

Support to the Promotion and Defense of the Rights of the Indigenous Peoples  
and Afrodescendants of the Caribbean Coast of Nicaragua Project  
URACCAN – CISP- CEDEHCA

## DIPLOMA IN COMMUNITY'S CONFLICTS NEGOTIATION AND MEDIATION



## TRAINING MANUAL 1: CONFLICTS IN COMMUNITY LIFE

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# CONTENS

<b>PRESENTATION.....</b>	<b>5</b>
<b>OBJETIVES .....</b>	<b>6</b>
<b>THE DEFINITION OF CONFLICT.....</b>	<b>7</b>
<b>CONFLICT IN COMMUNITY LIFE .....</b>	<b>8</b>
<b>THE MANAGEMENT OF CONFLICT WITHIN THE COMMUNITY .....</b>	<b>11</b>
<b>CONFLICTS AMONG COMMUNITIES, CULTURES AND WITH THE ENVIRONMENT..</b>	<b>12</b>
<b>RESOURCES AND TOOLS.....</b>	<b>13</b>
<b>GROUP DYNAMICS .....</b>	<b>15</b>
<i>"I BEHAVE AS A..."</i> .....	15
THE SELF EXAMINATION OF THE BEHAVIOR STYLES .....	17
THE SELF EXAMINATION OF THE PERSONAL BEHAVIOR STYLES.....	19
<i>"THE GIRL AND THE OLD LADY"</i> .....	23
TERRITORIES UNDER DISPUTE .....	26
Instruction For Using The Tecnique <i>"Territories Under Dispute"</i>	
Background 1 – Blue Team .....	28
Background 2 – Yellow Team .....	29
Background 3 – Red Team.....	30
Background 4 – Green Team .....	31
Assignment of Territories .....	32
Proposed Solution .....	33
Personal Evaluation Guideline .....	34



## PRESENTATION

This manual introduces the theme of conflict mediation which, through a dynamic approach that uses dialogue, tries to complement the knowledge and experience brought in by the participants. With the using of tools such as games and group dynamics, we intend to strengthen the capacities of local leaders on this subject in order to contribute to the improvement of the administration of justice in the Autonomous Regions of Nicaragua.

This manual starts by defining and analyzing the concept of conflict from different perspective and realities, as to understand it as a natural process in social relations. Secondly, the forms and mechanisms to confront and manage conflict are identified and evaluated within the different contexts (interpersonal and community) it happens, toward contributing as much as possible to finding effective, nonviolent means of resolving conflicts that are happening in our own reality.

## OBJETIVES

1. To recognize conflict as a natural process that is normal to personal and social life and to the interaction with the environment.
2. To identify in the culture of the community positive ways to manage conflict.

## THE DEFINITION OF CONFLICT

### Toward a shared definition

Develop an open discussion among the participants resulting in a shared definition of "conflict".

Speak of conflicts that happen in human relations:



- they are something natural, unavoidable and necessary,
- the objective is not to eliminate or avoid them, but to know how to channel them,
- it is not necessary to go looking for them, nor to create conditions for them to occur,
- the important thing is to know that conflicts are necessary for people and groups to grow and mature,
- it is necessary to see conflicts in a positive way, as an occasion to improve awareness and change behaviors,
- the objective of solving conflicts is to obtain improvements for the parts involved, and
- to know that our understanding of conflicts will define the approach to solve them.

Write on a papelografo all the

participants contributions resulted from the discussion and that will help in making our definition of "conflict".

*Conflict is part of life and development. It is a fact of life that sometimes is damaging and other times is benefiting, since it can teach us and make us better. Conflict is a multidimensional situation that must be treated from a multidisciplinary perspective. The development of conflict depends on many variable such as the characteristics of the conflicting parts, their previous relationships, the nature of the problem, the social context where the conflict happens, the public and their relationship with the issue causing the conflict, the strategies being used and the conflict consequences for each part in the short and midterm.*

## CONFLICT IN COMMUNITY LIFE

Organize discussion groups with a maximum of seven persons. Each group will make a type of survey on recent personal conflicts currently affecting them and which are related to their immediate surrounding, particularly within their family, neighborhood and work. Each conflict should be listed in papelographs for latter reading them in plenary.



disputes often result in lasting damages to close relationships.

The following questions can be used for carrying out the discussion:

For each identified conflict it is important to answer to the following questions:

- Why it is a conflict?
- What indicates us that there is something needing solution?
- Whom it affects and how?
- It is a subject of every day or only of some moments?
- What originates it?
- Why we know that this is the cause that originates the conflict?

Worth emphasizing that at the interpersonal relations level conflicts occurs between friends, spouses (husband and wife), brothers, parents (father and mother), children and neighbors. The most intimate

*In social organizations there are also frequent, emotionally charged conflicts happening. In churches, associations and neighborhoods, time and time again, there are fights among people and groups. In the workplace, disputes among fellow workers, managers and supervisors, bosses and employees occur... (See Negotiation and mediation of Christopher Moore).*

*We suggest you carry out a dynamics such as the acting of a Reality Show such as "Cristina" or "Oprah Winfrey" to present conflicts occurring in social organizations.*

It is always useful to have in mind the nature and causes of conflict being face or to be faced as an important step to searching and finding adequate conflicts solutions.



Conflict can result from:		
Interests	Moral values	Rights
<p>"What we want"</p> <p>Interests can be understood as the means to satisfy necessities or to obtain satisfactions we wished, such as:</p> <p><i>Power, prestige, recognition, improved social status, be included, representation, change and self development opportunities, security, resources and wealth.</i></p>	<p>"What we believe in"</p> <p>Values are a shared symbolic system, which serve as guides for selecting among different alternatives, motivating attitudes, conducts and actions such as:</p> <p><i>Cultures, traditions, morality, religion, worth measures, ethics dilemmas, personal identity, basic beliefs and ideological stands.</i></p>	<p>"Our rights"</p> <p>Rights, based on norms or legal agreements, give the capacity or entitlement to people or groups to perform accord to or demand certain things such as:</p> <p><i>Laws, norms, rules and legal agreements.</i></p>

Once we have identified and ordered the conflicts that happen commonly in our community, we should analyze **how we reacted before them?** The way that each person reacts to conflict depends on their positive or negative view and the fear they may have of them. The fear to conflicts can be because of being scared to lose prestige, not to be fit, to be questioned, to hurt others, to lose, to be wrong, to lose good relationships and to lose values, among others.

Most conflicts arise from things we consider important, otherwise, there will not be conflict. This is why it is easy to understand our fear to conflicts, to have any. Fear is the main obstacle to positively solving conflicts, even if we are a humble person.

The different types of behaviors arising from the conflicting parts can be expressed as competition, avoidance, engagement, indifference and collaboration. It is good then to understand our behavior when face with conflict.

The following dynamic will help us understand such behaviors:

**"I BEHAVE AS A ..." AND,**

### **THE SELF EXAMINATION OF THE BEHAVIORS STYLES DURING A CONFLICT**

These dynamics allow the participants to better understand the different behaviors arising from a conflict and to identify the type of behavior they prefer on the basis of assessing

its advantages and disadvantages.

To know the type of behavior each one adopts during a conflict allows us to choose the right way to respond to how and when in a situation of conflict.

When facing a conflict, it is important to know that diverse points of view exist about it, which forces us to answer the question of who is right? The possibility is that not a single person or point of view is right, but several ones at the same time. This is why it is important to always be open and ready to engage in dialogue in order to reach mutual understanding. An analysis exercise that would help us to quickly reach to an agreement is:

#### **"THE GIRL AND THE OLD LADY"**

The next step will be to identify and discuss about the mechanisms used in trying to solve such conflicts. The law of the strongest, money and blackmail are among these mechanisms.

In order to reinforce and to deepen understanding on this aspect, the following dynamic can be used:

#### **"TERRITORIES UNDER DISPUTE"**

Analyze the constraints preventing a mature management of conflicts such as social norms, moral values transmitted through the education process, lack of schooling, low self-esteem, feelings, etc.

It is important to know that we can not solve conflicts by representing or forcefully subduing the other, weaker side. On the contrary, conflicts worsen and new, more violent ones are born. In this way, as time pass, the society is less peaceful, more troubled and violent. As can be observed in our societies there are each time more and more conflicts leading to more and more violence. Not only there are no possibilities to regulate conflict, but one of the sides strove to monopolize the capacity to solve them and impose solutions based on their interests.

## THE MANAGEMENT OF CONFLICT WITHIN THE COMMUNITY



The issues resulting in conflicts taking place at the community level can be grouped in two types. One type is “traditional” problems such as poverty and social exclusion that are perpetuated throughout time. The second type includes “the more recent” issues such public safety and the protection of the environment, among others.

Every community has developed their own ways to solve conflicts based on values, beliefs, norms and rituals, which are built-in mechanisms to administer justice that have been traditionally abide and upheld by the community members. For example, there are communities where respect is a common part of family and community life, especially of children toward their parents and other adults. The elders advise young people on how to behave

and be respectful in the community.

The management of conflicts according to the norms and values of the community avoid them becoming bigger and escalating to a destructive phase. At the same time, it develops the organizational strength of the community before its members, the other communities and the State. The community cultural identity and the capacity to be politically independent are also strengthened.

In order to develop this issue [the management of conflicts], the communities organizational and administration processes, their beliefs, values, norms and rituals must be understood. Real cases of the application of justice within communities will be analyzed. Later, the advantages and the constraints to the administration of justice will also be analyzed and some conclusions reached.

**Organized discussion group to identify the most common types of conflicts happening in our communities and the ways to solve them:**

- Which are the most common conflicts in my community?
- Are there local (endogenous) mechanisms for solving or administering conflicts?
- Which are the advantages and disadvantages in

applying justice in the community?

- It is important that the community administers their conflicts?
- In the administration of justice within the community, which are the most adequate mechanisms?
- Which are the limits, risks and difficulties in the application of justice?

Each discussion group should present to the plenary their results and conclusions.

discussing in the plenary, for which they will make their own mural of conflicts to be shared with the rest of participants.

Discuss about:

- Which are the causes of these conflicts?
- How is the "Resolution" of conflicts achieved in our society?
- Which are the mechanisms, alternatives, institutions that exist for resolving conflicts?
- What results were obtained from this process?

## CONFLICTS AMONG COMMUNITIES, CULTURES AND WITH THE ENVIRONMENT

Make a list of the main conflicts (inter community and intercultural) that occur in our communities. Write these conflicts in papelographs. For each one of the conflicts, analyze their causes, people involved, development, present state of being and how the corresponding public institutions are trying to solve them.

An interesting way to approach this theme is by using the dynamics the **Conflicts Wall**, where each group of participants is given 2 or 3 different newspapers with the purpose of identifying news about conflict situations. Each group has to identify and classify the news worth

**"Resolution"** is to work permanently so that something negative can be transformed into something positive (Fernando Aliaga, Santiago; Chile, 1999)



Which are the three general suggestions to face conflicts?

**Speed**, why to wait that conflicts increase?

**Work together with the affected people**, the strength relies on working united.

**Insistence**, if what has been done has not worked, then it is necessary to try something new and to never leave the task undone. You should never expect conflicts to be solved by themselves (lets work out conflicts, Sara Anderson, 1999).

**Basic premise:** It is necessary to find non-violent alternatives to resolve the conflicts.

Although that conflict is something natural in human relations, we almost always perceived it as something negative that creates a climate of anxiety, aggressiveness, distrust and suspicion. We generally associate conflict with an unpleasant situation that affects social relations. This perception of conflict makes us try to avoid it or to eliminate it, without trying to solve it thoroughly. We also see conflict as a battle where some wins and others lose, or as a negotiation to gain advantages over others. But, there is another way to see conflict:

- As a result of diversity that offers opportunities for mutual growth and to improve a relation.
- As an opportunity to:
  - Redefine and classify relations, to find new solutions and alternatives, to clarify our points of view and standings, to surface problems that have not been expressed yet, to produce better ideas, to trigger creativity and relations resulting in mutual growth.
  - From our understanding of the conflict will result the approach to solve it.
  - To positively focus on conflict make us search for solutions having in mind that conflicts are a challenge

## RESOURCES AND TOOLS



to improve, making productive the time and energy spent solving them.

We must recognize that conflicts can be serious or not, but are always important. For that reason, it is necessary to respond to them. To avoid or to maintain hidden a conflict will only worsen the situation.

The specialists on this issue affirm that conflict is a relation between two or more interdependent parts that have or think they have incompatible goals. Conflict involves two fundamental elements: the behavior

behind the relation and the goals that we wish to attain. To be interdependent parts mean that each one has something that the other needs to fulfill its goals and incompatible goals is about each part's wants meaning an obstacle for the other obtaining their goals.

Conflict can surface problems that have been hidden or sleeping for years and they can also produce better ideas, trigger creativity and better relations (definition taken from: "Positive Resolution of Conflicts", Civil Mission for Peace).



## GROUP DYNAMICS

"I BEHAVE AS A..."

**Time:** 45 minutes

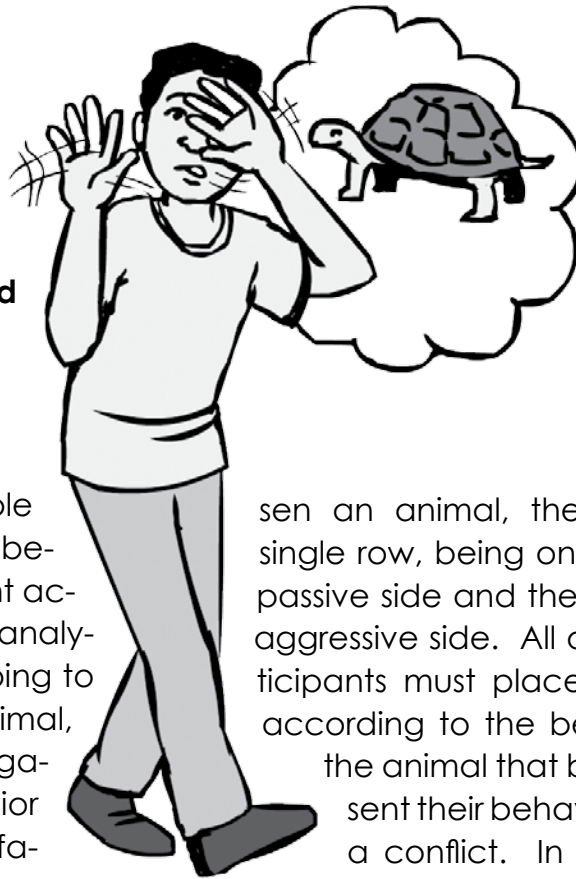
**Materials:** Papelografos and permanent markers

### Methodology:

We often compare people with animals by the way they behave in a conflict. The present activity consists of an individual analysis in which each person is going to imagine themselves as an animal, assessing the positive and negative aspects of their behavior during a conflict. The course facilitator can introduce the group dynamics in this way, discussing his personal style and comparing himself with an animal.

In order to initiate this group dynamic, the participants need to think about the question: "I act in a conflict as..." Each person must think carefully about a recent problem and analyze how she behaved. Next, each participant should choose an animal that best represents such behavior. For example, the turtle stays protected by its shell, but this seriously limits its movements and sight. To make much of the time, groups of three participants can be formed.

Once every participant has cho-



sen an animal, they form a single row, being one end the passive side and the other the aggressive side. All of the participants must place their self according to the behavior of the animal that best represent their behavior during a conflict. In forming a single order to leave with a single row it must negotiate with which they are to his side to know you strain are but aggressive and the passive ones.

A suggestion for the course facilitator is to divide the row in three groups of animals: the most aggressive, the most passive and those in the middle. Do an interview with each group asking them about the advantages and disadvantages of the animals they represent. This dynamic is funny and often each group comments about the other groups.

When all the participants have had a chance to share their comments, the Thomas and Kilmann ma-

trix should be presented. Based on psychological studies of human behavior, this matrix introduces five different styles of competing. We have added animals to each style so that it matches with the dynamic.

A suggestion is to find a way to avoid making a style appearing better than another one, but as more appropriate according to a given context.

### **Basic Principles:**

At some time, all of us have behaved according to each one of these styles. However, it is probable that we normally behave according to one or two styles. If we have a favorite style it is because we have learned it. We have learned it from our family, neighbors and school mates. Nevertheless, how is learnt, we can change and adapt it.

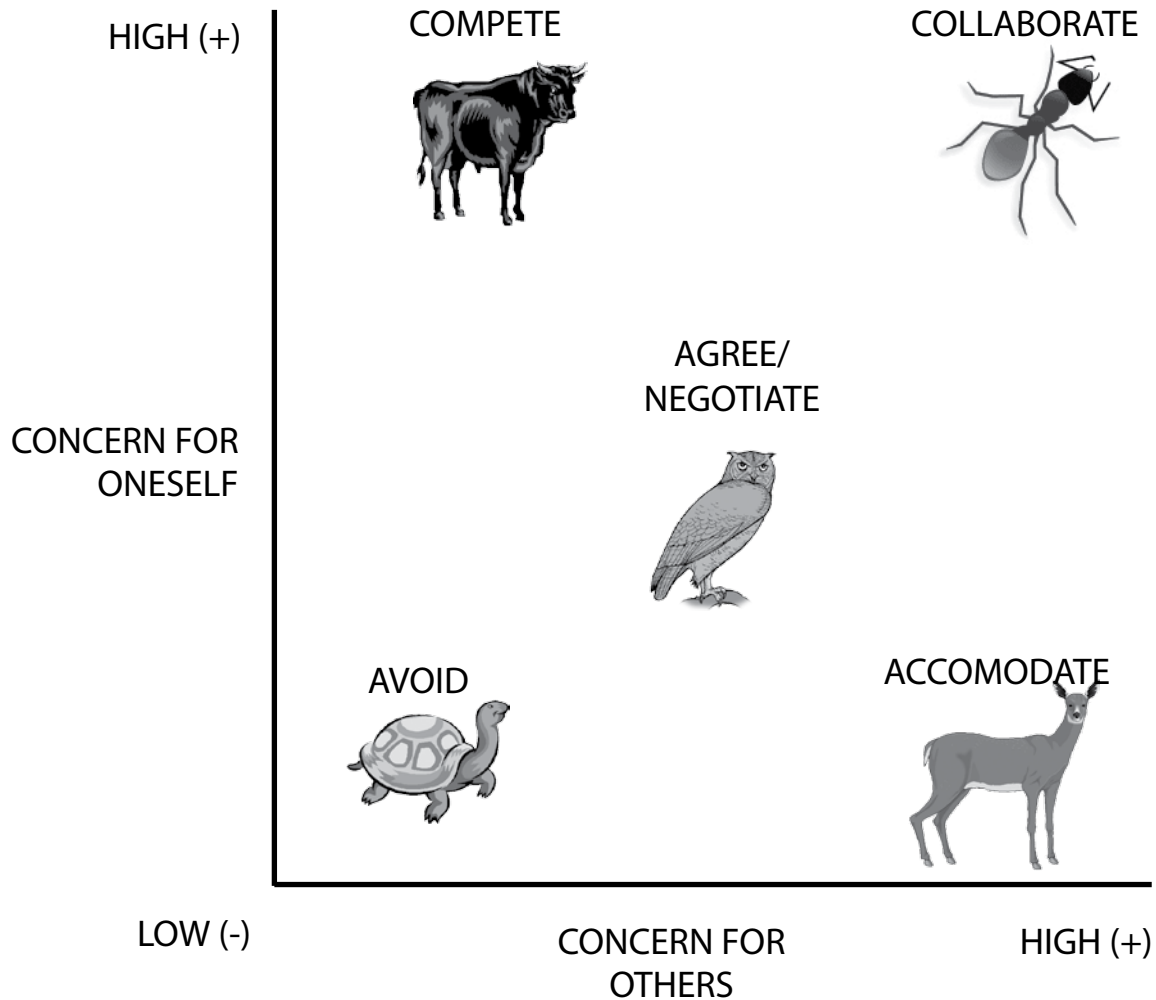
A particular style is not better than another, but appropriate according to the context. The context of a conflict situation has to do with two elements: the importance of the present and future relation the con-

tenders have had and the importance of the desires and goals of both parties. This means that we must learn to be flexible and to choose our response to a conflict according to an appropriate consideration of the context.

We must recognize that when relations and their objectives are important that is when we must learn to collaborate. So when the context is a fight in the family, between husband and wife, between church members or between work colleagues, by collaborating we reduce the destructive consequences of the conflict and strength the positive outcomes.

Any instrument or matrix has their limitation that is why it should not be used to stereotyped people. Also, many people see this matrix and assume that "to avoid" implies little concern or commitment for other people or for oneself. However, there are cases where a person avoids a problem to prevent offending others or to protect herself. This shows concern about the others and oneself.





## THE SELF EXAMINATION OF THE BEHAVIOR STYLES

### Time:

**Self examination:** 45- 50 minutes

**Group activity:** 20– 30 minutes

**Materials:** Photocopies of the procedures, sayings and the answer sheet, papelografo and permanent markers for each group.

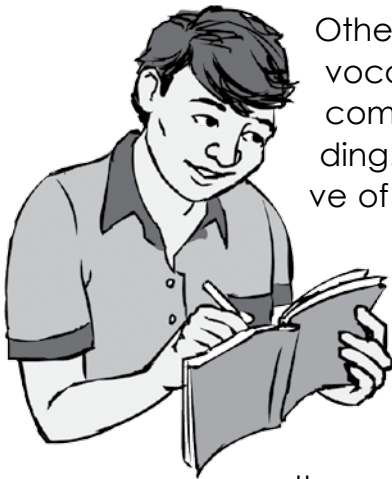
### Methodology:

There are two exercises to intro-

duce this concept: the self examination of preferred behavior styles and the presentation of the five styles. It is recommended that the self examination be carried out first.

### Activity 1: The self examination

This exercise is based on several popular sayings based on the behaviors that occur in the midst of a conflict. These sayings, representing different perspectives, are listed further ahead. Some sayings express that it is better to avoid conflict or to settle down with desires of others.



Others sayings advocate for a more competitive standing. The objective of this exercise is to make the participants read the sayings and decide to what extent these represent the way in which they normally behave in a situation of conflict.

In the followings pages there are the indications for doing this exercise. Every participant must read all the sayings and then decide which represents the way they respond to a conflict. When the participants have assigned points to all the sayings, they should add their points in corresponding page. This exercise has been made in a way that the highest score represents the preferred or dominant behavior style of the participant.

It is important for the professor to emphasize to the participants that this is not a normal examination in the sense that there are not correct or incorrect answers. The professor should also emphasize that there is not a better style than another. Rather, this exercise intend for the participants to analyze their own behavior during a conflict.

When all the participants have completed the self examination,

the Thomas and Kilmann matrix of the five behaviors styles, introduced in the previous exercise, should be explained to the participants. A suggestion is not to present a particular style as better than another, but as more appropriate or suitable to a particular context.

## Activity 2: Group activities



**Option 1:** All the participants can ask their selves the following questions: Which are the advantages of adopting an accommodation style? Which are the disadvantages of such style? These questions should be applied to the other four behavior styles. The participants can develop a discussion based on these questions. The professor must discuss each style according to the context is most suitable, insisting on the importance of the relationship, wants and objectives underlining the behavior during a conflict.

**Option 2:** If there is enough time, and after the self examination, the participants can be divided into five groups, one for each behavior style. After doing the self examination, each participant will know their preferred behavior style (which is the style with the highest points). The groups must then make a list of the advantages and disadvantages of their preferred behavior style. This will be presented in plenary. The professor must make an emphasis of the importance of the context.

## THE SELF EXAMINATION OF THE PERSONAL BEHAVIOR STYLES

In the Mestizo world, there are many sayings about conflict situations and the best way to respond them. These sayings suggest different solutions. This is not so much a problem as we usually respond in different ways to the problems we faced in different contexts. Psychological researches suggest that all of us have a "preferred style" of behavior when we are in situations where our desires do not agree with those of others. In other words, we all have a preferred competing style. Next, there is an exercise to be carried out by the participants about evaluating their personal preferences.

### Indications:

In the following page there are some sayings that can be applied to a situation of conflict. Read each

saying carefully and decide if it expresses the way that you respond normally to conflict. Besides each saying there are a set of numbers from 1 to 5 and a NA that means that the saying does not apply or correspond to your behavior. Circle the number or the NA according to what is the right answer.

1= This is not the way I respond to conflict. I would never respond in this way.

2= This is not usually the way I respond to conflict. I would frequently not respond in this way.

3= This expresses somewhat the way I respond to conflict. Sometimes I would respond in this way and other times not.

4= This expresses a lot the way I respond to conflict. I would almost always respond in this way.

5= This is the way I respond to conflict. I will always respond in this way.

NA= This saying does not relate to a conflict situation. Or, I do not understand what the saying means.

In this exercise there are not correct answers neither a style being better than the others. The Objective of this exercise is for each participant to analyze their own style of behavior.

### The sayings:

1. Do not put your spoon into the pot which does  
not boil for you 1-2-3-4-5-NA
2. Anything you want in life, you have to work hard for it 1-2-3-4-5-NA
3. Better a mouse in the pot than no meat at all 1-2-3-4-5-NA
4. Brain is better than brawn (physical strength) 1-2-3-4-5-NA
5. In everything we need to have patience 1-2-3-4-5-NA
6. Don't be too greedy because then you can stay  
without nothing 1-2-3-4-5-NA
7. Your tongue can put you in trouble 1-2-3-4-5-NA
8. Since we cannot get what we like, let us like what  
we can get 1-2-3-4-5-NA
9. Who shuts up grants 1-2-3-4-5-NA
10. When you take things easy, you get better results 1-2-3-4-5-NA
11. It is bad to think only of yourself 1-2-3-4-5-NA
12. Water that you do not have to drink let it run 1-2-3-4-5-NA
13. Use power to curb power 1-2-3-4-5-NA
14. It is better bad to walk than lame to be 1-2-3-4-5-NA
15. When spiders unite they can tie down a lion 1-2-3-4-5-NA
16. When drums beat, laws are silent 1-2-3-4-5-NA
17. God is always looking over us 1-2-3-4-5-NA
18. Be careful with what you do, because you might get hurt 1-2-3-4-5-NA
19. When you don't take people's advice, you always fall into  
serious problems 1-2-3-4-5-NA
20. Every road has two directions 1-2-3-4-5-NA

We can now examine our preferred style. Below there are five types of behaviors. Besides each behavior, and in a vertical order, there are a set of four numbers with a blank line on the side. These numbers correspond to the numbering of the sayings listed previously. You must write on the blank line the number your circle when answering each saying. Then you should add the numbers for each behavior listed and write it in the total blank line.

### Compete

Sayings	Answer
2.	_____
9.	_____
13.	_____
16.	_____
<b>Total:</b>	_____

### Accommodate

Sayings	Answer
5.	_____
8.	_____
10.	_____
18.	_____
<b>Total:</b>	_____

### Avoid

Sayings	Answer
1.	_____
7.	_____
12.	_____
17.	_____
<b>Total:</b>	_____

**Negotiate/ Agree**

Sayings      Answer

3.      \_\_\_\_\_

6.      \_\_\_\_\_

14.      \_\_\_\_\_

20.      \_\_\_\_\_

**Total:**      \_\_\_\_\_

**Collaborate**

Sayings      Answer

4.      \_\_\_\_\_

11.      \_\_\_\_\_

15.      \_\_\_\_\_

19.      \_\_\_\_\_

**Total:**      \_\_\_\_\_

## "THE GIRL AND THE OLD LADY"

**Time:** 30 Minutes

**Materials:** photocopy of the girl and the old lady drawing.

### **Methology:**

Show the drawing to the group. Ask each student to write on a paper what he or she sees in the drawing. They must be very specific.

After this the students share with each other what they saw in the drawing. The different answers should be written down on a pape-lografo.

Ask the group for some volunteers from those who see the old lady and those who see the girl. Request them to go in front to discuss the drawing and decide which one is correct.

The professor should make the volunteers discuss for some minutes. Usually, either volunteers or group of volunteers speak simultaneously, none listen and in the end they do not reach to an agreement. It would be good to analyze with the group what has happened.

The volunteers must restart the discussion, but this time the professor ensure an effective communications between them through

requesting that while one speaks, the other listen and both trying to understand the point of views of the other. When the person who is listening detects the image seen by the other, the professor must request her to explain what he or she saw.

When the volunteers have reached a mutual understanding, the professor should ask the others if they have seen the two figures in the drawing. Those who still do not see the two figures can go in front of the group and receive help from the others.

### **Concludetheactivitywithareflection, key questions:**

Who was right?

What was needed to do to see the two figures?

What the drawing can help us visualize? (As an example, disagreement in the group)

What importance has a good communication in this activity and when we are in disagreement?

### **Basic Principles:**

Many times we think that if one person is right then another person can not be right also, at the same time. This thought results from our competitive or winning- lose spirit.

In order to be able to understand the point of view of other people,



we needed to open ourselves and listen to them. If we start by defending ourselves we are not going to understand each other, on the contrary, each one will strengthen its position. In this sense, it is important to set aside our personal position and pay more attention to what the other person says and sees.

A good communication is vital for reaching at a mutual and dee-

per understanding of reality. We need to get close to each other, listen to one another and make questions, among other things.

When we are in a conflict, we often think that we are right and the other person or people are wrong. The truth is that all of us possess a part of reality. This is why we should try to understand each others points of view before reaching to a final conclusion.



Other alternatives of drawings:



## TERRITORIES UNDER DISPUTE

### Before the activity:

In order to prepare this group dynamic, the professors should complete the following steps:

1. Make a board according to the followings instructions:
  - On a cardboard 100 centimeters long and 50 centimeters wide draw the map of an imaginary place. The map outline must be drawn using the information given in annex 4. This mean that the water stream or river (A1), the old building (B4), the water fall (C3) and the lagoon (A3) should be included in the map.
  - Draw on the map 16 territories assigning to each territory a number according to the information given in annex 1.
  - Following the instructions in annex 1 put small blue, yellow, red and green flags. To do this you can use pin, thin cardboard or cartulina or cloth. In this way it will be possible to change the position of the flags on the map.
2. You should prepare 4 different copies of the background information in annex 4, one for each team.

3. You should also give every student a copy of the personal evaluation guideline in annex 3.

Note: The students should not know the instructions or rules before playing.

### Carrying out the activity

1. This group dynamic involves the forming of 4 different teams: blue team, yellow team, red team and green team.
2. The professor starts by inventing a story. In this story there are 4 different companies to which the students belong. These companies have bought lands in a region of the country where they have planned to invest through different projects that make much of the natural conditions of the lands.
3. The professor explains the map of the imaginary place and the flags. The 4 teams will then realize that their properties are dispersed on the map.
4. The professor gives the corresponding copy of the activity background to each team, which include the characteristics of their lands or properties and the goal expected to achieve in the imaginary place. None of the teams know the activity background of the other teams.

5. The professor should have readily available white paper and pencils for the teams writing down their strategies, deals and exchanges of lands. Every team should appoint a person as secretary.
6. The professor explains to all the teams that they should read thoroughly their team's activity background and prepare an action plan to reach their goals. The goals of the different teams may oppose each others. This is why each team must find the best way to solve their conflicts, at the same time they try to obtain the lands that their projects demand.

The different teams bargain freely. The idea is for each team to reach as close as possible their goals, even if they do not acquire all the lands they want.

The expected duration time is 45 minutes.

7. Once the assigned time finish negotiations end, the professor distributes among the students copies of the personal evaluation guideline (in annex 3) to be completed.

The expected duration time is 5 to 10 minutes.

8. After concluding this phase, the

professor asks the students to share their results, both individually and by team. Each team explains the goals they expected to achieve and their negotiation successes. The professor can also discuss the personal evaluation guideline with the students by asking them questions or requesting their opinion. The teams should also evaluate the advantages and disadvantages of the strategies used to solve conflicts and how they can work together to make everyone a winner.

The suggested duration time is 20 minutes.

9. The professor shares with all the students the proposed solution, which appears in annex 2.
10. Finally, the professor asks the 4 teams to compare the proposed solution to the results they obtained. The discussion can be promoted with the following questions:

How both alternatives compare or differentiate?

The proposed solution of annex 2 is more or less equal the results of all the teams?

What other alternative can be prepared to make all the teams reach their goals?

## INSTRUCTION FOR USING THE TECNIQUE "TERRITORIES UNDER DISPUTE"

### Background 1 – Blue Team

Your company has planned to build a small, mountain hotel. Due to the irregular landscape, this hotel will include high buildings and obstacles to practice adventure tourism.

On the map, the sites assigned for building the hotel are A1, C4, D1 and D2.

<b>A1</b>	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	<b>C4</b>
<b>D1</b>	<b>D2</b>	D3	D4

You have discovered that the sites A1, B2, A2 and B2 are flat which is ideal for constructing as desired. In addition, the A1 site has a river stream where a canopy station can be built, which would be a very important thing for the hotel by the attraction that it will represent.

## Background 2 – Yellow Team

Your company has design an ecological project for a recently bought land consisting in the establishment of a natural road for educational hiking, as along the road all the species of plants will be signed with their names. Tours will be offered to students and tourists.

On the map, the sites defined for building the hotel are A3, B1, C1 and C2.

A1	A2	<b>A3</b>	A4
<b>B1</b>	B2	B3	B4
<b>C1</b>	<b>C2</b>	C3	C4
D1	D2	D3	D4

In the A3 site there is a forest with the only lagoon in the zone, which is a place where a wild animal watch station can be constructed. This site would be ideal for implementing the project of your company. Other sites that interest your company are B3, A4, and B4.

### Background 3 – Red Team

Your company has a very important project to produce electricity using renewable energy source. The perspective is to install a dynamoelectric machine on a water stream.

On the map, the sites assigned for implementing the project are A4, B2, C3 and D3.

A1	A2	A3	<b>A4</b>
B1	<b>B2</b>	B3	B4
C1	C2	<b>C3</b>	C4
D1	D2	<b>D3</b>	D4

In the site C3 there is a water fall which is adequate for installing such machine. The Dynamoelectric machine will have the capacity to supply electricity to 6 sites. In this sense, the sites B3, C2 and D2 are also important to have.

## Background 4 – Green Team

Your company has decided to carryout a support project to the local community and has already contacted the community leaders.

On the map, the sites assigned for the project are A2, B3, B4 and D4.

A1	<b>A2</b>	A3	A4
B1	B2	<b>B3</b>	<b>B4</b>
C1	C2	C3	C4
D1	D2	D3	<b>D4</b>

In order to achieve the project goal, you need a big area to build a material storage facility. It is not necessary to use the 4 sites assigned, but site B4 must be kept because it has an old building that can be used as storage facility. It would be good to have the sites A4 and C4, which are next to site B4.

## Assignment of Territories

<b>A1</b> Blue	<b>A2</b> Green	<b>A3</b> Yellow	<b>A4</b> Red
<b>B1</b> Yellow	<b>B2</b> Red	<b>B3</b> Green	<b>B4</b> Green
<b>C1</b> Yellow	<b>C2</b> Yellow	<b>C3</b> Red	<b>C4</b> Blue
<b>D1</b> Blue	<b>D2</b> Blue	<b>D3</b> Red	<b>D4</b> Green



## Proposed Solution

To satisfy all the teams but on the basis of some quota of sacrifice:

**Blue team:** obtain 4 adjacent sites and keeping A1 to build the Canopy station. But, it does not obtain A2 and B2 as desired.

**Yellow team:** obtain 3 sites adjacent to A3 and ensure the possibility to establish the natural road for educational hiking in the desired area. But, it does not obtain sites A4 and B4.

**Red team:** obtain 6 sites and keep with site needed to establish the dynamo. It does not obtain site B3.

**Green team:** It obtains the two needed sites and keeps site B4 for establishing the storage facility.

<b>A1</b> Blue	<b>A2</b> Yellow	<b>A3</b> Yellow	<b>A4</b> Green
<b>B1</b> Blue	<b>B2</b> Yellow	<b>B3</b> Yellow	<b>B4</b> Green
<b>C1</b> Blue	<b>C2</b> Red	<b>C3</b> Red	<b>C4</b> Red
<b>D1</b> Blue	<b>D2</b> Red	<b>D3</b> Red	<b>D4</b> Red

## Personal Evaluation Guideline

1. How do you judge the results obtained by your team?

- a) Very good,                      b) Good,                      c) Regular, d) Deficient, or  
e) Bad

2. Why do you judge it in that way?

3. According to your opinion, your team:

- a) Won,                      b) Tied, or                      c) Loss

4. Why do you judge it in this way?

5. Did you stayed with the territories needed to fulfill your goal?

- a) Yes,                      b) No

6. Did you obtain the adjacent sites you wanted?

- a) Yes,                      b) No

7. How do you value the difference between what your team obtained and what it sacrificed?

- a) It obtained more than                      b) It obtained as much as it  
    what it sacrificed,                      sacrificed, or  
c) it obtain less than what  
    it sacrificed

8. How did you face the differences?

- Fighting my points
- Giving up to other people pressures
- Negotiating and trying to reach a mid point
- Another way (explain)

9. How did you feel applying the strategy?

Taken from "Los caminos de la Paz" Guías y Scouts de Chile.