



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

- Conflict Resolution articles (options 1 and 2)
- Conflict Scenarios
- Lost At Sea Worksheet

TIME

60 min

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.

LESSON STEP BY STEP

1. Hand out or display the articles on Conflict Resolution Strategies. Assign whichever one you wish, or allow students to read whichever article they prefer.
2. Allow time for students to read and digest the material.

3. Group up students into groups of four to share their information from the article.
 - Information you thought was a helpful tip or tool
 - Something you have a question or something you wonder about?
4. Have students in groups of 2 – 3 discuss reasons why people get stuck in conflict. Have them share out their main points to the class.
5. Next, read aloud—or pass out—several 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?
6. After some time spent discussing in small groups, introduce the next activity.
7. 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?"
8. Hand out the Lost at Sea worksheet to each student.
9. 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.

10. Allow time for each student to individually rank the supplies in order from most important (1) to least important (15).
11. Next, place students into small groups of 4-6. Have the groups collectively rank the supplies. They should give reasons for why they ranked in that order.
12. 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?)
13. Allow time for discussion and debate among the groups about their ranking, there is no need to rush them! Circulate among the groups to watch for any conflict resolution strategies that you see.
14. Once groups are coming to a close, circle everyone up for reflective discussion. You will share the “right answers” at the end.

VARIATIONS

1. Ask students to annotate the articles as they read. Consider:
 - Circle information that is important
 - Underline information that they already know or believe in
 - Star information that they have a question about

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 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?

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):
 - **How did people feel about the decisions that were made?**
 - **How were decisions made?**
 - 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, 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 160 per cent proof rum Contains 80% alcohol, which is enough to be used as an antiseptic for any injuries, otherwise of little value – would cause dehydration if ingested.
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.

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

What is conflict resolution?

We can all get pretty angry. We may feel that something is unfair, something has been taken or broken that we value, someone is being mean, we're not getting a fair share, etc. So what do you do? You could throw a tantrum, get upset, be mean to somebody, etc. Would any of these things solve the problem?

Conflict Resolution: Try to sort things out so that everyone gets a fair go and something of what they want. There are 4 things that you can do:

- 1 Understand
- 2 Avoid making things worse
- 3 Work together
- 4 Find the solution

Understand

Everyone involved needs to understand what the conflict (argument) is about.

To do this, everyone needs to:

- say what they feel about it (without interruptions).
- listen to what other people have to say about their feelings (without interrupting them)
- try to put themselves in the other person's shoes and try to understand their point of view.

Avoid making things worse

- no put-downs
- no mean, nasty remarks that will hurt people's feelings - no personal remarks about a person's looks, gender (whether they are a boy or girl), their 'secrets' or things that have happened in the past
- no screaming and shouting
- no fighting, hitting, kicking, pushing or any kind of hurting the other person's body.

Work together

Make "I" statements, like:

"I feel hurt when..."

"I need to feel or be..."

"I hear what you are saying, but I feel..."

- Say what you feel without blaming the other person, e.g. "I feel sad when you shout" is better to say than "Your shouting makes me feel sad."
- Take turns at speaking. You might even want to decide on a time limit for each person to speak before you get started. That way everybody gets the same chance to say what he or she wants.
- Talk quietly. It's hard to keep your voice down when you feel upset, but a quiet firm voice is far better than someone shouting. A loud nasty voice makes everyone upset and unwilling to listen.
- Write down what you each see as the problem and then read what the other person has written.
- Do some **active listening (show the person that you are listening) by:**
 - o **looking at them**, to show that you are giving your full attention. Don't overdo it though. Staring hard at someone makes that person feel uncomfortable.
 - o **making 'listening noises'** (but not interrupting). You know the sort of thing - "Uh huh", saying "yes" or "no" in the right places.
 - o **repeating what you heard**. When they've finished, say what you think you've heard from them, eg. "So, your problem is that I haven't tidied my part of our room?"

Find the solution

Once you have listened to each other and found what the problem is, then you need to look for a solution.

- Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.
- Another person may be helpful to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.

Source: <https://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521>



Resolve The Conflict Guide

Have you ever had a conflict and wished you could have handled it better?

These skills are proven ways to resolve conflict and create successful human relationships where everyone wins. This Conflict Resolution technique is endorsed by many psychologists, counsellors, doctors, business managers, and teachers.

Who: Use it with: your parents, your work colleagues, your friends, anyone!

When: When it's time to take action on your own problem or helping someone else.

How: Work on the questions alone or together. Writing down the answers often helps. One or more of these skills will make the difference.

Why: You will not only take a significant step towards resolving your own immediate problem, but you will also be helping to build the conflict-resolving community.

GUIDE

DO I WANT TO RESOLVE THE CONFLICT?

Be willing to fix the problem.

CAN I SEE THE WHOLE PICTURE NOT JUST MY OWN POINT OF VIEW?

Broaden your outlook.

WHAT ARE THE NEEDS AND ANXIETIES OF EVERYONE INVOLVED?

Write them down.

HOW CAN WE MAKE THIS FAIR?

Negotiate.

WHAT ARE THE POSSIBILITIES?

Think up as many solutions as you can. Pick the one that gives everyone more of what they want.

CAN WE WORK IT OUT TOGETHER?

Treat each other as equals.

WHAT AM I FEELING?

Am I too emotional? Could I;

- get more facts,
- take time out to calm down,
- tell them how I feel?

WHAT DO I WANT TO CHANGE?

Be clear. Attack the problem, not the person.

WHAT OPPORTUNITY CAN THIS BRING?

Work on the positives, not the negatives

WHAT IS IT LIKE TO BE IN THEIR SHOES?

Do they know I understand them?

DO WE NEED A NEUTRAL THIRD PERSON?

Could this help us to understand each other and create our own solutions?

HOW CAN WE BOTH WIN?

Work towards solutions where everyone's needs are respected.

Source: <https://www.crnhq.org/resolve-the-conflict-guide/>



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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?

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Lost at Sea: Student Worksheet

Scenario:

- 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.
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- You and your friends have managed to save 15 items, undamaged and intact after the fire:

Shaving mirror

Quantity of mosquito netting

5 gallon can of water

Case of army rations

Maps of the Pacific Ocean

Floating seat cushion

Sextant

2 gallon can of oil/petrol mixture

Small transistor radio

20 square feet of Opaque plastic sheeting

Shark repellent

One quart of 160 proof rum

15ft nylon rope

2 boxes of chocolate bars

Fishing kit

In addition to the above, 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.



Answers

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.

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