



F. Activities

SECTION 2: DEALING WITH VIOLENCE

Activity 21: Values in Conflict

Time: 20-30 minutes

Kind of Activity: Process Activity.

Objective: The participants will assess their values related to conflict situations.

Materials: Values statements sheet, 4 cardboard values signs (Strongly agree, Agree, Disagree, Strongly disagree)

Numbers: 4-6 minimum 15-20 maximum

INSTRUCTIONS:

1. Make the 4 cardboard values signs and place them on the wall around the perimeter of the room.
2. Discuss: "This is an activity about conflict, about how we really feel and think about it. On the walls you can see the signs that say Agree, Strongly agree, Disagree and strongly disagree.
3. When I read a statement from this sheet you go to the sign that says how you feel. For example: If I say... Boys and Girls Clubs suck... you would probably all go to the strongly disagree sign. Right? Got it?
4. There are no signs that say I don't know! You have to make a choice. Try not to be influenced by your friends. When you get to the sign that you want then we'll find out whose where and why. Let's go! "
5. Read the statements on the Values Statements sheet. When the participants get to their signs ask them why they are there. Discussions between groups of participants is good, but watch the level of conflict. After every statement is read ask the group to come back together.

QUESTIONS FOR DISCUSSION:

- What was that like?
- Did you find that you were influenced to go with your friends?
- Did you change your mind when you heard other people speak?
- Did you learn anything new about conflict and violence?

Close with a summary of new ideas that came out of the activity and the discussion.

ACTIVITY COMMENTS:

UNIT 1



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SECTION 2: DEALING WITH VIOLENCE

Activity 21: Handout

1. Conflicts are stupid.
2. In every conflict there will always be a winner and a loser.
3. As long as there are people on earth there will be conflicts.
4. Violence is always part of a conflict.
5. A conflict can be as small as an argument or as big as a war.
6. Violence breeds more violence.
7. Violent people are born that way.
8. I'd like a world where there are no conflicts.





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Activity 22: The Ref!

Time: 15-20 minutes

Kind of Activity: Process Activity. Use with camping groups and sports teams.

Objective: The participants will make judgments about specific conflict situations.

Materials: Flip chart, Case Studies, Pencils/pens

Numbers: 4-5 minimum 15-20 maximum

INSTRUCTIONS:

1. Discuss: "Conflict is like rain. We may not like to see it but it is going to happen.
2. Can we come up with some rules that would make conflict fair, and that would help those in conflicts to fight fair?"
3. Brainstorm some of the rules. (Attack the problem, not the person; treat people with respect) Write them on paper to keep in the room.
4. "When you don't follow the rules in a game you are given a foul. What is a foul in a game? (A foul would be any way in which person did not play fair.) In life a foul could be blaming, hitting, not listening, bossing, threatening, and putting down the other person, name calling or other things. Sometimes fouls make it difficult but not impossible to resolve conflicts. You be the referee in the case studies on these sheets. Circle the words and actions that are fouls."
5. Divide the group into groups of 3-5.
6. Pass out the three case studies to each group
7. Give the groups 5 minutes to respond. Discuss the responses. Be sure to name the actions or fouls.

QUESTIONS FOR DISCUSSION:

- Do people use fouls often in these case studies?
- Is it like that in real life?
- What were our rules of fairness should people remember?
- Can all conflicts be resolved if people fight fair?

Close by rewriting a case study together that has no fouls.

ACTIVITY COMMENTS:



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Activity 22: Handout

CONFLICT PURSUIT

Role play 1

Alex would like to go to the Wake-a-thon at the Boys and Girls Club on the weekend. Alex mentions this to T.J. who has been suspended from the Club for one month for fighting. T.J. starts to yell at Alex saying, "You think you got something special going on because you can go and I can't? I'll get you ... when I do; you won't be talking about that no more." Just then, Jordan comes by and asks, "What's happening?"

Players: Alex, T. J. and Jordan

Role Play 2

Sam and Del are friends. They get along fine unless Sam's friend Terry comes over. One day, Terry and Sam were playing Nintendo when Del came in. Del starts to talk to Sam and Terry turns to say, "Del can't play, you know?" Del says, "Why not?" Terry says, "Because it's my game and I say so...that's why!" Del turns toward Terry with a mean look.

Players: Sam, Teny and Del.

Role Play 3

Mel is one of the older kids in Grade 8 who come down to the Elementary school at recess time to grab lunch off of one of the little kids in Grade 2 and 3. Jessie is in Grade 6 and gets really mad when Mel comes to the school. One day Jessie walks in front of Me and says, "What do you want here?" Mel takes one look and says "None of your business. I got something to do here, so move it." Then 2 more Grade 6 kids come over to see what's going on.

Players: Mel, Jessie and 2 more Grade 6's

Adapted from: Creative Conflict Solving for Kids Fran Schmidt and Alice Friedman. 1985. Grace Contrino Abrams Peace Foundation. FL.

