

## 4. UNDERSTANDING CONFLICT POSITION, INTEREST & NEED – PART 2.

**Target group:**

Youth Council members aged 11 - 18  
Youth workers aged 18+

**Group size:**

10-20 participants

**Duration:**

60-90 minutes

**Type of activities:**

Drama exercises  
Personal sharing  
Active involvement

**Resources:**

Tables might be useful  
collected magazines,  
headlines, photos

**Atmosphere needed:**

Safe space for sharing

**Special workshop note:**

This workshop is designed to work best when used with part one. However, both parts could be used alone, and could also be adapted according to your own group, the length of time available, etc. Before you start – make sure you have read the “Definitions and examples” chapter that you will find after this workshop.

**Aim**

Helping young people to explore causes of conflict and develop understanding of the terms “position”, “interest” and “need”.

**Learning Outcomes:**

- Exploring the deeper layers of conflict: position, interest and need.

### Intro to the workshop (5 min)

Welcome participants and explain the workshop, the aim and brief agenda.

### Position statements! (10-15 min)

In small groups, think about the people you know – family, friends, teachers, colleagues, partners etc. – and what statements they often make. It can help to think of things or situations that make them angry, upset or passionate and what they usually say in those situations. Write the strongest statements down on separate pieces of paper.

Now swap papers between groups and ask the new group to try to come up with reasons that someone might say those statements. On different pieces, the new group should write down all the reasons why someone might say those statements (it can be useful to have these on different coloured paper to the statements).

### Whole group discussion (10-15 min)

Let's look at the following situation and see what is going on.

- A student has multiple ear piercings. The school is demanding that they are removed but the student refuses.

Introduce and explain the terms “position” and “interest” using this example and the ones that came up in the last activity (also see the extras section for help with definitions). Get ideas from the participants, fill in the gaps and put up pre-prepared flipchart sheets on the wall explaining each term and concept. Explain to the participants that there is often more than one interest behind every position. To understand them better, you can always ask: “What does the person WANT?” and “WHY do they want it?”.

- What does the student WANT (their *position*)?  
e.g. “I WANT TO WEAR PIERCINGS!”

- What does the school WANT (their **position**)?  
e.g. “I WANT TO BAN WEARING PIERCINGS!”
- Student: WHY do you want to wear piercings (their **interest**)?  
e.g. “I want to express my identity!”
- School: WHY do you want to ban wearing piercings (their **interest**)?  
e.g. “We have a dress code that students must follow so they look smart.”

Introduce and explain the idea that interests are based on needs, and then go on to highlight the “5 CORE CONCERNS” that underpin needs as detailed in the “Definitions and examples” chapter that goes with these workshops.

- **APPRECIATION:** do I feel valued?
- **AUTONOMY:** am I free to make my own choices?
- **AFFILIATION:** do I feel like I belong?
- **STATUS:** what is my position compared to others?
- **ROLE:** am I happy with who I am?

In this scenario, what were the needs of the student and the school?

#### Student:

The NEED underneath the WHY!! =

- **AUTONOMY** - freedom of choice

#### School:

The NEED underneath the WHY!! =

- **AFFILIATION** - sense of belonging to the school community
- **STATUS** - we want to be respected by the students

## FIVE SHORT GAMES ABOUT NEEDS (25 MIN)

### The APPRECIATION Game - Instant value!

Prepare cards with positive replies to statements, e.g. “Great idea!”, “That’s clever!”, “Wow!”, “Thanks so much for that!”, “I’m glad that you came!”, “I really appreciate you!”

Give half the group the cards and then get everyone to mix and mingle. The ones without cards wander round saying ideas and opinions about music, food, TV, your skills, politics (choose a subject or make it totally open). The card-holders listen and then reply with what's on their card. After 1 or 2 minutes, swap over so the card-holders share their ideas.

### **The AUTONOMY Scale: How independent are you?**

Ask a series of questions about independence: do you decide what to eat/wear/do in your own free time/who to hang out with/what to create/think? Every time you ask a question participants award themselves points depending on their answer – 1 point for “sometimes”, 2 points for “most times”, 3 points for “always”. After ten or more questions check to see how “independent” people are on your “independence scale”.

### **The AFFILIATION Activity: How much do you belong?**

Get everyone into a circle and say the name of various groups, e.g. Englishmen, students, football supporters, scouts, rich people, locals. Participants come into the middle and join the group if they belong. Ask participants for their own group examples as well.

### **The STATUS Update: Who is the leader?**

Get everyone into pairs and each time you ask a question the pairs have a quick discussion.

Think of your family – who is the most important? Who is the least? How do you decide?

Next think of your school or workplace, next think of your friendship groups, now think about the country, now the world!

### **The ROLE Player: What roles do I play?**

What roles do you play – e.g. joker, peacemaker, motivator, planner, helper, creator?

Put 4 – 6 cards with various roles on them in different places around the room. Now read a series of statements about different situations and

then it is “1, 2, 3 RUN!!!” and then everyone has to run to the card that best suits them in that situation!

### Debriefing roles (5-10 min)

Get everyone together again in a big circle to share any of the things that they found interesting or useful or fun in all the games you just played. Check that there is a good understanding of positions, interests and needs.

### Highlighting PINs (Positions Interests Needs) (10-15 min)

Divide participants into small groups and hand out a scenario to each group to analyse and discuss. Ask the groups to try to come up with some possible PINs for those involved:

1. A student is practising football skills and is kicking a football at the end wall of a house owned by an elderly resident, who is very upset by this. The student continues.
2. Two siblings are arguing about school trips (one to Alton Towers, one to a London art gallery). Their mum is a single parent and does not have enough money for both.

You will find examples of solutions further in “Definitions and examples” chapter.



### Final Debrief: Feedback in plenary (5-10 min)

This is a final coming together to share feedback about the last exercise and also the final closing and evaluation of the whole workshop. Questions could include “What have you learnt?”, “How is it relevant to everyday life and to our group?”, “How do you feel?”

Close.

## DEFINITIONS AND EXAMPLES

Further information that is useful/relevant to the workshops “Understanding Conflict - Position, Interest & Need part 1 and 2”.

### Definition of the terms “position”, “interest” and “need”.

- A **position** is a clear demand for something that can be defined and quantified.
- **Interests** are the underlying reasons why someone wants something. They are open to several solutions (a position is a fixed solution and is usually one-sided).
- **Needs** are at the core of many conflicts - we all share basic human needs, which means it is much easier for us to relate to others’ needs.

### The 5 CORE CONCERNS that underpin NEEDS<sup>2</sup>

#### **Appreciation:** *do I feel valued?*

- Are my thoughts, feelings, and actions devalued, or are they acknowledged as having merit?

#### **Autonomy:** *am I free to make my own choices?*

- Is my freedom to make decisions for myself being challenged? Are my decisions and actions respected?

#### **Affiliation:** *do I feel like I belong?*

- Am I being treated like an enemy or an outsider, or am I treated as a friend or colleague or member of the group?

#### **Status:** *what is my position compared to others?*

- Am I being treated like an inferior or less important person? Am I given full recognition where deserved?

#### **Role:** *am I happy with who I am?*

- What role do I play – for example, joker, peacemaker, motivator, planner? There are many possible roles, but am I happy or fulfilled with my role in this situation?

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2. According to Roger Fisher’s and Daniel Shapiro’s *Beyond Reason: Using Emotions as You Negotiate*, Penguin Books, 2006.

## Example statements for exploring values (Line up exercise)

Here are some sample statements but it is a great idea to make up your own and choose ones that reflect the real live situations of your group:

- At a party in your house, you notice a guest is wearing the same outfit as you. You quickly go to your room to change your clothes.
- You are queuing for the bus and someone jumps the queue. You get really annoyed and tell them to go to the back of the queue.
- Your best friend has cancelled your trip to the cinema because s/he has a new boy/girlfriend and is going out with him/her instead of you. You are upset by this.
- You are on the way home on the bus and a frail elderly woman gets on. There are no seats available. You have a sore ankle but you still give up your seat.
- You enter the shop in a hurry. You see someone approaching with lots of bags. You do not want to be late so you do not hold the door open for them.
- You borrowed your brother's MP3 player to go on a school trip. You lost the earphones but you put it back in his room anyway and hope he does not notice!

## Discovering PINs (Positions Interests Needs).

Two example situations with details of possible PINs are highlighted here:

1. A student is practising football skills and is kicking a football at the end wall of a house owned by an elderly resident, who is very upset by this. The student continues.

**Student:**            Position > I need to practice my football skills.  
                          Interest > I want to join the team.  
                          Need > **Affiliation** - I need to belong.

**Elderly resident:**

Position > Do not kick the ball against my house.

Interest > I do not want to be disturbed by the noise.

Need > **Status** - I want to be respected.

2. Two siblings are arguing about school trips (one to Alton Towers, one to a London art gallery). Their mum is a single parent and does not have enough money for both.

**Sibling 1:**

Position > I want to go on the school trip.

Interest > I want to go with my friends, it will be fun.

Need > **Affiliation** - I need to belong.

**Sibling 2**

Position > I want to go on the school trip.

Interest > It will help with my course work.

Need > **Status** - I want to do well in school and not be bottom of the class.  
**Appreciation** - I want to be seen as a good student.