

Activity Name	Cross the line
Goals	Negotiation is commonly used to settle disagreements. Although we don't typically call it such, we negotiate all the time – with ourselves, with our friends, with our parents and coworkers. For students these negotiations might look like: Should I keep studying or catch up on my shows? I'll do the dishes if you let me go to Matt's house after. All of the exchanges involve negotiation, and often, so do conflicts. In this activity, students will learn basic negotiation strategies and how negotiations can be affected by circumstance
Description	<p>1. Create a long line on the classroom floor using masking tape.</p> <p>2. Pair students and have them face each other across the line.</p> <p>3. Each student's goal is to convince his/her partner to cross the dividing line. They may use any tactic except physical force. The partner that successfully convinces his/her partner to cross the line wins.</p> <p>4. After five minutes or once one partner from each pair has crossed the line, discuss the activity.</p> <p>Common negotiation techniques.</p> <p>1. Contending/power moves – Attempts to force the other party into concession: threats, leveraging relationship, lying, refusal to negotiate. EX: You might as well come over here because I'm not budging.</p> <p>2. Concessions/compromising – Moves that make it easier for the other party to agree with you: bribes, lessening your demands, promises of future favours, EX: If you cross the line, I'll do your math homework.</p> <p>3. Process moves – Changing the structural dynamics of the negotiation: enlisting support, setting switching, providing perspective. EX: C'mon just cross. It's just a dumb game.</p> <p>Followed by discussion.</p> <p>What negotiation strategies did you use to persuade your partner? (Can lead into discussion of common negotiation tactics.)</p>

	<p>If you crossed the line, why? What convinced you?</p> <p>Did anyone think to simply switch places (win-win)?</p>
Type of activity	Group discussion, facilitation techniques and where appropriate, role play.
Duration	<p>A short exercise lasting approx. 10 mins but followed by discussion with suggested time of 20 mins.</p> <p>With group sharing ideas you can then return to exercise again to try with an advanced understanding of negotiation techniques (if so then do not mention the win win scenario yet).</p> <p>Note: You can also apply real life scenarios/points of conflict to be played out.</p>
Space & Materials	A working space for specified number of participants plus tape for floor markings.
Learning Outcomes	<ul style="list-style-type: none"> - An understanding of the five steps of conflict resolution: <ul style="list-style-type: none"> i. define the source of the conflict ii look beyond the incident. iii. request solutions iv. identify solutions all disputants can support v. agreement. - Ability to manage difficult discussions with resolution strategies. - Ability to generate a safe space with mutual respect. Ability to De-escalate conflict through discussion and maintain respect with empathy of opposing views. <p>A desire to ensure that everyone is “heard” despite tone or views. To not impose personal sensibilities on opposing viewpoints.</p>
Module	Conflict Resolution.

Source	Steve Medlin, Artistic director of Collage Arts Voices programme. This exercise was drawn from a weekly drama class for 11+ olds but could be applied to any age group.
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