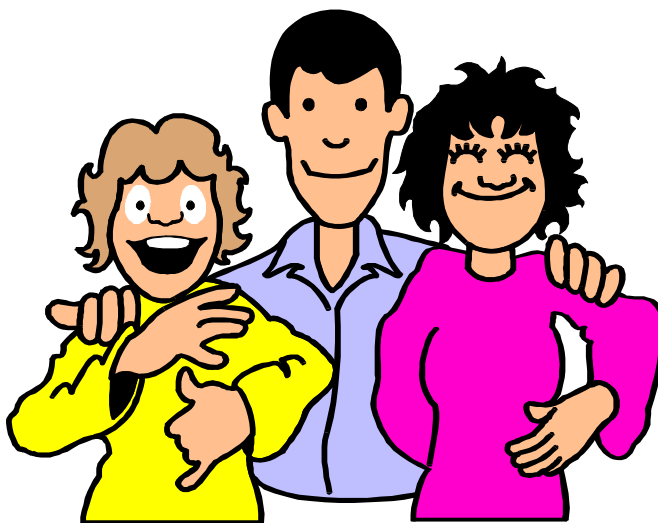


**GETTING BETTER AT  
GETTING ALONG:  
CONFLICT RESOLUTION**



**CFE 3249V**

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OPEN CAPTIONED  
SUNBURST COMMUNICATIONS  
1992  
Grade Levels: 3-6  
16 minutes

## DESCRIPTION

Lily and Dana have a misunderstanding that clears up once they really listen to each other. Kyle and Ed argue about their class project but agree to compromise. Peter and Shannon, unable to resolve their problem, ask a teacher for help. “You Solve It” vignettes offer opportunity to use these conflict-resolution techniques: listen and talk it out, compromise, and ask a mediator to help.

## INSTRUCTIONAL GOALS

- To stimulate discussion and practice of conflict-resolution techniques.
- To examine good communication skills by talking it out and listening.
- To illustrate compromise as a negotiation technique.
- To identify when and who to go to when one needs help with a conflict.

## BEFORE SHOWING

1. Read the CAPTION SCRIPT to determine unfamiliar vocabulary and language concepts.
2. Determine a viewing schedule. Each of the three sections, follow-up discussion, and activities may take 20-30 minutes to complete.
3. Create a live, unexpected introductory scene:
  - a. Dramatize “not getting along” with another teacher who comes in and wants to take the TV and video equipment.
  - b. Afterward, explain its purpose and discuss the viewers’ reactions.
  - c. Follow up with a resolution scene. (See AFTER SHOWING.)
4. Discuss the phrase *getting along*. Examine *not getting along*. Relate to personal experiences. Point out the video title.

## **DURING SHOWING**

1. View the video more than once, with one showing uninterrupted.
2. Pause after each “You Solve It” segment. Discuss, apply, and conduct related activities. (See AFTER SHOWING.)
3. Point out the review of conflict-resolution techniques at the end of the video.

## **AFTER SHOWING**

### Discussion Items and Questions

### **LISTEN UP! TALK IT OUT!**

1. Compare Dana and Lily’s “not getting along” scene with their “getting along” scene.
  - a. Describe how Dana’s words and behavior differ.
  - b. Relate how Lily’s reactions change.
  - c. Evaluate the two different outcomes.
  - d. Identify their problem as a misunderstanding.
2. Analyze the “You Solve It” scene.
  - a. Evaluate Jana’s words and behavior.
  - b. Discuss the term *accuse*.
  - c. Describe the progressive change in Kim’s words and reactions.
  - d. Discuss name-calling, yelling, and being nasty or rude.
  - e. Devise a solution.

### **WORK IT OUT:**

1. Compare Kyle and Ed’s “not getting along” scene with their “getting along” scene.
  - a. Describe the difference in Ed’s words and behavior.
  - b. Discuss Jana’s feelings as she relates them.
  - c. Evaluate the two different outcomes.
  - d. Identify their conflict as an *argument*.



- e. Identify their solution as a *compromise*.
  - (1) Generate a list of ways to compromise.
  - (2) Relate and discuss this statement:  
“When you compromise, you both win.”
2. Analyze the “You Solve It” scene.
  - a. Evaluate Jeremy’s words and behavior.
  - b. Explain Jana’s feelings and reactions.
  - c. Devise a solution for Jeremy and Jana using compromise.

**ASK FOR HELP.**

1. Compare Peter and Shannon’s “not getting along” scene with their “getting along” scene.
  - a. Describe the conflict. Present both sides.
  - b. Explain the role of the teacher. Discuss the term *mediator*.
  - c. Describe Peter and Shannon after they cooperate.
2. Analyze the “You Solve It” scene.
  - a. Identify the conflict. Present both sides.
  - b. Devise a solution for Jana and Kim which includes a mediator.
3. Compare the narrators’ behaviors at the beginning and at the end of the show. Identify their conflicts and resolutions.

Applications and Activities

1. Re-create the scene from BEFORE SHOWING.
  - a. Dramatize “getting along” with the teacher and resolving the problem.
  - b. Discuss and relate the scene to the three resolution skills.
    - (1) Listen up! Talk it out!
    - (2) Work it out. Compromise.
    - (3) Ask for help.
2. Role-play conflict situations appropriate for local populations.

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- a. Discuss and role-play the scene first as “not getting along.”
  - b. Discuss and role-play the scene again, this time demonstrating “getting along.”
  3. Make and display posters depicting the three resolution skills presented.
  4. Generate a list of good attending skills.
  5. Practice good attending skills.
    - a. Play “Telephone” or “Gossip.” Each person in a line individually receives and passes on the same message.
    - b. Interview someone in the class. Relate pertinent information to the rest of the class.
    - c. Play “Simon Says.”
    - d. Play “Around the Alphabet.”
      - (1) In a circle, begin with “A is for (alligator).”
      - (2) Taking turns around the circle, the next person says, “A is for (alligator), B is for (banana).”
      - (3) Continue around the circle and through the alphabet.

## **WEBSITES**

Explore the Internet to discover sites related to this topic. Check the CFV website for related information (<http://www.cfv.org>).

## CAPTION SCRIPT

Following are the captions as they appear on the video. Teachers are encouraged to read the script prior to viewing the video for pertinent vocabulary, to discover language patterns within the captions, or to determine content for introduction or review. Enlarged copies may be given to students as a language exercise.

I'm Jeremy.	Who do you have this year?
We'll show you how to get along.	Mrs. Friester.
Wait a second, I'm first.	Dana, come and play.
No, I'm first. Remember?	Why? I only play with friends.
I'm sure I'm first.	What?
You're wrong!	Like you don't know. The mall yesterday?
You're wrong.	I don't want to talk.
No, you are!	Just leave me alone! What's wrong?
You are!	She saw you at the mall yesterday
You don't seem to get along.	and you didn't say "Hello."
What's the problem?	I never saw her.
I'm first.	She thinks you did.
I know I'm first.	She's not friends with you anymore.
The program doesn't begin with either you or you.	Fine. I won't talk to her anymore either.
How's the program supposed to start?	Dana and Lily are mad.
Like this:	They're not talking.

Too bad.

You can  
stop fights

by listening  
and talking.

Let's see  
when Dana and Lily

listen  
and talk it out. Dana, come  
and play.

Why?  
I only play with friends.

What?

I was at the mall  
and saw you.

I waved  
and you didn't look.

I didn't see you.

You didn't?

I waved and yelled  
but you kept walking.

You yelled?

I didn't hear you.

I'm sorry.

I thought you and Julie  
were being mean.

I wouldn't  
be mean to you.

I thought you saw me.

I'm sorry.

Me too.

Let's go  
to the park.

(together)  
Great!

That worked out better.

See when  
you listen?

When you talk  
and get the facts...

...you can  
get along better

by listening  
and talking.

Listen carefully  
to the other person.

Sometimes  
that's not easy

because you  
may be upset.

But listen carefully.

Look at the person  
talking

and what  
they're saying.

If you don't understand,  
ask.

Don't yell  
or be nasty.

Yelling,  
calling people names,

and blaming them  
makes things worse.

When you get the facts,

you can solve it  
without fighting...

If you listen and talk,

you can solve problems.

So you try:  
"You Solve It."

Think how  
you would

"Listen Up"  
and "Talk It Out."

Pay close attention!  
click...

[soft rock music]

Didn't you bring  
your tape today?

In my desk.

Guess who's  
playing it. Kim.

She took it?

I guess so.

I'm going to  
get it now!

Give me  
my tape!

What tape?

The one you're listening to.

It's not yours.  
It's mine.

You took it.

No, I didn't.

It's mine.

Liar! You use "Listen Up"  
and "Talk It Out."

Think about what  
Jana and Kim would say.

We'll put this picture here.

That looks good.

And this like this.

It'll go better here.

Where I had it.

It's better here.

You're bossy!

I'm not.

You're doing  
what you want.

You're not listening.

Not true.

This looks better.

Give it.  
I want it!

Now look!  
Ed and Kyle are losers now.

That can  
happen if  
you fight.

It didn't have to  
end like that.

Could've tried  
working things out.

You know, a solution  
they think is fair.

*compromise.*

Let's see  
when Ed and Kyle

work it out...compromise.  
It'll go better here.

Where I had it.

It's better here.

You're bossy!

I don't mean to.

It looks better.

You're doing  
what you want.

You're not listening.

Tell me  
what you mean.



You've put the posters  
where you want.

Oh...

We're doing  
this together!

Yea...

Before we put something up,  
let's decide together.

That seems fair.

Start with this.

What do you think?

Left...

Like this?

Perfect.

Yep, perfect.

Kyle and Ed  
talked and listened.

Then decided  
to work together

so it would be fair.  
They compromised.

And now they're  
getting along...

Time for "You Solve It."

Next, you "Work It Out"  
and "Compromise." I'm pitching.

*Kim,*  
*you play shortstop.*

Jana,  
play left.

Not again!  
I want to pitch.

You pitch?

You play left.

No way.  
I'm pitching!

It's my turn.

No!

I want a turn!

No!

I'm not playing. How would  
you use

"Work It Out"  
and "Compromise"

to avoid  
the fight?

Think about what Jeremy  
and Jana would say.

Peter,  
what are you doing?

I'm reading  
about this fossil.

What does that  
have to do

with our report  
on dinosaur fossils?

I'm doing  
the work!

It tells how...

We don't need that stuff.

Maybe we can use it  
in the report.

You're lazy

and not writing  
anything.

You can't tell me  
what to do.

I'm the only one  
writing.

Find where the first fossils were found.

I want to finish *this*.

This is more important.

Because you say so?

We're never going to get done.

It'll get done.

How?

We're supposed to be writing.

I don't want to be your partner.

I'm going to work with someone else.

I don't care what you do.

Shannon and Peter aren't getting along.

They can't seem to

work together.

What can they do?

They can ask someone else... their teacher.

How's the report?

Peter's not writing.

He's just looking through magazines,

not doing his share.

Not true.

Shannon got mad because I didn't write.

I can't work with him.

I can't with her.

Let's work this out.

First, let me understand.

Shannon, you're upset because

you're doing all the work?

Uh-huh.

You're upset because

Shannon thinks you're not working?

Right.

Doesn't sound so bad.

You have different ways of working.

So you have to talk.

Peter, when you read something, tell Shannon.

The two of you can talk

and decide if you want it.

Think that'll work?

Yea.

I guess.

You'll turn out a good report.

I guess so.

Okay.

A really good solution.

Now Shannon and Peter  
are getting along.

Shannon,  
this book says

that they found  
animal fossils

from millions  
of years ago.

Like this lion  
that had a pouch.

A pouch?  
Like a kangaroo?

Yeah.

Wait, let me  
write that down.

When you can't  
solve a problem, ask.

Just the way Peter and Shannon  
asked Mrs. Dickinson...

"You Solve It."

Ready? It's my turn  
to use the court.

It's not.

It is.

Our class gets the court on  
Thursdays.

Our class couldn't use it  
yesterday because it rained.

It's our  
turn today.

Too bad!

We got  
here first!

Those aren't  
the rules.

Today's our day.  
Off!

Get lost.

You get lost.

Oh, yeah? What would  
you do?

First, make sure  
everyone agrees

to work on the problem  
without being nasty.

Give everyone  
a chance

to tell their  
side of the story.

To solve the problem,  
choose one idea

everyone  
can agree to.

Everybody  
can get better  
at getting along.

Listen  
and talk.

Work it out.

Think of ways  
everyone can agree.

Compromise.

Give a little,  
get a little.

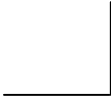
If that  
doesn't work,

you can ask someone  
to help be a mediator.

Well, that's about

getting better  
at getting along.

But, how do we  
end the show?



What do  
you mean?

I want to end.

I want to.

I want to.

I've an idea.



Why don't we  
end it together?

(together)  
Thanks for watching.

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PH: 1-800-572-5580 (V).



