symbol can be anything that characterizes the student, e.g. a ball for a basketball player, a tree for a nature lover.
2. After they have finished, put the students in pairs and have them share with their partner what their symbol is and why they selected it.
3. Ask if any volunteers want to share their symbol with the whole class. You may want to have everyone in the class share their symbol if you have time.
4. Lead a class discussion using some or all of the questions that follow.

Discussion:

1. How did you decide on your symbol? Was this decision easy or difficult?
2. What patterns did you see in your classmates' symbols?
3. What role do symbols play in your life? How do you use symbols with your friends and family?
4. What do you think is the purpose of this activity?



Chapter 2: DEFINING CONFLICT

Overview

What is conflict? Can we avoid conflict or is it inevitable? Is conflict always bad or can it result in something positive? How can we prevent conflict from escalating to violence? These questions lead us into an introductory discussion of conflict. Before we learn how to manage conflict we must understand what conflict means and reflect on how we handle it.

Understanding conflict is difficult because no two conflicts are alike—a conflict usually is a dispute over specific issues, and it involves specific people and their perception of these issues. The following exercises will help students define conflict, explore different perceptions of conflict, and analyze their own responses to situations of conflict.

Section Outline

Exercise 2.1 Conflict Is...

Exercise 2.2 When You Say Conflict, I Think of...

Exercise 2.3 Exploring Perspectives on Conflict

Exercise 2.4 Responding to Conflict



Exercise 2.1 CONFLICT IS...

Rationale: This activity will help students form a definition of conflict and gain a greater understanding of what conflict means.

Materials: None

Time: One class period

Directions:

1. Divide students into small groups and give each group certain letters from the alphabet: A-E, F-J, K-O, etc....
2. Have each group brainstorm words beginning with each letter that are related to conflict, using some of the words on the board. For example, A= anger, b= broken). Have each group share their words with the class, explaining how the words are connected to conflict. Write these words on the board.
3. In their groups, have students work together to create a definition of conflict. Once they have their definition, ask students to develop a creative way of presenting it to the class. This could be a role play, a drawing, a human sculpture, etc....
4. Lead a class discussion using some or all of the following questions.

Discussion:

1. What similarities did you see between the different groups' definitions?
2. What differences did you see?
3. Are these differences important? If so, why?

Optional Journal Assignment:

Write a letter to friend who does not know what conflict is and explain what conflict means. Include the words under the letter of the alphabet you were assigned in class.



Exercise 2.2 **WHEN YOU SAY CONFLICT, I THINK OF...**

Rationale: This activity allows students to explore what conflict means to them.

Materials: *When You Say Conflict, I Think of...* Worksheet

Time: 30 minutes

Directions:

1. Write the word “conflict” on the board and ask students what words they think of when they hear this word. Ask them what emotions or feelings they have when they hear the word conflict.
2. Distribute the *When You Say Conflict, I Think Of...* worksheet and give students 5 minutes to complete it. You may need to review the vocabulary on the worksheet with students.
3. Have students share their responses with a partner and instruct them to discuss those words for which they have different responses.
4. Discuss some of the aspects of conflict noted in the words on the worksheet. Explain to students that we often see conflict as something negative, rarely as an opportunity to learn, change, and grow. At this point, you may want to create a word web generating words that describe ideas, feelings, and actions associated with managing conflict and problem solving.
4. Have students take the definitions they generated in the previous activity (Exercise 2.1) and decide if they want to modify their definition. If you did not use the previous activity, have students work with a partner to create a definition of conflict now.
5. As a class, try to come up with one definition of conflict based on each group’s definition. One definition follows: **Conflict is a strong disagreement based on a *perceived* difference in needs or interests among individuals, groups, communities, or countries.**
6. Lead a class discussion using some or all of the following questions.

Discussion:

1. Is a fight different than an argument? Why do conflicts become violent?
2. Are conflicts always bad? Can they be positive or have good endings?
3. How do you feel when you have successfully resolved a problem?
4. Can you think of a conflict that helped you learn something about yourself or others?

Optional Journal Assignment:

Describe a conflict you were involved in where you learned something about yourself.



WORKSHEET: WHEN YOU SAY CONFLICT, I THINK OF...

Exercise 2.2

Directions: When you hear the word “conflict,” what words do you think of? Using the following scale, place a number by each word in the list.

1= think of this word very often

2= think of this word sometimes

3= don't think of this word much at all

___ difference

___ innocent

___ hurt

___ anger

___ win/lose

___ decision

___ normal

___ disagree

___ guilty

___ unfair

___ struggle

___ right

___ clash

___ violence

___ fight

___ people

___ learning

___ wrong

___ war

___ ideas

___ agreement

___ against

___ separate

___ change

___ avoid

___ intervene

___ help

What other words do you think of? List them in the space below.



Exercise 2.3 EXPLORING PERSPECTIVES ON CONFLICT

Rationale: In this activity students explore various interpretations of conflict in order to further their understanding of the subject.

Materials: *Quotes on Conflict and Conflict Management* Worksheet

Time: One class period

Directions:

1. Explain to students that people view and understand conflict in different ways.
2. Divide the class into small groups and give each group one of the quotes from the *Quotes on Conflict and Conflict Management* worksheet. Have each group discuss the meaning of their quote. You may need to talk to groups individually about the vocabulary in their quote.
3. Have each pair read their quote to the class and share what they believe the quote means.
4. Ask the students to return to their pairs and think of quotes or proverbs related to conflict from their culture or community. Have students develop a representation of the quote or proverb for the class. Representations can include a drawing, a dramatization, or some other form.
5. Have each group present their representation.
6. Lead a whole class discussion using some or both of the questions below.

Discussion:

1. What have you learned about conflict from these quotes?
2. Why do you think there are so many quotes and proverbs about conflict?



WORKSHEET 2.3 QUOTES ON CONFLICT AND CONFLICT MANAGEMENT

“Conflict is the beginning of consciousness.” -**M. Esther Harding**

“Difficulties are meant to rouse, not discourage. The human spirit is to grow strong by conflict.” -**William Ellery Channing**

“The direct use of force is such a poor solution to any problem, it is generally employed only by small children and large nations.” -**David Friedman**

“You can’t shake hands with a clenched fist.” -**Indira Gandhi**

“Conflict is inevitable, but combat is optional.” -**Max Lucade**

"I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated [protested], but he replied: 'The bigs [bigger kids] hit me, so I hit the babies; that's fair.' In these words he epitomized the history of the human race." -**Bertrand Russell**

"Truth springs from argument amongst friends." -**David Hume**

"Don't be afraid of opposition. Remember, a kite rises against; not with; the wind." -**Hamilton Mabie**

"The harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value." -**Thomas Paine**

"Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude." -**William James**

"The greatest conflicts are not between two people but between one person and himself." -**Unknown**

"To observe people in conflict is a necessary part of a child's education. It helps him to understand and accept his own occasional hostilities and to realize that differing opinions need not imply an absence of love." -**Milton R. Saperstein**



Exercise 2.4 RESPONDING TO CONFLICT

Rationale: This activity gives students the opportunity to reflect on how they respond to various conflicts and to explore the value of different conflict styles.

Materials: *What Do You Do When...?* Worksheet
Conflict Styles Handout
Matching Conflict Styles Worksheet

Time: One class period

Directions:

1. Explain to students that people respond to conflicts in very different ways and that there is no one correct way to respond.
2. Distribute the *What Do You Do When...?* worksheet and review the possible responses. Explain to students that they should read each situation and write the letter of the response they would most likely choose.
3. When students are finished, divide them into small groups. Have each student in the group discuss one of the situations and explain why they chose a particular response. Have them also discuss the frequency of different types of responses in their answers (lots of A's, B's, etc...) Ask for a few volunteers to share their responses with the whole class.
4. Distribute the handout *Conflict Styles*. Review the meaning of the five styles, and summarize the characteristics of each one. In small groups, have students discuss times they have used each style and write these in the "situations" column.

Alternative: *You can introduce the five styles and examples by role playing one situation five different ways, using a different style each time.*

5. Lead a whole class discussion using some or all of the questions below. In your discussion, ask students to share times when they used the different styles. Remind students that there is never just one way to handle a conflict. There are appropriate times to use each style.
6. For homework, have students complete the *Matching Conflict Styles* worksheet. Answers: 1. confronting 2. accommodating 3. problem-solving 4. accommodating and avoiding 5. compromise.

Discussion:

1. Why are you likely to use different styles with different people in different situations?
2. Is one style better than another? Is it possible to use more than one style in a situation, for example, to move from confrontation to compromise?
3. Why is it useful to know what conflict style you use most often?
4. How can it be helpful to know someone else's style?

Extension Activity: *Have students develop role plays in which the actors use different conflict styles to address a conflict. Have students perform their role plays and ask the class to guess which conflict style they saw in the role plays.*



WORKSHEET: WHAT DO YOU DO WHEN...?

Exercise 2.4

Directions: Write the letter of the response that most closely matches what you would do in each situation. 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.
- 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.
- F. Other

- _____ 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.



HANDOUT: CONFLICT STYLES (Thomas & Kilman, 1974)
Exercise 2.4

Conflict Style	Behavior	Uses	Limitations	Situations
Avoiding: *Denying a problem *Pretending nothing is wrong	*Leaving a situation *Holding back feelings and opinions	*When confronting seems dangerous *When you need more time to prepare	*The problem may never be resolved. *Emotions may explode later.	
Confronting: *Getting what you want no matter what *Some people win, some lose	*Interrupting/taking over *Ignoring others' feelings and ideas *Loud tone of voice Sometimes physical violence	*When immediate action is needed *When you believe in the absolute "rightness" of your action and don't see any other choice	*This can make people defensive and can make a conflict worse. *It can make it hard for others to express how they feel.	
Accommodating: *Giving in to another person's point of view *Paying attention to others' concerns, not your own	*Apologizing/saying yes to end the conflict *Letting others interrupt or ignore your feelings, ideas	*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	*You may work hard to please others but never be happy yourself. *Being nice doesn't always solve the problem.	
Compromising: *Each person wins some and loses some	*Interest is in solving the problem *Show desire to talk about the problem	*When you need a fast decision on a small issue *When nothing else works	*You may fix the immediate conflict but not the bigger problem. *Each person may not end up happy.	
Problem-Solving: *Finding a solution that makes everyone happy *Looking closely at the sources of the conflict	*Directly saying your feelings, needs, and wants	*Can make someone who is stubborn move toward resolving a problem	*This requires time and good communication skills.	



WORKSHEET: MATCHING CONFLICT STYLES

Exercise 2.4

Directions: Decide which conflict style is being used in each situation. Write the word in the space next to the situation.

Avoidance

Confrontation

Accommodation

Compromise

Problem Solving

1. _____ You start yelling at your younger sister for always following you around. You slam the door in her face.
2. _____ You always know the answers in your history class. Some of your friends make fun of you for that, so you've decided not to answer questions any more.
3. _____ Your mother is mad because you came home 2 hours after your curfew. You don't get mad; instead you ask if you can talk about this tomorrow because you're tired. She agrees to do this.
4. _____ Your parents are worried about your grade in math. You don't understand the math homework, but your parents think it's because you are not spending enough time doing your homework. You agree and start working on your homework even though you know you can't solve the math problems.
5. _____ Two students are talking in the back of the class about someone you know but don't know very well. You know what they are saying is untrue but you don't say anything to them.
6. _____ You want your parents to change your curfew from 10:00 pm to midnight on Saturday nights, but after talking with them about this, you agree on 11:00 pm.



Chapter 3: PREJUDICE AWARENESS AND REDUCTION

Overview

Throughout the world there are countries with different ethnic, religious, or cultural groups that do not feel they fit together. This lack of fit may be due to a historical or colonial legacy or due to more recent events. Often the tension between the various groups leads to conflict. Identity-based conflicts, which are the focus of this teaching guide, can be difficult to manage. Conflicts may exist over the recognition, rights, or autonomy of certain minority groups. Conflicts over autonomy or independence can result in war, as the minority group seeks power that the majority group is reluctant to yield.

Conflicts involving rights can be as difficult to manage as conflicts over autonomy, in particular when the group seeking rights inhabits many countries. The Roma of Eastern Europe have historically been marginalized, and today they continue to experience discrimination in education, housing, and employment. At times this conflict involves violence against individuals, and the perpetrators of violence are generally not representatives of the state. Despite recent laws in some countries aimed at securing greater rights for Roma, they remain marginalized. In a society with a long history of prejudice and discrimination, managing conflict cannot be addressed solely through policy changes. When individuals embrace prejudicial thoughts and discriminate against minority groups regardless of new laws, conflict continues unabated. For this reason, chapter three of the teaching guide addresses individual perceptions of the other by looking at identity, stereotypes and prejudice, and multiple perspectives.

Identities are complex. We have multiple identities which surface in different contexts. We are often more aware of the aspects of our identity which are targeted by the dominant group in society. Our identities are not static; we negotiate them on a daily basis. Our identity as a member of a group can be challenged or threatened at the individual level, in a one-on-one interaction with a member of the dominant group, just as easily as the entire group we belong to can be challenged or threatened at the national or international level.

Why do we need to learn and teach about identity and prejudice? In recent years, the majority of conflicts around the world have been based on identity. In many violent conflicts, how one identifies him or herself (and how someone else identifies them) could determine whether they live or die. Being aware of your own identity, understanding what this identity means to you, and learning how to accept others' identity are essential components of conflict prevention and significant considerations when managing conflicts.

This chapter focuses on conflict at the individual level. The exercises concentrate on prejudice awareness and reduction, which includes learning about differences. Differences between individuals and groups of people are very often an underlying cause or a contributing factor to conflict. Learning to appreciate differences involves recognizing one's bias and identifying the bias in one's community. Once individuals recognize that bias exists, they can begin to take the steps necessary to eliminate that bias, thus creating a more equal and accepting environment—one that respects differences.

The first stage in learning differences is to learn about oneself. Who am I? How do I identify myself? How do others identify me or expect me to be? Identity exercises enable students to see the similarities and differences between themselves and their peers. Once students begin to understand who they are, they can focus on what they think they know about other



people and where these ideas come from. Becoming aware of one's prejudices and biases is a lifelong process and can be painful. In many cases, individuals are not ready to acknowledge their bias. Your students will not all have the same level of recognition and understanding as you proceed through the following activities.

Goals of Prejudice Awareness and Reduction (Derman-Sparks, 1992):

1. To develop strong self-identity among students
2. To develop understanding and empathy for others
3. To develop critical thinking about bias
4. To develop skills to confront bias

General Assumptions Regarding Prejudice (Cotton, 1993):

1. Prejudice is learned and can be unlearned.
2. An effective method of addressing prejudice is to focus on the self and then to explore similarities and differences between groups.
3. People who feel good about themselves do not need to denigrate others.
4. Facts alone do not lead to improved intergroup relations. This requires education focusing on cooperative learning and critical thinking.

The Escalation of Bias:

In *The Nature of Prejudice*, Gordon Allport (1958) observes that prejudice can be seen as a series of increasingly more serious actions ranging from simple acts of bias to avoidance, exclusion, physical violence and genocide. If we look at examples of genocide throughout history, we see horrendous acts of violence that did not begin as such. They began much more simply and progressed over time when left unchallenged by individuals and society. If we look at examples of genocide in the 20th century, we can see how acts of bias can escalate to genocide over a period of just a few years. Observing how bias can escalate reminds us why it is important for individuals to address seemingly harmless acts of bias when they occur.

What is stereotyping and why is it harmful?

Typing Versus Stereotyping:

We understand the world by putting people, objects, and events in categories by 'typing' them. For example, we come to know something about a person by thinking of the roles they perform: is he/she a singer, a child, a parent? We assign each person membership in different groups by 'typing' them. A 'type' is any simple, memorable, easily grasped and widely accepted characterization (Hall, 1997).

Stereotyping is taking the few simple, memorable, easily grasped and widely accepted characterizations about a person, reducing everything about that person to those traits and then exaggerating those traits and fixing them for eternity. So a person becomes known only by one or two characteristics and then those characteristics are further generalized to the entire community to which that person belongs. Stereotypes are more rigid than types and serve to exclude people by differentiating between what is acceptable and what is not acceptable.

A simpler definition of *stereotype* for students is included in the *Definitions* activity.

Why are stereotypes harmful?

Stereotypes generally occur in situations where there is unequal power. Power is usually directed against the stereotyped, or the excluded group. Stereotypes are harmful because they can become internalized by the excluded group and can affect levels of self-esteem, which is often reflected in the classroom through poor academic performance. Often people use positive as well



as negative stereotypes but the result is the same. Both positive and negative stereotypes limit how we see groups of people and can affect our expectations of particular groups in the classroom.

Section Outline

Identity

Exercise 3.1.1 We All Belong to Many Groups

Exercise 3.1.2 Learning About Yourself and Others

Stereotypes and Prejudice

Exercise 3.2.1 Definitions

Exercise 3.2.2 Message on My Forehead

Exercise 3.2.3 Checking Our Assumptions

Exercise 3.2.4 Biased Storytelling

Exercise 3.2.5 Mirror Mirror on the Wall

Exercise 3.2.6 Outsiders

Exercise 3.2.7 Walk in Another's Shoes

Exercise 3.2.8 Our Many Roles

Exercise 3.2.9 Becoming an Ally

Understanding Perceptions

Exercise 3.3.1 Changing Photos

Exercise 3.3.2 View from the Window

Exercise 3.3.3 Party Game

Exercise 3.3.4 Diverse Perspectives



Exercise 3.1.1 WE ALL BELONG TO MANY GROUPS

Rationale: We all have multiple identities that we reveal in different contexts. For most, identity is complex. For some, identity is a source of conflict. Many individuals who belong to groups that are not part of mainstream society encounter identity-based conflict on a regular basis. Entire groups may exist in conflict because of their identity. This exercise invites participants to consider the many aspects of their identity, including aspects that are not so obvious. The activity promotes self-awareness, which helps individuals understand how they see the world. Each person's identity shapes the filter through which he or she sees the world.

Materials: *We Belong to Many Groups* Handout
We Belong to Many Groups Worksheet

Time: one class period

Directions:

1. Explain the rationale of the activity. Tell students that they will complete a worksheet by selecting five groups with which they identify. Groups can include age, religion, race, ethnicity, gender, socioeconomic class, political belief, neighborhood, etc. . . . In this activity groups **should not** include personal characteristics, such as “adventurous” or “friendly.” Explain that identities are not static; they change over time. One’s primary identity today might be different one month from now. As an example, the teacher/instructor should share his or her five identities. At this point you may want to distribute the handout *We All Belong to Many Groups* and review the groups to which one can belong.
2. Give students the worksheet, have them put their name in the center circle and write five groups with which they identify in the four outside circles. Allow two to three minutes to complete the worksheet. When they are finished, have them select the primary group with which they identify and circle it. Their primary group is the group that feels the most significant right now.
3. Divide students into groups of four or five to share their identities. In their working groups, have students share why they selected their identity groups. Then have students respond to the statements on the bottom of their worksheet: Share a time when it felt good to be a member of your primary group. Share a time when it was difficult or challenging to be a member of your primary group. Demonstrate this for the class by sharing stories about your primary group. Try to demonstrate that you are taking a risk and that you trust the group by sharing something significant. Your example will set the tone for the experiences students share. Each person in the group should have three to four minutes to share their experiences.
4. After students have finished sharing, collect the handouts from the group. Tell them that you are going to call out certain groups one at a time and those who identify with each group should stand and look around at the others who are standing with them. They should stand even if they did not include the group on their worksheet. Remind people that this is a self-identity activity and it is not appropriate to tell someone else they should or should not stand when a specific group is called.
5. Call out some of the identities listed on the *We Belong to Many Groups* Worksheets that you have collected. Be sure not to call out the name of the person connected to any of the



identities you call out. Try to include a mix of identities. The number of identities you call out will depend on how much time you have, but 10 is usually a good number.

6. Lead a whole class discussion using some or all of the questions that follow.

Discussion:

1. What was it like to fill out the worksheet? Was it easy, hard? Why?
2. What patterns did you notice during the stand-ups?
3. How did it feel to stand when you part of a larger group?
4. How did it feel to stand when you were alone or almost alone?
5. Can you think of situations at our school or in society when students might feel that they are “standing alone?”
7. What might a person do to help someone in that situation feel that they are not alone?
8. What is the role of identity in addressing prejudice?

Note: Remind students that some people who stand alone feel pride and confidence while others may feel insecure or frightened. Why might someone feel frightened? How can they support those people who stand alone and feel insecure?

Optional Journal Assignment:

Write about a situation in which you were uncomfortable being the only person of your group.



HANDOUT: WE ALL BELONG TO MANY GROUPS

Exercise 3.1.1

We belong to groups by birth, by cultural identity and by choice. Below are some of the many groups individuals can belong to.

Groups by Birth

- Gender: male/female
- Race: e.g., Asian, White
- Age
- Nationality: nation of your birth; citizenship

Cultural Identity

- Ethnicity: Group with which you share similar values, traditions, and living habits and a common language, history, literature, etc...
- Family Structure: Small family or large, extended family
- Religion
- Educational Background
- Community where you live: urban, rural
- Social/economic background: jobs of your parents

Groups you Choose to Belong to

- Sports teams
- Youth groups
- Church groups
- Interests/hobbies
- Other



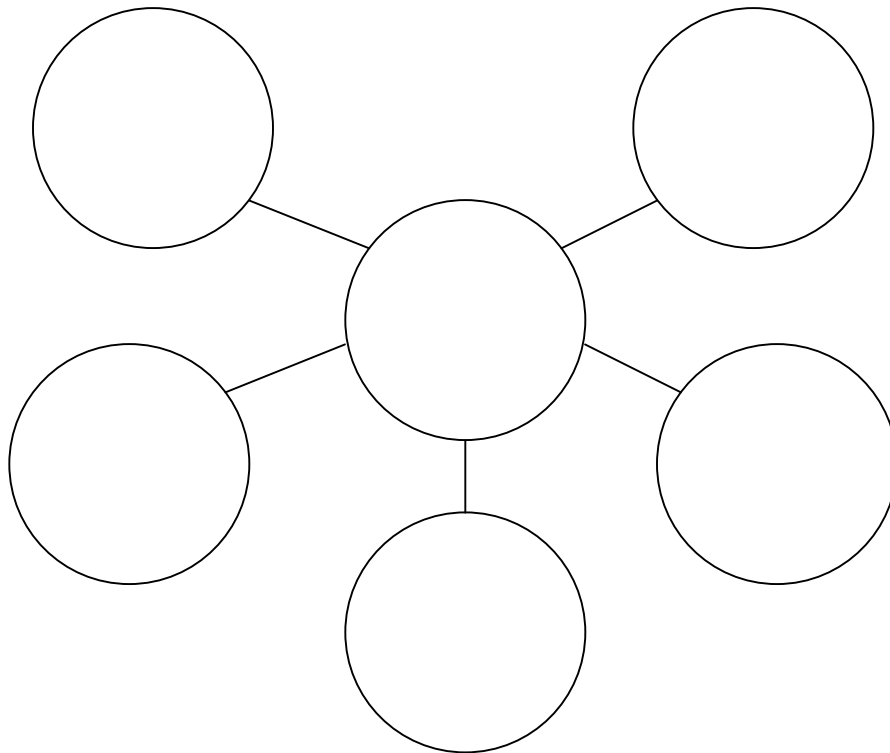
WORKSHEET: WE ALL BELONG TO MANY GROUPS

Exercise 3.1.1

This activity highlights the multiple dimensions of our identity. It addresses the importance of defining what is important about ourselves as well as the importance of challenging stereotypes.

Part 1

Directions: Place your name in the center circle below. In each of the outer circles, write a group with which you identify. This can include anything: Asian, female, sister, athlete, student, Muslim, musician, or any group with which you identify. Try to avoid using personal characteristics, such as “adventurous” or “creative.”



Part 2

Directions: Draw a circle around the group that you feel is your primary group and share responses to the following questions.

1. Share a story about a time when it felt good to be a member of your primary group.
2. Share a story about a time when it was challenging or difficult to be a member of your primary group.

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Exercise 3.1.2 LEARNING ABOUT YOURSELF AND OTHERS

Rationale: This activity gives students an opportunity to learn about themselves and one another. The exercise is designed to give students the opportunity to learn something they might not have known about their peers, thus breaking down assumptions and stereotypes of each other. You can do this activity several times at the beginning of the school year, using different questions each time.

Materials: None

Time: one class period

Directions:

1. Ask students what concentric circles are. If they do not know, explain to students that concentric circles consist of circles within circles, all with the same center.
2. Divide students into concentric circles. Have them count off 1,2,1,2... Have the 1's stand shoulder to shoulder in a circle facing each other. Then ask them to turn around so they are facing the rest of the students. Have each 2 stand up and face a 1. To make sure everyone has a partner, have the 1's acknowledge their partner by raising their hand (they can shake hands, if this is culturally acceptable). If you have an odd number of students, you can have the extra student observe the activity and share what they observed at the end of the activity.
3. Explain that you will read a topic and either the 1's (inside circle) or the 2's (outside circle) will respond to the topic for one minute. After one minute, have the partner respond to the same topic. When not speaking, students should listen quietly to their partner and not ask questions or interrupt. After each pair speaks on a topic, have the outer circle move one person to the right so that students change partners for each topic.
4. Lead a class discussion using some or all of the questions below.

Topics (additional topics are provided in italics in the event that you want to do this activity more than once):

- a. Family: Talk about an important tradition in your home or an object that has special meaning in your home.
- b. First Memories: Talk about your first memory ever or your very first friend.
- c. The Best: Talk about the best gift you ever received.
The best meal you ever ate.
The best surprise you have ever experienced.
The best adventure you've ever had.
- d. Children and Adults: Talk about two things in your family everyone is supposed to do and two things no one is ever supposed to do.
Two things you do that make your parents very frustrated.
Two things your parents do that frustrate you.
An adult, not in your family, whom you admire.
- e. Where you live: Share one thing you like and one thing you don't like about where you live.
- f. School: Describe your favorite teacher.
Describe an experience where you learned something you'll never forget.

Advanced concentric circles on issues of bias (usually done after exploring definitions and after students feel comfortable with one another):



- a. Share with your partner one thing about your first, middle, or last name.
- b. Share with your partner what your favorite holiday is and why.
- c. Describe for your partner your favorite teacher from elementary school.
- d. Share with your partner what your religious, ethnic or racial background is and something about that background that makes you feel good.
- e. Share with your partner the first time you were aware of your race, ethnicity, or religion.
- f. Share with your partner a stereotype about your religion, race or ethnicity that bothers you.
- g. Share a time when you felt like an outsider, unaccepted by the people around you.
- h. Share with your partner a stereotype you have of another group.
- i. Share with your partner what you think is the biggest problem facing youth today.

Discussion:

1. How did it feel to talk about these topics with your partner?
2. Which topics were more difficult to talk about? Why?
3. When you were speaking, how did you know your partner was listening to you?
4. How did it feel to speak without interruption?
5. Why do you think you were not allowed to speak when in the listening role?

Note: Remind students of the importance of giving people the opportunity to express their complete thoughts without interrupting them.



Exercise 3.2.1 DEFINITIONS

Rationale: This activity introduces students to vocabulary that is an essential part of any discussion on prejudice awareness and reduction. The activity begins the process of establishing clear lines of communication by ensuring the group uses a common language.

Materials: *Definitions* handout
Advanced Definitions handout

Time: two class periods

Directions:

1. Explain the rationale of the exercise.
2. Divide students into small groups and give each group a definition from the *Definitions* handout. Depending on the number of students you have, you may need to give the same word to more than one group.
3. Have each pair/group rewrite the definition in their own words and have them present their rewritten definitions to the class.
4. Ask the class to identify the main difference between prejudice and discrimination (*prejudice is a thought and discrimination is an action*). Introduce the multiple forms of discrimination (Pincus, 2002) to the class listed below and give an example from your personal, social, and political context.

Individual discrimination: the behavior of individual members of one group that is meant to have a harmful effect on the members of another group.

Institutional discrimination: The policies of the dominant racial/ethnic institutions (with the most power) and the behavior of individuals who control these institutions and implement policies that are meant to have a harmful effect on minority groups.

Structural discrimination: The policies of the dominant racial/ethnic institutions and the behavior of the individuals who implement these policies and institutions which are neutral in intent but which have a harmful effect on minority groups. (The issue of intent is the main difference between institutional and structural discrimination).

5. Distribute the *Advanced Definitions* handout and assign each group a word. Have the group discuss examples of their assigned word at the individual, institutional, and structural level. They can take examples from their lives or from what they have seen in the media.
6. Have each group share with the class their definition and their examples.
7. Lead a class discussion using some or all of the following questions.

Discussion:

1. What similarities do you see in the definitions on the handout?
2. Why is important to consider the three kinds of discrimination?
3. Which kind of discrimination do you think is the hardest to get rid of in society? Why?



HANDOUT: DEFINITIONS

Exercise 3.2.1

- BIAS:** A subjective opinion about an idea or a person, which does not consider all of the information available.
- STEREOTYPE:** A belief about an entire group of people that is based on images or ideas that do not apply to every person in that group.
- PREJUDICE:** A bias that has become an attitude. An opinion one has of a person or group of people that is based on a superficial judgment.
- DISCRIMINATION:** An act that shows unequal treatment of a person because of their race, religion, gender, class, or another part of their identity.



HANDOUT: ADVANCED DEFINITIONS (Blumenfeld & Raymond, 2002)
Exercise 3.2.1

RACISM: Discrimination on the basis of race

SEXISM: Discrimination on the basis of sex, most often by men

ETHNOCENTRISM/

ETHNIC PREJUDICE: The belief that one's ethnic group is superior to all others, resulting, at times, in discrimination toward those of different ethnic backgrounds

AGEISM: Discrimination on the basis of age, usually against the elderly and the young

RELIGIOUS
PREJUDICE: Discrimination on the basis of a particular religious preference

CLASSISM: Prejudice and discrimination based on socio-economic level or class



Exercise 3.2.2 MESSAGE ON MY FOREHEAD

Rationale: This activity allows students to gain insight into what it feels like to be labeled by someone else. The activity works well in a group or an environment that clearly has insiders and outsiders.

Materials: Labels for headbands, tape

Time: one class period

Directions:

1. Introduce the activity by asking students to list some of the words (labels) students and teachers use to describe people at school. Are these labels positive or negative? Examples might be troublemaker, poor, etc...
2. Ask students if there are some groups of people that they feel more comfortable with and others that are not a part of their “comfort zone.” Assure students that all individuals have a social comfort zone and a discomfort zone. Ask students:
 - Why does it feel less comfortable to be in some groups than in others?
 - What obstacles keep us from getting to know people who are different from us?
3. Explain to students that they are going to each get a headband that labels them as a member of a specific group or as an individual with a specific behavior. Students will not know what their label says. After everyone receives a headband, they will have 10 minutes to socialize with other students.

Alternative: You can give students sheets of paper (headbands) and have them write labels on them. Collect the labels and redistribute them for this exercise, so people have different labels than those they wrote. This ensures that the labels in the exercise are those that students identify.

The rules for the activity are as follows:

1. Respond to everyone as if the headband that each person is wearing is true for that person.
2. Do not tell anyone what is on his or her headband.
3. Talk to people whose headbands identify them as someone in your comfort zone.
4. Ask three or four students to help you put the headbands on each student.
5. After 10 minutes, stop the interaction. Ask students to think about how people responded to them. Have students who felt people responded positively to them move to the right side of the room. Have students who felt people responded negatively to them move to the left side of the room. Have students who were confused by the way people responded to them move to the middle of the room.
6. Ask several students from each group to explain what was said or done to make them feel their labels were negative, positive, or a little of both. What physical (nonverbal) responses did they see?
7. Have students look at their labels and return to their seats.



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

Discussion:

1. What types of labels do you think hurt people the most or make people the angriest?
2. Sometimes we hide aspects of our identity, or characteristics, and other times we want everyone to know them. When does a characteristic become a label? What kinds of labels would someone want to hide? Why would they want to hide them?
3. In the exercise, did people with “negative” labels end up talking together? If so, why do you think this happened?
4. What can you do to get beyond your comfort zone and get to know people who are different from you?

Possible headband labels are listed below. These are very general labels. It is *extremely* important that you create labels relevant to your students’ social and political context. When making your labels, be sure to include outsider groups in the school and community, based on race, gender, religion, ethnicity, culture, class, nationality, etc...

I’m a perfect student.
I’m the class clown.
I’m very religious.
My family is poor.
I’m good at sports.
I have trouble reading.
I smoke.
I drink a lot.
I’m new to this school.
I am the only person of my religion in the class.
I’m very quiet.
I don’t want to know anyone who isn’t exactly like me.
I am a refugee.
My mother and my father are from different cultures.
I’m overweight.
I am the only person of my race in the class.
I am in a wheelchair.



Exercise 3.2.3 CHECKING OUR ASSUMPTIONS

Rationale: This activity explores the reasons people make assumptions as well as the consequences of making assumptions about individuals or groups of people. By getting to know people we can see them for who they are instead of who we believe them to be based on our assumptions.

Materials: *Checking Assumptions* Worksheet

Time: 20 minutes

Directions:

1. Explain to students that they are going to try to guess how their partner will answer a series of questions. Divide the class into pairs, partnering students who do not know each other very well.
2. Distribute the *Checking Our Assumptions* worksheet. Review with students the meaning of *assumption* (quick predictions or automatic judgments we make based on what we *believe* to be true rather than what we observe).
3. Give students time to complete the worksheet, filling in the responses they **THINK** their partner will give.
4. After five minutes, have students interview each other to compare their assumptions with their partner's actual responses.
5. Lead a whole group discussion using some or all of the following questions.

Discussion:

1. How did it feel to do this exercise?
2. What assumptions did you make? Were your assumptions right?
3. Are assumptions positive or negative?
4. When might it be okay to make assumptions?
5. When is it not a good idea to make assumptions?
6. Have you ever felt someone made assumptions about you? What was that like?

Optional Journal Assignment:

Write about a time when you felt someone made assumptions about you and what you did in that situation.



WORKSHEET: CHECKING OUR ASSUMPTIONS

Exercise 3.2.3

Directions: Fill in the blanks below with the answers you THINK your partner will give you about him or herself. Please be respectful in your responses.

1. His/her family background (ethnic groups that are a part of his/her family history)

2. A place he/she would like to travel that he/she has never visited

3. His/her favorite food _____

4. His/her favorite hobby _____

5. His/her favorite music or music group _____

6. When people describe him/her, what would be the first two or three words they would use?

7. One thing he/she would like to do that he/she has never done.



Exercise 3.2.4 BIASED STORYTELLING

Rationale: This activity shows students how easily the content of a story can be changed by bias. Our biases can affect how we make meaning out of what we hear. In order to truly hear what a person is saying, we must address our biases about that person. Without bias we are able to hear a person as they wish to be heard.

Materials: Mood cards

Time: 20 minutes

Directions:

1. Divide students into pairs. Instruct one person in each pair to share how they got to school that day, including all the details from leaving home until they entered the classroom. When the story is over, the listener will retell the story in the second person (“You...”). When the retelling is complete, the speaker should either confirm or correct the facts and comment on what was missing or what was incorrect. When they have finished, students will switch roles.
2. Before students begin, give each listener a card with a mood, attitude, or a situation on it. Tell students not to share what is on their card, but when they are retelling the story, they should retell it using the information written on their card. Examples of cards include the following:
 - It is the funniest story you have ever heard.
 - You don’t like the person who is talking.
 - You have to go to the bathroom, but you have to finish retelling the story first.
 - You don’t like this person so you want to start some gossip about them.
 - This is the saddest story you have ever heard.
3. Once students have switched roles, lead a class discussion using some or all of the following questions.

Discussion:

1. How did the listener’s bias affect how they retold the story?
2. When this happens in real life, is it easy to tell how the information has been shaped by bias? Why or why not?
3. In what situations might people change the information they pass on to other people? Why might they do this?
4. What can you do to make sure a story is retold accurately?
5. Have you ever been involved in an argument or a conflict that resulted from gossip or a story retold inaccurately? Share your experience.

Optional Journal Assignment:

Write about a time when you shared a story with someone and then the story became a rumor or gossip. How did you feel in that situation and what did you do in that situation?



Exercise 3.2.5 MIRROR MIRROR ON THE WALL

Rationale: In this activity students explore their perceptions of positive and negative aspects of various group identities.

Materials: paper, markers

Time: one class period

Directions:

1. Explain the rationale of the activity to the students.
2. Divide the group using any identity that will split the group roughly in half. Avoid using any identity that a student doesn't actually belong to. Gender is used most frequently in this exercise, but you can divide the group by age, religion, ethnicity, etc...
3. Give each group large pieces of paper and markers and have one person in each group draw a line from the top of the page to the bottom down the center. Have them put a (+) on the left side of the paper and a (-) on the right side.
4. Have each group generate a list of all the positive and negative aspects of being a member of their group. For example, if you divide the class by gender, girls will generate a list about girls, and boys will generate a list about boys. Allow 10 minutes for this.
5. Give each group a second piece of paper and have them draw a line and the (+) and (-) on each side. Instruct students this time to generate a list of what they think are the positive and negative aspects of being a member of the other group. If you use gender, girls will generate a list about boys, and boys will generate a list about girls. Allow 10 minutes for this.
6. Give groups a third piece of paper and have them draw a line and the (+) and (-) on each side. Instruct students to generate a list of how they think the other group views them. If you use gender, boys will create a list about how they think girls view them and girls will create a list about how they think boys view them. Allow 10 minutes for this.
7. Post all of the papers on the wall and give students time to read all of the charts, noting questions they might want to ask about what they see on the lists.
8. Have students return to their seats and facilitate a discussion using some or all of the following questions.

Discussion:

1. What did you see on the lists that surprised you?
2. Which list was easier or more fun to work on? Why?
3. What patterns do you see on the lists?
4. Where did the information on the lists come from in parts 2 and 3 of the activity? (*elicit stereotypes—from media, friends, parents, etc...*)
5. How do stereotypes shape our perceptions and understanding of people?
6. How can we learn to see people without stereotypes?



Exercise 3.2.6 OUTSIDERS

Rationale: This activity allows students to explore the effects of having insider groups and outsider groups. The activity develops empathy among those who have never been an outsider before. Outsiders generally do not have power in society and are often a numerical minority. Sometimes they are in conflict with the insider group because of their outsider status, which can mean less access to resources or fewer rights.

Materials: None

Time: 20 minutes

Directions:

1. Ask a volunteer to leave the room.
2. Ask the rest of the class to divide themselves into groups according to some agreed upon category (ethnicity, shoe size, nationality, height, gender). The students should decide on the category.
3. Call the volunteer back in and instruct him or her to determine what group they belong to. When they think they have found their group, they must state why they think they belong to it. If the reason is wrong, they may not join, instead they have to guess again.
4. Continue the activity with a new volunteer, giving several students the opportunity to go outside. With each new volunteer, have the group reorganize themselves.
5. Lead a class discussion using some or all of the following questions.

Discussion:

1. How do we behave when we belong to a group?
2. Is it easy to reject outsiders? Is it enjoyable? Why?
3. How does it feel to be on the outside?
4. Can anyone share an experience when they have been on the outside?
5. How do you respond when you see that someone is on the outside?
6. When does it become a problem to have some people on the inside and others on the outside?

Optional Journal Assignment:

What are ways to help people feel more included and less on the outside?

Adapted with permission from Playing With Fire by Fiona MacBeth and Nic Fine, New Society Publishers, 1995.



Exercise 3.2.7 WALK IN ANOTHER'S SHOES

Rationale: This activity allows students to explore stereotypes they have of different groups and to develop empathy for groups that are not dominant in society

Materials: Chart/large paper for students

Time: one class period

Directions:

1. Explain the rationale of the activity.
2. Ask the class for the names of different groups in your society that are treated differently, as outsiders. Encourage students to think in terms of social identities, including race, culture, ethnicity, religion, class, etc... Write these groups on the board/chart paper.
3. Divide students into pairs and assign each pair a group from the list. Tell students that they are going to do an exercise that asks them *to think as a member of their assigned group*.
4. Give each pair a piece of paper and have them draw a line down the middle with a "+" sign on the left of the line and a "-" sign on the right.
5. Have the pair write all of the positive things about being a member of their assigned group under the "+" sign and all of the negative things about being a member of their assigned group under the "-" sign.
6. Allow 15 minutes for students to work in their pairs. Give students the following questions to think about as they complete the two columns on their paper:
 - a. How much power does your group have in society?
 - b. How does society usually treat your group? Are you treated the same way as other groups?
 - c. Do you have the same rights as other groups?
 - d. Can you hide your identity? If so, do you think you would want to hide it? In what kind of situations?
 - e. How do you think you would feel if you were a member of this group?
7. After 15 minutes, have two sets of pairs join together, so now the class is divided into groups of four. In these new groups, have each pair share the information on their chart. Have them identify similarities and differences in each pair's responses.
8. Lead a whole class discussion using some or all of the following questions.

Discussion:

1. What were your thoughts and feelings while you were doing this activity?
2. Was the activity hard? If so, why?
3. Were some questions on the handout harder than others to answer? If so, which ones and why?
4. Where did the answers on your worksheet come from? Are some of your answers based on stereotypes or assumptions you have made? How might your preconceived notions affect how you feel in your new identity?



5. Which identities can be chosen or changed? Which cannot?
6. What did it feel like to walk in another's shoes?
7. Even though this was a very brief activity, how were you able to gain understanding of what another person's life might be like?

Optional Journal Assignment:

Spend the day thinking as a member of the group you were given in the exercise. How did you act differently than you usually do? Write about your experience.



Exercise 3.2.8 OUR MANY ROLES

Rationale: This activity allows students to explore the different roles they play in situations involving prejudice and discrimination.

Materials: *Our Many Roles* Handout

Time: one class period

Directions:

1. Explain the rationale of the activity to the class.
2. Distribute the *Our Many Roles* Handout to the class and ask volunteers to act out the story in front of the class.
3. Introduce the four roles that individuals can play in situations involving prejudice and discrimination by writing the following four words on the board without the definitions.
 - Target (The person who is on the receiving end of prejudice or discrimination.)
 - Perpetrator (The person who says or does something that is prejudiced or discriminatory).
 - Bystander (The person or people who do not do anything to stop the prejudice or discrimination that they see around them. Sometimes bystanders do nothing, and sometimes they encourage the actions of the perpetrator and make a situation more serious).
 - Ally (The person who tries to support the target in some way. This may involve trying to interrupt or stop an act of prejudice or discrimination from happening).
4. Ask students what they think each word means in relation to prejudice and discrimination. In the story who played each role?
 - a. Target: Radzma
 - b. Perpetrator: Mark
 - c. Bystanders: John and Jun
 - d. Ally: Abdul
5. Have students write the four words/roles on a piece of paper and write an experience they have had in each role. You may want to model this by sharing your own experiences in each role. Your example will help set the tone and will demonstrate a certain level of risk for the students. Tell students that they should be prepared to share at least one of their experiences in a small group. Allow 10 minutes for students to write their experiences. They need not write detailed accounts. What is important is that they think about being in each role. Tell students that when they are done, they will have to share **one** of the four experiences (they can choose which one to share).

Alternative: Have students draw a picture representing their four experiences. This will require more than 10 minutes.

6. Divide the class into groups of four.
7. Have each student share **one** of their experiences with their group.



8. After all students have had an opportunity to share, reconvene the class and ask for volunteers to share their experiences with the entire group.
9. Lead a whole class discussion using some or all of the following questions:

Discussion:

1. What difficulties did you encounter when thinking of and sharing your experiences?
2. For which role or roles was it more difficult to think of or share an experience? Why?
3. Why is it important to understand our many roles?
4. How can we move ourselves and others from bystanders to allies?

Note: Remind students that everyone has experience in each role, though sometimes it can take time to remember an experience. We often like to think of ourselves as a ally, doing something to make a difference, and it can be difficult to think of ourselves as perpetrators. It is important to acknowledge that we are all capable of hurting others. The question is how can we learn from our experiences and use this learning to keep us from being a perpetrator in the future.



HANDOUT: OUR MANY ROLES

Exercise 3.2.8

It was the first day of school and the class elected a new set of classroom officers. Jun, being the current president, was the presiding officer. Radzma was nominated for president, together with three other male student nominees. She won the election for president, however, some of her male classmates challenged the decision.

Radzma: Thank you for electing me as your class president.

Mark: No way! We want a male president. A girl can't lead the class.

Radzma: I have served the class as the secretary for two years and I know I can do the responsibilities of the class president.

Mark: Look, we don't want a girl leading the class, right guys?

John

and Abdul: Right, you tell her Mark.

Mark: See, we don't want you to be our class president. We can nominate you for vice-President, for sure, you will win again.

Jun: Wait a minute, guys. Why don't we give her a chance? What's the big deal?

John: I guess you're right Jun. Maybe she'll do a great job.

Mark: I can't believe you guys! I'm not going to sit around here and watch a girl lead the class.

Jun: So would you like to preside over the election, Radzma? Let's continue with the rest of the class officers.

Radzma: Thank you for your trust and confidence. I will surely do my best to fulfill the responsibilities entrusted to me as your new class president.



Exercise 3.2.9 BECOMING AN ALLY

Rationale: In this activity students explore how they can become an ally and stop acts of prejudice and discrimination.

Materials: None

Time: one class period

Directions:

1. Discuss the rationale with the class.
2. Review with the class the definition of an ally (see Exercise 3.2.8: An ally is a person who tries to support the target in some way. This may involve trying to interrupt or stop an act of prejudice or discrimination from happening).
3. Ask students to describe the qualities or characteristics of an ally. List these on the board. Frequent responses include the following, among many others: takes risks, brave, a good friend, has empathy.
4. Ask students to look at the list and think about one quality they have that makes them a good ally and one quality that they need to work on.
5. Divide students in pairs and have them share these two qualities. Ask for volunteers to share the qualities they have and the qualities they need to work on.
6. Ask students what are some of the many ways you can be an ally? Brainstorm with the class difficult situations and ways of being an ally. List the ways of being an ally on the board. Remind students that there are many ways of being an ally. If someone in class is being made fun of, one way to be an ally is to address the perpetrators about what they are doing. Another way is to approach the target and let him or her know that what you saw bothered you and that they have your support. For the target, knowing they have a friend may be more important than confronting the perpetrator.
7. Lead a whole class discussion using some or all of the following questions:

Discussion:

1. What can you do to work on these qualities? For example, if you do not have a lot of empathy, how can you develop empathy for others? *One idea is to listen to more stories. Ask people to share their experiences and look for connections to your life.*
2. Is it difficult to be an ally? If so, why? What keeps people from acting as a ally more frequently?
3. What are some of the risks involved in being a ally in your community? How can you deal with these risks? *Remind students that they have to consider the risks when deciding if and how to interrupt an act of prejudice and discrimination.*
4. What are the benefits of being an ally?



Exercise 3.3.1 CHANGING PHOTOS

Rationale: In this activity students explore how perceptions (understanding /observations) can change according to one's expectations.

Materials: *Changing Photos* Handout

Time: 20 minutes

Directions:

1. Discuss the rationale with the class.
2. Present photocopies of the different photos or display them large enough for the entire class to see at one time.
3. Ask the students to quickly write down what they see in the picture without discussion.
4. The first photo is a duck with its bill to the left or a rabbit with its ears to the left. The second photo is a young lady facing left (pure profile). The young lady's chin is the nose of the old lady. The old lady's chin is the chest of the young lady.

***Alternative:** Distribute slips of paper with "duck," "rabbit," "old lady," or "young lady" randomly to the students. Continue as above, but discuss how knowing what they should see changed their perception.*

5. Show the students the different designs in the photos and then lead a group discussion.

Discussion:

1. Were you able to see one of the images without being told?
2. Were you able to see them after being shown? Could you see them both?
3. How did your expectations influence your perception?
4. Why does expecting something change a person's perception?
5. Can you think of situations where your expectations have influenced how you have perceived a person or situation?
6. How does this exercise relate to our conversations on prejudice and discrimination?



HANDOUT 3.3.1 CHANGING PHOTOS



Source: Weisstein, Eric W. "Rabbit-Duck Illusion." From MathWorld--A Wolfram Web Resource.
<http://mathworld.wolfram.com/Rabbit-DuckIllusion.html>



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Exercise 3.3.2 VIEW FROM THE WINDOW

Rationale: We each have a unique perception of people and events. This activity explores how completely different perceptions can be and questions what happens when people experience things differently.

Materials: None

Time: 10 minutes

Directions:

1. Point the students to a part of the classroom with a window and ask them to write one sentence about what they see.
2. Have each student read their sentence and show that many points of view enrich the picture.

Alternative: If there is no window, have the students sit in a circle and place an unusual inanimate object in the middle (or have someone pose in the middle of the class holding an object). Continue as above with everyone writing about his or her view.

3. Lead a discussion using some or all of the questions below.

Discussion:

1. How did your view differ from others'?
2. Can you accept someone else's view as right?
3. Can all perspectives be right?
4. How does this exercise relate to our conversations about prejudice and our conversations about conflict?



Exercise 3.3.3 PARTY GO-ER

Rationale: Our attitudes often influence how we perceive people and events. This activity illustrates the connection between our attitudes and perceptions.

Materials: *Party Go-er* Handout

Time: 20 minutes

Directions:

1. Ask for four volunteers to act out the “party go-er” role play.
2. Have students refer to each other by their real names in the role play.
3. Lead a class discussion after the role play.

Discussion:

1. How did student B feel at the party?
2. Why did he feel that way?
3. How did his attitude prior to the party influence the way he felt?
4. How was his perception of the actual events different from everyone else’s?
5. What could the other people at the party have done to involve B?



HANDOUT: PARTY GO-ER

3.3.3

Scene One

Anissa: So, Beth, are you going to the party tonight?
Beth: No. Actually, I'm not really in the mood.
Anissa: Why not? It'll be fun!
Beth: I don't know. I don't really like parties. They're so boring, and no one ever talks to me.
Anissa: Oh, come on Beth. Let's just go. We don't have to stay long, I just want to see everyone.
Beth: ...[sighs] Fine, I'll go with you, but only because you really want to go. But I already know I'm not going to have a good time.

Scene Two

[The scene opens at the party. Anissa is smiling, waving, talking and laughing with friends. Beth is sitting one corner of the room with her arms crossed, looking down at her shoes. After a moment Carlo enters the scene and approaches Beth].

Carlo: Hi! Beth, how are you?
Beth: [still looking at her shoes] I'm okay.
Carlo: [pauses, puzzled] That's good...I guess.
Beth: [no apparent reaction]
Carlo: [hesitates, shakes his head and walks away]
[Moments later Datu approaches Beth]
Datu: Hey, Beth. What are you doing?
Beth: [again does not show interest] Oh, nothing really.
Datu: [uncomfortably] Oh, okay...Just a second, I have to.. go over there. [Datu leaves]

Scene Three

Anissa: So, wasn't the party great?
Beth: What do you mean? I thought it was boring.
Anissa: Boring? How was it boring?
Beth: I don't know. Nobody seems to like me there. Everyone was talking to you, but only two people came up to me the whole night.



Exercise 3.3.4 DIVERSE PERSPECTIVES

Rationale: Individuals/groups in conflict often have very different perspectives on issues. Sometimes they can find common ground, but sometimes they cannot. This activity helps students see that many points of view can exist on any given topic or in any situation.

Materials: Two pieces of paper with STRONGLY AGREE and STRONGLY DISAGREE written on them.

Time: 30-45 minutes

Directions:

1. Post the two pieces of paper, one on either side of the room, forming a continuum.
2. Explain that you will read a list of statements. As you read each statement, students must find their place along the continuum between strongly agree and strongly disagree, depending on their view. If they are undecided, they can stand in the middle of the room. You will need to change the statements so they reflect the political and social context of your students.

Note: You can have students share their opinions after each statement, or you can have students move silently through the activity and respond to the statements at the end of the exercise. The benefit of the latter method is that students do not make their decision based on peer pressure or others' opinions.

3. After you have read all of the statements, have students return to their seats and lead a class discussion using some or all of the questions below.

Possible Statements (Note: Please add more statements you think are relevant to your students' lives):

Parents have the right to make curfews.
People of all backgrounds (race, class, gender) are treated equally.
Schools should have stricter policies against bullying.
Each person should have the right to practice his or her own religion.
Anyone can become successful by working hard.
Everyone should have the right to say what they want, even if it is hateful.
Everyone should have the right to a university education.
Capital punishment should be illegal.
Drugs should be legalized.

Discussion:

1. Which statements were most difficult for you? Are there any you would like to discuss more? *If you used the silent approach to the activity, you will need to allow time for students to share opinions on the topics they choose to discuss.*
1. How did you feel when you were in the minority on an issue?
2. How did you feel when you were in the majority?
3. Did having more people agreeing with you help? Why?
4. Did you have good friends that disagreed with you? How did that make you feel? Is that disagreement good? Why?
5. Did everyone agree on any issue?
6. Why is it sometimes difficult to accept the many perspectives on an issue?



Chapter 4: COMMUNICATION

Overview

Communication is the basis of the conflict management process. Communication that is open, honest, and free, allows parties to a conflict to learn about one another in a way that creates a level of understanding conducive to managing the conflict. When the parties in conflict do not trust each other, it is difficult to have a dialogue that will lead to an end of the conflict.

Most people understand that communication involves speaking, but this is only half of the equation. Communication also requires listening, active listening in which the listener is fully engaged and demonstrates they are listening through their body language as well as through the comments and questions they ask the person(s) speaking. When a party in conflict does not feel that their concerns are being heard, that they are being listened to, their desire to work on managing the conflict may diminish.

Section Outline

Non-verbal communication

Exercise 4.1.1 Birthday Timeline

Exercise 4.1.2 Breaking the Code

Exercise 4.1.3 Speaking Without Words

Active Listening

Exercise 4.2.1 What Is Active Listening?

Exercise 4.2.2 Practice Paraphrasing

Exercise 4.2.3 Reflecting Feelings

Exercise 4.2.4 Clarifying Questions

Exercise 4.2.5 Listening Triads

Exercise 4.2.6 More Active Listening Practice

Verbal Communication

Exercise 4.3.1 Communicating To Understand

Exercise 4.3.2 Communicating To Understand Using Drawings

Exercise 4.3.3 “I” Messages



Exercise 4.1.1 BIRTHDAY TIMELINE

Rationale: Research indicates that about 80% of our communication is non-verbal. Being able to communicate effectively means understanding both verbal and non-verbal interactions. In this activity participants experience what it is like to interact without words in order to understand the complexity of communication.

Materials: None

Time: 20 minutes

Directions:

1. Explain the rationale for the activity.
2. Tell students they are to arrange themselves in a line according to the month and day (not the year) of their birthday and they must do this without talking, writing, or using any props, e.g. identification cards. In other words, students must find an alternative way to communicate. The exercise must be done with the month followed by the day. The exercise does not work if you have students arrange themselves by day followed by month.
3. Give students a moment to think of a strategy to use. You can choose to tell the group where January and December should be or let the group determine where the beginning and the end of the line are.

Alternative: If you think the group can manage, ask them to think of a second way to communicate the month and day of their birth and to use this strategy in the exercise.

4. When the group believes it has accomplished the task, begin with the participant with the earliest birthday and have each person state the month and day of their birth. Students in the wrong place should find their correct place in the line. Once they are in the correct order, have them sit in this order.
5. Lead a brief discussion using the questions below.

Discussion:

1. How did you find your place in line?
2. Was it difficult? Why or why not?
3. What did you do when you tried to communicate with someone who was using a different system of communication? *Tell students that finding a common language is very important when trying to manage conflicts.*
4. Can anyone share an experience in which they tried to communicate with someone but were misunderstood because of a language barrier? How did you respond?
5. How does this exercise relate to managing conflicts?



Exercise 4.1.2 BREAKING THE CODE

Rationale: This activity allows students to explore how body language can be used to keep people inside or outside and to observe the effects of behavior on an individual. This exercise is similar to the exercise *Outsiders* in the Prejudice Awareness and Reduction section but focuses on body language.

Materials: None

Time: 20 minutes

Directions:

1. Divide the class into groups of four or five students. Have one person from each group leave the room. Have the other students in each group think of something physical they will all do while having a discussion in front of the person who is outside the room (touch their nose, rub their ear, etc...).
2. Have the students outside re-enter the room and have them observe their group, who should be doing the agreed upon strategy. When the outsider feels that he or she has “broken the code,” they should start to use the code themselves and interact with the rest of the group. If they are correct, the group should accept them. If they are mistaken, the group should continue to ignore them. The outsider then has to continue observing until they get the correct code and are accepted by the group.
3. Once the code is broken, have another group member be the outsider. The group should make the code more difficult each time they repeat the exercise.
4. Lead a class discussion using some or all of the following questions.

Discussion:

1. How did it feel to be an outsider?
2. How did the group members feel during the exercise?
3. How is this exercise similar to everyday interaction?
4. Why do people create closed groups?
5. What does it feel like to try to be part of a closed group?
6. What messages do closed groups give outsiders?
7. How can we learn to be more inclusive?

Adapted with permission from Playing with Fire by Fiona MacBeth and Nic Fine, New Society Publishers, 1995.



Exercise 4.1.3 SPEAKING WITHOUT WORDS

Rationale: This exercise provides students with some insight into how people behave and what their behavior means. It also raises awareness about body language. The activity is similar to the *Biased Storytelling* activity in the Prejudice Awareness and Reduction section.

Materials: None

Time: 30 minutes

Directions:

1. Divide students into pairs. Instruct one person in each pair to tell their partner what they had for dinner and what they did after dinner last night. When the story is over, the listener will retell the story in the second person (“You...”). When the retelling is complete, the speaker should either confirm or correct the facts and comment on what was missing or what was incorrect. When they have finished, students should switch roles.
2. Before students begin, give each listener a card with an action or attitude. Tell students not to share what is on their card, but when they are listening to the other person telling the story they are to act out, without words, what is written on the cards.
3. Examples of cards include the following:

Openness:	Open hands
Defensiveness:	Arms crossed, sideways glance, touching-rubbing nose, rubbing eyes
Insecurity:	Chewing pen, biting fingernail
Cooperation:	Open hands, sitting on edge of chair
Confidence:	Hands behind back, back stiffened
Nervousness:	Clearing throat, whistling, covering mouth, jiggling money or keys, tugging ears, wringing hands, blinking frequently
Frustration:	Short breaths, tightly clenched hands, fist like gestures, rubbing hand through hair, rubbing back of neck.
4. Once students have switched roles, lead a class discussion using some or all of the following questions.

Discussion:

1. How did the listener’s physical actions affect how they retold the story?
2. When this happens in real life, how hard is it to tell a story to someone who does not seem to be interested?
3. In what situations might people change their body language? Why might they do this?



Exercise 4.2.1 WHAT IS ACTIVE LISTENING?

Rationale: Effective communication consists of both speaking and listening. This activity gives students the opportunity to identify what active listening is and why it is important in managing conflicts.

Materials: *Core Principles of Active Listening* Handout
It's Easier for Others to Talk When I... Handout

Time: 30 minutes

Directions:

1. Ask students for situations that require listening. Examples: getting directions, helping a person, learning about someone, listening to music for entertainment, etc....
2. Ask two pairs of students to demonstrate for the class both poor and good listening skills. Tell students to observe you the conversation.

Scenario 1: Demonstrating poor listening skill

Ask one student to talk about what he/she did over the weekend. When the one student starts to speak, the other student will start exhibiting poor listening skills (look at your watch, interrupt, avoid eye contact, look bored or impatient, tap your foot or fidget).

Scenario 2: Demonstrating good listening skill

Ask one student to talk about what he/she did over the weekend. When the one student starts to speak, the other student will start exhibiting good listening skills (nod, smile, show concern, or encouragement).

3. At the end of the conversation, ask the student how he or she felt while they were talking.
4. Ask the class what listening skills, good or bad, that they observed.
5. Explain to the class that good listening requires active participation. Ask students for examples of how to be a good listener. Write these on the board, separating the verbal and non-verbal skills. You may want to use a t-chart (see below). After you have generated two lists, you may want to review the handout *Core Principles of Active Listening* or *It's Easier for Others to Talk When I...*



Active listening Skills

What you See (non-verbal)

1. Eye contact; focusing on the other person
2. Leaning forward a little or nodding
3. Sitting still
4. Letting the other person finish what he or she is saying without interruption
5. Interested silence; giving a person time to respond

What you Hear (verbal)

1. Restating what someone says
2. Reflecting what someone is feeling
3. Asking open-ended questions like, “What happened? How did you feel about that?”

6. Do the demonstration again this time using the active listening skills the class has suggested. Have the student talk about their favorite holiday. Ask the class which skills they observed in the demonstration.
7. Divide the class into pairs. Have each student speak for two minutes on the following topics (or on other topics which you think are relevant). Instruct students to use active listening skills when they are not speaking. After two minutes have the partners switch roles.
 - Share with your partner an experience when you thought someone made assumptions about you.
 - Share with your partner a time you made an assumption about someone and you were proven wrong.
 - Share with your partner a conflict you successfully resolved.
 - Share with your partner the qualities of a ally.

Discussion:

1. How did you know that your partner was listening to you?
2. What did it feel like to really be listened to without being interrupted?
3. What made this activity challenging for you?

Optional Journal Assignment:

Describe a time when you were talking to someone and you felt they weren't listening to you. What actions showed you they weren't listening? How did this make you feel? How did you respond to this?



HANDOUT: CORE PRINCIPLES OF ACTIVE LISTENING

Exercise 4.2.1

Below are four core principles of active listening.

1. Physical Attention
 - Face the person who is talking.
 - 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.

2. 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?"

3. 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 speakers feelings by saying:
"Are you saying that you're angry/disappointed/glad, because...?"
"It sounds like you feel..."

4. 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.

5. Encouragers
 - Show interest by saying
"Can you tell me more about that?"
"Really?"
"Is that so?"



HANDOUT: IT'S EASIER FOR OTHERS TO TALK WHEN I....

Exercise 4.2.1

- Have good eye contact.
- Have a non-threatening posture (not too close, not too far).
- Show interest in the other person.
- Try not to interrupt.
- Paraphrase or restate what the other person is saying to make sure I understand.
- Ask clarifying questions (“Could you explain that?” “Can you say that in another way?”)
- Encourage the other person to talk (“Can you tell me more about that?”)
- Reflect the other person’s feelings.
- Share my own feelings and thoughts.
- Try to see the issue from the other person’s perspective.
- Show respect for the person, even if I disagree.
- Try not to raise my voice or use an angry tone.
- Try not to give advice, lecture, or criticize.
- Try not to tell jokes at the wrong time.



Exercise 4.2.2 PRACTICE PARAPHRASING

Rationale: This activity will allow students to practice the skill of paraphrasing.

Materials: *Paraphrasing Practice* Handout

Time: one class period

Directions:

1. Explain to students that paraphrasing is an important listening skill that means restating the other person's thoughts and ideas to show that you understand the facts of the conversation.
2. Divide the class into pairs and give each student a copy of the handout *Practice Paraphrasing*. Explain that the students will alternate listening and speaking. When in the listening role, students should paraphrase what their partner says. Demonstrate the example on the handout with a volunteer.
3. Phase 1: Using the handout, student 1 reads the statement and student 2 paraphrases. They switch roles after each statement.
4. Phase 2: Once the students have practiced with simple statements, have them continue the exercise using the statements below, allowing one minute per response.
 - Describe one stereotype about teenagers that bothers you.
 - Share an experience when someone else's words hurt you.
 - Share an experience when your words hurt someone else.
 - Share an experience when you tried to help someone even though you didn't have to.

Discussion:

1. Did your partner paraphrase you correctly?
2. Was it difficult to paraphrase?
3. Why is this skill useful?
4. When could you use this skill?
5. How could you use this in your everyday life or in conflict situations?



HANDOUT: PRACTICE PARAPHRASING

Exercise 4.2.2

Paraphrasing means restating another person's thoughts and ideas to show that you understand what they said.

Directions: Student 1 reads a statement and student 2 paraphrases what they hear. Then switch roles. Continue switching roles until you have read all of the statements.

Example: Last night I had a great time at Diane's party. I met a lot of new people that I really liked.

So you had fun at Diane's party and met some people you liked being with.

1. I hope we finish reading this book soon. It's really boring. I would rather read something with more action.
2. I can't go to see a movie this week. I don't have any money. Maybe we can go next week.
3. Last night I heard a lot of noise and saw several police officers. I think people were fighting in the apartment across the street.
4. I have to get my mom a late birthday present. I forgot her birthday last week and I feel terrible about it.
5. My parents told me that they don't want me to play basketball anymore because I'm not doing so well in school. They think I don't spend enough time doing my homework.
6. I wish we had more time to get to know other kids at school. There are a lot of people I don't know very well and I would like to know them better.



Exercise 4.2.3 REFLECTING FEELINGS

Rationale: This activity will allow students to practice the listening skill of reflecting feelings.

Materials: *Reflecting Feelings* Handout

Time: one class period

Directions:

1. Explain that reflecting feelings means stating the spoken or unspoken feelings in the statements another person makes. Write the following reflecting feeling phrases on the board and review them with the class.
 - “You seem _____”
 - “I can see that you’re feeling _____ because _____”
2. You may want to review vocabulary related to feelings, including the following: excited, frustrated, angry, disappointed, impatient, annoyed, overwhelmed, nervous, embarrassed, etc...
3. Divide the class into pairs and give each student a copy of the handout *Reflecting Feelings*. Explain that the students will alternate listening and speaking. When in the listening role, students should reflect back what their partner says. Demonstrate this activity with a volunteer.
4. Phase 1: Using the handout, student 1 reads the statement and student 2 paraphrases. They switch roles after each statement.
5. Phase 2: Once the students have practiced with simple statements, have them continue the exercise using the statements below, allowing one minute per response.
 - Share how you feel when your mother needs you to help with something at home.
 - Share how you feel when you hear people saying negative things about your friend.
 - Share how you feel when you have a conflict with your friends.
 - Share how you feel when someone stereotypes you.

Discussion:

1. Did your partner understand your feelings?
2. When you were listening, was it difficult to understand your partner’s feelings?
3. How useful is this skill?
4. How can this skill help you manage conflicts?



HANDOUT: REFLECTING FEELINGS

Exercise 4.2.3

Reflecting feelings means stating the spoken or unspoken feelings in the statements another person makes.

Directions: Student 1 reads a statement and student 2 paraphrases what they hear. Then switch roles. Continue switching roles until you have read all of the statements.

Example: “It seems like I spent the whole day waiting. I waited for the bus for 20 minutes, and then I waited for my friend at school. Then I had to wait for my brother to meet me after school. I am so tired of waiting!”

It seems like you’re feeling impatient because you’ve had to wait all day long.

1. My brother is driving me crazy. He always wants me to help him with his homework when I’m trying to do mine.
2. I hope I get accepted into a university. There are so many students applying and so few spaces. I just don’t know if I’ll get in.
3. My friend asks to see my homework every day before we have to hand it in. I’m tired of him/her expecting me to do his/her homework.
4. Nothing is going right for me this week. I lost my coat. I can’t find my English homework and my mother wants me to take care of my sister after school. I wish this day would be over with.
5. I’ve been kind of sad since my father lost his job. I try to be funny and make him smile but it doesn’t seem to make him feel better. I wish I could do something.



Exercise 4.2.4 CLARIFYING QUESTIONS

Rationale: This activity will allow students to practice using clarifying questions when listening.

Materials: None

Time: one class period

Directions:

1. Explain that clarifying questions are open-ended questions that help you understand what the speaker is saying or help the speaker give more information and detail.
2. Write the following sample clarifying questions on the board and review their meaning with students:
 - a. What happened next? How did this happen? Where? When?
 - b. Can you tell me more about that?
 - c. How did that make you feel? Can you tell me how you're feeling?
 - d. What was your reaction to that? How did you feel afterwards?
 - e. Is there anything else that's bothering you? Is there anything else you need right now?
 - f. Is there anything else you want to tell me?
3. Divide students in pairs. Instruct student 1 to talk about a recent experience (listed below) but without giving any details. Instruct student 2 to practice using clarifying questions. Have student's alternate roles with each situation. Demonstrate this activity with a volunteer.
 - a. I'm really mad at my sister.
 - b. My parents don't trust me.
 - c. I had a great weekend.
 - d. I made the basketball team!

Discussion:

1. Did your partner understand what you were saying?
2. How did asking questions help you when you were listening?
3. How did asking questions help you when you were speaking?
4. What skill did you learn through this technique?
5. How can this skill help you in conflict situations?



Exercise 4.2.5 LISTENING TRIADS

Rationale: This activity allows students to practice active listening skills and to evaluate the skills of their peers. The activity should follow some practice in pairs on paraphrasing, reflecting feelings, and clarifying questions.

Time: one class period

Materials: *Feedback Sheet* Handout

Directions:

1. Divide students into groups of three to participate in conversations where the focus will be on using a variety of active listening skills. Each person in the group will participate in two conversations and will observe a third conversation. Assign one person in the role of speaker, one as listener, and one as observer. Have them switch roles after each conversation.
2. Distribute the *Feedback Sheet* handout and review it with students, so they know what to do in the speaker, listener, and observer roles.
3. Brainstorm with the class five or six topics about which there is likely to be disagreement among teenagers or issues that bring up intense feelings and opinions. Each group will pick the topic they want to talk about from this list.
4. Give students two to three minutes for each round of conversation. Allow time after each conversation for the groups to give feedback to each other. Remind students that they will have the opportunity to share observations with the whole class after all of the conversations are completed.
5. After the conversations, lead a class discussion using some or all of the questions below.

Discussion:

1. What listening skills were the hardest to use?
2. What skills did you see your partners using effectively?
3. What skills do you still need to work on?



HANDOUT: FEEDBACK SHEET

Exercise 4.2.5

Speaker:

For two minutes talk about a topic that you have strong feelings about.

After you are finished, tell the listener:

- What kind of body language did the listener use to show you they were listening?
- What did the listener say to show you he/she was listening?
- How did you know the listener understood what you were thinking and feeling?

Listener:

While you are listening, make sure the speaker knows that you understand his/her thoughts, ideas, and feelings.

Try to use the following skills:

- Paraphrase thoughts and ideas
- Reflect the person's feelings.
- Give the speaker time to talk.
- Encourage the speaker to say more about something, to be more specific, or to give more information.
- At the end of two minutes, paraphrase what you heard.

Observer:

While you are observing, note specific ways the listener used and showed good listening skills.

After the speaker is finished, tell the listener:

- What kind of body language did the listener use that showed he/she was listening?
- What did the listener say that showed he/she was listening?
 - What phrases did the listener use that reflected feelings?
 - What clarifying questions did the listener ask?



Exercise 4.2.6 MORE ACTIVE LISTENING PRACTICE

Rationale: This activity will allow students to practice paraphrasing, reflecting feelings, and clarifying.

Materials: None

Time: 15 minutes to full class period.

Directions:

1. Explain the purpose of the activity.
2. Divide students into concentric circles. Have them count off 1,2,1,2... Have the 1's stand shoulder to shoulder in a circle facing each other. Ask them to turn around so they are facing the rest of the students. Have each 2 stand up and face a 1. To make sure everyone has a partner, have the 1's acknowledge their partner by raising their hand (they can shake hands, if culturally appropriate). If you have an odd number of students, you can have the extra student observe the activity and share what they observe at the end of the activity.
3. Explain that you will read a topic and either the 1's (inside circle) or the 2's (outside circle) will respond. Then you will call out a listening skill that the group not talking will practice. After one minute, students will switch roles, so each student practices speaking and listening.
4. After two minutes, have the outer circle move one person to the right so that students change partners for the next topic.
5. Lead the group in a discussion of key lessons.

Practice Topics:

- A. Inside-Topic: Share with your partner one thing you do that makes your parents upset.
Outside-Skill: Paraphrasing/Restating

SWITCH PARTNERS

- B. Outside-Topic: What are the qualities of a good friend?
Inside-Skill: Physical Attention skills (nonverbal ways to show you are listening)

SWITCH PARTNERS

- C. Inside-Topic: Describe a situation that frustrates you?
Outside-Skill: Reflecting Feelings ("You feel _____ because _____")

SWITCH PARTNERS

- D. Outside-Topic: Share what you think is the biggest problem facing high school students today.
Inside-Skill: Clarifying

Discussion:

1. Did it matter which skill you were using?
2. How did using listening skills affect the speaker's message?
3. How can you use these skills in your daily life or in conflict situations?



Exercise 4.3.1 COMMUNICATING TO UNDERSTAND

Rationale: This activity will give participants the opportunity to explore how they can achieve communication that is open, honest, and clear.

Materials: None

Time: 20 minutes

Directions:

1. Introduce the purpose of the activity.
2. Divide students into pairs and have them sit back to back.
3. Ask one student in each pair to talk for two minutes about their cultural, ethnic, or religious background and what that background means to them. After two minutes, have the other student speak on the same topic.
4. Have the pairs sit with one facing forward and one facing backward. Have each student speak for two minutes on messages about other cultures that he or she received growing up. These messages can come from the media, parents, friends, or other sources.
5. Have the pairs face each other and ask each student to speak for two minutes about one thing he/she has learned from someone who is from another cultural or ethnic group.
6. Have the group return to their regular seats and lead a group discussion using some or all of the following questions.

Discussion:

1. What was it like to participate in this activity?
2. Were your experiences different in each stage of the activity?
3. Which experience made speaking the hardest? What about listening?
4. Which experience made speaking the easiest? What about listening?
5. When you are speaking, what do you need your listener to say or do in order for to feel like you are being heard?

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Exercise 4.3.2 COMMUNICATING TO UNDERSTAND USING DRAWINGS

Rationale: This exercise is designed to illustrate the necessity of clear and open communication. After each drawing exercise, the participants will begin to realize that open lines of communication produce a better understanding of differing perspectives and lead to a better chance of managing a conflict.

Materials: *Abstract Picture* Handout
Markers and paper

Time: 30 minutes to an hour, depending on how many people participate and how much time is spent debriefing the exercise.

Directions:

1. This exercise can be done three different ways:
 - Everyone in the group can participate with a partner.
 - The entire group can watch as one pair goes through the exercise.
 - Three different pairs from the group can be used for each drawing example while the rest of the class observes.
2. In each example there is a “Drawer” who draws a picture based on instruction, and an “Instructor” who gives instructions to the person drawing the picture. Only the Instructor looks at the picture that is being drawn. Only verbal instructions can be given to the Drawer. The Instructor should try to avoid using gestures.
3. The group or pair of participants should begin by following the instructions for Drawing Exercise #1. After they feel like they have exhausted all roads of communication or have reached a stalemate, move on to Drawing Exercise #2 and then Drawing Exercise #3.
4. After students have completed all three exercises, lead a class discussion about the differences in each exercise.

Drawing Exercise #1

- The Drawer and the Instructor face opposite directions.
- The Drawer cannot see the picture.
- Only the Instructor (and the audience if there is one) can see the picture.
- Only the Instructor can speak, the Drawer cannot speak.
- The Instructor CANNOT watch the Drawer draw the picture.

Drawing Exercise #2

- The Drawer and the Instructor face opposite directions.
- The Drawer cannot see the picture.
- Only the Instructor (and the audience if there is one) can see the picture.
- Only the Instructor can speak, the Drawer cannot speak.
- The Instructor CAN watch the Drawer draw the picture and give verbal instructions based on what he/she is observing.

Drawing Exercise #3

- The Drawer and the Instructor face opposite directions.
- The Drawer cannot see the picture.
- Only the Instructor (and the audience if there is one) can see the picture.

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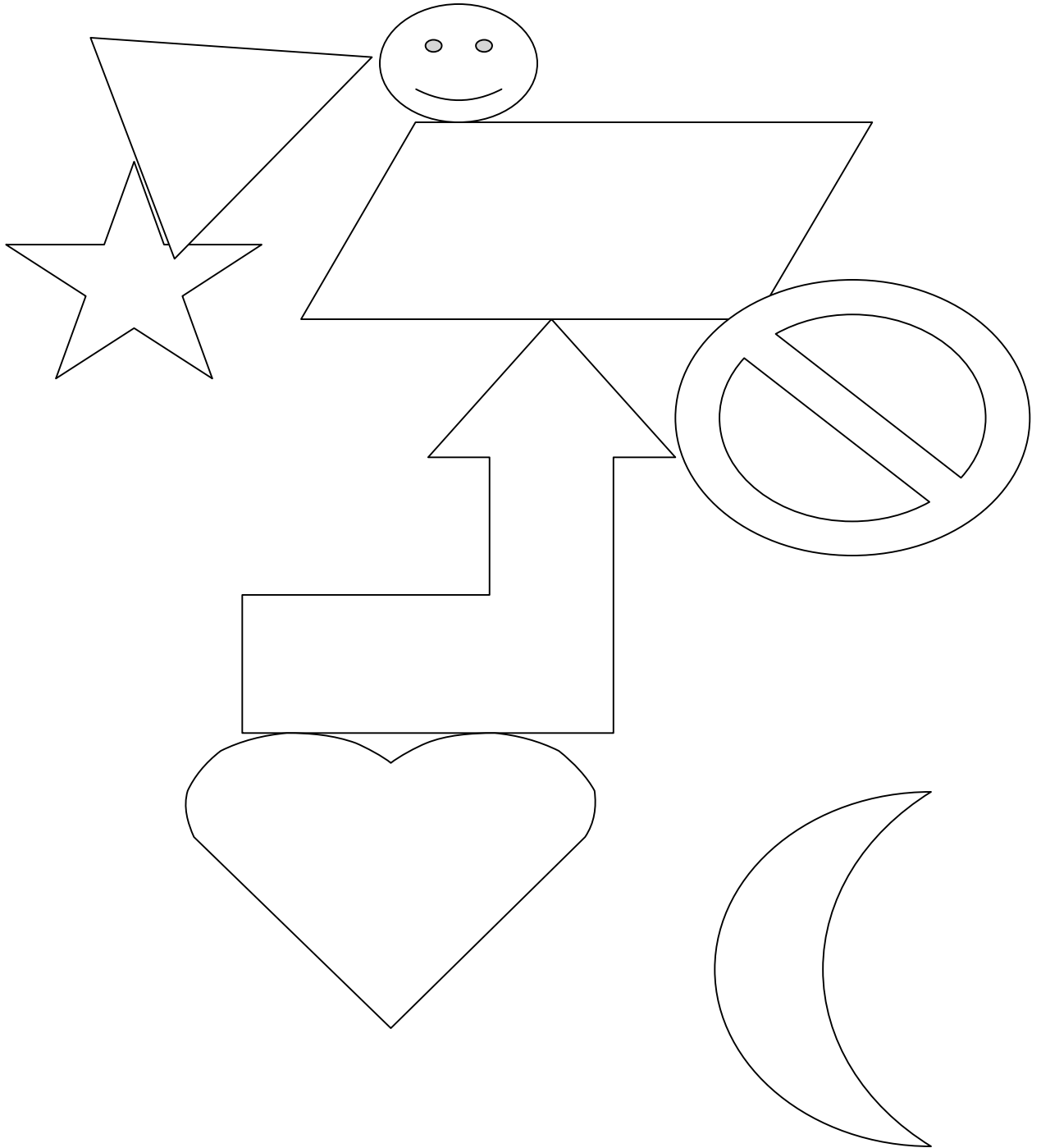
- The Instructor CAN watch the Drawer draw the picture and give verbal instructions based on what he/she is observing.
- The Drawer and the Instructor CAN speak to one another. For example, the Drawer can ask the Instructor questions and the Instructor can answer and give verbal direction.

Discussion:

1. What were the different interpretations that resulted when the lines of communication were not open?
2. Were you frustrated during the exercise? How did you deal with your frustration?
3. What is the advantage of keeping lines of communication open?
4. What would have happened if the lines of communication had been open even more?



HANDOUT: ABSTRACT PICTURE
Exercise 4.3.2





Exercise 4.3.3 "I" MESSAGES

Rationale: When communicating in a conflict situation, it is useful to speak about how *you* feel instead of talking about the actions of the other party. This activity gives students an opportunity to learn how to take responsibility for their feelings, wants, and needs by practicing statements that use "I" instead of "you."

Materials: Role play handout

Time: one class period

Directions:

1. Explain to students that they will watch a role play and will write down what communication problems they see. Ask for two volunteers, give them the role play to review and have them perform it.
2. After the role play ask some or all of the following questions to the class.
 - a. What did you see?
 - b. What is the problem?
 - c. What was said that made communication difficult?
 - d. How do you think each person feels?
 - e. What happened or was said that made the situation even worse?
 - f. If this happened to you, how would you have responded? What would you have said or done?
 - g. What could the characters have said instead?
3. Explain that when people use "you" statements, as in this role play, they are often accusing or blaming someone for something, placing responsibility outside of themselves. Using "you" statements can make someone feel defensive and can block communication. Instead it is more effective to use "I" statements that let someone know what you feel and what you need without blaming or attacking them.
4. An "I" message has 4 parts:
 - a. "I feel..." (state the feeling)
 - b. "when you..." (describe the other person's behavior)
 - c. "because..." (describe the results of the other person's behavior)
 - d. "and I would like..." (state what would correct the situation for you)

I feel _____ when you _____ because _____ and I would like _____.

5. Write the following example on the board:

You made me late for school.

Ask students how they can rephrase the statement using one of the "I" statement formats. One possibility follows:

I feel frustrated when you are late to pick me up for school because my teacher gets mad at me when I'm late. I would like you to try to be on time in the future.



6. Have the class generate a list of five or six statements that attack, blame, and place responsibility on someone else—statements that begin, “You made me...”, “It’s your fault that I...” “Why didn’t you...”, “You’re such a...” Write this list on the board.
7. Have students work in pairs to turn these statements into “I” statements.
8. Distribute the role play from the beginning of class and have the pairs rewrite the role play to reflect the use of “I” statements.
9. Ask for a volunteer pair to perform the revised role play.
10. Discuss with the class the key lessons learned.

Discussion:

1. What strategies were used in the revised role play?
2. How did it feel to play those roles?
3. What other responses could have worked to keep the lines of communication open?
4. What are examples of situations when it would be hard to say what you feel and need? Why is it hard?
5. What could happen if you don’t use “I” statements.



HANDOUT: "I" MESSAGES

Exercise 4.3.3

Role play

Student A: Hey! Where have you been? How many times do I have to tell you to be here on time?

Student B: Listen, let me explain.

Student A: I don't want to hear your excuses. You're always late when it really matters. Can't you tell time?

Student B: Well, if that's how you feel, forget it. I'm not going to help you study for the test. You're so concerned about yourself that you don't even care what happened to me.



Chapter 5: CONFLICT MANAGEMENT

Overview

The preceding chapters provide a foundation upon which parties in conflict can draw when looking to set the stage for settling conflicts. It is very difficult for people, groups, or countries that have been fighting to decide to settle their conflicts through negotiation rather than through violence. However, if parties realize that they are not going to win the conflict by continued fighting, they may decide to negotiate—to talk to each other to see if they can identify a solution to their dispute. The willingness to talk depends on establishing a degree of open communication leading to a level of trust. It is helpful in preparing for negotiations—or in preparing to help others negotiate—to develop a strategy, an approach to talks. Sometimes, a negotiator or mediator will use carrots—they will promise to do something or deliver something if an agreement is made. At other times, a negotiator or mediator will use sticks—threaten to punish the other party (or both parties, if it is a mediator) if they do not cooperate. At other times, parties to a conflict might try to discover what the other party needs in order to settle—does it need land or financial security or recognition as a group or community. Sometimes parties to a conflict join together in problem-solving exercises, trying to talk through the problems that underlie the conflict. Beyond these approaches, however, there are other challenges, such as managing emotions that conflict produces. This chapter elaborates upon the needs/interests-based approach and closes with several exercises on problem-solving. The guide does not present a series of options to manage conflicts, but encourages the development of creative thinking that expands how parties to the conflict envision resolution.

Managing Emotions

There are three types of situations you may encounter in a conflict. In one situation you may be angry, in another the person with whom you are in conflict may be angry, and in a third situation both of you may be angry. It is natural to feel anger but it is important to know how to manage it. There are steps you can take to channel your anger. The first step is to recognize and understand both your emotions and the emotions of the other party in the conflict. To do this you need to identify the source of your emotions and to acknowledge these emotions as legitimate. The second step is to allow the other side to let off steam. You can achieve this by listening to them without responding and by not reacting to any of their emotional outbursts. The third step is to offer a symbolic gesture, such as giving an apology in order to diffuse emotions. It is possible to apologize without accepting personal responsibility for the source of the other party's anger. Finally, it is necessary for you to manage your emotions. You can do this by counting to ten, changing your position (sit if you were standing), or changing your location (move to another room). It is important to remember that emotions are natural and valid, but we must learn to manage them in order to effectively deal with conflict.

Competition versus Cooperation

There is a common misperception that conflicts must have winners and losers. But if parties to a conflict cooperate instead of compete in the conflict management process, both parties can be winners. Cooperation often depends on trust which builds confidence. Trust is used to encourage parties in a conflict to get what they want. An essential concept of conflict



management is focusing on problem solving, on finding a way for each party to achieve their interests.

Conflict Management

Managing conflict is a life skill that can help you accomplish your goals. The conflict management process is about satisfying our needs. A conflict management approach that focuses on needs and interests instead of positions will allow parties to find common ground. If a party states a position on a conflict, try to identify the interests behind the position. Once interests are clarified, identify both conflicting and shared interests. Prioritize your interests as well as those of the other party. Usually basic human needs are a top priority. Help the other party understand how important and legitimate your interests are by being specific and clear about the seriousness of your concerns. It is important to acknowledge the other party's interests and to highlight your shared interests. In seeking a solution, try to remain flexible and at the same time concrete. Stay committed to your interests but at the same time flexible when considering possible solutions.

Problem Solving

Solving a problem includes having a good idea of what lies at the bottom of a conflict and what possible solutions might exist (conflict analysis). Brainstorming is the process of identifying as many possible ideas for solution as you can. Conceptually brainstorming is very easy but it is much more difficult in practice. It is common for people to want to identify a solution before they have considered all of the possibilities. It is also common for people to mentally eliminate certain ideas in the belief that they are too costly or too unrealistic. The brainstorming process encourages creativity by allowing for all ideas in the realm of possibility.

The brainstorming process begins by identifying the purpose of the brainstorm. Next all options are encouraged and recorded for all to see. Brainstorming techniques include:

- Broadening the options on the table rather than look for a single answer,
- Examining problem from view of different perspectives,
- Drafting agreements of different strengths,
- Changing the scope of the proposed agreement.

This process does not allow for editorializing or expressing opinions about the merits of any given idea. The process is about accepting all ideas as valid. After the brainstorm is over, the parties involved should identify the most promising ideas and at this point a discussion of the merit of the ideas should ensue. Following the discussion, the parties involved should decide on the most appropriate solution.

Note: All of the exercises for brainstorming can be done either individually, in small groups or with the whole class. Because there are many similar exercises, doing several of the exercises with different group sizes may be most effective.



Section Outline

Managing Emotions

- Exercise 5.1.1 Conflict Line
- Exercise 5.1.2 Hot Buttons
- Exercise 5.1.3 Reducing Anger

Cooperation v. Competition

- Exercise 5.2.1 Thumb (Arm) Wrestling
- Exercise 5.2.2 Cross the Line

Conflict Management

- Exercise 5.3.1 Identifying Conflict
- Exercise 5.3.2 Practicing Conflict Analysis
- Exercise 5.3.3 The Orange
- Exercise 5.3.4 Negotiation Scenarios

Problem Solving

- Exercise 5.4.1 Forward or Reverse
- Exercise 5.4.2 Think Outside of the box
- Exercise 5.4.3 The Hollow Ball
- Exercise 5.4.4 Goat and Wolf
- Exercise 5.4.5 Group Decision-Making
- Exercise 5.4.6 Consensus Building



Exercise 5.1.1 CONFLICT LINE

Rationale: This activity allows students to identify verbal and nonverbal responses that can escalate conflicts, focusing particularly on responses that intensify feelings of anger.

Materials: *Scenario Handout*

Time: 30 minutes

Directions:

1. Explain to the class that everyone will participate in an argument based on a scenario.
2. Divide the class into Group 1 and Group 2. Have the groups line up facing each other and explain that each line will take one side of an argument.

Alternative: Create a third line of observers to record and comment on the interaction.

3. Distribute the scenarios to the groups and read the scenario aloud, making sure each group understands their scenario.
4. Explain the ground rules of the activity: No physical contact or physical intimidation. When they hear “ACTION” they should start the argument and when they hear “FREEZE” they should stop immediately.
5. The groups will interact for two minutes. When they are finished, lead a class discussion using some or all of the following questions.

Discussion:

1. Draw a stairs on the board and mark the bottom as the beginning of the argument and the top as the end.
2. Ask students to express how they moved up the stairs during their conflict. Generate a list of reactions which increased the conflict. Discuss what spoken language and body language was used.
3. Why did the argument escalate? Where could the argument have ended?
4. How did their feelings change during the exercise?
5. What could they have done to diffuse the problem? Note that the next sessions will discuss managing anger.



HANDOUT: SCENARIO

Exercise 5.1.1

Group 1:

It's lunchtime. You are wearing a new denim jacket that you just got as a present. Your favorite aunt gave it to you. Your mother didn't want you to wear it to school. You really like this jacket. As you walk through the cafeteria you feel really good about yourself. You have your lunch in your hand heading for a chair, when someone bumps into you and your lunch spills all over your new jacket.

Group 2:

You're in a big hurry because you have to take a make-up test in 10 minutes. Your teacher said this was the only time you could take it. You are running to the other side of the cafeteria when this other student steps in front of you. You bump their arm and their lunch spills all over the front of their new denim jacket.



Exercise 5.1.2 HOT BUTTONS

Rationale: Conflict can arise when someone touches our hot buttons, either intentionally or unintentionally. In this activity students consider their sources of anger and triggers, in order to prepare themselves for managing conflict

Materials: *Hot Buttons* Worksheet

Time: one class period

Directions:

1. Brainstorm with the group a list of different causes of anger, e.g. when someone hurts or criticizes us, when we are denied what we want, when we lose control, when we witness or experience injustice, prejudice, or violence.
2. Discuss with the class situations in which it might be good or healthy to be angry.
3. Distribute the *Hot Buttons* worksheet, review the directions, and have students complete the worksheet individually.
4. Divide the class into small groups to share and discuss their responses for 10 minutes.
5. When the groups have finished their discussions, lead a whole class discussion using some or all of the following questions.

Note: Sometimes we say things out of ignorance that touch someone's hot buttons. In this case it is important to understand the difference between intent and impact. We might not intend to offend someone with what we say, but our words might have a negative impact. When this happens, we must acknowledge the impact of our words, reconsider what we have said and how we could say it differently.

In a conflict situation between two groups of people, it might be helpful for each group to clarify what their hot buttons are, so that during the process of conflict management, each group knows what words they should avoid using.

Discussion:

1. What did you learn about yourself?
2. Do you think your actions can make others as angry or frustrated as they make you?
3. How does it help to know our hot buttons?
4. How is it helpful to know others' hot buttons?

Optional Journal Assignment:

Write about different ways you can deal with your anger and frustrations before they escalate to conflict.

Adapted with permission from Playing with Fire by Fiona Macbeth and Nic Fine, New Society Publishers, 1995.



WORKSHEET: Hot Buttons
Exercise 5.1.2

<p>What people/things/situations make me angry?</p>	<p>What people/things/situations upset me?</p>
<p>What behavior or words make me stop listening?</p>	<p>What people/things/situations annoy me?</p>
<p>What makes me uncomfortable?</p>	<p>What people/things/situations make me frustrated?</p>



Exercise 5.1.3 REDUCING ANGER

Rationale: It is useful to know our hot buttons, but it is equally useful to understand how to diffuse our anger when it arises. This activity examines the positive and negative actions for diffusing and responding to anger and other emotions.

Materials: None

Time: one class period

Directions:

1. Brainstorm with the class both positive and negative ways to reduce anger, e.g. count to ten, play sports, drink, hit, punch, get loud and yell, get quiet and calm, etc....
2. Discuss with the group when each action might be appropriate and useful.
3. Have small groups role play different methods for reducing anger while the other groups guess what technique they are acting out.

Discussion:

1. Which of these actions can make a situation worse?
2. Which actions can help?
3. How do you know what action is best to choose?
4. What are the benefits of having a strategy for reducing or responding to anger in advance?



Exercise 5.2.1 THUMB (ARM) WRESTLING

Rationale: This activity provides participants with an opportunity to explore cooperation versus competition as it relates to conflict management.

Materials: None

Time: 20 minutes

Directions:

1. Introduce the activity as one that is frequently used in conflict management trainings.
2. Ask the group if they know how to thumb (arm) wrestle (choose to use either thumb wrestling or arm wrestling before you begin this activity). If they do not, explain the process.
3. Divide the group in pairs.
4. Explain that the object of the exercise is for each person to score as many points as possible. You score points by pinning your partner's thumb (or arm).
5. Give the class one minute to complete the activity.
6. Once they have completed the exercise, lead a class discussion using the questions below.

Discussion:

1. How many scored at least 1 point? More than 3? More than 5?
2. How did groups score a lot of points? If no group scored a lot of points, ask how they might do the exercise differently, working together to each score many points.
3. What was the goal of the exercise? Was the goal to compete or cooperate?
4. What does it mean to cooperate?
5. What are examples in real life where cooperation is better than competition?

***Note:** The key to this activity is to cooperate, not compete. You can score the most points individually and collectively by working together to pin each other. By cooperating, you can gain many more points than by competing. Those who worked together in this exercise maximized their scores.*

Cooperation depends on trust—trust that the other side will let you maximize your points. Trust builds confidence. Trust is used to encourage parties in conflict to get what they want. An essential element of conflict management is not win-lose or compromise, it is ensuring that each side can get what it wants. When parties are in conflict, it is helpful to think about what their interests are. Sometimes a person will focus on beating someone and this becomes their goal. In the process they might forget what their interests are and what they want when the conflict is resolved. If your interest is scoring the most points, as in this exercise, then the best strategy is to work together.



Exercise 5.2.2 CROSS THE LINE

Rationale: This activity provides participants with a further opportunity to explore cooperation versus competition as it relates to conflict resolution.

Materials: *Cross the Line* Handout

Time: 20 minutes

Directions:

1. Select six to nine volunteers from the class.
2. Divide the volunteers into groups of three and have them stand in different places in the room.
3. Ask for one volunteer in each group to be an observer.
4. Have the other two in each group face each other with a piece of material, or an object on the floor dividing them.
5. Provide each student in the pairs with the statements on the *Cross the Line* handout. Gather those assigned Student 1 and make sure they understand what they are supposed to do. Do the same with those assigned Student 2. Tell them they can use any strategy except physical violence to accomplish their task.
6. Tell them that they will begin on “Action” and have 3 minutes to solve the problem.

Discussion:

1. How many groups “solved” the problem? How did they do this?
2. Why were some groups unable to solve the problem?
3. What could they have done differently?
4. How important was it to trust the person on the other side of the line?
5. What does the game teach about cooperation versus competition?

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.



HANDOUT: CROSS THE LINE

Exercise 5.2.2

Information for Student 1:

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

Information for Student 2:

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



Exercise 5.3.1 IDENTIFYING CONFLICT

Rationale: This activity engages students in simple conflict analysis, which is the first step in resolving conflicts.

Time: One class period

Materials: *Conflict Role Plays* Handout
Observing Conflicts Worksheet

Directions:

1. Ask for two volunteers to act out one of the role plays on the *Conflict Role Plays* Handout. Read the scenario with them and discuss what they will say and do. Remind them to role play how a conflict gets worse by name-calling, yelling, arguing, etc...
2. Tell the rest of the class to observe the role play closely because they will describe the conflict when the role play is over, using the following questions. Write these questions on the board and review them with students so they know what to look for.
 - What is the conflict about? What are people arguing or fighting over?
 - Who is involved in the conflict? What is their relationship?
 - What does each person want?
 - How do you know there is a conflict?
 - What were the obstacles that kept students from working out the conflict?
3. After the role play, go over the questions on the board with the students. Summarize their responses to each question. You may want to distribute the worksheet *Observing Conflicts* to help students practice analyzing conflicts.
4. Lead a class discussion using some or all of the following questions:

Discussion:

1. When observing conflicts, can you always answer these questions? Why or why not?
2. What is the value of analyzing a conflict?



HANDOUT: CONFLICT ROLE PLAYS

Exercise 5.3.1

Role play #1

Student A: You are sure your sister has borrowed your favorite t-shirt again. You can't find it anywhere in the house.

Student B: You borrowed your sister's t-shirt. She wasn't home, so you couldn't ask her. When you get home from school, your sister is there and is very angry.

Role play #2

Student A: Your mother is not happy with your grades. She thinks you are spending too much time with your friends and she does not like them. She wants to take you out of your current school and put you in a religious school so you will focus more on studying. You are very happy in your current school and like being around people from different backgrounds. You 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: Your son/daughter is not doing well at school. You think he/she is wasting too much time with friends who also are not doing well. You want your child to go to the religious school in town where there is a stronger academic environment and fewer distractions from studying.



Exercise 5.3.2 PRACTICING CONFLICT ANALYSIS

Rationale: This activity gives students the opportunity to practice analyzing conflicts.

Materials: Articles that illustrate a variety of conflicts among individuals and groups
Elements of Conflict Handout
Describing a Conflict Worksheet

Time: one class period

Directions:

1. Explain to students that there are several elements to a conflict. In this activity students will analyze conflicts and identify the common elements.
2. Distribute the handout *Elements of Conflict* and review the six elements.
3. Divide students into groups of three or four. Give each group 1 article that illustrates a conflict either between individuals or between groups.
4. Have students read the article silently in their groups and complete the worksheet *Describing a Conflict* together.
5. Have each group present a summary of their conflict based on the responses on their worksheet.
6. Lead a class discussion using the questions below.
7. For homework, have students complete the worksheet using a conflict that they have observed.

Discussion:

1. What are some of the common elements that you heard in the group presentations?
2. Think of a personal conflict. Were these elements part of the conflict? Which ones?
3. Why is it useful to analyze a conflict before deciding how you will respond to it?

More Practice:

1. Have students generate a list of situations that lead to conflict or disagreement and write this on the board. Have students identify the parties in the conflicts and group the conflicts according to the six types of conflicts (internal, interpersonal...).
2. Return to the list students generated and ask students to identify the sources of the conflict. Have the students group conflicts by category (resources, values/beliefs, needs).
3. Show students photographs depicting conflicts and have students identify the type of conflict.
4. Have students bring in pictures of conflicts and identify the type of conflict and sources of conflict.



HANDOUT: ELEMENTS OF CONFLICT

Exercise 5.3.2

WHAT IS THE CONFLICT ABOUT?

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

WHO IS INVOLVED IN THE CONFLICT?

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

WHAT IS THE RELATIONSHIP BETWEEN THE PEOPLE IN THE CONFLICT?

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

WHAT IS THE HISTORY OF THE CONFLICT?

- 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?

HOW HAVE THE PEOPLE IN THE CONFLICT CHOSEN TO DEAL WITH THE CONFLICT?

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

WHAT IS THE HISTORY OF THE EFFORTS TO RESOLVE 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?



WORKSHEET: DESCRIBING A CONFLICT

Exercise 5.3.2

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal...)
3. How many parties (different individuals or groups) are involved in the conflict? List them.
4. Describe their relationship.
5. What are the sources of the conflict? (e.g., resources, values, needs)
6. What is the history of the conflict? How long has the conflict been going on? Is it recurring?
How serious is the conflict?
7. How are the parties currently dealing with the conflict?
8. What problem/issue seems the most difficult to resolve?
9. What is the major obstacle to resolving the conflict?
10. What can the parties do to move toward resolution?



Exercise 5.3.3 THE ORANGE

Rationale: Students will understand the distinction between negotiating positions and needs/interests and show how lack of communication can block conflict management.

Materials: *The Orange* Worksheet

Time: one class period

Directions:

1. Distribute the *The Orange* Worksheet and read the story with the class. Introduce the concept of interests, positions, and goals.
 - A negotiating position is a statement of demand and is often limited in scope.
 - Needs and interests are usually underlying and often are not even clear to the person making the position statement. Exploring the underlying needs and interests and how to meet these needs and interests is a key skill in resolving conflicts.
2. With the class, determine the interests and positions of each party in the scenario and have students write this information on the worksheet.
3. Divide students into small groups and have them share in their groups a personal conflict they have had. Have them describe their personal conflict in terms of parties, positions, needs/interests, and actions, and chart the information on the worksheet.

Discussion:

1. What was the difference between the needs/interests and positions in the scenario and in the students' personal experiences?
2. Is the difference between each party's needs/interests and positions a problem? If so, why?
3. Did defining the positions and interests help you find a solution? If so, how?
4. What solutions could you find for each group? (Example: the two brothers can plant the seeds of the orange together, grow a tree and sell the oranges.)
5. How can you apply this knowledge to past conflicts?
6. What are some real-world examples of parties that view needs/interests and positions differently?



Worksheet: THE ORANGE

Exercise 5.3.3

The Orange:

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

Do you think they solved their conflict effectively? How else could they have solved it?

What if both brothers wanted the pulp for juice? Then what would happen? The question would be why do they need juice? Maybe one brother is thirsty and the other wants vitamins from the juice? If one brother is thirsty, maybe he could drink water. If the other brother wants vitamins, maybe he could buy a large quantity of vitamins at the store and it would be cheaper. What about the seeds? What can the brother’s do with the seeds to ensure to expand the use of the orange and to ensure they will not have future conflicts over oranges? The key is to understand what each person’s interests are in order to find the best course of action that will resolve the conflict.

	Parties: Who is the conflict between?	Positions: What are the parties demanding?	Interests: What are the needs of each party?	Action: What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				

Personal Conflict:

	Parties: Who is the conflict between?	Positions: What are the parties demanding?	Interests: What are the needs of each party?	Action: What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				

Source: Davies, J. and Kaufman, E. (2003). Second track/citizens’ diplomacy: concepts and techniques for conflict transformation. Oxford, UK: Rowman & Littlefield.



Exercise 5.3.4 NEGOTIATION SCENARIOS

Rationale: In this activity students explore the difference between needs, positions, and interests. Understanding why someone wants something can be more important than knowing what they want.

Materials: *Negotiation Scenarios* Handout

Time: one class period

Directions:

1. Introduce the purpose of the activity.
2. Divide the students into small groups of three to four. Distribute the *Negotiation Scenarios* handout and assign each group one of the negotiation scenarios.
3. Have each group use the chart on the handout to write each individual's information from the scenario.
4. Have groups identify ways that the individuals in each scenario might find a solution to the problem by addressing their interests instead of their positions.

Alternative: Have the groups prepare a short role play showing what the scenario would look like if the two parties were concerned only with their own positions and another short role play showing what their scenario would look like if all participants were open to listening to others' positions. Have each group present both role plays to the class.

5. After the groups have analyzed the scenarios, lead a group discussion using some or all of the following questions.

Note: You may want to have students write their own scenarios for this activity for homework the night before.

Discussion:

1. How did looking at an individual's needs and interests help you understand the problem?
2. Why do we often look only at people's positions?
3. Why is it sometimes hard to look for needs and interests?
4. Was it easier to think of solutions once you knew what the group's needs were? Why?
5. What are some real-world scenarios we could apply these techniques to?

Adapted with permission from the Interactive Problem-Solving Workshop Manual by Edy Kaufman



HANDOUT: NEGOTIATION SCENARIOS

Exercise 5.3.4

1. Julio and Jesus are brothers. Julio is studying for a math test and he likes to study in complete silence. Jesus is practicing on his instrument for a concert that is taking place the following evening. Julio wants Jesus to stop practicing because he can't concentrate, but Jesus needs to practice for his upcoming event
2. Muhammad wants to marry Jennifer who is from another culture. His parents are very much against this and want Muhammad to be with someone from his own culture. Muhammad 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.
3. 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.
5. Leila wants to go to school in the city to study English. Leila's dad thinks that girls should stay home and help out around the house, but Leila believes this is outdated thinking and that studying in the city will help her when she returns home.

	Parties: Who is the conflict between?	Positions: What are the parties demanding?	Interests: What are the needs of each party?	Action: What could each side do in order to get what they want?
Party 1 (name)				
Party 2 (name)				



Exercise 5.4.1 FORWARD OR REVERSE

Rationale: This activity introduces the process of brainstorming to students and encourages creative ideas.

Materials: *Forward or Reverse* Handout

Time: 10 minutes

Directions:

1. Distribute the *Forward or Reverse* handout and the scenario to the students.
2. Remind the group of the ground rules for brainstorming:
 - a. All ideas are encouraged
 - b. Record all contributions without discussing their merits
 - c. Avoid judging any options
 - d. Avoid focusing on differences between ideas
 - e. Combine related ideas
 - f. Do not attach names to ideas
 - g. Encourage creativity
 - h. Keep the flow going for as long as possible

Note: It is often difficult for students to avoid commenting, either positively or negatively, on various ideas. It is the teachers/instructors job to allow such comments to occur. After all ideas have been expressed, there is time to discuss their merits.

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

Note: If not suggested, suggest a possible ending: A girl, sitting in one of the cars behind the truck came up to the drivers and suggested to deflate the tires a bit, so that they can drive through without damaging the top.

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

Discussion:

1. What were the best endings suggested?
2. Why were these good solutions?
3. Did you have more ideas as a group than you would have working individually? Why?
4. How could you use brainstorming in real life?



HANDOUT: FORWARD OR REVERSE

Exercise 5.4.1

Scenario:

Two truck drivers are driving on a highway to deliver a shipment. While driving, they decide to pass beneath a bridge. They get stuck and the top of the truck gets badly damaged. Cars slowly begin to back up behind the truck, 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. The other truck driver thinks that they should reverse, even if the traffic behind will make it very difficult.



Exercise 5.4.2 THINK OUTSIDE OF THE BOX

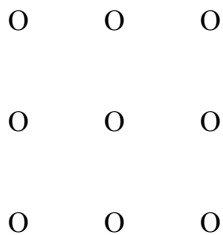
Rationale: This activity introduces the problem-solving process to students and encourages creative ideas.

Materials: None

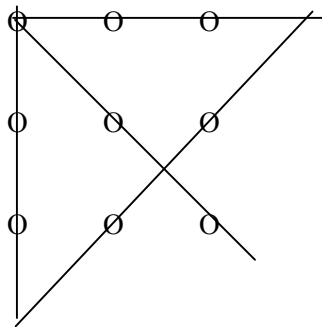
Time: 10 minutes

Directions:

1. Draw the following on the board.
2. Instruct students to connect all 9 dots with only four straight lines, without lifting their pen.



Solution:



Discussion:

1. How were people able to solve the problem?
2. What made it difficult?
3. What made it easy?
4. What did students have to do?
5. How can this be applied to real conflict management issues?



Exercise 5.4.3 THE HOLLOW BALL

Rationale: This activity introduces the problem-solving process to students and encourages creative ideas.

Materials: None

Time: 10 minutes

Directions:

1. Divide students into small groups. Give them the problem below and have them work in groups to find the solution.
2. When the class is finished, lead a class discussion using some or all of the questions that follow.

Problem:

- * You have 8 golden balls, 7 are full, and one is hollow.
- * You have one set of scales (the standard kind, which balances two sides).
- * Find the hollow ball having only two opportunities to use the scale to weigh them.

Solution:

1. Weigh three balls on each side, leave the remaining two on the side. If equal weight, the hollow ball must be in the remaining two.
2. If the sides have equal weight, then weigh the remaining two balls. The lighter one of the remaining two is the hollow ball.
3. If the two sets of three balls have unequal weight, take two of the balls from the lighter side and weigh one on each side of the scale. If one side is lighter, then that is the hollow ball. If the sides are equal, then the hollow ball is the one that is not on the scale.

Discussion:

1. Was it useful to work in a group?
2. Did some people have an easier time than others with the problem?
3. How could people assist each other in solving the problem?



Exercise 5.4.4 GOAT AND WOLF

Rationale: This activity introduces the problem-solving process to students and encourages creative ideas.

Materials: None

Time: 10 minutes

Directions:

1. Divide the class into groups of three or four students.
2. Read the following story and have each group find a solution.
2. When one group has a solution, lead a class discussion using some or all of the questions below.

Scenario:

A farmer is coming home from a hard day at the market. The only things he has left are a goat and a cabbage. On his way, he manages to capture a wolf that was trapped in a cage. He wants to take the wolf home and tame it. The only way to his village is through a river. He has a small boat waiting for him. Unfortunately, he has space only for one more thing besides him. He is worried, since the wolf can eat the goat and the goat can eat the cabbage. Can you help him to get all three things home safely?

Note: Wolves are wild animals that look like wild dogs. In fact, the gray wolf is the ancestor of the domestic dog. They are found primarily in North America, Eurasia, and the Middle East and they usually eat deer, sheep, and goats. Sometimes they eat smaller animals like birds.

Solution:

Step 1: The man takes the goat to the other side of the river.

Step 2: He then takes the wolf, but on his way back he brings the goat with him.

Step 3: He leaves the goat and takes the cabbage on the other bank with the wolf.

Step 4: He comes back for the goat.

Discussion:

1. Was it useful to work in a group?
2. Did some people have an easier time than others with the problem?
3. How could people assist each other in solving the problem?



Exercise 5.4.5 GROUP DECISION-MAKING

Rationale: Recent studies reveal that we make decisions according to the value we put on the outcome of the decision. We try to calculate the possibilities of different actions we can take and their subsequent outcomes. We remember the best ones and we make our decisions according to them. The way we make decisions is very important in conflict/problem solving. This activity explores the process of making decisions as a group.

Materials: None

Time: One class period

Directions:

1. Ask students the following questions to begin a conversation on decision-making.
 - Have you ever been in a situation where someone made a decision because of their higher status and you were not satisfied with the decision? Describe that situation.
 - Have you made a unilateral decision (a decision that only one side agrees to) and it worked against you in the end? In other words, you imposed your decision on somebody else, but in the process you lost the other person's desire to work with you.
 - Why is decision making important in conflict management? *Remind students that if you have to make a decision in a conflict situation, the decision will affect the other people involved in the conflict, especially your opponent. If you make a unilateral decision about how to end the conflict, the conflict will not end.*
2. Divide students into groups of four and ask them to brainstorm all the ways in which decisions are made in their society. Write down all the listed ways on the board. Add those not mentioned and explain those that need elaboration.
3. Describe the following situation to students and have them decide in their groups on a solution. Have the groups use the strategies you listed as a class in step 2. Allow 25 minutes for this process.

Problem: You are all teachers in the same school. A donor that you all respect has given your school the equivalent of \$5000 US dollars. You have to decide how to use that money, while considering the following. **The money can be used only for one of the options below.**

- a) The school needs a new roof.
 - b) The school's basketball team got into the championship game. Unfortunately, the school needs to pay for the team to travel to the capital for the game.
 - c) Due to a violent conflict situation in your community, one of the students at your school has lost his/her father in an incident. The widow with 5 children could really use the money
 - d) The donor is aware of the fact that teachers are poorly paid in your country and would allow the teachers to distribute the money equally among themselves if they wish to do so.
4. After the allotted 25 minutes, have a representative from each group share their group's decision with the class, if they came up with one, explaining the process of decision making they experienced.



5. Lead a whole class discussion using some or all of the questions below.

Discussion:

1. Was it easy or difficult to make a decision?
2. What techniques for decision-making were most useful?
3. Are all members of the group content with the decision?
4. Can you think of a more effective way to make decisions in your country?
5. What are the advantages and disadvantages of the various strategies you used?

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Exercise 5.4.6 CONSENSUS BUILDING

Rationale: Cooperative problem solving is based on the search for consensus as an alternative to enforced solutions or poor compromises. Consensus seeking involves decision-making that is based not on majority rule, but rather on ensuring that everyone's concerns are heard and dealt with before taking any decisions. This implies that all participants' opinions must be given equal weight and consideration. This exercise develops students' consensus building skills.

Materials: *Levels of Consensus* Handout

Time: One class period

Directions:

1. Using the issue of capital punishment (or any other issue that you know students have a strong opinion and disagreement about), give students a tag to wear corresponding to their personal opinion (post-it notes work well, for example, blue for yes, yellow for no), and to stand in two separate groups.
2. Have each student find a partner in the opposing group and give them 10 minutes to try to persuade the other side to change its views. They should do this one on one, not as a large group. If you have a very uneven distribution of students in the two groups, then you might have two from one group meet with one person from the second group. At the end of the session, people who have changed their minds should change their tags to the other color. Usually no one changes tags in this first phase.
3. In their pairs or small groups, have students look for possible points of agreement. A third category should be added in the room for those who suggested a new position, such as "no capital punishment, but mandatory life imprisonment without parole." Allow 10 minutes for this phase.
4. Have students who moved to a new position/category in the room wear a green tag and to place themselves in the middle of the two polarized groups. Others can remain where they originally were. For 10 minutes have the "greens" (mixture of former blue and yellow) try to persuade individuals in the yellow and blue groups to join them by developing new proposals, such as: "voluntary preference of capital punishment or life imprisonment accepted," or "new assassination of prison mate by former assassin punishable by death." If time allows, have a third round of discussions.
5. Distribute the levels of consensus handout and review the levels with students. Lead a discussion with the whole class using some or all of the questions that follow.

Discussion:

1. Was it difficult to listen to someone with a very different opinion from you?
2. How did the process of listening change when you looked for points of agreement or alternative solutions? Were points of agreement easy to find?
3. Why do you think you were asked to try to create new positions/categories? How did this process affect your thinking about the issue? *Remind students that when people are brought to a confrontation between two positions, they tend to become more polarized than when the same people are asked to come up with alternative shared solutions.*



4. Where did you end up on the levels of consensus? Did you move from one level to another or did you stay in the same place.
5. Based on this experience, how would you define consensus? *Remind students that reaching a consensus in a group is a difficult process. Sometimes members of the group do not want to agree on a decision. What do you do? You cannot impose a decision on them. You have to talk and listen to everybody until everybody agrees. Remember, even if not everybody is amazingly thrilled with the decision, but if everybody says: "yes, I think I can live with that," you have a consensus.*

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HANDOUT: LEVELS OF CONSENSUS

Exercise 5.4.6

1. “I completely agree with the decision, in fact I am deeply satisfied that the group accepted this decision.”
2. “I find the decision to be acceptable.”
3. “I can live with the decision.”
4. “I do not totally agree, but I will not block the decision and will support it.”
5. “I do not agree with the decision and would like to block the decision being accepted.”
6. “I believe there is no unity in this group. We have not reached consensus.”

Source: Federal Mediation and Conciliation Service



APPENDIX 1: Expansion Activities

1. Have students develop a cartoon strip about a conflict in their school or community.
2. Have students write a play that explores prejudice, communication, and conflict management. Have them develop a theater production based on the script and present it to their school.
3. Have students write a poem or song about the impact of a specific conflict on their community.
4. Have students use sculpture or some other medium to depict the ideas learned in the teaching guide.
5. Develop a peer training or peer mediation program in your school.



APPENDIX 2: References

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