



Special Invitation Letter:

This list is not in any order. **We are all equal.** This list is not complete, it is only a beginning.

特別邀請函 Tèbié yāoqǐng hán,
Специальное приглашение
Spetsial'noye priglasheniye,
Спеціальний лист-запрошення
Spetsial'nyy lyst-zaproshehnyya,
Specjalny list z zaproszeniem ,
Thư mời Đặc biệt,
Besonderes Einladungsschreiben,
Ειδική Επιστολή Πρόσκλησης
Eidikí Epistolí Prósklisis,
Spesielt invitasjonsbrev,
Lettre d'invitation spéciale,
Speciale uitnodigingsbrief,
Særligt invitationsbrev,
Särskilt inbjudningsbrev,
Zvláštní zvací dopis,
Özel Davet Mektubu,
Reta Powhiri Motuhake,
特別招待状 Tokubetsu jōtaijō,

Lettera di invito speciale,
Tusi Valaaulia Faapitoa,
Scrisoare de invitație special,
Különleges meghívólevél,
Speciale uitnodigingsbrief,
Carta Convite Especial,
ਵਿਸ਼ੇਸ਼ ਸੱਦਾ ਪੱਤਰ Viśēśa sadā
patara,
특별 초청장 teugbyeol
chocheongjang,
Carta de invitación especial
... and many more

Dear Global Citizens,

As a former combat correspondent and photographer in America's war in Vietnam and a retired high school teacher, in response to the death and destruction occurring in Ukraine, I was moved to write the attached short nonpolitical **conflict resolution** play - This play is perfect for youths.

The following play is approximately a 5-minute read.

I believe when "kids" spotlight proven solutions such as **Conflict Resolution choices** and **less harmful behaviors**, more people may get the message. This is my rationale behind a play. Military strategies and tactics are one thing, but having youth spotlight proven choices and behaviors, especially from around the world, will make a difference.

Please share, and help make this happen. Schools, churches and others can present this short play formally and informally.... Connecting class activities to current events in a constructive restorative way will draw positive attention to all involved. It may attract funding from concerned members of the community and **teach these essential life skills**. This is a fit for any group.

Goal: Share this urgent message on as many stages as possible and make the message "go viral."

"Out of the mouth of babes ... hast thou ordained strength."

With Gratitude & Support,

Paul

Paul Ruez, M.Ed.

Oceanside High School, CA. USA (ret)

Skype may be provided as needed for support

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Conflict Resolution Made Easy

This is a stage play for students, or others, to demonstrate how this conflict resolution process works.

This 10 minute video <https://youtu.be/DgaeHelL39Y> is used to introduce the Conflict Resolution process to the actors and staff. It is not intended for use in the presentation.

Goal: Help us understand...

1. When people fail to communicate, communication fails...
and people get hurt.
2. The language and behavior that builds bridges of human connection where our mutual needs are recognized and met in ways that get us what we need without hurting each other.

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Based on the work of Dr. Marshall Rosenberg
Founder of Non-Violent Communication

www.CNVC.Org

Above credit for Dr. Rosenberg's work must be cited in all support material including posters, digital, programs, etc.

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This presentation has one video

3 ½ minute introduction, from Dr. Rosenberg

<https://www.youtube.com/watch?v=YujSdJ8-1GQ>

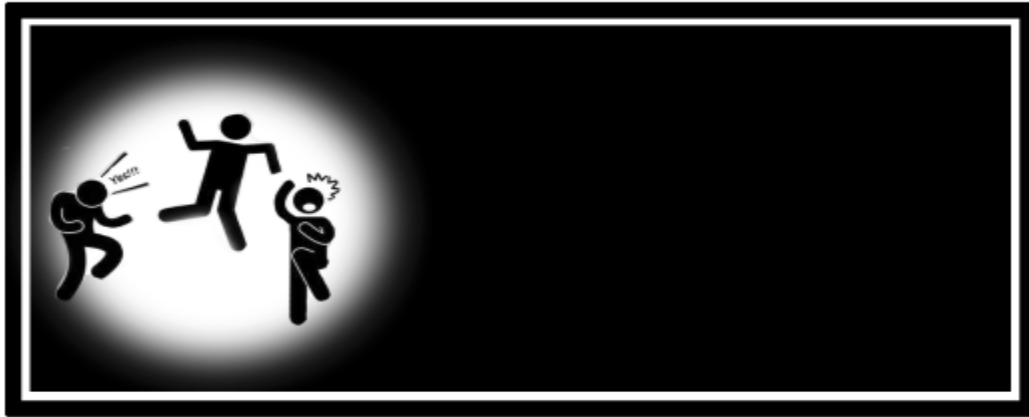
**[Size projected video to fit your screen
and adjust brightness before show begins]**

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The illustrations which follow are taken from the internet and are for educational use only to show the concept of the play. They are not used in the play.

Any use of creative material that is owned by others is the responsibility of the user.

REMEMBER: Video of your presentation and send me a link with permission to use –
Message must go global for full effect - RuezArt@gmail.com



Above: Begin with light expanding from pinpoint to wider. Start with one person entering from dark into light using a stomping and angry voice that increases in volume

“I want it my way” “we’ll do it my way” “My way or the highway” “those people are idiots” “ they are naive” “they are wrong”

More people enter in the same way using the same and similar words.



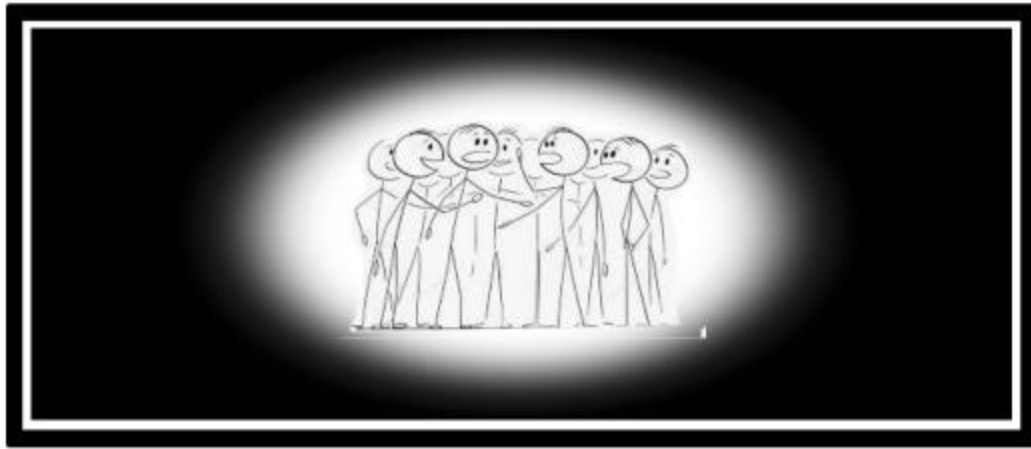
Above: Begin with light expanding from pinpoint to wider. Start with one person entering from dark into light using a stomping and voice that increases in volume

“What do they want?” “What do you want to change?”

“What do you need?” “Why?”

More people enter in the same way using the same words.

[Important Note: Use only general statements of concern. Do not reference any specific hot button conflicts by name or location.]



Above: Begin with light expanding from pinpoint.

Voices: I am feeling very concerned. I'm feeling angry, Me too. I'm feeling afraid, I'm feeling very scared. I'm needing security. Me too. I'm want to know my family is safe. I've worked hard to get to where I'm at and want to protect my property. Me too, I want to protect my future.

Transition - boy girl step forward: Spotlight only on them
People are getting hurt we have to find a solution.



Above: Begin with light expanding from pinpoint on flags (use different GENERIC flags) and mob at bottom to wider. Start with stomping and voices that increases in volume:

“What are they doing now? “What do they want?” “What do you want to change?” “What do you need?” “Why?” What’s it going to cost?” “Who is going to pay?” “How does calling me names show your idea is best?” “How does threatening my life demonstrate your ideas are better?” “How does killing us make for a better world?”



Above: Audio sounds of conflict continue in background
Begin with light expanding from pinpoint to wider. People are talking
Sounds of conflict fade but can still be heard
Sounds of people talking (civil discussion) fade in.

One voice Facilitator: Thank you for agreeing to come together, I appreciate your trust.

Other voice: So I understand, we'll be able to present our concerns without being judged, demonized, called names? And we'll keep comments fact based and hear each other out?

Facilitator: Yes, that is the beauty of our conflict resolution process, it's based on respect and reaching mutual understanding.

Other: And while keeping it short we can explain our feelings and be listened to without interruption? And we will refrain from using enemy language that divides us?

Yes, that is our mutual agreement.

And I understand we will refrain from playing the blame or shame games which try to point fingers and make someone wrong?

Facilitator: Your understanding is correct, thank you.

Is everyone in agreement and understands the process?

Yes, yes sounds good, yes let's do it, yes..... let's find a solution to the madness and hurt.

Continues ...

[Light contracts in on only the actors playing the following scene - the skit's scripts (cue cards) can be printed out in large type and held by students wearing black and standing beyond the light.]

Transition to "You're Dead Skit": Facilitator stands and faces the audience

—

"In this scene we have joined together with people who have different ideas about the conflict. To keep it simple and avoid triggering anyone's hot buttons about conflicts they may be concerned about, join us in this skit titled You're Dead which we borrowed from Dr. Rosenberg who created the conflict resolution model we use.

Here's how it works: We use a teenage conflict here to demonstrate how this conflict resolution process works. We are teenagers - Welcome to our World. Now for the skit, "You're Dead!"

The Skit

Note: This is a very good example of Dr. Rosenberg's 4 Step NVC (Non-Violent Communications) Conflict Resolution Model From his book, Life Enriching Education

Presenting this "skit" to demonstrate how the conflict resolution model works in the high school context removes the viewers' personal conflict hot buttons. **Print cue cards** from this script **as needed.**

For our stage scene, only enough players are on the stage to act this out.

Title: "You're Dead"

A counselor at a High School facilitates a weekly NVC practice group for interested students. One of the students in this group, Kim, came to the counselor's office one day in obvious distress. The counselor invited

her to sit down and asked her what was going on. Kim said that Tess, another student at school (not in the NVC group), had just walked by Kim in the hallway and, looking straight at her, said, "You're dead." Kim said that she had had other tense interactions with Tess, but this one really scared her.

Counselor: Wow, Kim . . . I see you're shaking . . .

Kim: (nodding her head and taking some deep breaths to calm down} Yeah . . . I'm scared. What if she really means it?

Counselor: (listening empathically to what Kim's feeling and wanting}

You're wondering what was going on inside Tess to say that? And you want to know if she's really thinking about hurting you?

Kim: She could. She's got friends. And she sounded really mad.

Counselor: (trying to get more clarification about the situation} I'm curious about what she was reacting to - Do you know?

Kim: She's angry about something I said about her to some kids.

Counselor: Uh huh . . .

Kim: It's true I said it . . . but she says stuff about me, too.

Lots of stuff! (Suddenly angry) She has no right to threaten my life!

Counselor: (hearing Kim's feeling beneath the anger) It's really scary for you to hear that and think she might be serious?

Kim: Yeah! I don't want to get hurt!

Counselor: Yeah . . . (now reflecting Kim's need) you want to be safe.

Kim: Yeah. I just want to live my life, come to school, not have to watch my back all the time.

Counselor: Sounds like you'd like to feel safe enough so you can focus your attention on other things at school besides your safety . . . like schoolwork and friends and soccer . . . ?

Kim: Yeah . . . This is a total waste of time. I don't know how it got so out of control! I know I'm partly to blame because I do talk crap about her. I don't know why I do that. It's stupid.

Counselor: (translating Kim's judgment into feelings and needs) Sounds like you're feeling regret about your part in this, and would like to do some things differently in the future?

Kim: Yeah. I really don't want to gossip about people. **It** just hurts everybody. Tess talks crap about me behind my back and I hate it.

Counselor: Sounds like you're feeling how painful it is for everyone, when people talk about each other in these ways?

Kim: (nodding her head) Yeah. I really want it to stop

Counselor: (noticing that Kim has relaxed now that she has received this much empathy, she expresses her own feelings and needs) Hearing you say that, I feel relieved and pretty excited, because I'm confident you can stop this conflict with Tess by choosing to do things differently-using your words to heal instead of to hurt. **It** begins, as you know, with a desire to connect. So, I'm wondering if you're ready to try and connect with Tess today? Or do you need more understanding first?

Kim: (pausing a moment to check in with herself) I think I'm ready. I'm scared, though, to talk with her. I'd like you to be there.

Counselor: I'd like to be there. I'd like to hear you tell her your feelings and what you want just like you told me. And I'm betting she needs some empathy first before she can really hear you. Are you up for connecting with her feelings and needs in this matter?

Kim: I'd like to try.

(Sidebar: The counselor arranges for Tess and Kim to meet in her office later that day. Kim arrives first and is seated when Tess comes to the door and looks in. Tess glares at Kim,

then walks in and sits on a chair that faces Kim, her shoulders slumped forward, her arms crossed in front of her, and her eyes fixed on the floor.)

Counselor: I'm glad you both could make it. I'm guessing you're both a bit scared to be here right now, wondering how this is going to go?

Counselor: (Looking at Tess) Tess, I'd like to first give you a little background. Earlier today Kim came to my office for some empathy, because she had a lot of feelings stirred up by what's going on between you.

After getting the empathy she wanted, she said she wanted to talk with you. She asked me to be here to help you both hear each other the way you want to be heard. To get to the deeper feelings and needs you each have. The way I do this is by helping translate anything that might sound like blame or criticism into present feelings and needs. How does this sound so far?

Tess: (still looking down) Okay.

Counselor: Great. I'd like each of us to feel safe, so please- either one of you-speak up if at any time you're not comfortable with what's happening here. Okay?

(Seeing them both nod their heads, she then turns to Kim) So, Kim, will you start by telling Tess what you're feeling and what your needs are?

Kim: Okay. (*Looking at Tess*) Tess . . . I'm feeling a little scared right now, but not as scared as I was today in the hall when you said "You're dead." I came to see our counselor because she helps me sort things out by listening to me. What I see now is I really want to stop the war between us.

Counselor: (*reminding Kim to make a present request after saying this much, to see how Tess is receiving her message*) So, Kim, what would you like back from Tess right now in relation to what you just said?

Kim: I guess I'd like to know how you feel when you hear me say this.

Tess: (*looking up for the first time, eyes fixed on Kim*) What you said about me was a lie and now everyone believes it.

[Sidebar Note: Tess's response did not answer Kim's question about how she felt. Instead, Tess expressed her pain, making clear that what she needs right now is empathy.]

Kim: (*shifting from expressing to listening*) Sounds like you're angry about what I said. You want people to know the truth and not believe something bad about you that is not true.

Tess: Yeah. People are angry at me now, including my

boyfriend, because of what you said.

Kim: It's awful when people close to you are mad at you. And frustrating when it is about something that's not true?

Tess: Yeah. Why did you say that, anyway?

Kim: (taking a couple of deep breaths to connect with herself) I wasn't sure if it was true or not, what I said about you. And why I said it? I think I was just hurting bad because of things you said and the way we were with each other. When I said it, I just wanted to hurt you back. . . . You know what I mean?

Tess: Yeah. I know how it feels to hurt and want to hurt back. It feels better. . . . for a while.

Kim: Yeah, I feel real sad about all the hurt for both of us.

I wish I hadn't said what I did . . . and other stuff I've said, too. I'd like to stop the fighting and see if we can get along.

Tess: So, what about the lies people believe about me?

Kim: Would you like to talk about what we can do to clear them up?

Tess: Yeah. You think we can really do that?

Kim: (smiling now, with tears in her eyes) Yes. I really do.

(Sidebar: This dialogue demonstrates how a very "charged", and

possibly dangerous, situation can be defused in a relatively few exchanges of empathy and honesty. The level of trust and connection that was created in this conversation between Kim and Tess is common in conflict resolution dialogues, though the process may take longer and involve more exchanges in some situations. As can be seen here, the connection can be made even when only one of the participants in the dialogue is familiar with this conflict resolution process.)

END OF SKIT



Above: Thank you very much in joining us in our conflict resolution performance.

To demonstrate how this conflict resolution works, we borrowed Dr. Marshall Rosenberg's famous 4 Step Non-Violent Communication Process for our play.

Dr. Rosenberg made this communication tool famous helping warring tribes in Rwanda make peace, helping refugees establish conflict resolution training in their schools, families in need of finding respect and peace and many other people seeking connection and harmony in their lives.

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[Size projected image to fit your screen]

Student speaks:

Here's a quick 3 ½ minute message, from Dr. Rosenberg

[Play Video <https://www.youtube.com/watch?v=YujSdJ8-1GQ>]

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Light increases and all actors are on stage and perform the closing song and dance.

Note, these lyrics build bridges not walls, love not hate, sharing not cheating, moderation not greed and full disclosure not hurtful lies.

[After final song] Now, as we say farewell, we invite you to join us in learning, practicing and teaching this very effective nonviolent communication skill. It is now time to choose loving, caring, compassionate behaviors and build bridges of connection our fellow human beings.

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Let's stop the madness and learn, teach and practice nonviolent solution. These are life's essential fundamental skills.

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Suggested Songs or Similar Themes:

Suggested opening song at the start of the performance while stage is dark and while lights are fading on.

Song For What's It's Worth by Buffalo Springfield

Conclusion Song: Teach the Children Well

by Crosby, Stills, Nash and Young

WARNING these songs are copyright protected. If used without permission of the owners you and your school may be sued.

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REMEMBER: Video of your presentation and send me a link with permission to use – Message must go global for full effect -

RuezArt@gmail.com