

Exercise 8.1. – Win-win solutions

Educational objective	The students understand that a conflict can be resolved in different ways. The parties involved may be in the position of winners or losers, or may both have agreed to a compromise. No party should feel that they are a loser, as this may well lead to a new outbreak of conflict.
Resources	Blackboard or flipchart.

Procedure

1. The teacher explains to the students that there can be three different types of solution to a conflict:

win – win	☺☺
win – lose	☺☹
lose – lose	☹☹

He/she illustrates these principles of conflict resolution on the blackboard or a flipchart.

Win-win: solutions which allow both parties to benefit

Win-lose: solutions in which only one party benefits at the expense of the other

Lose-lose: solutions in which neither party benefits.

2. The teacher gives examples of the different ways of conflict resolution:

A boy and a girl are quarrelling over a ball. An adult intervenes and makes them play together with the ball or gives them equal time to use it. They both benefit. If the adult gives the ball just to one of them, of course only one benefits. If the adult takes the ball away, since the children cannot agree, neither benefits.
3. In pairs or in groups the students explore their personal experience to find further examples of conflict. They may discuss their experience of conflict at home and at school and may move on to the larger conflicts involving groups of people and whole states.
4. The students analyse examples of conflict resolution, identifying them using the model presented above, asking which party will benefit from the solution. Who can find solutions that allow all/both parties to benefit?
5. Plenary session: students share the results of their analysis.

Variation

After step 2, the students receive a case description of a conflict. In groups, they try to find a solution that avoids producing losers. If the conflict already has been resolved, the students can compare their solution with the one found in practice and the reactions that followed. This analysis follows the policy cycle model (see exercise 7.9).