**Can’t We All Just Get Along?**

*Directions: Using the following scenarios, groups will act out/role play how they would resolve the conflict.*

**1. Dealing with a parent**

You’re a page editor of your high school newspaper and your mom and dad are extremely concerned because you’ve been spending so much time in the publications room after school. They show up one night during work night, burst into the room demanding that you drop what you’re doing right now. You’re editor-in-chief and adviser usher your parents into the hall and try to reason with them. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to parents like these?

**2. Dealing with an overbearing editor**

You have an editor-in-chief who’s always right. She texts you constantly, demanding that you get your work done sooner and improve it. She’s never happy. When you create a layout, she always changes it. You’ve tried talking to her, but she’s made it abundantly clear that it’s her way or the highway. You’ve talked to the adviser, but she has told you to handle it yourself. You love journalism and you don’t want to quit, but if things don’t change, you feel like you just have to in order to preserve your sanity. You ask for one last meeting with the editor-in-chief and adviser to try to work out a plan to improve. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to an editor-in-chief and adviser like this?

**3. Dealing with a staff member who isn’t turning in stories/work on time**

You’re the director AND producer of your high school broadcast program. You have a first-year reporter who just isn’t turning in stories and you have to work double time in order to fill the air space. You arrange a meeting to sit down and discuss this issue with the reporter. Do you include the adviser? Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to reporters like these?

**4. Dealing with an administrator who wants to censor your publication**

You’re the editor of your high school yearbook and it’s been your practice to take spreads that you feel might be controversial to your principal to make him aware of your coverage before you go to press. You have a spread on teen pregnancy and teen fathers that has been extraordinarily well done. You take it to your principal, but he says no way is this going to be in the yearbook. How do you handle this situation? Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to a principal like this? What other alternatives might you find? Who else could you bring into this meeting and how would that hurt or help?

**5. Dealing with an overbearing adviser**

Your publication staff has been working its tail off to put out a top-notch publication, but every time you turn around, your adviser is telling you that things can’t be done the way you want to do them. He is constantly editing your stories, changing your layouts and advising the reporters to do stories the way he wants them done rather than the angle that you’ve given the reporter. When you go to conventions, he chooses the classes you attend rather than allowing you to expand your ideas. When you get great ideas in workshops, his immediate response is “There’s no way that will ever work.” Your parents have told you they would come in and talk to the adviser if you like, but you’d like to try to handle it yourself. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to an adviser like this?

**6. Dealing with older staff members who are bullying a younger staff member**

You have a sophomore boy on your staff who is a real political enthusiast. He identifies himself as a loyal member of the Republican party and he gets incredibly riled up when discussing political issues. He’s very knowledgeable when it comes to all things related to the government on the local, state and national levels. While he can at times be loud and obnoxious, older staff members who are also knowledgeable about politics know they can bait him into an argument and really get the rest of the class to gang up on him. While the sophomore can truly hold his own, the editors-in-chief and adviser feel like it’s getting a little out of control, almost on the verge of bullying, and if nothing else, it’s disrupting class time that could be used more wisely. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to members of your staff and the sophomore?

**7. Dealing with a staff member who refuses to sell advertising**

You’ve been on your publication staff for all four years of high school. Although you were scared to death to go out and sell ads when you were a freshman, you went with a mentor and learned how to do it and it wasn’t so bad after all. You understand the importance of everyone playing a part in making money for your staff. The senior quarterback of the football team has joined staff this year for the first time. He refuses to sell ads because he thinks it’s stupid. His parents don’t think that selling ads should be a part of his grade and they are demanding that he be exempt from this portion of the grade requirements. You decide to meet with him individually first before you meet with him and his parents. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to a staff member like the quarterback? What would you do if you end up meeting with the parents too?

**8. Dealing with another staff member who wanted to have your staff position**

You applied to be the photography editor of your publication last year and you earned the position through your application, your interview and your selection by the editorial board. A good friend of yours also applied and did not get the position. She has barely spoken to you since and is doing everything she can to sabotage your work as a leader on the staff. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to another staff member like this one?

**9. Dealing with two members of your staff who have been dating and then break up**

Ronnie Reporter and Phyllis Photographer have been going steady for all three years they have been on your media staff. As seniors, Phyllis finds out that Ronnie has secretly been seeing Suzy Socialmedia and she has posted all sorts of comments and photos on her Twitter and Instagram accounts. Ronnie and Phyllis have broken up as a result of Suzy. Phyllis spends most days in class crying her eyes out while Suzy is gloating and hugging all up over Ronnie. As the editor-in-chief, you’ve had it. Work isn’t getting done and something has to change. Have members of your group take on the roles of each of the people in this scenario. How does it play out? What do you say? What’s your advice for responding to a situation like this?

**10. Create your own situation**

Now it’s time to create your own. Come up with your own scenario about resolving a realistic conflict that might happen on a publication staff.