

- Have students debate the effectiveness of the various ways Michael could defuse this situation. Do students think there is a course of action that would satisfy all the parties involved, or do students think the fight is inevitable?
- Ask students to write journal entries that reflect their beliefs in the importance of pride or "sticking up for oneself." What role does pride play in Michael and Reggie's fight? How might both Michael and Reggie walk away from their confrontation with their pride intact?

Suggested Internet Resources

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

- www.csm.org/handouts/tips.htm
The Colorado School Mediation Project offers ten tips for students on how to engage in productive peer conflict resolution.
- ericass.uncg.edu/virtuallib/conflict/1033.html
The Center for Adolescent Studies at Indiana University provides teachers with advice on how to manage a "he said, she said" type of situation.
- www.ncsu.edu/cpsv/
The North Carolina Department of Juvenile Justice and Delinquency Prevention shows young people the resources that exist within schools to help them resolve conflicts.

TEACHER'S GUIDE

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Titles in this series include:

- | | |
|---------------------------|----------------------------|
| • 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 |
|-----------------------------|--|

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CONFLICT Resolution for Students™

Peer 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

Student conflicts can negatively impact young people's lives and significantly disrupt the school environment. Student disagreements can range from relatively benign arguments to violent physical confrontations. Unfortunately, many students have not developed the interpersonal skills they need to mediate their own conflicts, and are unable to back down from adversarial situations. The consequences of students losing their cool can be profound, and can result in physical injury, broken relationships and, possibly, expulsion from school.

Scenario 1 He Said, She Said

Program Summary

As a result of a complex web of gossip and rumor, Maura comes to believe that her best friend Corey has betrayed her. After Maura is told that Corey is trying to steal her boyfriend, she angrily confronts Corey in the school hallway. Despite Corey's repeated denials, Maura continues to lash out at her best friend.

Pre-viewing Discussion

- If a friend approaches you with information about another person, what should you do? Should you ignore it, listen, but keep it to yourself, or pass it on?
- If you suspect that your friend's boyfriend or girlfriend is cheating on him or her, what should you do? Would you ignore the situation, or tell your friend?
- If your best friend began sharing his or her time with another person, how would you feel and react? Would you be angry and hurt, or respect the new relationship?

Follow-up Discussion

- What do you think Maura and Corey's relationship will be like after their confrontation? How might they reestablish their friendship? Describe a better way in which Maura could approach Corey about the rumors.
- What is Amber's motive in telling Maura about her boyfriend and Corey? Is she trying to help Maura? Why, or why not?
- If Maura and Corey were to get in a physical confrontation and be suspended from school, do you think the students who started the rumors about Corey should also be punished? Describe how much of a role the people around Maura and Corey play in instigating their argument.

Follow-up Activities

- Body language plays an important role in our everyday communication with others. Break students into small groups and ask them to describe the negative body language that Maura and Corey use in their confrontation. When students regroup, have them demonstrate examples of more positive body language the girls could use in their dispute.
- Ask students to write journal entries in which they define the word "jealousy." Students should describe moments in their lives when they experienced jealousy. How did students cope with these feelings?

(Continued)

- Give pairs of students role-play scenarios in which they are best friends confronting one another about negative rumors they've heard. Have each pair perform their scenario in front of the class. Ask other students to provide advice that could help defuse the argument.

Scenario 2 Getting Even

Program Summary

Michael and his friends have a picnic on the hood of the car belonging to the school bully, Reggie. The group thoughtlessly spills soda and leaves trash on the vehicle, leading to a heated argument between Reggie and Michael outside of school. While Michael tries to apologize for the mess, Reggie wants nothing more than revenge and begins to harass and berate Michael. The heated situation is further stoked by a crowd of students who insist that Michael fight back.

Pre-viewing Discussion

- What situations and issues can lead to fights in your school? What are the potential consequences associated with students resorting to physical violence to solve problems? Is violence ever the solution to a disagreement?
- Why is it important to be respectful of the personal property of others? If someone causes damage to another person's property, what is his or her responsibility toward that person? What would you do if you damaged someone else's property?
- If a person has treated you terribly or deeply wronged you in some way, and that person apologizes to you, what should you do? If you accept someone's apology, does that mean you are being weak?

Follow-up Discussion

- Would fighting Reggie benefit Michael in any way? Do you think he is justified in throwing the first punch? If Michael were to walk away from the confrontation or clean up Reggie's car, do you think the problem between the two boys would be resolved? Why, or why not? If you were Michael, how would you react to Reggie pouring soda on your shoes?
- Why do you think Michael's friends urge him to fight? What could his friends do differently in this situation? Should his friends be suspended for their role in the confrontation?
- A fellow student says that Reggie's parents are "kind of screwed-up too." Ask students to speculate about Reggie's home environment and how it might be contributing to his reputation as a bully. What could Reggie do to overcome living in this negative environment?

Follow-up Activities

- Break students into small groups and have each group write scenes in which Reggie and Michael and his friends better handle the confrontation. Students may act out their proposed versions of events. *(Continued)*