



Activity title	Resolving Conflict by Building Consensus		
Overview	Working in groups often creates the opportunity for disagreements. This activity will introduce students to a strategy to resolve conflict and build consensus, which will allow them to meet difficulties effectively and continue to proceed with their entrepreneurial projects.		
Duration	45 min	Materials	Resolving Conflict and Building Consensus - Scenario #1 <i>We Disagree...Now What?</i> graphic organizer, additional scenarios created by the teacher, dictionary
ICT	Computer, projector – if available		
Grouping	individual	pairs	small groups whole class
Teaching	whole class	small groups	pairs individual
Artifacts	A completed graphic organizer that models a strategy to resolve disagreements		

Links with the *Entrepreneurship* program

Competencies	Competency 1 Determines his/her suitability for entrepreneurship	Competency 2 Implements an entrepreneurial project
Key Features		Carries out the project

EN Program Content (QEP: pp. 22-25)

EN qualities	Cooperation, flexibility		
Strategies	Communication	Exploration	Conflict-management
	Listening to the view points of others Being open-minded		Evaluating the situation Determining the positions of different stakeholders Establishing the facts Looking for solutions Arriving at a consensus for a solution
	Problem-solving	Metacognitive	Decision-making
	Identifying the problem Looking for solutions Choosing the best solution	Modifying his/her way of doing things, if necessary	Building a consensus
	Reflection and review		
Knowledge			

Evaluation Criteria <i>(Updated framework for the evaluation of learning)</i>			
* For feedback purposes, not to be considered in the student's report card mark.		Information clarifying the criteria	
Proficiency of subject-specific knowledge targeted in the program content (QEP)*			
Relevant planning			
Effective implementation of an entrepreneurial project			
Relevant reflection			
Evaluation tools	checklist	observation	reflection
	peer evaluation	self-evaluation	graphic organizer

 Process		
	Role of teacher	Role of student(s)
Before	Conflict resolution and discussion has been an ongoing classroom topic. Provide the following scenario as a model for discussion: You and a student are unable to agree on what type of music will be played in the classroom at recess. You want country. The student wants metal. How would you resolve the conflict and come to a compromise or consensus? Create additional scenarios as needed (teacher's discretion).	The students will brainstorm possible solutions and will note common approaches put forth in the discussion of each scenario.
1	Discuss the possibility of disagreements and conflicts when working as part of a group or team. Ask students if they have ever had a conflict or disagreement with someone they have worked with. How has it affected the group's moral, productivity, relationships, etc? Allow time for class discussion.	Students will discuss the affects of working disagreements in an effort to recognize the importance of positive working relationships.
2	Ask students to look up the words <i>compromise</i> and <i>consensus</i> in a dictionary so that they have a clear understanding of each term.	Students will look up the words <i>compromise</i> and <i>consensus</i> in a dictionary so that they have a clear understanding of each term. For future reference, students should record the words and their meanings in an appropriate journal, notebook, etc.
3	Ask students to brainstorm with their groups about some of the potential disagreements they may have as they carry out their entrepreneurial projects. How will they overcome them? What strategies will they use?	Students will brainstorm with their groups about some of the potential disagreements they may have as they carry out their entrepreneurial projects. They should consider how they will overcome them and what strategies they will use.
4	Introduce students to the <i>We Disagree... Now What?</i> <i>graphic organizer</i> and explain how it can be used. Provide each group with a conflict scenario to resolve. (One example of a scenario is included with this activity.) Have them read the scenario and determine the viewpoint of each stakeholder. Instruct the students to determine what the group in the scenario is actually disagreeing about. Ask them to put themselves in the shoes of that group and come up with a compromise or to make a decision based on consensus. Have students work on this activity in a manner relevant to their learning needs.	Students will work in their entrepreneurial groups. Using their assigned conflict scenario and the <i>We Disagree...Now What?</i> <i>graphic organizer</i> , students will outline the position of each stakeholder in the scenario, determine the basis for their disagreement and envision a compromise that could resolve the conflict and allow the entrepreneurial project to progress.

5	Have each group give a 2-minute (maximum) class presentation outlining the disagreement contained within their scenario and the solution their group was able to envision.	Each group will give a 2-minute (maximum) summary of the conflict and present their graphic organizer to the class, explaining how they would resolve the issue.
Follow-up	If students are struggling with a conflict in their group, ask them to revisit and review this activity. If needed, they can use the We Disagree...Now What? graphic organizer to organize and evaluate their ideas?	Students may revisit and review this activity if they are faced with a conflict within their group during the implementation of their entrepreneurial project. They could use the We Disagree... Now What? graphic organizer to organize and evaluate their ideas.

Resolving Conflict and Building Consensus – Scenario #1

Sally, David and Donna have decided to work together on an entrepreneurial project. They have already begun to establish their entrepreneurial profiles, have planned out their project, and have decided which tasks each will be responsible for based on their entrepreneurial qualities.

David has taken the task of creating an advertising campaign to support the project. Since the school has monitors set up in strategic locations (the main lobby, the cafeteria, the weight room), David has decided to create a 30 second commercial that he hopes will bring attention to the community need the group has chosen to address. The conflict began when David shared his idea with the group.

Sally is worried about the time it would take to create this type of advertising campaign and wonders if David will be able to complete the other task assigned to him. She has suggested using the school P.A. system instead as a way to still get their message out. This would enable David to create their advertising campaign in a fraction of the time and allow the group to continue to progress on schedule.

Donna feels that neither idea will work. She shares Sally's feeling that the commercial will be too time consuming to complete. But she also feels that using the school's P.A. system won't work either, as students are often preoccupied with other matters during announcements. She also worries that the announcements will lose their impact after only a few days as students become bored with them. Donna has suggested that David create 2 or 3 different fliers that can be posted around the school to get their message out.

After two days of discussion, which at times has become heated, the students have been unable to resolve the conflict or reach a consensus.



How would your group approach this issue?

Date _____

Name _____

We Disagree...Now What?



Carries out the project

_____ view is ▼
(name)

_____ view is ▼
(name)

We disagree about ▼

Did I listen to others?
Was I listened to?

Did I listen to others?
Was I listened to?

Did I listen to others?
Was I listened to?

_____ view is ▲
(name)

_____ view is ▲
(name)

Our compromise or consensus ►

