Facilitator Notes: Conflict Cycle (9 Slides)

Participant 'Take-Away' Element(s):
Learn the steps in the Conflict Cycle
Understand that adults can interrupt the escalation of the Conflict Cycle

Facilitation Type(s) Involved:
Floor Cards (Used for ordering and held by individuals)
Video Clip

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Tell the group that you have a "low risk volunteer opportunity." You need seven people who would be willing to hold a card. As seven people make it to the front of the room, hold the cards face down in a way that makes it easy for each person to pick one. Then, have them line up where everyone can see the cards being held by the volunteers. Then, read the slide and step away. Less is more with ordering in this way. Let them figure out where is the beginning and how it is sorted. Encourage the "audience" to do the sorting of the volunteers; the volunteers should just move as they are directed. There is nothing wrong with the volunteers helping with the sorting, but what you want to avoid is not being able to read any of the cards by the large "audience" group. Once they are in an order that the entire group is comfortable with, have them stay in order but clear the screen, if they are in front of it. Move to the next slide.

Slide #3:
This slide is the only one in the entire slide deck that moves bullet by bullet every time the clicker is moved forward. Move to the first bullet and make sure that the first volunteer in line is holding the card that matches that bullet. Keep moving to each bullet and make sure that the volunteers are holding the cards in correct order. Once you get to the last bullet/card you can give the volunteers a round of applause, collect the cards and move to the next slide.

Slide #4:
Tell the group that you are about to play a short video clip from the movie, "The Breakfast Club." Tell them that it is not necessary to have seen the entire movie, as the segment is enough to reveal the steps of the Conflict Cycle. Before you move to the next slide and begin the video clip, ask them to pay attention to the steps in the Conflict Cycle that they just identified and then after watching the clip everyone will reflect on the steps as they have played out in the video. Move to the next slide.

Slide #5:
Play the video clip and make sure that you do not end it or turn lights on (if you turned them off) until the final part of the video is played and the screen freezes. Move to the next slide.

Slide #6:

This is the same exact slide as #3. *This slide is the only one in the entire slide deck that moves bullet by bullet every time the clicker is moved forward.* This time when you go through it bullet by bullet, you are going to ask the group what they saw in the video clip that represents each step in the conflict cycle.

1) The first bullet has two separate components, and ***both*** need to be identified before moving to the second bullet. Read the entire first bullet after you clicked on it and ask the group, "what is the stressful event??" The answer is (Saturday) detention. Then reread the second part of that first bullet and ask, "what are his (Bender's) irrational thoughts and beliefs?" Make sure you solicit several, such as, 'I'm a loser," "The world's out to get me," "I'm never going to amount to anything," "life sucks," etc. It is critical that you solicit a sufficient number of these because the final bullet refers back to them.
2) Move to the second bullet. Read it and ask, "what is he (Bender) feeling?" As with the previous bullet, solicit as many different feelings as the group can mention, such as, 'frustration,' 'anger,' 'sadness,' 'hatred,' 'exasperation,' etc. Move to the next bullet.
3) Read it and ask, "what was the *first* inappropriate behavior?" The correct answer is, "eat my shorts" said *under his breath.* If you don't get this answer initially, keep probing until the group gives the right answer; try not to tell them the right answer, as it is always better to hear the answers from the group and not you. Move to the next bullet.
4) Read it and ask, "what does the educator say?" The answer is 'What did you say?' with raised voice. Again, if you don't get this answer initially, keep probing until the group gives the right answer; try not to tell them the right answer, as it is always better to hear the answers from the group and not you. Move to the next bullet.
5) Read the next bullet and ask, "what are those inappropriate [adult] behaviors?" Let them say things like, raising his voice, calling names, using inappropriate language, etc. Move to the next bullet.
6) Read the next bullet and ask, "what tells you that his (Bender) stress level is rising?" Let them say things like, raised voice, body language, nostrils flaring, etc. Move to the last bullet.
7) Read the last bullet and ask, "what were those irrational beliefs?" Solicit from the group the same irrational beliefs they mentioned at the beginning. Move to the next slide.

Slide #7:

Read one question at a time and between each reading, solicit answers from the group. If possible, get several responses to each question before moving to the final content slide.

Slide #8:

Read this slide slowly and emphatically without embellishment. It is a very powerful quote and the quote itself is the anchor for this task. Move to the final slide.

Slide #9:

This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.