



*Conflict Resolution Center of Iowa*

--helping people solve the problems that keep them apart

# **RESPECT**

**Recognizing Everyone's Strengths by Peacebuilding,  
Empathizing, Communicating and Trustbuilding**

**Trainer's Manual  
Agenda, Exercises, and Role-Plays**

**2008**

## Table of Contents

<b>Preface</b>	
Table of Contents	i
Introduction to the Trainer's Manual.....	1
Disclaimer.....	2-3
<b>Trainer's Agenda</b>	
Grant Wood AEA September 2006.....	4-17
<b>Exercises and Role-Plays</b>	
Making Connections.....	18
Knots.....	19
Conflict Milling.....	20
Listening Back-to-Back.....	21
Soft Balls.....	22
Change Chairs.....	23
Heated Coffee Stains Role-Play.....	24-27
Crossing the Line.....	28
Being the Third Side Role-Play.....	29-33
Lily O'Brien Role-Play.....	34-40
Rapid Rewards.....	41
The Orange Demo.....	42-43
J Carlisle Role-Play.....	44-45

## Introduction

This trainer's manual was compiled at the Conflict Resolution Center of Iowa (CRCI) by and for CRCI trainers to use as teaching notes and a guide in the presentation of RESPECT. (Recognizing Everyone's Strengths by Peacebuilding, Empathizing, Communicating and Trustbuilding) It is meant to accompany the RESPECT Participant's Manual.

The basic outline and materials offered in this manual have been used during the past twelve years to teach RESPECT to special education administrators, educators, service providers, parents and others throughout Iowa. During that time and prior to each presentation of the training program all of the materials were specifically reviewed, updated and improved upon based on relevant research, the literature in general, participant evaluations, and trainer feedback and observations. This 2008 edition of the manual contains the trainer's agenda, and the exercises, and role-plays used in the final CRCI RESPECT program conducted during 2007.

The trainer's agenda shows the title of each module in the training program highlighted and in a text box. It provides much more detail than the agendas given to the participants. The column on the far left contains the initials of the trainer responsible for presenting or facilitating a particular module or part of a module. To the right of the trainer's initials is a time schedule, the topics to be presented, exercises and role-plays to be used, and the amount of time devoted to that particular module. We also include some shorthand instructions to the trainer and page numbers in the participant manual corresponding to the content to be addressed.

The exercises included in this manual were carefully designed or chosen to make specific teaching points regarding RESPECT. We do not intend them to be used merely as icebreakers or energizers, though some do serve that purpose: and they are teaching tools as well. Principally, the exercises are used strategically to introduce or emphasize a specific aspect of the RESPECT training program.

The role-plays include a combination of education and non-education scenarios. Our belief is that by utilizing non-education situations, particularly early in the training program, we make it easier for participants to focus on the RESPECT process being taught rather than on the substance of a particular dispute. Having this process focus is essential throughout. We believe it is critical to establish this principle early on. Each of the role-plays, including any where trainers demonstrate the RESPECT process, is based on real-life situations. We also strive to make the role-play experience as meaningful as possible for each participant by making each individual role relevant and integral in the situation to be resolved. Some of the education role-plays are based on themes or situations our trainers have experienced as mediators. Others are based on scenarios suggested by special educators and parents of special needs young persons.

## Disclaimer

CRCI trainers designed the template for the exercises contained in this document when we were with the Iowa Peace Institute (IPI). We wrote many of the exercise descriptions ourselves beginning in 1995 when we began mediation training for the Iowa Department of Education. We wrote additional exercises specifically designed for RESPECT both at IPI and at CRCI. Some were modified, and a few were added, after CRCI succeeded IPI in 2004. Some of the exercises themselves are not originals with us although those designed exclusively for RESPECT are. We adapted and substantially revised others for our use from the original source for our mediation training. Those exercises were again modified for RESPECT. Citations are provided for exercises that were developed by others when we know the source. In the training field exercises are routinely shared, altered to fit the trainer's needs, passed on to others, altered again, and so on. As a result of this practice, the original source often gets lost and proper citation becomes impossible. Any use of the work of others without citation, then, is unavoidable and unintentional.

The following are the sources for exercises as far as is known:

"Making Connections" was written for RESPECT by Greg Buntz.

"Knots" was modified from a mediation training exercise. Original source unknown.

"Conflict Milling" was modified from a mediation training exercise originally written by Greg Buntz.

"Listening Back-to-Back" was adapted for RESPECT from Le Baron (2002) by Greg Buntz. See full cite on the exercise itself.

"Soft Balls" was modified from a mediation training exercise. Original source unknown.

"Change Chairs" was modified from a mediation training exercise. Original source unknown.

The "Heated Coffee Stains Dispute" was modified from a mediation training exercise originally written by Bruce Kittle while he was at IPI.

"Crossing the Line" was modified from a mediation training exercise. Original source unknown.

"Being the Third Side" (Ross Smith Role-Play) was a collaborative effort by Greg Buntz & Val Vetter. The Ross Smith scenario was originally drafted by Liz Hooley at Grant Wood AEA's Parent-Educator Partnership program.

Disclaimer (continued)

"Lily O'Brien" was modified from a mediation training role-play written by Greg Buntz.

"Rapid Rewards" was written for RESPECT by Greg Buntz.

"Knots" source unknown.

"The Orange Demo" was modified from a mediation training activity by Val Vetter. Original source unknown.

"J. Carlisle" was modified from a mediation training role-play written by Greg Buntz.

While I list myself or other trainers as author on a particular exercise or role-play, it must be said that all of this material was developed in collaboration with others. Every trainer who worked with IPI & CRCI staff in presenting RESPECT had a hand in improving the originals. That's true of everything in the participant's materials as well. Certainly the participants themselves contributed to improving our work with their comments and feedback.

Greg Buntz, President  
Conflict Resolution Center of Iowa  
Grinnell, Iowa  
April 2008

# **RESPECT Trainer's Agenda**

## **Recognizing Everyone's Strengths by Peacebuilding, Empathizing, Communicating and Trustbuilding**

### **Long-term Goal:**

In the broadest sense, the primary goal of this training program is to enhance learning for students receiving special education services by respectfully and creatively building and growing relationships between educator and family members of IEP teams. This goal is based on the theory that the power of an IEP team to produce results that will meet student, educator and family needs is rooted in the quality of the relationship among team members. Moreover, the quality of the relationships is dependent to a large extent on the way team members work collaboratively to bridge differences.

A second long-term goal is to help IEP team members meaningfully resolve differences in order to sharply reduce preappeals and due process hearings.

### **Short-term Goals:**

The more immediate goals of this program are to teach IEP team members how to:

1. Manage, honor and resolve differences that arise in IEP meetings in a way that builds, grows and preserves relationships.
2. Engage with each other constructively and from the heart so that differences and/or problems can be addressed.
3. Move beyond the traditional approaches to conflict resolution (that are centered in problem solving and in improving the techniques of communication) in order to achieve fundamental change in working relationships.
4. Think and act like facilitators or coaches even though that may not be their formal role in a given IEP meeting.

# Day One: The Relational Context of Conflict

## Overview/Theory:

All conflict begins, unfolds, and is addressed in relationship. To be sure, conflict is about issues and material differences as well as communication and social dynamics. In the relational context of conflict, however, it is about symbols, perceptions, identities and meanings. Addressing conflict in its relational context, then, involves understanding how identity is woven into conflict dynamics, exploring perceptual differences arising from cultures and worldviews and using creative tools like metaphor and narrative dialogue. It involves "inviting heart into the process" by developing and articulating an ethic of care.

Another aspect of the conceptual framework underlying each day of this training is the notion that substantial learning occurs via reflection on experiences. Thus following each of the first three days of the program there will be an interim period of three to five weeks to allow time for trainees to reflect on the training, complete assignments that involve some aspect of practicing skills and then reflecting on that practice.

## Day One Goals:

Teach IEP team members how to:

1. Manage, honor and resolve differences that arise in IEP meetings in a way that builds, grows and preserves relationships.
2. Engage with others constructively and from the heart so that differences and/or problems can be addressed.
- 3.

## Trainers' Agenda:

<b>8:00 – 10:25 Introduction to the Relational Context of Conflict</b>
--

LS	8:00 – 9:10	"Making Connections" activity in circle ( <b>Trainer's version in RESPECT Trainer's Manual, participants' version in packet, pg. 6 also refer to circle values and guidelines packet pp. 7-8</b> )
	9:10 – 9:20	Break
	9:20 – 9:50	Opening Circle continued
LS	9:50 – 10:10	Move back to tables from the circle and follow-up the debriefing of "Making Connections" with a brief presentation on why, if we want to bridge differences durably and respectfully, we can't rely solely on strategies centered in problem solving or in improving communication, thus, the underlying reason for this training. <b>See LeBaron Figure 1.1 (Packet pg. 9) and say a little about the underlying reason for this training.</b>

Day 1 (continued)

BB 10:10 – 10:25 Goals and agenda – overview of the entire program including assignments, how the four days fit together, then focus on today's agenda. **(See packet pp. 3-5 and handout re the three assignments)**

---

GP 10:25 – 10:45 Images of Conflict  
BB charts Elicit and chart a list of concrete words that define conflict. If you get words that aren't particularly descriptive, e.g. 'terrible' ask, "what does terrible look like?" Pull out those that define conflict as war. Discuss the problems associated with thinking of conflict as war and suggest the need to change the metaphor to say, dance or journey. Discuss the practical implications of particular images (war, dance, etc.) as metaphors for conflict. **(See packet – top of pg. 10 & Power Point #13)**

10:45 – 10:55 Break

GB 10:55 – 11:10 (Introduction to) Addressing Differences in IEPs with Deep Listening. **Show the Angry Parent video if there is time.** Segue from the images/metaphors for conflict to the subject of deep listening by addressing how one might respond to metaphors people use in IEP or other team meetings. Introduce the subject of deep listening by deconstructing some metaphors. For example, "I'm bringing a lot of ammunition to this IEP meeting." Talk about the practical implications of the use of metaphors in conflict resolution and about how being aware of and responding to metaphors requires a degree of deep listening. **(See packet pp. 10-11) Note: BB helps in acting out metaphor scenarios pp. 10-11**

BB 11:10 – 11:55 Addressing differences in IEP meetings with deep listening **(See Deep Listening Activity pg. 15) Following the activity mention the checklist on pg. 14 as a resource for people to consider.**

GP 11:55 – 12:15 Welcoming "heart" into processes: developing and articulating an ethic of care. Discuss the overlap between the keys to deep listening and what it means to welcome heart into the IEP process. Discuss the practical implications of how deep listening can help us work together in IEPs with an ethic of caring – its not therapy, it's *addressing differences meaningfully* so that they get resolved early on. **(See packet pg. 16)**

12:15 – 1:00 Lunch



Day 1 (continued)

LS 1:00 – 1:15 Knots activity with a debriefing focused on the relational context of conflict **(Trainer's version in RESPECT Trainer's Manual – there is no participant version)**

GP 1:15 - 2:30 Parent Panel: an opportunity for parents to tell their stories and for participants to listen deeply and use an ethic of care to ask questions that facilitate story telling. **Allow at least 15 minutes for Q & A.**

Questions for panelists to focus on: (a) what has been your relationship with educators and how has that affected what has gone well and what hasn't gone so well in IEP, IFSP or CST meetings? (b) What suggestion do you have for improving these sorts of meetings with educators?

2:30 - 2:40 Break

<b>BB 2:40 - 3:30</b>	<b>Building relationships activity. (See packet pg. 21 and associated relationship building tips on pp. 17-20)</b>
-----------------------	--

2:40 – 2:50 Intro and set up

2:50 – 3:10 Small group

3:10 – 3:30 Small group reporting to large group and discussion

---

3:30 – 3:40 Break

GB 3:40 - 3:50 The first assignment: the relational context of conflict. **(See packet pg. 22-23)**

GB 3:50 - 4:05 Participants' time for reflective writing/journaling **See the note on reflection at first page of "Notes" pages at back of participant's packet.**

LS 4:05 - 4:15 Feedback from participants: "What worked well today and what could have been done differently to improve your learning."

## **Day Two: Risk Taking in Conflict Resolution: Achieving Deep and Lasting Change**

### **Overview/Theory:**

Day one was focused on the relational context of conflict and drew heavily on Michelle LeBaron's book, Bridging Troubled Waters. Day two will build on that and draw heavily on Kenneth Cloke's book, Mediating Dangerously. While we won't address third party roles in any depth until day three, Cloke will help us focus on authentic communication and the risks and rewards associated with the openness, honesty and vulnerability to others that authentic communication demands. Underlying the concept of "mediating dangerously" is the notion that meaningful conflict resolution requires we trust that what will happen if we have authentic communication about our conflicts is better than what will happen if we don't.

Other elements of the theory underlying day two are the notions that (a) conflict can have positive consequences and (b) meaningful conflict resolution means seeking transformational results, or fundamental change from conflict, as opposed to suppressing it via compromise or settlement of superficial issues. Conflict resolution, then, does not involve being silent or neutral, rather it means being engaged and authentic.

### **Day Two Goals:**

Build on the skills and concepts learned in day one, and through the interim assignment, and teach IEP team members how to move beyond traditional approaches to conflict resolution (that are centered in problem solving and in improving the techniques of communication) in order to:

1. Meaningfully resolve differences at the earliest possible level, thus avoiding the escalation of conflict to the level of preappeal and due process hearing.
2. Achieve fundamental change in working relationships.

### **Trainers' Agenda:**

BB 8:00 – 9:15      Sit in circle to reconnect

- (1) Talking piece first pass (Reconnect): Two passes of the talking piece:  
(1) What was your high point and what was your low point in the past week or 10 days?
- (2) Talking piece second pass: comments/reflections on what you heard during the first pass of the talking piece: in particular the ways in which we are connected.

9:15 - 9:25      Break

Day 2 (continued)

BB 9:25 – 10:10

GB Chart

Circle (continued) REMOVE THE TALKING PIECE

Stay seated in a circle but remove the talking piece and ask the following questions re first assignment:

1. In your interviews for the assignment, what did people mention about differences that may have arisen and how they were handled?
2. What did your interviewees say about the impact of the way differences were handled on the relationships among families and educators?
3. What particular insights re the role of relationships in conflict resolution did you gain from completing the assignment?

GB 10:10 – 10:20

Review day one and look forward to day two.

<b>10:20 – 11:10 New and "dangerous" definitions of conflict resolution</b>
---

GP 10:20 -- 10:35

Conflict Milling Around Activity (**See trainers' instructions in RESPECT Trainer's Manual and packet pg. 24**) to ground people in their vision of their own and others' conflict handling style and what this tells us about what people in the room think about conflict.

GP 10:35-10:40 Briefly revisit the chart paper from the images of conflict exercise from day one to compare with styles present in milling around activity.

GB

10:40-11:00

Interactive presentation on Ken Cloke's definitions of conflict resolution. (**Show angry parent video (from LRP "Positive Results: Working With Difficult People in Your School") then elicit ideas on what the purpose of conflict resolution would be in this case. Then see packet pg. 25**)

11:00 – 11:10

Break

<b>11:10 – 12:00 New and "dangerous" definitions of conflict</b>
--

GB

11:10-11:25

Interactive presentation on Ken Cloke's alternative definitions of conflict and their implications for conflict resolution. (**See packet pg. 26-7**)

LS

11:25-12:00

Listening Back-to-Back Activity. (**See trainers' instructions in RESPECT Trainer's Manual and packet pg. 28**) Engaging participants in this activity at this time will help us make the points: (a) that deep listening (giving the gift of undivided attention) is necessary in order to make the connections needed to meaningfully resolve differences and (b) meaningful conflict resolution requires taking the risk to engage in "dangerous conflict resolution."

Day 2 (continued)

LS 12:00 – 12:45 Working Lunch: Everyday Creativity Video and **Packet pg. 29 (Video is in AEA 10 library)**

**12:45 -- 1:30 Resolving conflict "dangerously"**

GP 12:45 -- 1:05 Soft Balls activity. (**See RESPECT Trainer's Manual**) To get people up and moving around after lunch and to further illustrate why giving one's undivided attention is essential to meaningful conflict resolution and why meaningful conflict resolution is less dangerous than the alternative.

GB 1:05 -- 1:30 Beyond active listening: asking "dangerous" questions. Demonstrate the use of the dangerous questions listed on 32 and then go over page 31 & 33.

1:30 -- 1:40 Break

**BB 1:40 -- 3:35 Experiencing "dangerous" conflict resolution with short vignettes where participants practice and trainers coach deep listening and asking "dangerous" questions re working relationships. See instructions for "Opportunity: Deeply Honest Questions Ahead" packet pg. 34**

Re the "Opportunity" exercise above: be sure to caution people to focus solely on the relationship and not at all on solving the presenting problem

BB 1:40 -- 2:05 Role-play scenario one **Pg. 35**

GB 2:05 – 2:15 Debrief the role-play

2:15 -- 2:25 Break

LS 2:25 -- 2:50 Role-play scenario two **Pg. 36**

LS 2:50 – 3:00 Debrief the role-play

GP 3:00 -- 3:25 Role-play scenario three **Pg. 37**

GP 3:25 -- 3:35 Debrief the role-play

---

BB 3:35 - 3:50 The second assignment: risk taking in conflict resolution. (**Packet pp. 38-40**)  
**NOTE ALTERNATIVES ON PG 40**

BB 3:50 - 4:05 Participants' time for reflective writing/journaling **See the note on reflection at first page of "Notes" pages at back of binder**

GP 4:05 - 4:15 Feedback from participants on what worked and what could have been done differently in day two.

## **Day Three: Thinking Like A Third Party: Facilitating and Coaching As An IEP Team Member**

### **Overview/Theory:**

During the first two training days and in the interim periods we have focused on the central role relationships play in conflict and conflict resolution and on communicating authentically and "dangerously" in order to meaningfully resolve conflicts. This will be the final day of introducing new concepts and teaching new skills. We'll focus on assisting IEP team members to think like third parties. We'll help them behave like facilitators or coaches even though that may not be their formal role and we'll teach them the benefits and the drawbacks of doing so.

The conceptual framework we develop for day three will draw heavily on Costa and Garmston, Cognitive Coaching (1994 and 99), Garmston and Wellman, The Adaptive School, Ury, Getting to Peace, and Ury, Getting Past No.

### **Day Three Goal:**

Building on the skills and concepts learned in the first two days and through the interim assignments, teach IEP team members how to think and act like third party coaches or facilitators in order to get differences resolved early on and strengthen working relationships between families and schools.

### **Trainers' Agenda:**

GB 8:00 – 9:55 Sit in circle to reconnect REMEMBER TO BEGIN WITH SILENCE

- (1) Talking piece first pass (Reconnect): Say your name and mention some community you belong to (professional, social, religious – whatever comes to mind) and say what it means to you to be a member of this community.
- (2) Talking piece second pass: comments/reflections on what you heard during the first pass of the talking piece: in particular the ways in which we are connected. **What does this say about our interdependence as a group – are we 20-some totally independent individuals or ...?**

Day 3 (continued)

- (3) Stay seated in a circle but remove the talking piece and ask some questions to spark discussion re the second assignment such as:
- a. If people took risks, what did they do, what was the result and why do you think they did it?
  - b. What did you observe about the relationship among persons in the meeting? If differences arose what role did relationships (good or strained) have in their resolution?
  - c. What comments do you have on all of this: as a practical matter, what do you think now of the statement that "all conflict begins, unfolds and is addressed through relationships?"

9:15 – 9:25 Break

GB 9:25 – 9:55 Discussion continued (see pp. 31-2 definitions & pg. 33 keys)

**In the context of conflict resolution, a dangerous question is asked intentionally as a way to advance authentic communication – open and honest communication.**

**A dangerous question is one that involves some risk for the one who asks it because: (1) the answer is unpredictable; (2) we might hear something that challenges us and/or; (3) we might hear something that is emotionally hard to take.**

**So, when asking a dangerous question one is mindful that the conversation that follows is going to be difficult and is willing to take that risk to enhance the possibility of fundamental change for the better.**

- d. Did any of the participants take the risk to ask any questions that could be considered "dangerous" in the way we've used that term? With what result?
- e. If there was no risk taking, comment on the opportunities that were missed and how things might have changed if risks were taken.
- f. Sum up, "dangerous questions worth trying? Thumbs up or thumbs down?"

**BB After circle energizer as needed: change chairs (See RESPECT Trainer's Manual)**

BB 9:55 – 10:10 Review days one and two and preview day three.

Day 3 (continued)

<b>10:10 – 11:00</b>	<b>Deescalating conflict from the point of view of the "third side" i.e., a person who is an interested party (a member of the IEP team) and is still able to rise above the fray and think and act like a third party: promotes cooperative behavior.</b>
----------------------	--

GP 10:10-10:20 Very briefly present on the concept of the "third side" [see packet pg. 41 and pp 42-48] and introduce the role-play.

All 10:20-11:00 Demonstrate how the third side works using the "Heated Coffee Stains" church conflict as a role-play (see packet pp. 49 and RESPECT Trainer's Manual) The four trainers play the roles of the church custodian, the membership development chairperson, the facilities chairperson and the worship hour coordinator.

LS The Facilities Chair will be designated the person to occupy the third side (see packet pp. 42-48)

BB Worship Hour Coordinator

GP Custodian

GB Membership chair – starts to facilitate: **badly**

---

11:00 – 11:10 Break

LS 11:10-11:25 Debriefing the demonstration role-play

LS 11:25-11:40 Time for participants to read packet pages 42-48 with the following question in mind: What are the challenges and what are the opportunities involved in taking the third side?

LS 11:40-12:00 Form groups of three and have people discuss what they could do in their next team meeting to take advantage of the opportunities and minimize the risks involved in taking the third side.

**12:00 – 12:45 Lunch**

GP 12:45 - 1:05 " Crossing the line" (See RESPECT Trainer's Manual) activity because if one or both members of a pair think like a third party the ultimate goal of the exercise becomes clear – to end up on the same side. Tie this to taking the third side.

GB 1:05 - 1:30 Challenges and Opportunities:

LS Charts Elicit lists of opportunities and challenges. Discuss: How can the risks be minimized such that taking the third side is worth doing?

1:30 -- 1:40 Break

Day 3 (continued)

BB 1:40 -- 3:35 Being the "third side" in a forum theater. **See RESPECT Trainer's Manual: 'Being the Third Side Role-Play'. Start with 'Theater Games for Breaking the Ice'.**

1:40 -- 3:00 Following the theater games, role-play the scene with freeze frame where participants step into the role of the resource teacher, Mrs. Ritter.  
BB Stage director  
LH Mrs. Ritter, the resource teacher  
GB Mr. George the math teacher  
GP Mrs. Smith, the parent  
LS Mrs. Taylor, the associate principal

3:00 -- 3:10 Break

GB 3:10 -- 3:35 Debrief the role-play

---

LS 3:35 - 3:50 The third assignment: reflections on the twin goals of individual autonomy and collaboration from the point of view of the third side.

LS 3:50 - 4:05 Participants' time for reflective writing/journaling **See the note on reflection at first page of "Notes" pages at back of binder**

GB 4:05 - 4:15 Feedback from participants: " What worked well today and what could have been done differently to improve your learning?"



## Day Four: Bridging Troubled Waters With RESPECT

### Overview/Theory:

No entirely new content will be introduced in this final day of the RESPECT training [unless we want to introduce a skill related to facilitating like basic brainstorming]. We will review some key concepts from the previous three days, practice some skills taught on those days [like deep listening and asking dangerous questions], and practice being on the third side.

### Day Four Goal:

Help participants become more comfortable and more proficient with thinking and acting like third party coaches or facilitators in order to get differences resolved early on and strengthen working relationships between families and schools.

### Trainers' Agenda:

GP 8:00 – 8:50 Sit in circle for reflections of the third assignment – participants share their experiences with being the third side.

(1) Talking piece first pass (Reconnect): Say your name and mention something about yourself that others in the group don't know. Remember the importance of safety in circle – only mention something that you feel comfortable about.

(2) Talking piece second pass: comments, if any, on what was heard during first pass in terms of how we're connected

#### To conserve time, remove the talking piece for questions 3 & 4

(3) How did it work for you to be on the third side in the past couple of weeks?

LS 8:50 - 9:00 (4) Reflections continued: How do you plan to think and act like a person on the third side in future team meetings or in your personal life?

9:00 - 9:10 Break

GB 9:10 - 9:25 Energizer as needed

GB 9:25 - 9:35 Continuity: review first three days and preview day-four **See agenda pg. 5**

Day 4 (continued)

9:35 – 12:00 Practice deescalating conflict from the "third side" i.e., a person who is an interested party (a member of the IEP team) and is still able to rise above the fray and think and act like a third party to promote cooperative behavior. Part A from 9:35 – 11:15 and part B from 11:15 – 12:00

- (A) **9:35 – 11:00 Being on the third side**, listening deeply and asking questions to get to the heart of the matter. **See trainer's detailed instructions in trainer's manual for "Lily O'Brien" pp. 13-15.**
- GB + 9:35 – 10:05 Preparation – first five steps of Lily exercise in large then small group + deciding who will play what roles.
- All 10:10 – 10:20 Prepare in groups of like roles (step six of Lily)
- All 10:20 - 10:45 Role-play Lily O'Brien (step seven of Le Mars Lily)
- 10:45 - 10:55 Break (step eight of Lily)
- LS 10:55 – 11:15 Debrief focusing in particular on what worked, what challenges presented themselves and what might be done to address those challenges. (Step nine of Lily)
- (B) **11:15 – 12:00 Addressing challenges**
- BB 11:15 -11:45 (Step 10 of Lily) In the same small role-play groups have participants consider the 10 challenges to being on the third side on RESPECT pg. 59. Eliminate from the list any that are substantially the same as those identified in the debriefing above. Have them pick any three from the list that remain and brainstorm some ways to address them. Chart this. Pick a reporter.
- GP 11:45 - 12:00 (Step 11 of Lily) Small group reports on challenges and discussion.
- 12:00 – 12:45 Lunch

Day 4 (continued)

- GB 12:45 – 1:05 Addressing relationship challenges **See packet pg. 60 and RESPECT Trainer's Manual description for "Rapid Rewards."** Note: participants may have developed a list of relationship challenges on day one. If so, they are incorporated in a new pg 60 that would be handed out at this time.

**1:05 - 1:40 Enlightened self-interest and holonomy on the third side**

- LS 1:05 – 1:20 The Two Children – One Orange demo (**See RESPECT Trainer's Manual**) with debrief tying interest-based negotiation, enlightened self-interest and holonomy into the third side. Discuss also **pg. 58:** questions to help people get beyond positions and identify interests.
- GB 1:20 – 1:40 PowerPoint presentation on holonomy-- **slides relating to pp. 56-7 and pg. 61-3.**

---

1:40 - 1:50 Break

**GP 1:50 - 2:50 Third side role-play: "J. Carlisle"**

- 1:50 – 2:00 Set up and read roles (**See RESPECT Trainer's Manual**)
- 2:00 – 2:40 Role-play (as with Lilly concentrate on: deep listening and getting to the heart of the matter – **reminders about pp. 56-7.** Also try using questions that help people get beyond positions to interests.
- 2:40 – 2:50 Debrief

---

2:50 - 3:00 Break

- GB 3:00 - 3:15 Reflection and journaling – memo to self on what I'll do tomorrow and thereafter to practice RESPECT. **See the note on reflection at first page of "Notes" pages at back of binder**
- 3:15 - 3:20 Complete evaluations.

**Note: Certificates will be mailed to people since at this point we won't know who has completed all three assignments and who has not.**

- BB 3:20 - 4:15 Closing Circle – words of appreciation for the training and for others in the Circle.



# Making Connections

## Overview:

This opening activity prepares the ground for collaboration throughout the training by constructively emphasizing identity and relationship. Identifying connections should help to build and then nurture relationships among participants.

## Trainer's Instructions:

1. Sit in circle, explain circle guidelines and why the activity begins with a brief period of silence.
2. After a period of silence make, two passes of a talking piece.
3. On first pass ask people to say their names, where they live and in a very few words to describe the work they do. On second pass, ask people to talk about the history and meaning of their names.

## Debriefing:

Discuss the following questions:

1. What connections exist in this group?
2. How can these connections be used to build relationships?
3. If this were an IEP meeting, how might you use these connections to nurture relationships throughout the meeting?
4. What energy and resources exist in this group? How might this energy and these resources be used to address conflicts within the group?

This activity focuses on just one aspect of identity: one's name. Discuss the multifaceted nature of identity and how it's easy, when in the throes of conflict, (when one aspect of identity is threatened) to become myopic and defensive. How might we use relationships as resources to help people deal with identity conflicts?

## *Time:*

***40-60 minutes***

Depending on group size.

## *Requirements:*

A circle, a talking piece and a willingness on the part of participants to be authentic and vulnerable.

## *Trainer Wrap-up:*

Conflict is just a relationship on a bumpy road and there is almost always good in any relationship that can help us make it through the bumps.

In fact, when things get complicated, the only way through is by building relationships – we can rely on them when the going gets tough.



# Knots

## Overview:

- This is an exercise in group dynamics and illustrates that it takes a whole group working together to solve some problems.
- Use it as an energizing activity at any time during a training
- This exercise may not be appropriate for people from cultures where male/female physical contact in public is not the norm. It may also be difficult for participants who cannot move around easily.

## Trainer's Instructions:

1. Divide the large group into smaller groups of 6-10 people (even numbers) and have the small groups each form a circle.

Note: The more people, the more difficult the problem.

2. Have the group members extend their right hands into the circle and grab the right hand of a person who is across from them. Next, have each person extend his or her left hand and grab someone else's left hand. Individuals should not be holding the hand of the person next to them nor both of another person's hands.

3. Instruct the group to untangle themselves from the knot and form a circle without releasing each other's hands. Encourage them, and remind them that it is possible.

4. After the groups get untangled or, if time runs out, bring everyone back together to ask the processing questions.

## Debriefing:

- Did you get untangled? What worked? Didn't?
- What was the process you went through to get untangled?
- What role did leadership and communication play in the process of untangling?
- What did it feel like to be tied up in knots?
- What does this activity tell you about how the good in relationships can help us make it through tough times?

## *Time:*

*20 minutes*

## *Requirements:*

An open space large enough for the small groups to stand in a circle holding hands.

## *Trainer Wrap-up:*

- Even when it looks impossible, there is usually a way to solve problems.
- It takes cooperation and communication to solve a problem that affects many people.
- Sometimes different roles are needed when working out a problem. Some people have to assume leadership while others follow directions.
- A knot like this (conflict) is just relationship on a bumpy road. There is almost always good in any relationship to help us make it through the bumps.



# Conflict Milling

## Overview:

This exercise is used to help training participants define and reflect on their own conflict handling style. It also affords them the opportunity to see and learn about other's styles.

## Trainer's Instructions:

1. Give each participant a sheet of paper and some masking tape. Have them depict or state in words their preferred way of handling conflict on the paper and then tape it to their shirts.
2. Ask people to mill around for about five minutes and notice others' conflict handling styles. Have them ask questions for clarification about others styles—they should avoid making judgments.
3. After sufficient time for observing and asking about others' styles, have participants return to their seats with their style depiction still taped to their shirts.

## Debriefing:

Ask for volunteers to explain their own styles and why they choose that approach. Ask questions like:

1. How does it work for you?
2. Is there anything about it that doesn't work so well?
3. Is there anything you'd like to work on to improve the way you handle conflict?
4. What does your preferred style say about what you think of conflict?

### *Time:*

*20 minutes*

### *Requirements:*

Paper, tape and marking pens

### *Trainer Wrap-up:*

Comment on the range of styles in the room and on the fact that there is no "one size fits all" or single best approach when it comes to how individuals handle conflict.

Comment on the connections between this activity and images of conflict activity from RESPECT day one. Are there consistencies or inconsistencies? What are the implications of the answer to that question?



## ***Listening Back-to-Back***

### **Overview:**

This is a deep listening exercise that will give participants the opportunity to reflect on their own responsibility for conflict in a safe, non-judgmental environment. Listeners will have the chance to practice phrasing questions about conflict that help them and the speaker connect on a deeper and more honest level. Listeners will be able to test assumptions they might make as they hear the speakers' stories.

### **Trainer's Instructions:**

1. Form pairs and have pairs sit back-to-back.
  2. Have one person tell a short, true story about a parent-educator conflict that happened in his or her life. Ask participants to be as open, honest and vulnerable as they can. Take about three or four minutes for this.
  3. The listener is to ask questions for clarification if necessary. When the speaker has concluded the story the speaker is to:
    - a. Summarize the story and say how he or she thinks the speaker is feeling about the conflict.
    - b. With empathy and without judgment ask some probing questions that will encourage the speaker to say more about the conflict and how it has affected him or her.
    - c. With empathy and without judgment ask some risky questions that help the speaker reflect on his or her own role in the conflict. Use the alternative definitions of conflict in the participant manual to frame questions.
- Part three (a, b and c) should take seven or eight minutes.
4. Reverse the process and the listener becomes the storyteller.
  5. Face each other for debriefing and discuss the questions opposite.
  6. Return to large group following the debriefing in pairs and invite the sharing of insights.

### ***Time:***

***30-40 minutes***

### ***Requirements:***

A willingness to listen deeply and take some risks.

### ***Debriefing:***

(1). What if anything did you do as speaker and listener to compensate for not having any visual cues? (2). What if any risks did you take as speaker or listener? What was the result? (3). What frustrations and surprises did you experience? (4). What assumptions did you make as listener? How did you test them and with what result? (5). As listener, were you able to communicate empathy? How so? (6). As speaker, were you able to be open, honest and vulnerable? What facilitated that?

### ***Trainer Wrap-up:***

Deep listening (giving the gift of undivided attention) is necessary to make the connections needed to meaningfully resolve differences.

Taking some risks and carefully framing some probing questions about the speaker's own role in a conflict is also necessary for meaningful conflict resolution.



## Soft Balls

### Overview:

- This exercise used in the RESPECT training provides an experiential example of the importance of giving the gift of undivided attention.
- Participants will experience the difficulty of feeling bombarded when many things are thrown at them at once.
- Participants will understand the “dangerous nature” of meaningful conflict resolution.
- Participants will understand why giving their undivided attention to those in conflict is essential for meaningful conflict resolution.

### Trainer’s Instructions:

1. Ask participants to form a standing circle and give one participant a soft ball or soft throwing object.
2. Participant throws the ball to a person across the circle while saying the name of the person to whom the ball is thrown. Then the participant who received the ball throws it to another person, saying the name of this receiver. Continue until all have had the ball once.
3. Participants then repeat the cycle, being sure to receive from and pass to the same person (while calling out his or her name) each time and making sure all have had the ball.
4. The trainer adds up to five more throwing objects to the circle to be passed in the same manner. Balls should be different sizes and colors.

### Debriefing:

- How did things change as more balls were added? Did things get more dangerous?
- What problems came up along the way?
- Did you develop a process for keeping track of the balls? What was it? How did it help you?
- What does this experience tell you about the importance of giving your undivided attention to parties in conflict?
- What does this experience tell you about the danger of letting conflicts go unresolved?

***Time: 20 minutes***

### ***Requirements:***

- Soft foam or rubber balls—a rubber chicken adds a bit more humor.
- A space large enough for the group to form a circle and move about freely.

### ***Trainer Wrap-up:***

- It will be impossible to work through conflicts without giving the gift of your undivided attention.
- Meaningful conflict resolution is less dangerous than the alternative.
- Being prepared helps you and the others involved avoid “getting hit in the face.”





## *Change Chairs*

### **Overview:**

- This exercise is used as a way to practice thinking on one's feet and changing directions quickly. It is also used as a lead-in to a discussion of facilitating dialogue.
- It is most effective after participants have experienced the mediation process in at least one role-play.

### **Trainer's Instructions:**

1. The facilitator asks participants to sit on chairs in a circle. The circle has been arranged using one chair fewer than the number of persons present.
2. Stand in the middle of the circle, and say something like "Everyone who has shoelaces, change chairs." All the people with shoelaces get out of their chairs and move to other chairs that people have just left—nobody may sit in an empty chair just to his or her right or left nor immediately return to his or her own chair. The person in the middle also finds a chair.
3. The person who doesn't get a seat is in the middle and says something like "Everyone who is wearing blue, change chairs." (The categories should vary, such as items of clothing, physical characteristics, and invisible characteristics such as "born in Iowa")
4. After about five minutes or when the group seems less engaged in the game, ask the person in the middle to sit down and then debrief the exercise.

### **Debriefing:**

- What was it like to be in the middle or to be sitting in the circle?
- When you were in the middle did you develop a strategy? What was it? What about when you were sitting in the circle?
- Were there any power issues involved in this exercise?
- How do you think this exercise relates to the mediator's role in helping parties talk to each other about the issues in dispute?

### ***Time: 20 minutes***

### ***Requirements:***

An open space large enough to accommodate the number of chairs needed in a circle – set the chairs up in a circle before starting the exercise.

### ***Trainer Wrap-up:***

- By changing the topic being addressed, the whole nature of the conversation can change.
- Sometimes mediation seems chaotic when issues keep changing and the disputants keep changing the subject; it is important for the mediator to keep the disputants focused on one issue at a time.
- There is a place for appropriate humor in mediation.
- In the mediation process disputants are encouraged to "change chairs" i.e., to look at the situation from the perspective of the other.

## Heated Coffee Stain Dispute Church Custodian's Information: Geri Pettitt

The following parties will be involved in this meeting: (1) Wendy Sailor, Church Custodian (not a member of the Church), (2) Hank Sharp, Membership Development Chairperson, (3) Sofia Frantz, Facilities Chairperson, and (4) Martha Stuemart, Worship Hour Coordinator.

Background Information: The Church Custodian, Membership Development Chairperson, Facilities Chairperson, and the Worship Hour Coordinator, have been asked by the Church Council to have a conversation regarding a dispute over taking beverages and food into the sanctuary during worship.

General Information: The Church, First Congregational of Heaven's Grace, Iowa has been working hard to attract and retain new members. As part of that they have been serving gourmet coffee (sold by Fair Exchange Coffees) with locally baked pastries and breads prior to and after worship each Sunday. People have responded very positively and with other efforts, membership has continued to climb slowly over the last year. However, with the wonderful coffee and pastries more and more people have been taking their food and beverages into the sanctuary in violation of a long-standing church policy against it. About three months ago the custodian, Wendy Sailor, reported that due to spills etc, she was spending more and more time and money trying to remove stains from the carpet. The Facilities Committee authorized her to put up signs outside the sanctuary stating: "PLEASE DO NOT TAKE COFFEE, TEA, SODA OR FOOD INTO THE SANCTUARY." After a few weeks the custodian reported that someone was taking the signs down as fast as she could put them up. After several more weeks it was discovered that Hank Sharp, Membership Development Committee Chairperson, was taking them down because he believed they were very inhospitable in a community that is trying so hard to be welcoming.

### Confidential Information for Wendy Sailor:

- You are a 32 year old single mother of three kids, working two jobs.
- You are not a member of the First Congregational Church.
- You have been employed as the Church Custodian for seven years, and greatly appreciate the job and the people there, as they have been very supportive.
- You are very hesitant to cause problems and are very nervous about the meeting, particularly facing Mr. Sharp, as he is a longtime member of the church, a local university professor, and very outspoken.
- You are very frustrated over the coffee stain issue; particularly the fact Mr. Sharp took down the signs without talking to you or anyone else.
- You are tired of cleaning up stains from the carpet (as it takes time and money) and also don't understand why people feel OK about violating the long-standing church policy against food in the sanctuary during worship.
- You also want the church to be welcoming to people: that is why you work so hard at keeping everything so clean and nice. You believe this is about respect, or the lack of it: respect for you, your time, and church property. Isn't that what this religion stuff is about anyway?
- You always thought coming to church was about people worshipping God! So why can't people make it through one hour without their coffee or tea?

## Membership Development Chair's Information: Greg Buntz

The following parties will be involved in this meeting: (1) Wendy Sailor, Church Custodian (not a member of the Church), (2) Hank Sharp, Membership Development Chairperson, (3) Sofia Frantz, Facilities Chairperson, and (4) Martha Stuemart, Worship Hour Coordinator.

Background Information: The Church Custodian, Membership Development Chairperson, Facilities Chairperson, and the Worship Hour Coordinator, have been asked by the Church Council to have a conversation regarding a dispute over taking beverages and food into the sanctuary during worship.

General Information: The Church, First Congregational of Heaven's Grace, Iowa has been working hard to attract and retain new members. As part of that they have been serving gourmet coffee (sold by Fair Exchange Coffees) with locally baked pastries and breads prior to and after worship each Sunday. People have responded very positively and with other efforts, membership has continued to climb slowly over the last year. However, with the wonderful coffee and pastries more and more people have been taking their food and beverages into the sanctuary in violation of a long-standing church policy against it. About three months ago the custodian, Wendy Sailor, reported that due to spills etc, she was spending more and more time and money trying to remove stains from the carpet. The Facilities Committee authorized her to put up signs outside the sanctuary stating: "PLEASE DO NOT TAKE COFFEE, TEA, SODA OR FOOD INTO THE SANCTUARY." After a few weeks the custodian reported that someone was taking the signs down as fast as she could put them up. After several more weeks it was discovered that Hank Sharp, Membership Development Committee Chairperson, was taking them down because he believed they were very inhospitable in a community that is trying so hard to be welcoming.

### Confidential Information for Hank Sharp:

- You are a 56 year-old professor at the local university. You have been attending 1<sup>st</sup> Congregational for almost 20 years and are deeply committed to its survival and growth.
- You believe "Church" is about hospitality and being welcoming to those you do not know. You are very concerned about anything that is done within the church that feels less than hospitable and which might scare away new members. **After all, what institution should be more fervent in its hospitality that the church?**
- You have gone through some of the lean times with church membership and after a great deal of effort and hard work believe it is now starting to pay off with new membership and growth.
- You believe the new gourmet coffee and pastries program is a great idea and that it has been very helpful to getting new people into the church on Sunday mornings. **You believe strongly that room has to be made for everyone at the table,**
- You like Wendy well enough and support her effort to keep the church clean. However, you believe she is over doing it with complaints about a little coffee on the carpet, which seems a small price to pay for making the church feel hospitable to guests and new members.
- You believe the signs were inappropriate and that they should not have been put up. In fact, you felt greatly offended by them. Someone had to take them down and you don't see what the big deal is.

## Facilities Chair's Information: Leslee Sandberg

The following parties will be involved in this meeting: (1) Wendy Sailor, Church Custodian (not a member of the Church), (2) Hank Sharp, Membership Development Chairperson, (3) Sofia Frantz, Facilities Chairperson, and (4) Martha Stuemart, Worship Hour Coordinator.

Background Information: The Church Custodian, Membership Development Chairperson, Facilities Chairperson, and the Worship Hour Coordinator, have been asked by the Church Council to have a conversation regarding a dispute over taking beverages and food into the sanctuary during worship.

General Information: The Church, First Congregational of Heaven's Grace, Iowa has been working hard to attract and retain new members. As part of that they have been serving gourmet coffee (sold by Fair Exchange Coffees) with locally baked pastries and breads prior to and after worship each Sunday. People have responded very positively and with other efforts, membership has continued to climb slowly over the last year. However, with the wonderful coffee and pastries more and more people have been taking their food and beverages into the sanctuary in violation of a long-standing church policy against it. About three months ago the custodian, Wendy Sailor, reported that due to spills etc, she was spending more and more time and money trying to remove stains from the carpet. The Facilities Committee authorized her to put up signs outside the sanctuary stating: "PLEASE DO NOT TAKE COFFEE, TEA, SODA OR FOOD INTO THE SANCTUARY." After a few weeks the custodian reported that someone was taking the signs down as fast as she could put them up. After several more weeks it was discovered that Hank Sharp, Membership Development Committee Chairperson, was taking them down because he believed they were very inhospitable in a community that is trying so hard to be welcoming.

### Confidential Information for Sofia Frantz:

- You are 42 years old and have been a church member for four years. You are happy to have found a church home for your family (wife and three kids ages 4, 8, and 12).
- You got involved with the Facilities Committee because you appreciate the need for upkeep of buildings, and most importantly, because you believe having a "good space" is very important to creating meaningful worship and Christian community. You want to help the church do this.
- You think Wendy is an incredible custodian and that the church is very fortunate to have someone who is so dedicated and hardworking. You know she is anxious about this meeting and want to support her.
- You have been working with Wendy on the coffee stains issue and were part of the committee that gave her authorization to put up the first sign. You agree that beverages should not be taken into the sanctuary (in violation of church policy), and are upset that people would take down the signs without first talking to anyone about it. You are concerned about respect for Wendy and the church.
- You agree that hospitality and new members are important, but your committee has had to pay for cleaning equipment to get some of the coffee and tea stains out, and you have seen first hand how much time it has taken Wendy to do so.
- You appreciate the gourmet coffee and pastries, and believe they can be left outside the sanctuary and people can focus on worship rather than food for one hour.

## Worship Hour Coordinator's Information: Bonnie Buntz

The following parties will be involved in this meeting: (1) Wendy Sailor, Church Custodian (not a member of the Church), (2) Hank Sharp, Membership Development Chairperson, (3) Sofia Frantz, Facilities Chairperson, and (4) Martha Stuemart, Worship Hour Coordinator.

Background Information: The Church Custodian, Membership Development Chairperson, Facilities Chairperson, and the Worship Hour Coordinator, have been asked by the Church Council to have a conversation regarding a dispute over taking beverages and food into the sanctuary during worship.

General Information: The Church, First Congregational of Heaven's Grace, Iowa has been working hard to attract and retain new members. As part of that they have been serving gourmet coffee (sold by Fair Exchange Coffees) with locally baked pastries and breads prior to and after worship each Sunday. People have responded very positively and with other efforts, membership has continued to climb slowly over the last year. However, with the wonderful coffee and pastries more and more people have been taking their food and beverages into the sanctuary in violation of a long-standing church policy against it. About three months ago the custodian, Wendy Sailor, reported that due to spills etc, she was spending more and more time and money trying to remove stains from the carpet. The Facilities Committee authorized her to put up signs outside the sanctuary stating: "PLEASE DO NOT TAKE COFFEE, TEA, SODA OR FOOD INTO THE SANCTUARY." After a few weeks the custodian reported that someone was taking the signs down as fast as she could put them up. After several more weeks it was discovered that Hank Sharp, Membership Development Committee Chairperson, was taking them down because he believed they were very inhospitable in a community that is trying so hard to be welcoming.

### Confidential Information for Martha Stuemart:

- You are 38 years old and married with two kids. You have been attending this church for about six years and believe new members are essential to its survival.
- You believe good food is what builds church membership and are thrilled with the way the new coffee and pastry program seems to be drawing people in.
- You believe the custodian has blown the issue over the coffee stains way out of proportion. People feel comfortable with their coffee and if taking it into the sanctuary keeps them coming to church, a few stains on the carpet don't seem to be anything to complain about. Besides, isn't that what a custodian is for?
- You believe the signs were inappropriate in the first place, that they were most unwelcoming, and negated all of your committee's hard work to bring in and keep new members. You were glad when you saw that someone was taking them down and don't believe it was any big deal to do so without talking to the custodian first. Doesn't she work for us?
- You believe strongly that room should be made at the table for everyone. After all, what institution should be more fervent in its hospitality than the church?
- God likes well-fed and happy people: don't we as a church want to have well-fed and happy members?



## *Crossing the Line*

### **Overview:**

This exercise is used to help participants identify their own style of conflict resolution. It can be used for any group of trainees to help them understand their own negotiating style.

### **Trainer's Instructions:**

1. Have participants get into pairs.
2. In their pairs, participants draw an imaginary line on the floor with one person on each side of the line.
3. Each person must try to convince the other to cross the line (come over to their side) using any ideas or means that come to mind, however, it's not okay to hurt each other.

### **Debriefing:**

- Who won? Who lost?
- What methods did you use?
- How effective were those methods?
- What was the goal in this exercise?
- Is there any way for both people to reach the goal?
- What might this activity tell you about your approach to negotiation?

### ***Time:***

***20 minutes***

### ***Requirements:***

A space large enough to allow pairs to stand and face each other.

### ***Trainer Wrap-up:***

This exercise demonstrates:

- We often approach negotiation with win/lose thinking so that convincing someone to adopt our position means we win (and the other loses).
- One has to be able to think beyond positions and recognize the ultimate goal in order to realize mutual gains.
- The ultimate goal of the activity is to have both people be on the same side. One person simply crosses the line without having to be persuaded to and both people "win."



## **Being the Third Side Role-Play**

### **Overview:**

This version of a fish-bowl role-play is an adaptation of the Forum Theatre technique developed by Brazilian Augusto Boal and used by groups in Iowa including the Iowa City-based Graffiti Theatre Group and IPI/CRCI to stimulate creative dialogue on difficult issues.

“Taking the third side” is a concept CRCI staff developed for RESPECT and is based on the work of Bill Ury and also Costa and Garmston. The idea is for someone involved in a conflict or difficult discussion to informally and with transparency take on a facilitative, mediator-like role while at the same time remaining engaged in the discussion and presenting his/her viewpoint.

Participants will have the opportunity to brainstorm and then try approaches to “take the third side” in a role-play where there is a stalemated conflict.

### **Trainer’s Instructions:**

Follow the detailed instructions on the next page then return to this page for debriefing.

### **Debriefing:**

#### **Debrief questions for each small group representative:**

1. What was your thinking behind choosing to freeze and enter the role-play at the point you did?
2. What was your strategy as you took Mrs. Ritter’s place? Did that strategy work? Why or why not?
3. How did it feel to you to be Mrs. Ritter and represent her interests, and simultaneously be the third side?

#### **General debrief for all:**

1. How effective was the representative’s approach to being the third side?
2. How did you experience the representative being the third side? What did it look and sound like to you?
3. What do you see as the greatest the challenges to being the third side?
4. How do you think you could transform behavior in a future team meeting by being the third side?

### **Time:**

80-90 minutes

### **Requirements:**

A trainer to facilitate the exercise and four trainers to do the role-play (Ross Smith - attached).

Theater games for breaking the ice (see attached)

### **Trainer Wrap-up:**

Taking the third side takes practice, and it can transform behavior in a conflict from confrontation, defensiveness, and escalating emotions to an interaction that values respect for everyone involved, consideration of everyone’s concerns, involves real listening, and opens up the possibility for collaborative, creative problem solving.

### Instructions for Being the Third Side Role-Play:

1. Role-playing and theater require going out of your comfort zone, so to help people loosen up, begin with a few warm-up theater “games.” (See next page for two borrowed from Augusto Boal)
2. Divide participants into groups of 3-5 people. After the initial “Ross Smith” role-play scene played by trainers, they will be working together within groups to come up with an approach to replacing Mrs. Ritter and being the third side.
3. Brief participants on the background of the role-play. Tell them they will have the opportunity to take the third side by taking the role of Mrs. Ritter.
4. Present role-play. The scene should not be too long—about 5-8 minutes. Each character should have an opportunity to establish his or her perspectives and interests. The encounter should end in a tense, unresolvable stalemate. Although this is a role-play, it should be well rehearsed with trainers able to repeat the scene, almost exactly, later in the exercise
5. Give people 5-10 minutes to discuss in their groups ways the character they are going to replace can become the third side. Have each group select a representative from the group who will be willing to try that approach, in role-play.

(Note: It will be helpful for trainers to sit in on group discussions so small group members are concentrating on approaches to taking the third side, rather than solutions to the problem.)

6. Each group will have an opportunity to have its representative try their strategy. Ask which group’s representative would be willing to go first. Explain that the role-play will be run through again with the trainers as actors, and when that representative wants to jump in and take Mrs. Ritter’s place, he or she should say “freeze”. The original Mrs. Ritter will step out, and the representative will step in and continue the role-play from that point.

Let the scene go for a few minutes, giving the representative an opportunity to try the group’s strategy for being the third side. A trainer will stop the scene after 5 minutes or so for the debriefing. An option is for a trainer to coach the representative as he or she is playing Mrs. Ritter, let the scene go on and then stop for the debriefing.

7. Debrief -- see suggested debriefing questions on previous page.
8. Repeat steps 6 and 7 until the representative from each group has had an opportunity to try to be the third side.
9. Do a general debriefing of the entire exercise.

### **Theater Games for Breaking the Ice – from**



## **Graffiti Theatre Workshop**

### **Activity I – Circles and Crosses**

With your right arm, make a circle, drawing it over and over again. Then stop.

With your left arm, draw a cross, drawing it over and over again. Then stop.

Now do both at the same time.

### **Activity II – One, Two, Three**

Stage 1.

Find a partner. One partner will be A. The other will be B.

“A” starts by counting “one.”

“B” answers with “two.”

“A” says “three.”

“A” says “one.”

Etc. Continue counting “one, two, three” alternating between A and B. Try to speed up.

Stage 2.

“A” thinks of a movement and a sound. Show it to “B” and have “B” imitate it.

Now, this movement and sound will replace “one.”

Count as in Stage 1, but replace “one” with the movement and sound.

Stage 3.

“B” thinks of a movement and sound. Show it to “A” and have “A” imitate it.

Now, this movement and sound will replace “two.”

Count as in Stage 2, with “one” replaced with A’s movement, and for this stage, replace “two” with B’s movement.

Stage 4.

“A” thinks of a new movement and sound. Show it to “B” and have “B” imitate it.

Now, this new movement will replace “three.”

## **Ross Smith Role-Play: The Third Side**

Mrs. Smith has requested a meeting with the 6<sup>th</sup> grade team to discuss the poor grades her son received on his report card after nine weeks of school. She had attended his midterm parent conference and learned that his grades were barely passing but was reassured that if he just got his homework completed, his grades would improve.

Her son, Ross, has been diagnosed with ADHD (has been on medication for three years) and learning disabilities in the area of reading and writing. He receives small group reading and language arts instruction from the special education resource teacher, Mrs. Ritter, and associate support is provided for all resource students who are in general education for science and social studies. He does not receive any extra support in math class or his exploratory classes. Ross is in general P.E. class and rotates P.E. with music. He will rotate P.E. and art this grading period.

Ross's grades:

Science-B

Social Studies-D-

Music-D

Math-F

Reading-D

Language Arts-D

P.E.-Pass

Computer Keyboarding-C (down from a B at midterm)

At the meeting are: Mrs. Smith, parent, Mrs. Ritter, resource teacher, Mr. George, math teacher, and Mrs. Taylor, associate principal and part-time counselor.

**Mrs. Smith** is upset by Ross's grades because she was told at conference time he was just a little behind on getting his assignments in but the teachers would get on him about it. When she asks her son about homework, he says he got it done at school or he finishes it at home and tells her he turns it in. She is also concerned that his teachers are not following the accommodations written on his IEP. He should have shortened assignments, extra time to complete them, assignments should be written in his daily planner and tests should be read to him. He did not have this much trouble in elementary school. Mrs. Smith knows he is very disorganized besides having reading difficulties but that is the nature of his ADHD! She wonders why more of his teachers aren't at this meeting.

Ross Smith Role Play (continued)

**Mrs. Ritter**, the resource teacher, believes Ross could make better grades in reading and language arts. She recognizes his challenges with getting started, bothering other students, getting up from his seat a lot, needing to be reminded to get back to work several times during her time with him. She'd like to see him taking more responsibility for better use of his time. She is frustrated because she sees gains made last year slipping away. She wonders if his medication needs adjusting? Mrs. Ritter has an after school one hour study time in her room for all her resource students but they have to use the time for completing work, not as a social time. The associate who helps Mrs. Ritter's resource students in the general ed classes confirms Ross's need for lots of direction to get started, especially in social studies. Mrs. Ritter is glad this meeting has been called. She was just about to call in Mrs. Smith for a conference.

**Mr. George**, math teacher, has given Ross an 'F' because he does not turn in any homework even though he got a B on one test and a C+ on another. He feels he can't reward him with a passing grade if he doesn't turn in homework like the other students. Mr. George also notices he has to remind Ross to pay attention and stop making noises with his pencil, tapping his fingers on the desk, or whispering to other students. Mr. George believes that if Ross is in his class and can do the work, as the tests prove, then Ross shouldn't have to have special treatment. Mr. George believes shortened assignments for Ross isn't fair to the other students.

**Mrs. Taylor**, the associate principal and half time counselor, stresses the job of a middle school is to prepare students for high school. Now is the time students learn to be more responsible for their own actions and choices. Mrs. Taylor acknowledges that students with ADHD and learning disabilities often have difficulty with staying organized. She understands that the adults around those students have to help the student learn strategies but...in the end, the student must take the consequences of their behavior. Mrs. Taylor would like the team to come up with some strategies for Ross but she wants Ross to have consequences for not following those strategies. Mrs. Taylor talked to the other general ed teachers who could not be at the meeting. Other than science class where the students do a lot of interactive activities, Ross seems to be restless, unfocused, disorganized, and some days tries and other days seems to not

## *Lily O'Brien Role-play*

### **9:35 – 10:10 Steps 1-5**

1. Explain that we are going to be doing a simulation of a difficult conversation among three people: (1) O'Brien (parent of Lily); (2) Lucas (Lily's 6<sup>th</sup> grade social studies teacher), and (3) Green (Lily's counselor). Green is going to be a facilitative participant (the third side) in this conversation.
2. Review what being on the third side means (RESPECT pg. 41)
3. Go over the deep v active listening card that was placed in the binder on day one.
  - a. Review the differences between active and deep listening.
  - b. Explain that the checklist (opposite side of card) is a tool to help remind one what being a deep listener entails. Participants should read over the checklist now and keep it in front of them as they play out the Lily O'Brien simulation. Answer any questions that may arise after participants have read over the checklist.
4. Go over the "Questions to help people speak and listen from the heart" card that was placed in the binder on day one.
  - a. Explain that this is another reminder tool, and that it should be particularly helpful to the person taking the third side in this role-play.
  - b. Ask people to read over both sides of the card and then ask which of these questions people would feel most comfortable using. "Mediate" any discomfort and encourage taking risks in the safe environment of the role-play.
5. Have participants read the one overview of Lily roles on pg. 52 in their packet (see also pg. 36 of this trainer's manual -- it's the same as participant pg. 52) . Form groups of three.
  - a. Remind all that this is an opportunity for them to practice deep listening and speaking and listening with the heart. Remind Green that this is a safe place to practice being a facilitative participant in the conversation.
  - b. Participants decide who will play which roles then have them read the full description of JUST THEIR ROLE. O'Brien on packet pg. 53, Lucas on pg. 54 and Green on pg. 55. (See also pp. 37-39 of this trainer's manual -- the same as participant pages).

### **10:10 – 10:20 Step 6**

Have persons in each role meet, i.e. all O'Briens meet together. All Lucases meet together and all Greens meet together. A trainer will then coach persons in each of these three groups on how to play the role. After 10 minutes go back to the groups of three that were formed in step 5 - one O'Brien, one Lucas, and one Green in each group with a trainer to observe/coach.

## Coaching the Lily O'Brien Role-Players

- a. General reminders about best practice when role-playing: Be realistic – stay in role and play it in such a way that the conversation moves along; Respond to each other, and to Green’s attempts to facilitate, as you think your character would; Be realistic with your emotions: be neither too passive nor emotional in the extreme; Take care not to add details that will make the role-play more complicated than it needs to be.
- b. Help Parent O’Brien understand that he/she is uncomfortable coming in to this conversation because of his or her own past experiences as a student and because he/she doesn’t believe that Lucas is reliable. O’Brien is convinced that Lucas is punishing Lily because Lucas doesn’t like her and that Lucas plays favorites with other students. Also help O’Brien understand that it is important to show that he/she really cares about Lily’s success in school. Finally, point out that Counselor Green has spoken to O’Brien in advance of this conversation, has learned that O’Brien doesn’t trust Lucas, and has gotten permission from O’Brien to bring that up at the conversation.
- c. Help Teacher Lucas understand that Lucas believes O’Brien is not trustworthy because he/she simply hasn’t done anything to show that he/she is worthy of trust. Also help Lucas understand that it is important to show that he/she really cares about Lily. Finally, point out that Counselor Green has spoken to Lucas in advance of this conversation, has learned that trust is an issue and has gotten permission to bring that up at the conversation.
- d. Help Counselor Green understand that his/her most important job is to establish an environment of trust by:
  - being omni-partial;
  - being a FACILITATIVE PARTICIPANT in the meeting;
  - addressing the trust issue openly and honestly (Green spoke to both Lucas and O’Brien before this meeting, learned that trust was an issue and got permission from each to bring it up at the conversation); and
  - by showing that he/she trusts O’Brien and Lucas each to work this mater out in Lily’s best interest – with a little help from Green.

10:20 - 10:45 Step 7  
Role-play Lily O’Brien

10:45 - 10:55 Step 8  
Break

Lily O’Brien (Continued)

10:55 – 11:15 Step 9  
Large Group Debrief

Ask: (1) what worked; (2) what challenges facilitative participants encountered; (3) what challenges other role-players encountered; (4) for ideas on how to address the challenges.

**11:15 – 11:45 Step 10**  
Small Groups Addressing Challenges.

Go back to step 5/7 role-play groups. Have participants consider the 11 challenges to being on the third side on RESPECT pg. 59. Eliminate from the list any that are substantially the same as those identified in the debriefing above. Have participants pick any three from the list that remains and brainstorm some ways to address them.

**11:45 – 12:00 Step 11**

Pick a reporter to report to the large group.

## **Lily O'Brien Summary**

**General Information:**

It is near the end of the school year. Lily O'Brien has come home from school and told her parent she is failing Lucas' Social Studies class. Parent O'Brien calls teacher Lucas. A heated discussion takes place, however, both agree to meet the following day to have a conversation about Lily's class performance and grade. They also agree to invite Guidance Counselor Green to attend since she has met with Lily several times and may be able to shed some light on what is going on with Lily.

### **Parent O'Brien**

You want Lily's grade changed from an 'F' to at least a 'D', and believe Teacher Lucas should have contacted you earlier to let you know Lily was having trouble in Social Studies. You thought Lily was doing fine and were shocked to hear she was failing. You feel Lucas has not been supportive of Lily and you don't trust Lucas to do the right thing for Lily.

You recently separated from your spouse, who was always the one to go to school functions. You feel guilty about not being more involved (you do have to work overtime to support you and your daughter). You are concerned about the stress the separation has had on Lily (and yourself), and want to be recognized as being a good parent. You want to shelter Lily from further emotional trauma.

### **Social Studies Teacher Lucas**

You believe that an 'F' is an 'F', and that's what Lily earned according to the syllabus. You want an apology for being bullied on the phone by Parent O'Brien and you want to know if s/he is neglecting Lily in some way since Lily has been exhibiting disruptive behavior in your class recently; behavior you've never seen before. Parent O'Brien has never attended any parent-school events, including conferences, nor has O'Brien made an effort to find out about Lily's progress. You don't much trust this parent to do what's best for Lily.

You want to be recognized for legitimate and fair grading standards, to be treated with respect by Parent O'Brien, and to help Lily, without coddling her, since Lily needs to be prepared for 7<sup>th</sup> grade next year where she will have to take more responsibility.

### **Counselor Green**

You have known Lily all through elementary school and are concerned that she is not the confident, sunny child you knew, and that her grades are down from As and Bs to a C average (except for Social Studies). Up to now, you are the only person Lily has confided in about her parents separating; but Lily has given permission to you to reveal this to her teachers. This is the first time you will be seeing Parent O'Brien since it was Lily's "other parent" that used to come to school functions.

You want to see Lily improve her grades and behavior and feel better about herself. You believe that O'Brien and Lucas need a fresh start and that they need to learn to trust each others and work together in Lily's best interests. You believe you have a threefold role: (1) an advocate for Lily; (2) an omni-partial peacekeeper; and (3) one who creates an environment of trust.

## **A Teacher-Parent Conflict Parent O'Brien's Information**

### General Information

It is near the end of the school year. Lily O'Brien has come home from school and told her parent she is failing Lucas' Social Studies class. Parent O'Brien calls teacher Lucas. A heated exchange takes place, however, both agree to meet the following day to try to settle the matter. They also agree to invite Guidance Counselor Green to attend since she has met with Lily several times and may be able to shed some light on what is going on.

### Particular Information for Parent O'Brien

- You work full time, often overtime, in an effort to support yourself and your daughter. You are a bit perturbed that you have to take time off work for this meeting,
- You have recently separated from your spouse. The transition has been very stressful. It used to be your spouse who came to school functions. You don't really know any of these educators and because of your own experiences in school don't trust them. You particularly don't think you can rely on Lucas to do a good job for Lily.
- You feel guilty about not being there enough for Lily.
- You realize that you are "down" a lot, and sometimes can't help yelling at people when you're mad.
- All year you thought that Lily was doing fine at school. You were shocked to learn that she was failing Social Studies class.
- You believe that in 6<sup>th</sup> grade it is the teacher's responsibility to inform you of any problems at school early on: not to wait until there is no opportunity to correct a situation. You've heard something about school being information on a web site, but don't have time for surfing the web!
- You're disappointed that Lucas has been so callous toward Lily - particularly since your separation. You're sure the separation has taken a toll on Lily.
- Lily is doing well enough otherwise (a low 'C' average. Down from As and Bs, but not failing). You believe Lucas must dislike Lily – another reason not to trust Lucas.

**Your position** is that you want to know how Lily is being graded, and on what basis she is given a failing grade. You want it changed into at least a 'D,' and you want Lucas to admit s/he should have called earlier to let you know Lily was having trouble in Social Studies class. You also want Lily to see you "standing up" for her.

**Your interests** include sheltering Lily from further emotional trauma, helping her do well in school, and being recognized as a good parent facing a tough situation.

## **A Teacher-Parent Conflict Social Studies Teacher Lucas' Information**



### General Information

It is near the end of the school year. Lily O'Brien has come home from school and told her parent she is failing Lucas' Social Studies class. Parent O'Brien calls teacher Lucas. A heated exchange takes place, however, both agree to meet the following day to try to settle the matter. They also agree to invite Guidance Counselor Green to attend since she has met with Lily several times and may be able to shed some light on what is going on.

### Particular Information for Mr/s. Lucas

- You've agreed to meet with O'Brien so long as Green, Lily's counselor attends and participates in the conversation as well. Green knows Lily and you think Green can back you up on the nonacademic reasons that Lily is failing. In addition, you just don't trust O'Brien.
- Lily has failed to turn in 7 of 14 assignments. Two of the ones she did get in were two days late. As your syllabus states, it is your policy to give a zero for work turned in more than one day late. Assignments that are turned in up to and including a day late are docked 50%. You're very consistent about applying this policy to all your students.
- Lily has been exhibiting disruptive behavior in your class recently, behavior you've never before seen in her.
- You tried to contact O'Brien once by phone, but s/he never returned your call – another reason not to trust this parent.
- Other parents have taken time to check with you on their children's progress during the year. You post a class newsletter on the school's web site, and have a syllabus with class expectations and grade requirements clearly stated there as well.
- O'Brien never attended any of the parent-school events, including the open house, a night set aside for teachers to meet and talk with the students' parents. You expect parents to know how their sons or daughters are doing in school, and to know if their children are doing their homework.
- You do NOT appreciate being yelled at over the phone by Mr/s. O'Brien yesterday and suspect that O'Brien has some serious problems that are affecting Lily. You've told Counselor Green that you suspect O'Brien has an alcohol problem.
- Students in 6<sup>th</sup> grade are old enough to take responsibility for their own learning. They will definitely not be coddled in 7<sup>th</sup> grade. You would not be doing them a favor by checking up on them, as teachers do in the lower elementary grades.

**Your position** is that an "F" is an "F," and that's what Lily earned, not what you "gave" her. You want an apology for being bullied by Parent O'Brien over the phone, and you also want to know if s/he is neglecting Lily in some way.

**Your interests** include having your grading standards recognized as legitimate, being treated with respect by O'Brien, and helping Lily while not coddling her.

## **A Teacher-Parent Conflict Guidance Counselor Green's Information**

### General Information

It is near the end of the school year. Lily O'Brien has come home from school and told her parent she is failing Lucas' Social Studies class. Parent O'Brien calls teacher Lucas. A heated exchange takes place, however, both agree to meet the following day to try to settle the matter. They also agree to invite Guidance Counselor Green to attend since she has met with Lily several times and may be able to shed some light on what is going on.

### Particular Information for Guidance Counselor Green

- You have agreed to be part of a conversation between Lucas and Lily O'Brien's parent. You think maybe you can shed some light on why Lily is having academic problems. You see your role in this session as being an advocate for Lily, a peacemaker who can see all sides, and you think it's important to try and establish an environment of trust.
- Lily is doing well enough otherwise (a 'C' average. Down from As and Bs, but not failing). You wonder if something is going on between Lucas and Lily.
- Lily recently came to see you. She told you that her parents had just separated. Until recently Lily hadn't wanted you to share this information with school staff or students, because she was embarrassed by it. Word has gotten around some now so Lily has given you permission to share that with her teachers. She still thinks maybe her parents might get back together.
- You have watched Lily grow up through elementary school. When she came to see you, you were surprised she was having problems with her grades. Until recently she has been a very confident, sunny child. You are concerned that she's lost that "spark" she used to have and think this is due to some problems at home.
- You used to see Lily's "other" parent at school functions often, but haven't lately. This is the first time you've met this parent O'Brien.
- Teacher Lucas has told you he or she suspects there is alcohol abuse going on at Lily's home. You have no direct information to support this suspicion, but are concerned that problems at home are making it hard for Lily to focus on school work.
- You have Lily's permission to tell her parent that she has come to see you to talk about the separation and how it is affecting her.
- **Your interest** is in seeing that Lily improves her grades and her behavior. You also want her to feel better about herself. You believe that O'Brien and Lucas need a fresh start and they need to learn to trust each other and work together in Lily's best interests.
- You decide going in to this conversation that you are going to take the risk to be on the third side – you've been fortunate enough to have had the opportunity to take RESPECT training from CRCI and your AEA. Review RESPECT pp. 40 – 47 on what it means to take the third side, pg. 17 on trust, then build some bridges to trust.



## *Rapid Rewards*

### **Overview:**

This is a fast paced brainstorming activity in which small groups piggyback on each other's ideas to come up with ways to address the challenges to building relationships among families and educators.

### **Trainer's Instructions:**

1. Post eight flip chart pages describing the challenges on RESPECT packet page 60 around the room. Form small groups of three-five and assign each to one of the challenges (group one to challenge one and so on) -- two minutes.
2. Give each group 1.5 minutes to write as many ways to address "their" challenge as they can think of. Remind them of the rules for brainstorming before they begin: aim for quantity not quality, no judging just list, and all ideas are valid.
3. After 1.5 minutes rotate clockwise to the next challenge and repeat step two. After 1.5 minutes rotate again and continue until each group is back where it started. (Group one at challenge one and so on)
4. Give each group two minutes to agree on the top three ways to address "their" challenge. If there are fewer than eight groups, have them rotate so that each list is prioritized -- 16 minutes.

### **Debriefing:**

Have each group report to the large group on their top three and say why they think they are the best approaches -- eight minutes.

### **Time:**

**25 - 30 minutes**

### **Requirements:**

Enough space to post eight flip chart pages. Also, a timekeeper to keep the groups moving -- this is a rapid brainstorming activity.

### **Trainer Wrap-up:**

Conflict is just relationship on a bumpy road and there are often significant challenges to building working relationships where conflicts are addressed productively.

This activity shows that groups working together can find ways that will work to address relationship challenges.



# The Orange Demo

## Overview:

This is a short and very effective demonstration role-play that vividly illustrates the difference in outcomes that occur when negotiating on the basis of positions and negotiating on the basis of interests.

## Trainer's Instructions:

1. Prior to the demonstration, give the attached role-play instructions to the players and brief them on how to play their roles. The key instruction for the role players is: don't say why you want the orange until asked.
2. Have the children be loudly, verbally and with some whining fighting over a single orange when you come home from a long and frustrating day at work -- you don't have much patience for this and you have told the kids many times before that you don't appreciate this behavior.
3. Separate the kids. Tell them to stop fighting and take the orange from them. Ask them what's going on.
4. Ask the audience how this might be resolved or demonstrate via role-play some options yourself: (1) Power -- send the kids to their rooms and eat the orange yourself; (2) Rights -- apply the rule of the house [who ever had it first gets it or what ever the rule is]; Compromise -- cut the orange in half or enlightened compromise - have one of the kids slice and the other gets first pick. Elicit discussion of the problems with each of these approaches and ask what else might be done.
6. Demonstrate what happens when you ask each child why he or she wants the orange - interests are identified and each child's interests can be satisfied.

## Debriefing:

Point out that a position is what a person wants and an interest is why he or she wants it: interest are often embedded in concerns that people express and they are pathways to collaborative negotiation.

## Time:

**20 minutes**

## Requirements:

A trainer to be the parent and two trainers or two participants who have been briefed to be the children fighting over the orange.

## Trainer Wrap-up:

In RESPECT, this activity is a lead-in to a discussion of enlightened self-interest and holonomy.

Note how this activity illustrates the application of the principle of enlightened self-interest : assuming interdependent parties in a negotiation, in order for do as well for yourself as you can in you must make it possible for others to do well also -- or at least not impossible.

# Orange Role Play Demo - Siblings

SAM (9 years old)

- You're sick of being home with your older sibling Andy all day.
- You want the orange because you love to eat oranges (in fact you've had four already today) and Andy doesn't like them as much as you do. Besides you think you might be coming down with a cold and need the vitamin C. Andy can eat an apple. There is a whole bag of apples in the frig. **DON'T TELL YOUR PARENT WHY YOU WANT THE ORANGE UNLESS ASKED.**
- **IF THE OPTION OF CUTTING THE ORANGE IN TWO IS SUGGESTED:** Argue that you want the **WHOLE ORANGE** (not cut in two) and you want it **TONIGHT**, not tomorrow.

ANDY (11 years old)

- You're sick of being home with your younger sibling Sam all day.
- You want the orange because you forgot until now that you are supposed to make muffins to take to school tomorrow using a recipe that calls for a whole orange peel. You really need to raise your grade in the class. **DON'T TELL YOUR PARENT WHY YOU WANT THE ORANGE UNLESS ASKED.**
- Sam has already had four oranges today.
- **IF THE OPTION OF CUTTING THE ORANGE IN TWO IS SUGGESTED:** Argue that you want the **WHOLE ORANGE** (not cut in two) and you want it **TONIGHT**, not tomorrow.

## J. Carlisle Role-play

## **Trainer's Information**

### **General information:**

- Since the beginning of the school year, J. has had 30 unexcused absences and is now considered truant.
- Previous attempts made by the school to meet with J's parents have failed because they have been unavailable.
- When the counselor has gone to the Carlisle home, he or she has been met by a housekeeper who does not speak English and there has been no sign of J.
- Despite very high scores on standardized tests, J. is failing Trig and Chemistry due to absences.
- Teachers describe J. as a bright but disinterested student.
- J. has a history of alcohol abuse.
- J's parents have friends "in high places" and can influence community response to the school's athletic and other fund drives.

Persons to be present at the conversation are:

- J. Carlisle - 15 year-old student
- P. Carlisle -parent
- F. Douglas - principal
- A. Burns- school counselor

### **Principal's Information:**

- Has had several inflammatory phone conversations with J's father.
- Sees J's parents as difficult and egotistical. They are among the wealthiest in the community and deal with all situations as if they are hard-nosed business deals.
- Knows that the other kids J. spends time with, and probably skip school with, have had problems with drug abuse and some have been expelled from school for selling drugs.
- Would like to see J. live up to her full potential and even go on to college.
- Has had several meetings with J. where J. acted with respect and agreed to make an effort to be in school regularly: J's behavior did not change after the meetings.
- Wants to be supportive of J at this meeting and believes parents and family life are a big part of the problem.
- However, knows that he or she will have to be omni-partial in this conversation if there is to be a good outcome for everyone involved.

### **J. Carlisle Role-play (continued)**

## **Parents' Information:**

- Believe J. is old enough to get herself to school.
- Are concerned that J's behavior might affect their travel schedule that has to be as it is for their profession as ancient art dealers.
- Think that school is too easy for J. and blame the school for not challenging her enough to keep her interested.
- Also blame J's friends who are bad influences.
- See the school staff, especially the principal and the counselor as incompetent.
- Don't really know how to deal with J's problems and live up to their parental responsibilities – know they need help but are reluctant to admit it.
- Know they have considerable influence in the community and with the school board president. In the past haven't been afraid to try and use that influence.

## **J's Information:**

- Resents the school trying to control her.
- Is bored by some subjects in school and wishes classes would relate a bit more to real life.
- Enjoys hanging out with friends and feels happiest when surrounded by them — especially at parties.
- Is becoming worried about getting too caught up in drug use, but there doesn't appear to be an alternative because all her friends do drugs. Also, likes the fact that her parents seem powerless to stop her and can't catch her using.
- Enjoys the freedom she has when her parents are away because she can get away with anything when just the housekeeper is there. At the same time, feels really hurt by parents' disinterest: "all they care about is their business."

## **Counselor's Information:**

- Has had an ongoing relationship with J. and has talked with her extensively about her alcohol problem.
- Believes J's parents' lack of interest in her, due to their desire to be successful in their business, is a primary cause of J's behavior.
- Has tried to meet with J's parents, but they have not found a time when they could meet or have missed the meetings they did schedule.
- Feels intimidated by J's parents, especially her father who has acted in a very arrogant and accusatory manner in past phone conversations. Knows he or she must ask a dangerous question or two about that in this meeting.
- Is concerned about the influence of J's friends: many of whom have gotten expelled because of drug involvement.