



Bullying is conflict—a good idea for a possible solution.

1. overview of Bullying

What is Bullying:

The term bullying is meant to define a repetitive aggressive behavior towards.

Who are unable to defend themselves. Usually, the roles of Bullying are well defined:

on the one hand, there is the bully, the one who carries out violent behavior physically and - or psychologically, and on the other hand, the victim, the one who instead suffers such attitudes.

Features of Bullying:

- the intention of aggressive behavior
- the systematic nature of aggressive actions to the point of becoming persecutory
- the asymmetry of power between victim and persecutor.

The violent behaviours that characterize bullying are:

- insults, profanities, and insults;
- physical appearance or speech,
- defamation;
- exclusion of their own opinions;
- physical assaults.

Cyberbullying: is defined as an aggressive, intentional act conducted by an individual or group using various forms of electronic contact, repeated over time against a victim who cannot easily defend.

Bully: can keep anonymity, has a wider audience, namely the Web, and can control the personal information about your victim.

bullying video: monologue Paola Cortellesi [[Italian Video to contrast the bullism.](#)]

2. Bullying as a violation of Human Rights

What are Human Rights being violated?

Bullying violates human rights because it harms the dignity of those who suffer it and is against fundamental principles such as inclusion, participation, and non-discrimination.

3. Bullying as Conflict and Prevention.

We want to discuss bullying from a broader perspective to address the conflict issue and its resolution.

Activity:

Brainstorming on the concept of conflict.

A huge sheet of paper with the words: Conflict.

Five minutes to write, quietly, everything you can think of. Let's analyze together what you reported.

In our culture, the vision of conflict has been and continues to be negative-. To define it, we use terms such as quarrel, clash, war, violence, enemy, and adversaries, considering the conflict how a situation undesirable; and to be avoided.

Nevertheless, the conflict is a neutral situation, and what makes it a negative or positive fact depends on the mechanisms or forms used to address and resolve it.

Preventing conflict often means avoiding it, thus preventing its causes from emerging.

From the proposals on the treatment of conflict, prevention stands out. A strategy to be used at the initial levels of the same, starting from the postulates of Education for Peace and Nonviolence, is based on an intervention broadening the simple tendency to prevention.

Prevention, a term coined by J. Burton, is a pre-crisis intervention process that leads us to:

- an adequate explanation of the conflict, including its human dimension.
- An awareness of the changes needed to eliminate their causes.
- Developing appropriate conditions for fostering cooperative relations reduces the risk of new confrontations, learning to deal with and resolve contradictions before they turn into antagonisms.

Structure of the conflict: Prevention broadens the concept of conflict prevention by:

- prevention means avoidance
- Sourcing requires developing skills, skills, and strategies to deal with conflicts at the outset.

Conflicts are situations in which two or more persons enter into opposition or disagreement because their positions, interests, needs, aspirations, or values are incompatible or are perceived as such; emotions and feelings play a crucial role, and the relationship between the parties in the

conflict can be consolidated or deteriorated, depending on how the process of conflict resolution.

Structure of the conflict:

The importance of communication:

Strategies that promote resolution in a negotiable and cooperative way

If conflicts are part of coexistence, it is essential to consolidate strategies that favor their resolution in a negotiable and cooperative way.

The results of the conflict resolution process are affected by multiple factors: distribution of power, participation of third parties, personal characteristics, beliefs, and past experiences, cultural norms, values, expectations,.... however, the type of communication established is considered to be an essential factor when dealing with conflicts.

Communicative behavior in the face of conflicting situations contains verbal elements (contents, questions, answers,...), non-verbal (facial expressions, posture, distance, gestures,...), or para-verbal elements (verbal fluidity, tone of voice, conversation time, silence time).

The importance of verbal elements has been estimated at around 20%, while 40% belongs to non-verbal and para-verbal elements.

The use and combination of these three elements will determine the communicative behaviors used and the implications required in the conflict process. Three styles are proposed for studying communicative behaviors: passive, aggressive, and assertive.

Behaviors of aggressive communication

Imperatives, criticisms, and threats abound as verbal elements. When you ask questions, you often ask too many simultaneously. When you are questioned, you tend to answer with another question or by introducing another theme. The dialog is constantly interrupted, and not allowed to talk.

As for the non-verbal and para-verbal communication elements, we can note the tense facial expression. The frown; the gaze fixed and directed towards the eyes; the handshake is abundant and threatening; posture is intimidating, and distance violates personal security. The person tends to maintain a frontal orientation.

The tone of voice is high, and the speeches are quick and with strong expressions, without pause or silence.

Behaviors of assertive communication

Assertive behavior establishes an intermediate point between passive and aggressive behavior. The aim is to express ideas, desires, or feelings that are realized appropriately and directly, aiming for efficient communication. The persons know how to adapt to the context, which helps to resolve conflicts. In personal relationships, living a good feeling means we have control of difficult situations, which involves reducing stress and better communication.

Assertive behavior usually uses first-person verbal elements (I think. ... I like), elements that implicitly involve collaboration (we do, we can, we would like), and questions that tend to solve the problem. You then have two-way communication, direct and effective. You listen actively. You signal the limits, and you express expectations. Instead of judging and-or labeling, observations are presented descriptively in a simple modality.

There is some correspondence between verbal and non-verbal communication. Facial expression is relaxed and follows circumstances.

Both the volume of voice and the speed and intonation are suitable for effective communicative interaction. The dialogue is fluid and direct, making the discursive time proportional for each interlocutor.

Assertive skills: the importance of active listening

Activities in pairs on active listening

In summary, listening active means:

- maintain eye contact with the speaker.
- Indicate that you are listening, saying yes, and making statements with your head.
- Do not immediately express your agreement or disagreement. Let the other person speak. Do not fill in the silence.
- Do not move the conversation to yourself
- Ask open questions so that the other party may express its views.
- Occasionally summarize or reaffirm the speaker's speech. Show that you understand what the speaker feels.

Conflict resolution as a "Mediator."

Conflict is a multidimensional situation. They must be studied from a multidisciplinary perspective.

What happens in conflicts:

conflicts occur when it is perceived that there are incompatible objectives and interference between the parties. In these moments, the subject is in frustrating and uncertain situations that cause him aggression and anxiety. How the subject deals with such emotions will be important for developing the conflict.

Aggression is born how frustration (not getting what we expect) can be directed towards the object of frustration, itself, or the people responsible for it. On many occasions, the subject cannot release his aggression towards any of these goals, so he then resorts to two additional alternatives: try to suppress the aggressive impulses (not recognizing them and starting replacement activities); these options can be dangerous for themselves as the unconscious needs if they continue to be unsatisfied and can lead it to behave destructively, or resort to the second alternative, shifting his aggression to another side, blaming for his frustration a source distinct from the real one. (This would explain the existence of scapegoats and is a complementary explanation to what we will see later on about their existence).

FRUSTRATION

AGGRESSIVE

Path 'A'

**Direct to the subject of
frustration**

Self-directed

**Aimed at people
accountable of frustration**

Path 'B'

**Try to suppress aggressive
impulses
(destructive behavior)**

**Move the aggression
elsewhere.
(blame a source other than
the real. "scapegoat")**

Anxiety is an emotional state of internal tension triggered in a subject who lives or perceives a danger. In the development of the conflict, some people may perceive the "opponents" as people who are unwilling to meet their needs.

Anxiety can come from fear of their impulses - fear of myself and my aggression. Or stress comes from considering behavior negative or morally inadequate, but necessary and inevitable if you want to get what you want. This emotional state is a conflict of the self.

Alternative dispute resolution methods

- Assess whether participants have the necessary capacity to agree and negotiate.
- Not to take part in the conflict under any circumstances
- manage information in a confidential manner
- not prolong the process beyond what is necessary
- conclude the process when the agreement is not possible
- to ensure that the content of the signed agreement is fair and right.

"Mediator" in action.

In the mediation: "...the conflicting parties find themselves with the mediator who will help them communicate with each other and allow the parties can find a mutually satisfying solution.

Thus, both parties involved in the conflict benefit from the agreement thanks to a solution such as a Win-Win.

Mediation will therefore consist of conducting a process, not formulating the most appropriate solution.

Basic principles of mediation:

1. The mediator is impartial and must be seen by the parties.
2. Mediation is voluntary; the parties may withdraw whenever they wish.
3. the mediator does not have the power to impose an agreement.
4. It does not matter who is right and who is wrong, nor does it concern seeking guilty and innocent, victims and executioners.
5. Mediation is a learning process.
6. Everything expressed during mediation shall be confidential.
7. The central pillar of the process is communication.

Conclusion

The dynamics that lead to repeated violent and aggressive behaviors called bullying acts are the

manifestation of the "inability to manage conflicts."

The dynamics of bullying are a perfect violation of the rights of the person's dignity. The breach also refers to discriminatory behaviors or contravention of the right of participation in social relations.

The conflict is neutral; what makes it a negative or positive fact depends on the mechanisms or forms used to deal with it and solve it.

Preventing conflict often means avoiding it, thus preventing its causes from emerging.

The postulates of Education for Peace and Non-violence promote the interventions that broaden the superficial tendency toward prevention. The strategy explained in the postulates can be used from the start-up of the conflict to confirm that prevention is an excellent solution to risk reduction of an adverse event.

Conflicts are situations where two or more persons enter into opposition or disagreement because their positions, interests, needs, aspirations, or values are incompatible or perceived. Emotions and feelings play a significant role in the relationship between the parties in the conflict. Second, the spirit of the solution adopted influences the process; it can be consolidated or deteriorate, depending on how it will be developing the action.

The development of assertive skills, such as the development of active listening, contemplated by the non-violent method, allows us to manage better a conflict understood in a neutral sense.

Conflicting parties can achieve a Win-Win solution by using assertive behaviors in the relationship.

By adopting the techniques of the "mediator," it is possible to resolve a conflict.