**Skills for Effective Relationships**

**Part 1:**

In Part 1 of the video, communication styles (ex. passive, assertive and aggressive) are demonstrated in a variety of different conflict situations. Each scene demonstrates a different type of communication style.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scenario #** | **Description** | **Scene #** | **Skill or Response** |
| 1 | Three males; two males are trying to convince a third male to steal a copy of an upcoming exam from their science teacher. | 1  2  3 |  |
| 2 | One male, one female; the male and female are working on a project together, and the male does not complete his part of the project. | 4  5  6 |  |
| 3 | Three females; two friends are trying to convince a third friend to smoke up with them. | 7  8  9 |  |
| 4 | Two males; one male is trying to convince his friend to smoke cigarettes with him. | 10  11  12 |  |
| 5 | Two females; one female is trying to convince her friend to go to a party with her and two older males. | 13  14  15 |  |

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Unit 1 - Lesson 5

**Part 2:**

In Part 2 of the video, **delay, negotiation and refusal conflict resolution skills** are demonstrated. Each scene demonstrates all three skills.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scenario #** | **Description** | **Scene #** | **Skill or Response** |
| 6 | Three males; two friends try to convince a third friend to skip school. | 16  17  18 |  |
| 7 | Three females; two friends try to convince a third friend to shoplift. | 19  20  21 |  |
| 8 | Two females, one male; the male tries to convince the two females to drink at a party. He then makes sexual advances towards one of the females. | 22  23  24 |  |
| 9 | Two males; one male tries to convince his friend to buy beer for an upcoming party. | 25  26  27 |  |
| 10 | Two females; one female is upset that her friend is judgemental, and excludes someone based on their physical appearance. | 28  29  30 |  |

**Part 3:**

In these scenes, a combination of different skills is demonstrated. This demonstrates to students that it often takes a variety of different skills to resolve a conflict. A combination of all three skills is used in each scene.

Scenes are presented in the following order:

|  |  |
| --- | --- |
| **Scene #** | **Description** |
| 31 | Three males; two males pressure their friend to paint graffiti on a wall. |
| 32 | Two females, one male; the male pressures the two females to drink at a party. |
| 33 | Three males; One male wants to buy drugs (weed), and tries to convince his friend not to say anything, or tell anyone. His friend tries to dissuade him from buying drugs. |

5.4 H

**Practising Skills for Effective Relationships at Home**

- Work on this assignment with your parent/guardian.

- Please develop 3 different role play scenarios with your parent/guardian. These conflicts could be conflicts that might occur between friends or between a child and a parent.

- Record your 3 role play scenarios below.

- Work through each scenario with your parent/guardian by trying to develop a response that would de-escalate the conflict and resolve it in a peaceful manner. Review the “Skills for Effective Relationships” handout (5.2 H) prior to trying to resolve your conflicts.

- Have your parent/guardian comment on your skills for conflict resolution in the chart provided.

|  |  |  |
| --- | --- | --- |
| Role Play Scenario (problem that needs to be worked out) | Comments from Parent/guardian re: your effectiveness in resolving the conflict in a peaceful manner | Signature of Parent/Guardian |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

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