

Lesson 4.25 – Negotiation and Mediation: Peacemaking

Topic: Peace in a Nation  
Subtopic: Negotiation  
3E.Reconciliation and Peacemaking  
4D. Conflict Management

Class: Standard IV (4<sup>th</sup> Grade)

Objectives: **Knowledge:** Students will be able to define negotiation and mediation and use the five problem solving steps to negotiate with another student.

**Attitude:** Students will seek to use problem solving skills in times of conflict.

Materials Needed:

Blackboard and Chalk

Exercise book

*Optional:* Handcrafted basket or jewelry

References: Review earlier Bible stories with problem solving. *Peace Education* Lessons 27 and 29

Memory Verse: Matthew 5:9

Teacher Activities

**Introduction:** Give an example of negotiation. Explain *negotiation* is “**when two people try to solve a problem without a third person.**” Ask students if they can give examples of negotiation. Then explain that *mediation* is **when a third person helps two people talk about a problem without giving advice or telling people what to do.** See if students can give an example.

**Bible Story:** Ask students if they can think of any Bible Stories we have had where the people did negotiations. How did the negotiations turn out? Were there any situations where a mediator would have been helpful?

**Application:** Review the Problem solving steps. Have small groups roleplay a situation where negotiations might be necessary using the five problem solving steps.

**Evaluation:** Do you see students using the problem solving steps in conflict situations? Are they learning to talk about problems rather than just react?

Student Activities

**Introduction:** Learn two definitions and give examples of negotiation and mediation

**Bible Story:** *Possible Answers for negotitation.*

- Abraham and Lot – about land
- Isaac and Abimelech – about wells
- Jacob and Laban – about marriage to Rachel

*Example of Mediation:*

The people of Israel & Samuel – about a king  
Samuel was a mediator between the people and God and between Saul and God.

**Application:** In small groups, think of a situation to roleplay a negotiation. Use all five of the problem solving steps.

**Evaluation:** Do students understand the difference between negotiation and mediation? Are they able to negotiate with another person using the five problem solving steps?

**Extension Activities:** *Friends Connection.* Share the true story about Friends Peacemaking Teams in Kenya. (It is at the end of the lesson.)

*Mediation.* Can students think of a time when someone else helped them solve a conflict? What did they do? Was that mediation or not? Did they give advice?

*Memory Verse Review:* Discuss the memory verse. Then play the Four Corners game to review the Romans Road verses (See Lesson 4.7 about Abram and Lot)

*Restitution.* Restitution is repairing something to its original condition or repaying someone for damage you have done. For example, if you broke something that belonged to someone restitution would mean that you repair or replace the thing you broke. In Problem 2, is there any way Samuel can make restitution for accidentally causing Joseph to fall? Can you think of other examples of restitution? How does restitution help maintain peace?

### Notes for Teacher

This lesson introduces two important concepts, Negotiation and Mediation. These concepts will be explained more in the Class V (5<sup>th</sup> Grade) curriculum. If you have the *Peace Education* book use Lesson 27 and Lesson 29 to guide you in preparing this lesson.

Main Point: Students will use negotiation to solve problems instead of reacting emotionally.

Introduction: (1) Give an example of negotiation. You may want to bring a basket to illustrate. Say, **If I had a basket I had made and you wanted to buy it, what would we need to do?** Explain that you would need to discuss a price until you both agreed. This is negotiation.

(2) Give the definition of negotiation. **Negotiation is when two people try to solve a problem without a third person.** (from the *Peace Education* book.) The goal of negotiation should be to reach a decision that is fair for both people. Point out these facts about negotiation.

- Both people must listen.
- Ask clarifying questions and make summarizing statements to understand how the other person feels and thinks.
- Treat others as equals and show respect. (If one person forces the other person to agree, that is unfair.)
- People must stay calm (Conflict gets worse when people get angry and upset.)
- The focus should be on the problem, not on feelings or the other person.
- Use the five problem solving steps

(3) Have students list examples of situations where people negotiate with each other. Write these on the board for later roleplays.

(4) Define mediation: **mediation is when a third person helps two people talk about a problem without giving advice or telling people what to do.** (This definition is adapted from the *Peace Education* book.) Ask students if they are more likely to do something if it is their own idea or if someone else tells them what to do. Point out that a mediator tries to get the other two people to listen to each other and decide for themselves what is best. The mediator does not try to tell them what to do.

Bible: Discuss examples of negotiation and mediation from our Bible Stories. Evaluate how well the people did at negotiating. Was the solution satisfactory for both people? Were the negotiations fair? When it was not fair, what problems did that cause?

Application: Review the ABC problem solving model. Students will roleplay negotiations using the five step problem solving model. Encourage them to model listening and asking clarifying questions during step 1 (Ask, “What is the Problem”). The *Peace Education* Book has some clarifying questions in Annex 2 that could be helpful. During step 2 (Brainstorming) they should come up with at least five possible solutions. During step 3 (Choose what to do) encourage them to discuss what could happen with each possible solution. Have one small group come to the front of the class and model the steps for the rest of the class or divide the class into small groups.. There are two problems below which can be used for roleplays or use ideas from the list the students made during the Introduction time.

*Problem One.* Leunita was having a party to celebrate her birthday. She wanted her best friend, Kadeiza, to help her with it. Kadeiza had planned to help but then she was selected to be a play at school and the teacher said she had to be at the practice for the play if she wants the part. The play practice is at the same time as the party. Kadeiza really wants to be in the play so she told Leunita she could not come to the party. Leunita is very angry and hurt. She feels like Kadeiza doesn’t care about her feelings.

*Problem Two.* Joseph loves to run. He is very excited about the race coming up at school. He is confident he can win. Barnabas and Sammy are best friends and they are also in the race. Early in the race Joseph trips over Sammy’s foot. He stumbled and fell but was able to get up and start running again. Joseph tied with Barnabas for first place. Joseph is angry because he thinks Sammy tripped him on purpose to help Barnabas win. Sammy says he did not do it on purpose. It was an accident. The boys get into a fight with pushing, shoving and name calling. The teacher broke up the fight. Now they will not speak to each other. Can they negotiate a peace agreement? How could Barnabas act as a mediator?

Friends Connection: After the elections in Kenya in December 2007, violence started. Some people were killed. Others had to flee from their homes because their neighbors were very angry. The people in the election, Mr. Mwai Kibaki and Mr. Raila Odinga, negotiated with each other and came to an agreement. Mr. Kibaki would be the president and Mr. Odinga would be the prime minister. They would work together. This restored peace to Kenya. However, some of the people who had left their homes were living in Displaced Persons Camps and were afraid to go back home. *Friends Peacemaking Teams* went to the camps and listened to the stories of the people in the camps. They went to the villages and listened to the stories in the villages. Then they asked both groups to listen to each other. They brought the two groups together. It was scary for the peacemaking teams and for the people coming together because they did not know if people would listen or start fighting again. The groups listened to each other and came to an agreement. The people in the Camps began to move back into their homes again.

*What were the Friends Peacemaking Teams doing—negotiation or mediation?*  
(Mediation because they were helping two groups listen to each other.)

*How did they do it?* (They went where the people were; listened; brought people together; helped people talk calmly and listen to each other.)

*What characteristics does it take to be a peacemaker?* (Courage, calmness, good listening, willing to take risks, care about others, obeys God). In Matthew 5:9 it says, “Happy are those who work for peace; God will call them his children!” Peacemakers must be willing to do what God wants them to do even when it is hard. Peacemaking is not always easy work.