

- Have students construct role-play scenarios in which they provide suggestions as to how the young people and the store-owner could communicate to prevent their conflict from escalating.
- Students can write journal entries that describe moments in their lives when they were falsely accused of something. Students may follow up these entries by describing how the students in the program feel when they are suspected of shoplifting.

## Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.ycwa.org/nine/mediate.htm](http://www.ycwa.org/nine/mediate.htm)  
Youth Crime Watch of America prevents information on how students and adults can use mediation to resolve disputes.
- [ericass.uncg.edu/virtuallib/conflict/1003.html](http://ericass.uncg.edu/virtuallib/conflict/1003.html)  
"Understanding and Preventing Aggressive Responses in Youth" gives teachers insights and strategies involving young people and anger management.
- [cecp.air.org/interact/authoronline/april98/1.htm](http://cecp.air.org/interact/authoronline/april98/1.htm)  
The Center for Effective Collaboration and Practice provides teachers with ideas on how to handle teacher-student conflicts in the classroom.

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### TEACHER'S GUIDE

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#### 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 |

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#### Also available:

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#### Conflict Resolution for Educators

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|-----------------------------|--|
| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
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# CONFLICT Resolution for Students™

## Student & Adult Conflict

### 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

Students may have disagreements with adults they encounter in their everyday lives, such as teachers, police and shop-owners. While any number of situations can lead to student and adult conflicts, underlying issues often include selfishness, lack of respect and poor communication. Students sometimes fuel conflicts by making demands or behaving without considering how their actions affect other people. Adults can also contribute to conflict by losing sight of students' inexperience in solving problems or mistrusting or maintaining negative perceptions about young people. Conflict between students and adults can flare up quickly, but good communication skills and respectful interaction can prevent situations from escalating.

### Scenario 1 I Want It Now

#### Program Summary

Tracy needs to show improvement on her grades in order to get permission to go to a weekend party with her friends. When Tracy interrupts her teacher by demanding to know the score she received on a recent test, her teacher asks her to wait. Tracy becomes adamant and, when told she will not receive her grade until Monday, throws a tantrum and is suspended from school.

#### Pre-viewing Discussion

- If you saw a good friend acting out or behaving rudely toward an adult, what would you do? What is your responsibility toward a friend whom you know is in danger of getting into trouble?
- How do you respond to being told that you will have to wait for something you really want now? Explain the value and difficulty of being patient. What suggestions do you have that might help others to be more patient?
- What types of conflict can develop between students and teachers? How would you react in a dispute between you and one of your teachers?

#### Follow-up Discussion

- Why doesn't Ms. Collins want to give Tracy her grades before the other students receive theirs? Would such a favor be fair to the other students? What might happen if she were to agree to show Tracy her grades?
- Describe some characteristics of Tracy's personality. Why do you think that when Tracy doesn't get her way, she tends to "get physical" or create a "scene"? What possible effects do her tantrums have on her reputation at school?
- How might Tracy better approach Ms. Collins? What could Ms. Collins do to better communicate with Tracy? Do you think better communication would resolve this problem?

#### Follow-up Activities

- Ask students to develop role-play scenarios that Ms. Collins, Tracy and her classmates could use to prevent this conflict from spiraling out of control.

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- Students may write journal entries that describe the potential consequences of engaging in heated confrontations with adults in their lives, and make lists of alternative methods of communicating disagreements with adults.

### Scenario 2 Get Out

#### Program Summary

Several students gather outside of a neighborhood store, playing loud music and horsing around. The store-owner, his business hurt in the past by other young people "hanging out" and shoplifting, demands that they leave after one of them inadvertently bumps into a customer. The students proceed to ignore and disrespect the store-owner, prompting him to make accusations of shoplifting and call the police.

#### Pre-viewing Discussion

- Has a store-owner or manager ever followed you around or closely observed you in a store? Why are many young people looked at suspiciously when they are shopping?
- Is it difficult for students to find public places in which to "hang out"? Have you and your group ever had a confrontation with an adult because you were "hanging out"? How was this conflict resolved?
- Have you ever been falsely accused of doing something wrong or illegal? How did you feel when you were suspected, believing you were innocent? Do you think you did anything to justify being identified as the culprit? What steps did you take to resolve this problem?

#### Follow-up Discussion

- Do you agree with the students' perceptions of themselves as good customers? Compare and contrast student and store-owner perceptions of what being a "good customer" means. Describe ways to establish good relationships with members of your town's small business community.
- Why do you think the students mock and ignore the store-owner? Describe both the obvious and possible underlying issues that exist between the store-owner and the students.
- If the police were called to intervene in a confrontation or incident you were involved in, what would you do? What impression would you give if you ran away? In what other ways could you handle this type of situation?

#### Follow-up Activities

- Break students into small groups and have each group develop a list of conflicts that can arise between students and adults. Ask students to regroup and compare their lists. They can then describe the most problematic confrontations that can develop and discuss the most reasonable ways to resolve these disputes.

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