

JOINT TRAINING FOR MOTHERS AND YOUTHS - ILLNESS PHASE  
(HRA PROJECT)

SESSION 9: HOW CAN WE RESOLVE CONFLICTS AT HOME?

(Day 5, Morning. Two hours in length.)

OBJECTIVES:

1. Mothers and youths will identify common areas of parent-adolescent conflict.
2. Mothers and youths will distinguish between parent's and adolescent's responsibilities.
3. Mothers and youths will identify feelings associated with conflict.
4. Mothers and youths will review traditional ways of resolving conflict.
5. Mothers and youths will understand the six step (no lose) conflict resolution approach.
6. Mothers and youths will improve their skills in using the six step (no lose) conflict resolution approach.

RATIONALE:

Conflict within the family is normal and inevitable. Conflict between mothers and adolescents is made even more likely because of the developmental challenge to adolescents. Adolescents are in the process of establishing their own identities and weakening their dependence on parents. While parents are concerned with protecting their teenagers and guiding them toward successful adulthood, youths are looking for ways to establish autonomy. Differences in values lead to conflict over rules and responsibilities.

Typical attempts to deal with conflict include using parental authority and power or allowing the teenager to use his or her power to win at the parents expense. The parental power approach often results in sullen and resentful teenagers and in frustrated and nagging parents. The second way results in wild, uncontrolled, impulsive, self-centered teenagers and in resentful parents.

The six step conflict resolution approach provides an alternative where both parents and youths can "win." This approach teaches problem solving and solutions not only acceptable to both parents and youths but often better than those initially proposed. This session introduces the six step approach and provides safe opportunities to practice that approach.

## PROCEDURES:

1. Introduce the participants, the use of Strokes, and the topic. Review what happened between sessions. Do a lottery. (15 minutes)
2. Have mothers recall a time when they were in conflict with their parents and have youths recall a time when their parent was trying to protect them. (10 minutes)
3. Have mothers and youths rate who makes the decision in different situations. (15 minutes)
4. Use the Feeling Thermometer to identify feelings involved with conflict resolution. (10 minutes)
5. Have mothers and youths discuss when the mother is responsible. (10 minutes)
6. Present the six step method by identifying typical ways of responding, reviewing the six step method, and using role plays to contrast a typical approach and the six step procedure. (30 minutes)
7. Use more difficult situations to role play (fish bowl style) to start practicing the six step approach. (20 minutes)
8. End with appreciation and relaxation. (10 minutes)

## MATERIALS:

Strokes  
Lottery Tickets  
Lottery Prizes  
Feeling Thermometer  
Newsprint and marking pens  
Paper and pencils  
Six Step Guide to Resolving Conflicts  
Background Instructions for Mealtime and Marijuana Role Plays

Exercise 1: What Are We Working On Today?  
(10 minutes)

**[The purposes of this exercise are to increase self-esteem, to build group cohesion, to reinforce learnings that took place at home, and to create anticipation for working on conflict resolution.]**

Welcome back.

I hope you had a pleasant week.

I appreciate your coming on time and hope you enjoy today's session.

Before we start the session I would like to do a lottery.

There will be a lottery for the mothers and a lottery for the teenagers.

Please write your name on the lottery tickets.

■PASS OUT LOTTERY TICKETS. HAVE EACH PERSON PUT HIS/HER NAME ON A TICKET. MOTHERS DROP TICKETS IN ONE BOWL AND TEENAGERS IN ANOTHER. MIX UP THE TICKETS, DRAW A WINNER AND GIVE OUT PRIZES.

Let's introduce ourselves again.

Please tell us your first name and complete this sentence: "I am smart because I ....."

For example, you could say, "My name is Samantha, and I am smart because I know how to get help when I need it."

**■HAVE EACH PERSON INTRODUCE HER/HIMSELF AND COMPLETE THE SENTENCE "I AM SMART BECAUSE...."**

Thank you; that was great.

Here are your Strokes for this afternoon.

**■GIVE OUT TWENTY STROKES TO EACH PERSON.**

Remember to support each other by letting someone know you liked what they did or said.

At the end of the last session you agreed to try to create a positive atmosphere at home.

One idea was to give each other care days.

How did that work out?

**■CHECK OUT HOW THE FAMILIES DID ON TRYING TO CREATE A POSITIVE ATMOSPHERE AT HOME. BRAINSTORM HOW TO OVERCOME OBSTACLES THAT CAME UP. GIVE OUT STROKES.**

Today we are going to work on resolving conflicts.

Sometimes there is an area of dispute between you and another person that does not go away.

That's where knowing how to settle the dispute comes in.

Sometimes the communication skills that you learned are not enough to settle a disagreement.

Again, that's a good place to use another approach to resolve the matter.

Also, teenagers are no longer little children; therefore an approach which involves both mother and teenager working on a solution together is the best to use.

The goal is to learn an approach to resolving conflicts where both people end up feeling good about the outcome.

No one "wins" or "loses" at the expense of the other person.

The two of you will search for a unique solution that may even be better than what each of you wanted in the first place.

That's what we are going to try and do for today and the next session after this one.

Exercise 2: Do Teenagers and Mothers Have Different Values?  
(10 minutes)

**[The purpose of this exercise is to enable mothers and teenagers to appreciate where the other person is coming from. Recalling earlier situations and reactions to them is the vehicle.]**

To start the process of learning how to resolve conflicts, it is important to recognize that teenagers and mothers are coming from different places.

These differences often put teenagers and their mothers at odds.

Teenagers usually want to become independent, to have the freedom to make their own decisions, to prepare themselves for being on their own.

Mothers want to protect their teenagers from harm and do what they think is best for them.

I want each mother to think of a time when you disagreed with your parents.

Looking back on it, do you still think you were right?

**■PAUSE. GIVE THEM A CHANCE TO THINK ABOUT THE QUESTION.**

Who will share that situation with us?

**■ENCOURAGE AS MANY MOTHERS AS POSSIBLE TO SHARE THEIR STORIES. GIVE OUT STROKES.**

Now will the teenagers think of a time when you thought your mother was giving you a hard time, but looking back on it, she was just trying to protect you.

■PAUSE. GIVE THE TEENAGERS A CHANCE TO THINK ABOUT THE QUESTION.

Who will share that situation with us?

■ENCOURAGE TEENAGERS TO SHARE THEIR EXPERIENCES. GIVE OUT STROKES.

Hopefully, all of you can see that there is some built in conflict here that is part of every person's development.

What reaction do you have to what we just did?

■ENCOURAGE DISCUSSION OF DEVELOPMENTAL STEPS TAKEN BY ADOLESCENTS AND THE IMPACT ON PARENTS.

Exercise 3: Who Is Makes the Decisions About What?  
(15 minutes)

**[The purposes of this exercise are to increase the awareness of conflict areas and to highlight the different perceptions of who is responsible for making decisions in these areas.]**

There are some typical battlegrounds for parents and teenagers.

Sometimes the parents think it is up to them to decide on what the teenager should do.

On the other hand the teenager may believe that it is none of the parent's business.

Not all parents or all teenagers will agree on who is calling the shots in these situations.

Let's see how you would respond.

■PUT UP ON NEWSPRINT THE FOLLOWING LINE AND  
TEXT:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10

COMPLETELY PARENT'S  
DECISION

COMPLETELY TEENAGER'S  
DECISION

PASS OUT PAPER AND PENCIL

If you think the situation is completely the parent's decision to make, give it a "1".

If you think it is completely the teenager's decision to make, give it a "10."



You can put your position any place on the line.

For example, if you thought that both mother and teenager were equally responsible for making a decision, you would give it a "5."

I'll read the area of disagreement and the situations.

You decide how much mother and teenager are making each decision.

Here is a piece of paper to write your numbers on.

**■PASS OUT PENCILS AND PAPER.**

Here are the situations.

Dress: A 15 year old girl wears a very tight sweater revealing the shape of her breasts.

**■PAUSE FOR THINKING AND RECORDING RATINGS.**

Appearance: A 13 year old boy who wants to have patterns shaved on his head.

**■PAUSE FOR THINKING AND RECORDING RATINGS.**

Religion: A 14 year old who doesn't want to go to church.

**■PAUSE FOR THINKING AND RECORDING RATINGS.**

After school activities: A 16 year old girl wants to join the Theater Club which rehearses until 8 p. m. and has parties until 12 midnight.

■PAUSE FOR THINKING AND RECORDING RATINGS.

Bedtime: A 15 year old boy wants to go to bed at 11:45 p.m. on weekday nights.

■PAUSE FOR THINKING AND RECORDING RATINGS.

Friends: A 17 year old boy who wants to hang out with friends who occasionally use crack.

■PAUSE FOR THINKING AND RECORDING RATINGS.

Sex: A 17 year old girl who wants to take a weekend trip with her boy friend and stay unchaperoned in motels.

■PAUSE FOR THINKING AND RECORDING RATINGS.

Mealtime: A 15 year old boy who never eats with the family at dinner.

■PAUSE FOR THINKING AND RECORDING RATINGS.

Has everyone got their scores?

■WRITE ON NEWSPRINT THE AREAS AND COLUMNS WITH "MOTHERS" AND "TEENAGERS."

MOTHERS

TEENAGERS

DRESS  
APPEARANCE  
RELIGION  
AFTER SCHOOL  
BEDTIME  
FRIENDS  
SEX  
MEALTIME

Let's start with the mothers.

As I read the area, just call out your scores.

**■BUILD A GROUP PROFILE FOR THE MOTHERS BY WRITING THE SCORES ON NEWSPRINT IN THE APPROPRIATE COLUMN. MAKE SURE YOU GET A SCORE FROM EVERYONE - OTHERWISE THE TOTALS MIGHT LOOK LOPSIDED.**

Now let's see how the teenagers rated these situations.

Please call out your scores as I read the areas.

**■BUILD A GROUP PROFILE FOR THE TEENAGERS BY WRITING THE SCORES IN THE APPROPRIATE COLUMN. MAKE SURE YOU GET A SCORE FROM EVERYONE - OTHERWISE THE TOTALS MIGHT LOOK LOPSIDED.**

You can see there are differences between the mothers and teenagers and among the mothers and teenagers.

Did the ratings come out as you expected it to?

**■ENCOURAGE SHARING OF REACTIONS.**

Are there really important areas that you would like to add to those we just went over?

**■ENCOURAGE ADDITIONS AND SEEK REACTIONS TO THEM.**

Exercise 4: How Do I Feel About These Conflicts?  
(10 minutes)

**[The purpose of this exercise is to link feelings to conflict situations in order to personalize conflict resolution and to use feelings as alarms that something needs to be done. The Feeling Thermometer is employed to achieve the desired ends.]**

You may agree with the notion of who should be making a decision and still feel uncomfortable about it.

Feelings of discomfort are signals that you need to take action, and in this case that action is to try and resolve the conflict.

Therefore, it is useful to connect your feelings to the typical situations that we just rated.

Here is a Feeling Thermometer with the situations on it.

**■HAND OUT THE FEELING THERMOMETER.**

Mothers, please indicate what your comfort level would be if you were the mother in this situation.

Teenagers, please indicate what your temperature level would be if you were the teenager in this situation and you were told not to do it any more.

**■READ THE SITUATIONS AND ALLOW TIME TO MAKE THE RECORDINGS.**

1. Dress: A 15 year old girl wears a very tight sweater revealing the shape of her breasts.
  
2. Appearance: A 13 year old boy who wants to have patterns shaved on his head.

3. Religion: A 14 year old who doesn't want to go to church.
4. After school activities: A 16 year old girl wants to join the Theater Club which rehearses until 8 p. m. and has parties until 12 midnight.
5. Bedtime: A 15 year old boy wants to go to bed at 11:45 p.m. on weekday nights.
6. Friends: A 17 year old boy who wants to hang out with friends who occasionally use crack.
7. Sex: A 17 year old girl who wants to take a weekend trip with her boy friend and stay unchaperoned in motels.
8. Mealtime: A 15 year old boy who never eats with the family at dinner.

In what situations would you feel most comfortable and most uncomfortable?

**■OBTAIN REACTIONS.**

Can you think of other situations that are high on the discomfort level?

**■ENCOURAGE SHARING.**

Your feelings can give you a guide to which areas are most important to you.

Sometimes you end saying to yourself, "Well, I don't like it, but it isn't worth making a big stink about it."

Take a minute and think about which areas are the most important one to you. (PAUSE)

So, your comfort levels will help you know when to start conflict resolution.

Exercise 5: When Should a Mother Make the Decision Herself?  
(10 minutes)

**[The purpose of this exercise is to explore when keeping responsibility is important. Examples and discussion are the key ways used to address this.]**

When should the parent or teenager refuse to give up making the decision?

When should a parent or a teenager try to force the other person to go along with his/her way?

Here are some guidelines for parents of situations when they cannot let the teenager be totally responsible for the decision.

I want to know what you think of them.

One - if the behavior of the teenager is clearly dangerous to him or herself.

Two - if the behavior effects the parent, hurts the parent, or infringes on the parent's rights and personal needs.

So, what do you think?

■ENCOURAGE DISCUSSION.

Now let's look at the teenager's situation.

■BREAK THE MOTHERS AND TEENAGERS INTO SMALL GROUPS.

Take a few minutes and come up with an answer to when should the teenager hang on to responsibility for the action or decision.

■ALLOW A FEW MINUTES FOR DISCUSSION AND COMING UP WITH GUIDELINES. THEN BRING THE GROUPS BACK TO REPORT.

What did you come up with?

■ENCOURAGE SHARING. IF SITUATIONS SUCH AS SEXUAL, PHYSICAL, AND PSYCHOLOGICAL ABUSE AND FUTURE DECISIONS SUCH AS WORK AND COLLEGE ARE NOT BROUGHT UP, MENTION THEM.

You can see that these are hard questions with no easy answers, but each family needs to think about them and discuss them.



Exercise 6: What Is the Best Way to Resolve Conflict?  
(20 minutes)

**[The purposes of this exercise are to present typical ways of resolving conflict, to introduce the six step method, and to contrast the typical with the six step approach. Presentation and role playing are used.]**

There are two ways parents often use to resolve conflict.

The first is for the parent to use his or her authority and power.

What affect does using this approach have on the teenager?

■ENCOURAGE IDEAS. IF THEY ARE NOT MENTIONED, ADD  
1) SULLENNESS, RESENTMENT, LYING, RUNNING AWAY.  
2) NO CHANCE TO PRACTICE MAKING DECISIONS -  
DOESN'T LEARN HOW TO MAKE THEM. 3) NO SENSE OF  
RESPONSIBILITY FOR DECISIONS.

What is the affect on the parent?

■ENCOURAGE IDEAS. IF NOT MENTIONED, ADD FEELS  
PRESSURED, IRRITATED, AND STRESSED.

The second approach to resolving conflicts is for the parent to give in and let the child have all the power.

What does this lead to in the parent and teenager?

■ENCOURAGE IDEAS. IF NOT MENTIONED, ADD THE  
FOLLOWING: TEENAGER - WILD, UNCONTROLLED,  
IMPULSIVE, SELF-CENTERED. PARENT - RESENTFUL,  
FAILURES.

There is a third approach where both the parent and teenager win.

■HAND OUT THE SIX STEP CONFLICT RESOLUTION PROCEDURE AND GO OVER IT.

### THE SIX STEP CONFLICT RESOLUTION PROCEDURE

#### STEP 1: IDENTIFY AND DEFINE THE CONFLICT

- A. Select a time when the parent and teenager are not busy.
- B. Be sure both people know that together you want to find a solution that is acceptable to the both of you.
- C. Tell the other person clearly and precisely that there is a specific problem that needs to be solved.
- D. Tell the other person what feelings you have and what needs of yours are not being met. (Don't blame the other person.)
- E. Ask the other person to express his or her feelings.
- F. Avoid giving messages that put down or criticize the other person.
- G. Stick to one specific conflict and don't bring up old criticisms that have nothing to do with this conflict.

#### STEP 2: COME UP WITH POSSIBLE ALTERNATIVE SOLUTIONS

- A. Try to get the other person's solutions first.
- B. **Don't** make fun of, evaluate or judge any of the solutions.
- C. Get all possible solutions before evaluating any of them.
- D. Try not to make comments that might indicate that any of the possible solutions is unacceptable to you.

- E. Keep pressing for possible solutions until it seems that no more will be offered.
- F. Make your own suggestions.

**STEP 3: EVALUATE THE POSSIBLE SOLUTIONS**

- A. Together the two of you should examine the advantages and disadvantages of each possible solution.
- B. Be honest about your feelings concerning the possible solutions.
- C. Avoid accusations, threats, commands, and critical remarks.
- D. Eliminate those suggested solutions that are unacceptable to either of you for whatever reason.
- E. If you can't end up with one or two solutions that seem best, schedule another time to meet again.

**STEP 4: DECIDE ON THE BEST ACCEPTABLE SOLUTION**

- A. Keep testing out the remaining solutions against the other person's feelings. ("Do you think this one would solve the problem?")
- B. Write down solutions that involve a number of points.
- C. Make sure that it is understood that each person is making a commitment to carry out the decision.
- D. Don't think of a solution as final and impossible to change.

**STEP 5: WORK OUT WAYS TO IMPLEMENT THE SOLUTION**

- A. Raise questions about how to try out the solution. (When do we start? What days? What do we need to start? How will we know that the other person is doing what they said they would?)
- B. Discuss answers to the questions and make sure that both people understand how the solution will be implemented.

**STEP 6: FOLLOW UP TO EVALUATE HOW IT WORKED**

- A. Remember that sometimes solutions may need to be changed or modified.

- B. Keep the door open for more communication if this is the case.
- C. Evaluate the solution after a week, then two weeks, and so on.

The 6 step approach for conflicts is a lot like **Smart** - for problem solving.

Remember that?

**S** is for state the problem.

**M** is for make a goal.

**A** is for actions that you could take.

**R** is for reach a decision.

**T** is for try it and see if it works.

But the big difference is that the Six Step approach gives you a way to work out a win-win resolution to a conflict.

It forces the two people involved to find solutions they both can accept.

The Six Step approach sets up critical rules to follow - like no threats, accusations, commands or put downs.

Now that we have gone over the Six Step approach, I want to illustrate the differences.

I will play the daughter and the co-facilitator will play the mother.

■ROLE PLAY THE SITUATION DESCRIBED BELOW, FIRST USING THE PARENTAL POWER APPROACH AND THEN REPEAT WITH THE SIX STEP PROCEDURE. MAKE SURE THE POWER APPROACH WITH NO ONE HAPPY AND THE SIX STEP APPROACH ENDS WITH EVERYONE SATISFIED.

■SCRIPTS ARE AVAILABLE TO GIVE YOU AN IDEA OF HOW THE DIALOGUE MIGHT FLOW. THE SCRIPTS ARE NOT TO BE READ ALOUD UNLESS THAT IS BEST FOR THE FACILITATORS.

■THE INSTRUCTIONS TO THE MOTHER AND TEENAGE DAUGHTER ARE AS FOLLOWS:

#### Mother

Your fifteen year old daughter has been wearing very provocative blouses to school. You told her before that you wanted her to stop, that her blouses were too low cut. She kept right on wearing them.

You fear that she is sending the wrong messages to the boys in school. You don't want her to get a bad reputation or to encourage boys who will take advantage of her. You want her to have good taste and know when and where to wear the right clothes. Besides the way she dresses is pretty low class and your family has more pride than that. When you were a girl, wearing such racy clothes would have been scandalous. She is setting a bad example for the other children in the family.

You have to admit that it makes you wonder if she is sexually active. It would break your heart to find out that she was having sex. So far she hasn't mentioned a boy friend or asked about birth control.

#### Daughter

Your mother has been on your back about the way you dress. She thinks you are showing too much skin. She doesn't understand that is the way girls dress nowadays. No boy will look at you with a little "miss prissy" high necked blouse on. As it is, you are not as popular as you would like to be.

Your mother isn't living in the real world. She's back in the dark ages. If she took a look at any movie magazine, any fashion magazine, she would see how much women show. The girls at your school would think you were crazy to dress differently. You are not so happy with your figure anyway. You wish you had bigger breasts, but showing a little more of them makes them seem more attractive than they are.

There's no way you are going to dress as she wants you to. One of your teachers made some mention of a blouse you wore one day, and you told her to kiss off.

### EXAMPLE OF POWER ROLE PLAY

MOTHER:               Come in here, Chantall.

DAUGHTER: What do you want? I'm busy.

MOTHER:               Come in here anyway. You can't keep wearing those blouses to school.

DAUGHTER: Not this again.

MOTHER:               Do you want to look like a whore?

DAUGHTER: Don't talk to me.

MOTHER:               With that blouse you can almost see down to your belly button.

DAUGHTER: No, you can't.

MOTHER:               What are you doing - advertizing something?

DAUGHTER: Leave me alone. Can I go now?

MOTHER:               No, you can't. I'm telling you - no more low cut blouses to school. There's a right time to wear something like that, and school isn't it.

DAUGHTER: You can't stop me.

MOTHER:               You would be surprised. If you wear a blouse like that again, I will take all of them away.

DAUGHTER: I'll get more.

MOTHER: I'll talk to your teacher, and if she tells me you wear something like that behind my back, you won't be going out of your room. I don't want you getting a bad reputation or getting raped by someone who thinks you are easy to get in bed.

DAUGHTER: All you think of is your reputation. Don't you ever think of my being happy? You want me to lose all my friends? You should see the other girls.

MOTHER: I don't care about them. Let their mothers worry about them. You are my daughter, and I'm not letting you ruin your life.

DAUGHTER: Don't be so dramatic. Maybe you're just jealous.

MOTHER: Chantall, I've warned you about getting smart with me. It is finished. You can go now, and remember - **No more low cut blouses.**

DAUGHTER: Just wait and see.

THE END

Now we will do it again.

See if you notice differences.

#### ■ROLE PLAY THE SIX STEP APPROACH.

#### EXAMPLE OF SIX STEP ROLE PLAY

MOTHER: Chantall, are you busy?

DAUGHTER: No, what do you want?

MOTHER: I want to work on finding a solution to something that is bothering me - a solution that will be OK for both of us.

DAUGHTER: Sounds heavy.

MOTHER: I feel very nervous when I see you wearing those low cut blouses to school because..

DAUGHTER: Not this again.

MOTHER:               Because I am afraid you will attract some boy with one thing on his mind and he will take advantage of you.

DAUGHTER: What's that?

MOTHER:               What's what?

DAUGHTER: The one thing on his mind?

MOTHER:               Sex.

DAUGHTER: Don't you think I can handle it?

MOTHER:               What do you mean?

DAUGHTER: I mean keep from getting hurt.

MOTHER:               don't know if you can handle it. I think at fifteen you are too young to try, but let's not get sidetracked. It's the low cut blouses that bother me because I don't want you to get a bad reputation or to send messages that you are available sexually.

DAUGHTER: Mom, all the girls show something. That doesn't mean they want sex with every guy they see. It's just the way we dress.

MOTHER:               I'm uncomfortable with it. How do you feel?

DAUGHTER: It would make me miserable if I changed my way of dressing and then all my friends made fun of me and no boy ever looked at me again.

MOTHER:               To lose your friends and be unattractive isn't something I want for you. What are some possible solutions that you can think of?

DAUGHTER: The only thing I can think of is to do what you say, and I don't want to do that.

MOTHER:               Let's get some ideas out before we look at their advantages and disadvantages. One is to stop wearing the blouses to school.

DAUGHTER: I could hang out with kids who don't care about how they look.

MOTHER:               What else?



DAUGHTER: I could wear some of my blouses only a couple days a week.

MOTHER: How do you like what this girl's got on in the magazine?

DAUGHTER: Oooooo! I like that. It only cost \$200. You going to get it for me?

MOTHER: Not that one, but we could go shopping together.

DAUGHTER: So maybe getting some new clothes is a possible solution.

MOTHER: Clothes acceptable to both of us.

DAUGHTER: Sounds cool.

MOTHER: How do some of the other ideas sound?

DAUGHTER: Well, I don't want to find new friends. And cutting down on the number of times I wear a top isn't too terrible, if I had something else that was nice.

MOTHER: I don't want you to have to find a whole new group of friends. My preference is not to wear those blouses to school at all. I haven't got much money, but I'm willing to see what we can do buying some other tops you like.

DAUGHTER: And that you like.

MOTHER: I don't have to like them as long as they are not showing too much.

DAUGHTER: I have some money saved - maybe I could use a little of it on the clothes.

MOTHER: This makes me very happy.

DAUGHTER: We'll have to see what my friends think of my new style. Actually Karen doesn't wear stuff that is revealing.

MOTHER: Well, you're an attractive girl. We just have to find the clothes that suit you. So, we are going to try it. Right? We'll shop tomorrow, and you agree to wear something different on Monday.

DAUGHTER: Sounds worth trying.

THE END

What differences did you see in the two approaches?

■ENCOURAGE DISCUSSION, CONTRASTING THE POWER APPROACH AND THE SIX STEP PROCEDURE. USE THE GUIDELINES TO MAKE SURE THAT ALL THE POSSIBLE DIFFERENCES ARE COVERED.

How do you think the mother and daughter felt in the different versions?

■FOCUS ON FEELINGS AND THE DIFFERENCES THAT THEY MAKE IN THE TWO SCENES AND IN WHAT WILL HAPPEN IN THE FUTURE.

Exercise 7: How Do I Use the Six Step Method?  
(20 minutes)

**[The purpose of this exercise is to build some primary skills in using the six step approach to conflict resolution. Role playing with coaching will be the method.]**

We just showed you an example of doing the six step method.

And you could see the difference between that approach and using a parental power approach.

We are trying to find a way in a conflict where everybody wins and no body loses.

We want to resolve conflicts so that the two people still feel good about each other and would use conflict resolution again.

Now we want to begin learning how to do the six step procedure by using some role playing and coaching.

We will need some volunteers to role play in front of the group.

Remember, you are among friends, and the purpose is to try something new.

No one is going to get criticized.

In learning a new skill we all have to stumble a little in order to improve.

Who will volunteer to play the parent and who will be the teenager?

**■SELECT VOLUNTEERS. IF A TEENAGER WANTS TO PLAY THE ROLE OF THE PARENT, THAT IS FINE. GIVE THEM THE ROLE.**

■GIVE THE PLAYERS BACKGROUND MATERIAL TO READ.  
THE CO-FACILITATOR QUIETLY HELPS THE MOTHER READ  
THE BACKGROUND MATERIAL IF SHE NEEDS IT.

### Parent

Your teenager is away from the apartment at dinner time at least five days of the week. This is very upsetting to you. You think the family should eat together.

It is unfair and inconsiderate. When your teenager is there during the dinner time, your child takes the plate and eats alone in the other room watching TV.

You are worried that your teenager is drifting away from the family and no longer acts like the family has any meaning to her/him.

You also resent going to all the trouble to fix a nice meal and having it not eaten. You are worried that your teenager is not getting enough good food with the right nutrition.

You have decided that your teenager must eat dinner with the family five days a week.

### Teenager

You are really upset with your mother. She has told you that you must eat dinner with the family at least five times each week.

It isn't fair. You often eat out with your friends at McDonalds and get into some good conversations. You don't want to come home. It is inconvenient and takes too much time.

When you are at home, you like to take your plate into the living room where you can be close to the phone, watch TV, listen to music and relax. It is boring sitting at the dinner table.

You don't feel that anyone talks about things that interest you, and you don't feel any monumental need to see anyone in the family. If you do, you will seek them out when you can talk to them privately.

While the parent and teenager are reading the background material, I want to assign each observer a task.

■DIVIDE THE OBSERVERS IN HALF. ONE HALF PAYS ATTENTION TO THE PARENT AND THE OTHER HALF PAYS ATTENTION TO THE TEENAGER. HAVE EACH OBSERVER WATCH FOR ONE SPECIAL THING. EXAMPLES OF WHAT TO WATCH FOLLOW:

You watch the ..... facial expression  
eye contact  
gestures  
voice  
words used  
posture  
body tension

Now let's start the role play.

**■HAVE THE PLAYERS BEGIN. IF NEITHER ONE STARTS, PROMPT THE MOTHER TO OPEN THE DIALOGUE.**

Go ahead and begin talking to each other.

**■STOP THE ROLE PLAY AFTER A WHILE FOR COACHING AND THEN CONTINUE IT.**

Let me stop you briefly for some coaching.

Observers, I would like you to offer some helpful comments to the players.

What did you see that you liked and what would you try differently?

**■AFTER A FEW COMMENTS, OFFER ANY SUGGESTIONS OF YOUR OWN AND START THE ROLE PLAY UP AGAIN.**

**■LET THE ROLE PLAY GO FOR ABOUT FOUR MORE MINUTES. GIVE OUT STROKES. THEN OBTAIN FEEDBACK.**

That was great!

Now let's get some feedback.

I want to start with the "mother" and "teenager."

Tell us how you felt and tell us one thing you did that you liked and one thing that you would do differently.

**■OBTAIN FEEDBACK.**

Now let's hear from the volunteers.

Tell us one thing that you liked about the way the mother and teenager did the role plays and one thing you would do differently.

**■OBTAIN FEEDBACK.**

Let's try another role play.

This situation is harder, and no one knows whether you will be able to find a solution, but we want to try the six step approach.

I wonder if a teenager would be willing to play the parent and a mother willing to play the teenager.

Remember this is just practice.

**■SELECT VOLUNTEERS. IF NO TEENAGER WANTS TO PLAY THE PARENT, GO WITH A MOTHER PLAYING THE PARENT.**

Here is the background material.

## Parent

Your 15 year old teenager wants to smoke pot in his/her room. Your teenager swears that no other drug will be used and that it won't be smoked any place but at home in his/her room.

While pot may be less dangerous than crack and doing it at home may be better than on the streets, the whole idea scares you. You feel it will lead to other drugs later, that it will cause physical damage, that it will lead to avoiding rather than facing problems, and that it will set a bad example for the other children in the family. You are also worried about where your teenager will get the money. You don't want your teenager to start stealing money at home or becoming a thief. Also you wouldn't want other mothers in the neighborhood to hear that you allowed your kid to smoke pot at home.

You have used alcohol and been on drugs at different points in your life. You know what it can do to you. You struggled hard and succeeded in staying clean.

You have told your teenager "no" but your teenager keeps pestering you about it. You are not sure if you smelled pot in the room this week.

## Teenager

You are really annoyed with your mother because she refuses to let you smoke pot in your room. You figured she would be pleased that you wanted to smoke pot rather than get into heavier drugs. Also you hoped she would like the idea of doing it at home rather than getting into drugs with friends on the street.

It isn't fair also. Pot is better than alcohol. Your mother has drunk alcohol and used drugs in her life. Nothing terrible happened to her.

Pot makes you feel real relaxed. You are tense about school, about staying a part of your group of friends, and about your social life. You are not as popular as you would like. When you smoke pot, you can forget about some of these problems.

While the parent and teenager are reading the background material, I want to assign each observer a task.

**■DIVIDE THE OBSERVERS IN HALF. ONE HALF PAYS ATTENTION TO THE PARENT AND THE OTHER HALF PAYS**



ATTENTION TO THE TEENAGER. HAVE EACH OBSERVER WATCH FOR ONE SPECIAL THING. EXAMPLES OF WHAT TO WATCH FOLLOW:

You watch the .....	facial expression
	eye contact
	gestures
	voice
	words used
	posture
	body tension

Now let's start the role play.

■HAVE THE PLAYERS BEGIN. IF NEITHER ONE STARTS, PROMPT THE MOTHER TO OPEN THE DIALOGUE.

Go ahead and begin talking to each other.

■STOP THE ROLE PLAY AFTER A WHILE FOR COACHING AND THEN CONTINUE IT.

Let me stop you briefly for some coaching.

Observers, I would like you to offer some helpful comments to the players.

What did you see that you liked and what would you try differently?

■AFTER A FEW COMMENTS, OFFER ANY SUGGESTIONS OF YOUR OWN AND START THE ROLE PLAY UP AGAIN.

■LET THE ROLE PLAY GO FOR ABOUT FOUR MORE MINUTES. GIVE OUT STROKES. THEN OBTAIN FEEDBACK.

That was great!

Now let's get some feedback.

I want to start with the "mother" and "teenager."

Tell us how you felt and tell us one thing you did that you liked and one thing that you would do differently.

**■OBTAIN FEEDBACK.**

Now let's hear from the volunteers.

Tell us one thing that you liked about the way the mother and teenager did the role plays and one thing you would do differently.

**■OBTAIN FEEDBACK.**

Thanks very much for your help.

Exercise 8: What Is Next?  
(10 minutes)

**[The purposes of this exercise are to build group cohesion and to relax after the tension from the role playing. Group appreciation and relaxation are employed.]**

You have worked very hard on learning how to resolve conflicts.

Now let's take a moment to relax.

Get yourself in a comfortable position.

Take a deep breath and let it out slowly. PAUSE

Take another deep breath and let it out slowly. PAUSE

Another. PAUSE

Just watch your breath.

In and out. PAUSE

In and out. PAUSE

Can you feel the air coming out flow for a long time? PAUSE

Can you hear the breath out escape through your lips? PAUSE

Breathe out. PAUSE

Breathe out. PAUSE

Think of a single beautiful thought.

A sunny day.

A mountain.

The wind in the trees.

The face of a friend.

Comforting words.

A favorite song.

Children signing.

Think of your beautiful thought. PAUSE

Let the thought open like the petals of a flower. PAUSE

Let the beauty fill you completely. PAUSE

Can you feel yourself filling with beauty? PAUSE

Can you feel yourself growing more and more beautiful? PAUSE

Let your breath slow down. PAUSE

Let your breath slow down. PAUSE

Beauty on your right side.

Beauty on your left side.

Beauty above.

Beauty below.

Beauty in front.

Beauty behind.

Now feel a small smile beginning to form on your lips. PAUSE

Let your self have just the beginnings of a smile on your lips. PAUSE

A half smile. LONG PAUSE

Now yawn and stretch.

Yawn and stretch.

That was very good.

This afternoon we will continue to work on resolving conflicts.

I would like each of you to do one thing during the lunch break.

Please think of the conflicts that need resolving in your home.

What situations are still a problem even when you tried listening to each other, expressing what your needs were and responding to each other in a positive way?

We will use those situations this afternoon.

We are at the end of this morning's session, and it is time to show appreciation to each other.

Use your Strokes and tell others in the group how much you appreciate their contributions.

**■HAVE THE GROUP MEMBERS SHOW APPRECIATION TO EACH OTHER. MAKE SURE NO ONE IS EXCLUDED.**

**END OF FIRST SESSION ON RESOLVING CONFLICT**

## FEELING THERMOMETER ON CONFLICTS

100	VERY UNCOMFORTABLE
90	
80	
70	
60	
50	
40	
30	
20	
10	
0	COMPLETELY COMFORTABLE

### SITUATIONS

### TEMPERATURE LEVELS

1. Dress: A 15 year old girl wears a very tight sweater revealing the shape of her breasts.
2. Appearance: A 13 year old boy who wants to have patterns shaved on his head.
3. Religion: A 14 year old who doesn't want to go to church.
4. After school activities: A 16 year old girl wants to join the Theater Club which rehearses until 8 p. m. and has parties until 12 midnight.
5. Bedtime: A 15 year old boy wants to go to bed at 11:45 p.m. on weekday nights.
6. Friends: A 17 year old boy who wants to hang out with friends who occasionally use crack.

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7. Sex: A 17 year old girl who wants to take a weekend trip with her boy friend and stay unchaperoned in motels.
  
8. Mealtime: A 15 year old boy who never eats with the family at dinner.



## THE SIX STEP CONFLICT RESOLUTION PROCEDURE

### STEP 1: IDENTIFY AND DEFINE THE CONFLICT

- A. Select a time when the parent and teenager are not busy.
- B. Be sure both people know that together you want to find a solution that is acceptable to the both of you.
- C. Tell the other person clearly and precisely that there is a specific problem that needs to be solved.
- D. Tell the other person what feelings you have and what needs of yours are not being met. (Don't blame the other person.)
- E. Ask the other person to express his or her feelings.
- F. Avoid giving messages that put down or criticize the other person.
- G. Stick to one specific conflict and don't bring up old criticisms that have nothing to do with this conflict.

### STEP 2: COME UP WITH POSSIBLE ALTERNATIVE SOLUTIONS

- A. Try to get the other person's solutions first.
- B. **Don't** make fun of, evaluate or judge any of the solutions.
- C. Get all possible solutions before evaluating any of them.
- D. Try not to make comments that might indicate that any of the possible solutions is unacceptable to you.
- E. Keep pressing for possible solutions until it seems that no more will be offered.
- F. Make your own suggestions.

### STEP 3: EVALUATE THE POSSIBLE SOLUTIONS

- A. Together the two of you should examine the advantages and disadvantages of each possible solution.
- B. Be honest about your feelings concerning the possible solutions.

- C. Avoid accusations, threats, commands, and critical remarks.
- D. Eliminate those suggested solutions that are unacceptable to either of you for whatever reason.
- E. If you can't end up with one or two solutions that seem best, schedule another time to meet again.

**STEP 4: DECIDE ON THE BEST ACCEPTABLE SOLUTION**

- A. Keep testing out the remaining solutions against the other person's feelings. ("Do you think this one would solve the problem?")
- B. Write down solutions that involve a number of points.
- C. Make sure that it is understood that each person is making a commitment to carry out the decision.
- D. Don't think of a solution as final and impossible to change.

**STEP 5: WORK OUT WAYS TO IMPLEMENT THE SOLUTION**

- A. Raise questions about how to try out the solution. (When do we start? What days? What do we need to start? How will we know that the other person is doing what they said they would?)
- B. Discuss answers to the questions and make sure that both people understand how the solution will be implemented.

**STEP 6: FOLLOW UP TO EVALUATE HOW IT WORKED**

- A. Remember that sometimes solutions may need to be changed or modified.
- B. Keep the door open for more communication if this is the case.
- C. Evaluate the solution after a week, then two weeks, and so on.

## BACKGROUND INSTRUCTIONS: MEALTIME

### Parent

Your teenager is away from the apartment at dinner time at least five days of the week. This is very upsetting to you. You think the family should eat together.

It is unfair and inconsiderate. When your teenager is there during the dinner time, your child takes the plate and eats alone in the other room watching TV.

You are worried that your teenager is drifting away from the family and no longer acts like the family has any meaning to her/him.

You also resent going to all the trouble to fix a nice meal and having it not eaten. You are worried that your teenager is not getting enough good food with the right nutrition.

You have decided that your teenager must eat dinner with the family five days a week.

## BACKGROUND INSTRUCTIONS: MEALTIME

### Teenager

You are really upset with your mother. She has told you that you must eat dinner with the family at least five times each week.

It isn't fair. You often eat out with your friends at McDonalds and get into some good conversations. You don't want to come home. It is inconvenient and takes too much time.

When you are at home, you like to take your plate into the living room where you can be close to the phone, watch TV, listen to music and relax. It is boring sitting at the dinner table.

You don't feel that anyone talks about things that interest you, and you don't feel any monumental need to see anyone in the family. If you do, you will seek them out when you can talk to them privately.

## BACKGROUND INSTRUCTIONS: MARIJUANA

### Parent

Your 15 year old teenager wants to smoke pot in his/her room. Your teenager swears that no other drug will be used and that it won't be smoked any place but at home in his/her room.

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## BACKGROUND INSTRUCTIONS: MARIJUANA

### Teenager

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