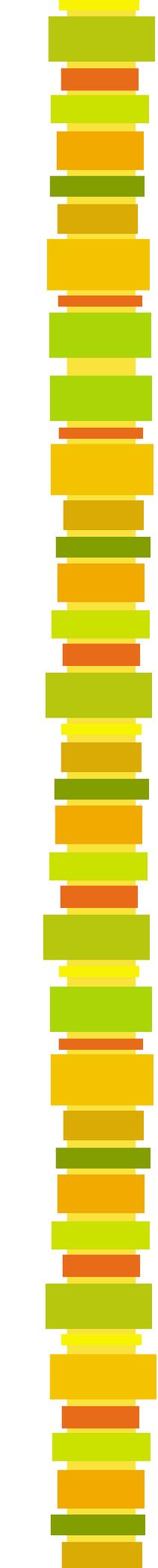


work it out!

strategies for resolving conflict

Teacher's Guide



Introduction

This Teacher's Guide provides information to help you get the most out of *Work It Out! Strategies for Resolving Conflict*. The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

The purpose of this program is to inform viewers about the impact of destructive or productive responses to conflict, and to teach them the basic skills and guidelines they need to conduct themselves appropriately and constructively in the face of conflict. *Work It Out! Strategies for Resolving Conflict* guides viewers to separate people from the problem, focus on interests, not positions, invent options for mutual gain, and use objective criteria. In addition, the video offers effective communication responses for handling criticism. By learning how to avoid common pitfalls, viewers should feel prepared to handle conflict constructively and peacefully.

Learning Objectives

After viewing the program, students will be able to:

- Apply proven conflict management skills in the school setting.
- Deal with anger effectively.
- Apply conflict management strategies.
- Resolve conflicts of interest.
- Identify goals and values important to opponents.

Educational Standards

National Standards

Family & Consumer Science

This program correlates with the National Standards for Family and Consumer Science Education from the Family and Consumer Science Education Association. The content has been aligned with the following educational standards and benchmarks from this organization:

- Evaluate the significance of family and its impact on the well-being of individuals and society.
- Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- Demonstrate respectful and caring relationships in the family, workplace, and community.
- Demonstrate standards that guide behavior in interpersonal relationships.
- Evaluate effective conflict prevention and management techniques.
- Demonstrate communication skills that contribute to positive relationships.
- Analyze personal needs and characteristics and their impact on interpersonal relationships.
- Analyze functions and expectations of various types of relationships.

The National Standards for Family and Consumer Science Education reprinted with permission.

Health Education

This program correlates with the National Health Education Standards: Achieving Health Literacy from the American School Health Association. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Performance indicators relate to interpersonal communication, refusal and negotiation skills, and conflict resolution.

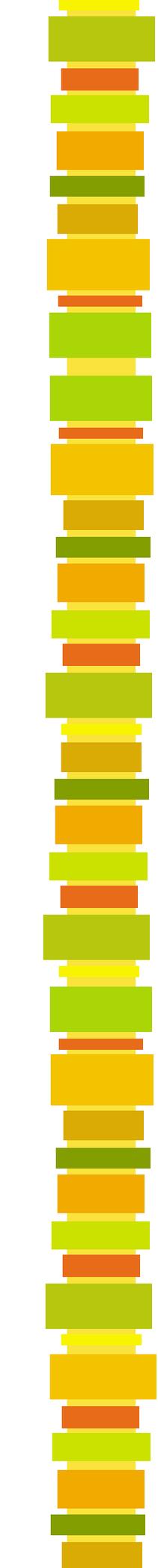
This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society. Reprinted with permission.

English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.



Technology Standards

The activities in this Teacher’s Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology resources for solving problems and making informed decisions.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Conflict comes about from differences—in needs, values, and motivations. Sometimes through these differences people learn how they complement one another, but sometimes conflict is inevitable. Conflict is not a problem in itself—it is how people handle it that counts. In fact, an unresolved conflict can call on tremendous amounts of energy. It is not always easy to fix the problem, but a great energy boost can result when it is resolved. Resolving conflict requires skills that enable people to bypass personal differences and open up to possibilities.

Work It Out! Strategies for Resolving Conflict is a video program that introduces viewers to the basics of conflict resolution on a level appropriate for high school students and young adults. It teaches the skills to help students isolate the key issues that underlie conflict—and allow them to move forward.

The four strategies (adopted from “Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings”) include:

- Separate people from the problem
- Focus on interests, not positions
- Invent options for mutual gain
- Use objective criteria

The video program will cover the four main topic areas mentioned above, as well as how to react most effectively to criticism.

Main Topics

Topic 1: Separate People from the Problem

Every problem involves both substantive issues and relationship issues. By separating these issues, individuals come to see themselves as working side by side, attacking the problem, not each other.

Topic 2: Focus on People, Not Problems

Understanding the difference between positions and interests is crucial to problem solving. Interests, not positions, define the problem. Positions are something that individuals decide they want; interests are the underlying motivations behind the positions they take.

Topic 3: Invent Options for Mutual Gain

Disputants focus on identifying options for resolving the conflict without the pressure of reaching a decision. A brainstorming process is used to invent a wide range of options that advance shared interests and creatively reconcile differing interests. The key ground rule to brainstorming is to postpone criticism and evaluation of the ideas being generated. To broaden their options, those in a dispute think about the problem in different ways, and build upon the ideas presented.

Topic 4: Use Objective Criteria

Using objective criteria ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Using objective criteria means that neither party needs to give in to the other; rather, they can defer to a fair solution. Objective criteria are determined by disputants based on fair standards and fair procedures.

Fast Facts

- Five of the six New York City high schools participating in Project S.M.A.R.T. (School Mediator Alternative Resolution Team) had a 45 to 70 percent reduction in suspensions for fighting during the program's first year of operation.
- "Obstacles often are not personal attacks; they are muscle builders."—Anne Wilson Schaef
- "Conflict is inevitable, but combat is optional."—Max Lucade
- "Other people do not have to change for us to experience peace of mind."—Gerald Jampolsky
- "Peace and friendship with all mankind is our wisest policy, and I wish we may be permitted to pursue it."—Thomas Jefferson
- "Peace is not something you wish for; it's something you make, something you do, something you are, and something you give away."—Robert Fulghum
- Evaluations of the impact of the Resolving Conflict Creatively Program (RCCP) in four multiracial, multiethnic school districts in New York City showed that 84 percent of teachers who responded to a survey reported positive changes in classroom climate. More than 98 percent of respondents said that mediation gave children a significant tool for handling conflicts.
- Studies on the effectiveness of the Teaching Students To Be Peacemakers program, a Peaceable Classroom approach to conflict resolution, show that discipline problems requiring teacher management decreased by approximately 80 percent, and referrals to the principal's office were reduced to zero.
- Everyone manages emotion, communication, and conflict from habit—patterns and styles developed early in life.
- Without conflict resolution training, there is only a 14 percent chance of reaching a desired resolution to any type of conflict.
- Without conflict resolution training, there is only a 4 percent chance of coming away from a debate, dispute, or argument with a winning solution and a better, stronger relationship with the other person.

- A conflict is more than a mere disagreement—it is a situation in which people perceive a threat (physical, emotional, power, status, etc.) to their well-being. As such, it is a meaningful experience in people's lives, not to be shrugged off by a mere "It will pass..."
- Participants in conflicts tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. People filter their perceptions (and reactions) through their values, culture, beliefs, information, experience, gender, and other variables.
- Conflict responses are filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions.
- As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
- Our varying cultural backgrounds influence us to hold certain beliefs about the social structure of our world, as well as the role of conflict in that experience.
- Men and women often perceive situations somewhat differently, based on both their experiences in the world (which relates to power and privilege, as do race and ethnicity) and socialization patterns.
- If the person sharing the message—the messenger—is perceived to be a threat (powerful, scary, unknown, etc.), this can influence our responses to the overall situation being experienced.
- Some of us have had profound, significant life experiences that continue to influence our perceptions of current situations. These experiences may have left us fearful, lacking trust, and reluctant to take risks. On the other hand, previous experiences may have left us confident, willing to take chances and experience the unknown. Either way, we must acknowledge the role of previous experiences as elements of our perceptual filter in the current dilemma.

Vocabulary Terms

Acknowledgment: A technique to stop criticism immediately by recognizing the critic's point of view.

Aggression: Expressing thoughts, feelings, and beliefs in ways that humiliate, degrade, belittle, or overpower the other person.

Assertiveness: Expressing thoughts, feelings, and beliefs in direct, honest ways that do not violate another person's integrity.

Brainstorming: A technique to increase the flow of ideas in a non-judgmental atmosphere.

Division and choice: A standard of fair procedure whereby one side divvies up the material in question, and the other side chooses.

Framing problems: Occur when people see or define a situation differently, depending on who they are and what their situation is.

Interests: The needs, concerns, and values that motivate each person. Positions are the responses or actions a person will take to meet his/her needs.

Objective criteria: Determined by disputants based on fair standards and fair procedures. They ensure that the agreement reflects some fair standard instead of the arbitrary will of either side, and that parties can defer to a fair solution.

Passive-aggressive: Expressing emotion indirectly, leading to manipulating and controlling other's emotions.

Passivity: Failing to express honest feelings, thoughts, and beliefs — or expressing them in such an apologetic, diffident, or self-effacing way that others can easily disregard them.

Probing clarifications: Questions to help clarify the critic's intent and meaning.

Standards of fairness: Objective decision-making criteria, including market value, precedent, scientific judgment, professional standards, efficiency, costs, moral standards, equal treatment, tradition, or reciprocity.

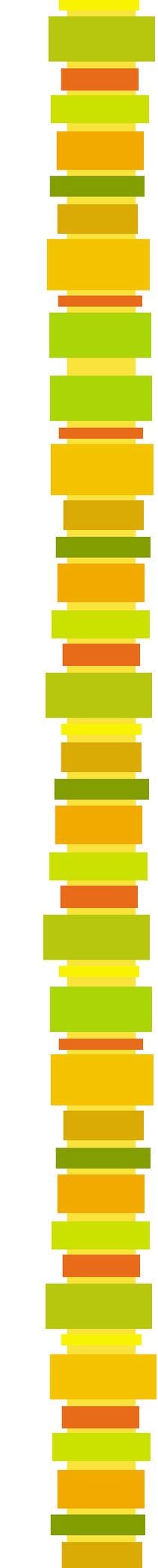
Token agreement: A technique to stop criticism by agreeing in part, probability, or in principle with a critic.

Pre-Program Discussion Questions

1. What does conflict mean to you?
2. What are the outcomes of conflict handled destructively? Constructively?
3. Think about a time when a conflict didn't result in the outcome you wanted. What happened? Then, think about a time when the conflict did result in an outcome that both you AND the other party wanted. What happened?
4. How do we know when conflict is happening?
5. What are some situations you are involved in where there is frequently conflict? Why is there conflict?
6. How do you think your school handles conflict between students? Between students and administrators or teachers? How is conflict handled in this class in particular?

Post-Program Discussion Questions

1. What was the last conflict you were involved in? What was the result? What, if anything, could you have done differently?
2. What are some key sources of conflict in our school?
3. When do they tend to occur?
4. How do students respond to these conflicts when they arise? How do teachers/administrators respond?
5. When we solve problems, do we do so for the moment, or do we put in place systems for addressing these types of concerns in the future?
6. Are there seasonal/calendar peaks where conflict tends to occur?
7. Do we have channels for expressing normal problems and concerns in a predictable, reliable manner?
8. Are there certain factors in the environment that make problems worse, especially at times of conflict?
9. How might we take all of the above information into account and be more PROACTIVE (rather than REACTIVE) about dealing with conflict in our school? What can we do individually? What can we do as a class? What can we do as a school? What can we do in our community?



Group Activities

Dynamics of Conflict

Goal: *To understand in what state parties enter into conflict resolution; to generate buy-in to the importance of effective conflict resolution.*

Divide participants into small groups and ask them to brainstorm the kind of escalating behaviors that precede or can result from:

- Raising voices
- Stopping listening
- Focus on blaming and shaming instead of resolving
- Threatening
- Asserting power
- Defensiveness
- Not taking responsibility
- Cutting someone off
- Not dealing with the issue
- Sarcasm
- Contempt
- Insults
- Ignoring, dismissing

Have small groups report on these to create a master list of escalating behaviors. Then, ask the rest of the class to think about the outcomes of this escalation. Possible outcomes may include:

- People stop talking, disengage
- Conflict widens, others get involved
- Violence
- Legal battles
- Unilateral action
- Sabotage
- People give up
- People get stressed
- People become irrational/make bad decisions
- Conflict reaches a point of no return

Ask the group (large or small groups) what conclusions they would draw from this list about their initial goals in using effective conflict resolution. Then, ask how they might model and guide the following de-escalating behaviors in themselves and others.

- Focusing on problem and solution, not person
- Listening
- Acknowledging responsibility
- Acknowledging strengths of other
- Taking a break
- Seeking alternate solutions
- Acknowledging pain/stress
- Apologizing

Non-Verbal Introductions

Goals: *To get participants to think about body language, to illustrate how much can be communicated non-verbally, to illustrate the importance of acknowledgement and encouragement in listening.*

Have participants pair up with someone they don't know well (not a best friend). Allow two minutes for one partner to tell the other about him or herself *without talking*—they must act out their hobbies, interests, family, etc. The listeners must also remain silent. Then, take a few minutes to verbally review. What was communicated? Switch and repeat. Finish up with a brief discussion of the amount of information that can be communicated without words, and the importance of non-verbal cues.

Conflict and Storytelling

Storytelling is valuable in the transformation of conflict because it breaks down barriers and allows people to communicate freely. In telling a story, one can explain strong convictions and points of view without directing them at the opposing party. In addition, one can reminisce with another through storytelling and break down any tension through a common bond of shared memories. Storytelling can also give people insight into how others feel by its very nature: one can place oneself “in another’s shoes,” and thus relate to that person’s life experiences. Finally, storytelling gives us the option of retelling a conflict and giving it a positive ending, opening people’s minds to the possibility of resolution.

Divide students into small groups. Each student should tell the story of a conflict that he or she was involved in that was resolved—but tell the story from the point of view of *all* parties. The story should be told as objectively as possible. Then, have students tell the story of a conflict he or she is currently involved in that is not yet resolved—from the objective point of view of all parties.

- What interests of the parties were uncovered?
- What positions were uncovered?
- How did these differ?
- How did you feel sharing the other person(s)’ point of view objectively?
- Did you gain any insights into how the other person was feeling?
- For the conflict that is not yet resolved, did telling the story help you see possibilities for a positive resolution?

Feelings Check-In

Pass out markers and 5x8 index cards. Ask each student to write on the card in large letters one word that describes how he or she is feeling right now. Then ask students to hold up their cards and look at the variety of responses. Point out how rare it is for different people to bring the same feelings to an experience or situation. Invite students to share why they wrote down the words that they did.

Individual Student Projects

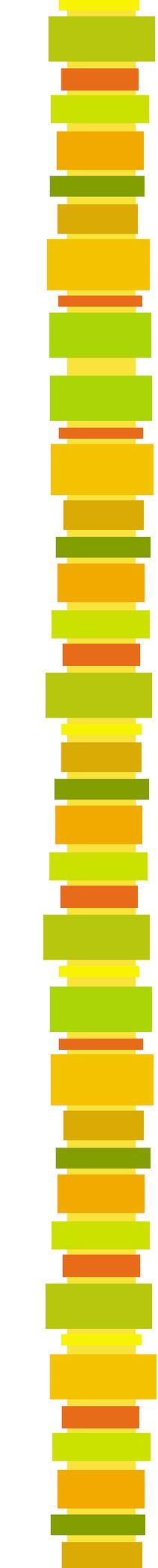
Conflict and the Media*

Television news programs sometimes directly influence the dynamics and resolution of a social conflict. It has been acknowledged that news is basically about conflict. Journalists reporting on news intervene into the conflict. They:

- Analyze the conflict
- Attempt to clarify misinformation
- Inform the parties about the opposite side’s position on the issues

Technological inventions in television such as satellite communication make it possible to bring together conflicting parties in a much faster way than was previously possible. For example, during the Gulf War, President George Bush and President Saddam Hussein used CNN to monitor and respond to each other’s statements. Ask students to reflect on the following:

- Should journalists have this role?
- What are the advantages? What are the risks?

- 
- How is a journalist similar to a mediator in conflict resolution?
 - How does a journalist differ?
 - What does a journalist need to be aware of or sensitive to in order to maintain objectivity?

**(adapted from Botes, Jannie. "Television and Conflict." Conflict Resolution Notes. V. 11, No. 2. September 1993. Pp. 26-27.)*

Levels of Conflict Exercise

Think about a conflict you are currently involved in—it can be anything from a minor annoyance to a big crisis.

- What is the conflict?
- Why has it been on your mind?
- What are your feelings/thoughts about it?
- What have you said about it—and to whom?
- Is this the first time you have been involved in this type of conflict (or in a conflict with this person)? Or is this one of several conflicts?
- What was said that was upsetting?
- How do you think the other person has interpreted—or misinterpreted—your feelings, motives, or responsibilities?
- How might you be misinterpreting those of the other person?
- How are you feeling about the other person?
- How do you think the other person is feeling about you?
- Has a major explosion occurred?
- What were the indicators that a crisis state had been reached?
- How was the conflict resolved? If it hasn't been resolved, how might it be? Whom else do you think you might need to involve in order to resolve it constructively?

Recognizing Assertive/Passive/Aggressive Behaviors

Read the following situations. Then, read the response to each situation and determine whether it reflects assertive, passive, or aggressive behavior.

Situation 1: It is 3:30 p.m. and you are just putting on your coat and making your way to the bus. Your friend asks you to hang on for a minute, so that she can discuss a matter of some concern with you.

Response: "I can see you want to chat, but if I don't go now, I'll miss my bus. Can we discuss it tomorrow—first thing?"

Behavior: Assertive

Situation 2: A new student in your math class asks you to show him around during a free period.

Response: "I'm afraid I don't know very much about where everything is exactly, but if you really want me to take you around, I suppose I can."

Behavior: Passive

Situation 3: Your mother calls the school office to say that she never got the notice about the upcoming parent/teacher conferences.

Response: The school receptionist says "I'd like to help, but I don't have the information in front of me. What if I call you back in 15 minutes when I have all of the information?"

Behavior: Assertive

Situation 4: A member of your homecoming planning committee calls you to complain that the meetings aren't scheduled at a convenient time for her.

Response: "It's not my job to schedule the meetings."

Behavior: Aggressive

Situation 5: The date is set for the next homecoming planning committee meeting. You want to attend, but the proposed date accepted by everybody else means you cannot attend. The head of the committee asks "Is that date OK for everyone?"

Response: "Well, all right, since it's convenient for everyone else."

Behavior: Passive

Situation 6: A friend asks you for a lift home. It's inconvenient to you, as you are already late and the drive will take you out of your way.

Response: You say "I'm about 20 minutes late so I won't be able to take you home. If it helps, I can drop you off at the nearest bus stop."

Behavior: Assertive

Situation 7: You're having trouble getting started on a report. You cannot see a logical starting point.

Response: You tell yourself "I'm pretty useless at writing reports. I can't really see how to even start it. I must be dumber than I thought."

Behavior: Passive

Situation 8: Your brother interrupts you for homework help when you are making an important call.

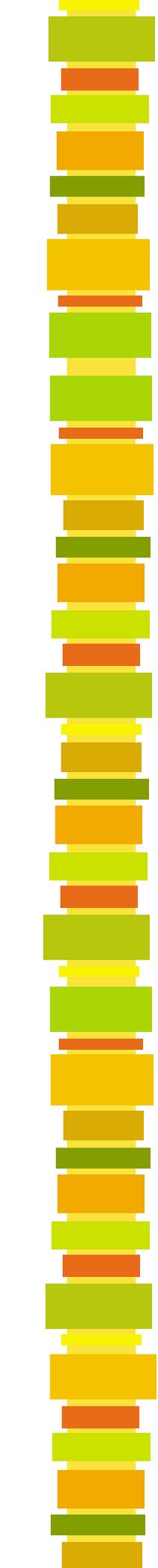
Response: "I'd like to finish this phone call, then I'll be happy to answer your questions."

Behavior: Assertive

Situation 9: You're about to leave for school when your father asks "When will you be back home today?"

Response: "When you see me walk in."

Behavior: Aggressive



Internet Activities

Peer Mediation in Schools

Ask students to use the Internet to research schools that have used peer mediation to deal with student conflict. Have students work in teams to develop a report including their findings, as well as their recommendations for how your school might begin a new peer mediation program—or improve an existing one. If a local school currently has a successful peer mediation program, have students visit in person to gather additional information.

Internet Conflict Quizzes

Students should use search engines to find a variety of Internet quizzes on conflict—interpersonal, organizational, or sociopolitical. Have students take up to three quizzes and report back on their results. Following that, ask students to use new information gleaned from their quizzes to create a conflict quiz for their fellow students to take. Include an answer key with feedback.

Conflict and the Media

Have students use the Internet to research a current or historical conflict (such as an upcoming election, the Korean Conflict, the Cold War, a local protest, etc). Students should reflect on the role of the reporting journalists to:

- Analyze the conflict
- Attempt to clarify misinformation
- Inform the parties about the opposite side's position on the issues

Students should report back on how—and how well—the journalists were able to achieve those goals. Furthermore, students should include an exploration of what key issues the journalists needed to be aware of/sensitive to in order to maintain objectivity.

Assessment Questions

Q: Conflict is often a positive force in a relationship (*True or False*)

A: True.

Feedback: Conflict can be constructive when it stimulates people to increase their knowledge and skills, inspires innovation and productivity, puts diverging views on the table, and provides people with feedback about how things are going.

Q: _____ are steps that can be taken to settle a disagreement in a responsible way.

- Conflict resolution skills
- Conflict confrontation
- Conflict avoidance
- Interpersonal conflict

A: a) Conflict resolution skills

Feedback: Conflict resolution skills are skills you can use to remain rational and in control when you have disagreements with others. You see the potential for a win-win solution in situations in which there is conflict.

Q: Which of the following is one of the steps to mediating a conflict?

- a) Defining a conflict
- b) Negotiating a solution
- c) Writing and signing an agreement
- d) All of the above

A: a) All of the above

Feedback: The purpose of mediation is to resolve a conflict without compromising your values or guidelines of your parents/guardians. The negotiated agreement should involve a solution that is healthful, safe, legal, and respectful of all people involved.

Q: A mediator is someone who _____.

- a) tells people how to run their lives
- b) tells people how to resolve a conflict
- c) helps people in conflict reach a solution
- d) takes one side over the other to help resolve the conflict

A: c) helps people in conflict reach a solution

Feedback: The purpose of a mediator is to help people in conflict reach a healthful, safe, legal, respectful, and nonviolent solution. They should be an outside person, and objective.

Q: Name five causes of conflict.

A: Communication failure; personality conflict; value differences; goal differences; methodological differences; substandard performance; lack of cooperation; differences regarding authority; differences regarding responsibility; competition over resources; non-compliance with rules.

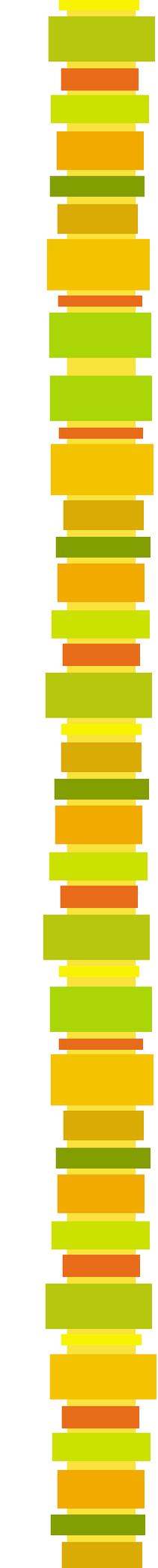
Feedback: Conflict can occur for a number of reasons. This is why it is so important to develop the strong conflict resolution skills that will help you settle any disagreement or dispute effectively.

Q: When parties in a conflict explain their perspectives on the situation, _____.

- a) both sides better understand each other
- b) both sides risk losing the upper hand
- c) they can project their fears onto one another
- d) they are taking positions

A: a) both sides better understand each other

Feedback: Sharing their perspectives helps parties to reveal common perceptions, avoid projecting fears, and opens up the flow of communication in a non-confrontational manner.



Q: Which of the following is NOT a characteristic of interests?

- a) Needs
- b) Concerns
- c) Values
- d) Actions

A: d) Actions

Feedback: Interests are the needs, concerns, and values that motivate each person. Positions are the responses or actions a person will take to meet his/her needs

Q: Name four obstacles in inventing realistic options for mutual gain.

A: Premature judgment (which can impair imagination); searching for the single answer; the assumption of a fixed pie; thinking that solving the problem is their problem.

Feedback: Each of these obstacles can exaggerate conflicts and make them more difficult to resolve.

Q: Using _____ ensures that the agreement reflects some fair standard instead of the arbitrary will of either side.

- a) ground rules
- b) objective criteria
- c) active listening
- d) brainstorming

A: b) objective criteria

Feedback: Using objective criteria means that neither party needs to give in to the other; rather, they can defer to a fair solution. Objective criteria are determined by disputants based on fair standards and fair procedures.

Q: List ten ineffective responses to criticism:

A: Communication cutoff; overlong statements; put-downs; "You should/shouldn't" statements; unfair comparisons; reacting defensively; sarcasm; commanding; threatening; unnecessary apologizing or self-effacing; unclear, overly general, and nonspecific statements; double messages; ignoring important messages or feelings of the other person; unnecessary interruptions; giving in

Feedback: These responses don't work toward coming to a mutual agreement, and they don't encourage a fair resolution to conflict.

Additional Resources

WEB SITES

The Leader's Institute: Free Leadership Tips and Conflict Resolution Tips

<http://www.leadersinstitute.com/resource/peopleskills.html#conflictresolutiontips>

Speakers Platform: Ten Ways You Can Stop a Conflict from Escalating

http://www.speaking.com/articles_html/KareAnderson_618.html

Stress Management and Conflict Resolution

<http://stress.about.com/od/conflict>

Conflict Resolution Tools and Tips for Students

http://www.campus-adr.org/Student_Center/tips_student.html

BOOKS

Conflict Resolution Activities That Work!, by Kathleen M. Hollenbeck. Scholastic, 2001, ISBN: 0439111137

Partners in Learning: From Conflict to Collaboration in Secondary Classrooms, by Carol Miller Lieber. Educators for Social Responsibility (ESR), 2002

Making the Peace: A 15-Session Violence Prevention Curriculum for Young People, by Paul Kival and Allan Creighton with the Oakland Men's Project. Hunter House Inc., 1997

Better Together, Jossey-Bass, 2000, ISBN: 0130449709

Other Products

Avoiding Conflict: Dispute Resolution Without Violence, VHS/DVD, *Films for the Humanities and Sciences*

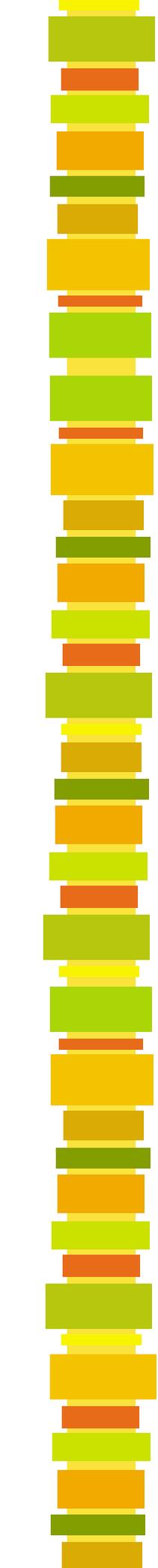
This program details ways of stemming the rising tide of aggression in our schools and playgrounds, our streets and homes. It shows ordinary problems that can ignite into violence, and how the problems can be resolved peacefully. The program focuses not on the problems but on solutions, as it highlights anti-violence programs that have made a difference by teaching dispute resolution, avoiding conflict, solving problems nonviolently, and averting domestic and street violence. (47 minutes)

Item no: 5771, www.films.com, 1-800-257-5126

Cage the Rage: Handling Your Anger, VHS/DVD, *Meridian Education*

Because we cannot escape all conflict in life, we must learn how to manage the frustration that arises in a conflict situation. Viewers discover a plan for dealing with conflicts in a way that leads toward a positive resolution, instead of chaos, and promotes an attitude of self-control and self-responsibility. A Meridian Production. (18 minutes)

Item no: 11008, www.meridianeducation.com, 1-800-727-5507



Conflict Resolution Techniques, VHS, *Films for the Humanities and Sciences*

Interpersonal conflicts are a regular part of life. What are the best ways to handle them? This scenario-based video introduces a number of conflict resolution techniques that are easy to apply at school, work, and home. (Not available in French-speaking Canada.) (6 minutes)

Item no: 32412, www.films.com, 1-800-257-5126

Conflict Resolution, VHS, *Films for the Humanities and Sciences*

Conflict, if properly handled, can be a constructive element. In this program, viewers learn that with an understanding of teamwork and common goals, conflict can be resolved without damaging people or relationships. Part of the *Business Communications* series. (15 minutes)

Item no: 6104, www.films.com, 1-800-257-5126

Conflict Resolution Series: Breaking the Barriers of Violence, VHS/DVD, *Cambridge Educational*

Many American teenagers confront violence every day. It plagues their school yards and pervades their streets. Some are bullied or raped, others become victims of hate crimes, and some choose to live a violent lifestyle and join gangs. This documentary-style series identifies the types of violence affecting teenagers, documents their feelings and actions, and provides insight into ways to prevent violence from happening in the first place. A Cambridge Educational Production. The series includes *Understanding Violence*; *Taking Action Against Violence*; *Preventing Violence*. © 1999. (30 minutes each)

Item no: 9354, www.cambridgeeducational.com, 1-800-468-4227