

# 9th GRADE: BULLYING

## LESSON 1 OVERVIEW

### Conflict vs Bullying



**Lesson Time:**  
30 Minutes

#### Materials Provided:

- Handout: "Group Analysis" (printed one per group)
- Video: "[Conflict vs Bullying](#)" (1:31)
- Anti-Bullying Pledge [Download](#)
- Parent Letter (shared electronically or printed one per student) [Download](#)

#### Materials Needed:

- Dry Erase Board and Marker/Smart Board
- Projector with Video/Audio Capability

#### Objectives:

Students will be able to...

1. Understand the difference between conflict and bullying.
2. Identify key features of conflict, bullying, and harassment.
3. Create original scenarios to demonstrate conflict and bullying.

#### Educators:

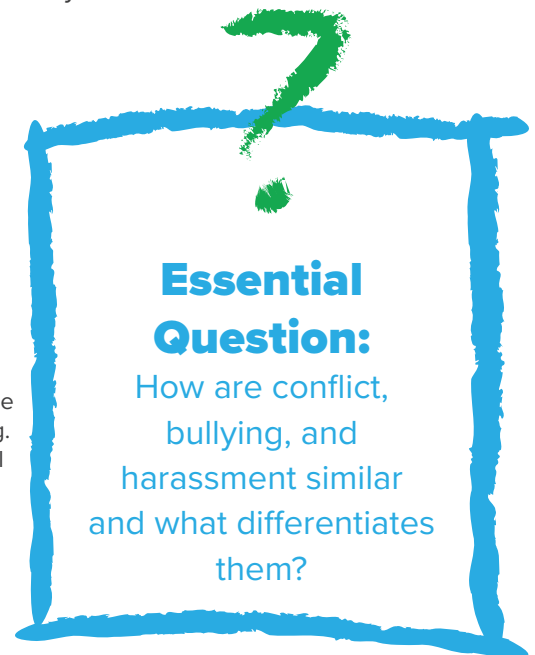
##### Did You Know?

All 50 states now have anti-bullying laws, yet we are still seeing the regular occurrence of bullying. According to the U.S. Department of Education, 1 in 5 students is bullied at school. Bullying is repetitive, aggressive behavior in which an imbalance of power exists. The power imbalance does not necessarily come from physical size but could come from a number of sources such as popularity, strength, or cognitive ability. (StopBullying.gov) There are varying types of bullying including threats, rumors, physical harm, verbal attacks, and exclusion. While bullying can happen anywhere to anyone, some groups such as socially isolated youth and youth with disabilities are at an increased risk. Although bullying occurs most often among girls and among middle schoolers, social media has given older students a new platform on which to display aggression and perpetuate negativity. This, unfortunately, results in targets who are unable to escape the bullying at the end of the day.

#### Educator Prevention Tips:

As you teach the lessons within this unit, explain the serious impact of bullying on the bullies, the victims, and the witnesses. Support students through times when they feel insecure or reluctant. Teach all of your students to speak up for one another, to support one another, and to respect one another. Peer intervention is often the quickest way to diffuse a bullying situation. Create an environment in which students bond, recognizing their common ground so that their connection makes them more hesitant to victimize and more likely to protect each other.

Because these lessons address every type of bullying including manipulation in friendships and other relationships, the content may spark a reaction to a current or past bullying situation. If these are mentioned openly, proceed carefully or suggest that you speak privately with the student so that their well-being will be protected. Overly vocal or silent students could be a sign that someone needs to speak with a counselor.



# Conflict vs. Bullying



## Lesson Introduction: (2 minutes)

Throughout your years in school, you have seen many relationships - good and bad. You have witnessed kindness and meanness, respect and bullying, compromise and conflict. As teachers and counselors, we want to always keep you safe - emotionally, physically, and mentally. Sometimes in our effort to educate you, we use terms that, over time, are heard so often that people begin to no longer value the significance. The term *bullying* is a perfect example of this repetition and resulting indifference; however, it is very important that you know the definitions and descriptions of *conflict* and *bullying*. Show YouTube video (1:31) "Conflict vs Bullying"  
<https://www.youtube.com/watch?v=PM8QO-zCYpo>

## Activity 1: Comparing Terms (5 minutes)

Why is it important to know the difference among conflict and bullying?

It is important to understand conflict because, believe it or not, there's a lot of good that can come from conflict. Conflicts can support positive change, motivate us, and promote growth among individuals and groups. We should neither fear nor avoid conflict, especially when it leads to peaceful resolutions.

Bullying is negative behavior that is intentional and can have serious, long term effects. Bullying may sometimes even meet the threshold of actual harassment when it targets a protected class. When that happens, it can even lead to legal action.

- Draw a chart on the board with two columns labeled: Conflict and Bullying (Shown below)
- Have students brainstorm three concrete ideas about each topic; encourage students as needed. (See examples below)
- Discuss for no longer than five minutes.

Conflict	Bullying
An argument or <b>disagreement</b>	<b>Repeated</b> behavior
Not intentional	About <b>power</b> & control
Differing of opinions or beliefs	Fighting, punching, shoving, kicking
Can be easily resolved	Can be digital/online
Happens every day	Manipulation/ridicule

Now that we have explored conflict and bullying let's take a look at what they are.

### Conflict<sup>1</sup>

- Conflict is not intentional, and not meant to hurt someone physically, socially, or emotionally.
- Both parties share equal power.
- Conflict is a differing of opinions or beliefs.
- Conflict can be helpful because it can strengthen or change your viewpoint.

### Bullying

- Bullying is intentional. The objective is to hurt the victim physically, socially, or emotionally.
- The bully is perceived to be more powerful than the victim.
- A bully targets its victim repeatedly.

# Core Lesson (cont)

## Slide/Handout

**Group Analysis**

Directions: Discuss each of the questions and complete all or a portion of the work. Be prepared to share your answers with the class after all groups are finished.

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

Circle Your Topic: Conflict or Bullying

1. What can I do to stop it?
2. What can I expect?
3. How would it make you feel?
4. Write a script for a scenario that would be an example of \_\_\_\_\_ (fill in the blank with the type of discussion conflict or bullying). You will perform this script.

## Lesson Script/Talking Points

### Handout: Group Analysis (22 minutes)

I am going to put you into groups and assign groups a topic of either conflict or bullying. After your group completes the handout, your group will share some of your responses.

*(Divide students into groups, and assign each group the topic of conflict or bullying. Give each group one handout - see below. Allow students up to seven minutes to discuss and complete the handout. Have each group present or discuss their responses with the whole class 3-5 minutes per group max. Be sure that student answers include the criteria identified in the lesson.)*

### Closing: Essential Question (1 minute)

**How are conflict, bullying, and harassment similar and what differentiates them?** *(Allow for responses.)*

It is important to have a clear understanding of conflict, bullying, and harassment in order to identify negative behaviors towards yourself and others. The ability to distinguish between situations will enable you to stay safe and seek help accordingly. Over the next few weeks, we will talk about different types of bullying, particularly cyberbullying. We will also talk about how to diffuse situations and get help.

### Anti-Bullying Pledge

**BE THE GOOD**  
ANTI-BULLYING PLEDGE

I am a good person. I pledge to:

**BE THE GOOD**  
I will be good to my peers by always treating others how I would like to be treated.

**SHOW THE WAY**  
I will model and show respect to everyone.

**LEND A HAND**  
I will lend a hand and stand up to help if someone is being bullied.

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



You have the power to make a difference. You can be the good, show the way, and lend a hand! Will you pledge to be the good? *(Distribute the Anti-Bullying Pledge, and have the students sign and date the pledge.)*

### References:

1. "What's the Difference between Conflict and Bullying?" Accessed June 26, 2019. <https://www.pacer.org/bullying/resources/questions-answered/conflict-vs-bullying.asp>.
2. "Questions Answered - National Bullying Prevention Center." Accessed June 26, 2019. <https://www.pacer.org/bullying/resources/questions-answered/bullying-harassment.asp>.

Click Here to Provide Feedback on this Lesson

# Group Analysis

**Directions:** Discuss each of these questions and compile a list of responses for each. Be prepared to share your answers with the class after all groups are finished.

**Group Names:** \_\_\_\_\_

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**Circle Your Topic:** Conflict or Bullying

1. What can it look like?

2. What can it sound like?

3. How would it make you feel?

4. Write a script for a scenario that would be an example of \_\_\_\_\_. Fill in the blank with the topic of discussion Conflict or Bullying. (You will not have to perform these.)