

Segment: Conflict Styles

Lesson Title: Lesson 2: Sources of Conflict

Grade Band: 6-12

Approximate Time to Complete: 25 minutes

Objectives: Students will be able to apply a framework for discussing the sources of conflicts.

Materials/Set up:

- Conflict Analysis Worksheet (one for each student)
- Conflict Analysis Worksheet: Educator Resource
- Conflict Journal (one for each student)

Resource:

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (0:00-2:36).

Overview

Students enhance their understanding of conflict through discussion and reflection. The exercise includes group discussion and written homework assignments.

Instructional Plan

1. If assigned, review the Conflict Analysis Worksheet homework assignment from Lesson #1, Looking at Conflict and use an example from one of the students to complete steps 2-3. If not assigned then either ask a student to share a conflict or have a conflict prepared to use. If you select your own conflict, then make sure it is one that is familiar to the students. A sample conflict is found in the Resources section of this lesson.
2. Analyze the conflict as a class using the Conflict Analysis Worksheet.
3. After reviewing the Conflict Analysis Worksheet, ask, “Here the parties were having a conflict about _____. What are some other things people fight about or have conflicts about?” Take several examples, eliciting ideas that can be grouped into the broad categories of: resources, values, culture, information, interests.
4. Possible examples: resources—*money, water, land*; values—*faith differences, parenting*; culture—*clothing, hair styles, behaviors*; information—*internet access, copyright*; interests—*environment, animal rights*. Many ideas could be assigned under more than one category. The emphasis of the discussion should

be that people have conflict when they feel that something important to them is threatened, or when something new or strange is introduced into their environment. Our individual responses to events, ideas or interactions are shaped by our experiences and world view, and everyone is different. In that sense, conflict is to be expected because we are all different.

5. Ask, “Why does it make a difference if we think about conflict as negative or positive?” Discussion points should emphasize that a positive view of conflict may reduce hostile outcomes in a conflict; encourage discussion about differences; and lay the groundwork for resolution.
6. Play the Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (Watch 0:00-2:36). Ask the students to think about whether the conflict between Meese and Baker was ultimately positive or negative. In this segment Baker is appointed Chief-of-Staff by President Reagan. Another politician, Meese, had expected to get the job and was disappointed. Reagan asked Baker to work with Meese. In an example of taking a negative situation and making it positive, Baker agreed to a division of power with Meese in which he made concessions on matters important to Meese (such as “cabinet rank” for Meese) but kept what he saw as the important powers (such as being present at any meeting involving the President). The conflict was resolved without any negative consequences and Meese and Baker were able to work well together.

Additional Learning Opportunity

Ask students to keep a “conflict journal” for one week in advance of the class. The journal is an opportunity for students to record conflicts they encounter through observation or direct involvement for an entire week. Using the journal format, the student writes a description of the conflict, the source of the conflict, the emotions involved, and the proposed or potential solutions and outcomes, for each new conflict they encounter throughout the week.

Review the journals in class and lead a discussion asking students to identify themes and differences in their observation.

Resources

Activity #1 Sample Conflict:

An outdoor music venue is located in center of a town. When the music venue was built, 25 years ago, only a few residential houses were located nearby. Since then, residential communities have moved closer to the music venue. The town has a rule which prohibits music to play later than 10:30pm regardless of the day of the week.

The music venue is seeking to update its sound system which will increase the decibel level (loudness) of the music. At the same time it wants to allow concerts to last until

11:00pm. Later concerts and a better sound system will allow the venue to attract more popular musicians. The nearby residents want the time and volume to remain the same. The music venue argues that without these upgrades it will not be able to compete with other nearby venues.

The venue brings a lot of money to the town and supports many local businesses.

See the “Conflict Analysis Worksheet Example” which has been completed with using this music venue example.

Name _____

Date _____

CONFLICT ANALYSIS WORKSHEET

Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

What Is The Conflict About?

What Type Of Conflict Is It? (Check one)

- | | |
|---|--|
| <input type="checkbox"/> Intrapersonal: conflict within an individual | <input type="checkbox"/> Interpersonal: conflict between two or more individuals |
| <input type="checkbox"/> Intergroup: conflict between organizations or groups | <input type="checkbox"/> International: conflict between nations or countries |

Who Is Involved In This Conflict?

What Does Each Of The Parties In The Conflict Want?

Name _____

Date _____

What Do You Think Will Happen?

Name _____

Date _____

CONFLICT ANALYSIS WORKSHEET: Educator Resource

Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

What Is The Conflict About?

The residents would like a peaceful and quiet standard of living and the music venue would like (a business) to remain competitive and profitable.

What Type Of Conflict Is It? (Check one)

Intrapersonal: conflict within an individual

Intergroup: conflict between organizations or groups

Interpersonal: conflict between two or more individuals

International: conflict between nations or countries

Who Is Involved In This Conflict?

Music venue- owner

Residents- all resident, or maybe a resident association, homeowner's association

Local business owners

Maybe local government

What Does Each Of The Parties In The Conflict Want?

Music venue- attract bigger bands, improve experience for patrons, remain profitable, stay in business, avoid conflict with the community, make decisions for itself

Residents- quiet neighborhood, sleep at night, avoid conflict with the venue

Local business owners- maintain income from concert goes, remain profitable, keep the approval of the residents

Local government- avoid conflict between constituents, help resolve the conflict, keep the venue and also keep the residents happy

Name _____

Date _____

What Do You Think Will Happen?

Negative outcome- One side gets what it wants and the other side is not happy. Residents lose then they may file continued complaints with local government and maybe even the courts. Venue loses it may need to make adjustments to the its business structure and may go out of business

Positive outcome- Residents and music venue find a solution. One possibility would be that once a month the music can play longer and louder, music plays longer and louder only on certain nights, etc