

Segment: Conflict Styles

Lesson Title: Lesson 3: Win-Win Solutions

Grade Band: 6-12

Approximate Time to Complete: 30 minutes plus 5 minute extension

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

Materials/Set up:

- Resolution Grid Worksheet (one per student)
- Conflict Scenarios Worksheet (one per student)
- Conflict Scenarios Worksheet (Educator's Resource)

Optional Resources:

- Online Video Clip - James Baker: The Man Who Made Washington Work: The Diplomat (Watch 3:29-6:41) for extension
- Article - [Baker: Shevardnadze Played Vital Role in Ending Cold War](#)

Overview

One way to analyze resolutions to a conflict is to look at them through a win/lose framework. Any resolution falls into one of 4 categories: win-win, win-lose, lose-win, lose-lose solutions. Win-win solutions are those where all parties achieve their interests. These concepts are foundational for later lessons on negotiation. The Resolution Grid is introduced as a tool to help assess different solutions in this framework. This lesson involves large group discussion and small group work.

Instructional Plan

1. Ask the class for a definition of conflict. Adopt the one created in a prior lesson, or suggest that a conflict is when two or more people disagree.
2. Ask, "Does every conflict need to be resolved?" Not all disagreements need resolution: "It does not matter if you like red hats and I like blue hats if we each have the hat we prefer. When I have a red hat and you don't, then we may have a problem."
3. Note that when a conflict causes a problem, the parties may try to solve or address the problem. Using the "Resolution Grid Worksheet" as an example, draw a large resolution grid on a board where all can see.

4. Divide the class into small groups of 3 or 4. Distribute the Worksheet, “Resolution Grid.” Explain that there are different ways to solve problems. This grid helps to analyze how different solutions will affect parties. Invite a student to read aloud the information in each square of the grid.
5. Read aloud this scenario: “Ben and Ethan are friends who usually spend Friday nights together playing video games. This week Ben wants to go to the basketball game at school. Ethan has to baby-sit for his little sister, and has to stay at home. Ethan says, “You said you’d hang out with me since I’m stuck staying home with Elsa. We talked about it.” “Yeah, but this is a good game. We have a shot at the championship if we win it. Let’s do something different.”
6. Discuss the scenario with the class, using these questions:
 - a) What is the conflict?
 - b) What does Ben want?
 - c) What does Ethan want?
 - d) How could they solve it? (insert each suggestion in the appropriate box on the grid)
 - e) What affect would each solution have on their friendship?
 - f) Brainstorm solutions until there is at least one in each square of the grid.
E.g. Win-Lose: Ben goes to the game and Ethan stays home to babysit; Lose-Lose: Ben and Ethan have a huge argument over this issue, and Ethan throws a punch at Ben. He bruises his hand, Ben has a black eye, and neither will speak to the other; Lose-Win: Ben stays with Ethan and Elsa, and misses the game; Win-Win: Ben’s mom agrees to drive Ben, Ethan, Elsa and one of Elsa’s friends to the basketball game.
7. Ask, “What kind of solutions do people usually come up with? Why?” Depending on the responses, the teacher should highlight a few points. (1) Most solutions in the United States culture fall into the win-lose category since the culture of the United States tends to involve a high degree of competition and (2) Most people propose solutions that are self-serving, focusing on their own needs and not the needs of others.
8. Distribute the Conflict Scenario Worksheet to each student. Assign one scenario per group. Depending on the number of groups, more than one group may be assigned the same scenario. Ask the group to work together to develop possible solutions to the scenario for each box on the “Resolution Grid.”

9. As time allows, debrief each scenario, asking each group to report out examples of win-win and win-lose solutions. If more than one group is assigned the same scenario then ask one group to provide examples from two of the four boxes on the grid and the other group to provide examples from the remaining two boxes on the grid.
10. Ask, "Which solutions were easiest to come up with? Which were hardest?"
Typically the win-lose solutions are the easiest to create.
11. Ask, "How did you know whether a win-win solution would work?"

Extending the Lesson (5 minutes)

Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:29-6:41). Ask students to watch for times when Baker and Shevardnadze rejected win-lose solutions. After the video, ask students to identify those win-lose solutions. What was the ultimate win-win solution? In this segment Baker cultivates a relationship with Shevardnadze, the Soviet Foreign Minister. When the Berlin Wall fell in 1989, Baker and the President chose to maintain that relationship by downplaying the fall of the Wall. Celebrating the event would have damaged Shevardnadze's position in Soviet politics. Later, when East and West Germany wanted to reunify, protecting Shevardnadze proved useful in persuading the Soviet Union to agree that a reunified Germany should be allowed to join NATO if it wanted to. This course of action was beneficial to both sides: Baker and Shevardnadze could have found win-lose resolutions where they chose to succeed in domestic politics by refusing to cooperate with each other. However, by working together they helped to end the Cold War between the US and the Soviet Union.

Additional Learning Opportunity

For additional information regarding Baker, Shevardnadze and the end of the Cold war have students read the article, "[Baker: Shevardnadze Played Vital Role in Ending Cold War](#)," to identify a win-win resolution.

Conflict Scenarios

Scenario 1

Terry and Deena are brother and sister. Both are in high school.

Deena was lying on the couch watching TV. “This movie will be great,” she thinks, “Just what I need to forget those stupid kids on the bus today.”

Then Terry comes rushing in. “Deena, I need the TV. I have to watch the news for my Social Studies class, and it just started.”

Deena laughs. “Forget it. Ms. Reed would never assign a TV show as homework. You’re just trying to get the TV so you can play video games.”

“No,” Terry insists. “It’s on the Civil War and she asked me to make a presentation on it in class tomorrow. I need the extra credit—you know my grade in that class is terrible. I’m not lying. Now move!”

“I was here first, so that’s too bad. Go watch it in Mom’s room or find it online. I had a bad day and I want to watch this movie.”

“Mom’s in there and she’s busy on the phone. You’re just watching your movie on Netflix. You can go to the computer or watch later. Come on.”

Scenario 2

Jaya and Roy are assigned to a joint project in science class. They know each other, but they aren’t friends and haven’t worked together before. The project is due in 2 weeks and they will receive a joint grade, based on the content of the project *and* how well they worked together.

After two days, Roy is already upset with Jaya. He likes to plan ahead and hates doing work at the last minute, but he can’t get Jaya to commit to anything. They agreed on the first day to do a project on solar energy, and they have been doing research on their own. They haven’t decided what the project will be, who will do what parts, when each piece will be done, or when they’ll get together. Nothing! It’s making Roy nuts.

“I’m not doing this whole thing myself,” he said to Jaya.

“Relax! We have a week and a half. It’ll get done,” said Jaya.

“When?! It’s just a week and a half!”

"I'm not like you. I need to read my book and imagine how the project might look. I just let things simmer in my head and come up with an idea. Don't worry. I always do my work," responded Jaya.

Scenario 3

Chris and Ella are friends. They hang out with the same group of friends. One day they were talking after school, and Ella mentioned a problem she was having with a mutual friend, Laura. Chris likes Laura, and just asked her to go out on Friday.

Chris responds, "You know, she's really nice."

"I'm not saying she can't be nice," protests Ella. "I'm just saying I have a problem with her. She has an attitude sometimes."

"Well, it makes me mad when you talk that way about someone I care about. It disrespects her and me."

"So if I have a problem with someone, we can't talk about it? Even though we've been friends forever? Is that what you mean? It makes me mad when someone who says they are my friends won't even listen to me."

Chris felt annoyed. "I just don't want you talking that way about Laura!"

"You don't get to tell me what to talk about!" snapped Ella.

Conflict Scenarios – Educator’s Resource

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RESOLUTION GRID

