

- David mentions that he gets “pushed around enough at home.” Ask students to discuss what might be happening in David’s home environment and to debate how much his quiet, sullen nature might be a result of his family situation.
- Ask students to role-play a variety of different ways the people around David could treat him to prevent his explosive threats against the school.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.cdc.gov/ncipc/pub-res/youthsui.htm
The Centers for Disease Control provides schools with a resource guide to youth suicide prevention programs.
- www.ed.gov/PDFDocs/harassment.pdf
The U.S. Department of Education offers teachers and schools a “Protecting Students from Harassment and Hate Crime” guide.
- www.colorado.edu/cspv/safeschools/index.html
The University of Colorado at Boulder’s Center for the Study and Prevention of Violence has developed anti-violence strategies in its Safe Schools ~ Safe Communities initiative.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.

Curriculum Specialist, Schlessinger Media

Titles in this series include:

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|---------------------------|----------------------------|
| • BULLYING | • PEER CONFLICT |
| • CONFLICT WITH AUTHORITY | • PEER PRESSURE |
| • CRISIS INTERVENTION | • SEXUAL HARASSMENT |
| • HARASSMENT | • STUDENT & ADULT CONFLICT |

Also available:

Conflict Resolution for Educators

- | | |
|-----------------------------|--|
| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
|-----------------------------|--|

Teacher's Guides Included
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CONFLICT Resolution for Students™

Crisis Intervention

Grades 5–12

Conflict resolution can help young people develop critical communication and problem-solving skills. On any given day students are faced with many choices and find themselves in various situations that might easily lead to conflict. As such, it is important for students to learn the causes of conflict, how to recognize the signs of potential conflict, and to develop the skills necessary for dealing with conflict.

Each program in *Conflict Resolution for Students* contains two scenarios that depict students experiencing conflict in real world situations. Each scenario is followed by a discussion of how the situation could have been handled differently by the various parties involved. Programs may be shown in their entirety or stopped for discussion points. Teacher's Guides contain support material in the form of discussion questions, activities and Internet resources.



Introduction

Young people are often unable to cope with traumatic events in their lives, and as a result, schools are frequently faced with a variety of emotionally-charged situations, ranging from depression to suicide to school shootings. Being aware of early warning signs, getting help for troubled children, and developing a plan to respond to crisis situations can help minimize the chances of a tragic event.

Scenario 1

Stop Being So Dramatic

Program Summary

Jennifer cannot accept the end of her relationship with Rick. Struggling emotionally in the aftermath of her parents' divorce, Jennifer responds to her own break-up by losing interest in school and sinking into a deep depression. Jennifer is further devastated after seeing Rick with his new girlfriend, leading her to contemplate suicide.

Pre-viewing Discussion

- Whom can students seek out for help or advice if they are going through a difficult time in their lives? What could you do for a friend with intense emotional or psychological problems? What if he or she was threatening suicide?
- How would you define self-esteem? How important is self-esteem to a person's overall mental health? What are some ways you could improve your own or a friend's self-esteem?
- The ending of a significant relationship can be very traumatic, especially for young people. How would you handle the end of an important relationship? How could you help a friend who is having trouble dealing with a recent break-up?

Follow-up Discussion

- What are some of the signs that Jennifer gives that she is thinking about committing suicide? What are some other signals that would indicate that a person is severely depressed and possibly suicidal?
- How did Jennifer perceive herself before she started dating Rick? What did going out with Rick do for her self-esteem? Discuss if Jennifer would benefit from a new relationship or if she should address her personal issues first.
- Do you think Megan is a good friend to Jennifer? Is there anything else she could do to help Jennifer? Should she be more aware of the seriousness of the situation?

Follow-up Activities

- Invite a guidance counselor to your class to discuss the professional support services available to students both within and outside of school. As a follow-up, ask students to write journal entries in which they list the people involved in their own support systems. *(Continued)*

- Break students into small groups and ask each group to develop a list of signs that might indicate that a person is suicidal, and to suggest a preventive course of action they could take if they believed someone might take his or her own life. Ask each group to share its responses with the class.
- Ask students to write journal entries that consider a variety of factors that might cause a young person to want to commit suicide.

Scenario 2

We Didn't Take Him Seriously

Program Summary

David is a loner who develops a bad reputation in school because of his fascination with guns. Many students refer to him as "weird Dave" and he becomes a daily target of both verbal and physical abuse. The abuse takes a heavy toll on David and he threatens to kill his classmates and destroy the school.

Pre-viewing Discussion

- Define the word "teasing." How do you feel when you are being teased or harassed? How do you react when you see or hear someone being teased? Is teasing no big deal? What effect do you think constant, long-term teasing has on a person?
- What personality characteristics would a person need to have to be considered "different"? Why do people tease or taunt people whom they perceive to be different?
- In the aftermath of the Columbine tragedy, many teachers have initiated "tease-free classrooms." Describe other methods schools could use to ensure a safer, friendlier school atmosphere.

Follow-up Discussion

- Are there signs the teacher should recognize that could tell him that David is troubled or that the harassment of David is more than just an isolated incident? Should the teacher intervene more forcefully to end the abuse?
- Why does David have a strong interest in guns and military-style clothing? Do you believe his fascination with guns began before or after he was dubbed "weird Dave"? Is his interest in guns a clear sign that David is potentially dangerous? Should he be reported?

Follow-up Activities

- Ask students to discuss the importance of friends in their lives. As a follow-up, ask students to write journal entries that describe their opinions of "loners." Students may speculate on loners' personal strengths and weaknesses and why they become frequent targets of harassment. In David's case, would having friends prevent the situation from getting out of hand?

(Continued)