

# REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.6.3**

## Conflict Resolution

### Purpose:

The purpose of this lesson is to help students understand the importance of conflict resolution in a positive, nonviolent manner.

### Quick Reference:

#### Time Required:

60 minutes

#### Objectives:

After completing this lesson, students should be able to:

1. Define conflict resolution.
2. Identify the components of a positive conflict-resolution process.
3. Apply conflict-resolution techniques to personal interactions.

#### Materials:

- ✓ Writing surface
- ✓ Writing utensils
- ✓ Tape
- ✓ Large index cards
- ✓ RNH.6.3.AS.A – one per student
- ✓ RNH.6.3.AS.B – one per student
- ✓ RNH.6.3.AS.C – one for half of the students in the class
- ✓ RNH.6.3.AS.D – one for half of the students in the class

### Directions:

*Explain to students what conflict is and when it can happen.*

1. Conflict is a problem or situation where the concerns or interests of two or more people appear to be incompatible.
  - a. Conflict is inevitable whenever two or more people get together to make decisions or accomplish tasks.
2. Conflict arises from questions such as:
  - a. What should we be doing?
  - b. Who should do it?
  - c. When should we do it?
  - d. Should we do it at all?
  - e. Why can't we do it my way?

*Have students think of a time when they were in conflict with someone or a group and how the situation was resolved.*

3. Think of a time when you were in conflict with a friend, a classmate, or a group of people.
  - a. Think about how the conflict was resolved. Be prepared to share.
  - b. After students have time to think, have three to five students share their thoughts.





4. Conflict resolution is the use of techniques that allow people to peacefully resolve problems that arise between them.
  - a. The goal is to learn how to openly address and resolve conflict, not to eliminate conflict.
  - b. Conflict can be healthy and beneficial to group decision making and productivity.
  - c. New ideas and learning can be positive results of conflict.
  - d. When conflict is handled well, an opportunity for growth results.

*Guide students through the process of defining conflict resolution and identifying conflict-resolution strategies.*

5. Distribute a copy of RNH.6.3.AS.A to each student. Guide students through the process of identifying each element on the activity sheet.
6. Record the definition of conflict resolution on the writing surface.
  - a. Conflict resolution is using techniques that allow people to quietly resolve problems that arise between them.
  - b. Ask students where they have seen this take place in their lives.
7. Have students think about and share ways they can benefit from knowing how to resolve conflict. Examples include:
  - a. Clears up understanding with important people in your life (siblings, friends, parents, teachers, employer).
  - b. Keeps future disagreements from getting out of hand.
  - c. Releases old grudges and starts building more cooperative relationships.
  - d. Finds better solutions (win-win solutions) to problems, which can make everyone happy.
  - e. Encourages commitment to solutions that are created jointly.
  - f. Preserves dignity and self-respect of each person/party.
  - g. Requires members to listen with empathy.
  - h. Allows one to express an independent perspective.
8. Discuss the items in #7 above and have students write down three or four ideas that will benefit them.



9. Identify the four guiding principles of conflict resolution. Record on the writing surface:

- a. Preserve dignity and self-respect.
- b. Listen with empathy.
- c. Don't expect to change others.
- d. Express your independent perspective.

*Continue with RNH.6.3.AS.A by identifying five basic strategies for dealing with conflict using a Hieroglyphic e-Moment®.*

10. Record the five basic strategies for dealing with conflict on the writing surface and have the students record them on the activity sheet.

- a. Avoidance – Neither of us gets anything.
- b. Accommodation – You win, I give in, you get everything.
- c. Compromise – Each of us gives a little and gets a little.
- d. Competition – I win, I get all my needs met, you get nothing.
- e. Collaboration – No win, no lose. We redefine the problem and find a creative solution that satisfies both our needs.

11. Allow students to create meaning with each of the strategies by creating a hieroglyphic, or illustration, next to each strategy. Examples include:

- a. Avoidance – Two unhappy stick figures facing away from each other, back to back.
- b. Accommodation – One stick figure giving the other a present.
- c. Compromise – Two stick figures shaking hands.
- d. Competition – One stick figure smiling and gloating while the other stick figure is frowning and unhappy.
- e. Collaboration – Two stick figures shaking hands, smiling, with lightbulbs above their heads to signal a new idea was generated.

12. Ask students which strategy they think provides the most long-lasting and mutually satisfying solution.

- a. Explain that while all strategies may be used in different situations, collaboration is a great choice to attack the problem and not the people involved.



13. Identify the following elements necessary for collaboration to work. Lead students in discussion on each, considering how students can apply this to their lives.
- Both sides must perceive that a problem exists.
  - Both must believe that a solution is possible and desirable.
  - Both sides must be willing and able to make changes.
  - There must be mutual trust and respect.
  - Neither party must see the other as an enemy. “We’re in this together; two heads are better than one.”
  - The problem must be redefined together in terms of needs.
  - A broad spectrum of possibilities must be considered.
  - Both parties must accept the fact that any resolution may never result in their complete satisfaction.

*Introduce the seven steps to problem solving using a Go-Get-It e-Moment®. Before the class session begins, write the seven steps on large index cards, one step on an index card. Strategically hide the cards throughout the room. Have students retrieve the cards and continue with discussion on the steps. Students will record the seven steps on RNH.6.3.AS.B.*

14. Explain to students there are seven secrets to problem solving hidden around the room and their task is to locate these steps and bring them to the front of the room when they find them.
- As students locate the cards, tape them to the wall or writing surface in the following order:
    - Identify the problem.
    - Identify the stakeholders.
    - Gather information.
    - Generate alternatives.
    - Select an alternative and devise a plan of action.
    - Implement plan of action.
    - Evaluate results.
  - Lead students in discussion about what each of these steps means to them.



*Allow students to practice the problem-solving steps through a situational activity.*

15. Organize students into groups of two (adjust accordingly for an odd number of students).
16. Tell students they will be given a role to play and they will apply the problem-solving steps they learned and select a conflict-resolution strategy.
  - a. When they receive their assignments, they are to read their role quietly and should not share with their partner.
  - b. When the individuals in each group have finished reading their roles, they should begin trying to resolve the problem.
17. Give one student in each group a copy of RNH.6.3.AS.C (Dr. Forbes) and the other student a copy of RNH.6.3.AS.D (Dr. Newell).
  - a. Tell students to wait to share their solution and to not share it with the other groups.
18. When most groups have solved the problem or appear too frustrated to continue, bring the class back together.
  - a. Ask for volunteers to explain the solution and which conflict resolution strategy they selected.
19. Guide students through the process by making sure each of the following items is addressed:
  - a. Identify the problems:
    - i. Newell needs 2,000 giant kiwi to save thousands of lives.
    - ii. Forbes needs 2,000 giant kiwi to save thousands of lives.
    - iii. There is a limited supply of giant kiwi available.
  - b. Identify the stakeholders:
    - i. Dr. Newell
    - ii. Dr. Forbes
    - iii. Citizens of Panaguar
    - iv. Citizens of Solaria
  - c. Gather information:
    - i. Newell needs the juice of 2,000 giant kiwi.
    - ii. Forbes needs the skin of 2,000 giant kiwi.



- d. Generate alternatives:
  - i. Avoidance is probably not an option since both sides are in desperate need of the giant kiwi.
  - ii. Accommodation doesn't appear to be a good option since the decision needs to be made quickly and neither side is willing to give all the kiwi to the other.
  - iii. The two could compromise and each could have 1,000 kiwi.
  - iv. Forbes could decide to compete and fight to win all 2,000 of the giant kiwi.
  - v. Newell could decide to compete and fight to win all 2,000 of the kiwi.
  - vi. The two could collaborate and each could have the part of the 2,000 giant kiwi they need. If they could do this, they could determine a fair market value for the kiwi and each pay half, thus saving their respective countries unnecessary expense.
- e. Select an alternative:
  - i. The two decide to collaborate and split the cost of 2,000 giant kiwi.
- f. Implement the plan of action:
  - i. Drs. Newell and Forbes take delivery of the kiwi. Each gets the part of the fruit they need and resolve their situations.
- g. Evaluate results:
  - i. Drs. Newell and Forbes successfully resolved their conflict.

*Summarize the activity with students.*

- 20. Ask students to reflect on the process and to consider how they can apply the problem-solving steps in their lives.

## Connection Questions:

- 1. Where have you experienced conflict in your life?
- 2. What are some situations where you will experience conflict as a leader?
- 3. What are the most important aspects of conflict resolution you learned?
- 4. How will you use what you know about conflict resolution in your interactions with others?



### LifeKnowledge Connections

#### Precept(s) Addressed:

##### Action

- A1. Work independently and in groups to get things done.
- A2. Focus on results.
- A4. Identify and use resources.
- A5. Communicate effectively with others.

##### Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.
- B4. Eliminate barriers in building relationships.
- B5. Participate effectively as a team member.

##### Vision

- C3. Demonstrate courage to take risks.
- C4. Adapt to opportunities and obstacles.

##### Character

- D1. Live with integrity.
- D3. Accept responsibility for personal actions.

##### Continuous Improvement

- F3. Use innovative problem-solving strategies.

##### Social Growth

- H1. Acknowledge that differences exist among people.
- H2. Present self appropriately in various settings.
- H3. Develop, maintain, and grow healthy relationships.

##### Mental Growth

- J1. Think critically.
- J2. Think creatively.
- J3. Practice sound decision making.
- J4. Solve problems.

##### Emotional Growth

- K1. Cope with life's trials.



### LifeKnowledge Connections (cont.)

#### Precept(s) Addressed:

Communications

M5. Operates effectively in the workplace.

Decision Making

N1. Demonstrate the decision-making process.

N2. Demonstrate problem-solving skills.

#### LK Lesson Suggestion:



##### Middle School

MS.6 – Understanding Integrity

MS.9 – Understanding the Consequences of My Actions

MS.35 – Using Appropriate Language and Humor

MS.39 – Good Listening Habits

MS.50 – Identifying Problems Correctly

MS.52 – Developing Solutions and Strategies

MS.53 – Evaluating Potential Impacts

##### High School

HS.9 – Understanding Values, Beliefs, Character, and Integrity

HS.14 – Being Responsible and Accountable

HS.17 – How Leaders Influence Others through Vision

HS.20 – My Decisions and the Opinions of Others

HS.24 – Critical Thinking Skills

HS.25 – Applying Critical Thinking

HS.33 – Understanding the Importance of Professional Ethics

HS.57 – Building Mutual Interest

HS.62 – Collaborative Relationships

HS.63 – Cooperative Relationships

HS.82 – Skills for Consensus Building

HS.94 – Introduction to Group Problem Solving

HS.95 – Identifying Needs and Aligning to Vision

HS.97 – Identifying and Utilizing Resources Available

HS.98 – Brainstorming Solutions

HS.99 – Selecting a Strategy





### LifeKnowledge Connections (cont.)

#### LK Lesson Suggestion:



##### Advanced High School

AHS.6 – Respecting Others’ Belief Systems, Vision, and Mission

AHS.22 – Conflict Resolution Techniques

AHS.23 – Applying Conflict Resolution Techniques

AHS.24 – Showing Compassion to others

AHS.25 – Selflessness to Others

AHS.30 – Results without Jeopardizing Relationships

AHS.34 – Strategic Thinking and Planning

AHS.35 – Leading Others in Strategic Thinking



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Conflict Resolution

Conflict resolution is:

How can you benefit from knowing how to resolve conflicts?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The four guiding principles of conflict resolution are:

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

Conflict resolution can be dealt with in five basic ways. They are:

Avoidance

Competition

Accommodation

Collaboration

Compromise



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Seven Steps to Problem Solving

1.

2.

3.

4.

5.

6.

7.



## Role of Dr. Forbes

Your name is Dr. Chris Forbes. You work as a medical doctor at a clinic in Panaguar, a country in the southern hemisphere. You treat the native Panaguarians and the few non-native residents for various ailments, broken bones, etc.

Recently you have treated several of your patients for what you have diagnosed as Teriberi disease. Teriberi is highly contagious and attacks the central nervous system of the victims leading to uncontrollable convulsions and eventually a horribly painful death. You are doing what you can for the victims you have encountered, but you fear that this may be the start of an epidemic.

Fortunately, there is a vaccine that, if administered before the disease is contracted, can prevent people from getting it. The same medicine can also reverse the effects on those who have Teriberi. The medicine is made with a chemical extracted from the skin of the giant kiwi, a very rare fruit. Unfortunately, only 3,000 of these giant kiwi were produced this season.

You have learned that Ms. Kitar, an import-export broker in Central America, is in possession of 2,000 of the giant kiwi produced. The chemicals from this number of kiwi would be sufficient to inoculate the entire population of Panaguar and cure those who already have Teriberi. You would very much like to acquire Ms. Kitar's kiwi.

You have also been informed that Dr. S. Newell is also in search of the giant kiwi and has become aware of the 2,000 giant kiwi in Ms. Kitar's possession.

The Panaguarian government has asked for your help in preventing the epidemic of Teriberi. You have been asked to approach Ms. Kitar as a representative of Panaguar to bid on the giant kiwi. You expect that she will sell them to the highest bidder. The Panaguar government has authorized you to bid as high as \$50,000 in order to obtain the giant kiwi in Ms. Kitar's possession.

Before approaching Ms. Kitar, you have decided to try to persuade Dr. Newell to allow you to purchase the giant kiwi. When Dr. Newell is ready to talk, begin your discussion.



## Role of Dr. Newell

Your name is Dr. Sandy Newell, a research biologist employed by the government of Solaria, a very small country in the southern hemisphere. You have been serving as an advisor to the Solarian military in their efforts to develop chemical weapons.

They have been testing some of these new weapons at a factory in Kitonga, a populous city near the border with Panaguar, a neighboring country. Unfortunately, there has been an accident at this plant, and a deadly gas has escaped from the laboratory. Fortunately, the gas has been contained within the factory building, but the experts believe that this will not be possible much longer. They fear the gas will escape into the environment and contaminate the air in the surrounding community. If that happens, it is likely that thousands upon thousands of Solarians will die horrible deaths. The gas will cause their skin to tighten uncontrollably to the point where they would be either crushed to death or suffocated.

Also, because the prevailing winds blow across your borders, the gas will likely be carried into neighboring Panaguar. If that happens, Panaguar would almost certainly interpret this as an act of war since thousands of its citizens would also likely be killed.

However, you believe that you can prevent all of this if you can neutralize the gas before it escapes into the air. In order to do this, you need to produce another gas made from the juice of the giant kiwi fruit. This gas could then be pumped into the factory and neutralize the deadly gas before it escapes. Unfortunately, only 3,000 of these giant kiwi were produced this season.

You have learned that Ms. Kitar, an import-export broker in Central America is in possession of 2,000 of the giant kiwi produced. The gas made from this number of kiwi would be sufficient to neutralize the deadly gas before it escapes. You would very much like to acquire the kiwi in Ms. Kitar's possession.

You have also learned that Dr. C. Forbes is also in search of giant kiwi and is aware that Ms. Kitar has 2,000 of them.

As a representative of the government of Solaria, you have decided to approach Ms. Kitar to bid on the giant kiwi. You are confident that she will sell them to the highest bidder. The Solarian government has authorized you to pay as high as \$50,000 in order to obtain the giant kiwi in Ms. Kitar's possession.

Before approaching Ms. Kitar, you have decided to try to persuade Dr. Forbes to allow you to purchase the giant kiwi. When Dr. Forbes is ready to talk, begin your discussion.