

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

INSTITUTE FOR THE STUDY OF HUMAN RIGHTS

**Conflict Resolution Curriculum:
Fostering Social Harmony among University
Students in Sri Lanka**

Prepared by:

David L. Phillips

Director, Program on Peace-building and Rights
Institute for the Study of Human Rights at Columbia University

and

Danielle B. Goldberg

Program Coordinator, Program on Peace-building and Rights
Institute for the Study of Human Rights at Columbia University

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April 6, 2011

Dear Educators and Students:

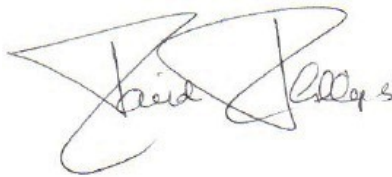
This *Conflict Resolution Curriculum* is developed for Sri Lanka. It is designed as a comprehensive course, with modules to select as a menu. The curriculum is flexible to be applied in whole or in part based on your requirements.

The curriculum links theory and practice. For each module, it provides theoretical background on the topic as well as practical benefits to be derived. Conflict resolution is intrinsically experiential. Therefore, exercises are included so that facilitators can guide the student experience through practical, hands-on work that is engaging both intellectually, emotionally and practically.

Every society has its unique experience with conflict, as well as conflict resolution to advance the goal of social harmony. History and culture play important roles. There are, however, universal lessons from the worldwide body of work that are reflected on these pages.

Sri Lanka has a bright future. I trust this curriculum helps its youth become agents of peace and progress.

Best wishes,

A handwritten signature in black ink, appearing to read "David L. Phillips". The signature is stylized and written in cursive.

David L. Phillips
Director, Program on Peace-building and Rights
Institute for the Study of Human Rights
Columbia University

INTRODUCTION

Welcome!

To begin, we would like to share with you:

- An overview of this curriculum, and how it can be used with participants.
- Why this program is relevant and the positive impact it can have on participants and their communities.
- The guiding principles that reflect our approach to conflict resolution and peace-building that influence methods, topics and activities.

How to use this Curriculum

The curriculum includes material that can be adapted to workshops of varying lengths and tailored to the interests of each learning community. It is up to facilitators to decide how to present modules. While there is flexibility in the choice of activities, we recommend that you follow the general order of the modules and the sequence of information in each.

A participatory, experiential and interactive training methodology requires that participants are actively involved. Exercises are designed to engage the skills, experiences and knowledge of participants and to elicit a response that is part of the learning experience.

Modules include information for facilitators to present and exercises in which participants engage. Facilitators should be somewhat prescriptive in conveying information, while ensuring that insights are drawn from the exchange between and reflection of participants. Exercises engage them, encourage dialogue, and guide them in developing new skills.

Overview

Each module consists of three subjects:

- *Theory:* Concepts of each module are presented theoretically and analytically. These basic concepts provide material for mini-lectures and debriefing exercises and case studies.
- *Practice:* Practical skills and learning objectives are highlighted.
- *Exercises:* Each exercise at the end of modules includes descriptions and instructions to help manage the exercise. The description also specifies the purpose, materials needed, estimated time, procedural steps, notes and key concepts to debrief. Handouts are located at the end of each exercise (if required). Handouts are designed to be photocopied and distributed to participants or presented using an overhead projector. They contain conceptual material for participants, exercise information, case studies, or worksheets.

Principles

“Peace Education is an imperative at this stage in our national history.... [It] is the most urgent and comprehensive means available to us to restoring good will and harmony in the community.”

- Judge C. G. Weeramantry

Conflict resolution is critical to peace and progress. This curriculum seeks to enhance the capacity of participants to understand how conflicts and problems arise, how they can be constructively solved, and what each individual can contribute to peace and harmony within their own lives and their communities.

The materials and exercises in this curriculum follow the following guiding principles:

- Interrelation between research, education, and action.
- Rejection of violence and the affirmation of nonviolent alternatives.

Theory

There are two main theories that created the conceptual framework for this curriculum.

Social Psychology

This is the study of social interaction, with an emphasis on the ways in which both psychology (i.e. thoughts, attitudes, emotions) and social processes (i.e. how different people behave in different situations) determine action. It is through the study of the interaction of these processes that we understand how human perceptions, belief systems and behaviors are shaped.

In this model, we use these theories and research to:

- Explain the importance of perceptions, attitudes and emotions in conflict.
- Consider collaborative problem solving approaches to conflict resolution scenarios.
- Explore our deeply held views on conflict.
- Examine our value systems that influence how we think and respond.

Social Construction

Conflict is rooted in the ways we make sense of the world. Conflict comes from the way parties subjectively define a situation and interact with one another to construct a sense of meaning, responsibility, and value in that situation. It is primarily assumptions about what is unquestionably “right” in a given context that give rise to conflict. Changing assumptions can occur through critical reflection and dialogue, which increases awareness of subjective reality, our arbitrary understanding of it, and of the need for change. Conflict resolution can be achieved by rejecting absolutes (rational, moral, or theoretical), understanding power and dominance as factors that contribute to conflict, and accepting differences. In other words, it is not a matter of

asking what is right, but rather exploring different perspectives that can co-exist. To this end, we:

- Honor multiple perspectives.
- Develop self-awareness and awareness of others.
- Create space for alternative ways of interacting.
- Focus on effective communication.

Objectives

The exercises in this curriculum are directed towards developing practical skills related to conflict resolution and peace-building, such as enhanced communication, collaborative problem solving, negotiation and mediation skills.

To gain knowledge and understanding, we:

- Define and examine assumptions and understandings of peace, conflict and violence.
- Analyze conflicts and their potential solutions.
- Become familiar with the processes and dynamics of collaborative problem solving.

To develop cognitive and intellectual skills in applying knowledge, we:

- Recognize the positive potential in conflict for individual and societal transformation.
- Establish new types of relationships that promote social harmony.
- Identify the potential for and benefits of peace.

Communication, analytical and practical skills help us to:

- Confront and resolve everyday conflicts.
- Find win-win solutions to conflict using the basic skills of collaborative problem solving, negotiation or mediation.
- Develop more effective communication skills to manage emotions and behavior.
- Value diversity as a means to maintain peace, justice and respect for human rights.
- Establish habits and attitudes for resolving problems in creative ways.
- Develop sentiments of altruism, openness, respect, and solidarity with others.

Facilitation

Experiential learning is fundamentally different from the teacher/lecture approach in that knowledge and wisdom are not “given” to participants; rather, participants glean the lessons from experience deftly guided by the facilitator. Facilitating means literally ‘making it easier.’ While you will be introducing new ideas of thinking about conflict resolution, your primary role is to make it easy for participants to engage in critical conversation and gain value from it.

Six points to remember when facilitating:

- Resist temptation to instruct – instead facilitate.
- Do not answer all the questions – reflect back.

- Try not to persuade – use questions.
- Make the conversation flow – don't lecture.
- Help participants see the bigger picture/vision – emphasize discussion.

Above all, remember that your objective is to facilitate critical reflection and exchange, drawing upon the insights and experiences of the participants so they acquire the tools, awareness and motivation to apply what they learn in their own lives.

I. GETTING STARTED

Theory

This module discusses how to begin the course. It focuses on using icebreakers and introductory exercises to help participants start talking, get to know each other, and identify expectations.

Introductions

Introductions get things going, help participants become acquainted, and become comfortable with the facilitator in order to establish a positive atmosphere for learning and exchange.

Overview and Expectations

An overview of the entire curriculum lets participants know what to expect. The overview can be provided immediately after the icebreakers or after discussing expectations. Identifying expectations at the beginning helps focus the experience, attunes facilitators and participants to each other, and provides an opportunity for facilitators to adjust activities to meet expectations.

The curriculum seeks to:

- Develop self-awareness and awareness of others.
- Understand how conflicts and problems arise, and how they can be constructively solved.
- Use more effective communication skills to prevent and resolve conflict.
- Learn and practice the basic skills of collaborative problem solving.
- Identify ways each individual can contribute to social harmony in their communities.

Ground Rules

For participants to fully share their thoughts and feelings, they need some level of trust and safety. If participants feel they will be put down for sharing their opinions they will be withdrawn and the overall interaction will suffer. Collectively developing ground rules for respectful behavior helps build trust. The ultimate goal is to establish a safe and welcome learning community built upon the base of common concern and developed through mutual respect, attentive listening and vigorous participation.

Practice

Through the introductory exercises of this module, participants will:

- Understand the core objectives of the course.
- Become acquainted and begin to exchange diverse perspectives within the group.
- Communicate and establish realistic expectations for the course.
- Work together to develop ground rules to establish a safe, respectful and inclusive learning community.

Exercises

Opening Exercises:

- 1.1: Adjective Names.
- 1.2: Interviewing for Expectations and Experiences
- 1.3: Building Consensus.
- 1.4: Opening Reflection.

Icebreakers:

- 1.5: Have You Ever...?
- 1.6: Marooned Game.
- 1.7: Group Story Telling.
- 1.8: Pattern Ball.
- 1.9: Two Truths and a Lie.

1.1: Adjective Names

Purpose: To introduce participants and begin the course in a relaxed atmosphere.

Materials: None.

Time: 15 minutes.

Procedure:

- Ask participants to come up with an adjective that describes themselves and begins with the same letter as their first name. For example, “sharp Saji.”
- The first person says his or her adjective plus his or her name.
- Ask the second person to repeat the first person’s adjective and name, plus add his or her own.
- Ask the third person to repeat the first two people’s adjectives and names, plus add his or her own.
- Repeat until everyone has been included.

Notes: The adjectives used in this exercise can serve as reference points for the rest of the training. It is often a good idea to have the facilitator start. A shorter version of the exercise has people introduce themselves with an adjective and an action or gesture but not repeating the names or adjectives of those who have gone before them.

1.2: Interviewing for Expectations and Experiences

Purpose: To introduce participants and identify expectations for the course.

Materials: Paper, pens.

Time: 20 – 40 minutes, depending on number of participants.

Procedure:

- Divide participants into pairs.
- Reference “Introductions” (handout). Ask participants to fill out the form by interviewing their partner for approximately five minutes focusing on the following questions:
 - o What is your name?
 - o What is your favorite thing to do in your free time?
 - o Who is the person you would most like to meet?
 - o What is one thing I wouldn’t know just by looking at you?
 - o What do you expect to get out of the training?
- Ask participants to report back a minute-long summary of the main information they gathered about their partner.
- Make note of key expectations on the flip chart to clarify once objectives for the course are reviewed.

Notes: This exercise allows participants to stay relaxed since they do not have to report on themselves. It also allows participants to relate to each other equally, regardless of position. In large groups, with over 20 participants, the exercise can take too long and bore people. To avoid this problem, ask participants to report back just the person’s name and one thing they expect to get out of the training.

INTRODUCTIONS

Please interview and then introduce your partner asking for the following information:

Name:

What is your favorite thing to do in your free time?

Who is the person you would most like to meet:

One thing about you we wouldn't know by looking at you:

One expectation for this course:

1.3: Building Consensus

Purpose: To find group consensus on what is needed in order to develop a safe and productive learning community.

Materials: Pens, markers, flip chart paper, index cards.

Time: 15 – 25 minutes.

Procedure:

- Ask the group to consider, in order to develop a safe and productive learning community, what are important things they need to agree upon? Ask them to contemplate the characteristics of their perfect community; a space that is safe in which all voices can be heard; a space where disagreement is understood as potentially constructive, etc.
- Pass out note cards and ask people to write down a word or a statement that captures what they believe is an important aspect of creating a positive environment for the course. For example, “Show respect for the opinions of others,” “Listen to understand,” or “Participation.” Give everyone a minute or two to write down their responses.
- Ask people to move around the room, introduce themselves to each other and exchange note cards. The cards should change multiple hands before people reassemble into a circle.
- Go around the circle and have each person read what their card says and then come forward to write the words or statement onto chart paper that will be hung throughout the course in a prominent place that people can come back to and look at as often as they wish. After reading the card ask the person who originally wrote it to share why he/she responded in this way. Invite participants to add additional words or statements they think are missing.

Notes: This exercise creates a product that will be physically present and can later be referred to.

1.4: Opening Reflection

Purpose:

- To reflect on the cultural and religious messages participants have received about peace and social harmony.
- To recognize universal messages of peace among different religions.

Materials: “Messages of Peace” (handout).

Time: 15 minutes.

Procedure:

- Have participants sit in a circle.
- Lead participants in a moment of silence and reflection. Have them reflect on the unique background, experiences, beliefs and perspectives they each bring to the group.
- Ask them to reflect on the messages they received in their life about peace and social harmony. Messages can come from many sources, including family, friends, the media, school, etc.
- After the initial moment of silence and reflection, invite volunteers to read one of four statements in one of the rows in “Messages of Peace” (handout). You can refer them to the handout or cut each statement out and hand it to a volunteer. Ask for a moment of silence after each statement is made to reflect on its meaning.
- Invite participants to write in their personal journal any thoughts, feelings, or images that came to them as a closing activity.

Notes: All the quotes in “Messages of Peace” do not need to be read on the first day of the course. Each day, participants can read from a different row of quotes, followed by a moment of silent reflection, or bring in their own quotes.

All the law is fulfilled in one word. You shall love your neighbor as yourself.

-Bible

The faithful followers of the Beneficent are those who tread upon this earth lightly.

-Qur'an

Hatred never ceases through hatred but by love alone. This is an eternal law.

- Dhammapada

Him I call a Brahmin ever true, ever kind. He never asks what life can give but "what can I give life?"

-Bhagavad-Gita

In the light of his vision he has found his freedom: his thoughts are peace, his words are peace and his work is peace.

-Dhammapada

When you know no peace, how can you know joy?

-Bhagavad-Gita

Let us go to bring about a reconciliation between them.

-Bukhari: Book 3: Volume 49: Hadith 858

Blessed are the peacemakers, for they shall be called sons of God.

-Mathew 5:9-NKJV

And mankind is naught but a single nation.

-Qur'an

Seek peace, and pursue it.

-Psalms 34:14.

Inner peace is beyond victory or defeat.

-Bhagavad-Gita

Those who stay focused on the oneness of Infinity are not confused in conflict with others and live in peace and harmony.

-Dhammapada

1.5: Have you Ever...?

Purpose: To find common experiences in the group.

Materials: None.

Time: 15 minutes.

Procedure:

- Have participants form a standing circle. Explain that you will make a series of statements. If it is something that the participant has done, he/she should move to new place on the other side of the circle.
- Starting with some funny experiences can help lighten up the group atmosphere. You can also add some serious experiences relevant to the objectives of the course. For example:
Have you ever...
 - o Overslept and been late to class or an important event?
 - o Broken a bone?
 - o Been embarrassed to have forgotten someone's name?
 - o Won an award?
 - o Performed in front of an audience?
 - o Laughed so hard you cried?
 - o Stayed up to see the sunrise?
 - o Locked yourself out of the house?
 - o Fallen off a bicycle?
 - o Called someone and forgotten who you were calling?
 - o Felt like an outsider?
 - o Fallen asleep during a movie?
 - o Given someone a second chance?
 - o Been made fun of?
 - o Regretted saying something to someone when you were mad?
 - o Overheard a joke that made fun of a person's background, religion, disability or appearance?
 - o Talked someone into doing something they didn't want to do?
 - o Made assumptions about someone without really knowing them?
 - o Felt insulted by a stereotype about a group you belong to?
 - o Taken care of and protected someone younger than you?
 - o Responded to a potentially violent situation in a peaceful way?
 - o Volunteered your time for a good cause?
 - o Stood up for a friend who was treated unfairly?
 - o Wished you could make the world a better place?
- Once you've shared enough statements to get them started, you can invite participants to share statements of their own.

1.6: Marooned Game

Purpose: To learn about others' values and problem solving styles, promote teamwork and consensus building.

Materials: Flip chart paper, markers, tape.

Time: 15 minutes.

Procedure:

- Divide group into teams of 3 to 5 people.
- Inform participants that they are marooned as a group on an island. They must decide as a team what five items they would bring if they knew there was a chance that they might be marooned. Have them write their items on a flip chart paper and tape it up on the wall for viewing.
- Each group will discuss and defend their choices with the whole group.

Discussion:

- How was it coming to a consensus within your team?
- What techniques did you use to come to agreement?
- Did you learn anything new or interesting about the unique values and perspectives of your teammates?

Notes: Definition of marooned: abandoned/left behind on a desolate island or coast.

1.7: Group Story Telling

Purpose: To build cohesion within the group, practice listening skills, and establish a relaxed atmosphere.

Materials: None.

Time: 10 - 15 minutes.

Procedure:

- Explain to participants: We are going to spend some time working as a group to create something. It is a chance for us to relax together, as well as to build an effective team for the work ahead. The particular "something" we are going to create is a story. This will enable us all to have a say, give input and contribute. I do not yet know what the story is about, or how it ends. Will someone please suggest a theme?
- You may need to ask a particular person or selection of people for an idea. You may like to ask specifically for, say, an object, a place, or an emotion. Or, the theme of the story could be chosen in some way which is relevant to the group.
- Who would like to start our story? You will speak for about 20 or 30 seconds, telling the first part of the story. The next person will then pick it up and tell us what happened then, for the next 20 or 30 seconds. We will keep going around the group until we have all had a go. The last person will make up the ending.

Discussion:

- Why do people like to tell and hear stories?
- What can we learn from stories?

Notes: If the group is very large, you may wish to break it into groups of about six. For a creative twist to the story telling, have the first sentence of the story be a positive event, the second one a negative event, the third a positive event, and so on. For example, "Once there was a girl who loved balloons." "Unfortunately, a bird flew by and popped her favorite balloon." "But soon after, a clown came by and gave her two more!" etc., etc.

- If time allows, share the following parable, followed by group reflection on its meaning:

A woman went to live in a new town, and as she came to the gate, the gate keeper asked her, "What were the people like in the town you travelled from?" She replied, "They were bad tempered, quarrelsome, gossiping and generally unpleasant." The gate keeper responded, "You will find the people here just as bad, so I suggest you go on your way." A second woman came along, and the gate keeper asked her the same question, to which she replied, "The people in the town I have travelled from were kind and caring. They were brave in times of trouble and they were always willing to share with me and to welcome strangers." The gate keeper then said, "Come in, for you will find the people here just as welcoming and helpful."

Exercise 1.8: Pattern Ball

Purpose: To energize the group and experience a simple group problem-solving task.

Materials: A soft ball.

Time: 10 - 15 minutes.

Procedure:

- Form a circle in an open space in the room.
- Say that you're going to toss the ball to someone in the group and say their name. When you receive the ball, toss it to someone else who hasn't had it yet, saying that person's name as you do. Continue until everyone in the group has had the ball once. When everyone has had the ball once, the last person can toss it back to me. Remember who you received the ball from, and who you threw it to. (Note: It can be helpful to suggest that once someone has tossed the ball, they cross their arms, so that everyone can see who has not had the ball yet.)
- Once the ball has gone all the way around the circle, ask participants to repeat the exact same pattern, throwing the ball to the same person they threw it to before. Use the timer to see how long it takes for the ball to go around the circle and back to the facilitator. Announce this time to the group.
- Ask if anyone has an idea of how we could make our time faster, while still keeping the same pattern (still throwing to the same person as in the first round)?"
- As ideas are suggested, try them out one at a time with the group, using the timer and announcing the time at the end of each round. Ideas that are typically suggested include standing closer together, not saying names, not throwing so hard that someone drops the ball, etc. Any idea is acceptable as long as the pattern is maintained. Do not write ideas on the flip chart, as this will slow down the pace of the activity.

Discussion:

- What does this activity have to do with conflict resolution?
- What behaviors were helpful in solving this problem?

Debrief: Thinking together to resolve conflicts or to problem solve is one way of fostering creativity and developing good ideas that lead to more effective outcomes. Collaborative processes in thinking through a problem will allow for ideas to be expressed and built upon and enhanced by the contributions of others.

Notes: Someone may ask if the group can rearrange itself so that each person stands next to the person they toss the ball to. This is acceptable, as the pattern is maintained. In fact, this is an idea that will result in a significantly faster time, and demonstrates thinking creatively about problem-solving. Stop after trying out three or four ideas, even if rearranging the group has not been suggested.

Exercise 1.9: Two Truths and a Lie

Purpose: To energize the group and clarify the role of “truth” in conflict resolution.

Materials: None needed.

Time: 10 - 15 minutes.

Procedure:

- Start by demonstrating the activity. Each person is supposed to think of three things about them they will share with the rest of the group. One of those things is NOT TRUE. The rest of the group has to guess which of the three statements is not true.

Discussion:

- How important is the role of truth is in resolving conflict?
- Can multiple truths exist at the same time?

Notes: You may want to know all the facts when trying to resolve conflict, though the reality is that for each party, there is his/her own truth. So it is not critical to keep focusing on facts as we are working with perceptions in conflict. It is more important for each party to realize that there can exist multiple truths at the same time.

II: MUTUAL UNDERSTANDING

Theory

The development of mutual understanding among diverse groups is essential for conflict resolution, peace and social harmony. Intercultural dialogue enables us to gain insight into cultural and social differences, to work and live together more effectively, and to better understand and find solutions for culture-related conflicts. Cross-cultural education encourages participants to look beyond their identity and culture to develop awareness of and greater respect for others whom they perceive as different. Many people grow up with an implied understanding that their cultural and religious background is starkly different from others. The converse is true, and each person's desire for peace can be greatly enhanced by an awareness and appreciation of the commonalities and differences that exist within their community, and a shared sense of responsibility to contribute to the well-being of society as a whole.

Practice

By exchanging individual stories and perspectives within a safe and open learning environment, participants may begin to discover the shared teachings of peace that exist across cultures and religions in their community. The trust and mutual understanding that develop from these activities may serve to break down barriers between groups, establish new friendships, and develop a culture of peace that can serve as a model for others in their communities. Through mutual understanding exercises, participants will:

- Develop trust with others in the group.
- Broaden understanding of the range of personal characteristics included in the term diversity.
- Enhance appreciation and respect for the diversity of different cultural backgrounds.
- Examine how cultural differences and group identities affect conflict and communication.

Exercises

- 2.1: Reach for the Stars.
- 2.2: Your Silhouette is Mine.
- 2.3: Our Diversity.
- 2.4: Group Identities.
- 2.6: Exchanging Stories and Names.

2.1: Reach for the Stars

Purpose: To discover and appreciate similarities and differences with others.

Materials: Paper, pens, colored yarn, tape, several pairs of scissors, soft music (optional).

Time: 1 – 1 ½ hours.

Procedure:

Part 1 (at least 30 minutes)

- Each participant draws a star with five points. Provide a template to copy so that all stars are similar. Ask them to write their name in the middle of the star and something important to them that defines a part of their identity in each point of the star (e.g. their religion, the village or city where they grew up, their family, their favorite music, the place that means the most to them, their favorite activity). At least one point of the star should be something more self-reflective than the others. For example, their goal in life. You can suggest other options relevant to the make-up of the group. Model your own response, using a story-telling format to share the reasons for your choices.
- Ask them to make holes in the top two points of their star. Hand out pieces of colored yarn to make a necklace out of their star.
- Once everyone is wearing their star, ask participants to walk around the room, greet someone (preferably someone they don't know), and share the meaning behind their stars. Through short conversations, they should look for at least one similarity they share with each participant they meet. They should also identify some differences. For example, we both like rice and curry; I like playing soccer but s/he doesn't; s/he likes cooking and I don't; we are from the same village, etc.

Notes:

- To get people to move around and talk to new people, you can play music between introductions. Every time the music stops, a participant should begin talking to someone else. It is recommended that the facilitator also participate in the activity.

Part 2 (at least 30 minutes)

- Take participants outside, if possible, and form a circle. Give one person the ball of colored yarn (or the facilitator may start), and have them share something interesting they learned about another person in the group. The first speaker holds onto part of the yarn and tosses the ball to the person about whom h/she just spoke. It is then that person's turn to share something they learned and toss the ball of yarn to someone else. This continues until everyone has shared something, and everyone is holding a piece of the yarn, which has now become one big multicolored web.

Discussion:

- What does this web represent for you?
- What is it that makes people unique?
- What is it that binds us together?
- What is the value of having diversity in the world?

Note that all people have things in common, but also differ in important respects. In some ways, we are like no other people. In some ways, we are like some people. In other ways, we are like all people -- see "Cultural Influences in Your World" (handout).

- Shake the web or ask one student to do it. Ask people what happened. Note that if one person shakes the web, everyone is affected. How does this relate to our actions in every day life?
- Let go of your piece of the yarn, or ask one person to do it. Ask participants what happened. Note that if one person lets go, the strength of the web weakens. What can we learn from this?

Debrief: Everywhere we go, are all connected to those around us in some way or another. The difference is that in real life there is no rope to show how we're connected.

- What can we do to recognize and learn from our connections to others in our communities?

2.2: Your Silhouette is Mine.

Purpose:

- To help participants understand and appreciate other people's perspectives.
- To learn about 'others' by understanding his/her feelings.
- To reflect on how 'others' act or why 'others' think in a specific way.

Materials: Large body-sized sheets of paper (use several sheet of paper from a flip chart, or equivalent), colored pens or markers, soft music (optional).

Time: 1 hour.

Procedure:

- Divide everyone into pairs; explain that they are to work as partners in this activity. Give each participant a sheet of the body-sized paper. Ask them to lay the paper on the floor and to take turns tracing their partner's silhouette.
- Ask each person to lie down on their own silhouette and close their eyes. Once they are comfortable and grounded, lead a guided meditation:
 - o Focus on your head: What thoughts have been in your head the last day or so? (e.g., worries about being a new student, being away from family, exams, etc.).
 - o Focus on your heart: How have you been feeling?
 - o Focus on your hands: What do you like to do?
 - o Focus on your stomach: What needs do you currently have?
 - o Focus on your legs: Where would you like to go, see, explore?
- When they have completed the silhouettes, ask each person to write on their own silhouette the following information based on their meditation (these could be written up on chart paper before as guidance).
 - o On the head: a thought.
 - o On the heart: a feeling.
 - o On the hands: a desire to do something.
 - o On the stomach: a need.
 - o On the legs: an activity you like or enjoy.
- When they have each completed this task, ask them to share this information with their partner and to describe each thought, feeling, need, desire or activity they like, without explaining why.
- Once they have shared, tell participants to lie down on each others' silhouettes, close their eyes and imagine that they are the other person. You can play soft music and initiate the reflection by asking the participants to 'leave themselves and become their partner,' to think the thoughts of the other, to want what the other wants, and to imagine doing the activities that their partner enjoys. For example, if your partner wants a house, why does he/she want a house? Why does he/she feel a particular way?
- After the guided reflection, instruct pairs to reconvene with their partners. Allow several minutes for each person to share with their partner any additional information they feel comfortable sharing about why they chose what they did for their silhouette. Encourage the

other partner to listen attentively without interruption and then ask any questions for clarification.

- At the end, leave five minutes for personal reflection on what it means to put ourselves in other's shoes. You could finish the activity by asking each partner to thank the other, give a hug or hand shake as a way of showing mutual understanding.

Discussion:

- How was this experience for you?
- Did you learn something new?
- How might our own perceptions and experiences influence the way we understand other people?
- What do we gain by trying to understand another individual's or group's needs and feelings?
- How can this relate to conflict resolution and building peace?

Notes:

- Dividing people into pairs by gender may make participants feel more comfortable. (They do not need to have physical contact when tracing each other).
- This exercise works best after a certain degree of trust and comfort has been established in the group.
- The silhouettes could be taped on the wall as a later point of reference.

2.3: Our Diversity

Purpose: To broaden understanding of the multiple dimensions of personal and group identities.

Materials: Flip chart paper, markers, “The Iceberg Model” (handout).

Time: 15 minutes.

Procedure:

- Present the following scenario: Imagine the facilitator walked into the room, said hello, and immediately walked out. If a fellow participant came in later and asked “What’s the facilitator like?” what would you say? Elicit answers. Explain that these characteristics are based on demonstrable behavior as well as assumptions, which may be inaccurate. Clarify and share some aspects of yourself that participants did not identify.
- Explore the different aspects of diversity using the “Iceberg Model” (handout).
- Draw a large triangle on a sheet of chart paper. Add curved lines to the triangle to represent the “water line.” Describe the analogy. An iceberg has only 1/8 of its actual mass that is visible and above water. Explain that people have only a limited understanding of another person’s identity when they stop at the “surface,” or those characteristics that are readily observable. Ask participants to identify some visible descriptors “above the water line.” List these characteristics around the upper peak of the iceberg.
- Explain that some characteristics are assumed based on observation (i.e. person wearing a wedding ring, a particular style of dress or a necklace with a cross). Elicit suggestions for characteristics in this category and write them on the iceberg’s “water line.”
- Explain that many descriptors are not readily observable but are important aspects of identity that people use to describe themselves to others. Elicit examples from participants, writing them on the portion of the iceberg “below the water line.”
- Note that descriptors may, for some people, fall in different areas of the iceberg. Where would we put religion? Ethnicity?

Discussion:

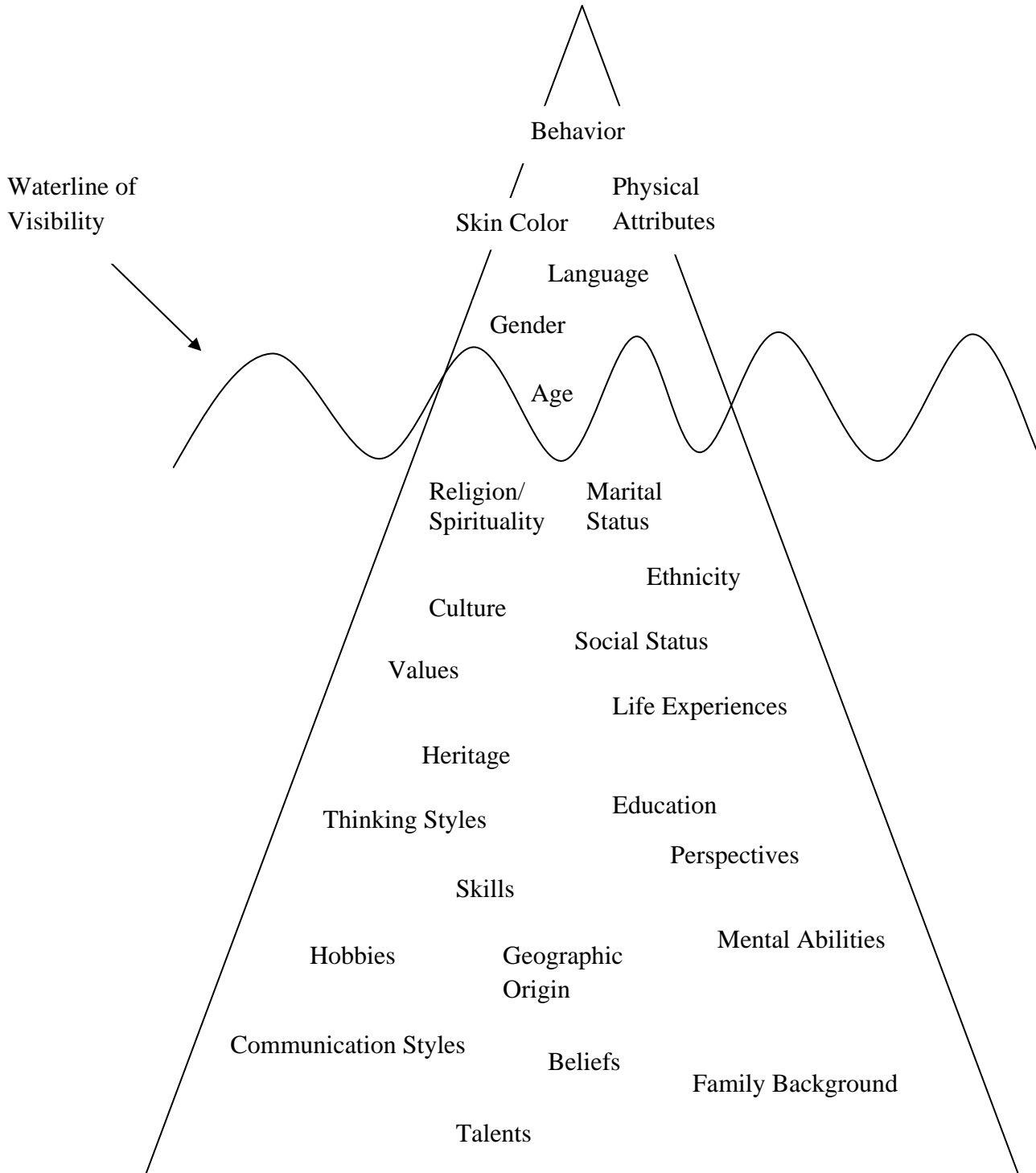
- What are the risks of making assumptions based just on descriptors “above the waterline?”
- How do these assumptions affect the way we interact with others?
- How do we really begin to get below the surface to understand each other’s diversity?
- How is diversity reflected in your community? Your country? The world?

Notes: “The Iceberg Model” is provided as an example, and is not inclusive of all aspects of diversity.

Debrief: People’s understanding of diversity is often limited when it is based primarily on characteristics such as ethnicity or religion. The iceberg model provides a clear picture of the many aspects of identity that are included in the term diversity.

The Iceberg Model

HANDOUT



2.4: Group Identities

Purpose:

- To examine how cultural differences and group identities affect conflict and communication.
- To explore the formal and informal groups we belong to.
- To identify some similarities and differences we share with others.

Materials: Flip chart paper, markers.

Time: 30 minutes.

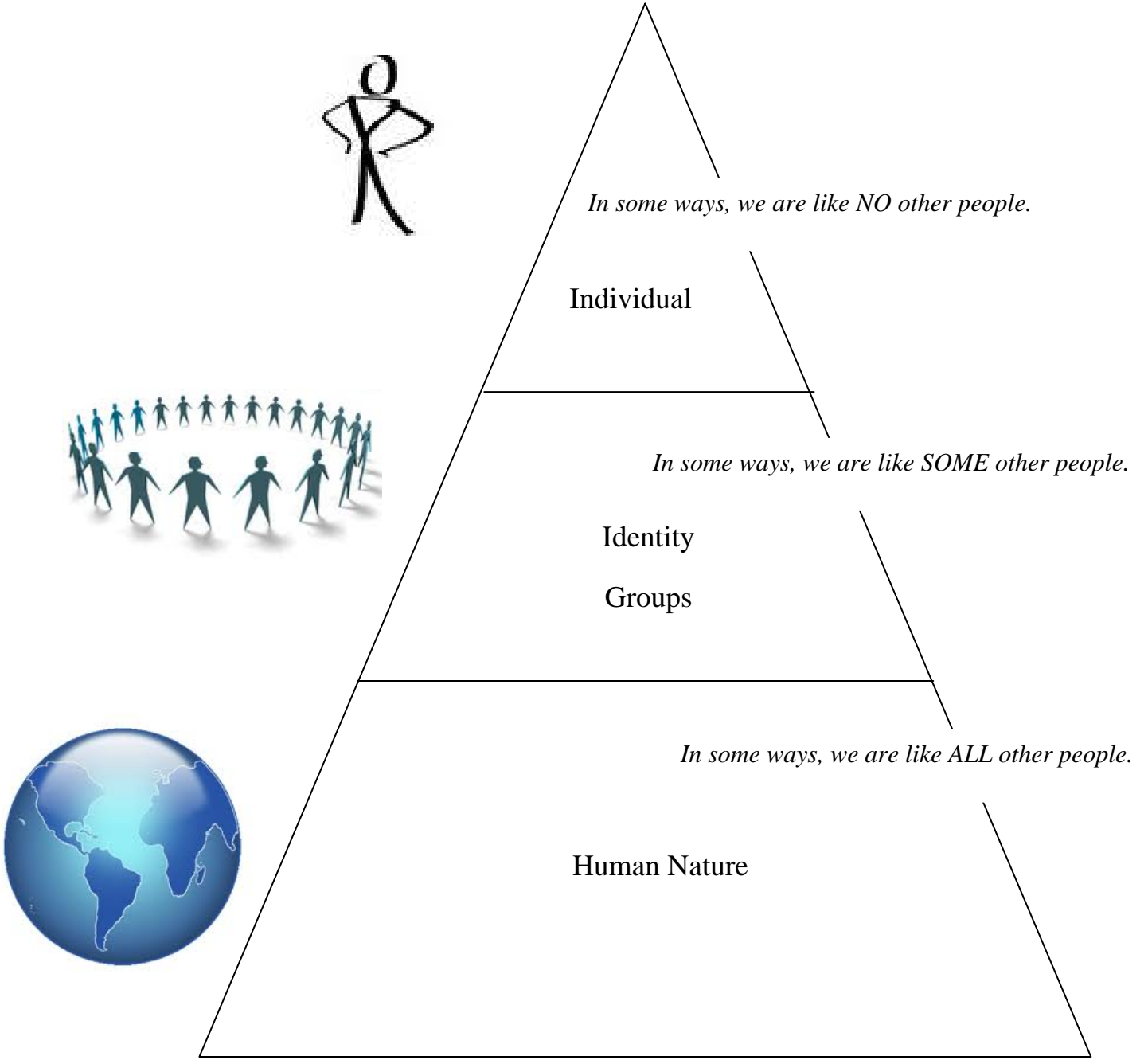
Procedure:

- Explain that people belong to many formal and informal groups based on common interests or characteristics. This activity provides an opportunity for participants to explore what makes a group and to identify some similarities and differences they share with other participants.
- Ask participants to form a standing circle. Explain that you will be calling different categories. After each category is called out, participants should quickly form a group with others who share the characteristics of those in that category. Provide an example using the category: *birth month*. Explain to participants that when you call out the category birth month, they should quickly form a group with others born the same month. Other categories could be: age, height, religion, eye color, nationality, geographic origin, University, male/female, favorite kind of music, favorite sport, number of siblings, or favorite food.
- Encourage participants to look around and observe the changes that occur as new groups form for each category.
- Call out categories, one at a time, providing time for all participants to find their new group.
- Ask the group to be seated for group discussion.

Discussion:

- o For which categories was it easy to find your group? Which were difficult?
- o Were there categories where you found yourself a member of a very large group? A very small group? A group of one? In what ways did your feelings about these experiences differ?
- o What methods did you use to determine to which groups you belonged?
- o Based on your experience in this activity, what do you think makes a group?
- o Are some group memberships more important to people than others? Why?
- o Do we tend to stereotype people in groups different than our own? (Definition of stereotype: an oversimplified generalization about a person or group of people without regard for individual differences).
- o Are there times when it's difficult to be a member of a particular group, even if you're proud of it at the same time?
- o How does this exercise connect to social situations you may find in your community?
- Refer participants to "Cultural Influences in Your World" (handout).

Cultural Influences in Your World



2.5: Exchanging Stories--Names

Purpose: To develop an appreciation and respect for the diversity of our cultural backgrounds.

Materials: Paper, pens.

Time: 20 minutes.

Procedure:

- Ask participants to write short (one paragraph) stories about their names. Leave the assignment open to individual interpretation as much as possible, but if asked for more specific instructions, suggest:
 - o Who gave you your name? Why?
 - o What is the origin of your name?
 - o What are your nicknames, if any?
 - o What do you prefer to be called?
- Encourage participants to be creative. This could include poetry, humor, listed adjectives that described them, and so on. Also be sure to let them know that they will be sharing their stories with the rest of the group.
- Break class into small diverse groups of five or six to ensure that everyone has an opportunity to share her or his story. Give participants the option either to read their stories or to share their stories from memory.
- Reconvene the whole group and ask for a few volunteers to share their stories.

Discussion:

- Did anyone discover anything surprising or interesting through this exercise?
- Why are names so important to us?
- Has anyone ever had their name insulted? How did you respond?
- How can appreciating and respecting our diverse backgrounds contribute to building peaceful communities?
- What else did you gain from this exercise?

Notes:

- Because some individuals will include very personal information in their stories, some may be hesitant to read them, even in the small groups. It is sometimes effective in such situations for facilitators to share their stories first. If you make yourself vulnerable, others will be more comfortable doing the same.

III: DEFINING CONFLICT

Theory

Conflict is mistakenly assumed as inherently violent. However, we recognize conflict as a naturally occurring phenomenon that has both constructive and destructive potential, depending on how it is managed. Engaging in conflict tends to generate anxiety in many people who associate it with negative or violent outcomes, which leads to fight or flight responses. In fact, conflict can provide an opportunity to learn about ourselves and others, motivate necessary changes in the status quo, challenge obsolete ways of thinking, relating, working, and to innovate.

A conflict is a situation where two or more individuals or groups pursue goals or ambitions that they did not think they share with others. The conflict is not necessarily violent. The conflict often occurs during a moment of change. Some want change, while others oppose it. It is the way that conflict is managed that will determine whether the conflict has a positive or negative impact on our lives. It is when conflict is not managed properly that it becomes violent. In other words, conflicts are inevitable, violence is not. If disagreement and conflict are addressed peacefully and creatively, the process can be positive. Positive conflict can build relationships, create coalitions, foster communication, strengthen institutions, and create new ideas, rules and laws.

Practice

This module covers the multi-faceted nature of conflict. It begins with a participant directed process of defining and analyzing the assumptions, sources, and types of interpersonal, inter-group, and international conflict. Participants further explore conflict as a normal, natural and neutral part of human existence. The goal is to transform the destructive ways we deal with conflict to lead to more constructive outcomes. Associating conflict with constructive outcomes generally makes our perspective more positive when thinking about conflict. The goal is to help participants discover a positive perspective on conflict, so that conflict is seen as an opportunity for individual and societal transformation.

Participants will:

- Examine the attitudes and feelings they associate with conflict.
- Explore the relevance of guiding principles on conflict.
- Consider definitions and interpretations of conflict as a way of forming one's own understanding.
- Examine different types of conflicts.

Exercises

3.1: Remembering Conflict.

3.2: Conflict Web.

3.3: Defining Conflict.

3.4: Types of Conflict.

3.1: Remembering Conflict

Purpose:

- To examine the sources of our attitudes about conflict.
- To introduce the concept that conflict can be handled either destructively or constructively.

Materials: Flip chart paper, paper, pens, markers.

Time: 20 minutes.

Procedures:

- Ask participants to write down a conflict they have experienced or intervened in and consider the following (which can be written on the board):
 - o What happened in this conflict?
 - o What lessons did you learn from this experience?
 - o What beliefs about conflict did you develop?
 - o From what influences did you develop these beliefs?
- Ask participants to share answers with 1-2 people next to them and identify common elements and differences that emerged.
- Reconvene the whole group. Invite representatives of each small group to share their common themes and differences (5 minutes).

Discussion:

- How did these experiences influence the way you perceive or react to conflict today?
- Are there conflicts that can be easily resolved?
- Did any of the conflicts have a positive outcome?
- What makes a conflict have positive or negative consequences?

Debrief: When the group discussion allows it, introduce the notion that conflict is neither positive nor negative. It is the way we deal with the situation that will turn it into something destructive or an opportunity for growth.

Notes: Typically we only remember conflicts that ended badly and generated a lot of unhappiness. As a result, we associate all conflicts with these bad experiences. (This idea should emerge from the group's discussion). If people don't agree, let the group respond or just acknowledge their point as valid and move on.

3.2: Conflict Web

Purpose:

- To examine the attitudes and feelings associated with conflict.
- To explore the relevance of guiding principles on conflict.

Materials: Flip chart paper, markers, pens, “Conflict Web” and “Guiding Principles of Conflict” (handouts).

Time: 15 – 30 minutes.

Procedure:

- Distribute “Conflict Web” (handout) and ask participants to take a few minutes to freely associate feelings or thoughts that come to mind when they hear the word conflict.
- Draw a circle in the middle of the flip chart and write the word “conflict” in the center. Ask participants to call out words or phrases that they associate with the word conflict. These may be descriptions of situations, parties to a conflict, feelings, types of conflict, sources of conflict, or effects of conflict. Add all responses to the web, drawing a line radiating out from the word “conflict” and writing the participants’ words at the end of each line.

Discussion:

- What are common themes to your associations with conflict? (Negative, positive?)
- Why might there be mainly negative associations with conflict? How might past experiences influence this?
- What role does conflict play in your life?
- How often do you experience conflict?
- Why do we have conflicts?
- Is it possible not to have conflict?
- Do you consider conflict to be normal?
 - o Reference “Guiding Principles of Conflict” (handout). Ask participants to share examples of how these principles can be demonstrated on a personal, local, national or international level.

Debrief:

- Conflict is an inevitable and normal part of life. It is often seen as something negative and to avoid, a reason to fight and less often as an opportunity to learn, change, and grow. This is because most of us are never taught ways to deal with conflict constructively. Conflict itself is neither negative nor positive. It is neutral. The people experiencing conflict determine whether it is constructive or destructive based on how they choose to interact.
- Ask participant participants to generate other feelings or expressions associated with the word “conflict” that are positive or at least neutral and add them to the web in a different color marker. Circle any positive words already written in this second color.

What feelings or experiences come to mind when you think of conflict?



Conflict is:

Guiding Principles of Conflict

1. Conflict is a normal and inevitable part of the human experience.
2. Conflict is neither good nor bad.
3. Conflict does not have to result in winners and losers.
4. Just as we have learned the ways of being violent, human beings and human societies can learn to handle conflict constructively.
5. Conflict is often the result of unmet needs. If these needs are anticipated and managed positively and fairly, conflict can be resolved constructively.

3.3: Defining Conflict

Purpose: To consider definitions and interpretations of conflict as a way of forming one's own understanding.

Materials: Flip chart paper and markers.

Time: 45 minutes.

Procedure:

- Divide participants into 6 small groups. Each group will develop a working definition of conflict. When they are done, have them post their definitions on the wall. Invite participants to conduct a "gallery walk of definitions" (15 minutes).
- Refer participants to "Definitions of Conflict" (handout). This provides some definitions of conflict in the field.

Discussion: Continue the discussion, using some or all of the following questions:

- Based on all the definitions seen, what are the main elements of conflict (who, what, where, why?)
- Why do conflicts occur? Over what? (Stress the importance of perceived differences, and that it can be over relationships, information, interests and expectations, resources, and/or values.)
- Why do conflicts become violent?
- What is the difference between conflict and violence?
- What are ways they can be positive or have good endings?
- How do you feel when you have successfully resolved a conflict?
- What skills or strategies did you use to resolve it?

“An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals. Conflicts can be waged violently, as in a war, or nonviolently, as in an election or an adversarial legal process. When channeled constructively into processes of resolution, conflict can be beneficial.”

- United States Institute of Peace

“A conflict exists whenever incompatible activities occur . . . one party is interfering, disrupting, obstructing, or in some way making another party’s actions less effective.”

- Morton Deutsch

“Conflict means perceived divergence of interest, or a belief that the parties’ current aspirations cannot be achieved simultaneously.”

- Dean Pruitt and Jeffrey Rubin

“Social conflict is a struggle between opponents over values and claims to scarce status, power and resources.”

- Lewis Coser

“Conflict – incompatible activities – occurs within cooperative as well as competitive contexts . . . conflict parties can hold cooperative or competitive goals.”

- Dean Tjosvold and van de Vliert

“Intractable conflicts can be broadly defined as conflicts that are recalcitrant, intense, deadlocked, and extremely difficult to resolve.”

- Peter Coleman

3.4: Types of Conflict

Purpose: To examine different types of conflicts.

Materials: “Types of Conflict” (handout).

Time: 30 minutes.

Procedures:

- Ask participants to share what types of conflicts they have observed in their own lives, or in society. Note that whether big or small, conflict is not confined only to a person and the people around him/her. A conflict can, for example, be between people and the prevailing laws. Conflicts can be between humans and the environment. We can identify different types of conflicts on the personal, national, and international level. Apart from external conflicts between individuals or groups, there can also be internal conflicts within an individual.
- Divide class into 6 groups.
- Refer participants to “Types of Conflict” (handout).
- Assign one of the six conflict types to each group. The group should describe the conflict type and identify the challenges that are specific to the type. It is useful for groups to think about a real conflict situation that fits the conflict type. Invite representatives of each group to share their discussion.

Discussion:

- Do we need different skills and strategies to resolve different types of conflicts?
- Do you think there are certain basic principles of conflict resolution that can apply to any type of conflict?

Types of Conflict

Intra-Personal Conflict
(Conflict within the individual)

Inter-Personal Conflict
(Conflict among two or more individuals)

Intra-Group Conflict
(Conflict within a group)

Inter-Group Conflict
(Conflict among two or more groups)

Intra-State Conflict
(Conflict within a country)

Inter-State Conflict
(Conflict among two or more countries)

IV. CONFLICT STYLES

Theory

Constructively responding to conflict can be learned and practiced. In doing so, participants need to be aware of how they handle conflict in their own interactions with others (i.e. conflict styles). Learning about how they react to conflict will help them to grow and deal with the conflicts they face in their personal lives, in future professional lives, and as active contributors to conflict resolution and peace. Choosing to respond to conflict through a cooperative approach requires first an understanding of our automatic responses to conflict as well as a commitment to rise above destructive response. There are many tools available to help individuals be aware of the way they act in conflict. This module uses one particular personal inventory tool to help participants identify and examine their tendencies in conflict.

Practice

Through the activities on conflict styles, participants will:

- Consider how they behave in conflict, and the reasons for their responses.
- Understand and identify the different ways of responding to conflict, and the approach to achieving a win-win solution.
- Examine the uses, potential benefits and limitations of different conflict styles.

Exercises

4.1: How We Behave in Conflict.

4.2: Conflict Style Role Plays.

4.3: Personal Conflict Style Survey.

4.1: How We Behave in Conflict

Purpose: To consider how we behave in conflict, and reasons for these responses.

Materials: None.

Time: 10 minutes.

Procedure:

- Ask: When faced with a conflict, what are some of the specific ways we behave? Encourage participants to give examples.
- Ask: Are some of these behaviors more effective in dealing with conflict than others? In what ways? Elicit responses. In addition, you might consider:
 - o Some deal with the problem while others avoid it.
 - o Some enhance relationships while others harm relationships.
 - o Some solve the conflict while others increase it.
- Ask: Why do we behave in certain ways in conflict? Draw out responses. In addition, you might consider:
 - o Habit.
 - o Learned patterns.
 - o Variations with mood, seeing, relationship, significance of the conflict.
 - o Belief system (i.e. for me to win, someone else must lose).

Debrief: There are many behaviors that are appropriate for dealing with conflict. However, when we react from habit, it may mean we don't consider the full range of behaviors, nor do we always behave in the most appropriate way. Throughout the course, we're going to explore behavior and tools that are very helpful in dealing with conflict, and consider ways to make choices about appropriate behaviors so that we can respond consciously to conflict, rather than just react impulsively.

4.2: Conflict Style Role Plays

Purpose: To practice identifying different conflict styles people use in conflict, as well as the benefits, limitations and uses for each style.

Materials: Pens, "Conflict Style Role Play Scenarios," "Conflict Style Observation" and "Conflict Style Matrix" (handouts).

Time: 45 minutes – 1 hour.

Procedure:

- Count off to divide the class into five groups.
- Explain that each group will get a scenario and a conflict style.
- Randomly assign each group a style and hand out a "Conflict Style Role Play Scenario."
- Read the directions out loud together.
- Give groups time to prepare their role play.
- When they are all ready, distribute the handout: "Conflict Styles Observation." Note that they are going to observe all of the styles performed by their fellow participants.
- Have the groups perform and ask the class to individually identify which style the group is using by filling out the first column in the "Conflict Styles Observation" (handout). Have them explain what factors helped them to decide in the "How Do You Know?" column.
- After each of the scenarios is acted out, ask how participants identified the style used in each role play by raising hands. Discuss why they chose each style and clarify as necessary. For each role play, ask participants to identify the advantages and disadvantages of the style used.
- Discuss for each role play: Whose needs were met in the scenario? Was anyone's needs not met? How might the scenario have been resolved differently? Under what conditions might the conflict style used be most appropriate?
- Distribute the complete "Conflict Style Matrix" (handout) and compare information with the answers participants just provided.

Directions: Read the scenario with your team. Review the behaviors associated with your team's conflict style. Decide how this scenario would be resolved using this conflict style. You will:

1. Act out the conflict scenario.
2. FREEZE.
3. Act out your response to the scenario using your conflict style.
4. Your fellow participants will try to guess the conflict style you are using.

Team A: Your scenario is: Your best friend borrows your things and never gives them back.

Conflict Style	Possible Behaviors
Avoiding: Knowing there's a problem and choosing not to deal with it.	<ul style="list-style-type: none"> - Leaving the situation. - Delaying or avoiding responding to the conflict. - Holding back feelings and opinions. - Joking to avoid the real issues in a conflict. - Being inaccessible to the other party. - Shifting the topic to avoid dealing with the conflict. - Denying there's a problem.

Directions: Read the scenario with your team. Review the behaviors associated with your team's conflict style. Decide how this scenario would be solved using this conflict style. You will:

1. Act out the scenario as it is described below.
2. FREEZE.
3. Act out your response to the scenario using your conflict style.
4. Your fellow participants will try to guess the conflict style you are using.

Team B: Your scenario is: Your neighbor is always practicing his/her musical instrument at night. You have an important presentation coming up and can't concentrate with the loud music.

Conflict Style	Possible Behaviors
Confronting/ Competing: Pursuing your goals to make the other give in without regard for the needs of the other person.	<ul style="list-style-type: none"> - Interrupting/talking over the other person. - Ignoring, rejecting or putting down the other person's feelings and ideas. - Using a loud tone of voice and aggressive behavior. - Threatening or bluffing.

Directions: Read the scenario with your team. Review the behaviors associated with your team's conflict style. Decide how this scenario would be solved using this conflict style. You will:

1. Act out the scenario as it is described below.
2. FREEZE.
3. Act out your response to the scenario using your conflict style.
4. Your fellow participants will try to guess the conflict style you are using.

Team C: Your scenario is: Your friend always wants to copy your homework and it bothers you because it takes you a very long time to complete your assignments.

Conflict Style	Behaviors
Collaborating: Working together to satisfy the needs of both parties.	<ul style="list-style-type: none"> - Showing interest in solving the problem for everyone. - Showing desire to talk about the problem. - Asking questions to understand the other's point of view. - Looking for creative solutions to the problem with the other person.

Directions: Read the scenario with your team. Read your team's conflict style. Decide how this scenario would be solved using this conflict style. You will:

1. Act out the scenario as it is described below.
2. FREEZE.
3. Act out your response to the scenario using your conflict style.
4. Your fellow participants will try to guess the conflict style you are using.

Team D: You paid for some groceries at your local store with a large bill. The store clerk didn't give you enough change back.

Conflict Style	Possible Behaviors
Accommodating: Putting your interests last and letting others have what they want.	<ul style="list-style-type: none"> - Apologizing/saying yes to end the conflict. - Letting others interrupt or ignore your feelings, ideas. - Paying attention to others' concerns but not your own. - Giving in to another person's point of view. - Acting like the outcome is not important to you.

Directions: Read the scenario with your team. Review the behaviors associated with team's conflict style. Decide how this scenario would be solved using this conflict style. You will:

1. Act out the scenario as it is described below.
2. FREEZE.
3. Act out your response to the scenario using your conflict style.
4. Your fellow participants will try to guess the conflict style you are using.

Team E: A friend of the family asked you to help him/her move into a new apartment. It is taking much longer than you agreed upon. In another half an hour, you have to leave for another engagement.

Conflict Style	Possible Behaviors
<p>Compromising: Identifying a quick solution partially satisfactory to both, but not completely satisfactory to neither.</p>	<ul style="list-style-type: none"> - Bargaining. - Splitting the difference between two positions. - Exchanging concessions (one sacrifice for another). - Finding a little something for everyone. - Seeking a quick middle-ground solution.

Conflict Style Observation

Directions: Watch each team solve the scenario with a different conflict style. First, match the team to the conflict style in the first column. Then fill out how you know in the last column.

Team: A, B, C, D or E	Conflict Style	Behavior	How Do You Know?
	<p>Avoiding: Knowing there's a problem and choosing not to deal with it. (lose-lose, "no way")</p>	<ul style="list-style-type: none"> - Leaving the situation. - Delaying or avoiding responding to the conflict. - Holding back feelings and opinions. - Denying there's a problem. 	
	<p>Confronting/Competing: Pursing your goals to make the other give in without regard for the needs of the other person. (win-lose, "my way")</p>	<ul style="list-style-type: none"> - Interrupting/taking over. - Ignoring others' feelings and ideas - Loud tone of voice and aggressive behavior. - Sometimes physical violence. - Insisting on what you want no matter what. 	
	<p>Accommodating: Putting your interests last and letting others have what they want. (lose-win, "their way")</p>	<ul style="list-style-type: none"> - Apologizing/saying yes to end the conflict. - Letting others interrupt or ignore your feelings, ideas. - Paying attention to the other person's concerns but not your own. - Giving in to another person's point of view. 	
	<p>Compromising: Identifying a quick solution partially satisfactory to both, but not completely satisfactory to neither. (win-lose, lose-win, "part way")</p>	<ul style="list-style-type: none"> - Bargaining. - Splitting the difference between two positions. - Exchanging concessions (one sacrifice for another) - Finding a little something for everyone. - Seeking a quick middle-ground solution. 	
	<p>Collaborating: Working together to satisfy the needs of both parties. (win-win, "our way")</p>	<ul style="list-style-type: none"> - Showing interest in solving the problem. - Asking questions to understand the other's point of view. - Showing desire to talk about the problem. - Looking for creative solutions to the problem with the other person. 	

Conflict Style Matrix

HANDOUT

“It’s not whether you have conflict in your life but how you deal with the conflict that makes all the difference.”

Conflict Style:	Possible Benefits:	Limitations:	Used When:
<p>Avoiding (lose-lose, “no way”)</p>	<p>It buys time and you avoid confrontation.</p> <p>It may avoid violence.</p>	<p>The problem may never be resolved.</p> <p>Your needs are not met.</p> <p>Emotions may explode later.</p>	<p>The issue not very important.</p> <p>Confronting seems dangerous.</p> <p>You may need more time to prepare.</p>
<p>Accommodating (lose-win, “their way”)</p>	<p>It’s quick and easy.</p>	<p>Your needs may not be satisfied.</p> <p>You may work hard to please others but never be happy yourself.</p> <p>Being nice doesn’t always solve the problem.</p>	<p>The issue is not very important to you.</p> <p>“Smoothing over” the relationship is more important than getting what you need.</p> <p>You think you’ve made a mistake or that you don’t really understand the situation.</p>
<p>Compromising (win-lose, lose-win, “part way”)</p>	<p>It’s quick and easy.</p> <p>You may win some while losing some.</p>	<p>You may fix the immediate conflict but not the bigger problem.</p> <p>Each person may not end up happy.</p>	<p>You need a fast decision on a small issue.</p> <p>Nothing else has worked, and both are better with compromise than a win-lose stance.</p> <p>You have a desire to talk about the problem and solve it.</p>
<p>Collaborating (win-win, “our way”)</p>	<p>All needs are met.</p> <p>It supports a mutually beneficial relationship.</p>	<p>It may take more time initially.</p> <p>It relies on the commitment and ability by both parties.</p>	<p>The issue is highly important to all involved.</p> <p>There is an interdependent relationship.</p> <p>A creative solution is necessary and time is available to seek it.</p>
<p>Confronting/Competing (win-lose, “my way”)</p>	<p>It’s quick, easy, and may get you everything you want in the short term.</p>	<p>It may damage the relationship.</p> <p>People may get defensive and make the conflict worse.</p> <p>It can make it hard for others to express how they feel.</p> <p>You may not even achieve your goals.</p>	<p>Immediate action is needed.</p> <p>There is imminent danger; no time for interaction.</p> <p>This method has been agreed upon by both parties.</p> <p>You believe in the absolute “rightness” of your action and see no other choice.</p>

4.3: Personal Conflict Style Survey

Purpose: To explore individual responses to being in conflict and to recognize different ways of responding to conflict.

Materials: Flip chart paper, markers, “Personal Conflict Style Survey,” “Conflict Styles,” and “Reflection on Results” (handouts).

Time: 45 - 60 minutes.

Procedure:

- Distribute the “Personal Conflict Style Survey” (handout) to each participant.
- Let participants know that as they observed in the conflict style role play exercise, there are a number of ways to respond to conflict. This tool is designed to help them identify their own conflict styles. Make note, as stated in the beginning of the Survey, that reflection on their own conflict style is more important – and more reliable – than the numbers in the tally sheet. There are no “right” or “wrong” answers. Some will agree with the results and others disagree. The inventory is merely a tool for self-reflection.
- Have participants read the survey and follow the instructions listed.
- After participants answer the survey, go through the scoring procedure if participants have difficulty with it.
- Debrief the survey by referring to “Conflict Styles” (handout) and review characteristics attributed to each style. Encourage them to recall what they learned from the last exercise, how each style has its strengths and weaknesses, which makes certain styles better in some situations than others.
- Invite participants to reflect on the results of the survey by filling out the handout, “Reflection on Results.” (about five minutes)
- Instruct participants to break into pairs or small groups to reflect on their results.

Discussion: Once participants have had time for reflection, reconvene the group for full-group dialogue.

- Which style do you use more with your friends? Family? Co-workers? Teachers? Strangers?
- Where did you learn how to deal with conflict?
- What is the value of understanding your own tendencies in responding to conflict?

Notes: Some participants may be uncomfortable with sharing, while others are not. Often, individuals may want to talk in small groups or with a partner about their results before leading to full group discussion. If participants seem reluctant, the “Reflection on Results” can serve as a substitute.

Personal Conflict Style Survey

Instructions: Consider your personal response to situations where your wishes differ from those of another person.

Please Note: The reflection on your own conflict style is more important – and more reliable – than the numbers in the tally sheet. There are no “right” or “wrong” answers. Some will agree with the results and others disagree. Whether you like the results or not, reflect on what your conflict styles are and discuss them with others. The inventory is merely a tool for self-reflection.

Circle one number on the line below each statement.

A. I make sure that all views are out in the open and treated with equal consideration, even if there seems to be substantial disagreement.

Not at all
like me 1 2 3 4 5 6 Very much
like me

B. I devote more attention to making sure others understand the logic and benefits of my position than I do pleasing them.

Not at all
like me 1 2 3 4 5 6 Very much
like me

C. I make my needs known, but tone them down a bit and look for solutions somewhere in the middle.

Not at all
like me 1 2 3 4 5 6 Very much
like me

D. I pull back from discussion sometimes to avoid tension.

Not at all
like me 1 2 3 4 5 6 Very much
like me

E. I devote more attention to the feelings of others than to my personal goals.

Not at all
like me 1 2 3 4 5 6 Very much
like me

F. I make sure my personal agenda doesn't get in the way of the relationship.

Not at all
like me 1 2 3 4 5 6 Very much
like me

G. I actively explain my ideas and just as actively take steps to understand others.

Not at all
like me 1 2 3 4 5 6 Very much
like me

H. I am more concerned with goals I believe to be important than with how others feel about things.

Not at all
like me 1 2 3 4 5 6 Very much
like me

I. I decide the differences aren't worth worrying about.

Not at all
like me 1 2 3 4 5 6 Very much
like me

J. I try to be reasonable by not asking for my full preferences, but I make sure I get some of what I want.

Not at all
like me 1 2 3 4 5 6 Very much
like me

Scoring and Interpretation

Transfer the number from each item to the tally sheet. For example, on item A, if you selected number 6, write 6 on the line designated for A on the tally sheet. Then add the numbers.

Sample: B 1 + H 4 = 5.

The score indicates your inclination to use each style. The higher your score in a given style, the more likely you are to use this style in responding to conflict.

Collaborating

A _____ + G _____ = _____

Assert your views while also inviting other views. Welcome differences, identify main concerns; generate options; search for the solution that meets as many concerns as possible; search for mutual agreement.

Perspective on conflict: Conflict is natural, neutral, so affirm differences, prize each person's uniqueness. Recognize tensions in relationships and contrasts in viewpoint. Work through conflicts of closeness.

Compromising

C _____ + J _____ = _____

Urge moderation; bargain; split the difference; find a little something for everyone; meet them halfway.

Perspective on conflict: Conflict is mutual difference best resolved by cooperation and compromise. If each comes halfway, progress can be made by the democratic process.

Accommodating

E _____ + F _____ = _____

Accept the other's view; let the other's view prevail; give in; support; acknowledge error; decide it's no big deal and it doesn't matter.

Perspective on conflict: Conflict is usually disastrous so yield. Sacrifice your own interests; avoid the issues; put the relationship first; keep peace at any price.

Avoiding

D _____ + I _____ = _____

Delay or avoid response; withdraw; be inaccessible; divert attention; deny there's a problem.

Perspective on conflict: Conflict is hopeless; avoid it. Overlook differences; accept disagreement or get out.

Confronting/Competing

B _____ + H _____ = _____

Control the outcome; discourage disagreement; insist on my view prevailing.

Conflict is obvious; some people are right and some are wrong. The central issue is who is right. Pressure and coercion are necessary.

Conflict Styles

Accommodating: People who accommodate are unassertive and very cooperative. They neglect their own concerns to satisfy the concerns of others. They often give in during a conflict and acknowledge they made a mistake or decide it is no big deal. Accommodating is the opposite style of competing. People who accommodate may be selflessly generous or charitable, they may also obey another person when they would prefer not to, or yield to another's point of view. Usually people who accommodate put relationships first, ignore the issues and try to keep peace at any price.

Competing or Forcing: People who approach conflict in a competitive way assert themselves and do not cooperate as they pursue their own concerns at other people's expense. To compete, people take a power orientation and use whatever power seems appropriate to win. This may include arguing, pulling rank, or instigating economic sanctions. Competing may mean standing up and defending a position believed to be correct, or simply trying to win. Forcing is another way of viewing competition. For people using a forcing style, usually the conflict is obvious, and some people are right and others are wrong.

Avoiding: People who avoid conflict are generally unassertive and uncooperative. They do not immediately pursue their own concerns or that of the other person, but rather they avoid the conflict entirely or delay their response. To do so, they may diplomatically sidestep or postpone discussion until a better time, withdraw from the threatening situation or divert attention. They perceive conflict as hopeless and therefore something to be avoided. Differences are overlooked and they accept disagreement.

Collaborating or Cooperating: Unlike avoiders, collaborators are both assertive and cooperative. They assert their own views while also listening to other views and welcome differences. They attempt to work with others to find solutions that fully satisfy the concerns of both parties. This approach involves identifying the concerns that underlie the conflict by exploring the disagreement from both sides of the conflict, learning from each other's insights, and creatively coming up with solutions that address the concerns of both. People using this style often recognize there are tensions in relationships and contrasting viewpoints but want to work through conflicts.

Compromising: Compromisers are moderately assertive and moderately cooperative. They try to find fast, mutually acceptable solutions to conflicts that partially satisfy both parties. Compromisers give up less than accommodators, but more than competitors. They explore issues more than avoiders, but less than collaborators. Their solutions often involve "splitting the difference" or exchanging concessions. Conflict is mutual difference best resolved by cooperation and compromise.

Personal Conflict Style Inventory: Reflections on Results

What aspects did you already know about your conflict style?

In what ways is your conflict style characteristic of your culture (however you define culture) and in what ways does it differ? How has this impacted your life? Personal? Work and school?

V. CONFLICT ANALYSIS

Theory

Conflict analysis is the process of looking critically at a particular conflict to understand the causes, context, participants, stakeholders and other nuances affecting the conflict. Conflict analysis supplies a detailed picture of what is happening and helps us to determine what we can do to create more peaceful and just societies. Too often, people attempt to address conflict before understanding it, with less than positive results. A thorough conflict analysis provides a basis for determining measures that increase the chance for success. The following questions and dilemmas are ones that are useful to consider when conducting conflict analysis:

- Who are the parties relevant to the conflict situation?
- What are the positions of each party in the conflict? (What they say that they want).
- What are the needs and interests of each party? (What are they meaning but not saying)?

Practice

Through conflict analysis, participants will:

- Appreciate more fully the components of conflict.
- Understand the value of conflict analysis in determining how to constructively respond to conflict.
- Practice separating “positions” from “interests.”

Exercise

5.1: Components of Conflict.

5.1: Components of Conflict

Purpose: To analyze the components of conflict through case studies of interpersonal conflict.

Materials: Flip chart paper, markers, tape, “Components of Conflict,” “Conflict Analysis Case Studies” (handouts).

Time: 45 minutes.

Procedure:

- Ask participants to consider, if we were to analyze a particular conflict, what about the conflict would we analyze? What are different components of a conflict? Elicit responses from the group and then review “Components of Conflict” (handout).
- Explain that participants will now have an opportunity to analyze a conflict scenario in small groups based on these components. Divide everyone into groups of 3 to five people and distribute a large sheet of paper, markers, and a different conflict scenario from “Conflict Scenario Cases Studies” (handout) to each group. Depending on group size, more than one group can have the same scenario. Allow groups about 20 minutes to analyze the conflict and write down key components of their conflict.
- Once groups have finished analyzing their scenario, have each group post their analysis on the wall and allow each group about 3 minutes to present an analysis to the whole group.

Discussion:

- What are common themes and differences identified in the conflict scenarios?
- What was easy or challenging about this exercise?
- What are the benefits of analyzing conflicts?
- How might the process of conflict analysis be different for large scale intergroup or international conflict?
- How might you apply the skill of conflict analysis to conflicts you encounter in your own life?

Notes: Participants can act out several conflict scenarios and then have small groups analyze the conflict using the “Components of Conflict” (handout) (time permitting).

Components of Conflict

People: Who is involved in the conflict? (The WHO) Is it an internal conflict, interpersonal, intergroup, international, or global? Outside of the people who are directly involved in the conflict, who else has a stake in the outcome?

Relationship: What is the relationship between the people in power? Do they have equal power? How well do they know each other? How much do they rely on each other? Do the actions of one seriously affect the other?

History: What is the history of the conflict? How long has it been going on? How often has it come up? How intense is the conflict?

Position: *The demands people make. It is the stance people take in conflict situations.*
(The WHAT)

Interests/ Needs: *The underlying reasons why people take the stance they do in conflict situations.* The needs should be ranked in order of importance and the different types of needs should be considered. (The WHY)

Conflict Styles: How have the people in the conflict chosen to deal with the conflict? Confronting, accommodating, compromising, collaborating, avoiding?

Response: Have there been attempts to resolve what happened? If not, why not?

Reframe: *Viewing the problem from a different perspective.* The original problem was based on positions. We now “reframe” the original problem into one based on NEEDS. An effective way of doing this is asking ourselves what the problem is REALLY about.

Alternatives: *The assorted, creative choices of action people in the conflict can take instead of the patterns they act in out of habit.* This can happen once the conflict is reframed into the language of needs.

Conflict Analysis Case Studies

HANDOUT

Case Study 1

Sameera, a rambunctious but well-liked student, shared a room in a dormitory with a student more studious and quiet student named Dilan. They seemed to get along fairly well and Sameera remarked to one of his friends how easy Dilan was to live with compared with some of his previous roommates, who had similar routines and interests as Dilan. About halfway through the semester, Sameera overheard Dilan telling one of his friends that he was going to request a room transfer and would be out of the room by the end of the week. Sameera was shocked. He thought he was getting along well with Dilan and couldn't understand what was going on. He decided to confront Dilan about moving out. At first Dilan was quite resistant and said everything was fine. Sameera persistently questioned him. Finally, Dilan gave in and apologetically said that he did not like Sameera's loud music or the way he stays up late and hangs out with his noisy friends. Sameera was very surprised and asked Dilan why he hadn't said anything before. Sameera said that he had not intended to disturb Sameera. Dilan said nothing and moved out.

Case Study 2

Kumar, Baba, and Nelly love cricket and love power. All three boys play on the college team and all three boys have hopes of one day playing on the national team. Recently, the boys got news that a new player, Dilip has been added to the roster and that everyone will have to try out again to ensure that the team is comprised of "only the best." Kumar, Baba, and Nelly feel confident that if they remain on the team together, they can win their team a championship. They begin to plot a way to injure the Dilip during one of the tryouts. Word got around to Dilip about the plot before practice. He confronts the boys in the locker room. The argument soon leads to yelling, then pushing. Soon half of the team started fighting, and several students got minor injuries. The coach came into the locker room just as the fight was ending. He pulled all the players aside. Everyone started telling a different story over who was at fault. The coach knows he has to get to the bottom of this immediately, and take disciplinary action if necessary. Everyone was very upset and angry, including the coach, as this could negatively impact the chances of the team winning the championship.

Case Study 3

Saji and Amal were assigned to write a research paper about the environmental effects of oil spills. Saji insisted that the paper begin with a brief history of the oil industry and a comparative study of oil spills over the last 20 years. Amal, on the other hand, wanted to start the paper off with a detailed assessment of the world's most recent oil spill, what happened, and why. Saji and Amal could not agree on whose approach would be best and time was ticking away. As they continued researching, the two became more and more steadfast in their opinions; neither one would budge. With about two days before the first draft was due and not a single word typed, Saji and Amal decided to talk. Each laid out the reasons for why her and his arguments should guide the perspective of the paper. And still, neither one would give in. Finally, they began to discuss the goals that each had for the paper—to research about the causes of oil spills in the past, to learn the environmental responsibility of the oil industry, to sharpen their writing skills, and to get a good grade. It became apparent that the two of them had similar goals, even if their perspectives about the paper were different. They decided to write an introduction that was completely different and to use their individual research for the body of the paper instead. After a few hours of typing, the first draft was complete.

Case Study 4

Ama and Madu were sisters in college. Ama was a third year student and Madu was a first year student. Ever since Madu had stepped foot in college, she was known as Ama's little sister, with a strong emphasis on *little*. Madu stood a mere 4'6. Ama was 5'6 with long hair and a slender figure. She was also smart and had a lot of friends. Ama played guitar, and organized dances. Her professors always called her the leader of the class. Madu, by contrast, was shy, and preferred drawing to socializing. Her professors constantly confused Madu with her sister and they seemed surprised that she wasn't as outgoing as Ama was. Most of the time, Madu kept to herself, living in her sister's shadow.

One day, Madu had to give a presentation in biology class. It was on human genetics. Unbeknownst to Madu, Ama had given the same presentation two years prior, and her former biology professor and Amu's current professor loved it. Madu was already nervous because she was terrified of public speaking, but in preparing for her oral presentation, Madu dropped her note cards and couldn't get them reorganized in time for her presentation. As she began to speak, Madu began to sweat profusely. She stuttered her words and did not make eye contact with the audience. The whole thing was a disaster.

The next day, the professor handed back the grades for the presentations: "Overall, your presentation lacked organization and preparation. You were not poised and you were difficult to understand. Perhaps, you should have reviewed your presentation with your sister. She could have given you some suggestions on how to give an outstanding oral presentation."

Madu's eyes started to well up, "I hate her," Madu whispered underneath her breath. She spent the rest of the day staring off in to space, wanting to crawl under a rock.

When Madu ran into her sister later that afternoon, Ama asked how her presentation went. Madu exploded at her angrily, "What does it matter to you! You just want to hear how much better you did than me, like in everything! Leave me alone already!" She ran off leaving Madu confused and hurt.

Case Study 5

Punjama is a 17 year old girl. She lives with her father, mother and 2 brothers. Since she is the only daughter, her parents are very protective and do not allow her to have a boyfriend. Punjama's family is very conservative maintaining their religious and cultural customs. Punjama meets Kevin, her best friend's brother, and starts to date him without telling her parents or brothers. Kevin does not belong to the same religion as Punjama and is not from the same ethnic background.

One day, one of Punjama's brothers saw her holding hands with Kevin on the street and told his parents. They became really angry with Punjama and waited until she arrived home. When she came home her mother started to shout at her, telling that she has shamed them and that she doesn't deserve to be her daughter anymore. Punjama's brothers suggested their parents lock Punjama in the house so she cannot see Kevin anymore. Father is filled with anger and slaps Punjama. She runs into the other room but her brothers follow her and bring her back to their parents.

VI. SOCIAL RESPONSIBILITY

Theory

Understanding both rights and responsibilities contributes to social harmony. The responsible use of power is a component of this understanding. Power is an inherent, often confusing part of any human interaction, including situations in which perceived needs and interests may be different. To successfully analyze and constructively address conflict, the power dynamics of every situation must be understood. Some types of power are easy to see and comprehend; others are much more difficult. Power is often considered synonymous only with force, violence, coercion and persuasion. This module challenges participants to look beyond coercive power to recognize personal and collaborative power, methods integral to achieving nonviolent constructive solutions to conflict. Power is usually interpreted as “power over.” This means the ability of some people and groups to make others do what they would not otherwise do. However, power is not an inert thing that some possess. Power exists in relationships. Power can be defined as the ability to have an impact on the world. This requires having “power-with” others or “power-within.” Conflict resolution education identifies power as a relationship, not a possession. The responsible use of power is central to the development of a peaceful, pluralist, and democratic society.

Practice

Through exercises on social responsibility, participants will:

- Reflect upon their understanding and responses to power.
- Understand how power is a fluctuating component in our relationships.
- Define different sources of power, with a focus on personal and collaborative power.
- Examine how democratic decision making affects all members of a group or society.
- Identify the rights and responsibilities of citizenship to different communities.

Exercises

- 6.1: Introduction to Power.
- 6.2: Personal Power.
- 6.3: Democracy in Action.
- 6.4: Rights and Responsibilities.

6.1: Introduction to Power

Purpose: To reflect upon one's understanding and response to power.

Materials: "Different Kinds of Power," "Sources of Power" (handouts).

Time: 25 minutes.

Procedure:

- Ask participants to reflect on their understanding and response to power. Stimulate their thinking with the following questions:
 - o What does power mean to you?
 - o Who has power over you?
 - o Over whom do you have power?
 - o Around whom do you feel powerful?
 - o Around whom do you feel powerless?
 - o How do you give away your power?
 - o How can power undermine peace and social harmony? How can it be used to benefit others?
 - o Is there responsibility that goes along with power?
- Ask participants to share their responses with a partner, with the aim of identifying a single word that represents power for each at that moment.
- Ask participants to share their words with the group.

Debrief: The concept of power has different meanings for different people. For some it has very negative connotations; others see it positively. In thinking about power we focus our attention in a variety of ways. For example, we may think about our emotional response, the effect it has on us personally, the broader consequences, or where power comes from.

Throughout this course, we are examining and developing tools for cooperative power ("power with" not "power over)."

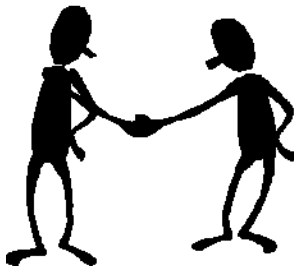
- Reference "'Different Kinds of Power" (handout). Facilitate discussion in small groups or as a whole group on examples of when different kinds of power have been used and the potential impact each has on conflict, as well as on possibilities for conflict resolution.
- Distribute and review "Sources of Power" (handout). Note that this is another important component of analyzing and responding to conflict. Recognizing the constructive uses of conflict, we can use nonviolent forms of power to correct imbalances and injustices and promote conditions of peace for all.

Different Kinds of Power

Power-Over: It is the ability to force others to submit to your will regardless of their wishes and is often associated with violence or the threat of violence. It is the most common in our society.



Power-With: It comes from our ability to listen to, empathize and understand others, and to identify shared beliefs and interests. It comes when we cooperate with others to achieve shared goals.



Power-Within: It comes from the inner strength associated with courage, conviction and self-discipline. For some people, power-within has its source in spirituality.



Sources of Power

Power can be used for destructive or constructive purposes. When power is understood broadly as ways to influence other people's behavior we can see new places where individuals and groups have power, which can help us to use these sources of power to correct imbalances and injustices.

Positional Power is based upon the role, or position, an individual occupies in society. It is passed from one individual to another as he or she moves in and out of the role. For example, presidents or prime ministers of countries have power because of their positions, not because of their personal characteristics or social class.

Relational Power does not reside in a particular individual but is a property of social relationships. For example, when you listen to a friend speak and respect her opinion, you give her power. When she listens to you and respects your opinion, you are given the power. In relationships, power is fluid and hard to measure. It can be expanded or limited as you interact.

Power of Force refers to physical strength and coercive mechanisms. Individuals may use their own strength, as well as weapons, armaments, armies, police, and prisons to impose their will upon others.

Power of Resources and Status comes from wealth or social standing within a society. Individuals can use their money or their social and family ties to maintain a situation that is to their advantage or to get what they want. For example, kings and queens are given royal power because of their family ties.

Power of Knowledge and Expertise refers to the additional credit and influence given to those in a society with special knowledge and expertise, such as doctors, lawyers, or teachers, engineers, or mechanics. Power comes from what they know.

Power of a Group comes from people acting together for a cause. The phrase "people power" is often quoted. It refers to the power of individuals when part of a group. Labor unions and mass protest movements, for example, have power because of their numbers. Power is also affected by culture. How are these sources of power affected by culture? Can you identify other types of power?

6.2: Personal Power

Purpose: To understand the meaning and source of one's personal power.

Materials: Paper, pens.

Time: 15 minutes.

Procedure:

- Ask participants to think of someone in whom they recognize personal power. What are some of the positive qualities on which the student feels that personal power is based?
- Ask them to write down their responses and then share them with the group. As positive qualities, consider: energy, sense of direction, charisma, balance, sensitivity, perceptiveness, enthusiasm, sense of justice, ability to manage, not suppress, emotions.
- Have participants reflect on their own personal power. Stimulate their thinking with the following questions:
 - o Of the qualities you wrote down, or those that other people listed, do many apply to you?
 - o Are there others of those qualities that you would particularly like to develop?
- Ask, what actions diminish personal power? Elicit responses. You might explore:
 - o We comply unwillingly with others.
 - o We don't acknowledge our skills and talents.
 - o We're not assertive.
 - o We are afraid to risk.
 - o We feel trapped by past difficulties.
 - o We use disempowering language.
- Ask participants to consider the way in which personal power aligns with cooperative power, or "power with," rather than "power over."

Discussion:

- How does leadership relate to power?
- How can you use your personal power to promote social harmony?

Debrief: Real power is shared, not imposed. It is the ability to define human needs and fulfill both your needs and the needs of the people you care about.

6.3: Democracy in Action

Purpose: To examine how democratic decision making affects all members of a group or society.

Materials: None.

Time: 30 - 45 minutes.

Procedure:

- Divide everyone into groups of 6 people.
 - o Share the following story: A family of six, including a mother and father, three daughters, and a son (the youngest in the family), would decide every year what to do for their family holiday. The parents followed a democratic decision-making process. They would consult with the children on where they wanted to go for holiday and each child would vote. The sisters always wanted to go to hill country, or somewhere else cool to get away from the heat. The brother always wanted to go to the beach. For three consecutive years, the family voted this way in order to determine their holiday destination.
- Explain that each group is this family of 6 people. Have them assign roles (i.e. mother, father, 3 sisters and brother) and decide on their holiday destination for three years. The parents will have the children vote, and they can discuss as a family how they wish to make a democratic decision each year. Allow 10 – 15 minutes for this group activity.
- Once each group has come to a democratic decision for all three years, reconvene the whole group and have each group present their results. What was the decision each year? How did they make the decision? What factors were taken into account?

Discussion:

- Are some results better than others? If so, why?
- What are potential short and long term consequences of the different results? (For example, should the sisters out-vote the brother and the family decides to go to hill country for three years in a row, one consequence may be that the brother says that the family can go without him in the fourth year, and that he'll go to the beach on his own with his friends).
- What are different ways power can be used in democracy?

6.4: Rights and Responsibilities

Purpose: To examine the rights and responsibilities of being a part of different communities.

Materials: Pens, “Definitions of Citizenship” (handout).

Time: 30 minutes

Procedure:

- Distribute “Definitions of Citizenship” (handout).
- Ask participants to underline key words in each definition according to their own understanding of citizenship.
- Instruct participants to underline the words individually and then share with the whole group.
- Divide participants into small groups and have them make their own definition of “citizenship” through consensus building.
- Invite each group to present their views to the whole group.

Discussion:

- What are examples of citizen rights? (e.g., the right to vote, freedom of speech, equality before the law, etc.)
- What types of responsibilities do you have as a citizen? (e.g., paying taxes, obeying laws, respecting the rights of others)
- What different communities are you a part of? (e.g., local, national, regional, and world)
- What different roles and responsibilities do you have as part of these different communities?
- What skills and awareness do you need to be a socially responsible citizen?

Notes: As an extension of this exercise, you could provide participants with copies of their national constitution or other international human rights documents to compare with the list of rights they identified in discussion.

Definitions of Citizenship

Citizenship is status given to all those who are full members of a community. All citizens have equal rights and duties.

- Adapted from Thomas Humphrey Marshall, British Sociologist (1893-1981)

Citizenship is not just certain status, defined by a set of rights and responsibilities. It is also an identity, an expression of one's membership in a political community.

- Will Kymlicka and Wayne Norman, editors "Citizenship in Diverse Societies," 2000

Citizenship is the involvement in public affairs by those who have the rights of citizens.

- Jack Barbalet, Professor of Sociology, University of Western Sydney

Citizenship is a complex and multidimensional concept. It consists of legal, cultural, social and political elements, and provides citizens with defined rights and obligations, a sense of identity and social bonds.

- Orit Ichilov, Professor of Sociology of Education, Tel-Aviv University

VII. CONFLICT TRANSFORMATION

Theory

Conflict transformation does not suggest that we simply eliminate or control conflict, but rather that we work together to critically investigate the beliefs that enable a cycle of violence. Conflict transformation must take place at both the personal and systemic levels. At the personal level, conflict transformation involves the pursuit of awareness, growth, and commitment to change which may occur through the recognition of fear, anger, grief, and bitterness. These emotions must be outwardly acknowledged and dealt with in order for conflict transformation to occur.

Systemic transformation involves the process of increasing justice and equality in the social system as a whole.

One of the major goals of conflict resolution education is to provide learners with the skills, awareness and motivation to actively participate in efforts to overcome the cycle of violence. Violence is seen as avoidable and preventable harm that is typically deliberate and intentional in nature. Violence comes in many forms, the most obvious being direct violence in which harm is directly inflicted between individuals and/or groups typically in the form of physical confrontation or war. Less obvious forms of violence are identified as “indirect,” whereby harm is inflicted through social and cultural norms and institutions.

Nonviolence rejects aggression and violence in all its forms in order to resolve conflicts in a constructive way. To realize a culture of peace we must learn to modify our attitudes, beliefs and behaviors so that our natural response to conflict is not violent and our instinctive reactions are oriented toward negotiation and reasoning, rather than aggression. Reconciliation is the result.

Reconciliation occurs when adversaries develop a new relationship based on apology, forgiveness, and newly established trust. Reconciliation can take place on personal, spiritual, social and eco-environmental level. It is influenced by time, memory, truth, justice, reparation and personal forgiveness. Reconciliation brings people together, enabling them to grow beyond the past to re-establish a normalized, peaceful, and trusting relationship in the present. Global efforts towards peace and reconciliation can only succeed with a collective approach built on trust, dialogue and collaboration. These concepts are reinforced in this curriculum.

Practice

To explore the transformation of a culture of violence to a culture of peace through the principles of active nonviolence and reconciliation, participants will:

- Examine the core principles of active nonviolence as a response to oppression and how this is done.
- Identify nonviolence in relation to conflict resolution.
- Become familiar with and gain appreciation for the concepts of reconciliation, including forgiveness, and identify what the process of reconciliation involves.
- Create the personal and social spaces necessary for reconciliation.

Exercises

7.1: Fight, Flight or Insight.

7.2: Forum Theater.

7.3: The Power of Compassion.

7.4: Reconciliation in Post-Conflict Situations.

7.1: Fight, Flight or Insight

Purpose:

- To explore the common 'fight or flight' response to conflict and the alternative third way of nonviolence or 'insight'.
- To identify examples of personal nonviolence and nonviolent political or social change.
- To recognize nonviolence as both a tool and strategy and an attitude or lifestyle.

Materials: Flip chart paper and pens, "Insight: Alternatives to Violence" (handout).

Time: 1 hour.

Procedure:

Part 1: Introductory remarks, discussion.

- Introductory the concepts of *Fight or Flight*. (10 minutes)
 - o Evolution has equipped us with the capacity to respond to threats in two different ways: fight or flight. In society, one response to conflict and disagreement is to attack, to be angry or to hurt, to fight verbally, psychologically and/or physically. This response can be called 'fight'. The opposite is 'flight' – running away from the situation.
- Discuss fight/flight. Divide the chart paper into two sections (fight/flight) and brainstorm clear examples of these situations. Do this quickly to get the basic idea. (5 minutes).
- Introduce the concept of *Insight or the Third Way* (5 minutes)
 - o Flight does not solve injustices either. Silence is consent. 'Insight' offers a third way. It requires not instinct but consideration and thoughtfulness, clean and clear communication, not passive acceptance but active participation. Seeking insightful alternatives to violence is not only about peaceful resolution of conflict. It is also about working to overcome injustice and oppression. It is a strategy for personal, social and political change as well as an attitude that can shape the way we live in everyday life.

Part 2: Small group work, your life and social change examples.

- In groups of 3 or 4, ask each student to think of instances where someone has found a nonviolent solution to a small, personal problem from their own experience. This may be dealing with a chronic situation (e.g. conflict between neighbors) or a sudden situation (e.g. angry driver). Participants share experiences in small group. (10 minutes)
- Ask groups to choose one scenario for further discussion and distribute the "Insight: Alternatives to Violence" (handout). Explain that this list is not exhaustive, but a starting point for understanding nonviolence. Ask the groups to consider how the scenario chosen illustrates the principles. Do some of them fit? All of them? (10 minutes)
- Have groups think about an example of a political or social change event. Which principles are illustrated in these examples? (10 minutes)
- Share in whole group session, summarizing learning points to emphasize that nonviolence is more than 'not violence,' but a whole philosophy, a third way rooted in compassion and the concept of transformation. (10 minutes)

Discussion:

- How might practicing nonviolence both achieve social or political change *and* break the cycle of violence?
- What can be gained on a personal and societal level by adopting a nonviolent way of life?
- What qualities do you need in order to practice nonviolence? (e.g., courage, resilience, self-awareness, compassion, humility, patience, integrity, etc.).

Debrief: It is easy to respond to violence with violence. Practicing nonviolence as a strategy for social and political change challenges that cycle, and forces all parties to recognize alternative responses. It is a tool and skill like any other that requires insight, preparation and training.

- Respect for the opponent/everyone involved as fellow human beings.
- Care for everyone involved.
- Belief that everyone is capable of change and that the opponent's basic humanity can be reached.
- Refusal to harm, damage, or degrade people/living things/the earth as a means of gaining ends.
- If suffering is inevitable, willingness to take it on oneself rather than inflict it on others; not responding to violence with violence.
- Recognition that no one has a monopoly on truth, aiming to bring together our "truth" and the opponents' "truth."
- Belief that the means are the ends in the making, so the means have to be consistent with the ends.
- Openness rather than secrecy.
- Necessity of training so that nonviolent thinking and behavior become part of our everyday lives.

7.2: Forum Theater

Purpose:

- To learn the causes of conflicts and possible ways of preventing situations from becoming violent.
- To help participants put themselves in others' shoes in a conflict.
- To analyze how unethical practices can negatively affect society.

Materials: None.

Time: 1 hour.

Procedure:

- Divide everyone into groups and ask each group to think of a conflict or violent situation they have experienced or might experience in their school or community, or among their families and friends. Encourage creativity by giving examples of possible conflicts, such as: older students pressuring younger students to do something, a fight between a boyfriend and girlfriend, disagreement between a professor and student, conflict between students from different faculties, conflict between students and members of the community.
- Ask the groups to prepare an enactment of the conflict portraying the moment when it escalates to possible violence. Give them time to prepare their lines and practice their dramas before presenting them in front of the whole group.
- Tell the participants that even when they are observers, they also have to find a solution or a way to reduce the level of violence in the situations presented by the other groups.
- When each situation is enacted and the escalation of the conflict takes place, stop the drama by saying "Freeze!" At this moment, ask the participants from the other groups to quickly think of a way of transforming the situation or decreasing the level of violence. If someone has an idea, tell them to take the place of one of the actors they think could help decrease the level of violence in the drama or to introduce a new actor. Repeat the role play with the possible solution and encourage more ideas from the other participants. Repeat 2 or 3 times.

Discussion:

- Was the solution good?
- Are all those involved satisfied that justice has been and will be served?
- Is this possible in a real situation?
- Is a unilateral solution possible or is a compromise necessary?
- What could happen if... (describe negative outcomes to encourage critical thinking).
 - o When all role plays have been presented, reflect on how unethical practices hurt societies and negatively affect relations among people. Discuss the meaning of empathy and its importance. Ask: How does empathy relate to respect and how does understanding others help create better relations?

7.3: Pyramid of Escalation

Purpose:

- To examine how acts of bias can escalate into violence when unchecked.
- To discuss the impact of prejudice on individuals and on society.
- To recognize the need and benefits of individuals preventing the escalation of violence by responding to even subtle acts of bias.

Materials: Pyramid of Escalation (handout).

Time: 20 - 30 minutes

Procedure:

- Have participants think of a scenario where a situation escalated into violence. Note: if followed by “Forum Theater,” participants can use the scenarios created for that exercise.
- Ask participants to review: What could have been done to stop the situation from escalating? Who could have stopped it?
- Distribute the “Pyramid of Escalation” (handout). Note that many situations may start out with very subtle behaviors that disrupt social harmony and create an “us versus them” mentality, which can gradually lead to an escalation of conflict and violence. Explain that the Pyramid of Escalation can be used to visually demonstrate this progression. Briefly review each level of the pyramid starting with the bottom level entitled Prejudiced Thinking. Note that the bottom of the pyramid, including stereotypical thinking, are thoughts that are in our head. Once we start feeling prejudiced or that we are better than others and don’t like people because of their differences, it moves into our heart. Once we start acting on these prejudicial thoughts, it moves to our hands. This can result in discrimination and/or violence.
- At each level, ask participants to identify specific behaviors that are prevalent at that level. As you review each level, ask participants to provide one or two additional examples (from their own experiences, situations at their school or community or in history) that also typify that level. As an alternative, divide the whole group into small groups of 5 or 6 participants. Assign one level of the Pyramid to each small group and have participants brainstorm examples from their personal experiences that are consistent with each level.

Discussion:

- How do prejudice and discrimination relate to conflict?
- Why do you think that behaviors that may initially seem harmless (e.g., jokes, social exclusion, bullying) escalate into violence? (Answers might include: nobody stopped it, the perpetrators gained confidence that they could continue without interference or consequences, the victim did not seek help, etc.).
- Even if the initial behaviors seemed harmless to the people doing them and to bystanders, do you think they feel harmless to the person being targeted?
- At what level of the pyramid do you think it would be easiest for someone to intervene? What are possible ways to intervene?

- Is taking no action still an action?
- Why do we sometimes choose not to intervene in these types of situations?
(Answers might include: fear that they might be target, uncertainty on how to intervene, etc.).
- If more people chose to stand together when they saw incidents of bias, injustice, or harrassment, would it be easier for the individual to intervene? How might this impact the social climate of your community?
- What are some actions you could take in daily life prevent the escalation of violence outlined in Pyramid of Escalation?

Note: Review the following definitions to clarify understanding, as necessary:

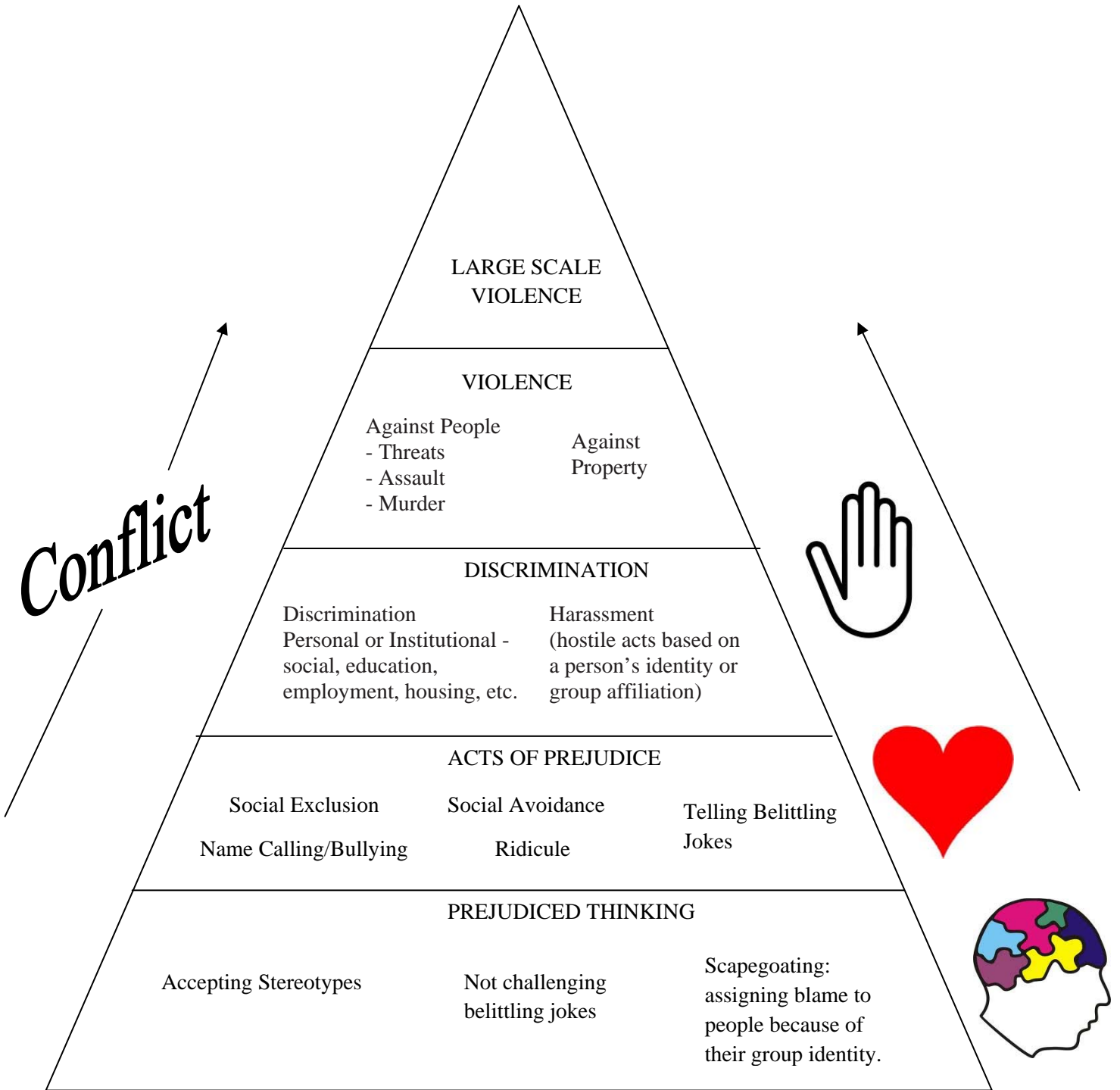
Bias: An inclination or preference for or against an individual or group that interferes with impartial judgement.

Prejudice: Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Scapegoating: Blaming an individual or gorup for something based on that person or group's identity, when in reality, the person or group are not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.



7.4: The Power of Compassion

Purpose: To reflect on compassion and forgiveness as a component of reconciliation in general and in one's own life.

Materials: Paper, pens.

Time: 45 minutes.

Procedure:

- Ask participants to write a letter to someone who they feel has wronged them. Explain in detail what was done, why they feel angry or wronged (10 minutes).
- Ask them to decide if they have forgiven the other. If not, ask them what it would take to forgive them.
- Discuss in pairs or small groups. Participants do not have to share their own particular experiences, but talk about their experience with compassion and forgiveness in general.
- Ask participants to write a letter responding to the first letter. This response will be from the person who wronged them. Their task is to try, as honestly as possible, to imagine what the other feels towards them. Encourage them to write a letter very similar to the one they wrote from their own perspective. The letter does not have to be an apology.
- Now debrief the experience. How could the situation be resolved? Would it be possible for both parties to see the other's perspective?
- Break group into pairs. Have them discuss what you need to do to have compassion and forgive. Consider a time you forgave someone. What made you decide to forgive him or her, how did you do it, what was the result? Again, they do not need to share personal details, but can give a general overview of the experience.

Discussion: In full group discussion, ask any of the following:

- What does forgiveness and compassion mean to you? How are they related?
- Is there power in forgiveness?
- What potential impact does forgiveness have on the person forgiving? On the person being forgiven?
- What is the role of forgiveness and compassion in building peace after conflict?
- What elements are necessary for people to be able to have compassion for and forgive one another?
- Does forgiving mean forgetting? Is it possible to remember what happened and still forgive?

Debrief: Note that forgiveness and compassion are especially important in intractable conflicts that generate deep and searing emotions. Even after the fighting stops, people still feel the pain, hurt, anger, fear, and hatred that produced the conflict in the first place. Without forgiveness and compassion, re-radicalization can occur and can conflict can resume.

7.5: Reconciliation in Post-Conflict Situations

Purpose:

- To examine the long-term consequences of violence.
- To define reconciliation and examine the process by which it can be used to heal and rebuilt communities in post-conflict situations.

Materials: Flip chart and paper, markers.

Time: 20 minutes.

Procedure:

- In a large group have participants brainstorm some of the long-lasting consequences of violence. Create two lists titled “visible” and “invisible” consequences. Some very visible consequences of violent conflict are evident (e.g. destruction of roads, schools, homes, villages, missing family members). There are also many invisible consequences (e.g. trauma, broken relationships, desire for revenge, blame, propensity to resort to violence).
- Note that when one person does violence to another person, both are traumatized: the victim due to the harm done to them, and the aggressor by the guilt of having caused the harm (this situation might be another invisible consequence).
- Write the word “reconciliation” on the board. Ask people to share their thoughts and associations with the word. What does it mean to them?
- Write up the definition: “The long-term process by which the parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and the national level. It may involve dialogue, admissions of guilt, judicial processes, truth commissions, compassion and forgiveness.”
- Note that the ultimate goal of reconciliation is to provide healing of the wounds and closure of the conflict so the parties can co-exist and ultimately live together harmoniously.

Discussion:

- o It usually takes just as long to get out of a conflict as it takes to get into one. Why do you think that is?
- o How can we promote reconciliation among people from different faiths and cultures?
- o What qualities or values do you need to be more understanding and compassionate of others?
- o What are the consequences of not achieving reconciliation?
- Refer them to “Levels of Reconciliation” (handout).

Debrief: Note that reconciliation is the ultimate goal of peace-building. It occurs when parties to a conflict develop a new relationship based on apology, forgiveness, and newly established trust. Though reconciliation exists between and within groups, at the most basic level, reconciliation is about individuals. It cannot be forced on people. They have to decide on their own whether to forgive and reconcile with their adversaries.

Levels of Reconciliation

1. Personal Reconciliation

To forgive oneself in order to obtain tranquillity, peace and personal harmony, addressing a situation with a person or various people. Forgiving oneself is a fundamental step to being able to forgive another, or to ask for forgiveness.

2. Social Reconciliation

To reconcile with others, those we are most close with, including those in the community. This is a large process that requires the will of all parties. It is initiated with a personal act and is completed when it achieves the arrival of those we have offended or those who have offended us.

Reconciliation keeps its eyes toward the future, though it requires us to look at the past in order to understand accept what has happened. It is a journey that connects the past, present and future in order for all parties to assume an attitude of change with others in order to rediscover them.

Social Reconciliation can have various expressions:

Interpersonal Reconciliation: between at least two people in an individual manner.

Intra-communal Reconciliation: between at least two groups within the same community.

Inter-communal Reconciliation: between two or more separate communities.

VIII: COMMUNICATION

Theory

Communication takes a variety of forms: verbal, non-verbal, listening, and interpreting messages. Communication and conflict are inextricably tied. How one communicates in a conflict situation has profound implications for that conflict. Communication and conflict are related in the following ways:

- Communication behavior often creates conflict.
- Communication behavior reflects conflict.
- Communication is the vehicle for the productive or destructive management of conflict.
- Conflict is expressed through many forms of communication. By observing behaviors of individuals, groups and institutions, one is able to determine the dynamics and likelihood of conflict. This makes early warning possible.

Conflict and communication are intimately tied to perceptions. Our perceptions of events, information, people or relationships are central to how we communicate and how we see and act in conflict. How we see the world depends upon where we stand, and where we stand is affected by our beliefs that are grounded in our culture, religion, family background, status, gender, and personal experiences. Individuals who experience the same event but who come from different backgrounds will have different perspectives on that event, and define “truth” in different ways. The communication skills practiced here provide the framework for skills that participants will need to practice collaborative problem solving and negotiation.

Affirmative listening is a valuable life skill and communication skills used by mediators and facilitators to aid communication by helping parties deliver clear messages and know that their messages were heard correctly. It is also an indispensable skill for interest-based negotiators. Good listening skills are used throughout any process designed to constructively resolve conflict. It is, perhaps, the most significant skill a mediator or facilitator brings to assist parties in conflict. We need not agree with others to empower them in this way; we need only to make it clear through our eyes, body posture and tone of voice that we want to see the world from their perspective. From the moment that people feel you are truly seeking to understand, they begin dealing with others more constructively.

Practice

Through the exercises on culture, perception and communication, participants will:

- Develop greater empathy in listening to others.
- Examine the connection between communication and conflict.
- Develop more effective communication skills for conflict resolution.
- Explore the role of perception in how we interpret the world around us.

Exercises

Perception:

8.1: Perceptions.

Empathy:

8.2: Needs Swap.

Communication:

8.3: Affirmative Listening.

8.4: Three-Part Listening.

8.1: Perceptions

Purpose: Demonstrate the importance of perception on what we see and how we interpret situations or pictures.

Materials: "Perceptions" and "Principles of Perceptions" (handouts).

Time: 10 minutes, depending on length of debriefing.

Procedure:

- Review the Old Lady/Young Lady image in "Perceptions" (handout).
- Ask participants what they see. Some will answer a young lady, while others will see an old lady.
- Ask one of the participants who sees both to show the others the parts of the two ladies in the picture.
- Repeat with the picture of the Faces/Vase.
- Distribute "Principles of Perceptions" (handout). Point out how everyone is looking at the same thing, yet seeing two entirely different pictures. For some it is easier to see both, but for many, it is only possible to see the other picture after someone traces the picture. Perceptions are neither right nor wrong. Conflicts occur when we assume our perceptions are absolute fact without consideration of the other.

Discussion:

- o What did you gain from this activity?
 - o How does perception affect conflict you've experienced or witnessed in your own life?
 - o What can we gain by understanding another person or group's perspective on shared experiences?
- If time allows, share the following parable, followed by group reflection on its meaning:

The Blind Men and the Elephant

Six blind men were discussing exactly what they believed an elephant to be, since each had heard how strange the creature was, yet no one had ever seen one before. So the blind men agreed to find an elephant and discover what the animal was really like.

It didn't take the blind men long to find an elephant at a nearby market. The first blind man approached the beast and felt the animal's firm flat side. "It seems to me that the elephant is just like a wall," he said to his friends.

The second blind man reached out and touched one of the elephant's tusks. "No, this is round and smooth and sharp - the elephant is like a spear."

Intrigued, the third blind man stepped up to the elephant and touched its trunk. "Well, I can't agree with either of you; I feel a squirming writhing thing. Surely the elephant is just like a snake."

The fourth blind man was of course by now quite puzzled. So he reached out, and felt the elephant's leg. "You are all talking complete nonsense," he said, "because clearly the elephant is just like a tree."

Utterly confused, the fifth blind man stepped forward and grabbed one of the elephant's ears. "You must all be mad. An elephant is exactly like a fan."

Duly, the sixth man approached, and, holding the beast's tail, disagreed again. "It's nothing like any of your descriptions. The elephant is just like a rope."

And all six blind men continued to argue, based on their own particular experiences, as to what they thought an elephant was like. It was an argument that they were never able to resolve. Each of them was concerned only with their own idea. None of them had the full picture, and none could see any of the other's point of view. Each man saw the elephant as something quite different, and while in part each blind man was right, none was wholly correct.

Perceptions



Figure 1

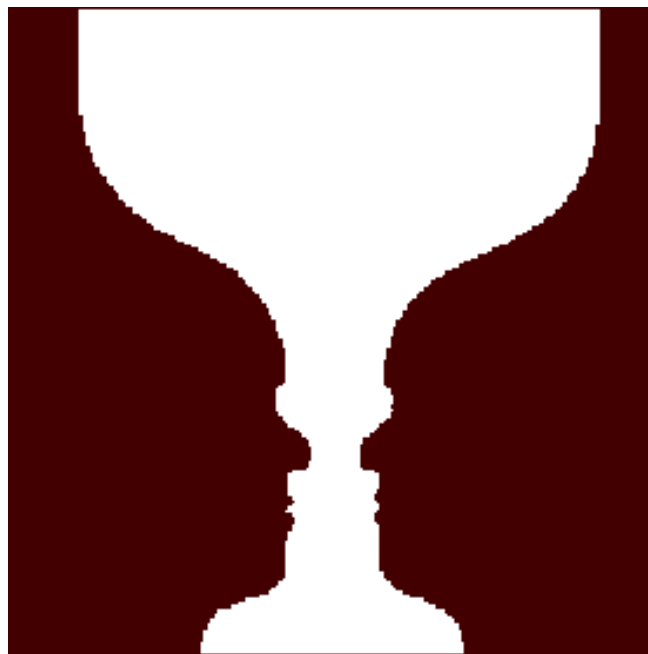


Figure 2

Principles of Perceptions

“Where you stand depends on where you sit.”

- We use perceptions to make sense of the world. Our brains fill in information to fit some pattern we know.
- Perceptions are not “right” or “wrong.” They just are.
- Perceptions can limit our options for acting.
- We can change our perceptions; we can learn from each other
- My perceptions make perfect sense to me.
- You don’t have to agree with my perceptions, just respect them.
- Showing respect for my perceptions is showing respect for me. That makes it easier for me to listen to and work with you.

8:2: Needs Swap

Purpose:

- To identify emotions and behaviors associated with not having needs met, and how this may result in conflict situations.
- To consider the needs and feelings of others in conflict.

Materials: Paper, pens.

Time: 20 minutes.

Procedure:

- Instruct participants to write their 5 priority needs on a piece of paper. Next to each need have them write one way to satisfy that need. Allow 3 minutes. Note that needs are what you think is important for your life. They are what we satisfy or if unmet, a potential source of conflict.
- Ask participants to switch papers with a partner and each partner will randomly cross out 2 of those needs. This means they will go unmet.
- Discussion (in small groups.):
 - o How was it to for you to cross out 2 of your partner's priority needs?
 - o How was it to accept the needs your partner crossed out and why?
 - o Were you surprised by your reaction? How does this relate to conflict and conflict resolution?
 - o How easy or difficult was it to consider the needs and feelings of the other person?
 - o Any general observations? Surprises?
 - o How does this relate to conflict resolution?

8.3: Affirmative Listening

Purpose:

- To practice active listening skills.
- To practice identifying components of conflict.
- To gain insight from others on how participants could have managed past conflicts and to gain strategies for the future.

Materials: “Affirmative Listening Rules (handout).

Time: 45 minutes.

Procedure:

- Explain that affirmative listening is a way of listening to help the other person feel that they are understood. Ask participants to think of ways listeners can listen to understand and affirm a person’s thoughts and feelings and experiences. Elicit responses. For example, open-ended questions, seeking clarification, asking for specificity, and confirming understanding of what the other party has said.
- Have participants think about their own listening. As an independent activity, ask them to identify five people with whom they interact on a daily basis. On a scale of 1–10, with 1 for poor listening skills rate how would each of those people would perceive your listening skills. (2 minutes)

Discussion:

- Do you expect different people to rate you differently?
- What factors affect your ability and/or willingness to listen effectively? (e.g. relationship with speaker, lack of time, pre-occupation with other matters, difficulty dealing with emotions – theirs and yours, strong disagreement, environment, or physical discomfort)
- Which skills do you consider worth improving?
- How do we know when someone is really listening to us? What is it like? (e.g. eye contact, verbal responses, asking relevant questions, posture, gestures, nods, future actions).
 - o Review “Affirmative Listening Rules” (handout).
- Round 1 (10 minutes): Divide the group into pairs.
 - o Partners A, choose a matter which is of concern to you. Choose something which has some emotional importance to you, and about which you are willing to talk to partner B.
 - o Partners B, listen very attentively to Partner A, reflecting back the essence of what you hear. Rely mainly on paraphrasing and summarising what partner A says. Allow there to be some silences, and only probe with questions when the flow from partner A diminishes. Take care that your questions don't lead away from Partner A's main concerns.
- Ask partners to share with each other what they experienced.
 - o How did it feel to be listened to so attentively?

- What worked and what didn't?
- What areas can be improved?
- Round 2 (10 minutes): Reverse activity: speaker becomes listener, listener becomes speaker. Allow ten minutes, followed by partner discussion, then entire group discussion.

Discussion:

- Did speakers say more than you thought you would? Why did that happen?
- Did speakers feel heard? If so, what gave you that feeling?
- Did listeners find yourself wanting to give advice, reassure, and share your own experience? Were you able to refrain from doing so?
- Were there spaces in the conversation? How did that feel? Did either person want to fill them in?
- How did the skill of paraphrasing help you in this exercise?
- Did you seek for clarification? How?

Debrief: In a conflict situation, often people's most important need is to sort out their own ideas and feelings. Finding someone who can act as a sounding board can help them to do this.

Affirmative Listening Rules

1. Listen to what the person is really saying
2. Check that you heard correctly by paraphrasing what the speaker has said and asking, "Is this what you mean?"
3. When the speaker has finished, summarize the main points and check with the speaker that the interpretation is accurate.
4. If the speaker is emotional (angry or sad), be very careful to listen to what is actually being said but remember to acknowledge the emotions.
5. Ask for clarification to check that you have the whole story.
6. Ask questions to fill in the details of the story if they are important.

Paraphrasing- saying the same thing in different words

Some examples of beginning a paraphrase are:

- "So let me see if I understand you correctly."
- "Are you saying that...?"
- "In other words, you are saying that...?"
- "Do you mean...?"

Clarification- to make ideas or information clear

Some examples of clarifying questions are:

- "What is your concern about that?"
- "What were you thinking when that happened?"
- "What do you mean by 'disrespect'? What about that felt disrespectful?"
- "Why do you think she did that?"
- "How do you think he sees this issue?"

Open-Ended Questions- can't be answered with simple yes or no; usually starts with "how" or what"

Some examples of open-ended questions are:

- Conversation starters: "What's going on with you?" "How are things going with you?"
- Clarifying and Elaborating: "What do you mean by _____?" "What is it about the situation that bothers you?"
- Working with feelings: "How do you feel about that?" "What is that like for you now?"
- Problem-Solving: "What options do you have? What do you think might work best?"

8.4: Three-Part Listening

Purpose:

- To practice active listening skills.
- To practice identifying components of conflict.
- To gain insight from others on how participants could have managed past conflicts and to gain strategies for the future.

Materials: None.

Time: 45 minutes.

Procedure:

- Ask participants, how often when we are listening to someone, particularly when there is a disagreement, are we focusing more on what we are going to say than what the other person is saying? What do you think it means to “Listen to Understand?”
- Review Concepts:
 - o Listening to understand is different from listening to rebut, to propose your own agenda, or problem solve. It is to understand as closely as you can, as if you were standing in the other’s shoes.
 - o Communication is a complex phenomenon- far more than “message sent and message received.” Our intentions may not always match our impact. There is danger in assuming that “we understand what has just been said” or that we assume that “what I just said was understood” by the other person in the way I intended. This is a common challenge in conflict resolution.
- Ask, how can we ensure that the intentions of our communication are indeed received, and vice versa? [Elicit responses including asking (open) questions, and paraphrasing.]
- Explain that participants will now have a chance to practice some of these skills. Share the purpose of the lesson, as listed above.
- Divide everyone into groups of four.
- Have each group assign roles: one will be speaker; the rest of the group will be listeners. Each listener will be listening for different aspects of the story.
- Instruct the speakers to share with their group a conflict they feel comfortable revisiting or that they are currently experiencing. Given them a few minutes to think about this. Let them know they will speak for about 3 minutes, Instruct them to just tell it like a story and not worry about identifying the positions and needs that will be the work for the listeners.
- Instruct Listeners to listen for one of the items below within the parties of the conflict:
 - o Position / Facts
 - o Needs
 - o Feelings / Values
- They should listen for what is actually said, as well as what might be implied. Listen for the part of the speaker and for the other party, too.

- Instruct listeners to report back to their speaker what they heard. Make note that there should be no cross talk. Only when everyone is done can speaker and listeners share feedback with each other. There will probably be time for two rounds.

Discussion:

- Speakers, what was it like for you when the listeners reflected back your position, needs and feelings? Did anyone gain any new insights when hearing listeners' reflections?
- Listeners, how was the process for you?
- Listening is a complex activity. There are many things to listen for in conflict. Usually we listen for facts and get caught up in them, when they are not necessarily the most critical points. Apart from just the facts, what did you listen for in this exercise? How did this help you gain a clearer understanding of the speaker?
- What else did you learn from this experience?

IX. COLLABORATIVE PROBLEM SOLVING

Theory

Collaborative problem-solving involves basic negotiation and mediation skills. Participants consider how these can be applied to their everyday lives. Three types of skills are introduced: problem solving, negotiation, mediation.

Collaborative problem solving is a technique that encourages individuals in conflict to jointly define the conflict or problem, analyze its causes, suggest various options for solving the conflict, and then select and implement the preferred solution. It is a five step process in which a group: (1) defines the conflict; (2) analyses causes of the conflict; (3) explores options for resolution; (4) selects the preferred option; and (5) implements the solution. Mediators can use this skill to encourage cooperation as opposed to competition among individuals or groups in conflict, reframing their focus toward creative collaborative solutions.

Negotiation is a basic way of getting what you want from someone else, usually using verbal communication. We all negotiate every day – with a vendor at the market, with our friends or relatives in deciding what to eat or where and how to travel. Negotiation is a voluntary interactive communication process where the parties themselves resolve conflicts that arise from competing needs, interests and goals. It is a problem solving approach in which parties seek agreement rather than resort to violence and force. Each party relies on the other to achieve its respective goals. The parties negotiate to find a solution that adequately meets the legitimate interests of all sides, with the goal of producing an agreement. Each party is motivated by the goals of maximizing their gains and minimizing their losses, while they may also attempt to protect and/or improve their relationship in anticipation of future interactions.

Mediation is sometimes referred to as assisted negotiation. The main difference is that mediation involves a third party whose role is to help the parties reach a mutually agreeable solution to the problem or conflict or disagreement. Mediation has been used as an effective method of alternative dispute resolution in many contexts, ranging from neighbor disputes to conflicts between nations. Mediation training provides participants with the skills and processes for them to both help others to take responsibility for resolving their conflicts, and to find peaceful solutions to conflicts in their own lives. They learn about the mediator's role as an impartial third party and begin practicing skills to assist parties to negotiate solutions to their conflict.

Practice

Through the exercises on creative problem solving, negotiation and mediation, participants will:

- Practice creative problem solving.
- Gain understanding of and practice basic negotiation and mediation skills and processes.
- Examine and practice separating positions from interests in finding win-win solutions.

Exercises

Problem Solving:

9.1: Nine Dots.

9.2: Six-Step Problem Solving.

Negotiation:

9.3: Negotiating for Oranges.

Mediation:

9.4: Mediation Role Play.

9.1: Nine Dots

Purpose: Develop creative thinking skills that can be used in problem solving.

Materials: Flip chart paper, paper, pens.

Time: 5 – 10 minutes.

Procedure:

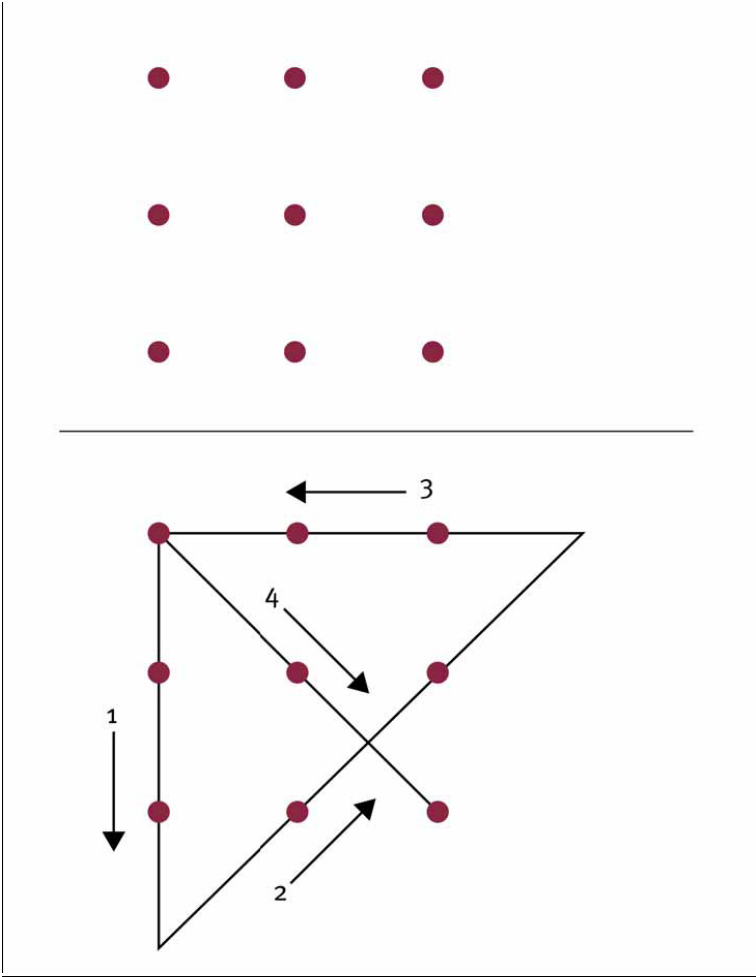
- Explain that problem solvers are often people who are able to think creatively and who are constantly expanding the boundaries of their own thinking.
- Draw 9 dots, as shown in the facilitator's copy below, on chart paper and ask participants to do the same on their own paper. Explain that their task is to connect all nine dots using only four straight lines and without lifting their pencils from the paper. If any participant has seen this exercise before, he or she should remain quiet until the debriefing.
- After several minutes, ask if anyone has the solution. If so, have the person draw the solution on a flip chart or the chalkboard. If no one has found the solution, display the transparency with the solution.

Discussion:

- What made solving this problem so difficult?
- What were the assumptions that you started out with when you tried to solve the problem?
- Why doesn't drawing outside the boundaries defined by the nine dots occur to most people?
- Can you think of a time when creative, divergent ("out of the box") thinking solved a real problem that you faced?

Debrief: Responding to conflict in a constructive way requires creativity and the ability to turn problems into possibilities, just as we did with this exercise.

Facilitator's Copy: Nine Dots Solution



9.2: Six Step Problem Solving

Purpose:

- To introduce participants to a structured way of resolving interpersonal conflicts.
- To practice non-violent alternatives to problem solving.
- To discover how to work towards solutions by changing themselves and adopting an attitude of reconciliation.

Materials: Flip chart paper and markers.

Time: 1 hour.

Procedure:

- Choose two volunteers to role play a conflict. For example, an argument over use of space at school; teasing about appearance; being bullied by older students; having something returned in worse condition than it was lent; or being coerced into an unwanted act.
- The volunteers should perform the role play to the rest of the group. The argument is bitter and they do not reach a solution.
- Go through the “Six-Step Problem Solving Process (handout) either as a whole group, or in small groups, having each group report out their process:
- Identify Needs: What is it that you need (or want)? (Each person in the conflict should answer this question without blaming or accusing the other person).
- Define the Problem. How do you see the problem? The group can help formulate a response that includes both persons’ needs but does not apportion blame. The people in the conflict must agree with the definition of the problem.
- Brainstorm different possible solutions. Who can think of a way to solve the problem? Anyone in the group may offer a response. These should all be written down, without judgement or evaluation. The aim is to come up with as many solutions as possible.
- Evaluate the solutions. Would you be happy with this solution? Each party in the conflict goes through the list of possible solutions, explaining which would or would not be acceptable.
- Decide on the best solution. Do you both agree to the solution? Is the problem solved? Make sure both parties agree and acknowledge their efforts in working out the solution.
- Check to see how the solution is working. Let’s talk to each other again in 10 minutes to make sure the problems are really solved. This step is crucial. For the purposes of the fictitious problem in the role play, a real evaluation will not be possible. Nonetheless, you may want to revisit and discuss the arrived-at solution after a set period of time. This period of time could be a few minutes, an hour, or the next day, depending on the nature of the conflict.
- Participants can then break into groups of four people to practice the solution in different role playing scenarios.
- Conclude the activity by reflecting on reactions to one another when there are differences between us, and the importance of looking for collaborative solutions instead of blaming the other.

1. Identify Needs.
2. Define the Problem.
3. Brainstorm lots of possible solutions.
4. Evaluate the solutions.
5. Decide on the best solution.
6. Check to see how the solution is working.

9.3: Negotiating for Oranges

HANDOUT

Purpose: To practice interest-based negotiation.

Duration: 30 – 40 minutes.

Materials: “Negotiating for Oranges Simulation Roles,” “Basic Principles of Negotiation,” and “Phases of Negotiation” (handouts).

Procedure:

- In pairs, have participants answer the following questions (you can write the questions on the board): How often do you negotiate? When was the last time you negotiated? How did feel doing it? What did you do to achieve your goals? What was the result? After several minutes of discussion, ask each pair to share the main points of their discussion.
- Explain that negotiation can often be an uncomfortable exercise, though we can increase our success of positive outcomes if we practice and understand certain basic skills and principles. That is the purpose of this exercise.
- Distribute the “Basic Principles of Negotiation” and “Phases of Negotiation” (handouts) and review.
- Divide the group in half and separate them in order to give confidential instructions from the “Negotiating for Oranges Simulation Roles” (handout) for each of the two roles.
- Explain to each sub group that this is NOT a group exercise; rather, each person will find a partner from the other sub group to negotiate with as soon as the instructions have been given to both sides. Explain the roles or handout the following confidential instructions. Tell the participants that the goal is for them to practice their negotiating skills.
- After these roles have been explained or shared separately with each sub-group, instruct everyone to find a partner from the other sub-group and to begin negotiating. Ask participants to read their role and then negotiate. Allow 10 - 15 minutes for the negotiation role-play.

Discussion:

- Ask for several negotiation outcomes from the group. What kind of outcome did they reach? Ask if others reached a different outcome, or a comparable outcome. The responses are likely to vary greatly.
- Have participants stand or sit in a circle in their negotiating pairs. Ask them to hold up their hand and show with their fingers how they INDIVIDUALLY fared in their quest to get what they needed, zero fingers representing total failure and ten fingers representing complete success. You will likely see some pairs with 0-10, 5-5, and potentially 10- 10. Ask for explanations first from the 5's, then the 0's, and then the 10's.
- If no group achieves 10 -10, you might ask them how they both could have both succeeded. If they don't discover a solution, prompt them by asking them what their instructions said they “needed.” If participants used the four principles of negotiation and discovered common interests, they will realize they each need different parts of the orange (The Team Coach needs the peel, and the Scientist needs the peel). Open this up into a conversation about collaborative problem solving.

- This can serve as a good lead into a review of positions vs. interests. Positions are what we see on the surface, but in order to discover our interests we must probe deeper by asking questions.
- You might also ask:
 - o For those who achieved a win-win solution, how did you get there?
 - o For those who achieved a compromise solution, how did you decide?
 - o For those who completely accommodated the other, what was your reasoning?
 - o Did you use any of the principles of negotiation? How did they work?
 - o Can you identify particular phases of your negotiation?
- In paired groups, debrief:
 - o What was most challenging in this scenario?
 - o What skills does it take to be able to do this?
 - o What skills do I own and what skills do I want to develop further?
 - o Whole group debrief
 - o What are the challenges and the skills that came up in your discussions?

Debrief: It is easier to look upon someone else's interaction and comment on what should have been done to create more successful outcomes. It is much more challenging to be as accurate or "objective" of our own interactions.

Negotiation is a basic way of getting what you want from someone else, usually using verbal communication. We all negotiate every day – with a vendor at the market, with our friends or relatives in deciding what to eat or where and how to travel. Four principles of negotiation include:

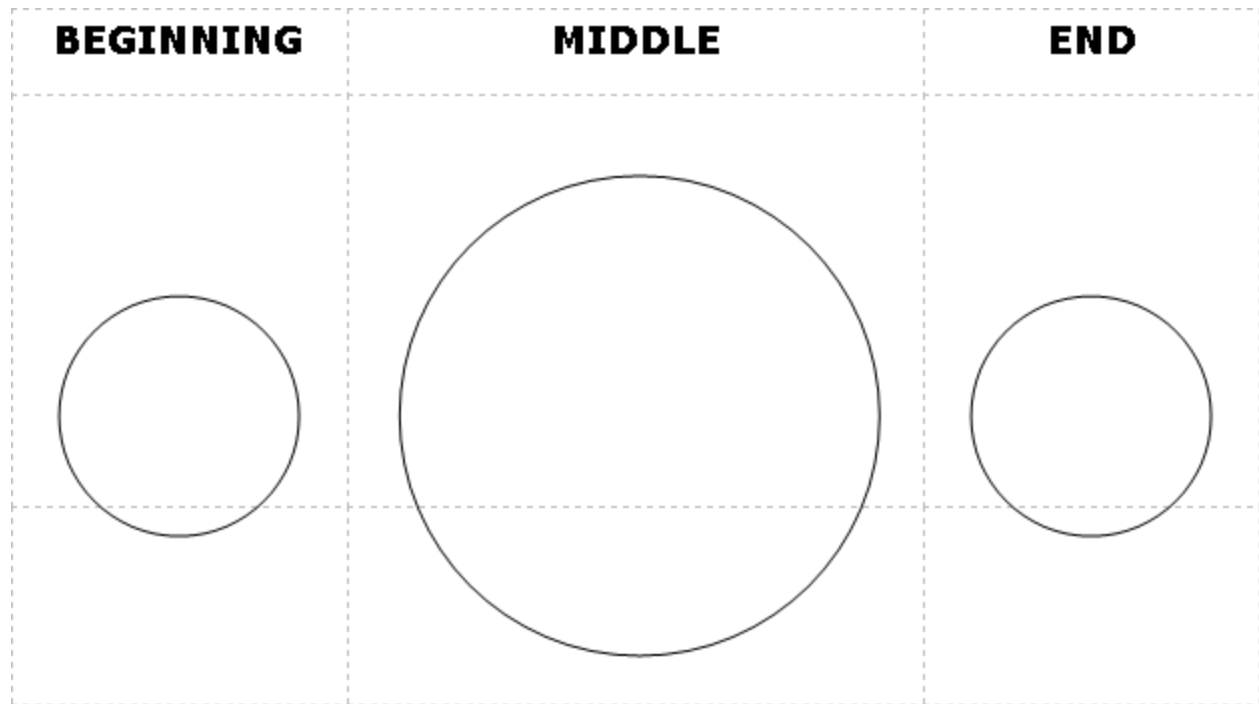
1) *Separate the people from the problem.* The relationship (the “people”) is separate from any substantive conflict (the “problem”) you have. By disentangling the relationship from the problem, you reduce the possibility of miscommunication and emotions negatively affecting the negotiation. You want to establish good working relationships in negotiation. Deal with relationship issues, if they exist, separately from substantive issues.

2) *Focus on interests not positions.* Interests are the underlying needs, desires, concerns, wants, values, or fears. Interests motivate people, but often individuals will state a position. In conflict, individuals and groups often state only one position, and it will be difficult to negotiate compromises on positions. Behind positions are multiple interests, and focusing on interests allows negotiators more room to generate acceptable solutions.

3) *Invent options for mutual gain.* This requires creativity and the commitment to brainstorm options that will be acceptable to both parties. In brainstorming, negotiators need to separate the stage of evaluating options from the stage of generating options. Both parties need to broaden the number of possible options and not search for just one option. Both parties also need to think about options that will satisfy the interests of the other side.

4) *Insist on using objective or mutually acceptable criteria.* Often it is possible to identify several relevant standards or criteria by which parties can evaluate the fairness or acceptability of a negotiated agreement. Negotiators can brainstorm criteria or standards in the same way as they brainstorm options.

Phases of Negotiation



Phase Characteristics

BEGINNING	MIDDLE	END
<ul style="list-style-type: none"> ◆ Set the context ◆ Build warm climate ◆ Establish rapport ◆ Identify influencing factors for both parties ◆ Think about orientation of negotiation (problem-solving or transformational) 	<ul style="list-style-type: none"> ◆ Identify positions, issues ◆ Probe for the needs of both parties (psychological & tangible) ◆ Probe toward problem-solving or transformational ◆ Paraphrase at the content & feeling levels ◆ Use active listening ◆ Develop a reframe at the needs level and transition to end phase 	<ul style="list-style-type: none"> ◆ Reaffirm reframing of issues to needs level ◆ Apply creativity toward resolving the conflict ◆ Use brainstorming to identify all possibilities ◆ Decide on mutually beneficial agreement

Negotiating Oranges Role Play Scenarios*Role for NATIONAL TEAM COACH*

Imagine that you are the coach of the national team. This year is your first year coaching the team and your career depends on a successful season, as does the morale of the country. Your team is about to start the next game and they are all very tired. They are in desperate need of an energy boost, and you have promised them each a fresh, juicy orange from the local market.

They are each expecting one, so you run out to the market to get 10 oranges. When you arrive, you find that there are exactly 10 oranges available. Unfortunately, you encounter another customer who is also trying to buy the same 10 oranges. The seller refuses to choose who may purchase the oranges until you reach an agreement with the other customer, so you must negotiate to get as much as possible for yourself.

Role for SCIENTIST

Imagine that you are a scientist who has been researching the cure for a deadly disease that has recently broken out in several villages. You have determined that a chemical found in the peel of an orange can cure this disease. In order to make enough medicine to cure all of the sick villagers, you need 10 oranges, so you run out to the market to get them. When you arrive, you find that there are exactly 10 oranges available. Unfortunately, you encounter another customer who is also trying to buy the same 10 oranges. The seller refuses to choose who may purchase the oranges until you reach an agreement with the other customer, so you must negotiate to get as much as possible for yourself.

9.4: Mediation Role-Play

Purpose:

- To understand the role of a mediator in resolving disputes.
- To identify the basic skills and processes used by effective mediators.
- To begin to practice some basic mediation skills and processes.

Materials: Large index cards, flip chart paper, markers, "Vidu and Rahul Role Play Scenarios," "Mediation Strategies" and "Mediator's Emotions Practice" (handouts).

Time: 1 – 1 ½ hours.

Procedure:

Introduction

- Hand out a large index card to each student. On one side of the card, have participants write "Strategies," on the other side, have them write, "Skills."
- Ask them to think about a situation in their lives when two people or groups were having a disagreement, and they tried to help solve it. For example, perhaps they tried to resolve an argument between friends on what movie to watch, between siblings about who would get to ride in the front seat of the car, or young children crying over sharing a toy. If they can't think of a time when they did this, they can recall a time someone else tried to resolve a disagreement. Have them recall: What did they do to help resolve the conflict? What was the result?
- Under "strategies," instruct participants to write particular actions they took to help resolve the conflict. For example, did they ask each side questions about what they wanted? Did they try to come up with a solution for them? Did they help them to brainstorm possible options to resolve the disagreement?
- Under "skills" ask what skills they utilized to help solve the conflict. Remind them of the previous skills they practiced in earlier lessons: (affirmative listening, problem solving, and negotiation).
- Create two columns on the board with strategies on one side and skills on the other, divided by a vertical line, and ask student to share their answers. Record the strategies and skills on the board.
- Tell participants that in this lesson, they will explore what it takes to be an effective mediator in conflict, and that these strategies and skills apply.
- Review "Mediation Strategies" (handout) to give them attitudes, strategies and steps to follow in the role play they will practice.

Practice

- Note that one important role of a mediator is to reflect and reframe each party's feelings, concerns and needs. Explain that everyone will now have a chance to practice some possible mediator response scenarios as a group. Distribute "Mediator's Emotions Practice" (handout). Review each possible statement and come up with responses as a group.

Problem-Solving

- Review six-step problem solving (Exercise 9.2 handout) as a simplified guide to problem-solving process for mediators.

Role Play

- Distribute role-play. Divide group into threes and have one person play the role of mediator, and the other two play the roles of the parties.
- Allow 30-40 minutes for groups to role-play mediation. Notes: You may want to visit each group and coach the mediator at those "coachable" moments, also being mindful that the mediator may not want to be interrupted and would rather continue on his or her own.
- Reconvene and debrief.

Discussion:

Questions for the parties:

- What did it feel like to be a party in the conflict?
- Did you reach agreement?
- How helpful was the mediator in assisting you in reaching an agreement?
- What would have made the mediator more effective?
- What, specifically, did the mediator do that changed the atmosphere of the mediation or moved you as parties to reach agreement?
- What could the mediator have done differently?
- What are the qualities of a good mediator?

Questions for the mediators:

- How did it feel to play the role of mediator?
- Were you comfortable or uncomfortable in the role? Why or why not?
- What was easiest about the role?
- What was hardest?
- Would you mediate differently if you had been mediating between family members?
- How were you able to use your own natural strengths in the mediation?
- What do you think did not go well? What do you wish you had tried?

Mediation Strategies

Attitudes:

- Objective/Impartial: Validate both sides, even if privately you prefer one point of view, or even when only one party is present.
- Supportive: Use caring, affirmative language. Provide a non-threatening learning environment, where people will feel safe to open up.
- Nonjudgmental: Actively discourage judgments as to who was right and who was wrong. Don't ask "Why did you?" Ask "What happened?" and "How did you feel?"
- Focus on steering the process, not the content: use astute questioning. Encourage suggestions from participants. Resist advising. If your suggestions are really needed, offer as options not directives.
- Win/win: Work towards wins for both sides. Turn opponents into problem-solving partners.

Strategies:

- Define your mediator role as being there to support both people “winning.”
- Get agreement from both people about a basic willingness to fix the problem.
- Guide the conversation towards a joint problem solving approach away from personal attack.
- Let each person say what the problem is for them. Check back that the other person has actually understood them.
- Encourage them to look for answers where everybody gets what they need.
- Redirect negative language (name calling, put downs, blaming, threats, bringing up the past, making excuses, not listening, getting even). Where possible, reframe the negative statement into a neutral description of a legitimate present time concern.

Mediation Strategies cont.

Steps:

1. *Story Telling*: What is the matter? Each person expresses their view of the conflict, the issues and their feelings.
2. *Information Collecting*: What is involved? Collect details. Map needs and concerns. Clarify misperceptions. Identify other relevant issues.
3. *Brainstorming*: Identify areas of agreement. Encourage willingness to move forward.
4. *Negotiating*: Focus on future action. How would they like it to be? What would that take? Develop options. Build wins for everyone.
5. *Closing*: Develop plans for the future. Who will do what, when, and how? Put it in writing, if parties desire.

Mediator Emotions Practice

Below are sample statements a disputant might make. For each case, what are the disputant's feelings, concerns and needs? Provide an appropriate mediator response.

Example: Daria worked with her colleague, Samson, on a report for their supervisor. When Daria presented the report she took full credit for it. When Samson heard about this, he said, "Daria is completely unethical. She is a cheat and I refuse to work with her anymore."

Feelings – Hurt, betrayed, disappointed.

Concerns – His reputation is being damaged, he is not advancing his career.

Needs – Recognition of his share of the work, respect as a fellow colleague.

Facilitator response: "It seems, Samson, that you are hurt by your name not being mentioned as a co-creator of this report and you want to be acknowledged for all the effort you put in, is that right?"

1. "(S)He can't be trusted. I never said that. S/He is manufacturing a conversation that we never had, and people are listening to her."
 - Feelings:
 - Concerns:
 - Needs:
 - Mediator response:

2. "They are completely incompetent. They never get our order right. Ask for one item, and it never fails, they send something else."
 - Feelings:
 - Concerns:
 - Needs:
 - Mediator response:

3. "This is completely unfair. (S)He gives them all the interesting assignments and we get the boring busy work. Why don't we ever get something worthwhile to do?"
 - Feelings:
 - Concerns:
 - Needs:
 - Mediator response:

4. "(S)He is impossible to work with. (S)He never gives you all the information you need when you ask her/him a question. (S)He won't spend time with us on this project and (s)he's going to say it's all our fault as soon as something goes wrong."
 - Feelings:
 - Concerns:
 - Needs:
 - Mediator response:

Private Information: Mediator's Copy

Vidu and Rahul have been assigned a month-long project together in their law class. Since you are a trusted friend to them both, Vidu has approached you about a problem he has with Rahul. He says that Rahul is not completing his portion of the project and he is forced to pick up the slack. When you approached Rahul, he claimed that he pulls his weight and always makes sure his work is taken care of. You have noticed some increased friction between these two and have decided to try mediation with them.

Private Information: Vidu

You have taken many literature-related classes and feel proud that you've worked hard and consistently to earn high marks. When Rahul started taking some of the same classes with you this year, you got along well and often had lunch together. However, since you've been assigned this month-long group project in one of your literature classes, you've noticed that he is often missing class or not showing up on time to your meetings, and you feel like you are left taking care of most of the work – which you are both responsible for completing. Furthermore, he is also active on the cricket team, which requires time away from class as well. You have often thought about joining some other activities that interest you but feel that you could not afford to take time from your day. You feel Rahul is getting some visibility from the professor for his success in cricket, and that your unequal work in class goes largely unnoticed. Also, you like Rahul and miss spending time with him.

Private Information: Rahul

Since you began at University, things have moved quickly for you. You feel you have had to work twice as hard to prove yourself, especially as you are still working hard on your English skills. You were pleased to make friends with Vidu, who “mentored” you and helped you with some of the literature assignments you struggled with. When you found out there were try outs for the cricket team, you jumped at the chance to make new friends and do something you are good at. You are concerned about the time your cricket practice take, but you also recognize that it was important to join the team, especially since are think you have the potential to become professional and you enjoy the new found respect and interest from your professors and peers. You have tried to make sure your responsibilities are completed before you go to practice, and you have often stayed up late to finish your assignments, particular for your month-long group project in literature class with Vidu. You are surprised at Vidu's increasing comments that he is “doing all the work” for the assignment and feel he doubts your ability to handle your various responsibilities.

MODULE X: TAKING ACTION

Theory

Conflict resolution education is essentially transformative and action-oriented. It cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behaviors toward a culture of peace. It seeks this transformation by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values. Every day we make decisions that have an impact on ourselves, our community, and the world around us. How we treat people, the decisions we make and the resources we use all have an effect. It begins with an exercise encouraging participants to explore their vision for the future. By imagining their desired future, they will be better equipped to work for it. Those who can imagine peace and social harmony are using the same imagination to devise practices and strategies to find constructive solutions to resolve conflict and combat violence. The importance of the imagination cannot be understated.

Once participants have envisioned what they hope to see in the future, they have an opportunity to reflect on concrete steps they can take as individuals and as groups to overcome the obstacles that stand in the way of the vision. By practicing to translate ideas into action, they are practicing the analytical skills and processes to be responsible and active citizens of their country and the world at large.

Practice

This Module aims to help participants to incorporate the skills and awareness they learned in this course into practical actions they can apply to make a positive impact in their lives, communities and in the world. Participants will:

- Collectively and individually develop a vision for the future, and the steps necessary to achieve it.
- Identify immediate and long-term actions they can take in their life as individuals and as a group to resolve conflict and promote peace and social harmony in their communities.

Exercises

- 10.1: Envisioning the Future.
- 10.2: Three Threes.
- 10.3: Group Action Planning.

10.1: Envisioning the Future

Purpose: To think creatively about a future vision, and think concretely about actions needed to achieve that vision.

Materials: Flip chart paper, markers, tape.

Time: 20 – 30 minutes.

Procedure:

- Divide participants into groups.
- Ask groups to consider, what are the challenges and responsibilities of your generation? What is expected of you? What do you expect from yourselves? Ask the following questions. They can depict their discussion verbally, visually (using chart paper and markers provided), or act out their messages:
 - o What kind of society do you want your children and grandchildren to inherit in 2030?
 - o What needs to happen in the immediate term (1-2 years) to make that happen?
 - o What needs to happen in the short term (2-5 years) to make that happen?
 - o What needs to happen in the long term (5-15 years) to make that happen?
 - o Reconvene and debrief.

Discussion: Have participants present and compare their visions. Additional questions include:

- Do commonalties exist between the visions? Differences between the visions?
- What patterns exist?
- Do commonalties exist between the steps needed to achieve the visions?
- Differences in the steps needed to achieve the visions? What patterns exist?
- What is the value of visioning the future individually and collectively when trying to bring about positive social change?
- What defines your generation? What makes you proud to be a member of your generation? How do you want history to remember your generation?
- What are specific actions you can do in the short and the long term to work toward your desired visions?

10.2: Three Threes

Purpose: To think develop concrete actions participants will stop, start, and do different as a result of this course.

Materials: "Three Threes" (handout), pens.

Time: 20 minutes.

Procedure:

- Write the following quote on the board as an introduction to the exercise:

Watch your thoughts, for they become words.

Watch your words, for they become actions.

Watch your actions, for they become habits.

Watch your habits, for they become character.

Watch your character, for it becomes your destiny.

- Ask, how much difference can one person make in impacting the world for the better? Elicit answers from the group.
- Note that a lot of people say that want to make a difference, though first we must know what we want to accomplish, commit to, and put it into action. We've practice numerous skills and identified various goals we would like to accomplish. Now is an opportunity to reflect upon concrete steps you would like to take as a result of what you experienced in this course. There is no right or wrong to this exercise, and there is no grading. It's just an opportunity to define for yourself what actions you want to commit to in order to achieve contribute to your vision.
- Distribute the "Three Threes" Handout. Note that this is an individual reflective exercise, and that their answers do not need to be shared with anyone. Allow about 10 minutes for participants to complete it.
- Time permitting, share the following story as a closure to the exercise:

I awoke early, as I often did, just before sunrise to walk by the ocean's edge and greet the new day. As I moved through the misty dawn, I focused on a faint, far away motion. I saw a youth, bending and reaching and flailing arms, dancing on the beach, no doubt in celebration of the perfect day soon to begin.

As I approached, I sadly realized that the youth was not dancing to the bay, but rather bending to sift through the debris left by the night's tide, stopping now and then to pick up a starfish and then standing, to heave it back into the sea. I asked the youth the purpose of the effort. "The tide has washed the starfish onto the beach and they cannot return to the sea by themselves," the youth replied. "When the sun rises, they will die, unless I throw them back to the sea."

As the youth explained, I surveyed the vast expanse of beach, stretching in both directions beyond my sight. Starfish littered the shore in numbers beyond calculation. The hopelessness of

the youth's plan became clear to me and I countered, "But there are more starfish on this beach than you can ever save before the sun is up. Surely you cannot expect to make a difference."

The youth paused briefly to consider my words, bent to pick up a starfish and threw it as far as possible. Turning to me he simply said, "I made a difference to that one."

I left the boy and went home, deep in thought of what the boy had said. I returned to the beach and spent the rest of the day helping the boy throw starfish in to the sea.

As you reflect on your experience in this course, please complete the following:

3 ...Three things I will start doing

3 ...Three things I will stop doing

3 ...Three things I will start to do differently

10.3: Group Action Planning

Purpose: To solidify group cohesion and challenge participants to apply what they learned and experienced to a project or action they can take as a group to promote social harmony in their University communities.

Materials: Flip chart Paper, markers, pens, “Action Planning Chart” (handout).

Time: 45 minutes – 1 hour.

Procedure:

- Divide everyone into groups based on what community they belong to (e.g., what university they will be going to).
- Based on their previous reflection on their vision for the future, identify one problem or obstacle that needs to be confronted to achieve some part of your visions in your University or community? Have each group brainstorm multiple ideas using chart paper to list them. Possible examples include:
 - o Organizing a multicultural event to celebrate different cultures on campus.
 - o Starting a mentorship program for younger students in the community.
 - o Visiting a home for the elderly to improve health and well-being.
 - o Starting an environmental program with diverse students and/or community members to protect the local environment.
- Encourage consensus building by picking an activity they could do as a group when they start at their respective universities. Present the SMART model and write it up on the board to help them pick a realistic activity:

S: Specific - *Who is involved? How will you accomplish your goal? When and where? Why?*

M: Measurable - *How will you track your progress? How will I know when it is accomplished?*

A: Attainable - *Can you figure out a way to make your goals come true?*

R: Realistic – *Are you all willing and able to accomplish your goal?*

T: Timely – *When do you plan to accomplish your goal? When will you start? How long will it take?*

- Hand out the “Action Planning Chart” and have them decide on roles, responsibilities and actions they must take in order to achieve their project or activity.

Notes:

- A large part of the success of this activity is to have a follow-up mechanism for monitoring the progress of these groups after the course, and to provide them with assistance where needed.
- In order to acknowledge and encourage each group, a reporting mechanism can be established for groups between Universities and/or communities to share what they have been doing, and to give advice and support to each other along the way.

XI: GROUP CLOSING

Theory

Closure activities offer participants an opportunity to give feedback to the facilitator and each other, and celebrate their accomplishments in a closing ceremony. As this is an experiential, participatory course, the outcome is directly the result of the contributions of every participant. The group closing is an opportunity for the facilitator to show appreciation for each participant, reiterate key themes of the course, reflect upon what happened within the learning community over the time they were together, and encourage participants to take what they learned here into their lives and communities.

Practice

To affirm a relaxed, fun, and celebratory environment bringing everyone's time together to a positive and inspiring close, participants will:

- Bring closure to the day or the course.
- Solidify the unity and mutual appreciation developed within the group's learning community.
- Reflect upon the impact and emotions generated through their participation in the course.
- Identify key lessons from the course and reflect upon how they will be applied in their individual lives.

Exercises

11.1: Closing Circle.

11.2: Certificate Ceremony.

11.1: Closing Circle

Purpose: To add closure to the course, reflect upon lessons learned and what people will take away from the experience.

Materials: None.

Time: 15 – 30 minutes.

Procedure:

- Have the group assemble in a circle, if not already in one. Inform students that everyone will now have an opportunity to share closing thoughts about their experience in the course. Give them the option to express appreciation for a particular experience or person, particular things they learned, a commitment they will adopt as a result of the course, as well as any general feelings. The facilitator can start by modeling.

Alternate Options:

- When time is short, participants can share one word that describes how they felt coming into the course and one word that describes how they feel now that it is ending.
- Taking and Leaving:
Step 1: Participant starts by completing the sentence, “One thing I will leave behind is...” and finishes with belief, attitude or action they will give up as a result their participation in the course. For example, “One thing I will leave behind is.... not listening carefully to others,” or “...some of my prejudices.” Pair the statement with a motion by pretending to grab something from within him or herself and throwing it outside the circle.
Step 2: Participant then completes the sentence, “One thing I will take with me is...” and finishes it with a something they obtained as a result of the course. For example, “One thing I will take with me is... a sense of community,” “better communication skills,” or “new friendships.” Pair the statement with a motion pretending to grab something from within the circle and placing it within oneself.

11.2: Certificate Ceremony

Purpose: To show thanks for participants' individual contributions to the course.

Materials: Pre-made certificates, manila envelopes.

Time: 30 minutes (depending on size of the group).

Procedure:

- Introduction: Have group members assemble together at a table or in a circle. Place the ready-made certificates in the manila envelopes in the middle of the circle.
- Tell the group that inside each envelope is a certificate that recognizes the unique contributions each participant has made to the course experience, and that everyone will take a turn presenting this certificate to another participant.
- Have the participants retrieve an envelope one by one, open the envelope and then present the certificate to the person whose name appears on it.
- Conclusion: After all the awards have been presented, give a group round of applause for the wonderful course experience.

APPENDIX A: EVALUATION

The following participant evaluation questionnaire can be used at the end of each course to gather feedback on the course and the content. This feedback can be helpful for you to learn what worked well, what could be improved, and the degree to which you achieved your goals. You may modify the evaluation form to meet your needs.

It is also a helpful practice for facilitators to reflect on their own performance and the outcomes of the course upon its conclusion. The learning of the facilitator is never done. Every course is an opportunity to improve one's facilitation techniques and to further adapt and improve the course content to the needs of participants. The Facilitator Debrief Form below provides some guidance in this self-reflection process.

Participant Evaluation Questionnaire

Date:

How would you rate this seminar in meeting its stated objectives? *(Please circle your response.)*

Very Successful Successful Undecided Little Success No Success

What factors contributed to your rating? _____

1. Were the program facilitators prepared and effective? *(Please circle your response.)*

Strongly Agree Agree Neutral Disagree

What factors contributed to your rating? _____

2. Did you increase your knowledge and/or acquire new skills as a result of the seminar? *(Please circle your response.)*

Strongly Agree Agree Neutral Disagree

If so, what specific knowledge or skills will be particularly useful to you? _____

3. Was the seminar missing or lacking content on any of the skills or strategies you hoped to develop? *(Please circle your response.)*

Yes No Uncertain

What specific content would you like to see added or strengthened? _____

4. In what ways do you plan to apply what you have learned through your participation in this seminar?

5. Please share any additional comments or feedback on this seminar.

Facilitator Debrief Form

Facilitator's Name: _____

Date: _____

Location: _____

Number of participants: _____

Overall: How did you feel the format worked for your group?

Specifically: What worked best? During what part(s) were the participants most engaged and interested? Any thoughts as to why?

Specifically: What worked least well? Why?

Do you think that the course achieved its goals?

Do you have any insights or lessons learned to share? Any recommendations for improvements? Any other comments?

APPENDIX B: GLOSSARY

The glossary in this manual complements and adds to the definitions provided throughout the manual.

Affirmative listening: A way of listening that focuses on both the content of statements or responses in a dialogue and the underlying emotions. It means asking open-ended questions, seeking clarification, asking for specificity, and confirming your understanding of what the other party has said.

Conflict: An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals. Conflicts can be waged violently, as in a war, or nonviolently, as in an election or an adversarial legal process. When channeled constructively into processes of resolution, conflict can be beneficial.

Bias: An inclination or preference for or against an individual or group that interferes with impartial judgement.

Conflict analysis: The systematic study of conflict in general and of individual or group conflicts in particular. Conflict analysis provides a structured inquiry into the causes and potential trajectory of a conflict so that processes of resolution can be better understood. For specific conflicts, the terms conflict assessment or conflict mapping are sometimes used to describe the process of identifying the stakeholders, their interests and positions, and the possibility for conflict management.

Conflict resolution: Efforts to address the underlying causes of a conflict by finding common interests and overarching goals. It includes fostering positive attitudes and generating trust through reconciliation initiatives, and building or strengthening the institutions and processes through which the parties interact peacefully.

Conflict transformation: A recently developed concept that emphasizes addressing the structural roots of conflict by changing existing patterns of behavior and creating a culture of nonviolent approaches. It proposes an integrated approach to peace-building that aims to bring about long-term changes in personal, relational, structural, and cultural dimensions. Recognizing that societies in conflict have existing systems that still function, conflict transformation focuses on building up local institutions as well as reducing drivers of conflict.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Human rights: The basic prerogatives and freedoms to which all humans are entitled. Supported by the United Nations Universal Declaration of Human Rights of 1948 and several international agreements, these rights include the right to life, liberty, education, and equality before law, and the right of association, belief, free speech, religion, and movement.

Mediation: The process or set of skills by which a third party attempts to help disputants move toward resolution of their dispute. It may mean helping the parties set ground rules and agendas for meetings, helping with communication between the parties, and analysis of the situation and possible outcomes—in general, helping the participants keep on track and working toward their mutual goals. It may also mean helping them set those goals. See also Dialogue.

Negotiation: The process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern. The process typically involves compromise and concessions and is designed to result in an agreement, although sometimes a party participates in negotiations for other reasons (to score propaganda points or to appease domestic political forces, for example).

Parties to the conflict: The disputants can be divided into first or primary parties, those who have decision-making power and must be involved in any negotiation, and secondary parties, those who have a less direct stake but can affect the outcome by supporting or repudiating actions of the first parties.

Peace: The word “peace” evokes complex, sometimes contradictory, interpretations and reactions. For some, peace means the absence of conflict. For others it means the end of violence or the formal cessation of hostilities; for still others, the return to resolving conflict by political means. Some define peace as the attainment of justice and social stability; for others it is economic well-being and basic freedom. Peacemaking can be a dynamic process of ending conflict through negotiation or mediation. Peace is often unstable, as sources of conflict are seldom completely resolved or eliminated. Since conflict is inherent in the human condition, the striving for peace is particularly strong in times of violent conflict. That said, a willingness to accommodate perpetrators of violence without resolving the sources of conflict—sometimes called “peace at any price”—may lead to greater conflict later.

Peace-building: Originally conceived in the context of post-conflict recovery efforts to promote reconciliation and reconstruction, the term peace-building has more recently taken on a broader meaning. It may include providing humanitarian relief, protecting human rights, ensuring security, establishing nonviolent modes of resolving conflicts, fostering reconciliation, providing trauma healing services, repatriating refugees and resettling internally displaced people, supporting broad-based education, and aiding in economic reconstruction. As such, it also includes conflict prevention in the sense of preventing the recurrence of violence, as well as conflict management and post-conflict recovery. In a larger sense, peace-building involves a transformation toward more manageable, peaceful relationships and governance structures—the long-term process of addressing root causes and effects, reconciling differences, normalizing relations, and building institutions that can manage conflict without resorting to violence.

Positions versus Interests: Broadly speaking, positions are what parties say they want. Interests are what they really need. Interests are frequently unstated and may be difficult to identify. Often parties’ interests are compatible, and hence negotiable, even when their positions do not seem to be. Focusing on underlying interests can help parties identify which issues are of most concern to them and to find solutions that might not be evident from their stated positions. Some analysts distinguish between interests and needs, arguing that needs such as identity and security are more

fundamental than interests. Some analysts also distinguish between interests and values, the ideas we have about what is good or worthwhile.

Power: The ability to influence others to get a particular outcome. It may involve coercing them with threats, providing inducements, or co-opting them. Hard power refers to the use of military and economic means to influence the behavior of others through coercion or inducements. Soft power refers to the ability to attract or win over others through one's values, policies, and performance. The term smart power encompasses both hard and soft power, emphasizing the need to employ whatever tools—diplomatic, economic, military, political, legal, scientific, and cultural—are appropriate for the situation.

Prejudice: Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Reframing: To look at a problem from new perspectives in order to find ways to reduce tensions or break a deadlock. Reframing is the process of redefining a situation—seeing a conflict in a new way, usually based on input from other people.

Scapegoating: Blaming an individual or group for something based on that person or group's identity, when in reality, the person or group are not responsible. Prejudicial thinking and discriminatory acts can lead to scapegoating.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Third party: An individual or group that gets involved to help disputants resolve their problem, typically as mediators, arbitrators, or conciliators. Third parties can be insiders or outsiders, impartial or partial. Neutrality is required in some cases, but the ability to put pressure on one or both sides through carrots or sticks can be useful.

Violence: Psychological or physical force exerted for the purpose of threatening, injuring, damaging, or abusing people or property. In international relations, violent conflict typically refers to a clash of political interests between organized groups characterized by a sustained and large-scale use of force. Structural violence refers to inequalities built into the social system, for example, inequalities in income distribution. See also Conflict and War.

Win-Win Solution: A win-win or positive-sum outcome means everyone wins, usually through cooperation and joint problem solving. A win-lose or zero-sum outcome means that one side wins only if the other side loses; it is an adversarial approach. A lose-lose or negative-sum outcome means all the parties lose. These terms originated in game theory, which comes from the field of mathematics and analyzes behavior in specific situations.

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