



Introduction:

This activity gives participants the opportunity to re-envision conflicts by considering the source(s), toward more effective and enduring resolutions.

Participant Instructions:

1. Your instructor will introduce the lesson and the five sources of intercultural conflict:
 - Cognitive (i.e., perceptions of history)
 - Affective (i.e., mismatch in attitudes)
 - Value (i.e., convictions impacting behavior)
 - Goal (i.e., use of resources and outcome assessment)
 - Interest (i.e., different decision-making processes and ways of being)
2. Identify the conflict source(s) that correspond to the example vignettes:
 - A majority identity police officer has a conflict with a citizen of a minoritized racial identity. Each brings very different expectations and emotional states into the interaction.
 - You meet an acquaintance on the street, and they hold your hand a little too long, in your opinion, after shaking it. The acquaintance thinks they're being flirtatious, and you feel creeped out.
 - A conflict arises on a sports team as a team captain is chosen. The coach has asked the team to vote. Some members express frustration – one voices that they'd like the coach to make a final decision while another wishes the team could engage in a conversation and come to a consensus.
 - Two students meet in a class. As they say goodbye afterwards, they discuss grabbing coffee sometime. One student tells their family they made a new friend and expects to hear from the other within the week. The other thinks they were being polite and feels no pressure to reach out.
 - You are working on a collaborative project, and you need to do well. Your partner does not seem to be very invested in the project and communicates that they would like to do the least amount of work possible.
3. Watch the ["Bridge" by Ting Chian Tey | Disney favorite](#) video and identify source(s) of conflict present in the video. Then, reflect on how you might engage with conflict resolution in the situation presented via the following questions:
 - Which source(s) of conflict does this example correspond to? Provide examples from the video.
 - How might you engage with conflict resolution in this situation? What might help the characters to resolve their issue?
 - How might engaging with the source(s) of conflict aid the conflict resolution process?

4. Review the following case studies from history and/or current time:

- [Why Greece and Turkey are Fighting Over Cyprus](https://www.youtube.com/watch?v=sNFfirHgRQY)
(<https://www.youtube.com/watch?v=sNFfirHgRQY>)
- [What you need to know about the Russia-Ukraine conflict](https://www.youtube.com/watch?v=67Uj2L5s4Qg)
(<https://www.youtube.com/watch?v=67Uj2L5s4Qg>)

5. Engage in a group discussion by answering the following questions:

- Which source(s) of conflict are represented in the case study provided?
- How does identifying the sources of conflict help in conflict resolution? What has conflict resolution looked like in this case study?
- Why were these resolutions chosen? How do they address sources of conflict?
- Could other resolutions better address the conflict? What *could* conflict resolution look like in this case study?
- How have the sources of conflict changed (if at all) over the course of history?
- How might misunderstanding over the sources of conflict or valuing the sources differently exacerbate the conflict?

6. In a group discussion, you will debrief the activity by answering the following questions:

- What did this activity teach you about conflict? Did your perspective change at all? How so?
- What barriers exist to identifying the sources of conflict?
- Can you think of a time you worked through an intercultural conflict by identifying the source(s)? What was the outcome?
- How will you take what you learned and apply it to your daily life?