

Lesson 2

Applying the six-step approach

How can we avoid fighting our neighbour?

Learning objective	Learning to apply the six-step approach.
Student tasks	To analyse a conflict and find solutions which benefit both parties.
Resources	A copy of one of the conflict scenarios on student handout 4.2 for each small group. Student handout 4.1.
Method	Small group work.

Information box

Peaceful conflict resolution cannot be put into practice purely by understanding the theoretical concept. It is a real skill that has to be learned, and this lesson provides an opportunity for students to learn how to put peaceful conflict resolution into practice. The next step will be applying this knowledge to a real life situation at school.

The lesson

The teacher begins the lesson by explaining to the students that their task is to apply the six-step approach to conflict resolution in different conflict situations.

The class is divided into small groups of four or five students, and each group receives a copy of student handout 4.2. Each group works on one of the scenarios, so that each scenario will be worked on by more than one group. The students also use student handout 4.1 entitled “A six-step approach to conflict resolution”. After the groups have finished, a spokesperson from each group presents their six steps to the whole class. Do this first for “conflict 1”, and then for “conflict 2”:

After their presentations, the teacher leads a classroom discussion about the solutions, using the following questions:

- Do we understand the “needs” and the “definition of the problem”? Are there unresolved questions?
- Could we find other solutions that we think would be better in the long term?

In a second step, the teacher asks the students to work on conflicts that have taken place or are ongoing in the school, in the peer group, in the country, etc. They are asked to choose one or more (depending on the time available) and to think about possible win-win solutions.

If the teacher uses the two case studies as a means of introducing the students to forms of mediation, he or she can give some basic information about the judicial system of conflict resolution in the country (forms of mediation, the possibility of taking a conflict to court, etc.). Instead of discussing these conflicts with the six-step approach, the situations could also be role-played.

In the case of role play, one student would play party A, another party B, and a third would take on the role of mediator. The teacher could then ask each group for feedback on how they resolved the conflict. Different solutions could be discussed, as well as the process of trying to reach a resolution. These additional elements may well take up a lot more time, and it might be necessary for them to be undertaken as an extracurricular activity or as an additional unit.