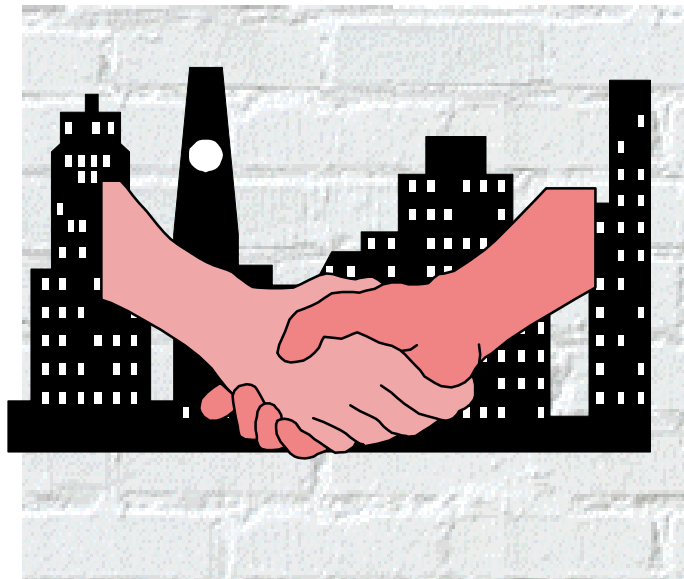


**INCREASE THE PEACE!
CONFLICT
RESOLUTION**



CFE 3258V

OPEN CAPTIONED
SUNBURST COMMUNICATIONS
1995
Grade Levels: 9-12
14 minutes

DESCRIPTION

Inner-city neighborhoods provide the setting for four scenarios which demonstrate strategies for resolving conflicts. Each segment presents a conflict, shows the wrong way to manage it, introduces resolution techniques, and finally shows the situation settled satisfactorily. Demonstrates how inner-city youths can resolve conflicts without resorting to violence.

INSTRUCTIONAL GOALS

- To demonstrate that conflict is part of life.
- To show different techniques of resolving conflicts.
- To recognize the effect body language and tone of voice play in resolving conflicts.

BEFORE SHOWING

1. Preview the video to determine unfamiliar vocabulary and language concepts.
2. On the chalkboard, draw two columns.
 - a. In the first column, list situations which cause conflicts.
 - b. In the second column, suggest how these conflicts are usually resolved.
 - c. Put a star next to the solutions which are violent or ineffectual.
 - d. Retain for discussion after viewing.
3. Define the words: *passive*, *aggressive*, and *assertive*.
 - a. Determine people who are passive, aggressive, or assertive.
 - b. Role-play situations calling for people to be passive, aggressive, or assertive.
 - c. Analyze which people are the most effective.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause after the caption “And she listened to what he had to say.” Analyze:
 - a. The first conflict
 - b. Kareena’s first solution
 - c. Kareena’s second solution
3. Pause after the caption “Yours first, then mine.” Discuss:
 - a. The second conflict
 - b. Steve and Lydia’s first solution
 - c. Mr. Ortiz’s suggestion for a solution
4. Pause after the caption “Just leave.” Study:
 - a. The third conflict
 - b. Dee and Wakim’s first solution
 - c. Coach’s suggestion for a solution
5. Stop at the end of the video. Evaluate:
 - a. The fourth conflict
 - b. Shanequa’s first solution
 - c. Mr. Wood’s suggestion

AFTER SHOWING

Discussion Items and Questions

1. Why do people spread rumors? How often are rumors accepted as truth?
2. What is the most effective way to get the facts?
3. Why is respect of other people so important?
4. How often does a person not hear accurately what the other person is saying? What is the purpose of repeating what the other person said?
5. Do people have to like each other to play together on a team?
6. What is the role of body language and voice tone in resolving conflicts?
7. Why are people reluctant to admit to having their feelings hurt?

8. Why is brainstorming a good way to solve a turf conflict?
9. What is important to remember when making a compromise?
10. When is violence justified to solve a conflict?

Applications and Activities

1. Recall the techniques used in the video to solve conflicts. Discuss the advantages and disadvantages of:
 - a. Getting all the facts
 - b. Active listening
 - c. Brainstorming
 - d. Negotiations
 - e. Compromise
2. Explain that active listening helps people understand other people's feelings. The skills include:
 - a. Making eye contact
 - b. Paying attention to feelings
 - c. Asking questions
 - d. Restating what is heard
 - e. Showing appreciation
3. Using active listening techniques, pair students, one confiding and one listening. Set clock for two minutes. Analyze their skills.
4. Observe people in discussion of a problem. Describe and evaluate the body language used.
5. Write an essay entitled "It Takes Two to Fight." Share in class.
6. Using a familiar conflict, brainstorm solutions for the conflict.
 - a. Record all solutions.
 - b. Decide which solutions are practical.
 - c. Discard impractical solutions.
 - d. Determine which solution to try first.
 - e. Review after a specified length of time.
7. Form a panel of parents and teenagers to discuss "Conflict resolution in the home." Use negotiations as a technique. Emphasize the following skills:
 - a. Focus on one problem at a time.
 - b. State the desired outcome, using "I" messages.

- c. Avoid expressing anger.
- d. Use active listening skills.
- e. Be willing to compromise.

8. Review the list of conflicts and their typical solutions written BEFORE SHOWING. Change the starred solutions to an alternative, more effective solution.

COMMUNICATION SKILLS

1. Using “I Messages,” change threatening or blaming messages. Practice saying or signing these messages, using appropriate body language.

Example:

You forgot to return my tapes.

becomes:

I feel disrespected when my tapes are not returned.
I need you to return them today.

- a. You didn't wait for me.
- b. You put me down in front of other people.
- c. You left my things on the floor.
- d. You ate all the bread.
- e. You always choose where we go on a date.
- f. You didn't give me a chance to give my opinion.
- g. You didn't return my rollerblades in time for me to go skating.
- h. You told everyone I liked Pat.
- i. You act like you don't care about my feelings.

2. Change the slang from the video to grammatical English, then to American Sign Language. Practice, using all appropriate forms of communication.

- | | |
|----------------------------------|-----------------------------|
| a. I thought you was my girl. | m. I'm lookin' out. |
| b. Just chill. | n. Be righteous. |
| c. Don't dis me. | o. You deserve your props. |
| d. I was crazy mad. | p. Word up. |
| e. You bugging! | q. Homeslice. |
| f. He's mad weak. | r. They jacked up the lot. |
| g. She was chilling. | s. You don't got my back? |
| h. You throwing bricks. | t. It's dogged. |
| i. I'm smelling smoke! | u. Bogarting. |
| j. Snapping to joke. | v. Brothers popping others. |
| k. Deep dollar discount special. | |
| l. There's snapping. | |

SUMMARY

Four scenarios of inner-city youths' problems give the narrator and the viewer an opportunity to analyze the solution to a conflict, then suggest a more effective way to resolve it.

Kareena is upset when she suspects some of the girls are gossiping about her. In her discussion with Mercedes, she finds out that Larry is supposed to have told everyone that he and Kareena had sex. Kareena storms off to find Larry and to confront him. Angry words are spoken during a heated discussion. The alternative shows Kareena getting the facts from Larry and remaining friends.

Steve and Lydia are competing to see whose radio can be turned up the loudest. When they begin to yell, Mr. Ortiz, a neighbor, steps in to suggest active listening. He explains that active listening helps people understand how other people feel, as well as helping to accurately receive communications. After practicing active listening, Steve and Lydia take their radios to the park.

Wakim and Dee play on the same basketball team, but are not friends. They trade insults, threaten each other, and finally begin to fight. When Coach suspends them, they hear advice from others on how to cooperate for the sake of the team. Coach urges them to practice using “I” messages, advising them to watch their body language and tone of voice, in an attempt to resolve their conflicts. Ultimately, they decide to talk the next time they have a conflict.

Jerome and his group clean up an empty lot and plant some flowers, turning it into a small park area. This angers Marisa and her group, who consider the lot a perfect place to play soccer. The soccer game starts when Jerome and his group leave the lot. When two of Jerome’s friends report what is happening, Jerome and his group confront Marisa’s group. After trading appalling insults, Shanequa leaves to go find a weapon. She returns, intending to shoot Jerome, but wounds Malik instead. The next day, Mr. Wood gathers both groups to help them resolve the conflict. They brainstorm ideas for the lot, finally compromising on an idea which will satisfy everyone. Ultimately, both groups clean up the lot together. Finally, the narrator emphasizes the need to solve conflicts without using force or violence.