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NOTE TO INSTRUCTORS:

PLEASE COPY THE VOCABULARY LIST ON PAGE 87 FOR THE LEARNERS IF YOU DO NOT HAVE THE ADDITIONAL LEARNER’S WORKBOOK. OTHERWISE, THEY CAN FIND THE VOCABULARY LIST ON PAGE 58 OF THE LEARNER’S WORKBOOK.

SECTION ONE

INTRODUCTION

There is no way to be successful in life, in any field, unless we know how to handle conflict in a non-violent manner. Executives don't get to the top of the business ladder if they start fights in the boardroom. Sports stars get suspended if they punch out the referee. You would get taken to the police station for pulling a weapon in public.

Dealing with conflict in a peaceful way helps you get on with the more important things in your life. Learn how to use your head instead of your fists, and you will discover one of the most important secrets of success.

The goal for learners in this section is:

To recognize different types of conflict.

**REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE
RESOURCE MATERIAL BEGINNING ON PAGE 98
AS PART OF THIS EXCITING LEARNING EXPERIENCE.**



INFORM LEARNERS:

THERE WILL BE A QUIZ FOLLOWING EACH SECTION. IF THEY DON'T KNOW A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGE 87 OF THIS MANUAL OR PAGE 58 OF THE LEARNER'S WORKBOOK.

1

CONFLICT AND DECISION MAKING

KNOWING YOURSELF

Worksheet: *Pages 34 and 35*

Learner's Workbook: *Pages 3 and 4*

1. Turn to worksheet page 34, Learner's Workbook page 3. In pairs, have learners interview each other and fill out the worksheets. When finished, ask partners to exchange and review their answers. Tell learners that when they know someone, they are less likely to be in a conflict with that person.
2. Using worksheet page 35, Learner's Workbook page 4, have everyone write a song, poem, rap, or speech about who they are now and who they want to be in three years.

CONFLICT: TWO BROTHERS

Worksheet: *Page 36*

Learner's Workbook: *Page 5*

1. Write the word "conflict" in a large circle on the board or on a large piece of paper. Ask the group to suggest other words that are related to it, writing these in smaller circles around the large one. Then write on the board, "a disagreement in ideas and interests." Ask learners how they feel about this definition.
2. Read the story on worksheet page 36, Learner's Workbook page 5. Discuss their feelings on the story.
3. Have volunteers tell about conflicts they have successfully avoided. These may include *talking rather than punching* or *giving in on a point rather than arguing about it*.

GOOD CONFLICT, BAD CONFLICT

Worksheet: *Page 37*

Learner's Workbook: *Page 6*

1. Discuss conflict. Tell learners that it can be negative, even dangerous. Ask for examples of this. Do you think it can ever be a good thing? If so, how? Write their responses on the board or on a large piece of paper. Answers may include: *It can help people think about the situation;* or *It can help people understand each other by forcing them to talk about their problems.*
2. Have them fill out worksheet page 37, Learner's Workbook page 6 and review it as a group.

SITUATIONS OF CONFLICT

Worksheet: *Page 38*

Learner's Workbook: *Page 7*

1. Discuss worksheet page 38, Learner's Workbook page 7 with learners, making sure they all understand the five situations. Ask, What could resolve each of these conflicts? Write their answers on the board or a large piece of paper.
2. Divide learners into four groups. Ask each group to think of a situation that will end in a conflict. Have learners prepare a skit and perform it. In every skit, they must discuss the origin of the problem. Then, as a large group, brainstorm creative solutions for each conflict.

POSSIBLE DAILY CONFLICTS

Worksheet: *Page 39*

Learner's Workbook: *Page 8*

Ask each person to use worksheet page 39, Learner's Workbook page 8, to list all the possible conflict situations they might face every day. Then think of solutions to these conflicts. Collect the completed worksheets; read and discuss.

CONFLICT COMIC STRIP

Worksheet: *Page 40*

Learner's Workbook: *Page 9*

1. Have everyone draw their own comic strips on worksheet page 40, Learner's Workbook page 9. They can reflect a real or an imaginary conflict.
2. Ask for volunteers to present and explain their creations to the rest of the group.

WRAP-UP

Worksheet: *None*

1. To finish this section, ask the learners to tell you what they think was the most important part of this lesson. Write answers on the board or on a large piece of paper.
2. When everyone has contributed, ask volunteers to describe how they will use what they learned to resolve conflict in their lives.

KNOWING YOURSELF

Fill in the information below. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

1. Where were you born? _____

2. What is your favorite hobby? _____

3. What would you like to learn more about? _____

4. Name a difficult experience in your life and tell how you handled it.

5. What two things do you like most about yourself? _____

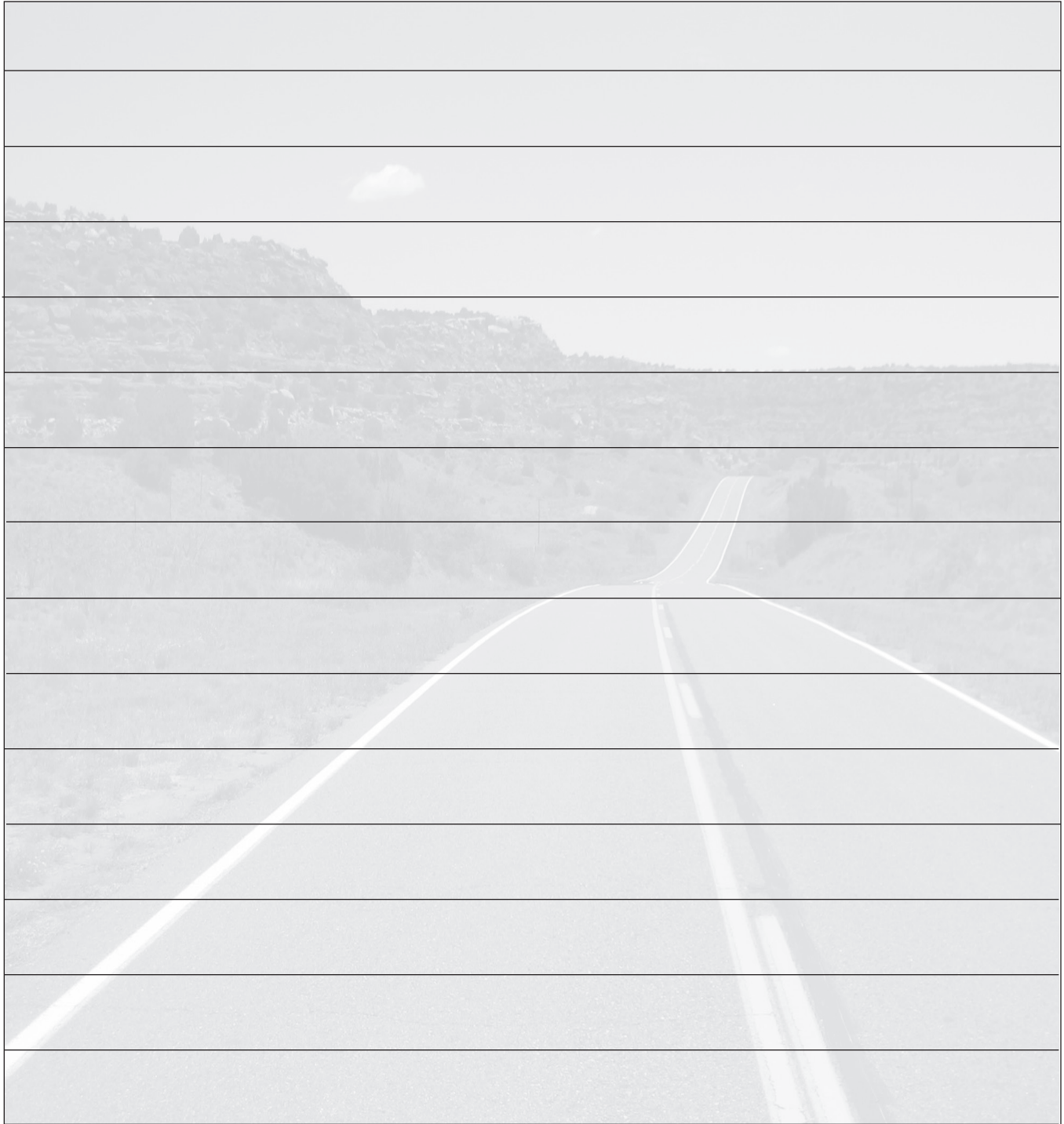
6. What special talents or abilities do you have? _____

7. What one thing would you change about yourself? _____

8. What is one of your future goals and how do you plan to achieve it?

KNOWING YOURSELF (CONT.)

Create a speech, song or rap about yourself and your future goals. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.



CONFLICT: TWO BROTHERS

Once upon a time two brothers, who lived on adjoining farms, fell into conflict. It was the first serious rift in 40 years of farming side by side, sharing machinery, and trading labor and goods as needed without any problems. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference. Finally, it exploded into an exchange of bitter words, followed by weeks of silence.

One morning there was a knock on John's door. He opened it to find a man with a carpenter's tool box. "I'm looking for a few days' work," he said. "Perhaps you would have a few small jobs here and there I could help with? Could I help you?" "Yes," said the older brother. "I do have a job for you."

"Look across the creek at that farm. That's my neighbor; in fact, it's my younger brother. Last week there was a meadow between us and he took his bulldozer to the river levee and now there is a creek between us. Well, he may have done this to spite me, but I'll do him one better. See that pile of lumber by the barn? I want you to build me a fence — an 8-foot fence — so I won't need to see his place or his face anymore."

The carpenter said, "I think I understand the situation. Show me the nails and the shovel and I'll be able to do a job that pleases you."

The older brother had to go to town, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing. About sunset when the farmer returned, the carpenter had just finished his job.

The farmer's eyes opened wide, his jaw dropped. There was no fence there at all. It was a bridge—a bridge stretching from one side of the creek to the other! A fine piece of work, handrails and all—and the neighbor, his younger brother, was coming toward them, his hand outstretched. "You are quite a fellow to build this bridge after all I've said and done." The two brothers stood at each end of the bridge, and then they met in the middle, taking each other's hand.

They turned to see the carpenter hoist his toolbox onto his shoulder.

"No, wait! Stay a few days. I've a lot of other projects for you," said the older brother. "I'd love to stay on," the carpenter said, "but I have many more bridges to build."

GOOD CONFLICT, BAD CONFLICT



When someone is confronting you:

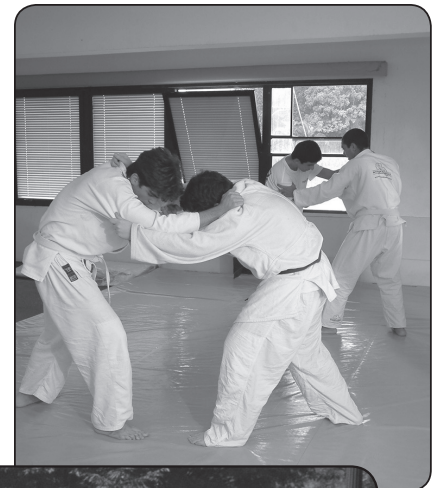
1. Don't take it personally.
2. Don't counterattack.
3. Set a time to get back with them and discuss the issue.

When can conflict be a good thing?

When can it be dangerous?

SITUATIONS OF CONFLICT

1. Shouting between an individual and a boss or teacher.
2. Two friends arguing over a girlfriend (or boyfriend).
3. A young man is angry because a person bumped into him.
4. One person is angry at another because of a rumor that was started about him.
5. Someone cut you off in traffic.



POSSIBLE DAILY CONFLICTS

Fill in the information in each box of the possible conflicts you face every day. Think of an entire day in your life from morning until night. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

CONFLICT	TIME	PEOPLE INVOLVED

CONFLICT COMIC STRIP

Draw a comic strip showing one conflict situation and how it could be solved. Give your main character a name. Remember a time when you were treated unfairly. Then, show how you can have a happy ending by controlling your temper instead of fighting. Not all of us are born great artists. Do the best you can to satisfy yourself.
