

Lesson 2.4C

Responding to Conflict: Negotiation—Identifying Wants and Needs



Rationale

Negotiation is a regular part of everyday life, though it can be difficult to do well. Negotiation skills are extremely valuable in helping people with both shared and opposing interests to reach an agreement. In this lesson, students will learn basic negotiation methods by exploring the difference between positions (what people want) and interests (what people need). Looking to parties' interests instead of their positions can make it possible to find a solution.

Objectives

1. To define negotiation.
2. To understand the difference between wants and needs and identify them in various conflicts.
3. To explore and apply basic negotiation methods.

Standards

- ◆ Culture
- ◆ Production, Distribution, and Consumption

Time: Two class periods (Part 1–45 minutes; Part 2–45 minutes)

Materials

- The Homework Conflict Role-play Handout* (two copies for the role play)
- Wants and Needs Worksheet* (one per person in Part 1 and one per person in Part 2)
- Conflict Scenario Role-plays Handout*
- Creating Options Handout*
- Dot stickers (optional)
- Chart paper



45 minutes

Part 1

Procedures

Note: USIP's Peace Terms defines negotiation as follows: The process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern glossary.usip.org.

Note: Not all conflicts can be negotiated. Some conflicts require negotiation as well as other tools. And sometimes people negotiate simply as a way to maintain positions, with no intention of finding a collaborative solution.

Quick Activity: Creating Options

This is a quick activity to practice the brainstorming process, which is helpful in generating creative solutions.

Procedures

1. Ask students:
 - a. What does brainstorming mean? How would you describe the process?
 - b. How do you think brainstorming can be used in the process of negotiation?
2. Share with the group the ground rules for brainstorming:
 - a. All ideas are encouraged
 - b. Record all contributions without discussing their merits
 - c. Avoid judging any options
 - d. Avoid focusing on differences between ideas
 - e. Combine related ideas
 - f. Do not attach names to ideas
 - g. Encourage creativity
 - h. Keep the flow going for as long as possible
3. Divide students into small groups and distribute the *Creating Options* Handout to each group. Have students brainstorm in their groups how they can solve the problem.

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I. Essential Question

Why is exploring the needs of all parties important in negotiation?

II. Motivation/Introduction (2 minutes)

Ask students to stand if they have ever had to negotiate something. Explain that negotiation is a part of everyday life and that we use negotiation in many different situations.

III. Teacher Directed (15 minutes)

1. Direct students to individually write a definition of negotiation on a piece of paper.
2. Direct them to move through the room and find a partner. Tell them to share their definitions and write one definition together that represents both of their ideas.
3. Direct the pairs to move through the room to find another pair. Tell the pairs to share their definitions and write one new definition together that represents both pairs' ideas. Have groups of four write their final definition on chart paper and post it.
4. Give each student a dot sticker. Tell them to read all of the posted definitions to themselves and put the sticker on their absolute favorite. If you don't have stickers, you can have students raise hands to indicate which definition they prefer and tally the vote.
5. Ask:
 - ◆ "What did we just do?" Take ideas.
6. Share: "We negotiated a definition of negotiation!"
7. Ask:
 - ◆ What skills that we have talked about did you use when sharing/writing your definitions?
8. Share with students that negotiation is a process of communication that people engage in to find an agreeable solution to a conflict. We have already worked on a few of the key elements of negotiation: preparation through conflict analysis, ways to approach relationship/trust building through active listening. Now we are going to look at another key element: identifying wants and needs.

Explain that often when people are in conflict and want something, they state what they want as a position or a demand, for example, "I want a million dollars," "I want you to leave this land," "I want clean drinking water." Demands or wants usually are not flexible, and can make negotiating difficult. Needs are usually underlying and often are not even clear to the person making the demand. Exploring the underlying needs and how to meet these needs is a key skill in managing conflicts. By getting at the needs or why the person is making the demand (why they want what they want), you can often find common ground between parties in conflict, which can open up possibilities for a creative solution.

If it helps to clarify, you can write the following definitions on the board:

Wants: In a negotiation, a want is a statement of demand and is often not flexible. The party making the demand insists on getting what they want: “I want land” or “I want \$500!”

Needs: In a negotiation, a need is what lies beneath the demand and can often be determined by asking *why* a party is making such a demand: “I need to feed my family” or “I need to feel respected.”

IV. Guided Practice (15 minutes)

1. Select two students to act out the homework scenario and give them the *Homework Conflict Role-play* Handout. Prepare them by reviewing the conflict with them, making sure they understand their roles.
2. After they have acted out the role-play, ask the class:
 - ◆ Do you think they solved their conflict effectively? Why or why not?
 - ◆ Did you know their needs?
3. Allow the class to ask the two students anything they want that will help them determine the wants and needs of the siblings. Remind them that asking why someone wants what they want can often get at their needs.
4. Distribute the *Wants and Needs* Worksheet and have students fill in the first three columns on the chart based on the class discussion.

V. Independent Practice (13 minutes)

1. Divide the class into groups of three.
2. Direct them to solve the problem (the last column on the chart-Action), reminding them that the key to finding the best course of action is to understand each person’s needs. Refer back to the posted definitions. Have groups share their solutions.
3. Discuss some or all of the following questions:
 - ◆ Why do we often focus only on people’s wants?
 - ◆ Why is it sometimes hard to know someone’s needs?
 - ◆ How did looking at needs help you think of a solution?

4. Have each group share their solutions and create a master list on the board. One possible solution is to let some of the air out of the tires so the truck can pass through the tunnel. Do not share this solution until the end.
5. If you have time, you can move past the brainstorming phase to the analysis phase in which people talk about the advantages and disadvantages of each idea, as a way of eliminating those that won’t work and narrowing the possibilities.
5. Lead a class discussion using some or all of the following questions.
 - ◆ Was it difficult to list options without evaluating or analyzing them as you went along? If so, why?
 - ◆ Did you have more ideas as a group than you would have had working individually? Why?
 - ◆ What is the value of creativity in the negotiation process?

Note: It is often difficult for students to avoid commenting, either positively or negatively, on various ideas. Try to discourage students from doing so. Remind them that after all ideas have been expressed, they can discuss the merits of each.

Part 2



45 minutes

I. More Independent Practice (32 minutes)

1. Divide students into pairs and give them one of the three conflict scenarios from the *Conflict Scenario Role-plays* Handout to role play. Also distribute the *Wants and Needs* Worksheet to each student.
2. Have each student read their role and identify their own wants and needs. They should write this information under Party 1 on the chart. (5 minutes)
3. Then have each group role play their scenario, trying to determine the other party’s wants and needs. Remind them to ask the other party *why* they want what they want. Have them write this information under Party 2. (7 minutes)
4. Have them work together to see what they could do to solve their problem in a way that meets both of their needs. They should put this information under the Action column. (10 minutes)
5. Have one pair from each conflict scenario present their information to the group. After each presentation, ask other groups with the same scenario to add any additional information to the chart. (10 minutes)

Extension Activity 1

Have students work in pairs to create their own conflict scenario. Have students pass their scenario to another individual or pair with the instructions to identify parties, wants, needs, and actions.

Extension Activity 2

Show USIP's witness video on Betty Bigombe and her work negotiating peace in Uganda (www.buildingpeace.org) or George Mitchell and his work in Northern Ireland (www.buildingpeace.org). Have students complete a wants/needs/action chart about the conflict in the video. Have students research the conflicts in the videos to add information to their charts.

II. Discussion (13 minutes)

Lead a class discussion using some or all of the following questions:

- ◆ Two of the scenarios were interpersonal and one was international. Based on each group's comments, what similarities and differences did you notice among the wants and needs in the two types of conflicts?
- ◆ Why is exploring needs important in negotiation?
- ◆ How can looking at needs improve your relationship with the people with whom you are in conflict?
- ◆ Have students think of examples of local, national, and international conflicts in which people have stated their wants or demands. How has this affected the conflict? Try to tie wants and needs into the historical conflicts you have studied or are studying.

Assessment:

Participation, *Wants and Needs* Worksheet

Lesson 2.4C ROLE PLAY: THE HOMEWORK CONFLICT

Directions: Read the scenario. Decide who will play each part. Prepare to act in front of the whole class!

Two siblings have assignments to complete for school and both want to use the computer at home. They start arguing over who should be able to use it. The older sibling has an important essay due the next day. The younger sibling has to email his/her science group and send materials by a certain time so the other group members can do their part of the project.

Lesson 2.4C WORKSHEET: WANTS AND NEEDS

Directions: Fill in the first three columns based on the role play and discussion.

	Parties: Who is the conflict between?	Wants: What are the parties demanding?	Needs: Why does each party want what they are demanding? What do they need?	Action: What could each side do in order to get what they need?
Party 1 (name)				
Party 2 (name)				

Lesson 2.4C HANDOUT: CONFLICT SCENARIO ROLE-PLAYS

Role Play 1: Studying or Practicing

Student A

You are studying for a math test and like to study in complete silence. Your sibling is practicing his/her instrument. You want your sibling to stop practicing so you can study.

Student B

You are practicing your instrument for a concert tomorrow. Your sibling wants you to stop practicing because he/she wants to study for a math test in silence.

Role Play 2: Marrying Outside of One's Culture and Religion

Student A

You want to marry someone who is from another culture and religion. Your parents are very against this and want you to marry someone from your own culture and religion. You feel it is most important that you marry the person you love.

Student B

Your son/daughter wants to marry someone who is very nice but does not share your culture or religion. You want your son/daughter to be happy but it is more important that the family maintains your cultural and religious identity.

Role Play 3: The Pampas in Aguala: A fictional case

The Pampas are an indigenous group in the country of Aguala. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. The government of Aguala wants the Pampas to move to a different part of the country because they would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Student A

You are a representative of the Pampas, an indigenous group in the country of Aguala and have been asked to meet with a representative of the government of Aguala. You believe that the land belongs to those who work it. You work the land, in other words, you grow food on the land and you eat what you grow. The government wants you to move to a different part of the country because they would like to convert the land you are living on into a site for ecotourism. You refuse to leave because, as an indigenous group, you have the right to stay on your land. Also, you don't trust the government because in the past they have made promises to other indigenous groups that they have failed to keep.

The Pampas are an indigenous group in the country of Aguala. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. The government of Aguala wants the Pampas to move to a different part of the country because they would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Student B

You are a representative of the government of Aguala and have asked to meet with a representative of the Pampas who are an indigenous group in your country. They believe that the land belongs to those who work it. They work the land, in other words, they grow food on the land and they eat what they grow. You want them to move to a different plot of land because you would like to convert the land the Pampas are living on into a site for ecotourism. The Pampas refuse to leave because, as an indigenous group, they have the right to stay on their land.

Lesson 2.4C QUICK ACTIVITY HANDOUT: CREATING OPTIONS

Scenario:

Two truck drivers are driving on a highway to deliver a shipment of humanitarian aid (food, water, medical supplies) to a village that has been devastated by violent conflict. While driving, the drivers pass beneath a bridge. The top of the bridge is not high enough, so their truck gets stuck and the top of the truck gets badly damaged. Cars slowly begin to back up behind the truck, and the line is almost 2 kilometers long. One of the truck drivers thinks that they should continue going forward and force the truck through the tunnel, even if they will damage the top and some of the aid. The other truck driver thinks that they should reverse, even if the traffic behind will make it very difficult.

- ◆ What else could they do?