

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.4.3**

The Value of Compromise

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Identify opportunities to compromise with others.
2. Identify ways to compromise with others.
3. Demonstrate how to compromise with others.

Materials:

- ✓ Large, open wall space that will allow all students to stand against the wall
- ✓ TCTL.4.3.AS.A (one copy per group of four students)

Purpose:

The purpose of this lesson is to assist students in identifying strengths in others.

Directions:

The bulleted information below is important to know as background information.

- Conflict – a difference of opinion.
- Compromise – a settlement of a conflict in which both sides make concessions.
- When working in a group that includes people with diverse strengths, better products emerge and it requires working with others who have different preferences.

After reviewing the information above, begin with the lesson activities below.

1. From choosing which clothes to wear, how to get to school and what to eat for breakfast, share with students that the focus will be exploring some of these preferences.
 - a. To explore this idea, students will be given five sets of options from which to choose. After hearing each set, students will move to any point along one wall to indicate which of the two options they prefer. For example, if asked if they prefer to save money (point to one end of the wall) or spend money (point to the other end of the wall), they would move to where they would land on the wall. If they fall between the two options they can choose to stand anywhere in between. (Be sure to ask the follow-up question before moving to the next set.) The five sets are as follows: Prefer to save money or spend money.



- b. Prefer to speak to a group or write a story. Follow-up question: Are there situations that might change this preference?
 - c. Prefer to complete assigned tasks early or procrastinate. Follow-up question: How do you feel when you are asked to complete a project on a short notice?
 - d. Prefer to work in groups or alone. Follow-up question: If you were working on a group project, how could you compromise with those who prefer to work individually?
 - e. Prefer to lead a group or be lead. Follow-up question: Why do you prefer the one you chose? Are there situations that may make you change your mind?
2. Students should return to their seats.
3. Explore the potential conflicts in the last two sets of options as a class and brainstorm solutions.
4. Discuss with students the value of compromise.
 - a. Determine the definition of compromise.
 - b. Ask one or more students to share an example in which they were required to make a compromise.
5. Divide the class into groups of four.
 - a. Provide one copy of TCTL.4.3.AS.A per group of four students.
 - b. Have each group cut the sheet in half. One group member should read the top scenario and another member should read the bottom scenario.
 - c. After reading the scenarios, groups should discuss who should get the bananas and why.
 - d. Have students determine the compromise that should be made between the two countries. Allow five minutes to discuss and determine the compromise.
6. Ask each group to share the compromise
7. Explain to students that compromise is vital in this world. World leaders, families, and workplaces need to value compromise by working together instead of against each other.

Connection Questions:

1. Describe a time when you were involved in a conflict. Did you come to a compromise or not?
2. Compromise requires each side of the conflict to move forward in a positive way. Describe a time when one side was not willing to compromise. Was the conflict resolved?
3. When thinking about the case of the Banana Wars, both countries had the best intentions and needed the bananas. Describe a similar situation that you have encountered.

LifeKnowledge Connections

Precept(s) addressed:

A. Action

A1. Work independently and in group settings to get things done

LK Lesson Suggestion:



AHS.22 – Conflict resolution techniques

AHS.23 – Applying conflict resolution techniques

Banana Wars

The Country of Burmingham

You are the leader of the country Burmingham. Scientists in your country have recently discovered that the peel of the unique Guanam Banana is a vital ingredient in a vaccine to prevent the spread of a debilitating disease that has struck your country. This disease causes small children to lose the function of their limbs, rendering them unable to move and care for themselves. It is vital that you obtain at least 200 tons of the Guanam Bananas in order for your scientists to create enough vaccine to treat the children of your country. However, due to a weather-related shortage, there are only 200 tons of these bananas worldwide.

Banana Wars

The Country of Longtahara

You are the leader of the country Longtahara. Your citizens are suffering a major food shortage, many citizens are starving. Scientists in your country have recently discovered that the fruit of the Guanam Banana contains more nutrients than any other food source and can turn around the effects of starvation on your country. Without this banana, your country would have to purchase more food than it can afford. Any other food source would not counteract the long-term effects of starvation your citizens will encounter. Your country needs at least 200 tons of the Guanam Bananas in order to cure the severe starvation. However, due to a weather-related shortage, there are only 200 tons of these bananas worldwide.