Video Support Notes

Inside Story
Conflict Resolution

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Suitable for:

Health

Brief Summary of the Program

This program looks at conflict on a number of different scales. A VEA Inside Story program, it's presented by two news desk anchors, who throw to four different reports – each covering conflict on a different scale.

Global conflict is explored first, and the role of the United Nations in resolving conflict. It covers the diplomatic process and establishment of peacekeeping forces.

Conflict at the community level is then examined, using a case study involving the proposed siting of a toxic waste facility in Werribee, Victoria. Led by Harry van Moorst, there was a groundswell of community opposition to the proposal, which saw tens of thousands of local residents of all ages engage in organised peaceful, yet firm and effective protest. Their action finally led to the reversal of the decision.

Conflict in the workplace is covered, looking at how McDonalds' manages workplace conflict in its organisation, and how the process of mediation operates.

Finally, a scenario at a school, where a student takes inappropriate action in protest at the installation of security cameras. The school reacts accordingly by asking him to leave. A mediation process ensues which sees positive outcomes achieved for all involved.

Timeline for Program

00.00 - Copyright warning, VEA logo, introduction
01.09 - Conflict on a global scale - the UN
01.20 - Dictionary definition of conflict
02.11 - Margaret Reynolds on history of UN - prime charter
02.44 - Margaret Reynolds on how the UN resolves conflicts
04.13 - Margaret Reynolds on peacekeeping forces
04.52 - Where has UN been active recently?
05.36 - Summary - Conflict on a global scale
06.10 - Not in my backyard
07.01 - Harry van Moorst on background to dispute
07.29 - Harry van Moorst on mediation
08.14 - Resident's group puts up alternative proposal
09.00 - Residents reaction after minister had given go ahead
10.43 - Residents group confronts the company
11.16 - Positive outcomes of the conflict
12.06 - Summary - Not in my backyard
12.40 - Conflict in the workplace
13.23 - Michael O'Shaughnessy - causes of conflict in the workplace
15.01 - Michael O'Shaughnessy on dealing with jealousy and prejudices in the workplace
16.01 - Corporate mechanisms for resolving conflict
16.52 - What companies can do to help workers deal with conflict
17.46 - Summary - Conflict in the workplace
18.38 - Smile for the camera
19.05 - Outline of conflict within school
19.42 - Principal outlines school's point of view
20.52 - Student welfare co-ordinator gets involved
21.15 - Strategies for resolving inter-personal conflict
22.20 - School SRC president gets involved
22.45 - Mediated outcome (principal, SRC, welfare co-ordinator, student)
24.02 - Principal's reaction after mediated outcome
25.39 – Summary- Smile for the Camera
26.06 - Program wrap up

Some Useful Websites

*At the time of printing these Teacher Notes, these websites were found, after a number of separate visits, to be both accessible and appropriate for the subject material. Teachers are advised to thoroughly check any website listed here before passing its details on to students.

www.un.org - the United Nations website.

www.unicri.it/index.htm - United Nations Interregional Crime and Justice Research Institute. Type 'conflict resolution' in the search box, and many related documents and research papers appear, with links.

www.21century.com.au/environment/wratd/ - the WRATD website (Werribee residents' action group) – site maintained as an historical record of the dispute featured in this program.

www.acresolution.org (U.S. site – an example of an organization dedicated to conflict resolution)

www.geocities.com/Athens/8945/links (An extensive range of links to conflict resolution organizations around the world)

www.crnhq.org (Australian site – excellent information and links on numerous aspects of conflict resolution)

http://www.ericfacility.net/ericdigests/ed338791.html (U.S. research centre site - outlining some useful definitions and applications for conflict resolution in schools)

http://www.conflict-resolution.org (U.S. site – Salisbury University Centre for Conflict Resolution. Some interesting information about the centre's activities and work)

Other Relevant Titles Available From VEA

Real Smart – about Conflict Resolution
Conflict in the Workplace (Workplace Communication Series)
Conflicts of the Nineties: An Overview

Please visit our website for many more relevant programs www.vea.com.au

VEA - Bringing Learning to Life

Suggested Activities before Viewing

1. Define conflict:

    _____

    _____

    (See how it matches the definition given in the program)

2. Describe a conflict you have recently been involved in, or one involving people you know personally.

    _____

    _____

    _____

3. Describe a conflict you have recently heard about in the media:

    -   on an international scale –

    _____

    _____

    -   between groups or between groups and individuals –

    _____

    _____

    -   between individuals –

    _____

    _____

4. Many larger organisations have people employed to manage conflict in the workplace. Why do you think this might be necessary? What reasons might exist for conflict in a workplace?

    _____

    _____

    _____

Suggested Activities While Viewing

When Nations Aren't United

1. Define conflict:

   _____

   _____

2. What is described as the most serious and devastating of all conflicts?

   _____

3. When was the UN established?

   _____

4. How does Margaret Reynolds describe the UN's prime charter when it was established?

   _____

   _____

5. How many member countries are there today?

   _____

6. How does the UN go about resolving conflict between nations?

   _____

   _____

7. What dangers usually exist when two conflicting groups or nations establish peace?

   _____

   _____

8. How many nations are in the UN Security Council (permanent and temporary)?

   _____

9. What role does the UN Security Council play in the establishment of UN peacekeeping forces?

   _____

   _____

10. In which parts of the world has the UN been active lately?

   _____

Not in my Backyard

11. Which two parties made the decision to locate a toxic waste facility in Werribee?

_____

12. How did Harry van Moorst and the Werribee residents go about fighting the decision?

_____

_____

13. Why does he say that dialogue or mediation weren't possible?

_____

_____

14. What alternatives to the decision did the residents' group (WRATD) offer?

_____

_____

15. How many people turned up to racecourse meeting after the government said it would go ahead?

_____

16. What steps did WRATD take to ensure its protests were 'family friendly'?

_____

_____

17. What forms did the protest action take?

_____

_____

18. In what two ways does Harry van Moorst say CSR did the people a favour by proposing the toxic waste facility?

a) _____

b) _____

19. What reasons are given for WRATD protest being so successful?

_____

_____

Conflict in the Workplace

20. Why is it said that conflict is inevitable in some workplaces?

_____

_____

21. What types of workplace conflict does Michael O'Shaugnessy identify?

_____

_____

22. What problems can failure to communicate effectively in the workplace lead to?

_____

_____

23. How does McDonalds deal with jealousy and prejudice?

_____

_____

24. What purpose does mediation serve in McDonald's conflict resolution process?

_____

_____

25. How can employers act preventatively in relation to conflict in the workplace?

_____

_____

Smile for the Camera

26. What happened at Alan's first meeting with the principal about the security cameras?

_____

27. For what reasons did the meeting end like this?

_____

28. What was Alan's reaction immediately after the meeting?

_____

29. How did the school react to this?

_____

30. According to student welfare co-ordinator, Lorraine Collis, when people meet to discuss a conflict, how should it be done?

_____

_____

31. Outline the mediation process here – what steps were followed during the meeting with the two students, Lorraine Collis and the principal?

_____

_____

_____

32. In what ways were there positives for both parties in the resolving of this conflict?

_____

_____

Suggested Activities after Viewing

1. Two neighbouring houses in a street are in conflict – the young family in one has three children under five, who play for many hours during the day in the backyard. The neighbour is a shift worker who begins work at 11 p.m., and tries to sleep during the day. Often she cannot, because of the noise made by the children in the garden next door.
    The shift worker has complained, but was told by the parents of that while they could stop their children making excessive noise, they can't require them to be totally quiet during the day while playing.

    a) You take on the role of mediator in this conflict – outline the stages which you would take the conflicting parties through in a meeting.

    b) Outline at least three solutions you could suggest, resulting in positive outcomes for both parties.

    c) Collect other students' solutions, list them on a board – how many different solutions were identified among the class?

    d) With other class members, role-play the conflict between shift worker, parents and mediator.

2. You are responsible for conflict resolution in a workplace. Make a poster for display in the workplace that informs employees of your role as conflict mediator in the workplace, and what they should do if they are experiencing conflict in the workplace.

3. Investigate the role of the United Nations in one country or region of the world, where it is currently involved on the ground.
    -   What circumstances led to the UN being involved – what was the conflict?
    -   Why was it unlikely that a peaceful solution would be reached without the United Nations?
    -   Comment on whether the information you are researching indicates that this is an effective mission for the United Nations