

SILENCE THE VIOLENCE: SKILLS FOR PREVENTION



#3517

OPEN-CAPTIONED
SUNBURST COMMUNICATIONS

1996

Grade Levels: 5-11

20 minutes

1 Instructional Graphic Enclosed

DESCRIPTION

Preventing violence before it happens requires recognizing a potentially violent situation, determining the best response, and staying in control. Dramatized scenes develop probable conflict situations, and then demonstrate the skills for disarming them. Resolving conflicts depends on accurate information, mutual respect for feelings, and brainstorming for agreeable solutions.

ACADEMIC STANDARDS

Subject Area: Behavioral Studies

- Standard: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions
 - Benchmark: Understands that most groups have formal or informal procedures for arbitrating disputes among their members (See Instructional Goal #7)
 - Benchmark: Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status (See Instructional Goal #1)

Subject Area: Working With Others

- Standard: Uses conflict-resolution techniques
 - Benchmark: Does not blame (See Instructional Goal #2, #3, #4 and #6)
 - Benchmark: Identifies an explicit strategy to deal with conflict (See Instructional Goal #5, #6, and #7)
 - Benchmark: Establishes guidelines and rules for negotiating (See Instructional Goal #6)

INSTRUCTIONAL GOALS

1. To depict that conflicts are a routine part of life.
2. To identify skills that can help in the prevention of conflicts.
3. To learn communication skills that will help in preventing and resolving conflicts.
4. To recognize the role of body language and tone of voice in conflict.
5. To demonstrate how brainstorming can be used in resolving conflict.
6. To demonstrate how negotiation strategies are used to reach compromises.
7. To recognize, choose, apply, and evaluate resolution strategies.

VOCABULARY

1. dis
2. word up
3. humiliated
4. turf
5. slingshot
6. brainstorm
7. compromise
8. solution

9. restate
10. instincts

BEFORE SHOWING

1. Discuss conflicts and conflict resolution.
2. Share personal experiences of conflict.
 - a. What started the conflict?
 - b. What was the reason for the conflict?
 - c. How was the conflict resolved?
 - d. Who won or lost the conflict?
3. Discuss why conflicts sometimes lead to violence.

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause the video after the scene with Rodney and Jade in the cafeteria. Discuss the following:
 - a. How does Rodney feel when he sees Jade with Manny? Why does he feel this way?
 - b. What does Rodney do differently in the replay? How does this change the outcome?
 - c. How is Rodney able to gain control over his temper?
 - d. What are good ways in which to control anger?
 - e. What happens when people jump to conclusions?
 - f. What does Rodney do in order to get the facts instead of jumping to a conclusion? Would this work in real life?
 - g. What would happen if Rodney had not asked Jade to explain what was going on?
 - h. How does denying anger help or hinder a situation? How can anger be expressed constructively?
 - i. In which situation did Rodney have more control over the situation? Why?
3. Pause the video after the scene with Ana and Sonya in Ms. Taylor's office. Discuss the following:
 - a. What is the difference between playful teasing and teasing to hurt someone?
 - b. Why did the conflict between Sonya and Ana escalate so quickly?
 - c. Were Ana and Sonya intentionally trying to hurt each other? Why or why not?
 - d. How did the presence of other students affect the conflict between Ana and Sonya?
 - e. What is the difference between liking someone and respecting someone?
 - f. Decide if Ms. Taylor's responses to Ana and Sonya's conflicts were appropriate.
 - g. How did Ana's grandmother and Sonya's friend help resolve the conflict?
 - h. What were Ms. Taylor's ground rules? Why were they important?
 - i. How can disrespect be shown without talking?
 - j. Why was it important that each of the girls express their feelings?
 - k. How does restating what is heard help clarify a situation?
 - l. What was the underlying cause of the conflict between Ana and Sonya?
 - m. Why is it so hard to listen to someone who makes you angry? What can be done to change this?
 - n. When is it smart to walk away from a conflict? Why?
4. Pause the video after the scene with the two groups of teenagers on the basketball court. Discuss:
 - a. What is a *turf* dispute?
 - b. Why do the two groups of basketball players dislike each other?
 - c. Why do they feel disrespected by the other group?

- d. What finally caused the conflict between the two groups to become violent?
- e. How can a violent conflict be avoided when both groups have equal rights?
- f. What common interest do the two groups have that made them willing to try and resolve their conflict?
- g. What is *brainstorming* and why is it important to record all suggestions without comment or criticism?
- h. How did brainstorming help the two groups resolve their conflict?

AFTER SHOWING

Discussion Items and Questions

1. When might violence ever be a justified response to a conflict?
2. When is it possible for both sides in a conflict to win?
3. Henry, Ms. Taylor, and Jesse all played a major role in resolving the conflicts. Compare and contrast their roles in resolving the conflicts.
4. How is changing the way one views a conflict important in resolving the conflict?
5. Why is conflict sometimes necessary?
6. Changes in today's schools, communities, and countries are often a result of conflict. Discuss such conflicts and the resulting resolutions.
7. What would the world be like if there weren't any conflict?

Applications and Activities

1. Use brainstorming techniques to solve a classroom dispute.
2. Research music similar to that in the video that contains messages of antiviolence. Compare and contrast to other popular music. (See RELATED RESOURCES.)
3. Interview an adult who helps young people deal with problems. Report to the class how this person views the problem of youth violence.
4. Research community resources for young people and report on how active involvement can be a positive influence.
5. Evaluate and provide examples of the three conflict styles:
 - a. confrontation or attacking
 - b. avoidance or not dealing with the conflict
 - c. problem-solving or cooperative resolution
6. Determine personal conflict styles. (See INSTRUCTIONAL GRAPHICS.)
7. Evaluate and provide examples for the three types of outcomes of a conflict.
 - a. Win/win (both sides' most important needs are met)
 - b. Win/lose (only one side's needs are met)
 - c. Lose/lose (no one's needs are really met)
8. Develop active listening rules for the classroom and post them.
9. Write an essay entitled "Our World Without Conflict" or "Our World Without Violence."
10. Review the video and list idiomatic or slang expressions used among the characters.
 - a) Define the expression.
 - b) Express the same thought in Standard English.
 - c) Find an equivalent expression in American Sign Language.

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 my tapes because I want to be able to trust you in the future.

- a. You took my bike without my permission.
 - b. You didn't wait for me.
 - c. You promised to return my new sweater today.
 - d. You called me names in front of the others.
 - e. You copied my homework and I got in trouble.
 - f. You act like you don't care how I feel.
 - g. You did not let me finish what I was saying.
 - h. You never ask my opinion when the group is trying to make a decision.
 - i. You told everyone I like Sue/Bill.
 - j. You did not give me the chance to explain what I wanted to say.
2. Using body language only, express the following emotions:
 - a. happiness
 - b. sadness
 - c. anger
 - d. excitement
 - e. frustration
 - f. hopelessness
 - g. admiration
 3. Use American Sign Language to express the English phrase "It's not my fault."
 - a. flicking both shoulders with middle fingers
 - b. throwing both palms in the air
 - c. signing "not me, not me"
 - d. shaking the head to negate the sign for blame toward self

INSTRUCTIONAL GRAPHICS

- WHAT'S YOUR CONFLICT STYLE?

RELATED RESOURCES

Captioned Media Program

- Increase the Peace! Conflict Resolution #3258
- It's Not My Fault: A Program About Conflict Resolution #3051
- Strength #2686
- Tug of War: Strategies for Conflict Resolution #3090

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- HINTS FOR DE-ESCALATING A CONFLICT

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa2hints.htm>

Part of the “Creative Conflict Resolution” program, this site lists many ways in which one can help stop a conflict from becoming violent.

- VIOLENCE PREVENTION RESOURCES <http://www.child.net/violence.htm>

A list of resources that can help schools and communities learn what fosters violence, what can be done to prevent it, and how to begin conflict resolution programs to keep kids safe.

- STOP THE VIOLENCE, FACE THE MUSIC <http://www.stv.net/index.html>

Provides free counseling and education to youth and parents on alternative methods of resolving conflict. Includes music and music videos that promote antiviolence-, anticrime- and antidrug-related themes.

- YOUTH VISION <http://www.ncpc.org/ythvisn.htm>

Provides opportunities to find creative ways to resolve conflict. All submissions are recognized and given technical assistance, and some are given grants and the opportunity to participate in national training conferences.

What's Your Conflict Style?

There are three main *conflict styles* that a person can use to respond to any given conflict:

- *confrontation* (attacking)
- *avoidance* (not dealing with the conflict)
- *problem solving* (cooperative resolution)



Directions: Next to each behavior listed below, write:

- 1 if you think it is an example of *confrontation*
- 2 if you think it is an example of *avoidance*
- 3 if you think it is an example of *problem solving*

<input type="checkbox"/> criticizing	<input type="checkbox"/> blaming	<input type="checkbox"/> being defensive	<input type="checkbox"/> stereotyping
<input type="checkbox"/> postponing	<input type="checkbox"/> stating feelings	<input type="checkbox"/> asking questions	<input type="checkbox"/> denying
<input type="checkbox"/> interrupting	<input type="checkbox"/> informing	<input type="checkbox"/> changing the subject	<input type="checkbox"/> being sarcastic
<input type="checkbox"/> insulting	<input type="checkbox"/> stating needs	<input type="checkbox"/> ignoring	<input type="checkbox"/> threatening
<input type="checkbox"/> giving reasons	<input type="checkbox"/> walking away	<input type="checkbox"/> restating	<input type="checkbox"/> stating wants
<input type="checkbox"/> listening			<input type="checkbox"/> judging

Find (or Name) your conflict style:

- How many conflicts have you had in the past week?
- On the above list, circle the behaviors you used to deal with these conflicts.
- Which of these behaviors did you use the most? Why?
- After each conflict, was the issue resolved?
- Did you feel better or worse or the same after the conflict was over?
- How did the other person feel?
- From the list of conflict styles at the top of this page, which conflict style do you most often use? Why?



**PLEASE RETURN LESSON GUIDE
WITH VIDEO**

**Lesson guide also available
online at *www.cfv.org***

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