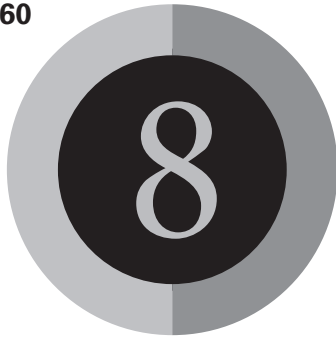




Conflict, Communicating, and Working Together

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students learn strategies for engaging in negotiation to find solutions to conflicts between groups and individuals.</p>	<ul style="list-style-type: none"> • Judicial protection of the rights of individuals (NSCG III.D.2) • Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4) 	<ul style="list-style-type: none"> • Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4) 	<ul style="list-style-type: none"> • Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)



SESSION

CONFLICT, COMMUNICATING, AND WORKING TOGETHER

In this session, teens will learn to use communication and negotiation skills to manage conflict. They will learn how to identify conflicting positions and interests, and generate and evaluate solutions to problems. Teens who develop these skills will be less likely to commit or be the victims of crimes, and will be better equipped to solve a variety of problems.

TEENS WILL LEARN

- To define the word “negotiation”
- How to recognize positions (demands) and interests (real needs)
- How to brainstorm possible solutions to a conflict
- How to choose a solution that will be accepted by both sides

TEACHING STRATEGIES

These teaching strategies are included in this session:

- Icebreaker
- Small-group Discussion
- Poster
- Whole-group Discussion
- Brainstorming
- Journal Writing

MATERIALS NEEDED

- Newsprint and markers
- Handout 1: *Negotiating Win-win Solutions*
- Do-it-yourself poster: *Put It Together*
- *Handling Difficult Situations* poster (from the *Community Works* kit)
- Pencils and paper
- Large package of M&M candies
- Journal for Session 8



Invite a mediator (professional or voluntary) to participate in this session. Mediators should discuss their role in negotiating and resolving conflicts in the community. Check the yellow pages under “mediation” and you will find a listing of local organizations that provide such services.

SUMMARY OF STEPS

- Step A. Warm-up
- Step B. Negotiating Win-win Solutions
- Step C. Reflection



60 Minutes

BEFORE THE SESSION

- Read the session plan.
- Session 8 is designed to follow Session 7; they should be presented in sequence in order to give teens the full benefit of these complementary lessons.
- Decide how you will involve teens in the session as helpers, leaders, readers, or creators of posters. For more information about facilitating teen involvement, consult the Introduction.
- Make copies of Handout 1: *Negotiating Win-win Solutions* and do-it-yourself poster *Put It Together* for each participant.
- Make one copy of the journal for each teen.
- Make and hang the *Put It Together* do-it-yourself poster.
- Hang the *Handling Difficult Situations* poster (from the *Community Works* kit).
- Post the teen-created guidelines from Session 1 in the room.
- Gather the materials you will need.

STEP A



10 MINUTES

Warm-up

1. Review the purpose of *Community Works*.
 - Ask teens to think about the purpose of the *Community Works* program. Ask them to tell what they remember.
 - Ask the group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps build public-speaking skills.
 - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime, and to develop leadership skills to help others and their communities become safer.
 - Return their journals with your comments from the last session.
2. Explain the purpose of this session.
 - This session will help participants learn to use communication and negotiation skills to manage conflict.
 - Teens already know how to give and receive negative feedback; now they will focus on how to identify conflicting positions and interests, and generate and evaluate solutions to solve problems.
 - They can use these skills to solve problems and create lasting solutions.
 - Understanding the problem-solving process will help with personal communication problems as well as community problems.
3. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall. One way to increase the teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.

STEP B

TEACHING STRATEGIES

- Icebreaker
- Small-group Discussion
- Poster
- Brainstorming



35 MINUTES

Negotiating Win-win Solutions

1. Introduce icebreaker: M&M Challenge.
 - This icebreaker will energize the room and will also raise teens' awareness of the difference between competition and collaboration.
 - Ask teens to pair up and shake hands. While still holding hands, teens get down on their hands and knees. (The idea is that they will be on the floor facing each other as if they might arm-wrestle, *but do not mention arm wrestling*.) Tell them that every time Player A touches the back of Player B's hand to the floor, he or she will get an M&M candy and vice versa. When you give the signal to begin, almost all the groups will start by fighting each other rather than working together to get the most M&Ms.
 - Debrief by asking teens how many pairs fought against each other. How many decided to work together to solve the problem (and get the most M&Ms)? If any teens did work in pairs to solve the problem, ask them to show (not say) how they did it.
2. Ask teens to recap the five conflict styles discussed during the last session.
 - Tell them that many of us are used to *competing* but that, in some situations and conflicts, it makes more sense to work together to solve a problem or resolve a conflict. This activity will help teens learn more about collaborating or negotiating.

3. Ask teens what they think the word “negotiation” means.
 - Use the following definition below to expand or revise their definitions:

Negotiation is a process by which the people involved in a dispute talk to each other about their problem and try to reach a solution acceptable to all.
 - Ask teens for examples of situations involving negotiations. Possible answers could include parents and children negotiating household tasks, players and owners negotiating sports contracts, and landlords and tenants negotiating repairs. Point out that negotiation can be formal or informal, and that sometimes a third person (mediator) can help people to negotiate (mediation).
4. Distribute and use Handout 1: *Negotiating Win-win Solutions*, and define the three terms in the handout.
 - Read or have teen volunteers read the three definitions and ask if teens have any questions.
5. Tell teens that you will describe two conflicts and ask them to identify each person’s positions and interests.
 - Following are two examples. Feel free to use different scenarios that seem better suited to the community and experiences of the youth in your group.
 - Read aloud the following:

Conflict 1

Robin’s friend Crystal is having some friends over to her house to watch a movie on Halloween night. The movie begins at midnight. Robin really wants to go to Crystal’s and be with her friends, but her parents do not want her out of the house so late. They worry that she will get into trouble.

- Ask teens what each person’s *position* is.
- Then ask *why* each person takes that position. This will help them discern what each person’s *interests* are. What is it that each person really seems to need?
- Here are some possible answers:

	Positions	Interests
Robin	I’m going to the party.	I want to be with friends, be on my own.
Parents	You’re not going to the party.	We want our child to be safe.

6. Before dividing teens into small groups, read Conflict 2.

Conflict 2

Jill has just asked her older brother, Ron, to drive her to basketball practice and pick her up two hours later. Ron is annoyed because Jill hasn't found another way to get there. This is his only time to relax and watch the NBA playoffs, and he's looking forward to it. Their mother can't drive Jill because she had plans to stay with a sick relative. Jill can't miss practice or she will be kicked off the team. Ron has to work tonight and study tomorrow, so this is the only free time he'll have all weekend.

- Divide teens into working groups of three to five to identify each character's position and interest. Explain that their task as a group will be to do the following:
 - Select one member to fill out the handout and another to report the group's decisions to the larger group.
 - Discuss the situation to decide what each person's *position* is.
 - Ask *why* each person takes his or her position in order to learn what each person's *interests* are. (Remember to discuss obvious needs as well as possible hidden needs.)
- Check with the groups to help them if necessary.

Note: It's tempting to spend too little time defining the problem or conflict and go right to solutions. Experience shows that the clearer we are about the problem, the better our solutions are likely to be. Ask teens *not* to talk about solutions at this point in the process.

7. Bring the whole group back together, have teens report, and write teens' comments on the *Put It Together* do-it-yourself poster.
 - Ask a representative from each group to report what group members found.
 - Write their comments about Jill's and Ron's positions and interests on the *Put It Together* do-it-yourself poster under "Gathering Information."
 - Here are some possible answers to keep teens on track:

	Positions	Interests
Jill	wants Ron to drive her to and from practice	not getting cut from the team and being appreciated by Ron
Ron	doesn't want to take Jill to practice	watching the basketball game, relaxing, and being appreciated by Jill

8. Tell teens that now that the positions and interests of Jill and Ron are clear, they are ready to negotiate a win-win solution.

9. Explain that the next step is framing a problem-solving question.
 - Ask teens which interests they identified as most important to Jill and Ron.
 - Have teens frame a problem-solving question that will ask how these key interests can be met. (For example, how can Jill get to and from practice and Ron get to watch the basketball game?)
 - Write the problem-solving question on the *Put It Together* poster.
10. The next step is brainstorming. Describe the purpose of brainstorming—to get a lot of ideas on the table without worrying about how they would work or which idea is best. That part comes later.
 - Ask teens what they know about brainstorming.
 - If necessary, add these suggestions:
 - It’s okay to come up with wild ideas.
 - It’s okay to build on each other’s ideas.
 - Write down your ideas.
 - Set a time limit of a few minutes to help you focus.
11. Have teens brainstorm options to answer their framing question.
 - Write their ideas on the *Put it Together* do-it-yourself poster under “Brainstorming Options.”
 - Possible options might include the following:
 - Jill takes a taxi to practice and calls Ron to pick her up if she can’t get home.
 - Jill rides her bike to and from practice.
 - Ron takes Jill to practice and videotapes the game to watch later.
 - Ron takes Jill, but later on she has to find a way home.
 - Ron listens to the game on the radio, and Jill does his housecleaning jobs next week.
 - They make plans for a family meeting to discuss scheduling and car rules.
12. Ask teens how they would narrow down these options and choose the best solution. To their suggestions add these points:
 - Consider the consequences of each idea.
 - Discard ideas that are impractical (too costly in time, money, or energy).
 - Rank the ideas and decide on one solution.
 - Be sure that solution meets the needs of both people.
13. Have teens use these guidelines to narrow options and select the best solution for Jill and Ron.
 - Narrow the options by considering the consequences and discarding ideas that are too impractical, for example:

- Jill takes a taxi to practice and calls Ron to pick her up if she can't get home. *A taxi might cost too much.*
 - Jill rides her bike to and from practice. *Jill might not have a bike, the weather might be bad or the way unsafe.*
 - Ron takes Jill to practice and videotapes the game. *This might work if they have a VCR, and if Ron is able to watch the tape before he learns the outcome from television news or the newspaper.*
 - Ron takes Jill, but then she has to find a way home. *This may work if a friend or the coach can give Jill a ride.*
 - Ron listens to the game on the radio, and Jill does his housecleaning jobs next week. *Listening to the game on radio is not like watching it.*
 - They make plans for a family meeting to discuss scheduling and car rules. *This may be a good long-term idea, but it won't solve the immediate problem.*
- Rank the ideas and decide on a solution.
 - Check to make sure the solution meets the needs of both.
 - Here's a short formula with a catchy acronym that will help teens remember the negotiation process.

PROUD

P roblem is stated out loud or in writing.

R emember your relationship and that you have things in common.

O ut loud or in writing, identify the interests of everyone involved.

U se everyone's interests (needs) when brainstorming possible solutions.

D ecide on the best solution, write it down, and talk about who is going to do what by when.

STEP C

TEACHING STRATEGIES

- Whole-group Discussion
- Journal Writing



15 MINUTES

Reflection

1. Ask: What kinds of people need to learn about communicating and negotiating? In what situations and with what people might you use the skills you learned in this session? Which skills would you find easy and which ones hard to use? Why? Who could benefit from these strategies for resolving conflict?
 - To get teens to think about possible service-learning projects related to this session, ask what they think would be the most effective ways of sharing this information. A possible suggestion for a project could include writing and performing skits about resolving conflict for groups of their peers, younger children, or parents.
 - If this session has sparked some special interest among teens, and they are interested in doing a short service-learning project (approximately two hours or less), consult "Easy Steps to a Short Service-learning Project" in the Introduction.
 - Ask for volunteers for the next session's tasks, such as making posters, contacting community resource people, and setting up the room.

2. Distribute the journal for Session 8.
 - Explain, remind, or ask teens about the purpose of the journal. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write, just reading and responding.
 - Ask teens to write their answers to the journal questions.
 - Ask if anyone is willing to share their thoughts with the group.
 - Collect their journals to review them after the session and write short comments. Tell teens you will return their journals with your comments at the next session. This gives the teens something tangible and provides them with a connection to previous sessions.
 - Have teens think of one thing or the main thing they learned from this session, and ask for volunteers to share this with the group.



HANDOUT 1

Negotiating Win-win Solutions

Win-win solutions are solutions that satisfy everyone who is involved in the conflict.

Positions are what people say they want (or must have). A position is usually one of many ways that a person could meet his or her interests and needs. (Some people call these “demands.”)

Interests are the reasons why people want what they say they want. Interests are what people need and may be based on basic emotional needs, such as the need to feel safe and secure. The best way to find out people’s interests is to ask them why they want what they say they want. (Some people call these “real needs.”)



DO - IT - YOURSELF POSTER

Put It Together

Step One Setting the Stage

The two parties agree that they want to work out their problem and they set any necessary ground rules, such as do not interrupt, no put-downs.

Step Two Gathering Information

Positions:	Jill	Ron
Interests:	Jill	Ron

Step Three Identifying Issues

Together they frame a problem-solving question.

Step Four Brainstorming Options

The two parties suggest options for solving the conflict or problem.

Step Five Evaluation Options

The two parties talk about which options they like or do not like.

Step Six Reaching Agreement

The two parties select a workable option (or win-win solution) and agree to it.

**JOURNAL****Session 8**

NAME _____ DATE _____

One thing I learned about myself and the way I solve conflict is

I think I can use the problem-solving approach I learned today to

Two things about conflict management I'd like to share with others are

Two ideas I have that I think would make excellent service-learning projects are
