EXPLORING THE CONTEXT

Outcome 2

Upon completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decision form, purpose, language, audience and context.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key Knowledge:

The knowledge includes:

- the relationship between purpose, form, language and audience in a range of print, non-print and multimodal text types, with close attention to author’s choices of specific structures and features; for example, style, images, design, point of view, tone and register;
- the ideas and/or arguments relevant to chosen Context, including understanding of the ideas and arguments presented in selected text/s;
- strategies for creating; reviewing or editing;
- metalanguage to discuss and analyse their own and others’ creative choices;
- the conventions of spelling, punctuation and syntax of Standard Australian English

Key Skills:

These skills include the ability to:

- Analyse the relationship between purpose, from and audience in a range of text, with close attention to authors’ choices of structures and features;
- select and shape information, ideas and argument appropriate to the chosen form, audience, purpose and context;
- draw on ideas/arguments presented in selected texts;
- use appropriate strategies to review and edit texts for fluency and coherence;
- use appropriate metalanguage to discuss and analyse their own and others’ authorial choices;
- use the conventions of spelling, punctuation and syntax of Standard Australian English

“Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict…” (Dorothy Thompson)
Building the Context requires developing a range of initial ideas about what the Context means. What issues does it relate to? What questions does it encourage you to think about? You are building the Context broadly at this stage.

**WORD BANK: CONFLICT**

1. ______________          2. ______________          3. ______________
4. ______________          5. ______________          6. ______________
7. ______________          8. ______________          9. ______________
10. ______________        11. ______________       12. ______________

**What is Conflict?**

Conflict: An expressed struggle between at least two independent parties who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals.

**Nature of Conflict**

There is, perhaps nothing more common than conflict. As a mediator, conflict may constructively be viewed as a resulting form:

- varied perspectives on the situation;
- differing belief systems and values resulting from participants accumulated life experience and conditioning; and
- differing objectives and interests

Effectively dealing with conflict requires the expression and management of participants’ varying perspectives, interests, belief systems and values. It is important to meet the participants exactly where they are. Hear from them fully before trying to lead them anywhere. You cannot effectively move toward solution until each participant experiences themselves to be heard on “their perspective" “what they want” and “why”.

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Along with their sometimes too well-known differences, people in conflict share **common ground, including:**

- **overlapping interests** – participants share in their own relationship, typically have common friends and colleagues and also have interests in resolving the conflict in an expeditious and economic way;
- **interdependence** – no single participant has the ability to unilaterally impose a resolution on another without paying a very substantial price for doing so; and
- **points of agreement** – even when there are many disputed issues, there may still be a number of points of agreement or possible agreement. The wise mediator assists the parties to identify what they may be easily to agree on as a foundation for addition discussions.

**The Evolutionary Nature of Conflict**

Through the integration of participants’ perspectives, interests, beliefs systems and values, conflict resolution play important roles in individual and social evolution and development. Conflicts arise when one or more participants view the current system as not working. At least one party is **sufficiently dissatisfied with the status quo** that they are willing to own the conflict and speak up with the hope of being able to influence the situation to arrive at an improved condition. **Conflict may be viewed as a process we put ourselves through to achieve a new condition and self-definition.** Through conflict, we have opportunities to be creatively self-defining. If nothing else, conflict allows us to do things differently in the future.

Through the resolution of conflict, we can, if we choose, evolve and redefine ourselves, our relationships, our community, our society and our world. It is no accident that we most often find ourselves, our relationships, our community, our society and our world. It is no accident that we most often find ourselves in conflict with those with whom we spend the most time – family, friends, business associates, and fellow organisational members. There is a great benefit, in terms of the quality of our lives, in being able to constructively resolve conflict around us.

**Time as an element of conflict**

Conflicts always contain time. Continued conflict is a way to drag the past into the future. The idea of justice is in essence a belief that past events can be "put right." We may also speak of the present moment, but the present moment is always in the process of becoming the future. Conflicts exist in the present, but they are always about something that is desired to happen or about something that already happened. That is why we try to know the future and the past.

The present moment is our point of perception; to the extent that the past exists at all, it can only exist in present perception, and to the extent that the future exists at all, it can only exist in present perception. But when one contemplates the nature of the present moment, it vanishes. It is always becoming the past and always rolling into the future. The only thing one can do with the present moment is experience it.

When people fight about the past, they are generally fighting about their wounds; when they fight about the future, they are generally fighting about their desires. Some conflicts pertain
both to past and future; when wounds are mixed with desires, the entanglement is complex. Fights about the past are always about how to patch up the past so that wounded spirits may be satisfied, and fights over the future are always about who gets what, how much, and at what price. The most complex conflicts contain past time, future time, unhealed wounds, unfulfilled desires, conflicting doctrines and beliefs, and contest for territory and resources.

We approach the past by means of memory, physical and written records. Although we only have our stories about the past, they may be more or less accurate, depending on many factors, of which the most important is usually the passage of time. As memories fade, we have to rely on the written and physical record, and if there is no written record, we have only the physical record. Lawsuits involve an attempt to reconstruct the past; evidence is the law’s method of reconstructing a past story.

The future is like the past in some ways. We have stories about the past, and predictions about the future. We cannot remember the future, but we can predict it, and the accuracy of our predictions depends mainly upon time. Most people can predict what they are likely to be doing next week, but not what they will be doing ten years ahead. No one can predict a hundred years ahead. When rapid change occurs, prediction becomes more difficult.

Types of conflict

In pairs, think of the types of conflict there are in this world. On the scale below, place the type of conflict you perceive it has the largest clash. (e.g. political conflict can be placed in the middle of the scale).

Types of conflict: Write some examples of conflict
1. Conflict between individuals – Encounter between two best friends due to trust issues (*I lied to my best friend so she will not get hurt*).

2. Conflict between nations

3. Political conflict

4. Romantic conflict

5. Religious conflict

6.

7.

8.
How do these factors cause conflicts?

Example:

1. How might an individual’s greed lead to conflict with other people?
   
   Answer: ______________________________________________________________
   ______________________________________________________________
   ___________________________________________________________________

2. Is envy between nations the same as envy between people? Why?
   
   Answer: ______________________________________________________________
   ______________________________________________________________
   ___________________________________________________________________

3. Do arguments between neighbours have the same causes as aggression between nations?
   
   ______________________________________________________________
   ______________________________________________________________
   ___________________________________________________________________
*Also consider whether some conflicts have multiple causes, and how it is that some seemingly minor conflict become larger and more intense.**

Consequences of conflict

Using the information you have collected in the previous activities, create a table that records some of the possible consequences or effects of conflict. These consequences may be short-term or long-term, positive or negative, or have a public and/or personal impact. Use the table below as a guide to get you started. You may also wish to add to this table throughout the year as you develop a better understanding of the Context ideas.

<table>
<thead>
<tr>
<th>Type of conflict</th>
<th>Causes of conflict</th>
<th>Consequences</th>
<th>World Wide Examples</th>
</tr>
</thead>
</table>
| Political conflict | - Different beliefs  
- Desire for power | - Challenges to social norms  
- Lack of stable government | **Source:** The Sydney Morning Herald  
**Date:** 11/08/15  
**Issue:** "Same-sex marriage showdown: Toby Abbott calls special meeting of Coalition MPs to debate free vote.  
**Conflict:** Joint liberal-national parties had a special meeting to decide whether all MPs will be included to vote. |

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Personal conflict

Write a short piece recounting a personal experience of conflict. You may have been in conflict with another person, with a group, with an instruction or with an idea you have encountered. In your writing, consider the type of conflict, its causes and its consequences. Did you learn anything about yourself? About others? Were you able to resolve it?

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Project for the week:

Students are to write an imaginative essay wherein they can work individually, pairs or in a group (maximum of 3). They can create this type of essay into either the options below:

- Short story
- Memoir
- Diary Entry
- Blog Post
- Expository
- Persuasive
- Imaginative/Expository
- Imaginative/Persuasive

Select one prompt from the list of prompts below:

1. The nature of conflict: The nature of conflict is deeply embedded in humans.
2. The causes of conflict: Conflict is driven by self-interest.
3. The consequences of conflict: Conflict creates stronger relationships.
4. The resolution of conflict: Many conflicts do not offer an easy solution.

Data Collection: Students are to research at least three to four worldwide issues through the internet and use these issues as a guide to create their imaginative essay. What data should I use after I perform my research?

- You can use the data that you have collected to start your idea your short story.

Example: Conflict Selected: Conflict is driven by self-interest.

Source 1: The Australian: “Women fear getting old and fat more than cancer, researcher finds”

Example: Women are more concerned of their appearance than getting cancer.
Rough Idea produced: **A story of young female who has eating disorder and focuses her life on her appearance.**

- You can use the data you have collected to inject key ideas/causes/implications/consequences of conflict.

Source: *The ABC “The Drum” – “Skinny models and our obsession with appearance”*


Key ideas/causes/implications/consequences of conflict:

- You can use self-conducted surveys that will help gather data on various perspectives on potential implications consequences of conflict.

https://kwiksurveys.com/

Source: Individual surveys

**Examples of resources:**

- Google Books
- www.academia.edu
- Websites and blogs of prominent researchers

**At the end of this mini-project you are to submit the following:**

- Present to the class through either **role play, collage** or a **short speech** (5 minute presentation) on your imaginative essay. (This will be submitted on Friday, 18 September).
- Submit your imaginative essay.
- Submit all data you have collected (e.g newspaper articles, interview transcripts, surveys, etc).
Resources used:


http://www.mediate.com/divorce/pg15.cfm

https://www.youtube.com/watch?v=uL3OuUuR2X8

http://www.mediate.com/articles/parselle8.cfm