Conflict Resolution Workshop

Presented by the CWS Staff
### Conflict vs. Bullying

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Bullying</th>
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<tbody>
<tr>
<td><strong>Conflict</strong> is a struggle between two or more people who perceive they have incompatible goals or desires.</td>
<td>Bullying behavior is very different from conflict. It is behavior that is <strong>intended to cause some kind of harm</strong>. The person doing the bullying purposely says or does something to hurt the target of his/her behavior.</td>
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Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts arise in the moment because people of the same relative amount of power see the same situation from two different points of view. | There is always an **imbalance of power** (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying make be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. |
## Conflict vs. Bullying

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<td>In a conflict people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict. All of us have know of conflicts in which people have said things to hurt one another which they later regret.</td>
<td>It is <strong>aggressive behavior</strong> by one individual (or group) that is <strong>directed at a particular person</strong> (or group). The aggressive behavior is <strong>unwanted and negative</strong>. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done. There is only one person feeling emotional upset—the person who is the target of the bullying. The person who engages in bullying behavior derives some sense of satisfaction from his/her behavior and does not feel sorrow or regret about the harmful effects of her/his behavior.</td>
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<td>Usually <strong>a pattern of behavior repeated over time</strong> and can take many forms—physical, verbal or social.</td>
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## Conflict vs. Bullying: Examples

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<td>- Two siblings share a bedroom and do not agree on what color to paint</td>
<td>- A group of students regularly call another student names and hold</td>
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<tr>
<td>the walls</td>
<td>her/him up for ridicule in front of others</td>
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<td>- Two strangers clash over a place in a movie line</td>
<td>- A student repeatedly uses social media to embarrass and harass a</td>
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<td>- Neighbors disagree about who should clean up debris after a storm</td>
<td>classmate</td>
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<td>- Children quarrel over who gets to go first</td>
<td>- A student gets others to go along with excluding a particular girl/boy</td>
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<td></td>
<td>from participating in activities in which she would otherwise be</td>
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<tr>
<td></td>
<td>included.</td>
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<td>- A very popular student intimidates others to do his/her bidding</td>
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Bullies

Perceived Bullies and/or Those Testing Boundaries and Their Control

Those Experimenting with Everyday Conflicts, Problems, and Issues. (Social Experimenting)
Issues that come up...
Narrow Point of View

A possible conversation:

- “I got that LEGO piece first!”

- “Noooo, I was just gonna use it and it was by my knee then you snatched it!”

- “It was not yours, it was just lying there!”

- “I got it from the box and I was using it on my spaceship!”

- “NO, I had it…”

- “No, it was mine first!”
Issues that come up...
Active bodies always wanting to move

A possible conversation:

• You hit me!

• No, I didn’t

• Yes you did! Your arm hit my head.

• I was just turning to get my coat in the closet.
Issues that come up...

Bodies and spatial awareness

- We have many different children and some have much greater needs for large motor movement than others.

- Some have developing control of their bodies which means their bodies move in ways the child is unaware of but means no harm to anyone. Essentially, at times their bodies have a mind of their own.

- It is rare that planned, malicious physical harm is involved in our classrooms. There is plenty of bumping, swinging, taps, arms flying, dance moves, twirls, jumps, crashes, sliding, etc...
Issues that come up...
Vying for power and control

• No, you can’t play,

• NO, you can’t sit there Mary is sitting there.

• I’m faster than you, I did it first

• That picture is ugly. Mine is better.
Issues that come up...
Exploring/ Mimicking Language & Pushing Boundaries

• Cursing/ using language that is inappropriate for school

• Rolling eyes at classmates/ teachers

• Using inappropriate hand gestures.
Issues that come up…
Gossiping and “pot stirring”

- This happens when a smaller group of children have difficulty becoming actively engaged in play. These students will see an ordinary argument between other kids and then interject themselves and blow the argument out of proportion into a high drama event.

- The kids involved are usually CWS experts, they know that conflicts will be heard by adults. All sides will get a turn.

- There are lots of “he said she said” and then, and then, and then aspects to these discussions.

- Often nothing has directly been done to the talkers. They see a conflict and interject themselves.
Strategies we use to address and prevent bullying and conflict.

• Lower School Strategies
  • PreK – 2nd Grade
• Set up class rules and expectations from Day 1. Make it interactive with kids.
• Check-in’s—morning meeting, after lunch, end of day
• Have kids feel comfortable to share
• Promote honesty—kids share their version
• Respect for All/Bucket filling curriculum, social awareness
• Read alouds that connect to social emotional topics, relationship skills, decision making
• Confidence/self-esteem building/self-awareness/self-management
• Partners
• Games that encourage community building
• Role plays to act out ways to problem solve
• Quiet space/take a break/time away
• Encouraging discussion by...
  • Taking turns to share perspectives
    • i.e., listener/speaker/problem solver
  • Promoting independence
    • i.e., “Can you solve this on your own? How?”
  • Teaching the difference between accident vs. on purpose
  • Tattling vs. telling
Strategies we use to address and prevent bullying and conflict.

• Upper School Strategies
  • 3rd - 5th Grade
Community Building Activities

- Getting to Know You
- Shares
- People Search
- Team building activities (e.g. building block towers, human knot)
- Student Interviews
Responsive Classroom Curriculum

- Collaborative Rule Making
- Role play of conflict scenarios
- ‘I’ Statements
- Tattling vs. Telling

- Using art and quotations to discuss tolerance, community and acceptance
We the students of The 5th Generation in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for The 5th Generation.

**Article I: Be respectful to each other.**
- Be supportive and friendly. Treat others the way you would like to be treated.

**Article II: Be the best student you can be.**
- Be inquisitive, be diligent and always remember to try your best.

**Article III: Be a strong community.**
- Remember we are all equal in this classroom. Support each other and be understanding.

**Article IV: Be respectful to your environment.**
- Use materials carefully and properly so everyone can use and enjoy them.

**Article V: Be the Example.**
- Be amazing role models for the younger kids.

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**Example: I Statements**

I felt sad/frustrated/annoyed when you tapped on the table and wouldn’t stop so what I would like is for you to apologize and promise not to do it again.

Example:

I felt sad/angry/frustrated/mad when you said I can’t play with you so what I would like is for you to play with me next time.

**Rules**

- Talk to a teacher first.
- If someone makes an I statement, listen to it before speaking.

I felt __________ when you so what I would like is ____________
Cozy Corner/ Control Breaks

• Taking a short walk
• Movement break
• Getting some water
• Reflecting on/ writing down experience
If Conflict or Bullying Occurs...

1. Investigate.
2. Determine whether conflict or bullying. If conflict, bring kids together to resolve. If bullying, choose from possible steps below.
3. Include parents.

Possible Steps:
Change seating, provide a buddy, consequences for the student who is bullying, social skills practice
School-wide Initiatives/Activities/CWS Community Events
- Respect for All
- Gym—team building/cooperative games
- Reading Buddies
- Community Service
- Acts of Kindness award
- Writers’ Celebrations
- 5th Grade Slavery and Civil Rights Movement Museum/MLK Book Awards
- MLK Honoring the Dream
- Harvest Festival/Art and Science Fair
- PTA Afterschool Clubs
How can families best communicate concerns...

• Ask to meet your child’s teacher to explain concerns in a calm manner.
• Discuss your perspective on the matter and be open to hearing other perspectives.
• Ask the teacher for their observations.
  * What have they noticed?
  * What is their impression of what is happening?
• Ask the teacher what the next steps will be and if they will investigate the incident.
• Ask the teacher when they will follow up with you.
• Have the follow up discussion with the teacher.
• If you still feel like the matter hasn’t been resolved, ask to meet with the school administration to discuss the issue.
What families can do at home to help...

- Have open-ended discussions with your child. Give them the opportunity to share about their day.

<table>
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<th>Leading Questions</th>
<th>Open-ended Questions</th>
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<tr>
<td>Were you bullied today?</td>
<td>How as your day?</td>
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<tr>
<td>Do you have anything good to say about school?</td>
<td>Was there anything great that happened today at school?</td>
</tr>
<tr>
<td>What bad things happened to you today?</td>
<td>Was there anything you would have liked to go differently today at school?</td>
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What families can do at home to help...

- Use conversation starters to spark deep discussions make time to listen, take time to talk.
  - What’s something that would make you have the best day ever?
  - What one thing would you do to make the world more peaceful?
  - What do you love about school/work?
  - What makes you laugh?
  - What makes you sad?
  - What’s a skill you wish you had? Why?
  - Do you learn more when you win or when you lose? Explain your thoughts.
What families can do at home to help...

• Review helpful resources


  • https://www.stopbullying.gov/what-you-can-do/index.html