

Conflict



An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

1. Points to Remember

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

2. Summary

An explanation of the core points for teacher information.

3. Activities

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic/Interpersonal

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

Linguistic/Intrapersonal

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

Topic: **Conflict**

Units:

1. Bullying
2. Dealing with Bullying
3. Resolving Conflict

Theory Component

Studies show that bullying is on the increase. Repeated exposure to bullying can undermine the health and well being of vulnerable students. Both the bullies and victims are seen as especially prone to mental illness. Studies on adolescents explain bullying in terms of individuals asserting themselves at the expense of others in order to establish their social dominance. Bullies tend to have difficulty accepting criticism, think too highly of themselves, have little empathy for others and desire to be the centre of attention.

Victims of bullying tend to lack social skills, particularly in the areas of assertiveness. They are at a higher risk for developing mental and physical health problems such as depression, stomach aches and headaches and may continue to experience higher levels of anxiety through adulthood.

Due to the rise of violence in schools, there is the need for students to learn effective peer mediation. Peer mediation encourages assertive communication and "peaceful solution to conflict". This type of training has been proven to be successful in building an environment where students can independently use their own judgement to resolve conflict.

Conflict

Unit 1: Bullying

Learning Focus Points

- Bullying is when someone does or keeps doing or saying things to have power over another person.
- Bullying exists almost everywhere, in every area of life
- Bullying creates inequality
- You can suspect bullying when one person feels uncomfortable or scared of another.

Summary

Bullying is when a person or a group repeatedly dominates someone more vulnerable through physical and/ or verbal behaviour. Bullies tend to use physical, verbal, and emotional tactics to humiliate, embarrass and overpower their victim.

Bullying tends to create inequality in the school setting. Bullies assert themselves at the expense of others in order to establish their social dominance. They develop a reputation amongst peers and constantly desire to be the centre of attention. Victims on the other hand are usually less popular and have lowered self-esteem than their peers, they tend to be insecure and anxious.

Victims of bullying are usually not willing to disclose their situation to others for fear of the retribution by the bully. They believe if you “tell” on the bully, things will get worse for them. However victims of bullying often may go on to suffer a range of academic, social and emotional well being. People who are constantly bullied usually suffer low self-esteem. They may feel powerless, intimidated, threatened, angry, depressed and or bewildered. Although the effects of bullying are great, victims prefer to suffer in silence.

Bullying Classroom Activities

Visual / Spatial

Activity - Search the News

Time: Approx 20 min

Brief: *Students bring news article from home*

Ask students to search current news via newspaper, internet, or tv and bring in a report on bullying. They should look for crimes or incidents that involve intimidation – especially if it is from a situation that has been repeated before. They can cut out newspapers, print off the computer or bring a written report and source from the television report.

Ask each student to find at least three reports of bullying and collect them all. Then put them into a display folder(s) and let the students look through them during the next lesson.

Debrief:

- *Read some of the newspaper reports. Can the students recognise bullying?*
- *How are some of these situations related to the kind of things that happen at school? Explain.*

Activity - It's All About Power

Time: 15 – 40 min. depending on if students do the work at home

Brief: *Framed artwork with a subtitle*

Ask students to put together an art piece with only one image. They can find the image anywhere they want, or produce it themselves. They could even set up a photograph on their own.

When they have the image, it should be presented in some kind of a frame. Encourage students to find an old frame at home or get one from a 'crazy clarks' or similar shop. If they can't find one, have them paste their image on a paper or card background. The image should show a powerful representation of one person having power over another person in what could be a bullying situation. As a subtitle to the image, or somewhere on the frame ask students to put these words:

"Bullying is when someone does or keeps doing or saying things to gain power over another person... it's all about power."

If you can, find a place to display the artwork

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also involve visual puzzles or problem solving activities.

Dramatic / Interpersonal

Dramatic/Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - Dart Board

Time: Approx 30 min

Brief: *Review of feelings regarding bullying situations*

Divide your class into groups of 4 – 6. Give each group an A3 piece of paper and some marking pens. Invite them to draw a large dartboard with six rings.

Ask each group to brainstorm a list of at least 10 feelings that people may feel when they are bullied. (Sample feelings: lonely, isolated, hated, unwanted, unwelcome, alone, left out, worthless, discouraged, powerless, embarrassed, miserable, lack of confidence, helpless, stupid, scared, angry resentful, afraid...)

Then have them rank the feelings they listed from the most intense, or worst feelings to the least intense.

Now have students write the words they think of around the rings of the dartboard, with the most intense feelings in closer to the centre of the dartboard.

Once the dartboards are completed, read some sample bullying situations (listed below) and after each situation, have students put a marker (pin with a coloured head or a different coloured pen for each student?) on the words which best describe what they feel when they think about that bullying situation.

Sample Bullying Situations

You are constantly teased about your skin, hair or size

A group of boys calls you names every time you walk by their area at lunch

Someone pushes you out of the way whenever you go to your locker

A person wants to fight you because of a boy/girlfriend

A girl always makes you move out of 'her' seat at the back of the bus

Someone found out something embarrassing about you and they wrote it on walls all around the school

Boys in a higher grade than you spread a reputation that you are 'easy' to get with

A group of boys call you 'gay' and make sexual remarks whenever they see you

Some girls demand some of your lunch money every day

Someone hits you in the face because you talked to her/his boy/girlfriend

Activity - Not in My School

Time: Approx 15 - 40 min

Brief: *Role play bullying situations*

How does bullying happen in your school? In order to stop it, you first have to recognise it so that you can say, 'not in my school!' to bullying.

Review this statement with your class: "Bullying is when someone does or keeps doing or saying things to gain power over another person"

Discuss how bullying looks in your school and then divide the students into small groups. Ask each group to show a realistic idea of something that might happen or has happened at their school that looks like bullying. Allow each group to do just one skit at a time and be ready to go when you call them.

Debrief:

(Use this debrief after any of the skits)

- *Is this a realistic situation that could happen at this school?*
- *How would you deal with it if you were the one being bullied?*
- *How would you deal with it if you saw it happening?*

Kinaesthetic

Activity - Red Rover

Time: Approx 15 - 20 min

Brief: *An goodie oldie game. Don't forget to debrief.*

Take the class outside and play 'Red Rover, Come Over'.

Debrief:

- *After a few people have been caught in this game, it is a large group catching only a few left. How is this like what happens in bullying?*
- *Have you ever felt like you were trying to run through an obstacle and there was no way to get through? (Perhaps that's how some people feel when they get bullied. They can see no way through it)*

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - Random Exclusion

Time: Approx 15 - 20 min

Brief: *Game like musical chairs*

Bullying happens everywhere, and often it is quite random as to who is chosen as a victim.

Bring some cards or cut up pieces of paper in class and give one to each person. On it ask each person to write down three characteristics that they have. Start with physical characteristics like eye color or hair style or height. Then have them write down a sport or activity that they like to play. Then write down something that they own and value as something special to them.

Collect the cards and put them in a hat (or box or bucket or something!) and have all the students walking around in the middle of the room (like in musical chairs. You could have music playing and play it like musical chairs!). At some point stop them and pull one of the papers out of the hat and choose one of the three items to read.

Anyone who has that characteristic or skill or owns that same kind of item is out and must leave the game. Play until you have a winner(s). You can play the game a few times and have some fun with it.

NOTE: if you can bring some lollies to give to the winners each time, you can add another teaching point by pointing out that bullies often get rewards for what they do. For instance, a bully might feel powerful for a short time, or get laughs, or get attention for the short term.

Debrief:

- *How is that game like bullying?*
- *How did you feel when you got out? What was the skill involved for staying in?*
- *In this game you were picked on for no reason at all. Is bullying always like that?*
- *If some people 'ask for it' sometimes, do bullies have to bully them?*

**Linguistic /
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Writing a Letter Home

Time: Approx 10 - 20 min

Brief: *Write a letter about bullying*

Introduce this activity with something like this:

"Imagine you are a parent and your child is going into high school. But yours is no ordinary child. He/she has been raised on a perfect planet somewhere else in the universe. You would have liked to have stayed there, but work called you back to

earth and unfortunately for your child, he/she has to come back and go to school here.

Your child has never been picked on, made fun of, or called names. Your child has never been pushed around, had something stolen, or been told they were stupid or weird. He/she has never been called a loser.

But now your little boy or girl has to come to school here, and you need to write a letter telling her/him what to expect. What will you say? How can you prepare your child for the meanness and cruelty that students give to each other?"

Try writing one.

When the students have finished, you can ask permission to read some of the letters to the class.

Activity - Me, the Bully

(Worksheet No. 1. See Appendix)

Time: Approx 15 - 20 min

Brief: *Personal review of bullying past*

This is a personal worksheet for students to reflect on their past bullying experiences, either as a bully, an onlooker or a victim. Let them write without you having to read it, but check to make sure they wrote something.

Debrief:

- *Were any of you able to write about being a bully? Thank you for being honest.*
- *Have any of you decided to do something about it? Do any of you want to tell us?*
- *What did you learn from doing this worksheet?*

Conflict

Unit 2: Dealing with Bullying

Learning Focus Points

- There are many people you can go to for help or advice concerning bullying
- There are ways to deal with a person who is bullying you
- You can help a friend who is being bullied even if they don't want to tell someone else

Summary

It is useful to know what to do when you are bullied. To be more resilient against bullying, students need to have a good understanding of the issues related to bullying and develop better coping mechanisms.

Friends and peers are useful when someone is bullied. It is important to develop an anti bullying feeling within the school environment. This can be achieved by educating students and teachers on the effects of bullying.

Bullying in any setting is not acceptable and victims need to be encouraged to tell someone if they are bullied. This can only occur if all students develop empathy and good communication skills so students at risk can feel comfortable telling peers of their experience.

Dealing with Bullying Classroom Activities

Visual/Spatial

Activity – Where Do You Go for Help?

Time: Approx 15 – 40 min. Could go over multiple lessons

Brief: *Students make a poster about where to get help for bullying*

Before you do this activity, you'll have to get some information about how your school handles bullying situations. You will need to know the names of staff members students can approach, whether they are bound to report, or can confidentially give advice, and what is likely to happen when students go there.

Discuss the avenues available in school to get help with bullying and organise it in two categories: 1. Help if you're being bullied 2. Where to go if you want advice on dealing with bullying

Allow students to work in groups on A3 size paper to give out the vital information to students. Have them make up a catchy slogan for the poster such as 'you don't have to deal with it on your own', and allow them to be colourful and well presented.

When they are finished, put them up somewhere around school where they may be effective.

Activity – Secret Training Cards

(Use Worksheet No. 2. See Appendix)

Time: Approx 10 – 20 min

Brief: *Make business cards with steps to helping out with a bullying situation*

Refer students to the information on Worksheet #2. Students will use this information to make up a series of training cards for how to help another person who is being bullied.

Bring blank card (preferably cut to business size) to class; enough for several per students. After reviewing the information on the worksheet, ask students to put the 7 steps to helping someone in a bullying situation on 7 cards or less. (they may be able to fit it all onto one card).

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also involve visual puzzles or problem solving activities.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Debrief:

- *Do you think these cards could ever be helpful to you? How?*
- *Have you ever helped out a friend or a younger student with a bullying problem before? What happened?*

Dramatic/Interpersonal

Activity - The Empty Chair

Time: Approx 10 – 20 min

Brief: *One or two students act out a conversation with a bully*

One way to release painful feelings so that children can think more clearly when they are 'in the moment' is to role play responses in a non-threatening environment which allows time for them to work out exactly what they'd like to say. They may also gain insight into the thoughts and behaviour of the bully

Get a volunteer from the class (who is comfortable acting in front of the class). Place two chairs opposite each other. Ask them to sit in one of the chairs and pretend the bully is sitting in the other. Invite this person to 'talk' to the bully. He/she can confront the imaginary bully by sharing thoughts and feelings about how it feels to be bullied. As he/she speaks, encourage the student to swap chairs and 'become' the bully. Allow the bully to reply. Allow this play to continue, swapping chairs. Your role as teacher in this is to act as a conductor - directing a student's movements backward and forwards between the two chairs and coaching them from behind if they are stuck for words.

Encourage the class to remain very quiet during the 'dialogue'. After the student has said everything they want to say. Debrief with the whole class about what they've learned.

Debrief:

- *Did that situation seem realistic to you? Which part?*
- *Does it sound like the actor has had some experience with bullying?*
(to the actor): How did it feel to confront the imaginary bully? How did it feel to be the bully?
- *Would someone else like to try it?*

You may like to try this with two people up the front, or in small groups to gain more class involvement after the process has been modelled from the front of the class.

As a class, work out a plan for more successful methods of confronting the bully without losing control or embarrassing themselves.

Activity - Make Believe

Time: Approx 10 – 20 min

Brief: *Students work in pairs to imagine they are rich and famous*

Bullied children invariably suffer from lack of confidence. Having them 'believe' different beliefs about themselves can help them manifest more confidence.

Pair students up and ask them to face each other. Both are to imagine that they are not very confident and lacking self esteem. Instruct each of them to respond to your questions with their actions to the other person.

Scenario 1

Say, "If I gave you a million dollars, how would you look? How would you stand? What expression would you have on your face? What sort of voice would you use? What would you do with your arms and legs? How would you sound? Just pretend.

Now describe to your partner a great holiday you have just been on with your money. Where did you go? What did you do there?"

Scenario 2

Say, "Imagine you are the star of the latest hit movie. If you're a boy, you are an action superstar. If you're a girl, you are the most beautiful and funny person. Now how do you smile when your fans run up to get your autograph? How do you wave to the crowd as you're walking down the red carpet? How do you shake hands with Brad Pitt when he comes up at a party to catch up with you?"

Now describe to your partner what your latest project is to help the homeless in Indonesia. What cool idea do you have to help them? What kind of film are they making to promote it?

Debrief:

- *Even though you were probably just having some fun with this, did any of you really imagine you were one of those people? Did it make you feel important? How?*
- *Do you think you need to be rich to make a difference in this world? Do you need to be famous to help others? Comment?*
- *How does being confident in who you are help you when there is conflict?*

Kinaesthetic

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity – Scissors Paper Rock

Time: Approx 5 – 10 min

Brief: *Play the game and debrief*

Have a Scissors, Paper Rock competition in the classroom. Pair up students and allow them to play the best out of five. Then let losers play losers and winners play winners until you have a final, and a Paper, Scissors, Rock champion of the class (for that lesson anyway).

Debrief:

- *When you get in conflict with someone, it is often hard to work out the problem. What makes it difficult to resolve problems? (anger, hurt, pride, etc...)*
- *What does it take in order for two people to make up when they've got a problem with each other? (willingness to compromise, willingness to listen, sometimes an apology)*
- *It would be nice if all problems were as easy to solve as Paper, Scissors, Rock but sometimes it takes time to help heal a problem. What other lessons can you learn from Scissors Paper Rock about resolving problems?*

Activity – Dog and Bone

Time: Approx 10 – 15 min but they won't want to quit

Brief: *Play the game and debrief*

Divide the class into two groups and clear a whole room or go outside and have them line up 4 – 5 metres apart facing each other. Have them pair up with someone on the opposite team as them who has about the same physical ability – they will be always be against each other. Ask them to sit down.

Place a soft object such as a hat or a shoe in the middle of the two lines. Then call out one person's name. Immediately that person AND his/her opposite opponent go to try and get the 'bone' (soft object) in the middle. If one of them can pick up the bone and get back to their own line without being touched, they win a point for their team.

RULES:

- If a person picks up the bone and gets tagged before getting back, the tagger's team gets the point.
- If a person picks up the bone and drops it, the opposing team gets the point.
- If a person even touches the bone without picking it up, the opposing team gets the point.

Possible Strategy: Wait for the other person to pick up the bone and then tag them.
OR – push them into the bone!

Extra Challenge: If you know two people are going to play a waiting game, call another two people to help them out.

Debrief:

• *How is this game like a bullying situation? (Sometimes you can't win. Sometimes you intimidate another person. Sometimes you are just watching helplessly. Etc...)*

Linguistic/Intrapersonal

Activity – How to Help a Friend

(Worksheet No. 2. See Appendix)

Time: Approx 15 – 25 min

Brief: *Tips on how to help a friend who is being bullied*

This worksheet is also used for 'Secret Training Cards' in this unit. You can give students the full version of this – or you can use give them Worksheet No. 2A (without the notes) and have them write in the notes as you discuss it with the class.

Activity – Seven Steps

(Worksheet No. 3. See Appendix)

Time: 20 – 40 min

Brief: *Tips on how to deal with bullying when it is happening to you*

There are two versions of this Worksheet. No. 3 has the Seven steps plus teacher's notes. Use this as the teacher's resource and lead a discussion with the class as they write the notes in on Worksheet No. 3A.

**Linguistic /
Intrapersonal**

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Conflict

Unit 3: Resolving Conflict

Learning Focus Points

- The first key to resolving a problem is to listen in order to understand the other person's point of view
- You must be willing to compromise in order to resolve a problem
- The best resolution is when there is a win/win solution
- Some conflict cannot be resolved by agreement, and two parties must agree to differ

Summary

Conflict is often perceived as a negative event with people fighting and disagreeing to have their own way. Many conflicts end this way because people use negative conflict resolution styles. These include:

Avoiding or denying the conflict. Some people hope the problem will go away and so they act as if nothing has happened. Most of the time it does not go away but in fact, builds up over time.

Give in. Other people prefer to give in rather than engage in conflict. This is another negative approach because people do not have their feelings heard and often grow resentful because their needs are not taken into consideration.

Fighting. Other people tend to blame the other person and become quite aggressive if their needs are not met. This is another negative conflict style as they try to "get their way" and win at any cost.

Although conflict takes place in daily relationships, wise people are able to solve conflict with both parties satisfied and respecting each other. This conflict style is called the "Win/Win" approach.

Resolving Conflict Classroom Activities

Visual Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity – Pass the Artwork Mr Squiggle

Time: Approx 10 – 30 min

Brief: *Students add to a drawing as it goes around the group*

You can have some fun making this short and simple or a take some more time to make more colorful artwork. Divide the class into small groups and give each a piece of paper and pencil (or some art paper and paints). The first person will make a 'squiggle' and pass the paper to the next person who will add some lines to the art work, and so on. Do this until the work has gone through the one group two times.

Then (if you'd like more variety) have the groups change papers and continue developing another group's artwork.

Show off the finished products in the classroom somewhere.

Debrief:

- *In this simple art exercise, everybody had to compromise their own ideas in order to see what the other person had drawn, and then build on it. How is this exercise like resolving conflict between two parties? (Everyone has to compromise a little bit to get a finished product. Everyone has to work together)*

- *Did anyone get frustrated that your idea didn't continue on with the next person?*

Explain.

The finished artwork was a product of the group. Was that difficult for anyone to accept?

Why or why not?

Activity – The Emotions of Resolution

(Worksheet No. 4. See Appendix)

Time: Approx 15 – 30 min

Brief: *Illustrate emotional stages*

Review the emotional process of conflict resolution found in Worksheet No. 4.

Conflict

Here is a summary of the main points:

- Parties agree to talk about it
- Parties express anger
- Parties start to listen
- Parties are willing to compromise
- Parties contribute to resolution

This task involves the students producing an artwork that illustrates each of those five points. They can draw or gather images and put them together.

Debrief:

- *Can you recognise those emotional stages in a conflict you have been in? Explain?*
- *Do some of the points in the process tend to come together? Or have they ever come in a different order for you?*
- *What do you think happens when one of the emotional steps is left out? For instance, what if nobody expressed what they were angry about? Could you still get a resolution?*

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Dramatic/Interpersonal

Activity – Just Argue

(Worksheet No. 6. See Appendix)

Time: Approx 5 – 15 min

Brief: *Students role play a fight between two people with no mediator*

This is a warm-up activity for 'Mediation Time' below. Choose two people to act out one of the problems on the worksheet. Read the problem aloud to the class and discuss how this problem might be dealt with both positively and negatively. Then let the two actors have a fight in front of the class!

Debrief:

- *Was the fight realistic? How might they have portrayed this fight differently?*
- *How does a problem like this normally get resolved?*
- *What other options are there for resolving a problem like this?*

Activity – Mediation Time

(Worksheet No. 6. See Appendix)

Time: Approx 20 – 40 min

Brief: *Students act as mediators and two parties to resolve problems*

NOTE: Before doing these mediations, students will need to have done 'The Process of Mediation' using Worksheet No. 5.

18

Students will role play a mediation where two people have been asked to mediate for a problem between two others. Divide students into groups of 4, with two mediators and two people who are having a fight with each other. The mediators should have Worksheet No. 5A in front of them so that they can follow the process of mediation as they help the two parties work through their problem.

Have the two mediators sitting at a desk with the two others also at desks - partly facing each other and partly facing the mediators. The mediators should introduce themselves and explain the role of the mediator (found in the first part of Worksheet No. 5), then proceed with the mediation. Encourage the parties to be as realistic as possible (just stop them from going overboard so that the mediators lose control of the situation altogether).

You will have the option of starting the whole class in groups working on one of the three problems on the worksheet – or if you have time – allow the class to observe one group doing a mediation first. That will allow more teacher direction and a more thorough learning experience.

Kinaesthetic

Activity – Basketball Referee

Time: Approx 10 – 20 min

Brief: *Students referee a one-on-one basketball game*

If you have a basketball court and balls available, take the class to the courts and explain that you will have a series of 1 on 1 – or – 2 on 2 games (depending on how many courts and how many students you have).

Allow the students to play with one or two students acting as referees for each game. How well they ref the games or even how well they know the rules doesn't matter so much as if they make some calls (even if they are the wrong ones) and have some fun.

Debrief:

- *What is the job of the referee? (to keep the game moving and enforce the rules)*
- *Does the referee decide who wins the game? (we hope not)*
- *Does the referee decide the pattern or the ebb and flow of the game? (no)*
- *If I were to say that helping people resolve conflicts is more like being a referee and less like being a judge, what would that mean?*

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Conflict

Activity – The Balance Fight

Time: 5 – 15 minutes

Brief: *Students challenge each other to a balance fight*

Have students pair off and stand facing each other at arms length apart. Once their feet are set, the first one to move their feet or touch the other person's body loses a point.

The game is fought by each person hitting the hands of the other person, trying to knock them off balance so that they move their feet. Or a person can move their hands out of the way and get their opponent to either fall forward or hit their body.

Play the first person to force their opponent to lose 3 points is the winner. Allow students to move around the room and play each other.

Debrief:

- *Did you find it easy to lose your balance? Did you feel silly getting knocked over sometimes? How is that game like when you get in conflict with a friend? (sometimes the relationship falls over for something so simple, etc...)*
- *If the balance fight is like a relationship, what can you learn from this game?*

Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Linguistic/Intrapersonal

Activity – The Emotional Process

(Worksheet No. 4. See Appendix)

Time: Approx 20 – 30 min

Brief: *Students fill in worksheet as teacher leads class*

Use Worksheet No. 4 to teach students the emotional process of working through a problem with someone and getting a resolution. You may need to discuss what the word 'conflict' means, as well as the word 'resolution'. Explain that the 'parties' are the two people or the two sides who are having the fight.

Give the students Worksheet No. 4A which doesn't have the teacher's notes in it, and have them write in notes as you discuss it with them.

20

getting
Connected

Activity – The Process of Mediation

(Worksheet No. 5. See Appendix)

Time: Approx 30 – 40 min

Brief: *Students fill in worksheet as teacher leads class*

Use Worksheet No. 5 to discuss the role of the mediator and the process of mediation with the class while students use Worksheet No. 5A which doesn't have the teacher's notes in it.

Conflict

Notes...

22

getting
Connected

Conflict

Appendix



Me, the Bully

As much as most of hate bullying, if we look back on our lives some of us can remember when we have done the very thing that we hate doing. It is a good thing for us to look back on those times and determine that we won't do it again. It is also a good thing for us to apologise or make up for our wrongs if we get a chance.

Use this worksheet to think about your past with bullying.

Write about one time when you have bullied someone (or when you've been a part of it, or even watched it happen and didn't do anything to stop it):

Is there something you can do to apologise for that or make it right? (Sometimes there isn't) If there is, what will you do?

Write about a friend of yours who was bullied:

Write about a time when you've been bullied:

How to Help a Friend Being Bullied

Sometimes you will see bullying take place and not know what to do. It can be an awkward situation. Here are some practical hints so that you can help and not make the problem worse.

Steps to Helping with a Bullying Or Harassment Problem

1) Don't become part of the problem

It is important not to try and punish the bully. You may not know the whole story, and sometimes the one who looks like the victim has had a big part to play in what is happening. Don't become a bully in order to solve a bullying problem. Stop any violence if you need to, but avoid taking sides until you've heard the whole story.

2) Realise that people need to deal with issues themselves

Don't 'rescue' the victim. If there is a real victim, then you won't help by taking over to protect them – you will only make them realise they are as useless as they thought. You will empower a person when you help them find ways to deal with the situation themselves. It's not your job to solve the problem; only to be a helper.

3) Find out what the real problem is. Don't give 'quick fix' answers

It's rare that there is an easy 'fix' for a bullying problem. It is usually complicated, and if you think you can fix it without listening carefully about what is going on you are more likely to just make it worse. Remember that when a bully thinks a person is going to get help and take action, he/she will usually try to make it worse for the victim. Go slow, listen hard.

4) Listen for the 'other' side of the story. Don't be afraid to ask what the problem is.

There are always two sides to a story, so when you're listening to one side imagine what the other side would be saying. Ask the victim what they've tried before to deal with the problem, and beware of the person who says they've tried everything – chances are they just don't want to try anything and they'll want you to get involved. It is OK to go to both parties to get the whole story, BUT be sure that you give them both the same consideration and chance to explain what is happening. Remember, you're not a teacher, nor are you judge jury. Just listen.

5) When you've got the facts, make a plan to deal with the problem WITH the person. Write it out.

When you've heard the whole story, ask the victim this question: 'what are you going to do about it'. Notice where the responsibility lies: with them. Your job is to help them come up with options and explore the options. It is their job to make a decision and follow through. You can be a support by keeping in touch, but pay attention to No. 1 above – don't become part of the problem.

6) Check out your plan with a teacher.

Go to a teacher you trust and tell them what has happened. If you promised not to tell anyone, then tell the teacher you can't reveal names, but check out what you've done to see if you've done the right thing.

7) Make sure you follow up your plan.

If you're going to support someone, then be available - but don't crowd the person. Remember that it isn't your responsibility to deal with the problem and often the victim will not have the courage to follow up. It is your job to encourage them to take action. If the bullying keeps happening, you may need to go back to your teacher and see if it is a problem that needs to be reported and dealt with by the school.

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Steps to Helping with a Bullying or Harassment Problem

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- 2) Realise that people need to deal with issues themselves
- 3) Find out what the real problem is. Don't give 'quick fix' answers
- 4) Listen for the 'other' side of the story. Don't be afraid to ask what the problem is.
- 5) When you've got the facts, make a plan to deal with the problem WITH the student. Write it out.
- 6) Check out your plan with a teacher.
- 7) Make sure you follow up your plan.

Seven Steps

Here are seven steps to follow when you are being bullied (or harassed):

1 Know your rights (Tell Someone!)

You need to know what is NOT acceptable for people to do to you. The best thing is to ask someone you trust whether it is OK for a person to do what is happening to you. Just check it out so you can know for sure what is right or wrong. Many times what is happening to a person might even be against the law. Call a help line, ask the police, or a teacher or parent to help you understand just exactly what you can say 'no' to.

When you tell someone what is happening, you might realise that this is something that needs to be dealt with by an adult, a teacher, or the police. They will let you know about that. It is important at this phase to ask yourself, "What am I doing to help cause this problem?" This is vital to do. If you are not sure – again, ask someone you trust what you might be doing to add to the problem. First sort out your end of it by stopping something you might need to stop, or apologising or making right something you have done.

2 Make a statement

Let's assume now that this is not something that you need to report for someone else to deal with, and you have spoken to someone about it as recommended in No. 1. Now you need to tell the person who doing something to do that YOU DON'T LIKE IT. There are times when a bully may be getting the wrong message – or maybe a confusing one regarding what is happening. You need to be absolutely clear that you don't like or want what is happening and state that clearly, preferably where there are witnesses. Then record what you have said. If there is any written communication involved, keep it and make sure there is a date and time on it. This sends a clear message that you are serious about wanting this stopped and also gives you legal backup if the situation does not improve.

3 Ignore taunts and threats

When a bully can get you to respond to his/her actions, then the bully is in control. Ignoring a bully is often a good way to take some of the control away from the bully. It also keeps you free from being part of the problem. If you return the bullying behaviour, then you compound the problem.

4 Have a witness

If you know or suspect that bullying might take place, then keep a witness with you to see and hear what happens. If you can, directly after an incident takes place, write out exactly what happened, remember to quote exact words or phrases accurately and ask your witness to sign it. When you confront the bully, either by yourself, or with the help of an authority figure – having that recorded information gives you a powerful weapon against the bully.

5 Confront

For many incidents of bullying or harassment that continue, the time will come when the bully needs to be confronted. This could happen by you confronting the bully by yourself, or better – with a witness – or it could be a time when the bully must be confronted by you in front of an authority figure or mediator.

When you do confront, remember to simply tell what has happened to you and how YOU feel about it. Try not to fall into the trap of threatening (which just reverses the role so that you can be the bully) but state clearly what steps you are taking (like recording information and reporting to authorities) to make the situation stop. When confronting, it is often good to ask the bully what you have done to deserve the treatment you are getting. Ask, "what is your problem with me?" and listen genuinely. You may hear something that you didn't know.

6 Tell

If you have gone through all of the steps above and the behaviour continues, go again to a person of authority and ask for help in getting the bullying to stop. It is not good for you – and it will not do the bully any good to allow that behaviour to continue.

7 Move On

Sometimes it is hard to let go of the emotion that the bullying incident stirs up inside. The best tool to help put bullying in the past is to go through these steps – finally confronting the bully and stopping the bad situation. When you have done that, review again what you need to learn from the situation and the way you dealt with it so that you might prevent it from happening again. Then move on. Don't hold a grudge or try to get revenge. Don't let the power of the bully continue to control your emotions.

Conflict Worksheet No. 3A

Seven Steps

Here are **Seven Steps** to follow when you are being bullied (or harassed):

- 1 Know your rights (Tell Someone!)
- 2 Make a statement
- 3 Ignore taunts and threats
- 4 Have a witness
- 5 Confront
- 6 Tell
- 7 Move On

Emotional process of Conflict Resolution

When there is conflict between two people, emotions begin to flare (even if it doesn't show on the outside). One of the reasons that resolving conflict is so important is that it reduces the emotional stress on the two parties. In order to resolve conflict successfully there needs to be a change in the emotional status of the two parties. In other words, people need to move from being angry to being able to compromise in order for a conflict to be resolved.

Understanding that emotional process of resolving conflict can help a person move through the process quicker.

Here is a summary of what happens:

Parties agree to talk about it

Deciding to try to resolve the problem is the first step to getting a resolution, and it is a big one. Unless both parties can agree to have some of communication, they will obviously get nowhere. However agreeing to talk is sometimes a scary thing to do. Most people don't like conflict and many will try to ignore it rather than having the courage to deal with it. This is the hardest step of all.

Parties express anger

The nature of conflict is that it produces the emotion of anger. That is why you want to resolve the problem. When both parties are angry they cannot listen well. Their thoughts are focussed on the anger, hurt, resentment, etc... that the conflict has produced. They cannot move to the next stage until the anger is expressed and reduced.

Parties start to listen

Once the first flood of emotion is out of the way and I have had my say, it is easier for me to listen to what you have to say. This is the step that is most often missed in conflict resolution. It is only by truly listening to the other person's point of view that I can be willing to compromise and be able to apologise for my part in the conflict.

Parties are willing to compromise

To compromise that I let go of something I want for myself in order to gain something that is acceptable to both of us. Instead of demanding a situation where I win and you lose – or settling for a situation where you win and I lose – I humble myself enough to compromise so that I win and you win. This is called a win – win situation.

Parties contribute to resolution

Now both parties are ready to be part of the solution process. We both suggest solutions and agree on what will work best to get us the resolution we are after. We have moved from being angry and distant to having a common purpose to solve the problem with a win – win situation.

Process of Formal Mediation

Legal disputes are often resolved by a formal process of mediation. This means that when people go to court, the judge will often send them to mediation instead of making a ruling because it is always better for people to work out their own problems together if they can.

When they go to mediation, a mediator will help the two people (they call them the two 'parties') go through a series of steps to sort out their problem. This sorting out is called the 'process of mediation'. Their goal is to resolve the conflict between the two parties (or 'sort out the problem between the two people').

This is a little about how a mediator works:

- The mediator (often they work in pairs) is neutral.
- They are not on one side or the other. They listen to both sides equally and don't pass judgment on either one.
- The mediator does not solve the problem.
- They are not like a judge who makes a decision; they simply help the parties sort out their own problems.
- The mediator does not force an agreement.
- The two parties decide whether or not they want an agreement and then they sign it. If one side doesn't want to resolve the problem, then the mediation will stop. Mediation is not usually legally binding.

This is a short outline of the mediation process:

1. Listen to the stories

The mediator listens to both sides of the story to get an idea of what is going on. Everybody gets an equal chance to have their say.

2. Establish the issues that the parties want to resolve

Once the story is clear, the two sides can decide what the real problems are. Once they can write those down, then the mediators know what has to be resolved.

3. Explore the emotions

Both parties need to explain to the other side what they are most concerned about. This can be an emotional time and both sides need to be willing to listen to the other.

4. Brainstorm Solutions

Once they understand how each other feels, the two parties can start to think of ways they can solve the issues that the conflict has brought up between them. They come up with as many ideas as they can.

5. Do a Reality Check

There may be many ideas to solve the problem, but they might not all be good ones. Both sides need to agree on the solution and the mediators help them check out whether they think those solutions will really work.

6. Write up a Resolution

Now the mediators write down what the two sides have decided to do together. This is an agreement and they both sign the agreement, promising that they will do their part in fixing the problem.

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Problems for Mediation

Single Person Mediation Problems

1. Change them anyway you want!
2. Identify 2 or 3 issues for each
3. Work completely through the mediation process ending with a written agreement.

Problem 1 Lunch

Renny and Mack. Renny came to school with a box of choc chip cookies for a class party. Mack is from the same class and saw the box of cookies in Renny's bag. Thinking that it was all going to the class anyway, Mack took half of the cookies. When Renny took the box to the teacher, the missing cookies were noticed. Renny was embarrassed at looking 'cheap' and ran away to find out Mack as the culprit. Before Mack could get to the party, Renny grabbed the chips Mack had brought for the party and ran to give them to the teacher. But Renny fell along the way, the chips bag burst open and they all fell in the dirt. Now there are no chips OR cookies for the party and the teacher is furious that there is not enough food, so sends the teacher aid to the shop to buy cookies and chips. Who is going to pay for that?

Problem 2 Party

Pete and Sam are friends but each hang out with a different group. This weekend Sam is having a birthday party. Sam invited Pete to the party but not Pete's friends. Pete is hurt that Sam didn't invite the friends and doesn't feel comfortable going alone – so Pete turns up with the friends anyway. Sam gets mad when they all rock in and makes it known that he/she is not happy jan. Sam's friends then take it on themselves to let the intruders know that they are not welcome and there is some little violence and Pete's watch is broken. Sam's parents get real angry and send all the kids home. Pete's parents tell Pete that the watch should be replaced.

Problem 3 Neighbours

Jan and Ric each own a 10acre block next to each other. Jan's twin boys love to play in the creek and swimming hole which is over on Ric's property, but Ric doesn't really mind. They don't have a fence between them. Ric's 16 daughter had her birthday party as a sleepover where they camped in a tent down by the creek. Some of the kids went up into Jan's property and cut down 3 gum trees for the fire. Jan was furious and demanded that Ric buy new trees to replace the old ones. Jan's boys heard what had happened, found a dead cat full of maggots and threw it into the swimming hole so that no one could go in there. Ric's daughter saw them do it.