Lesson Plan 9: Conflict Management  **60 minutes total**

**Learning Outcomes**



At the end of this session participants will be able to:

1. Describe the causes of conflicts in communities.
2. Explain how to manage conflicts in communities.

**Materials**



* Flip chart paper
* Markers
* Sticky notes
* Masking tape
* Meta cards

**Preparation**



* Read and prepare lesson plan.
* Write the session learning outcomes on flip chart paper

**Introduction 5 minutes**



1. Ask the participants if they have faced any conflicts recently in their own lives. Ask 2-3 participants to share their experiences.
2. Explain that conflicts often occur in communities, and community health promoters need to be able to recognize conflict and manage it in helpful ways.
3. Present the learning outcomes.

**What is conflict? 20 minutes**



1. Divide the participants into pairs and ask them to discuss: What is conflict?
2. As a large group, ask the participants to define conflict. Write the description on flip chart paper or newsprint: *Conflict is: a difference between people or groups that results in anger or prevents agreement.*
3. Individually, ask the participants to write down examples of local conflicts that they have seen or faced in their community.
4. Ask them to write each conflict example on an individual meta card.
5. When complete, ask the participants to stick their meta cards on the board or wall using tape so all the examples are visible.
6. After all the examples of conflict are posted on the wall, ask the participants to take 2-3 minutes to look at all the different types of conflict experienced by the community.

**Causes of Conflict 30 minutes**



1. As a large group, ask the participants to begin organizing the different conflict meta cards by grouping those that have a similar type or cause. Examples might include: conflict around natural resources, water, sanitation, finances, group positions, service providers, access to services, political conflicts.
2. Create a heading/title for each group of conflicts (for example “Political Conflicts”) and put each heading on a meta card.
3. Divide the participants into small groups, assigning each group one of the categories of conflicts. Give the group the meta card with the heading/title of their conflict category, and give them each of the meta cards with examples of conflicts that fit within their category.
4. Give each group a piece of flip chart paper and ask them to divide it into 2 sections. Title one section “Causes of Conflict.”
5. Ask each group to look at the examples of conflict on their meta cards and brainstorm common causes of conflicts. Ask them to record their ideas on the flip chart.
6. After five minutes, have all the groups conduct a gallery walk. Tape each group’s list of causes of conflict to the wall and ask the participants to walk around the room and read through each list.
7. After the participants have had time to read the lists from all of the other groups, return to the larger group.
8. Ask the participants: “what were some patterns you recognized in the causes of conflict?”
9. Ask the participants to return to their groups and title the second section of each flip chart paper “Managing Conflict.”
10. Give each participant several sticky notes. Individually, ask them to write down ideas for managing any of the types of conflicts. They should write one idea on each sticky note.
11. As they write down their ideas, ask them to place them on the flip chart paper under “Managing Conflict” for the corresponding conflict type. They can add sticky notes to any of the flip charts around the room.
12. Ask the participants to walk around and observe the listed ideas for resolving conflict in their community.
13. As a large group, discuss their ideas for resolving conflict in their community. If any of the conflict groups do not have many management solutions posted on them, discuss this with the group and brainstorm ideas to manage this conflict type.

**Review 5 minutes**



1. In pairs, ask the participants to discuss which type of conflict they believe they will encounter most frequently in their communities, and how they plan to address it.

**Reflections on Lesson**