

- **To buy a piece of land, with its own wildlife, in order to protect the animals there.**

Here again, the funds would be used up on purchasing the land.

How much more would be needed for running costs? Their existing reserve is not yet protected adequately (see below).

What would happen if they did not buy the land (it might be kept as a wildlife reserve in any event)?

How many animals live there?

Would there be later problems (e.g. over-population, scarce food and water resources, etc.)?

- **To pay for anti-poaching equipment and guards in their existing large nature reserve.**

How many animals are kept there?

If they already have the reserve, why is it not protected already?

If they intend to keep it, then shouldn't they protect the animals (it is bad for the animals and for their reputation if they do not)?

Or should they sell it, if not?

- **To build and fully equip an education centre in the existing nature reserve.**

Education can prevent future cruelty and exploitation of animals.

If they intend to keep the nature reserve, shouldn't they use it properly?

But, if the reserve is not properly protected (see above), wouldn't this give out bad educational messages?

- **To run a five-year nationwide educational project about the protection of wildlife.**

This would spread the wildlife protection message across the country.

It has the potential to prevent future cruelty to, and exploitation of, the animals.

What would happen after the five year period has elapsed?

See also the background on conflict mapping.

Learner Worksheet

Not applicable, but you could give out the dilemma below.

Use It or Lose It

A wildlife organisation has been given an anonymous donation of one million rand!

The donor has given a selection of projects that the money could be spent on. But he has said that he wants all the money to go to just one project. Also, if the organisation cannot agree how the money should be spent, then it must be returned to the donor.

So, if the group cannot agree on the project, the money will be lost.

The organisation's aim is to save wildlife from exploitation and death. When carrying out projects, they always try to ensure that they save the maximum number of animals from pain and suffering. However, they are usually very short of funds, as they rely on donations from the public, which are not regular or reliable. So, this offer appears to be a wonderful opportunity to them!

Project Choice

- To build a state-of-the art sanctuary for ten homeless lions;
- To buy a piece of land, with native wildlife, in order to protect the animals there;
- To pay for anti-poaching equipment and guards in their existing large nature reserve;
- To build and fully equip an education centre in the existing nature reserve;
- To run a five-year nationwide educational project about the protection of wildlife.

Notes

Conflict Resolution in Schools

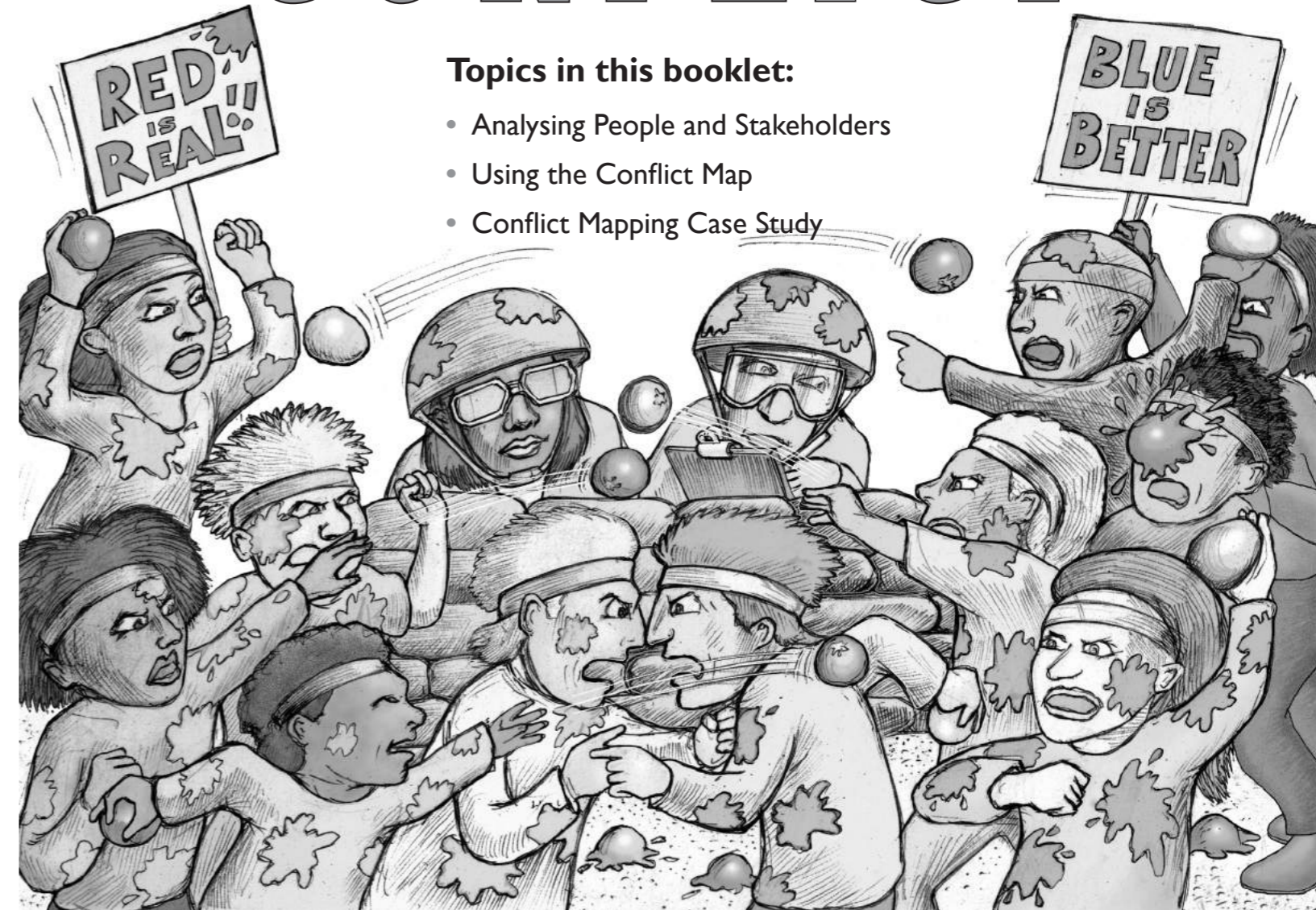
Guide for Educators in South Africa

Booklet II

MAPPING the CONFLICT

Topics in this booklet:

- Analysing People and Stakeholders
- Using the Conflict Map
- Conflict Mapping Case Study



Conflict Resolution for Schools

Guide for Educators in South Africa

Booklet II - Mapping the Conflict

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Use It or Lose It

Objectives

- To provide learners with experience of making a unanimous decision about a (hypothetical) problem;
- To teach learners the importance of listening to each other's points of view, so they are able to make a group decision that satisfies everybody.

Age/level

Ages 12 and above

Duration

A part lesson

Materials

- Board and chalk;
- 'Use It or Lose It' dilemma (or write the options on the board).

Procedure

Tell the learners that the aim of this exercise is to make a decision as a group.

Read the exercise to the class (see below). Then, give out handouts of the dilemma or write the project options on the board.

Now, break the learners into groups of no more than six. Ask them to work in their groups to discuss the pros and cons of each choice.

Remind them of some useful rules of conflict resolution:

- Listening to everybody's point of view;
- Using active listening;
- Understanding different perspectives;
- Being assertive, not passive or aggressive;
- Managing emotions, so they can think and act calmly;
- Achieving a win-win solution.

After they have discussed the pros and cons of each choice, they should agree on one choice (or the money will not be donated).

When the exercise is finished, bring the groups back into class format and ask a spokesperson from each to tell the class what option their group chose, and how they came to that decision.

- What influenced their choice?
- What makes it hard to reach a 100% agreement in a group?
- Would it be even harder if the whole class had to agree on one project?



- Did any learners change their minds after listening to all the presentations?

If they say 'yes' and have good reasons for doing so, applaud the fact that they are open-minded and willing to listen to other perspectives.

Some suggestions for discussion are included under Issues to Explore.

Issues to Explore

Listing the pros and cons is a good way to tease out your preconceptions. We often think of only the positive elements of the choices we like! It also gives some weighting to the factors for and against the choice in question.

The more people taking part in a unanimous decision, the more difficult it is to reach agreement. Everybody has their own perspectives, needs, interests and beliefs. Balancing too many of these can be a nightmare!

Sometimes if you listen carefully to other people's perspectives, you begin to change your own. It is good to remain open-minded. However, you do need to make a decision at some point (and not just 'sit on the fence').

One good trick is to start by eliminating the options that some people are absolutely against. This narrows down the field of choice and will curtail some strong arguments in the process.

Some points on the project options:

- **To build a state-of-the-art sanctuary for ten homeless lions.**
This option would not save many animals over the long-term.
If the funds are spent on building the sanctuary, then more would be needed for future running costs (and keeping lions is not cheap!).

Each solution, or package of solutions, should be examined to see whether it is sustainable over the long-term (or whether it would give rise to other problems).

Here again, any interest group representative can ask for a suggested solution to be deleted if it is against their interests.

If there is no clear agreement on the best solution(s), then the learners should be asked to vote for their favourite solution (one vote per learner), according to their interest group.

The winning solution(s) should then be written in large letters on the board. The learners should be asked whether they would all be content with this. If some are still not content, they should be asked to explain their reasons.

Ask the class: What makes it difficult to achieve an 100% agreement that satisfies all interest groups?

The difficulty of resolving competing interests should be stressed. Then, it should be explained that after a satisfactory solution has been agreed, upon it should be put into effect without delay (otherwise the situation may change and with it the nature of the conflict and the appropriateness of the solution).

Some suggestions for discussion are included under Issues to Explore.

Issues to Explore

Willingness to resolve the issues (and not just to wait stubbornly for 100% of your own demands to be met!) is vital for a successful conflict resolution process.

The conflict mapping process helps by showing the 'big picture' of all the competing interests. It also brings fears, which may otherwise remain hidden (and not dealt with), to surface.

The importance of working through the implications and repercussions of suggested solutions should be stressed. Sometimes seemingly good solutions can have unforeseen repercussions. One way of doing this is by examining the strengths and weaknesses of each option.

Some ideas that could be thrown in at the solutions stage are as follows:

- Agreeing a larger trans-frontier national park, where the animals are protected to agreed-upon standards, but can still migrate across international boundaries;
- Darting and relocation of surplus animals to other protected parks;
- Contraceptive control for the animals;
- Improved fencing;
- Compensation for the farmers;
- Involving the farmers with the supply of produce (and remuneration for this) to the park and its facilities;
- Devising new agri-tourist opportunities for farmers as a financial incentive;
- Devising new water sources for the animals;
- Planting new, more resilient habitats;
- Dividing the park into different habitats, some fenced from the larger animals (e.g. for horse safaris, walking safaris etc.).

See also the background on conflict mapping.

Learner Worksheet

Not applicable, but a copy of the conflict mapping process guidelines and/or chart could be given out.

Conflict Mapping Chart

Problem:	
Who: Animals (Fauna)	Who: Trees and habitat
Needs:	Needs:
Concerns:	Concerns:
Who: Farmers	Who: Tourists
Needs:	Needs:
Concerns:	Concerns:



Mapping the Conflict

Background

As conflict emerges, it produces considerable confusion. If a conflict deepens, emotions and misunderstandings arise and can compound the problem. Even the simplest interpersonal conflict has many elements. But when conflicts become entrenched, they become increasingly complex and difficult to resolve. This is when it is useful to map the conflict.

Mapping the conflict involves working through a methodical process to dissect the problem into its component parts (the needs and fears of those concerned) and then brainstorming all possible solutions.

This is done as follows:

- Define the problem or conflict briefly in neutral terms that all would agree on;
Note: this first stage involves an agreement from the parties involved on both the nature of the problem and their willingness to solve it;
- Who is involved? Write down the names of any important people or stakeholders involved;
- Write down each person's or group's needs (what motivates them, their interests, what do they need from the outcome);
- Write down each person's or group's concerns, fears or anxieties;
- Be prepared to change the description of the problem or conflict, as your understanding of it changes during discussions.

A chart to map the conflict can be used, for example:

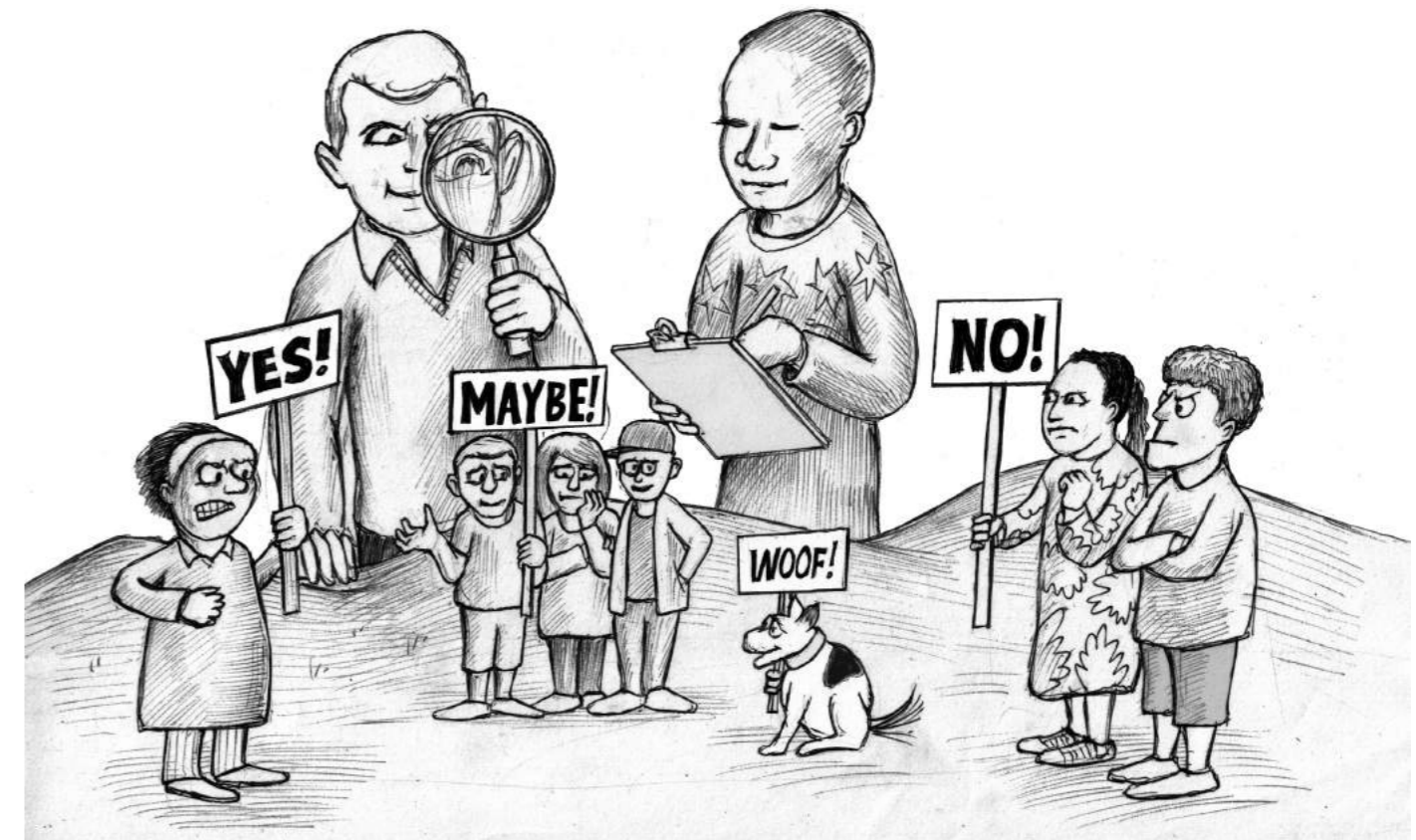
Problem:	
Who:	Who:
Needs:	Needs:
Concerns:	Concerns:
Who:	Who:
Needs:	Needs:
Concerns:	Concerns:

The type of information that is important to gather can include the following:

Problem or Conflict Information

It is important to know the context as well as the nature of the problem. This includes the history of the problem and its physical and social setting. This is sometimes difficult to unravel, as conflict does not emerge in a vacuum, and sometimes one conflict is nested within another. When causes are examined, it is important to try and reach the root cause. It is sometimes difficult to distinguish a cause of a conflict from a consequence, for example, hostility might be a consequence of one phase of a conflict and a cause of the next.

A perceived incompatibility of goals and interests is a very common root cause of conflict. Goals are the objectives of the parties. Interests are what really motivate them;



i.e. what they really want to achieve: security, recognition, respect, justice etc. An important purpose of mapping is to help opposing parties to distinguish their goals from their true interests or needs and bring those goals and interests as close together as possible.

Identity defence is also common, particularly in the contemporary world where group awareness and rights have assumed high visibility. Cultural differences and particularly language are sources of separateness and difference that can create misunderstandings and perceived problems.

People and Stakeholders

Parties in a conflict differ in the directness of their involvement and the importance of its outcome for them. The primary parties are those who are directly involved in the conflict. Other stakeholders, or secondary parties, have an indirect stake in the outcome. They are often allies or sympathisers with the primary parties, but are not directly involved on the conflict. Third parties are others who are involved in trying to solve the conflict, but have no other role or stake in it.

Contrasting beliefs and values are often evident in conflict and are more difficult to bring to the surface and express than factual differences.

Sometimes, it may be discovered that one or both parties simply enjoy or are prone to fighting. They find some satisfaction, or tension release, in conflict. Some people even thrive on conflict and disagreement.



The next stage is to brainstorm possible solutions and to evaluate the effectiveness (and suitability or acceptability) of these.

Using the Conflict Map

The conflict map can be used by the mediator to refine their own perspective of the problem. It can also be used as a tool for the parties involved to clarify the conflict from their own perspective. Often each party will view the conflict through their own lenses, and sometimes their perspectives are totally different.

A third party (such as a mediator) could interview the conflict parties with the guide, draft a map, ask the parties to modify it from their perspectives, redraft it, and present it as a first joint step towards a cooperative resolution.

Once the exact nature of the conflict has been determined, the goal of the conflict resolution process can be defined and agreed.

What underpins the process of mapping the conflict is both willingness and co-operation. This is the willingness to work out the conflict and the co-operation required to enable a mutually acceptable solution to be reached. The aim of this approach is to reach a win-win solution. It is often not possible for both parties to achieve 100% of what they want, but with willingness and flexibility they may reach a decision that they can live with (and that they feel is fair under the circumstances).

Co-operation, patience, open-mindedness, tolerance, creativity and lateral thinking are encouraged in order to focus on the problem, not on the people. Empathy and trust are built as both parties work towards what they acknowledge to be a shared problem.

Once learners are familiar with conflict mapping, they will be more confident to face the complexities of the problem and more able to reach a satisfactory solution.

Further Resources

Publications:

Title: Managing Conflict - With Confidence (Primary and Secondary, Australia)

Authors: Clare Heaton & Maureen Lynch.

Publisher: Pearson Longman, 2003
ISBN 01-74091-059-1

Websites:

Conflict Resolution Network

<http://www.crnhq.org/windskill8.html>

University of Colorado

<http://www.colorado.edu/conflict/peace/treatment/cmap.htm>

Conflict Mapping

Objectives

To give learners the opportunity to work through a conflict mapping process using a fictitious story with different interest groups.

This lesson is the second stage of mapping the conflict, as set out in the story above.

Age/level

Ages 12 and above

Duration

One lesson

Materials

- Board and chalk;
- Flip chart and colour pen (optional);
- Conflict mapping charts (optional);
- Story (see previous lesson).

Procedure

Explain to the class that this lesson is to map out the conflict described in the story about 'The National Park'.

The first stage of conflict mapping is the agreement to work on the conflict. This should include the following:

- Are you willing to try to work out the conflict?
- Do you agree to speak openly about your needs and concerns?
- Do you agree not to blame or shame others?
- Will you listen without interrupting?
- Do you agree to brainstorm the options together?
- Will you agree to a resolution (solution or number of solutions or interventions) that suits everybody, even if it does not meet 100% of your needs?

Write these on the board. Ask the class to agree to each of these before the exercise can begin.

Ask the class to remember the previous lesson when mapping the conflict. In particular:

- Listening to everybody's point of view;
- Using active listening;
- Understanding different perspectives;
- Being assertive, not passive or aggressive;
- Managing emotions, so they can think and act calmly;
- Using creative, lateral and critical thinking;
- Achieving a win-win solution.

Give out the conflict mapping charts or draw one on the board for learners to copy.

Ask the class to agree on a common definition of the problem before working in their groups. This should describe the problem or conflict briefly in neutral terms that all agree on.

Next, break up into the groups of five that were previously agreed upon. That is, one learner to represent each of the following interest groups:

- Animals (Fauna);
- Trees and habitat (Flora);
- Farmers;
- Tourists; and
- one (or more) learner(s) to play the SAN Parks' representative.

Now, ask each of the groups to work together to fill in the conflict mapping chart. This involves all interest groups taking their turn to state their needs and fears while the others listen. The SAN Parks' representative can fill out the chart and ask for clarification if any aspect is unclear.

During this process, the educator should walk round the class, giving assistance where required.

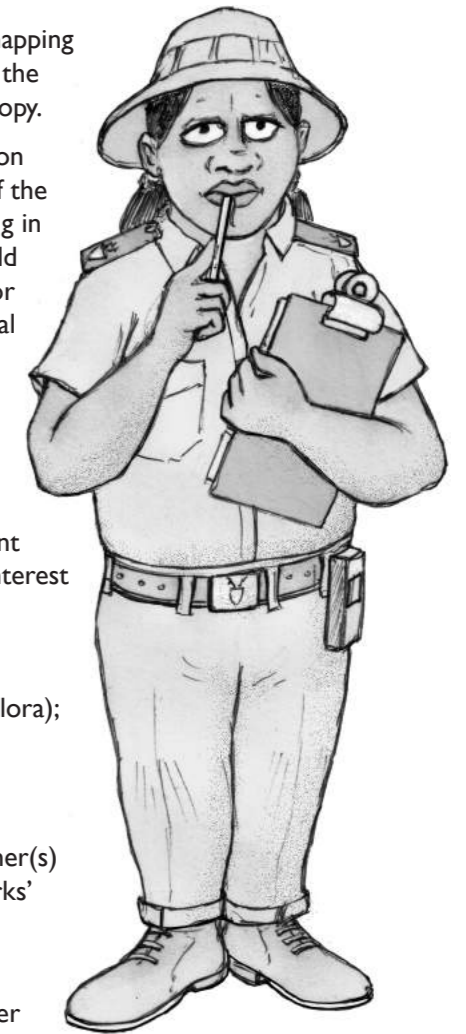
Next, the groups should be asked to brainstorm possible solutions. At this stage all ideas are welcome. They should be written down by the learner playing the SAN Parks' representative. Lateral thinking or creative solutions are especially welcome!

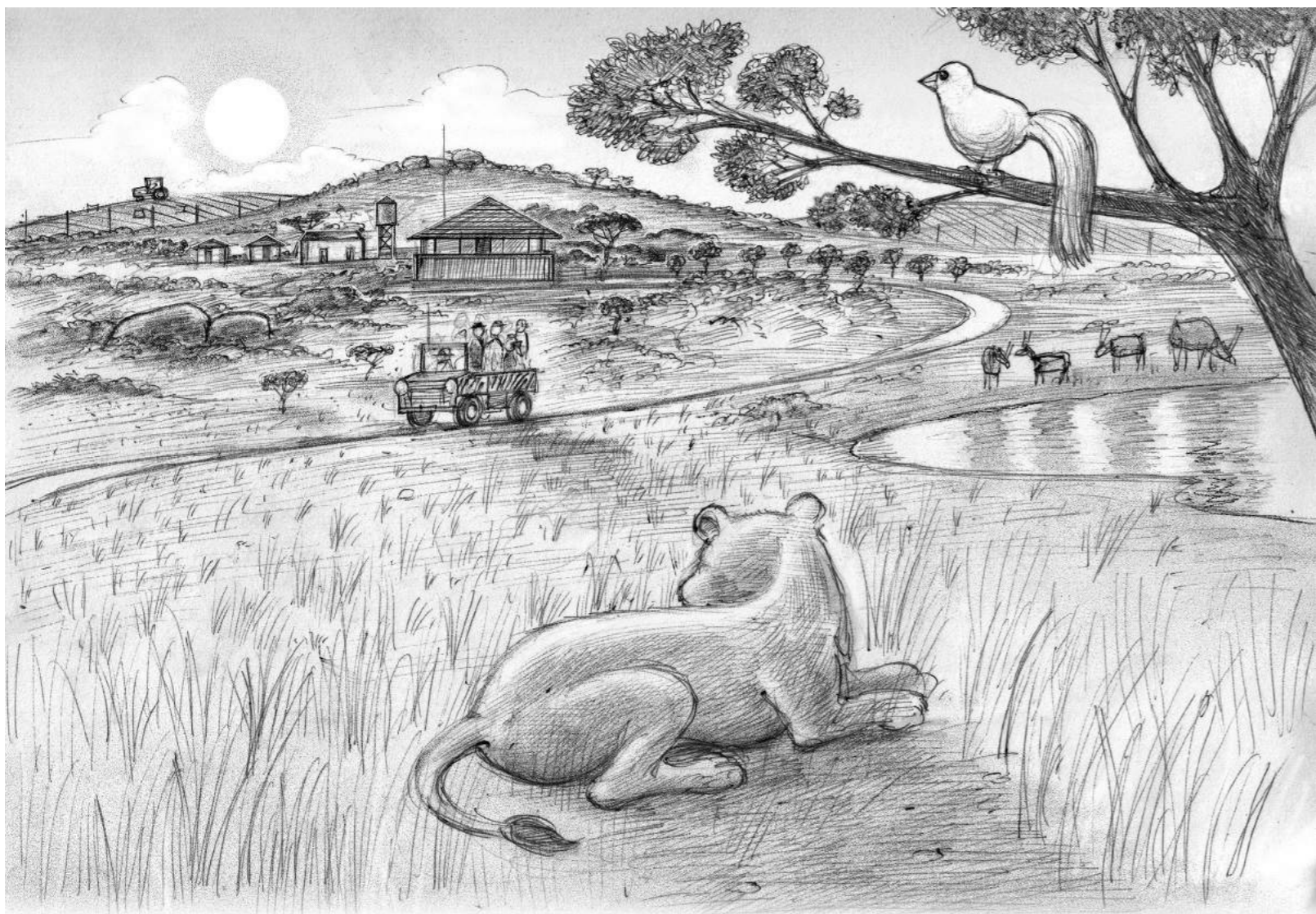
Then, the groups should work together to cross out any solutions that are unsuitable. At this stage, interest groups can request that any solutions totally contrary to their own interests be crossed out.

Then, the groups should return to being one class again, to look at the solutions generated and discuss the relative merits of these with the whole class.

Now, each group should be asked to present their possible solutions – one at a time. The educator should write these on the board, until all suggestions have been added.

Then, the class should be asked to consider the implications of each suggested solution. Where these are seen to be partial solutions, the class should be asked to consider what other solutions would be needed beside this. The solutions can then be considered as a package.





Story

The National Park

A new national park was established in an area of outstanding natural beauty in the north of the country. The scenery there was stunning: it had mountains, forested areas and veld. The boundaries were established, the area was completely fenced off and a luxurious new tourist lodge and camping site developed. Nature Conservation made plans to protect and manage the area and its natural resources. In time, it would bring valuable tourist revenue and income to the area and provide local crafters and farmers with a market for their products.

The area was already rich with wild animals – it had all the ‘big five’: lions, buffalo, leopards, rhinos and elephants. It also had abundant birdlife, including some endangered and protected species of birds in the forest areas. Previously, the area had been open and in the dry season some of the larger mammals migrated across great tracts of land to neighbouring countries in search of water. Their usual migration took them to a great lake, where they could find plentiful supplies of water and food. But once over the border they were subjected to severe poaching and many were shot and killed. The elephants were killed for their ivory tusks and the big cats were killed for hunting trophies.

Now the animals in the new park were protected. They flourished and their numbers grew. But then problems arose. They were no longer free to roam across the border

to the great lake to find water and food in the dry season. Because of this they were often hungry and thirsty. As their numbers grew the problem became even worse...

The elephants rampaged through the forests and across the veld in search of food and water, tearing down the trees as they went. Sometimes they even broke through the outer fence, trampling the farmers’ crops.

The big cats were also hungry and sometimes, when the hunger became too much to bear, they also broke through the fence. Then they ate the farmers’ animals and sometimes terrified their families.

The tourists that visited were unaware of all these problems. They just loved the area and the fact that they could see so many animals all around them. They saw scores of different animals on each game drive and loved taking hundreds of photographs to show their friends back home.

The tourists also loved the habitat of the area: the mountains, forests and veld. Many of them were foreign tourists with lots of money to spend and they bought local crafts to take home. They were happy that the park protected the animals and did not allow hunting. In fact, most said they would not visit if the park allowed hunting. They just wanted to watch animals in their natural habitat.

The SAN Parks’ representative had to find a solution to the new park’s problems - one that was sustainable – that would protect the area for the long term.



Class Lesson 1: Tangle Untangle

Objectives

To have learners play a game in which they become tangled and then untangled. The aim is to draw a parallel with the tangled emotions and thoughts in a conflict, and how these can be untangled with co-operation and patience.

Age/level

Ages 9 and above

Duration

Part of a lesson

Materials

None

Procedure

Tell the learners that they are going to play a game in which everyone will get tangled up, but they will co-operate and get untangled.

Organise the learners into groups of five (if the learners will later on do the Conflict Mapping Story lesson, they can keep their same groups).

Ask each group to hold hands in a circle, facing inwards. Then, ask them to tangle their group as much as possible. They must keep holding their hands. But they can raise or lower their hands and let other learners step under or over them. How tangled up can they become in two minutes?

Stop the learners after the two minute period. Look around the class to see how tangled they are. Pick out some groups that are very tangled and congratulate them.

Then, ask the groups to work together in a co-operative manner, to try and disentangle themselves. This may not be easy in some cases! In fact, those groups of participants who have tangled themselves the most may well have a very difficult task ahead!

Encourage co-operation, patience and good communication during the process.

When all groups have untangled themselves, ask the learners to take their seats for a rest!

Then, discuss the exercise and how it relates to conflict and conflict resolution. Some suggestions for discussion are included under ‘Issues to Explore’ below.

Issues to Explore

Questions:

- Did you have to talk and co-operate to become untangled?
- Did any groups give up in their efforts to disentangle? If so, why?
- Do you think that people have to talk and co-operate when they untangle their conflicts?

Explain that conflicts are like these tangled situations.

Sometimes in conflicts people seem as though they are all tangled up, but if everybody co-operates it is possible to become untangled.

Sometimes everybody sees different ways of tangling and untangling. Willingness to co-operate is the key – the disentangling will never work if each party only wants to follow their own route.

Learner Worksheet

Not applicable

Conflict Mapping Story

Objectives

To give the learners the opportunity to work through a conflict mapping process using a fictitious story with different interest groups.

This lesson is the first stage – familiarising learners with the conflict.

Age/level

Ages 12 and above

Duration

One lesson or part lesson

Materials

Story (see below)

Procedure

Select learners to act out the story below, one learner playing each of the four main interest groups.

Then, select another learner to play the part of the South African National Parks' (SAN Parks) representative – this role is to be an impartial observer of the play as a whole.

Form the class 'audience' into groups of five, allocating each member of the group one of the interest groups from the play, plus the SAN Parks' representative. If there are any learners left over, they can join other groups as additional SAN Parks' representatives.

Ask the audience to watch the play from the point of view of the interest group they have been allocated. After the play has finished they will work in groups to map the

conflict (using the conflict mapping process) and then to find a solution that gives the best possible results for all concerned.

Introduce the four interest groups. They are:

- Animals (Fauna)
- Trees and habitat (Flora)
- Farmers
- Tourists

Then, introduce the SAN Parks' representative, who needs to resolve the conflict.

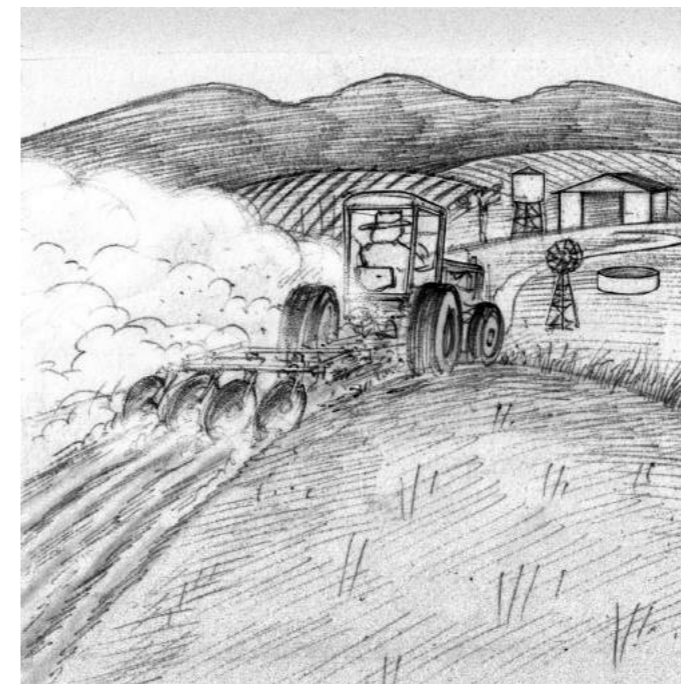
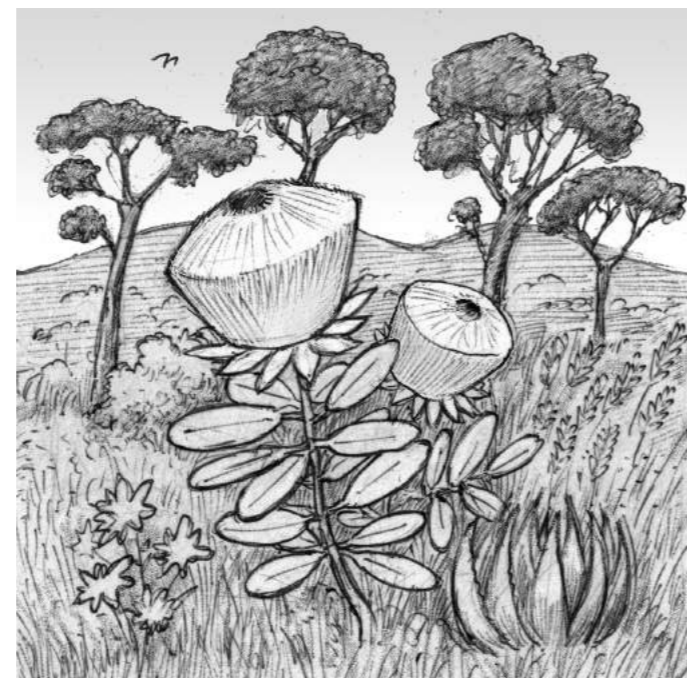
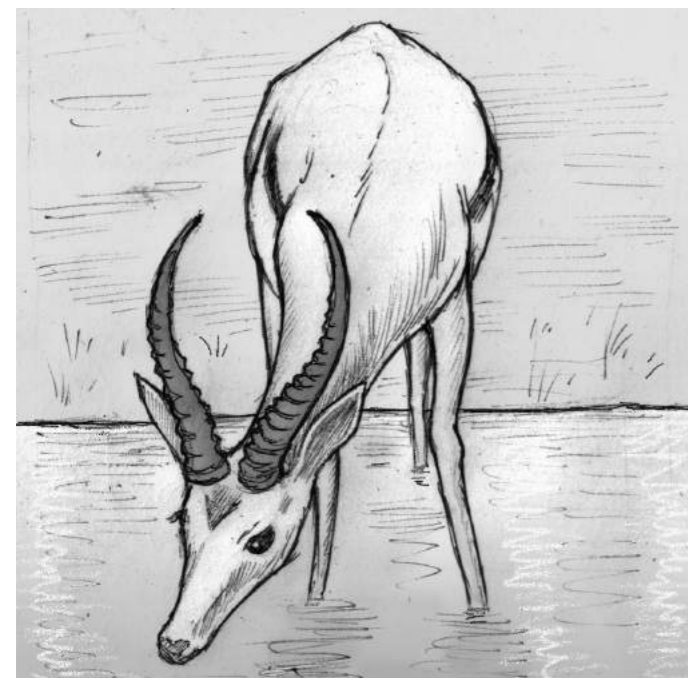
Have the learners act out the play. The learner selected as the SAN Parks' representative can take the part of the narrator while the others just mime the actions and reactions of their interest group. Alternatively, if the learners are young, you can take the part of the narrator and the SAN Parks' representative can observe 'from the wings'.

After the play has been acted out, give the learners who played parts a round of applause from the class!

Then ask the class whether they think it is strange to have the animals and the habitat as two separate interest groups? In real life, what would happen here would be that there would be a representative body (such as an organisation or charity) looking after these interests. A wildlife group or the SPCA may look after the animals' interests, for example, while a conservation or environmental organisation may look after the conflict from the point of view of the habitat. The tourist authority may represent the tourists, and farmers have their own union as well.

Then, discuss the conflict in the play with the learners, for example:

- Do all the groups involved want to resolve the conflict?
- Do they have different needs, interests and concerns?



- Will it be difficult for the SAN Parks' representative to find a solution that satisfies all these interests?
- Do you think that the government often has problems like this to resolve?

Some suggestions for discussion are included under Issues to Explore.

The next lesson will involve mapping the conflict.

Issues to Explore

- **Do all the groups involved want to resolve the conflict?**

It is in the interests of the animals, the habitat and the farmers to resolve the conflict. The tourists appear to be content, but better informed tourist organisations and tourists would realise that the situation cannot continue (soon they would be witnessing damaged habitat

and starving animals). It is thus in all the parties' interests to resolve the conflict.

- **Do they have different needs, interests and concerns?**
- **Will it be difficult for the SAN Parks' representative to find a solution that satisfies all of these interests?**

Yes, they have many different needs, interests and concerns. But some of these are shared. Yes, it will be difficult to find a solution that meets all the needs, interests and concerns. This may not be a single solution, but a number of interventions and the outcome may not give each interest group exactly what they want. However, providing the process allows them to see the other groups' perspectives, and the complexities of the situation. Partial solutions may be enough to keep each party happy.

- **Do you think that the government often has to resolve problems like this?**

Yes, the government often has to resolve competing interests like this. They usually achieve this through a consultation process that brings in all the different interest groups, each with their own perspectives. It is said that politics is 'the art of the possible' and in many cases this involves reconciling competing claims.



Learner Worksheet

Not applicable, but a copy of the story could be handed out.