

Suggested Internet Resources

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

- www.dpw.state.pa.us/Omhsas/Guidelines/Ch_Ad_DEFIANT.asp
The Pennsylvania Department of Public Welfare offers teachers advice on working with students who have conflicts with authority.
- www.noah-health.org/english/illness/mentalhealth/cornell/conditions/odd.html
New York Online Access to Health provides a valuable fact sheet on Oppositional Defiant Disorder.
- www.cahe.nmsu.edu/pubs/_f/f-122.pdf
New Mexico State University gives teachers detailed information on the unique psychosocial development of teenagers in their publication, *Understanding Teens*.

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 |

Also available:

Conflict Resolution for Educators

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| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
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Teacher's Guides Included
and Available Online at:



800-843-3620



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CONFLICT Resolution for Students™

Conflict With Authority

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

Not only do teens go through a myriad of physical and cognitive changes during adolescence, they also experience a shift in their personal relationships. In their desire for increased independence, young people may begin to sever emotional ties with their parents, increase their focus on their friends and dating partners and question authority figures in their lives. While this type of teenage rebellion is normal, more extreme forms can result in significant conflicts with authority figures such as parents, teachers and law enforcement officers. Student and adult awareness of the complex changes that occur during adolescence can minimize conflict and help to keep young people out of trouble.

Scenario 1 Just Having Fun

Program Summary

While a mother and her young daughters are playing in the park, a group of older kids arrive and begin to play roughly and listen to loud music. The mother, concerned that her children could be injured, asks the police for help. The young people proceed to disrespect and argue with the arriving officers. Finally, one of the teens is given a citation for his unruly behavior.

Pre-viewing Discussion

- What is the primary role of law enforcement? In what ways do you think the danger associated with police work affects the behavior of police officers? How do you react when a police officer approaches you?
- Discuss the concept that our freedoms and rights are limited to some degree. Give an example of a situation when the rights of one person or group infringe on the rights of another person or group. What should be done in this situation?
- How does your behavior vary from when you are with your friends to when you are alone? Why do you think this happens?

Follow-up Discussion

- Compare and contrast the versions of events given by both the police officers and young people involved in this incident. Whose description of what happened is closer to the truth? Why?
- Do you think the mother is justified in going to the police? What might happen if she were to confront the young people on her own? Do you think the kids would change their behavior or leave the playground? Why? Why not?
- Why do you think the skateboarder drops his potato chip bag on the ground? Why does he refuse to pick it up and proceed to knock the trash can over?

Follow-up Activities

- Ask a local police officer to come to your class to discuss the situation that develops in the show. Students should prepare a list of questions about police work. Students may also discuss how young people and police officers can best interact with one another.

(Continued)

- Ask students to role-play various solutions to the confrontation between the young people and the police.
- Students may write journal entries in which they reflect on both positive and negative ways of communicating with police.

Scenario 2 It's The Rule

Program Summary

A teacher prevents Venu from coming into her room because he is breaking the school rule against wearing coats to class. After Venu refuses to comply with his teacher's wishes to put his coat away, she refers the matter to an administrator. Venu continues to argue with the vice principal, and when told he can either put his coat in his locker or go to the office, he angrily storms out of the building.

Pre-viewing Discussion

- How safe do you feel in your school? Why do many schools have rules against wearing long or bulky coats to class or bringing certain items into the building?
- What would you do if you disagreed with a school rule? Describe some legitimate forms of protest.
- If you are in a power struggle with an authority figure such as a teacher or parent, how do you react? Do you follow the rules, attempt to compromise or get angry?

Follow-up Discussion

- One of Venu's friends reflects that once Venu gets into an argument, he is not going to back down. Would you describe him as argumentative or just standing up for himself? Why do you think he behaves like this?
- Why do you think the school has a rule against wearing coats to class? Do you think the teacher is justified in preventing Venu from entering the classroom?
- How does the presence of Venu's girlfriend affect his attitude towards his teacher and the vice principal? Might his response be different if she and his friends were not there?

Follow-up Activities

- Ask one group of students to write letters from Venu's teacher to his parents, explaining what happened in class, and another group of students to write letters from Venu to the school's principal reflecting his version of events. A Have the groups compare and contrast the perspectives of both parties.
- Have students role-play solutions to the conflict between Venu and his teacher.
- Students may engage in a debate that reflects their views on rules designed to prevent school violence. Are these types of policies necessary?