

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.csmp.org/handouts/tips.htm
The Colorado School Mediation Project offers ten tips for students on how to engage in productive peer conflict resolution.
- www.wa.gov/ago/ourschool/1_harass/title.htm
The U.S. Department of Education provides schools with a comprehensive preventive plan called, "Protecting Students from Harassment and Hate Crime."
- www.hec.ohio-state.edu/famlife/bulletin/volume.3/bull26b.htm
Teachers can learn more about the subtler forms of school harassment in Ohio State University's *Human Development and Family Life Bulletin* article, "What About Girls, Are They Really Not Aggressive?"

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.

Curriculum Specialist, Schlessinger Media

Titles in this series include:

- | | |
|---------------------------|----------------------------|
| • BULLYING | • PEER CONFLICT |
| • CONFLICT WITH AUTHORITY | • PEER PRESSURE |
| • CRISIS INTERVENTION | • SEXUAL HARASSMENT |
| • HARASSMENT | • STUDENT & ADULT CONFLICT |

Also available:

Conflict Resolution for Educators

- | | |
|-----------------------------|--|
| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
|-----------------------------|--|

Teacher's Guides Included
and Available Online at:



800-843-3620



Program Copyright 2002 by Seattle Public Schools
Teacher's Guide Copyright 2003 by Schlessinger Media,
a division of Library Video Company
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620
All rights reserved.

CONFLICT Resolution for Students™

Harassment

Grades 5–12

Conflict resolution can help young people develop critical communication and problem-solving skills. On any given day students are faced with many choices and find themselves in various situations that might easily lead to conflict. As such, it is important for students to learn the causes of conflict, how to recognize the signs of potential conflict, and to develop the skills necessary for dealing with conflict.

Each program in *Conflict Resolution for Students* contains two scenarios that depict students experiencing conflict in real world situations. Each scenario is followed by a discussion of how the situation could have been handled differently by the various parties involved. Programs may be shown in their entirety or stopped for discussion points. Teacher's Guides contain support material in the form of discussion questions, activities and Internet resources.



Introduction

Harassment is a general term that can be applied to a wide range of anti-social behaviors, from physical violence to abusive name-calling. Students may encounter harassment in the classroom, hallways and locker rooms from other students or even adults associated with their school. A young person who is a frequent target of harassment can experience profound academic and psychological problems, and may attempt violent retaliation. Schools should focus on developing policies to prevent and respond to harassment in order to create a safe and healthy learning environment for all students.

Scenario 1

It's My Right...It's My Choice

Program Summary

Dana and her friends spend much of their free time in school teasing and picking on those whom they refer to as “dorks and losers.” A frequent victim of this harassment is Lauren, who is dubbed “the freak” because of her different fashion and personal style choices. Dana is especially vicious in her attacks on Lauren, as she jealously believes that Lauren is interested in her boyfriend.

Pre-viewing Discussion

- What is the difference between harassment and bullying? When do you think the line between the two is crossed?
- In your school, how much are people evaluated based on their choices of clothing or make-up? Do people get harassed or picked on for wearing or adopting particular styles? Why?
- Describe the characteristics of someone who wants to be or is trying to be “different.” How do you respond when you encounter a person who is trying to develop his or her own personal style? Do you respect this desire?

Follow-up Discussion

- Describe some of Dana's personal qualities and characteristics. Why do Dana's friends participate or look the other way while she abuses Lauren? Why do you think Dana and her friends feel that anyone who dresses like Lauren deserves to be criticized?
- What coping strategies could Lauren use to stop the harassment? Do you think these strategies would prevent further harassment?
- What role do you think jealousy plays in Dana's treatment of Lauren? Do you agree with Dana's boyfriend's assessment that she is “too possessive”? Do you think she will change as a result of this experience?

Follow-up Activities

- Have students write journal entries reflecting on moments in their lives when they felt ostracized or ignored. How did students react to and cope with the rejection?
- Ask students to consider the roles looks and popular clothing styles play in their evaluation of other people. Students should then debate the relative importance of fashion and appearance when looking for a friend. *(Continued)*

- Have students role-play a variety of strategies Lauren could use to respond to the harassment by Dana and her friends. Also, ask students to construct a dialogue between Dana and her friends regarding her treatment of Lauren.

Scenario 2

We're Supposed to be a Team

Program Summary

Rhonda, the ultra-competitive leader of the softball team, dislikes Lisa, a former track star who struggles to fit in and isn't performing well in her new sport. Lisa wants to improve and asks the other players for help, but Rhonda uses her influence to persuade the team to ignore her. Finally, Rhonda confronts Lisa and tells her to quit because she is bringing the team down.

Pre-viewing Discussion

- If you were participating in athletics, describe how you could be a good teammate. How would you react if your team lost a lot of games? What would you do if you were on a team and one of your teammates had a really bad game?
- How prevalent are cliques in your school? Do you usually speak your mind and make decisions on your own, or do you normally follow along with what your group thinks? Why?
- Why do some people harass others? What do you think they gain from harassing other people?

Follow-up Discussion

- One of her teammates said that Rhonda had “run people off the team” in the past. Why do you think Rhonda behaves like this? Why do you think she wants to get Lisa off the team? Do you think Rhonda would react so negatively towards Lisa if she were a better softball player?
- Is it fair for Rhonda to blame Lisa alone for the team's poor performance? How much do you think Rhonda's attitude affects the team and its ability to win games? Does a team's success depend on the relationships of the players? Why? Why not?
- Should Lisa's coach be more aware of the problems on her team? What might she do to help Lisa be more accepted?

Follow-up Activities

- Ask students to imagine they are the star player or captain on an unsuccessful team and to write journal entries describing ways they could help improve their team's performance.
- Invite a coach or professional athlete from your community to your class to view and discuss the issues covered in the program.
- Ask students to role-play the situation that develops among Rhonda, C.J. and Lisa in the locker room, suggesting as many solutions as possible to improve the discord on the team.