



CONFLICT AND DISAGREEMENT: LOST AT SEA

Students read an article and then work through an activity where students will disagree. End with a reflection on student experience.

OBJECTIVES

- Students will review information on conflict
- Students will experience disagreement firsthand
- Students will reflect on their experience

MATERIALS

Students will need:

- Pen/Paper

Teacher will need:

- Online learning platform such as Zoom
(Zoom instructions in orange, this training suggests using the breakout room, screen share, and chat features)
- 2 Conflict Resolution articles:
PDF's or links to web versions
- PowerPoint PDF download
- Lost At Sea Worksheet link

TIME

60 min (or two 30 minute sessions)

LESSON INTRO

After spending some time in discussion on various ways to manage conflict, students will engage in an activity where they will likely experience some disagreement amongst themselves. Use the initial conversations as a baseline for the student activity.

As per usual, much of the learning can come in the reflection segment of the lesson. Be prepared to offer examples of conflict resolution strategies that you observed students using during the activity portion of the lesson.

FACILITATOR TIPS AND NOTES

1. Depending on your group dynamics. You may have intense conflict and discussion to come to consensus, or you may have students who see this as a low-stakes exercise and are very passive—easily agreeing with each other.

In any event, turn the final reflection discussion towards what these attitudes and behaviors look like in “real life” for these students. Is this common behavior? Why/why not? What are the benefits or disadvantages of intense buy in or passivity?

LESSON STEP BY STEP

1. Welcome everyone and **screen share** the objectives of the session using the PDF slides.
2. You can email out the PDF versions of the articles, or **chat out the links** so that students can read them through a web browser. Assign whichever article you wish, or allow students to read whichever article they prefer.

Chat out these links to the articles for students to view electronically, or you may have pre-sent or posted the PDF articles via email or Google classrooms platform.

#1) <https://outwardboundchesapeake.org/wp-content/uploads/delightful-downloads/Conflict-Resolution-Article-Option-1.pdf>

#2) <https://outwardboundchesapeake.org/wp-content/uploads/delightful-downloads/Conflict-Resolution-Article-Option-2.pdf>

3. As students read, ask them to write down:
 - 1) Information you thought was a helpful tip or tool, and
 - 2) Something they have a question or something they wonder about
4. Allow time for students to read and digest the material, and to write down their two ideas.
5. **Use the breakout room feature to split students into groups of four** to share their information from the article.
 - Information they thought was a helpful tip or tool
 - Something they have a question or something they wonder about
6. **Visit each room** as students are discussing. Once it sounds like the groups are wrapping up, **pop into each room** to ask this question: *Why do people get stuck in conflict?*
Tell the small groups to be prepared to share out their main points to the entire group once you get everyone back together.
7. After some time has passed, close the breakout rooms and call on groups to report out their answer to the last question.
8. Next, display and read aloud one of the conflict scenarios. Ask students to use the information they gathered from the article to give conflict-management advice to the characters in the scenarios.
 - *Hope and Aaliyah are best friends. They don't like another girl, Jess, though she would like to be their friend. They both tease her a lot by laughing at her and whispering about her behind her back. One day they decide to tease her more by inviting her to meet them in town on the weekend. They don't turn up and don't call her beforehand. Jess is hurt, angry, and confused and doesn't know what to do. What advice would you give Jess about how to handle this conflict?*

• Omar has recently moved to a new school. At the end of his first week, he's become friends with the popular group of boys. They include Omar and he plays soccer with them most lunchtimes. All the boys joke around with one another and they start making jokes about Omar being a terrorist. Omar feels really uncomfortable with the jokes but when he says something the boys get annoyed and tell him to 'take a joke.' Omar doesn't know what to do. What advice would you give Omar about how to handle this conflict?

• Kiana and her friend Nada are spending the night over at Kiana's house. They want to watch a movie but cannot decide which one to watch. The movie Kiana wants to watch Nada has already seen. The one Nada wants to watch Kiana has already seen. They can't seem to work this out. What advice would you give Kiana or Nada about how to handle this conflict?

• Jerrell's friend Nick asks to borrow his basketball almost every day after school. Pretty often, Nick won't return it until Jerrell asks for it, and Jerrell notices that he returns it muddy, and last time had some sticky stuff on it. Jerrell is annoyed and doesn't want to let Nick use his basketball anymore, but he's afraid that if he says no to Nick, Nick will be angry. What advice would you give Jerrell about how to handle this conflict?

9. Continue with all or some of the conflict scenarios.

After some time spent discussing in the large group, thank students for sharing. You can stop the lesson here if you're doing it in two sessions, or keep going...

10. Introduce the next activity.

11. SAY: "Using the discussion and ideas you've just generated, let's do an activity where you will most likely experience some levels of group conflict. Notice how you respond, how others respond, and how your group moves through the conflict. I wonder if anyone will find themselves using any of the ideas from the article, or noticing anyone else using them?"

12. **Chat out the link** to the Lost at Sea worksheet.

<https://www.outwardboundchesapeake.org/wp-content/uploads/delightful-downloads/Lost-At-Sea-Student-Worksheet-1.pdf>

13. Read the survival scenario aloud:

You and your team have chartered a yacht. None of you have any previous sailing experience, and you have hired an experienced skipper and two-person crew. As you sail through the Southern Pacific Ocean a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment has been damaged. The yacht skipper and crew have been lost whilst trying to fight the fire. Your best guesstimate is that you are approximately 1000 miles South West of the nearest landfall. You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition to the 15 items, you have salvaged a four-person rubber life raft. The total contents of your combined pocket's amounts to three boxes of matches and 3 \$5 bills.

14. Ask: Of the items that you saved from the sinking boat, which is most important for survival? Have students take time to time for each student to individually rank the supplies in order from most important (1) to least important (15).

15. Next, **use the breakout groups option** to place students into small groups of 4-6. Have the group work together to collectively rank the supplies they will need. Students should give reasons for why they ranked in that order.

To keep an atmosphere of competition, tell the groups that whichever team gets the most “points” from having the correct answers will be the group that truly survives! (and wins a prize?)

16. Allow time for discussion and debate among the groups about their ranking, there is no need to rush them! **Rotate through the breakout groups*** to listen for any conflict resolution strategies that you see.
**We’ve found that it is best to join breakout groups with your video off so as to be the least intrusive as possible.*
17. Once groups are coming to a close, **close the breakout groups** and prep everyone for reflective discussion. You will share the “right answers” at the end.

REFLECTION & WRAP UP

1. Debrief Questions (don’t ask all of these, there are too many. Choose questions that connect to the groups experience. Look to include the bolded questions as they are the basics of reflection and transference for this activity)
Consider mixing up response styles by using cold calls, everyone chats an answer, one share from each group, everyone answers w/a quick response, responding using the whiteboard annotate feature, personal journal prompts, etc...
 - **How did people feel about the decisions that were made in their group?** (ask for a thumb-o-meter vote to view on screen)
 - **How were decisions made in your group?** (ask each group rep to share out)
There are a few different responses to the decision-making process when disagreement arises.
You can:
 - hold your point at all costs
 - stay quiet and acquiesce to anyone’s opinion
 - voice your idea and give reasons for it—while being open to seeing others’ opinions
 - what other ways did you notice?
 - What did you notice yourself doing?
 - Who influenced the decisions and how?
 - How could better decisions have been made?
 - Did people listen to each other? If not why not?
 - What roles did group members take in this process?
 - **How was conflict managed?**
 - **Think back to the conversations about conflict that you did prior to this activity, which ideas did you see play out during this activity?**
 - What kinds of behavior helped or hindered the group?
 - What have you learned about the functioning of this group?
 - When did communication break down in your group?
 - How would you do the activity differently if you were asked to do it again?
 - **What situations at work/home/school are like this exercise?**
 - Did you do better with the individual section of this activity or the team section? Why?
 - What did you notice about how you handled points of conflict? What did you do?
 - What is helpful to the activity?

- Could your style be improved in any way?
- Were there any group decision making tools such as voting or tallying used?
- Did the group aim for *consensus* or *majority*? What were the benefits of each?

2. In the end, **screen share** the “correct” answers with the group.

According to the experts (US Coastguard), the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and articles to aid survival until rescue arrives. Articles for navigation are of little importance since even if a small life raft were capable of reaching land; it would be impossible to store enough food and water to survive for the requisite amount of time.

Without signaling devices, there is almost no chance of being spotted and ultimately rescued. Furthermore, most rescues occur within the first 36 hours and a person can survive with only a minimum of food and water during that period.

The following is the order of ranking the items in their importance to your survival:

1. Shaving Mirror. Critical for signaling
2. 2 gallon can of oil/petrol mixture critical for signaling. The mixture will float on water and could be ignited with one of the \$5 bills and a match. What the experts don't say is how you get away from this conflagration or what to do if the wind should push the life raft into the flames!
3. 5 gallon can of water. Necessary to replenish fluids lost through perspiration (that's sweat)
4. One case of army rations. Basic food intake.
5. 20 square feet of opaque plastic. Can be utilized to collect rain water and provide shelter from the elements.
6. 2 boxes of chocolate bars. Reserve food supply (what were you going to do with that much chocolate?)
7. Fishing kit. Ranked lower than the chocolate as 'a bird in the hand is worth two in the bush'. There is no guarantee you will catch any fish.
8. 15ft of nylon rope. Could be used to lash people or equipment together to prevent it being washed overboard.
9. Floating seat cushion. A life preserver if someone fell overboard.
10. Shark repellent. Enough said.
11. One quart of rubbing alcohol. Contains more than 80% alcohol, which is enough to be used as an antiseptic for any injuries, otherwise of little value.
12. Small transistor radio. Of no use without a transmitter. You would also be out of range of any radio station.

13. Maps of the Pacific Ocean. Worthless without navigation equipment. It does not matter where you are but where the rescuers are!

14. Mosquito netting. There are NO mosquitos in the mid-pacific ocean. As for fishing with it? – stick to the fishing kit.

15. Sextant. Useless without the relevant tables and a chronometer.

3. Thank everyone for participating and ask students to pay attention to how other people in their lives handle conflict! Do they notice any strategies from the articles that were helpful?
 4. Consider closing by asking each students to share one conflict-management strategy that they will try this week.
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NOTES

Educational Standards: CASEL: Self-Management, CASEL: Social Awareness, CASEL: Relationship Skills, P21: Creativity and Innovation, P21: Critical Thinking and Problem Solving, P21: Communication and Collaboration, P21: Social and Cross-Cultural Skills, CCRS: SL1 Have Diverse Conversations, CCRS: SL3 Evaluate Perspective and Evidence