



UNITED STATES
INSTITUTE OF PEACE
GLOBAL PEACEBUILDING CENTER



PEACEBUILDING TOOLKIT FOR EDUCATORS

High School Edition

**The United States Institute of Peace would like to thank
the Verizon Foundation for their generous support.**



**Funding has also been provided by the John D. and
Catherine T. MacArthur Foundation.**

**MacArthur
Foundation**

Peacebuilding Toolkit for Educators

Peacebuilding Toolkit for Educators

High School Lessons

Alison Milofsky, editor

with contributions by

Kristina Berdan

Sarah Bever

Danielle Goldberg

Nora Gordon

Illana Lancaster

Adriana Murphy

Terese Trebilcock



UNITED STATES INSTITUTE OF PEACE PRESS
WASHINGTON, D.C.

The views expressed in this book are those of the authors alone. They do not necessarily reflect views of the United States Institute of Peace.

UNITED STATES INSTITUTE OF PEACE
2301 Constitution Avenue, NW
Washington, DC 20037
www.usip.org

© 2011 by the Endowment of the United States Institute of Peace. All rights reserved.

First published 2011

To request permission to photocopy or reprint materials for course use, contact the Copyright Clearance Center at www.copyright.com. For print, electronic media, and all other subsidiary rights e-mail permissions@usip.org.

Printed in the United States of America

The paper used in this publication meets the minimum requirements of American National Standards for Information Science—Permanence of Paper for Printed Library Materials, ANSI Z39.48-1984.

Library of Congress Cataloging-in-Publication Data

Peacebuilding toolkit for educators: high school lessons / Alison Milofsky, editor;
with contributions by Kristina Berdan . . . [et al.].

p. cm.

ISBN 978-1-60127-106-8 (alk. paper)

1. Peace-building—Study and teaching (Secondary) 2. Conflict management—
Study and teaching (Secondary) 3. Peace-building—Study and teaching (Secondary)—
Activity programs. 4. Conflict management—Study and teaching (Secondary)—
Activity programs. I. Milofsky, Alison. II. Berdan, Kristina.

JZ5534.P435 2011

303.6'60712—dc23

2011029996

PEACEBUILDING TOOLKIT FOR EDUCATORS

Introduction	7
About the Peacebuilding Toolkit for Educators	7
<i>To the Educator: A Letter of Welcome</i>	7
<i>Organizing Principles: What are the assumptions on which the toolkit is based?</i>	8
<i>Audience: Who is the toolkit’s intended audience?</i>	8
<i>Using the Toolkit: What do you need to know before you start?</i>	8
<i>Standards: How do the lessons align with standards?</i>	9
<i>Assessment: How do you assess lessons on peace and conflict?</i>	10
Guidelines for Teaching about Global Peacebuilding	10
Why teach global peacebuilding?	10
Considerations for teaching about global peacebuilding	10
About USIP	12
Institute Activities	12
About USIP’s Global Peacebuilding Center	13
Section 1: Conflict is an inherent part of the human condition.	15
Lesson 1.1 Defining Conflict Parts 1 and 2	17
Lesson 1.2 Perspectives on Peace	27
Section 2: Violent conflict can be prevented.	33
Lesson 2.1 Maintaining Trusting Relationships	35
Lesson 2.2 Identifying Conflicts	39
Lesson 2.3 Identifying Elements of Conflict	45
Lesson 2.4 Identifying Your Conflict Style	49
Lesson 2.5 Nonverbal Communication	57
Lesson 2.6 Active Listening	65
Lesson 2.7 The Process of Negotiation	71
Lesson 2.8 Negotiation Role-play	79
Lesson 2.9 Mediating Conflict	85
Lesson 2.10 Advanced Mediation Practice	95

Section 3: There are many ways to be a peacebuilder. 105
Lesson 3.1 What Does It Take to Be a Peacebuilder? 107
Lesson 3.2 Organizations Working for Peace 115
Lesson 3.3 Becoming a Peacebuilder Parts 1 and 2 119

Appendix
Feedback Form 127
About the Contributors 129





INTRODUCTION

About the Peacebuilding Toolkit for Educators

To the Educator: A Letter of Welcome

The United States Institute of Peace (USIP) is an independent, nonpartisan institution established by Congress to increase the nation's capacity to manage international conflict without violence. We do this, in part, by providing others with the knowledge, skills, and resources to engage effectively in conflict management. Educating the public, and particularly younger audiences, about the challenges and importance of peacebuilding is part of our core mission.

This *Peacebuilding Toolkit for Educators* is designed to support the work of educators as peacebuilders. We believe that young people have tremendous capacity, as individuals and as a community, to learn about and contribute to international conflict management and that educators can channel students' energy and enthusiasm in positive ways. We also wish to provide you with guidance and materials about the complex nature of peacebuilding. We have created this toolkit and dedicated a section on our Global Peacebuilding Center website to providing materials and lessons for middle school and high school students, interactive exercises, and a discussion forum where you can gain input on the difficult questions that arise in your classroom.

The focus of this toolkit is on peacebuilding because we know that peacebuilding must be developed, fostered, and supported. Our goal is to help in the development of young people as peacebuilders and to raise the visibility of positive examples of nonviolent conflict management.

The purpose of this toolkit is not to tell students what to think; rather, we want to encourage students to think critically about the world around them and their place in it. It is our belief that the skills of peacebuilding presented in this toolkit are applicable at multiple levels. The tools that peer mediators use in middle school and high school conflict resolution programs are in many ways similar to some of the tools used by diplomats and heads of state in international peace negotiations. While international conflicts are often far more complex, the core skills of active listening, relationship building, and working cooperatively to find mutually agreeable solutions among parties apply at all levels.

As you explore this toolkit and experiment with the lessons in your classroom, please consider providing us with feedback via the survey at the end of the toolkit, or online. As a community of educators, we can continue to develop and improve upon our lessons based on your practical experience in the classroom.

Organizing Principles: What are the assumptions on which the toolkit is based?

This toolkit is organized around a few basic ideas within the field of international conflict management.

1. **Conflict is an inherent part of the human condition.**
Conflict is natural, and as such, it cannot be eliminated from society. Conflict is a normal part of everyday life and it is part of living in a thriving, pluralistic democracy. What makes a democratic society successful is its ability to deal with conflict, to allow and manage disagreement and dissent among people.
2. **Violent conflict can be prevented.**
Conflict becomes problematic when it escalates to violence. But violent conflict can be prevented. We can teach our students to assert their opinion while being respectful and open to the ideas of others; to listen with care and attentiveness; and to act responsibly when faced with conflict. Conflict need not cross the line to violence. Whether on a personal or an international level, peace is possible when parties in conflict with one another use peacebuilding tools to manage their disagreement.
3. **There are many ways to be a peacebuilder.**
Peacebuilding is based on knowledge, skills, and attitudes that can be learned. As such, everyone can be a peacebuilder. But it is a conscious choice that involves making decisions and taking actions that require effort.

Audience: Who is the toolkit's intended audience?

The toolkit is designed for a general audience of students in grades 9–12 (ages 14–18). The content can be modified for older students and some of the content can be modified for younger students. High school students are at an ideal stage to talk about peace and conflict, to view the world as an evolving system of relationships, and to prepare themselves to make a positive impact through their choices and actions today and in the future. The lessons have been developed with great detail to be useful for educators who are new to the methods employed that engage students in experiential learning and critical thinking.

Using the Toolkit: What do you need to know before you start?

Overview of Lessons

The lessons in the toolkit are interactive and encourage students to work collaboratively to understand concepts and solve problems. The lessons are designed to be detailed enough for a new teacher or a teacher unfamiliar with interactive or experiential methods to pick them up and use them as intended.

Each lesson in the toolkit includes the following components:

Rationale: Why use this lesson? This is a statement that identifies the purpose of the lesson and the relevance of the topics discussed.

Objectives: What does this lesson hope to achieve? The objectives address what outcomes can be expected as a result of the lesson.

Standards: How does the lesson align with standards? The standards present themes from the National Council of Social Studies, which have been identified as core concepts in social studies teaching.

Materials: What do I need to use this lesson? This area highlights the handouts and additional resources educators will need to gather, as well as any pre-lesson preparation (e.g., cutting a handout into strips) that needs to occur.

Time: How long will the lesson take? The lessons present a total amount of time to complete all components of the lesson. They are not based around a set class period since high school class periods range greatly in length. The times are for core lesson components exclusive of extension activities.

Procedures: How do I put the lesson into practice? The procedures include the step-by-step process for completing the lessons. In certain lessons, an alternate strategy may appear which gives a different approach to completing the process. Special considerations or ideas/concepts to address or highlight are indicated in the sidebar of each lesson.

Assessment: How can I informally assess student learning? Ideas for assessment are included, but these are subjective and must reflect the teachers' requirements (see p. 10 for a description of how assessment is approached in the toolkit).

Extension activities: What other ways can I engage students on this topic? Each lesson includes one or more extension activities which provide opportunities to further explore the topic of the lesson.

Standards: How do the lessons align with standards?

Standards are used to ensure a level of consistency in learning concepts across classrooms throughout the United States dealing with the same subject matter. While standards can seem restrictive, the standards outlined by the National Council for the Social Studies (NCSS) are flexible enough to allow teachers and schools room to be creative in how they teach content.

The lessons in the toolkit are aligned with the ten themes outlined by NCSS:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environments
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

Standards apply specifically to education in the United States but the standards outlined above can be applied to an international education context. For more explanation about each standard, visit <http://www.socialstudies.org/standards/strands>.

Assessment: How do you assess lessons on peacebuilding and conflict?

The lessons in this guide do not allow for traditional forms of test-like assessment. Conversations that involve personal reflection and understanding multiple perspectives are difficult to assess using quantitative measures. Assessment often takes a more subjective form, for example, through a teacher's observation of a student's participation in activities, small group, and whole class discussions, as well as individual growth. Each lesson offers ideas for assessment, but the decision about how best to assess what students have learned rests with the individual teacher. In the appendices, you will find a sample Participation Rubric which may help in assessing students' level of engagement.

Guidelines for Teaching about Global Peacebuilding

Why teach global peacebuilding?

Teaching global peacebuilding is about educating and engaging global citizens who understand the interconnectedness between their lives and the lives of people around the world, and who are committed to managing conflict at all levels. By teaching global peacebuilding, we can communicate to our students effective strategies for practicing civic engagement and empower them with skills and an understanding that they have a voice and that even one voice can make a difference in the world.

Considerations for teaching about global peacebuilding.

While there is no one way to teach peacebuilding, there are a few things to consider when integrating such complex topics into your curriculum. Many of these considerations will be familiar as good practices in education, but they bear reiterating within the context of conflict management.

Bridge the local and the global. Make connections to students' lives.

Teaching any international issue can be difficult as it may seem very remote to students. They may think, "How does this relate to me?" or "Why should I care?" By making connections to students' own lives, their current lived realities, we can unearth the inherent connections between what happens locally and what happens globally. When we build such bridges and connections for our students, international issues take on a new significance and a greater resonance.

Emphasize multiple perspectives.

Conversations on difficult topics allow us to experience and learn different perspectives. It is, therefore, important for our students to develop the capacity to listen to one another and truly hear what each other has to say.

In the process of conversation, disagreement may occur, but this provides students with an opportunity to clarify their own perspectives and consider how other people's views can inform opinions. Disagreement is natural and should

be considered a healthy part of conversation. Learning to manage conflict is often about effectively dealing with disagreement before it escalates to violence.

Teach dialogue skills.

Debate is a useful educational exercise and has a place in the classroom when discussing complex topics. However, the process of dialogue can contribute significantly to the classroom climate, encouraging an open mind and developing active listening skills. Unlike debate, which concludes with a winner and involves a process of listening for holes in the opponent's arguments, dialogue assumes there is no winner or loser. In the process of dialogue, listening is for the purpose of enhancing one's understanding of a topic.

Encourage critical thinking.

We should strive to ensure that all students receive an education that is academically rigorous, personalized, relevant, and engaging. Critical thinking is just one of the skills that allows students to:

- ◆ use inductive and deductive reasoning for various situations;
- ◆ analyze how parts of a whole interact to produce overall outcomes;
- ◆ effectively analyze and evaluate evidence, arguments, claims, and beliefs;
- ◆ analyze and evaluate major alternative points of view;
- ◆ synthesize and make connections between information and arguments;
- ◆ interpret information and draw conclusions based on the best information; and
- ◆ reflect critically on learning experiences and processes.

Today's changing world needs critical thinkers, and students must be given a variety of opportunities to truly engage in lessons, problem solve, and interact with their peers.

Engage students in interactive lessons using creativity.

The methods used to teach international conflict management focus on interaction between learners. Thus, the lessons in this toolkit use a range of methods including role-play, small group work, experiential activities, and large group discussion. The toolkit aims to vary instruction to meet a range of student needs but also to keep students focused and engaged. By using interactive strategies, we seek to move from the abstract to the concrete, encouraging students to make decisions about how they will act when faced with conflict and what can be done to address international conflicts.

Focus on individuals. Translate statistics into people.

Statistics can be very powerful, but when talking about issues that seem incredibly remote to students, we want to get beyond the numbers, humanize the topic, make it personal and, therefore, more real. For example, when a source estimates that there are 300,000 child soldiers in thirty countries around the world (Council on Foreign Relations <http://www.cfr.org/human-rights/child-soldiers-around-world/p9331>), we can become overwhelmed by the numbers and feel that nothing can be done. But when we learn about the experience of individual child soldiers in Sierra Leone trying to find their families after the war, we can begin to understand their plight and learn about ways to help (UN What's Going on? Child Soldiers in Sierra Leone http://www.un.org/works/goingon/soldiers/goingon_soldiers.html).

Share real stories.

One of the ways we can present statistics with a human face is by sharing real stories. It is important that students hear the voices of people whose lives have been affected by conflict and that they move beyond the abstract to the concrete. It is also important that students hear stories about what USIP does and how it engages with the military and civilians in resolving international conflicts. Stories can create bonds by illustrating shared experiences. A student in a school in the United States might be surprised to hear the hobbies and interests of a young person in a conflict zone—surprised because their interests are so similar. Suddenly, the world becomes smaller. That other person seems less foreign, less remote. Stories can also help clarify concepts that may otherwise seem elusive, making the abstract real. At a deeper level, real stories bring home the impact of international conflict on individual lives by tapping into students' empathy. With stories, the answer to the question, "Why should I care?" becomes more evident. Sharing stories alone will not solve a major international conflict but it is enough to engage people—one tool in the toolbox of understanding international conflict.

Leave students feeling empowered.

Difficult topics like international conflict, which involve human suffering, can be overwhelming for any individual. Often when students learn about a new topic, such as an outbreak of unrest in the Middle East or a refugee crisis in Africa, they receive a wealth of information that leaves them feeling a sense of despair, that the situation is so much bigger than them, and nothing can be done to ameliorate the problem. Educators must think carefully about how to assure students that people around the world care about international issues and are taking action and pursuing solutions. These concrete and positive examples can alleviate the feeling of despair. But, more important, educators must work with students to leave them feeling empowered, knowing that they, too, can take action as an individual or as a community of young people, and they can make a difference.

About USIP

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

- ◆ prevent and resolve violent international conflicts;
- ◆ promote postconflict stability and development;
- ◆ increase conflict management capacity, tools, and intellectual capital worldwide.

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

Institute Activities

The Institute approaches its work through four main ways—Think, Act, Teach, Train.

Think: We generate research and applied analysis of international conflicts and we identify best practices and develop international conflict management strategies.

Act: We use decades of experience working in conflict zones to prevent conflict, manage it where it occurs, and assist in the transition from war to peace by using tools and approaches on the ground.

Teach: We engage with students and teachers to think critically about international issues and to develop conflict management skills. We introduce a broad public audience to the challenges and importance of peacebuilding.

Train: We train practitioners in the U.S. and individuals in conflict zones, ranging from civil society leaders to U.N. peacekeepers, on how to use tools and approaches to prevent and manage international conflict.

About USIP's Global Peacebuilding Center

The Global Peacebuilding Center encompasses an exhibit space and education center at the headquarters of the United States Institute of Peace in Washington, D.C., as well as a virtual destination at a dedicated website. Through the exhibits and educational programs offered onsite, and the resources and activities available online, the Global Peacebuilding Center introduces visitors to core concepts in peacebuilding, enhancing their understanding of international conflicts and nonviolent approaches to manage and resolve them. With a particular focus on students and educators, the Global Peacebuilding Center contributes to the development of the next generation of peacebuilders.

SECTION 1



Conflict is an inherent part of the human condition.

Conflict is often perceived as something negative, but conflict is a natural part of our lives. When it is handled effectively, it can provide important opportunities for learning and growth. Conflict is the basis on which democracies are formed. Pluralistic, democratic societies thrive when individuals, groups, and organizations acknowledge a range of perspectives and can manage differences and disagreements productively. Democratic societies are able to manage such conflict non-violently because of strong institutions, separation of powers, rule of law, civil society, a free press, accountability through regular elections, and multiple opportunities for citizen engagement with the government.

In this section, students will think about what peace and conflict mean to them. They will form their own definitions after exploring multiple perspectives. The conclusions they draw will create the basis for their understanding of sections two and three of this toolkit, in which they consider how to manage conflict and use the many tools in the conflict management toolbox.

Lesson 1.1

Defining Conflict



Rationale

Before students can begin to think about how to prevent or manage conflict, they must be able to identify it. This process begins with establishing a definition for conflict. In this activity, students begin to define conflict and explore various interpretations of conflict in order to further their understanding of the subject.

Objectives

1. To consider definitions and interpretations of conflict as a way of forming one's own understanding of the subject.
2. To explore the role of conflict in our lives.

Standards

- ◆ Culture
- ◆ Individuals, Groups, and Institutions
- ◆ Global Connections
- ◆ Civic Ideals and Practices

Time: 110 minutes for parts 1 and 2

Materials

- Chart paper
- Markers
- Various newspapers and news magazines that illustrate personal, local, national, and international conflicts. (Possible source: *New York Times Upfront* newsmagazine for teens. Current and past issues online at <http://teacher.scholastic.com/scholasticnews/indepth/upfront/index.asp>)
- Quotes on Conflict and Conflict Management* Handout to be cut into strips
- Describing Conflict* Worksheet
- The Blind Man and the Elephant* Extension Handout



60 minutes

Part 1

Procedures

Defining Conflict (30 minutes)

- Write the word “conflict” in the middle of the board/overhead/chart paper. Ask students to list on a piece of paper five words that they associate with “conflict.” Have students share one or more of their words, and make a word web radiating out from the word conflict on the board/overhead/chart paper as they share. As you make the web, try to arrange the responses into groups such as “emotions,” “current events,” “personal,” and so on. Keep the word web posted throughout the class, so students can add to it and refer to it during discussion.
- Debrief the word web with some or all of the following questions:
 - ◆ What are some similarities and differences in the words you gave? What might account for these similarities and differences?
 - ◆ What do these words say about how you feel about conflict? (Positive or negative? Why?)
 - ◆ How do these attitudes on conflict reflect the way people tend to respond to conflict? How might your attitude on conflict affect how you respond to conflict in your own life?
 - ◆ How might a conflict reflect a variety of responses at once?
 - ◆ Why do you think it is important for us to learn about and understand conflict?
- Teacher-led Summary: Summarize the activity by noting that across all human societies, the existence of conflict is an inevitable and normal part of life. We encounter conflict at home, in school, at work, on the street. People often see conflict as something negative, something 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. Yet conflict in itself is neither negative nor positive; it is neutral. The people experiencing conflict are the ones who determine its value, and how they choose to interact determines whether it is constructive or destructive. Note also that conflict can occur on many levels. It can be personal, local, national, or international. Ask students to identify examples of conflict at each of these levels.
- Tell students that they will now work together to identify the components that make up a conflict by developing a definition of it. Divide students into groups of three or four.
- Tell each group to come up with a working definition of conflict. Ask them to consider what conflict means, what it sounds like, what it feels like, where it happens, and any other relevant information that will help create a written description of what the word means.
 - As they work, write on the board “Components of Conflict,” with the five “w’s” in a row below as a guide: who, what, when, where, why.
 - Have each group write their definition on a piece of chart paper or overhead transparency.
 - Have each group take a turn coming to the front of the room to share their definition. Invite a recorder from each group to post their definition on the board or place it on the overhead, and read the group’s definition. As the recorder reads the definition, ask other groups to identify key words that answer any of the five w’s and write them below the word on the board to which it corresponds.

Extension Activity 1

Understanding the Language of Conflict through Metaphors

Ask students to explain the definition of a metaphor and give examples. One definition is: “A figure of speech in which an implicit comparison is made between two unlike things that actually have something in common.”

Note that metaphors are commonly used in every day language to give physical attributes to nonphysical things, for example, our views on peace, conflict, or our worldview.

Share the following metaphors on conflict (on board/overhead/chart paper):

- ◆ Conflict is a battle where only one can be left standing.
- ◆ Conflict is a labyrinth with no way out.
- ◆ Conflict is an invitation for dialogue.
- ◆ Conflict is a dance.
- ◆ Conflict is the wind’s resistance setting a kite into flight.
- ◆ Conflict is a grain of sand in an oyster, sometimes resulting in a pearl.
- ◆ Conflict is the pain in our body, telling us that something needs attention.
- ◆ Conflict is fire, offering both the potential for destruction, and a source for warmth and light.

(continued on next page)

- d. When the groups are finished sharing, use this collective list of key words, to create a class definition of conflict. Ask students to select from these key words and try to create a class definition based on the groups' work.
6. Continue the discussion, using some or all of the following questions:
- ◆ Why do conflicts occur? Over what?
 - ◆ Is a fight different than an argument?
 - ◆ What is the difference between conflict and violence?
 - ◆ Why do conflicts become violent?
 - ◆ What are some of the similarities between conflicts at a personal, local, national, and international level?
 - ◆ What are ways conflicts 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?
 - ◆ Describe a conflict that helped you learn something about yourself or others.
 - ◆ What do you think the role of perception is on conflict? (Stress the importance of perceived differences, and that it can be over relationships, information, interests and expectations, resources, and/or values.)

Understanding Conflict (30 minutes)

1. Distribute the image of the jazz musician/woman, or project it on a screen. Ask students to analyze the image and share what they see. Do they see a jazz musician or a woman? Inform students that there is no right or wrong answer to this question.

Once students have shared their interpretations, invite students to help others see what they see in the image.



2. Lead a discussion using some or all of the following questions:
- ◆ How did you feel if/when someone insisted on seeing something different than what you saw?
 - ◆ Is one perception more correct than the other?
 - ◆ How can differences in perception lead to conflict?
 - ◆ If conflict is based on perceived differences of incompatible needs and interests, how do you go about helping to resolve conflict?
3. Use the discussion on varying perceptions to explain to students that people view and understand conflict in different ways.

Explain that the objective of metaphor analysis is to determine the associative meaning within the metaphor. Divide students into groups and assign each group a metaphor. Have them answer the following questions about their metaphor.

- ◆ What perspective on the nature of conflict does this metaphor express? (positive, negative, or neutral?)
- ◆ How does your metaphor either coincide with or contradict the associations with conflict shared earlier in the lesson?
- ◆ What does the metaphor suggest about the role that each party plays in conflict?
- ◆ What does the metaphor suggest about the distribution of power in conflict?
- ◆ How might the perspective on conflict within the metaphor influence one's response to conflict?

Create groups of three to five people or continue in the groups already formed. Challenge each group of students to come up with their own metaphors on conflict. Offer students alternative presentation styles. For example, they can draw an image to describe their metaphor, act it out, or create a human sculpture. Invite students to share their homemade metaphors with the class and analyze each metaphor using the same questions above.

As a further extension to this activity, ask students to research local, national, or international conflicts and identify any references to metaphors on these conflicts to analyze and present to the class.

Note: USIP's Peace Terms defines conflict as follows: An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals glossary.usip.org.

Note: Perception is subjective. In conflict, we often only see one side of the truth. Conflict can happen when people believe their perceptions and refuse to acknowledge another person's perception as valid. Because perceptions are personal, what some believe is "right" others may believe is wrong. Sometimes a third party is necessary to give those in conflict a chance to reframe their views.

4. Have the students return to their small groups and give each group one of the quotes from the *Quotes on Conflict and Conflict Management Worksheet* (cut the sheet up and have each group pull one quote from a hat; or write the quotes on sentence strips and have students choose from them). Have each group discuss the meaning of their quote.
5. Have each group share with the class what they believe their quote means. Give them the option to share their interpretation of the quote in writing, through artwork, or physical acting. With the sentence strip option, have each group hang their quote on the board and write their interpretations on the board below. The groups can do all of this writing at once; students may then be given the opportunity to gallery walk among the quotes, and add to the interpretations.
6. After the groups share, the teacher may enhance some of the quotes' viewpoints toward conflict by providing a bit of context on the authors of the quotes.



50 minutes

Extension Activity 2

Invite students to research a particular author of one of the quotes and how what they did in their life and work reflected their quote on conflict.

Extension Activity 3

Remind students that conflict often arises when the parties involved differ in their perception of the problem. Distribute *The Blind Men and the Elephant* Handout and have students read it. Discuss the fable using the following questions.

- ◆ What do you think the lesson of the fable is?
- ◆ How does it relate to perception and conflict?
- ◆ What are some examples of situations in real life that result in misunderstandings because of different points of view? What are some steps that could resolve these situations?

Part 2

Applying Our Knowledge of Conflict (40 minutes)

1. Tell students that now that they have made their own definition of conflict, and looked at definitions from other people in other times and places, they will apply their knowledge of what conflict is by finding examples of conflict in the world today. Ask students for examples of different levels of conflict: personal, local, national, and international (beyond U.S. borders). Be prepared to share a local or national conflict from your community and country. International examples include the Israeli-Palestinian conflict, Afghanistan, the conflict between the Revolutionary Armed Forces of Colombia (FARC) and the Colombian government, or the conflict in Darfur.
2. Distribute a range of newspapers and news magazines. Have students work in their groups to search newspapers and news magazines for examples of modern conflict. Teachers may facilitate this search for articles as appropriate to the age and experience of their students in the following ways:
 - a. Provide the news magazines to older, more independent learners and ask them to find examples of conflict;
 - b. Choose an age-appropriate variety of articles for younger or needier readers. Ask students to choose and read articles that describe conflict at the personal, local, national, and international level. Personal examples might be intrapersonal, e.g., an ethical dilemma or interpersonal, e.g., an argument.
3. Explain to students that they will analyze a real-life conflict. Pass out the *Describing Conflict Worksheet* to each group. Read the questions for each part of the worksheet together so students understand their task. Instruct each group to complete the analysis for its article. Circulate among the groups to address questions on meaning and context of the articles and about how to answer the questions on the worksheet.
4. Have each group share a brief summary of their article and their conflict analysis with the class. Assess students understanding of conflict through this process.
5. Summarize the activity with students by asking the following questions:
 - ◆ What were common themes within the scenarios?
 - ◆ What did you find challenging or helpful in analyzing the conflict?
 - ◆ What is the value of analyzing conflict?
6. Collect the articles that students analyzed and keep them for lesson 2.1.

Discussion: How can we use our knowledge of what conflict is? (10 minutes)

Conclude the lesson by having a whole class discussion using some or all of the following questions:

- ◆ Why is it important to understand conflict in order to manage it?
- ◆ Is it possible for conflict to have a positive impact? How?
- ◆ In what ways can a conflict be beneficial?
- ◆ How can negative conflicts be resolved more positively?
- ◆ What sorts of people deal with conflict? Are there particular careers or situations when conflict analysis would be a useful tool? (teachers, parents, government officials, military, NGOs, volunteers, and attorneys all deal with conflict as part of their jobs; everyone deals with conflict as part of being human.)

Assessment:

Group definitions, completed conflict analysis chart, class discussions

Extension Activity 4

If time allows, select one group to develop an unmoving scene to represent their conflict. An unmoving scene can also be described as a living statue or a frozen pose. For example, if the conflict is two local land owners in a conflict over a land dispute and their communication has broken down, resulting in a stand-off, the unmoving scene of this conflict could be two students in a frozen pose in which one of the land owners has an aggressive face and with their hands thrown up in the air showing frustration. The other has their arms crossed and has turned their back, showing they refuse to listen. Invite a few students one at a time from the other groups to physically move the people's positions to change the scene, thereby creating a different situation that may reflect a resolution of the conflict. Invite discussion on these alternate images. What is happening? What would be required (e.g., resources and people), to create this new scenario of the conflict? What would be the obstacles? What would be gained from this scenario?

Note: The U.S. Institute of Peace focuses on conflicts beyond U.S. borders. These conflicts may be interstate (between countries, e.g., Arab-Israeli conflict) or intrastate (between groups within a country, e.g., the Lord's Resistance Army and the government in Uganda).

Lesson 1.1 HANDOUT: QUOTES ON CONFLICT AND CONFLICT MANAGEMENT

(Cut into strips)

Peace is not the absence of conflict, it is the ability to handle conflict by peaceful means. —Ronald Reagan

Aggressive conduct, if allowed to go unchecked and unchallenged, ultimately leads to war. —John F. Kennedy

Today the real test of power is not capacity to make war, but capacity to prevent it. —Anne O'Hare McCormick

You can't shake hands with a clenched fist. —Indira Gandhi

There should be an honest attempt at the reconciliation of differences before resorting to combat. —Jimmy Carter

If you want to make peace, you don't talk to your friends. You talk to your enemies. —Moshe Dayan

When you negotiate an agreement, you must remember that you are also negotiating a relationship. —Harold Nicolson

A diplomat must use his ears, not his mouth. —Komura Jutarō

Truth springs from argument amongst friends. —David Hume

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

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

Never ascribe to an opponent motives meaner than your own. —John M. Barrie

An eye for an eye makes us all blind. —Mahatma Gandhi

If war is the violent resolution of conflict, then peace is not the absence of conflict, but rather, the ability to resolve conflict without violence. — C.T. Lawrence Butler, author of *On Conflict and Consensus. A Handbook on Formal Consensus Decision-making* (2000)

Work on developing a cooperative relationship, so when conflict comes, you believe you are allies. —Dean Tjosvold

You can outdistance that which is running after you, but not what is running inside you. —Rwandan Proverb

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

Lesson 1.1 WORKSHEET: DESCRIBING CONFLICT

Name of Article:

Author/source/date of article:

Summary of article (five sentences or fewer):

Describe the conflict in the article. What is the disagreement? What are the needs or differences shown by each group? How have they (or have they not) resolved the conflict? What are potential consequences if it is not resolved?

Identify the different perspectives that the parties bring to this conflict.

Which five words from the word web would you use to describe the conflict in your article?

Which of the quotes analyzed earlier in class relates to your quote? How does it relate?

Lesson 1.1 EXTENSION HANDOUT: The Blind Man and the Elephant

The Blind Men and The Elephant retold by Donelle Blubaugh

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travelers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an elephant when she traveled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful."

The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear."

The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's fuzzy tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

“An elephant is like a wall,” said the first blind man. “Surely we can finally agree on that.”

“A wall? An elephant is a giant snake!” answered the second blind man.

“It’s a spear, I tell you,” insisted the third blind man.

“I’m certain it’s a giant cow,” said the fourth blind man.

“Magic carpet. There’s no doubt,” said the fifth blind man.

“Don’t you see?” pleaded the sixth blind man. “Someone used a rope to trick us.”

Their argument continued and their shouts grew louder and louder.

“Wall!” “Snake!” “Spear!” “Cow!” “Carpet!” “Rope!”

“STOP SHOUTING!” called a very angry voice.

It was the Rajah, awakened from his nap by the noisy argument.

“How can each of you be so certain you are right?” asked the ruler.

The six blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all.

“The elephant is a very large animal,” said the Rajah kindly. “Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace.”

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah’s advice.

“He is right,” said the first blind man. “To learn the truth, we must put all the parts together. Let’s discuss this on the journey home.”

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend’s shoulder, and so on until all six men were ready to travel together.

Source: United States. Peace Corps. World Wise Schools. Looking at Ourselves and Others. Comp. Paul D. Coverdell. Peace Corps. Web. May 6, 2011. <http://www.peacecorps.gov/wws/stories/stories.cfm?psid=110>

Lesson 1.2

Perspectives on Peace



Rationale

Conflict, when managed effectively, can result in a peaceful solution. However, peace is not static. People must work to build and maintain peace. Like conflict, there are many perspectives and interpretations of what peace is and what it looks like. In this lesson, students explore varying perspectives on peace and begin to develop their own definition of peace.

Objectives

1. To reflect on one's understanding of peace.
2. To begin to form one's own definition of peace.
3. To explore the relationship between conflict and peace.

Standards

- ◆ Culture
- ◆ Individuals, Groups, and Institutions
- ◆ Civic Ideals and Practices

Time: 120 minutes

Materials

- Newspapers and Magazines
- Markers
- Construction Paper
- Glue
- Peace/Not Peace Signs
- Peace/Not Peace Scenarios* Teacher Resource

Preparation

1. Push desks to the edge of the room to create an open space.
2. Write "Peace" on a piece of paper and "Not Peace" on another. Hang the papers on opposite sides of the room.
3. Place magazines, newspapers, and collage supplies on one table.



60 minutes

Note: USIP's Peace Terms defines peace as follows: 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 [glossary.usip.org](https://www.usip.org/glossary).

Part 1

Procedures

Perceptions of Peace (60 minutes)

1. Explain that today students will explore the definition of peace. Ask students to write down three words that come to mind when they hear the word peace. Collect answers orally, and write the brainstorm on the board. Afterwards, ask students to write a definition of peace. Have them share this definition with a partner. After a brief discussion, ask a few of the students to define peace. Explain that today students will examine what peace means as a class community.
2. Explain the exercise. On one side of the room there is a sign that says PEACE and on the other, a sign that says NOT PEACE. You will read various scenarios and students will have to determine whether the scenario represents peace or not peace. Students will express their opinion by silently moving to one side of the room or the other. If the situation could be identified as both peace and not peace, then students can stand in the middle. You can also use Peace/Not Peace as a continuum along which students can stand.
3. Ask the students to begin moving around the room and mingling. It is fun to tell them different ways to walk between each scenario. For example, move like you are in a hurry, walk in slow motion, hop on one foot, etc. Simple additions like this can improve team building and group dynamics.
4. Once the students are moving around the room in a creative way, say "freeze," and state the scenario from the Peace/Not Peace activity. Students should then choose a side of the room and move to that side.
5. Ask a few students to explain why they chose where they are standing. Facilitate dialogue where needed.
6. Repeat until the list is finished.
7. After the activity, ask students to sit in a circle and discuss the following questions with a partner:
 - ◆ What are the essential ingredients for peace to exist? How would you define peace?
 - ◆ Is conflict necessary for there to be peace?
 - ◆ How did your perspectives of peace change during this activity?
 - ◆ What can we gain from learning about peace?
8. Have a class discussion around these questions, asking pairs to share what they discussed.

Part 2



60 minutes

Expressions of Peace (60 minutes)

1. Explain that now we will think critically about what peace looks like in a personal, local, national, and international context. Ask students to individually write down a real life example of how a conflict can lead to peace. As a prompt, ask them to think of examples where groups had to work to create peace. Provide a simple example: A mother doesn't let her daughter do as much as her son because she's over protective. This results in a conflict between the mother and daughter. They end up talking and the mother explains her concerns for safety. The daughter explains her feelings of unfairness, and they come up with a compromise that keeps the daughter aware and safe with equal privileges as her brother. A different example is the Seeds of Peace summer camp program in which Israeli and Palestinian youth come together to talk through their stereotypes of each other and to talk about the major issues that are a part of the Israeli-Palestinian conflict. To listen to a Palestinian and an Israeli teen talk about their experience at the Seeds of Peace camp, show USIP's Witness video at www.buildingpeace.org
2. After students have written examples, have a group discussion where students share their answers. Use some or all of the following questions to debrief the exercise:
 - ◆ Can responding to conflict with violence result in peace?
 - ◆ Can peace happen on its own or does it always require effort?
 - ◆ Who is responsible for building peace in a society? Emphasize that all people can be peacebuilders, and positive peace requires all members of society to contribute.
 - ◆ How can you work to build peace?
 - ◆ What tools do you need to manage conflict in a way that prevents violence and builds peace?
3. Explain that now that we've talked about who can be a peacebuilder, and what it takes to build peace, we're going to explore art as a tool used to build peace. In small groups we will create multimedia collages.
4. Divide students into groups of three or four and assign each group a context (personal, local, national, or international). Using various images put on a table prior to the lesson, invite each group to develop collages expressing peacebuilding in different contexts. Depending on the size of your class, you may have more than one group working on each context. Encourage students to draw their own images and ideas along with the images provided.
5. While students are creating their collages, write the following questions on the board:
 - ◆ How does your collage represent peacebuilding?
 - ◆ Thinking about peace from a critical perspective, how is conflict related to peace?
 - ◆ Explain how the images on your collage relate to one another.

Note: Peacebuilding is not about being passive; rather, it involves active citizens managing conflict and building peace.

When groups appear to be finishing their collages, direct their attention to the questions on the board. Tell groups that they should begin thinking and formulating answers to the questions and prepare to present their answers to the whole class.

Extension Activity 1 Peace Symbols

Show students the logo for the United States Institute of Peace, available at www.usip.org. Have students research the origins of the dove and the olive tree as peace symbols. Ask them to research peace symbols in other parts of the world and have them design their own peace symbols in small groups.

Extension Activity 2 Peace Proverbs

Have students work in small groups to research proverbs around the world about peace and select one to present to the class. They can present the meaning of the proverb as a human statue, a drawing, a skit, or in some other way.

6. Have each group present their collage and explain what it means, using some or all of the questions on the board.
7. Have students select one of the following questions to address in a five minute journal writing exercise:
 - ◆ Reflect on what tools you have to be a peacebuilder.
 - ◆ Write about the power of imagination as a tool for peacebuilding and either draw or imagine the world you would like to help build.

Assessment:

Collages, presentations, small group work, and whole class discussions

Lesson 1.2 TEACHER RESOURCE: PEACE/NOT PEACE SCENARIOS

The situations below are grouped by personal, local, and international contexts. Please feel free to give the students examples in a scrambled order. You do not need to read all of the scenarios listed below. Choosing two to four from each category is sufficient.

Personal

1. You arrive at home and your mom has taken money off your dresser without asking. This frustrates you, but you don't say anything because you don't want to cause a fight.
2. Your teacher accuses you of cheating on a paper, but you did not. You schedule a time after class to work out the misunderstanding.
3. You pick up a piece of trash on the ground and put it in the recycling bin.
4. You are in a hurry and cut in line.
5. You and a friend get in a fight, and your brother sits you both down to talk it out.

Local

1. Youth in a high crime area participate in a local antiviolence program.
2. A school holds a charity event to raise money to build schools in an area affected by a natural disaster.
3. A high school hires armed security guards to manage school violence.

International

1. There are 300,000 child soldiers involved in conflicts around the world.
2. A group of Muslim and Christian leaders meet to dialogue about interfaith peacebuilding.
3. Humanitarian aid with medical supplies and fresh water reaches a community affected by conflict.
4. Children in an IDP (internally displaced persons) camp are not able to go to school for fear of violence if they leave the camp.
5. Young leaders from around the world participate in a conference to learn about how they can contribute to local and global peace.

SECTION 2



Violent conflict can be prevented.

Conflict can be either positive or negative. When it is not managed effectively, conflict can escalate to violence. But violence is not inevitable. In this section, we present some core concepts and skills relevant to the prevention of violent conflict. The goal of conflict management is to find nonviolent solutions to a problem, solutions to which all parties agree. Effective conflict management also strives to build the capacity (via institutions, processes, laws and rules, as well as skills and tools) of societies, organizations, and individuals to resolve disputes and address the sources of conflict in ways that are nonviolent and perceived to be equitable. The process of conflict management, whether at the personal or international level, is dependent upon trust, relationship building, and working cooperatively to find solutions.

Conflict analysis is the starting point for addressing conflict. It is a process through which you can begin to understand a conflict in all of its complexity by identifying the various elements, including parties, issues, relationships, perceptions, definition of the problem, history, roots of the conflict, and structural impediments to a solution. Once you have analyzed a conflict and are aware of the various perspectives involved, the process of imagining creative solutions becomes easier. And once you understand the conflict you can think about how you will approach it. Knowing your conflict style, or how you tend to deal with conflict, and being able to identify the style of the parties with whom you are in conflict can lead you to adjust your behavior

in ways that contribute to an effective solution. Another tool for successful conflict management is effective communication, which includes active listening. When one side does not feel as though they are being heard, they may be reluctant to communicate with other parties. By using active listening skills, parties in conflict can build trust in demonstrating that they want to understand the other party. These are core concepts in our field.

Conflict analysis, conflict styles, and active listening are all skills used in the processes of negotiation, in which two or more parties are directly engaged in resolving their conflict, and mediation, in which an impartial third party attempts to assist parties in conflict in finding agreeable solutions. Conflict management, whether interpersonal or international, includes a process of communication. An outcome is never guaranteed. But through the process, relationships can be established that may serve the future needs of all parties involved.

Lesson 2.1

Maintaining Trusting Relationships



Rationale

This lesson allows students to explore the concept of competition versus collaboration and to understand that conflicts are easier to manage when the people in conflict work together, trust one another, and strive to maintain their relationship. This is true in interpersonal conflicts, but also in intergroup and international conflicts.

Objectives

1. To understand the role of relationships in conflict management.
2. To understand the role of trust in building these relationships.

Standards

- ◆ Culture
- ◆ Civic Ideals and Practices

Time: 50 minutes

Materials

- *Conflict Line Roles* Handout (cut into role strips)



50 minutes

Quick Activity: Lap Sit

If you have extra time or if you are short on time and cannot do the whole trust-building lesson, you can do this quick trust-building exercise with your students.

1. Have everyone stand in a circle facing their left, so everyone is looking at the back of the person in front of them.
2. Make sure they are very close to each other. If they need to get closer, they can take a step into the circle. This will tighten the circle.
3. Tell students that when you say “sit,” they should slowly sit on the lap of the person behind them. The exercise only works if everyone sits at the same time.
4. Have everyone stand and then lead a discussion using the following questions.
 - ◆ How did it feel to do this exercise?
 - ◆ Was anyone nervous? Why? How did you overcome your nervousness?
 - ◆ What was the role of trust in this exercise?
 - ◆ What is the role of trust when trying to manage a conflict?

Procedures

1. Divide students into pairs and have them share a conflict they were recently involved in. While describing the conflict, have them share:
 - ◆ With whom were you in conflict? A friend, family member, stranger?
 - ◆ How did the type of relationship affect how you managed the conflict? Did it make it easier? Harder?
2. Have a few volunteers share their conflict and their responses to the questions.
3. Ask the class:
 - ◆ How do relationships impact conflict management?
 - ◆ Why do relationships often fall apart? What makes it difficult to maintain relationships in conflict situations?
 - ◆ How might trying to maintain the relationship with the person with whom you are in conflict (or build a relationship, if you do not know the other party well) affect how you approach the conflict?
4. Point out to students the importance of trust even in difficult situations, as well as the importance of maintaining relationships.
5. Tell the class that they are going to participate in an exercise in which they have to manage a conflict.
6. Divide the class into groups of three and have the groups stand in different places in the room.
7. Ask one person in each group to be an observer.
8. Have the other two in each group face each other with a line or a piece of tape on the floor dividing them.
9. Provide each student in the pairs with the statements on the *Cross the Line* Handout.
10. Gather those assigned Student 1 and make sure they understand what they are supposed to do. Tell them they can use any strategy except physical violence to accomplish their task.
11. Do the same with those assigned Student 2.
12. Tell them that they will begin on “Action” and have exactly 3 minutes to solve the problem.
13. After 3 minutes, say “Stop” and have all students return to their seats.
14. Lead a class discussion using some or all of the following questions:
 - ◆ How many people were saved at the end of 3 minutes?
 - ◆ What strategies did you use to try to solve the problem?
 - ◆ How many of you shared your problem with the other person?
 - ◆ Have one person in the Student 1 role and one person in the Student 2 role read their scenario. What do you notice about the scenarios? (they’re exactly the same)
 - ◆ How important was it to trust the person on the other side of the line in this exercise?
 - ◆ How might the exercise have gone differently if everyone had trusted the other person in the scenario and had shared exactly what their situation was?

- ◆ What does the exercise teach about cooperation versus competition and the value of working together for a solution that benefits everyone (a win-win solution)? What relevance might this have to peacebuilding at the international level?

The solution is for both people in the pair to cross the line to the other side and to stay on the other side.

Assessment:

Small group work and whole class discussion

Extension Activity

Journal Entry: Write about a time when your relationship with someone changed as a result of a conflict you had with them. Looking back, what could you have done differently to preserve the relationship?

Lesson 2.1 HANDOUT: CONFLICT LINE ROLES

(CUT INTO STRIPS)

Information for Student 1: You will be sentenced to life in prison in exactly 3 minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

Information for Student 2: You will be sentenced to life in prison in exactly 3 minutes. Your only chance to escape is if you can get your opponent to cross over to your side and stay there before the time is up. Good luck.

Lesson 2.2

Identifying Conflicts



Rationale

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

Objective

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

Standards

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

Time: 90 minutes

Materials

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



90 minutes

Extension Activity 1

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

Procedures

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

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

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

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

Assessment:

Scenario Analysis Worksheet and class discussion

Lesson 2.2 HANDOUT: CONFLICT SCENARIOS

(CUT INTO STRIPS)

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

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

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

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

Lesson 2.2 WORKSHEET: SCENARIO ANALYSIS

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

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

Choose One: Write it here.

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

Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS

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

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

Lesson 2.2 WORKSHEET: OBSERVATION ANALYSIS (continued)

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

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

Describe the conflict in one sentence.

What does each character want? Do they get it?

What alternative solutions can you imagine?

Lesson 2.3

Identifying Elements of Conflict



Rationale

This activity presents a more complex and thorough framework for analyzing conflicts, allowing students to engage more deeply in the process of understanding conflicts. Conflict analysis is an essential skill in conflict management, as it allows an individual to do the necessary information gathering that can broaden their perspective and understanding of the conflict and can lead to creative problem solving in the search for a solution.

Objective

1. To understand how conflict analysis can benefit conflict management.
2. To develop skills in analyzing conflicts.

Standards

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

Time: 90 minutes

Materials

- Elements of Conflict* Handout
- Analyzing a Conflict* Worksheet

Preparation

Research background material on the conflict in Uganda. One source is BBC: <http://news.bbc.co.uk/2/hi/africa/1069181.stm>.



90 minutes

Note: Some conflicts may involve more than one issue, e.g., a struggle for resources and a need for respect.

Extension Activity 1

Tell students they are going to watch a three-minute video about a Ugandan peacebuilder, Betty Bigombe, who worked to bring peace to her country. Following the video, ask students what additional information they can add to their *Analyzing a Conflict Worksheet*. Access the witness video at www.buildingpeace.org

Extension Activity 2

For more practice, have students research the conflict in Northern Ireland and then show the USIP witness testimony about George Mitchell and his work mediating the conflict. Have students complete an analysis of the conflict. Access the video at www.buildingpeace.org

Procedures

1. Explain to students that they will explore more deeply the conflicts they were working on previously. Now they will look at the specific elements of these conflicts.
2. Distribute the *Elements of Conflict* Handout and review the elements with students. If possible, select a conflict known to all students, and as a whole class identify the elements of that conflict using the worksheet. This could be a historical conflict students have studied, such as the Civil War or World War II.
3. Have students return to their scenario groups from the previous day (or put them in groups and give each group a scenario from lesson 2.1 if you did not do that lesson). Have students analyze the scenario they acted out from lesson 2.1. They can write their responses on the *Analyzing a Conflict Worksheet*. Some questions will need to be answered from their imagination.
4. Have each group share their responses.
5. Tell students that the same process of conflict analysis used in personal scenarios is used to understand interstate (between countries) and intrastate (between groups within a country) conflicts. Tell them that they are going to apply what they have learned to a conflict that took place in another part of the world. Ask students where Uganda is and what they know about the country.
6. Divide students into six groups. Distribute conflict background materials for the conflict in Uganda, which you have gathered prior to class (see link under Preparation), and a copy of the *Analyzing a Conflict Worksheet*. Assign each group one of the elements of conflict analysis to complete. After each group has finished, either have each group share their response, inviting others to contribute additional information, or have the groups share with each other using the jigsaw technique in which one person from each group becomes the group's representative and shares the information from his or her group with all of the other groups. To begin, you can ask each representative to move one group to their left. They have 3 minutes to share their information with their new group and answer any questions, while those listening to the information take notes on their worksheet. After 3 minutes, the representatives then rotate again and speak with another group. This process continues until each representative is back with their original group.
7. Close the lesson by leading a discussion using some or all of the following questions:
 - ◆ How did the conflict analysis process help you better understand a conflict?
 - ◆ Were there new elements that you hadn't identified through your basic analysis in the last class?
 - ◆ You have now analyzed personal, national (depending on the conflict used in Step 2), and international conflicts using the same process. What does this tell you about the nature of conflict? Share that personal and international conflicts differ greatly in terms of dynamics and complexity but the basic elements of conflict often remain the same, as do the basic skills and concepts used to manage them.
 - ◆ How would you use this analysis technique to help you in managing any particular conflict?
 - ◆ Segue to the next lesson on conflict styles by asking: How can analyzing a conflict you are a part of affect the way that you choose to respond to it?

Assessment:

Completed *Analyzing a Conflict Worksheet* and class discussion

Lesson 2.3 HANDOUT: ELEMENTS OF CONFLICT

ISSUE(S): WHAT IS THE CONFLICT ABOUT?

Conflicts are often about multiple issues at many levels. Conflict analysis must look at all possible causes.

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

PARTIES: WHO IS INVOLVED IN THE CONFLICT?

Parties can include those who are visible, as well as those behind the scenes.

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

RELATIONSHIP: WHAT IS THE RELATIONSHIP BETWEEN THE PEOPLE IN THE CONFLICT?

In some conflicts, the parties know one another and in others they do not. When parties know one another, conflict management includes rebuilding relationships. When parties do not know one another, establishing a relationship means making sure all parties act in good faith.

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

HISTORY: WHAT IS THE HISTORY OF THE CONFLICT?

In conflict, each party has its own story, its own history.

- ◆ How long has the conflict been going on?
- ◆ How often has the conflict come up?
- ◆ How intense is the conflict? Is the conflict life-threatening? How does the intensity affect possible solutions to the conflict?

STYLES: HOW HAVE THE PARTIES CHOSEN TO DEAL WITH THE CONFLICT?

Each party may use one or more styles to manage the conflict. It is helpful to identify the styles being used.

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

MANAGEMENT: WHAT IS THE HISTORY OF THE EFFORTS TO MANAGE THE CONFLICT?

It is important to know the impact of prior efforts to manage the conflict.

- ◆ Has this conflict gone on for a long time? What has been the result?
- ◆ Have there been attempts to resolve the conflicts?
- ◆ If so, who made the attempts and what happened? If not, why not?
- ◆ What could be done to resolve the conflict now?

Lesson 2.3 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal)
3. **ISSUES:** What are the sources of the conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

Lesson 2.4

Identifying Your Conflict Style



Rationale

Knowing how you tend to deal with conflict can be helpful in figuring out what you might do differently to manage conflict better or to find a more positive outcome. This activity gives students the opportunity to reflect on how they tend to respond to conflict and to explore the value of using different conflict styles in different situations.

Objectives

1. To identify various conflict styles.
2. To identify the advantages and limitations of each style.
3. To identify students' own conflict styles and to understand the value of knowing one's own style as well as being able to determine the styles of those with whom one is in conflict.

Standards

- ◆ Individual Development and Identity

Time: 80 minutes

Materials

- Chart paper & markers
- Overhead transparencies
- "What Do You Do When. . . ?" Handout
- "What I'd Do When. . . ?" Worksheet
- Conflict Styles Worksheet
- Conflict Styles Teacher Resource



80 minutes

Procedures

1. Tell students that they are going to think about how they respond to conflict. Share with students the following scenario:

“Your friends want to skip school, and you don’t know what to do. You want to go to school, but you don’t want your friends to make fun of you.”

Have students share some of the responses that they might make, and explain why they would choose each. Tell students that there is no right or wrong answer in this exercise.
2. List responses on the board. Remind them that there is a conflict here, and that conflict is itself neutral; it is how we choose to respond to it that can make it either constructive or destructive. Ask students to try to find similarities and differences in the responses.
3. Divide the class into five groups. Distribute the Handout “*What Do You Do When . . . ?*” Assign each group one of the scenarios and a piece of chart paper (groups will represent letters A through E). Tell the groups that their task is to read the scenario, write on the chart paper which of the responses on the handout is appropriate for their scenario, and act out or illustrate the scenario on the chart paper.
4. Have the groups of students share their responses and either act out the scenario or present their illustration of it. Post the pieces of chart paper around the room.
5. Distribute the “*What I’d Do When . . . ?*” Worksheet. Have students write their response, choosing from the list of responses on the Handout: “*What Do You Do When . . . ?*” Have them also write the letter of the response (only one response allowed per scenario) and have them write their reasons for choosing those responses.
6. Ask them to look at their responses and to note any patterns they see. Do they have a lot of A’s, a lot of C’s, or do they have a range of letters, one A, one B, 2 C’s, etc? Look at each of the responses on the handout and work with the students to come up with a word that captures each situation (try to elicit the five styles listed on the *Conflict Styles Worksheet*).
7. Distribute the *Conflict Styles Worksheet*. Go over the explanations for each of the styles. Emphasize that none of the styles is always ideal and that each has its advantages and limitations.
8. Give students a moment to reflect on the conflict style that most applies to them. Have them answer the question at the bottom of the “*What I’d Do When . . . ?*” Worksheet and consider their strengths and areas for growth in conflict situations. You might give a personal anecdote as an example.

Discuss the exercise using some or all of the following questions:

- ◆ How might the context of the conflict affect the style a person chooses to use, e.g., where it is taking place, or the level of conflict—international versus interpersonal?
 - ◆ How might your response change based on the person with whom you are having a conflict, e.g., you might feel more accommodating with family members than with strangers?
 - ◆ Why is it important to know your style?
9. Tell students that now they are going to work in groups to think in more detail about the specific style they are assigned. Have students return to the groups they were previously working in. Assign each group a style and have them complete the chart for that style (uses, limitations, and situations in which it would be good to use this style). See the completed chart

for teacher use. Have each group briefly present their responses for their assigned style.

You may choose to give students additional ways of thinking about each style. Tell students that three factors often help determine which style to use: **relationships** (how important maintaining the relationship is to you), the **issue** (how important the issue is to you), and **time** (how much time you have to manage the conflict—some styles take more time than others to use). When filling out the chart, have students think about their style in terms of these three factors, answering:

- ◆ How important are the relationship and the issue, and how much time do you have?

Alternate: To save time, you can complete this step by having a whole class discussion.

10. Debrief the lesson by leading a discussion using some or all of the following questions:

- ◆ Is one style better than another? Is it possible to use more than one style in a situation, for example, to move from confrontation to compromise?
- ◆ How can it be helpful to identify the style of the person with whom you are in conflict?
- ◆ How do different methods of responding to others' conflict styles lead to different results? In other words, if I notice that someone has a competing style, how will our interaction differ if I use an accommodating style rather than matching their competing style?

Assessment:

Conflict Styles Worksheet, small group work, and whole class discussions

Citation for Conflict styles charts (handout and teacher resource):

From "Conflict and Negotiation Process in Organizations" by K. Thomas, 1992. In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology* (2nd ed., vol. 3, p. 660). Palo Alto, CA: Consulting Psychologists Press. Copyright 1992 by L. M. Hough. Adapted by permission.

Note: While the styles exercise illustrates personal tendencies, conflict styles can also be considered as negotiation strategies, choices to use in different conflict situations, including at the international level, depending on the context and factors mentioned above.

Extension Activity

1. Have students write down a conflict they have experienced. This could be personal, local, national, or international.
2. Have each student fold up the piece of paper and put it in a pile.
3. Chose one of the conflicts from the pile and read it to the group. Ask a few students (however many are necessary for the scene) to come up and improvise the conflict. After the conflict has been acted out, ask students to imagine another way one of the parties could have reacted which would have led to a different outcome. For example, if a student was in an argument with his/her mother, instead of yelling and walking away, what could the student have done? Have students act out multiple ways of dealing with the conflict and observe the results. One way to do this is to have an audience member raise his or her hand and jump into the scene.
4. Repeat this three or four more times depending on how much time you have in class.
5. Debrief the exercise with the following question:
 - ◆ How do different methods of responding to conflict styles lead to different results?

Lesson 2.4 HANDOUT: “WHAT DO YOU DO WHEN...?”

Directions: For the scenario that you were assigned, please list possible responses using the options below. Then create an illustration on the chart paper or prepare and act out a brief role-play.

Responses

- A. Walk away from the situation, ignore it, or deny that there is a problem.
- B. Do what others want, even if you disagree or if it’s not what you want.
- C. Find a solution that makes everyone happy.
- D. Make a quick compromise.
- E. Try to convince someone of your point or stand up for what you believe.

Scenarios

- 1. Your mother wants you to help her clean the house on Saturday night, and you want to go out with your friends.
- 2. Your best friend always borrows your things and never gives them back.
- 3. Someone is saying bad things about your friend. You’re angry because you know what they are saying isn’t true.
- 4. You think your teacher has been unfair in grading your test. You think your grade should be higher.
- 5. Your friend always wants to copy your homework, and it bothers you because it takes you a very long time to do your assignments.

Lesson 2.4 WORKSHEET: "WHAT I'D DO WHEN...?"

Directions: Thinking about the scenarios presented, indicate in the chart below the letter of the response (from the Hand-out: *"What Do You Do When?"*) that *you* would choose and why you would choose it.

Scenario	My Response, and Letter	Why
1. Clean the house		
2. Borrowing friend		
3. Gossip about friend		
4. Teacher grades unfairly		
5. Friend wants to copy		

What do my responses tell me about my conflict style?

Lesson 2.4 WORKSHEET: CONFLICT STYLES

Conflict Style	Behavior	Uses	Limitations	Situations
Avoiding <ul style="list-style-type: none"> ◆ Denying a problem ◆ Pretending nothing is wrong 	<ul style="list-style-type: none"> ◆ Leaving a situation ◆ Holding back feelings and opinions 			
Accommodating <ul style="list-style-type: none"> ◆ Giving in to another person's point of view ◆ Paying attention to others' concerns, not your own 	<ul style="list-style-type: none"> ◆ Apologizing/ saying yes to end the conflict ◆ Letting others interrupt or ignore your feelings, ideas 			
Problem Solving <ul style="list-style-type: none"> ◆ Finding a solution that makes everyone happy ◆ Looking closely at the sources of conflict 	<ul style="list-style-type: none"> ◆ Addressing your feelings, needs, and wants ◆ Listening to others 			
Compromising <ul style="list-style-type: none"> ◆ Each person wins some and loses some 	<ul style="list-style-type: none"> ◆ Interest is in finding a solution ◆ Show desire to talk about the problem. 			
Competing <ul style="list-style-type: none"> ◆ Getting what you want, no matter what ◆ Some people win, some lose 	<ul style="list-style-type: none"> ◆ Interrupting, taking over ◆ Ignoring others' feelings and ideas ◆ Loud tone of voice, sometimes physical violence 			

Lesson 2.4 TEACHER RESOURCE: CONFLICT STYLES

Conflict Style	Behavior	Uses	Limitations	Situations
Avoiding <ul style="list-style-type: none"> ◆ Denying a problem ◆ Pretending nothing is wrong 	<ul style="list-style-type: none"> ◆ Leaving a situation ◆ Holding back feelings and opinions 	<ul style="list-style-type: none"> ◆ When confronting seems dangerous ◆ When you need more time to prepare 	<ul style="list-style-type: none"> ◆ The problem may never be resolved ◆ Emotions may explode later 	
Accommodating <ul style="list-style-type: none"> ◆ Giving in to another person's point of view ◆ Paying attention to others' concerns, not your own 	<ul style="list-style-type: none"> ◆ Apologizing/saying yes to end the conflict ◆ Letting others interrupt or ignore your feelings, ideas 	<ul style="list-style-type: none"> ◆ When you think you've made a mistake or you don't understand the situation ◆ When "smoothing over" is important for keeping a friendship 	<ul style="list-style-type: none"> ◆ You may work hard to please others, but never be happy yourself ◆ Being nice doesn't always solve the problem 	
Problem Solving <ul style="list-style-type: none"> ◆ Finding a solution that makes everyone happy ◆ Looking closely at the sources of conflict 	<ul style="list-style-type: none"> ◆ Addressing your feelings, needs, and wants ◆ Listening to others 	<ul style="list-style-type: none"> ◆ Can make someone who is stubborn move toward resolving a problem 	<ul style="list-style-type: none"> ◆ This requires time and good communication skills 	
Compromising <ul style="list-style-type: none"> ◆ Each person wins some and loses some 	<ul style="list-style-type: none"> ◆ Interest is in finding a solution ◆ Show desire to talk about the problem. 	<ul style="list-style-type: none"> ◆ When you need a fast decision on a small issue ◆ When nothing else works 	<ul style="list-style-type: none"> ◆ You may fix the immediate conflict but not the bigger problem ◆ Each person may not end up happy 	
Competing <ul style="list-style-type: none"> ◆ Getting what you want, no matter what ◆ Some people win, some lose 	<ul style="list-style-type: none"> ◆ Interrupting, taking over ◆ Ignoring others' feelings and ideas ◆ Loud tone of voice, sometimes physical violence 	<ul style="list-style-type: none"> ◆ When immediate action is needed ◆ When you believe in the absolute "rightness" of your action and don't see any other choice 	<ul style="list-style-type: none"> ◆ This can make people defensive and can make a conflict worse ◆ It can make it hard for others to express how they feel 	

Lesson 2.5

Nonverbal Communication



Rationale

Research indicates that about 80 percent of our communication is nonverbal. Being able to communicate effectively means understanding both verbal and nonverbal interactions. In this activity, participants experience what it is like to interact without words to understand the complexity of communication.

Objectives

1. To identify the various types of nonverbal communication.
2. To understand the importance of nonverbal communication in communication generally.

Standards

- ◆ Culture

Time: 70 minutes

Materials

- Common Gestures* Overhead
- Enough to Make Your Head Spin* Handout
- Mood Strips* Handout



70 minutes

Procedures

1. Explain that effective communication is an essential skill in managing conflicts. Today, the class will study nonverbal communication—ways that people communicate without using words. Tell students that they will arrange themselves in a line according to the month and day (not year) of their birthdays. But they will do this without talking, whispering, writing, or using any props. In other words, students must find another way to communicate. The exercise must be done with the month followed by the day; it will not work if they arrange themselves by day, then month. You may choose to start the exercise by indicating which part of the classroom is January 1, and which is December 31, or you can let them determine this on their own.
2. Give students a moment to think of a strategy to use, but do not let them share strategies out loud, and then tell them to begin. From the moment you say “start,” the class should be completely silent.
3. When the group believes it has accomplished the task, check how well they did by having each student in line state their birth month and day starting with the person closest to January 1 (at the start of the line). Students who are in the incorrect place should find their correct place in the line. Once they are in the correct order, have them sit in this order for the remainder of class.
4. Debrief this opener with the following questions:
 - ◆ How did you find your place in line?
 - ◆ Was it difficult? Why or why not?
 - ◆ What strategies did you use? How well do you think they worked? Why or why not?
 - ◆ What did you do when you tried to communicate with someone who was using a different system of communication? Share with students the importance of finding a common language, especially when trying to manage conflicts.
 - ◆ Have any of you ever had an experience when you tried to communicate with someone, but were misunderstood because of a language barrier? How did you respond?
 - ◆ Remind students that what they have just done is to use nonverbal communication—relating to one another without using words.
 - ◆ Why is it important to be aware of how you communicate nonverbally? How can it be helpful to pay attention to how others communicate nonverbally when in a conflict situation?
5. Share with students the idea that gestures are a frequent form of nonverbal communication. Have students share some common (appropriate) gestures—thumbs-up, wink, etc.—and what they mean. Then show them the Overhead *Common Gestures*, which shows how a gesture is interpreted in different countries. Ask students whether they have ever made a simple gesture which was misinterpreted. Give examples from your own experience. Review with students how prior knowledge/study of another party’s culture may help to ease communication, verbal and nonverbal, particularly in the case of conflict, and how this can help with peacebuilding.
6. Tell students that now they will practice using nonverbal communication to see how it affects their understanding. Separate students into groups of two and assign one Student A and the other, Student B. Give Student A a mood strip from the *Mood Strips* Handout. Ask Student B to speak for two minutes about an international issue that troubles them (the use of child soldiers in conflict zones, landmines, refugee crises, etc.). While Student B

Note: Paying attention to your own nonverbal communication can help ensure that you project openness to the person with whom you are in conflict. Noting the nonverbal communication of others can help you identify when someone feels uncomfortable and may lead you to adjust how you interact with them so they feel more secure.

is talking, Student A should respond to them while acting out (without words) the mood they have been given. When the two minutes is over, have Student A summarize what they heard from Student B, again while demonstrating their mood.

7. After the students finish their dialogues, debrief the exercise with the following questions:
 - ◆ How does Student B think Student A felt during the exercise? Why do you think this?
 - ◆ What nonverbal cues led you to this conclusion?
 - ◆ How did Student B feel in reaction to Student A's responses?
 - ◆ How do nonverbal cues affect the listener as well as the speaker?
8. Tell the students that they are going to read a story about an American Peace Corps Volunteer in Bulgaria who faced a problem with the mixed messages of head-shaking listeners. Begin by locating Bulgaria on a map or globe, and asking students what they know about the country or the region from history. Then, share with them a bit of the description provided by the volunteer, Elizabeth Vernon Kelley, in her biography.
9. Read the story with the class. Have students address the following questions in small groups or as a whole class:
 - ◆ What challenges to communication did Elizabeth face?
 - ◆ How did she work around these challenges?
 - ◆ What gestures did she assume were universal? Do you agree that "A smile is a smile the world over?"
10. Lead a class discussion using some or all of the following questions:
 - ◆ How might nonverbal cues affect the course of a negotiation between parties who do not know or trust each other?
 - ◆ How can nonverbal communication impact negotiations where parties are from different cultures or countries?
 - ◆ How could a peacebuilder prepare him/herself to use nonverbal communication for a negotiation?

Extension Activity

Have students pretend to be anthropologists collecting data about nonverbal communication. Explain the scenario below and have them report their findings in class when they are done with the activity.

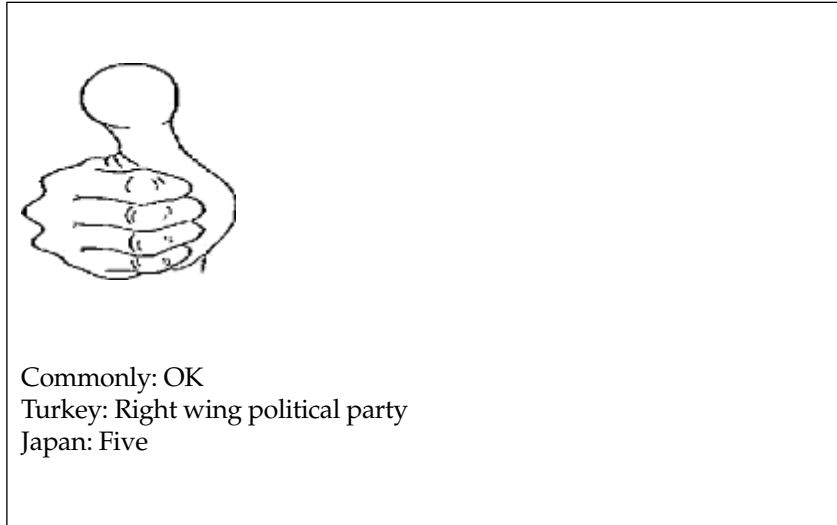
Assignment:

You are an anthropologist studying nonverbal communication. Go through your day observing how people communicate nonverbally in class and outside of school. Write field notes in which you collect at least three examples of nonverbal communication. What did each person do to communicate nonverbally? How did the other person seem to interpret this communication? How did they respond?

Assessment:

Participation in small group work and whole class discussions

Lesson 2.5 OVERHEAD: COMMON GESTURES



Source: Darn, Steven. "A Nonverbal Communication Lesson Plan 2."
http://www.developingteachers.com/articles_tchtraining/nonverbal2.htm.

Lesson 2.5 HANDOUT: ENOUGH TO MAKE YOUR HEAD SPIN

Elizabeth Vernon, Peace Corps Volunteer, Bulgaria (2003–2005)

Biography

“Welcome, Isabelle!” said the sign the children held as they greeted me when I arrived in my Bulgarian town. On paper, my name is Elizabeth Vernon, but in Bulgaria, I answer to all sorts of names. Among them are *gospozha* (“Mrs.” in Bulgarian—never mind that I’m not married), Miss, Missus, teacher, and Elli. Having many names and wearing many hats—English teacher, project organizer, translator, and token American—is what keeps life here interesting. I get to do all sorts of things I never did back in the United States, where my main title was editor. I worked as a newspaper copy editor—editing stories, writing headlines, and designing pages—for five years before I decided it was time to stop sitting in front of a computer. I wanted to see more of the world and do something to help people improve their own lives in the process. When I’m not working or socializing with my Bulgarian neighbors, I enjoy reading, cooking, hiking, visiting other volunteers around the country, and keeping in touch with family and friends in America through e-mail. I’m an only child in America, but here I’m lucky to have become part of many families. I grew up in Northern California, then went to Whitworth College in Spokane, Washington, where I studied communications, Spanish, and religion. After a short jaunt to southwestern United States, I headed back to Washington State for several years, so I’m not quite sure where to call home. But if home is where the heart is, this little corner of Bulgaria will always be one of my homes.

Site Assignment

My town is in north-central Bulgaria, where the Balkan Mountains slope down onto the Danubian Plain. Winters are cold, icy, and snowy, and summers are super hot. About 10,000 people call this town home, but it’s the municipal center for many villages, so that bumps the area population to about 30,000 people. About 70 percent of the residents here are Turkish, 20 percent are Roma, and 10 percent are ethnically Bulgarian. This means I’m more likely to hear Turkish on the streets—and in the classroom—than Bulgarian. The diversity of the area and the fact that the majority of children speak Turkish at home makes my job of teaching English to fifth through seventh graders at Academician Daki Yordanov Junior High School challenging. But my students have lots of questions about America and love hearing stories from my home. I also work on a variety of small projects, including seeking donations of books in English for my school, helping an orphanage in the region, teaching an English class for adults, and working on summer camps.

Article

Enough to Make Your Head Spin

By Elizabeth Vernon

"I'll have coffee," I tell the waitress at a cafe during my first week in Bulgaria. She shakes her head from side to side. "OK, tea," I say, thinking that maybe there's something wrong with the coffee machine. Again, she shakes her head. "Um . . . cola?" Once more, she shakes her head. By now, she's looking at me like I'm crazy, and I'm totally confused. Then I remember, a shake of the head by a Bulgarian means "yes," and a nod, what the rest of the world does for "yes," means "no."

I knew about this before I arrived in Bulgaria, but it's amazing how something that seems simple and easy enough to remember can lead to so much confusion, and so many funny moments. Early on, when I communicated with Bulgarians, it seemed like my head was moving in ways my brain hadn't told it to. Sometimes I wanted to grab my ears and use them as controls. Learning a language with a completely different alphabet was challenging enough, without trying to figure out whether to nod or shake.

When I began teaching, all this head-bobbing made communication in the classroom interesting. Although I had made sure my students knew about this cultural difference on the first day of school, we all frequently forgot what we were doing. My students would answer a question correctly or say something really great, and I'd nod. A second later, they were trying to change their answer, since they thought the nod meant they had been wrong. But the confusion went both ways. Sometimes I'd ask a student a yes-or-no question and he or she would answer with a nod or a shake, without saying anything. Not remembering the difference, we'd have to go through the motions several times before I understood. Frequently I found myself saying: "*Da or ne*—just tell me one or the other!"

I also had to deal with confused colleagues who couldn't figure out why I kept nodding my head while they talked, as if I were arguing with them. In truth, I was just trying to show that I understood and was following along with the story. And then there was the even greater problem of how to act with Bulgarians who spoke English and were aware of the nodding/shaking problem. Was I supposed to nod or shake for "yes" when I was speaking English with them? And what was I supposed to do when we were speaking Bulgarian? What if we were in a situation where both languages were being spoken? To make matters even more complicated, after going a couple of weeks without any contact with other Americans, we'd finally get together and I'd find myself shaking when I should have been nodding. My head was spinning!

After a year of living here, the gestures have become second nature, and I rarely have to think about what my body language should be. Once in a while, if I'm really tired or not thinking clearly, I find my head moving in a semi-circular nod/shake wobble, which the Bulgarians find quite amusing.

Along with all the funny moments this cultural difference has provided me and my Bulgarian friends, I've come to understand the importance of using all my senses in a new culture, and not making assumptions that a gesture or other form of communication, even one that seems very simple and universal—means the same thing everywhere. Beyond being conscious of the yes–no difference, I must make sure I am really listening and watching for other clues when someone is communicating with me. Here, a sound along the lines of a cluck of the tongue often accompanies a "no," and being aware of that helps me steer clear of confusion. Tuning in to how the people around me communicate has brought me closer to the people and the culture here. And whenever we slip up and forget to control our heads, the laughter that follows brings us together. Luckily, a smile is a smile the world over.

Sources: <http://www.peacecorps.gov/www/publications/crossingcultures/pdf/crossingcultures.pdf>. <http://www.peacecorps.gov/www/publications/crossingcultures/>.

Lesson 2.5 HANDOUT: MOOD STRIPS (cut into strips)

Directions: Cut the handout into strips so there is one mood on each strip or write them on index cards, one mood per card.

Guilty

Happy

Impatient

Paranoid

Insulted

Insecure

Tired

Annoyed

Bored

Detached

Distracted

Gullible

Lesson 2.6

Active Listening



Rationale

Studies show that we remember between 25 and 50 percent of what we hear, and what we hear may not always be the most important information communicated. Effective communication consists of both speaking and listening. Active listening is a way of listening and responding to another person that improves mutual understanding. It is an important first step to defuse a situation and seek solutions to problems. This lesson gives students the opportunity to identify what active listening is and why it is important in managing conflicts.

Objectives

1. To identify the characteristics of good communication for speakers and listeners.
2. To understand the importance of active listening skills for negotiation and everyday life.

Standards

- ◆ Culture
- ◆ People, Places, and Environment
- ◆ Individual Development and Identity

Time: 70 minutes

Materials

- Active Listening Techniques* Handout
- Abegaz and the Lion* Extension Handout



70 minutes

Procedures

1. Divide students into pairs. Ask them to share a time when they were talking to someone about something important and they thought the other person was not listening to them. Have them share what it felt like to not be listened to.
2. Share with students that they will practice active listening skills to make them better listeners. Ask for two volunteers, a speaker and a listener, to come to the front of the class. Ask one student to speak to the other student for one minute about what she/he did after school the day before. Direct the student (privately) who is in the listening role to use poor listening skills, e.g. look at your watch, interrupt, avoid eye contact, look bored or impatient, tap your foot or fidget.
3. Ask the class to describe what the listener did in the role-play. Make a list on the board of what they describe. You can use a T chart to differentiate between good and poor listening skills (write a large T on the board and label the left side good and the right side poor).
4. Then ask the students what the listener could have done differently to be a better listener. Add their responses to the side of the T chart labeled "good." When students mention a skill that is on the *Active Listening Techniques* Handout, introduce the corresponding skill on the sheet. For example, if a student says, "S/he could have showed interest," introduce the principle of "encouraging."
5. When students have exhausted their ideas, distribute the *Active Listening Techniques* Handout and review each principle with the class. Ask students to circle the techniques they think they use on a daily basis. Tell students that active listening means engaging with someone for the purpose of increasing one's understanding of a subject. Although it is called listening, it involves much more than being silent. The active part means using verbal and nonverbal communication skills to show interest, show empathy, gain information, and show that you understand.
6. Ask for two more volunteers to come to the front of the class. Ask one student to speak for one minute about what they plan to do for the weekend. Have the other student use the principles from the handout and anything else noted on the board from the previous role-play. If you prefer, you can be the listener instead of a student. After the role-play, ask students which core principles they saw.
7. Tell the students that they are going to practice using active listening skills with a partner. Ask students to think about a problem/conflict they had, which was not resolved or where they were not happy with the way in which it ended. This can be a problem/conflict at home, with friends, at school, etc. Divide the class into pairs, assigning one student, Student A and the other Student B. Instruct students to use active listening skills when they are not speaking. Student B is not listening in order to solve the problem; rather, they are listening to ensure they fully understand what the problem is about.
8. Have Student A speak about their conflict for 3 minutes while Student B listens, using active listening skills.
9. After 3 minutes, have Student A share with Student B what Student B did well. What active listening skills did Student A notice Student B using? Allow 2 minutes for feedback.
10. Have students switch roles: Have Student B speak on their problem/conflict for 3 minutes while Student A listens using active listening skills.

11. After 3 minutes, have Student B share with Student A what Student A did well. What active listening skills did Student B notice Student A using? Allow 2 minutes for feedback.
12. Lead a whole class discussion using some or all of the following questions:
 - ◆ What did it feel like to really be listened to without being interrupted?
 - ◆ Does that happen often in your life? Why or why not?
 - ◆ What made this activity challenging for you?
 - ◆ How can being an active listener build trust and support relationships in conflict situations?
 - ◆ How can being an active listener help you manage conflicts?
 - ◆ Imagine an international conflict involving people from different cultures or backgrounds. How might active listening between the parties be harder in this situation?
 - ◆ What might peacebuilders do in international conflicts to ensure they are listening actively?

Assessment:

Participation in small group work and whole class discussion

Extension Activity

Abegaz and the Lion, a folk tale from Ethiopia

Introduce the concept of oral tradition and folk tales as ways for communities to share important lessons from generation to generation. *Abegaz and the Lion* is a folk tale from Ethiopia that focuses on the importance of trust and open communication in a relationship. You can have students read the folk tale by distributing the handout, or you can have them listen to a podcast of the folk tale on the Peace Corps website at <http://www.peacecorps.gov/wvs/stories/stories.cfm?psid=66##>.

After they read/listen to the story, discuss the meaning:

1. Abegaz had to confront a lion. How did he do this? What was his strategy?
2. Why do you think he asked the lion directly for a hair instead of trying to take it? Why did the lion give it to him? How would you describe the way Abegaz and Meselech communicate and interact with one another?
3. Why did the healer send Abegaz to the lion? Why are active listening and effective communication so important for peacebuilding at both the personal and the international level?

Note: Effective communication is the key to building trusting relationships. Abegaz communicates openly with the lion because he sees that the lion trusts him. This story ties in very nicely with the lessons that address the importance of trust building and relationship building between individuals and groups in conflict. It can also be used as an extension to the *Cross the Line* exercise in Lesson 2.3.

Lesson 2.6 HANDOUT: ACTIVE LISTENING TECHNIQUES

TECHNIQUE	PURPOSE	METHOD	EXAMPLES
ENCOURAGING	<ol style="list-style-type: none"> To convey interest To keep the person talking 	<ul style="list-style-type: none"> ◆ Don't agree to disagree ◆ Use noncommittal words with a positive tone of voice 	<ol style="list-style-type: none"> "I see. . ." "That's interesting" "Uh-huh" "Mmm"
ELICITING	<ol style="list-style-type: none"> To gather relevant information To encourage others to reveal their needs and concerns To establish a climate of open communication 	<ul style="list-style-type: none"> ◆ Ask open-ended, not leading, questions ◆ Don't agree or disagree ◆ Use noncommittal words with positive tone of voice ◆ Use encouraging body language, such as nodding 	<ol style="list-style-type: none"> "What concerns does that situation cause for you?" "Why is that an important issue for you?" "How would that affect your interests?"
RESTATING	<ol style="list-style-type: none"> To let others know that you are listening carefully, and that you are trying to understand To verify your comprehension of what they've said 	<ul style="list-style-type: none"> ◆ Paraphrase the other's points ◆ Avoid value judgments or inserting your own opinions ◆ Ask for confirmation 	<ol style="list-style-type: none"> "In other words, you've concluded that. . ." "So the way you see it is. . ." "Would it be correct to say. . ."
CLARIFYING	<ol style="list-style-type: none"> To uncover underlying or unstated concerns To understand ambiguous or unclear statements To test interpretations 	<ul style="list-style-type: none"> ◆ Avoid frequent interruptions ◆ Ask focused but open-ended questions ◆ Probe for fuller explanations 	<ol style="list-style-type: none"> "I'm not sure what you mean by. . ." "Could you please explain more about the significance of. . .?" "What leads you to believe that. . .?"
EMPATHIZING	<ol style="list-style-type: none"> To understand events from others' perspectives To show that you respect their point of view and comprehend their feelings 	<ul style="list-style-type: none"> ◆ Recognize others' experiences as valid, without necessarily accepting their conclusions ◆ Give acknowledgment rather than agreement 	<ol style="list-style-type: none"> "I can see why you feel that. . ." "That must have been very disturbing for you. . ." "I can understand how you would perceive that as a threat. . ."

(continued on next page)

Lesson 2.6 HANDOUT: ACTIVE LISTENING TECHNIQUES *(continued)*

TECHNIQUE	PURPOSE	METHOD	EXAMPLES
SUMMARIZING	1. To pull important ideas and information together	<ul style="list-style-type: none"> ◆ Review issues which have been raised ◆ Highlight the most important matters ◆ Set aside extraneous information 	<ol style="list-style-type: none"> 1. "These seem to be the key ideas you have expressed. . ." 2. "So your view of this whole situation is. . .?" 3. "I'm sensing that the critical concerns you have are. . ."
	2. To establish a basis for further discussion		
REFRAMING	1. To transition into problem solving, refocusing discussion from past events to future goals	<ul style="list-style-type: none"> ◆ Build on others' ideas in developing your proposals ◆ Emphasize points of agreement and compatible and/or shared interests ◆ Use neutral or positive rather than accusatory language ◆ Explain how your proposals satisfy their interests 	<ol style="list-style-type: none"> 1. "That's an intriguing thought. To carry it further, let me suggest that. . ." 2. "Since we both value. . . , would it make sense to. . .?" 3. "I'm sorry you feel that way, but I'm glad you raised the issue. Let's see how we can work together to address your concern."
	2. To encourage others to rethink positions and focus on interests		
	3. To redirect negative or adversarial statements into more productive channels		

Lesson 2.6 EXTENSION HANDOUT: ABEGAZ AND THE LION, A FOLK TALE FROM ETHIOPIA

Long ago there lived a young man named Abegaz. He was very, very lonely. Abegaz woke one morning and realized that he could delay the matter no longer. He wanted a wife. Since there were no young women of marriageable age in his village, Abegaz decided to visit a village across the mountainside. Packing up his donkey, he set off in search of a bride.

As Abegaz approached the mountain, he heard the roar of a mighty lioness. Immediately, he jumped off the donkey and ran as fast as he could. Soon, he found himself on the other side of the mountain, with his scared little donkey trailing him. Out of breath, he sat down on a rock that overlooked a peaceful green pasture where sheep were grazing. There, in the middle of the pasture, was a lovely shepherd girl. Abegaz knew instantly that this was the woman he should wed. After introducing himself to her, he asked to meet her father. Within a week, Abegaz was married to the shepherd girl, whose name was Meseleth.

When Abegaz brought his wife home, he was very pleased. No more threadbare pants, no more dirty dishes to wash. Meseleth was as useful as she was beautiful, and Abegaz grew fatter and more content each day.

One day, however, after some years, Abegaz arrived home and Meseleth started to scream. He tried to calm her, but she wouldn't stop. "Be quiet," he said, as he put his hand over her mouth. But Meseleth persisted throughout the night, screaming "Aaagh!" in a high-pitched voice. When the sun rose the next morning, Meseleth's screams had not quieted. Abegaz knew he had to find a cure quickly, so he hastened to the house of the healer.

"Something is wrong with my wife," he told the healer. "She won't stop screaming. Can you give me some medicine to quiet her?"

"I can help you," said the healer. "But first I need a special ingredient. I don't have any lion's hair left. If you'd like me to make the medicine to cure your wife, you will need to climb the mountain, find the lion, and bring me back a single hair from her tail."

Abegaz did not relish the idea of meeting the lion. But he could not bear to go home to his screaming wife. Thanking the healer, he set off for the mountain that he had climbed some years before.

From the foot of the mountain, Abegaz could hear the lion's roars, but he walked steadily in its direction. At last he spotted the lion and, crouching down low, came within 10 yards of her. For many hours, Abegaz watched in silence as the lion chased monkeys from the trees. As he was about to leave, he took a jar of milk from his satchel and placed it in a clearing for the lion.

The next day, Abegaz climbed the mountain once more. This time Abegaz came within a few feet of the lion. Once again he hid behind a tree, watching as the lion closed her eyes and fell asleep. As he left, he took fruit and cheese from his satchel and placed it at the sleeping lion's feet.

On the third day, Abegaz ran up the mountain, carrying a kilo of raw meat. When the lion roared, he said, "Good morning!" and held out his hands to feed her the meat. From that day, Abegaz and the lion became good friends. He brushed the lion's tan coat, helped her chase monkeys, and lay down beside her for afternoon naps.

"May I please take a hair from your tail?" Abegaz asked one day. "My wife needs it."

The lion graciously agreed and plucked a thick hair from her tail.

"Thank you!" Abegaz called, as he ran down the mountain.

"My pleasure," roared the lion.

With the hair in hand, Abegaz knocked on the door of the healer.

"I have it," he said. "I have the hair from the lion's tail." Abegaz told the healer of his friendship with the lion. Then he asked, "What must I do now?" The healer smiled and shook his head, saying, "Abegaz, Abegaz. You have become friends with a lioness, but you still have not made friends with your wife? Who is a better friend, a lion or a wife? Now go home and treat your wife better than that lion."

Source: <http://www.peacecorps.gov/wvs/stories/stories.cfm?psid=66##>.

Lesson 2.7

The Process of Negotiation



Rationale

Negotiation is a regular part of everyday life, though it can be difficult to do well. Negotiation skills are extremely valuable in helping people with both shared and opposing interests to reach an agreement. In this lesson, students will learn basic negotiation methods by exploring the difference between positions (what people want) and interests (what people need). Looking to parties' interests instead of their positions can make it possible to find a solution.

Objectives

1. To define negotiation.
2. To identify the difference between positions and interests.
3. To identify characteristics of a successful negotiator.

Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

Time: 60 minutes

Materials

- The Orange Worksheet*
- Personal and International Conflict Worksheet*
- Creating Options Handout*



60 minutes

Procedures

Defining Negotiation

Note: USIP's Peace Terms defines negotiation as follows: The process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern glossary.usip.org.

Quick Activity: Creating Options

This is a quick activity to practice the process of brainstorming, which is helpful in generating creative solutions.

1. Ask students:
 - ◆ What does brainstorming mean? How would you describe the process?
 - ◆ How do you think brainstorming can be used in the process of negotiation?
2. Distribute the *Creating Options* handout to the students.
3. Remind the group of the ground rules for brainstorming:
 - a. All ideas are encouraged
 - b. Record all contributions without discussing their merits
 - c. Avoid judging any options
 - d. Avoid focusing on differences between ideas
 - e. Combine related ideas
 - f. Do not attach names to ideas
 - g. Encourage creativity
 - h. Keep the flow going for as long as possible

Note: It is often difficult for students to avoid commenting, either positively or negatively, on various ideas. Try to discourage students from doing so. Remind them that after all ideas have been expressed, they can discuss the merits of each.

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

If not suggested, add a possible solution: they could deflate the tires a bit, so that they can drive through without damaging the top.

(continued on next page)

1. Ask students to share with a partner a time when they tried to negotiate for something; maybe they tried to negotiate with their parents for a later curfew, maybe they tried to negotiate with a teacher for additional time to hand in an assignment. As they share their story, have them share the following:
 - ◆ How happy were you with the outcome of your negotiation?
 - ◆ What did you learn from the process?
2. Have a few volunteers share their stories. Ask the class to identify similarities in the stories.
3. Based on the similarities in the stories, as a class come up with a group definition of negotiation. In a conflict setting, a negotiation takes place only when the parties in the conflict both agree that there is a conflict and that negotiating, or working together, will have a better result than acting alone.
4. Explain that the process of negotiation includes several key points:
 - a. preparation
 - b. relationships
 - c. positions and interests
 - d. creating options

Preparation refers to gathering all of the information you can about the conflict, through conflict analysis (see lesson 2.2), to make sure you understand the conflict from all perspectives.

The idea of **Relationships** refers to the importance of knowing the person with whom you are in conflict, their history, and their culture. When negotiating with a person whom you know, it is important to focus on preserving the relationship. When negotiating with a person whom you don't really know, it is important to develop trust, partly through honest communication, so the other party will want to work with you to find an agreeable solution (see lesson 2.1). This doesn't mean you have to like each other or become friends; rather, it means that the trust provides assurance that each of you will follow through on your agreements.

Positions and Interests

1. Now we're going to talk about the third element. Write **Position** and **Interest** on the board. Read the first paragraph of *The Orange* Worksheet to students. Ask them to identify what each brother was demanding, or what he wanted. Write this on the board next to **Position**. Then ask them *why* each brother wanted what he wanted. If students are stuck, ask them what each brother did with his half of the orange. Write their answers on the board next to **Interest**.
2. Explain that when people are in conflict and want something, they tend to state what they want as a position or a demand, e.g. "I want a million dollars," "I want you to leave this land," "I want clean drinking water." Positions often are not flexible, and can make negotiating difficult. Interests are usually underlying and often are not even clear to the person making the position statement. Exploring the underlying interests (or needs) and how to meet these interests is a key skill in managing conflicts. By getting at the interests or *why* the person is making the demand, you can find common ground between parties in conflict, which can open up possibilities for a creative solution.

3. Distribute the *The Orange* Worksheet and as a class fill out the chart, identifying parties, positions, interests, and actions.
4. Distribute the *Personal and International Conflict* Worksheet. Have students return to their pairs from the beginning of class and together they should fill out a chart for their own personal conflict. They should discuss both of their conflicts but they only need to fill out the chart for their own conflict. Ask a few volunteers to share their conflicts and charts.
5. Lead a class discussion using some or all of the following questions:
 - ◆ How did looking at your interests help you think about different solutions?
 - ◆ Why do we often look only at people's positions?
 - ◆ Why is it sometimes hard to look for interests?
 - ◆ How can using active listening skills help you identify positions and interests when in a conflict situation?
6. Tell students that now they are going to apply the same skills to an international conflict. Return to the Uganda backgrounder you used in Lesson 2.3 and as a whole class exercise, have students identify the positions and interests of the parties in the conflict. You can have students use their conflict analysis worksheets from that lesson to remind them of the parties.

Alternative: You can provide background on the Northern Ireland conflict (<http://www.bbc.co.uk/history/recent/troubles/>) and show USIP's witness video of George Mitchell describing his role mediating this conflict (www.buildingpeace.org) and have students identify positions and interests of the various parties.

7. Lead a discussion using some or all of the following questions.
 - ◆ How might analyzing positions and interests in a personal conflict be different from analyzing positions and interests in an international conflict?
 - ◆ How might the other elements of negotiation in international conflicts be harder, for example, building trust and building relationships?
 - ◆ What about the negotiation process do you think would be the same regardless of the context of the conflict?

Assessment:

Completed formal/informal negotiation charts; pair and whole class discussions

5. If you have time, you can move past the brainstorming phase to the analysis phase in which people talk about the advantages and disadvantages of each idea, as way of eliminating those that won't work and narrowing the possibilities.

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

- ◆ Was it difficult to list options without evaluating or analyzing them as you went along? If so, why?
- ◆ Did you have more ideas as a group than you would have working individually? Why?
- ◆ What is the value of creativity in the negotiation process?

Note: Not all conflicts can be negotiated. Some conflicts require negotiation as well as other tools. And sometimes people negotiate simply as a way to maintain positions, with no intention of finding a collaborative solution.

Extension Activity 1

If you did not show USIP's witness video on Betty Bigombe, who helped negotiate peace in Uganda's civil war (www.buildingpeace.org) in Lesson 2.3, have students view the video and add to the chart based on the information in the video.

Extension Activity 2

Have students research ongoing international conflicts, e.g. Congo, Afghanistan, Colombia, Iraq, Mindanao, Kashmir, Israel-Palestinian Territories, etc., and identify the positions and interests of the various parties. Have them share their findings with the class.

Extension Activity 3

Look back to historical conflicts you have studied with your students and identify positions and interests of the various parties.

Lesson 2.7 WORKSHEET: THE ORANGE

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

Directions: Complete the chart using the information from the orange scenario.

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

Lesson 2.7 WORKSHEET: PERSONAL AND INTERNATIONAL CONFLICT

Personal Conflict: Complete the chart based on a personal conflict.

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

Lesson 2.7 WORKSHEET: PERSONAL AND INTERNATIONAL CONFLICT *(continued)*

International Conflict: Complete the chart based on the conflict in Uganda

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

Lesson 2.7 HANDOUT: CREATING OPTIONS

Scenario:

Two truck drivers are driving on a highway to deliver a shipment of humanitarian aid (food, water, medical supplies) to a village that has been devastated by violent conflict. While driving, the drivers pass beneath a bridge. The top of the bridge is not high enough, so their truck gets stuck and the top of the truck gets badly damaged. Cars slowly begin to back up behind the truck, and the line is almost 2 kilometers long. One of the truck drivers thinks that they should continue going forward and force the truck through the tunnel, even if they will damage the top and some of the aid. The other truck driver thinks that they should reverse, even if the traffic behind will make it very difficult.

- ◆ What else could they do?

Lesson 2.8

Negotiation Role-play



Rationale

This lesson allows students to practice all of the skills introduced in the toolkit thus far in one exercise: conflict analysis, conflict styles, active listening, building relationships/trust, identifying wants and needs, and using creative problem solving. The scenario is set in Kosovo, to get students to think about how these skills can be used in conflicts that range from personal to international settings. However, the conflict could occur anywhere. If you feel that providing background on Kosovo will prove too difficult or time-consuming, you can change the setting to something more familiar to students.

Objectives

1. To improve students' negotiating skills.
2. To apply key negotiation principles and skills in a realistic setting.

Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

Time: 90 minutes if all preparation is done in class; 50 minutes if preparation is done for homework the night before.

Materials

- Analyzing a Conflict Worksheet*
- Competing for a UNMIK Contract in Kosovo—Scenario Handout*
- Competing for a UNMIK Contract in Kosovo—Roles Handout*
- Negotiation Preparation Worksheet*
- Source for background on conflict in Kosovo:
http://news.bbc.co.uk/2/hi/special_report/1998/kosovo/305008.stm.



90 minutes

Note: If you think researching the Kosovo background is too cumbersome for your class, you can change the context. The actual negotiation dynamics could take place in any postconflict environment, so you can switch to a context familiar to students.

Extension Activity

Have students research international conflicts (past and present) and describe the negotiation processes. Who was involved in the negotiation? How long did it take place? What were the results? Did the negotiation process result in lasting peace? Examples include Northern Ireland; Aceh, Indonesia; Kashmir; Arab-Israeli conflict; Sudan; Balkans, etc.

Note: This role-play based on Kosovo is an example of an interpersonal conflict taking place in a larger conflict.

Procedures

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
2. Depending on the level of your students' prior knowledge, review the conflict in Kosovo. You may wish to use the *Conflict Analysis Worksheet* to help them analyze the conflict in Kosovo. The negotiation scenario does not have enough detail to allow for a thorough conflict analysis. (If time is a concern, have students research the conflict in Kosovo for homework the night before).
3. Distribute the *Competing for a UNMIK Contract in Kosovo—Scenario Handout* and review it with the class. Address any questions. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, look for creative solutions.
5. Divide students into pairs and assign one person in each pair the role of the body repair shop owner and the other the engine repair shop owner. Distribute roles from *Competing for a UNMIK Contract in Kosovo—Roles Handout*.

Alternative: Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two body repair shop owners and two engine repair shop owners. This allows people to work together in their role and during the negotiation they can take breaks to discuss strategy among themselves.

6. Preparation: Have the body repair shop owners meet on one side of the room and the engine repair shop owners meet on the other side. Distribute the *Negotiation Preparation Worksheet* and have students work cooperatively in their role groups to complete it.
7. Have everyone return to their negotiation pairs and begin their negotiation. Give students 20 minutes to negotiate.
8. Lead a whole class conversation using some or all of the following questions:
 - ◆ What were some of the results of your negotiations?
 - ◆ What strategies did you use?
 - ◆ What were some of the challenges you encountered while negotiating?
 - ◆ How were you able to get beyond positions to interests?
 - ◆ What did you learn from the role-play that will help you in future negotiations?

Assessment:

Completed worksheets and small group/whole class conversations

Lesson 2.8 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal)
3. **ISSUES:** What are the sources of the conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the different parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

Lesson 2.8 HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO—SCENARIO

Background:

The place is Kosovo. The time is 2002. Terrible road conditions combined with a huge influx of émigrés returning from Eastern Europe after the war have resulted in thousands of abandoned cars scattered all along the highways.

Although the economy is starting to revive, farmers on their way to the market place and others are having trouble picking their way through the twisted hulks. The wrecks are slowing the movement of many actors in the reconstruction efforts. The United Nations Mission in Kosovo (UNMIK) has decided they will issue a contract for clean up. A body repair shop wants and needs this contract as does an engine repair shop. The two shop owners see each other in the UNMIK office when they go to submit their bids for the contract.

Lesson 2.8 HANDOUT: COMPETING FOR A UNMIK CONTRACT IN KOSOVO—ROLES

Body repair shop owner: You are the proprietor of a body repair shop. You have five children and a spouse to support. Because of the war, many cars have been damaged. While you can bang out crushed doors and bent fenders on most of the vehicles, some of the damaged frames are beyond repair and you need the parts from the European manufacturer. You are unable to fill many orders because it is so difficult to get the panels and parts. Your family's needs are mounting.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he enters the waiting room. You wish you could dissuade him/her from bidding on the contract or appeal to him/her because the needs of your family are so great, but you are too proud. When he/she comes to sit down next to you, you decide you will try to negotiate and drive some kind of bargain with him/her.

Engine repair shop owner: You are the proprietor of an engine overhaul company. Many cars are in need of repair after the war, but it is impossible to find parts. You are only able to fix the engines of a few. You need the new parts from the European manufacturers. You are unable to fill many backorders. You have elderly parents and a family to care for.

You have learned that the United Nations has issued a request for bids to haul away the wrecked and abandoned cars in your vicinity. This could be your opportunity to find many of the parts you are missing. You have decided to go to the UNMIK office today to put in your bid for the contract. You heard that there is another person from your area who is seeking the contract. You recognize him/her when he/she enters the waiting room. You wish you could appeal to him/her or dissuade him/her from bidding on the contract because the needs of your family are so great, but you are too proud. When he/she comes to sit down next to you, you decide to try to negotiate and drive some kind of bargain with him/her.

Lesson 2.8 WORKSHEET: NEGOTIATION PREPARATION

Directions: To prepare for your negotiation, answer the questions below.

What is your objective in the negotiation?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the negotiation? How might the other side react if you approach the negotiation in this way, and how will you respond?

Lesson 2.9

Mediating Conflict



Rationale

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 students with the skills and processes to help others take responsibility for resolving their conflicts. In this lesson, students will learn about the mediator's role as a third party and begin practicing skills to assist parties to negotiate solutions to their conflict.

Objectives

1. To understand the role of a mediator in resolving disputes.
2. To identify the basic skills and processes used by effective mediators.
3. To develop basic mediation skills and implement processes.

Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

Time: 120 minutes

Materials

- The Mediation Process* Handout
- Mediator's Instructions* Handout
- Role Preparation for Disputants* Worksheet
- Mediating Conflict Roles* Handout
- Large index cards
- Markers
- Chart paper or white board



30 minutes

Part 1

Procedures

Introduction (15 minutes)

1. Hand out a large index card to each student. On one side of the card, have students write “strategies,” on the other side, have them write, “skills.”
2. Ask students 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 when someone else tried to resolve a disagreement. Have them recall:
 - ◆ What did you do to help resolve the conflict?
 - ◆ What was the result?
3. Under strategies, instruct students 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 brainstorm possible options to resolve the disagreement?
4. Under skills, ask what skills they utilized to help solve the conflict. Remind them of the previous skills they practiced in prior lessons as options: non-verbal communication, active listening, problem solving, and negotiation.
5. Create two columns on the board with strategies on one side and skills on the other, divided by a vertical line, and ask students to share their answers. Record the strategies and skills on the board.
6. Tell students that in this lesson, they will explore what it takes to be an effective mediator, and that many of the strategies and skills they have identified apply not only at the interpersonal level but also in managing conflict at the national and international levels.

What Is Mediation? (15 minutes)

1. Ask students what they think the definition of mediation is. List answers on the board. Write the following definition on the board (from USIP’s Peace Terms) and have a student read it aloud.

Mediation is a mode of negotiation in which a mutually acceptable third party helps the parties to a conflict find a solution that they cannot find by themselves.
2. Ask if anyone has any questions about the definition. Clarify elements of the definition. For example, third party refers to someone who is not a party to the conflict, or is outside of the conflict.
3. Note that mediators try to be impartial but being impartial does not mean you do not have an opinion. Everyone has an opinion. The mediator, however, is not supposed to share their opinion or impose judgment on the situation, in order to allow equal access to the mediation process, and to ensure that the parties come to an agreement that is their own. Most mediations are voluntary, meaning everyone, including the mediator, can leave the process at any time. In interpersonal settings, mediation is confidential but in international settings this is not always the case. A mediator may choose to use the media to put pressure on the parties in conflict.
4. Lead a discussion using some or all of the following questions:

- ◆ How is mediation different from negotiation? (Emphasize that negotiation involves two or more parties in direct conversation with each other to come to an agreement, whereas mediation is led by a third party, helping the disputants understand the conflict issues and negotiate solutions to their conflict).
- ◆ Review the list of skills and strategies from the beginning of the lesson. Are there any strategies that might not be appropriate for the role of the mediator? Why not? For example, solving the problem for the two sides, instead of letting them come to their own conclusions. Draw a line through those strategies that are inappropriate for mediation.
- ◆ Are there any skills or strategies you would like to add to the list? For example, under skills: maintaining impartiality, facilitating dialogue. Share that students will learn more strategies as they review the basic mediation process later in the lesson.
- ◆ When would mediation be an appropriate and effective way to resolve conflicts between people?

Part 2



90 minutes

Mediation Process and Skills (40 minutes)

1. Share with the class, “Now that we’ve had a chance to understand the definition and appropriate use of mediation to resolve conflicts, we’re going to review the steps involved with leading parties through the mediation process.” Distribute *The Mediation Process* Handout. Depending on the level of your group, you may choose to edit or simplify the handout.
2. Review each of the steps of mediation with the class. Make particular note for steps 2 and 3: One of the most important skills of a mediator is the ability to make the parties feel heard and understood by reflecting back the feelings they express, as well as reframing the conversation from their position statements to their interests.
3. Remind them that positions are what the parties say they want or do not want. Positions may be factual but stated with strong emotion. It can be helpful to distill the facts from the emotions. It is also important for the mediator to check the facts. For example, “I can’t stand it when he plays loud music. I want him to move out,” or “She’s a liar. I don’t want to talk to her anymore.” Interests are underlying and can often be understood by asking *why*. In the first situation, the interest could be that he/she wants to study in quiet. In the second situation, the interest could be a need for trust.

Note: There are different types of interests: substantive, e.g., land; procedural, e.g., justice or process for repatriation; relationship, e.g., trust; and emotional, e.g., acknowledgement of grievances. Students do not need to identify the types of interests, but it can be useful for the instructor to identify the type in helping students tease out the interests.

Role-Plays (50 minutes)

1. Divide the class into groups of three or four. Instruct each group to identify a mediator (or two co-mediators if it is a group of four), and two parties to the conflict. If moveable seating is available, instruct them to set up three chairs in the shape of a triangle, the two parties in conflict sitting side by side facing the mediator. Distribute roles to each group from the *Mediating Conflict Roles* Handout. There is no separate scenario background for students to read, as each role establishes the conflict.
2. Have students meet in like role groups (all mediators together, all Parties 1 together, and all Parties 2 together) and spend 10 minutes preparing for the mediation. Distribute the *Mediator’s Instructions* Worksheet to the mediators. They should use this during the mediation. They can use the *Mediation Process* Handout to prepare for the mediation. Distribute the *Role Preparation for Disputants* Worksheet to Parties 1 and 2 to complete in their role groups.

Extension Activity 1

Show the USIP witness video of George Mitchell at www.buildingpeace.org. From Mitchell's comments, have students identify the elements of the mediation process that he used, as well as the skills he used.

3. Have students return to their mediation triads/quads and give them 20 minutes for the mediation.
4. After the groups have acted out the role-play, have students share responses to the following questions in their groups. You can write the discussion points on the board as a guide.
 - a. Mediator: What do you believe you did well in the mediation? Do you have any questions for the parties? What did you find the most challenging or difficult? What would you do differently next time?
 - b. Parties: Share with the mediator what he/she did that worked well. Be specific by referring to behaviors, words, body language. How did the mediator manage the process? What would you have done or tried differently? What do you think might have been more effective?
5. Lead a group discussion:
 - ◆ What was the final result of your mediation? Did you have a chance to come up with any solutions? If not, what do you think they could have been?
 - ◆ What were some positions, interests, and topics that you identified?
 - ◆ What was easy about being a mediator?
 - ◆ What was challenging about being a mediator?
 - ◆ For the parties to the conflict, what was it like having someone mediate your dispute?
 - ◆ What skills do you think you already have that are useful as a mediator? What skills do you feel you need to work on?
 - ◆ How can developing mediation skills help you in being everyday peacebuilders?
 - ◆ How might the mediation be more challenging if the conflict were international and involved warring parties? What obstacles might the mediator have to overcome?

Assessment:

Completed worksheets and participation in small group work and large group conversation

Lesson 2.9 HANDOUT: THE MEDIATION PROCESS

Below is the basic five-step process for a formal mediation process, though elements of these steps could be used to informally mediate disputes.

Orientation

The mediator explains the mediation process and establishes trust and mutual understanding with the parties.

- ◆ Explain the 5 steps of the mediation process to the parties.
- ◆ Establish ground rules (for example, no yelling, cursing, or physical contact, one person talks at a time).
- ◆ Begin the dialogue session.

“I’m going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process.”

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won’t give advice, decide who’s right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I’m doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

1. Exploring Interests (storytelling):

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify interests so parties feel heard.

“At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”

2. Defining Success (moving from negative statements to positive statements of interests)

The mediator should recognize the positions, acknowledge the emotions/grievances, and then reframe the interest. He/she reframes the parties’ statements, going from accusations or concerns to statements of interests. These interests can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

Example 1

Party: Would you want to play next to this garbage dump?

Mediator: It sounds like you are worried about your safety.

Criteria: Any solution to this problem must provide for your safety.

Example 2

Party 1 to Party 2: This is a waste of my time. You decided what you were going to do before you even got here.

Mediator: It sounds like you want to make sure that when we ask for your input and you give it, you can actually influence the outcome.

Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

3. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.

“Now we are moving into the problem solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the _____ issue, what are some things you could do to resolve this conflict? Be creative, and think about things that you personally can do. I will write them all down. Please don’t critique or eliminate others’ ideas as you hear them. You will have a chance to evaluate them to search for agreement later.”

- ◆ Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names. For example: Personal conflict: Samuel will start a part-time job. Intrastate conflict: The North and South will share power in the government.
- ◆ Encourage parties to reflect on solutions that will improve and define their future relationship. *“You’ve both mentioned needing _____. What can you do together to achieve that?”* Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

4. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept. For example, for the topic of curfew: *Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.*

5. Agreement Testing and Writing

Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic, and satisfy some of the interests of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides.

“At this point, we’ll take the items you’ve agreed to and put them in writing for you to sign if you want.”

Lesson 2.9 HANDOUT: MEDIATOR'S INSTRUCTIONS

Mediator:

Conflict: You will be mediating a conflict between two roommates. Party A, Rachel/Richard, and Party B, Natalie/Nathan are roommates who are not getting along. Both want to find a new apartment or a new roommate but this is not possible, as there is no other space available on campus.

Directions: Start off the mediation with the following introduction. Then, listen to each party's perspective using active listening skills to identify their feelings, values, and topics to be resolved in the mediation, and make sure each party feels heard and understood.

"I'm going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process."

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I'm doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

"At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?"

Allow each party to share their perspective without interruption. Then, using the reflective listening chart, seek understanding of their views by paraphrasing what they each said, and asking questions to clarify their feelings and determine the interests which will help you identify the issues to be resolved.

Lesson 2.9 WORKSHEET: ROLE PREPARATION FOR DISPUTANTS

Directions: To prepare for your mediation, answer the questions below.

What is your objective in the mediation? What do you hope will happen?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the mediation?

Lesson 2.9 HANDOUT: MEDIATING CONFLICT ROLES

Party 1: Rachel/Richard

You are an exchange student living in Germany. Your roommate is also an exchange student. The two of you live in a two-bedroom student apartment with a small living room, bathroom, and kitchen. You are very unhappy in the current situation. You have a hard time studying because your roommate plays music very loud, late at night. You have asked her/him to stop, but she/he doesn't seem to listen to your requests. She/he also likes to have friends over but you want your privacy. You want to find a new apartment but the university says there is nowhere for you to go. The university has suggested that you go to the counseling office and have a student mediator help you solve your problems. You hesitantly agree. You want her/him to stop playing loud music and respect your privacy.

Party 2: Natalie/Nathan

You are an exchange student living in Germany. Your roommate is also an exchange student. The two of you live in a two-bedroom student apartment with a small living room, bathroom, and kitchen. You are very unhappy in the current situation. Your roommate is very messy and leaves her/his things everywhere. The kitchen is such a mess after she/he finishes eating that you have started to see bugs everywhere. She/he also likes to have the television on all the time so she/he can hear German but this drives you crazy, especially since you like to play music. You want to find a new apartment but the university says there is nowhere for you to go. The university has suggested that you go to the counseling office and have a student mediator help you solve your problems. You hesitantly agree. You want your roommate to pay more attention to the fact that she/he lives with someone else and has to care for the shared space more.

Party 3: Boris, the mediator

You are a third year student at your university in Germany. You have been a student mediator in the counseling office for two years and you enjoy helping people resolve their problems. You like helping them figure out the underlying interests and you like looking for creative solutions when people seem blocked. You think every conflict can have a happy ending.

You have been asked to mediate a conflict between two roommates who are new to the university and want to stop living together after only two months.

Lesson 2.10

Advanced Mediation Practice



Rationale

The skills necessary to mediate interpersonal conflicts are very similar to those necessary to mediate conflicts between groups and between/among countries. In this lesson, students participate in a large role-play involving a conflict between nations, allowing them to apply the skills they have learned throughout the toolkit.

Objective

1. To understand the applicability of the same skills in different levels of conflict.
2. To apply the conflict management skills taught throughout the toolkit in a mediation setting.

Standards

- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance

Time: 90 minutes

Materials

- The Future of the Giraffes—Scenario* Handout
- The Future of the Giraffes—Roles* Handout
- Role Preparation for Disputants* Handout
- Analyzing a Conflict* Worksheet
- The Mediation Process* Handout (optional for review)
- Mediator's Instructions* Handout



90 minutes

Extension Activity 1

Have students research current international mediation processes, e.g. the Arab-Israeli conflict or the conflict in Mindanao, Philippines. Have them complete a conflict analysis worksheet and identify how long the process has been going on, what obstacles the mediators have faced, and where the mediation process is today. Have them share their findings.

Procedures

1. Explain to students that now they will engage in a complex role-play that involves the entire class. Distribute *The Future of the Giraffes—Scenario* and *Roles* Handouts. There are eleven roles, including the mediator, so several people will have the same role (the people in each role will form their own working group). (5 minutes)
2. Have students gather in like role groups and distribute the *Conflict Analysis* Worksheet. Assign a different element of the analysis worksheet to each group (more than one group will have the same element, as there are eleven role groups and only eight elements of conflict analysis). To save time you can distribute the scenario and have students complete the *Conflict Analysis* Worksheet for homework the night before. (15 minutes)
3. Have each group share their responses. (10 minutes)
4. Distribute a *Role Preparation* Worksheet to each role group and have them complete it based on their role. While in their role groups, have each working group select a spokesperson who will participate in the mediation plenary meeting. Give the mediators the *Mediator's Instructions* Handout to help them prepare for the mediation. You may need to give the mediators guidance on how to prepare. (15 minutes)
5. Announce the beginning of the mediation process. You can have each spokesperson come to the table with the lead mediator (or two lead mediators). Have the mediator facilitate a discussion in which each group states who they are and makes a statement of position/interest. At this point the sides of the conflict should become clear. The mediator can then decide which issue to discuss first to lead the group to creative alternatives that meet the parties' interests. (30 minutes)
6. Lead a discussion using some or all of the following questions: (15 minutes)
 - ◆ What were the difficulties you faced in trying to find a solution?
 - ◆ What strategies did different roles use?
 - ◆ What objectives guided the discussions and the outcome? Was it an overall focus on a peaceful resolution or were the discussions guided by individual interests?
 - ◆ Do you think that every member of the group played their role? Were some members quick to find a solution while others created obstacles? Why?
 - ◆ What did this exercise teach you about mediation?

Assessment:

Completed worksheets, role-play, and whole class discussions

Lesson 2.10 HANDOUT: THE FUTURE OF THE GIRAFFES—SCENARIO

During the past twenty-five years, the direction of the Vernis River has changed and created West Gulden, a small inhabited island. Originally, the people living on the island were citizens of Burstan, however since the border (the river) between Amali and Burstan has been changed by the flow of water, the island inhabitants are now technically citizens of Amali.

In Amali, the giraffe has historically been a sacred symbol that embodies power, beauty, and tranquility. The citizens of Burstan, however, do not share the same beliefs. They view the giraffe as a repulsive and dirty nuisance. In the past, the two countries have clashed over their differing beliefs.

Until recently, the giraffes in Amali have been able to live off the water provided by a small stream flowing from the Vernis River. Unfortunately, that stream is drying up and the giraffes are not getting enough water. This situation has caused the giraffes to migrate into West Gulden. As the giraffes travel toward the water, they damage property, crops, and invade the childrens' play and swim areas. Most appalling is the giraffes' eating of West Gulden's holy Blenko Tree. The people living in West Gulden, outraged by the destruction of the Blenko Tree and the lack of interest in resolving the situation by the Amali government, are petitioning to reunite with Burstan.

Currently, the peaceful relationship between Amali and Burstan is in jeopardy. West Gulden and Burstan have petitioned an international court to provide an impartial mediator to facilitate discussions between the conflicting parties. The task at hand is to discuss the situation and find an agreeable solution. Representatives at the meeting include: ambassadors from Amali and Burstan, the mayor of West Gulden, West Gulden Citizens Action Group, health officials from Amali and West Gulden, People for the Ethical Treatment of Giraffes (PET Giraffe), Save Our Blenko, Holy Leaders from West Gulden and Amali, and a mediator.

The mediator has called a meeting for the parties to discuss the issues and find an agreeable solution to the situation.

Lesson 2.10 HANDOUT: THE FUTURE OF THE GIRAFFES—ROLES (cut along dotted line)

Amali Ambassadors—You are present to work out an agreement that is pleasing to your own government and to the people of West Gulden. Keep in mind that you strongly support the rights of the giraffe and are most interested in finding a way to provide water for the giraffes. Part of your negotiation with the people of West Gulden will be providing what **you** feel is fair compensation to them for the damages caused by the giraffes. Also, you view this problem as an internal dispute that should be handled within Amali borders. The opinions and suggestions of the other countries are seen as interfering.

Burstan Ambassadors—You are present to help work out an agreement between the people of West Gulden and the Amali government. The people of West Gulden asked for your support and assistance. You strongly support the people of West Gulden, even if they decide to take further steps to reunite with your country. You also feel that the citizens are entitled to full compensation for all damages.

Mayor of West Gulden—You are present to represent the citizens of West Gulden and seek to work out an agreement with the officials in Amali. The current situation with giraffes is unacceptable and you would like immediate removal of the giraffes. In addition, it is crucial that the Amali government pays for the damages caused by the giraffes. The damages include destruction of property, crops, childrens' play areas, and most importantly, the Blenko Tree. You do not feel that Amali officials have given adequate attention to the current situation. Due to this lack of concern, you see that the only remedy to the situation is to seek help from Burstan and possibly even seek reunification.

West Gulden Citizens Action Group—You are fed up with the lack of attention and concern given to your current living conditions. You do not feel that the situation should be tolerated any longer. At the very least, you want the giraffes out of West Gulden and compensation for all damages including destruction of property, crops, childrens' play areas, and, most important, the Blenko Tree. You want the West Gulden citizens' property returned to the clean and healthy environment it was in before the invasion of the giraffes. Currently, you are petitioning the citizens of West Gulden and Burstan to reunify with Burstan.

Health Officials from Amali—You feel that the current conditions in West Gulden can be controlled and are being blown out of proportion. Even though you agree that the giraffes have damaged property and crops, you do not see the situation as being as desperate as the people living in West Gulden and Burstan do. You believe that the conditions, which are perceived as unclean and unhealthy, are temporary and can easily be cleaned up.

Health Officials from West Gulden and Burstan—You are very concerned about the unhealthy conditions created by the migrating giraffes. You do not feel that the people living in West Gulden should tolerate the unclean living environment. The appalling destruction caused by the giraffes has gone beyond damaged trees, yards, and gardens. The giraffes are leaving waste and invading childrens' play and swimming areas, making them unsafe and unusable. You would like full compensation for the damages, plus money to clean up the infected areas.

Save Our Blenko—You are present to protect the Blenko Tree from the harmful giraffes. You want the damage to the Blenko Tree to stop immediately and are outraged that the destruction is continuing. Furthermore, you want money to restore and replace the damaged trees. Your concern for the Blenko Tree includes the land surrounding the trees and the future. For instance, the entire Blenko Tree—from the air around the trees to the soil protecting the root systems—must be protected. It is crucial that you have assurances from the Amali Government that the current situation with the giraffes will not happen again.

People for the Ethical Treatment of Giraffes (PET Giraffe)—You are present to protect the rights of the giraffe. You want to ensure that the giraffes have adequate access to water and a place to roam freely. You are concerned that the enraged people in West Gulden may harm the giraffes. While you want to be sympathetic to the people of West Gulden, you are more affected by the plight of the giraffe. After all, the giraffe is sacred in Amali, and West Gulden is now included in the Amali borders. Whatever agreement is decided, it is your position to protect and provide for the giraffe at all costs.

Amali Holy Leaders—Your main concern is for the rights of the sacred giraffe. The highest respect must be shown toward the giraffe and it must be protected for the holy symbol that it is. The giraffe should never suffer from a shortage of water or food, and should never be threatened. It is crucial that you have assurances from West Gulden and Burstan that the giraffe will be provided for and protected in the future. You are sympathetic to the situation in West Gulden and want to find a solution, however you feel that the rights of the giraffe should be held above all others.

West Gulden and Burstan Holy Leaders—Your main concern is for the overall protection and preservation of the holy Blenko Tree. You want the damage to the Blenko Tree to stop immediately. The Blenko Tree's environment should also be protected. For instance, the air should be clean and the soil should be free of any contaminants that might harm the ancient root system of the holy tree. You very much want to find a solution to the current situation but not at the expense of the Blenko Trees. It is crucial that you have assurances from the Amali Government that the current conditions will not happen again.

Mediator—You have been invited to help the parties in the conflict find a peaceful solution agreeable to all involved. Your task is to identify participants' interests which will help you determine the issues/topics that need to be addressed. Once you have identified the issues, you want to help parties see the areas of common ground and work together to come up with creative solutions that makes everyone happy. Be sure to use active listening and make sure the parties speak respectfully to one another.

Lesson 2.10 WORKSHEET: ROLE PREPARATION FOR DISPUTANTS—THE FUTURE OF THE GIRAFFES

Directions: To prepare for the mediation, answer the questions below.

What is your objective in the process?

What are the key issues for you?

What is your position? What are your interests?

What are you willing to compromise on? What are you definitely not willing to compromise on?

What strategy or conflict style will you use as you approach the negotiation? How might the other side react if you approach the mediation in this way, and how will you respond?

Lesson 2.10 WORKSHEET: ANALYZING A CONFLICT

1. Describe the conflict in one sentence.
2. What type of conflict is it? (internal, interpersonal. . .)
3. **ISSUES:** What are the sources of conflict? (e.g., resources, values, needs)
4. **PARTIES:** How many parties (different individuals or groups) are involved in the conflict? List them.
5. **RELATIONSHIP:** Describe the relationship among the different parties.
6. **HISTORY:** What is the history of the conflict? How long has the conflict been going on? Is it recurring? How serious is the conflict?
7. **STYLES:** How are the parties currently dealing with the conflict?
8. **MANAGEMENT:** What can the parties do to move toward ending the conflict?

Lesson 2.10 HANDOUT: THE MEDIATION PROCESS

Below is the basic five-step process for a formal mediation process, though elements of these steps could be used to informally mediate disputes.

Orientation

The mediator explains the mediation process and establishes trust and mutual understanding with the parties.

- ◆ Explain the 5 steps of the mediation process to the parties.
- ◆ Establish ground rules (for example, no yelling, cursing, or physical contact, one person talks at a time).
- ◆ Begin the dialogue session.

“I’m going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process.”

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won’t give advice, decide who’s right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I’m doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

1. Exploring interests (storytelling):

The mediator invites each party to take turns talking about the conflict in their own words (telling their story), asks questions for clarification, and paraphrases the feelings and issues the parties express to ensure understanding. The purpose here is to identify interests so parties feel heard.

“At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?”

2. Defining Success (moving from negative statements to positive statements of interests)

The mediator should recognize the positions, acknowledge the emotions/grievances, and then reframe the interest. He/she reframes the parties’ statements, going from accusations or concerns to statements of interests. These interests can be used as criteria to evaluate different options. In this process, the role of the mediator is to find criteria that will lead to a compromise.

Example 1

Party: Would you want to play next to this garbage dump?

Mediator: It sounds like you are worried about your safety.

Criteria: Any solution to this problem must provide for safety.

Example 2

Party 1 to Party 2: This is a waste of my time. You decided what you were going to do before you even got here.

Mediator: It sounds like you want to make sure that when we ask for your input and you give it, you can actually influence the outcome.

Criteria: The process to negotiate a solution must include all voices. The agreement must reflect input from all parties.

3. Developing Options (brainstorming)

Once issues have been identified and criteria for success have been established (in Example 1, any solution to this problem must provide for your safety), the mediator can help the parties brainstorm as many options as possible, encouraging creativity.

“Now we are moving into the problem solving phase. While earlier you may have been focusing on the past, during the rest of the mediation we will focus on finding solutions for the future. Starting with the _____ issue, what are some things you could do to resolve this conflict? Be creative, and think about things that you personally can do. I will write them all down. Please don’t critique or eliminate others’ ideas as you hear them. You will have a chance to evaluate them to search for agreement later.”

- ◆ Brainstorm and list possible solutions. Write them as an action possibility, using verbs and names. For example: Personal conflict: Samuel will start a part time job. Intrastate conflict: The North and South will share power in the government.
- ◆ Encourage parties to reflect on solutions that will improve and define their future relationship. *“You’ve both mentioned needing _____. What can you do together to achieve that?”* Once all the possible solutions are written down, one topic at a time, ask parties to identify which of the solutions they can both agree to and circle it on the list.

4. Evaluating and Selecting Options

The mediator then seeks areas of common interest and helps parties negotiate which solutions they would be willing to accept. For example, for the topic of curfew: *Josh will return home by 10 pm on weekdays. Mom will lend Josh the car on weekends to drive home in the evenings.*

5. Agreement Testing and Writing

Once parties have identified areas of agreement, in this next phase, before writing a formal agreement for them to sign, the mediator makes sure the agreement areas are specific and realistic, and satisfy some of the interests of all parties. It is important to remember, however, that most sustainable agreements will require compromise on all sides.

“At this point, we’ll take the items you’ve agreed to and put them in writing for you to sign if you want.”

Lesson 2.10 HANDOUT: MEDIATOR'S INSTRUCTIONS

Mediator:

Conflict: You will be mediating a conflict between several parties over a conflict that involves a number of issues including resources and values. Your role is to help them find a mutually agreeable solution.

Directions: Start off the mediation with the following introduction. Then, listen to each party's perspective using active listening skills to identify their feelings, values, and topics to be resolved in the mediation, and make sure each party feels heard and understood.

"I'm going to take a moment to explain the mediation process and my role in it to make sure everyone understands the process."

1. *I am impartial in this process. My job is to listen, ask questions, and clarify what is important. In this case, I won't give advice, decide who's right or wrong, or take sides. As a mediator in this process, I maintain confidentiality, except in cases of abuse or threats of violence. This mediation is voluntary. We are all here of our free will and can end the process at any time.*
2. *I will explain the process (what I'm doing now).*
3. *You will both tell me about the conflict and I will ask questions for clarification.*
4. *We will define success by developing some criteria against which we can evaluate possible solutions.*
5. *You will all look for creative solutions.*
6. *You will evaluate the various solutions to see which meet the criteria we have defined.*
7. *When you find areas of agreement, we can write them down and everyone can sign it if you like and get a copy.*

"At this point, I will ask you both to speak about issues that brought you to mediation. Then I will check to make sure I understand what everyone has said. I will then ask questions to get a better understanding of what you want to discuss in mediation. Who would like to begin?"

Allow each party to share their perspective without interruption. Then, using the reflective listening chart, seek understanding of their views by paraphrasing what they each said, and asking questions to clarify their feelings and determine the interests which will help you identify the issues to be resolved.

SECTION 3



There are many ways to be a peacebuilder.

This section focuses on peacebuilders. Our goal is for students to identify with peacebuilders, recognizing that anyone can be a peacebuilder. While it is easy to view the iconic peacebuilders of our collective history as exceptional people far different from ourselves, it is important that we humanize and personalize these role models for young people to understand the characteristics and experiences that have helped these individuals promote peacebuilding so that they can recognize such qualities in themselves. It is important to point out that everyone has flaws and weaknesses, and faced challenges and made mistakes, including our most famous peacebuilders. But what is important is how we overcome these challenges and continue to promote peacebuilding through our words, thoughts, and actions. Another theme of this section is that being a peacebuilder does not mean tackling huge issues right away. Building peace is something that can take place in our daily lives and in small ways; even on a personal or local level. In this section, we aim to introduce students to the range of characteristics, actions, and experiences associated with known peacebuilders, as well as organizations today that bring people together to achieve these goals on a larger scale. Whether as a student sharing ideas about peace with his or her family and peers, an educator teaching students about peacebuilding, a news reporter covering the world's conflicts, or a diplomat negotiating a peace treaty, students will learn that there are many ways to be a peacebuilder in today's society, and that they can start taking steps to build peace right now.

Preparation: If you have not done Lesson 1.2 Perspectives on Peace, you should complete that lesson with your students before beginning this section, as it invites students to create definitions of peace. If you have done that lesson, return to the definitions that students created as a way to segue into the theme that there are many ways to be a peacebuilder.

Lesson 3.1

What Does It Take to Be a Peacebuilder?



Rationale

Many people presume that peacebuilding is an activity beyond their own capabilities, probably best left in the hands of professionals. In this lesson, students will be challenged to explore who peacebuilders really are. What kinds of people are they? What kinds of activities have they done? What have been some of their accomplishments?

Objectives

1. To identify the characteristics and actions that have made effective peacebuilders in the past.
2. To recognize that each human being possesses many of the characteristics needed for everyday peacebuilding.

Standards

- ◆ Individual Development and Identity
- ◆ Global Connections
- ◆ Civic Ideals and Practices

Time: 95 minutes

Materials:

- Poster boards/manila paper, markers, crayons, index cards
- Identify the Peacebuilders* Worksheet
- Name Bank of Peacebuilders* Teacher Resource
- Researching Your Peacebuilder* Worksheet
- Access to Internet or library for research—If no access to either for research during class time, print information about the peacebuilders prior to class.



95 minutes

Note: The peacebuilders quiz is not intended to make anyone feel ignorant. It is meant to highlight that peacebuilding is not always taught in schools. It is an opportunity to reinforce that, at a certain point, we have to become responsible for our own knowledge and decide that we want to learn more. We cannot rely on other people or the media to provide us with everything we should know.

Extension Activity 1 Research or Power Point or Video presentation

Teachers may choose to make this exercise a more formal research project with a written, cited paper; a Power Point presentation; a student-made documentary or a re-enactment of the peacebuilder and his/her work.

Extension Activity 2 USIP Witnesses

View any of USIP's witness videos at www.buildingpeace.org to reinforce the idea that a peacebuilder is an ordinary person who uses the skills that they have to accomplish extraordinary things.

Procedures

What do we know about peacebuilders? (20 minutes)

1. Ask students how many of them are peacebuilders. Remind them that perhaps in specific situations, they may have contributed to peace—toning down an argument, working for a charity, helping folks in their neighborhoods, having a bake sale and sending the profits to an organization that supports international causes. Remind them that there are many ways to contribute to a culture of peace between individuals, communities, and the world and that peacebuilders can possess a range of qualities and skills.
2. Ask the class to brainstorm qualities of an effective peacebuilder. Write these on the board.
3. Tell students that you want to check their knowledge of peacebuilders past and present. Distribute the *Peacebuilders Quiz Worksheet*. Tell students that the worksheet includes several categories of peacebuilders. You will give students one minute to fill in each category, one category at a time. They should not move on to the next category until you have directed them to do so. Students can repeat answers, if a person falls in more than one category. At the end of the quiz, you can give students one additional minute to try to fill in any remaining blanks.
4. At the end of the quiz, have students raise their hands if they completely filled one category, two categories, three categories, etc.
5. As a class, go over the different categories and have students fill in any blank spaces. You can use the *Teacher Resource: Peacebuilder Quiz* to add to students' lists.
6. Debrief the exercise using some or all of the following questions:
 - ◆ What made this quiz difficult?
 - ◆ Why do you think you had blanks on your sheet?
 - ◆ What can you do to ensure that the next time you take a quiz like this, you will be more informed?

Learning more by researching peacebuilders (60 minutes)

1. Divide the class into groups of three or four, and have each group draw one of the peacebuilders' names (from your *Name Bank of Peacebuilders Teacher Resource*) out of an envelope (take a copy of the handout and cut up to separate peacebuilders). Have each group research their peacebuilder, using the Internet, classroom/library books, or provide biographical information that you have downloaded prior to class, if there is no Internet or library access (www.nobelprize.org is a good source for brief bios).
2. Distribute the *Researching your Peacebuilder Handout* to each group and have them complete it based on their research.
3. Tell each group that they will make a poster of their peacebuilder attaching their picture, writing the person's background and accomplishments, and perhaps making a symbol of the cause that the peacebuilder espouses. At the bottom of each poster, students in their groups should identify the characteristics of their peacebuilder that contributed to them being effective. Have students hang their posters around the room.

Making personal connections (15 minutes)

1. Give each student an index card. Have students conduct a gallery walk, looking at each poster around the room. While they are reading each poster, have them write on one side of the card the characteristics of these peacebuilders that they think they, too, possess, and on the reverse side, the characteristics they would like to develop.
2. Return to the brainstorming that you did earlier as a class. Using the research that the students did, ask them to add to the list of characteristics of peacebuilders.
3. Lead a class discussion using some or all of the following questions:
 - ◆ How did the qualities of the peacebuilders you researched help them be effective peacebuilders?
 - ◆ What qualities do you have that can make you an effective peacebuilder?
 - ◆ What do you think you need to work on?
 - ◆ What do these peacebuilders tell you about what kind of person can be a peacebuilder? *Students should be able to conclude that peacebuilders are usually quite ordinary people who find themselves drawing on their natural strengths in the face of an extraordinary circumstance.*

Assessment:

Students' research and posters as well as the whole class discussion

Extension Activity 3
Online Peacebuilder Quiz

Have students visit the Global Peacebuilding Center's website at www.buildingpeace.org and complete the peacebuilders quiz to learn more about peacebuilders.

Lesson 3.1 WORKSHEET: IDENTIFY THE PEACEBUILDERS

Directions: Try to find five names to fill each category. You will have one minute to complete each category. You can select people who are dead or alive, and you can use a person more than once, if they fall within more than one category.

List five peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five American peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five female peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five peacebuilders from outside of the United States.

- 1.
- 2.
- 3.
- 4.
- 5.

List five winners of the Nobel Peace Prize.

- 1.
- 2.
- 3.
- 4.
- 5.

List five youth peacebuilders under the age of 30.

- 1.
- 2.
- 3.
- 4.
- 5.

List five peacebuilders in your local community.

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson 3.1 TEACHER RESOURCE: NAME BANK OF PEACEBUILDERS

Below is a list of names that you could use to help students fill in their worksheets after the quiz is over. There are many sources for names of peacebuilders. All of the people listed below (with the exception of the youth peacebuilders) are winners of the Nobel Peace Prize. You can access their bios at http://nobelprize.org/nobel_prizes/peace/laureates/, where you can also read and watch their Nobel Lecture.

American peacebuilders (Nobel Peace Prize winners)

Barack Obama
Jane Addams
Jimmy Carter
Ralph Bunche
Martin Luther King, Jr.
Theodore Roosevelt
Woodrow Wilson

Women peacebuilders (Nobel Peace Prize winners)

Jane Addams
Mother Teresa
Aung San Suu Kyi
Rigoberta Menchu Tum
Shirin Ebadi

International peacebuilders (Nobel Peace Prize winners)

Albert Schweitzer
Kofi Annan
Mother Teresa
Lech Walesa
Dalai Lama
Henry Dunant
Aung San Suu Kyi
Bishop Desmond Tutu

Winners of the Nobel Peace Prize (all on this resource except Youth Peacebuilders are Nobel Prize winners)

Martti Ahtissari
John Hume
David Trimble
Liu Xiaobo
Nelson Mandela
Albert Schweitzer
Frederik Willem de Klerk
Mikhail Gorbachev
Elie Wiesel

Youth Peacebuilders (under 30 years old)

Mayerly Sanchez—Leader of the Children’s Movement for Peace in Colombia, and a Nobel Peace Prize nominee.

Awista Ayub—Founder of the Afghan Youth Sports Exchange which teaches girls in Afghanistan to play soccer (football).

Jakob Lund—Founder and Director of Play 31, an organization that brings soccer (football) to young children around the world.

Lesson 3.2

Organizations Working for Peace



Rationale

Peacebuilding organizations can be as large as national governments or as small as a single person. In this lesson, students will explore the history, growth, and activities of a variety of organizations dedicated to promoting peace, as well as consider the potential for all types of organizations to play a positive role in peacebuilding.

Objectives

1. To identify international, national, and local peace organizations, and describe their work.
2. To identify the strategies, goals, and impacts of various organizations.
3. To identify ways to support various organizations.
4. To understand the value of people working together in groups for peace.

Standards

- ◆ Individual Development and Identity
- ◆ Individuals, Groups and Institutions
- ◆ Global Connections

Time: 90 minutes

Materials

- Researching a Peacebuilding Organization Worksheet*
- Access to library/computer lab or books for researching peacebuilding organizations. If you do not have access, you can prepare information sheets for students prior to class.



90 minutes

Procedures

1. Ask students:
 - ◆ What does it mean to work for peace?
 - ◆ What kinds of activities are considered peacebuilding?
 - ◆ What kinds of organizations work for these various forms of peace? Local? National? International?

List the organizations that students may have heard about and suggest others.
2. Ask students:
 - ◆ What do these groups have in common?
 - ◆ How do they differ?

Share with students that peace organizations have many different goals, methods, sizes, and memberships. For example, the International Committee of the Red Cross, headquartered in Geneva, Switzerland, has many functions, including providing medical assistance to victims of wars and natural disasters. The United States Institute of Peace, located in Washington, D.C., works to prevent, manage, and resolve international conflicts.
3. From the list of organizations students listed, or from your own list of organizations (www.nobelprize.org lists organizations, as well as individuals, that have been awarded the Nobel Peace Prize), assign each group one organization to research that works internationally. They should identify the mission, goals, ways of carrying out the mission, accomplishments of the organization, and ways to contribute to the organization and its cause (donations, volunteering, etc.). Distribute the *Researching a Peacebuilding Organization* Worksheet and have groups complete it.
4. Have each group create a nightly news story about their organization, as if one of the organization's major accomplishments happened today. They should introduce their organization to the class by acting out their news story.
5. Debrief using some or all of the following questions:
 - ◆ What patterns did you notice in the activities of the organizations presented?
 - ◆ Were there connections between the work of local and international organizations?
 - ◆ What is the value of people coming together to work in organized groups for peace?

Extension Activity 1 Create a Peacebuilding Organization

Divide students into groups and have each group form their own peacebuilding organization—identify an international peacebuilding goal and design an organization that would address this goal. What actions will your organization take to achieve your goal? Who will join your organization? As a culminating activity, have each group create an advertisement for their peace group for TV/radio/Internet and present their commercial to the class. The goal of the commercial is to educate the audience about the organization and its mission, and to motivate people to support to the cause.

Extension Activity 2 Peace Timeline

Have students create a peace timeline researching major international events from the twentieth century to the present, and the organizations that were formed in response to those events.

Assessment:

Completed worksheet, nightly news story, small group work and whole class discussion

Lesson 3.2 WORKSHEET: RESEARCHING A PEACEBUILDING ORGANIZATION

Directions: Select a peacebuilding organization to research and answer the questions below about your organization. After you have answered the questions, create a nightly news story about one of the activities of your organization, assuming that the activity occurred today. Be prepared to present your organization to the class by acting out your news story.

What is the name of your organization?

What are the mission and goals of your organization?

How does your organization carry out its mission?

What are some of the accomplishments of your organization?

How can people contribute to or support your organization (donations, volunteering, etc.)?

Lesson 3.3

Becoming a Peacebuilder



Rationale

In order to make peacebuilding a part of students' lives, they need to think about issues that are important to them and act on them in ways that create awareness for others and contribute to a global community. In these two lessons, students will think critically about peacebuilding and take action on an issue.

Objectives

1. To personalize conflict and develop empathy by stepping into the shoes of someone from a conflict zone.
2. To think critically about being a peacebuilder and taking action.

Standards

- ◆ Individual Development and Identity
- ◆ Global Connections
- ◆ Civic Ideals and Practices

Time: 4 hours (While this is written as a lesson, it is more like a mini-unit with several parts, culminating in an action project. You can choose to do all of the parts over several days, or you can select one or two of the activities, depending on your time.)

Materials

- Peacebuilding Speech Worksheet*
- Action Project Worksheet*
- Access to the Internet for research and to show videos



4 hours

Procedures

Learning from the past (30 minutes)

1. Write the following quote by Gandhi on the board: “Be the Change You Wish to See in the World.” Ask students to take 30 seconds to write down what the quote means to them. Then have them share their thoughts with the person next to them. Ask for a few volunteers to share their responses with the whole class.
2. Now have them look at the response they wrote and think more specifically. Have them answer the following questions individually. They can express their ideas in any way—writing, poetry, drawing, etc. Give students 10 minutes and then ask volunteers to share:
 - ◆ What changes do you want to see?
 - ◆ What thoughts, feelings, actions, and habits do you need in order to be that change?
3. As a whole class discussion, ask students what they recall from Lesson 3.1 (What does it take to be a peacebuilder?):
 - ◆ What characteristics make a good peacebuilder?
 - ◆ Who is an example of an effective peacebuilder? Why?
3. Explain that students will interview their parents, grandparents, or elders that evening about who was an effective peacebuilder when they were growing up. Divide students into pairs and have them work together to generate three to five interview questions. They should write these down.
4. Ask a few students to share their questions.

The Next Day: From the past to the present (30 minutes)

1. Ask students for their general reactions to their interview experiences the day before.
2. Divide students into groups of three or four and have them share the information from their interviews.
3. Lead a whole class conversation using some or all of the following questions:
 - ◆ What were the issues of your parents’/grandparents’/elders’ time? How did peacebuilders respond to these issues?
 - ◆ What strategies did the peacebuilders use? Who helped them?
 - ◆ What challenges did they face? How did they overcome these challenges?
 - ◆ How effective were they as a peacebuilder?
4. Transition to present day and ask students to focus on the world today. Ask the following questions:
 - ◆ What do you consider the major issues of today? Local, national, or international?
 - ◆ What are the international issues involving conflict that you are passionate about or that need transformation? How are these issues tied to conflict? Here, you can revisit the brainstorming session from the day before when students reacted to the quote, “Be the Change You Wish to See in the World.”

Personalizing Conflict and Change (90 minutes)

1. Tell students they are going to write a Peacebuilding Speech, using the *Peacebuilding Speech Worksheet* to guide them. Have each student imagine that they are a person who has been involved in one of the international issues around conflict which the class has identified. They have been asked

to present a peacebuilding speech to the United Nations about their experience and about the impact of the issue. You may want to have students research their issue/conflict the night before for homework. This allows more time for class readings of the speeches.

Examples include:

- ◆ a child in a refugee camp in Darfur who isn't able to go to school. (issue: education; conflict: Darfur)
- ◆ a former child soldier in Colombia who had difficulty reintegrating into his community (issue: child soldiers; conflict: Colombia)

Share with students the content guidelines below for their peacebuilding speech and allow them time to research their issue and their conflict:

- ◆ Describe who you are.
 - ◆ Explain why this issue is important.
 - ◆ Describe how the issue affects people's lives and how it has affected your life.
 - ◆ Explain what we can do to change things for the better.
2. Have students share their peacebuilding speeches in small groups or in front of the class, depending on time.
 3. After the speeches, lead a whole class discussion using some or all of the following questions:
 - ◆ Which speech stood out to you? Why?
 - ◆ What personal impact do international conflicts have on us?
 - ◆ Have you ever heard testimony from a survivor of a conflict? What impact did it have on you? Why might it be important for people around the world, and particularly people in positions of power, to hear these stories?
 - ◆ What role can we play in making a difference in responding to international conflicts?

Taking Action (90 minutes)

1. Share with students that now they will make their own Action Projects to address an international issue of their choice.
2. Divide students in groups of three or four depending on what they are interested in (you can refer them back to the issues they said were important earlier).
3. Introduce the SMART (Specific, Measurable, Achievable, Realistic, and Timely) framework to help them develop their action plans.

Some examples of action ideas include:

Issue: Landmines

Project: Hold a "teach-in," in which you talk to classes about the number of landmines around the world and the impact on the lives of people who live near them, educating students about the conflict and how they can get involved.

Project: Hold a fundraiser to raise money to train a de-mining dog and give the money to an organization that provides the training.

Note: If time allows, you can access congressional testimony or download a video of a young person who was a victim of conflict giving their testimony and show it to students. Then ask students how they felt hearing the testimony. What kind of impact could such testimony have on the audience?

Extension Activity

After students have implemented their Projects, have them develop a creative presentation about it to share with younger students: "Use what you have learned in order to educate and motivate young people about peacebuilding."

Issue: Conflict in Uganda

Project: Have a creative fundraiser (bake sale, bracelets etc.) that shares information about the conflict and raises funds for a peacebuilding organization that assists orphans from the conflict.

4. Distribute the *Action Project Worksheet* on which students will develop their ideas. Students should develop a plan that they can implement and set a date when it will be achieved.

Alternative: Groups can present their action plans and the class can vote on the one they like the best. The entire class can then work together to implement this plan instead of each group implementing their own.

5. After the projects have been completed, lead a conversation using some or all of the following questions:
 - ◆ What were the highlights of the projects?
 - ◆ What did you do well?
 - ◆ What challenges did you face and how did you overcome them? What areas can you identify for improvement?
 - ◆ What did you learn as a group and individually about peacebuilding?

Assessment:

Peacebuilding Speeches, *Action Project Worksheets*, Project Implementation, group work and class discussion



Appendix PEACEBUILDING TOOLKIT FOR EDUCATORS FEEDBACK FORM

Directions: The *Peacebuilding Toolkit for Educators* is intended to be a living document: your experience using the lessons with your students and the feedback you provide us will enable us to continually develop and improve this resource. Please take a few moments to share your thoughts below and mail this feedback form to United States Institute of Peace, Global Peacebuilding Center, 2301 Constitution Avenue, NW, Washington, DC 20037. Alternatively, you can complete a feedback form online at www.buildingpeace.org.

Please note: This form is anonymous. However, if you would be willing to communicate with Education staff about your feedback, please include your e-mail address here:

Grades in which you used the Toolkit lessons: _____

Subjects in which you used the Toolkit lessons: _____

How did you hear about the Toolkit? _____

1. On a scale of 1 to 10 (with 1 being the lowest and 10 being the highest), please circle the number which indicates how you rate the *Peacebuilding Toolkit for Educators* overall as a supplement to your curriculum.

1 2 3 4 5 6 7 8 9 10

2. On a scale of 1 to 10 (with 1 being the lowest and 10 being the highest), please circle the number which indicates how engaging the lessons were for your students.

1 2 3 4 5 6 7 8 9 10

3. On a scale of 1 to 10 (with 1 being the lowest and 10 being the highest), please circle the number below which indicates how easily you were able to connect the lessons to your content standards.

1 2 3 4 5 6 7 8 9 10

4. On a scale of 1 to 10 (with 1 being the lowest and 10 being the highest), please circle the number that indicates how easy the lesson format was to use.

1 2 3 4 5 6 7 8 9 10

5. On a scale of 1 to 10 (with 1 being the lowest and 10 being the highest), please circle the number which indicates how likely you are to share the *Peacebuilding Toolkit for Educators* with your colleagues.

1 2 3 4 5 6 7 8 9 10

About the Editor

Alison Milofsky is a senior program officer at the United States Institute of Peace specializing in teacher education and curriculum development at the secondary level. She works with educators domestically and in conflict zones to integrate conflict management concepts into the curriculum. Additionally, she teaches courses on facilitation and dialogue in the Institute's Academy for International Conflict Management and Peacebuilding and trains international police and UN Peacekeepers in communication and negotiation skills. Milofsky has facilitated education and training programs in the Middle East, Africa, Southeast Asia, and Central Asia. She currently teaches dialogue courses on race and gender for undergraduate students at the University of Maryland. Milofsky holds a BA from McGill University and a PhD in education policy, with a specialization in curriculum theory and development, from the University of Maryland.

About the Contributors

Kristina Berdan is a teacher in Baltimore City Schools. She graduated from Towson University's master of arts in teaching program after earning her BS in Criminal Justice at the University of Maryland. She is currently the Teacher-Director of The Youth Dreamers, Inc., a nonprofit organization created by her students in 2001 to decrease violence among youth after school through the creation of a youth-run youth center. She was on the editorial team to produce *Writing for a Change: Boosting Literacy and Learning through Social Action*, Jossey-Bass, 2006. She earned her National Board Certification in 2000, received the B-More Fund Award in November 2006, and was an Open Society Institute Community Fellow in 2007. She teaches in the Teaching Artist Institute with Young Audiences of Maryland and with Towson University's Arts Integration Institute. She is a part-time faculty member in the Maryland Institute College of Art MA in Community Arts Program.

Sarah Bever is the education program manager at Mercy Corps Action Center to End World Hunger in New York City. She also works as a teaching artist and professional development coordinator for the International Theater and Literacy Project in Arusha, Tanzania. Prior to moving to New York, she was a theater teacher at Herndon High School in Fairfax County. She has an MA in international education development with a concentration in peace education and curriculum from Teachers College, Columbia University where she was the co-director of the Global Initiative for Social Change and the Arts.

Danielle Goldberg is a diversity training specialist and mediator with more than eight years experience managing international and domestic education programs, including the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute and Echoes & Reflections: A Multi-Media Curriculum on the Holocaust. From 2009–2010, Danielle was an Atlas Corps fellow in Bogotá, Colombia working with the NGO Give to Colombia to channel international resources and building public-private alliances in support of innovative social development projects throughout Colombia. During that time, she also presented at the 2010 International Institute on Peace Education in Cartagena, Colombia. In addition to working with Voices for Sudan, a coalition of US-based organizations in the Diaspora devoted to promoting peace and development in Sudan, she is currently Program Coordinator for Columbia University's Institute for the Study of Human Rights coordinating a Peacebuilding Development Initiative in Darfur. Goldberg possesses an MA in international peace and conflict resolution from American University.

Nora Gordon has been studying and practicing conflict resolution for a decade. She is the assistant to the ambassador from Afghanistan to the United Nations. Nora holds a master's in international affairs with a focus on conflict resolution from Columbia University's School of International and Public Affairs. She majored in peace and conflict Studies at UC Berkeley and has worked on peacebuilding projects in Timor-Leste, Liberia, Rwanda, Brazil, the West Bank, Syria, the Brazilian Amazon, and New York. In Rwanda she assisted with leadership trainings and helped facilitate dialogue for high-level government and NGO leaders. Through the Women's Refugee Commission, Nora designed facilitation tools in Liberia for job training programs. Nora spent three years coordinating programs for the peace education organization, Brooklyn For Peace. She spent summer 2009 researching in Timor-Leste with Columbia's Center for International Conflict Resolution. With the U.S.-Syria Grassroots Diplomacy Program, she co-facilitated conflict resolution workshops in Syria.

Illana Lancaster is an assistant professor in the international training and education program in the School of Education, Training, and Health at American University in Washington, DC. As a Peace Corps Volunteer, she taught English in a community junior secondary school in Botswana. Her teaching career includes instructing at Bell Multicultural High School (now Columbia Heights Education Center), Koc University in Istanbul, Montgomery College in Maryland, and the University of Maryland. She also has worked as a curriculum specialist focusing on curricula development for English language learners. Lancaster holds a BA from the University of Virginia, an M.Ed. from The George Washington University, and a PhD in international education policy from the University of Maryland. Her current research interests include gender, urban education, critical race theory, and social-spatial analysis.

In her sixth year of teaching seventh grade social studies and eighth grade ethics at Green Acres School, **Adriana Murphy** completed her master's degree in Private School Leadership from Columbia University Teachers College. She is dean of the 7/8 Unit and director of service learning. She earned a bachelor's degree in history from Bishop's University in Quebec and a master's degree in peace, development, and international conflict management at the Universitat Jaume I in Spain. A strong proponent of children's ethical development, she published two books in two years: *Highly Effective Character Education Programs in Independent Schools* and *Twenty-One for Teens, Case Studies for Students in Grades 7–12*. Prior to teaching, Murphy observed elections in El Salvador and Serbia. She also served in the AmeriCorps National Civilian Community Corps as a Team Leader.

A native of Michigan, **Terese Trebilcock** received her bachelor's degree in political science, economics minor, from the University of Michigan, and her master of public policy, international emphasis, also from the University of Michigan. She has worked as project manager for the Institute of Social Research, as an Intelligence Officer (political-economic analyst on Latin America) for the Central Intelligence Agency, and, for the past fourteen years, as a high school social studies teacher in Baltimore County, Maryland. She sponsors the History Club and the Hereford Philosophical Society. She has been lucky enough to have lived overseas, and continues to enjoy traveling, reading, needlework, and her family. She has been married to her husband, Craig, an immigration attorney and colonel in the Army's JAG Corps, for twenty-seven years, and is devoted to her sons, Aubrey, a junior at the University of Wisconsin, and Joseph, a freshman at Indiana University of Pennsylvania.

Board of Directors

J. Robinson West (Chair), Chairman, PFC Energy

George E. Moose (Vice Chairman), Adjunct Professor of Practice, The George Washington University

Judy Ansley, former Assistant to the President and Deputy Security Advisor under President George W. Bush

Anne H. Cahn, former Scholar in Residence, American University

Eric Edelman, Hertog Distinguished Practitioner in Residence, Johns Hopkins University School of Advanced International Studies

Kerry Kennedy, President, Robert F. Kennedy Center for Justice and Human Rights

Ikram U. Khan, President, Quality Care Consultants, LLC

Stephen D. Krasner, Graham H. Stuart Professor of International Relations, Stanford University

John A. Lancaster, former Executive Director, International Council on Independent Living

Jeremy A. Rabkin, Professor, George Mason School of Law

Judy Van Rest, Executive Vice President, International Republican Institute

Nancy Zirkin, Executive Vice President, Leadership Conference on Civil Rights

Members ex officio

Michael H. Posner, Assistant Secretary of State for Democracy, Human Rights, and Labor

James N. Miller, Principal Deputy Under Secretary of Defense for Policy

Ann E. Rondeau, Vice Admiral, U.S. Navy; President, National Defense University

Richard H. Solomon, President, United States Institute of Peace (nonvoting)

CAIT FRIEDEN
pepe

miers

fred

mir



Om

kedamaian
udipudipay

zrauha

pa

au
စုစု

KAPAYAPAN

pa

peace



和平

UNITED STATES INSTITUTE OF PEACE

Peacebuilding Toolkit for Educators

The *Peacebuilding Toolkit for Educators* is designed by and for educators to help develop the next generation of peacebuilders. The two volumes—one for middle school and one for high school—encompass interactive lessons introducing peacebuilding themes and skills for students ages 11–13 and 14–18 respectively.

The lessons are organized around three basic ideas within the field of international conflict management:

- **Conflict is an inherent part of the human condition.**
- **Violent conflict can be prevented.**
- **There are many ways to be a peacebuilder.**

Providing detailed plans for educators new to interactive methods, the lessons include handouts, teacher resources, and extension activities geared toward teaching students about the challenges and importance of global peacebuilding. These lessons develop students' skills (such as communication, relationship building, conflict analysis, negotiation, and mediation) and their capacities to act as peacebuilders in their communities and in the greater world.

The *Peacebuilding Toolkit for Educators* is a product of the United States Institute of Peace Global Peacebuilding Center.

For more information, go to www.buildingpeace.org



**United States
Institute of Peace**
2301 Constitution Ave., NW
Washington, DC 20037
www.usip.org

