

## Introduction:

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

## Facilitator Notes:

This activity can be facilitated synchronously, asynchronously, or as a combination of both. If 75 minutes are not available in class, you can instruct participants to watch the videos individually and answer discussion and debrief questions in a discussion post online. Activity Instructions 4-6 below can be adapted to an asynchronous platform. Instructors will need to adapt the participant instructions accordingly.

Case studies specific to conflict types are provided within this lesson plan, but instructors are welcome to insert any example or case study that is most relevant to participants. The activity can be adapted to your course as needed.

## Objectives:

As a result of this activity, participants will be able to:

1. Identify the types of sources of intercultural conflict.
2. Apply the types of sources of intercultural conflict to real-life examples of conflict.
3. Extend the analysis of how types of sources of intercultural conflict suggest real-life solutions to their local context.

## Time:

75 minutes.

## Group Size:

Small group.

## Materials:

Computer with internet access; Participant Instructions and PowerPoint (both in [Downloads](#)).

## Intercultural Development Continuum Stages:

- Polarization
- Minimization
- Acceptance
- Adaptation

## AAC&U Intercultural Knowledge and Competence Goals:

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

## Curiosity

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

## Openness

- To initiate and develop interactions with culturally different others.
- To suspend judgment in valuing interactions with culturally different others.

## Other Skills:

### Teamwork.

## Activity Instructions:

1. Utilizing the PowerPoint provided, 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. Once you have covered the five source types, have students identify the conflict source that corresponds to the vignette examples in the PowerPoint:
  - 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. Introduce and watch the ["Bridge" by Ting Chian Tey | Disney favorite](https://www.youtube.com/watch?v=X_AfRk9F9w) ([https://www.youtube.com/watch?v= X\\_AfRk9F9w](https://www.youtube.com/watch?v=X_AfRk9F9w)) video and have participants identify source(s) of conflict present in the video and how they might engage with conflict resolution in the situation presented:
    - 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. **Adaptable to asynchronous platform:** Introduce the participants to the first case study, the division of Cyprus. Show them a video of the history of the conflict - you can use [Why Greece and Turkey are Fighting Over Cyprus](https://www.youtube.com/watch?v=sNFfirHgRQY) (<https://www.youtube.com/watch?v=sNFfirHgRQY>) or one you have chosen. Ask the group the following questions:
    - Which source(s) of conflict are represented in the tensions within Cyprus between Greek and Turkish Cypriots?
    - How does identifying the sources of conflict help in conflict resolution? What has conflict resolution looked like in the case of Cyprus?
    - Why were these resolutions chosen? How do they address sources of conflict?
    - What could conflict resolution look like? Could other resolutions better address the conflict?
    - 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?
  5. **Adaptable to asynchronous platform:** Introduce the participants to the second case study, the conflict between Russia and Ukraine. Show them a video of the history of the conflict - you can use [What you need to know about the Russia-Ukraine conflict](https://www.youtube.com/watch?v=67Uj2L5s4Qg) (<https://www.youtube.com/watch?v=67Uj2L5s4Qg>) or one you have chosen. Ask the group the following questions:
    - Which source(s) of conflict are represented in the conflict between Russia and Ukraine?
    - How does identifying the sources of conflict help in conflict resolution? What has conflict resolution looked like in the case of Russia and Ukraine?
    - Why were these resolutions chosen? How do they address sources of conflict?
    - What could conflict resolution look like? Could other resolutions better address the conflict?

- 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. **Adaptable to asynchronous platform:** Debrief the activity by asking 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?

**Related Tools:**

- [Intercultural Conflict Style Inventory](#)
- [Intercultural Conflict Styles: Activity + Role Play](#)
- [Intercultural Contact Hypothesis Activity](#)
- [Sample Conflict Situations](#)