



UNITED STATES INSTITUTE OF PEACE

**Teaching Guide on
Conflict Resolution**



TABLE OF CONTENTS

Introduction	4
About the Guide.....	4
Why was this guide written?	4
Who is this guide for?.....	4
Why teach these skills?	4
Objectives.....	5
Learning Principles.....	5
How to Use this Guide.....	5
About the United States Institute of Peace (USIP).....	6
Chapter 1: Trust Building	7
Exercise 1.1 Ground Rules	8
Exercise 1.2 Name Game	9
Exercise 1.3 Common Ground.....	10
Exercise 1.4 Draw Your Own Symbol	11
Chapter 2: Defining Conflict	12
Exercise 2.1 Conflict Is	13
Exercise 2.2 When You Say Conflict, I Think Of.....	14
Exercise 2.3 Responding to Conflict.....	16
Chapter 3: Prejudice Awareness and Reduction.....	20
<i>Identity</i>	
Exercise 3.1.1 We All Belong to Many Groups	23
Exercise 3.1.2 Learning About Yourself and Others	27
 <i>Stereotypes and Prejudice</i>	
Exercise 3.2.1 Definitions	29
Exercise 3.2.2 Message on My Forehead	31
Exercise 3.2.3 Checking Our Assumptions	33
Exercise 3.2.4 Biased Storytelling	35
Exercise 3.2.5 Mirror Mirror on the Wall.....	36
Exercise 3.2.6 Outsiders.....	37
Exercise 3.2.7 Walk in Another’s Shoes	38
Exercise 3.2.8 Our Many Roles	40
Exercise 3.2.9 Becoming an Ally.....	43
 <i>Understanding Perceptions</i>	
Exercise 3.3.1 Changing Photos.....	44
Exercise 3.3.2 View from the Window.....	47
Exercise 3.3.3 Party Go-er	48
Exercise 3.3.4 Diverse Perspectives	50



Chapter 4: Communication	51
<i>Non-verbal communication</i>	
Exercise 4.1.1 Birthday Timeline.....	52
Exercise 4.1.2 Breaking the Code.....	53
Exercise 4.1.3 Speaking Without Words	54
<i>Active Listening</i>	
Exercise 4.2.1 What Is Active Listening?.....	55
Exercise 4.2.2 Practice Paraphrasing.....	59
Exercise 4.2.3 Reflecting Feelings.....	61
Exercise 4.2.4 Clarifying Questions	63
Exercise 4.2.5 Listening Triads.....	64
Exercise 4.2.6 More Active Listening Practice	66
<i>Verbal Communication</i>	
Exercise 4.3.1 Communicating To Understand.....	67
Exercise 4.3.2 Communicating To Understand Using Drawings	68
Exercise 4.3.3 “I” Messages.....	71
Chapter 5: Conflict Management.....	74
<i>Managing Emotions</i>	
Exercise 5.1.1 Conflict Line.....	78
Exercise 5.1.2 Hot Buttons.....	80
Exercise 5.1.3 Reducing Anger.....	82
<i>Cooperation v. Competition</i>	
Exercise 5.2.1 Thumb (Arm) Wrestling	83
Exercise 5.2.2 Cross the Line.....	84
<i>Conflict Management</i>	
Exercise 5.3.1 Identifying Conflict.....	86
Exercise 5.3.2 Conflict Analysis.....	89
Exercise 5.3.3 The Orange	92
Exercise 5.3.4 Negotiation Scenarios	94
<i>Problem Solving</i>	
Exercise 5.4.1 Forward or Reverse	96
Exercise 5.4.2 Think Outside of the box.....	98
Exercise 5.4.3 The Hollow Ball	99
Exercise 5.4.4 Goat and Wolf	100
Appendices	101



INTRODUCTION

About the Guide

Why was this guide written?

The United States Institute of Peace has developed this guide on conflict resolution as a resource for students and educators to help students develop the skills necessary to negotiate the world and to be effective, responsible individuals. The idea for the guide came from two Returned Peace Corps Volunteers (RPCVs), one having served in Kyrgyzstan and the other in Slovakia, who participated in a training program on multi-track diplomacy. At this training the RPCVs realized that many of the skills they were learning would have been very useful to them during their Peace Corps service. The resulting guide is intended to introduce concepts of conflict resolution into the classroom or workplace. It is important to note that the framework for this guide comes from a manual for Israeli and Palestinian high school students developed by Edy Kaufman and Manuel Hassassian.

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 application is the English as a Foreign Language (EFL) classroom; however exercises can be modified to fit a variety of contexts. The activities are conversation-based and student-centered. If used in an EFL environment, the activities allow students to develop English language skills while working on interpersonal skill building. Classroom teachers will find this guide useful, as will educators working in informal teaching environments. The guide is designed for the high school level but many activities can be adapted for use with younger or older students. The majority of exercises have been developed for an intermediate-level audience. Many activities can be adapted for a beginning-level audience and some are solely for an advanced audience. Unless otherwise indicated, the activities are intended for an intermediate level audience.

The guide was originally created for EFL students in Kyrgyzstan. Many exercises will require that you adapt examples and cases to your context if you are not using the guide in this specific educational environment.

Why teach these skills?

The basic skills learned in conflict resolution deal with reducing bias, understanding prejudice, managing anger, increasing effective communication, and enhancing successful negotiations—all essential skills and components for any student, teacher, or citizen. These skills have specific relevance in the EFL classroom—the basis of learning English as a Foreign Language is developing effective communication skills, which is also the foundation of conflict resolution.



Objectives

- To explore issues of peace and conflict from the perspective of students' lives.
- To increase students' understanding of the strategies they can use to resolve conflicts based on differences.
- To develop students' conflict resolution and problem-solving skills.
- To develop students' communication skills through the use of conflict resolution activities.
- To provide educators with teaching tools necessary for bringing conflict resolution skills into the classroom.

Learning Principles

The approach to conflict resolution 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 resolve a perceived conflict. The learning principles used in this guide include the following:

Student-Centered learning. This guide emphasizes student-centered learning. The teacher is not the point of emphasis. Key ideas are elicited from students, not given to them. The concepts presented in this guide build on students' thinking and connect their life experiences to what is happening around them.

Cooperative learning. 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. Each activity in this guide is followed 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.

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 will require that each student have a handout.
- 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.

About the United States Institute of Peace (USIP)

The United States Institute of Peace is an independent, nonpartisan federal institution created by Congress to promote the prevention, management, and peaceful resolution of international conflicts. Established in 1984, the Institute meets its congressional mandate through an array of programs, including research grants, fellowships, professional training, education programs from high school through graduate school, conferences and workshops, library services, and publications. The Institute's Board of Directors is appointed by the President of the United States and confirmed by the Senate.

The Institute carries out its mandate through six activities

1. Expanding society's knowledge about the changing nature and conduct of international relations and the management of international conflicts;
2. Supporting policymakers in the Legislative and Executive Branches;
3. Facilitating the resolution of international disputes;
4. Training international affairs professionals from the United States and abroad in conflict prevention, management, and resolution techniques;
5. Strengthening the education of emerging generations of young people in the United States and in foreign zones of conflict;
6. Increasing public understanding about the nature of international conflicts, as well as approaches to their prevention, management, and resolution.

The Education Program

The Education Program of the United States Institute of Peace seeks to address the needs of educators, students, scholars, international affairs practitioners, and the public to understand the complexities of international conflicts and approaches to peace. Activities of the Education program include:

- Developing teaching resources for secondary and higher education;
- Organizing workshops for faculty that teach in US educational institutions;
- Sponsoring the National Peace Essay Contest for high school students; and
- Working in zones of conflict program to help teachers and educators understand and teach about sources of conflict, approaches to conflict management, post-conflict reconstruction and reconciliation.



CHAPTER 1: TRUST BUILDING

Overview

This section explores the similarities and differences among students. At the beginning of the training or the academic year, the atmosphere is usually filled with uncertainty. The activities in this section provide students with an opportunity to become more comfortable with one another by getting to know each other better.

Section Outline

Exercise 1.1 Ground Rules

Exercise 1.2 Name Game

Exercise 1.3 Common Ground

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 imposed on them.

Materials: Chart paper

Time: One class period

Directions:

1. Write the words “Ground Rules” on the board and 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 for the class. 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 has an opportunity to be 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 all of 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 chart these responses and post them around the room as well.*

Optional Journal Assignment:

What do you need from your classmates in order to feel safe and comfortable talking openly in your 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 pride in one's cultural or ethnic heritage. The activity builds trust by promoting sharing.

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-group 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?

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 COMMON GROUND

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

Materials: None

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 read a series of statements. If the statement is true for them, they should stand up.
3. Once you have read all of the statements, 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 the mobility of the students. Students can make a large circle, or simply raise their hand or stand up from their desks or chairs.

Sample Statements:

Stand if you...

Like math (sports, horses, cats, dogs, etc.)

Speak more than one language (more than two, more than three, etc.)

Have lived in more than 2 countries.

Have had someone mispronounce your name.

Have raised your hand in class and then forgotten what you wanted to say.

Have said something to someone and then immediately wished you could take it back.

Have traveled to more than 2 countries (more than 5).

Have friends who are mostly the same gender as you.

Have an ethnically diverse group of friends.

Discussion:

1. What did you notice as you and others were standing up?
2. What surprised you?
3. What was comfortable for you?
4. What was uncomfortable for you?
5. What is the value of exploring commonalities and differences?
6. What did you learn about other students?

Adapted From: Susie Mitton, (2000). Social Justice Education Concentration, School of Education, University of Massachusetts-Amherst.



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 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 football player, a tree for a nature lover.
2. After they finish, have students share with their neighbor 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. Was it easy or difficult to decide what your symbol would be?
2. What patterns did you see in your classmates' symbols?
3. Why do you think we did this activity?



Chapter 2: DEFINING CONFLICT

Overview

Conflict is something that is everywhere, everybody talks about it, it is in the news everyday, and although we may not like it, we have to learn how to deal with it. Conflict resolution teaches you how to find non-violent, creative ways to deal with conflicts, how to build better relationships and how not to be afraid of the unknown.

Life cycle of a conflict

A conflict may be divided into three successive phases: before violence, during violence and after violence. A conflict has its own life cycle, almost like something organic. It appears, reaches an emotional, even violent climax, then tapers off, disappears – and often reappears. There is a logic behind this, since individuals and groups (such as nations and states) have goals:

- Goals may be incompatible and mutually exclusive, like two states wanting the same land, or two nations wanting the same state;
- When goals are incompatible, a contradiction, an issue, is born;
- The more basic the goal, such as basic needs and interests, the more any actor or party with unrealized goals feels frustrated;
- Frustration may lead to aggression, turning inward as attitudes of hatred, or outward as behavior of verbal or physical violence;
- Hatred and violence may be directed toward those who hold the goals and stand in the way, but it is not always that “rational”;
- Violence is intended to harm and hurt (including oneself) and may breed a spiral of counter-violence in the form of defense and/or revenge;
- This spiral of violence can become like a cancer that has metastasized, going beyond the goals of preserving and destroying.

A conflict may acquire eternal life, waxing and waning, disappearing and reappearing. Conflicts may combine into complex conflict formations with many parties and many goals, because the same parties and/or the same goals are involved. A conflict with only two parties pursuing one goal is rare. The normal conflict has many actors, many goals, and many issues.

Section Outline

Exercise 2.1 Conflict Is...

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

Exercise 2.3 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. 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 their definition to the class. This could be a role-play, a drawing, a physical formation, etc....
4. Lead a class discussion using some or all of the following questions.

Discussion:

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

Optional Journal Assignment:

Pick one letter of the alphabet and write a letter to an extraterrestrial alien (who does not know what conflict is), explaining what conflict is. Include the words under your letter of the alphabet.



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 words 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 resolving conflict and problem solving.
5. Have students take the definitions they generated in the previous activity 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. One definition follows: Conflict is a strong disagreement based on a *perceived* difference in needs or interests among individuals, groups, communities, or nations.
5. 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

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



Exercise 2.3 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 various 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.
4. Distribute the handout *Conflict Styles*. Review the meaning of the 5 styles, and summarize the characteristics of each one. Have students generate examples of each style and write these in the "situations" column. In your discussion, ask students for additional uses or limitations for each style.

Alternative: You can introduce the 5 styles and examples without using the worksheet if you find it difficult or confusing.

5. Lead a whole class discussion using some or all of the questions below.
6. For homework, have students complete the *Matching Conflict Styles* worksheet. Have students work in pairs to match the scenario with the conflict style being used. Answers: 1. confronting 2. accommodating 3. problem-solving 4. accommodating and avoiding 5. compromise.

Discussion:

1. Why are you likely to use different responses with different people in different situations?
2. Is one style better than another?
3. Why is it useful to know what conflict style you use most often?

Note: Remind students that there is never just one way to handle a conflict. There are appropriate times to use each style.

Extension Activity: Have students develop role-plays in which the actors use different conflict styles. Have students perform their role-plays and ask the class to guess which conflict style they think the actors are using.



Adapted From: Educators for Social Responsibility, Making Choices About Conflict, Security, and Peacemaking



WORKSHEET: WHAT DO YOU DO WHEN...?

Exercise 2.3

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

- 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

Exercise 2.3

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 2.3

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

The following section concentrates on prejudice awareness, 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.

Why do we need to learn and teach about identity and bias? 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. Bosnia and Rwanda are two examples of conflicts based on identity. Being aware of one's own identity, understanding what this identity means to them, and learning how to accept others' identity are essential components of conflict prevention and significant considerations when managing conflicts.

Goals of Prejudice Awareness and Reduction:

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:

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:

If we look at examples of genocide throughout history, we see horrendous acts of violence that did not begin as such. Simple acts of bias, such as telling jokes that target a specific group, can lead to acts of prejudice when left unchallenged. Acts of prejudice can include name-calling or stereotyping a specific group. When left unchallenged, these acts can lead to discrimination, either individual or institutional, and discrimination can lead to violence—violence against an individual or against a community. The Holocaust is an example of acts of bias that escalated 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.

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 a 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.

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: This activity promotes self-awareness, which helps individuals understand how they see the world. Each person's identity is 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 four groups with which they identify. Identity can include age, religion, race, ethnicity, gender, socioeconomic class, political belief, neighborhood, etc.... The teacher should be prepared to share his or her own worksheet. 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 four groups with which they identify in the four outside circles. When they are finished, have them select the primary group with which they identify and circle it.
3. Divide students into groups of 4 or 5 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 you have felt proud 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 using your primary group. Try to demonstrate that you are taking a risk and that you trust the group by sharing something serious. Your example will set the tone for the experiences students share. Each person in the group should have 3-4 minutes to share their experiences.
4. After students are finished sharing, 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. Call out some of the groups listed on the *We Belong to Many Groups* Handout. For example, "If you identify with female, please stand."
5. Lead a whole-group 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 when students might feel that they are "standing alone?"
6. What might a person do to help someone in that situation feel they are not alone?



***Note:** Remind students that some people who stand alone feel pride and confidence while others may feel insecure or frightened. They should think of how they can 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: African American, 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.
- Family Structure: Small family or large, extended family
- Religion
- Educational Background
- Community where you live: urban, suburban
- Social/economic background: jobs of your parents

Groups you Choose to Belong to

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



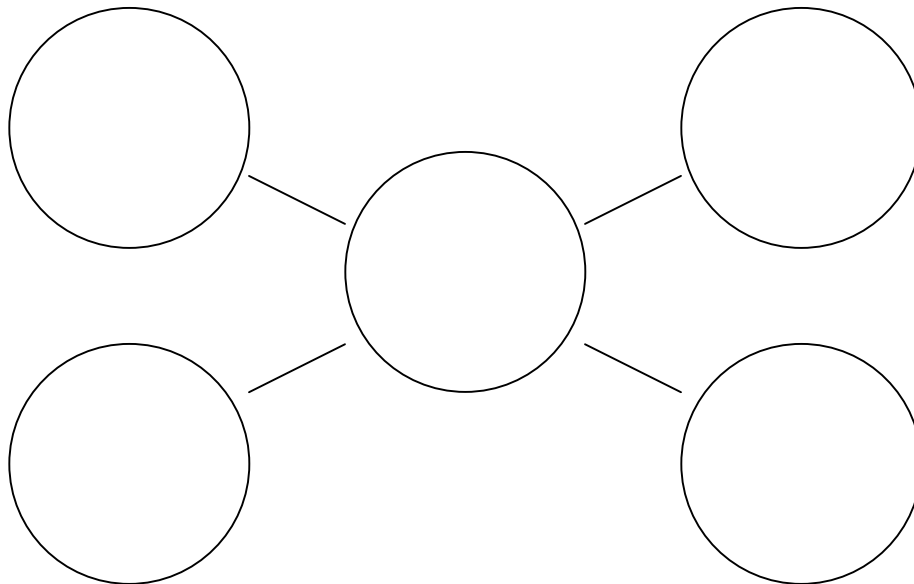
WORKSHEET: WE ALL BELONG TO MANY GROUPS

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: In your group share responses to the following questions.

1. Share a story about a time you felt proud 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.

Source: Office of Human Relations Programs, University of Maryland, College Park



Exercise 3.1.2 LEARNING ABOUT YOURSELF AND OTHERS

Rationale: This activity gives students an opportunity to learn about themselves and one another. 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. Explain to students that concentric circles consist of a circle inside a circle.
2. Divide students into concentric circles. Have them count off 1,2,1,2... Have the 1's stand in a circle. 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 2's shake hands with the 1 standing in front of them. 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 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. 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 of all of the questions that follow.

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.
The best family story.
- 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):

- a. Share with your partner one thing about your first, middle, or last name.
- b. Share with your partner what your favorite song is and why.



- c. Share with your partner what your religious, ethnic or racial background is and something about that background that makes you proud.
- d. Share with your partner a stereotype about your religion, race or ethnicity that bothers you.
- e. Share a time when you were discouraged from doing something because of your gender.
- f. Share with your partner a stereotype you have of another group.
- g. 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. Were some of the topics more difficult to talk about than others? Which ones? Why?
3. When you were speaking, how did you know your partner was listening to you?
4. When you were listening, how did it feel not to respond?

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.

Materials: *Definitions* handout

Time: one class period

Directions:

1. Distribute the *Definitions* handout. Review the definitions with the class.
2. Divide students into groups of four to five students each. Assign each group a word from the handout.
3. Have each group rewrite the definition in their own words and then have them discuss examples of that word taken from their lives and from what they have seen in the media.
4. Have each group share with the class their definition and their examples.
5. 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 it important to learn these vocabulary words?



HANDOUT: DEFINITIONS

Exercise 3.2.1

ACCEPTANCE: Respecting and appreciating a person for who they are, even if they are very different from you.

BIAS: Forming a subjective opinion about an idea or a person, which does not consider all of the facts available.

DISCRIMINATION: An act that shows unequal treatment of a person because of their race, religion, gender, class, etc....

DIVERSITY: The differences between people.

PREJUDICE: An opinion of an individual or group of people that is based on a judgment, not on facts.

RACISM: Treating a person as unequal (inferior) because of their race.

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.



Exercise 3.2.2 MESSAGE ON MY FOREHEAD

Rationale: This activity allows students to experience what it feels like to be labeled by someone else. The activity works well in a group or 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. *Alternatively, 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 labels do you think hurt people the most or make people the angriest?
2. Sometimes we hide our 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. Be sure to create labels that are relevant to your students.

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 a school leader.
I'm new to this school.
I don't smile very much.
I'm very quiet.
I don't want to know anyone who isn't exactly like me.
My father is Jewish.
My mother and my father are from different cultures.
I'm overweight.
I have a physical disability.
My mother is Muslim.



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.

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. Are there situations when it is ok to make assumptions? When?
5. Are there situations when it's a bad idea to make assumptions? When?
6. Have you ever been in a situation when assumptions that you made led to confusion or misunderstanding? Ask students to share personal experiences.

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 with the answers you THINK your partner will give you about him or herself.

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 Color _____
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.

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 wrong. When they have finished, students will switch roles.
2. Before students begin, give them each 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 leave for home, but you have to finish retelling the story first.
 - You are trying to start some gossip.
 - 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 information?
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 activity, 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 other 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 15 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 15 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.
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?



Exercise 3.2.6 OUTSIDERS

Rationale: This activity allows students to explore the effects of leaving certain people out of a group.

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 (eye color, nationality, height, gender). The students should decide on the category.
3. Call the volunteer back in and instruct them 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 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.

Materials: Identity Cards (index cards or 3 x 5 pieces of paper)
Walk in Another's Shoes Worksheet

Time: one class period

Directions:

1. Explain the rationale of the activity.
2. Distribute the identity cards. Have each student select a card. If the card they select describes them in any way, have them put the card back and select another one. Be sure to prepare extra identity cards. Some students might take a card and want to put it back and select another one because it is too challenging or because they do not like it. **Do not** allow them to do this. Part of the activity is about exploring those identities we can choose and those we cannot.
3. Distribute the *Walk in Another's Shoes* worksheet and instruct students to silently complete the worksheet. At this point they should not share their identity with anyone else.
4. Divide students into groups of four and ask them to share their responses to the questions.
5. Once all students have had the opportunity to share their responses, lead a large group discussion using some or all of the questions that follow. At the beginning of the discussion, have everyone in the room state what identity is on his or her card and what word best expresses how they feel in the new identity.

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

Possible identity cards are listed below. Please note that these groups represent people one might encounter in the United States. It is essential that you create cards for you students the are relevant to their environment, cards representing groups that are often treated as outsiders.

Deaf/Hearing Impaired	Male	Female	Christian
In a wheelchair	On public assistance	Jewish	African
American Indian	75 years old	Muslim	Arab
South American	North American	Middle Eastern	Buddhist
European	Hindu	Asian	



Adapted from: Anti-Defamation League, A WORLD OF DIFFERENCE Institute



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 based on prejudice or discrimination.)
 - 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 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: Maria
 - b. Perpetrator: Steven
 - c. Bystanders: John and Mark
 - d. Ally: Ivan
5. Have students write the four roles on a piece of paper and write an experience they have had in each role. You may want to model this by sharing one or two of your experiences. This 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.
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 for a whole class discussion using some or all of the following questions:



Discussion:

1. Ask for volunteers who would like share one of their experiences with the entire class. Encourage as many students as possible to do this.
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. The goal of prejudice reduction is to move ourselves from bystanders, and ideally perpetrators, to allies. How can we do this?

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 an 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, but the question is how can we change this behavior?



HANDOUT: OUR MANY ROLES

Exercise 3.2.8

One day after school Maria walked by a park where she saw many of her male classmates playing football (soccer). Maria walked up to the boys and asked if she could play with them.

Maria: Hi, can I play with you guys?

Steven: No way! A girl can't play football! Go home and play with your dolls.

Maria: I don't have any dolls. And I can play football.

Steven: Look, we don't want a girl playing with us, right guys?

John and Mark: Right, you tell her Steve.

Steven: See, we don't want you here, so go home.

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

John: I guess you're right Ivan. It's not like we're playing the World Cup.

Steven: I can't believe you guys! I'm not playing with a girl. I'll see you guys later.

Ivan: So do you play offense or defense, Maria?



Exercise 3.2.9 BECOMING AN ALLY

Rationale: In this activity students explore how they can become an ally and interrupt 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 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 they 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 an ally more frequently?
3. What are some of the risks involved in being an ally? 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. Timing and safety have to be taken into consideration.
4. Finally, what are the benefits of being an ally?

Optional Journal Assignment:

What can you do to be more of an ally to people?



Exercise 3.3.1 CHANGING PHOTOS

Rationale: In this activity students explore how perceptions can change according to their expectations.

Materials: *Changing Photos* Handout

Time: 20 minutes

Directions:

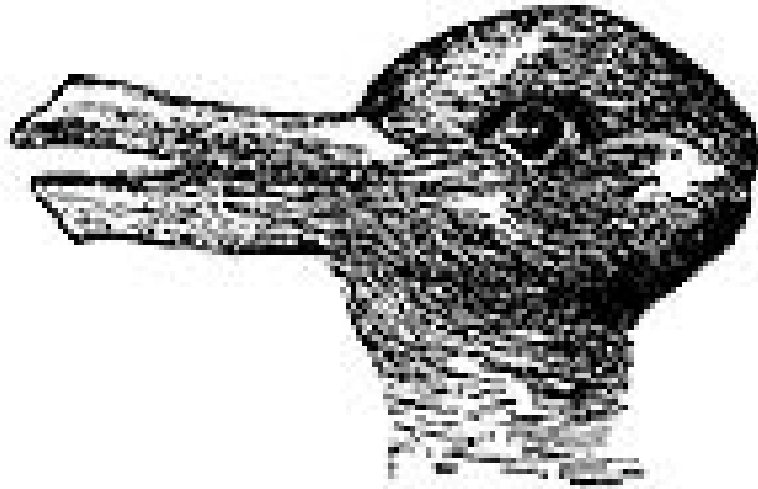
1. Discuss the rationale with the class.
2. Present either photocopies of the different photos or display them large enough for the entire class to see at one time.
3. Ask the students to quickly write down what they see in the picture without discussion.
4. The first photo is a duck with its bill to the left or a rabbit with its ears to the left. The second photo is a rat with its tail curled below or a man with glasses and a large nose facing left. The third photo is 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. The fourth photo is a box with the dot either in the bottom right of the back panel or the upper left of the back panel.
5. *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.*
6. Show the students the different designs in the photos and then lead a group discussion.

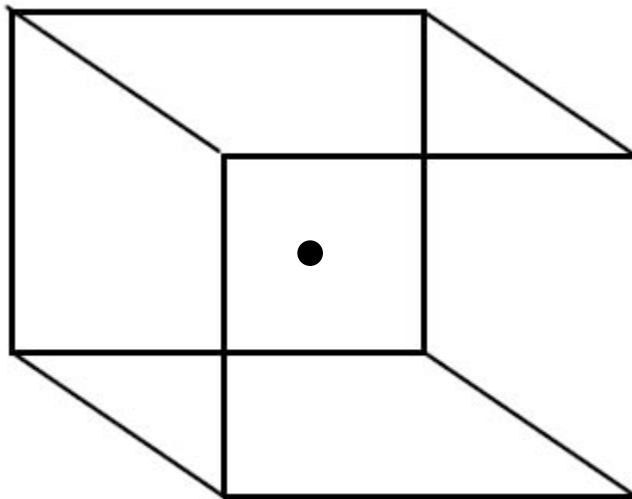
Discussion:

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 situation?



HANDOUT 3.3.1 CHANGING PHOTOS







Exercise 3.3.2 VIEW FROM THE WINDOW

Rationale: This activity explores how completely different perceptions can be.

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 of what they see.
2. Have each student read their sentence and show that many points of view enrich the picture.
3. *Alternative: If there is no window, have the students sit in a circle and place a strange inanimate object (or have someone pose holding an object in the middle). Continue as above with everyone writing about his or her view.*

Discussion:

1. How did your view differ from others' views?
2. Can you accept someone else's view as right?
3. Can all perspectives be right?
4. Why is this exercise useful?



Exercise 3.3.3 PARTY GO-ER

Rationale: This activity illustrates how one's attitude can affect their perception of the outcome of an event.

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

Student A: So, “B”, are you going to the party tonight?

Student B: No. Actually, I’m not really in the mood.

A: Why not? It’ll be fun!

B: I don’t know. I don’t really like parties. They’re so boring, and no one ever talks to me.

A: Oh, come on “B”. Let’s just go. We don’t have to stay long, I just want to see everyone.

B: ...[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. “A” is smiling, waving, talking and laughing with friends. “B” is leaning towards the wall with his arms crossed, looking down at his shoes. After a moment “C” (a girl) enters the scene and approaches “B”].

C: Hey “B”, how are you?

B: [still looking at his shoes] I’m okay.

C: [pauses, puzzled] That’s good...I guess.

B: [no apparent reaction]

C: [hesitates, shakes her head and walks away]

[Moments later “D” (a girl) approaches “B”]

D: Hey, “B.” What are you doing?

B: [again does not show interest] Oh, nothing really.

D: [uncomfortably] Oh, okay...Just a second, I have to.. go over there. [“D” leaves]

Scene Three

A: So, wasn’t the party great?

B: What do you mean? I thought that it was boring.

A: Boring? How was it boring?

B: 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.

Teacher: FREEZE! (After stopping the role-play, teacher leads class in discussion)



Exercise 3.3.4 DIVERSE PERSPECTIVES

Rationale: This activity helps students see that many points of view can exist on any given topic.

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. Students must stand along the continuum between strongly agree and strongly disagree, depending on their view. If they are undecided, they can stay in the middle of the room.

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

Statements:

Parents have the right to make curfews.
Football (soccer) is the greatest sport.
Schools should have stricter policies against bullying.
English should be the official language of the United States.
Each country should have the right to do whatever they want.
Everyone should have the right to a university education.
Capital punishment should be illegal.
Drugs should be legalized.

Discussion:

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. Is it sometimes difficult to accept that there are many perspectives on an issue? Why?



Chapter 4: COMMUNICATION

Overview

Conflict and its resolution are, ultimately, understood through verbal and non-verbal communication. Communication is a continuous, unending process. The very essence of resolving conflicts by peaceful means is dialogue, communication of a message in which both sides talk positively and listen actively. If we learn how to communicate more effectively, the result will be a generation that is more receptive, sensitive to each other and less violent.

This section starts with non-verbal communication then explores active listening and verbal communication.

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: This activity encourages participants to increase their comfort zone to include people with whom they may not usually interact.

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 to do this without talking, writing, or using any props, e.g. identification cards. You can choose to tell the group where January and December should be or to let the group determine where the beginning and the end of the line are.
3. 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.
4. 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 resolve 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?



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 *Outsider* in the Prejudice Awareness and Reduction 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?

Adapted 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 hints on how people behave and what their behavior means. It also raises awareness about body language. This 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 wrong. When they have finished, students should switch roles.
2. Before students begin, give them each 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, smoking, 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 want to listen?
3. In what situations might people change their body language? Why might they do this?



Exercise 4.2.1 WHAT IS ACTIVE LISTENING?

Rationale: This activity gives students the opportunity to identify what active listening is and why it is important in resolving 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 reasons why people listen. Examples: to get directions, to help a person, to learn about someone, to entertain ourselves....
2. Demonstrate poor and good listening skills. Tell students that you want them to observe you in a conversation with another student and to tell you what they see that shows either good or bad listening skills. Have a volunteer come to the front of the class to have a conversation with you. Ask the student to talk about what they did over the weekend. When the student starts to speak, start exhibiting poor listening skills (look at your watch, interrupt, avoid eye contact, interrupt, look bored or impatient, tap your foot or fidget).
3. At the end of the conversation, ask the student how he or she felt while they were talking.
4. 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)	What You Hear (verbal)
1. Eye contact; focusing on the other person	1. Verbal encouragers like “uh huh”, “tell me more” “yeah”
2. Leaning forward a little or nodding	2. Agreeing with something the person has said.
3. Sitting still	3. Restating what someone says
4. No interrupting; letting the other person finish what he or she is saying completely	4. Reflecting what someone is feeling
5. Interested silence; giving a person time to respond	5. Asking open-ended questions like, “What happened? How did you feel about that?”



5. Do the demonstration again this time using the active listening skills the class has suggested. Have the student talk about their favorite holiday.
6. 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 you were treated unfairly.
 - Share with your partner a rule at school that you think is unfair.
 - Share with your partner an experience that made you feel proud.
 - Share with your partner the qualities of a leader.

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 you respond to this?

Adapted from: Educators for Social Responsibility, Making Choices About Conflict, Security, and Peacemaking



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?
 - Don't do anything else while you are listening.

2. Paraphrasing
 - Show you are listening and understanding what is being said.
 - Check your meaning and 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.
 - Make use of "encouragers" such as:
 "Can you say more about that?"
 "Really?"
 "Is that so?"
 - Ask questions.
 - Use a tone of voice that conveys interest.
 - Ask open questions to elicit more information.

Adapted from: "Education for Conflict Resolution," UNICEF guide



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 use sarcastic language or 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 this activity 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 hard?
3. Why is this skill useful?
4. When could you use this skill?
5. How could you use this in your everyday life?



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 soccer 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 feel _____ because _____”
 - “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 talking about your friends.
 - Share how you feel when you come to school without your homework.
 - Share how you feel when someone stereotypes you.

Discussion:

1. Did your partner understand your feelings?
2. When you were listening, could you understand your partner’s feelings?
3. Was this hard? Why or why not?



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 or more 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. How did that make you feel? Can you tell me how you're feeling?
 - c. Can you tell me more about that?
 - d. Is there anything else that's bothering you? Is there anything else you need right now?
 - e. What was your reaction to that? How did you feel afterwards?
 - 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. I'm having a lot of trouble writing my paper for history class.
 - c. Nobody trusts me.
 - d. I finally finished!

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?



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 2-3 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 2 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 using encouragers.

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 in a circle. 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 2's shake hands with the 1 standing in front of them. 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?



Exercise 4.3.1 COMMUNICATING TO UNDERSTAND

Rationale: This activity will give participants the opportunity to explore how they can communicate effectively.

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 student A to talk for two minutes about their cultural, ethnic, or religious background and what that background means to them.
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. After two minutes, ask student B to do the same.
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 listening the hardest? Why?
4. Which experience made listening the easiest? Why?
5. How did you know your partner was listening to you? When you were facing each other, did your partner use any body language that made you feel they were listening?
6. What makes an effective listener? (Write these on the board)
7. Which of these points do you follow? Are there any you need to work on?
8. In what types of situations do you think you are an effective listener? Why?

Adapted from: Playing with Fire by Fiona MacBeth and Nic Fine, New Society Publishers, Philadelphia, PA: 1995 in UNICEF's Building a Culture of Peace.



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 resolving 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 two people go through the exercise;
 - Three different pairs from the group can be used for each drawing example.
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. When students have completed all three exercises, debrief with the class 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.



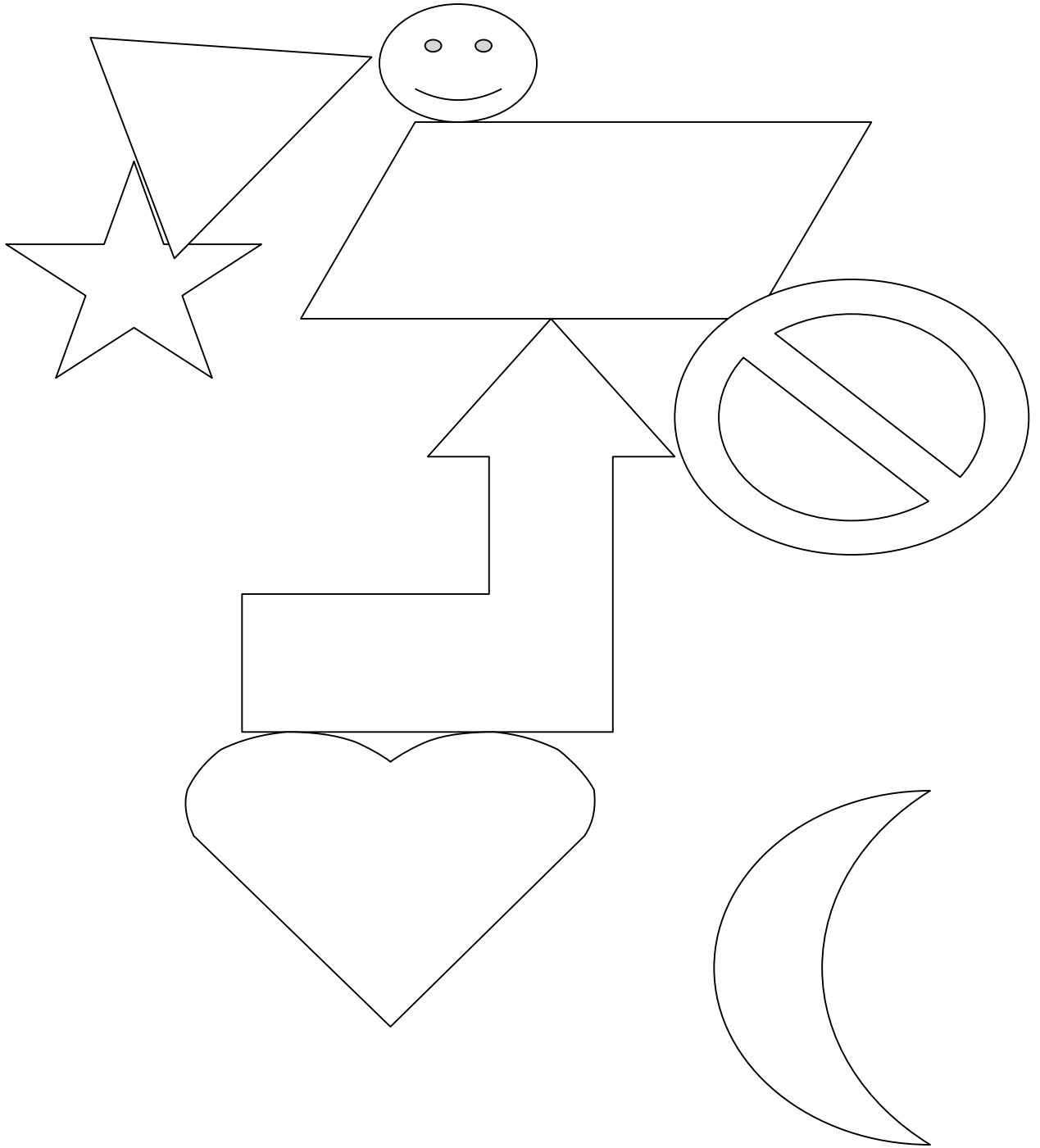
- The Instructor CAN watch the Drawer draw the picture and give verbal instructions based on what he/she is observing.
- The Drawer and the Instructor CAN speak to one another. For example, the Drawer can ask the Instructor questions and the Instructor can answer and give verbal direction.

Discussion:

1. What were the different interpretations that resulted when the lines of communication were not open?
2. Where you frustrated during the exercise?
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: This activity gives students an opportunity to learn how to take responsibility for their feelings, wants, and needs.

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 to make 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 5 or 6 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

Conflict management is part of everyone's life. Negotiation is a problem-solving process for conflict management in which two or more people voluntarily discuss their differences and attempt to reach a joint decision on their common concerns.

This chapter is divided into several sections. The first section addresses different strategies for diffusing emotions, specifically anger. The second section introduces the importance of understanding both yours and others' perceptions. The third section outlines the principles and practice of conflict management. The fourth section demonstrates the benefits of cooperation and collaboration. The fifth section explores problem-solving techniques that individuals and groups can use to find creative solutions to a situation.

Managing Emotions

There are three types of situations you will have to deal with in a conflict:

- You are angry
- The person with whom you are in a conflict is angry
- Both of you are angry

Anger is a feeling. What we choose to do with our anger is the behavior.

Steps to channel Anger:

Recognize and understand emotions—yours and theirs.

- (1) Identify source of emotions.
- (2) Make emotions explicit and acknowledge them as legitimate.

Allow the other side to let off steam.

- (1) Listen without responding.
- (2) Avoid reacting to emotional outbursts.

Use symbolic gestures.

- (1) Apology can defuse emotions.
- (2) Even if you don't acknowledge personal responsibility.

Manage your emotions.

- (1) Count to ten (or even 100 if you need to).
- (2) Change position (if you are standing, sit down...).
- (3) Change your location (go to a different room, go to the balcony...).

Competition versus Cooperation

There is a common misperception that conflicts must have winners and losers. Cooperation often depends on trust. Trust builds confidence. Trust is used to encourage parties in a conflict to get what they want. An essential concept of conflict-resolution is not to focus on winning or losing, but on compromising, so each side can achieve their interests. Below are key concepts related to reaching a compromise.



Brainstorm creative solutions. Four major obstacles to creative solutions:

1. Premature judgment
2. Searching for the single answer
3. Assuming a set number of possible solutions.
4. Thinking “solving the problem is their problem.”

Four basic steps for creating solutions:

Step 1: Define the problem.

Step 2: Analysis—diagnose causes of the problem.

Step 3: Approaches—what are possible strategies?

Step 4: Action ideas.

Identify shared interests.

- (a) Shared interests lie latent in every negotiation.
- (b) Shared interests are opportunities.
- (c) Stressing shared interests can make the negotiation smoother.

Make the other party’s decision easy.

- (a) Without some option that appeals to other side there will be no agreement.
- (b) Option must be viewed as legitimate.

Conflict Management

Managing conflict is a life skill that helps you accomplish your goals. Conflict management is about satisfying our needs.

Steps in Conflict Management

1. Focus on interests, not positions. Interests define the problem.
 - a. Identify the relevant parties.
 - b. “Whose decision do I want to affect?”
2. Look for the interests behind the position.
 - a. Why does this party hold that position?
 - b. Ask “Why not?”—why hasn’t the other side taken the action you desire?
3. Look for conflicting as well as shared interests. Each side has multiple interests.
4. Prioritize your interests—consider the other side’s priorities as well.
 - a. The most powerful interests are basic human needs.
 - b. Negotiations are not likely to make progress if one side believes basic human needs threatened.
5. Help the other side understand how important and legitimate your interests are.
 - a. Be specific.
 - b. Set forth the seriousness of your concerns, without implying the other side’s interests are unimportant.
6. Acknowledge their interests as part of the problem.
 - a. Demonstrate understanding of their interests.
 - b. Highlight shared interests.
7. Be concrete, yet flexible.
 - a. While not tied to a position, you must be committed to the interests.
 - b. Remain flexible to a solution that satisfies interests.



Problem Solving

Brainstorming, as a technique for arriving at creative ideas, has been widely used in many fields. Its introduction into problem solving has brought a lot of success, especially because one of the main obstacles is a fixation on one solution. If carried out thoroughly and following the ground rules, students can come up with brilliant solutions to a problem.

1. Brainstorming:
 - (a) Define purpose.
 - (b) Encourage all ideas.
 - (c) Record them for display.
 - (d) Avoid criticisms (i.e. no discussion of the merits).
 - (e) Maintain confidentiality of ideas.
2. Post-brainstorming:
 - (a) Identify most promising ideas.
 - (b) Invent improvement of promising ideas.
 - (c) Evaluate ideas and decide.
3. Broaden the options on the table rather than look for a single answer.
 - (a) Examine problem from view of different professionals and disciplines.
 - (b) Invent agreements of different strengths.
 - (c) Change scope of proposed agreement.

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 Conflict Analysis
- Exercise 5.3.3 The Orange
- Exercise 5.3.4 Negotiation Role-play

Problem Solving

- Exercise 5.4.1 Forward or Reverse



Exercise 5.4.2 Think Out of the Box

Exercise 5.4.3 The Hollow Ball

Exercise 5.4.4 Goat and Wolf



Exercise 5.1.1 CONFLICT LINE

Rationale: This activity allows students to identify verbal and nonverbal responses, which 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 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 line on the board like a stair-step going upward 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 management of anger.



HANDOUT: SCENARIO
Exercise 5.1.1

Group 1:

It's lunchtime. You are wearing a new denim jacket that you just got for your birthday. 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 . . .

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: This activity introduces students to sources of anger and the notion of triggers.

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.

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.



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: 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 is 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 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 resolution.

Materials: None

Time: 20 minutes

Directions:

1. Introduce the activity as one that is frequently used in conflict resolution 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.

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.

Discussion:

1. How many scored at least 1 point? More than 3? More than 5?
2. How did groups score high 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?



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?

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. Have students work in pairs to share a conflict they experienced that did not work out the way they wanted it to. Remind students to give their partner their full attention without interrupting when they are talking.
5. For homework have students generate two dialogues for the same conflict. In the first dialogue the conflict escalates and gets worse. In the second, dialogue continues and the characters talk it through and work out the problem, finding a realistic solution that works for both of them. Have them read their dialogues in the next class.



HANDOUT: CONFLICT ROLE-PLAYS

Exercise 5.3.1

Role-play #1

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

Student B: You borrowed your sister's sweater. 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 wants you to be home by 10:00 pm on weekends. You want to be able to stay out later with your friends.

Student B: You have agreed to a 10:00 pm curfew for your son/daughter on weekends, but you think this is too late. You are always worried about your children after dark. You don't even want to talk about it anymore, and when the subject comes up, you walk away.



Exercise 5.3.2 CONFLICT ANALYSIS

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

Materials: Magazine 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 5 elements.
3. Divide students into groups of 3 or 4. Give each group 1 article from a magazine 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. 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.

Adapted From: Educators for Social Responsibility, Making Choices About Conflict, Security, and Peacemaking



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 values and beliefs?
- Is it about needs (power and control, emotional needs—respect, love, friendship)?

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?

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



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? (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 goals, positions and interests and show how lack of communication can block conflict resolution.

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. With the class, determine the interests and positions of each party in the scenario.
 - A 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. 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, interests, and actions, and chart the information on the worksheet.

Discussion:

1. What was the difference between the interests and positions in the scenario and in the students' personal experiences?
2. Is the difference between each party's 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 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.

Source: Davies and Kaufman, Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation

Do you think they solved their conflict effectively?

	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)				



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 communication scenarios.
3. Have each group use the Interests chart to write each individual's information from the scenario.
4. Have groups identify ways that the individuals might find a solution to the problem by addressing their interests instead of their needs.
5. *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.*
6. 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. Is it hard to look for needs and interests? Why?
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 From: UNICEF's Building a Culture of Peace



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. Jamal wants to marry Jennifer who is from another culture. His parents are very much against this and want Jamal to be with someone from his own culture. Jamal 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. Ivan has decided that his family needs to eat less meat. He would be happy if they all became vegetarians. Ivan's mom cooks traditional meals that contain meat. She thinks food is an important part of culture and doesn't want Ivan to give this up.
5. Leila wants to go to England 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 abroad 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 brainstorming process 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. 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.

3. 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 they 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

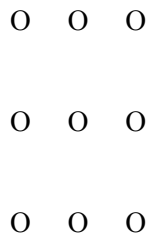
Rationale: This activity introduces the problem-solving process to students and encourages creative ideas.

Materials: None

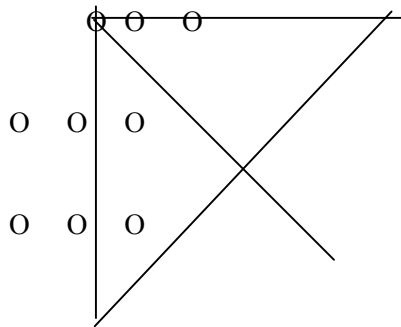
Time: 10 minutes

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 negotiation 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: 5 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 problems?
3. How could different people assist others?



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. Read the following story to the class to find a solution.
2. When the class has a solution, lead a class discussion using some or all of 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 place 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?

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 problems?
3. How could different people assist others?



APPENDIX 1: Thinking About Conflict: More Detailed Analysis

Understanding a conflict—whether it is between friends or strangers—is a very difficult task. There are often so many issues involved that it is hard to sort them out. Understanding a conflict that is taking place in another part of the world adds to the complexity, as you have to learn about the history, geography, political, economic, and social conditions that surround the conflict. But understanding the nature and dynamics of conflict is the first step in deciding how to respond to the situation. Once you know what the conflict is about, how it began, what is fueling it, and who the players are, you may be able to identify some ways to resolve the conflict.

Conflict Analysis

In order to analyze a conflict, it is useful to develop a framework that looks at the following factors:

Actors: Who are the key people (antagonists, decision-makers, peacemakers, neighbors, influential outsiders) involved in this conflict? What power do they possess? What are the important institutions?

Issues and underlying factors: What is this conflict about? What does each party want? Are the issues that the adversaries say they are fighting about the only issues that divide them? Does each side have other concerns and needs that must be dealt with in order for the conflict to be resolved?

Relationships: What is the relationship between the adversaries? Do they communicate, and if so, how? What power do they possess? Are they equally balanced in terms of power? What relationships do they have with other actors, including outsiders?

Characteristics of the conflict: When did this conflict begin and what triggered it? How long has it gone on? What are its dynamics? Is there active fighting, and if so, is it violent? Has it changed in intensity or gone through phases? Is it confined to a specific space or distributed over a large area? Could this conflict spread to neighboring regions? What would the consequences be?

Capacities: What resources do the adversaries have to continue the conflict? Have these changed over time?

Context: What is the context—history, political system, economic, social and environmental conditions—in which this conflict is occurring? What is happening internationally that would affect the conflict?

Conflict Resolution: What has been the history of peacemaking efforts? Have the parties tried to solve their problems without outside help? If outsiders have helped, what has been the result of their efforts?

Responding to Conflict

Once you have developed this framework, you may start to develop some ideas of how to respond to the conflict. If the problem centers around a lack of contact and communication, you might think of ways to increase interaction between the parties in conflict: starting dialogue groups,



student exchanges, common projects that will bring antagonists together. If you are analyzing a civil conflict or a conflict between two countries, you might think of activities that would work at the official level (i.e. with the government) and at the non-official level (i.e. with religious institutions, schools, community groups, and other non-governmental associations). The following is a list of tools that policy-makers, mediators, and private peacemakers use to promote peace in international conflict. Which ones would work for the conflict you have analyzed?

Political instruments

Confidence-building Measures

A joint activity undertaken by parties to a conflict, usually designed to reduce tensions, demonstrate the benefits of cooperation, and build trust between parties. An example of confidence building that includes outside parties is monitoring and verification. This is a process by which outside actors and/or monitoring technology can observe and confirm that parties to an agreement are in compliance. Successful monitoring and verification can help build trust, reduce suspicion, and increase incentives for cooperation.

Fact-finding

Fact-finding helps provide decision makers with timely and accurate knowledge by inquiring into the facts of a dispute and reporting on them (without offering a solution).

Mediation and facilitation

Active engagement by an outside party to a dispute in the search for a negotiated settlement. Facilitation is usually limited to bringing the parties into communication. Mediation may be more directive and include creating an agenda for negotiations, chairing negotiating sessions, recommending solutions, and holding out rewards or threats as inducements.

Official Diplomacy

Diplomacy is the principal means by which states communicate with each other via a system of open, formal, regularized communication. This allows states to conduct their business peacefully with each other through negotiation. Traditionally, diplomacy is carried out by government representatives who conclude treaties and other international agreements. Communications between disputants or antagonistic parties may be maintained through formal diplomacy, public diplomacy (communications and, at times, negotiations that are carried out publicly often for domestic consumption or to give a particular perspective on an issue) or secret diplomacy (negotiations in which the content of negotiations or the fact that they are even being conducted is kept secret).

Unofficial Diplomacy

Third-party peacemaking carried out by an individual or non-governmental organization and may include capacity building, dialogue groups, facilitation, and mediation. These processes may be pursued on their own or as a supplement to official negotiations or mediation.

Arbitration

The process of adjudication of a dispute by a third party or an ad hoc tribunal acceptable to the disputants. The disputants agree to accept the decision of the arbitration as final and binding.



Military and Coercive Instruments

Peacekeeping

Operations that use impartial and non-threatening military forces and/or civilian personnel *at the request of the parties* to a dispute to help supervise a cease-fire agreement and/or separate the parties. The object of peacekeeping is the cessation of violence through such means as assisting in the establishment of a ceasefire or truce, supervising the withdrawal of troops, or serving as a buffer between opposing forces.

Peace-enforcement

Military operations that *forcefully* restore peace between belligerents who may be engaged in combat, either between states or within a state.

Arms embargo

Measures that prohibit or block the targeted actor or group of actors from securing access to or purchasing weapons and munitions that have been prohibited by the targeting actor/s.

Economic sanctions

The targeted and coercive use of economic measures by an actor or a group of actors against another actor (or group of actors) considered a threat to peace. The goal is to secure the targeted actors' compliance by denying them access to certain goods and services.

Aid-Based Peacemaking Tools

Capacity building

Non-military measures that often involve strengthening political, economic, social, and legal institutions in a bid to address the structural causes of conflict and help reconstruct societies after a war.

Humanitarian Assistance

Humanitarian assistance is emergency aid or relief to provide basic means of survival—food, water, shelter, sanitation, health care—and sometimes advocacy and protection for victims of war or violence following emergencies characterized by civil conflict, weak or collapsed state authority and structures, food insecurity, and massive population displacement.

Military and economic assistance

Outside parties may lend military equipment, personnel, supplies, and economic support for either peacekeeping or peace enforcement measures. Such assistance may also be extended into areas of capacity building and re-building infrastructure.



APPENDIX 2: References

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- Davies, J. and Kaufman, E. (2003). *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*. Oxford, UK: Rowman & Littlefield.
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- Hall, S. (Ed) (1997). *Representation: Cultural Representations and Signifying Practices*. London, UK: Sage Publications.