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INTRODUCTION

We would have liked to be able to offer this text as a basis for a high school course on conflict resolution, but realistically it does not seem to be a priority in none of our two societies. Hence, the most efficient use of this

manual for the teachers is to use any space and any relevant situation the appropriate method: some of the exercises at the early stages of the year, to set up a climate of trust and friendship conducive of non-violence and creative problem solving; during the year as illustrations in language or other courses, to train the entire classroom or those motivated students in the use of skills that can prevent the eruption of severe conflicts; and when the conflict erupts, to be able to generate among all a spirit of cooperation and the ability to invent new options; and finally to be able to take these experiential learning back home, to the community and society at large. Such an unstructured and flexible learning requires for the teachers to experiment themselves in the use of the suggested techniques and be fully aware their possible insertion throughout the school-year.

The "Teachers' Manual on Conflict Resolution" is a collection of the most updated problem solving techniques, used today. Some of them are being used in other countries, thus required modification for our local needs and editing.

The manual is innovative on 4 levels:

1. It is the most comprehensive manual on problem solving techniques, developed so far for high school teachers and through them to students.
2. It is the first manual specially designed for high school teachers and students the content of which is identical for both Israeli and Palestinian schools (mainly ages 14-17).
3. The suggested exercises cover a vast area within the field of alternative conflict resolution, and is being presented in a sequence that tries to take into account both the degree of difficulty in implementation as well as the process that should hopefully bring teachers and eventually their students to open to have a personal transformation. Taking ownership of the methods, using it with their peers and family, and making it part of

the style and substance of their social behavior is our ultimate goal. Training the teachers, who eventually will train the students has a multiplying effect that can in the long run enhance the culture of peace required within and across societies.

4. The manual tries to implement the conclusions and research findings of the "International Seminar on Conflict Resolution in Schools", held in the Netherlands in March, 2000.

The Seminar was organized by the European Platform for Conflict Prevention and Transformation together with numerous experts from all over the world, all concentrating on the implementation of peaceful conflict resolution in schools and community programs for youth. The conclusions applied in this manual are:

- a. Conflict transformation towards a culture of peace is a basic value and not simply a technique. Therefore, the whole school community must understand and be involved in the process, crucial is the support of the principals.
- b. The program focuses both on behavior and attitudes, while the implementation is gradual and spiraling. Changes will not occur fast, nor will be identical in all schools.
- c. Conflicts can be resolved in a peaceful way and this process can be learnt and is a lifetime skill.
- d. Students have the ability to resolve conflicts by themselves or with help from other students
- e. Conflict is an unavoidable part of living, the manual does not aim at the elimination of conflict as such, but it eliminates the violence and destructive disputes that usually accompany conflicts.

The manual is planned for a flexible program of 32- 40 hours, concentrated in:

- a) two weekend workshops
- b) in separate institutions, with weekly sessions over a semester, to include sporadic joint activities, if feasible.

The authors of this manual identified the following stages for dealing with conflicts:

1. Trust building, getting to know the other better. Class climate and management.
2. Skill building, before faced with a concrete dispute. Training the class as a whole, or voluntaries to act as the third party, as required.
3. Trying to learn how to solve problems effectively, and then use the techniques as needed.
4. Remembering that the crucial stage, as always, is implementation.

Using the manual: The manual is divided into chapters. Each chapter is devoted to certain techniques and divided into teachers' and students' sections.

T- Teachers' section- why did we choose this technique, how to teach it and its underlying principle and exercises.

S- students' section- explains the technique in a friendly way to students, includes exercises and work sheets for distribution.

H- handouts

Note for teachers: Some exercises are identical for teachers and students. The rationale behind it was that acquiring skills in conflict resolution and passing them on to students is a learning process for teachers too. Therefore, it is necessary that teachers go through the same experience.

Additional symbols: ☺ Key exercise- necessary for the training

♣ Optional exercise

* Exercises important but not only for bi-national or multinational training

T

TRUSTBUILDING

***ICEBREAKERS**

Objective and rationale:

At the beginning of the academic year when many new students meet, even from the same national group, the atmosphere is usually filled with uncertainty, since they do not know each other. There is a need to "break the ice" in the classroom and create a more pleasant classroom climate that will contribute to future good relations between students and teachers. There are numerous exercises, designed to 'break the ice", some of them are listed below.

Note for teachers: Do not use the term icebreakers in front of the students. It suggests that there is ice that needs to be broken, what can have a negative impact on the students' attitudes and perceptions. Instead, use the term "Getting to Know Each Other".

Icebreaker Exercises (for approx. 20-30 students):

1) Birthdays K

Objective and rationale: Change the seating of students. If you enter a room with two potentially conflicting parties, usually they sit divided along conflict lines. Since the purpose of the upcoming exercises is to reduce the conflict division, this exercise helps to initiate the process.

Duration: 15 minutes

Instructions: Ask the students whose birthday is this month (it does not matter when is the workshop conducted). Tell that student (or if there more)

to sit next to you and instruct all the others to form a circle according to their birthdays and respective months and days.

The exercise initiates discussion, since there will be at least two people whose birthday will be in the same month and they will have to find out the exact dates in order to follow the seating procedure. If you are lucky, there will be at least two students from the two groups whose birthday is on the same day. It is a great opportunity to create personal friendship.

2. Interviews: O

Duration: 20 minutes

Instructions: You can start by asking each individual to interview another participant whom he/she did not previously know and then make a presentation of each other to the group (This suggestion presents less abrupt means of creating familiarity among the participants than asking individuals to introduce a member of the other team). For the interview of each other it has been suggested to ask:

- 1) Who are they?
- 2) Which school do they go to?
- 3) How old are they?
- 4) What is one thing that is apparent about them?
- 5) What are their expectations from the class as a group?

A variation of the theme is "Introducing your neighbor": O

Duration: 20 minutes

The participants should be labeled by numbers and then in pairs can introduce themselves to their neighbors for a few minutes and prepare an introduction of them for the group. The facilitators can provide the students with some

guidelines for their neighbors' introductions, including characteristic relevant to the class.

3. Name Histories K

Duration: 30 minutes

This should be conducted over a meal or in another informal setting (e.g. campfire).

Instructions: You should go around and ask the students to tell us all they know about the origin of their first and family names, and nicknames as well, if they so desire.¹ The best manner of applying this methodology is to ask if first names relate to a historic or religious figure, or an important relative, if the student was given a nickname and if he/she enjoyed being called by it. The family name may have an interesting background, often related to a trade, place, or perhaps another fascinating story. Usually, even when some of the participants did know each other previously, in a superficial manner, they never had the chance to explore this part of their identity. The teacher should take notes and provide some comments, stressing linkages and common trends between the names' backgrounds. More than once, one finds that the partakers of the workshop do indeed have shared names, based on common linguistic origins, as is prevalent in Semitic languages. Once the teachers have completed the tour around the room, including the hosts, the students themselves should be encouraged to ask each other questions and contribute to an analysis of the revealed patterns.

This activity can bring out some interesting commonalties. In a gathering of Middle Easterners, we found out that the names of all nineteen participants, whether they were in Farsi, Turkish, Arabic, or Hebrew, had a historic or literal meaning behind them, often describing virtues that the holders of the name were

¹ A Philippines peace activist who had just tested its transcultural applicability in Sri Lanka gave this suggestion to me. I replicated it immediately with a group in the Peruvian military.

proud to emulate in their own lives (the Just, the Compassionate, the Generous, the Happy, the Grateful, the Blessed).

4) "Ups" and "Downs." O

Duration: 30 minutes, including debriefing

Instructions: This activity requires that students who share an announced attribute (e.g. girls) stand up, while the rest of the group remains seated and applauds. Then the inverse occurs. We usually spend fifteen to twenty minutes finding out many unknown shared qualities or characteristics, such as, places of birth, religions, numbers of siblings (up to twelve to fourteen) sometimes, languages, amount of travels abroad, students good in a particular sport, basketball/football fans, those who hate broccoli, ... etc. Those who are left standing together with an impressive accomplishment, (such as speaking 4 languages,) should get a round of applause. The teacher can purposely opt for stressing a certain order that will give more salience to the "underdog". This can be done by praising those with the higher numbers of siblings (calling for "those who are the only child, stand up, one brother/sister, two, three, up to five, up to ten") or newcomers (asking for those who are "three or more generations in the country stand up, two, first generation". In the end, ask the students if there are any questions they would like to pose to the group. Sometimes they are interested to learn who is a vegetarian, or who is left-handed. But in other cases, the search for common denominators includes painful experiences such as a relative lost in the war/confrontation, or had a prisoner in the family. In each instance the trainers need to think how to ask sensitive questions while at the same time maximizing the power of this exercise.

After completing this exercise, some time should be spent speaking about the importance of recognizing overlapping identities, and how in a situation of violence people tend to be defined by only one attribute that separates them (almost

always nationality or ethnicity). When the students start to communicate with each other in the class, they soon find that they share much more than they had assumed, so that it becomes difficult to always corner each other into a dichotomy of one collective against another. In most non-violent environments humans are inclined to recognize several important dimensions of their identities. To illustrate the extraordinary variety of overlapping loyalties that people tend to develop in pluralistic societies, a definition of diversity used by the Diversity Program at the University of Maryland might be circulated and discussed. The text reads as follows:

Diversity is 'otherness,' or those human qualities that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. It is important to distinguish between the primary and secondary dimensions of diversity. Primary dimensions are the following: age, ethnicity, gender, physical abilities/qualities, race, and sexual orientation. The secondary dimensions of diversity are those that can be changed and include but are not limited to: educational background, geographic locations, income marital status, military experience, parental status, religious beliefs, and work experience.

While this definition calls upon the students to respect their differences, the trainers should stress the unifying elements, attaching importance normally to more than one of these identities, such as gender for women across the ethnic divide. For the students it should be perfectly OK to express each time a strong unifying identity (normally national or ethnic). At the same time it is also all right to explore other shared identities with the partners that cross the divide.

In principle, questions for the “ups” and “downs” about each of the primary and secondary parameters of the definition can be formulated. Of course, the trainers must remain sensitive to the backgrounds of the students, for example in the case of an issue like divorced parents.

5) Draw your own symbol O

Duration: 20 minutes

Instructions: Teachers have to provide enough papers and colored pencils for each student. Then they ask students to try to draw their own symbol, but to be careful not to sign it and not to show it to the others. Symbols can be anything that characterizes the student , e.g. a ball for a football player, tree for nature lover...After they finish, the teachers take the drawings, show them one by one, while the students should say one attribute of the person who drew that drawing. Then they have to guess whose drawing it is.

A variation to this exercise: Trainers place a tray with unusual objects at the entrance to the room, e.g. a yo-yo, a strange looking rock... There should be 50% more objects than students. Each student will take one object and explain why did he/she take the object. If there are students who do not wish to speak, do not push them!

(UNV manual for Bosnia-Herzegovina, 1998, p. 5)

6) Name and hobby: O

Duration: 20 minutes

Instructions: Ask all the students to stand in a circle. Each of them has to say his/her name and their favorite hobby, while the hobby has to be shown by gestures (playing an instrument, reading, swimming...) Each student has to repeat

first the name and the hobby of the previous one and then say his/her name and hobby. The others are not allowed to talk but they are allowed gestures. By the time, one of them has to repeat 10 other names and hobbies and the last even 20 - 23), the rest of the class will be helping voluntarily usually all making the same gesture.

7. Treasure Hunting: 0

Duration: 20 minutes

Instructions: Find 7 things that you have in common with another student (the one sitting next to you). They have to be attributes that you did not know about (e.g. gender or religion do not count)

T

TEAM- BUILDING ACTIVITIES

Students (as children in general) can be brought closer to each other through sharing an experience. Teachers might consider the possibility of starting the school year or the training program with a field trip. Especially useful for team building are trips where students have to overcome difficulties, such as: terrain, weather...Physical proximity (helping somebody to cross a bridge, climb a rock, or just sitting closer near a camp fire) can all help in developing a shared identity - that of a team.

Games and exercises that encourage team "work" should be used. Since games like these are a part of curriculum in every school, only one example:

The following exercises are optional, however we advise the teachers to conduct at least 2 team building exercises

1. Divide children into groups of 3-4. Each group will select a "leader". The rest of them will be blindfolded and hold each others' shoulders in a line. The leader has to lead his/her team through a crooked path as fast as possible. The fastest team wins.

The game helps to develop trust among children, since they have to trust the rest of the team while running blindfolded on an unknown terrain.

2. Pyramid

3. High ropes

T CONFLICT

Introduction: Introducing Israeli and Palestinian high school teachers and students to conflict is in its sad way superfluous. You were born in a middle of a protracted conflict, some of us suffering directly, but all of us suffering indirectly from it.

Conflict is something that you see every day, everybody talks about it, it is in the newspaper everyday and although we do not like it, but we have to learn how to deal with it. This manual will bring you directly into the "monster's cave".

Although, the term used in this manual is conflict resolution, the approach we use is "conflict transformation". Conflicts do not disappear, it is their destructive side that can be turned into positive cooperation.

We could not exist without conflicts. We live together, sometimes we want the same things, sometimes we want things to change. Progress is the positive side of a conflict. Many times, teenagers get into a conflict with their parents because they want progress.

Conflict resolution will teach you how to find better ways to deal with conflicts (than violence, for instance), how to build better relationships and how not be afraid of the unknown - the Other.

T

UNDERSTANDING CONFLICT

Exercise: When you say conflict, I think of...? O

Objective and rationale: In order to get a fair assessment of what students perceive as a conflict, the following exercise can be used. According to the outcome, teachers may chose to emphasize the relevant part of the manual, e.g.: if the most frequent word mentioned is war, teachers should place an emphasis on creation of a vision of a peaceful society. If it is "fight", mediation and nonviolence...

Duration: 30 minutes (including debriefing and discussion)

Instructions: Copy the following sheet and distribute to each student

H

If you hear the word conflict, what are the most relevant words from the list below you can think of?

Using the following scale, place a number by each word in the list

1= irrelevant, not used much

2= fairly related

3= very important, frequently used

___ difference ___ innocent ___ hurt ___ anger

___ win/lose ___ decision ___ normal ___ disagree

___ guilty ___ unfair ___ struggle ___ right

___ clash ___ violence ___ fight ___ people

___ learning ___ wrong ___ war

___ ideas ___ agreement ___ against ___ apart

___ change

If you can think of some other important words, put them here:

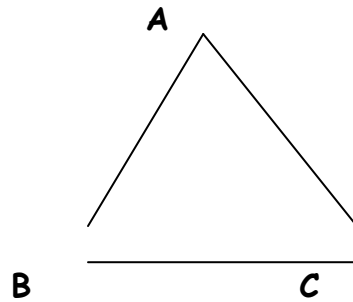
1987 The Community Board Program, Inc.

H

S

The Conflict Triangle:

The way conflicts occur may be seen as 3 corners of the same triangle



A attitude = a way of thinking or feeling about a certain issue; a set of beliefs

B behavior = a way of acting or responding under certain circumstances

C contradiction = disagreement, asserting the opposite

Remember! Successful problem solving focuses on all 3! corners of the above triangle.

(J.Galtung)

T

Exercise: TV or spinach? K

Objective and rationale: The following exercise enables students to apply the above theoretical definitions to a real- life situation, thus allowing them an initial breakdown of a conflict, which will be necessary for the further stages of the training

Instructions: Copy the following page and distribute to all students. Conduct a discussion according to the questions suggested below the table.

Duration: 30 minutes + discussion

H

Please read the following dialogue and fill out the table.

Actors: Mom, Tamar

Mom: "Tamar, eat your spinach!"

Tamar: "But Mom, you know I hate spinach."

Mom: " I do not care, it is healthy and I want you to eat it.

Tamar: "I'm not going to do it!

Mom: "Fine, then you won't watch TV tonight!"

Tamar: "Mom, it's not fair! You know that my favorite TV show is on tonight!

Mom: "This conversation is over, young lady, you either eat the spinach, or no TV tonight!"

Tamar: "I'm not talking to you, ever again!" [Gets up, runs to her room and slams the door]

Parties	Attitude	Behavior	Contradiction
Mom			
Tamar			

Read your answers and listen carefully to what the other students have written.

Q: Do you think they handled the conflict effectively? How would you act? Can you think of a similar example from your life?

T

IDENTITY, PREJUDICE & STEREOTYPES

The following session concentrates its effort on the reduction of prejudice and stereotypes in our society. In order to find out why do we many times dislike, mock or even hurt the Other, we need to discover who is We and who is the Other.

Human beings live in groups- some of them given to us at birth, some we choose later. All these define our identity. Students have to be aware of the multiple identities they carry. Identities are similar to the layers of an onion, the more we peel them off, the closer we get to the individual, simply as a human being.

Physiological identities are those we are born with - male, female, skin color, height, disabilities... and usually it takes some serious surgical procedures to change them, that is why most of us do not even try. Another one can be age identity: somebody who is 70 years old cannot suddenly decide to identify him/herself with a group of teenagers.

Why do we need to learn and teach about identities? In the recent years, the most common and most violent conflicts were identity driven. As opposed to what we used to think- people fight since they want the same things- land, water, resources..., people started to fight for being what they want to be, for their identity. Being aware of one's own identity, learning how to accept others identity and why is it so important for most of the people can contribute to our societies in a very positive way.

Exercise: Business Cards- Multidimensional Identities O

Objective and rationale: The exercise allows students to explore their own identity, to distinguish between those given at birth and those chosen. The

group discussion after the exercise should focus on the importance of these identities:

Duration: 10 minutes

Instructions: Each student is given a blank card and enough colored pencils.

Students are asked to create their own "business card" according to their given and chosen identities. The card has got to have the following dimensions:

1. physiological identity-e.g. male, female, eye, hair color...
2. age identity-teenager, adult, oldest/youngest in the family...
3. family identity- single/married (for teachers only), siblings, only child...
4. identity considering values- I believe in God, love...
5. religious identity
6. national/ethnic identity or place of origin of parents, self...
7. geographical identity- country, town, village...
8. other- I am a football/basketball player, I am a musician...
9. professional identity- who would I like to be in the future

Students should be encouraged to make the card as rich as possible, those who would like to can draw pictures, symbols...

The group discussion should start by each of them telling the story of their own card and trying to distinguish which identities are given and which ones we chose, why are identities important to us.

The second round of discussion should center on the following topic:

Do other people's identities threaten our own? Can I keep my identity if I accept that other people identify with something else? (another group)

(adapted from the UN Volunteers- "Trainers Manual: Community Confidence Building Project", 1998)

Prejudice and Stereotypes

Since prejudice is strongly connected to attitudes, remind the students of the basic definitions about attitudes.

H

S

Did you ever make a judgment about a person without really knowing the person? What do we mean? Well, let's say a new kid is about to join your class. One of your classmates reveals you that the father of the kid was in prison for theft. Are you going to act "normally" once you will meet the new member of the class? Maybe. Unfortunately, even if **you** will there will be others that won't. It is very likely that the new kid will be the first one to be accused if anything disappears from the classroom. Why? Because of prejudice. You assume something, usually the assumptions are wrong or based on incomplete facts and then you develop a very negative attitude towards the same person or a group of people. Scientifically you know being a thief is not a genetic disease- it doesn't "run" in the family. Still, there will be something "telling" you to be suspicious.

Another factor that might have influenced your judgment is fear. People many times fear the unknown; many are being told from childhood that spiders are scary, or children should be afraid of dogs wondering alone on the streets. Unfortunately, many parents do not stop there. Children grow up in fear from the ENEMY. sometimes they never even get to meet anybody from the Other side, but they are afraid...

Remember: "Fear leads to anger,
 anger leads to hate,
 hate leads to suffering!"

(Star Wars, Episode I- the Phantom Menace)

H

Many times, we express our negative attitudes in a form of characteristics - we are talking in stereotypes. Stereotypes are sets of beliefs about a group of people, based on characteristics we developed on wrong assumptions. They are basically very rigid negative (or sometimes even positive) attitudes that generalize, without any solid base.

Examples: All Jews are greedy, all Arabs are cheaters, African Americans are good dancers, Swiss people are punctual... And if you noticed, although many basketball players are African Americans, few among the African Americans are basketball players.

Stereotypes can be both negative and positive. Sometimes people use positive stereotypes and actually they are harming the person: How can you be so late? Swiss people are always on time! You bring shame on your nation!

Stereotypes, prejudice and negative attitudes in general are usually reinforced in an endless circle. Sometimes, people can recognize our negative attitude and the way they response is consistent with it. Why? Sometimes people had enough and they will give you what do you want to hear...

T

Exercise: Message on foreheads O

Objective and rationale: To show students the effect of prejudice and the circle of behavior, due to prejudice.

Duration: 40 minutes

Instructions: prepare a number of sticky labels that will include a message as:

Respect me

Praise me

Tell me I'm right

Defend me

Ignore me

Criticize me

Tell me I'm wrong

Laugh at me

Be angry with me

There should be one label for each student.

Send all students out from the classroom, then ask them to enter one by one. Place the label on their foreheads, while explaining that they can only see the others' labels and they are not allowed to tell what it is or to be told what is written on their own. After each of them received a label, sit in a circle and discuss a topic that is important for everyone, preferably one, that students have a strong opinion about. Ask them to react to each other only according to what is written on the labels.

Leave 15-20 minutes for discussion. Then ask them to guess what is their label judging by behavior of the others towards them. Students are then allowed to look at their own label and asked to compare between the behavior of their classmates in this discussion and in other discussions.

The labels represent the way our stereotypes influence our communication with others.

Exercise: Mirror Mirror on the Wall- Our Own Stereotypes K

Objective and rationale: stereotype reduction, showing students that even positive stereotypes can offend and that the expectations are usually worse than the reality.

Duration: 75 minutes (2 sets of 30-45 minutes)

The group should be divided into teams (along a conflict line- e.g. boys/girls, Jews/Arabs, Muslims/Christians...). Each side should divide up into an A team and a B team. The trainer should ask Team A in both parties to provide a list of negative stereotypes of the other party. Rather than think about their own images, they are asked to look for the lowest denominator of prejudice and even bigotry in their own societies, to identify prevailing attitudes (focusing, at this stage, on negative aspects and terms)². At the same time, in each party Team B is asked for conjectures about what the expected perceptions of their own people might be from the other party's Team A. After ten to fifteen minutes, the information can be shared. The A Teams count the number of stereotypes and analyze their similarities and differences. Many interesting findings are likely to be revealed including some shared images of the other. The same is done for B Teams with a discussion on the high or low correlation between A's and B's.

The teams should be asked to return to their smaller groups but this time focus on positive stereotypes. This usually entails a discussion on whether it is possible to describe positive stereotypes, or if it is a term used only for negative aspects. The same analysis should be done, but this time a comparison of good and

² When dealing with academic participants or other well-educated "Partners" it is often the case that they do not feel comfortable expressing negative stereotypes of the "Other" in such case we ask them to recollect the abuses and nasty attributes used by the lowest

bad stereotypes should be done. Often in a conflict situation the negative images accumulate far more than the positive. Does a shorter list of the latter in one group imply an asymmetry in the conflict? Does the weaker party tend to have more negative images attributed to it than the dominant party? Do we tend to project more negative/worse images of ourselves as reflected in the eyes of the other (B Teams) than the list provided by the perception of each other (A Teams)?

Exercise: A Variant Exercise on Images of the Other

Blake, Mouton, and Sloma (1965) have developed a variant of this exercise. They ask the two groups to elaborate in a brief written work a description of themselves, and their relationship with the other group. They are also asked to jot down how they perceive the other group and its behavior. This can all be summed up in five or ten points. Usually the participants find it easier to develop the image of the other rather than that of themselves. The groups are, at this stage, made aware that they are not so sure about their own behavior and conduct. In the next phase of the exercise the groups' self-images as well as their observations about the other are made public. This allows for a comparison, which many times will show astonishing differences. To ensure that everything presented is understood correctly, the Partners are also allowed to ask questions of the other group. After this step a discussion about the different images should be started. At this point, sharp accusations may be voiced.

Following this is a self-diagnosis phase, with each group asking itself why their opponents perceived them as they did. Once a thorough discussion is conducted within each group, they meet again to share their self-diagnosis. It is hoped that this will lead to a more open and insightful debate, followed by a change in each group's perceptions of both themselves and the opposing party.

Even if all the issues that are brought up are not satisfactorily resolved, the participants are still given a more critical view of their cognition. This may all be summed up with a polemic on the problems arising from perceptions and how they can be worked through in order to lessen or change their negative impacts.

At this stage, there may be a strong residue of hostility if only, or mainly, negative representations were drawn out. Focusing on a discussion of mirror images can minimize this, and showing that frequently the perceived attributes of one side are very similar to those of the other. There is no need to pretend this stage must have a happy ending, particularly in light of the phase that follows.

T

NEGOTIATION

"Negotiation is a problem solving process in which two or more people voluntarily discuss their differences and attempt to reach a joint decision on their common concerns. We all negotiate in our daily lives, whether it is in the family, at workplace, at school...

There are several techniques and strategies, the following chapter introduces students to Interest Based Bargaining. This technique is most suitable for conflict resolution and joint problem solving, as opposed to Positional Bargaining, for instance, where the negotiators often use bluffing, threats and are hard both on the problem and the people. This technique usually results in damaged relationships, unnecessary compromises and loss of trust. (see the story "The Orange" on page 23)

Interest- Based Bargaining

This strategy is used when the future relationship of the negotiators is important, the interests are interdependent, when the outcome is not a fixed-sum (the pie can be enlarged) and when a compromise of principles is unacceptable.

Attitude of the Interest Based Bargainers

- Resources seen as not limited
- All negotiators' interests must be addressed for an agreement to be reached
- Focus on interests and not on positions
- Parties look for objective or fair standards that all can agree to

- Belief that there are probably multiple satisfactory solutions
- Negotiators are cooperative problem- solvers rather than opponents
- People and issues are separate. Respect people, bargain hard on interests
- Search for win/win solutions

Example: In the past, the issue of water in the Middle East was regarded as win-lose: one country can gain a water resource, while the other loses it. Desalinization changed the perception of limited quantity of water to an issue that is related merely to costs.

(CDR Associates, 1996)

H

What is negotiation?

NEGOTIATION IS A LIFE SKILL THAT HELPS YOU ACCOMPLISH YOUR GOALS.

GOALS- WHAT YOU WANT TO GET OUT OF LIFE.

(Young Negotiators manual, p.7)



When do we negotiate?

Why do I need to learn how to negotiate (instead of using my fist or slamming the door)?

Probably, since you've already found yourself in one of the following or similar situations:

- Did your friends reveal a secret?
- Did your teacher give you a low grade and you did not deserve it?
- Did your parents give you house arrest?

All these and similar are conflicts situations that successful negotiation can help you to get out of them and satisfy everybody's interests. In this course, you can master and practice the skills every negotiator needs to be successful, whether he/she is negotiating an extra hour of watching TV or an agreement about a long lasting peace in Camp David.

Remember, usually people get into a conflict because the issue is important to them. Therefore, negotiation is something to be carefully learned before you apply it.

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The Secrets of Negotiation

- We all want to achieve certain things in life, but not all of us **know the best way** to get those things
- Any time you are trying to influence somebody to help you achieve your goals (persuading somebody to do something for you), you are **negotiating**.

We all negotiate every day. Think about a typical conversation with your parents, that usually includes one of these: I **need** a new pair Nike shoes, I **want** to stay out late tonight, I **want** to go see a movie, I **need** money for...

Negotiation is about satisfying our needs.



Did you ever jump into a middle of a conversation of two friends because you thought they are talking about you and made a fool of yourself?

The basic of all conflict solving is to know **exactly** what is the conflict about, before you hurt yourself from jumping to conclusion too fast.

(Young Negotiators Manual, 1:28)

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BEST ALTERNATIVE TO A NEGOTIATED AGREEMENT

BATNA

"Yes, but what if he/she won't accept it?"- This is a very frequent question in negotiation. We all are from time to time worried about the outcome- what if the other side will not accept the agreement between us?

It is not me, he/she said no!

In order to defuse your fear, you can learn the next principle in negotiation.

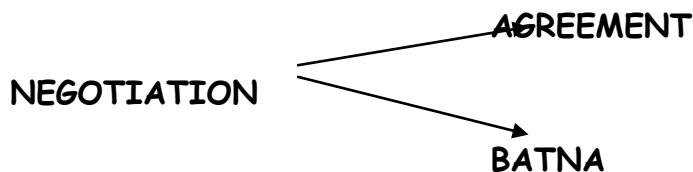
Let us remember again, why do we negotiate. To reach an agreement? No!

To satisfy our interests. The agreement is only the means to do so.

If a negotiated agreement does not lead to a satisfaction of our interests, it is time to turn to BATNA (which has to be prepared before the negotiation starts).

BATNA is the best course of action for meeting your interests if you cannot reach an agreement

BATNA is not walking away, giving up or compromising. It is merely an alternative route.



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Negotiation example (simulation):

You have received a bad grade from a test. You think that the teacher was not fair to you, since you deserve a better grade. You've studied hard for the test and you don't understand why did you receive such a bad grade. What makes you feel even more frustrated is that most of your friends got better grades.

What are you going to do?

Well, you have a few options: You can do nothing, however, too bad, you can go home and cry your eyes out- game over.

Or, you can tell the teacher that you will ask your older brother and his friends to wait for him after school and beat him up. I don't think so! It would make you feel better for about 5 minutes, but will your grade be better ? No. And let's admit, that's what you wanted. You want a better grade. That is your interest and that is what you should focus on.

How?

1. Preparation: Go to the teacher and talk to him. However, before you'll do it, you need to carefully weigh the costs of the actual negotiation. Is it acceptable in your environment to go to a teacher and say: "I'm not really happy about my grade, I think I deserve a better one!" ? Maybe not.

2. BATNA: In this case, it is better for you to find out, why did you receive the grade before you'll do anything. You can go over to the teacher and say you would like to know what exactly did you do wrong, so you can correct it next time. You can use the same opportunity to ask the teacher if there will be another test on the same subject, where you will be able to prove that you do know it. Your BATNA will be wait for another test and improve your relationship with the teacher. A teacher must be

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really impressed if a student comes to him and wants to know all the mistakes in order to improve for the next test.

And who knows? If the grade you've received is really unfair, the teacher will have difficulties to explain you the mistakes you've made.

3. Separate the problem from the people : Did it occur to you that maybe you were really bad at the test and that's why you got a bad grade and because the teacher is a son of a ? Think about it. Or, maybe you didn't express yourself correctly and the teacher couldn't get the answer out of your long, everlasting explanation?

4. Positions and interests Yes, you need to tell the teacher what do you want. You want a better grade- your position. However, you also need to tell him why do you want a better grade. It can be for various reasons: You deserve a better one, since the teacher was unfair in grading or simply very tired. Or you couldn't study because you are in a difficult situation at home and therefore you deserve another chance in another test.

5. Listen and understand Maybe the teacher also has a good explanation about why did he give you a bad grade. You should ask him about that, and no matter how much you don't agree with it all you can say is: "I understand, and in this case can you help me to find a way to improve my grade?". Or in other words: search together for a joint solution.

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Exercise: You have a 4 hours long biology class tomorrow. The topic is the flora in your country- a topic that involves watching and recognizing flowers. The teacher wants to stay in the classroom, while the students claim that the best way to get to know the nature is a field trip.

Task: Simulate a negotiation about the conflict between teacher and students, including BATNA.

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Exercise: The following exercise will lead students into two topics:

- Distinction between goals, positions and interests
- Conflict styles

Duration: 15 minutes

Instructions: Copy the following table from the manual and distribute it to each student.

The sheet about conflict styles- copy and distribute

Exercises: The Orange and The Eggs K

Objective and rationale: clarification of the difference between interests and positions and showing how lack of communication prevents conflict solving.

Duration: 30 minutes

Instructions: Read the two stories, give two copies of the table on interests and positions and ask students to map the two conflicts according to the table.

In the discussion try to find a possible ground for cooperation between the two parties in each conflict, e.g.: the two brothers can plant the seeds of the orange together, grow a tree and sell the oranges.

The two families can collect the egg shells and process them into a fertilizer.

The Orange

Two brothers found an orange on the table. They are arguing about it. One of them says: "I should get the orange, since I'm older". The other one says "No, I should get it, since I saw it first". They fight for a while about who is right, eventually they decide to split the orange in half. One of them peels the orange, eats it and throws away the peel. The other one takes the pulp, throws it away and brings the peel to their mother who is baking a cake.

Do you think they solved their conflict effectively?

The eggs

Once upon a time, two families lived next to each other- one on the top of the hill and one below, on the side of the hill. The family on the top had chicken who used to lay eggs. The eggs usually rolled down the hill to the other family's house, where collected. One day, the family at the top decided to built a fence around its house. Suddenly, all the eggs that rolled down the hill were stopped by the fence and this way the family down the hill didn't get any eggs. They started to argue around a basket full of eggs:

"It is our historical right to have a fence", said the head of the family at the top.

"But is also our historical right to have eggs", said the head of the family down the hill, "and you are preventing us from getting the eggs, since you have built a fence around your house". The two continued to argue, until all the eggs from the basket fell down and all the eggs broke. Then suddenly an old Bedouin came along. He saw the broken eggs and became very sad. "I know, you both have the right to keep the eggs", said the old Bedouin, "but look what you've done". Then he turned to the head of the family at the top: "Tell me, why do you need the eggs?" "We are a family of bakers, we need the egg white to add to our famous cakes and cookies". The Bedouin then turned to the head of the family down the hill: "Tell me, why do need the eggs?" "We are a famous family of chefs, we need the egg yolk to make our world famous mayonnaise".

The two families then realized they can share the eggs and felt ashamed that they quarreled for such a long time over nothing.

Map the conflict according to the table below. Give us examples of a conflict (parents, friends, teachers...) that you have (had) in your life. Map the conflict according to: parties, goals/positions, interests, and action (examples of action: walk away, laugh, compromise, use force, sit down and work it out together...)

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Parties: Who is the conflict between?	Goals: What does each side Want to achieve?	Positions: What you are demanding	Interests: Why does the party achieve its goal ?	Action: What did each side do in order to achieve its goal?
Party 1				
Party 2				

Did the action course you took help you to achieve your goal?

Yes/No

Why? _____

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Debriefing:

Make a clear distinction between **goals**, **positions**, **interests**:

Your **goal** is what you want to get out of life.

Your **position** is the concrete things you say you **want/demand**: the ball, the money, your girlfriend/boyfriend back.... (Ury, *Getting past No*, 1993, p.17)

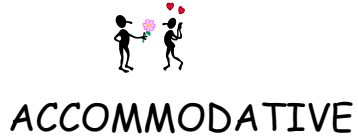
Your **interests** are the motivations (the reasons) that lead you to take that position- your needs, desires, fears, concerns = **why?** (Ury, *ibid.*)

Identify conflict styles of students, according to the "action they took" (the table): Every person has a different conflict style. They can be divided into 5 basic types:

Use the following page as a handout

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Greatest Concern for Building Relationships



Least concern for goals

← **COMPROMISE** → Greatest Concern for achieving for achieving goals



Least Concern for Building Relationships

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Cooperation is the best possible approach for conflict resolution, although sometimes the other styles can be handy too.

Complete the following questionnaire and you will find out which style of conflict management is the most typical for you.

Conflict style questionnaire

How do you usually handle conflicts with:

Fill in the table

by	parent	teacher	Friend	Boy/girl- friend	authorities	Other (soldiers, police...)
Verbal abuse						
Giving in						
Compromise						
Changing the subject						
Continuing to nag						
Silence						
Physical retaliation						
Logical discussion						
Crying						
Sharing the ideas on solutions						
Making a joke						
Listening carefully to the other person						
Expressing your feelings						
Postponing discussion temporarily to cool off						

1. The avoider (ostrich)

Stay away from conflicts as much as possible. Ignore it, hoping it will go away. It is better to give in from the very beginning, since the risks are too high; withdraw from a threatening situation

2. The competitor (shark)

Conflict is a win/lose situation; it is either us or them and we have to win at any costs, even if we endanger our future relationships.

3. The compromiser (Fox)

Both sides can achieve some of their goals and drop some of their demands, this way a solution to the conflict can be found. Such a middle ground solution will partially satisfy both side, but can leave many issues unresolved which may surface later

4. The accomodator (chameleon)

5. This type is primarily concerned about maintaining relationships between people or groups in conflict. Issue that might interfere with caring relationships are pushed aside and ignored. The solution to the conflict is based on what people have in common (instead of differences) and the attitude of two conflicting sides towards each other is improved. Issues of injustice or incompatible political positions are neglected

6. The joint problem solver (dolphin)

Tries to find solutions to the conflict which will address the concerns, fears, and the issues behind the stated goals of the conflicting parties. The problem is a joint one (not such the other side's). Constructive relationship is the aim, however inequities are challenged.

Please note that not one style is necessarily better than another. Different situations require a different approach.

(adapted from Community Conflict Skills- Mari Fitzduff, pp. 173-175)

COMPETITION VERSUS COOPERATION

In this section students will learn and understand the benefits of cooperation and the shortcomings of competition. There is a common misperception that conflicts must have **winners** and **losers**, thus students need to be shown first a specific situation which proves otherwise, and later a set of conduct that will lead to two winning sides if there is a conflict.

Exercise: The Arm Game: K

Objective and rationale: The following game demonstrates how cooperation can create a winning situation for both parties.

Duration: 10 minutes

Instructions: Pair all the students and have them sit facing each their partner, with their right/left elbows resting on the table. Have them hold each other's hands by modeling arm wrestling, however do not mention the expression "arm wrestling"! It indicates a win-lose situation.

Explain to them that the objective of the game is to get as many points as possible in 60 seconds. The first **two** students will each a bag of candies. Every time a student manages to push his/her partner's arm to the table and then get back to an upright position, he/she receives a point.

Hopefully, there will be at least one pair who will arrive to a conclusion that if they jointly by taking turns, put each other's arm down as many times as possible in 60 seconds, both will win!

Exercise: The two mules O

Objective and rationale: Students will learn that competition not only does not help, sometimes it even harms.

Duration: 10 minutes

Material: The picture of the two mules (appendix No.1)

Instructions:

1. Divide students into groups of 5 by counting -off.
2. Ask them to hold each other with arms crossed and place each group into a different corner of the room.
3. Students should think each of a secret place/spot inside or outside the room, where they would like to take the rest of their group. However, they are not allowed to tell anybody where the place is, nevertheless they have to take them there.
4. Remind everybody that no one is allowed to talk.
5. Give them a signal to start

Debriefing: What did you do once the signal was given?

Did you succeed in your mission to bring the other students to your secret place?

Yes/No Why?

Distribute the picture of the "Two Mules" to each student and ask them to compare to the exercise. (appendix No.1)

Ask students if eventually they would reach the same conclusion as the mules, or "go hungry?"

Multiple entry Exercise: Machine building O

Objective and rationale: Searching for the fun in cooperation, since the exercise requires moving, might be used when students seem to lose focus or

attention. The exercise can be used both in the section for team building and for the section on cooperation.

Duration: 20 minutes

Divide students into groups of 5-6. Instruct them:

Each group will "create" a machine together. Each person is a part of the machine. Your task is to show how the machine can function, only if all the parts work together, while the others will have to guess what is the machine.

(UNICEF manual- Education for Conflict Resolution, p.103)

Chinese heaven K

There is a fable from China that illustrates precisely the differences between win-win and zero-sum situations, and it might be appropriate to share it with the students. A man from China once was given his wish to see the difference between heaven and hell before he died. When he visited hell, he saw tables covered with mouth-watering foods of all kinds, but all the people there were hungry and angry. Although there was food, they were forced to sit one meter from the table using chopsticks one meter long that made it impossible for them to get any food into their mouths. When the man went to heaven, he was very surprised because the situation was exactly the same, except for the fact that people were well fed and happy. What is the difference, the story asks? In hell people were trying to feed themselves. In heaven they were feeding each other.

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UNDERSTANDING PERCEPTIONS

After students have learned how to “map” a conflict and make a distinction between goals and interests, there is another obstacle they have to overcome before approaching the actual negotiation: **perception**

Many times, there is a distortion the way we perceive conflict, in other cases a conflict occurs due to the fact that expectations led to a creation of certain perceptions- in nearly all cases we tend to attribute negative intentions to the Other.

Exercise: The duck and the rabbit K

Objective and rationale: This exercise shows students that they perceptions change according to their expectations.

Duration: 20 minutes

Instructions: Photocopy the “duck and the rabbit” pictures (appendix 2). Copy and cut them into cards, so each student will get a rabbit **or** a duck card.

Ask students to carefully look at their card, not to talk to anybody and not to show the card to anybody.

Take the image of “duck/rabbit” and display it on an overhead projector (appendix 3).

Ask the students what do they see and open a discussion. . Distribute the table and ask them to fill it out.

Debriefing: Reveal the cards and show students how did their expectations influence their perception. Look for students who can see both the rabbit and the duck in the joint image and ask them to show it on the projector.

Expecting something might change the person's perception. Ask students if they can think of a situation when their expectations have influenced how they perceived the situation.

(adapted from The Young Negotiators Manual)

Exercise: View from the Window O

Objective and rationale: shows students how completely different perceptions can be.

Duration: 10 minutes

Instructions: point the students to a part of the classroom with a window and ask each to write one sentence what do they see, then each read and then see that many points of view enrich the picture to be more accurate than one point of view.

Debriefing: After the completion of the two above exercises, hand out the following pages: the pictures from the "Little Prince" and the table about parties and perceptions. Conduct a discussion with students about how their perceptions differ from others', what made them accept the views of others (in the duck/rabbit exercise, both sides were right...)

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PERCEPTIONS

Perception: How people see the world.

Different people see the world in a different way. Just take the following example, from the "Little Prince":



So, what do you see? A hat, or a boa constrictor that swallowed an elephant?



Fill out the following table according to the conflict that occurred during the duck/rabbit exercise in the classroom

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PARTIES Who is the problem between?		
PERCEPTIONS What does each party think of the other and of the situation?		

(Young Negotiator, p.34)

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Teachers can select volunteers for acting out a sketch about the "party goer"

Students should refer to each other by their real names.

Duration: 20 minutes, including debriefing

Scene One

Student A: So, B, are going to the party tonight?

Student B: No. Actually. I'm not really in the mood.

Why not? It'll be fun!

I don't know. I don't really like parties. They're so boring, and no one ever talks to me.

A Oh, come on B. Let's just go. We don't have to stay long, I just want to see everyone.

B: ...[sighs] Fine, I'll go with you, but only because you really want to go. But I already know I'm not going to have a good time.

Scene Two

[The scene opens at the party. "A" is smiling, waving, talking and laughing with friends. "B" is leaning towards the wall with his arms crossed, looking down at his shoes. After a moment "C" (a girl) enters the scene and approaches "B"].

C: Hey "B", how are you?

B: [still looking at his shoes] I'm okay.

C: [pauses, puzzled] That's good...I guess.

B: [no apparent reaction]

C: [hesitates, shakes her head and walks away]

[Moments later D (a girl) approaches B]

D: Hey, B. What are you doing?

B: [again does not show interest] Oh, nothing really.
D: [uncomfortably] Oh, okay...Just a second, I have to.. go over there.
[D leaves]

Scene Three

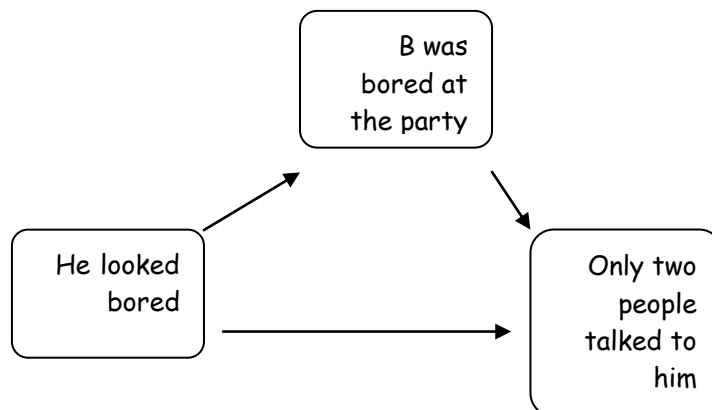
A: So, wasn't the party great?
B: What do you mean? I thought that it was boring.
A: Boring? How was it boring?
B: I don't know. Nobody seems to like me there. Everyone was talking to you, but only two people came up to me the whole night.

Moderator: FREEZE!

Debriefing: How did student B feel at the party?

Why did he feel that way?

Did his attitude prior to the party influence the way he felt?



(adapted from Young Negotiator)

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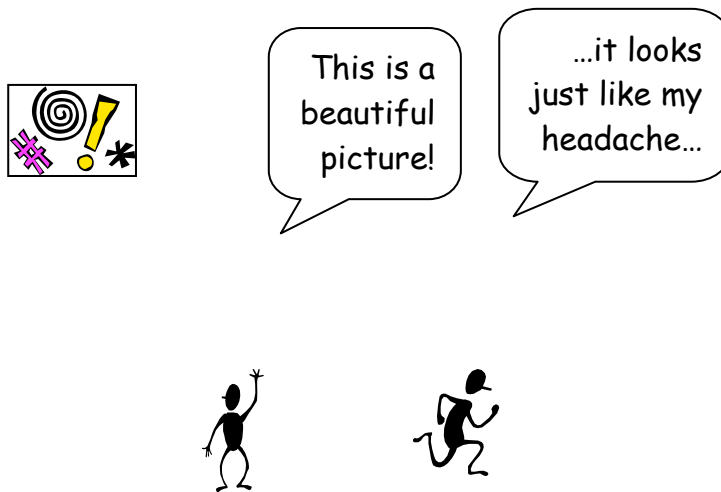
Examples from reality:

- You woke up and "knew" this is going to be a bad day

- You were about to perform in a school play and you “knew” you will ruin it
- You have to go to *Grandma* and you “know” it will be very boring (and you will not show even a slightest interest, even if she is telling an amazing story, because your parents made you go)

EMPATHY

Empathy is the ability to understand other people's perceptions. Once you have understood theirs and you showed to them your understanding, it might be easier for them to understand your perception. This way, you can see and understand more easily why would a party to a conflict demand something.



Empathy is also the ability to accept differences.

Back to Negotiation

The most important principles in negotiation are the following:

Who are the parties in a conflict? (parties)

What does each party want? (positions)

Why does a party want it? (interests)

What can they do together in order to solve the problem? (brainstorming
creative options, see below)

What can you do if the other party rejects your proposal? (BATNA, see
below)

BRAINSTORMING CREATIVE OPTIONS

Brainstorming as a technique for arriving at creative ideas has been widely used in many fields. Its introduction into problem solving has brought a lot of success, especially because one of the main obstacles is a fixation on one solution only. If carried out thoroughly and following all the ground rules, students can come up with brilliant solutions to a problem.

The ground rules are:

- 1) all ideas are encouraged
- 2) record them for display
- 3) no criticisms (i.e. no discussion of the merits)
- 4) avoid passing judgment, both orally and through body language
- 5) simply keep adding more ideas
- 6) do not focus on substantive difference
- 7) all is confidential
- 8) adding a footnote (or "hitchhike" idea) is acceptable
- 9) combine related propositions or expand propositions with improvements
- 10) de-personalize the problem by not registering the name of the proponent
- 11) encourage daring and freewheeling ideas ("the sky's the limits," "think big," "no budgetary constraints")
- 12) keep the flow going for as long as possible but it is OK to change the course to a new line of ideas
- 13) express your ideas as briefly as possible, even if you explain, summarize in one sentence

It is difficult for many of the students to refrain from offering comments, either positive or negative, about another's ideas. For this reason, it is critical that the teachers have the necessary skills to keep this activity on track and not allow any comments, including their own. It is easy to reassure the participants that there will be an opportunity for this at the appropriate time.

Multiple entry exercises: the following exercises can be used in the section on brainstorming or in the section on ARIA

Exercise "Forward or Reverse" K

Objective and rationale: Introduces brainstorming process to students and encourages creative ideas.

Duration: 10 minutes

Read the story to the students. Explain the ground rules for brainstorming. Use the page with the "Truck driving story" as a handout.

Debriefing: Congratulate your students on being so creative and for keeping all the rules. If not suggested, suggest a possible ending: A girl, sitting in one of the cars behind the truck came up to the drivers and suggested to deflate the tires a bit, so that they can drive through without damaging the top.

Other brainstorming exercises: O

"Think out of the box" (appendix 4).

Duration: 5 minutes

Distribute the sheet with the exercise, if nobody found the solution show it to them (appendix 5).

"The hollow ball" an exercise for encouraging creative thinking:

Duration: 5 minutes

You have 8 golden balls, 7 are full, one is hollow. You also have scales. Find the hollow one, without touching the balls and having them weighted only twice.

If no solutions are found, provide the answer:

1) Weigh three balls on each side, leave the remaining two on the side. If equal weight, the hollow ball must be in the remaining two.

2) Weigh them (one on each side), one of them weighs less = hollow one.

Or: Weigh three on each side, if one side weighs less, there is the hollow ball. Take two from that side, weigh one on each side, they will either be the same weight or one weighs less.

“Two buckets”

Objective and Rationale: Encouragement of creative thinking

Duration: 5 minutes

You are standing by a well with an endless supply of water. You have two buckets, one of them is enough for exactly 3 liters and the other one for 5 liters. You have to carry home exactly 4 liters of water. How do you get 4 liters if you only have a 3 and 5 liter bucket?

Answer: 1. Pour water into the 3 l bucket and pour it over to the 5 l one.

2. Pour water into the 3 l bucket again and add it to the water in the 5 l bucket.

3. You have 1 l of water left in the 3 l bucket

4. Empty the 5 l bucket and pour into it the 1 l from the 3 l bucket.

5. Fill up the 3 l bucket and pour it to the 1 l in the 5 l bucket.

Exercise on creative problem solving: O

Objective and rationale: Boosting students' self-esteem concerning creative solutions.

Duration: 10 minutes

Instructions: Read the following story and ask the class to find a proper solution.

A farmer is coming home from a hard day at the market. The only things he has left are a goat and a cabbage. On his way, he manages to capture a wolf that was trapped in a cage. He wants to take the wolf home and tame it. The only way to his village is through a river. He has a small boat waiting for him. Unfortunately, he has place only for one more thing besides him. He is worried, since the wolf can eat the goat and the goat can eat the cabbage. Can you help him to get all three things home safely?

Solution: Step 1: The man takes the goat

 Step 2: He takes the wolf, but on his way back he brings the goat

 Step 3: He leaves the goat and takes the cabbage on the other bank with the wolf

 Step 4: he comes back for the goat

Brainstorming

Forward or Reverse:

A large truck was delivering a shipment. While going on the highway, the two truck drivers have decided to pass beneath a bridge. They got stuck and the top of the truck got severely damaged. Cars are slowly backing up behind the truck, the line is almost 2 km long. One of the truck drivers thinks that they should continue going forward, force the truck through the tunnel, even if they will damage the top. The other truck driver thinks that they should reverse, even if the traffic behind will make it very difficult.

Brainstorm for creative ideas: How would you help the truck drivers decide?

Rules: 1. Let everyone speak without interruption

2. Respect everyone's ideas (do not laugh about other students' ideas, nor discard them)

3. List all your ideas before you choose

4. Display ideas in a place visible for all

5. Simply keep adding more ideas

6. All is confidential- if a person does not want his/her idea to get out of the classroom, everybody must promise not to tell

7. Adding a footnote (or "hitchhike" idea) is acceptable

8. Combine related propositions or expand propositions with improvements (you are allowed to say: " I would like to add to idea no.4, the following...)

9. The proposed ideas will be listed without names. Remember: always separate problems from people and it does not matter who proposed the solution- it was a team work

10. Daring and freewheeling ideas are most welcome- "the sky's the limits," "think big," "you have a billion dollars to solve this"...

11. We will keep the flow going for as long as possible but it is OK to change the course to a new line of ideas- sometimes change encourages creativity

12. Express your ideas as briefly as possible, even if you explain, summarize in one sentence

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Before we move on to actual negotiation, we need to summarize the definitions, we have learnt so far:

- negotiation - A life skill that helps you accomplish your goals
- goals- what you want to get out of life
- cooperation- working together
- attitudes- thinking something into being
- perception- how people see the world
- empathy- the ability to understand other people's perceptions and feelings
- win-win outcomes- solutions that satisfy the interests of both parties
- positions- what you are demanding
- interests- what you really want and why you want it
- options- options are the many possible solutions for solving a problem
- brainstorming- creating options without judging, interrupting, or disrespecting each other
- breaking it down
- understanding all the parts of a problem before trying to solve it

(adapted from Young Negotiators)

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EFFECTIVE COMMUNICATION SKILLS

The very essence of resolving conflicts in by peaceful means is a **dialogue = a communication of a message in which both sides talk positively and listen actively.**

"Let's talk it out" is the guiding principle of various conflict resolution mechanisms from "sulcha" to a conflict between two high-tech companies. If we train students how to communicate more effectively, the result will be a generation who is more receptive, sensitive to each other and less violent.

Every communication has three necessary components:

Sender → message → receiver

Both, sender and receiver are influenced by the following factors: personality, time, place, educational background, health or general physical conditions...

Message has three components: 1. Words

2. Level and tone of the voice

3. Body language

Active listening

Before we learn how to talk, we have to learn how to listen. Although this might seem obvious and boring, good listeners are hard to find.

If the speaker is adversarial, the listener stops listening after 30% and starts to plan the answer. Thus, we have to learn how to listen even if we do not like/agree what is being said.

Exercise: Robbery Report K

Objective and Rationale: If students do not see why should they learn how to listen, the following exercise demonstrates what happens in the opposite case- if we do not know how to listen.

Duration: 20 minutes

Instructions: Three volunteers are chosen and asked to wait outside. After they have left, everyone in the room is given copies of a robbery report. (appendix No.6)

A volunteer is asked to enter and listen as someone reads the report in a voice that conveys urgency, but so that the volunteer can clearly understand what is said. The next volunteer is then asked in and has the report repeated to him by the first one, and the same follows for the last participant, and he/she repeats it to a "policeman" investigating the crime. Students should all be taking notes to see how communication can be mixed up and even wrong, if one does not pay close attention to what is being said. It should be stressed, however, that the volunteers should not be made to feel as though they are terrible communicators, but rather that they aided in deciphering the factors that make effective listening a difficult act for anyone.

Before exercising active listening, it is advisable to explain the 3 principles of active listening:

Note for teachers: copy and distribute the following page, discuss the principles in the classroom.

a) Paying Attention

1. Face the person who is talking.
2. Notice the speaker's body language; does it match what he/she is saying?
3. Listen in a place that is free of distractions, so that you can give undivided attention.
4. Don't do anything else while you are listening.

b) Eliciting

1. Make use of "encourages" such as:
 - "Can you say more about that?"
 - "Really?"
 - "Is that so?"
2. Use a tone of voice that conveys interest.
3. Ask **open** questions to elicit more information.
4. Avoid overwhelming the speaker with too many questions.
5. Give the speaker a chance to say what needs to be said.
6. Avoid giving advice, or describing a time when something similar happened to you. ("I know, the same thing happened to me as well, the other day when I was going to school...")

c) Reflecting

1. Occasionally paraphrase the speaker's main ideas, if appropriate.
2. Occasionally reflect the speaker's feelings if appropriate. Be very careful not to tell the person how he/she feels. ("I know you are feeling sad...- the listener is risking a punch in the face in many cultures, where mentioning the word "feeling" is not considered appropriate. Let them tell you.
3. Check to make sure your understanding is accurate by saying:
"It sounds like what you mean is ...Is that so?"

"Are you saying that you're angry/disappointed/glad, because..."

"So you think..... Am I understanding you correctly?"

Open versus closed questions

Some claim that using open question (as opposed to close: Yes/No answer questions) is extremely important in effective communication. The writers have decided to go with both, since receiving affirmation is very important in any negotiation process. Just to get the person say "YES" can make it easier to send any further message to the same person.

When to choose an open or a closed question? Hard to say.

A hint: If you know the answer is NO do not ask a closed question!

(adapted from "Education for Conflict Resolution", UNICEF manual)

H

Active Listening Techniques

The purpose of active listening is to make it easier for the other person to talk.

Here are some hints how to do it:

Statement	Purpose	To do this...	Examples
Encouraging	1.To convey interest	...don't agree or disagree ...use neutral words ...use varying voice intonation	"Can you tell me more?"
Clarifying	1.To help you clarify what is said 2.To get more information 3.To help the speaker see other points of view	...ask questions ...restate wrong interpretation to force the speaker to explain further	"When did this happen?"
Restating	1.To show you are listening and understanding what is being said 2.To check your meaning and interpretation	...restate basic ideas and facts	"So would you like your parents to trust you more, is that right?"
Reflecting	1.To show that you understand how the person feels 2.To help the person evaluate his or her own feelings after hearing them expressed by someone else	...reflect the speaker's basic feelings	"You seem very upset."
Summarizing	1.To review progress 2.To pull together important ideas and facts 3.To establish a basis for further discussion	...restate major ideas expressed	"These seem to be the key ideas you've expressed..."
Validating	To acknowledge the worthiness of the other person	...acknowledge the value of their issues and feelings ...show appreciation for their efforts and actions	"I appreciate your willingness to resolve this matter."

(1987 The Community Board Program, Inc.)

...or simply: act as if you were listening to the most exciting scary story you
have ever heard!

BODY LANGUAGE

T: According to some non-verbal communication is more important than the meaning of the words itself. It is a set of behaviors that includes facial expression, level of voice, eye contact, body posture, expressive movement, patterns of touch, while all of these are influenced by the given culture.

Exercise: Speaking without words O

Objective and rationale: Giving students some hints on how people behave and what does it actually mean and raising their awareness to theirs and others body language.

Instructions: select two student, ask one of them to read a short story. The listener should react according to the list below. The rest of the class will guess the reaction of the listener according to his/her body language. Students can take turns, there can be different short stories told every time.

Openness: open hands, unbuttoned coat

Defensiveness: Arms crossed, sideways glance, touching-rubbing nose, rubbing eyes, buttoned coat, drawing away

Insecurity: Pinching flesh, chewing pen, thumb over thumb, biting fingernail

Cooperation: Upper body in sprinter's position, open hands, sitting on edge of chair, hand to face gestures, unbuttoning coat

Confidence: Hands behind back, back stiffened, hands in coat pockets with thumb out.

Nervousness: Clearing throat, whistling, smoking, pinching flesh, covering mouth, jiggling money or keys, tugging ears, wringing hands, blinking frequently

Frustration: Short breaths, tightly clenched hands, fist like gestures, rubbing hand through hair, rubbing back of neck.

Interest: If you are talking to somebody and the person opens his/her eyes wide and sometimes even moves towards you, you know that the person is trying to listen very carefully to what you are saying.

Gestures:

Gestures are a very important part of body language. In our culture we use gestures when we talk much more than in Europe or Japan for instance.

Just try to walk around with your arms behind your back for one day and you will see it will be difficult to talk!

There are various ways of greetings and hand gestures all over the world. Some of them are considered polite or "normal" in one country, while doing it in another country the person is risking a punch in the face. For instance, the sign we use for "just a moment", putting the fingertips all together and holding your hands with the fingers upside, is a very rude gesture in Italy. It means something like "I am so annoyed with you already so much, that I'm ready to beat you up". Similar with the "I am fed up" sign- striking the bottom of your own chin towards the outside means in Italy "go, You!"

Note for teachers: Share any experience you had with gestures in a different culture. Sometimes awareness can encourage cultural sensitivity

Exercise- Handshakes: K

Objective and rationale: demonstrating the importance of body language in communication

Duration: 5 minutes

Material: use appendix No. 7 as a handout

Shake the hand of the person sitting next to you, gradually- first in a way like you do not really care about the person, then gradually try to get to a level of a very warm, friendly handshake. Note: squeezing somebody's hand very tightly does not necessarily mean you like the person. Try to avoid a situation when you prevent blood flow into your friend's hand by squeezing it. Then ask your friend if there was any difference between the first and the last handshake.

EFFECTIVE VERBAL COMMUNICATION

Many will recognize this chapter as based on the work done under the heading of nonviolent communication; we are refraining from that term since it indicates that any other form of verbal communication is violent, what definitely is not our intention.

Students are now approaching the third and final component of effective communication- Sending a clear message.

At this stage students have a general understanding of active listening and "positive" body language. Some might expect that by mastering this last skill they will be effective communicators and thus will be able to solve any problems. It is suggested at this stage to lower the expectations, since understanding does not necessarily involve the skills needed for effective communication.

It takes a fair amount of skills and a lot of hard work in applying the knowledge from this course until students will reach a level of an effective communicator.

The following chapter includes: 1. The "I" message

2. Barriers to Communication

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Sending Clear Messages

As mentioned before every message has a sender and a receiver. So far, you have learned how to be a good receiver (active listening) and how to read the body language of the receiver and how to control your body language as a sender.

All of you learned how to talk a long time ago. Don't worry, you don't have to learn it again! We would like to help you though talk **effectively**.

Why do I need to talk effectively?

Your friend: [running towards you in the hallway]" I hate you! You told my brother I went out with my boyfriend last night, while I told him I was staying at your place! Now my parents know and I have house arrest 'till the rest of my life!

You: [sorry, you don't have the time to respond 'cause he/she just takes off, yelling:]

"I'll never be friends with you ever again!

There goes your friendship.

Will your friend ever find out that you told her brother because you started to be really worried when you found out that boyfriend of hers is doing drugs and he was arrested several times? I don't think so.

Even if you heard on the news that they found a dead unidentified teenage girl and you panicked 'cause you thought it is her? I'm telling you, she does not care!

Why not? She never learned how to send a clear message or listen actively.

Can this help you right now? Maybe. Give her some time and then go and talk to her.

What should you say?

Read the next chapter and you will find out!

The "I" message

No, this is not a chapter about how to be the most selfish person in the world!

As you saw in the example above, when people are angry or upset, it is very easy to blame the other and accuse. Yes, your friend was partially right- you did tell her brother she went out with her boyfriend, while you knew she asked you not to do that. You have violated her trust and confidence. The two of you have a problem now.

Your friend has chosen the ineffective way: The "You" message. It is very easy: Most of us use it most of the time- it is very easy to blame the other person in a conflict. Moreover, try to remember how many times did you say "you stupid computer" because something went wrong.

What your friend was trying to do is to make you understand:

- a) the way she sees what you did (your behavior)
- b) the way she feels about what you did (she is angry/sad/disappointed)

Marshall Rosenberg adds two more points that make the message even more clear and effective:

- c) what we value = or saying "because"
- d) What we request from the other person

The way it should be?

Your friend:

I became really **angry** (the way I feel) when I found out **that** (what I see/observe) you had told my brother that I went out with my boyfriend last night, **because** (what I value) I got into trouble with my parents. I', afraid I won't be able to trust you again with my secrets. **I need you to** (what I request from the other person) think of a way to win my confidence back".

You: "I am **sad** you feel that way, although it **was wrong** from you to ask me to cover for you, especially **because** I found out that the person you went out with can get you into much bigger trouble than house arrest. I also got house arrest for even starting to lie when your parents called. I can promise never to violate your confidence again, but **I need you to** promise that you will never ask me again to cover for a dangerous action.

[probably the next stage of conversation is a long discussion about what actually happened, while in the end the both of you will realize that it is wrong to lie, to whomever and that suspicious boyfriend will eventually have to go]

Friendship saved.

Another example:

You had a very difficult test, stayed up all night long, went to school and immediately after the test you came home and went for an afternoon nap. You are trying to fall asleep, but evidently this the exact time when your neighbor has chosen to drill holes into his walls to put up some pictures. You can already feel the drill "penetrating your brain" and the test didn't go that well either. The result is, you jump out of bed, run to the neighbor, bang on his door and when he finally opens the door, you start to yell: "Are you out of mind?! Stop that hammering immediately! I'm trying to get some sleep here! The neighbor gets mad, both of you get into a mutual exchange of threats, you send each other to various places and mention family members, usually in

a very negative way. What happens next? He slams the door, while you go back to your place, give a bad look to everybody who asks you what happened, go to your room and start to punch the door, since you won't be getting anymore sleep this afternoon anyway.

The option of being over polite doesn't help either in this case: You can open the door and yell: "Could you please stop the hammering, I'm trying to get some sleep!" It is very probable that the neighbor will just ignore you.

What can you do?

Go over and say: "Hi! Listen, I **feel** really **tired**, **because** I was up all night studying for a test and I have to get some sleep now, unfortunately **your hammering** doesn't allow me that. Is there any **other time** you could do this?" Or you could even suggest that you can come over after your nap and help him- make sure the pictures are strait...Very probably you will get into a negotiation process about time, but at least you can go back to sleep afterwards.

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Communication Obstacles

After we have discussed how should effective communication look like (or more sound like), you need to know about certain things you should not do = the "DON'Ts".

Remember! Making a mistake is not the end of the world. You are not a pharmacist and this book will not tell you "put in two of these, three of those, a pinch of salt, mix it, shake well and your conflict will be solved!" It would be nice but that is not the reality.

However, if you will refrain from the following, you can be more effective in solving yours and others conflicts:

ORDERING	You must...	You have to...	You will...
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THREATENING	If you don't then...	You had better or else...
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PREACHING	It is your duty to...	You should...	You ought...
------------------	-----------------------	---------------	--------------

LECTURING	Here is why you are wrong...	Do you realize...
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PROVIDING	What I would do is...	It would be best for you...
------------------	-----------------------	-----------------------------

ANSWERS

JUDGING	You are bad/lazy...!	Your hair is too long...
----------------	----------------------	--------------------------

EXCUSING	You'll feel better...	It's not so bad...
-----------------	-----------------------	--------------------

DIAGNOSING	You're just trying to get attention...	I know what you need...
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HOT BUTTONS

There are a few possible ways how "to go around" communication obstacles, or just jump over them!

Some of them are in the table above, but we all remember the time when somebody says to you (sometimes unintentionally) something that made you so angry, you did not listen to a single word after that.

Yes, sometimes people push our "hot buttons"- these are words that usually different for every person and if said (pushed) the person becomes very angry. And we all know anger is an obstacle in communication. How do we know what are the "hot buttons"?

Well, we can find out: Everybody in the class tries to remember as many occasions as possible when you had an argument (or just a regular conversation) and then suddenly you wanted to "smack" the person talking to you, or just run away or do anything else apart from continuing to listen.

Examples: parent to a child: "Until you live under my roof, you will do whatever I'll tell you! ", speaking of parents, probably one of the most dangerous and very frequently used ""hot buttons" is mentioning somebody's mother in a not very polite way. Have you ever asked a football referee how does he feel about that?

You can do another thing: If you see that the person to whom are you talking to gets really upset suddenly, the best thing to ask is "Was is something I said?" and if yes (unless that same person was suddenly stung by a bee...), do not use that expression again.

Oh, and those of you who think they never said anything upsetting to another person- this does not have to be intentional, everybody has at least one "hot button"- sometimes it is better to find out before we press it...

(Susan Podziba)

Exercise: "Hot buttons" K

Objective and rationale: Students will learn each other's trigger words (hot buttons) and will give each other an opportunity to replace them with something less bothering.

Duration: 15 minutes

Instructions: All students stand in a circle. All with their hands up in the air. One throws a ball to any person in the circle and says a "hot button" expression. The person who catches the ball also says a "hot button" and throws the ball to somebody else. Everybody who caught the ball and passed it to another person, puts his/her hands down, this way everybody gets one turn.

It is important to remind the students that they have to remember the order and what the next person said, since they will have to repeat the exercise in the same "throwing sequence", but this time they will have to say the next person's hot button. After the completion of the second round, it can be done backwards and after that students will have a couple of minutes to think of a substitute word for their hot button. After they get back in the circle, the exercise is repeated with the "correct" words.

H

S

DEALING WITH ANGER

There are three types of situations you will have to deal with in a conflict:

- You are angry
- The person with whom you are in a conflict is angry

- Both of you are angry

Can you listen to other people when you are angry? Can you hear anything at all, except the blood pumping in your ears and a voice in your head, whispering: punch him/her in the face? Can you imagine yourself shaking your opponent's hand and smiling, or all you can imagine is shaking your opponent so he/she'll won't smile ever again.

Well, all of us have already been there, done that, some of you even bought the T-shirt, that says: "got into a conflict, couldn't deal with anger".

There is nothing wrong with being angry. Somebody shoved you through a door?

Of course you are furious! You just tore your new pants and spilled Coke all over the girl you secretly admired for months. You just want to turn around and hurt badly whoever did that to you.

Wait!

What if it was an accident? You need to find out. Yes, you are angry, but you could do one of the following:

- Count to ten (or even 100 if you need to)
- Change position (if you are standing, sit down...)
- Change your location (go to a different room, go to the balcony...)

After a while you will have your own technique how to deal with your own anger. Some people perfect it to such an extent that immediately after a very hostile conflict situation is over, others approach them with: "How did you do it? How did you manage to stay cool like that?"

Remember! It doesn't matter how, but you have to try to stay **"COOL AS A CUCUMBER!"**

If other people are angry...

Many times when you get into a conflict, the other person can be very angry with you. Because most of us do not know how to deal with anger, the conflict escalates.

Bad strategy: If someone is shouting at you, sometimes you do the following: shout back, say "yeah, whatever...", walk away, or do nothing.

Many times people get angry because they feel powerless or misunderstood. If you try to understand and make it clear to the angry person that you understand him/her, it does not necessarily mean that you agree with him/her.

The words "I understand why are you angry" do not mean you are wrong and the other person is right!

Steps to calm an angry person:

- Show empathy (I understand)
- Practice active listening
- Use good body language (don't make an angry face, don't look bored, stand straight, don't cross your arms or clench your hands- it's threatening...)
- Try to talk about what you hear the other person is saying and not what is the other person doing
- Sometimes angry people blame the other, therefore, do not get defensive and do not practice the "attack is the best defense" approach

(Young Negotiator, p. 8:20)

T

GROUP DECISION MAKING

Recent studies discover that we make decisions according to the value, we put on the outcome. We try to calculate the possibilities of different actions we can take and their subsequent outcomes. The best ones, we remember and we make our decisions according to them.

The way we make decisions is very important in conflict/problem solving.
Why?

Have you ever been in a situation that somebody else decided based on the person's higher hierarchy than yours and you were not satisfied with the decision?

How many times, have you taken a unilateral decision and it backlashed? You imposed your decision on somebody else, but you have lost the person's will to help you out in the future.

Why is decision making important in conflict resolution?

If you have to make a decision in a conflict situation, it will obviously effect other people, especially your opponent. If you make a unilateral decision about how to end the conflict, it definitely will not be the end of it!

Even if under other circumstances your opponent might consider the same decision very acceptable, just the very fact that you decided on your own and didn't consult him/her might lead to rejection.

"Because I said so and I am the director (or since I am you father/mother...!)" Sounds familiar? This person does not really know how to make decisions. Even if he/she is the director or the most senior or responsible person, it would not seem inappropriate to consult the others on a specific subject. On the contrary, usually people on a higher hierarchical level are more respected if they are bold and wise enough to consult employees.

Of course, we cannot expect everybody to integrate others in a decision making process. You would not want doctors deciding together with patients the course of treatment or surgery. These types of decisions are made on an expertise level. Usually, the better expert makes the better decisions. Nevertheless, you expect your doctor to call in other doctors for consulting. Why do people often ask for "a second opinion", when a member of the family is seriously ill?

We do not trust the decision of one person, only. Especially in such a delicate matter as our health. We are willing to compromise in other areas of our lives though. Usually in families parents decide. Well, they have been around a little longer than they children, most of the times we can trust them.

In a community, society, leaving the decision making process to a very small group of people can be sometimes dangerous.

When making decisions, we are all bound by our cultural and social background. Some of us never had to make a more difficult decision, because we rely on the people around us (parents, siblings...). Even if we decide, usually we have one or two patterns of decision making acceptable in our societies, that usually work, but sometimes, we get blocked and cannot find a way out.

Thus, let us learn how to make decisions together, by learning new techniques of decision making.

Exercise: Decision Making Strategies K

Objective and rationale: learning how to make decisions

Duration: 20 minutes

Instructions: Divide the decision making cards (appendix No.8). Divide participants into groups of four and ask them to brainstorm all the ways in which decisions are made in their society.

Write down all the listed ways on a board and add those not mentioned (from the decision making cards).

If the groups mentioned any strategies not listed on the cards, add those on the blank cards.

Explain all the strategies and divide participants into groups of four. Give each group one decision-making card and ask them to decide on the following problem by using the strategy on the card.

Problem: You are all teachers in the same school. A donor that you all respect has given your school Dinar/NIS 5.000. You have to decide how to use that money, while considering:

- a) the school needs a roof repair
- b) the school's football (basketball) team got into the School Team World Cup, unfortunately, the tickets need to be paid by the school, since the championship is in Europe
- c) Due to the violent conflict situation we live in, one of the students at your school has lost his/her father in an incident. The widow with 5 children could really use the money
- d) The donor is aware of the fact that teachers are badly paid in our country, allowing if the teachers wish so, to distribute the money among them on an equal base.

Of course, the money can be used only for one of the above options.

Debriefing: Ask each group to select a spokesperson to report on the decision, while considering:

1. Did your group reach a decision?
2. How did you decide to use the money?
3. Was the technique useful, while trying to make a decision?
4. Are all members of the group content with the decision?
5. Can you think of a more effective way to make decisions in our country?

6. What are the advantages and disadvantages of the technique you were given?

(adapted from the UNICEF manual, p. 117-118)

Exercise: What kinds of decision making strategies are the most useful one in peaceful approaches to conflict solving? K

Instructions: Everybody gets a copy of all decision making cards and the following table:

Most useful to peaceful conflict resolution
Second most useful to peaceful conflict resolution
Third
Fourth
Fifth
Sixth
Seventh
Least useful to peaceful conflict resolution

Ask participants to arrange the cards according to the table.

Duration: 5 minutes

Debriefing:

Brainstorm the whole group on the following topics:

Can you think of a situation in which the least useful technique is the most appropriate?

(e.g. for an emergency life- threatening situation, you can rely on an expert, for a faster decision than trying to reach consensus...)

Do you think students should be trained in group decision making (why yes, why no)?

Do you think members of your society would benefit from this lecture?

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GROUP DECISION MAKING

Why do we need to learn how to make decisions in groups? Why can't I decide alone and enforce my decision upon the rest of the group? Or let the oldest/wisest person decide?

Well, there is something to the above. We make decisions in various ways, unfortunately not all of them apply to all the situations in life, thus we have to choose the most effective technique for each situation. Did you just read technique??? Yes! Decision making in groups is a skill and if you can acquire it, your group will be the top!

An example: Some say that a camel is actually "a horse decided upon by a committee."

How did it happen? Well, some people were not really satisfied with the horse. It could not travel through the desert for long, got thirsty too fast, it did not have anything on its back to hold on to... So, a committee decided to create a camel. Why do some camels have one and some two humps? Consensus.

The above story is a good example. A camel is a pretty good outcome for a committee's decision. How do we make decisions in general?

Well, we try to consider the outcome and based on our predictions, we decide. How do we decide? Every culture has at least one or two common techniques for decision making. Let's say, you are sitting together with your siblings and parents and discussing a certain topic. In the end, no matter how much you (the children) agree, your parents made a decision. Are they allowed to do that? Is it effective? Well, they have been around a bit longer than you and usually they have the "expertise" on the subject. This session will teach you though how to make effective decisions in other groups than family.

Unfortunately, sometimes we make decisions with an inappropriate technique and the outcome is a disaster. Hopefully, after this session, you will be able to avoid "decision disasters" in the future.

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Exercise: Decision making in groups

Objective and rationale: Same as the above exercise, this time adapted for students

Duration: 30 minutes

This exercise will show you the various ways of decision making in groups.

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Each group has one decision making card. Read the following situation and try to arrive to a decision in your group according to the strategy written on your group's card.

You all are students in the same class. A wealthy donor has given your class USD 5.000. You have to decide how to use the money, while considering one of the following possibilities only:

- a) you can all go to a trip in Disneyland
- b) you can donate the money to your school that wants to build a new gym for the students
- c) a schoolmate's father died due to the violent conflict we are all in. The widow with 5 children could really use the money
- d) you can split the money among the members of your group
- e) Your religious community is building a new religion center for youth. You can donate the money for the center

Select a spokesperson to report. The questions are:

1. Did your group arrive at a decision?
2. Which one of the above options did you choose?
3. Was the technique, you were assigned, useful, while reaching the decision?
4. Are all members of your group content with the decision?
5. What are the advantages/disadvantages of the technique you used?
6. Can you think of a more appropriate technique than the one you were given?
7. What is the most common form of decision making in your community (society/culture)?

Continuation of the previous exercise:

How is decision making connected to conflict resolution?

Take all the decision making cards and arrange them into a ladder according to the following table

Most useful to peaceful conflict resolution
Second most useful to peaceful conflict resolution
Third
Fourth
Fifth
Sixth
Seventh
Least useful to peaceful conflict resolution

(UNICEF manual)

What if you have to make decision very fast and you do not have the time for long group discussions? Practice! How? Team sports. In team sports, you cannot call the team together and try to reach a consensus on a certain decision, or flip a coin to know where will you pass the ball. You have to act fast. The more you practice, the faster and better decisions you will make.

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CONSENSUS BUILDING

Cooperative problem solving is based on the search for consensus as an alternative to enforced solutions or poor compromises. Consensus seeking involves decision-making that is based not on majority rule, but rather on ensuring that everyone's concerns are heard and dealt with before taking any decisions. This implies that all participants' opinions must be given equal weight and consideration. Below is a consensus seeking exercise that can be used to illustrate the approach.

Exercise: Bridging the Gap³ K

Objective and rationale: developing skills in consensus building

Duration: all phases -60 minutes

Instructions: Using the issue of capital punishment (or any other issue that you know students have a strong opinion and disagreement about) ask students to wear a tag corresponding to their personal beliefs (blue for yes, yellow for no), and to stand in two separate groups. The individuals in each group then should be asked to spend ten minutes getting physically closer to one another, trying to persuade the other side to change its views. At the end of the session, people who had changed their minds were asked to change their tags accordingly. Usually in this first phase none will.⁴

Then ask students to find possible points of agreement and move toward the "lesser evil" alternative. A third division should be added in the room for those who suggested a new category such as "no capital punishment but mandatory

³ A more systematic approach has been experimented in environmental conflicts through "Negotiated Rulemaking." See Pritzker and Dalton, *Negotiated Rulemaking Sourcebook*, p.19.

life imprisonment without parole." Students are then asked to choose a green tag if they found themselves within a new shared category and to place themselves in the middle of the two polarized groups. Others can remain where they originally were. The "greens" (mixture of former blue and yellow) should now try again for ten minutes to persuade others to join them by bringing up in the new round with proposals, such as: "voluntary preference of capital punishment or life imprisonment accepted," or "new assassination of prison mate by former assassin punishable by death." You could then have a third round, hopefully without losing those who were already accepting common ground.

The point demonstrated here is that when people are brought to a dyadic confrontation between positions, they tend to become more polarized than when the same people are asked to come up with alternative shared solutions.

(Edy Kaufman, IPSW manual)

When giving instructions to students, distribute the following page- a ladder of reaching consensus that will help them to understand what consensus sounds like. It moves from the most supportive statement to the most concern one about the decision.

⁴ I learned this exercise from a UNICEF facilitator, who was addressing the issue of capital punishment.

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THE LEVELS OF CONSENSUS

1. "I completely agree with the decision, in fact I am deeply satisfied that the group accepted this decision".
2. "I find the decision to be acceptable".
3. "I can live with the decision".
4. I do not totally agree, but I will not block the decision and will support it".
5. "I do not agree with the decision and would like to block the decision being accepted."
6. "I believe there is no unity in this group. We have not reached consensus."

(Federal Mediation and Conciliation Service)

So, what is a consensus? Remember the "horse by committee = camel"? That's what it is. A camel is a "modification" of a horse, in such a way that everybody gets what they wanted and they all are satisfied with the decision. Reaching a consensus in a group is a difficult process. Sometimes, members of the group do not want to agree on a decision. What do you do? You cannot impose it on them. You have to talk and listen to everybody until everybody agrees. Remember! Even if not everybody is amazingly thrilled with the decision, but if everybody says: "yes, I think I can live with that", you have a consensus!

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PEER MEDIATION

Comment: Mediator training has shown to be the best means for imbuing the youngsters with the qualities needed for solving conflicts constructively when they themselves become parties in real conflict (Anatol Pikas)

Why peer mediation?

Mediation Reduces Violence in Schools and the Wider Community

Violence is an option people use in trying to achieve their needs and desires. Training students in mediation techniques encourages them to find non-violent solutions to their problems, while offering real opportunities for changing violent patterns of behavior. In mediation, mind rather than muscle is used for solving problems.

Mediation is not always successful. Sometimes, either one or both of the sides is intransigent, and the conflict may need intervention or assistance from someone outside the immediate mediation participants, e.g. a teacher. However, experience in both school and community based mediation schemes has shown a success rate on average of over 80% (in the U.S.).

Mediation and Discipline

It is important to explain to students that in implementing peer mediation, a school is not aiming at disciplining students, but at resolving conflicts. Whereas disciplinary action often involves an authority imposing a solution, mediation involves disputants choosing to work together to solve the problem.

Basic assumptions for Conflict-management-centered Peace Education (by Anatol Pikas)

- Creative teachers have realized that building peace behavior in the minds of men occurs in *learning by doing combined with discussions*.
- When human beings become parties in conflict they are caught in an adrenaline storm that sustains escalation of aggression. Training in *mediation emerges as the realistic alternative in eliciting shared concern and shared solutions*.
- If peer mediator training is given to selected pupils those with lower status become alienated. Mediation skills should be trained in role plays and discussions where *everybody in the class* takes part.
- Teaching in the school subject English (or in the corresponding native language) provides curricular opportunities for training in conflict resolution at the *interpersonal level so everybody in the class can join in*.

Teaching mediation in the classroom

Aims:

- To help the students gain an understanding of the causes of the conflict
- To raise awareness of their own needs and the needs of others
- To empower students by teaching processes and skills to enable them to resolve conflicts that satisfy both parties (or all parties)
- To improve relationships and make a positive contribution to classroom climate, which aids successful academic learning

Optional: Teachers can choose to train the whole class or only a selected (on a voluntary base!) group of students. Special efforts should be made to attract not only the natural but also the "problematic students who either get into a conflict too often or are not accepted in their community, because:

- a) they bully other students
- b) they are being bullied
- c) they opt for violence more frequently than other students
- d) they have problems with discipline or authority

*Note for teachers: The above selection of students is by no means a scientifically approved criteria. Nevertheless, students who are more frequently involved in conflict situations might benefit from the acquired skills more than other students.

Dependently on the school environment, for instance if:

- students are divided into "gangs",
- "family clans";
- there is a sharp ethnic/religious/economic division between the students, teachers can train a team of two co-mediators, each one helping each side to become part of the process.

Training in peer mediation is a learning process for both teachers and students. Teachers who volunteer to train students should go through the experience and participate in role playing. Furthermore, they have to stay involved, check on the mediators and search for improvement.

MEDIATION PROCESS

Step 1 Define conflict causes in class and playground, e.g. disputes over property, breaking rules in a game, etc...

In order to make the exercises as effective as possible, ask students what is the most frequent reason they, or their peers get into a conflict.

Step 2 Define a mediator/co-mediator:

-A mediator listens to both sides in a conflict

-A mediator must be fair and just, so does not favor either side

-A mediator helps by getting each side to state their needs and giving suggestions about how the conflict could be resolved, then by negotiating (see chapter on negotiation) till both can agree

-A mediator is not a judge

- Co-mediators are two people who as a team work together and each separately, advising to a party to a conflict

Use the following story to help the students understand what is the mediator's role:

Two Tales: About Camels, Numbers And Many Things

Once upon a time a Bedouin was on his way on camel to Mecca.

Coming to an oasis he saw three men standing there, crying. So he stopped the camel, and asked, My children, what is the matter? And they answered, "Our father just passed away, and we loved him so much". "But", said the

Bedouin, "I am sure he loved you too, and no doubt he has left something behind for you?"

The three men answered: "Yes, he did indeed, he left behind camels. And in his will it is stated $\frac{1}{2}$ to the eldest son, $\frac{1}{3}$ to the second and $\frac{1}{9}$ to the youngest. We love camels, we agree with the parts to each. But there is a problem: he left behind 17 camels and we have been to school, we know that 17 is a prime number. Loving camels, we cannot divide them."

The Bedouin thought for a while, and then said, "I give you my camel, then you have 18". And they said: "No, you cannot do that, you are on your way to something important". The Bedouin interrupted them, "My children, take the camel, go ahead".

So they divided 18 by 2 and the eldest son got 9 camels, 18 by 3 and the second son got 6 camels, 18 by 9 and the youngest son got 2 camels: a total of $9 + 6 + 2 = 17$ camels. One camel was standing there, alone: the Bedouin's camel. The Bedouin said: "Are you happy? Well, then, maybe I can get my camel back?"

And the three men, full of gratitude, said, of course, not quite understanding what had happened. The Bedouin blessed them, mounted his camel, and the last they saw was a tiny cloud of dust, quickly settling in the glowing evening sun.

Once upon a time a lawyer was on his way in a fancy car through the desert. Passing an oasis he saw three men standing there, crying. So he stopped the car, and asked, "What's the matter?" And they answered, "Our father just passed away, and we loved him so much." "But", said the lawyer, "I am sure he has made a will. Maybe I can help you, for a fee, of course?" The three men answered: "Yes, he did indeed, he left behind camels. And in his will it is stated $\frac{1}{2}$ to the eldest son, $\frac{1}{3}$ to the second and $\frac{1}{6}$ to the youngest. We

love camels, we agree with the parts to each. But there is a problem: he left behind 17 camels and we have been to school, we know that 17 is a prime number. Loving camels, we cannot divide them."

The lawyer thought for a while and then said: "Very simple. You give me 5 camels, then you have 12. You divide by 2, 3 and 6 and you get 6, 4 and 2 camels respectively." And so they did. The lawyer tied the five unhappy camels to the car, and the last they saw was a vast cloud of dust, covering the evening sun.

Two ways of handling conflict. The choice is yours.

(a folk tale, the second part adapted from the Transcend Manual by J. Galtung)

Step 3 Ask students how many times in the past did a third person interfere in a conflict they had and tried to make "sulcha/sholem" between the disputants?

Did it help? Why yes/not? Was it long lasting?

Step 4 Discuss the rules with the class:

- i) Both sides must agree to mediation (you cannot force people to mediate) and:-
 - No interrupting
 - No name calling
 - Be as honest as possible
 - Try to solve the problem
- ii) Only one person speaks at a time. Person states:

- a) What happened?
- b) Why did it make you upset-explain.

The mediator reflects back what was said (see chapter on active listening). Repeat process for other party. This step may need to be repeated if one disputant or the other has something else to say or the mediator needs to ask clarifying questions

iii) Each expresses suggestions to end conflict and what they need from the other person

iv) The mediator checks agreement and any alternative (see BATNA)

v) Each tries to affirm the other by finding a point they respect or appreciate about the other

vi) The mediator arranges a check-back time to see if agreement is being kept

vii) **A mediator treats received information with total confidentiality-** this means that if the mediator needs to discuss details of mediation with somebody not directly involved in the mediation, e.g. the co-ordinating teacher, the disputant has to give first his/her permission for this to happen.

Step 5 The teacher models process using two students to role-play a conflict

Step 6 The class divides into groups of four- mediator, observer, two disputants
Role-play conflict situation and practice mediation process

Step 7

Feedback from session with whole class

Exercise: Role-play & reverse role-play K

Objective and rationale: The exercise is designed to implement the mediation techniques in a form of a dialogue. Students should take turns- everybody gets to be a mediator. Names should be replaced by students' factual names.

Duration:

Instructions: Copy the following page and distribute to students. Select three students on a voluntary base and have them act out the dialogue. Each of them should take a turn in being one of the disputants and the mediator.

Debriefing: Ask the "actors" to share their experience with the class. Conduct a discussion about the mediation process seen in the act. Discuss advantages and disadvantages of mediation.

Distribute the following sheets after the discussion:

5. Reminder sheet for mediators
6. Sample agreement form
7. Mediator report form

Note for teachers: If the following dialogue does not comply with all the social norms acceptable in your society, please substitute it with a more suitable one.

H

Story: Rami and Sami were very good friends. Rami started to date Yasmin who abandoned him after a while and started to date Sami. Unfortunately, after while she left him too. Rami is accusing Sami of "stealing his girlfriend" and the two are not talking to each other. The situation worsens when Rami is "picking" on Sami on every occasion and tries to spread a rumor that Sami is a liar and other students should not be friends with him. When Sami finds out, hell breaks loose in the hallway. The mediator is passing by and sees the two arguing. If the two are fighting, it is advisable to break it off or ask somebody to do so.

M: "Why are you fighting?"

Rami: "None of your business. Why should you care?"

Sami: "Who are you anyway? Why are you interfering?"

M: "I'm Musa/Moshe, I'm a mediator. I can help you to work it out".

(If the answer is yes, suggest to move to a more quiet place, where you can talk)

(If the answer is no, try again:

M: "At least tell me what happened, what do you have to lose?"

Sami: "Well, he started it, he was telling everybody behind my back that I'm a liar. "

Rami: "It's maybe because you stole my girlfriend, you back stabber!"

M: "O.K. I can help you, but you have to agree on certain ground rules. There will be no interrupting, only one person speaks at a time. No name calling, try to be as honest as possible and try to solve the problem. I understand this is not easy for you, since I can see both you are very angry and have legitimate claims. Now, let's move on. (the more angry/more emotional person should start).

Rami: "I was going out with Yasmin, but then Sami stole her from me. She left me, because he convinced her to go out with him. And he was supposed to be my best friend!"

M: "If I understand correctly, you and Sami were best friends and then Yasmin got in the middle. She went out with you and then she started to go out with Sami".

Rami: "Yes".

M: "Sami, tell us what happened".

Sami: "Well, were good friends, but I didn't steal his girlfriend. She first broke up with Rami and then she came to me and said she wants to go out with me. I didn't think Rami will have a problem with it, since we were friends and wish the best for each other and she broke up with him before she came to me".

M: "So, you are saying that you didn't interfere with Rami's and Yasmin's relationship and you didn't know Rami might be bothered by the fact that you went out with Yasmin.

Sami: "Yes"

M: "Rami, I would like to understand why does it make you angry that Sami went out with Yasmin, after she left you.

Rami: "I told you, friends don't do such a thing to each other. If Sami would really be my friend as he says he wouldn't go out with her."

M: " Rami, can you tried to get to the bottom of it, why does it bother you so much?"

Rami: "Well, I guess I was just jealous and I didn't realize she dumped me before she went out with Sami. I thought he convinced her he is better than me.

Sami: "Rami, that was never my intention. Frankly, I would never do that to you. I didn't know it would bother you so much.

M: "Did you guys have a good time, when you were friends? What did you do together?"

Both: "Computer games, movies, parties..."

M: "Sami, are you still going out with Yasmin?"

Sami: "No, she left me..."

M: "Well, I guess, the two of you are on the same sinking boat again."

M: "Rami, are you still angry with Sami?"

Sami: "Not so much, but I still think it is wrong what he did".

M: "How about you Sami?"

Sami: "I do regret what I did, but what Rami did to me later was bad too. I don't think anybody in this school will talk to me again"

M: "Rami, what do you suggest?"

Rami: "I need Sami to promise never to take my girlfriend over again"

M: "What do you say, Sami?"

Sami: "I can go with it, but I need Rami to help me get my good name back, by making a public announcement that he was wrong about me being a liar"

Rami: "I can't do that. I will look like a jerk"

Sami: "Well, that makes two of us, because I look like a jerk who lied to his best friend, right now, in front of everybody"

M: "How about, the two of you agree on the following: Sami will never go out with any Rami's ex-girlfriends (unless Rami agrees to it) and Rami will go together with Sami to the boys in class and explain them the whole situation"

M: "An agreement has to be signed, so you both will be able to see that the other one is serious about his intentions"

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Debriefing of the role-play exercise:

Distribute everybody the reminder sheet for mediators (next page)

Ask the students to focus on the following questions:

1. Did the mediator in the role play follow the instructions on the sheet?
2. Do you think the mediation process was successful?
3. If you were the mediator, would you handle it differently?
4. Would you like to share a conflict that you have with the class and act it out?

Note for teachers: Encourage students to bring examples of conflicts from their life and conduct a role play. Emphasis should be on the learning process: "This is your chance to learn something that you will be able to benefit from for the rest of your lives", and on confidentiality. Whatever problem a student decides to share with the classroom stays within the classroom and all students have to promise not to hold it against each other. Very likely that you will have to negotiate all or at least most of your future agreements as a mediator. Moreover, mediation succeeds if the mediator knows how to negotiate an agreement.

Steps of Mediation

A reminder sheet for mediators:

Introduction and Ground Rules

1. Introduce yourselves- "Hi, my name is....." "I'm a mediator."
2. Ask if they want to solve the problem
3. If yes, move to a different area to talk. (If one or both say no, try to encourage mediation, suggest moving to a different area where it might be easier to talk and hear. If this is not successful, mediation cannot take place - it has to be voluntary. Try again a little later, if conflict continues.
4. Get agreement to four rules for mediation:
 - no interrupting
 - no name calling
 - be as honest as possible
 - try to solve the problem

Get each student to agree to the rules. Make sure the students do not break the rules.

Defining the problem

5. Decide who will talk first- usually the angriest or most emotional one
6. Ask person 1 what happened and to make sure you understand, restate in summary- try to use the words person 1 used.
 Ask person 1 why did the situation make him/her upset. Asking students "How does it make you feel?" might in our cultures make them even more angry, the suggested question in this case might be "Are you angry with him/her? (disappointed/ upset...), however it is of extreme importance to ask "Why?"
7. Repeat with person 2- steps 6 and 7 may need to be repeated to really clarify what happened.

Finding solutions

8. Ask person 1 to suggest a solution
9. Ask person 2 to comment on person 1's suggestions and to add improvements/ other suggestions. The suggestions can be expressed in the form of "needs"- "I need you to stop calling me names, because it embarrasses me in front of my friends" (example)
10. Work with the suggestions until they develop one they are both happy with the outcome. Use your negotiation skills. There may be more than one problem. Make sure all the problems are solved
11. Ask each person what they will do differently in the future if the problem happens again
12. Affirmation- if the mediator senses a lot of animosity between the disputants, affirmation can be used: "Can you find at least one positive attribute in the other person? Is there anything that the other person can change about his/her behaviour that will make you start to like him/her? (or at least stop fighting in the future)
13. Check that both are happy with the outcome.
14. If necessary, ask them to write out their agreement so that it is clear. You can use the agreement form
15. Fill out the mediation report form
16. If necessary, arrange a check-back to see if the agreement is implemented. (optional- students might think the mediator is "spying" on them and will "tell on them" next time they will get into a conflict- emphasis on confidentiality and credibility of the mediator)
17. Make sure both disputants know that you as a mediator do not have a "hidden agenda"- you are doing this out of empathy, you will not receive better grades or any other preferential treatment from teachers or other students.

SAMPLE AGREEMENT FORM

Date:

Mediator/s: _____

—

Disputants: _____

Conflict: _____

Agreement

Disputant

A _____ (name)

"I agree to do the following:

I understand the consequences of not keeping the agreement.

Signature:.....

Disputant B _____

(name)

"I agree to do the following:

I understand the consequences of not keeping the agreement.

Signature:.....

MEDIATOR'S REPORT FORM

Date: _____

Mediator's

name: _____

What was the conflict
about? _____

How did you get to mediate the conflict:

- ___ Disputants chose to come to you for mediation
- ___ Another student suggested the disputants come to you
- ___ A teacher suggested the disputants come to you
- ___ You saw the conflict and asked if they wanted you to mediate
- ___ Other

Was the conflict resolved? Yes___ No___

Resolution:

Student A agrees to:

Student B agrees to:

Signed.....

Signed.....

T
DE-ESCALATION

A conflict has its own life-cycle, almost like something organic. It appears, reaches an emotional, even violent climax, then tapers off, disappears - and often reappears. There is a logic behind this, since individuals and groups (such as nations and states) have goals:

- goals may be incompatible and mutually exclusive, like two states wanting the same land, or two nations wanting the same state;
 - when goals are incompatible, a contradiction, an issue, is born;
 - the more basic the goal, such as basic needs and interests, the more any actor or party with unrealized goals feels frustrated;
 - frustration may lead to aggression, turning inwards as attitudes of hatred, or outwards as behavior of verbal or physical violence;
 - hatred and violence may be directed towards those who hold the goals and stand in the way, but it is not always that "rational";
 - violence is intended to harm and hurt (including oneself) and may breed a spiral of counter-violence in the form of defense and/or revenge;
 - this spiral of violence becomes a meta-conflict (like a cancerous metastasis), going beyond the goals of preserving and destroying.

In this way, a conflict may acquire eternal life, waxing and waning, disappearing and reappearing. The original conflict recedes into the background, as when Cold War attention focused mostly on nuclear missiles as a means of destruction.

Conflicts may combine, in series or parallel, into complex conflict formations with many parties and many goals, because the same parties and/or the same goals are involved. The elementary conflict formation with two parties pursuing one goal is rare, except for pedagogical purposes or as the polarized product of hatred and violence leading to simplified conflict formations. The normal conflict has many actors, many

goals, and many issues, is complex, is not easily mapped, yet that mapping is essential.

Life-cycle of a conflict:

A conflict may be divided into three successive phases: before violence, during violence and after violence, separated by outbreak of violence and cease-fire.

(J. Galtung, Conflict Transformation by Peaceful means, Mini-version)

K The following story/exercise will show students the seriousness of escalation of a conflict, together with the "way out". The story was written by Dr. Seuss (The Butter Battle Book, 1984), the authors of this manual suggest bringing the book to the classroom and reading it together. Although it may seem as a children's book, the lesson is to be learned by adults, as well.

(see appendix No. 9 for the copy of the book)

Once upon a time, there were two neighboring countries, divided by the Wall. On one side, lived the Yooks and on the other the Zooks. I belong to the Yooks and got to know about the Zooks from my Grandpa, who took me to the Wall one day and said:

"It's high time that you knew of the terribly horrible thing that Zooks do. In every Zook house and in every Zook town every Zook eats his bread with the butter side down!" While, here in our country, every child knows that the proper way- the Yook way is to eat your bread with butter spread on the upper side!

Then, my grandfather told me that when he was young, he decided to dedicate his life to watching the Zooks, since you cannot trust anybody who is "butter down"! Of course, in those days, it was easier, since the Wall was not too high. One day, my grandpa was walking along the Wall with his simple weapon, when a

Zook from the other side shot it from his hands with a slingshot. Grandpa rushed to Chief Yookero, who was running the country at that time to complain. Yookero said: "Don't worry my friend, the Zooks will be sorry they started this game. We'll dress you up in a fancier uniform and give you a more advanced weapon. But when my Grandpa went back to the Wall, he saw that the Zooks didn't waste their time either- there he was standing, pride and shiny the Zook that shot his old weapon with an exactly same looking weapon as Chief Yookero has designed. Grandpa ran back to the "War Room" and asked for a more advanced weapon that is more powerful than the ones the Zooks have. But no matter how hard he tried and how hard the Yook scientists worked to develop powerful weapons, the Zooks always managed to match their power. The Wall was getting taller and taller, but that didn't help either.

One day, the scientists in the War room developed a special bomb that would destroy all the Zooks, if dropped. All the Yooks were instructed to hide in shelters, but I managed to sneak out. On my way, I met grandpa who was rushing to the Wall, holding the bomb. "Come", said Grandpa, "at least you will see how we made history". He got up on the Wall, when suddenly we heard somebody coming. On the Wall, walking towards us, was a Zook holding a bomb that their scientists had developed!

There they were, a Zook and a Yook on the Wall, waiting who will drop the bomb first- a bomb that will kill everybody!

Write an ending to the book, while trying to de-escalate the conflict: Try to get the two sides step down from the Wall and dismantle the bomb.

VISIONS OF A PEACEFUL SOCIETY

The content of peace education may seem sometimes controversial since most of the time it talks about conflicts, how to deal with them and what do you do when things go wrong. Thus, it is quite necessary to inspire students and shape their visions and aspirations towards a more peaceful society. In war torn countries the task is not easy, students usually know much more about war than peace. It is the task of the teacher to balance this disparity.

Exercise: My Peaceful Society: K

Objective and Rationale: Search for common ground, nonviolence, creative solutions.

Duration: 20 minutes

Instructions: As opposed to all the other exercises, the preparation for this exercise is quite time consuming, therefore we suggested to start long before this session:

Collect several pictures and photographs related to peace and conflict. The pictures should be as large and as colorful as possible. The number of pictures should be identical with the number of working groups (4-5 students per working group).

Cut the pictures into parts- like a jig-saw puzzle. Each students should get one part and then find the other parts of the picture by matching them with other students. Once the task is completed, distribute large sheets of paper and markers to each group and ask them to create their own vision of a peaceful society. They can use words, symbols, illustrations...When they finish ask them to present their work and invite others to contribute with comments. (*UNICEF manual, 1997, p. 35*)

T

ARIA

(Adversarial, Reflexive, Integrative, Action)

ARIA- An approach we use frequently to facilitate a transition by the parties from an adversarial stance in the conflict to an integrative one, developed by Jay Rothman.

1. Adversarial: In this stage, students act as antagonists- two parties to a conflict that came to bring out the positions that each side has on behalf of its group/nation.... This first stage is usually very emotional, accompanied with a considerable amount of tension. Similar to presenting positions in negotiation.
2. Reflexive: Students move to a next stage, where they are asked to explain why do they cling to the positions they declared in the first stage. The needs that motivate the positions are exposed, generally leading to deeper understanding of the "Other". This stage prepares the ground for the
3. Integrative stage- where students take the needs of both sides, try to move from their positions and look for joint alternative ways to satisfy their needs.
4. Action- students come up with ideas how can the solution for the specific conflict be implemented and prepare a time table.

Instructions for ARIA

(a short summary)

Divide the classroom at the conflict line.

Step 1 Caucusing: A process in which the two parties meet separately to prepare for the confrontation, make a list of arguments that support their issue and attack the position of the other side. Duration: 15 minutes

Step 2 Explain the first stage. Students will sit in two groups facing each other, while two pairs of chairs will be placed in front of the rest of them. Make sure everybody understands the ground rules:

- i) only the "pilot and co-pilot" sitting on the front chairs speak, the rest of the class is not allowed to interrupt
- ii) everybody has to speak. Students take turns by tapping on the shoulder of the pilot or co-pilot.
- iii) Ask them to use all the arguments they have prepared.

Usually this stage is so emotional that students leave out many of the arguments prepared. When the switch for the reverse role play is made, ask students to hand over the list of remaining arguments to the other group. If they refuse, don't push.

Duration: 15 minutes

Step 3 Instructions for the reflexive stage have to be given very explicitly. It is the first time, students will use the effective communication skills they acquired in the training on a "real life" problem. The most common problem of conflicting parties (societies) is that people usually stay in the adversarial stage.

Divide students into small groups of preferably 3-4 people. Give them a large sheet of paper and enough markers. Tell them that they have plenty of time and refresh their memory about active listening and nonviolent verbal communication.

Ask students to rotate in the discussion- speaker, listener and observer. The final product should be a list of needs of each party to the conflict.

Step 4 Upon return to the classroom, hang all the posters to a place visible for all. Then ask each group to present and explain the needs. Discuss each of them if you see that students do not understand them. Refrain from interpreting the various needs, students might feel that you are trying to influence their opinion.

Step 5 The integrative stage.

Duration:

Ask students to use the handout on brainstorming. If necessary, remind them of the chapter on brainstorming and encourage their creativity. Then ask them one by one to give any idea that would incorporate satisfying the needs listed on the poster. Ideas can relate to one need of one side or satisfy more needs at the same time. Make sure they know that even the craziest ideas are acceptable (e.g. if there is a lack of energy resources we can fly spaceships to the moon and fill them with Helium 3 that will be used in energy plants- no matter how crazy this idea sounds, it might be possible in a few years. The amount of Helium 3 that can be brought to Earth in a storage space of a space rocket can provide electricity for 5 years for a country as big as the US for instance).

Take enough time for stories to encourage brainstorming, finding a solution for a seemingly long and unresolvable conflict can be a difficult task even for the most creative students.

Possible example: The Camp David Accords between Israel and Egypt from 1979. When Jimmy Carter (then US president) invited President Anwar Sadat and Prime Minister Menachem Begin to Camp David, all he had is a lot of hope, good will and a team of good negotiators. They worked long hours and in the

moment when all hope was gone and everything seemed to be lost, the agreement came. Both nations and their leaders had valid needs and interests and if and only they understood each other and understood how important a certain interest is and why does the other want it they could have reached such an important agreement.

Step 6

Begin collecting the ideas. It is advisable to have a non-partial outsider who would write them on a flip chart and number them.

- a) Agenda setting: The exercise can be done with a simulated conflict, but since there are so many real ones, it would be a shame not to solve at least one of them. Every school has a different environment and conflicts differ from neighborhood to neighborhood. Thus, instead of giving examples of conflicts, we rather suggest how to select one: Ask all the students to think of a conflict that they have **very strong opinion** (feelings) about. Then see (by voting) if the conflict line divides the class approximately half-half. This stage is crucial, since if you pick a perceived conflict, it will surface in the reflexive stage and the exercise is worthless. The conflict you will select, cannot be too general, nor too specific: e.g. you cannot use the Israeli- Palestinian conflict for the exercise (but you can use the refugee problem, the settlements, Jerusalem...) Any other topics can be considered- though school conflicts many times involve teachers as a party, so try to select one, where the parties are students
- b) The Adversarial Stage:

Objective and Rationale: In this phase, it is important for each party to be persuasive, to have the lines of argument prepared and to articulate them firmly and clearly. The other party will do the same. This will serve several functions: it will make clear what issues are in dispute, and establish the credibility of the participants as knowledgeable and effective spokespersons for their communities, who might also be effective in persuading their own communities to consider new perspectives for resolving the conflict. It also makes clear that neither party can be talked into conceding on the key issues, making clear where they will stand firm.

The Adversarial Exercise

Duration: 80 minutes

Once the principles are well understood and questions are answered by the teachers, each side is given 15 minutes to prepare lists of arguments as well as an order of presenters, including an "anchor person" and a "co-pilot" who will start up the discussion and remain in the debating area until other members of the team feel comfortable participating in the exercise. The contending parties should face each other, with two chairs from each side in the middle, confronting each other at a closer distance than the rest of the groups. Each side should be represented in the middle by an anchorperson and a "co-pilot". The debate begins with the anchors' statements one after the other, each talking for two to four minutes. After a few exchanges, the co-pilots join in and at any time the other students may be asked to share in the debate. Whenever a Partner wishes to add something, he/she should approach either of the two debating members of their own team and tap his/her shoulder, indicating a willingness to become involved. The anchor or co-pilot will then stand up and return to the group, allowing the replacement to take a seat and present his/her own arguments.

This lively process should proceed for about twenty, depending on the number of participants from each team (all should be encouraged to take part) as well as the intensity of the discussion. There is no need to cut this part short, unless it evolves into a shouting match with both sides pointing fingers, using incriminatory "you" language, interrupting, or making increasingly critical remarks about the other. If the debate escalates in this manner with corresponding body language, the teachers may tell everyone to "freeze," often at the point where fingers are being raised and pointed, and asking all the students to return to their seats and evaluate the performance. In either case at the end of the debate a first assessment should be made evaluating the performance rather than the validity of the arguments. Students should then concentrate on the quality of the content of the presentations and elaborating arguments.

In preparation for a second round with role reversal, the teams will tell one another some of the points that were left out in their expositions. Attention should also be given to the nature of the arguments, particularly since the other side will have to use them in the subsequent role playing reversal. Many valid points can be brought out of this discussion. Historically, for example, disputes over the number of years of presence on the land under dispute, or over the time since the original tenure, can be clarified. There may also be different interpretations about who started the violence cycle, about the number of casualties, the types of atrocities, or the sequence of cause and effect. Issues of rights, law and morality can also be clarified. If third party observers (e.g., from the hosting site) have been present during this stage, they may be asked in advance to take notes and provide additional feedback during this analysis. It should be point out that the aim of this part of the analysis is a clarification of the positions and not determining who is right or wrong.

At this point a second round should start organized in same manner as the first, but in this case each side plays its opposite. Often, there is resistance to

representing the views of the other party, but since the rules of the game have been clarified in advance, the students should be able to overcome this natural aversion and proceed to energetically defend their opponents' arguments. Several interesting developments should be readily apparent to the students. More often than not, they submit the most extreme positions, either because they were less able to perceive more moderate arguments or because politically it is more expedient to portray the other side as extremist and resistant to compromise. The presenters tend to be more effective, or at least more pointed and critical of each other. This session can be tense, but it occasionally provokes laughter or a smile at the ability of one side to represent so accurately the excessive views of the other. The teachers should maintain a posture of seriousness, however, throughout the simulation, and if necessary stop the exercise to ask all partakers for adequate and appropriate behavior.

The evaluation that follows the role reversal should also cover performance, but then should move rapidly into an analysis of the scope and limitations of the adversarial stage. Once this analysis is completed, a breakdown of the aggressive verbal styles used by the two groups can begin. The body language should be noted (facial expression that convey anger, boredom, or suspicion; tone and patterns of voice with high pitch, shouting; and posture and gestures, such as arms folded, eye contact) and pointed out here. Similarly metaphors (quoting from holy texts or famous phrases), slogans ("blood on their hands") and expressions that were used during the heat of the debate should be noted, such as "you don't understand," "you don't know what you're talking about," "that's not right," "you're wrong." In addition, the use of phrases that imply total certainty ("of course," "no doubt") should be noted. The tendency to become repetitive, as with propaganda, should be scrutinized, particularly when the students had run out of arguments but refused to remain silent. The tendency to interject thus forcing several people to speak at the same time, including members of the same teams should also be

noted. the tendency to stop listening and start preparing a response in the middle of another person's turn should be noted. Assumptions may be defined as truth and the other's position dismissed *a priori*, showing a determination to be right at the expense of the other being wrong. Advocacy of a position makes one restrict the argumentation to the strong points, often resorting to half-truths (lying is rare, although in the heat of the debate, the parties may be seen to be providing unfounded figures, dates, and "facts," and the other side may not always be able to respond with effective evidence to the contrary). Use of the terms "my" and "you," categorizes each camp as monolithic. The same concept can be noticed in the reciprocal complaints submitted by contending parties to the UN Security Council, with each side blaming the other for unilaterally initiating unprovoked hostile acts.

On the one hand, this phase is a dialogue of the deaf and, as such, it only excites each side against the other. People are inclined to cease listening, becoming aggressive and verbose. One listens only to find flaws in the arguments of his/her antagonist and to counter the arguments. This discourse only affirms the preconceived participants' points of view. It creates a premature, closed-minded attitude, with a digging-in of previously held positions. On the other hand, this stage fulfills important functions, such as the ability to frame the official positions in a powerful way, perhaps forcing the opposing party to realize that the other party does have good point, after all. It also allows each side to feel pride that there is a platform from which to deliver what is normally not demagogy but merely strongly-felt principles that have been accepted by both sides to be truthful and just. Furthermore, there is a catharsis in the process, as it allows the students to get out from their system all their negative feelings toward each other. In other words, people may not be able to fully hear and understand their adversaries without first having been able to verbalize their own convictions in

front of them. Some of the grievances brought out are genuine and profound, and there is a need to air these emotions in public.

Above all, this initial barrage makes a statement, and tables the long list of charges from which the students can now move in search for a better understanding of the conflict and for possible solutions. The participants can now actively attempt to explain their feelings and assess their attitudes toward the intrinsic value of this stage. Clearly, a common understanding is being sought and, although it may not provide any settlement, this stage is a necessary condition for moving into the other stages that will bring the participants closer together. This de-briefing is important, and it should be made clear that the students are not to leave the room alienated from each other, but rather the opposite. The hope is that, having played each other's roles, the students feel closer by verbalizing the subjective truths of the other. It may be that the students will be forced forego the argument on who has more rights, and accept that both simply have rights, as shown by the amount of emotions involved in this exercise and the conflict itself, and the high cost of human life that proves all parties' determination and dedication to their cause.

c) The Reflexive Stage:

Duration: 90 minutes

The adversarial stage that the students will engage in, at the very beginning, does not differ from any other public discourse in our societies. People sit or stand facing each other and shout. Usually slogans or cliches heard on TV, read in the newspaper. People blame each other with causing the conflict, what is a historical fact to one, can be a horrible lie to the other. Behind the blame,

accusation and the mutual "Look what you have done!" lurk the WHY's. That is where the reflexive stage will bring the students. If you think that it is very obvious why do Jews want the Temple Mount and the Muslims El Aqsa, and it does not need to be explained to the Other, you need to go back to the chapter on negotiation. The reflexive stage causes the following: It moves students from positional bargaining to interest based negotiation. Furthermore, if the reflexive stage is done effectively (especially if students use all the effective communication techniques they have learnt), they get to understand each others needs what can lead to exploring new ways of satisfying those needs.

Objective and Rationale: The Reflexive stage is necessary because it reframes the conflict not just in terms of the students' opposing positions but now at a deeper level of understanding in terms of the needs and motivations of each party involved. In a way, it also de-escalates in a significant manner the antagonism that was allowed to surface during the previous stage.

Reflexive Stage

Note to teachers: There are a variety of ways to help increase the participants' talking and listening, and their ability to engage in the reflexive stage, since it is the most personal phase and therefore the most threatening for many people. When dealing with students on a worldwide scale, more often than not it is necessary to spend a good deal of time in preparing, to make the participants comfortable with this session. In general, it is advisable to role-play in small groups and only at a second stage to share with the rest of the groups the "whys" - the underlying needs that were disclosed during the active listening exercises. It is also usually stressed that the mood during the reflexive stage is quite different from that of the adversarial stage. For example, participants

are encouraged to use "I" statements, rather than the incriminating "you" from the previous phase, to talk to themselves aloud, and to be honest about their feelings. It is important to remind everyone that they should provide only as much information as they feel comfortable sharing with others, while at the same time stressing that opening up is not a sign of weakness. The transition from the adversarial to this stage implies shifting to a deeper level of empathy, for both sides.

I. Discussion on Conflict Behavior

The day should begin with a presentation on why this stage is included in the workshop. The teachers should generate an intellectual comprehension of the concept of "needs" through serious discussion. It should be explained to the students that when one tries to understand what drives people and nations to the extreme of sacrificing their own lives and well being for a cause, one can understand that humans are driven by strong inner forces. Needs such as physical security, freedom from oppression and discrimination, economic well-being, group identity recognition, dignity and respect, equal access to political power-these are some of the human necessities which are most commonly expressed, and which appear to be universal. It is here that understanding the psychology of conflict, stress, motivation, and behavior becomes useful.

Exercise: Moving Around the Room A useful exercise for illustrating the theory personally is to place placards expressing different points of the continuum in corners of the room. Participants then move around the room depending on their personal reactions to issues raised by the teachers. Such methods of learning about conflict behavior bring home the value of the reflexive stage of the ARIA model, and help people whose style of learning is more concrete than abstract, grasp the importance of this phase of the workshop. This progression is essential for joint problem solving to be successful. Experiential learning also has the

advantage of participatory interaction between learners and can help people overcome a number of pre-existing prejudices. It enables the participants to view others as they do themselves, and to realize that their fears, hopes, and needs are not all that different from anyone else's.

Using a Video as Illustration After developing an intellectual as well as experiential appreciation of reflexive behavior and motivation, it is helpful to relate these concepts to the reality of the Students' conflict. This might be accomplished in part, for example, by showing Rothman's video of Palestinian and Israeli university student leaders talking about "why do they need a Jerusalem" a thought that it does not come up initially clear in their statements, but rather shows a deep level of emotional attachment. Listening carefully to the students' interventions we can discern very interesting needs such as identity recognition, security, respect and others.⁵

Selective hearing through disconnection, lack of knowledge or highly charged emotions have been seen in the previous days as contributing factors for barriers in effective communication. Training in listening skills can be developed in a number of ways. The purpose is to promote more honest and effective communication among the participants, based on respect for the speaker and a willingness to hear and understand the full message being transmitted. The teachers' responsibility is to help all involved feel that they are being heard, through keeping the group focused, encouraging the parties to speak out, clarifying key concepts, asking questions, and summarizing main points periodically. They should also validate the willingness of participants to share concerns, fears, needs, values or experiences that may have gone unstated prior to this stage. These concerns are often deep and personal, and therefore a sympathetic and sensitive atmosphere should be constructed.

⁵ This video can be obtained from the author.....

Implementing active listening

Exercise 1 The group is divided into groups of three, and people are asked to speak in rotation. As the first participant speaks, the second listens, and then repeats back what was heard to the speaker, avoiding criticisms or passing judgment through changing the use of certain terms. The third member of the triad acts as a coach, paying close attention to both verbal and non-verbal cues, and in this manner helps both the speaker and the listener to actively listen. This may be repeated three times, so that each person has the chance to play each role, and to feel the benefits that active listening can offer. All the participants can then sit in a circle, and one member of each group is asked to report their main findings.

Exercise 2 The teams sit close together, each forming a matching half circle. Students on one team listen to what those on the other have to say concerning their experiences and motivations in the conflict, then summarizes the needs that were expressed, using fewer words than the original speaker. The roles are then reversed. Paraphrasing can in fact assist in organizing the thoughts of the original presenter and clarify some poorly expressed concepts. During this phase, the Students' voices tend to be lower, as they fall into a more introspective mood. Since participants are inclined to speak softly of their concerns, the circle should be close. Each talk should last only about five minutes. Suggested topics for discussion might include: a problem at work that was resolved successfully or unsuccessfully, past personal experiences in the current conflict, or an example of when the speaker mediated a conflict between others.⁶

Exercise 3 The goal here is for team members to use counseling skills and reflective phrases to increase understanding. The "Partner" is encouraged to express feelings that she/he might hesitate to say out loud. Participants from one

team speak of their experience and motivations in the current conflict while the other group encourages them, using phrases such as "tell me more," "I understand but what do you mean when you say humiliation?," "we all have fears, but what characterizes yours?" The listening side is thus acting as a therapist for the other. It has been rewarding to see how much more information and insights Students are able to gain when asking questions in a concerned, helpful manner. At least two hours, with an hour or more for each party to speak and be heard, should be allowed for this process.

Evaluating what they have learned

This day is extremely important, because it provides a basis for a more thorough understanding of the potential areas of common ground, and should be evaluated at this point. The Students may be asked whether, if they were to go through this stage another time, would they have acted differently. Their perception of the relevance and validity of the specific exercises can be assessed, along with their evaluation of the extent to which knowing the "why" behind the students' positions may help in moving the negotiation process along. The discovery of the unexpressed reasons motivating the participants will be valuable both for the participants speaking and for the other side.

It should now be clearer how much misperceptions have distorted the messages of both sides, have inclined each party to expect the worst behaviors and conspiracies of the other. The students are now more aware that different individuals and nations tend to express their needs only indirectly, that they have universally recognizable human needs, and that different needs will be more salient to different groups. For example, Israelis are overwhelmingly concerned with security, at the national level as well as at the personal level of daily

⁶ Ibid., 46.

existence; at the same time, Palestinians most strongly feel the need to be master over their own destiny and not controlled by others. And perhaps both needs can be met, since they are searching for different yet potentially complementary outcomes. It is such common ground, based on the evolving understanding of shared or complementary needs, that allows both parties to deal with group problem solving rather than personal issues during the next day.

Another option is backcasting, which the participants may build back from the earlier "shared vision" exercise, revising the expected positive and negative outcomes of the problem down from 20 years down to ten and then to the present. Other suggestions include "expanding the cake" before cutting it, meaning that incentives for agreements are added by injecting rewards other than those already under dispute. An example of this principle is where territorial conflicts can be dealt with through gerrymandering. In the case of Jerusalem, one can conceive of a much wider municipal area, the boundaries reaching to what was called under the Ottoman Empire the entire *sanjak*, or district, of Jerusalem, and then divide it into a Palestinian and an Israeli area. Other tools of nonspecific compensation (not to be paid in the same 'currency') work by refocusing on the transactions and suggesting alternatives. These methods include "logrolling," "cost-cutting" and "bridging".⁷ In the first case, each party concedes on issues that are of low priority to itself and high priority to the other party. Alternatively, by "cost-cutting" one party gets what it wants but the other's costs are reduced or eliminated. In the last scenario neither party achieves its minimal demands but a new option is devised that satisfies the most important interests underlying those demands.

d) Integrative stage

⁷ Rubin, J.Z., Pruitt, D.G. and Kim, S.H., 174- 179.

The final stage of the exercise to be done in the classroom (action usually comes through a longer period of time after the training is over) has to be planned and explained very carefully. Students will be guided by the teachers through different forms of creativity encouraging exercises in order to arrive to ideas that can help to transform the specific conflict you are dealing with.

The mood: The adversarial stage is many times very difficult and discouraging for many participants: they are being shouted at, fingers are being pointed, accusations are made (and teachers know how cruel can children sometimes be). There might be a situation that some students will not want to continue in the exercise. Thus, teachers have to be prepared for continuous encouragement. However, do not keep yours or the students' expectations too high from this stage. A very good outcome can be a document signed by all students that details a good solution to a specific problem within a broad conflict. The document can be then forwarded to the relevant authority for implementation.

Different exercises can illustrate the importance of win- win strategies and seeing things from the other's perspective.

Phase 1: Brainstorming

Setup

The day can begin with the participants once again not seated facing each other, but in a curve facing the problem, which is mapped out on the flip chart or blackboard. Once the problem is clearly defined, the attributes of the brainstorming technique should be briefly reviewed and a list of the rules for the exercise displayed (see chapter on brainstorming).

We remind the participants to use as much as possible creative techniques ("lateral thinking", "expand the cake", "desegregate", "backcasting", etc.)

Note for teachers: It is difficult for many of the participants to refrain from offering comments, either positive or negative, about another's ideas. For this reason, it is critical that the teachers have the necessary skills to keep this activity on track and not allow any editorializing, including their own. It is easy to reassure the participants that there will be an opportunity for this at the appropriate time.

If we sense that students are not still in a brainstorming mood, we may be reminded that this exercise is designed to generate win-win situations, so that neither side will feel as though it has lost something while the other has gained. It is also important to remind the students that unconventional ideas can generate solutions through the cross-fertilization of ideas.

The Brainstorming Exercise

The brainstorming lasts from thirty to sixty minutes, depending upon the number of students and the level of previous knowledge of the issues. Ideas should be stated briefly, without justification: one minute per idea. Two participants or teachers should write down the ideas with proponents calling on the recorders alternatively, so that no the writing down of an idea will not slow the flow of ideas.

If it seems as though the group is running out of ideas, and the teachers would like to encourage more, they may announce how many minutes remain in the session, so that an extra effort can be made to generate more. Quantity is no guarantee of quality, but a larger harvest may include more powerful and creative suggestions.

Once this exercise is completed and before the break, all participants should mark on the charts those ideas they consider to be worthwhile and useful

(for example, ++ for a very good idea, + for a good idea). This will serve to indicate to the small groups what the priorities of the larger group are, and which ideas to focus more on.

A long break between this phase and the next will be helpful, so that participants may recover from the intensive effort of brainstorming, and switch to a different set of thinking skills.

II. Phase 2: Classification and Evaluation

Objective and Rationale: In this section the students will be asked to organize the ideas in terms of their priorities and then re-draft them, to make the language more accessible to people outside the workshop, and to avoid rough or potentially offending wording. The ideas generated should also be divided according to sub-themes, such as economic, social, cultural, political, security, and humanitarian concerns. Once the solutions are divided into many baskets, pre-existing zero-sum assumptions concerning the conflict shift. The parties will attach different values to gains (and losses) in each of the baskets, and even if there is one basket that seems to have the most important issues at stake, the introduction of many groups (sometimes more than ten) makes both sides alert to the potential of trade-offs, which they may get only if they are willing to be flexible on the more difficult and historically most important issues. In other words, it may be reasonable to leave for the end the area of most difficult problems (e.g. among Israeli and Palestinians, the issue of Jerusalem, or water allocation figures between upstream and downstream riparian states) to be tackled by a special group. Once there has been an accumulation of creative and attractive solutions to the smaller issues, the motivation to deal effectively with the core problems increases.

Classification and Evaluation Exercise

During the break the teachers and several students should separate the suggestions by categories either according to major issue areas within the conflict, according to the professional skills of the participants, or in accord with other such explicit criteria. When the students come back from break they should be divided up into small groups of 2 to 4 people, with students from both sides. If the teachers have gotten to know the personalities of the students, they can combine nationality/ethnicity with personality traits (avoidance, competitive, compromise, and accommodative or collaborative style) in making up the groups.⁸ Students may also be asked to join the group to which they can best contribute based on their personal cognitive strengths. The sense that they are acting in a capacity based not only on their own ethnic, national, or group identity may open up their minds toward dealing with the conflict based on complementarily with opposing students. No harm is done if an attractive idea or two is sent to more than one group, so that each student may choose to explore his/her own special are of interest.

Any outside observers who may be attending the workshop may be keen to participate and contribute with their own ideas. Normally, the parties to the conflict do not find this an imposition; in fact, they welcome these observers. This should be encouraged, since a few people with different perspectives can help in defusing any continuing polarization, and further expedite the search for common ground.

Participants are asked now to discuss the ideas assigned to their groups, and, taking into account the marks (++, and +) that were placed on the charts next

⁸ Avoidance (when the relationship and goal-attainment are not more important than confrontation); competitive (when relationship is not important but achieve the goal is); compromise (when both goals and relationships are moderately important); accommodative (when relationship is more important than goal-attainment); and collaborative (when the relationship ad goal are both important to all sides). For a list of statements that enable participants to classify their personalities in one of the mentioned categories, see Federal Mediation and Conciliation Service, *Skill Building Modules*, (Washington DC, 199?), "How I Act in Conflicts?", SB3C-H3,pp 1-4.

to the ideas, they are asked to rate them on a five point scale (five for the best, one for the poorest). Totals of the values assigned by the small group members to each idea are put on flip charts for the entire workshop. Within one or two hours, with a rapporteur recording the results, the re-phrased ideas (usually about 10 to 15 for each group) are listed in order of assigned value, and the preferred notions brought back to the entire group.

III. Phase 3: The Search for Common Ground

Objective and Rationale: It should be made clear that a consensus is not achieved through majority vote or avoidance of anyone's objections. Everyone should have his or her concerns brought before the entire group, and only when that participant is comfortable with relinquishing an idea should the group let it drop. In true consensus finding, people actively listen to each other and find ways to satisfy the important concerns of everyone. This takes longer than majority rule, but the resulting buy-in is critical to avoiding anyone sabotaging the project at a later time. If participants feel unduly pressured, they will have a hard time implementing any ideas they are not happy.

The Consensus Exercise

The small teams return to the main group, fixing their own chart pages around the walls. The teachers should present some do's and don'ts of consensus seeking. After the presentation by each small group, the students should be asked if there is consensus (it is not a good idea to ask if there are opponents). Where there are major reservations, the person can be given additional clarification by the rapporteur, other members of his/her team, and the group at large. There is always room for accommodation by adding, subtracting, or changing the original

wording of an idea. Dissenters will feel some pressure from their peers to approve the idea even if they do not fully agree, and may yield and let it pass. Although people should not be forced to go along with the majority, and the consensus rule gives each student a veto power, it is not necessarily unhealthy for a participant to drop his/her objection to what other members of the group consider feasible. In some cases, a participant who agrees to let go his/her objections becomes a king/queen for the day, and may come to feel good about accommodating instead of being intransigent. On the other hand, if anyone persists in his/her objection and no accommodation can be found, the idea should be dropped and the process moved along without making anyone feel ostracized or excluded.⁹

Note to teachers: I have come across cases in which consensus has been reached only to be approached a few days later on behalf of one of the "students" who is unwilling to go along with his/her previously agreed position with the others. In such circumstances, one can opt either to talk to the particular individual or redraft the preamble to the statement to "All participants of team "A" and an overwhelming majority of participants of team "B"..."

Once the approved list is completed, it can be typed up and distributed among the stakeholders and, if the students agree, to other interested parties. The exercise may then be concluded with a short evaluation of the integrative stage and of the ARIA as a whole. These past three days will have been intense and productive. Feedback is important, so that the teachers and organizers can learn what worked and what didn't, and see the value of their collective and individual efforts.

e) Action: It is difficult to give specific instructions for an unknown outcome of the process. However, some general guidelines can be quite universal. Whatever

⁹ We should draw the line between the levels of acceptance (agree wholeheartedly, acceptable, "I can live with the decision", "I do not agree but will not block) to rejection ("I do not agree and will block its acceptance", not willing to reach consensus on any of the

the outcome of the exercise is, do not let the students leave with a sense of waste of time. Even if some students strongly disagree with the final document, which might be very good and acceptable by the vast majority of the class, it would be unfair denying the possibility from those who would like try, to implement their ideas in reality.

Let students know that even if they do not have the "power" to implement the ideas, they can create a link to somebody who does, e.g. push the issue on the agenda of the school council or the national student council, get it published in the local paper, bring it to the mayor...- the sky is the limit.

CONCLUSION AND EVALUATION

Evaluation: A successful project is a project in which the goals of participants, trainers and funders have been accomplished. Thus, it is of vital importance to set and agree on the goals before the training, ensure that deviations from achieving the common goals are only minor during the program and that all those involved were satisfied after.

Seems difficult? You don't know what do the students want? How can you possibly know what is the goal of the funder?

Well, ask them!

The evaluation of this manual is based on the action evaluation technique developed by Jay Rothman. This technique was tested on a peer mediation program in a high school in Detroit (Victor Wooddell, see aeopro.org web page).

Most important questions of evaluation are: What? Why? and How?

Since the manual is designed for various conflict situation and deals with a range of conflicts, e.g. from inter-personal to inter-racial; it is important *what* are the

most frequent conflicts your students have to deal with, *why* is it important to solve them and *how* should they be solved.

Setting the main objective, as well as the "micro-goal" for students, is contrarily to what do usually teachers think, the students' task. However, teachers have the privilege of setting the agenda or "presenting the menu" to choose from.

The authors advise to use the following survey to establish the goals of students, however, the content may be modified according to cultural/community needs.

H

	What are the most common conflicts, you get involved in? (you can mark more than 1 answer)	Why do we need to resolve conflicts?	How do we resolve conflicts?
1	Student/Student	Save/keep friendship	Fight- win/lose
2	Student/teacher	Good relationship	Talk
3	Student/parent	Prevent harm/injury/death	Make groups, then talk
4	Racial	Lower crime rate	Get a neutral -3 rd party
5	Religious	Create peaceful society	We cannot resolve conflicts
6	Stealing/property	God's will	Separate conflicting sides
7	Gangs	Not important	Tell the teacher
8	Bullying	Don't need to	Run
9	Boyfriend/girlfriend -jealousy		

10	Siblings		
11	No conflicts		

After students marked the statements in the above table, you will have a fair idea about what your and their goal should be: e.g. overcoming student/parent conflicts using dialogue as a tool rather than fists. A discussion is necessary, since the goals and preferences might clash.

Once priorities are established, you may start the training, however, students have to be reminded about their goals and constant feedback about their accomplishment ought to be done at the end of each session.