

## Focus on Animation Unit Guide for the Theme The Power to Get Along

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### Overall Objective

Students will a) recognize and identify different types of conflict situations, b) learn practical strategies to handle conflicts, c) practice solving problems and resolving conflict with guidance.

### Grade Level

Ages 9 to 12

### Content Areas

Language Arts  
Dramatic Arts  
Citizenship and Community Life

### Films used in this Unit

*The Big Snit* (9 min 49 s)  
*Elbow Room* (8 min 19 s)  
*The Magic of Anansi* (6 min 51 s)  
*Bully Dance* (10 min 14 s)



NB: The films can be viewed online free of charge at [www.nfb.ca/focusonanimation](http://www.nfb.ca/focusonanimation) in the My Film Class section.

### Materials

Chart paper, markers, photocopies of material from the appendix, samples of newspapers and/or newsletters.

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### Summary

Students keep a Conflict Log throughout the unit to keep track of problems and their solutions. The four animated films encourage students to explore conflicts and conflict resolution in a safe, and sometimes humorous, way and to practise the strategies suggested. At the end of the unit, students share what they have learned through a classroom newsletter.

### Introduction Activity (45 min)

#### Step 1: Conflict Situation cards

- Explain to the class that in this unit they will be learning some practical strategies to deal with conflict situations in their own lives.
- Invite 4 students to the front of the class and give each one a Conflict Situation card (see the appendix). Have each person read the card aloud.
- Identify what these situations have in common.
- Discuss the concept of **conflict**, and come up with a working definition. Ask for examples of conflict situations they have experienced.

**Step 2: Strategies and the Conflict Log**

- Explain that students will be learning some useful strategies to deal with conflict situations in their own lives.
- Discuss the concept of a strategy and come up with a working definition.
- Distribute copies of the Conflict Log. Ask students to use it daily during this unit to track conflict situations they're involved in, or witness, both at home and at school. They are to write down the strategies that were used (or could have been used) to help resolve each conflict.
- Instruct students to begin their conflict logs by writing about the last conflict in which they were involved or witnessed.
- Encourage students to share their first log entry with a partner, and then invite a few students to share with the class.

**Activity 1: What's the Problem? (2 x 45 min)****A. Film: *The Big Snit***

Explain to the class that they are going to watch a short, animated film about a couple with a big problem. Show the film and then discuss it:

- What is the main problem in the film?
- What actions in the film indicate that the couple is involved in a conflict situation?
- What is happening outside during the couple's fight inside?
- How is the conflict resolved?
- How could the fight have been avoided?
- What other strategies could the couple have used to settle their conflict?
- What happens at the end of the film?

**B. Film: *Elbow Room***

**Step 1:** Explain that the next film deals with a conflict at work, rather than at home. The director uses a very interesting technique to help the two main characters resolve their conflict. Challenge students to identify this technique.

Note to teacher:

**The conflict resolution strategies used by the characters in *Elbow Room* are:**

- *Avoiding: the conflict is internalized by crying.*
- *Confronting: the conflict is externalized by expressing anger/violence.*
- *Using Humour: humour can be a useful strategy but not if it is used to avoid the conflict.*
- *Negotiating: Both parties express their goals and/or needs and arrive at a mutually satisfactory solution the most successful strategy used in the film).*

**Step 2:** Show *Elbow Room* and then discuss it:

- What is the main problem shown in the film?
- What actions or images in the film tell us that there is a conflict between the two co-workers?
- What technique used by the filmmaker allows the characters to work through their conflict using different strategies?
- What different strategies do the characters use to try to resolve their conflict?
- In the end, what strategy proves to be most successful?
- What tells us that the conflict has been resolved?
- Would "rewinding" during a fight or conflict situation be a useful strategy in our day-to-day lives?

### C. Rewind Technique

**Step 1:** The class will use the Rewind technique to resolve one of the conflicts they discussed during the introduction. Ask for some volunteers to role-play 1 of the 4 conflict situations. Before they begin, ask the class for suggestions on resolving the conflict, and write the ideas on the board or on chart paper.

Explain to the role-players that you may ask them to stop the action to evaluate the situation and allow them to try a different strategy. Other class members may also call for the action to be stopped if they feel a better choice is in order.

**Step 2:** Begin the role-play using the Rewind technique until the conflict is resolved to most everyone's satisfaction.

**Step 3:** Have a class discussion about what happened. Point out that the Rewind technique need not be acted out to be successful. It can be adopted as a way of thinking through conflicts as they happen.

### Activity 2: Acting Out (2 x 45 min)

#### A. Carousel technique

**Step 1:** Brainstorm a list of conflicts common in the students' lives. Review the conflict resolution strategies from *The Big Snit*, *Elbow Room* and the role-play. Ask if all strategies are appropriate to resolve all conflicts. Establish that different situations call for different strategies.

**Step 2:** Divide students into 8 small groups (3-5 students per group) and give each group a Strategy Sheet containing the name and description of a different conflict resolution strategy. Ask each group to post their sheet at eye level somewhere around the classroom and to stand by their sheet. Get each group to read their sheet out loud.

Have each group discuss the strategy on their sheet and brainstorm at least one conflict situation they feel could be resolved with this strategy. Examples of situations should be written down on the chart by a member of the group.

**Step 3:** After a specified time, have each group rotate to the next sheet of paper, read the strategy, and add an additional example of a conflict situation. Continue until all groups have visited and contributed to each strategy sheet.

#### B. Skits

**Step 1:** Students will continue to work in their groups to plan, rehearse and present a 2- to 4-minute skit to showcase how their strategy could help resolve a conflict situation. Groups may choose from examples on their Strategy Sheet, or come up with a different situation.

**Step 2:** Allow 10 minutes for groups to plan their strategy skits by answering the following questions, on paper:

- What is the main problem (conflict) in our skit?
- Who are the characters in our skit?
- What conflict resolution strategy will we be showcasing?
- What is the outcome (resolution)?

After a representative from the group has shared their plan with you, they may begin rehearsing! Encourage groups to act out their skits several times. Walk around the room and ask clarifying questions, offer suggestions, and give feedback.

**Step 3:** Invite each group to present their skit. Encourage audience comments. Create a display area for the strategy sheets.

**Step 4:** As a homework assignment, have students try at least one of these strategies during a conflict situation of their own and write about it in their conflict log.

### **Activity 3: Use it or Lose it! (90 min)**

#### **A. Film: *The Magic of Anansi***

**Step 1:** Refer to the display area and review the newly learned strategies with the class. You are going to show 2 more short films that illustrate conflict situations. Students will write about the conflict situation in the first film in their conflict log. Encourage the students to think about which strategies would be most suitable to help the characters.

**Step 2:** Watch *The Magic of Anansi* and then discuss it:

- What is the main conflict in this film?
- What strategy does Anansi use at the end to end his conflict with Mr. Snake?
- Do you think that this was the best choice? Why or why not?

**Step 3:** Ask students (in their skit groups) to further discuss the main conflict in the film and to write about it in their Conflict Log. Call on a member of each group to share what was discussed and written in the log.

#### **B. Film: *Bully Dance***

**Step 1:** Explain that the next film deals with a very special kind of conflict: bullying. Watch the film and then discuss it:

- Why do you think this film is called *Bully Dance*? What is a bully?
- What do you think the bully wants to achieve? How does he/she feel?
- Do you think the bully and the victim in this film are boys or girls?
- Is there a difference between how girls and boys bully?
- How do the other students react when the victim is being bullied?
- Do you think that standing by instead of standing up encourages bullying?
- How does the teacher react to the bully?
- What happens to the bully at the end?
- How can adults and students help stop bullying?
- How is bullying different from everyday conflict situations?

**Note:** It is very important to stress the serious nature of bullying and to distinguish it from other types of conflicts. The following activities will help make the distinction clear.

**Step 2:** On chart paper, draw a Venn diagram, which will highlight the differences and similarities between everyday conflict situations and bullying.

**Step 3:** Distribute the chart in the Appendix to be used to make the Venn diagrams. Go over the information and do a few examples together on a large piece of paper.

**Step 4:** Assign as homework a response and reflection on *Bully Dance*, the class discussion on the film, and the Venn diagram exercise.

**Activity 4: Checking In (1 hour)**

**Step 1:** Have students share their conflict log with a partner they feel comfortable with. Then have a class discussion about the experience of tracking conflicts. (You, as the teacher, can keep a log as well!) Has their behaviour dealing with conflict situations changed?

**Step 2:** Ensure that the students understand the key concepts of the unit:

- What causes conflict?
- What is a strategy?
- Why is it important to know a variety of conflict resolution strategies?
- What is bullying?
- What is the difference between everyday conflict situations and bullying?
- What does it mean to feel empowered?

**Closure: A Newsletter: “The Power to Get along” (3 hours)****A. Organization**

**Step 1:** Writing and distributing a class newsletter would be an ideal way for the students to share what they have learned. Distribute examples of newspapers or newsletters to the class. Discuss the different elements and styles of writing they typically contain. On a chart paper, list them: logo, headlines, articles, editorials, editorial cartoons, reviews, photographs, comic strips, advertisements, columns, advice columns, etc.

**Note:** See items 3 and 4 under Web Resources below.

**Step 2:** With the class, generate a list of topics or headlines that would be suitable for their newsletter. For example:

1. An article about conflict resolution strategies
2. An article about bullying
3. An article about one of the activities in the unit
4. A review of one of the NFB films
5. An ad for a conflict resolution strategy
6. An ad to promote anti-bullying
7. A column about keeping a conflict journal
8. An advice column about conflict
9. A comic strip depicting a conflict situation
10. An editorial (or editorial cartoon) about conflicts in the class or schoolyard

Remind students of the importance of photographs and illustrations in newspapers and newsletters to interest readers, especially a younger audience in the school.

**Step 3:** Divide the class into 2 or 3 groups (approximately 10 students per group). The first task is to decide what each person will contribute to the newsletter. Encourage students to use the conflict resolution strategies they know if they find themselves disagreeing about the distribution of their tasks. Ask a member of each team to record the tasks and names on loose-leaf, which must be approved by the teacher before any work begins.

**B. Writing**

**Step 1:** Provide groups time to produce a rough draft of their contribution.

**Step 2:** Students can work in pairs to revise and edit their work.

### **C. Publishing**

**Step 1:** At this point, a decision must be made about how the newsletters will be printed: using desktop publishing software, or a simple layout where students cut and paste their work.

**Step 2:** When the newsletters are completed, they can be photocopied and distributed to other classes in the school.

### **Assess Understanding**

Invite students to name and define the concepts they explored over the course of this thematic unit: conflict situation, strategy, bullying, the difference between everyday conflict situations and bullying, and feeling empowered. Engage students in a discussion regarding what they have learned thanks to this unit, how the activities in which they participated helped to solidify this learning, and how their newly acquired knowledge and skills will affect the way they deal with conflict situations in the future.

### **Evaluation**

You can choose your own method of evaluating students. However, an evaluation package has been included for the closure activity. Both a student self-evaluation form and an evaluation rubric are in the appendix.

### **Web Resources**

1. National Film Board of Canada: *ShowPeace* series: <http://www.nfb.ca/showpeace>
2. "Positive Steps Against Bullying: A Teacher's Guide":  
<http://www.bullfrogfilms.com/guides/bullyguide.pdf>
3. Newspapers in Education: Partners In Education - Glossary of Newspaper Terms:  
<http://www.wowcom.net/education/nie/glossary1.htm>
4. Web English Teacher: News Writing and Reporting:  
<http://www.webenglishteacher.com/newswriting.html>

### **Other Resources**

*Conflict Resolution*. (1997). Westminster: Teacher Created Materials.

Woolfolk, Anita E. *Educational Psychology*, 7<sup>th</sup> Edition. (1998). Toronto: Allyn and Bacon.

**CONFLICT SITUATION CARDS:** To be photocopied and cut out for the introduction activity

**Arianna and Stephanie are in charge of picking a movie for your class holiday party. They like completely different movies and begin arguing over what to watch.**

**Your brother Scott has been chatting with a friend online for over an hour and you have an important assignment that you need to research on the Internet.**

**You sit next to your two best friends in class. However, you are all very talkative and you can't get your work done.**

**Each week, a clean-up team is responsible for tidying and organizing the class library. One person on your team never helps out and the other team members are getting angry.**

# Conflict Log

Date: \_\_\_\_\_ Place: \_\_\_\_\_

Description of Conflict Situation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

People Involved: \_\_\_\_\_

Was the conflict resolved? How? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What other strategy could have been used to resolve the conflict?

\_\_\_\_\_  
\_\_\_\_\_



Date: \_\_\_\_\_ Place: \_\_\_\_\_

Description of Conflict Situation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

People Involved: \_\_\_\_\_

Was the conflict resolved? How? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What other strategy could have been used to resolve the conflict?

\_\_\_\_\_  
\_\_\_\_\_



## Strategy Sheets

### **Strategy 1: Be Assertive**

- Make a clear statement of how something is affecting you.
- Use sentences that begin with “I.”
- Think about the difference between giving in and becoming angry.
- You respect yourself and others.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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### **Strategy 2: Negotiate**

- When you have been assertive and the conflict situation is still not resolved, try negotiating.
- Listen to the other’s point of view and discuss which position might be the best.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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### **Strategy 3: Compromise**

- Meet halfway.
- Both parties agree to give up something in order to resolve the conflict.
- Give a little (hopefully what is least important to you) to get a little (hopefully what is most important to you).

**Examples of conflict situations that could be resolved with the help of this strategy:**

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### **Strategy 4: Find a Mediator**

- Ask a friend, classmate or adult who **isn’t** involved in the conflict to help you sort out the problem and come to a solution.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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### **Strategy 5: Postpone**

- Take a time-out.
- Wait until later to try to resolve the conflict.
- Remove yourself from the conflict situation until you are able to deal with it calmly and constructively.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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**Strategy 6: Avoid**

- Prevent the conflict before it even begins.
- Avoid situations or people likely to result in conflict.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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**Strategy 7: Apologize**

- Apologize when you know your actions and/or words were wrong or inappropriate.

**Examples of conflict situations that could be resolved with the help of this strategy:**

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**Strategy 8: Use Humour**

- Diffuse negative emotions by looking at the brighter side of the situation.
- It's amazing how quickly a mood can change with some humour!

**Examples of conflict situations that could be resolved with the help of this strategy:**

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**Strategy 9: Use Chance**

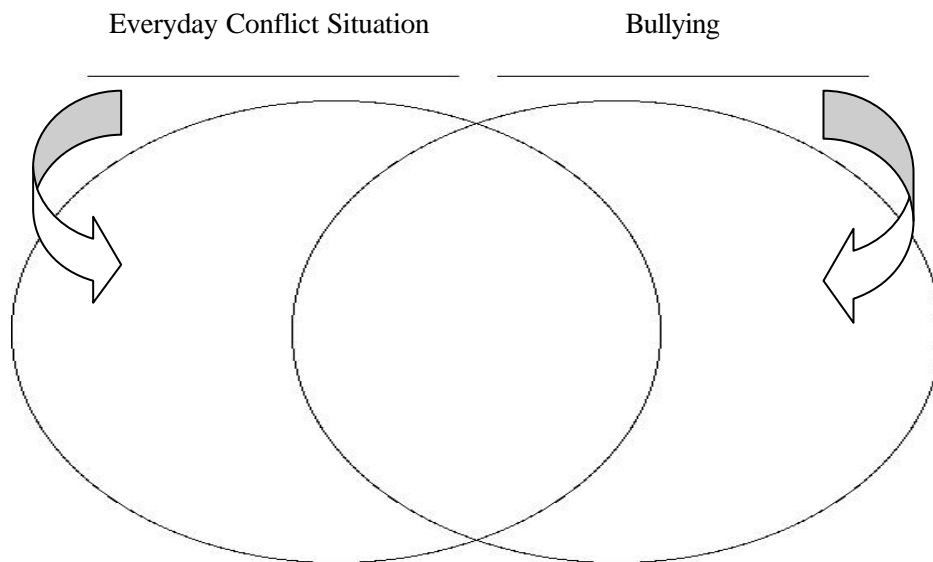
- Flip a coin or draw straws.

**Examples of conflict situations that could be resolved with the help of this strategy:**

**Venn Diagram Example**

The following are suggestions regarding differences and similarities between everyday conflict situations and bullying:

Everyday Conflict Situations	Both	Bullying
<ul style="list-style-type: none"> <li>▪ Everyday conflicts are an inevitable part of life.</li> <li>▪ Parties involved in conflict situations wish to maintain an appropriate relationship with each other.</li> <li>▪ Parties usually respect each other, even though they disagree.</li> <li>▪ Consequences of dealing with conflict productively can be very satisfying.</li> <li>▪ Children are expected and encouraged to use their good judgment to independently use different conflict resolution strategies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers and other adults have a responsibility to educate children and empower them to prevent and deal with both situations.</li> <li>▪ Children need to learn specific strategies to help them deal with both situations.</li> <li>▪ Children have the power to take action!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bullying is wrong and in no circumstances should it be tolerated.</li> <li>▪ A bully has no respect for the victim and gets satisfaction out of violating victim's rights.</li> <li>▪ Watching without intervening reinforces bully behaviour.</li> <li>▪ A bully's motivation is to look powerful.</li> <li>▪ Consequences of being bullied can be devastating for victim.</li> <li>▪ Bullying behaviour should be reported to teachers or adults in charge.</li> </ul>



## The Power to Get Along

### Evaluation Rubric Cooperative Newsletter

Criteria	Level 1	Level 2	Level 3	Level 4
<p><b>Content Area:</b></p> <p><b>Content of student's contribution to newsletter</b></p>	Student's contribution to newsletter is a <u>highly developed</u> piece of writing about a very newsworthy topic on conflict resolution.	Student's contribution to newsletter is a <u>well developed</u> piece of writing about a newsworthy topic on conflict resolution.	Student's contribution to newsletter is a <u>somewhat developed</u> piece of writing about a topic on conflict resolution.	Student's contribution to newsletter is <u>incomplete</u> or about an <u>unrelated</u> topic.
<p><b>Content Area:</b></p> <p><b>Structure and layout of student's contribution to newsletter.</b></p>	Layout of student's contribution to newsletter is <u>clearly organized</u> and extremely pleasing aesthetically. Student has included all required elements and more.	Layout of student's contribution to newsletter is <u>organized</u> and aesthetically pleasing. Student has included all required elements.	Layout of student's contribution to newsletter is <u>somewhat organized</u> and sometimes difficult to understand. Student has included most of the required elements.	Layout of student's contribution to newsletter is <u>very disorganized</u> and often difficult to understand. Student has only included some of the required elements.
<p><b>Cross Curricular:</b></p> <p><b>Creativity</b></p>	Student considered all elements of task independently and proceeded in a highly dynamic fashion. Student's contribution is extremely original and fully engaging.	Student considered all elements of task and proceeded in a productive fashion. Student's contribution is original and engaging.	Student considered most elements of task and proceeded with some guidance. Student's contribution to newsletter is <u>complete</u> and demonstrates effort.	Student considered some elements of task and proceeded with much guidance. Student's contribution to newsletter is <u>incomplete</u> and demonstrates a lack of effort.
<p><b>Cross Curricular:</b></p> <p><b>Ability to cooperate with others</b></p>	Student had a high commitment to working with the group. Understood and did fair share of the work. Demonstrated an exceptional spirit of cooperation.	Student worked successfully with the group. Understood and did fair share of the work.	Student required several reminders to work cooperatively with the group.	Student was often unable to cooperate and work successfully with the group.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### The Power to Get Along: Self-Evaluation

**What did I learn during this unit?**

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**How did I learn this?**

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**What did I enjoy learning about most? Why?**

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**How will I use my new knowledge and skills in the future?**

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