**STRIKE Lesson**

**February 23, 2017**

**Bullying vs. Conflict Revisited**

**Objective:** To establish a common understanding of the differences between bullying and conflict.

**Nevada State Counseling Standards:**

PS:A1.9 Demonstrate cooperative behavior in groups

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.3 Identify alternative solutions to a problem

**Materials:** Bullying vs. Conflict Worksheet

Bullying vs. Conflict Scenarios

Scissors

***Bullying Defined (from ERASE Bullying):***

A persistent pattern of unwelcome or aggressive behavior that often involves an imbalance of power, and/or the intention to harm or humiliate someone. Bullying often results in feelings of distress on the victim.

***Conflict Defined (from ERASE Bullying):***

A disagreement or difference in opinion between peers who typically have equal power in their relationships. It’s usually an inevitable part of a group dynamic.

**Procedure:**

1. Ask students “What is bullying?” Encourage students to come up with examples of bullying by thinking about what they have seen, heard, or experienced. Explain that they should not reveal names of real people involved in acts of bullying, and they do not have to share personal experiences. Discuss.
2. Ask students “What is conflict?” Discuss.
3. Ask students “What is the difference between bullying and conflict?” Help students understand that not all acts are bullying, but they are still disrespectful and hurtful, whether it’s intentional or not. Discuss how this behavior affects students and the school setting.
4. Share this example with students and ask them if it’s bullying or conflict (from ERASE Bullying):
   1. *Two female members of the school basketball team are arguing with each other over the loss of a recent game. One of the girls is blaming the other for letting the opposing team knock the ball out of her hands before she could throw it. The other girl is saying it’s her teammate's fault because she didn’t pass the ball to her during the last few seconds of the game. They continue to fight until their coach gets involved and tells the girls to stop arguing.*
   2. This is an example of conflict. Both girls have equal power and are disagreeing over the outcome of a game. Neither is threatened or harmed, and neither is showing signs of humiliation or distress.
   3. If one of the girls continued to blame the other and started calling her names, taunting her outside of the gymnasium or even getting others to gang up on her for the purpose of hurting her feelings or alienating her from her team and peers, that would be considered bullying.
5. Students will complete the Bullying vs. Conflict worksheet in small groups. They will cut out the various scenarios and decide if it’s an example of bullying or conflict and place it in the appropriate column. Each group will share their answers with the class.
6. Discuss appropriate ways students can address conflict or bullying. Review the school-wide Stop/Walk/Talk signals to be used when students experience problem behavior or when they see another student experiencing problem behavior
7. What is one thing they can change in themselves to reduce conflict and bullying?
8. Thank you for taking the time to teach your students about the difference between bullying and conflict.

Bullying vs. Conflict

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisory Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Normal Peer Conflict** | **Bullying** |
| Equal power of friends | Imbalance of power; not friends |
| Happens occasionally | Repeated negative actions |
| Accidental | Purposeful |
| Not Serious | Serious with threat of physical or emotional harm |
| Equal emotional reaction | Strong emotional reaction from victim and little or no emotional reaction from the bully |
| Not seeking power or attention | Seeking power, control, or material things |
| Not trying to get something | Attempt to gain material things or power |
| Remorse—will take responsibility | No remorse—blames victim |
| Effort to solve problem | No effort to solve problem. |

Directions: Cut out the different scenarios. Using the chart as a guide, decide if it is an example of bullying or conflict and place it in the appropriate column. Be prepared to share and defend your answers with the class.

CONFLICT BULLYING

Bullying vs. Conflict Scenarios

One day Erin was in the locker room. She was being teased about how weak her throw was when they were playing ball.

Kristy gets on the bus and these girls say really mean things to her and throw things at her. She had to deal with this for three years.

Paul was walking down the hall and Scott trips him and punches him, and he was late for class.

Kelly and Jane are not friends anymore. Because they are not friends, Jane started a rumor about Kelly and told everyone not to be her friend.

Susan walked up to Katie and told her he was ugly, mean, and had a horrible sense of style. Each day Susan would come up to her and say mean things. Katie couldn’t take it anymore. Susan’s words hurt her so badly, she didn’t want to come to school any more.

Mandie got pushed by Stacy in the hallway for no reason.

James pushed Sean into a locker and said, “Give me your lunch money.”

Brian was walking down the hallway when he accidentally bumped into Jim. Jim took it the wrong way and started to hit and curse at Brian.

Marcus and Amanda were in a fight, and Marcus put Amanda in the trash can.

Tim was in line for food and Matt wanted to get his food first, so he pushed Tim out of the way and took his place.

Lisa goes around the school and writes bad things on students’ lockers.

David walked up to Janet, grabbed her arm and put it behind her back. Then he threw her to the ground.

John walks around in a group thinking he’s better than everyone else. He goes around all day shoving and calling the same kid names. One day John gets really mad for no reason and pushes the kid into the wall and starts calling him inappropriate names and says, “What are you going to do about it?”

Tyler is broke and his family can’t afford new clothes or shoes. Every day, George makes fun of him because he has holes in his shirt and his pants are ripped and worn down. One day George goes too far and he pounds Tyler in the face. Tyler tries to run away, but George hit him to the ground. Every day for a month, George makes fun of Tyler.

Mike was in the hallway at his locker when these big guys come up to him. One of the boys says look at this loser. The other boys laugh and start grabbing things from his locker and making fun of his stuff and drop everything. So Mike had to pick it all up and was late. For the past week it was the same routine. Finally Mike had enough and told a teacher.

Laura is walking down the hallway with her binder when Todd walks behind and hits Laura’s binder, so it falls to the ground.

**Is it Conflict or is it Bullying? What’s the Difference?**

[Think, pair, share](http://safeatschool.ca/?q=plm/bullying-prevention/interrupting-bullying/simple-strategies/is-it-conflict-or-is-it-bullying-whats-the-difference)Work through the [Conflict Resolution Versus Bullying Prevention Worksheet](http://safeatschool.ca/?q=plm/bullying-prevention/interrupting-bullying/simple-strategies/conflict-resolution-versus-bullying-prevention-worksheet) with a partner. As you do so, try to refine your ability to distinguish between conflict and bullying. What are the features of each that guide you in choosing an appropriate intervention strategy?[[collapse expanded text]](http://safeatschool.ca/?q=plm/bullying-prevention/interrupting-bullying/simple-strategies/is-it-conflict-or-is-it-bullying-whats-the-difference)

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal.

Conflict may be an inevitable part of group dynamics, but bullying is not. In each, a different response is required.

When schools consider implementing a peer conflict resolution model, it is important to ensure that the selected model is not applied in bullying situations, and that it does not replace adult support. Knowing how to resolve conflicts without resorting to aggression is an important skill for students and adults. Various models for conflict resolution in school environments exist. Peer mediation, and other methods are aimed at cultivating dialogue between the students involved in the conflict. Unfortunately, these methods for conflict resolution are sometimes mistaken for bullying intervention strategies. This can lead to damaging and even dangerous situations. Imagine, as a student who has been bullied, being required to face your tormentor to explain the impact of the bullying, then having to listen to the perspective of the tormentor. We would never expect this of an adult.

When the elements that characterize bullying are present in a situation where there is aggression, conflict resolution is *not* a recommended response. Instead, adults need to ensure the safety of the student who is targeted and ensure that the student (or students) who has bullied, or encouraged the bullying, takes responsibility for his or her actions. Characteristics of a bullying situation include:

* an imbalance of power;
* the intent to harm;
* worsens with repetition over time;
* the distress of the child or teen being bullied, often including fear or terror;
* enjoyment of the effects on the child or teen being bullied by the person (people) doing the bullying;
* the threat – implicit or explicit – of further aggression.