

<b>6 Male Actors:</b>	<b>Mr. Campbell</b>	<b>Tyler</b>	<b>Dennis</b>
	<b>John</b>	<b>Mark</b>	<b>Ted</b>
<b>3 Female Actors:</b>	<b>Judy</b>	<b>Cindy</b>	<b>Sandra</b>
<b>2 or more Narrators:</b>	<b>Guys or Girls</b>		

**Narrator ①:** Mr. Campbell had finally completed teaching his Communication Skills class about the twelve Basic Needs of SURVIVAL & LIFE NEEDS, BELONGING & AFFECTION, POWER, RESPECT, & SELF-RESPECT, SAFETY & SECURITY, FREEDOM & FUN, and SELF-ACTUALIZATION.

**Narrator ②:** The class sat in silence for a moment, thinking about what they had learned. Abruptly, Tyler said:

**TYLER:** Yo! Mr. Campbell?

**MR. CAMPBELL:** Yes, Tyler?

**TYLER:** I don't mean to smart off here, but so what?

**MR. CAMPBELL:** What do you mean exactly?

**TYLER:** I mean, so what? I mean, what's the point of learning that big long list of words?

**Narrator ①:** Tyler and the class all kind of expected Mr. Campbell to frown or get upset at Tyler's challenge.

**Narrator ②:** Instead, they saw a delighted smile come over Mr. Campbell's face as he exclaimed:

**MR. CAMPBELL:** Tyler! I am so glad you asked that very excellent question! Before I give my answer, let's see if anybody in the class has an answer for Tyler.

**Narrator ①:** A few kids raised their hands. Mr. Campbell turned to Tyler and said:

**MR. CAMPBELL:** Tyler, you're in charge here since it was your question. You play "teacher" and call on the people to answer your question. Then I'll add to

**MR. CAMPBELL:** their answers at the end.

**Narrator** ②: Tyler looked pleased and a little proud as he looked around the room and saw all eyes turned toward him. Straightening his posture a bit, he called out:

**TYLER:** John?

**JOHN:** I think we have to learn those words as they're going to be on the test we have to take at the end of the quarter. Right, Mr. Campbell?

**MR. CAMPBELL:** Yes, that is indeed one reason. But there are other reasons too. So Tyler, pick some more people to answer your question.

**TYLER:** Judy?

**JUDY:** Well, I know that I like to be in control a lot. For example, I like to talk. I get frustrated when I can't talk on the phone as long as I want or when I can't talk as much as I want at school.

**TYLER:** Dennis?

**JUDY:** Wait a minute! I just figured out something.

**TYLER:** What?

**JUDY:** FREEDOM of Speech! FREEDOM! I want to be FREE to talk as much as I want, or I get frustrated.

**TYLER:** So?

**JUDY:** Don't you get it? FREEDOM is one of our Basic Needs.

**TYLER:** Oh, okay. Whatever! Now, back to Dennis!

**DENNIS:** Well, I know that I like to have a lot of friends. When I don't, I feel sad or lonely.

**JUDY:** There it is again!

**TYLER:** What now?

**JUDY:** Dennis feels sad and lonely when he's not getting his

**JUDY:** BELONGING & AFFECTION needs met. That's two more of our Basic Needs.

**TYLER:** Yeah, yeah. Sandra?

**SANDRA:** My parents grounded me for coming in after my curfew last weekend. That made me mad and upset and frustrated. I hate getting grounded!

**Narrator ①:** Several kids nodded their heads in agreement with Sandra's statement. Again, Judy interrupted:

**JUDY:** Okay! That would mean you were not getting your FUN need met nor as much FREEDOM as you wanted.

**SANDRA:** That's the truth!

**TYLER:** Mark?

**MARK:** I overslept and missed breakfast the other day. I get crabby when I'm hungry. I snapped at Ted. Ted snapped at a sixth grader. His big brother got revenge on Ted. Man! Just because I didn't eat breakfast, a whole chain reaction thing happened as a result.

**Narrator ②:** Before Judy could interrupt again, Tyler said:

**TYLER:** Okay, Judy. Let's have you be the spokesperson, since you keep interrupting anyway. Which of his Basic Needs got messed with?

**JUDY:** Hmmmm! I would say it was his SURVIVAL or LIFE NEED of not getting enough food that caused all the conflict in the first place.

**TED:** Yeah! And after all that happened to me, I half-jokingly, half-seriously told Mark that if he overslept and missed breakfast again, I would end our friendship. And before Judy can say anything, I will answer for her and say that it would mean that Mark would not be getting his BELONGING need met with me anymore.

**JUDY:** Yeah! But why would you threaten to end your friendship? After all, you wouldn't be getting your BELONGING need

**JUDY:** met either?

**TED:** Because getting snapped at when I didn't do anything makes me feel DISRESPECTED and INSECURE. I don't like that feeling at all!

**DENNIS:** Hey, Ted! You just mentioned two more of our Basic Needs.

**TED:** I did?

**DENNIS:** Yeah! RESPECT AND SECURITY. Or the opposite of them, at least.

**TED:** Yeah! I did, didn't I?!!

**MR. CAMPBELL:** So Tyler, you got several excellent answers. What did you learn from what they said?

**TYLER:** Well, ..., uh, ..., I guess that bad things can happen when people don't get as much FREEDOM as they want.

**JUDY:** Yeah! Or when they don't get as much of those other Basic Needs too.

**MR. CAMPBELL:** Exactly! All conflict happens when one or more of our Basic Needs gets messed with. Thank you so much, Tyler, for stimulating such a great discussion.

**Narrator** 🗣️: Once again, Tyler looked pleased. He thought:

**TYLER:** I think I'm going to like being in this class.

**MR. CAMPBELL:** This discussion we just had brings us to another point. You heard people mention that they got angry, mad, upset, and frustrated. They also felt DISRESPECTED, and INSECURE. All those negative feelings can cause conflict either within your self or with other people. What happens when you have conflict within yourself?

**DENNIS:** You get depressed.

**JOHN:** I had an uncle who got so upset and angry, he had a stroke.

**CINDY:** I saw a movie where a man got so angry, he had a heart

**CINDY:** attack.

**MR. CAMPBELL:** Yes! If you let those negative feelings get to you enough, it can make you get sick in some way. But heart attacks and strokes usually don't happen to kids. So if you can learn some healthy ways to deal with those negative feelings now, you hopefully will never be faced with having that kind of sickness happen to you when you get older.

**Narrator ②:** Several kids looked relieved at what Mr. Campbell had said. A few even looked determined to learn as much as they could from this class, as they had no desire to ever have a heart attack or stroke.

**MR. CAMPBELL:** What could happen when you have a conflict with other people?

**CINDY:** That's easy! You could get in a fight.

**MARK:** You could lose a good friend.

**TED:** You could get beat up by an older kid.

**TYLER:** A teacher could yell at you.

**JUDY:** You could get grounded.

**SANDRA:** You could get suspended or put in I.A.P. - the In School Alternate Program.

**DENNIS:** You could get in a yelling match.

**JOHN:** You could whine or cry.

**MR. CAMPBELL:** Excellent! It sounds like you could go on and on. But let's break this down a little.

**JUDY:** What do you mean?

**MR. CAMPBELL:** Excellent question, Judy. Okay! There are three main responses to conflict. They are: PASSIVE, AGGRESSIVE, and ASSERTIVE.

Passive

Aggressive

Assertive

**Narrator ①:** Mr. Campbell put three magnetized label cards on the magnetic white board.

**MR. CAMPBELL:** Does anybody know what a PASSIVE Response to Conflict would be?

**CINDY:** Mr. Campbell?

**MR. CAMPBELL:** Yes, Cindy?

**CINDY:** Do you want me to look that word up in the dictionary?

**MR. CAMPBELL:** That would be great, Cindy.

**Narrator ②:** Cindy paged through the dictionary until she found the word: PASSIVE.

**CINDY:** I've got it. Passive means: "receiving or subjected to an action without acting in return. Accepting or submitting without resistance, compliant. Not participating, acting, or operating; inactive."

**MR. CAMPBELL:** Thank you, Cindy. So, what do all those words mean?

**DENNIS:** Well, it sounds like to me that it could be like someone hits you, but you don't hit back.

**JOHN:** Hey! That's kind of like when it says in the Bible that Jesus said to "turn the other cheek." But man! That's hard to not want to get revenge when someone hits you. I have to admit that if that's PASSIVE, I'm not PASSIVE very often. Unless it's a girl who hits me! I don't hit girls – just guys!

**MR. CAMPBELL:** Yes, not hitting back is one example of a PASSIVE Response to Conflict. There are many PASSIVE Responses to Conflict. Some of them are:

<b>Passive</b>	<b>Aggressive</b>	<b>Assertive</b>
<ul style="list-style-type: none"><li>* Ignore Or Avoid</li><li>* Hide Feelings</li><li>* Whine</li><li>* Fake Crying</li><li>* Give In To Be Nice</li><li>* Gossip Or Rumors</li><li>* Ignore A Conflict</li><li>* Quiet Denials</li><li>* Make Faces</li><li>* Roll Eyes</li><li>* Quiet Put-Downs</li><li>* Tattle Or Snitch</li><li>* Attitude Thing</li></ul>		

**JUDY:** Oh, I've done that fake crying with my Dad. I always get my way when I do that, as he can't stand to see me cry.

**TYLER:** Yeah! I've done that ignoring a conflict a lot, as I don't like to talk about my feelings.

**TED:** I've sure done that Attitude thing with people that I don't much care for. I do that a lot!

**MARK:** Hey, Mr. Campbell? I bet I know what AGGRESSIVE means.

**MR. CAMPBELL:** Go ahead, Mark.

**MARK:** AGGRESSIVE means to hit and yell and stuff.

**MR. CAMPBELL:** Exactly. Cindy, do you happen to have the definition for AGGRESSIVE?

**CINDY:** I sure do, Mr. Campbell. It says it means: "inclined to hostile behavior." Yup, Mark! You were right!

**MR. CAMPBELL:** Yes, there are several Responses to Conflict that would be considered to be AGGRESSIVE. They include:

Passive	Aggressive	Assertive
	<ul style="list-style-type: none"><li>* Yell</li><li>* Hit</li><li>* Push</li><li>* Threats</li><li>* Fights</li><li>* Loud Denials</li><li>* Stomp Around</li><li>* Slam Doors</li><li>* Loud Put-Downs</li><li>* Break Or Destroy</li></ul>	

**SANDRA:** So Mr. Campbell? If PASSIVE are all those sort of wimpy kind of actions and AGGRESSIVE are all those physical and verbal attacks, then I suppose ASSERTIVE must be all the nice ones.

**MR. CAMPBELL:** You are exactly right, Sandra.

**CINDY:** But Mr. Campbell? That doesn't seem to match what the dictionary says.

**MR. CAMPBELL:** What does it say, Cindy?

**CINDY:** The dictionary says that ASSERTIVE means "to put oneself forward bodily or forcefully." That definition doesn't sound all that nice.

**MR. CAMPBELL:** It does sound that way; however, being ASSERTIVE takes a whole lot of courage to do. For example, you can set firm boundaries with people when they are DISRESPECTING you. You can say nicely but very firmly, "You know, it is not okay for you to put me down. I expect you to stop that if you truly want to keep being my friend."

**JUDY:** Okay, what else is considered to be ASSERTIVE?

**MR. CAMPBELL:** ASSERTIVE Responses include:

<b>Passive</b>	<b>Aggressive</b>	<b>Assertive</b>
		<ul style="list-style-type: none"><li>* Sincere Apologies</li><li>* Responsible Reporting</li><li>* Compromise</li><li>* Talk It Out</li><li>* WIN-WIN Outcomes</li><li>* Active Listening</li><li>* Respecting</li><li>* Understand Others</li><li>* Manners</li><li>* I Messages</li><li>* Firmly Set Boundaries</li><li>* Acting On Morals</li><li>* Self-Mentor</li></ul>

**DENNIS:** Wow! That's a whole lot of things to remember.

**MR. CAMPBELL:** Don't worry, Dennis. This is just a brief introduction to those words. We will do so many stories and role-plays that have PASSIVE, AGGRESSIVE, and ASSERTIVE Responses to Conflict in them, that by the time we take the test, you will be able to answer those questions very easily.

**Narrator ①:** Most of the students in the class looked quite relieved and reassured to hear this. They also looked like they had concentrated about all they were capable of doing at the moment.

**Narrator ②:** Mr. Campbell recognized this and said:

**MR. CAMPBELL:** Okay, it's time for us to do a role-play. We are going to act out a story that illustrates everything that we just talked about.

**Narrator ①:** Almost every student perked up, as they loved acting out those role-plays.

**Narrator ②:** Mr. Campbell passed out the role-play called: "Conflict Happens When Basic Needs Get Messed With." And the students acted out the same role-play that you have just concluded.

**THE END**