

# Social Studies

## Community in Crisis: An Exercise in Conflict Resolution

**Objectives/Standards met:**

<p><b>Washington</b> History</p> <ul style="list-style-type: none"> <li>• Understand historical time, chronology, and causation.</li> <li>• Analyze how historical conditions shape ideas and how ideas change over time.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Describe patterns human make on places regions.</li> <li>• Identify and examine people's interaction with and impact on the environment.</li> <li>• Analyze how the environment and environmental changes affect people.</li> <li>• Examine cultural characteristics, transmission, diffusion and interaction.</li> <li>• Comprehend key economic concepts and economic systems.</li> </ul> <p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Understand individual rights and their accompanying responsibilities.</li> <li>• Explain how citizen participation influences public policy.</li> </ul>	<p><b>California</b> 6<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• Students describe what is known through archaeological studies of the early physical and cultural development of humankind from Paleolithic era to the agricultural revolution.</li> </ul> <p>7<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>• Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions.</li> <li>• Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason).</li> </ul>	<p><b>Oregon</b> 8<sup>th</sup> Grade Benchmark</p> <ul style="list-style-type: none"> <li>• Describe personal, political, and economic rights of citizens in the United States.</li> <li>• Describe the participatory responsibilities if citizens in the community and in the political process.</li> <li>• Describe the consequences of humans changing the physical environment and how human changes in one place affect other places.</li> <li>• Understand how differing points of view, self interests, and global distribution of natural resources play a role in conflict over territory.</li> <li>• Understand the geographic results of resource use and management programs and policies.</li> <li>• Understand that resources are limited.</li> <li>• Define and clarify an issue so that its dimensions are well understood.</li> </ul>
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## Objectives (continued):

	<p><b>California</b> 8<sup>th</sup> Grade</p> <ul style="list-style-type: none"><li>• Students understand the foundation of the American political system and the ways in which citizens participate in it.</li><li>• Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the changes they faced, with emphasis on the Northeast.</li><li>• Students analyze the divergent paths of the American people in.</li></ul>	<p><b>Oregon</b></p> <ul style="list-style-type: none"><li>• Explain various perspectives on an event or issue and the reasoning behind them.</li><li>• Identify, analyze, and select a course of action to resolve the issue.</li></ul>
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## Materials:

- Sea Otter Background Information Articles from Reading section
- Public meeting announcement from *The Daily News*
- Activity worksheets:
  1. Working It Out
  2. Resolving Conflict, Finding Balance
  3. The Stakeholders
  4. Compromises and Creative Solutions
  5. Roundtable
  6. Revised Group Solution to the Reintroduction Proposal
  7. Roundtable Proposal
  8. Conflict Resolution: What Makes It Happen?
- Eight Perspective Cards
- Paper and pencil

## Additional Resources:

Books found in the Sea Otter Trunk:

*Sea Otters* by Glenn VanBlaricom

*Sea Otters* by Peter Murray

*Saving Sea Otters Stories of Survival* by Elin Kelsey

*Sea Otters* Zoobook

*Sea Otters* by Marianne Riedman

*The Sea Otter* by Alvin, Virginia and Robert Silverstein

## Websites

Defenders of Wildlife

[http:// www.defenders.org/wildlife/new/seaotters.html](http://www.defenders.org/wildlife/new/seaotters.html)

Monterey Bay Aquarium Sea Otter Research and Conservation Program

<http://www.mbayaq.org/cr/sorac.asp>

Marine Wildlife Veterinary Care and Research Center

<http://www.dfg.ca.gov/Ospr/organizational/scientific/seaotter.htm>

## **Background:**

The issue of sea otter translocation and creation of a sea otter management zone is controversial. It is important to understand all the stakeholders and facts involved in this issue. Make sure your students have read the articles in the reading section to gain background information about sea otters for this lesson.

## **Procedure:**

- Follow the activity sheets to proceed through the lesson. The first activity sheet “Working it Out,” introduces students to conflict resolution by having them recall and discuss instances of conflict and compromise in their own lives.
- The article from the fictional newspaper *The Daily News*, introduces students to the sea otter translocation issue and announces an upcoming roundtable discussion on the topic. Assign (or have students choose) various stakeholder positions and participate together in the roundtable to arrive at a solution.
- Instructions are given on each of the activity sheets. The perspective cards are included to introduce students to the wide variety of opinions on this issue.

## **Extension:**

Invite a speaker such as a marine biologist or someone who works for an advocacy organization to talk to your class. This is a chance for students to learn about issues firsthand.

**Assessment:**

The student worked well in a group.

5    4    3    2    1    0

The student completed all required activity sheets.

5    4    3    2    1    0

During the roundtable, the student:

- Participated

5    4    3    2    1    0

- Read slowly and carefully

5    4    3    2    1    0

- Paused frequently to allow other students to take notes

5    4    3    2    1    0

- Made eye contact with other students while speaking

5    4    3    2    1    0

- Asked if there were any questions or anything needed to be repeated at the end of the talk

5    4    3    2    1    0

Based on the student's reflection in the "What I learned" section of the Roundtable Proposal activity, the student has thoughtfully recorded skills he/she has learned and realizations he/she has made.

5    4    3    2    1    0

# The Daily News

## Conflict in the Community

### Public Meeting Announcement

California fisheries groups are holding a town meeting this Wednesday to bring attention to the issue that the U.S. Fish and Wildlife Service (FWS) is not fulfilling its legal obligations to remove sea otters that migrate into the management zone back to their parent range.

In response to fisheries groups' concerns about sea otter-fishery conflicts, a law was passed in 1986 calling for maintaining an otter-free "management zone." This law states that FWS is to capture any otters found straying into the management zone and return the otters back to their parent range.

Fisheries groups and conservation groups are at odds with each other on this issue. Fisheries groups argue that otters compete for the abalone, sea urchins and other shellfish that they harvest for a living. They are losing money and argue that FWS is breaking the law by not moving the otters back to the parent range.

Conservation groups argue that not only do otters not compete with the shellfish industry, also their numbers are dangerously low due to population declines over the last five years.

Conservation groups along with government agencies and researchers are concerned because past translocation efforts in California have failed and sea otters have died, disappeared or swam back to their point of capture.

Sea otters are protected under the Endangered Species Act (ESA), which means it is against the law to kill or harm them. Conservation groups maintain that translocation efforts violate the ESA because the stress of the translocations kills many sea otters. They believe natural range expansion into the management zone is necessary for the recovery of the southern sea otter.

The town meeting will begin promptly at 7:00 p.m. in the City Hall building located at 133 Main Street.

# 1. Working It Out

With a small group, a partner, or on your own, write a definition for each of the following words. Then look them up in the dictionary. Then, with the rest of your class, decide on a class definition for each word.

## 1. **Conflict**

My Definition:

Dictionary:

Group Definition:

## 2. **Compromise**

My Definition:

Dictionary:

Group Definition:

## 3. **“wants”** and **“needs”** - What is the difference?

My definition of “wants”:

Dictionary (look for noun form):

Group Definition:

My definition of “needs”:

Dictionary (look for noun form):

Group Definition:

## 4. **Negotiate**

My Definition:

Dictionary:

Group Definition:

## 5. **Stakeholder**

My Definition:

Dictionary:

Group Definition:

## 6. **Solution**

My Definition:

Dictionary:

Raft Definition:

## Working It Out...2

Spend one to three minutes recalling a time when you had a conflict with another person or group. This could be a conflict with a brother, sister, parent or friends. **Focus on a situation where you and another person or persons wanted different things or different outcomes.**

1) In just a few words, briefly summarize this event:

*I remember the time when*

2) On a separate piece of paper, write a first-person narrative account of this event. Identify the conflict and tell how it began and ended. Focus on the following questions: Was it resolved? Unresolved? Was there a “winner” and a “loser?” Why? Were you happy with the outcome? Did you have to give anything up?

- Share your personal experiences with a small group (four students maximum). Write down any suggestions that your group members had about how your conflict could have been solved.
- With your group members, create a recipe for conflict resolution. For example: stir in compassion, add a lots of listening, melt in some understanding, etc. You can create a poster displaying your recipes.

## 2. Resolving Conflict, Finding Balance

Can the issue of sea otter translocation be resolved? Your challenge is to work out ways that stakeholders can have their needs and wants met and live together in harmony. To be successful, two things must happen:

1. Each stakeholder must assess needs and wants carefully and be sure they are **reasonable**.
2. Each stakeholder must assess needs and wants carefully and be sure they are **not harmful to the well-being of others**.

### YOUR CHALLENGE

- Divide into seven groups of three or four students.
- Draw a perspective card from the pile your teacher has placed face down on a table. NOTE: YOUR TEACHER WILL REPRESENT THE SEA OTTER'S PERSPECTIVE
- From the perspective of the stakeholder represented by the card your group drew, work through the exercises on the following pages. Be prepared to share your work with the entire class. Eventually you will come together to negotiate a solution to the proposed sea otter translocation.

### 3. The Stakeholders

Sea otter translocation is a highly volatile issue. It arouses strong feelings and opinions from a variety of stakeholders. A stakeholder is a person or a group who has a strong concern about a particular issue. Stakeholders often have a “vested interest” in an issue; that is, they expect some private benefit from the resolution of the issue in their favor. This benefit can be economic, aesthetic, philosophical or spiritual.

Before you read the stakeholders’ perspective cards, try this! Have your group, list all the stakeholders you can think of – people and groups who are in some way affected by a sea otter translocation.

Stakeholder	Perspective (point of view)
1.	
2.	
3.	
4.	
5.	
6.	

# 4. Compromises and Creative Solutions

Name of stakeholder on perspective card:

List the needs and wants of your stakeholder. The perspective card will help you, but you should also include your own ideas. **MAKE SURE YOUR NEEDS AND WANTS ARE REASONABLE AND ARE NOT HARMFUL TO OTHERS.**

<u>Needs</u>	<u>Wants</u>
1.	
2.	
3.	
4.	

## Solution

With your group members, draft a solution to the issue of sea otter translocations. Your solution should be in line with the reasonable needs and wants you have listed above.

# 5. Roundtable

Arrange the classroom so that the entire class can sit in a large circle and listen carefully to each stakeholder and ask questions if necessary for clarification. Take notes as each stakeholder speaks.

- Select one person to speak for the stakeholder your group represents. When you speak:
  1. Identify the group of stakeholders you represent. Pause to let the members of the roundtable write it down.
  2. Slowly and carefully read your list of needs and wants. Pause to let the roundtable take notes.
  3. Read your stakeholder's solution. Read slowly and carefully, pausing to look at the other roundtable members.
  4. When you have finished, ask if there are any questions or if you need to repeat anything you have said.
- After listening to other stakeholders' positions, you should be prepared to compromise so that a solution can be reached and other stakeholders' needs and desires can be met as well as your own. In your stakeholder group, meet again and work on the compromise section below.

## **Compromises**

## 6. Group Solution to the Proposal

Now that you have made your list of compromises, write your group solution to the sea otter translocation proposal. Be prepared to negotiate in the final roundtable session so that a final plan can be developed and a vote taken.

### **Revised Group Solution**

Stakeholder:

# 7. Roundtable Proposal

The roundtable will reconvene. Each stakeholder group will present its final proposal. As the speaker for the group presents the solution to the roundtable, he or she should note the compromises made by the stakeholder group.

AS EACH STAKEHOLDER GROUP PRESENTS THE LIST OF GROUP PROPOSALS, THE TEACHER WILL WRITE THE PROPOSALS ON THE BOARD. VOTE ON THE PROPOSALS AFTER THEY HAVE BEEN LISTED.

## What I Learned

Compromising and negotiating are not easy. They are, however, necessary if creative solutions to issues are to be achieved. Write a paragraph stating what you achieved through this conflict resolution exercise. What skills have you learned? What realizations have you come to? Compile a list of what the class has learned and achieved.

## 8. Conflict Resolution: What Makes it Happen?

In the space below, write down the steps involved in making conflict resolution successful. You can create a poster illustrating the steps needed to reach a conflict resolution.