

Lesson Title	How can conflict and disagreement be managed and resolved?	
	Age Range/ Year Group	KS4
Resources	Learning Outcomes	
1. Resource Sheet 1. Task 1 – What is the best way to resolve conflict? 2. Resource Sheet 2. Task 2 – Is it easy to compromise through the use of dialogue? Task 3 – How can conflict resolution be put into practice? 3. Resource Sheet 3. Task 4 – Do local, national and global conflicts require the same kind of dialogue?	By the end of this lesson students will be able to; <ul style="list-style-type: none"> • Appreciate that dialogue is the best way to resolve conflict. • Recognise the types of dialogue that best resolve conflict. 	

LESSON INTRODUCTION

This lesson encourages students to appreciate that dialogue is the best way to resolve conflicts. It gives students the chance to explore keywords (such as 'compromise', 'communication' and 'diplomacy'). It also provides them with information about the UN (with specific reference to the Alliance of Civilizations).

STARTER (10 mins)

- Tell students that, throughout history, conflict resolution has relied upon healthy dialogue.
- Ask students to read task one and to complete the word/definition matching task.
- Check through the answers with the class.

Answers:

- | | | | | |
|--------------|--------------|--------------|--------------|---------------|
| 1. B. | 2. I. | 3. D. | 4. H. | 5. J. |
| 6. A. | 7. C. | 8. E. | 9. F. | 10. G. |

Ask some students to comment upon the following:

- Choose one of the ten words/phrases from task one. Why do you think that it is important in terms of conflict resolution?
- Can you think of an international conflict from the past that has been resolved through dialogue?
- Can you think of a current international conflict that requires conflict resolution through dialogue?
- Ask students to work in pairs on task two.
- Encourage students to feed back about their partners' views.

Examples of good responses:

"My partner chose questions 1. He explained about his conflict with his step-dad five years ago. They argued constantly about the step-dad's rights in the family home. In the end, the conflict was resolved by my partner's mum asking both of them to admit that they felt jealous of each other."



“My partner answered number 3. She said that she finds it really hard to be objective when she’s upset. She always thinks she is right at the time, even if later she realises that she was unreasonable! She said that she can’t imagine how angry people who’ve been involved in wars must be, and how difficult it must be to forgive after a war.”

“My partner chose question 5. She says that a conflict with a friend is usually non-violent, and can be resolved within a day and forgotten within a week. On the other hand, she thinks that wars are violent and as such take a long time to resolve - and even longer to forget. She says that the similarity between the two situations is that they are both disagreements.”

MAIN ACTIVITY (20 mins).

- Ask students to get into groups of four and to read task three.

Ensure that students:

- choose one of the role-plays (it is a good idea for you to allocate role-plays to different groups so that all four role-plays are explored between the groups);
- read their instructions about the characters;
- refer to the ‘useful words and phrases’ list;
- act out the type of dialogue that might lead to conflict resolution.

- Ask for volunteers to perform their role-plays to the class.
- Praise those that do so.

Invite students to answer the following questions:

- Which group(s) showed a dialogue that was likely to lead to conflict resolution? Explain why.
- Which group(s) showed a dialogue that was not likely to lead to conflict resolution? Explain why.
- Are any types of conflict harder to resolve than others?
- How would you summarise the UN to a younger student?
- How would you summarise the Alliance of Civilizations to a younger student?
- Why is it important for schools to teach about organisations such as the Alliance of Civilizations?

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SUMMARY (10 mins).

- Explain that you are going to read out five different conflict situations (numbered 1 – 5).
- Ask the students to decide on the size/significance of each conflict by writing a number on the 'sliding scale' in task four.
- Also ask students to write down a suggestion for the way in which each situation might be resolved.

The five conflict situations:

1. A brother and sister are arguing over who gets to choose what to watch on TV.
2. Two doctors are disagreeing over which type of treatment to offer someone with cancer.
3. Ten thousand citizens are on strike over the government's decision to ban Muslim girls from wearing headscarves to school.
4. Some rebel fighters from a neighbouring country are threatening to invade your country next month unless your government gives them some land.
5. Eight countries have been involved in a two-year war (which started over disagreements about the Human Rights Act). One of the countries is threatening to use nuclear weapons.

- Invite students to explain where on the scale they placed each number, and to explain what kind of dialogue might be useful in terms of conflict resolution.
- Please note that there are no 'right answers' as such (the task being based on opinion). However, the intention of the exercise is that the conflicts are seen as being of an increasingly serious nature (and thus increasingly in need of large-scale interventions).

Examples of good responses might be:

"I decided that conflict 2 was a serious issue for the person with cancer, and was certainly a more important decision than what to watch on TV. However, I ranked it as a reasonably small conflict because I felt that it only involved a few people, and that it could be resolved quickly without involving any conflict resolution specialists. For example, the doctors could have agreed to ask the patient to choose between the two options."

"I put conflict 4 towards the top of the scale because I felt that the situation would be dangerous and frightening to thousands of people. Also, any conflict that involves politicians is serious in my opinion. To solve the conflict I think that the Alliance of Civilizations should be contacted, as they have lots of experience in terms of promoting trust between different communities."





EXTENSION/FOLLOW UP IDEAS

Look at the Alliance of Civilizations website (www.unaoc.org). Find out how many countries near you are linked to the organisation. Is your own country involved? Be ready to share your findings next lesson.

CHECK THE WEB

1. www.un.org for an overview of the United Nation's history, present and future.
2. www.unaoc.org for more information about what the Alliance of Civilizations has achieved.

NATIONAL CURRICULUM LINKS

KS4: 1.1.d, 1.2.c, 1.3.c, 1.3.d, 2.1.a, 2.1.b, 2.2.b, 2.3.a, 2.3.d, 3a, 3m, 3n, 4a, 4b, 4c, 4g & 4h.

TASK ONE. What is the best way to resolve conflict?

From small disagreements between friends to large international disagreements, conflicts are best resolved by reaching a compromise - through dialogue.

Match the following keywords to their definitions.

1. DIALOGUE
2. EMOTIONS
3. to COMPROMISE
4. RATIONAL
5. to DEBATE
6. COMMUNICATION
7. SOLUTION
8. DIPLOMACY
9. TIME-CONSUMING
10. the UN

- A. Sharing information with others by speaking, writing, moving your body or using other signals.
- B. Formal talks between opposing countries, political groups etc.
- C. The answer to a problem.
- D. To accept that you will reduce your demands or change your opinion in order to reach an agreement.
- E. The management of relationships between countries (it can also mean dealing with people without offending or upsetting them).
- F. Describes a task that takes a long time to do.
- G. The United Nations: a peacekeeping organisation founded in 1942 that has the support of nearly 200 countries.
- H. Showing clear thought or reason (rather than focusing upon emotions).
- I. Strong feelings such as love or anger, or strong feelings in general.
- J. To discuss a subject in a formal way (it can also mean to try to make a decision about something).



TASK TWO. Is it easy to compromise through the use of dialogue?

Most of us have been involved in 'small-scale' conflicts – perhaps with family members or with friends. These conflicts teach us that it is difficult to find solutions to disagreements. When emotions are involved, solutions can take a long time!

Work with a partner. Ask him/her to choose one of the questions below and to give an answer. Then it will be your turn to choose a question and to answer it.

1. Can you describe a conflict that you have been involved in?
2. How easy do you find it to reach a compromise with people?
3. Are you rational when you are upset/angry?
4. Why do you think that conflicts can take a long time to resolve?
5. Do you think that there are any similarities between an argument with a friend and a war with another country?

TASK THREE. How can conflict resolution be put into practice?

Lots of conflicts happen every day. Some are fairly insignificant (two young children arguing over a toy for example). Some are extremely serious (a civil war erupting for example). It is important to know how to handle different scales of conflict.

Get into groups of four. Choose one of the role-plays below. Act out the type of dialogue that might occur in order to resolve the conflict. You will need to look at the 'useful words and phrases' first.

USEFUL WORDS AND PHRASES

--- (remember that different types of conflict require different types of language) ---

What is your opinion about the issue and what do you want to achieve?

I hope that we both gain something from this dialogue.

Do you have any suggestions about what we could do next?

I suggest that we think rationally instead of becoming emotional.

How can we find a solution that works for everyone?

I think that the communication between us needs to improve.

I respect your feelings, and mine are different.

I have a few ideas about what might work for all of us.

How can we deal with all of the hatred that has occurred between us?

I would like our situation to change as soon as possible.

Do you think that we can reach a compromise if we take time to understand each other's views?

Useful words and phrases are continued on the next page



USEFUL WORDS AND PHRASES...continued

I am interested to hear your point of view now that I've explained mine.
Do you believe that we can trust each other after today?
I feel that a lot of people's lives depend upon this conversation.
Do you think that we should continue this dialogue next week?
I understand that you might feel uncomfortable about what I am saying.
Do you feel that we need to involve any other organisations in this situation?
I am determined for us to permanently resolve this conflict.
Do you agree that we should put our problems behind us?
I am grateful to you for discussing this with me.
Do you have any questions about what I've said?
I think that we need to handle this problem diplomatically.

ROLE-PLAY ONE: MISSING MONEY.

CHARACTERS:

1. Fourteen-year-old pupil whose money has gone missing in a lesson.
2. Fourteen-year-old pupil who is accused by character 1 of taking the money.
3. Teacher who is told about the missing money.
4. Character of your choice (e.g. friend of character 2).

SUMMARY:

The teacher has invited everyone to meet at lunchtime in order to discuss the missing money. The teacher does not know where the money is. Whether your characters find the money is not important. How can the conflict be resolved?

ROLE-PLAY TWO: HANDLING DIVORCE.

CHARACTERS:

1. Man who has just been divorced from character 2. He is upset that character 2 wants to sell their old house.
2. Ex-wife of character 1. She is angry that character 1 wants to live with their son.
3. Son of characters 2 and 3.
4. Character of your choice (e.g. relationships therapist).

SUMMARY:

The son has asked his parents to meet him at his grandparents' house. He wants his parents to decide what is going to happen from now on. He wants to explain his feelings but does not want to upset anyone. How can the conflict be resolved?



ROLE-PLAY THREE: INDEPENDENCE STRUGGLE.

CHARACTERS:

1. Politician who threatens to get the army involved if the northern area of your country does not become an independent state.
2. Politician who threatens to start a war on the northern area of your country if it becomes an independent state.
3. Mr. Miguel d'Escoto Brockmann, President of the UN General Assembly.
4. Character of your choice (e.g. diplomat from a neighbouring country).

SUMMARY:

The UN President has suggested that everyone meets at the UN Headquarters (in New York). The discussion will be about how peace can be restored between those who want independence for the northern area and those who don't. How can the conflict be resolved?

ROLE-PLAY FOUR: INTERNATIONAL WAR.

CHARACTERS:

1. Prime Minister of a country that has been at war with character 2's country for three years. Over 900,000 of his people have been killed in the last four months.
2. President of a country that is at war with character 1's country. Two of her country's schools were bombed this week – leaving over a thousand children dead.
3. Jorge Sampaio, President of the Alliance of Civilizations (a new and exciting UN organisation that has existed since 2005 and that has the support of over 80 countries).
4. Character of your choice (e.g. Ms Karen Armstrong, Alliance of Civilizations representative for the UK).

SUMMARY:

The President of the Alliance of Civilizations has come to character 1's office in order to attend a meeting with the other characters. Mr Sampaio wants characters 1 and 2 to end the war. He suggests that children in both countries should have lessons at school about respect and intercultural understanding. How can the conflict be resolved?





Conflict resolution

TASK FOUR. Do local, national and global conflicts require the same kind of dialogue?

Healthy dialogue (the 'language of compromise') is required for both small and large disagreements. However, deciding upon which type of dialogue to use can be quite complicated, even for peacekeeping organisations.

Your teacher will read out five different types of conflict. For each one, put a mark on the scale below. You will then be asked to decide how to resolve it.

SIZE/SERIOUSNESS OF CONFLICT



1. _____

2. _____

3. _____

4. _____

5. _____