

YOUTH LEADERSHIP ACADEMY



CONFLICT RESOLUTION



Students learn about the importance of developing effective communication skills, such as language and tone, and practice using these abilities to create non-threatening environments for successfully resolving conflict.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

12-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

Overview of “Conflict Resolution”

Conflict resolution skills are the most important skills for young adults to develop in order to become successful human beings and leaders in their communities. In this module, YLA participants become aware of conflict resolution styles that achieve positive results and learn to use problem-solving techniques in emotionally charged situations to achieve mutually satisfying outcomes.

The main thrust of the module is to isolate the cause of a problem, communicate feelings in neutral language, negotiate solutions, and be willing to collaborate. Participants explore the effects of tone of voice, inflection, and body language in participatory activities such as role-playing and improvisation, and sharpen listening skills during group discussions.

This module begins with a fast moving, action packed animation called “The Ice Cream Incident”

in which Freddy and Shawna find themselves in the middle of a heated argument that escalates when neither individual takes personal responsibility for his actions. The Break it Down and Write to the Point exercises provide an opportunity for the participants to explore alternatives and write stories about their own encounters, always focusing on reducing tension, diffusing angry situations and preventing violence.

During a role-playing exercise called “Choose to Diffuse,” participants create a non-threatening environment and see how listening can be a powerful skill. By using non-threatening, respectful language, and seeing the value of collaboration to reach win-win situations, participants increase their confidence and capacity to negotiate solutions.



Goals for Learning

- ✓ Analyze conflict resolution styles and explore successful methods of dealing with conflict;
- ✓ Facilitate positive and rational discussion in a non-threatening environment;
- ✓ Learn the importance of language and tone in conveying one’s point of view and how to use re-phrasing techniques for effective communication;
- ✓ Understand how listening is a form of respect and a tool for successful conflict resolution;
- ✓ Learn the importance of taking responsibility for one’s role in conflict;
- ✓ Learn to collaborate and negotiate mutually acceptable solutions;
- ✓ Understand the importance of conflict resolution in becoming leaders in the community.

Instructor Preparation Guide

YLA's *Conflict Resolution Curriculum Guide* is divided into ten sections. Each section examines a different theme and together encourages participants to take control of volatile situations. Participants will learn new ways to work through and resolve disputes by effectively communicating their needs and negotiating mutually beneficial solutions. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class

- Watch *On the Reel: The Ice Cream Incident* and use the note-taking worksheets on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, the content of the Interface and the procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles to bring the topics covered in this module into context. Good examples are articles that demonstrate the importance of conflict resolution. These may include discussions of contentious issues in local, national and world news. In addition, because young people are interested in the lives of celebrities and sports stars, highlight controversies between public figures that may have escalated because of a clash between personalities.

During class

- Have participants bring in, or provide, a “Conflict Resolution” journal. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Review Worksheet: Working Towards Resolution

► Summarize in your own words the key ideas in the following Break It Down activities:

Create a Non-Threatening Environment

Isolate the Problem

Communicate, Don't Escalate

Negotiate a Solution

Conflict Resolution Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|--|---|--|--|--|---|
| <p> Final Answer: First Answer Participants complete a pre-program survey of their attitudes, behavior, and knowledge about conflict resolution. CG pg. 11 • 10 Minutes</p> | <p> Break It Down: Analyze Your Conflict Resolution Style Participants learn about various archetypes: Avoider, Peace-at-all costs, Slash 'n' burn, Exploder, and Problem solver. CG pg. 21 • 30 Minutes</p> | <p> Hot Link Library: The Missing Link Participants review the website directory and suggest an addition to the listing. CG pg. 32 • 30 Minutes</p> | <p> We Got Game: Choose to Diffuse: How to Deal with Conflict Styles Participants act out a scripted domestic conflict between a parent and a teenager to learn how to deal with Exploders. CG pg. 38 • 30 Minutes</p> | <p> We Got Game: Rewind and Rephrase Participants learn why it is important to avoid communication pitfalls like condescension, ultimatums, sarcasm, and name-calling. CG pg. 58 • 30 Minutes</p> | <p> Break It Down: Find Ways to Work Out Your Pent-Up Aggression Participants learn to deflect and channel negative energy by utilizing positive outlets: exercise, writing, meditation, etc. CG pg. 68 • 20 Minutes</p> |
| <p>Break the Ice: Reacting to Conflict This exercise previews conflict resolution styles and finding ways to work out pent-up aggression. CG pg. 14 • 20 Minutes</p> | <p> Final Answer: Conflict Resolution Styles Questionnaire Participants fill out a self-assessment form to discover which type of conflict resolution style they employ. CG pg. 26 • 30 Minutes</p> | <p> Write to the Point: Analyze Your Conflict Resolution Style Participants tell a story about when they used a conflict resolution style that escalated a conflict instead of resolved it. CG pg. 34 • 30 Minutes</p> | <p> We Got Game: Mrs. Jones Participants enter this virtual math class to help a student and his teacher resolve their issues by learning to rephrase response styles and finding ways to work out pent-up aggression. CG pg. 54 • 30 Minutes</p> | <p> We Got Game: Choose to Diffuse: How to Rephrase Participants act out a scripted peer-to-peer conflict between a musician and his best friend to practice rephrasing in a tense situation. CG pg. 62 • 20 Minutes</p> | <p> Write to the Point: Find Ways to Work Out Your Pent-Up Aggression Participants tell a story about how they deal with tension and pent-up stress. CG pg. 73 • 30 Minutes</p> |
| <p> On the Reel: The Ice Cream Incident Freddy knocks over Shawn's ice cream cone. Manny helps them reach a compromise. CG pg. 17 • 10 Minutes</p> | | | | | |

Conflict Resolution Session Plan: Sessions 7–11

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

| Session 7 | Session 8 | Session 9 | Session 10 | Session 11 |
|--|---|---|--|--|
| <p>Break the Ice: Working Towards Resolution This exercise previews creating a non-threatening environment, isolating the problem, and negotiating a solution. CG pg. 77 • 20 Minutes</p> | <p>Write to the Point: Create a Non-Threatening Environment Participants tell a story about a time when they directed a conflict toward peaceful resolution. CG pg. 85 • 30 Minutes</p> | <p>Break It Down: Escalate Communicate, Don't Escalate Participants develop the ability to listen with their eyes, ears, and heart. CG pg. 92 • 30 Minutes</p> | <p>Break It Down: Negotiate a Solution Participants learn to work toward mutual understanding, finding common ground and collaborating for mutually beneficial outcomes. CG pg. 106 • 30 Minutes</p> | <p>Final Answer: Pays to Play Quizzes retention of conflict resolution skills. CG pg. 114 • 20 Minutes</p> |
| <p>Break It Down: Creating a Non-Threatening Environment Participants learn how to set aside emotions and resentments, take personal responsibility and be more sensitive to the needs of others. CG pg. 80 • 40 Minutes</p> | <p>Break It Down: Isolate the Problem Participants explore ways to get information by asking open-ended questions and look at what really causes problems. CG pg. 88 • 30 Minutes</p> | <p>We Got Game: Perpetrating Rhymes Participants compete in teams to identify songs. They also analyze lyrics to better understand the messages that are being sent to teens about resolving conflict. CG pg. 97 • 30 Minutes</p> | <p>We Got Game: Choose to Diffuse: The YLA 3-Step Method Participants use YLA's three-step method to resolve conflict in this improvisation exercise. CG pg. 110 • 30 Minutes</p> | <p>Final Answer: Final Answer Participants complete a post-program survey of their attitudes, behavior, and knowledge about conflict resolution. CG pg. 117 • 10 Minutes</p> |

Instructor Notes

Final Answer: First Answer

Pages 12–13

SECTION 1
PRE-ASSESSMENT

Background Note

Administer *Final Answer: First Answer*, YLA’s pre-assessment survey, to participants **before** *Conflict Resolution* is introduced. This is recommended because it allows you to assess the participants’ background knowledge and tailor activities according to their needs.

Objectives

- Demonstrate an understanding and awareness of how to work through and resolve disputes.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey’s questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *Conflict Resolution Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on pages 12–13 to guide you through *First Answer*.
- Tell participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module’s goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board in your room. Tell participants they will find out the answer to their questions by the end of the unit.


Assessment

The results of the survey become part of the participant’s portfolio in APOLLO. View the surveys’ results in APOLLO by accessing your “Instructor Menu’s Assessment and Status Viewer.” If time constraints prevent you from viewing each participant’s survey individually, take a sampling of surveys to gauge participants’ prior knowledge.


After reviewing results, tailor the module’s activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click **MODULES**.
5. Select **4. THE ICE CREAM INCIDENT**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



FIRST ANSWER

SET UP:
This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:
Click the link below and take the questionnaire.
FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

continued on next page ▶

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

- 1. I feel easily annoyed or irritated when people try to question my opinions.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 2. Only actions matter; talking about problems never solves anything.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 3. I think gossip is harmful because it starts fights.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
- 4. In order to prevent violence, it is important to avoid conflicts with people.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 5. I am getting into arguments with friends and family members.**
 - a. Almost always (1 point)
 - b. Usually (2 points)
 - c. Sometimes (3 points)
 - d. Almost never (4 points)
- 6. When I am stressed out, I find positive ways to release my energy (exercise, music, talking).**
 - a. Almost always (4 points)
 - b. Usually (3 points)
 - c. Sometimes (2 points)
 - d. Almost never (1 point)
- 7. When someone has wronged me, I find a way to get even.**
 - a. Almost always (1 point)
 - b. Usually (2 points)
 - c. Sometimes (3 points)
 - d. Almost never (4 points)
- 8. When someone disrespects me, I have the urge to injure or harm that person, or to break or smash things.**
 - a. Definitely (1 point)
 - b. Probably (2 points)
 - c. Maybe (3 points)
 - d. No (4 points)
- 9. When in a conflict with someone who loses his or her temper, the best response is _____.**
 - a. to fight back
 - b. to explain why they are out of line
 - c. not to engage and allow them to vent (4 points)
 - d. not to lose face
- 10. What is the most effective way to handle a dispute?**
 - a. Use neutral body language and tone
 - b. Keep the focus on yourself
 - c. Listen to the other person's point of view
 - d. All of these (4 points)
- 11. Conflict is _____.**
 - a. the result of an aggressive person who cannot control his temper
 - b. a natural part of life when two or more people don't see things the same way (4 points)
 - c. a failure to get along with others
 - d. an excuse to blame someone for one's own personal problems
- 12. Compromise means _____.**
 - a. no one gets what they want
 - b. you have no pride / losing face
 - c. both sides give and take (4 points)
 - d. agreeing to disagree

Instructor Notes

Break the Ice: Reacting to Conflict

SECTION 2 SET THE STAGE

Background Note

Conflict Resolution is divided into two parts. *Break the Ice: Reacting to Conflict* opens Sections 2-5 with an opportunity for participants to explore how to work through and resolve disputes.

Objectives

- Discuss the goals of Sections 2-5 of the *Conflict Resolution* module:
 - Analyze conflict resolution styles;
 - Learn how to deal with others' conflict resolution styles;
 - Find ways to work out pent-up aggression;
 - Understand how listening is a form of respect;
 - Develop the ability to set aside emotions, take personal responsibility and learn to be more effective problem-solvers.

Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Sections 2-5 into context. Good examples are articles that demonstrate the importance of conflict resolution. These may include discussions of contentious issues in local, national and world news. In addition, because young people are interested in the lives of media and sports stars, highlight controversies between public figures that may have escalated because of a clash between personalities.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles (optional); internet resources (optional); journals (optional); and the *Conflict Resolution Curriculum Guide*.

Instructional Procedures

- Get the participants excited about the activities in *Conflict Resolution* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Explain to participants that conflict resolution is about teaching people new ways to work through and resolve disputes.
- Let participants know that the goal of the first half of the module is to explore how to reach mutually beneficial solutions during times of conflict.
- Brainstorm with students different examples of mutually beneficial solutions using topics students could relate to. For example: schools that have dress codes but also casual dress days.
- Start a discussion about conflict resolution to open up the topic. Ask questions like:
 - How can gossip lead to a fight or dispute?
 - Why is it important to solve our problems rather than ignore them and hope they go away?
 - When confronted with an aggressive person during an argument, what ways can you make the situation worse?
 - How does the language and/or tone we use during a dispute effect the situation?
 - When you're feeling stressed out, why is it important to find positive ways to release your energy?
 - Can you think of some examples of people in society that are good at solving problems between others? Why are they successful?

continued on next page ▶

Instructor Notes (continued)

Break the Ice: Reacting to Conflict

SECTION 2 SET THE STAGE

- Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *Conflict Resolution* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *Conflict Resolution* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit work for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of the bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use the Journal Scoring Guide on page 16 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

Journal Scoring Guide

Break the Ice: Reacting to Conflict

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

| Primary Traits | Performance Criteria | | | |
|--|-----------------------------|---|---|---|
| Mechanics | | | | |
| Format: All entries clearly list <i>in the margin</i> : | 1 | 2 | 3 | 4 |
| Date of entry | | | | |
| Title of entry (e.g., <i>My Daily Routine</i>) | | | | |
| Organization: Entries appear in chronological sequence or as otherwise assigned | 1 | 2 | 3 | 4 |
| Effort | | | | |
| Includes all assigned work | 1 | 2 | 3 | 4 |
| Is legible, presentable, coherent | 1 | 2 | 3 | 4 |
| Writing | | | | |
| Fluent: Write with ease about a range of subjects | 1 | 2 | 3 | 4 |
| Developed: Includes examples, details, quotes when appropriate | 1 | 2 | 3 | 4 |
| Understanding | | | | |
| Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing | 1 | 2 | 3 | 4 |
| Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character | 1 | 2 | 3 | 4 |

| Performance Evaluation Rubric | |
|--------------------------------------|--|
| Level | Control of trait or skill |
| 1 | Little or no evidence of use of target trait or skill. |
| 2 | Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard. |
| 3 | Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard. |
| 4 | Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard. |

Instructor Notes

On the Reel: The Ice Cream Incident

Pages 19-20

SECTION 2
SET THE STAGE

Background Note

Martin Luther King Jr.'s quote at the beginning of *The Ice Cream Incident* was first published in a collection of his speeches entitled *Strength To Love* in 1963. Inspired by the Montgomery bus boycotts, King discussed the importance of seeing other people not as separate “things,” but rather, as “caught in an inescapable network of mutuality.” This sense of “mutuality” is at the core of the *Conflict Resolution* module, as participants work to resolve conflicts peacefully.

Objectives

- Differentiate between the different conflict resolution styles exhibited by Freddy, Shawna and Manny.

Instructor Preparation

Review the objectives for the activities found in Sections 2-5 of the *Conflict Resolution Curriculum Guide*. On page 7 you will find a note-taking page to record your observations and thoughts while watching *On the Reel: The Ice Cream Incident*. After reviewing the results of participants' pre-assessment surveys, tailor your notes to address your participants' needs.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *Conflict Resolution Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice: Reacting to Conflict*. Participants need constant reinforcement as they absorb the material.

- Review any difficult vocabulary before you begin the video, such as pacifist, compromise or diffuse.
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 19 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *The Ice Cream Incident*, write the quotes used at the beginning of the animation on an overhead projector or chalkboard. Have participants interpret the quote in their own words using examples from the animation to support their ideas. For additional ideas on how to integrate quotation analysis into your curriculum, visit www.thinkfinity.org and enter the keyword “quotations.”
- Journal: Ask participants to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

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Instructor Notes (continued)

On the Reel: The Ice Cream Incident

Pages 19-20

SECTION 2
SET THE STAGE

Assessment (optional)

Use the Journal Scoring Guide on page 20 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

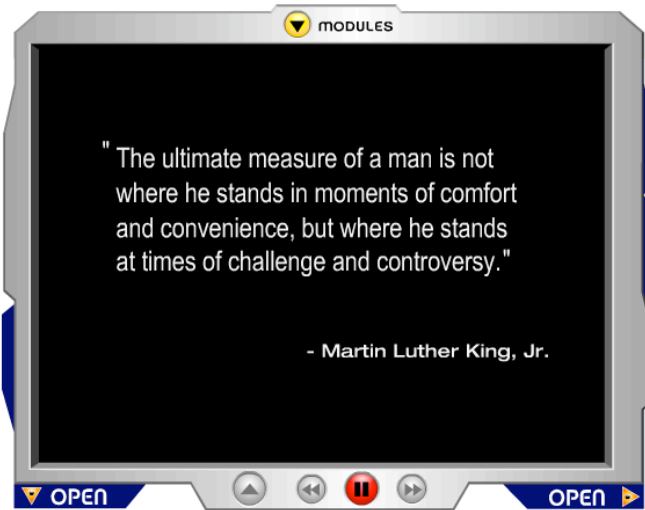




On the Reel: The Ice Cream Incident

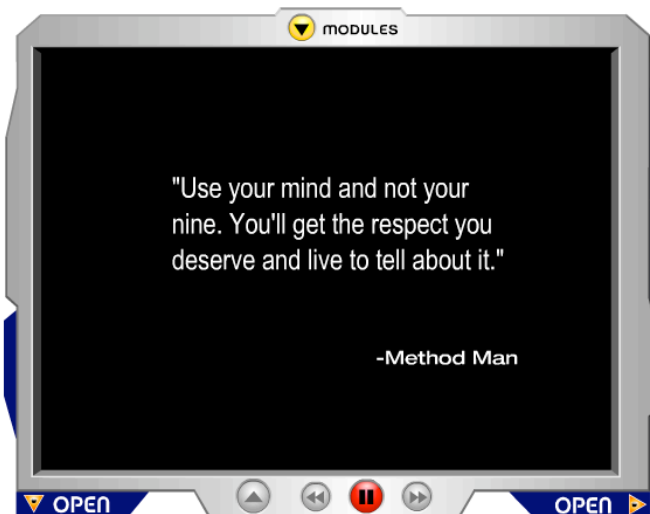
1. Roll mouse over first icon from left on the “Choose an Activity” [Notes](#): screen:



2. Click .



The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click  on the interface to pause the screen for more time. Click  to resume play.



Journal Scoring Guide

On the Reel: The Ice Cream Incident

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

| Primary Traits | Performance Criteria | | | |
|--|----------------------|---|---|---|
| Mechanics | | | | |
| Format: All entries clearly list <i>in the margin</i> : Date of entry Title of entry (e.g., <i>My Daily Routine</i>) | 1 | 2 | 3 | 4 |
| Organization: Entries appear in chronological sequence or as otherwise assigned | 1 | 2 | 3 | 4 |
| Effort | | | | |
| Includes all assigned work | 1 | 2 | 3 | 4 |
| Is legible, presentable, coherent | 1 | 2 | 3 | 4 |
| Writing | | | | |
| Fluent: Write with ease about a range of subjects | 1 | 2 | 3 | 4 |
| Developed: Includes examples, details, quotes when appropriate | 1 | 2 | 3 | 4 |
| Understanding | | | | |
| Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing | 1 | 2 | 3 | 4 |
| Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character | 1 | 2 | 3 | 4 |

| Performance Evaluation Rubric | |
|-------------------------------|--|
| Level | Control of trait or skill |
| 1 | Little or no evidence of use of target trait or skill. |
| 2 | Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard. |
| 3 | Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard. |
| 4 | Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard. |

Instructor Notes

Break It Down: Analyze Your Conflict Resolution Style

Pages 22–25

SECTION 3
UNDERSTANDING CONFLICT
RESOLUTION STYLES

Background Note

Shawna and Freddy approached their conflict in *The Ice Cream Incident* with two distinct conflict resolution styles. In *Break It Down: Analyze Your Conflict Resolution Style* participants will begin to analyze different conflict resolution styles, identify their own style, and understand why some styles “push their buttons”. They will also learn how to modify the way they react to conflict in order to reach mutually beneficial solutions.

Objectives

- Interpret the characteristics of different conflict resolution styles.
- Classify the conflict resolution styles of Shawna and Freddy’s behavior.

Instructor Preparation

Review *Break It Down: Analyze Your Conflict Resolution Style* to become familiar with the content in the activity.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); and the *Conflict Resolution Curriculum Guide*.

Instructional Procedures

- Review any difficult vocabulary before you begin the activity.
- Follow the instructions on pages 22–24 of the curriculum guide to navigate *Break It Down: Analyze Your Conflict Resolution Style*.
- Review the different conflict resolution styles.
- During your discussion, encourage participants to use the names of the styles, such as Exploder, Avoider, Slash’N’Burn, Peace-At-All-Cost, and Problem Solver.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask the participants if they can think of a real life or fictional character that embodies these different styles. For example, Marge Simpson of the popular animated series, *The Simpsons*, has a classic peace-at-all-costs conflict resolution style. Jay-Z and Nas are examples of slash ‘n burners because they attack each other with their lyrics and put down, criticize, and threaten in order to get the upper hand.

Enrichment (optional)

Here are some suggested activities to extend participants’ knowledge:

Direct participants to *Warning Signs*, found in YLA’s *Hot Link Library*, to learn more ways to deal with angry people.

Assessment

Use the Discussion Scoring Guide on page 25 to assess participants’ levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Analyze Your Conflict Resolution Style*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary resolution, escalate



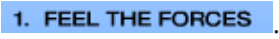


Break It Down: Analyze Your Conflict Resolution Style

1. Roll mouse over second icon from left on the “Choose an Activity” screen:



Notes:

2. Click .
3. After reading the instructions on screen, click .
4. Select .



Analyze Your Conflict Resolution Style

Conflict and arguments are unavoidable. Everyone has a conflict resolution style – some styles work and some don't. What is your style?

- ✓ Exploder
- ✓ Avoider
- ✓ Peace-at-all-costs
- ✓ Slash 'n' burn
- ✓ Problem solver

resolution

(noun) The process of settling something or a firm decision to do something. *William made a resolution to run at least one marathon in his lifetime.*

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Break It Down: Analyze Your Conflict Resolution Style (continued)

5. Review the text, then click each of the check points to display supplemental pop-up information:

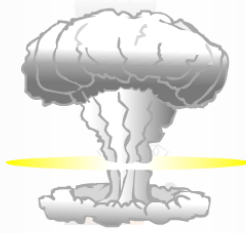


6. After reviewing each pop-up on-screen, click .

EXPLODER

Arguments are unavoidable and everyone has a conflict resolution style.

You think that it is more important to vent your emotions and call attention to the way you feel.



$y = mx + b$

AVOIDER

Arguments are unavoidable and everyone has a conflict resolution style.

You try to make conflict go away by denying there's any conflict at all.




$y = mx + b$

PEACE-AT-ALL-COSTS

Arguments are unavoidable and everyone has a conflict resolution style.

You don't say what is really on your mind because you think that people will get angry.



$y = mx + b$

SLASH 'N' BURN

Arguments are unavoidable and everyone has a conflict resolution style.

You think that if you attack first you will have the upper hand.




$y = mx + b$

PROBLEM SOLVER

Arguments are unavoidable and everyone has a conflict resolution style.

You want to resolve the conflict in a mutually agreeable way and know that problems can be solved if you work at them.




$y = mx + b$

7. After reviewing the text on-screen, click **next**.


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Break It Down: Analyze Your Conflict Resolution Style (continued)

1. How does Shawna communicate her feelings about losing her cone? She becomes angry and yells at Freddy for causing her to drop her cone.


 The sentences after the boldfaced questions are possible answers.

2. How would you describe Shawna’s style of resolving conflict in this instance? ___ **Avoider** ___ **Exploder**
Shawna is an exploder. She is venting her emotions and calling attention to the way she feels.

 Have participants vote by a show of hands.

3. How would you analyze Freddy’s conflict resolution style? Freddy has a slash ‘n’ burn style. He comes off as a tough guy who feels that he is right and Shawna is wrong. He says that “Shawna was in the wrong place at the wrong time”. He believes that if he attacks her first, he will have the upper hand.

4. How would you describe Manny’s conflict resolution style? ___ **Peace-at-all-costs** ___ **Problem solver**
Manny has the style and skills of a problem solver. He is not afraid to face the issues and talk about them. He is committed to working toward a successful resolution that will satisfy both Freddy and Shawna.


 Have participants vote by a show of hands.


5. Why do you think Freddy’s and Shawna’s styles are a problem here? Shawna’s rage brings out Freddy’s tough guy approach and they immediately clash. They spend their time proving that they are right and insulting each other. So the conflict escalates.

escalate

(verb) To increase or intensify. *The suicide bombing only escalated tensions in the Middle East.*

6. Tell a story about when you used a conflict resolution style that **escalated a conflict rather than resolved it.** What was the fight about? Whom was it with? What conflict resolution style did you use and why? How did it escalate? How would you do it differently today?

 Participants will be asked to address #6 in writing during another exercise called Write to the Point.

 See the Hot Link:
Warning Signs
This website has great articles about ways to deal with angry people.

Discussion Scoring Guide

Break It Down: Analyze Your Conflict Resolution Style

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

| Listener Demonstrates Behavior: | Always | Sometimes | Never |
|--|----------------------|------------------|----------------------------------|
| Body is turned towards speaker | | | |
| Makes eye contact with speaker | | | |
| Nods or smiles if appropriate | | | |
| Does not interrupt speaker | | | |
| Jots a brief note while listening with the intent of questioning or extending speaker's point | | | |
| Waits for speaker to finish before responding | | | |
| | | | |
| Quality of Discussion: | Above Average | Average | Below Average/ Needs Work |
| Asks relevant questions to clarify and show interest | | | |
| Asks the speaker to express him/herself in another way when unsure of what the speaker is saying | | | |
| Paraphrases/ summarizes speaker's main ideas to show understanding | | | |
| Reflects the speaker's feelings | | | |
| Shares ideas, thoughts and facts about the topic | | | |
| Sticks to the discussion topic by not including unrelated ideas or facts | | | |
| Comments express appreciation and respect towards speaker even when disagreeing | | | |
| Speaks clearly | | | |

CONTACT US OR VISIT OUR WEBSITE FOR MORE INFORMATION:

The National Urban Technology Center | www.urbantech.org | 1.800.998.3212 | info@urbantech.org